# Learner Resource 2

### Spotlight on: Structure

| **Topic/****sub-topic** | **Start/end different sections** | **Devices used within the section** | **Any other comments/features to note** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

### Discourse Markers

| **ADDING**additionallyalsoandas well asfurthermoremoreovertoo | **CAUSE and EFFECT**becauseconsequentlyhencethereforethusso | **COMPARING**as withequallyin the same waylikelikewisesimilarly | **CONTRASTING**alternativelyconverselyinstead ofon the other handotherwiseunlikewhereas |
| --- | --- | --- | --- |
| **EMPHASISING**above allespeciallyindeedin particularnotablysignificantly | **ILLUSTRATING**as revealed byfor examplefor instanceillustrated byin the case ofsuch as | **QUALIFYING**althoughapart fromas long asbutexcepthoweverifunless | **SEQUENCING**afterfinallyfirst, second, third…meanwhilenextsubsequentlythen |

**OCR Resources**: *the small print*OCR’s resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by the Board, and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources.
© OCR 2020 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

OCR acknowledges the use of the following content: n/a

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk