# The Academic Writer's Toolkit

5 PROVEN TEMPLATES TO INSTANTLY IMPROVE YOUR **STRUCTURE**, **CITATIONS**, AND **CLARITY**

## Overview

Mastering academic writing requires a command of **structure**, **evidence**, and **style**. This toolkit provides **five practical templates** designed to address the most common challenges faced by student writers. Each template offers a clear, actionable framework to help you **plan**, **draft**, and **refine** your work with greater confidence and precision, to produce **well-organized, accurately sourced**, and **formally written papers** that meet the standards of academic excellence.

## Contents


| | | |
|---|---|---|
| **Template 1: Guided Essay Organiser** | A template to plan and write your essay, with clear structure and strong ideas, from the introduction to the conclusion. | **2** |
| **Template 2: Lab Report Checklist** | A guide to ensure your report contains all the required sections, presented in the correct order, with suitable language. | **7** |
| **Template 3: Citation & Reference Guide** | A simple guide to formatting your in-text citations and reference list entries correctly and consistently. | **11** |
| **Template 4: Hedging Language Quick-Switch** | A reference table for using hedging language to express your ideas with appropriate academic caution. | **13** |
| **Template 5: Transition Signals Chart** | A list of words and phrases to connect your ideas and improve the flow of your writing. | **15** |

# Template 1 | Guided Essay Organiser

**What this is:** A dual-purpose blueprint to plan or draft your essay. It provides a step-by-step table structure that guides you to build a coherent argument, from thesis statement to conclusion.

---

**Why you need it:** It ensures your essay includes all essential elements in a logical order. This lets you focus on developing your ideas with confidence, resulting in a coherent and well-supported argument.

---

**How to use it**

1. **Choose your mode:**
   - **For a Long Essay (Planning Mode)**: Use the tables to create a detailed outline. Write keywords, bullet points, and ideas in the 'Notes/Draft' column.
   - **For a Short Essay (Drafting Mode)**: Write your complete sentences and full paragraphs directly into the 'Notes/Draft' column of the tables.
2. **Follow the Blueprint**: Work through the tables in order. Read the "Component & Purpose" prompt to guide what you need to write. This ensures you include all elements, e.g. thesis statement, topic sentences, evidence, and analysis.
3. **Review and Refine**: Once you have filled in all tables, read through your work to check the overall flow and clarity of your argument. This is the time to turn your plan into a full draft or to polish your direct draft.

---

**Section-by-section guide**

The prompts below will guide you to include all the essential elements.

**Introduction**

- **General Statements:** Start with 1-2 sentences that introduce your topic and give background information.
  - *Example: The traditional office model of work has been the standard for decades. However, the advancement of communication tools and the global experience of the COVID-19 pandemic have led to a significant shift towards remote work arrangements.*
- **Definition (if needed):** If using a complex or key term, define it clearly.
  - Language Frame: *[Term] can be defined as...*
  - Example: *Remote work can be defined as a flexible arrangement where employees perform their job duties from a location outside the central office, most commonly from home.*

- **Position (if appropriate):** State your stance on the topic, especially in an argumentative essay.
    - Language Frame (1): *This essay will argue that…*
    - Language Frame (2): *It is widely believed that…; however, this essay will contend that…*
- **Thesis Statement:** This is the most important sentence. It states your main argument and often outlines the structure of your essay.
    - Example (with position): *This essay will argue that remote work is ultimately beneficial, first by analysing its impact on employee well-being, and then by considering its positive environmental effects.*

---

**Main Body Paragraphs**

- **Topic Sentence:** Begin each paragraph by stating the main idea.
    - Example: *The primary advantage of remote work is its positive impact on employee mental health.*
- **Supporting Sentences:** Develop your idea with *reasons*, *facts*, *examples*, *statistics*, or *citations*.

---

**Conclusion**

- **Summary:** Restate the thesis/summarise main points in different words.
    - *Language Frame: In conclusion, this essay has shown that…*
- **Final Comment:** Offer a final thought, e.g. recommendation, suggestion.
    - Language Frame: *Based on this evidence, it is recommended that…*

---

**Reference Section**

This is a complete list of all sources you cited within your essay. You should:

- List sources alphabetically by the author's last name.
- Use a consistent citation style (e.g. APA, Harvard, MLA).

