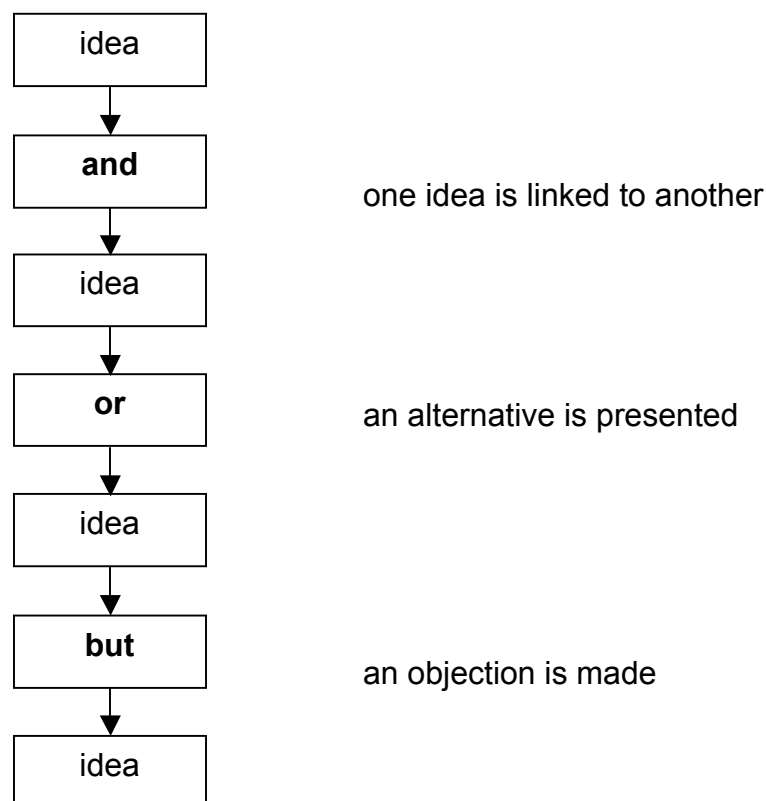


Linking Words and Phrases

Most pieces of formal writing are organised in a similar way: introduction; development of main ideas or arguments; conclusion. Linking words and phrases join clauses, sentences and paragraphs together.

A piece of writing or text may include the following:



Connectives

The main linking words and phrases are grouped below according to the similarity of their meaning to the three basic connectives *and*, *or*, *but*. Some can be used to link paragraphs and others can only be used to link ideas within a paragraph.

| | | |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| 1 and | a listing | 1 enumeration (points in order) |
| | | 2 addition i reinforcement ii comparison |
| 2 or | b transition (leads to a new stage) c summary (gives a summary or conclusion) d reference (refers to what was said before) e example f result (the consequence of what was said before) g place (refers to things in or outside the document) h time (refers to other studies) | |
| | | |
| 3 but | i reformulation (expresses something in another way) j replacement (expresses an alternative) | |
| | | |
| 3 but | k contrast (presents a different view) l concession (agrees that something is good, with limitations) | |
| | | |

1. and

- a **Listing**
1 **Enumeration** indicates a *cataloguing* of what is being said.
Most lists use clearly defined groups of words:

| | | | |
|----------------------|----------------------|------------|--------------|
| first, | furthermore, | finally, | |
| one | a second | a third | etc. |
| first(ly), | second(ly), | third(ly), | etc. |
| to begin/start with, | in the second place, | moreover, | to conclude, |

above all
last but not least } mark the end of an *ascending* order

first and foremost
first and most importantly } mark the beginning of a *descending* order

2. **Addition** to what has been previously indicated.

i. **Reinforcement** (includes confirmation):

| | |
|--------------|-------------------------------|
| above all | indeed |
| actually | in addition |
| additionally | moreover |
| again | not only . . . but also . . . |
| also | notably |
| as well (as) | obviously |
| besides | particularly |
| especially | specifically |
| further | then |
| furthermore | too |
| | what is more |

ii. **Comparison** (similarity to what has preceded):

| | |
|----------------------|-----------------|
| also | in the same way |
| both . . . and . . . | likewise |
| correspondingly | similarly |
| equally | too |

b. **Transition** (can lead to a new stage in the sequence of thought):

| |
|------------------------|
| now |
| regarding |
| turning to |
| with respect/regard to |

| |
|--------|
| as for |
| as to |

often used when discussing something briefly

c. **Summary** (a generalisation or summing up of what has preceded):

| | |
|---------------|--------------|
| altogether | then |
| hence | therefore |
| in brief | thus |
| in conclusion | to conclude |
| in short | to sum up |
| overall | to summarise |

