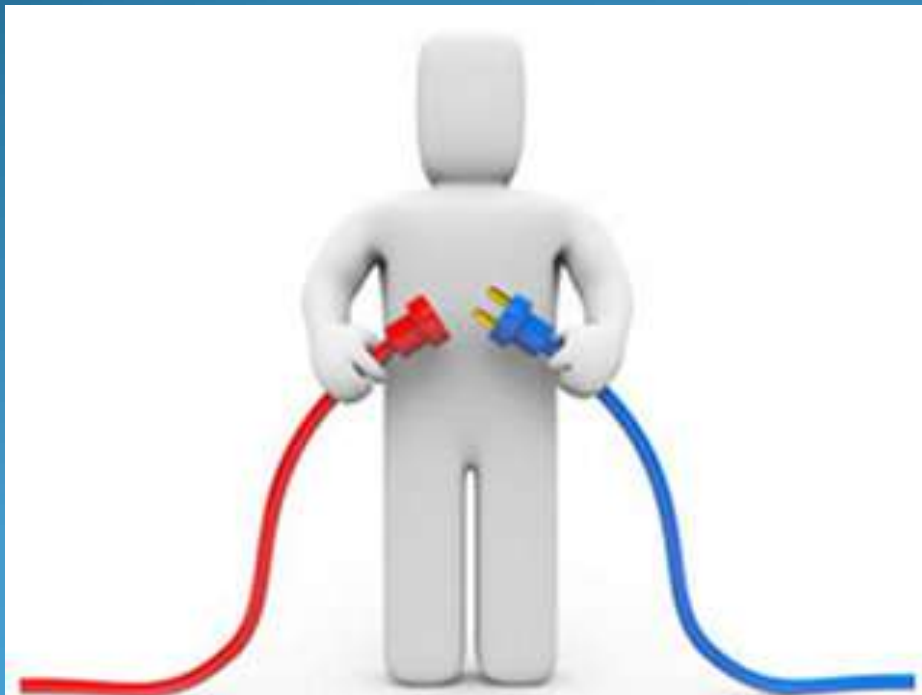


Connecting ideas: Unity and coherence



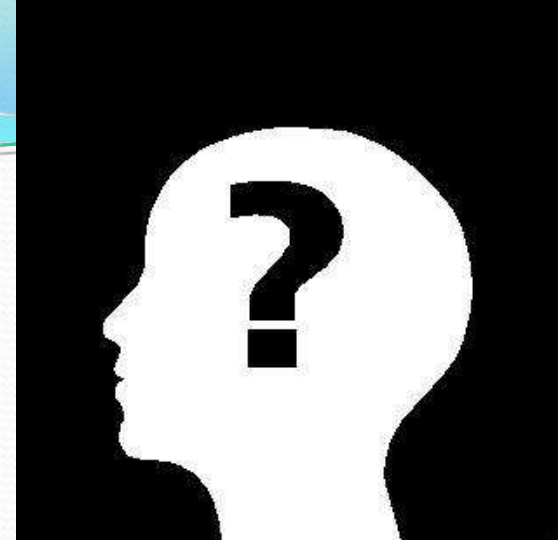
by S. Razi

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Pre-Questions

- How do you connect ideas when you talk to someone else?
- How do you connect ideas when you write?
- What happens if you do not connect ideas in your paper?



Content

- Sentence connectors
- Unity
- Coherence
- Different connectors
- Pronouns as connectors
- Activities
- Conclusion



Introduction:

Sentence Connectors

Why do we use sentence connectors?



- To express ourselves in increasingly complex ways.
- To improve our writing style is to use sentence connectors.
- To express relationships between ideas and to combine sentences.
- To add sophistication to our writing style.

Samples retrieved from
<https://www.thoughtco.com/showing-addition-in-written-english-1212353>

Showing Comparison

Type of Connector	Connector(s)	Examples
Coordinating Conjunction	and...too	<i>High level positions are stressful, and can be harmful to your health too.</i>
Subordinating conjunction	just as	<i>Just as high level positions are stressful, they can be harmful to your health.</i>
Conjunctive adverbs	similarly, in comparison	<i>High level positions are stressful at times; similarly, they can be harmful to your health.</i>
Prepositions	like, similar to	<i>Similar to other important professions, high level business positions are stressful at times.</i>

Showing Addition

Type of Connector	Connector(s)	Examples
Coordinating Conjunction	and	<i>High level positions are stressful at times, and can be harmful to your health.</i>
Conjunctive adverbs	in addition, additionally, furthermore, moreover, also	<i>High level positions are stressful at times; furthermore, they can be harmful to your health.</i>
Correlative conjunctions	not only...but also	<i>Not only are high level positions stressful at times, but they also can be harmful to your health.</i>
Prepositional phrases	in addition to, along with, as well as	<i>Along with being stressful, high level positions can also be harmful to your health.</i>

Showing Opposition

Type of Connector	Connector(s)	Examples
Coordinating conjunction	but	<i>High level positions are stressful at times, but professionals can learn to manage their stress levels.</i>
Subordinating conjunctions	although, despite the fact that	<i>Despite the fact that high level positions are stressful at times, professionals can learn to manage their stress levels.</i>
Conjunctive adverbs	however, nevertheless	<i>High level positions are stressful at times; nevertheless, professionals can learn to manage their stress levels.</i>
Prepositional phrases	despite, in spite of	<i>In spite of the stressful nature of high level positions, professionals can learn to manage their stress levels.</i>

