

Sentence Starters and Transitional Words

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 add ideas		
Also, . . .	Equally important . . .	Subsequently, . . .
Furthermore, . . .	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 present uncommon or rare ideas		
Seldom . . .	Few . . .	Not many . . .
A few . . .	. . . is uncommon	. . . is scarce . . .
Rarely . . .	. . . is rare . . .	. . . is unusual . . .

To present common or widespread 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 give examples		
For example, . . .	. . . as can be seen in . . .	. . . supports . . .
An illustration of . . .	. . . as demonstrated by . . .	. . . is observed . . .
Specifically, . . .	. . . is shown . . .	. . . exemplifies . . .
Such as . . .	As an example . . .	To illustrate, . . .
For instance, . . .		

To show relationship 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 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 others' 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	. . . emphasises
. . . challenges the idea showed that explored the idea . . .

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