



IELTS Writing Community

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Lecture 10 Coherence and Cohesion

Theme and Thematic Progression

THEME and NEW

In writing, the **Theme** is all the words in a sentence or clause that come before the **finite verb**.

The information in a sentence or clause after the finite verb also has a grammatical name. It is called the **New**.

The problem **is** the lecturer's inability to speak loudly enough.

The problem with holding the lecture in such a large lecture theatre **is** the lecturer's inability to speak loudly enough

The problem **is** the lecturer's inability to speak loudly enough to make herself heard over the noise of the air-conditioning unit.

THEME and NEW

The Theme of a sentence or clause tells the reader what the sentence is about. It sets up an expectation that the rest of the information in the sentence (the New) will be related to the Theme in some meaningful way.

The New of a sentence generally introduces new information about the Theme. It tells the reader something that was not in the text to that point.

The problem **is** the lecturer's inability to speak loudly enough.

The problem with holding the lecture in such a large lecture theatre **is** the lecturer's inability to speak loudly enough

Themes can be repeated in different ways. For example, they can be:

- repeated using the same wording.
- repeated using synonyms or near synonyms.
- assumed or understood rather than explicitly repeated.
- repeated using pronouns

Thematic Progression

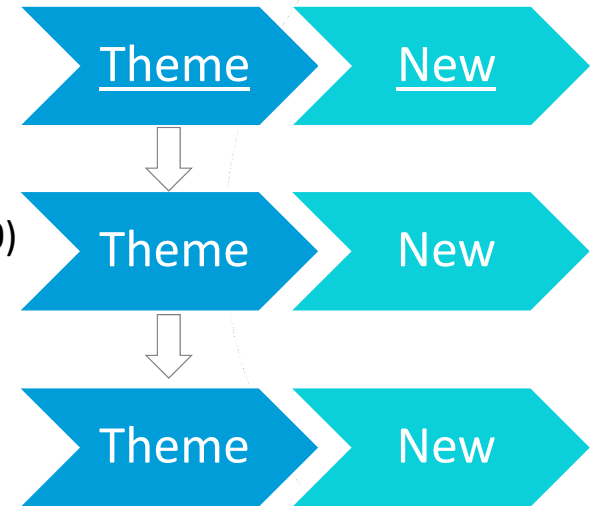
Thematic progression refers to the way Themes continually pick up information which is already in the text and repeat it in some way so that the reader is always aware of:

- what the key concepts are;
- how the key concepts are being developed.

Rocks were originally used to carry carved or painted messages. (Benson 1990)

Leather was used in later Neo'lithic times. (Hardy 1984)

Heavy hand-copied parchment took over in the Middle ages (Santos 1996)

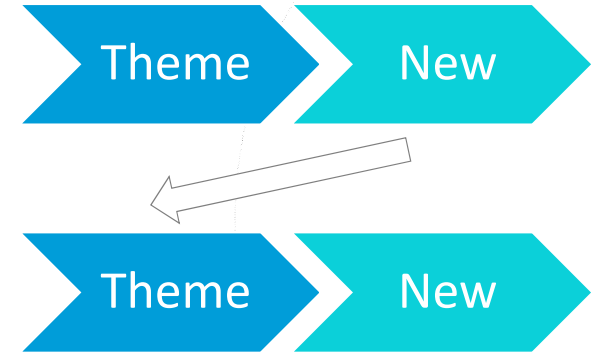


Thematic Progression

Poor education is associated with economic disadvantage.

Economic disadvantage helps to ensure that the next generation of children is also deprived of opportunities to better themselves.

Since self-betterment is a constant expectation of our society, those who fail to engage in it will always be at a psychological as well as a financial disadvantage.



Thematic Progression

The issue of educational disadvantage has been widely studied in the developing world.

Countries such as Bangladesh, Afghanistan and many African nations have extremely poor levels of education compared to the developed countries.

However, the Western world seems little concerned with its responsibility to shoulder the economic and humanitarian consequences of continued poverty as a result of stagnant educational achievement.

There are three main categories of argument in relation of capital punishment: retributive arguments, utilitarian arguments and deterrence arguments.

Utilitarian arguments tend to be more sanguine, encompassing economic arguments related to the lesser costs of capital punishment as well as those based on a negative view of the perpetrator's future usefulness to society.

Theme

New ABC

Theme A

New

Theme B

New

Theme C

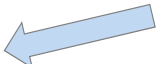
New

Thematic Progression

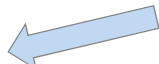
The **GAP** approaches the problem on a much larger scale of time and space.



The aim of the **project** is to understand the relationship between the settlement and its ecological context.



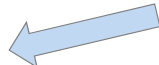
Part of this ecological context was the construction of the large-scale water management system.



This water system may have had two crucial consequences for the settlement.



Firstly, it potentially locked the settlement into a conservative arrangement that created systematic ecological problems.



These environmental problems had disastrous effects on Angkorean agriculture.



Secondly, it simultaneously reduced the capacity of the settlement to find solutions to the problems it created.

It is this dual focus which has been taken up by the GAP project.

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