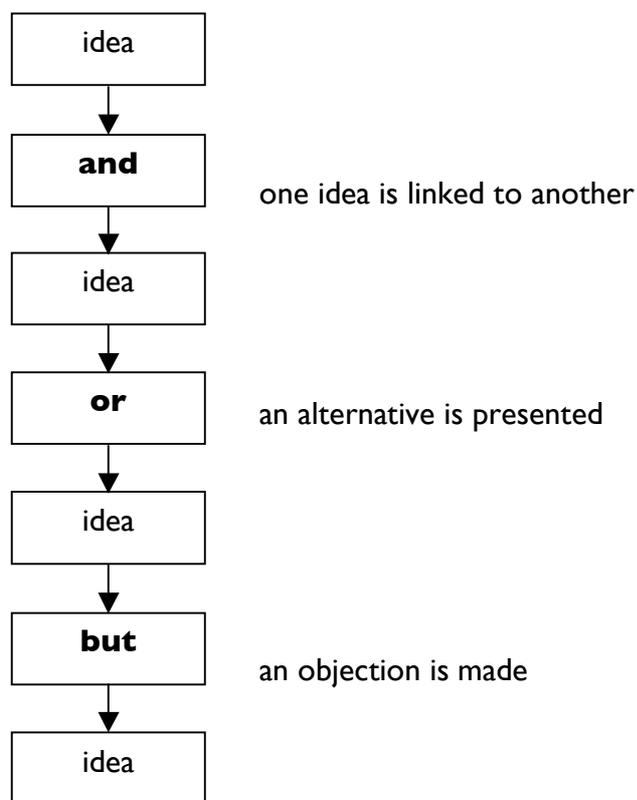


# LINKING WORDS AND PHRASES

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 enumeration (points in order)	
		2 addition	i reinforcement ii comparison
1 and	}	a listing	
		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)	
2 or	}	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)	

### I. 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*, 2<sup>nd</sup> 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) \_\_\_\_\_, (example) high officials increase their personal wealth by awarding building and catering contracts to disreputable companies in return for bribes. (b) \_\_\_\_\_, (addition) promotions within the 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<br>For instance | Frequently<br>For example | Often |
| (b) <i>Addition:</i>  | Furthermore<br>In addition    | Moreover<br>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<br>Further<br>Furthermore | Moreover<br>What is more |               |
| (d) <i>Example:</i>  | Indeed                           | Specifically             |               |
| (e) <i>Result:</i>   | As a result<br>Thus              | Consequently Hence       |               |
| (f) <i>Example:</i>  | In particular                    | Indeed                   | Significantly |

STUDENT LEARNING CENTRE  
STUDENT CENTRE, LEVEL ONE

TELEPHONE: 61-8-8201 2518  
FAX: 61-8-8201 3839

E-MAIL  
slc@flinders.edu.au

INTERNET  
<http://www.flinders.edu.au/SLC>

POSTAL  
PO BOX 2100, ADELAIDE, SA 5001