

1 'And' type: Connectives of Result (Type A)

Look at the following example:

He passed his examinations;	<i>so,</i> <i>therefore,</i> <i>as a result,</i> <i>accordingly,</i> <i>consequently,</i> <i>thus,</i> <i>hence,</i>	he had some good news to tell his parents.
<i>Because</i> he passed his examinations,		

Note: The connectives (in *italics*) join a cause ('he passed his examinations') with a result, effect or consequence ('he had some good news to tell his parents').

Add a second sentence. Use a suitable connective from the list above, and a result, effect or consequence from the list below.

- a Many students find it difficult to read newspapers in English . . . _____

- b Most students living abroad are interested in news of their own country . . . _____

- c When a student goes abroad to study he/she may have to complete about twelve different forms . . . _____

Result, Effect or Consequence:

- . . . British news is found to be of most interest.
 . . . they usually read the international news first in the newspapers.
 . . . an average of five books per month are read.
 . . . not many read one regularly.
 . . . it is useful to be able to answer questions briefly.

Complete the following by adding a suitable ending of your own.

- d The lecture was very difficult to understand. Consequently,

- e Carlos was only able to read very slowly in English. Therefore,

2 'Or' type: Connectives of Reformulation (Type B)

Look at the following example:

He said that he had kept the library book for several years.	<i>In other words</i> <i>To put it more simply,</i> <i>It would be better to say</i>	he had stolen it.
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Note: The connectives (in *italics*) introduce a reformulation of what has come before. The reformulation appears in different words and is used to make the idea clearer or to explain or modify it.

Add a second sentence. Use a suitable connective from the list above, and an appropriate reformulation from the list below.

- a Maria is rather slow at learning . . . _____

- b Helen finds languages quite easy . . . _____

- c Anna speaks English like a native-speaker . . . _____

Reformulation:

- . . . she speaks it excellently.
- . . . she speaks slowly.
- . . . she is taking a long time to improve her English.
- . . . she has little difficulty in learning English.
- . . . she speaks it with great difficulty.

Complete the following by adding a suitable ending of your own.

- d Margaret is bilingual. In other words, _____

- e Some people say that if you are good at music you will also be good at learning languages. In other words, _____

3 'But' type: Connectives of Concession (Type C)

Look at the following example:

The time available for discussion was very limited.	<i>However,</i> <i>Nevertheless,</i> <i>Nonetheless,</i> <i>Yet,</i> <i>In spite of that,</i> <i>All the same,</i>	it was still possible to produce some interesting arguments.
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Note: The connectives (in *italics*) indicate the surprising nature of what follows in view of what was said before; a kind of contrast is indicated.

Add a second sentence. Use a suitable connective from the list above, and a concession (or contrast) from the list below.

- a Some of the examination questions were very difficult . . . _____

- b There was only limited money available for research . . . _____

- c The project was very complicated . . . _____

Concession:

- ... Dimitrios was not able to do it.
- ... Juan succeeded in completing it in time.
- ... Abdul was able to obtain a grant.
- ... Oscar did not manage to complete them.
- ... Ali managed to answer them satisfactorily.

Complete the following by adding a suitable ending of your own.

- d It seemed likely that he would fail the test. However,

- e There were a number of good reasons why he should not finish the experiment. Nevertheless, _____

Stage 3 Paragraphs

It is essential to divide your writing into paragraphs. A paragraph normally contains several sentences but they are all concerned with the theme contained in the topic or key sentence (i.e. the main sentence). The key sentence is usually the first one, which contains the main idea or topic. The other sentences support it by adding further information or examples. A paragraph is self-contained but should link logically with the previous and following paragraphs so that the flow and cohesion of the writing is maintained.

- 1 Look at the paragraph at the end of Stage 1. Which is the key sentence?
- 2 The following sentences are in mixed order. To form a paragraph they need to be reorganised. Underline the key sentence and put the sentences in the correct order by numbering them 1–5.
 - a It is mainly formal, impersonal and objective.
 - b In most of these the writer is expected to include references to other writing or research.
 - c Academic writing is a particular kind of writing that can be recognised by its style.
 - d These include essays, research reports and articles, case studies, surveys, dissertations, theses, and examination papers.
 - e Other distinctive features will depend upon the specific types of academic writing.

Note: Paragraphs are either indented from the left margin (i.e. they start further in from the left) or a line of space is left at the end of a paragraph and the next paragraph is started on the left margin. This makes it easier for the reader to read a text.