

# Aula 8

## DISCOURSE MARKERS / LINKING WORDS

### META

Apresentar alguns marcadores discursivos e sua importância dentro dos textos.

### OBJETIVOS

At the end of this class, it is expected that the students:  
Construir um panorama sobre a variedade de marcadores discursivos;  
Aprender sobre os marcadores de causa e efeito;  
Estar ciente da função dos marcadores na construção das ideias.

### PRERREQUISITOS

Ter conhecimento do particípio passado dos verbos;  
Ter conhecimento dos tempos verbais.

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## INTRODUCTION

In this class we will be presenting some Linking words / Discourse markers. They are words or groups of words often represented by conjunctions and are terms used to link ideas, indicating as they relate in a text. Through these words, or group of words, the authors show the organization of their ideas. They are responsible for the cohesion and consistency of a text.

As there are many cases for each category a table with some of them will be presented but the main focus will be given to cause and effect.



Biologists have found a virus that causes obesity in animals such as chickens. Now the researchers are testing people for it. Fonte: <https://upload.wikimedia.org>.

Based on the title what will the text talk about?

What makes people get fat?

What do vírus cause?

Can a Virus Make you fat?

**Although** the idea sounds more like the premise of a B movie than scientific theory, two scientists at the University of Wisconsin in Madison believe they've found a virus that causes some people to get fat. Nikhil Dhurandhar and Richard Atkinson reported recently that when they

injected a virus known as AD36 into mice and chickens, the animals' body fat increased. **Because** humans were unlikely to volunteer for such experimentation, the scientists decided to test for the presence of antibodies to the virus. Of 154 people tested, about 15 percent of those who were obese had the antibodies. None of the lean people did.

**However**, the findings don't necessarily prove that the virus caused obesity in the test group. As several virologists have pointed out, obese people may simply be more susceptible to such a virus. Still, in recent years researchers have been surprised to find that viruses can be linked to some many diseases that had been thought to have other origins. **For example**, viruses are now implicated in several types of cancer, hardening of the arteries, and even mental disorders such as depression. **In addition**, five viruses besides AD36 have already been shown to cause obesity in animals. The good news is that the same methods that produce flu shots each year could ultimately be used to create an antiobesity injection.

Source: SOUZA, et al. *Leitura em Língua Inglesa: Uma Abordagem Instrumental*. 2ª ed. São Paulo: Disal, 2005.

What did you learn from the text? Extract from it the answers below:

Virus name \_\_\_\_\_  
 Effects of the vírus \_\_\_\_\_  
 Number of people tested \_\_\_\_\_  
 Name of the scientists \_\_\_\_\_

Have you noticed the words in bold? Do you know their meaning?

They are the linking words ( discourse markers), responsible for connecting ideas, sentences. They help in making meaning.

Just for checking, match column A with B. After answering look at the table below and check if your prediction was right.

Coluna A	Coluna B
( ) although (linha 01)	Exemplificação (1)
( ) because (linha 06)	Contraste (2)
( ) However (linha 10)	Causa (3)
( ) such as (legenda)	Adição (4)
( ) Still (linha 12)	
( ) For example (linha 14)	
( ) In addition (linha 16)	
( ) besides (linha 17)	

LINKING WORDS

ADDITION	RESULT	CONTRAST
And	So	But
Also	Therefore	However
Too	Thus	In spite of
In addition to	Consequently	Despite
Besides	Then	Nevertheless
Moreover	As a result	On the other hand
Furthermore	Accordingly	Though / Instead

CAUSE	CONDITION	TIME
Due to	If	When
Because of	Unless	In 1980
For that reason	whether	Since the beginning of the ..
On account of		
To bring about		
Is caused by		
Since / as / for		

\* *due to, because of, owing to* and *thanks to* are followed by a noun.

\* *because, since, as, for* are followed by a sentence.

EXEMPLIFICATION	COMPARISON	EMPHASIS
For example	In the same way	Indeed
For instance	In like manner	In fact
That is	Like	Certainly
In other words	Similarly	Actually
In particular	correspondingly	As a matter of fact
Such as		Do / Does

Adapted from Brasas English Course material, 1988.



The water pump is responsible for pumping water. Fonte: <https://images.homedepot-static.com>

Talking about Cause and Effect. Read the next text and answer the exercise:

When a solar-powered water pump was provided for a well in India, the village headman took it over and sold the water, until stopped. The new liquid abundance attracted hordes of unwanted nomads. Village boys who had drawn water in buckets had nothing to do, and some became criminals. The gap between rich and poor widened, since the poor had no land to benefit from irrigation. Finally, village women broke the pump, so they could gather again around the well that had been the center of their social lives. Moral: technological advances have social, cultural and economic consequences, often unanticipated.

Source :<https://pt.slideshare.net>.

