

Transition words

Transitions are phrases or words used to connect one idea and are used by the writer to help the reader progress from one significant idea to the next. Transitions also show the relationship within a paragraph (or even within a sentence) between the main idea and the support the author gives for those ideas

Here are four types of transitions:

1. **Additive:** *addition, introduction, similarity to other ideas*

- Addition: indeed, further, as well (as this), either (neither), not only (this) but also, (that) as well, also, moreover, what is more, as a matter of fact, and, furthermore, in addition (to this), besides (this), to tell you the truth, or, in fact, actually, to say nothing of, too, let alone, much less, additionally, nor, alternatively, on the other hand, not to mention (this)
- Introduction: such as, as, particularly, including, as an illustration, for example, like, in particular, for one thing, to illustrate, for instance, especially, notably, by way of example
- Reference: speaking about (this), considering (this), regarding (this), with regards to (this), as for (this), concerning (this), on the subject of (this), the fact that
- Similarity: similarly, in the same way, by the same token, in a like manner, equally, likewise
- Identification: that is (to say), namely, specifically, thus,
- Clarification: that is (to say), I mean, (to) put (it) another way, in other words

2. **Adversative:** *signal conflict, contradiction*

- Conflict: but, by way of contrast, while, on the other hand, however, (and) yet, whereas, though (final position), in contrast, when in fact, conversely, still
- Emphasis: even more, above all, indeed, more importantly, besides
- Concession: but even so, nevertheless, even though, on the other hand, admittedly, however, nonetheless, despite (this), notwithstanding (this), albeit, (and) still, although, in spite of (this), regardless (of this), (and) yet, though, granted (this), be that as it may,
- Dismissal: either way, whichever happens, in either event, in any case, at any rate, in either case, whatever happens, all the same, in any event,
- Replacement: (or) at least, (or) rather, instead

3. Causal: *signal cause/effect and reason/result*

- Cause/Reason: for the (simple) reason that, being that, for, in view of (the fact), inasmuch as, because (of the fact), seeing that, as, owing to (the fact), due to (the fact that), in that since, forasmuch as
- Condition: on (the) condition (that), granted (that), if, provided that, in case, in the event that, as/so long as, unless, given that, granting (that), providing that, even if, only if
- Effect/Result: as a result (of this), consequently, hence, for this reason, thus, because (of this), in consequence, so that, accordingly, as a consequence, so much (so) that, so, therefore,
- Purpose: for the purpose of, in the hope that, for fear that, so that, with this intention, to the end that, in order to, lest, with this in mind, in order that, so as to, so
- Consequence: under those circumstances, then, in that case, if not, that being the case, if so, otherwise

4. Sequential: *chronological or logical sequence*

- Numerical: in the (first, second, etc.) place, initially, to start with, first of all thirdly, (&c.) to begin with, at first, for a start, secondly,
- Continuation: subsequently, previously, eventually, next, before (this), afterwards, after (this), then
- Conclusion: to conclude (with), as a final point, eventually, at last, last but not least, in the end, finally, lastly,
- Digression: to change the topic, incidentally, by the way,
- Resumption: to get back to the point, to resume, anyhow, anyway, at any rate, **to** return to the subject
- Summation: as was previously stated, so, consequently, in summary, all in all, to make a long story short, thus, as I have said, to sum up, overall, as has been mentioned, then, to summarize, to be brief, briefly, given these points, in all, on the whole, therefore, as has been noted, hence, in conclusion, in a word, to put it briefly, in sum, altogether, in short,

This list has been one of my favorites since 1994 when [Gregory Campbell and Joh Dowell](#) put it together.

Templates

Useful Templates

INTRODUCING WHAT "THEY SAY"

A number of sociologists have recently suggested that X's work has several fundamental problems.

It has become common today to dismiss X's contribution to this field of sociology.
In their recent work, Y and Z have offered harsh critiques of Dr. X for _____.

INTRODUCING "STANDARD VIEWS"

Americans today tend to believe that _____.
Conventional wisdom has it that _____.
Common sense seems to dictate that _____.
The standard way of thinking about topic X has it that _____.
It is often said that _____.
My whole life I have heard it said that _____.
You would think that _____.
Many people assumed that _____.

