

# Organizace a PTN – co a jak přesně hodnotit?

## Co?

Zahrnuje kritéria pro hodnocení **koherence**, **koheze** a **celistvosti** textu. Také zde (především pak na úrovni B2) hodnotíme interpunkci (punctuation). Správné používání čárek očekáváme od úrovně B2.

### **Koherence (coherence)**

= logická progresa myšlenek od začátku textu do jeho konce a v rámci jednotlivých odstavců

V koherentním textu jeden odstavec logicky vede do následujícího a čtenář se nemusí v textu vracet (číst některá místa vícekrát), aby pochopil návaznost myšlenek v textu.

Logické uspořádání se mění podle typu textu (tedy podle zadání); např. ve vyprávění se nabízí organizace chronologická, při popisu (třeba porovnání 2 věcí) si můžeme zvolit, jak text budeme členit. Logické je například porovnávat na základě vzhledu, poté na základě další vybrané vlastnosti, váhy, tvaru apod.

Je velké množství způsobů, jak pohlížet na logické uspořádání textu. Nejjednodušší je uspořádat je do 3 základních kategorií:

- *organizace ovlivněná typem textu* (např. chronologicky ve vyprávění, prostorová pro popis místa)
- *organizace ovlivněná tím jaké informace text obsahuje* (např. důležitost – od nejdůležitějšího k nejméně podstatnému, konkrétnost – od obecného ke konkrétnímu)
- *organizace ovlivněná metodou prezentace myšlenek* (např. otázka – odpověď, názor – vysvětlení/odůvodnění, problém – řešení)

Koherence je ve své podstatě KVALITA textu vyvozená z toho, jak přesně je uveden vztah mezi jednotlivými myšlenkami v rámci vět a odstavců.

!!! Čtenář není schopen na první pohled poznat (jen pouhým pohledem), jestli je text koherentní nebo není!!! K posouzení koherence je nutné si text přečíst. Nicméně, PTN nám logickou návaznost do jisté míry naznačují. Neznamená to však, že text který neobsahuje PTN není koherentní. Stejně tak to neznamená, že text, který obsahuje PTN je koherentní.

### **Celistvost (unity)**

= každá práce rozvíjí hlavní téma a odstavce uvnitř textu rozvíjejí případná podtémata, která je vždy vztahují k hlavnímu tématu

Pokud například téma **popisu** je „přítel/kyně“, tak podtémata mohou například být:

- popis, jak se setkali/y
- popis vzhledu
- popis povahy

Celistvost v rámci odstavce znamená, že každý jednotlivý odstavec má své podtéma a toto rozvíjí. Všechny věty v rámci odstavce se tedy vztahují pouze k podtématu. Pokud odstavec obsahuje věty

týkající se podtémat jiných odstavců nebo zcela jiného tématu, tak narušuje celistvost celého textu. Celistvost v rámci textu pak znamená, že všechny jednotlivé odstavce se vztahují pouze k hlavnímu tématu celého textu. Pokud by tedy pisatel k tématu uvedenému nahoře uvedl např. odstavec o své rodině (byť ji jeho/její přítel/kyně zná), tak by text postrádal celistvost.

Celistvost tedy významnou měrou přispívá ke koherenci textu. Pokud tedy hodnotíme koherenci, je nutné přihlížet jak k aspektu koherence jako takové, tak i k celistvosti textu a odstavců.

## Koheze (cohesion)

= explicitně uvedené značení gramatických a lexikálních vztahů mezi částmi vět, mezi větami, nebo mezi jednotlivými odstavci

Tyto vztahy výrazně sjednocují text tak, aby se lépe a snáze četl. Kohezivní techniky umožňují pisateli tvořit věty různých délek a ukázat čtenáři vztahy mezi větami a odstavci. Také pomáhají s tím, aby se slova opakovala a napomáhají tedy demonstrovat i širší slovní zásoby.

Kohezi v textu docílíme několika technikami:

- referencí (reference/referenční zájmena)
  - osobní a přivlastňovací zájmena (personal and possessive pronouns), která se...
    - ... odkazují v textu zpět (anaphoric reference)  
*I saw a cow yesterday. It was black.*  
*They have a yellow house. Ours is brown.*
    - ... odkazují do následujícího textu (cataphoric reference)  
*It was interesting to read about adventures.*  
*I couldn't believe it. My parents bought me the red skates.*
  - ukazovací zájmena (demonstratives)  
*My friends were sitting in the last carriage. I decided to go there and tell them a joke.*
  - porovnávání (comparative)  
*Two days are not enough for the first class trip. More time is needed for the pupils to get to know each other.*
- spojkami (conjunctions)
  - „souřadící spojky“ (co-ordinating) např. *and, or, but* spojují mezi sebou slova, části vět a věty hlavní
  - příslovečné vezby (adverbial connectors) např. *firstly, secondly, moreover, therefore, in conclusion, as a consequence* propojují věty, souvětí a odstavce  
*She loves tea but can't stand coffee.*  
*She is rich. As a consequence, she has many fair-weather friends.*
  - „podřadící spojky“ (subordinating) např. *because, that, unless, when* spojují mezi sebou větu hlavní a větu vedlejší  
*She left because it started to rain.*  
*We arrived when the concert ended.*  
*If you open the window, the mosquitoes will eat you alive.*

