

from your own writing) that you can then analyze using online tools such as Compleat Lexical Tutor or freeware such as AntConc, a concordance program for Windows, Macintosh OS X, and Linux. While we cannot offer instruction on the use of these resources here, you will find that you can learn to use them well enough on your own with minimal effort.

## Flow

Another important consideration for successful communication is flow—moving from one statement in a text to the next. Naturally, establishing a clear connection of ideas is important to help your reader follow the text. We have already tried to demonstrate good flow of ideas in the water passage in Task Three.

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## TASK SIXTEEN

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Read the passage and discuss the questions on page 31 with a partner.

- ❶ In many countries around the world, it is customary for consumers of hospitality and other services to provide gifts of money (called “tips”) to the workers who have served them.
- ❷ However, the specific service workers that are customarily tipped, and the amounts consumers give those workers, vary across nations.
- ❸ For example, in the United States consumers tip over 30 different service professions, while no service professions are tipped in Iceland (Star, 1988).
- ❹ In Mexico consumers tip restaurant servers 15% to 20% of the bill, but tip only 5% to 10% of the bill in Romania (Putzi, 2002).
- ❺ These variations in tipping norms are sources of uncertainty for international travelers and phenomena to be explained by hospitality and tourism researchers.
- ❻ International differences in tipping customs may be partially explained by differences in national values.
- ❼ According to Hofstede (1983), national values differ on four major dimensions—power distance, uncertainty avoidance, individualism, and masculinity.
- ❽ Power distance reflects a nation’s acceptance of power and status differences.
- ❾ This value should be positively related to national acceptance of tipping because tipping gives customers power over servers (Hemenway, 1984; Lynn, 2000a).

Lynn, 2004.

1. How do you think the author establishes the relationship between the ideas?
2. Underline the grammatical subjects of Sentences 2–9. Can you find a link between each grammatical subject and the sentence that comes before it?
3. How would you explain the relationship between Sentences 1 and 2?
4. To what does *these variations* in Sentence 5 refer?
5. Which words are repeated in the text? Are you surprised by the amount of repetition of words in the text? Did you even notice this when you first read the passage?
6. What do you think Sentence 10 will discuss? Why?

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## Old-to-New Information Flow

Although your first instinct in establishing a smooth flow of ideas is to use logical connectors such as *however* or *furthermore*, many writers generally try to follow a progression from old or given information, which is in the subject position or early at the left end of the sentence, to new information, which is placed at the right end of the sentence. Placing relevant “old” information in early position establishes a content connection backward and provides a forward content link that establishes the context. Notice how this old-to-new pattern is established in this text.

- ❶ Research has shown that caffeine does indeed reduce sleepiness and can lead to better academic performance since students can spend more time studying.
- ❷ Despite its effectiveness in counteracting sleepiness, caffeine can have a negative impact on subsequent sleep, which for many students may already be compromised.
- ❸ Specifically, caffeinated beverages consumed near bedtime at night can prolong sleep onset and reduce sleep efficiency and depth, thus affecting both sleep quality and duration.
- ❹ Most of the research on how caffeine affects sleepiness/alertness has focused on coffee or no-doze pills.
- ❺ However, a new kind of caffeinated drink has become increasingly popular, namely

functional energy drinks (FEDs). ⑥ FEDs are marketed as products that can improve both mental and physical performance. ⑦ In addition to containing caffeine, FEDs have other active ingredients such as taurine, glucose, and gluconolactone. ⑧ Exactly how these ingredients together affect alertness remains unclear.

The old-to-new pattern of information is established by starting a text with some familiar information. In the following sentence, you can repeat some information from the previous sentence (exact repetition, in the form of a synonym or variation on the part of speech). In the energy drink example, you can see the repetition of caffeine in Sentences 1 and 2.

- ① Research has shown that caffeine does indeed reduce sleepiness and can lead to better academic performance since students can spend more time studying. ② Despite its effectiveness in counteracting sleepiness, caffeine can have a negative impact on subsequent sleep,

To tie two sentences together, you can repeat information from the beginning of the first sentence, as in the case of *caffeine* in Sentences 1 and 2. Alternatively, you can pick up information from the end of the first sentence (since, once read, this new information is now familiar). An example of this is Sentences 5 and 6.

- ⑤ However, a new kind of caffeinated drink has become increasingly popular, namely functional energy drinks (FEDs).  
⑥ FEDs are marketed as products that can improve both mental and physical performance.

Note also how passive voice in Sentence 6 is essential here. The point about marketing might not be well connected using active voice. An old-to-new pattern can also be achieved by using *this/these* + a noun, which refers back to some or all of the preceding sentence. An example of this can be seen in this possible Sentence 9.

- ⑨ If this relationship could be explained, more effective FEDs could be developed.

If old-to-new cannot be easily maintained, writers will often opt to use a logical connector to make relationships clear, as in Sentences 4 and 5.

- ④ Most of the research on how caffeine affects sleepiness/alertness has focused on coffee or no-doze pills. ⑤ However, a new kind of caffeinated drink has become increasingly popular, namely functional energy drinks (FEDs).

Note that *a new kind of caffeinated drink* is new information that was not mentioned in Sentence 4. In order for the author to strongly establish the logical connection, the linking word, *however*, is added.

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## TASK SEVENTEEN

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Work with a partner and answer these questions that focus on old-to-new flow of ideas.

1. The first sentence of a description of the biological clock follows. Given what you know about the old-to-new pattern of information, what are the two topics (or focal points) of the second sentence that the reader would likely expect?

The biological clock is a master clock that dictates the day-night cycle of activity known as circadian rhythm.