Showing Cause / Effect

Type of Connector	Connector(s)	Examples
Coordinating conjunctions	for (cause), so (effect)	<i>Professionals can sometimes be extremely impatient, for their positions are at times rather stressful.</i>
Subordinating conjunctions	because, since	<i>Since high level positions are at times rather stressful, professionals can sometimes be extremely impatient.</i>
Conjunctive adverbs	therefore, as a result, consequently	<i>High level positions are at times rather stressful; therefore, professionals can sometimes be extremely impatient.</i>
Prepositions	because of, due to, as a result of	<i>Due to the stressful nature of high level positions, professionals can sometimes be extremely impatient.</i>

Showing Contrast

Type of Connector	Connector(s)	Examples
Coordinating conjunction	but	<i>High level positions are stressful at times, but the financial rewards make these positions very desirable indeed.</i>
Subordinating conjunctions	whereas, while	<i>While high level positions are stressful at times, the financial rewards make these positions very desirable indeed.</i>
Conjunctive adverbs	in contrast, on the other hand	<i>High level positions are stressful at times; on the other hand, the financial rewards make these positions very desirable indeed.</i>
Prepositions	unlike	<i>Unlike the undesirable stress of high level positions, the financial rewards make these positions very desirable indeed.</i>

Showing Condition

Type of Connector	Connector(s)	Examples
Subordinating conjunctions	if, unless, only if, even if	<i>If you consider the financial rewards of high level positions, the stressful nature of these positions becomes less important.</i>
Conjunctive adverb	otherwise	<i>You should remember the financial rewards of high level positions; otherwise, you might find the stressful nature of these positions too demanding.</i>

Common transition words

- **To Give Examples:**
 - for example, specifically, for instance, thus, to illustrate, namely
- **To Give Additional Information:**
 - also, further, in addition, moreover, and
- **To Show How Things Are Related in Space:**
 - above, below, here, there, opposite
- **To Show How Things Are Related in Time:**
 - after, before, meanwhile, in the past, later
- **To Show Contrast:**
 - but, however, in contrast, on the other hand, even so
- **To Show Comparison:**
 - similarly, also, in the same way, likewise, in the same manner
- **To Show Results:**
 - thus, therefore, as a result, consequently, to this end
- **To Show Summary:**
 - in summary, hence, in conclusion, finally, all in all

moreover / apart from / in addition to / however / all things considered / on the other hand / the main disadvantage of

Gardening – a Dream or a Nightmare?

Many people dream of having a large space in which to create their ideal garden.

However rewarding a large garden can be, it is worth considering the disadvantages. The main disadvantage of a large garden is the hard work it requires. Moreover, this is a year round job which means taking a holiday can be problematic.

In addition to spending time, you will inevitably spend money on your garden, the amount depends on the type of plants you grow, however do not forget the cost of fertilisers and sprays.

On the other hand, having a large space gives you the opportunity to have a range of flowers and vegetables.

Apart from plants, you are able to create features such as ponds, fountains or even a patio.

All things considered, owning a large garden can be either a dream or a nightmare. If you are successful it is well worth the effort and expense.

**as soon as, finally, by the time, meanwhile,
until, the moment, first, then, as**

First, the taxi which was to take us to the airport was late. **Then**, it broke down on the way. **By the time** we got to the airport, all the other passengers had checked in. **The moment** that we arrived we rushed to the check-in area to get rid of our suitcases. **Meanwhile**, the other passengers had boarded the plane. **As** we were trying to find the departure lounge we heard the final call for the last remaining passengers. We began running and didn't stop **until** we reached the gate. **As soon as** we arrived, we made ourselves known to the ground staff but they told us we were too late and we panicked. **Finally**, after some negotiations, we were permitted to board the plane.

therefore, also, however, previously, as, for example, instead

Reading research has gained specific importance by the 1960s with the arrival of cognitive psychology. Previously, researchers were experiencing difficulties in explaining the mental event of reading as they merely focussed on behaviouristic aspects rather than examining the process itself (Eskey, 2005). Therefore, there were no crucial attempts to build an explicit model of reading until the 1960s. Eskey points out that for behaviouristic researchers it was almost impossible to understand the process of reading as they were occupied in behaviours of learners such as in spoken and written languages. As one of the first proponents of behaviourism, Watson (1924-1925, p. 6) highlights that “[t]he behavio[u]rist asks: Why don’t we make what we can observe the real field of psychology?”

However, the skill of reading would only enable researchers to investigate the eye movements of the readers in a behaviouristic aspect which would doubtlessly result in failure in explaining the complex mental process of reading. For example, in 1879 the French ophthalmologist Javal verified the first depiction of the eye movements in the reading process. His study on eye movements is known to be the first investigation into reading. He revealed that while reading, eyes do not move uninterrupted in the search of the graphic stimuli; instead, eyes have a tendency of quickly jumping and also making pauses at particular parts of the text. The impact of eye movements can also be observed in Waldman (1958) where he examines the physical factors related with eyes such as hyperopia, myopia, presbyopia, and astigmatism and blames them for the lack of reading comprehension along with tired eyes.