**Quick Formatting Guide (Common Source Types)**

| Source Type | What to Include (General Guide) |
|---|---|
| **Journal Article** | Author, A. (Year). Article title. *Journal Title, Volume* (Issue), Page range. DOI or URL |
| **Book** | Author, A. (Year). *Book Title* (Edition). Publisher. |
| **Website/Webpage** | Author, A. (Year, Month Date). Page title. Site Name. URL |

**Note:** This is a general pattern. The exact format will vary by citation style.
For detailed formatting guide, see **Template 3: Citation & Reference Guide**.

| **Title**: |
|---|
| |

## Introduction

Use the tables below to build your essay. The prompts here provide a quick reminder; for full explanations and examples, see the previous pages.

| Component & Purpose | Notes/Draft |
|---|---|
| **General Statements:** Introduce the topic and provide relevant background context. | |
| **Definitions & Key Terms:** (If needed) Define any complex or terms important to your argument. | |
| **Position/Stance:** (For argumentative essays) State your overall position on the topic. | |
| **Thesis Statement:** The most important sentence. State your main argument and outline the structure of your essay. | |

## Body Paragraph #1

Use this table to build your argument. For a short essay, write your full sentences in the 'Notes/Draft' column. For a long essay plan, use bullet points and keywords.

| Component & Purpose | Notes/Draft |
|---|---|
| **Topic Sentence:** The main idea of this paragraph. It should support your thesis. | |
| **Supporting Evidence:** A fact, example, statistic, or quote from research. | |
| **Explanation/Analysis:** Why does your evidence matter? How does it prove your topic sentence? | |
| **Supporting Evidence:** A further fact, example, statistic, or quote to support your main idea. | |
| **Explanation/Analysis:** Connect this evidence back to your main argument. | |
| **Concluding Sentence:** Summarise the paragraph's main point. | |

## Body Paragraph #2

Use this table to build your argument.

| Component & Purpose | Notes/Draft |
|---|---|
| **Topic Sentence:** The main idea of this paragraph. It should support your thesis. | |
| **Supporting Evidence:** A fact, example, statistic, or citation from research. | |
| **Explanation/Analysis:** Why does your evidence matter? How does it prove your topic sentence? | |
| **Supporting Evidence:** A further fact, example, statistic, or citation to support your main idea. | |
| **Explanation/Analysis:** Connect this evidence back to your main argument. | |
| **Concluding Sentence:** Summarise the paragraph's main point. | |

## Body Paragraph #3

Use this table to build your argument.

| Component & Purpose | Notes/Draft |
|---|---|
| **Topic Sentence:** The main idea of this paragraph. It should support your thesis. | |
| **Supporting Evidence:** A fact, example, statistic, or citation from research. | |
| **Explanation/Analysis:** Why does your evidence matter? How does it prove your topic sentence? | |
| **Supporting Evidence:** A further fact, example, statistic, or citation to support your main idea. | |
| **Explanation/Analysis:** Connect this evidence back to your main argument. | |
| **Concluding Sentence:** Summarise the paragraph's main point. | |

** Make more copies of this page if you have more body paragraphs **

## Conclusion

Use this table to build your argument.

| Component & Purpose | Notes/Draft |
|---|---|
| **Summary:** Restate your thesis statement and/or summarise the key findings from your body paragraphs. Do not introduce new information. | |
| **Final Comment:** Offer a final thought. This could be a recommendation, prediction, suggestion, or statement on the broader significance of your argument. | |

## References

If you have referred to outside sources: add full citation details here as you use them.
*Always double-check with style guide (e.g. APA, MLA, Chicago) for exact formatting.*

## Your Reference List:

1. _____
_____
_____
_____
2. _____
_____
_____
_____
3. _____
_____
_____
_____
4. _____
_____
_____
_____

*(Add more as needed)*

# Template 2 | Lab Report Checklist

**What this is:** This checklist is a step-by-step guide to ensure your lab report contains all the required sections in the correct format. Use it after drafting and before submitting to guarantee you meet all formal requirements.

---

**Why you need it:** Reports have a fixed structure. By following this checklist and applying the language tips, you can ensure your report is appropriately structured, has the correct style, and meets the highest academic standards.

