Ielts Reservoir Tuition Centre

Essay linking words

 **• Stating Your Opinion**

 • In my opinion,

 • According to me,

 • In my view,

 • To me,

 • From my point of view,

 • I think

 • It seems to me that

 • I believe

 • From my perspective

 • To my way of thinking

 • It appears that

 • I suppose

 • I realize

 • I understand

 • I imagine

 • I feel

 **• Giving Examples**

 • For example,

 • For instance,

 • such as

 • In other words,

 • as

 • like

 • that is

 • namely

 • To illustrate

 • To paraphrase

 ***• Comparing***

 • Similar to

 • As...as

 • in common

 • also

 • Either...or

 • In the same way,

 • Neither...nor

 • At the same time

 • Just as

 • resemble

 ***• Contrasting***

 • However,

 • But

 • On the contrary,

 • On the other hand,

 • Differ from

 • Nevertheless

 • Although

 • Though

 • Otherwise

 • Instead

 • Alternatively,

 • Even though

 ***• Generalizing***

 • Generally,

 • Generally speaking,

 • Overall,

 • On the whole,

 • In general,

 • By and large,

 • It seems to me that

 • I believe

 • All in all,

 • Basically,

 • Essentially,

 • As a rule,

 • All things considered

 • For the most part

 ***• Expressing Certainty***

 • Certainly,

 • Undoubtedly,

 • Doubtless,

 • No doubt,

 • Definitely,

 • Of course,

 ***• Expressing Partial Agreement***

 • More or less,

 • To some extent,

 • Up to a point,

 • Almost,

 • In a way,

 • So to speak,

 ***• Showing cause***

 • Due to

 • Because

 • Because of

 • Owing to

 **• Showing effect**

 • Therefore,

 • As a result,

 • Consequently,

 • For this reason,

 • Thus,

 • So,

 • thereby

 • Eventually,

 • Hence,

 • The reason why

 **• Marking time**

 • First,

 • Last

 • Second,

 • Lastly,

 • Third,

 • Then,

 • Firstly,

 • First of all,

 • Secondly,

 • Before

 • Thirdly,

 • After

 • During

 • While

 • To begin with

 • At the same time

 • Simultaneously

 • After this / that

 • Since

 • Meanwhile

 • Afterwards

 • Following this

 • When

 • As soon as

 **• Adding Information**

 • Furthermore

 • In addition

 • Also

 • And

 • Moreover

 • Similarly

 • Likewise

 • As well as

 • Besides

 • Too

 • Even

 • What’s more

 **• Expressing condition**

 • If

 • Whether

 • In case

 • Unless

 • Provided that

 • So that

 **• Concluding**

 • To summarize

 • In conclusion

 • Lastly,

 • Finally,

 • To conclude with,

 • In short,

Linking Phrases

Linking phrases for essays

Introductions

 • ● Firstly, …

 • ● Currently, presently

 • ● To begin with…

 • ● There are differing explanations/opinions as to why….

 • ● It is first necessary to explain…

 • ● In the following essay will be examined.

Supporting your argument

 • ● In addition,…

 • ● Furthermore,…

 • ● This is further shown by the fact that….

 • ● This is further illustrated by….

 • ● This idea is supported by

 • Again,…

 • Another possibility is that…

 • At the same time it is true to say…

 • In addition…

 • In any case…

 • In other words…

 • It should also be emphasized that…

 • It should also be noted that…

 • Mention should also be made of…

 • Related to these arguments is the critique that…

 • The corollary of this is that…

 • The key point to note is that…

 • The same can be said of…

 • The same is true of…

 • There were other factors which arguably counted for more.

 • This in turn means that.

Distinguishing

 • Another important distinction between x and y is that…

 • I would like to distinguish between x and y.

 • On the other hand…

 • The big difference between x and y is that…

 • The essential difference is that…

 • The essential point on which I differ is that…

 • There is however an important difference between x and y.

 • There are some respects in which x differs from y.

 • This difference clearly cannot be explained by…

 • We must here make a distinction.

 • Giving Examples and Exemplifying

 • A classic illustration often cited is…

 • Another example of this may be given.

 • In the x case this was perhaps the most obvious.

 • More detailed studies show that…

 • Only in one respect does the advantage seem to be with…

 • Or let us take another example.

 • That x happened illustrates the point that…

 • The evidence of x is even more obvious in the case of…

 • The origins of x can be traced back to…

 • This was by no means unique.