1. What things in the text above remind us of the reality of the countryside in northeastern Brazil?

Here are few key words you can use to comment on:

(well/ dry land) \_\_\_\_\_

(greed) \_\_\_\_\_

(villageboys) \_\_\_\_\_

(gap) \_\_\_\_\_

(techological advances) \_\_\_\_\_

Let's work on Because and Because of:

Complete the sentences with *because* or *because of*

1. We postponed our trip \_\_\_\_\_ the bad driving conditions.

2. Sue's eyes were red \_\_\_\_\_ she had been swimming in a chlorinated pool.
3. We can't visit the museum tomorrow \_\_\_\_\_ it isn't open.
4. Jim had to give up jogging \_\_\_\_\_ his sprained ankle.
5. \_\_\_\_\_ heavy fog at the airport, our plane was delayed for several hours.
6. \_\_\_\_\_ the elevator was broken, we had to walk up six flights of stairs.
7. Thousands of Irish people emigrated to the United States \_\_\_\_\_ the potato famine in Ireland in the mid-19th century.

source: <http://learningbehaviourchange.co.uk/tag/cause-and-effect/>

- *As/ since/ because* the abundant liquid was very profitable, the greedy headman took \_\_\_\_\_ it over to sell.
- The abundance of the precious liquid *triggered* the influx of unwanted nomads.
- The absence of \_\_\_\_\_ jobs for the village boys *led* to their criminal life.
- The crowds around the well **brought about** a disruption of the women's social life.

If we want to use **due to, owing to, or thanks to** and continue the sentence with a subject + verb, we can add **the fact that**:

The game was canceled **due to the fact that** it was raining.

The project succeeded **thanks to the fact that** you helped us.

Source: [http://www.myenglishpages.com/site\\_php\\_files/communication-lesson-cause-effect.php](http://www.myenglishpages.com/site_php_files/communication-lesson-cause-effect.php)

Now it is time to know the connectors for introducing result. Some more formal words for introducing results are:

**therefore    thus    consequently    as a result    as a result of**

• Our company's profits have increased 150% in the past year. *Therefore*, we're going to invest in new equipment and training programs.

• The tennis player had knee surgery mid-October; *consequently*, she took the rest of the season off.

• The products did not meet our specifications. *Thus*, it was necessary to return them. (or: It was thus necessary...) *Thus* (very formal)

• There have been heavy rains throughout the interior of the state. *As a result*, several areas have experienced flooding. *As a result* of is followed by a noun, pronoun or gerund.: As a result of the heavy Rains throughout the interior of the state, several areas .

source: [www.espressoenglish.net](http://www.espressoenglish.net)

Closing our lesson, we will work on a text about the learning about health conditions in Africa and put into practice

### The Girl (and Boy) Effect

When people began to question why the death rate of females in certain parts of Africa was so much greater than the death rate of males, they started to look for reasons. Below, are some cause and effect examples of how empowering girls improved the well-being of the people in their villages.

Schools for girls were built. Girls had a chance to learn about health and life skills. Girls learned about health skills. They improved the sanitation of their villages. The girls felt proud to have a uniform. They were more likely to attend school every day. The family members of the girls walked them to school.

They didn't want other males in the village to taunt the girls. The family members of the girls walked them to school. The girls avoided abduction and pregnancy. After graduation, the girls were more likely to start small businesses. They had mathematical and accounting skills. Some graduates became valued business owners. They were invited to serve on business councils. Their community status rose. They were able to vote on improving water and sanitation. Health conditions improved in villages. More babies and children survived.

Select the response from the list that best completes the sentence.

1. Schools for girls were built \_\_\_\_\_ (*because / consequently*) girls had a chance to learn about health skills.
- 2 \_\_\_\_\_ (*because / consequently*) girls learned about health skills, they improved the sanitation of their villages.
3. Girls were given school uniforms \_\_\_\_\_ (*therefore / as /* ) they needed to feel that they were a valued part of the school.
4. The girls felt proud to have a uniform \_\_\_\_\_ (*since / due to*) they were more likely to attend school everyday
5. The family members of the girls walked them to school \_\_\_\_\_ (*for this reason/ as*) they didn't want other males in the village to taunt the girls.
6. After graduation, the girls were more likely to start small businesses \_\_\_\_\_ (*on account of / as a result*) their mathematical and accounting skills.
7. Some graduates became valued business owners. \_\_\_\_\_, (*as a result / because*) they were invited to serve on business councils
8. \_\_\_\_\_ (*due to/ thus*) their community status, they were able to vote on improving water and sanitation.

9. Health conditions improved in villages. \_\_\_\_\_  
( *since/ thus*) more babies and children survived.

## CONCLUSION

Discourse Markers ou Linking Words, nos ajudam a compreender a ordem das informações, assim como a construção das ideias dentro do texto. Possuem diferentes funções, tais como para expressar causa e efeito, assim como podem estar em orações subordinadas ou insubordinadas.



## SUMMARY

Ao falarmos de marcadores discursivos aprendemos que eles são palavras ou expressões que ligam as ideias de uma ou mais orações. Para isto, precisamos reconhecer e saber os marcadores para que sua função dentro do texto, nos leve a compreender adequadamente a intenção do autor do texto.



## SELF-EVALUATION

1. Compreendi o que são marcadores discursivos;
2. Fui capaz de responder as atividades aqui apresentadas?
3. Sei diferenciar causa e efeito?



## NEXT CLASS

Infinitive and Gerund. Onde será tratado sobre os verbos que são seguidos de infinitivo, gerúndio ou ambos.

## REFERENCE

OLIVEIRA, Shanya. **Advanced English Grammar**. ExpressoEnglish.net.  
SOUZA, et al. **Leitura em Língua Inglesa: Uma Abordagem Instrumental**.  
2ª ed. São Paulo: Disal, 2005.