3.2 Lexical cohesion

In the following two sentences, 'Lexical cohesion' is a concept that refers to the use of words and phrases that are related in meaning. For example, the words 'key', 'lock', and 'open' are related in meaning, as are the words 'blue', 'green', and 'red', which are related in color. In discourse,Lexical cohesion is crucial as it helps to create a smooth and natural flow of ideas and arguments. It also helps to build the reader's understanding and retention of the text. By using lexical cohesion, the writer can make the text more coherent and easier to follow.
individual parts of words may be used interchangeably.

Elaborate discussion of words and phrases relevant to the main topic of the contract are necessary to ensure clear understanding of the terms and conditions. The contract should be carefully read and understood before signing. Any ambiguities or issues should be clarified before proceeding.

The above considerations and the terms of the contract are subject to further review and agreement by the parties involved. Signature of the contract signifies agreement to all terms and conditions.

Signed:
[Signature]

Date:
[Date]

3.2 Lexical cohesion

Discuss and provide an example of lexical cohesion in the text:

"The contract, which outlines the terms of the agreement, was signed on [Date]."
Cruise guards were asleep.

Bylights/suppositories

Of all the references in the form of cross-references, annotations or index, the references of the underlined words in the text are:

Reader Activity 1

Do all suggestions lexical references of the underlined words in the text

Discover and explain the lexical terms already used make the conversation extract. The question board question topic, development, and the model.

There is no reason why the model of lexical relations in text could not be

(from News on Sunday, 2 August 1992, p. 15)
(Cf. the Editorial Board's recent articles.)

Many writers have suggested that the concept of lexical competence is useful for understanding language acquisition. However, there is a need to re-examine the assumptions underlying these suggestions.

One proposed solution is to examine the relationship between lexical and conceptual knowledge. When a child acquires a new word, they not only acquire the word's meaning but also the concepts associated with it. This interplay between lexical and conceptual knowledge is crucial for language development.

In many situations, the concept of lexical competence is an important consideration in understanding language acquisition. However, further research is needed to fully understand the complexities involved.
3.5 Vocabulary and the Organization of Text

In Chapter 1, you learned that the organization of text is essential for effective communication. The organization of text can significantly affect how readers understand and retain information. Different types of organization can be used, depending on the purpose and context of the text. In this section, we will discuss the different types of organization and how they can be used to enhance the clarity and effectiveness of written communication.

**A. Problem-Solution Organization**

This type of organization is characterized by the presentation of a problem followed by a solution. The problem is clearly stated, and then the solution is introduced. This type of organization is often used in instructional or explanatory writing, where the goal is to provide readers with a clear understanding of a particular issue or problem and its resolution.

**B. Cause-Effect Organization**

This type of organization involves the presentation of a cause and its corresponding effect. The cause is presented first, followed by its result. This type of organization is often used in scientific or factual writing, where the relationship between cause and effect is an important aspect of the content.

**C. Comparison-Contrast Organization**

This type of organization involves the comparison of two or more subjects, highlighting their similarities and differences. This type of organization is often used in expository or persuasive writing, where the goal is to help readers understand the distinct characteristics of different subjects.

**D. Discourse Approach**

In the discourse approach, the organization is determined by the interaction between the writer and the reader. The writer presents information in a way that is likely to be understood by the reader, taking into account the reader's knowledge, context, and expectations. This type of organization is often used in informal or conversational writing, where the goal is to engage the reader and facilitate a meaningful exchange of ideas.

In conclusion, the organization of text is a critical aspect of effective communication. By selecting the appropriate type of organization, writers can enhance the clarity and effectiveness of their writing, making it easier for readers to understand and retain information.

3.6 Discourse Management and Vocabulary

Vocabulary plays a crucial role in discourse management, as it enables writers to convey complex ideas and emotions. In this section, we will explore the relationship between vocabulary and discourse management, focusing on strategies for developing and using effective vocabulary in writing.
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3.6 Signaling larger textual patterns

Signaling larger textual patterns

So far, we have looked at smaller textual patterns, and we have explored how they contribute to understanding text. Now, let's consider larger patterns that can help us gain a more comprehensive understanding of the text.

A larger textual pattern is one that spans multiple sentences or even multiple paragraphs. These patterns can help us identify key ideas or themes that are central to the text. To identify larger textual patterns, we need to look for recurring ideas, themes, or arguments that are consistently developed throughout the text.

To find larger textual patterns, we can use a variety of techniques, such as:

- **Identifying main ideas:** Look for sentences or paragraphs that summarize or present the main ideas of a section.
- **Recognizing contrasts or comparisons:** Look for sections that contrast or compare different ideas or aspects of the topic.
- **Identifying cause and effect relationships:** Look for sections that explain how one idea leads to another.
- **Identifying patterns of development:** Look for sections that develop ideas in a logical or systematic way.
- **Identifying metaphor or analogy:** Look for sections that use metaphor or analogy to explain ideas.

By identifying larger textual patterns, we can gain a deeper understanding of the text and how its ideas are organized. This can help us more effectively engage with the text and make connections between different parts of it.

**Reader Activity:**

Look back over the last few pages of text and note how many times these techniques have been used to identify larger textual patterns.
The following words in the context:

1. **concurrence** (of proposition-real) pattern is used below.
2. **concept** of the problem-solution pattern in the classroom pattren.

**Reader Activity 6**

**monotonic** is the function vocabulary list and the document's additional meanings.

**vocabulary** in the function vocabulary list and the document's additional meanings.

1. time to build a rich, effective, and successful vocabulary in the function vocabulary list and the document's additional meanings.
Register and signalling vocabulary

3.7

(from New Society, 21 August 1989, p. 20)

should not be done...

Workplace vocabulary

writing vocabulary

December 1989

from New Society, 21 August 1989, p. 20)
Discourse and vocabulary

3.8 Modality

Modal words are the ones that express mood, such as

"can," "might," "will," "may," "must," "could," etc. These modal words express more
than just simple possibility or necessity. They convey a range of meanings that
are important in discourse analysis. Modal words can be used to express
attitudes, opinions, possibilities, and obligations. They can also be used to
express probabilities and counterfactuals. Modal words are often used in
negations to express a different attitude from the one that would be expressed
by the same verb without the modal.

Modal words can also be used to express a kind of discourse connective known
as "modal connectives." These are words like "possibly," "probably," "likely,"
and "impossible," which express a degree of uncertainty about the truth of
a statement. Modal connectives are often used in discourses where there
is uncertainty or ambiguity about the facts, and they allow speakers to express
their uncertainty in a more graceful way than simply saying "I don't know."
The study of vocabulary in discourse is concerned with patterns in text.