

A stack of three smooth, grey stones is positioned on the left side of the frame. The stones are balanced one on top of the other. They rest on a surface of light-colored sand. In the foreground, several concentric circles are drawn into the sand, creating a ripple effect that extends towards the right. The background is a soft, out-of-focus expanse of sand.

Focus

The Study and Production of Texts
semester I– Dr. Isabella Martini – Week 7

Homework

- Exercises on the dispensa (Part 3) pp. 17 to 24.
- Grammar exercises (units 16–20 on Moodle)
- Study pp. 12 to 16 of Part 3 of the dispensa (Lecture notes); exercise on p. 15 (inside the green box) to be uploaded and shared in class.



Homework for Week 7

Synonyms and synonymous phrases can also demonstrate your ability to evaluate and think critically:

Example: *'The **conflict** began in the Bay of Pigs in 1961. **This unsuccessful invasion** was...'*

Comment: The use of 'invasion' tells us something about the nature of the conflict, as well as the writer's opinion of it. Notice also how addition of the single adjective 'unsuccessful' neatly summarises the outcome of the conflict.

Synonyms can also give a richer understanding of the subject matter to your reader through categorisation and contextualisation:

Example: *'...through the use of **tariffs and import quotas**. These forms of **protectionism** can ...'*

Transitional devices / Connecting words

Academic writing usually deals with complex ideas. To enable the reader to follow your thoughts and the connections between them, they need to be clearly and smoothly linked. To join ideas and sentences, we use a number of connecting words and phrases. For example:

- **and** – to add information
- **however** – to show contrast
- **therefore** – to show cause and effect

*spot injudicious use of a **thesaurus**.*

Notice how the use of **overusing** transfers from one context to another.

Strategies to improve cohesion

1. Select a piece of writing (textbook or journal article) from your area of study.
2. Choose a paragraph and underline or highlight all the different forms of cohesion used (*reference, connectives and parallel structures*).
3. Which forms are the most common?
4. Choose a couple that you think are effective and practise using them in your own writing.
5. Try to use a variety of ways to show the relationship between your ideas.

(*add a sentence to the paragraph using cohesive devices)

Using the work of other writers as a model for stylistic and cohesive features is how all good writers learn their skills. It is plagiarism, however, if you copy another writer's information or ideas and present them as your own.

Find cohesion.

Cohesive Devices

- Lexical
- Repetition (direct, indirect)
- Referencing (anaphoric, cataphoric, deixis)
- Grammatical cohesion
- Paragraph structure (inter-par.)
- Punctuation
- Layout
- Collocations
- Conjuncts

COHESIVE DEVICES

IELTSADVANTAGE.COM

COMPARISON

ALSO
EQUALLY
SIMILARLY
LIKEWISE
COMPARED WITH

EXEMPLIFICATION

FOR EXAMPLE,
FOR INSTANCE,
TO ILLUSTRATE
SUCH AS
NAMELY

ADDITION

AND
ALSO
FURTHERMORE
TOO
WHAT IS MORE

SEQUENCING

FIRST
SECOND
NEXT
THEN
AFTER

RESULT

SO
THEREFORE
AS A RESULT
THUS
BECAUSE

QUALIFYING

BUT
HOWEVER
ALTHOUGH
EXCEPT
UNLESS

HIGHLIGHTING

IN PARTICULAR
ESPECIALLY
MAINLY
PARTICULARLY
ABOVE ALL

CONTRAST

IN COMPARISON
IN CONTRAST
INSTEAD
ON THE CONTRARY
CONVERSELY

REFORMULATION

IN OTHER WORDS
PUT MORE SIMPLY
THAT IS TO SAY
RATHER
IN SIMPLE TERMS

TRANSITION

TURNING TO
WITH REGARD TO
WITH REFERENCE TO
AS FAR AS X IS
CONCERNED

Find patterns.

Look for recurrent patterns of lexis.

Collocation is the key to fluency.