- lexikálními prostředky (lexical chains)

- lexikální opakování spočívá v opakování téhož slova, jeho synonyma nebo blízkého synonyma nebo obecného slova vztahujícího se k jedné a té samé věci

*My nephew is five. The little rascal will only eat ice cream.*

*In the evening I put the roses and the fir branches in the vase that I found in the corner of the room. By then the flowers started to wither.*

*You can't shoot that American bald eagle. The bird is protected.*

- substitute a elipsa jsou mnohem častější v mluvené řeči, než v psané, ale můžeme na ně v textu narazit

Jedná se o nahrazení či vypuštění jednoho či více slov ve větě. V případě substitute jsou obvykle používanými slovy *one, do, so*.

*My sister likes American pop groups. I like Hungarian ones.*

*Girls like music classes. Most boys don't.*

*Is this the type of behaviour that should be encouraged? Let's hope nobody thinks so.* (So se zde nevztahuje k jednomu výrazu, ale k celé myšlence obsažené v otázce.)

Elipsa

*The girl went to the table and (she) picked up the book.*

*I am as good a dancer as any of my sisters (are).*

## Jak?

### Na nižší úrovni obtížnosti

očekáváme jednoduché texty především z krátkých vět spojených základními spojovacími prostředky (*and, but, because*). V závislosti na typu textu a zadání pak může být text napsán v odstavcích či nikoliv. I pokud očekáváme krátký nepříliš myšlenkově obsažený text, tak by mělo být patrné, kde je úvod, kde stat' a kde závěr.

### Na vyšší úrovni obtížnosti

jsou texty delší a komplexnější. Očekáváme tedy texty s jasným propojením jednotlivých myšlenek a také správné používání rozličných PTN. Na této úrovni musí být myšlenky rozvítené do detailu a každé podtéma by tedy mělo být pojednáno v jednotlivém odstavci. Zruční pisatelé na této úrovni by měli být schopni sdělovat komplexní myšlenky (např. porovnávání, odůvodnění názoru) v jak jednoduchých, tak složitých souvětích, které jsou správně propojené a používají vhodně znamének interpunkce.

### Očekávání v rámci koherence a koheze na obou úrovních pokročilosti

| Nižší úroveň  | Vyšší úroveň   |
|---|--|
| <ul style="list-style-type: none"> <li>• Jednoduché propojené texty</li> <li>• Kratší ucelené části v lineárním uspořádání</li> <li>• Jednoduché spojovací výrazy (<i>and, but, because</i>)</li> <li>• Krátké, logické odstavce</li> </ul> | <ul style="list-style-type: none"> <li>• Komplexní, jasný text</li> <li>• Delší ucelené části zachycující složitější myšlenky</li> <li>• Logický (zjevný či naznačený) vztah mezi myšlenkami</li> <li>• Rozvítené, logické ucelené odstavce</li> </ul> |

| Zkontroluj...   | Hledej...  |
|---|--|
| <i>Organizaci a propojení myšlenek</i> <ul style="list-style-type: none"> <li>• je text koherentní?</li> <li>• je text kohezí?</li> </ul> | <ul style="list-style-type: none"> <li>• logickou organizace myšlenek / jestli myšlenky následují logicky za sebou</li> <li>• jasné / správné označení vztahu mezi větami a jejich částmi</li> <li>• rozsah a vhodnost užitých spojovacích prostředků</li> </ul>                         |
| <i>Práci s odstavci</i> <ul style="list-style-type: none"> <li>• potřebuje text a je členěn do odstavců?</li> </ul>                       | <ul style="list-style-type: none"> <li>• organizaci myšlenek rozvíjejících jedno podtéma v rámci jednoho odstavce</li> <li>• správné naznačení odstavců: odsazením nebo v rámci logického rozvíjení témat / podtémat</li> <li>• jasné / správné označení vztahu mezi odstavci</li> </ul> |
| <i>Interpunkce</i>  | <ul style="list-style-type: none"> <li>• správné používání interpunkce</li> </ul> <p>!Chyby v interpunkci mezi souvětími a větami bereme v potaz až na B2!</p>   |

Sources:

Tankó Gyula (J. Charles Alderson) *Into Europe – Preparation for Modern English Exams: The Writing Handbook* (2006); Teleki László Foundation

