

2.2 Organising ideas and linking devices

Name: _____ Class: _____ Date: _____

Total: 14 marks

Objective

Build the skills to answer exam questions on **organising ideas and linking devices** 组织观点与衔接手段 — putting paragraphs in an order the reader can follow, and joining them so the argument moves.

You must be able to:

- plan a piece of writing as a short list of paragraphs before you start
- give each paragraph one main idea
- link sentences and paragraphs with a varied range of connectives

1 Worked examples

■ One paragraph, one idea

A paragraph that contains three unrelated points is harder to mark and harder to read. Before writing, list your paragraphs as a plan:

Task: an article on whether students should have a longer school day.

1. Opening — a picture of the current day
2. For — more time for sport and clubs
3. For — teachers can go more slowly
4. Against — tiredness and travel home in the dark
5. Conclusion — my view, with a condition

Five lines. Two minutes. It prevents the commonest structural fault, which is repeating in paragraph four what was already said in paragraph two.

■ Linking devices, by job

- **Adding:** *also, in addition, moreover, furthermore, as well as this*
- **Contrasting:** *however, on the other hand, although, whereas, even so*
- **Giving a reason:** *because, since, as, this is why*
- **Giving a result:** *therefore, so, as a result, consequently*
- **Sequencing:** *first, then, after that, finally*
- **Concluding:** *in conclusion, overall, on balance*

■ Two traps

- **Do not start every sentence with a connective.** Three or four well-placed ones beat a connective on every line.
- **Match the connective to the relationship.** “The bus was late. Therefore I enjoyed the film.” makes no sense — the relationship is contrast, not result.

2 Practice

2.1 Choose the correct connective for each gap.

(a) The team trained every day. _____, they lost the final. [1]

(b) The library closed at four. _____, students had nowhere to revise. [1]

(c) The scheme is expensive. _____, it has reduced accidents by a third. [1]

2.2 Write a five-line paragraph plan for this task: *Write a letter to your head teacher suggesting one improvement to the school day.* [3]

2.3 The sentences below are in the wrong order. Write the correct order as a list of letters. [2]

- **A** Finally, the money saved could pay for more books.
 - **B** I am writing to suggest that the school day should start half an hour later.
 - **C** There are three reasons for this.
 - **D** Second, the school could reduce its heating costs in winter.
 - **E** First, many students travel a long way and arrive tired.
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3 Exam-style questions

3.1 Read this paragraph and explain **two** problems with its organisation. [2]

Sport is important. Our school has a good football team, and the science block needs repairs. Exercise helps students concentrate, and the canteen is too noisy. Many students would join a club if one existed.

3.2 Rewrite the paragraph above so that it contains one idea, developed, with at least two linking devices. [4]

Solutions

2.1 (a) However / Even so / Nevertheless. (b) As a result / Therefore / Consequently. (c) However / On the other hand / Even so.

2.2 Any sensible five-paragraph plan with one idea per line.

2.3 B, C, E, D, A.

3.1 Any two: the paragraph contains several unrelated ideas rather than one; the sentences about the science block and the canteen belong to a different topic altogether; there are no linking words, so the reader cannot see how the ideas relate; the final sentence introduces a new point that is never developed.

3.2 Marks for: a single controlling idea; at least two supporting details; at least two appropriate linking devices; accurate sentences throughout. Model: “Sport matters more to this school than its timetable suggests. Our football team does well, and exercise helps students concentrate in the lessons that follow it. **However**, there is no club for anyone who does not make the team. **As a result**, many students who would happily train twice a week do nothing at all.”