

## 1) Cohesion

- A text is made up of grammatical and lexical elements, and cohesive features are those that link one part of it with another.
- These linkages provide a sense of wholeness and internal unity, and allow a text to be read and understood easily.
- Thus, cohesion plays a vital role in achieving coherence

### Lexical cohesions

- Related words or phrases belonging to the same semantic field.
- This related vocabulary enables us to recognise the context, thus aiding coherence

### Examples:

- ✓ Repetition-of words or phrases
- ✓ synonymy-words that are similar in meaning
- ✓ antonymy-words that are opposite in meaning
- ✓ collocation-words that belong to the same semantic field
- ✓ time markers-relating to time (early, late, dates)
- ✓ sense relations-(human-man, woman, girl, boy, he, she, people)

### Grammatical cohesion

- Grammatical elements that tie a text together

### Examples:

- ✓ reference
- ✓ substitution
- ✓ ellipsis
- ✓ conjunctive

## 2) Genre and register

### Types of Genre:

Expository

- ✓ letters/articles/reports
- ✓ contain facts and information
- ✓ aim to explain, clarify, define, instruct

#### Persuasive

- ✓ Debates
- ✓ one sided or single minded goal
- ✓ subjective and uses emotive language
- ✓ a personal conviction that a particular way of thinking is the only sensible way to think
- ✓ aims to convince the reader to adopt an opinion

#### Narrative

- ✓ fiction
- ✓ tells a story
- ✓ has a character/plot

#### Technical

- ✓ brochures/adverts
- ✓ contains specific terminology/inside language (jargon)
- ✓ usually short sentences

#### Types of register:

- ✓ Formal
- ✓ Consultative
- ✓ Frozen
- ✓ Intimate
- ✓ Causal
- ✓ Informal

### **3) Textual/Visual Analysis**

#### What to look out for in a Visual text

##### Words/written features

- ✓ title
- ✓ headline
- ✓ captions

##### Images

- ✓ if it's a close up shot-less details
- ✓ if it's long shot-more details
- ✓ the connotative/denotative meaning

##### Layout

- ✓ Elements on the top-attention grabber
- ✓ elements below-new information

##### Typographical/fonts

- ✓ capitals-emphasis

#### What to look for in a textual analysis?

- ✓ Context-time period/place/situation
- ✓ Purpose-to instruct/inform/persuade/entertain/sell/complain
- ✓ audience-level of education/age/gender
- ✓ word choice-
  - does it contain jargon
  - slang/colloquial-creates a jarring effect
  - emotive language
  - standard English
- ✓ Structure/style
  - construction of sentences (long and compound create a slower

pace/formal)

and (short, truncated or simple create urgency/haste)

- format-paragraph/point form/Question and answer format
- ✓ Personal/Active voice-(I believe/I think)
- ✓ Formal/Passive voice-more persuasive and authoritative
- ✓ Language features (*lots more can be added*)
  - processes
  - linking words
  - tense
  - figurative language
  - rhetorical devices
  - mood
  - modality

### More Language features

**Verbs** to indicate actions and feelings

present tense for most of the argument e.g. Smoking is ..., I hate...

past tense for some evidence or past happenings e.g. For years, people smoked ...

future tense for suggesting solutions to problems, predictions for the future or calls for action e.g. We will be a healthier society if ..., Society can change...

**Adjectives and phrases** – descriptive, emphatic, feeling words that appeal to the emotions

Wonderful, beneficial, amazing, excellent, terrible, horrible, cruel, unjust, endangered, unwise, attractive, frightening, perfect, highly recommended, practical, only course of action, sensible, the best way, useful, the only path, the obvious solution ...

**Personal /Active voice** (first, second person) with action verbs –connects emotionally to the reader

I like, I think, I believe, I do not believe, I urge you, you should, shouldn't, we should, could, must, must not, we need to, we will ...

**Formal/ Passive voice** (more authoritative, more power of persuasion) creates distance but is more subtle

Progress writing from I think computer games are good ... to Computer games are good ...

**Nominalise** information – turn verbs, adverbs or clauses into nouns for more authority

Instead of You should not pollute... write Pollution should be stopped ... It...

Greedy to greed; violent to violence; cruel to cruelty

**Rhetorical questions** and **thought-provoking questions** for effect

Where do we go from here? What is the point of ...?

**Emphatic language, hyperbole** or **exaggeration** for effect

We need to..., Society has no other choice, it must..., There are a countless ways to...

**Alliteration or rhyme**, especially in the title or the last statement or sentence

Exercise is exhilarating. Plastic will never ever go away.

**Figurative language, metaphor and simile** to enhance your argument

... is driving me up the wall, Littering is a sickness, Eating junk food is like jumping off a cliff.

**Repetition** of words, phrases and concepts to push your point of view

We can stop the use of illegal drugs. We will stop the use of illegal drugs.

**Quotes or humour** that pack a punch and help your case

'Tomorrow is the first day of the rest of our lives' so let's begin right now!

**Anecdotes, examples, facts and statistics** as evidence to enhance your argument

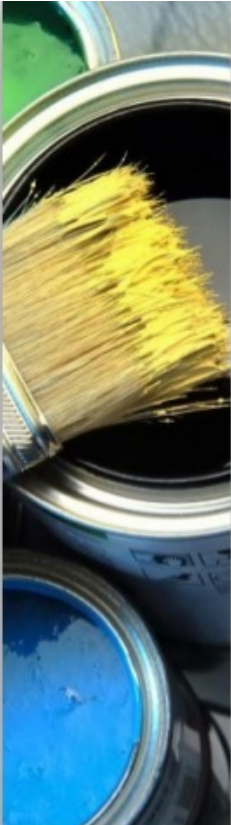
Last year..., An example of this can be seen... 70% of young smokers ...

**The antithesis or opposing points of view** by contrasting the opposites

Smokers might say that smoking is relaxing but ..., Love it or hate it ..., Right this wrong...

**Ethical language** calls for fairness, ideas of right and wrong, morality and justice

The only fair thing to do is... We have a moral obligation to...



	<b>Text types</b>	
	<b>Features</b>	<b>Connectives</b>
<b>Information</b>	Facts and opinions Third person	Ordinal numbers
<b>Explanation</b>	Telling why, how, what First/ third person	Sequence, causal Comparison
<b>Description</b>	Creating a picture with words Third person	Sequence (prepositions)
<b>Instruction</b>	Imperative , present tense Second person	Sequence
<b>Recount</b>	Past tense First/ third person	Temporal, causal Contrast
<b>Persuasion</b>	One-sided Second person Second person	Causal
<b>Argument</b>	One-sided, logical steps	Sequence, causal
<b>Advice</b>	Addresses reader directly Modal verbs	Sequence, causal
<b>discussion</b>	Presents both side of an argument	Sequence, causal Alternatives, examples

#### **4) Essay Writing**

In your introduction you need to:

- ✓ make the topic and purpose of the essay clear;
- ✓ address the question directly from the outset;
- ✓ outline the essay's main argument and its structure/organisation;
- ✓ make sure that your introduction was not long and rambling.

In the main body you need to:

- ✓ use 'signposting' (e.g. topic sentences, discourse markers, comparative markers) to help the reader follow the sequence and logic of your argument;
- ✓ present information in a clear, logical order, and synthesise your ideas;
- ✓ provide evidence to support your points.

In your conclusion you need to:

- ✓ highlight the main/key points by drawing from the essay as whole;
- ✓ outline the implications of your main/key points in relation to the assignment title;
- ✓ make an overall concluding statement