Conjunctions & linking words

Task 1: Write down the letter of the most suitable conjunction or linking device.

1. She is always eating. _______, she eats unhealthy food.
   A) Unless    B) What’s more    C) Also
2. I would like to stay ______ I am too busy.
   A) because    B) so that    C) but
3. ______ there isn’t much traffic, we will arrive on time.
   A) Unless    B) However    C) As
4. ______ she went shopping, she had written a shopping list.
   A) Before    B) After    C) While
5. Jenny goes to the disco ______ time permits.
   A) so that    B) whenever    C) since
6. That restaurant is very expensive and ______, the service is very slow.
   A) that    B) in addition to that    C) so that
7. ______ being a very delicious fruit, kiwis are also rich in vitamins.
   A) Besides    B) Moreover    C) Besides that
8. Neither Tessa ______ Sara have ever been to the USA.
   A) either    B) or    C) nor
9. He will visit his grandmother in the hospital ______ she is there and alive.
   A) as long as    B) as    C) so as to
10. They are excellent vegetables and, ______, they are organic.
    A) than    B) moreover    C) that is to say
11. We can come with you, ______ we come back before dinner.
    A) besides    B) that    C) provided
12. They looked ______ they were going away for ever.
    A) as if    B) besides    C) in case
13. ______ having been promoted in May, he has been working more than ever before.
    A) Unless    B) Since    C) While
Task 2: Complete the sentences using one of the following expressions.
Be careful! There are expressions that you do not need.

<table>
<thead>
<tr>
<th>both ... and</th>
<th>either...or</th>
<th>neither...nor</th>
<th>however</th>
</tr>
</thead>
<tbody>
<tr>
<td>so as to</td>
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1. The wine I drank was great! It was _______________ Italian _______________ French.
2. We ate _______________ meat _______________ fish on our last vacation.
3. The new CD was _______________ long _______________ very interesting.
4. Mary can’t swim under water for _______________ Mona can.
5. _______________ I go to London, it always seems to rain.
6. Mother always gets up early _______________ get the breakfast ready for us.
7. On the on hand, it’s a big flat, but _______________ it’s too expensive for me.
8. It’s a beautiful morning, _______________ they say it’ll rain after lunch.

Task 3: Express the sentences in English.


_________________________________________________________________________________

2. Obwohl sie spat nach Hause kam, hat Sandra das Abendessen für alle gemacht.

_________________________________________________________________________________


_________________________________________________________________________________

4. Der Kellner war sehr nett, aber das Essen war nicht sehr gut.

_________________________________________________________________________________

5. Wir schalten den Ofen ein, sobald die Gäste ankommen.

_________________________________________________________________________________

6. Die Kinder dürfen erst mit dem Essen anfangen, wenn sie sich die Hände gewaschen haben.

_________________________________________________________________________________
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   A) Unless    B) What’s more    C) Also
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   A) because    B) so that    C) but
3. ___A___ there isn’t much traffic, we will arrive on time.
   A) Unless    B) However    C) As
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   A) Before    B) After    C) While
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   A) that    B) in addition to that    C) so that
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8. Neither Tessa ____C___ Sara have ever been to the USA.
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<td>whenever</td>
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1. The wine I drank was great! It was ____either_____ Italian______or______ French.
2. We ate _____both_____ meat _____and_______ fish on our last vacation.
3. The new CD was ___neither_____ long _______nor______ very interesting.
4. Mary can’t swim under water for _____as long as__________ Mona can.
5. __Whenever_______ I go to London, it always seems to rain.
6. Mother always gets up early _____so as to__________ get the breakfast ready for us.
7. On the on hand, it’s a big flat, but _____on the other hand_______, it’s too expensive for me.
8. It’s a beautiful morning, ___however_______ they say it’ll rain after lunch.

Task 3: Express the sentences in English.

