

Sentence Starters, Transitional and Other Useful 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/say	... emphasises
... challenges the idea ...	... showed that ...	... explored the idea ...

References

Manalo, E., Wont-Toi, G., & Bartlett-Trafford, J. (2009). *The business of writing: Written communication skills for business students* (3rd ed.). Auckland: Pearson Education New Zealand.