- d. **Reference** (refers back to previous sentences):

| | |
|----------------|--------------|
| and | mainly |
| as follows | mostly |
| chiefly | namely |
| for instance | notably |
| for example | or |
| in other words | particularly |
| in particular | such as |
| including | that is |

- e. **Example:**

| |
|--------------------|
| for example |
| for instance |
| such as |
| to illustrate |
| as an illustration |
| to demonstrate |

- f. **Result** (expresses the consequence or result from what is implicit in the preceding sentence or sentences):

| | |
|----------------------|--------------------|
| accordingly | now |
| as a result | so |
| as a consequence | so that |
| because of | the consequence is |
| consequently | the result is |
| for this/that reason | then |
| hence | therefore |
| in order that | thus |

- g. **Place:**

| | |
|-------------|-------------------|
| above | in front |
| adjacent | in the background |
| at the side | in the foreground |
| behind | there |
| below | to the left |
| elsewhere | to the right |
| here | |

h. **Time:**

| | |
|------------------|----------------|
| after a while | now |
| afterwards | once |
| at last | presently |
| at that time | previously |
| at the same time | shortly |
| before | simultaneously |
| currently | since |
| earlier | soon |
| eventually | subsequently |
| finally | then |
| formerly | thereafter |
| in the meantime | until |
| in the past | until now |
| initially | whenever |
| later | while |
| meanwhile | |

2. **or**

i. **Reformulation** (expresses something in another way):

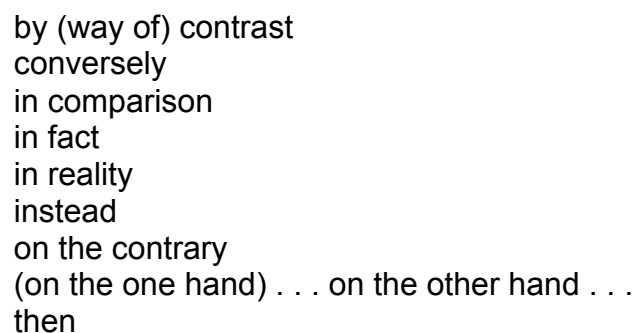
| |
|-------------------------|
| better |
| in other words |
| in that case |
| rather |
| that is |
| that is to say |
| to put it (more) simply |

j. **Replacement** (expresses an alternative to what has preceded):

| |
|------------------------------|
| again |
| alternatively |
| another possibility would be |
| better/worse still |
| on the other hand |
| rather |
| the alternative is |

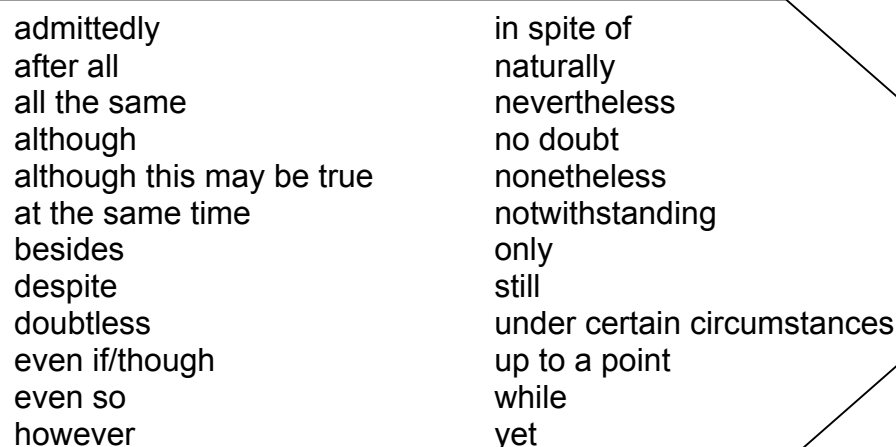
3. but

k. Contrast



by (way of) contrast
conversely
in comparison
in fact
in reality
instead
on the contrary
(on the one hand) . . . on the other hand . . .
then

