**Linking Phrases**

The following words, phrases and expressions are examples of *some* of the *cohesive devices* or *discourse markers* that you should make use of, where suitable, in the appropriate paragraphs of your essay in order to *signal* to the examiner the various component parts of your essay. These devices, and other similar ones you can think of for yourself, make it easier for the examiner to identify the aspects of your essay relevant to the ***marking criteria***. These examples are not exclusive and there are enough choices and variations for you to avoid repetition.

**Introduction Phrases:**

***Phrases to interpret the question***

This question seems to refer / refers to (the fact that) …

At first glance, this question appears to relate to (the idea that) …

In the quotation above, [*author*] seems / appears to be implying /suggesting that …

According to the question, [*author*] seems / appears to imply / suggest that …

It would seem / appear that this question focuses on (the idea that) …

***Phrases to develop your answer***

Whilst this may be true / applicable / appropriate / a valid argument in certain cases …

Although this may seem obvious / debatable / acceptable / extreme to a certain extent …

… in order to answer the question fully, it is necessary to consider …

… there appear to be other factors involved which should be considered, such as …

… on deeper reflection, it is necessary to analyse / examine / consider / take a closer look at …

… in arriving at a possible answer, there are several aspects / factors to consider, such as …

***Phrases to answer the question / sum up a point***

Therefore, / Consequently, / In fact, / In other words, / it seems / appears that …

**Main Body Phrases:**

***Topic Sentences used to introduce your point***

|  |  |  |
| --- | --- | --- |
| Initially, …  First of all, …  In the first place, …  To begin with, … | … (probably / arguably) the most important / significant …  … one of the most important / significant …  … one obviously important / significant … | factor is …  aspect is …  consideration is …  element is …  variable is … |
| Secondly,  Furthermore, …  Moreover, …  In addition, …  Additionally, …  Finally | … an (equally) important / significant …  … another relevant / important / significant / meaningful …  … one more important / significant / meaningful … |

***Phrases used to develop an idea related to the same point***

|  |  |
| --- | --- |
| Also, …  What’s more, …  On top of this, …  As well as this, … | … there is the fact that …  … it seems / appears that …  … it should be noted that …  … it is possible that … |

***Phrases used to introduce an example***

|  |  |
| --- | --- |
| For example, …  For instance, …  In particular, …  A good example might be …  An example can be seen …  Another example is … | … (if we) imagine being / having / doing …  … with regard to Science / Maths / History / Perception / Emotion …  … with reference to Science / Maths / History / Perception / Emotion …  … in the area of knowledge / field of / way of knowing …  … in ways of knowing such as reasoning / language / emotions …. |

***Phrases used to introduce an example***

This can be explained with reference to …

The explanation for this may be that …

The reason for this is that…

This is because …

This is a result of …

***Phrases used to introduce Counter-claims:***

|  |  |
| --- | --- |
| On the other hand, …  In contrast,  However, … | … a *[person / specialist]* may / might / could believe / argue / claim that ...  … some *[people / specialists]* may / might / could say / argue / claim / that…  … it could be argued / claimed *[by some specialists]* that …  … it is sometimes / often said / argued / claimed *[by some specialists]* that…  … someone with an alternative perspective / different culture may argue … |

***Phrases used to respond to Counter-claims:***

|  |  |
| --- | --- |
| However, in response …  Nevertheless, …  Nonetheless, … | … it remains clear that …  … despite (XYZ) it can still be argued that …  … this argument is not entirely convincing because …  … the weight of the evidence is against this position because …  … while there seems to be some reason to feel (XYZ) I continue to believe       (ABC) because …  … while it may appear that (XYZ) I continue to believe (ABC) because …  … it must be assumed that |

***Phrases used to consider the factors that have influence someone’s perspective***

|  |  |  |
| --- | --- | --- |
| It seems that my …  Depending upon your …  It appears that a person’s … | *upbringing / culture*  *experience / education*  *beliefs / age / gender*  *motives / reasoning* | .. has affected my perspective because …  … you perspective may differ as, …  … can affect their perspective by … |

**Conclusion Phrases:**

***Phrases used to summarize your findings***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| In conclusion  To conclude  From the above | it can be seen that  it has been shown  it would seem that | there are many  there is a range of  there are several | elements  aspects / factors  consideration | determining …  deciding …  involved in … |

***Phrases used to introduce assumptions and implications***

Of course, this assumes that …/ a major assumption is that … / this is assuming that …

|  |  |  |  |
| --- | --- | --- | --- |
| This seems to suggest / imply that …  The implication of this is that …  This means / implies that … | we ought to …  we should …  we have to … | be aware of …  consider …  bear in mind … | If we wish to …  whenever we …  when attempting ... |