Future tenses

- Future continuous
(I will be doing)
- Future perfect
(I will have done)
- Future perfect
continuous
(I will have been doing)



Mark the difference

- I will be saying more about that topic in my next lecture.
- By the time you get home I will have cleaned the house from top to bottom.
- On Saturday, we will have been living in this house for a year.

Stative verbs

- Stative verbs describe a **state** rather than an action. They aren't usually used in the present continuous form.
- Stative verbs often relate to:
 - **thoughts and opinions**: agree, believe, doubt, guess, imagine, know, mean, recognise, remember, suspect, think, understand
 - **feelings and emotions**: dislike, hate, like, love, prefer, want, wish
 - **senses and perceptions**: appear, be, feel, hear, look, see, seem, smell, taste
 - **possession and measurement**: belong, have, measure, own, possess, weigh.

Some practice

- <https://speakSpeak.com/english-grammar-exercises/upper-intermediate>
- <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar>
- <https://www.oxfordlearnersdictionaries.com>
- <https://www.oxfordlearnersdictionaries.com/grammar/>

And a timeline.

Look for recurrent patterns of lexis.

Collocation is the key to fluency.

past

present

future

COOKIE ENGLISH

moment of writing



worked

PAST SIMPLE

work

PRESENT SIMPLE

will work

FUTURE SIMPLE



had worked

PAST PERFECT



have worked

PRESENT PERFECT



will have worked

FUTURE PERFECT



was working

PAST CONTINUOUS



am working

PRESENT CONTINUOUS



will be working

FUTURE CONTINUOUS



had been working

PAST PERFECT CONTINUOUS



have been working

PRESENT PERFECT CONTINUOUS



will have been working

FUTURE PERFECT CONTINUOUS

Explanations

Future continuous

■ Form

The future continuous is formed with *will + be + the -ing* form of the verb.

This time tomorrow I'll be eating lunch on the plane.

■ Meaning

The future continuous is used when we imagine an activity in progress in the future.

We often use it when we compare what we are doing now with what we will be doing in the future. There is nearly always a time expression.

Where will you be living in five years' time?

We also use the future continuous to say that something will definitely happen.

We'll be holding a meeting soon, so we can decide then.

Future perfect

■ Form

The future perfect is formed with *will + have + the past participle*.

By the time we get to the cinema, the film will have begun.

■ Meaning

We use the future perfect to look back from one point in the future to an earlier event. We often use *by* or *by the time* with the future perfect.

By next week I'll have collected over 1000 euros for charity.

The situation has not happened yet, but at a certain time in the future it will happen.

Present simple

- We often use the present simple to talk about events in the future based on a fixed timetable, programme or calendar.

*Jim's plane **leaves** at 12.00.*

*Our head teacher **retires** next year.*

- We use the present simple to refer to the future after these words: *when, after, before, unless, in case, as soon as, until, by the time, the next time.*

***When** I see her again, I'll tell her your news.*

*Let's run home **before** it rains.*

*Take an umbrella, **in case** it rains.*

***As soon as** we're ready, we'll phone you.*

*Please wait here **until** Mrs Hall comes back.*

We can also use the present perfect with these words to emphasize that an action is complete.

*Hand in your paper **as soon as** you **have finished**.*

Functions using *will* and *shall*

When we say that a verb form has a 'function', we mean that we use it for a purpose like 'promising' or 'suggesting' rather than to refer to time. Many uses of *will* and *shall* are more easily described in this way.

■ Promise

I'll try as hard as I can.

■ Threat

Stop doing that, or I'll tell my dad.

■ Decision made at the moment of speaking.

A: *'Which one do you want?'*

B: *'I'll take the blue silk one.'* (in a shop)

■ Offer

I'll give you a lift in my car.

Will you have some more coffee?

Shall I open the door for you?

■ Request

Will you carry this bag for me?

■ Suggestion

Shall we play tennis?

■ Parting remark

I'll see you tomorrow.

Explanations

Basic contrasts:
will, going to,
present
continuous

- *Will* is normally known as the predictive future, and describes known facts, or what we suppose true.

I'll be late home this evening.

*The company **will** make a profit next year.*

This can also take the form of an assumption.

That'll be Jim at the door. (This means that I suppose it is Jim.)