Topic 1: \_\_\_\_\_

Topic 2: \_\_\_\_\_

2. In fact, the writer produced Sentences 2 and 3. How clearly are Sentences 1, 2, and 3 connected to each other? Explain your opinion.

① The biological clock is a master clock that dictates the day-night cycle of activity known as circadian rhythm. ② The suprachiasmatic nucleus (SCN) was identified as the location of the clock in the brains of humans and animals. ③ Specialized clock genes are activated and deactivated mainly by a pair of proteins, one of which turns on a group of genes and the other of which turns off a key gene in a feedback loop that has a 24-hour rhythm (specifically a 24-hour and 18-minute rhythm).

3. What do you think of this revision? How does this differ from the first version?

❶ The biological clock is a master clock that dictates the day-night cycle of activity known as circadian rhythm. ❷ The clock was identified in a part of the brain called the suprachiasmatic nucleus (SCN). ❸ Within individual SCN cells, specialized clock genes are activated and deactivated mainly by a pair of proteins, one of which turns on a group of genes and the other of which turns off a key gene in a feedback loop that has a 24-hour rhythm (more precisely, a 24-hour and 18-minute rhythm).

4. In Sentences 4 and 5, the author wrote this:

❹ The biological clock functions regardless of the normal 24-hour cycle of light and darkness. ❺ Light is involved in resetting and regulating the clock.

Is the relationship between the two sentences clear? Could the author do anything to clarify how the two points are related? What? What about combining the two sentences into one?

Can you offer a revision here?

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5. Let's assume Sentences 4 and 5 are combined into one.

❹ Although the biological clock functions regardless of the normal 24-hour cycle of light and darkness, light is still involved in resetting and regulating the clock.

How well connected is this Sentence 5?

❺ Sunlight resets the internal biological clock each day to synchronize the rhythms of activity of the clock genes, promoting the production of certain substances, such as hormones, which are necessary for maintaining good health.

6. What is the relationship between the information before *promoting* and the information after *promoting*? Should the author use a connector to make the relationship more clear?

7. In Sentence 6, the author wrote:

❻ It was once thought that aging disrupts the biological clock.

Does this sentence flow smoothly from Sentence 5? If so, why? If not, why not?


8. Here are the final three sentences of the biological clock definition. Do you think they should be in their own paragraph? Why or why not?

❻ It was once thought that aging disrupts the biological clock. ❼ But, recent research (Czeisler et al., 2005) has shown that the body temperature and hormone fluctuations of the elderly are as regular as those of the young. ❽ Doctors can consider this valuable information in the treatment of sleep disorders in the elderly.

9. What do you think about the connection between Sentences 7 and 8? Can you think of a better connection?

10. Now read these two texts on lasers in medicine. Which do you prefer? Why?

- A. ❶ Lasers have found widespread application in medicine.  
 ❷ Lasers play an important role in the treatment of eye disease and the prevention of blindness. ❸ The eye is ideally suited for laser surgery ❹ Most of the eye tissue is transparent. ❺ The frequency and focus of the laser beam can be adjusted according to the absorption of the tissue. ❻ The beam “cuts” inside the eye with minimal damage to the surrounding tissue—even the tissue between the laser and the incision. ❼ Lasers are effective in treating some causes of blindness. ❽ Other treatments are not. ❾ The interaction between laser light and eye tissue is not fully understood.
- B. ❶ Lasers have found widespread application in medicine.  
 ❷ For example, they play an important role in the treatment of eye disease and the prevention of blindness. ❸ The eye is ideally suited for laser surgery because most of the eye tissue is transparent. ❹ Because of this transparency, the frequency and focus of the laser beam can be adjusted according to the absorption of the tissue so that the beam “cuts” inside the eye with minimal damage to the surrounding tissue—even the tissue between the laser and the incision. ❺ Lasers are also more effective than other methods in treating some causes of blindness. ❻ However, the interaction between laser light and eye tissue is not fully understood.

 Language Focus: Linking Words and Phrases

As demonstrated in Task Seventeen, repetition and linking words and phrases can help a writer maintain flow and establish clear relationships between ideas. Table 1 lists some of the more common linking words and phrases, arranged according to their function and grammatical use.

TABLE 1. Linking Words and Phrases

Function	Subordinators (introduce a dependent clause that must be joined to a complete sentence)	Sentence Connectors (introduce a complete sentence or independent clause)	Phrase Linkers (introduce a noun phrase)
Addition		<i>furthermore</i> <i>in addition</i> <i>moreover</i>	<i>in addition to</i>
Adversativity	<i>although</i> <i>even though</i> <i>despite the fact</i>	<i>however</i> <i>nevertheless</i>	<i>despite</i> <i>in spite of</i>
Cause and effect	<i>because</i> <i>since</i>	<i>therefore</i> <i>as a result</i> <i>consequently</i> <i>hence</i> <i>thus</i> <sup>1</sup>	<i>because of</i> <i>due to</i> <i>as a result of</i>
Clarification		<i>in other words</i> <i>that is</i> <i>i.e.</i>	
Contrast	<i>while</i> <i>whereas</i>	<i>in contrast</i> <i>however</i> <i>on the other hand</i> <i>conversely</i>	<i>unlike</i>
Illustration		<i>for example</i> <i>for instance</i>	
Intensification		<i>on the contrary</i> <i>as a matter of fact</i> <i>in fact</i>	

<sup>1</sup> Note that *thus* may also be used in non-finite clauses of result, as in this example: *A fungus infected the fruit, thus causing a significant economic loss to the farmers.* See Unit Three for further discussion of this point.