l. Concession (indicates that the previous view is accepted with reservations):



| | |
|---------------------------|-----------------------------|
| admittedly | in spite of |
| after all | naturally |
| all the same | nevertheless |
| although | no doubt |
| although this may be true | nonetheless |
| at the same time | notwithstanding |
| besides | only |
| despite | still |
| doubtless | under certain circumstances |
| even if/though | up to a point |
| even so | while |
| however | yet |

The information in this leaflet is based on Quirk, Greenbaum, Leech and Svartvik, 'Sentence Connection' in *A Grammar of Contemporary English* from Jordan R R. 1990 *Academic Writing Course*, 2nd ed., Collins ELT, London; and Parks, A.F., Levernier, J.A. and Hollowell, I. M. 1996, *Structuring Paragraphs: A Guide to Effective Writing*, Bedford/St. Martin's, Boston, pp. 117 – 118.

Exercise

Can you insert appropriate transitional words in the following sentences? In the first exercise the category of transitional word is given. In the second exercise you will have to decide which category is most appropriate.

(taken from Parks, AF, Levernier, JA and Hollowell, IM 1996, *Structuring paragraphs A guide to effective writing*, Bedford/St. Martin's, Boston, pp. 119-120)

A. Our state's correctional system is plagued with problems. (a) _____, high
(example)
officials increase their personal wealth by awarding building and catering contracts to
disreputable companies in return for bribes. (b) _____, promotions within the
(addition)
system are made on the basis of politics, not merit. (c) _____, the system is filled
(result)
with people at the top who know little about what they are doing. (d) _____,
(addition)
careless security measures, allowing trusted inmates to control certain operations of
the institution, are part of the growing problem. But one increasing tendency in
particular is doing harm to the system's image and efficiency. This is the tendency of
officials who are charged with important tasks and who make faulty decisions to cover
up their mistakes. (e) _____, one would think that amid all the strife some effort
(conclusion)
would be made to rectify these problems, but a seemingly dogged determination to
resist change overshadows the system.

B. Genetic screening in business, or testing the genes of employees to see if they are
susceptible to workplace-related diseases, may present problems for the tested.

(a) _____, the genetic screening tests and technology in general are in their infancy
stages. (b) _____, many physicians and health professionals doubt their reliability.
(c) _____, once genetic information is recorded on employees, it cannot always be
kept secret. Even though employers are assured that their medical files are confidential,
clerical staff have access to them. (d) _____, if they are entered into a computer
data base, they are available to anyone with access. (e) _____, some argue
that such screening procedures are violations of personal rights. (f) _____, many
cite similarities between genetic screening and drug testing, noting that both involve a
process of obtaining information from unwilling individuals that might affect them
adversely. Opponents of genetic screening point out that some employees with the
potential for workplace diseases would rather run the risk than lose their jobs.

Answers to Exercise In each case there may be several possible choices

Text A

| | | | |
|-----------------------|-------------------------------|---------------------------|-------|
| (a) <i>Example:</i> | For one thing For instance | Frequently For example | Often |
| (b) <i>Addition:</i> | Furthermore In addition | Moreover What is more | |
| (c) <i>Result:</i> | As a result | Consequently | |
| (d) <i>Addition:</i> | In addition | What is more | |
| e) <i>Conclusion:</i> | In short | | |

Text B

| | | | |
|----------------------|----------------------------------|--------------------------|---------------|
| (a) <i>Example:</i> | First | First of all | For one thing |
| (b) <i>Result:</i> | Consequently | Hence | Therefore |
| (c) <i>Addition:</i> | Second Further Furthermore | Moreover What is more | |
| (d) <i>Example:</i> | Indeed | Specifically | |
| (e) <i>Result:</i> | As a result Thus | Consequently | Hence |
| (f) <i>Example:</i> | In particular | Indeed | Significantly |