   ___We always eat either meat or fish for lunch._______________________________
2. Obwohl sie spat nach Hause kam, hat Sandra das Abendessen für alle gemacht.
   ___Despite her coming home late, Sandra made dinner for everybody.________________
   ___Both Hans and his wife love to have people for dinner.________________________________
4. Der Kellner war sehr nett, aber das Essen war nicht sehr gut.
   ___The waiter was very nice, but the food wasn’t very good.________________________
5. Wir schalten den Ofen ein, sobald die Gäste ankommen.
   ___We’ll turn on the oven as soon as the guests arrive / have arrived. _______________________
6. Die Kinder dürfen erst mit dem Essen anfangen, wenn sie sich die Hände gewaschen haben.
   ___The children can’t start eating until they’ve washed their hands.______________________
Guided Writing – Useful Tips

As you know, you will not have a lot of time to write a good guided writing. Here are some useful tips.

Example Task:
On your trip around Ireland you visited the Rock of Cashel. Write a blog entry for your school homepage. Include the following aspects:
• how you got there
• first impression
• what you liked
• one additional aspect

Write about 200 words

Content:
In order to get all seven points for content you have to mention each of the four prompts given and add three aspects to each one. This is very easy to achieve if you make a grid like the one below before you start writing. This is also the structure for your text.

<table>
<thead>
<tr>
<th>Prompt 1</th>
<th>Prompt 2</th>
<th>Prompt 3</th>
<th>Prompt 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspect 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspect 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspect 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you write along this grid, you won’t have any content problems. Always add at least one introductory and ending sentence. If possible, use the prompts in the order given. It is easier for you to check if you have mentioned each prompt and for the examiner as well to see what you were thinking during the writing process.

Example:

<table>
<thead>
<tr>
<th>Aspect 1</th>
<th>How get there</th>
<th>Impression</th>
<th>Like</th>
<th>additional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>single track roads</td>
<td>many tourists</td>
<td>very old graves</td>
<td>hard to find a toilet</td>
</tr>
<tr>
<td>Aspect 2</td>
<td>hard to find a parking space</td>
<td>very impressive</td>
<td>great scenic view</td>
<td>nice only if the weather is good</td>
</tr>
<tr>
<td>Aspect 3</td>
<td>short walk up</td>
<td>larger than imagined</td>
<td>felt like being in a Hollywood movie</td>
<td>3 hours are enough time</td>
</tr>
</tbody>
</table>
**Task Achievement:**

If you want to get seven points for task achievement, you should make paragraphs (leave an empty line) after each prompt and add at least two to four linking devices to each one. The reader gets the impression that it’s written easily and he can read it fluently (coherence and cohesion.)

