

CONNECTORS and LINKING EXPRESSIONS | Writing Guide

ADDING INFORMATION	<p>and / also / too In addition to ... In addition, ... Furthermore, ... Moreover, ... Besides, ... Apart from ... Except for ...</p>	<p>She speaks English and French. She also speaks French. She speaks French too. In addition to soul music, she likes rap. In addition, / Furthermore, / Besides, she speaks French.</p>
REASON and CAUSE	<p>Because Since / as / seeing that Due to / Because of For this reason, ... / That's why ...</p>	<p>Apart from English, she speaks French. Everyone was there except for Sally. We should go home because it's late. Since / As / Seeing that it's late, we should go home. Due to / Because of the weather, we stayed home. The weather was terrible. For this reason, / That's why we stayed home.</p>
RESULT	<p>So Therefore, ... / Consequently, ... / Thus, ... As a result, ... / As a result of ... As a consequence, ... / As a consequence of ...</p>	<p>He was really brave so he was awarded a military medal. He was really brave. Therefore, / Consequently, / Thus, he was awarded a military medal. As a result of / As a consequence of his brave action, he was awarded a military medal. He was really brave. As a consequence, / As a result, he was awarded a military medal.</p>
PURPOSE	<p>In order (not) to / to / So as (not) to so that</p>	<p>She uses her video in order to / to / so as to record TV programmes. He gets up very early in order not to / so as not to be late for work. She uses her video so that she can record TV programmes.</p>
CONTRAST	<p>But / yet However, / Nevertheless, / Even so, ... In spite of / Despite Although / (Even) though / in spite of the fact that Even if Still While / Whereas</p>	<p>The book is short but / yet interesting. The book is short. However, / Nevertheless, / Even so, it is interesting. He arrived on time despite / in spite of getting up late. Although / Though / Even though / In spite of the fact that the pupils had not studied, they all passed their exams. Even if I had enough money, I wouldn't buy a Ferrari. The students didn't study for the test. Still they all passed it.</p>
SIMILARITY	<p>Similarly, ... Likewise, ... In the same way, ...</p>	<p>This film is very interesting, while / whereas that one is quite boring. People cannot survive under water. Similarly, / Likewise, / In the same way, a fish will die out of water.</p>
PERSONAL OPINION	<p>In my opinion, I (strongly) believe (that) I think (that) ... / I feel (that) It seems to me (that) As far as I am concerned, From my point of view, I agree/disagree with ...</p>	<p>In my opinion, / I (strongly) believe (that) / I think (that) / I feel (that) / It seems to me that / As far as I'm concerned, / From my point of view, cats are more loyal than dogs.</p>
EXPRESSING FACTS	<p>It is true that ... To be honest, To tell the truth, ... As a matter of fact, ... / In fact, ... Actually</p>	<p>I agree with / I disagree with this idea. It is true that she survived, but her health is in a very precarious state. To be honest, / To tell the truth, I found the book really boring. The financial crisis is affecting small business. As a matter of fact, / In fact, / Actually, many shops have closed down during the last months.</p>
EXPLANATION	<p>The truth is (that) That is (to say), ... In other words Especially / above all At least Basically In general / generally / all in all / on the whole / as a rule In particular More or less To a certain extent</p>	<p>She said she would never do it, but the truth is that she led to me. Bears are carnivorous. That is (to say), / In other words, they eat meat. It rains a lot, especially / above all in the north. We lost everything in the fire. At least, nobody got hurt. We played table tennis. Basically, we used to train 2 hours a day. In general, / Generally, / All in all, / On the whole, / As a rule, mineral particles are small. Americans, in particular, are considered exceptional at basketball. It is more or less true. / It is true to a certain extent.</p>
SEQUENCING	<p>To begin with, / To start with, First, / At first, / First of all, / In the beginning, ... Second, / Then, ... Third, / After that, / Next, / Later, / Afterwards, ... Meanwhile, / In the meantime, ... All of a sudden, / Suddenly, Finally, / At last, / In the end,</p>	<p>To begin with, / To start with, all cultures should be equally accepted. First, / At first, / First of all, / In the beginning, we took a taxi to the airport. Second, / Then, we flew to New York. Third, / After that, / Next, / Later, / Afterwards, we rented a car and crossed the country. Meanwhile, / In the meantime, we stopped at different places on our way. All of a sudden, / Suddenly, our car broke down. Finally, / At last, / In the end, we reached our destination.</p>

Units 2 and 8

OPINION ESSAYS

pp26–27 (Unit 2) and 104–105 (Unit 8)

EXAMPLE QUESTION Some people think that school and university should teach the knowledge and skills needed in the world of work. Others say that schools and universities should teach knowledge for its own sake, without worrying about future professional needs. What do you think should be the main function of schools and universities?

MODEL TEXT

Over the years, there has been much debate about the true aim of education. Should schools be preparing students for the workplace, or should the objective be something different? To my mind, the answer is clear. **I am** convinced that we should not be training students in professional skills. We should be preparing students for life itself.

The style is formal. Do not use contractions.

Put opinions and ideas in sequence with linkers such as *First and foremost, Furthermore, Last but not least.*

First and foremost, in my opinion, the goal of education should be to help students to become independent thinkers and learners. The essential idea is to help young people to think creatively so that they can respond to future challenges and problems in a positive and constructive way.

Give your opinion with expressions like *Personally, To my mind, In my opinion, As far as I'm concerned, I believe.*

Furthermore, if students are trained in professional skills at a very young age, we are limiting their future career possibilities. **To my mind**, it is far more worthwhile to give students general tools and strategies at school and university which they can apply to any job in any particular field. After all, companies can always train employees after school or university.

Express other people's opinions using expressions like *Some people claim/argue/maintain that ..., It is often said that ...*

Some people claim that knowledge which is not directly relevant to the world of work serves no purpose. **I believe there is no evidence to support this view.** How can we know exactly which pieces of information any particular student will need in the future? By giving a broad education including elements of all types of arts and sciences, we are helping students to develop as complete human beings who can gradually start specialising in the subjects they are most interested in or best at.

Make contrasts and give counterarguments using expressions like *Whilst it is true that, However, Nevertheless, Despite, I believe there is no evidence to support ...*

To give a conclusion, use *To sum up, In conclusion, All in all.*

To sum up, as far as I am concerned, schools and universities are not simply vocational colleges producing future bankers, mechanics or nurses. They are places where young people should be trained in life-long skills and strategies that help them to develop and bring something positive to society in general.

Suggested paragraph plan

- Paragraph 1: Introduction, including your opinion.
- Paragraph 2: Main point(s) in support of your opinion.
- Paragraph 3: Additional point(s) in support of your opinion.
- Paragraph 4: Point(s) in support of a different opinion and your counterargument(s).
- Paragraph 5: Conclusion, restating and possibly expanding your main point.