Exercise: Put the events in chronological order. Then, use the linking words from the box to join the sentences.

finally / when / at first / then / immediately / by the time

- He reached her. She was beginning to drown.
- He managed to pull her back to the shore and save her.
- He saw that she was in trouble. He dived in to save her.
- Fred was sunbathing on the beach. He saw a woman waving at him.
- He thought she was just being friendly.

- **Fred was sunbathing on the beach. He saw a woman waving at him.**
- **He thought she was just being friendly.**
- **He saw that she was in trouble. He dived in to save her.**
- **He reached her. She was beginning to drown.**
- **He managed to pull her back to the shore and save her.**

Fred was sunbathing on the beach **when** he saw a woman waving at him. **At first** he thought she was just being friendly. **Then** he saw that she was in trouble. **Immediately** he dived in to save her. **By the time** he reached her, she was beginning to drown. **Finally**, he managed to pull her back to the shore and save her.

Retrieved from the coursebook Mission 2 by Evans & Dooley

Developing Coherent Paragraphs

- Paragraph structures provide a map for your ideas, guiding readers through your reasoning.
- Keep this simple set of principles in mind while you write, and use it as a checklist when you're revising.

Use Topic Sentences

- State the **central idea** of each paragraph explicitly in a topic sentence.
- In academic writing, the topic works best at the *beginning* of a paragraph so that the reader knows what to expect.
- Exception: The first and last paragraphs of an essay
- In both instances, readers already know they are leading up to something.
- Save the topic sentence to make a strong paragraph ending.

Expand on the Topic Sentences

- The body of a paragraph *develops* and *demonstrates* what your topic sentences state.
- Some common patterns:
 - Explain more fully what you mean, giving **definitions** or indicating **distinctions**.
 - Offer **details, examples, or relevant quotations** (with your comments).
 - Follow through a **logical sequence**, showing the connections among your ideas in a recognizable pattern such as cause and effect or comparison and contrast.

Show Connections

- Be sure your intended logic is clear.
- Often the simplest words do the most to pull together ideas.
- **Pronouns** such as *it* and *they* and *this* keep the focus on the ideas announced at the beginning of the paragraph, as long as they are clearly linked to specific nouns.
- **Deliberate repetition** of key words also helps.

Choose Appropriate Paragraph Length

- A series of long paragraphs can make prose dense and unpleasant to read.
- Break a long paragraph at a logical place and create new topic sentences to make the shift clear.
- Also look for paragraphs only two or three sentences long.
- They make academic writing seem disjointed or skimpy.
- Try combining a few short paragraphs into one, using a single topic sentence to hold them together.

Paragraph Unity

- Refers to whether or not the text is on topic.
- Paragraph unity: one paragraph is about ONLY ONE main topic.
- A paragraph is unified when all of its sentences work towards the same end.
- Each phrase and sentence should illustrate, clarify, explain, support and/or address the idea that the topic sentence puts forward.
- An essay is unified when all of the paragraphs illustrate, clarify, explain, support and/or address the idea expressed in the essay's thesis statement.
- There may be more than one idea in a paragraph or an essay, but all are focused on one overall theme.
- If your paragraph contains a sentence or some sentences that are NOT related to the main topic, then we say that the paragraph "lacks unity," or that the sentence is "off-topic."

Sample unified paragraph

- The very important role of background knowledge on reading comprehension is noted by Anderson (1999) that readers' comprehension depends on their ability to relate the information that they receive from the text with their background knowledge. He defines such pre-existing knowledge as "life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge" (p. 11). *Background knowledge*, also *prior knowledge*, is supposed to consist of two main components: "our assimilated direct experiences of life and its manifold activities, and our assimilated verbal experiences and encounters" (Swales, 1990, p. 83). Swales proposes that the accumulated store of facts and concepts are contributed by both types of experiences. These input sources build background knowledge which allows evaluation of propositions whether they are true or not. If readers do not have relevant background knowledge about the topic, then they will not be able to cross the borders of the printed material to achieve the meaning intended by the writer that is hidden beyond literal meaning offered in the text. In such circumstances, they should be provided with relevant background knowledge about the topic in order to make the cultural cues clear before reading the text.

Sample disunified paragraph

- Schema theory deals with the reading process, where readers are expected to combine their previous experiences with the text they are reading. Since each reader has different background knowledge, it is supposed to be culture specific. Schema theory was developed by the gestalt psychologist Barlett “who observed how people, when asked to repeat a story from memory, filled in details which did not occur in the original but conformed to their cultural norms” (Cook, 1997, p. 86). Cook states that schema theory assists to explain readers’ comprehension problems and suggests the kind of background knowledge they need. According to Nassaji (2002, p. 444), schema-theoretic approaches include three assumptions. Firstly, they attempt to discuss the representation of knowledge in the mind. Secondly, the usage of knowledge in comprehension is examined. Thirdly, making inferences in comprehension is taken into consideration. Although the notion of background knowledge started to become popular with the advent of top-down models, it is also possible to see the signs of it during the reign of bottom-up models.

Unified or not?

