

Exercise walk-through

Organising ideas and linking devices ■ 2.2

eXercise

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

Method — 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.

Method — 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*

Method — 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.

Practice 2.1 ■ 1 mark

Choose the correct connective for each gap.

- (a) The team trained every day. _____, they lost the final.
- (b) The library closed at four. _____, students had nowhere to revise.
- (c) The scheme is expensive. _____, it has reduced accidents by a third.

Solution 2.1

Worked steps

(a) However / Even so / Nevertheless **B1**. (b) As a result / Therefore / Consequently **B1**. (c) However / On the other hand / Even so **B1**.

Practice 2.2 ■ 3 marks

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

Solution 2.2

Method: One paragraph, one idea

Worked steps

Any sensible five-paragraph plan with one idea per line **B1** **B1** **B1** *for a clear opening that states the suggestion; for at least two developed reasons in separate lines; for a closing line that asks for a response or action.*

Practice 2.3 ■ 2 marks

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

- 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.

Solution 2.3

Method: One paragraph, one idea

- 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.

Worked steps

B, C, E, D, A **B2** **B1** *if only one pair is out of place.*

Exam-style 3.1 ■ 2 marks

Read this paragraph and explain **two** problems with its organisation.

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.

Solution 3.1

Method: One paragraph, one idea

Worked steps

Any two: the paragraph contains several unrelated ideas rather than one (B1); the sentences about the science block and the canteen belong to a different topic altogether (B1); there are no linking words, so the reader cannot see how the ideas relate (B1); the final sentence introduces a new point that is never developed (B1).

Exam-style 3.2 ■ 4 marks

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

Solution 3.2

Method: One paragraph, one idea

Worked steps

Marks for: a single controlling idea (B1); at least two supporting details (B1); at least two appropriate linking devices (B1); accurate sentences throughout (B1). 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."