- *Will* is also used to express an immediate decision.

I'll take this one.

- *Be going to* describes intentions or plans. At the moment of speaking the plans have already been made.

I'm going to wait here until Carol gets back.

Going to is also used to describe an event whose cause is present or evident.

*Look at that tree! It's **going to** fall.*

Compare the following with the examples in the first bullet point:

I'm going to be late this evening. I've got lots of paperwork to finish off.

The figures are good. I can see the company is going to make a profit this year.

Decisions expressed with *going to* refer to a more distant point in the future.

- Present continuous describes fixed arrangements, especially social and travel arrangements. A time reference is usually included. Note the strong similarity to the *going to* future. *I am having a party next week* and *I am going to have a party next week* are communicating the same message.

Future continuous

- This describes an event which will be happening at a future point.
*Come round in the morning. **I'll be painting** in the kitchen.*
- It can also describe events which are going to happen anyway, rather than events which we choose to make happen.
*I won't bother to fix a time to see you, because **I'll be calling** into the office anyway several times next week.*
- In some contexts future continuous also sounds more polite than *will*.
***Will you be going** to the shops later? If you go, could you get me some milk?*
- It can also be used to refer to fixed arrangements and plans.
*The band **will be performing** live in Paris this summer.*

Future perfect

- This has both simple and continuous forms, and refers to time which we look back at from a future point.
*In two year's time **I'll have finished** the book.*
*By the end of the month, **I'll have been working** for this firm for a year.*
- It can also be used to express an assumption on the part of the speaker.
***You won't have heard** the news, of course.*
(This means that I assume you have not heard the news.)

Other ways of referring to the future

Is/are to be

This is used to describe formal arrangements.

*All students **are to** assemble in the hall at 9.00.*

See also Grammar 11 and 12 for uses expressing obligation.

Be about to, be on the point of, be due to, just/just about to

Be about to and *be on the point of* both refer to the next moment.

*I think the play **is about to** start now.*

*Mary **is on the point of** resigning.*

Be due to refers to scheduled times.

*The play **is due to** start in five minutes.*

*Ann's flight **is due** at 6.20.*

Just can be used to describe something on the point of happening.

*Hurry up! The train **is just leaving/just about to** leave.*

Present simple and present perfect

Present simple is used to refer to future time in future time clauses.

When we get there, we'll have dinner.

Present perfect can also be used instead of present simple when the completion of the event is emphasised.

When we've had a rest, we'll go out.

Present simple is also used to describe fixed events which are not simply the wishes of the speaker.

*Tom **retires** in three years.*

Similarly, calendar references use the present simple.

*Christmas **is** on a Tuesday next year.*

Other future references

Hope

This can be followed by either present or future verb forms.

*I hope it **doesn't** rain. I hope it **won't** rain.*

Other verbs followed by *will*.

Most verbs of thinking can be followed by *will* if there is future reference.

These include: *think, believe, expect, doubt*.

***I expect** the train will be late. I **doubt** whether United will win.*

Shall

The use of *shall* for first person in future reference is generally considered to be restricted to British English and possibly declining in use. See Grammar 11 and 12 for other uses of *shall* and *will*. For some speakers, *shall* is used in formal speech and in written language.

Homework for week 8

- Pp. 29–34 – read and do exercises.
- Revise future tenses; grammar U 21–25.
- Analyse reading on pp. 33–34 and find coherent and cohesive devices (in paragraph 4 only); annotate the text.
Upload your analysis on Google Drive inside Lesson 07 folder.



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Once these emotions were defined and classified, a DVD seemed the clearest and most efficient way to display them. In Mind Reading, each expression is acted out by six different actors in three seconds. ⁴_____ The explanation for this is simple: we may find it difficult to describe emotions using words, but we instantly recognise one when we see it on someone's face. 'It was really clear when the actors had got it right,' says Cathy Collis, who directed the DVD. 'Although they were given some direction,' says Ms Collis, 'the actors were not told which facial muscles they should move. ⁵_____' For example, when someone feels contempt, you can't say for certain that their eyebrows always go down.