### Activity – Text types and logical structure

What 3 or 4 sections could each of the text types below have? Fill in the gaps.

| Text type       | Logical sections                               |
|-----------------|--|
| Informal letter | opening – main idea – friendly closing remarks |
| Formal letter   | opening – main idea – _____ closing remarks    |
| Story           | interesting beginning –<br>_____ – _____       |
| Article         | title – _____ – _____ close                    |
| Report          | _____ – sub-headings – _____                   |
| Composition     | _____ – _____ –<br>_____ – _____               |

# LINKING DEVICES (WORDS AND PHRASES)

## WRITING – COHESION OF A TEXT

### LETTERS

#### *According to letter structure*

##### i Beginning of a letter

*Thank you for your letter. It was nice to hear from you. ...*

*Thanks for writing to me. ...*

*It was great to hear from you (again). ...*

*Your last letter was a real surprise. It was so nice of you to remember about...*

*Thanks a lot for the information you've sent me in your last letter. ...*

*I've just received your letter. I'm so happy to hear that...*

*I'm sorry I haven't answered earlier but I was really busy with my school. ...*

*I'm sorry I haven't written for so long but...*

##### i End of a letter

*Looking forward to hearing from you soon. ...*

*Well, that's all for now. Will talk to you soon. ...*

*Give my regards to...*

*I hope we will be able to arrange a get-together/ a meeting...*

*Do write back as I'm waiting for the news from you. ...*

*Drop me a line if you have time. ...*

*I look forward to hearing from you without delay. ...*

*Hope to hear from you soon. ...*

*Keep in touch. ...*

*I hope to hear from you at your earliest convenience. ...*

#### *According to letter format*

##### i Congratulation:

*Well done! ...*

*I would like to offer congratulation on...*

*Let me congratulate you on...*

##### i Complaint:

*I am writing to complain about...*

*I am writing with reference to your letter. ...*

*I am sorry to inform you that...*

*I was very disappointed with...*

*I have some complaints about...*

##### i Request:

*I am writing for information about...*

*I would like to learn/ know more about...*  
*I would like to ask whether/ if...*  
*I would be grateful if you could...*  
*What do you think I should do?*  
*What would you do (if you were in my situation)?*  
*What would you advise me to do?*

i **Making suggestions:**

*I would like to ask you for...*  
*I urge you to...*  
*I suggest that...*  
*I would suggest that you/ your company...*  
*I think that I can ask for some compensation.*  
*In the light of the above, I would like to ask you for...*

i **Invitation:**

*I am writing to invite you to...*  
*I suppose you will come (by, at...)...*  
*The party is going to start at...*  
*What are you doing on... (day)?*  
*Have you got any plans for... (day/time of day)?*  
*Would you like to... (do)?*  
*Do you fancy... (doing)?*  
*What about... (doing)?*

i **Refusal of an invitation:**

*I'm afraid I'm busy on... (day). How about next... (day)?*  
*I'm sorry I can't. I'm... (doing something else).*  
*I'm afraid I can't make it. I'm... (doing something else).*  
*I'd love to, but...*  
*That's very kind of you, but...*

i **Giving advice:**

*I think you should... (do).*  
*You could... (do).*  
*Why don't you... (do)?*  
*If I were you, I'd... (do).*  
*Have you tried... (doing)?*  
*You ought to (do)...*  
*It's a good idea to ...*  
*Why not try...*  
*What about trying...*  
*It is recommended that you...*

## REPORTS

**Start of a report:**

*The aim/purpose of this is to show ...*  
*exemplify...*  
*illustrate ...*  
*depict...*

*This report is concerned with...*  
*is intended to...*  
*is written to analyse...*  
*deals with...*  
*relates to...*

**Expressing contrast and opinion:**

*The advantages/ disadvantages are as follow...*  
*The most convincing arguments in favour of ... are ...*  
*I would mention...as the most*  
*Discouraging feature of...*  
*Here is the list of benefits..*

**Assessment (if required):**

*I would recommend...because...*  
*I would not hesitate to recommend...*  
*I would suggest...*  
*In my opinion, it would be worth...+ing*  
*I think... is much more interesting than...*  
*I don't find... half as interesting as...*

**Conclusion/Summary:**

*I'd like to stress that...*  
*In my opinion...*  
*It is a fact that...*  
*It appears to/ seems to/ tends to*  
*There is no doubt that...*  
*Given this, it can be concluded that...*  
*Having proved/ presented this, I would like to...*

