

5f – Make a collocation

Start by reading through the sentences below. Then take one word from the box on the left and combine this with one from the box on the right to make a collocation. (Note that more than one pairing may be possible and also that some words appear more than once.) Then try to match your combinations with the spaces in the sentences below:

force of	●	abstract	●	err on
at regular	●	imposed	●	within a
lines	●	crisis of	●	research
legitimate	●	perpetrated		

a ban	●	crimes	●	intersect
concern	●	gravity	●	institutes
thought	●	intervals	●	radius
confidence	●	the side of caution		

- Most academic journals are published _____, perhaps every month or every quarter.
- While it is probably true they are not capable of _____, most animals appear to experience a range of emotions.
- There is a tradition that a falling apple helped Newton develop his theory about the _____.
- In the 1970s, the price of oil increased dramatically, causing an international economic _____.
- Most people accept that fighting against terrorism is a _____ of any government.
- Because of the danger of an explosion, everyone who was _____ of 500 metres of the bomb was evacuated.
- Before publishing the results of new research, it is better to _____ and recheck the results.
- On this graph, where the two _____ we find the ideal balance.
- Following the rise in violence, the government _____ on the private ownership of guns.
- Because of the work of _____, there is increasing hope that effective treatments for AIDS will soon be available.
- He _____ which were so terrible that a massive manhunt was launched by the police to find him.

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keep	●	niche	●	southern
identical	●	brief	●	economic
attain	●	under	●	go off at
virtual	●	endless		

hemisphere	●	your nerve	●	interlude
their goals	●	cycle	●	twins
reality	●	sanctions	●	market
a tangent	●	the microscope		

- When you look at your exam paper, try to _____ and don't panic; concentrate on what you can do!
- In order to increase pressure on the government, _____ were imposed preventing the sale of oil.
- Sometimes, university life just seems to be an _____ of assignment after assignment.
- In spite of equal opportunities policies, women are still not able to _____ as easily as men in terms of reaching the top positions.
- Some lecturers are difficult to follow because they _____ and talk about something completely different.
- Most _____ not only look alike but also behave and even dress similarly.
- _____ is now so advanced that pilots train with it.
- Some insects are so small that they can only really be seen properly _____.
- The countries in the _____ are in general poorer than those in the northern.
- After two months of non-stop fighting there was a _____ of peace on Christmas Day before the fighting started again.
- While the Volkswagen car was designed to appeal to the masses, the Rolls Royce has only ever been aimed at a _____.

Grammar

- ✓ Cause and effect: discourse markers or signals
- ✓ Ellipsis and substitution

Cause and effect: discourse markers or signals



See also
Unit 1, page 15;
Unit 2, page 48;
Unit 3, page 66.

When writing, talking or reading about cause and effect the following types of cues or signals may occur:

- contrast and comparison;
- condition and consequence;
- reason.

Task A: Noticing discourse markers and how they function in texts

- 1 Examine the following table, then circle every discourse cue which indicates contrast, comparison, condition, consequence or reason that you find in the reading texts in this Unit titled *Writers talk about writing*, beginning on page 89.
- 2 Use the table below to assist you.

contrast	comparison	condition	consequence	reason
conversely	similarly	if	as a result	since
while	likewise	unless	thus	as
in comparison	correspondingly	provided that	so	so
in contrast	equally	for	therefore	because (of)
whereas	in the same way	so that	consequently	due to
instead	in the same manner	whether	it follows that	owing to
on the contrary		depending on	thereby	the reason why
but	equally important		then	
	as		in that case	
			admittedly	
			accordingly	
			hence	
			leads to	

Reading

- ✓ Writers talk about writing
- ✓ Text types
- ✓ Note taking from reading

Writers talk about writing

Use the table on page 86 and circle all the discourse markers you can find in the following statements made by famous writers.

- 1 *In comparison to real life, fiction frees us from ourselves and helps us revel in the muddle of life. (When writing)... fictional time is wonderfully flexible. It can be stretched so that we can look about and take in every detail of the scene, then consider every option, as we never can in reality. (David Malouf)*
- 2 *The only piece of advice I can give (about writing) is that if you feel passionately about something, go with it and follow your heart and tell something that moves you as best you can. (Nicholas Evans)*
- 3 *When (my mother) left I sat down and I thought about my own life and thought this was a story worth telling. That's how I started writing this story. (Jung Chang)*
- 4 *So when people ask me why I write, the answer is not to become rich and famous—because ... if you set out to do that, then you're never going to be either of those things. It's just that the bug bites you, it itches so badly and only one thing will stop it itching and that's to scratch it with a pen. (Wilbur Smith)*
- 5 *... because ever since I was a child if there was one thing I knew that if I could do, I would do, it was write a book. But when I was in my teenage years, it was the last thing that I would ever have the luxury of being able to do and so the other things were really just ways of keeping my head above water. (Arundhati Roy)*
- 6 *The reason ... (that my work is a little bit unpleasant or prickly)... is that my mind was warped when I was very young by being deprived of any knowledge of sex. (Roald Dahl)*
- 7 *Provided that a person had space, quiet, money and an understanding family (or no family at all), I believe anyone who really wished to become a writer, could become a writer. Admittedly, I make this claim only for those who love writing. I suppose this is depending upon whether you think that talent is everything or not. Dedication is equally important if not more so. (Nom de Plume)*

Text types

In English, as in all languages, different texts are written for different purposes and in different ways. The next tasks should assist you to learn about some of the language features that make these texts recognisable. You will try to discover what language features make a crime fiction a crime fiction, and what different language features make an informative or scientific text an informative or scientific text.

