

Warm up

If they have completed **Write sentences** and **Write paragraphs**, students have already seen some link words/phrases without this being pointed out to them explicitly. Explain to students that a link word or link phrase links sentences in a paragraph by showing how the sentences belong together – e.g. there are link words for explaining, adding a point, making a contrast, etc.

Using the Factsheet

There are three possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.
- 3 Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

Theory to practice

Suggested answers

- 1 *Firstly, For example, Furthermore, Therefore*
- 2 The words are all at the beginning of the sentences.
- 3 *Firstly* – we don't know for sure, but probably an introduction outlining the main arguments of the presentation
For example – air pollution
Furthermore – giving another example of air pollution
Therefore – the topic sentence and examples, which support the conclusion
- 4 *Firstly* – *To begin with*
For example – *For instance*
Furthermore – any from 'Adding a point'
Therefore – *As a result, So, Therefore, Consequently, For this reason*

Using the Worksheet

Practice

- 1 Look at the examples. Then rewrite the sentences (a–c) using the words in brackets.
 - This exercise focuses on the difficult syntax associated with *despite* and *in spite of*. Encourage students to use the examples to help them – their structure can be copied exactly, although there are other correct ways of incorporating the words in brackets. Suggested answers are below.

Suggested answers

- a Despite being a hard job, being a nurse is rewarding.
- b Although the students have large classes, they work hard.
- c In spite of its high cost, the computer is not very effective.

- 2 These sentences are from one paragraph. Number them in the correct order (1–4) to show how they link.

- Ask students to identify the first sentence of the paragraph. (Ask them to identify the topic sentence, if they are familiar with this terminology.) Once you have elicited the answer, students could order the rest of the sentences individually or in pairs.

Answers

- 2 To begin with, rice is a very popular food and is eaten in many countries, such as Vietnam and Nigeria.
- 4 However, it is the common potato which is the favourite in my country.
- 1 In this presentation, I will look at staple foods from around the world.
- 3 Also, pasta, such as spaghetti, is a part of many countries' diets.

3 Link the sentences using a phrase from the box.

- Depending on students' levels of confidence, you could first ask them where the phrases should be added (at the beginning of the second sentence in each pair). Once students have worked this out, they need to identify which phrase can be used with each pair of sentences. You might also wish to remind them that these phrases are usually followed by a comma.

Suggested answers

- a People use their bikes to go to work. As a result, there is less pollution.
- b Doctors and nurses work very hard. Nevertheless, there are still many people who are sick.

4 Complete the paragraph with link words/phrases. Choose from the phrases in the box.

- As a follow-up activity, you could ask students if they can think of any other link words/phrases that could go in each gap. Possibilities include:
 - 1 To start with, / In the first place, / First of all,
 - 2 Added to that, / Also
 - 3 Last, / Lastly,

Possible answers

- 1 Firstly, / To begin with,
- 2 Next / Then / Secondly,
- 3 Finally, / Next / Then

5 Write two sentences, linking the second sentence back to the first. Your subject is 'The world of work' and you can use any of the phrases from the box.

- Get students to read out some of their answers to check for understanding. Use any mistakes to help students improve.

Reflect

6 Read the paragraph. The writer has not used any link words. How can you improve it using link words? Work with a partner and consider the questions.

- Point out to students that while it is essential to link sentences, too many link words can become clumsy. A simple *and* can also be used sometimes, as in the possible answer below. Occasionally it can also be effective to use an abrupt sentence, without any explicit link. Writers often do this when they want to imply something without stating it directly.

Possible answer

I am going to speak to you today about how to be organized in your studies. To begin with, you should make sure you get lots of sleep. For example, go to bed early on weekdays. Next, it's a good idea to study for 2–5 hours a day and give yourself some time with friends. Moreover, spend time with friends at the weekend. Finally, do not visit your family more than once a month.

Learning outcome

Students can now link sentences to produce well-organized, flowing paragraphs. They are also aware of a variety of link words and phrases they can use.

Ending the lesson

Give students the two sentences:

I am lazy. I get good marks at school.

Ask them to suggest how they could link the sentences using some of the link words they have seen.