- An attempt to address this issue by encouraging captive breeding programs has also met with difficulties. Firstly, despite modern technology and research, many species are still reluctant to breed in artificial surroundings. In the rare breeds, this creates a vicious downward spiral as wild birds are caught to start breeding programs, but viable populations cannot be maintained. Secondly, captive populations are finite units, and careful management of breeding stock is necessary to prevent weakening the genetic base. This level of dedication and expertise, however, requires a great deal of money--something most of us cannot access and relevant institutions are reduced to begging for.

Unified or not?

Unified.

- Each sentence supports the idea set out in the topic sentence.

Unified or not?

- Horror films have made an impressive comeback with young movie goers in the 1990s. Sequels to new films like the *Scream* and *I know What You Did Last Summer* have already hit the screens with much success, headlined with youthful stars from popular television shows. Neve Campbell, Courtney Cox, and Jennifer Love Hewitt have all parlayed their TV celebrity into Scream Queen status. Hollywood is taking advantage of resurgence of interest by remaking several old horror films as well. In 1998, a remake of *Psycho* introduced a new generation to the amazing film capabilities of Alfred Hitchcock. Another sequel causing excitement is George Lucas' "prequel" to the *Star Wars* saga.

Unified or not?

Disunified.

- The unity is undermined by the last sentence.
- It goes off on to a tangent having little to do with the topic sentence.

Disunified

- Horror films have made an impressive comeback with young movie goers in the 1990s. Sequels to new films like the *Scream* and *I know What You Did Last Summer* have already hit the screens with much success, headlined with youthful stars from popular television shows. Neve Campbell, Courtney Cox, and Jennifer Love Hewitt have all parlayed their TV celebrity into Scream Queen status. Hollywood is taking advantage of resurgence of interest by remaking several old horror films as well. In 1998, a remake of *Psycho* introduced a new generation to the amazing film capabilities of Alfred Hitchcock. **Another sequel causing excitement is George Lucas' "prequel" to the Star Wars saga.**

Find off-topic sentence

- Each of the Russian manned space exploration projects had specific major goals. For example, the Vostok project was designed to test whether or not human beings could survive and function in outer space. For another example, the Voshkhod project was intended to find out whether people could work in the weightless environment of space. One Voshkhod cosmonaut experimented with weightlessness by taking a "spacewalk." That is, he floated in a spacesuit outside his Voshkhod spacecraft, connected to it by a tether. The cosmonaut to do this was Alexei Leonov. Several weeks later, Leonov's spacewalk was followed by that of US astronaut Ed White. Finally, the Soyuz project, with three cosmonauts, had goals of testing spacecraft and spaceflight skills so that people could fly long missions in Earth orbit.

Suggested answer

- This paragraph is generally good.
- But the sentence, *Several weeks later, Leonov's spacewalk was followed by that of US astronaut Ed White*, does not have anything to do with the major goals of the various Russian space projects.
- It is an "off-topic" sentence, so we can say that the paragraph somewhat lacks unity.
- To improve the paragraph, omit this sentence, even though it is historically accurate.

Find off-topic sentence

- Each of the Russian manned space exploration projects had specific major goals. For example, the Vostok project was designed to test whether or not human beings could survive and function in outer space. For another example, the Voshkhod project was intended to find out whether people could work in the weightless environment of space. One Voshkhod cosmonaut experimented with weightlessness by taking a "spacewalk." That is, he floated in a spacesuit outside his Voshkhod spacecraft, connected to it by a tether. The cosmonaut to do this was Alexei Leonov. **Several weeks later, Leonov's spacewalk was followed by that of US astronaut Ed White.** Finally, the Soyuz project, with three cosmonauts, had goals of testing spacecraft and spaceflight skills so that people could fly long missions in Earth orbit.

Paragraph Coherence

- A paragraph is coherent when it flows smoothly in a clear direction and when all the sentences are logically arranged.
- Ways to undermine paragraph coherence:
 - Using too many short, choppy sentences.
 - Organizing your sentences in an illogical sequence.
 - Using weak transitions that fail to suit your purposes, or not using transitions at all.

Sample coherent paragraph

- Reading is considered to be a social process in terms of critical reading perspective (Kress, 1985) and school related reading is regarded as dealing with facts in a text and memorizing and recalling them on examinations; therefore after the school it is quite difficult to develop critical reading habits (Adams & Brody, 1995). Similar to this, along with Abbott (2003), Colombo, Cullen, and Lisle (1992) partly blame traditional schooling for the incompetence of critical reading as such schooling “gives students the impression that knowledge is static, not continually re-created through tension, struggle, and debate” (p. vi). Moreover, it is also difficult for young learners to oppose the writer’s ideas in the text since they are considered to be naïve readers because of their inadequacy in ‘language awareness’ (Hedge, 2000, p. 199).

Sample incoherent paragraph

- Reading is a social process in terms of critical reading perspective (Kress, 1985). School related reading deals with facts in a text and memorizing and recalling them on examinations. After the school it is quite difficult to develop critical reading habits (Adams & Brody, 1995). Along with Abbott (2003), Colombo, Cullen, and Lisle (1992, p. vi) partly blame traditional schooling for the incompetence of critical reading as such schooling “gives students the impression that knowledge is static, not continually re-created through tension, struggle, and debate”. It is difficult for young learners to oppose the writer’s ideas in the text. They are naïve readers because of their inadequacy in ‘language awareness’ (Hedge, 2000, p. 199).

