

Gode udtryk til skriftlig engelsk

It can sometimes be difficult to start a sentence to express ideas, or find words to show the relationship between ideas. Below is a list of possible sentence starters, transitional and other words that may be useful.

To introduce

| | | |
|-------------------------------------|--|------------------------|
| This essay discusses ... | ... is explored ... | ... is defined ... |
| The definition of ... will be given | ... is briefly outlined ... | ... is explored ... |
| The issue focused on | ... is demonstrated ... | ... is included ... |
| In this essay | ... is explained ... | ... are identified ... |
| The key aspect discussed ... | ... are presented ... | ... is justified ... |
| Views on range from | ... is evaluated ... | ... is examined ... |
| The central theme ... | ... is described ... | ... is analysed ... |
| Emphasised are ... | ... is explained and illustrated with examples ... | |

To conclude

| | | |
|-----------------------------|-------------------|--------------------|
| In summary, ... | To review, ... | In conclusion, ... |
| In brief, ... | To summarise, ... | To sum up, ... |
| To conclude, ... | Thus, ... | Hence, ... |
| It has been shown that, ... | In short, ... | |

To compare and contrast

| | | |
|----------------------------|----------------------------|---------------------|
| Similarly, ... | In the same way ... | Likewise, ... |
| In comparison ... | Complementary to this ... | Then again, ... |
| However, ... | This is in contrast to ... | In contrast, ... |
| And yet ... | Nevertheless, ... | Conversely, ... |
| On the contrary, ... | On the other hand, ... | Notwithstanding ... |
| Whereas ... | In contrast to ... | That aside, ... |
| While this is the case ... | ... disputes ... | Despite this, ... |

To add ideas

| | | |
|-----------------------|--|-------------------|
| Also, ... | Equally important ... | Subsequently, ... |
| Futhermore, ... | Moreover, ... | As well as |
| Next... | Another essential point... | Additionally, ... |
| More importantly, ... | In the same way ... | Another ... |
| Then, ... | In addition, ... | Besides, ... |
| Then again, ... | Firstly, ... secondly, ... thirdly, ... finally, ... | To elaborate, ... |

To present uncommon or rare ideas

| | | |
|------------|-----------------|--------------------|
| Seldom ... | Few ... | Not many ... |
| A few ... | ... is uncommon | ... is scarce ... |
| Rarely ... | ... is rare ... | ... is unusual ... |

To present common or widespread ideas

| | | |
|----------------------|------------------|------------------|
| Numerous ... | Many ... | More than ... |
| Several ... | Almost all ... | The majority ... |
| Most ... | Commonly ... | Significant ... |
| ... is prevalent ... | ... is usual ... | Usually ... |

To present inconclusive ideas

| | | |
|-----------------------------------|---------------------|---------------------|
| Perhaps ... | ... may be ... | ... might be ... |
| There is limited evidence for ... | ... is debated ... | ... is possibly ... |
| ... could ... | ... may include ... | |

To give examples

| | | |
|------------------------|----------------------------|---------------------|
| For example, ... | ... as can be seen in ... | ... supports ... |
| An illustration of ... | ... as demonstrated by ... | ... is observed ... |
| Specifically, ... | ... is shown ... | ... exemplifies ... |
| Such as ... | As an example ... | To illustrate, ... |
| For instance, ... | | |

To show relationships or outcome

| | | |
|--|---------------------------------|-------------------------|
| Therefore ... | As a result ... | For that reason ... |
| Hence, ... | Otherwise, ... | Consequently, ... |
| The evidence suggests/shows ... | It can be seen that ... | With regard to ... |
| After examining | These factors contribute to ... | It is apparent that ... |
| Considering ... it can be concluded that ... | Subsequently, | The effect is ... |
| The outcome is ... | The result ... | The correlation ... |
| The relationship ... | The link ... | The convergence ... |
| The connection ... | ... interacts with ... | Both |
| ... affects ... | Thus it is ... | ... causes ... |
| ... influences ... | ... predicts ... | ... leads to ... |
| ... informs ... | ... presupposes | ... emphasises |
| ... demonstrates ... | ... impacts on ... | ... supports ... |

To present prior or background ideas

| | | |
|---------------------|------------------------------------|--------------------|
| In the past, ... | Historically, ... | Traditionally, ... |
| Customarily, ... | Beforehand, ... | Originally, ... |
| Prior to this, ... | Earlier, ... | Formerly, ... |
| Previously, ... | Over time, ... | At the time of ... |
| Conventionally, ... | Foundational to this is ... | In earlier ... |
| Initially, ... | At first, ... | Recently ... |
| Until now, ... | The traditional interpretation ... | |

To present others' ideas

| | | |
|------------------------------------|--|---------------------------|
| According to ... | Based on the findings of ... it can be argued... | ... proposed that ... |
| As explained by ... | ... states that ... | ... claims that ... |
| However, ... stated that ... | ... suggested ... | ... concluded that ... |
| Similarly, ... stated that ... | ... for example, ... | ... agreed that ... |
| Based on the ideas of ... | ... defined ... as ... | ... relates ... |
| As identified by ... | ... disputed that ... | ... contrasts ... |
| With regard to ... argued that ... | ... concluded that ... | ... confirmed that ... |
| ... argues ... | ... highlights ... | ... demonstrates ... |
| ... found that ... | ... identifies ... | ... wrote that ... |
| ... demonstrated ... | ... also ... | ... reported ... |
| ... pointed out that ... | ... maintained that ... | ... hypothesised that ... |
| ... expressed the opinion that ... | ... also mentioned ... | ... asserts that ... |
| ... identified ... | ... goes on to state/suggest/say ... | ... emphasises ... |
| ... challenges the idea ... | ... showed that ... | ... explored the idea ... |

Adapted from the following source

Manalo, E., Wont-Toi, G., & Bartlett-Trafford, J. (2009). *The business of writing: Written communication skills for business students* (3rd ed.). Auckland: Pearson Education New Zealand.