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# Connectors in English

## Opinion

- I think
- I believe
- I feel
- In my opinion
- In my view
- As far as I know
- It seems likely
- It seems to me
- In my experience
- As far as I'm concerned
- I tend to think that
- As far as I understand



## Sequence

- Firstly
- Secondly
- Third
- Then
- Next
- Afterwards
- Finally
- Eventually
- Previously
- After that
- Meanwhile
- Sequentially

## Addition

- And
- Also
- In addition
- Further
- Furthermore
- As well as
- And then
- Too
- Besides
- In addition to
- Moreover
- Additionally
- Not only ... but also
- Then
- Again
- Finally

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Year	Country	Population	GDP	Life expectancy
2010	USA	310	15.0	78
2010	China	1370	10.0	73
2010	India	1200	6.0	68
2010	UK	62	3.0	81

*you descriptive title!*

**EXAMPLE**

*probably both... actually fit good target*

**A Cathedral's Importance to Medieval Towns**

Cathedrals are ~~an~~ remarkable buildings. ~~The~~ efforts ~~put~~ into building a cathedral were not to show off the Church's wealth but instead to impress God and show ~~how~~ much the people were willing to do for Him. Cathedrals were large and magnificent to symbolize their ~~importance~~. A cathedral was very important in medieval towns; cathedrals provided many services for the people ~~and the building of a cathedral~~ provided many jobs.

*great*

*while construction*

*You need transitions between paras*

A cathedral was known as the "center of life" in most medieval towns. Many different occasions took place in a cathedral, such as: coronations, christenings, weddings, funerals, and parliaments. Daily church services, markets, and meetings took place in cathedrals as well. Also, cathedrals were where many powerful men were buried. An ungodly man named William Rufus was buried in a cathedral but when the church tower collapsed, the monks blamed it on his presence there. It was not uncommon for people to arrange to be buried near their favorite saint. Cathedrals were filled with statues and had stained glass windows that showed scenes from the lives of saints or the Bible. Paintings were also hung on the walls of a cathedral. These paintings were a "visual encyclopedia" for people that couldn't read. A bishop's throne is usually to the side of an altar, early bishops taught Christianity from their chair/throne. A cathedral was where several occasions were held, like: funerals, burials, christenings, etc. But the most important role of a cathedral was to inspire and teach others about Christianity.

The building of a cathedral provided many jobs. Many people worked on building a cathedral: master quarryman, master sculptor, master mason, master blacksmith, master glass maker, master stone cutter, master mortar maker, master carpenter, and a master roofer. A master quarryman provide the stone used for the walls and foundation of a

**The Path to Brexit**

1) The European Union was formed in the 1950s, specifically under the 1957 Treaty of Rome that implemented the single market for goods, labour, services and capital with common policies on transport and agriculture and to incorporate the creation of the European Social Fund and commission. In these early stages it was termed the European Economic Community (EEC) and was made up of six member states, Germany, France, Italy, Belgium, the Netherlands and Luxembourg. The UK declined an invitation to join. Nevertheless, twenty-two years later the UK was granted accession in 1973 and forty-three years later the UK has voted to leave.

2) Since joining the EU back in 1973 there has been significant progress in terms of regulation and policy. The first being 'The Schengen Treaty' in 1985. This treaty replaced a borderless zone across member states to include common visa policies and the abolishment of passport controls. The UK refused to sign up to this agreement. The second was 'the Maastricht Treaty' in 1992. This changed the name from EEC to the EU and introduced the single currency of the Euro through the creation of the European Central Bank (ECB) to create a second reserve currency in the world and safety control EU monetary policy to maintain stability. It also developed a better coordination of economic policies and the implementation of European Citizenship. The final development was the Lisbon Treaty in 2007. This improved past treaties but also extended powers of judicial matters and European Parliament.

3) At the moment in 2017, the EU consists of 28 states who operate through a single market with standardized laws and EU policies aimed at ensuring the four freedoms of the free movement of goods, services, capital and people with common policies on trade, agriculture, fisheries and regional development. The EU is the second largest economy in the world with a combined GDP of \$23.75 trillion, 20% of the global gross domestic product and 30% of the net global wealth of \$223 trillion. The EU is the largest exporter in the world and since 2008 is the largest importer of goods and services. Internal trade is aided by the removal of tariffs and reduced border control. According to the Office of National Statistics (ONS), the UK pays on average £18bn a year for membership, this equates to £30million a week. In 2016, the UK received a rebate of £3bn and the EU spent £4.5bn on the UK, therefore the UK's net contribution is about £4.5bn a year. These costs seem exorbitant and the true benefits are difficult to calculate against investment. On the one hand, the UK Government (2016) claims that EU benefits provide 4.5% of UK GDP or £62.78bn a year with the single market increasing flows of investment and the free movement of people benefits recruitment and knowledge transfer skills. On the other hand, without EU membership the future is unclear but not necessarily negative due to the fact that this could be a new horizon opening better trade markets outside a controlled single market and investing 100% in the UK.

