

Cohesion devices

Look at this short passage and underline the words which “connect” the various points the writer of this article makes.

The most common criterion used to define harmful ideas, particularly regarding materials for young people, is the charge of obscenity. However, as in the case of political or social ideas, the concept of what constitutes obscene material is highly dependent on cultural and social context. For example, some people now in their 80s may still remember when it was considered immoral for a woman to wear a skirt that showed her ankles. A hundred years ago, Nathaniel Hawthorne's *The Scarlet Letter*, dealing with the subject of adultery, was found unfit for modest maidens to read (Gelhorn 1968: 23). It is now considered a classic and is required reading in many high school and college English classes. Thus, what is regarded as obscene in one era is considered harmless in another.

The word obscenity itself refers to an emotional state of arousal rather than an object (Gelhorn 1968: 22). In a survey of boys aged 12 to 16, the years of adolescence which censors are so worried about, 85 percent of them reported genital commotions from carnival rides, playing a musical solo, driving a car fast, and watching parades (Wittenberg 1947: 246). Obviously censors would not consider banning these as obscene activities. Yet they believe that reading books which talk about sexuality will in some way irreparably damage young minds and souls. If censors want to ban books judged obscene because they arouse normal sexual behavior, they must also ban perfume, music, and warm spring nights that produce the same result.

Thus, in banning books, most censors act more in their own self-interest than in the best interests of students. When they ban books that portray accurate pictures of adolescent life, such as Judy Blume's novels, they are essentially avoiding facts that may force them to look at the reality of their own children's lives (Broderick 44). For example, in Blume's novels, teenagers talk frankly about sex and discuss their fears and expectations. To pretend that teenagers are not interested in the subject or do not need to talk about it is turning a blind eye to the facts. More importantly, by eliminating what censors feel is harmful to society, they participate in creating a false picture of reality, attempting to mold future generations in their own image (Thomas 1978: 158).

In addition, some censors use book banning in an attempt to bury their own past. For example, some protesting black groups tried to ban *Uncle Tom's Cabin* because it depicted blacks in what they felt were unflattering terms (Brown 1979: 151). However, they ignored the fact that Mrs. Stowe made the slave owner the antagonist and the slave the protagonist of the story. The book not only advanced ...

Here are a number for words and phrases which connect the elements in a text. Try to put them into the table on page 10.

| | | |
|--------------------------|------------------------|---------------------------|
| accordingly | however | of course |
| also | however much ... | on the contrary |
| alternatively | in addition | on the other hand |
| although | in conclusion | on the whole |
| apart from this | in contrast to | or rather |
| as a consequence/result | in fact | particularly |
| as a rule | in general | so |
| as far as X is concerned | in most cases | so that |
| as follows: | in order to | speaking generally |
| as for ... | in other words | still |
| as one might expect | in particular | surely |
| as well as | in spite of ... | such as |
| because | in summary | that is to say |
| because of this | in that case | therefore |
| besides | in the same way | thus |
| clearly | in this case | to be more precise |
| despite | It follows that | to conclude |
| especially | it goes without saying | to put it another way |
| even though | mainly | to sum up |
| finally | moreover | under those circumstances |
| for example | namely | usually |
| for instance | naturally | what is more |
| for the most part | nevertheless | whereas |
| for this reason | not only ... but also | with regard to |
| furthermore | now | yet |
| hence | obviously | |

Which words and phrases from the previous page can be used to make the following connections between sentences or paragraphs?(Some may go into more than one category.)

| | |
|---|--|
| Addition | |
| Giving an example | |
| Stating the obvious | |
| Generalising | |
| Restating in different terms | |
| Contrast | |
| Concession / Contradiction (but ...) | |
| Cause and effect; purpose | |
| Making a new start | |
| Highlighting | |
| Conclusion | |
| Summarise | |