

# Let's Start With Linking Words

Type of Link	Conjunction	Sentence Connector
Comparison/Contrast	although, whereas, etc.	however, on the contrary, etc.
Reasons/Results	as, so that, etc.	as a consequence/result, etc.
Additional Information	and, etc.	above all, in addition
Conditionality	as long as, if, etc.	if not, etc.
Time, one before the other	after, before, etc.	afterwards, earlier, etc.
Time, at the same time	as, whenever, etc.	at that time, etc.

# Paragraph Structures & Shapes

Academic Writing Lesson 4



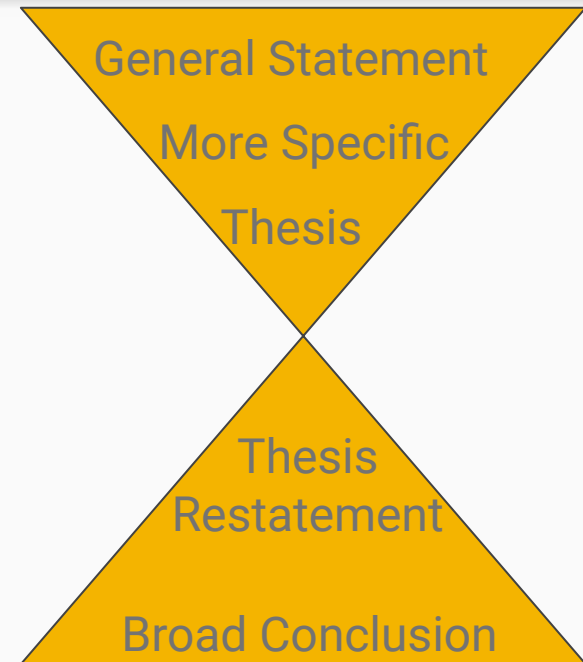
# Structures

# Two Common Underlying Structures

- General -> Specific
- Problem -> Solution

# General -> Specific

- Begins with the broadest, most general statement (often a definition or accepted belief)
- Narrows through each subsequent statement
- Concludes with narrowest
- Often reversed, as well
- Especially useful for introductions, conclusions, answering questions, providing background



## Practice 4.2: General -> Specific

*With your partner, look at the paragraph marked 4.1 on the handout and analyze how it does/does not follow General -> Specific structure. What techniques does the author use to transition readers from one sentence to the next?*

# Problem -> Solution

- Presents a problem and then argues for a solution
- Often also includes a “Situation at the beginning and Evaluation” at the end
- Especially useful for argument-centric texts

# Problem -> Solution Full Structure

## Situation

background  
information on the  
specific situation

## Problem

reasons why the  
current situation  
is imperfect

## Solution

proposal of a way  
to address the  
problem  
previously stated

## Evaluation

discussion of the  
efficacy of the  
proposed solution



## Practice 4.3: Problem -> Solution

*With your partner, look at the paragraph marked 4.2 on the handout and analyze how it does/does not follow Problem -> Solution structure. Which sentences fill each of the four parts: Situation, Problem, Solution, Evaluation?*

# Practice 4.4

*Write a paragraph (5-8 sentences) showing good academic style, etc. using the given topic sentences. You will need to choose whether to use General -> Specific or Problem -> Solution.*

“According to a recent survey, FEL students sleep for only 6.4 hours per night on average.”

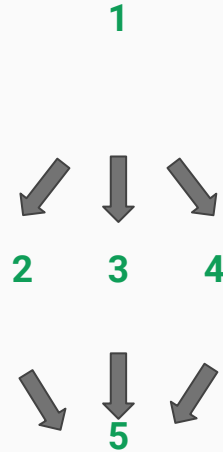
# Shapes

# Selected Paragraph Structures

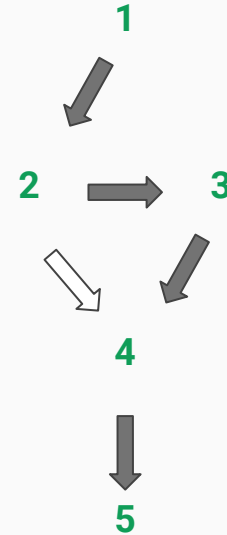
**Chronological**



**Rhombus**



**Scale**

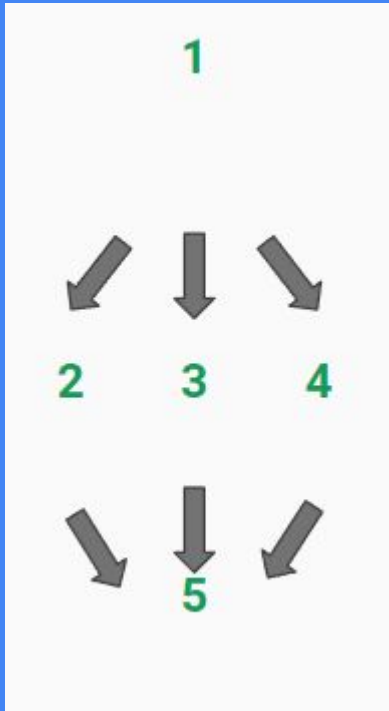


## Chronological



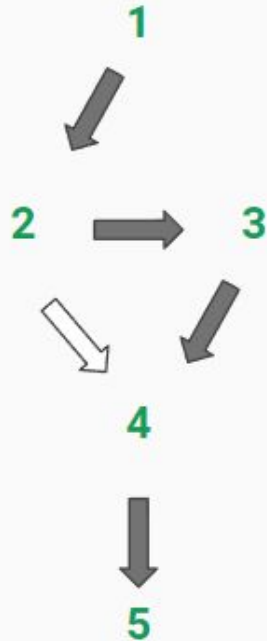
Many things happened. First, a thing happened. This was quickly followed by another thing. Following that, there was a third thing. Lastly, the final thing happened.

# Rhombus



There are three very interesting and equally important facets to the broader topic under discussion. First, there is this facet, which may include an example or further explanation. Then, there is this, roughly equally important facet. The third facet is mentioned third, though, again, the order is not necessarily indicative of importance. In conclusion, the three facets are the first, second, and third.

# Scale



In the scale shape, two (or possibly more) things are being weighed against each other. Here, the first one is mentioned, and its merits perhaps discussed. Next, the opposite thing is mentioned; the two ideas should be balanced against each other, as on a scale. Then, however, then two ideas are either unified or their differences resolved. This allows the paragraph to end decisively, despite beginning in a place of uncertainty.