

Connectives

This helpsheet provides an outline of some connector words commonly used in English (From Michael Vince, *First Certificate Language Practice*, MacMillan, Heinemann, Madrid, 1996, pp. 168-172.)

1. Reason

1. *As, since* and *for*.

As and *since* have the meaning of *because* and can begin a sentence. *For* also has the meaning of *because* but cannot begin a sentence and is usually followed by a clause.

- *As/since* it was late, we decided to go home.
- Peter has given up sailing, for he doesn't have the time.

2. *On account of, owing to* and *due to*

On account of has the meaning of *because of*.

- Everyone was depressed on account of the bad weather.

3. *Due to* and *owing to* also have the meaning of *because of*, and can be used in the same way as *on account of*.

However, some grammars make this difference between them:

- Sue's success was due to her hard work. (noun + *to be* + *due to*)
- Sue succeeded owing to her hard work. (verb + *owing to*)

2. Sequencing

In writing, we often order the points we are making by showing their order of sequence. Points can be introduced by:

- *First (of all) ..., secondly ..., next ..., then ..., finally/lastly/last of all ...*

In narrative, the sequence of events can be introduced by:

- *First..., then..., after that..., finally/in the end...*

3. Adding

In writing, we can introduce additional points with these words and phrases. These are all formal in use (i.e., in academic or professional writing).

- *Furthermore..., moreover..., in addition to this..., as well as this..., besides this...*

4. Giving opinions

Personal opinions can be introduced in writing by:

- *Personally..., in my own opinion/view...*

5. Giving examples

Examples are introduced by:

- *For example..., for instance...*

Such as is another way of giving examples. It is not used at the beginning of a sentence.

- *The factory produces electrical goods, such as food mixers and other kitchen appliances.*

7. Showing result

Some formal ways of showing result are as follows:

- *Consequently..., as a result..., thus...*

8. Making contrasts

In writing, a contrasting point can be introduced by:

- *On the other hand..., however..., nevertheless...*

Other contrasts can be made with:

- *In contrast..., in comparison...*

9. Summing up

We can introduce a summing up of our points with:

In conclusion..., to sum up...

(From Michael Vince, *First Certificate Language Practice*, MacMillan, Heinemann, Madrid, 1996, pp. 168-172.)

Exercise

Using only the following connectives join together the sentences in the following article about overseas students studying overseas. The word gaps will help you. **NB:** You can use some connectives more than once and some are interchangeable (e.g., “thus” and “hence”). *By Contrast; As; Because; On the other hand; First; Second; Third; Consequently; As a result; Also; But; To start with; All of this; However; Finally; Most importantly; And; A result; Accordingly; Thus; Yet; Often; Hence.*

Learning how to study in an English speaking country can be difficult for non-native speakers for several reasons. _____, the language barrier is an obvious problem. This can cause anxiety for students _____ they feel that they are unable to understand the material given in lectures and tutorials. _____, this problem is only the start. Before even confronting the language difficulties, a student may have problems with the new culture in which they find themselves. The phenomenon of “culture shock” is the _____ major problem which confronts them.

This _____ problem has two aspects: _____ learning to cope with the new society in which they live _____ learning how to cope with the learning environment. This can be a double shock _____ the student cannot escape the trials of the learning environment and expect to find understanding in their domestic world. This is _____ their home life is also very strange and (literally!) “foreign” to them. Their host mother might cook food that is unfamiliar _____ expectations in a home stay situation may be quite different from what a student is used to in their own country. _____ they may not be able to communicate their distress to anyone with which they are living—and this may make the situation worse.

_____ of all this is that the student may feel confused and helpless. _____ they might drop out of their course, become homesick _____ even go home! _____, they may never know if they could have benefited from their experience



studying overseas. _____, _____, their time spent studying might turn out to be a waste of their time and money. _____, one might argue that any experience overseas (successful or not) is still worthwhile.

_____ there is _____ more that they have to face. The _____ problem I want to mention is one of adapting to the study regime in an English speaking country. This itself involves three things. _____, and _____, learning how to be serious about work. _____ too many overseas students expect knowledge to be given to them without effort on their part. This is not the way of learning in English speaking countries. Passive learning is not valued. _____, active learning is encouraged. _____, the student must be resourceful and find information themselves. _____, they must be able to contribute verbally in class and not sit in silence. _____ requires the student to be far more responsive and participatory in their learning environment. _____, they must develop new learning skills appropriate to their host country if they are to succeed.

_____, the student must try to relax. Good learning is not helped by being tense and upset. You must try to respond to the challenges of the new situation and do your best. Good Luck!

MEANING/ FUNCTION	SENTENCE CONNECTORS	CLAUSE CONNECTORS		OTHER ADJECTIVES
		COORDINATORS	SUBORDINATORS	
To introduce a similar additional idea	<i>also</i> <i>beside</i> <i>furthermore</i> <i>in addition</i> <i>moreover</i> <i>too</i>	<i>and</i>		<i>another</i> <i>an additional</i>
To compare things	<i>also</i> <i>likewise</i> <i>similarly</i> <i>too</i>	<i>and</i> <i>both...and</i> <i>not only...</i> <i>but also</i> <i>neither</i> <i>nor</i>	<i>as</i> <i>just as</i>	<i>as...as</i> <i>like/alike</i> <i>just like</i> <i>similar to</i> <i>be alike</i> <i>be similar</i>
To introduce an opposite idea, and to contrast things	<i>however</i> <i>in contrast</i> <i>instead</i> <i>in/by comparison</i> <i>nevertheless</i> <i>nonetheless</i> <i>on the other hand</i> <i>on the contrary</i> <i>still</i>	<i>but</i> <i>yet</i>	<i>although</i> <i>even though</i> <i>though</i> <i>whereas</i> <i>while</i>	<i>despite</i> <i>in spite of</i> <i>compared to/with</i> <i>be dissimilar</i> <i>be unlike</i> <i>differ (from)</i>
To introduce an effect or result	<i>accordingly</i> <i>as a result</i> <i>as a consequence</i> <i>consequently</i> <i>hence, thus</i> <i>therefore</i>	<i>so</i>		<i>result in</i> <i>cause</i> <i>have an effect on</i> <i>affect</i> <i>the cause of</i> <i>the reason for</i>
To conclude	<i>all in all</i> <i>in brief</i> <i>in conclusion</i> <i>in short</i> <i>in summary</i> <i>indeed</i>			<i>it is clear that...</i> <i>we can see that...</i> <i>the _____ evidence</i> <i>suggests that ...</i> <i>these examples show</i> <i>that...</i>

(From A. Oshima and A. Hogue, *Writing Academic English*, Longman: White Plains, N. Y., 1999, pp. 255-257).

