LEARNING TO USE CONNECTORS

Academic Writing – Connectors

Connectors, also known as conjunctions or linkers are words that join ideas or sentences, being an essential part of academic writing.

Connectors are useful for 1) organizing information, 2) conveying the correct meaning, 3) varying and expanding vocabulary, 4) showing something important is coming up next-signals-, 5) developing the Reading, Writing, Listening, Speaking sections of International English Exams like IELTS ,TOEFL. or MET.

TYPES OF CONNECTORS

1. Listing
2. Time
3. Adding
4. Giving an example
5. Conditions
6. Comparing
7. Options
8. Contrasting
9. Cause and effect
10. Giving an opinión
11. Highlighting
12. Concluding

STRUCTURE: CONNECTOR, TOPIC.
(applies to all)

- **To begin with**
  To begin with, dogs are friendlier than cats.

- **First of all**
  First of all, I would like to present the context in which this story takes place.

- **Firstly/In first place**
  Firstly, I would like to present the context in which this story takes place.

- **Secondly**
  Secondly, I would like to show where my research took place.

- **Thirdly/Fourthly/In third place/In fourth place….**
  Fourthly, I would like to demonstrate the importance of my research.

- **Lastly**
  Lastly, I would like to show the results of the research.

- **Last but not least**
  Last but not least, I would like to show the results of the research.

- **Finally**
  Finally, I would like to show the results of the research.

STRUCTURE:ACTIVITY 1, CONNECTOR, ACTIVITY 2 (one activity happening after the other.)

- **Then**
  She listened to the song and **then** she sat down and pictured the characters.

STRUCTURE:ACTIVITY 2, CONNECTOR, ACTIVITY 1 (one activity happening after the other.)

- **After**
  She sat down and pictured the characters **after** she listened to the song.

STRUCTURE:ACTIVITY 1, CONNECTOR, ACTIVITY 2 (both activities happening at the same time)

- **Meanwhile**
  The Police arrested the man, who **meanwhile,** was buying tickets to France.

- **In the meantime**
  The Police arrested the man, who in the **meantime,** was buying tickets to France.

- **While**
  The Police arrested the man **while** he was buying tickets to France.

- **As**
  The Police arrested the man **as** he was buying tickets to France.

STRUCTURE: CONNECTOR, ACTIVITY 1, ACTIVITY 2 (both activities happening at the same time).
Activities 1 and 2 can be switched around and this won´t change the meaning.

- **While**
  While the Police arrested the man, he was buying tickets to France.

- **As**
  As he Police arrested the man he was buying tickets to France.

STRUCTURE: CONNECTOR, IDEA 1, IDEA 2

- **In addition**
  In addition to the animals we have purchased, there is native wildlife.

- **Apart from**
  Apart from the animals we have purchased, there is native wildlife.

- **Besides**
  Besides it being a good way to learn new vocabulary, it can improve your ability to spell words correctly.

STRUCTURE: IDEA 1, CONNECTOR, IDEA 2

- **Besides**
  Reading is a good way to learn new vocabulary, **besides,** it can improve your ability to spell words correctly.
- **Additionally**
  Reading is a good way to learn new vocabulary, **additionally,** it can improve your ability to spell words correctly.

- **Furthermore**
  Reading is a good way to learn new vocabulary, **furthermore,** it can improve your ability to spell words correctly.

- **Moreover**
  Reading is a good way to learn new vocabulary words, **moreover,** it can improve your ability to spell words correctly.

- **Also**
  Reading is a good way to learn new vocabulary **,also,** it can improve your ability to spell words correctly.

- **Not only X but also X**
  Reading is **not only** a good way to learn new vocabulary, **but also,** it can improve your ability to spell words correctly.

- **And**
  Reading is a good way to learn new vocabulary, **and** improve your ability to spell words correctly.

- **As well as**
  Reading is a good way to learn new vocabulary, **as well as** listening.

GIVIING AN EXAMPLE

STRUCTURE: GENERAL TOPIC, CONNECTOR, EXAMPLE

- **For example**
  There are alternative ways to educate children other than sending them to school, **for example** homeschooling.