MAKING WHAT "THEY SAY" SOMETHING YOU SAY

I've always believed that _____.
When I was a child, I used to think that _____.
Although I should know better by now, I cannot help thinking that _____.
At the same time that I believe _____, I also believe _____.

INTRODUCING SOMETHING IMPLIED OR ASSUMED

Although none of them have ever said it so directly, my teachers have often given me the impression that _____.
One implication of X's treatment of _____ is that _____.
Although X does not say so directly, she apparently assumes that _____.
While they rarely admit as much, _____ often take for granted that _____.

INTRODUCING AN ONGOING DEBATE

In discussions of X, one controversial issue has been _____. On one hand, _____ argues _____. On the other hand, _____ contends _____. Others even maintain _____. My own view is _____.
When it comes to the topic of _____, most of us will readily agree that _____. Where this agreement usually ends, however, is on the question of _____. Whereas some are convinced that _____, others maintain that _____.
In conclusion then, as I suggested earlier, defenders of _____ can't have it both ways. Their assertion that _____ is contradicted by their claim that _____.

CAPTURING AUTHORIAL ACTION

X acknowledges that _____.
X agrees that _____.
X argues that _____.
X believes that _____.
X denies/does not deny that _____.
X complains that _____.
X concedes that _____.
X demonstrates that _____.
X deplores the tendency to _____.
X celebrates the fact that _____.
X emphasizes that _____.

CAPTURING AUTHORIAL ACTION *cont.*

X insists that _____.
X observes that _____.
X questions whether _____.
X refutes the claim that _____.
X reminds us that _____.
X reports that _____.
X suggests that _____.
X urges us to _____.

INTRODUCING QUOTATIONS

X states, "_____."
As the prominent philosopher X puts it, "_____."
According to X, "_____."
X himself writes, "_____."
In her book, _____, X maintains that "_____."
Writing the journal *Commentary*, X complains that, "_____."
In X's view, "_____."
X agrees when she writes, "_____."
X disagrees when he writes, "_____."
X complicates matters further when he writes, "_____."

EXPLAINING QUOTATIONS

Basically, X is saying _____.
In other words, X believes _____.
In making this comment, X argues that _____.
X is insisting that _____.
X's point is that _____.
The essence of X's argument is that _____.

DISAGREEING, WITH REASONS

I think X is mistaken because she overlooks _____.
X's claim that _____ rests upon the questionable assumption that _____.
I disagree with X's view that _____ because, as recent research has shown, _____.
X contradicts herself/can't have it both ways. On the one hand, she argues _____. But on the other hand, she also says _____.
By focusing on _____, X overlooks the deeper problem of _____.
X claims _____, but we don't need him to tell us that. Anyone familiar with _____ has long known that _____.

AGREEING—WITH A DIFFERENCE

I agree that _____ because my experience _____ confirms it.
X is surely right about _____ because, as she may not be aware, recent studies have shown that _____.
X's theory of _____ is extremely useful because it sheds insight on the difficult problem of _____.
I agree that _____, a point that needs emphasizing since so many people believe _____.
Those unfamiliar with this school of thought may be interested to know that it basically boils down to _____.
If group X is right that _____, as I think they are, then we need to reassess the popular assumption that _____.

EMBEDDING VOICE MARKERS

X overlooks what I consider an important point about _____.
My own view is that what X insists is a _____ is in fact a _____.
I wholeheartedly endorse what X calls _____.
These conclusions, which X discusses in _____, add weight to the argument that _____.

AGREEING AND DISAGREEING SIMULTANEOUSLY

Although I agree with X up to a point, I cannot accept his overall conclusion that _____.

Although I disagree with much that X says, I fully endorse his final conclusion that _____.

Though I concede _____, I still insist that _____.

Whereas X provides ample evidence that _____, Y and Z's research on _____ and _____ convinces me that _____ instead.

X is right that _____, but she seems on more dubious ground when she claims that _____.

While X is probably wrong when she claims that _____, she is right that _____.

I'm of two minds about X's claim that _____. On the one hand, I agree that _____. On the other hand, I'm not sure if _____.