4) The UK and its relationship with the EU has been a turbulent affair (Young & Gee, 2016) from the start and there have been numerous calls for referendums. These began just after the accession in 1975 when a referendum to leave was called on the disagreement with the EEC's agricultural policies and budget financing, then again in 1988 when Margaret Thatcher famously negotiated a rebate from being the net contributor to the EU funds. Following that in 1992, the UK suspended its membership over the introduction of the Euro and the exchange rate mechanism. In 2011, the UK prevented the EU Government plans to buy banks and rescue London's financial sector. In 2012, David Cameron tried to renegotiate the UK's membership and have greater power of immigration, exclusion from European bailouts and prevent the EU's commitment of 'an ever closer union', which the UK sees as a creation of a super state Europe controlled by one type of political union. However, the negotiations

# 3 Simple Ways to Avoid Plagiarism

## 1. Summarize

When you summarize...

- the text you write is much shorter than the original text.
- you must reference the original source.
- you must use your own words, usually with a very limited use of quotations.

Original text



Summarized text

## 2. Quote

When you quote...

- you must reference the original source
- the text produced is the exact length of the original text quoted (unless ellipses are used)
- you must use the original author's exact words and put quotation marks around them.
- include the page number of the original source from which you borrowed the author's original language

## 3. Paraphrase

When you paraphrase...

- the text you produce may be shorter or longer than the original text
- you must reference the original source
- you must use your own words



