

Lingua Inglese 1 SID 2018

Reading and Writing skills:

Cohesion in texts

Cohesion is the 'glue' that sticks sentences together into a coherent paragraph or larger text.

According to Halliday & Hasan (1976), key elements creating cohesion are:

- 1) Pronouns of substitution (personal: *he, it, she, they*; relative: *which, who, that*; possessive: *his, hers, mine*;
- 2) Demonstrative adjectives and pronouns (*this, these, that, those*)
- 3) **Logical connectors or discourse markers** (default connectors are *and, but, because then*)
- 4) Lexical sets forming semantic fields

Connectors

The European Commission is proposing a Communication on online disinformation. ...(0)... technologies offer new and easy ways, notably through social media, to disseminate information on a large scale and with speed and precision, they can also be used as powerful echo chambers for disinformation campaigns.

Disinformation erodes trust in institutions and in digital and traditional media ...(1)... harms our democracies by hampering the ability of citizens to take informed decisions. It can polarise debates, create or deepen tensions in society and undermine electoral systems, and ...(2)... have a wider impact on European security. ...(3)... impairs freedom of opinion and expression, a fundamental right enshrined in the Charter of Fundamental Rights of the European Union.

Freedom of expression encompasses respect for media freedom and pluralism, ...(4)... the right of citizens to hold opinions and to receive and impart information and ideas "without interference by public authorities and regardless of frontiers". ...(5)... , public authorities have a duty to make citizens aware of, and protect them against, activities aimed at deliberately manipulating their views and covertly influencing their decisions.

The rise of disinformation, and the gravity of the threat, have sparked growing awareness and concerns in civil society, ...(6)... in EU Member States and internationally. In a June 2017 Resolution, the European Parliament called upon the Commission "to analyse in depth the current situation and legal framework with regard to fake news, and to verify the possibility of legislative intervention to limit the dissemination and spreading of fake content."

...(7)... the Commission is today proposing a series of measures and self-regulatory tools, such as an EU-wide Code of Practice on Disinformation with the objective of producing measurable effects by October 2018. It proposes to enhance media literacy, ...(8)..., and to support an independent network of fact-checkers and tools to stimulate quality journalism.

thus

both

and

however

too

while

that is why

as well as

Connectors

The European Commission is proposing a Communication on online disinformation. **(0) WHILE** technologies offer new and easy ways, notably through social media, to disseminate information on a large scale and with speed and precision, they can also be used as powerful echo chambers for disinformation campaigns.

thus

Disinformation erodes trust in institutions and in digital and traditional media **(1) AND** harms our democracies by hampering the ability of citizens to take informed decisions. It can polarise debates, create or deepen tensions in society and undermine electoral systems, and **(2) THUS** have a wider impact on European security. **It** impairs freedom of opinion and expression, a fundamental right enshrined in the Charter of Fundamental Rights of the European Union.

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and

however

Freedom of expression encompasses respect for media freedom and pluralism, **(3) AS WELL AS** the right of citizens to hold opinions and to receive and impart information and ideas "without interference by public authorities and regardless of frontiers". **(4) HOWEVER**, public authorities have a duty to make citizens aware of, and protect them against, activities aimed at deliberately manipulating their views and covertly influencing their decisions.

too

while

The rise of disinformation, and the gravity of the threat, have sparked growing awareness and concerns in civil society, **(6) BOTH** in EU Member States **and** internationally. In a June 2017 Resolution, the European Parliament called upon the Commission "to analyse in depth the current situation and legal framework with regard to fake news, and to verify the possibility of legislative intervention to limit the dissemination and spreading of fake content."

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4 broad types of marker:

- Additive *and* *UNICEF is a UN agency **and** so is the UNFPA.*
- Causative *because* *The ice cap is melting **because** the earth's temperature is rising*
- Temporal *then* *When peace is achieved in Syria, **then** the reconstruction process can begin.*
- Adversative *but* *Development is desirable and necessary, **but** it costs money*

What category of markers do the italicised words in the 'Botany Bay' text on the next slide belong to?

Botany Bay

‘Australia became prosperous **because of** the wickedness of England’, someone said. What was meant by this?

Simply that in the beginning Australia was a place to which convicts were sent. It was expensive to keep them in prison, **so** the government was anxious to be rid of them. **Before** 1783 they had shipped convicts to the American colonies. **But** the United States of America after 1783 did not want any more of these unruly immigrants. For a year or two they were kept in disused rotting ships on the Thames, **until** the suggestion was made that Australia, 12,000 miles away, would be an excellent country to harbour them. Captain Cook had sailed around the coast and discovered a place he called Botany Bay **because** the flowers there were so wonderful, and this was chosen for a convict settlement.

A certain Captain Philip was given charge of the first group to go there in 1788. **After** five months’ sailing they arrived at Botany Bay, **but** Captain Philip decided it was not suitable **and** went farther on and landed at what is now called Sydney Harbour. The term Botany Bay was **nevertheless** used for this colony.

The government had shown little imagination in beginning this venture, **however**. Captain Philip begged for more supplies. He needed seeds, farm implements and food. **Instead** he was sent more convicts. After four years of unrewarding labour, Captain Philip retired **because of** ill health.

Cause:

Consequence:

Temporal:

Concession:

Opposition:

Addition:

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The government had shown little imagination in beginning this venture, *however*. Captain Philip begged for more supplies. He needed seeds, farm implements and food. *Instead* he was sent more convicts. After four years of unrewarding labour, Captain Philip retired *because of* ill health.

