

Master Course in English for Academic Purposes

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Lecture notes 21-24 (30 Nov. 2013)

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1. Coherence and cohesion

Connectives and transition words and phrases:

- connect clauses, sentences or paragraphs together or relate ideas to one another
- indicate relations, whether within a sentence, paragraph, or paper

Reasons for using transitional phrases:

- indicate relations, whether from sentence to sentence, from paragraph to paragraph, or from one idea to the next.

Basic: **AND, BUT, OR, SO**

Coherence: Linking Paragraphs

Smooth transition, a smooth movement from paragraph A to paragraph B, which explains why the words that link paragraphs are often called transitions.

Some ways of linking paragraphs:

- To show simply that another idea is coming: **also, moreover, in addition**
- To show that the next idea seems to go against the previous one, or is not its logical result: **however, nevertheless, still**
- To show that the next idea is the logical result of the previous one: **therefore, consequently, thus, as a result**

Task 1 – find a linking word and define its use:

Many curricula expect all pupils to learn the same things, at the same time and by the same means and methods. But pupils are different and have different abilities and needs.

Therefore, the curriculum must take into consideration the various needs of pupils to ensure “access for all”. (*Guidelines for Inclusion: Ensuring Access to Education for All* , UNESCO 2005, p. 25)

Transitions: the AND group

Additional information	Examples	Comparison	Enumeration / Sequence
<ul style="list-style-type: none">- <i>and</i>- <i>also</i>- <i>besides</i>- <i>in addition</i>- <i>in fact</i>- <i>further</i>- <i>furthermore</i>- <i>what is more</i>- <i>moreover</i>- <i>another ... Is ...</i>- <i>as well (as)</i>	<ul style="list-style-type: none">- <i>for example</i>- <i>for instance</i>- <i>in general</i>- <i>generally</i>- <i>especially</i>- <i>in particular</i>- <i>e.g.</i> <p>Apposition / Emphasis</p> <ul style="list-style-type: none">- <i>i.e., that is, that is to say</i>- <i>namely</i>	<ul style="list-style-type: none">- <i>equally</i>- <i>likewise</i>- <i>similarly</i> <p><i>in the same way</i></p> <p>Transition</p> <ul style="list-style-type: none">- <i>now</i>- <i>with</i>- <i>reference to</i>- <i>with respect to</i>	<ul style="list-style-type: none">- <i>first(ly)</i>- <i>second(ly)</i>- <i>third(ly)</i>- <i>next</i>- <i>then</i>- <i>finally</i>- <i>lastly</i>- <i>and to conclude</i>- <i>to summarise</i>- <i>in conclusion</i>- <i>in summary</i>

<ul style="list-style-type: none"> - too - both and - not only but 	<ul style="list-style-type: none"> - in fact - e.g., for example, for instance - including - such as - especially, particularly - mostly, mainly, chiefly 	<ul style="list-style-type: none"> - with regard to - In respect of 	<ul style="list-style-type: none"> - to sum up - in brief
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Transitions: the BUT & OR groups

<p>Contrast</p> <ul style="list-style-type: none"> - but - however - on the other hand - on the contrary - yet - in spite of, despite - in contrast - although / though - instead - after all - nevertheless 	<p>Choice</p> <ul style="list-style-type: none"> - or - or else - otherwise - either ... or - neither ... nor
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Transitions: the SO group

<p>Cause and effect</p> <ul style="list-style-type: none"> - therefore - so - then - thus - hence - as a result - since - because of this/that - for this reason - accordingly - consequently 	<p>Inference</p> <ul style="list-style-type: none"> - then - in other words - in that case - otherwise - if so - that implies - my conclusion is
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Task 2: use the appropriate transition word/phrase to complete the sentences:

1. _____ the character and personality of the teacher is a crucial issue in the classroom, by far the greater number of responses were not so much about teachers themselves.
2. It does, _____, require teachers to empathise with the people they are talking to.
3. _____ adapting their language, experienced teachers also use physical movement.
4. _____ teachers and students are not the same as parents and children, the subconscious ability to 'rough-tune' the language is the skill they have in common.

2. Academic speaking

Introducing oneself

Task 3: introduce yourself to your colleague.

3. Developing fluency

- expressing opinion
- asking for opinion
- agreeing
- disagreeing

<p><u>Giving opinions:</u> <i>I think that ...</i> <i>I believe that</i> <i>I don't believe that</i> <i>To my mind ...</i> <i>As I see it ...</i> <i>Personally I think that ...</i> <i>In my opinion / view...</i></p> <p><u>Asking for opinion:</u> <i>What do you think?</i> <i>What's your opinion?</i></p>	<p><u>Partially agreeing</u> <i>That's partly true.</i> <i>On the whole, yes.</i> <i>That's true, but ...</i> <i>I see your point, but ...</i> <i>It may be true that ..., but ...</i> <i>I admit that ...</i> <i>However, ...</i></p>	<p><u>Strong agreement:</u> <i>Absolutely.</i> <i>I couldn't agree more.</i> <i>I totally agree.</i> <i>I agree.</i> <i>That's how I see it too.</i> <i>That's what I think too.</i> <i>I think you're absolutely right.</i></p>	<p><u>Strong disagreement:</u> <i>I don't agree.</i> <i>I totally disagree.</i> <i>On the contrary ...</i> <i>I don't think that's true / right.</i> <i>I take the opposite view.</i> <i>That's not how I see it at all.</i> <i>You're missing the point.</i> <i>I think it's wrong to say that ...</i></p>
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Task 4: in groups of five react to the statements, expressing own opinion; then ask others in your group about their opinions.introduce yourself to your colleague.

4. Internet search; key words

- <http://www.sweetsearch.com/>
Pay attention to domain name extensions, e.g., .edu (educational institution), .gov (government), .org (non-profit organization)

Task 5: define key words for your specific interest (subject methodology)

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