---

**How to use it**

1. **After Drafting (Self Check):** Go through each item in the "OK?" column to verify you have included every necessary element.
2. **Peer Review**: Give the checklist to a peer. They also check the "OK?" column, and provide feedback in the "Comments" column.
3. **Before Submitting (Final Check)**: Perform a final check. Review your own notes or your peer's comments to correct issues before submission.
4. **Focus on Language**: Pay close attention to the specific language and academic style required for each section, as detailed below.

---

**Section-by-Section Guide with Language Support**

**Preliminaries**

- **Title Page:**
    - Create a clear, informative title. Useful title phrases include:
        - *Measuring [X]*, e.g. e.g., *Measuring the Value of Gravity Using a Simple Pendulum.*
        - *An Investigation into [X]*
        - *An Analysis of [X]*
- **Abstract:**
    - Summarise the entire report in about 100-200 words.
        1. **What** you did (the aim).
        2. **How** you did it (the method, briefly).
        3. **What** you found (the key results).
        4. **What** it means (the main conclusion).

---

**Introduction**

- **Background & Theory**
  - Use phrases to present theory and equations:
    - *According to [Theory/Scientist]...*
    - *The equation for [Z] is...*
  - Define key terms using *where* or *represents*:
    - *...where 'v' is the final velocity*
    - *...where 'a' represents acceleration.*
- **Aim**
  - Use present tense for the report, past tense for the experiment:
    - *The aim of this report is to investigate...*
    - *The aim of this experiment was to measure...*

---

**Method**

- Describe what you did in the past passive tense, e.g.: *First, the length of the string was measured. Then, the bob was moved several degrees.*
- Use sequence transitions: *First..., Next..., After that..., Finally...*
- Describe apparatus, e.g. *The apparatus consisted of...*

---

**Results**

- Present your data clearly in tables or lists with correct units.
- Refer to your visuals in the text, e.g. *Table 1 shows the raw data.*

---

**Discussion:**

- Use phrases that show analysis, e.g.: *As can be seen from Figure 1....*
- Discuss errors and improvements
  - *Errors may have arisen in the measurement of X.*
  - *A further error came from the neglect of Y.*

---

**Conclusion & End Matter**

- **Conclusion:**
  - Summarise main findings and state if the aim was achieved.
- **Reference Section:**
  - List sources cited in the text alphabetically by author's surname.
- **Appendices:**
  - Include supplementary material like raw data.
  - Refer to it in the main body, e.g. *For raw data, see Appendix 1.*

# Checklist

Below is the checklist for laboratory reports.

| Stage | Area | Item | OK? | Comments |
|---|---|---|---|---|
| **Preliminaries** | **Title page** | The report has a clear and informative title (5-15 words). | | |
| | | Other relevant information is included on the title page (e.g. student name, student ID, name of lecturer, word count). | | |
| | **Abstract** | There is an abstract summarising the report, around 100-200 words (may be omitted for short reports). | | |
| | **Contents page** | A contents page is included (may be omitted for short reports). | | |
| **Introduction** | **Introduction** | Relevant background is included. | | |
| | | Relevant theory is included, if necessary (e.g. equations, definitions of key terms). | | |
| | | The aim is clearly stated, with appropriate language (e.g. *The aim of the experiment was to…*). | | |
| **Main body** | **Method** | There is a description of apparatus, with diagram. | | |
| | | The procedure is clearly explained, using past passive tense. | | |
| | | There is a description of precautions for accuracy. | | |
| | **Findings** | Results are in tables or lists (with correct units). | | |
| | | Appropriate language is used for referring to tables etc. (e.g. *Table 1 shows…*). | | |

| Stage | Area | Item | OK? | Comments |
|---|---|---|---|---|
| **Main body** | **Discussion** | Data is processed and displayed appropriately (e.g. graphs). | | |
| | | The discussion links the results to the information in the *Introduction/theory* section. | | |
| | | There is an explanation of whether observations agree with those expected, using appropriate language. | | |
| | | Possible errors are given, with appropriate language. | | |
| | | Suggestions for possible improvement are given, using appropriate language. | | |
| **Conclusion** | **Conclusion** | The conclusions are clearly stated. | | |
| | | There is a statement of success or otherwise, referring to the aim in the introduction. | | |
| **End matter** | **Reference section** | There is a reference section with full details of all sources. | | |
| | **Appendices** | Appendices, if used, are clearly numbered. | | |
| **General** | | All tables and figures have suitable headings, which are placed *above* the tables and *beneath* the figures. | | |
| | | Suitable font and font size have been used. | | |
| | | The report is within the specified word limit. | | |
| | | Secondary sources (usually in the *background* and *theory*) are paraphrased and have suitable in-text citations. | | |