- **One clear example is**
  There are alternative ways to educate children other than sending them to school, **one clear example is** homeschooling.

- **For instance**
  There are alternative ways to educate children other than sending them to school, **for instance** homeschooling.

- **Like**
  There are alternative ways to educate children other than sending them to school, **like** homeschooling.

- **Such as**
  There are alternative ways to educate children other than sending them to school, **such as** homeschooling.

- **Namely**
  There are alternative ways to educate children other than sending them to school, **namely** homeschooling.

- **To illustrate**
  There are alternative ways to educate children other than sending them to school, **to illustrate,** homeschooling.

STRUCTURE:SITUATION1(+), CONNECTOR, SITUATION2((-)

- **Otherwise**
  I will work on my essay now, **otherwise** I won´t be able to finish on time.

STRUCTURE:SITUATION1(-), CONNECTOR, SITUATION2((-)

- **if**
  I won´t be able to finish on time, **if** I don´t work on my essay now,

STRUCTURE:SITUATION1(-), CONNECTOR, SITUATION2((+)

- **Unless**
  I won´t be able to finish on time, u**nless** I work on my essay now,

STRUCTURE: CONNECTOR, SITUATION1((-),SITUATION2(-),

- **If**
  If I don´t work on my essay now, I won´t be able to finish on time.

STRUCTURE: CONNECTOR, SITUATION1((+),SITUATION2(-),

- **Unless**
  Unless I work on my essay now, I won´t be able to finish on time.

COMPARING

STRUCTURE: IDEA CONNECTOR, SYNONYMS

- **In other words**
  Don't be unsociable, **In other words,** go out and make some friends.

STRUCTURE: IDEA, CONNECTOR, SIMILAR IDEA (but not the same)

- **Similarly**
  Don´t be unsociable, **similarly,** don´t be rude.

- **In the same way**
  Don´t be unsociable, **in the same way,** don´t be rude.

STRUCTURE: NOUN CONNECTOR, ADJECTIVE, CONNECTOR

- **As**
  Juiliana is **as** unsociable **as** Clara.

STRUCTURE: NOUN, ADJECTIVE, CONNECTOR, NOUN

- **In comparison to**
  Juliana is sociable **in comparison to** Clara.

STRUCTURE: OPTION 1 CONNECTOR, OPTION 2

- **By contrast**
  You can ride your bike or **by contrast** you can take the bus.

- **Or**
  You can ride your bike **or** take the bus.

- **Alternatively**
  You can ride your bike or **alternatively** take the bus.

- **Another option could be**
  You can ride your bike or **another option could be** take the bus.

STRUCTURE: OPTION 1 (preferance)CONNECTOR, 1 OPTION 2

- **Instead**
  You can ride your bike **instead of** taking the bus.

STRUCTURE: CONNECTOR, OPTION 1 (preferance), OPTION 2

- **Rather**
  I would **rather** ride my bike, than taking the bus.

CONTRASTING

STRUCTURE:IDEA 1(+) or (-), CONNECTOR, IDEA 2 (+) or (-) (the opposite of idea1).

- **Admittedly**
  All training programmes are different, **admittedly,** certain key elements should be included in all programmes.

- **However**
  All training programmes are different, **however,** certain key elements should be included in all programmes.

- **Nevertheless**
  All training programmes are different, **nevertheless,** certain key elements should be included in all programmes.

- **Even though**
  All training programmes are different, **even though,** certain key elements should be included in all programmes.

- **Although**
  All training programmes are different, **although,** certain key elements should be included in all programmes.

- **Despite**
  Certain key elements should be included in all programmes.**despite a**ll training programmes are different,

- **In spite of**
  Certain key elements should be included in all programmes, **in spite of** all training programmes are different,

- **On the other hand**
  All training programmes are different, **on the other hand,** certain key elements should be included in all programmes.

- **But**
  All training programmes are different **but** certain key elements should be included in all programmes.

- **Yet**
  All training programmes are different, **yet** certain key elements should be included in all programmes.

STRUCTURE: CONNECTOR, IDEA 1(+) or (-), IDEA 2 (+) or (-) (Idea2 is the opposite of idea1).