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Addition:

Temporal connectors

Text external time: *then, after that, next, at that time, soon*

Text internal time: *firstly, secondly, thirdly, finally, to begin with, to conclude, concluding*

BETWEEN SENTENCES or CLAUSES

meanwhile, at the same time, at that time; soon, then, afterwards, after that, before that, subsequently

WITHIN SENTENCES

while, when, as, whenever; after, before, as soon as, since

TASK: Re-write the sentences below in as many ways as you can

- a) *After* five months' sailing they arrived at Botany Bay, *but* Captain Phillip decided it was not suitable and went farther on and landed at what is now called Sydney Harbour. (*after* = time sequence: **temporal**; *but* = opposition: **adversative**)
- b) *After* four years of unrewarding labour, Captain Phillip retired because of ill-health. (*After* = time sequence: **temporal**)

Adversative

WITHIN SENTENCES

although, though, even though, while, yet, whereas, despite [the fact], in spite of [the fact]

BETWEEN SENTENCES

however, nevertheless, on the other hand, on the contrary, though, alternatively, instead, after all, in any case, in contrast, by contrast, otherwise, even so

TASK: Re-write sentences below in as many ways as you can

c) Before 1783 we had shipped convicts to the American colonies. *But* the United States of America after 1783 did not want any more of these unruly immigrants. (*but* = opposition: **adversative**)

d) *After* five months' sailing they arrived at Botany Bay, *but* Captain Phillip decided it was not suitable and went farther on and landed at what is now called Sydney Harbour. (*after* = time sequence: **temporal**; *but* = opposition: **adversative**)

e) The term Botany Bay was *nevertheless* used for this colony. (*nevertheless* = concession: **adversative**)

f) He needed seeds, farm implements and food. *Instead* he was sent more convicts. (*Instead* = opposition: **adversative**)

Causative

BETWEEN SENTENCES

*therefore, consequently, hence, as a consequence, in consequence,
thus, as a result, so*

WITHIN SENTENCES

because, since, as, so, in order to, so that, as a result of

TASK: Re-write sentences a)-i) below in as many ways as you can

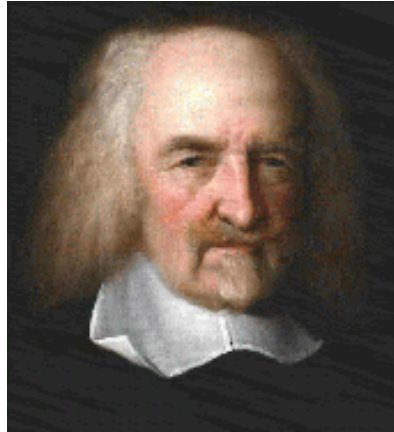
- g) 'Australia became prosperous *because of* the wickedness of England,' someone said. (*because* = cause: **causative**)
- h) It was expensive to keep them in prison *so* the government was anxious to be rid of them. (*so* = consequence: **causative**)
- i) Captain Cook had (..) discovered a place he called Botany Bay *because* the flowers there were so wonderful ... (*because* = cause: **causative**)

Additive

BETWEEN SENTENCES (or clauses in compound sentences)

and, or, moreover, for example, for instance, likewise, furthermore, in addition, not only but also, besides, as well, also, in fact [confirmation]

The next slide proposes an excerpt from Thomas Hobbes' *Leviathan* (1651) CHAPTER XIII: Of the NATURAL CONDITION of mankind, as concerning their Felicity, and Misery



The discourse markers in the text are colour-coded: green, blue, red and purple.

Which colour represents which type of marker?

So that in the nature of man, we find three principal causes of quarrel. **First**, competition; **secondly**, diffidence; **thirdly**, glory.

[cont] The first maketh men invade for gain; the second, for safety; and the third, for reputation. The first use violence, to make themselves masters of other men's persons, wives, children, and cattle; the second, to defend them; the third, for trifles, as a word, a smile, a different opinion, and any other sign of undervalue, either direct in their persons or by reflection in their kindred, their friends, their nation, their profession, or their name.

Hereby it is manifest that during the time men live without a common power to keep them all in awe, they are in that condition which is called war; **and** such a war as is of every man against every man. **For** war consisteth not in battle only, or the act of fighting, **but** in a tract of time, wherein the will to contend by battle is sufficiently known: and **therefore** the notion of time is to be considered in the nature of war, as it is in the nature of weather. **For** as the nature of foul weather lieth not in a shower or two of rain, **but** in an inclination thereto of many days together: **so** the nature of war consisteth not in actual fighting, **but** in the known disposition thereto **during all the time** there is no assurance to the contrary. All other time is peace.

Whatsoever **therefore** is consequent to a time of war, where every man is enemy to every man, the same is consequent to the time wherein men live without other security than what their own strength and their own invention shall furnish them withal. In such condition there is no place for industry, **because** the fruit thereof is uncertain: and **consequently** no culture of the earth; no navigation, nor use of the commodities that may be imported by sea; no commodious building; no instruments of moving and removing such things as require much force; no knowledge of the face of the earth; no account of time; no arts; no letters; no society; **and** which is worst of all, continual fear, and danger of violent death; and the life of man, solitary, poor, nasty, brutish, and short.