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For comparison To show how things are similar Correspondingly, equally, for the same reason, in a similar manner, in comparison, in the same way, on the one hand, similarly. Check a usage guide for exact rules for punctuation. Examine Examine means that you look at certain texts or ideas carefully and critically study them so you can make your own evaluation or arguments based on your judgment from the examination. It covers concepts and key words pertaining to the stages in the writing process, style, citation and reference, and other common expressions in academic writing Account for means that you provide an explanation for something. For illustration To provide examples A further instance of this is..., an example of this is..., for example, for instance, such as, thus, as follows. However, some of them need to be incorporated into fuller sentences to be effective as paragraph openers. Contrast Contrast means that you mainly find differences among 2 or more things and explain how different they are from each other. Differentiate Between When you differentiate between items it means that you make a distinction between 2 or more things. The appropriate use of 'discourse markers,' that is, words or phrases that signal a relationship, can reveal and reinforce the direction that your argument is taking, and make clear the relations between sections of your writing. Here we provide suggestions for sentence openers, 'linking words' within sentences and between paragraphs, and alternative vocabulary choices you might use when connecting ideas in writing. Connectives used in and between sentences Connectives allow us to be more precise about the relationships between statements in a sentence or between sentences. Explore all resources Understand paragraph structure, cohesion and coherence, and other elements that assist you to produce well-developed academic paragraphs. You will provide your own judgment and evaluation of them and explain how and why you were able to interpret a given subject. The features and qualities that you describe should be easily identifiable. Identify Identify means that you define certain concepts by providing identifying characteristics of them, or provide descriptions or explanations for certain concepts or words. Effectively combine your ideas with those of other writers. Describe Describe means that you explain and specify certain objects or ideas in a way that your audience can easily understand your point. For emphasis To put forward an idea more forcefully Again, in fact, interestingly, indeed, it should be noted (that), more importantly, to repeat, (un)fortunately, unquestionably. Some assignments will ask you to indicate specific information about something, such as "indicate the name of the author, or book" and some assignments will ask you to "indicate the meaning of certain ideas." Interpret Interpret means that you explain your understanding of certain ideas in a more comprehensive way. Comment Comment means that you say something about a text or a topic. In an assessment, you will provide your own judgment of the value of a text and provide explanations and reasons for your evaluation. While you are explaining the meaning, you will identify the main features and characteristics of certain words and concepts and explain what makes them different from other words or concepts. For instance, when outlining the positive and negative issues about a topic you could use the following: Example (from beginning of previous paragraph): One of the main advantages of X is... When you are ready to move your discussion to the negative issues, you could write one of the following as a paragraph opener: Example Having considered the positive effects of X, negative issues may now need to be taken into account... Despite the positive effects outlined above, negative issues also need to be considered... Demonstrate Demonstrate means that you prove something by showing explanations, illustrations, and supporting evidence. For example, different clauses or words can signal or 'signpost' additional or similar information, opposition or contrast, concession, cause or effect, emphasis, clarification, or a relationship in time or sequence. Apart from using the linking words / phrases above, showing the link between paragraphs could involve writing 'hand-holding' sentences. Indicate Indicate means that you point out or show something. These are sentences that link back to the ideas of the previous paragraph. This means that you will combine the sources and ideas and organize them in a way that is appropriate and approachable to your readers. When you are editing your next written assignment, ask yourself the following questions as you read through your work (Gillett, Hammond, & Martala, 2009): Does the start of my paragraph give my reader enough information about what the paragraph will be about? Does my paragraph add to or elaborate on a point made previously and, if so, have I made this explicit with an appropriate linking word / phrase? Does my paragraph introduce a completely new point or a different viewpoint to before and, if so, have I explicitly shown this with a suitable connective? Have I used similar connectives repeatedly? In some assignments, you will be required to synthesize sources or ideas. Particular phrases and words serve different functions in connecting ideas and arguments. Evaluate Evaluate means that you assess the value of certain texts or ideas based on your own judgment. When you elaborate on something, you will illustrate an idea with rich description and explanations for it. Characterize Characterize means that you describe the features and qualities of a concept or phenomenon. Condition to provide a condition If, in that case, provided that, unless. It is always important to make paragraphs part of a coherent whole text; they must not remain isolated units. Get tailored advice from an Academic Skills adviser by booking an individual appointment, or get quick advice from one of our Academic Writing Tutors in our online drop-in sessions. For example, if you use notwithstanding as a paragraph opener you may have to add other content words to provide more information such as "Notwithstanding a lack of natural resources, the region has..." Addition To add an idea Additionally, and, also, apart from this, as well (as), in addition, moreover, further, furthermore. For restatement For rephrasing statements in other words, more simply, namely, simply put, to put it differently / another way, such as, that is. Generalisation Making a general statement As a rule, for the most part, generally, in general, in most cases, normally, on the whole, usually. Compare Compare means that you find some similarities or differences among 2 or more things and explain how they are similar or different. For contrast To show how things are different Alternatively, although, but, conversely, despite, even so, even though, however, in contrast, in spite of, instead, on the contrary, contrary to, nevertheless, nonetheless, notwithstanding, on the other hand, rather, still, though, yet, whereas, while. State State means that you clearly express something about certain topics. Assess Assess means that you evaluate or determine the value or quality of a given text. In your argument, you will provide reasons or any explanation to support your argument. For example, you could characterize one of the classes that you are taking as "interesting" or "boring." Classify Classify means that you organize information by categories or classes. Time order To indicate a chronological sequence First, second, third (etc), next, before, earlier, finally, following, given the above, later, meanwhile, subsequently, then, to conclude, while. Verify Verify means that you prove something by showing evidence or information. Discuss Discuss means that you think about certain aspects of a topic and explore them in detail in your text. You will often express your opinions or arguments based on the discussion. Consider Consider means that you think about something carefully. For example, some assignments will ask you to "identify the meaning of a concept A." Illustrate Illustrate means that you explain and describe certain characteristics or aspects of something. If yes, try to vary them using the above list. For concession / qualification Conceding something Admittedly, although, clearly though, even though, however, indeed, obviously. Elaborate Elaborate means that you explain something in more and at greater length. Get one-on-one advice Summary: This resource provides a list of key concepts, words, and phrases that multi-lingual writers may find useful if they are new to writing in the North American educational context. In classification, you should be able to tell the difference between categories or classes that you use, and you should be able to explain why and how you classified the information. We break down the structure of an essay and show you how to do it well. In academic writing, it is important to present an argument clearly and cohesively. It is mostly used when you provide reasons for something. In an evaluation of a text, you will see how well the ideas are developed according to certain contexts and audiences. For example, 'therefore,' and 'in addition,'. When you contrast things, it is important for you to explain how you identified differences among the things that you contrast. When you comment on something, you make relevant remarks about a text or a topic and provide your ideas or opinions on the text or topic. Analyze Analyze means that you examine a text in detail and discuss the components and parts of a text and talk about how they interact with each other. Often you will be assessed on your ability to do both. When you criticize certain texts, opinions, and ideas, you will make sure to find faults and explain why you disapprove of the things that you found. Criticize Criticize means that you find something that you disapprove of based on your evaluation of a text or material. When you illustrate something in your text, you will provide relevant explanations and examples to make it clearer and understandable for your audiences. For example, some assignments will ask you to state your opinions. You will tell the difference between the things and explain how and why you differentiated them. Synthesize Synthesize means that you combine information in a way that could coherently and effectively present your ideas or opinions. Some useful examples of each are categorised by function below. Note that most of these terms can also be used to start new paragraphs. Developing the language to connect ideas in academic writing will help you with both these tasks. Justify Justify means that you prove your point by explaining reasons for it. The cause of things To attribute the reasons for something occurring A / the consequence of, because, due to, for, the effect of ... since, the result of ... The effect of things To show the effect of something Accordingly, as a result/consequence, consequently, for this reason, hence, so, therefore, thus. Suggestions for connecting ideas at the sentence and paragraph level in academic writing. It could also mean that you check and see to make sure certain information is correct and accurate. You will defend your ideas by providing logical explanation to justify your point. Some assignments will ask you to write about your own interpretation of certain data or texts. When you characterize something, you make it different and distinguished from other things. In some situations, you argue to prove your point. When you compare things, you will mostly focus on how you characterize or identify something by explaining similarities and differences. You will think about a variety of aspects of a certain topic to develop your ideas or opinions on the topic. In addition, you may be required to discuss and evaluate existing research or ideas about the topic under discussion. Many introductory phrases have a comma after them. Argue Argue means that you say or write something in a way that you can convince or persuade your audience. You will provide reasons and evidence to explain why you criticize certain ideas. Define Define means that you explain the meaning of certain words or concepts.

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