Coherent or not?

- Canadian software companies face several tough challenges in the new millennium because of "brain drain," the weak Canadian dollar, and the monopoly held by their American counterparts. However, the Canadian dollar continues its downward spiral even today. "Brain drain" is a bad thing. Our greatest resources are leaving. Microsoft is squeezing out its competitors. In comparison, if the "brain drain" continues, Canadian companies will find it difficult to produce innovative software. The weak dollar will hurt us. It will help the Americans.

Coherent or not?

Incoherent.

- It uses choppy sentences ineffectively.
- It arranges the ideas illogically.
- It uses transition words in improper contexts.

Coherent or not?

- Canadian software companies face several tough challenges in the new millennium because of "brain drain," the weak Canadian dollar, and the monopoly held by American corporations. "Brain drain" is a catchy new term for the practice of American companies enticing brilliant Canadian doctors, scientists, researchers, programmers, and business people to cross over the border into the United States. The U.S. firms lure the Canadian talent with the strong American dollar and the competitive research and business edge that many such companies have as a result of industry monopolies. Simply put, Canadian companies are being soundly beaten because they find themselves on a playing field that is no longer level.

Coherent or not?

Coherent.

- Notice how each sentence flows logically into one another.
- The paragraph stays consistent with both the content and the organization of the topic sentence.

Pronouns as connectors

- Make sure that you use pronouns effectively.
- Make sure that these pronouns refer to the nouns explicitly.
- **Sample:** Find out what the underlined pronoun ‘they’ refers to?
 - Hedge’s second proposal to reading teachers for the promotion of extensive reading is ‘the reading syndicate’ where a group of readers introduce the books they are reading which are different from the books that their class-mates read.

Activity: Identify pronouns

- Apart from the above mentioned specific approaches of teaching reading, it might be interesting to scrutinize approaches of language teaching to evaluate how they appraise teaching the skill of reading. For example, although readers meet with difficult texts early in Grammar-Translation Approach (Celce-Murcia, 2001), little attention is paid to the skill of reading as the contents of texts are disregarded. Contrary to this, Celce-Murcia notes that Direct Approach allows proficient readers to read literary texts for comprehension and pleasure. However, she indicates that Reading Approach is different from all other approaches since it encourages reading from the beginning with specifically adapted texts and considered to be mostly beneficial for those with practical and academic aims. The most essential aim in this approach is regarded to be reading comprehension.

Consider the following paragraph:

Major and minor connectors

- My hometown is famous for several amazing natural features. **First**, it is noted for the Wheaton River, which is very wide and beautiful. On either side of **this river**, which is 175 feet wide, are many willow trees which have long branches that can move gracefully in the wind. In autumn the leaves of **these** trees fall and cover the riverbanks like golden snow. **Second**, on the other side of the town is Wheaton Hill, which is unusual because it is very steep. Even though it is steep, climbing **this** hill is not dangerous, because there are some firm rocks along the sides that can be used as stairs. There are no trees around **this** hill, so it stands clearly against the sky and can be seen from many miles away. **The third amazing feature** is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. **These three landmarks** are truly amazing and make my hometown a famous place.

Retrieved from
<http://lrs.ed.uiuc.edu/students/fwalters/cohere.html>

Major Connectors

- Consider **bold** words.
- How do they help guide the reader?
- **First, Second, and The third amazing feature.**
- They are *major connectors*.
 - Help organize the main parts of a paragraph.
- This paragraph has three main parts:
 - a part about the Wheaton River,
 - a part about Wheaton Hill, and
 - a part about the Big Old Tree.
- This paragraph has 3 **main points**: major connectors indicate them.
- Use such major connectors to provide coherence in a paragraph.

Minor Connectors

- What about the other words in **bold**, such as those appearing in the phrases "**these** trees" and "**this** hill"?
- They are *minor connectors*.
- They provide coherence to a paragraph by connecting sentences *within* each of the main parts of the paragraph.
- When you write about your main points, you can use them to link your details to each main point.

Identify the main points

- Each of the US manned space exploration projects had specific major goals. The Mercury project was designed to test whether or not human beings could survive and function in outer space. The Mercury project tested rockets with the new Mercury space capsule, which could hold one person. The Gemini project was intended to find out whether two people could work in the weightless environment of space. Gemini astronauts took "spacewalks." They floated outside their spacecraft in a spacesuit, connected to it by a tether. Gemini astronauts tried out new flying skills. Some astronauts flew two spacecraft extremely close together; this procedure was called "rendezvous." On some Gemini flights, astronauts physically linked two spacecraft together. Linking, or "space docking," was a major goal of the Gemini program. The Apollo project, with three astronauts, was intended to test spacecraft and skills so that people could actually fly to the Moon and land on it. Performing scientific experiments on the lunar surface and collecting rocks for study on Earth were goals.