**Here are some useful linking devices:**

<table>
<thead>
<tr>
<th>FOR EXAMPLE</th>
<th>WHILE</th>
<th>TO ILLUSTRATE MY OPINION</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR INSTANCE</td>
<td>WHEREAS</td>
<td>I’M CONVINCED THAT</td>
</tr>
<tr>
<td>NAMELY</td>
<td>UNLIKE</td>
<td>WITHOUT ANY DOUBT</td>
</tr>
<tr>
<td>IN ADDITION</td>
<td>IN THEORY ... IN PRACTICE</td>
<td>CONSEQUENTLY</td>
</tr>
<tr>
<td>AS WELL AS</td>
<td>DUE TO</td>
<td>AS FAR AS I’M CONCERNED</td>
</tr>
<tr>
<td>FURTHERMORE</td>
<td>DUE TO THE FACT THAT</td>
<td>IN COMPARISON</td>
</tr>
<tr>
<td>MOREOVER</td>
<td>BECAUSE</td>
<td>ANOTHER POINT IS</td>
</tr>
<tr>
<td>APART FROM</td>
<td>BECAUSE OF</td>
<td>TO PUT IT IN A NUTSHELL</td>
</tr>
<tr>
<td>IN ADDITION TO</td>
<td>SINCE</td>
<td>ON THE ONE HAND...ON THE</td>
</tr>
<tr>
<td>ADDITIONALLY</td>
<td>AS</td>
<td>OTHER HAND</td>
</tr>
<tr>
<td>BESIDES</td>
<td>IN SHORT</td>
<td>ON THE OTHER HAND</td>
</tr>
<tr>
<td>THEREFORE</td>
<td>IN BRIEF</td>
<td>ON THE WHOLE</td>
</tr>
<tr>
<td>SO</td>
<td>IN SUMMARY</td>
<td>TO SUMMARIZE</td>
</tr>
<tr>
<td>CONSEQUENTLY</td>
<td>TO CONCLUDE</td>
<td>TO CONCLUDE</td>
</tr>
<tr>
<td>AS A RESULT OF</td>
<td>IN CONCLUSION</td>
<td>IN CONCLUSION</td>
</tr>
<tr>
<td>HOWEVER</td>
<td>IN OTHER WORDS</td>
<td>IN OTHER WORDS</td>
</tr>
<tr>
<td>ALTHOUGH</td>
<td>FIRSTLY, SECONDLY,</td>
<td>THE FOLLOWING</td>
</tr>
<tr>
<td>NOT ONLY...BUT ALSO</td>
<td>FINALLY</td>
<td>PERSONALLY SPEAKING</td>
</tr>
<tr>
<td>IN OTHER WORDS</td>
<td>LASTLY</td>
<td>FRANKLY SPEAKING</td>
</tr>
<tr>
<td>EVEN THOUGH</td>
<td>BUT NO MATTER WHAT</td>
<td>FINALLY</td>
</tr>
<tr>
<td>DESPITE</td>
<td>THE FOLLOWING</td>
<td></td>
</tr>
<tr>
<td>DESPITE THE FACT THAT</td>
<td>PERSONALLY SPEAKING</td>
<td></td>
</tr>
<tr>
<td>NEVERTHELESS</td>
<td>THE FOLLOWING</td>
<td></td>
</tr>
<tr>
<td>NONETHELESS</td>
<td>PERSONALLY SPEAKING</td>
<td></td>
</tr>
</tbody>
</table>
This list is not complete. However, using some of these words will surely help your writing score. If you don’t know a word, look it up in a dictionary.

**Grammar:**

In order to get as many grammar points as possible, try to use some complex grammar structures as well.

<table>
<thead>
<tr>
<th>SIMPLE STRUCTURES</th>
<th>COMPLEX STRUCTURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>affirmative sentences</td>
<td>conditional sentences</td>
</tr>
<tr>
<td>negative sentences</td>
<td>passive (progressive tenses)</td>
</tr>
<tr>
<td>interrogative sentences</td>
<td>participle constructions</td>
</tr>
<tr>
<td>imperative</td>
<td>reported speech</td>
</tr>
<tr>
<td>direct speech</td>
<td>modals + perfect (&quot;should have done&quot;)</td>
</tr>
<tr>
<td>modals</td>
<td>present perfect/past perfect / past perfect progressive</td>
</tr>
</tbody>
</table>

**Vocabulary:**

Do not write like a 5th-grader, write in a language style appropriate for a 10th grader. Show the examiner, that you have learned your vocabulary by heart in the previous years.

**General Quality:**

Don’t mix up the genre and style: Learn some expressions used in a formal letter!

- Formal letter = Letter of Complaint, Letter of Application
- Informal letter = diary entry, article or letter for newspaper, website / magazine / blog / email to a friend

**Useful Phrases for a Formal Letter:**

- Dear Sir or Madam, (NOT! Dear Ladies or Gentlemen; Not so good: Dear Mr. Smith)
- Letter of Application: I refer to your advertisement in the TIMES of June 10 and am writing to apply for…
- I would like to apologise for the inconvenience this may have caused.
- I thank you in anticipation and look forward to hearing from you soon.
- Yours faithfully / Yours sincerely / Sincerely / Sincerely yours (also OK: Kind Regards) -> line empty -> Name
- KISS – RULE: Keep It Short and Simple! BUT… Include all important details! Be polite!
- Do not use short forms (can´t -> cannot; won´t -> will not; isn´t -> is not,…)

If you have enough time left: Proofread your essay to avoid simple vocabulary or grammar mistakes!