

Sometimes it is difficult to begin a sentence to convey thoughts or connect ideas. Here are some options for starting sentences and using transitional words to help express your ideas effectively.

To introduce

| This essay discusses | is explored | is defined |
|---------------------------------|--|----------------|
| The definition of will be given | is briefly outlined | is explored |
| The issue focused on | is demonstrated | is included |
| In this essay | is explained | are identified |
| The key aspect discussed | are presented | is justified |
| Views on range from | is evaluated | is examined |
| The central theme | is described | is analysed |
| Emphasised are | is explained and illustrated with examples | |

To conclude

| In summary, | To review, | In conclusion, |
|-------------------------|---------------|----------------|
| In brief, | To summarise, | To sum up, |
| To conclude, | Thus, | Hence, |
| It has been shown that, | In short, | |

To compare and contrast

| Similarly, | In the same way | Likewise, |
|------------------------|------------------------|-----------------|
| In comparison | Complementary to this | Then again, |
| However, | This is in contrast to | In contrast, |
| And yet | Nevertheless, | Conversely, |
| On the contrary, | On the other hand, | Notwithstanding |
| Whereas | In contrast to | That aside, |
| While this is the case | disputes | Despite this, |

To give examples

| For example, | as can be seen in | supports |
|---------------|--------------------|----------------|
| For instance, | as demonstrated by | is observed |
| Specifically, | is shown | exemplifies |
| Such as | As an example | To illustrate, |



To add ideas

| Also, | Equally important | Subsequently, |
|-------------------|---|---------------|
| Futhermore, | Moreover, | As well as |
| Next | Another essential point | Additionally, |
| More importantly, | In the same way | Another |
| Then, | In addition, | Besides, |
| Then again, | Firstly, secondly, thirdly, finally, | To elaborate, |

To show relationships or outcome

| Therefore | As a result | For that reason |
|--------------------------------------|-----------------------------|---------------------|
| Hence, | Otherwise, | Consequently, |
| The evidence suggests/shows | It can be seen that | With regard to |
| After examining | These factors contribute to | It is apparent that |
| Considering it can be concluded that | Subsequently, | The effect is |
| The outcome is | The result | The correlation |
| The relationship | The link | The convergence |
| The connection | interacts with | Both |
| affects | Thus it is | causes |
| influences | predicts | leads to |
| informs | presupposes | emphasises |
| demonstrates | impacts on | supports |

To present uncommon ideas

| Seldom | Few | Not many |
|--------|-------------|------------|
| A few | is uncommon | is scarce |
| Rarely | is rare | is unusual |

To present common ideas

| Numerous | Many | More than |
|--------------|------------|--------------|
| Several | Almost all | The majority |
| Most | Commonly | Significant |
| is prevalent | is usual | Usually |



To present inconclusive ideas

| Perhaps | may be | might be |
|-------------------------------|--------------|-------------|
| There is limited evidence for | . is debated | is possibly |
| could | may include | |

To present prior or background ideas

| In the past, | Historically, | Traditionally, |
|-----------------|--------------------------------|----------------|
| Customarily, | Beforehand, | Originally, |
| Prior to this, | Earlier, | Formerly, |
| Previously, | Over time, | At the time of |
| Conventionally, | Foundational to this is | In earlier |
| Initially, | At first, | Recently |
| Until now, | The traditional interpretation | |

To present other peoples' ideas

| According to | Based on the findings of it can be argued | proposed that |
|----------------------------|---|-------------------|
| As explained by | states that | claims that |
| However, stated that | suggested | concluded that |
| Similarly, stated that | for example, | agreed that |
| Based on the ideas of | defined as | relates |
| As identified by | disputed that | contrasts |
| With regard to argued that | concluded that | confirmed that |
| argues | highlights | demonstrates |
| found that | identifies | wrote that |
| demonstrated | also | reported |
| pointed out that | maintained that | hypothesised that |
| expressed the opinion that | also mentioned | asserts that |
| identified | goes on to state/suggest/say | emphasises |
| challenges the idea | showed that | explored the idea |



To put forward personal opinion

| In my opinion / view, | To my mind, | To my way of thinking, |
|-------------------------------|---------------------|---------------------------|
| I am convinced that | It strikes me that | It is my firm belief that |
| I am inclined to believe that | It seems to me that | As far as I am concerned, |

To keep the 'l' out of academic writing

| It can be argued | Arguably | It may be that |
|--|--|---|
| This assignment will present the following point of view | Some theorists, notably Smith (1990) and French (1992) have argued | There are two sides to this question. Firstly |
| Another point of view suggests however, that | This assignment will attempt to show that | In conclusion, it can be argued that |
| It can seen that | One point of view is that | However |