**Typical reporting verbs:**

|                  |                 |                   |
|------------------|-----------------|-------------------|
| <i>add</i>       | <i>deny</i>     | <i>refuse</i>     |
| <i>accuse</i>    | <i>doubt</i>    | <i>remark</i>     |
| <i>admit</i>     | <i>estimate</i> | <i>remind</i>     |
| <i>advise</i>    | <i>explain</i>  | <i>repeat</i>     |
| <i>agree</i>     | <i>fear</i>     | <i>reply</i>      |
| <i>announce</i>  | <i>forget</i>   | <i>report</i>     |
| <i>answer</i>    | <i>guess</i>    | <i>reveal</i>     |
| <i>argue</i>     | <i>insist</i>   | <i>say</i>        |
| <i>apologise</i> | <i>invite</i>   | <i>state</i>      |
| <i>ask</i>       | <i>mention</i>  | <i>suggest</i>    |
| <i>blame</i>     | <i>observe</i>  | <i>suppose</i>    |
| <i>claim</i>     | <i>offer</i>    | <i>tell</i>       |
| <i>complain</i>  | <i>persuade</i> | <i>threaten</i>   |
| <i>confirm</i>   | <i>promise</i>  | <i>understand</i> |
| <i>consider</i>  | <i>propose</i>  | <i>warn</i>       |

## REVIEWS

i **Opening paragraph:**

*The film/story is set in ...*

*This film is the director's début...*  
*This is the first novel written by...*  
*It is a detective/love story ...*  
*The film starts...*  
*The film is directed by...*  
*This novel was written about...*  
*... plays/enjoys the/his/her (starring) role as...*

i **Description of the plot:**

*personality, atmosphere, mood, incident, qualities, defects, adventure, reputation, episode, impact, genre, impression, hero/heroine, climax, intrigue, surprising turn, black-and-white character, minor character, ...*

*The story concerns...*  
*The plot has a/an (unexpected) twist to it...*  
*The plot is rather (dull/unconvincing/boring)...*  
*The plot centres on /revolves around ...*  
*The story/tale begins...*

i **Typical adjectives (word order!):**

*appalling, awful, fabulous, boring, excellent, passable, extraordinary, nothing special, fantastic, first-rate, second-rate, forgettable, astonishing, frightful, great, dreadful, gorgeous, horrible, impressive, lousy, magnificent, mediocre, unforgettable, horrible, splendid, memorable, exceptional, not bad, nothing to write home about, out of this world, outstanding, reasonable, remarkable, rotten, run-of-the-mill, marvellous, satisfactory, sensational, special, splendid, superb, tremendous, wonderful, terrific, terrible, ...*

*The story takes place in...*  
*The main characters are...*  
*The story begins when...*

i **General comments/evaluation:**

*It was rather unbelievable/unconvincing/confusing/long.*  
*The cast is excellent/weak.*  
*XY seems uncomfortable in (his/her) role as ...*  
*It is a classic study of love/war/jealousy/social problems.*  
*It is poorly/beautifully written.*  
*The script is exciting.*  
*It has a tragic/thrilling/surprising end.*  
*It is a reasonable/gentle entertainment for whole family.*  
*It's bound to be a box-office hit.*  
*It is a masterpiece/classic of its kind.*

i **Recommendation:**

*I would/ wouldn't recommend...because...*  
*I would not hesitate to recommend...*  
*I would suggest...*  
*You mustn't miss the...*  
*You must go to the...*  
*You've got to... (do)*  
*You'll love the...*  
*You definitely wouldn't enjoy going to the...*  
*In my opinion, it would be worth...+ ing*  
*Don't miss it.*  
*Don't bother to go and see it.*



...(better) then...  
...the (most beautiful) of all...

i Moving/Dynamic/Action verbs and phrases:

to run  
to flow  
to wind  
to skirt (around)  
to curve towards  
to melt (snow)  
to grow  
to curve (towards)  
to stretch (as far as...)  
to lead (to)

i Static verbs and phrases:

to be surrounded by  
to smell, hear, see, sound, taste  
to be  
to belong  
to consist of  
to contain  
to be situated  
to be set (among)

## NARRATION – a story

- i Start of a story: *the first thing that happened; at first; it began with; it started with; the story started with/as*
- i Sequence of actions: *after that; just then; afterwards; when; once (meaning after); just as; then; after some time; a moment later; later on*
- i The twist: *suddenly; out of the sudden; gradually; step by step; slowly; unexpectedly; surprisingly*
- i End of a story: *in the end; eventually; finally; it ended with*
- i Time sequence: *(just) then, as soon as, as, when, after, before, until, till, whenever, while, during, meanwhile, later, after that, following this ..., by the time..., within*

## ESSAYS

i Sequencing/Listing

*First/firstly – second/secondly – third/thirdly – finally etc.*

~~First~~ *furthermore – finally(ultimately), ...*

*to begin/start (with) – in the second place – moreover – to conclude*

*one – a second – a third ...*

*the primary/secondary/third reason ...*

*one – another – final reason ...*

*in the first/second place ...*

*first and foremost ...*  
*first and most importantly ...*  
*Next (afterward), last, finally*  
*In addition, moreover*  
*Further/furthermore*