My feelings on the issue are mixed. I do support X's position that _____, but I find Y's argument about _____ and Z's research on _____ to be equally persuasive.

SIGNAL WHO IS SAYING WHAT

X argues _____.

According to both X and Y, _____.

Politicians _____, X argues, should _____.

Most athletes will tell you that _____.

My own view, however, is that _____.

I agree, as X may not realize, that _____.

But _____ are real, and arguably, the most significant factor in _____.

But X is wrong that _____.

However, it is simply not true that _____.

Indeed, it is highly likely that _____.

But the view that _____ does not fit all the facts.

X is right that _____.

X is wrong that _____.

X is both right and wrong that _____.

Yet a sober analysis of the matter reveals _____.

Nevertheless, new research shows _____.

Anyone familiar with _____ should see that _____.

ENTERTAINING OBJECTIONS

At this point I would like to raise some objections that have been inspired by the skeptic in me. She feels that I have been ignoring _____. "_____, " she says to me, "_____.

Yet some readers may challenge the view that _____. After all, many believe _____. Indeed, my own argument that _____ seems to ignore _____ and _____.

Of course, many will probably disagree with this assertion that _____.

NAMING YOUR NAYSAYERS

Here many *feminists* would probably object that _____.

But *social Darwinists* would certainly take issue with the argument that _____.

Biologists, of course, may want to dispute my claim that _____.

Nevertheless, both *followers and critics of Malcolm X* will probably argue that _____.

Although not all *Christians* think alike, some of them will probably dispute my claim that _____.

Non-native English speakers are so diverse in their views that it's hard to generalize about them, but some are likely to object on the grounds that _____.

INTRODUCING OBJECTIONS INFORMALLY

But is my proposal realistic? What are the chances of its actually being adopted?

Yet is it always true that _____? Is it always the case, as I have been suggesting, that _____?

However, does the evidence I've cited prove conclusively that _____?

"Impossible," you say. "Your evidence must be skewed."

MAKING CONCESSIONS WHILE STILL STANDING YOUR GROUND

Although I grant that _____, I still maintain that _____.

Proponents of X are right to argue that _____. But they exaggerate when they claim that _____.

While it is true that _____, it does not necessarily follow that _____.

On the one hand, I agree with X that _____. But on the other hand, I still insist that _____.

INDICATING WHO CARES

_____ used to think _____. But recently [or within the past few decades] _____ suggests that _____.

What this new research does, then, is correct the mistaken impression, held by many earlier researchers, that _____.

These findings challenge the work of earlier researchers, who tended to assume that _____.

Recent studies like these shed new light on _____, which previous studies had not addressed.

Researchers have long assumed that _____. For instance, one eminent scholar of cell biology, _____, assumed in _____, her seminal work on cell structures and functions that fat cells _____. As _____ herself put it, "_____" (200). Another leading scientist, _____, argued that fat cells "_____" (200). Ultimately, when it came to the nature of fat, the basic assumption was that _____.

If sports enthusiasts stopped to think about it, many of them might simply assume that the most successful athletes _____. However, new research shows _____.

These findings challenge dieter's common assumptions that _____.

At first glance, teenagers appear to _____. But on closer inspection _____.

ESTABLISHING WHY YOUR CLAIM MATTERS

X matters/is important because _____.

Although X may seem trivial, it is in fact crucial in terms of today's concern over _____.

Ultimately, what is at stake here is _____.

These findings have important consequences for the broader domain of _____.

My discussion of X is in fact addressing the larger matter of _____.

These conclusions/This discovery will have significant applications in _____ as well as in _____.

Although X may seem of concern to only a small group of _____, it should in fact concern anyone who cares about _____.

ADDING METACOMMENTARY

In other words,

What _____ really means by this is

Essentially, I am arguing that

My point is not that we should _____, but that we should _____.

What _____ really means is _____.

In other words, _____.

To put it another way, _____.

In sum, then, _____.

My conclusion, then, is that, _____.

In short, _____.

What is more important, _____.

Incidentally, _____.

By the way, _____.

Chapter 2 explores, _____, while Chapter 3 examines _____.

Having just argued that _____, let us now turn our attention to _____.

Although some readers may object that _____, I would answer that _____.