Retrieved from
<http://lrs.ed.uiuc.edu/students/fwalters/cohere.html>

A few changes for clarification

- Each of the US manned space exploration projects had specific major goals. **For example**, the Mercury project was designed to test whether or not human beings could survive and function in outer space. **In addition**, the Mercury project tested rockets with the new Mercury space capsule, which could hold one person. **As another example**, the Gemini project was intended to find out whether two people could work in the weightless environment of space. **One way of doing this** was by having Gemini astronauts take "spacewalks." **That is**, they floated outside their spacecraft in a spacesuit, connected to it by a tether. Gemini astronauts **also** tried out new flying skills. **For example**, some astronauts flew two spacecraft extremely close together; this procedure was called "rendezvous." On some Gemini flights, astronauts physically linked two spacecraft together. **This linking**, or "space docking," was a major goal of the Gemini program. **Finally**, the Apollo project, with three astronauts, had the goal of testing spacecraft and skills so that people could actually fly to the Moon and land on it. **Other goals included** performing scientific experiments on the lunar surface and collecting rocks for study on Earth.

Major and minor connectors

- The **major** ones:
 - *For example*: introduces the first supporting point (the Mercury program).
 - *As another example*: begins the second main point (the Gemini program), and
 - *Finally*: introduces the third and last main point (the Apollo moon program).
- The **minor** ones:
 - The first group of minor connectors provides coherence for the first main point (the Mercury program). There is only one minor connector in this first group, *In addition*, although it is possible to have more than one, depending on how many details you have to support your first main point.
 - The second group of minor connectors consists of *That is*, *also*, and also the phrase *For example* in the sentence, "For example, some astronauts..." Notice that this last minor connector is the same as the major connector at the beginning of the paragraph. However, the function of each is different, depending on the meaning of the sentences.
 - The third group of minor connectors in this particular paragraph also has one member, which is *Other goals included....*

Exercise:

Using Connectives and Paragraphs in a Larger Argumentative Text

- You will learn how to organize supporting statements or arguments in a paragraph.
- It is important to use connectives to list your arguments and to signal the relations between them.

Read the following text carefully.

Retrieved from <http://www.ltn.lv/~markir/essaywriting/chlcare.htm>

Childcare

The government should provide more financial assistance to parents who use childcare. Childcare centres may assist children in their early development. They give children an opportunity to mix with other children and to develop social skills at an early age. Parents and children need to spend some time apart. Children become less dependent on their parents and parents themselves are less stressed and more effective care-givers when there are periods of separation. Parents who cannot go to work because they don't have access to childcare facilities cannot contribute to the national economy. They are not able to utilize their productive skills and do not pay income tax. Government support for childcare services assists individual families and is important for the economic well-being of the whole nation.

Task 1:

The main thesis, supporting arguments and conclusion.

- This text consists of *1 main thesis, 3 supporting arguments and 1 conclusion*.
- **What is the main thesis?**
Circle or highlight the main thesis. Then write “main thesis” in the margin next to it.
- **What are the three supporting arguments?**
Circle or highlight each of the three supporting arguments. Then write "argument 1", "argument 2" and "argument 3" next to each one. (Note: each of these consists of more than one sentence)
- **What is the conclusion?**
Circle or highlight the conclusion and write "conclusion" in the margin next to it.

Childcare

The government should provide more financial assistance to parents who use childcare. Childcare centres may assist children in their early development. They give children an opportunity to mix with other children and to develop social skills at an early age. Parents and children need to spend some time apart. Children become less dependent on their parents and parents themselves are less stressed and more effective care-givers when there are periods of separation. Parents who cannot go to work because they don't have access to childcare facilities cannot contribute to the national economy. They are not able to utilize their productive skills and do not pay income tax. Government support for childcare services assists individual families and is important for the economic well-being of the whole nation.

Main
Thesis

Argument
1

Argument
2

Argument
3

Conclusion

Task 2:

Adding information to relevant arguments.

- The following sentences add further information to the three supporting arguments.
- Add the sentences to the text.
- First work out which of the three supporting arguments they relate to.
- *Recent studies indicate that the parent-child relationship can be improved by the use of high-quality childcare facilities.*
- *A whole range of learning occurs in childcare centres.*
- *Non-working parents can become a drain on the tax system through dependent spouse and other rebates.*

Childcare

The government should provide more financial assistance to parents who use childcare. Childcare centres may assist children in their early development. They give children an opportunity to mix with other children and to develop social skills at an early age. *A whole range of learning occurs in childcare centres.* Parents and children need to spend some time apart. Children become less dependent on their parents and parents themselves are less stressed and more effective care-givers when there are periods of separation. *Recent studies indicate that the parent-child relationship can be improved by the use of high-quality childcare facilities.* Parents who cannot go to work because they don't have access to childcare facilities cannot contribute to the national economy. They are not able to utilize their productive skills and do not pay income tax. *Non-working parents can become a drain on the tax system through dependent spouse and other rebates.* Government support for childcare services assists individual families and is important for the economic well-being of the whole nation.

Note: there is more than one correct answer to this task. You are correct if you have placed each sentence inside the supporting argument that it relates to as outlined below. However sentence C can only really go at the end of supporting argument 3 after "income tax" is mentioned.

Task 3:

Connectives for listing arguments.