*Another*  
*Also*  
*In conclusion*  
*To summarise*  
*On top of that, ...*

i Sequencing in time

|  |                         |                         |
|--|-------------------------|-------------------------|
| <i>when</i>  | <i>hitherto</i>         | <i>thereafter</i>       |
| <i>as</i>  | <i>until then (now)</i> | <i>afterwards</i>       |
| <i>while</i>   | <i>after this</i>       | <i>at last</i>          |
| <i>whilst</i>  | <i>before this</i>      | <i>at that time</i>     |
| <i>after</i>   | <i>subsequently</i>     | <i>at the same time</i> |
| <i>before</i>  | <i>immediately</i>      | <i>currently</i>        |
| <i>then</i>  | <i>meanwhile</i>        | <i>earlier</i>          |
| <i>at once</i>   | <i>in the meanwhile</i> | <i>eventually</i>       |
| <i>next</i>  | <i>as soon as</i>       | <i>finally</i>          |
| <i>soon</i>  | <i>until this time</i>  | <i>formerly</i>         |
| <i>now</i>   | <i>throughout this</i>  | <i>in the meantime</i>  |
| <i>once</i>  | <i>suddenly</i>         | <i>in the past</i>      |
| <i>since</i>   | <i>gradually</i>        | <i>initially</i>        |
| <i>until/till</i>  | <i>after a while</i>    | <i>later</i>            |
| <i>whenever</i>  | <i>simultaneously</i>   | <i>presently</i>        |
| <i>at this time/moment</i>                                     | <i>subsequently</i>     | <i>previously</i>       |
| <i>the next (generally not just "next" between paragraphs)</i> |                         |                         |

i Sequencing in place

*where*  
*wherever*  
*there*  
*at this/that point*  
*here*

i Reference to previous statements/ideas

*as I have said, in brief, as I have noted, as suggested above, as has been noted*

i Result/Consequence

|                                     |  |
|-------------------------------------|--|
| <i>so ...</i>                       | <i>because of this/that</i>                          |
| <i>so that ...</i>                  | <i>for this/that reason, ...</i>                     |
| <i>as a result/consequence, ...</i> | <i>so that</i>                                       |
| <i>as a consequence of ...</i>      | <i>in this/that case, ...</i>                        |
| <i>the consequence/result is ..</i> | <i>under these circumstances</i>                     |
| <i>Therefore, ...</i>               | <i>then, ...</i>                                     |
| <i>thus, ...</i>                    | <i>resulting from ...</i>                            |
| <i>in order that ...</i>            | <i>owing to/due to the fact that ...</i>             |
| <i>consequently, ...</i>            | <i>it follows that ...</i>                           |
| <i>Hence, ...</i>                   | <i>this suggests that ...</i>                        |
| <i>due to ...</i>                   | <i>accepting/assuming this/that ...</i>              |
| <i>Accordingly, ...</i>             | <i>On the basis of the arguments we suggest that</i> |

i Emphasis/Highlighting

|                    |                  |
|--------------------|------------------|
| <i>undoubtedly</i> | <i>obviously</i> |
| <i>indeed</i>      | <i>generally</i> |

*admittedly*  
*notably*  
*specifically*  
*in fact*  
*particularly/in particular*

*especially*  
*clearly*  
*importantly*  
*mainly*

i Expressing opinion

*I would like to begin saying that...*  
*I agree/ disagree with the above statement (that...)*  
*Personally, I (don't) think... because...*  
*Let's (not)... because...*  
*In my opinion, I (don't) feel... because...*  
*I would definitely (not)... because...*  
*It would be better to... as...*  
*I (don't) feel that it's important to... as...*  
*It seems to me that...*  
*From my point of view, ...*  
*In my opinion, ...*  
*I'm convinced that....*  
*It is really clear that...*  
*It is obvious that...*

*I believe that...*  
*I would say that...*  
*I believe that...*  
*I am in favour of...*  
*I am against the idea of...*  
*I sympathize with...*

i Addition/Reinforcement/Extending a point

*and*  
*in addition/additionally/an additional*  
*furthermore, ...*  
*also, ...*  
*... (,) too*  
*moreover*  
*what is more*  
*besides, ...*  
*above all, ...*  
*as well as*  
*... as well*