Isn't it all English? Yes, it is all English. But you use different participants (people/no people); different processes (kinds of verbs); there are different circumstances (situations) and they have different social purposes.

Task A: Recognising different text types

Read the following text types 1–8 and try to match them with the titles A–I that follow.

Text type 1

Atalanta was a huntress. She was renowned by both mortals and the gods for her amazing speed in running. She was beautiful to behold and many men desired her. She, however, did not wish to marry and begged her father to allow her to remain free.

Her father refused the swift-running huntress her request and insisted that she choose and marry one of the men who loved her. Since Atalanta would never defy her father, she agreed but convinced him to allow her to arrange a contest so that she might choose the right man.

Because Atalanta could run as fast as the wind, she created a contest whereby any of her suitors who was able to outrun her would be allowed to marry her. But, if she defeated them, the man would have to die.

Many men came to the valley where Atalanta and her father lived. They ran and ran against her, but she always beat them and each one was put to death. Her cruelty became known throughout the land and many people came just to view such a cruel maiden.

One day, Hippomenes came to see the contest. He thought he would despise the girl for her cruelty but once he saw her, he fell in love with her as others had before him. He sought help from Aphrodite, the goddess of love. Now, this goddess decided to help Hippomenes and she gave him three golden apples.

With these in his pockets, Hippomenes told Atalanta's father that he wished to race against his daughter, the girl as swift as a deer and as beautiful as a rainbow.

During the race, Hippomenes pretended to be tired and acted exhausted. While running, he would pant loudly and each time that Atalanta glanced at him, he tossed a golden apple in her path. Knowing how tired this suitor was and knowing that she could beat him easily, Atalanta stooped to pick up the golden fruit once and then twice. The third time she did this, Hippomenes ran with all his strength and just beat her by stretching for the winning post and touching it first. Since Aphrodite was the goddess of love, Atalanta and Hippomenes married happily and Atalanta forgave him for his trickery for she greatly admired the golden apples and thought him clever and handsome to have devised such a trick.

Text type 2

It was around 5 pm when I reached the front door of the empty apartment building which houses my tiny, rented office. I had had to sleep most of the day after last night's confrontation with Mick and his nasty mates. I needed to

touch base and check my answering machine before tomorrow so it didn't really matter how late it was.

When I got inside, I matched the new, black Mazda MX5 convertible parked out front with the petite, pixie-faced young woman standing impatiently outside my office door. It was obvious she was waiting to see me since my office is the only occupied room in the place. I unlocked the door, glancing at my own name—Casey O'Rourke—etched on the glass.

Before speaking, I grabbed the cigarettes off my battered desk, tapped one out of the pack and offered it to her. She smiled briefly; more of a grimace really, said her name was Stacy Beech and took one. I noticed her nails were bitten to the quick.

'How can I help you?'

Text type 3

O fairest Monticello, we bring to thee our praise;

It is with deepest reverence

That we our voices raise,

As on thru life we journey,

Sweet memories will remain,

The years of toil and pleasure,

Replete with wisdom's gain,

Those years of riches measure

That will not come again,

May we be ever worthy,

Standing firm without a fear,

May we your ideals echo,

O Alma Mater dear,

You would join the numbers that form her glorious past,

Pledge yourselves to Monticello, Faithful to the last.

(Source: Monticello College's 105 Commencement, 1943)

Text type 4

She dreamed daily of home. There were so many things she missed—the soft eyes of the cattle curiously examining her when she stepped into the grassy paddocks; the early morning mist, white and silent that rested on the mountains then lifted to reveal an enormous blue sky; mute-colored valley birds hopping, dancing and flying in silhouette, landing on silver-green gums, all these were sweet visions in her mind.

Belle had begun to live for the time she could leave. She hated the frantic pace, the noise and dirt of this tired, greedy city and longed to return to her family and the peace of her father's simple farm.

Text type 5 _____

The Giant Panda

The panda is a bear-like carnivore named *beishung* by the Chinese. It has a body about two and a half metres long (six feet) and weighs about 158 kilos (three hundred pounds). It has thick, dense fur which is white except for the black legs and ears, black round the eyes and on the shoulders. It has five toes with claws on each foot. The cheek teeth are broad and the skull is deep with prominent ridges for the attachment of strong muscles needed in chewing fibrous shoots. It lives in the cold damp bamboo forests on the hillsides of eastern Tibet and Szechwan in southwest China.