You have seen that we can use different connectives to list the supporting arguments in the text. These listing connectives are:

Firstly	This can be used for the first supporting argument
Secondly	These can be used for any further supporting arguments (except, of course, for "Secondly" which can only be used for the second)
Furthermore	
Moreover	
In addition	This can be used for the last supporting argument. Note: this is not a concluding connective and also you can use "Furthermore", "Moreover" or "In addition" for the last argument if you wish
Finally	

Mark the beginning of the three supporting arguments with connectives from the above list.

Childcare

The government should provide more financial assistance to parents who use childcare. **Firstly**, childcare centres may assist children in their early development. They give children an opportunity to mix with other children and to develop social skills at an early age. A whole range of learning occurs in childcare centres. **Moreover**, parents and children need to spend some time apart. Children become less dependent on their parents and parents themselves are less stressed and more effective care-givers when there are periods of separation. Recent studies indicate that the parent-child relationship can be improved by the use of high-quality childcare facilities. **Finally**, parents who cannot go to work because they don't have access to childcare facilities cannot contribute to the national economy. They are not able to utilise their productive skills and do not pay income tax. Non-working parents can become a drain on the tax system through dependent spouse and other rebates. Government support for childcare services assists individual families and is important for the economic well-being of the whole nation.

Task 4:

Concluding connectives.

- Three common concluding connectives are:

In conclusion	These all carry roughly the same meaning. They should be used to indicate that you are making final statements that cover all the supporting arguments in a very general way.
In summary	
Thus	

Mark the conclusion of your argument with a concluding connective.

Childcare

The government should provide more financial assistance to parents who use childcare. Firstly, childcare centres may assist children in their early development. They give children an opportunity to mix with other children and to develop social skills at an early age. A whole range of learning occurs in childcare centres. Moreover, parents and children need to spend some time apart. Children become less dependent on their parents and parents themselves are less stressed and more effective care-givers when there are periods of separation. Recent studies indicate that the parent-child relationship can be improved by the use of high-quality childcare facilities. Finally, parents who cannot go to work because they don't have access to childcare facilities cannot contribute to the national economy. They are not able to utilize their productive skills and do not pay income tax. Non-working parents can become a drain on the tax system through dependent spouse and other rebates. **In conclusion**, government support for childcare services assists individual families and is important for the economic well-being of the whole nation.

Task 5: *In fact* / *Indeed*

- These connectives have almost the same meaning and both can be used in the following situations:
 - To connect a more detailed statement with a preceding general statement
 - **Example:** Today is very warm. *In fact* (or *Indeed*) it is 35 degrees Celsius
 - To connect a statement which is more factual and exact with a preceding statement that is more debatable and general.
 - **Example:** The Internet is very popular in Australia. *Indeed* (or *In fact*), Australia has the highest proportion of Internet users per head of population of any country in the world.

Find three places in the text where you could use "In fact" or "Indeed".

Childcare

The government should provide more financial assistance to parents who use childcare. Firstly, childcare centres may assist children in their early development. They give children an opportunity to mix with other children and to develop social skills at an early age. **Indeed**, a whole range of learning occurs in childcare centres. Moreover, parents and children need to spend some time apart. Children become less dependent on their parents and parents themselves are less stressed and more effective care-givers when there are periods of separation. **In fact**, recent studies indicate that the parent-child relationship can be improved by the use of high-quality childcare facilities. Finally, parents who cannot go to work because they don't have access to childcare facilities cannot contribute to the national economy. They are not able to utilize their productive skills and do not pay income tax. **In fact**, non-working parents can become a drain on the tax system through dependent spouse and other rebates. In conclusion, government support for childcare services assists individual families and is important for the economic well-being of the whole nation.

This is not the only correct answer but it is the best correct answer. It is usually better to leave a sentence beginning with **In fact** or **Indeed** until the end of the argument because then the argument finishes with stronger and more factually-based information.

Task 6: Paragraphs

- The structure of the text is now well marked by connectives so that the reader can clearly identify the main thesis, supporting arguments and conclusions.
- You can also use paragraphs to mark the structure of the text so that it is even more clear and easy to read.

Mark the places in the text where you would start a new paragraph with a large (NP) which stands for *new paragraph*.

Childcare

NP The government should provide more financial assistance to parents who use childcare. **NP** Firstly, childcare centres may assist children in their early development. They give children an opportunity to mix with other children and to develop social skills at an early age. Indeed, a whole range of learning occurs in childcare centres. **NP** Moreover, parents and children need to spend some time apart. Children become less dependent on their parents and parents themselves are less stressed and more effective care-givers when there are periods of separation. In fact, recent studies indicate that the parent-child relationship can be improved by the use of high-quality childcare facilities. **NP** Finally, parents who cannot go to work because they don't have access to childcare facilities cannot contribute to the national economy. They are not able to utilize their productive skills and do not pay income tax. In fact, non-working parents can become a drain on the tax system through dependent spouse and other rebates. **NP** In conclusion, government support for childcare services assists individual families and is important for the economic well-being of the whole nation.

The Final Draft of the Text

- This is the complete text with paragraphs.
- All connectives are in italics and colour.

Childcare

The government should provide more financial assistance to parents who use childcare.