*in the same way, ...*  
*not only ... but also ...*  
*similarly ...*  
*equally ...*  
*likewise*  
*indeed*  
*actually, ...*  
*again*  
*especially*  
*further*

i Reason

*...(sth) happened...*      *because of...*  
   *as a result of...*  
   *on account of...*  
   *owing to...*  
   *through...*  
   *due to..*  
   *as a consequence of...*  
*...because/ as... (e.g. it keeps you fit)*  
*That is why...*  
*...since...*  
*As ...*

i Giving Examples / Providing an Illustration

*for example, ...*  
*for instance*

*that is (ie) ...*  
*that is to say*

*such as ... , ...  
to illustrate  
as an illustration  
to demonstrate  
typical of this/such ...  
on such ...  
a typical/particular/key example  
including  
namely ...*

*as follows:  
in this case  
in other words ...  
including ... , ...  
especially ...  
not least  
chiefly  
mainly...  
most importantly ...*

i Contrasting Ideas

*however, ...  
nevertheless  
nonetheless  
notwithstanding  
still  
although / even though ...  
though  
but...  
yet...  
despite / in spite of (this/that) ...  
in contrast (to)/in comparison  
in contrast, ...  
by (way of) contrast  
while*

*whereas  
on the other hand, ...  
on the contrary, ...  
... instead  
conversely, ...  
alternatively, ...  
for all that  
..., in fact  
rather ...  
... is another possibility  
better/worst still  
all the same  
at any rate*

i Comparison (Showing similarity and difference)

*similarly  
in the same way  
in a similar manner  
likewise  
also  
like  
just as  
just like*

*similar to  
same as  
compare  
compare(d) to / with  
not only...but also  
both ... and ...  
equally*

i Expression two points of view

*On the one hand..., on the other hand...  
Although I'd..., I certainly wouldn't...  
While I might..., I don't think I'd...  
Of course I'd..., but I'm not sure if I'd...  
There's no doubt that it would..., but there's also a chance it might...*

i Generalising

*in general  
generally  
on the whole  
as a rule*

*for the most part  
in most cases  
usually*

i Reformulation

*in other words*  
*rather*  
*to put it (more) simply*  
*better*

*in that case*  
*that is*  
*that is to say*

i Expressing an alternative

*alternatively*  
*rather*  
*on the other hand*

*the alternative is*  
*another possibility would be*

i Transition to a new point/idea

*now,*  
*as far as X is concerned*  
*with regard/reference/respect to*  
*as for...*

*it follows that*  
*turning to*  
*regarding*  
*as to ...*

i Deduction

*then*  
*in other words*  
*in that case*

*otherwise*  
*this implies that ...*  
*if so/not*

i Stating the obvious

*obviously*  
*clearly*  
*naturally*  
*of course*

*as can be expected*  
*surely*  
*after all*

i Concession (sth. unexpected)

*admittedly*  
*however*  
*even though*  
*however (much)*  
*nevertheless*  
*still*  
*yet*  
*while*  
*after all*  
*all the same*

*although*  
*even if/though*  
*although this may be true*  
*at the same time*  
*besides*  
*doubtless*  
*even so*  
*under certain circumstances*  
*up to a point*

i Showing conditionality

*If*  
*whether*  
*provided that*  
*unless*  
*granted*  
*that being so*  
*in that case*  
*under these circumstances*  
*in the above case (used between paragraphs)*

i Summarising / Conclusion

*in conclusion*  
*to conclude*  
*in brief*  
*to summarise*

*overall*  
*therefore*  
*to sum up*

i Presenting an argument

*The main argument in favour/ against is...*  
*First of all I should like to consider...*  
*The first thing (I would like to consider) to be considered is...*  
*In order to make the problem clear, I would like to present some examples of ...*  
*Despite the fact that .../ In spite of...*  
*What matters most in this case is...*  
*On the other hand...*  
*Apart from that...*  
*What is more...*  
*It is a fact that...*  
*There is no doubt that...*

## LANGUAGE FUNCTIONS – Speaking

### Asking for help

Excuse me. Could you tell me where ... is?  
Excuse me. Can you tell me...?  
Do you know...?  
You wouldn't know..., would you?  
Do you happen to know...?  
I'd like to know..., please.  
And there's another thing I'd like to know...  
I would be interested to know...  
Please could you tell me...

### Asking for directions

Excuse me, could you tell me how to get to ... (place), please?  
Which way is the ... (place), please?  
Could you tell me where ... is, please?  
Do you know where ... is?

### Asking someone to repeat

Could you say that again, please?  
Would you mind repeating that, please?  
Could you repeat that, please?  
I'm sorry I didn't catch that.  
I'm sorry, what was ... again?  
I'm sorry?  
I beg your pardon?  
I'm sorry, what was that?

### Checking that you've understood

So, I / We have to...  
Do you want me / us to...?  
Am I / Are we supposed to...?  
Should I...?  
So, the (general/basic) idea is to...  
Do you mean...?  
Does this mean that...?  
So am I right in saying...?  
So, what you're saying is...