Pandas live mainly on the ground but can climb trees if they face danger. They are active throughout the whole year, unlike some bears, which hibernate. They are generally solitary animals except in the breeding season when they mix in order to mate and they spend 10 to 12 hours a day feeding. They eat bamboo shoots and grasses, gentians, irises and crocuses and also some animal food. They can flip small fish out of water with their paws.

Genus and species: *Ailuropoda melanoleuca*

Class: *Mammalia*

Order: *Carnivora*

Family: *Procyonidae*

(Source: Information based upon facts from *Encyclopedia of Mammals*, BBC Publishing, 1975.)

Text type 6 _____

The relationship between culture and language has increasingly become a subject for exploration as has the classroom goal of modifying student (and perhaps teacher) 'monocultural awareness' (Byram, 1990). Titles such as *Cultural Awareness in the Classroom* (Dink, 1999) and statements such as '... cultural learning is ... preparing the learners for intercultural communication' (Delaney, 1997:60) have peppered journals and teaching magazines in the last decade. Intercultural communication both inside and outside the EFL classroom is an important reality.

Text type 7 _____

Last night at 11:00 pm, the driver of a Rexon oil tanker truck lost control on the Houben Beach Highway endangering motorists and causing massive pollution when its load was spilled into the Miami Ocean 2 kms north of Brassby.

Thousands of litres of oil were dumped and this morning were being contained in a massive clean up operation. It's too late for the beautiful birds dead on the beach and for many of our fish which this accident has destroyed, said local resident, Mr Sam Tolatu. Residents of the idyllic island paradise are pitching in to save whatever wildlife they can by cleaning the birds that have survived. All beaches are closed until further notice.

Now match the number of the text type to the letter of its title (not all letters will match a text type, ie there are more names of texts than text types).

- A Crime fiction _____
- B Fiction _____
- C Scientific text _____
- D Greek myth _____
- E College (university) song _____
- F Biography _____
- G News story _____
- H Abstract for journal article _____
- I Recipe _____

When you complete the above exercise, write the name of the text type, (for example, *crime fiction*) in the line next to the actual text in the space provided.

Task B: Recognising the language features of differing text types

Read the following boxed *language features* of each text type and match them with the text titles A-I by writing the name of the number after the letter and name of text type. There are more text types than texts.

- A Crime fiction _____
- B Fiction _____
- C Scientific text _____
- D Greek myth _____
- E College (university) song _____
- F Biography _____
- G News story _____
- H Abstract for journal article _____
- I Recipe _____

Language features 1

- first person narrative—the 'voice' of the narrator is evident and clear in the reader's mind;
- staging—introduction with time, location, setting the scene;
- past and past continuous tense;
- processes (verbs) are material and mental;
- participants are human;
- location (place) important;
- time important;
- descriptive details prominent—of objects and events.

Language features 2

- third person narrative;
- past tense;
- participants are gods/goddesses of Roman/Greek origin;
- processes (verbs) are material and action;
- content of story imaginary;
- resolution of story clear (codas);
- sometimes a moral or lesson to be learned.

Language features 3

- explanation is statement of fact—factual text;
- participants are non-human;
- processes (verbs) are relational (to be: is/has, etc);
- some technical vocabulary;
- present simple tense.

Language features 4

- narrator—omnipresent (knows all but is not present);
- participants are human;
- processes (verbs) are mental—non-verbal action;
- description is important.

Language features 5

- personal—includes reader as 'we';
- participants—people, things and events;
- processes (verbs)—present, present continuous, future;
- rhetorical.

Language features 6

- authoritative address to reader;
- participants are outside the text;
- processes (verbs) are relational;
- clauses are long and tend to have many nominal groups (more nouns than verbs);
- presents an argument or proposes a thesis for an educated reader to consider.

Language features 7

- headline which signals importance;
- newsworthy event;
- verbs of action to retell;
- processes (verbs) which quote;
- circumstances of time and place;
- specific participants.

Task C: Recognising different purposes of text types

Choose from the following **purposes** and match them to the text types you read previously in Task A.

Purpose or intention of text/author

- 1 _____ To provide information about natural and non-natural phenomena.
- 2 _____ To provide information about newsworthy events to readers.
- 3 _____ To persuade a reader that something is the case and to report on theory and/or research.
- 4 _____ To entertain a reader and to describe a particular person or persons in a particular place or places.
- 5 _____ To engage a group of people in one act of appreciation in a ceremony using song and to relate historical events.
- 6 _____ To entertain a reader and to describe persons and events around a crime.
- 7 _____ To entertain and enlighten a reader using ancient stories which may have a moral or warning.

Text types:

- fiction
- crime fiction
- scientific text
- Greek myth
- college song
- news story
- journal abstract