- **Despite**
  Despite all training programmes are different, certain key elements should be included in all programmes.

- **In spite of**
  In spite of, All training programmes are different, certain key elements should be included in all programmes.

CAUSE AND EFFECT

STRUCTURE: CAUSE, CONNECTOR, EFFECT,.

- **Consequently**
  There were no proofs found, **consequently**, the investigation against the company should be terminated.

- **Therefore**
  There were no proofs found, **therefore,** the investigation against the company should be terminated.

- **Thus**
  There were no proofs found, **thus,** the investigation against the company should be terminated.

- **Hence**
  There were no proofs found, **hence,** the investigation against the company should be terminated.

- **So**
  There were no proofs found, **so,** the investigation against the company should be terminated.

- **For this reason**
  There were no proofs found, **for this reason,** the investigation against the company should be terminated.

STRUCTURE:EFFECT, CONNECTOR, CAUSE

- **As a result**
  Many migrants have felt obliged to use informal channels **as a result** of being undocumented.

- **Because**
  Many migrants have felt obliged to use informal channels **because** they are undocumented.

- **Owing to**
  Many migrants have felt obliged to use informal channels **owed to** being undocumented.

- **Due to**
  Many migrants have felt obliged to use informal channels **due to them** being undocumented.

- **As a consequence**
  Many migrants have felt obliged to use informal channels **as a consequence** of being undocumented.

- **Because of**
  Many migrants have felt obliged to use informal channels **because of** their undocumentation.

STRUCTURE: CONNECTOR, CAUSE, EFFECT

- **Because of**
  Because of their undocumentation, many migrants have felt obliged to use informal channels.

- **Since**
  Since they´re undocumented, many migrants have felt obliged to use informal channels.

GIVING AN OPINION

STRUCTURE: CONNECTOR, OPINION.
(applies to all)

- **In my opinion**
  In my opinion, this is a huge challenge which must be accepted.

- **I think**
  I think this is a huge challenge which must be accepted.

- **I believe**
  I believe this is a huge challenge which must be accepted.

- **I admit**
  I admit this is a huge challenge which must be accepted.

- **In my view**
  In my view, this is a huge challenge which must be accepted.

- **I agree/concur**
  I agree this is a huge challenge which must be accepted.

- **I disagree /cannot accept**
  I disagree with this being a huge challenge which must be accepted.

STRUCTURE:GENERAL TOPIC, CONNECTOR, SPECIFIC TOPIC.

- **Particularly**
  To contribute to protecting civilians in danger, **particularly,** refugees and internally displaced people, internal policies must change.

- **In particular**
  To contribute to protecting civilians in danger, **in particular,** refugees and internally displaced people, internal policies must change.

- **Specifically**
  To contribute to protecting civilians in danger, **specifically,** refugees and internally displaced people, internal policies must change.

- **Especially**
  To contribute to protecting civilians in danger, **especially,** refugees and internally displaced people, internal policies must change.

- **Obviously**
  To contribute to protecting civilians in danger, **obviously,** refugees and internally displaced people, internal policies must change.

- **Of course**
  To contribute to protecting civilians in danger, **of course,** refugees and internally displaced people, internal policies must change.

STRUCTURE:GENERAL TOPIC, SPECIFIC TOPIC, CONNECTOR

- **Clearly**
  To contribute to protecting civilians in danger, refugees and internally displaced people, **clearly,** internal policies must change.

CONCLUDING

STRUCTURE:CONNECTOR, CONCLUSIONS
(applies to all)

- **In conclusion**
  In conclusion, we hope that this year is a year of change.

- **To conclude**
  To conclude, we hope that this year is a year of change.

- **To sum up**
  To sum up, we hope that this year is a year of change.

- **To reiterate**
  To reiterate, we hope that this year is a year of change.

- **To wrap up**
  To wrap up, we hope that this year is a year of change.

- **So**
  So, we hope that this year is a year of change.

Sources:

- http://www.ielts-practice.org/connecting-sentences-with-conjunctions-and-transitional-adverbs/
- Linguee.com