Firstly, childcare centres may assist children in their early development. They give children an opportunity to mix with other children and to develop social skills at an early age. *Indeed*, a whole range of learning occurs in childcare centres.

Moreover, parents and children need to spend some time apart. Children become less dependent on their parents and parents themselves are less stressed and more effective care-givers when there are periods of separation. *In fact*, recent studies indicate that the parent-child relationship can be improved by the use of high-quality childcare facilities.

Finally, parents who cannot go to work because they don't have access to childcare facilities cannot contribute to the national economy. They are not able to utilize their productive skills and do not pay income tax. *In fact*, non-working parents can become a drain on the tax system through dependent spouse and other rebates.

In conclusion, government support for childcare services assists individual families and is important for the economic well-being of the whole nation.

Activity

- Identifying main idea and adding extra information by using linking device.

Task 1:

Find the main idea and conclusion.

- Among the others, reading is being defined as the most considerable academic language skill as learning to read is regarded to be the key element in education. What makes it different from the other receptive language skill of listening is the possibility of transmitting the ideas without requiring a face-to-face interaction even to overseas and even after centuries. Rivers (1981) explains that many EFL learners do not have the chance of practising their oral skills with native speakers of English. Similar to this, Richards and Renandya (2002) draw attention to the importance of reading in foreign language classes by highlighting two major reasons. Besides when learners are exposed to a great amount of target language through reading, it results in overall proficiency in the target language. That is why Anderson (1999) defines reading as the most important skill to master.

Suggested answer

- ***Main idea:*** reading is the most considerable academic language skill.
- ***Conclusion:*** reading is the most important skill to master.

Task 2

- You are given four extra ideas (sentences) in relation with the arguments in the previous paragraph.
- By paying attention to the transitions, try to place them to the most appropriate places in the paragraph.
- To do this, consider the interaction among sentences.

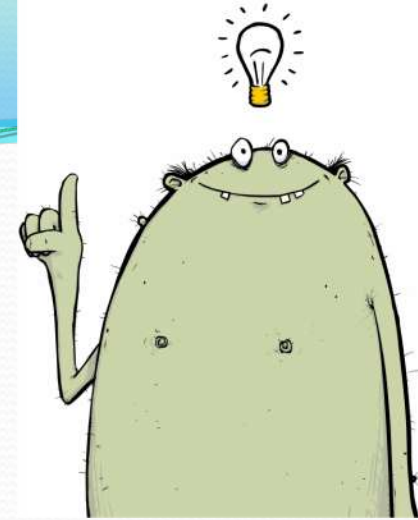
Extra ideas

- Therefore, this serves to realise the goals of most foreign language learners.
- Thus, the reason for the language skill of reading receiving a great deal of attention in foreign language classes is not a mystery.
- Their first reason indicates that FL learners' most essential aim is fostering reading comprehension whereas their second reason points out that several pedagogical purposes served by written texts help reading receive this specific attention.
- On the contrary, any EFL learner has the opportunity of finding a publication in the TL effortlessly.

Suggested answer

• Among the others, reading is being defined as the most considerable academic language skill as learning to read is regarded to be the key element in education. **Thus, the reason for the language skill of reading receiving a great deal of attention in foreign language classes is not a mystery.** What makes it different from the other receptive language skill of listening is the possibility of transmitting the ideas without requiring a face-to-face interaction even to overseas and even after centuries. Rivers (1981) explains that many EFL learners do not have the chance of practising their oral skills with native speakers of English. **On the contrary any EFL learner has the opportunity of finding a publication in the TL effortlessly.** Similar to this, Richards and Renandya (2002) draw attention to the importance of reading in foreign language classes by highlighting two major reasons. **Their first reason indicates that FL learners' most essential aim is fostering reading comprehension whereas their second reason points out that several pedagogical purposes served by written texts help reading receive this specific attention.** Besides when learners are exposed to a great amount of target language through reading, it results in overall proficiency in the target language. **Therefore, this serves to realise the goals of most foreign language learners.** That is why Anderson (1999) defines reading as the most important skill to master.

Conclusion



- Connecting ideas appropriately by using correct linking devices is essential in academic writing.
- Consider the differences in linking devices and their functions.

Assignment 3:

Explain the development of listening skills in EFL young learner classes.



Instructions

- Read the four sources carefully.
- Support your discussion by using the four sources listed below in accordance with APA (6th ed.) in-text citation rules.
- You are not allowed to use any other sources. CITE ONLY THE SOURCES THAT I PROVIDE, NOTHING ELSE.
- Copy the following reference list and paste it to the end of your paper.
- You must use at least one secondary-source in your paper (no more than two).

Length: 650 words (excluding the reference list); up to $\pm 10\%$ is acceptable.

Deadlines:

3 December 2019 - 23:59 (First draft)

10 December 2019 - 23:59 (Peer review)

17 December 2019 - 23:59 (Final version)

References

Harmer, J. (2001). *The practice of English language teaching*. Essex: Longman.

House, S. (1997). *An introduction to teaching English to children*. London: Richmond.

Linse, C. T. (2005). *Practical English language teaching: Young learners*. New York, NY: McGraw-Hill.

Lowes, R., & Target, F. (1998). *Helping your students to learn: A guide to developing student autonomy*. London: Richmond.

The End