

Maintaining the flow in sections

- **What good flow means:** your text flows well when there are logical connections between the main ideas of each paragraph and each paragraph flows easily to the next
- **How we achieve it:**
 - Including the necessary elements of each section in the correct order (i.e. the research gap should flow logically to the aim, but not the other way around)
 - Not jumping between various ideas, i.e. A, A, B, B is a more logical order for paragraphs in a section than A, B, A, B
 - Ending a paragraph with an introduction of the main idea of the following paragraph (e.g. ..., which may lead to overheating in the summer. -> the next paragraph will be about overheating)
 - Starting a paragraph with a reference back to a key idea of the previous paragraph (e.g. An additional challenge for lithium batteries is... -> the previous paragraph presented a different challenge)
 - Using linking words (e.g. However, In addition, As a result) to make the connection between paragraphs more explicit

Writing coherent paragraphs

- **Inverted pyramid structure:** start with a topic sentence that summarises the main idea and develop it from general to specific
- **One main idea:** a paragraph must be about ONE main idea clearly expressed in the topic sentence
- **Length:** usually a paragraph will be between 4 and 9 sentences, or about 150 words (**TIP:** if you're getting to 9 sentences it might mean you have two main ideas and should write two separate paragraphs)
- **Development:** develop the paragraph from general to specific, guiding the reader to the main idea
- **Take-away message:** when you finish a paragraph, ask yourself 'SO WHAT?' and aim to tell the reader what the main take-away message is

Maintaining logical links within paragraphs

- **Logical structure:** start with a topic sentence introducing the main idea and develop it from general to specific in the following sentences
- **Introduce key ideas:** introduce the ideas you will discuss and present them in that order
- **Ask yourself:** when writing the following sentence, ask yourself how it is linked to the previous one, i.e. Am I giving an example? Or showing contrast? Or stating a cause?
- **Make the links explicit:** help the reader along by showing the connections using linking words (e.g. However, As a result, Likewise)

Other ways of maintaining coherence in paragraphs

- Pronouns: they, it, its, their, etc.
- Relative pronouns: which/who/that/whose
 - use who/that for people when adding necessary information, e.g. The researcher **who/that** first investigated this was
 - use which/that for things when adding necessary information, e.g. We developed an approach **which/that** consists of...
 - use which (preceded by a comma) to refer to clauses/phrases, e.g. The entire process can take several hours, **which** means that...
 - use who for people and which for things (preceded by a comma) when adding extra information about something/one that is known, e.g. Yu (2022), **who** studied..., showed that...
- Determiners: **These** problems, **Another** benefit, **This** can
- Synonyms or repetition of key ideas (e.g. One challenge this creates is... An additional issue such systems lead to is...)