# Template 3 | Citation & Reference Guide

**What this is:** A simple, visual guide to formatting the most common types of sources for your in-text citations and reference list. It uses the APA 7th Edition style as an example.

---

**Why you need it:** Correct and consistent citation is a core requirement of academic writing. It avoids plagiarism and gives credit to the original authors. This template helps you apply the basic rules quickly without getting lost in the full style guide.

---

**How to use it:**

1. **Identify Your Source Type**: First, decide what kind of source you are using (e.g., a book, a journal article from a database, a webpage).
2. **Follow the Examples**: Find the matching source type in the tables below. Copy the format for both your in-text citation and your reference list entry.
3. **Aim for Consistency**: The most important rule is to be consistent. Use the same punctuation, italics, and order of information for every entry in your reference list.

---

**In-Text Citations: The Basics**

An in-text citation briefly identifies your source within the body of your essay. It directly points to the full entry in your reference list.

**Narrative Citation:** Used when you name the author in your sentence. Requires a reporting verb, e.g. *state, claim, note, show.*

- OpenStax (2015) notes that sleep debt has significant consequences.
- **Format:** Author (Year)...

**Parenthetical Citation:** Used when you do not name the author in your sentence. The source is placed at the end of the sentence, in parentheses (brackets).

- Sleep debt has significant negative psychological consequences (OpenStax, 2015).
- **Format:** (Author, Year).

**Sample Text**

The following is a sample text, with References, to show how these are formatted.

*Key Rules*
Use **et al.** for 3+ authors in-text, but list all authors up to 20 in the reference list.

Reporting verb (*show*)

The significant increase of women in the workplace can be largely attributed to women's liberation and feminist ideas. These social shifts led to new legislation granting women equal employment rights (**US Department of Labor, n.d.; Allen et al., 2014**). The resulting dual-income household has had a major effect on family finances. **Clark & Robinson (2018)** show that a woman's contribution to the family income considerably reduces financial pressure on her spouse. This is supported by broader economic analysis, which confirms that "the purchasing power of the family will also be raised" when both parents work (**Smith, 2019, p. 45**). Consequently, families can afford more luxuries, such as a family car or foreign travel

*Key Rules*
Use **n.d.** (no date) if no year is given (e.g. for webpages).

**References**

Allen, T. D., Eby, L. T., Poteet, M. L., Lentz, E., & Lima, L. (2004). Career benefits of maternity leave. *Journal of Applied Psychology*, 89 (1), 127–136. https://doi.org/10.1037/0021-9010.89.1.127

Clark, H., & Robinson, P. (2018). Dual-income households and financial stress: A longitudinal study. *Journal of Family Economics*, 42(3), 301-315. https://doi.org/10.1234/jfe.2018.0456

Smith, J. (2019). *The modern economy and family life*. Academic Press.

U.S. Department of Labor. (n.d.). *Women's employment rights: A historical overview*. https://www.dol.gov/wb/history

**Journal article**
*Format*
**Author #1, Initial #1, Author #2, Initial #2, etc. (Year). Title of article. *Title of journal.* , Volume(Issue), Page Number.**

*Key Rules*
- List all authors up to 20 in the reference list.
- Journal title in *italics*.
- Include volume, with issue number in parentheses.
- Include DOI or URL if available.

**Books**
*Format*
**Author, Initial (Year). *Title.* Publisher.**

*Key Rules*
- Use publisher if no individual.
- Book title in *italics*.
- Include URL for online books.

**Website**
*Format*
**Organisation (Year). *Webpage title.* URL.**

*Key Rules*
- Use organization if no individual.
- Use **n.d.** (no date) if no year.
- Website/page title in *italics*.
- Provide direct URL.