### Asking for clarification

What exactly do you mean by...?  
Could you explain a bit further...?

Would you like to add to your comments about.....?

### **Expressing uncertainty**

I'm not really sure but I think...  
I can't say for certain but...  
It's difficult to say exactly but perhaps...  
I couldn't say, really...  
I'm not sure.  
I don't know for sure but...

### **Giving yourself time to think**

Well, let me see...  
Let me think...  
Let me get this right...  
Um, well, that's a difficult question / that's an interesting question.  
I'll have to / Let me think about that for a moment...  
I think it's difficult to answer that question...  
How shall I put it?...  
Now, how can I best say this...?

### **Interrupting politely**

Could I just say something?  
Actually, I'd just like to say...  
Sorry to interrupt, but...  
Oh, while I remember / before I forget...  
Excuse me (, but)...  
May I interrupt?  
Could I please ask....  
May I ask a question?  
Pardon me, but ...

### **Saying you don't know**

I'm afraid I can't help you.  
I'm sorry, I don't know.

## **BEING POLITE**

### **Showing interest**

Uh-huh!  
Right!  
Really?  
That's interesting!  
And?  
What then?

Oh?

What happened next?

### **Showing that you're listening**

Now, you mentioned...

So, that's how...?

Yes, I was going to ask you about that...

Could you give me / us an example of...?

Could you explain in more detail...?

### **Thanking and responding**

Many thanks.

Thanks a lot.

Cheers!

That's very kind of you.

Thank you very much

Not at all.

It's a pleasure. / My pleasure.

You're welcome.

Don't mention it.

Any time.

That's OK / all right.

I'm glad to have been of some help.

### **Apologising (and making excuses)**

Sorry

I'm very/awfully/so/extremely sorry.

Excuse me.

Sorry, (it was) my fault.

I do apologise.

Please accept my apologies.

I'm sorry but...

I apologise for...but...

Forgive me for... but ...

### **Accepting an apology**

That's all right/OK.

Not to worry.

That's quite/perfectly all right.

No reason/need to apologise.

Don't worry about it

# TALKING ABOUT ACTIONS

## Giving instructions

Make sure...  
Remember... (to do).  
Be careful... (not to do).  
Don't forget... (to do)

## Giving directions

Go straight on.  
Take the first/second on the left / right.  
Turn left / right.  
Go along... as far as...  
Take the number 7 bus / tram.  
Get off (the bus / tram) at... (place).  
Carry on until you see...  
Look out for...

## Checking someone has understood

Are you with me?  
Did you follow that?  
Have you got that?  
Is everything clear so far?  
Does that seem to make sense?

## Sequencing actions

First of all, .../ To begin with, .....

Next, .../Then, .../After that, .../Secondly....

Finally, .../To finish with.....

## Making suggestions

Shall I / we... (do)?  
Let's... (do).  
Why don't I / we... (do)?  
How about... (doing)?  
What about... (doing)?  
I think we should... (do).  
I suggest that we... (do).  
It might be a good idea if we / you... (do).  
I think the best way of dealing with this situation would be to... (do).  
If you ask me, I think we / you should... (do).  
We could...

## **Agreeing to a suggestion**

Yes, I think that's a good idea.  
That's probably the best option.  
Sure, why not?  
Yes, definitely.  
By all means.  
Good idea!

## **Rejecting a suggestion**

Yes, but wouldn't it be better to... (do).  
That's a good idea, but... (do).

## **Making invitations**

What are you doing on... (day)?  
Have you got any plans for... (day/time of day)?  
Would you like to... (do)?  
Do you fancy... (doing)?  
What about... (doing)?

## **Accepting an invitation**

Yes, I'd love to.  
Yes, that would be great.

## **Refusing an invitation**

I'm afraid I'm busy on... (day). How about next... (day)?  
I'm sorry I can't. I'm... (doing something else).  
I'm afraid I can't make it. I'm... (doing something else).  
I'd love to, but...  
That's very kind of you, but...

## **Expressing a preference**

I'd much rather... (do) than... (do something else).  
I prefer... to...  
I'd prefer to... (do).  
I think... is much more interesting than...  
I don't find... half as interesting as...  
I like... better than...

## **Making recommendations**

You mustn't miss the...  
You must go to the...  
You've got to... (do)  
You'll love the...

I wouldn't recommend the...  
You definitely wouldn't enjoy going to the...

### **Offering something**

Would you like...?  
What can I get you?  
Help yourself to...  
Please have some...  
Would you care for some...?  
Can I offer you...?  
Can I get you a... / anything?  
If you do..., I will...

### **Accepting something that's offered**

Yes, please.  
Thank you very much.  
That would be very nice.  
I'd like some... , please.  
I'd be pleased to accept...  
Fine, I agree to...