 • This was typified by…

 • To take yet another illustration…

 • Typical of x was…

Discussing and Explaining your example

A general explanation remains difficult to find/elusive.

As a result…

How are we to explain x?

 • If one looks at x in historical perspective, one finds that/ it is clear that…

 • Moreover it is at least arguable that…

 • Partly for this reason it was inevitable that…

 • The first thing we notice is the…

 • The main reason it happened was that…

 • The reality was at best that…

 • The reasons for x cannot be traced to either y or z.

 • The tendency of x is not necessarily a disadvantage.

 • This achievement was primarily due to…

 • This applies especially to…

 • This in turn means that…

 • This is the key to the problem.

 • This means that…

 • This takes us to the heart of the matter

 • This was one of the most important reasons why…

 • Two questions especially interest me. The first of these is…

Two types of x need to be distinguished: The one is… The other kind is…

Yet the important point to note is that…

Presenting a contrasting point in a new sentence or paragraph

 • ● In contrast to this,…..

 • ● Whilst…. , ……..

 • ● Furthermore…

 • ● On the other hand…

 • ● However,…

 • ● A further point/reason is that…

 • ● Although….

 • ● In addition to these points, it could be argued that…

 • ● In spite of this…

 • .

 • At the same time it could be argued that…

 • For one thing it could be argued that…

 • Indeed, it might be argued that…

 • It is interesting to speculate on what would happen if…

 • It is tempting to pose another question.

 • It may well be asked how…

 • It might be argued that…

 • Nor is it entirely fanciful to suggest that…

 • Of course it could be argued that…

 • Still, there is no denying that…

 • This is not to say that there are not…

 • Though it may seem a stretch to compare x with y…

 • How can we explain x?

 • More controversial is the question as to whether…

 • One way to answer this question is to try to see if…

 • The crucial question may therefore be…

 • The question remains…

 • What are the arguments on the other side?

 • What sort of picture do these considerations allow us to construct?

 • Why for example did x happen?

Concluding

 • All things considered then…

 • Events show us that…

 • Finally,

 • Hence the paradox that…

 • How can we account for…?

 • If one considers x it becomes clear that…

 • In any case it seems clear that…

 • In general, however…

 • In short,…

 • In the final analysis this may be the best explanation of all.

 • It is difficult to escape the conclusion that…

 • It seems clear that…

 • It seems not implausible to link x with y

 • Judged by this criteria…

 • Judged by this measure…

 • More generally it seems hard to deny that…

 • Nothing can detract from the central fact that…

 • The most popular explanation remains that…

 • To put it simply…

 • To sum up:

 • What is really remarkable is that…

 • to introduce a final point in a paragraph or essay

 • ○ Despite arguments/evidence to the contrary, I would argue that….

 • ○ On balance, it can be argued that….

 • ○ As a result….

 • ○ Further questions that could be addressed concern whether…..

 • ○ This raises the further areas of investigation such as…

**Important Note: Replace “ I” with “ one” and “it”**

**The impersonal ‘it’**

**An objective or neutral tone is good news in academic writing. The impersonal ‘it’ can be used in order to take the focus off yourself (recommended!).**

For example, a phrase such as ‘I would argue that’ could be replaced by ‘It can be argued that…’

Recommendation: Learn a few of the following phrases to use at sentence and paragraph beginnings.

EXAMPLE 1

It can be argued that…

It is important to recognize that…

It is only to be expected that…

It is also worth noting that…

It is likely that…

It is possible that…

It is anticipated that…

It is not clear whether…

It is significant that…

It is assumed that…

It is not surprising then, that…

It is sometimes suggested that…

It is clear that…

It is not surprising to find that…

It is unlikely that…

It is difficult to see…

It is not unreasonable to suggest that…

It is worth pointing out that…

It is essential, therefore, that…

It is not, however, simply a matter of…

It may seem surprising to say that…

It is evident that…

It is noteworthy that…

It seems that…

It is for this reason that…

It is now clear that…

It would seem clear that…

It is important to note that…

It is often argued that…

One

If you want to create an objective or neutral tone, then avoid using the pronoun ‘I’. Using the pronoun ‘one’ is a possibility.

EXAMPLES OF COMMON PHRASES

one could envisage

one might expect

one need only turn to

one could argue that

one might ask

The question one seeks to answer is

one could seriously question

one must remember