### **Declining something that's offered**

I'm all right/I'm fine, thank you.  
No, thanks.  
Not this time, thanks.  
I'm not sure I could, thank you.  
I'm sorry, but I'd rather...  
No thanks, I really prefer...

### **Asking for advice**

What do you think I should do?  
What would you do (if you were in my situation)?  
What would you advise me to do?

### **Giving advice**

I think you should... (do).  
You could... (do).  
Why don't you... (do)?  
If I were you, I'd... (do).  
Have you tried... (doing)?  
You ought to (do)...  
It's a good idea to...

## **Asking for permission**

Can I.../May I..., please?  
Do you mind if I...?  
Mind if I...?  
Any chance I could...?  
I wonder/I was wondering if I could...  
Would it be possible for me to...  
Do you have any objection if I...?  
Would it bother you if I...?

## **Giving permission**

Of course.  
By all means.  
Certainly.  
Yes, that's OK/fine.  
You're welcome to...  
Please feel free to...  
Please don't hesitate to...  
Sure.  
OK.  
Go ahead.  
Why not?

## **Refusing permission**

I'm afraid not.  
I'm sorry it's not possible...  
I'm afraid you can't.  
I'm afraid that's out of the question.

# **COMMUNICATING IDEAS**

## **Agreeing**

I'd probably agree on that.  
I think that's probably right.  
That's absolutely right.  
Sure! That's exactly what I think.  
I couldn't agree with you more.  
That's what I think.

## **Disagreeing**

Yes, but...  
True, but...  
I see what you mean, but...  
I suppose so, but...

Yes, but on the other hand...  
I'm afraid I disagree / don't agree / can't agree...  
I'm not sure if that's strictly true.  
You have a point there, but...  
Actually, I'm not sure if I agree with that.

### **Asking what someone thinks**

What do you think?  
What do you reckon?  
What's your opinion about/of... ?  
What's your position on...?  
What's your reaction to...?  
What's your take on... ?  
Do you have any thoughts on... ?

### **Stating consequences**

As a result, ...  
Consequently, ...  
Because of this, ...  
Due to (cause),...

### **Expressing two points of view**

On the one hand..., on the other hand...  
Although I'd..., I certainly wouldn't...  
While I might..., I don't think I'd...  
Of course I'd..., but I'm not sure if I'd...  
There's no doubt that it would..., but there's also a chance it might...

### **Giving examples**

For example, ...  
For instance, ...  
One example of this is...  
To give you an idea, ...  
Look at the case of...  
Take, for example, ...  
Let' say, ...

### **Justifying your opinions**

Personally, I (don't) think... because...  
Let's (not)... because...  
In my opinion, I (don't) feel... because...  
I would definitely (not)... because...  
It would be better to... as...  
I (don't) feel that it's important to... as...

## **Linking what you're saying**

Anyway, ...  
True, but ...  
As a matter of fact, ...  
... sort of...  
Hmm...  
... you know...  
... believe me...

## **Ordering / Sequencing**

First of all, ...  
To start with, ...  
Secondly, ...  
Another thing is that...  
Alternatively, ...  
Last but not least, ...

## **Persuading**

But don't you agree that...  
Yes, but I'm sure you'd agree that...  
Don't you think that...

## **Presenting an opinion**

(Personally), I think that...  
It seems to me that...  
From my point of view, ...  
In my opinion, ...  
I'm convinced that...  
It is really clear that...  
It is obvious that...  
I believe that .....  
I would say that...

## **Prioritising**

... would be much more important than...  
I don't think... would be nearly as important / urgent as...  
... will definitely be the most / least ...

## **Speculating**

It's difficult to say exactly but I suppose it could be...  
I'm not sure but it might be...  
It can't be... because...  
It must be... because...  
I would guess...

## **Opening**

I'm going to talk about....

I'd like to say something about...

So, what can I say about..... ?

Speaking personally, ..... (to introduce personal opinions or experience)

## **Summarising**

So what it comes down to is...

The point I'm trying to make is...

Let me just recap what's been said so far.

In short, ...

To sum up, ...

Basically, ...

Overall, it would seem that...

## **Polite indirect questions**

I'd like to know...

Could you tell me...

May I ask...

I don't know...

### Activity – Text types and logical structure

What 3 or 4 sections could each of the text types below have? Fill in the gaps.

| Text type       | Logical sections                               |
|-----------------|--|
| Informal letter | opening – main idea – friendly closing remarks |
| Formal letter   | opening – main idea – _____ closing remarks    |
| Story           | interesting beginning –<br>_____ – _____       |
| Article         | title – _____ – _____ close                    |
| Report          | _____ – sub-headings – _____                   |
| Composition     | _____ – _____ –<br>_____ – _____               |

*Dáša Škorpíková, 2009*

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*Dáša Škorpíková, 2009*