# Template 4 | Hedging Language Quick-Switch

**What this is:** A concise table to help you "switch" strong, definite statements into cautious, academic language. This process is called "hedging." It shows you how to soften your claims using different grammatical methods.

---

**Why you need it:** Hedging is essential in academic writing as it shows you recognise that knowledge is rarely absolute, allowing you to present your claims, interpretations, and conclusions with appropriate caution and precision.

---

**How to use it:**

1. **Identify a strong claim** in your writing (e.g., "This *proves* the theory is correct.").
2. **Find the category** below that fits what you want to say.
3. **Quick-Switch the strong language** for a hedged alternative from the table. Use the example as a model for your own sentence.

---

**See the Difference: Before and After Hedging**
The examples below show how to "switch" strong language for cautious language.

**Strong & Definite (Avoid):**

- Research **shows** that social media use **will** lead to anxiety in teenagers. This study **proves** that limiting access could be one way to help with the issue.

**Cautious & Academic (Aim for):**

- Research **suggests** social media use **may** lead to anxiety in teenagers (Jones, 2023). This study **indicates** that limiting access could be one way to help with the issue.

**What changed?**

- shows → suggests
- will → may
- proves → indicates
- Added a citation (Jones, 2023) to support the claim.

# Template 4: **Hedging Language Quick-Switch**

## The Quick-Switch Table

Use the following table to help you switch from strong to more cautious academic language.

| To Express... | Instead of... (Strong) | Try Using... (Hedged) | Example of Use |
|---|---|---|---|
| **Certainty & Evidence** | proves<br>is<br>shows<br>finds | suggests<br>indicates<br>implies<br>appears to be | The data **suggests** a correlation, rather than proving it. |
| **Possibility** | will<br>must | may<br>might<br>could<br>can | These results **could** indicate a new trend. |
| **Probability & Likelihood** | always<br>never<br>obviously | probably<br>possibly<br>likely<br>unlikely<br>perhaps | This method is **likely** to be more effective. |
| **Generalisation & Frequency** | all<br>every<br>always | tends to<br>in general<br>often<br>usually<br>sometimes | Students **tend to** perform better with structured support. |
| **Belief & Opinion** | I know<br>it is true that | It is generally agreed that<br>We believe that<br>In our view | **It is generally agreed that** climate change is a critical issue. |
| **Quantity & Degree** | exactly,<br>completely,<br>totally | approximately<br>roughly<br>about<br>somewhat<br>reasonably | The sample size was **approximately** 100 participants. |
| **Confidence in a Claim** | is a fact, is undeniable | The evidence indicates...,<br>It is possible that...,<br>A possible explanation is... | The evidence **indicates** a need for further research. |

# Template 5 | Transition Signals Chart

**What this is:** This is a comprehensive phrase bank of transition signals (linking words), organized by grammatical function and purpose. Use it as a quick reference to find the right word to connect your ideas logically and clearly.

---

**Why you need it:** Using transition signals correctly is crucial for achieving good coherence and cohesion. This cheat sheet helps you avoid repetition (e.g. using "and" or "but" constantly) and ensures you use a variety of linking words.

---

**How to use it:**

1. **Identify the Relationship:** First, decide what relationship you want to show (e.g. Do you want to add? Show a contrast? Give an example?).
2. **Choose the Right Category:** Find that relationship in the table (e.g. Additional ideas, Contrast, Examples).
3. **Select the Correct Grammar:** Pay close attention to the grammar — *Sentence Connectors, Clause Connectors,* and *Other*—to ensure you use the word or phrase with correct punctuation and sentence structure.

---

**Grammar of transition signals**

Broadly speaking, transition signals can be divided into three types:

- sentence connectors;
- clause connectors;
- other connectors.

*Sentence connectors* are used to connect two sentences together. They are joined by a full-stop (period) or semi-colon, and are followed by a comma. E.g.:

- Transition signals are very useful. **However**, they should not be used to begin every sentence.
- Transition signals are very useful; **however**, they should not be used to begin every sentence.

*Clause connectors* are used to connect two independent clauses together to form one sentence. They are joined by a comma. E.g.:

- Transition signals are very useful, **but** they should not be used to begin every sentence.
- **Although** transition signals are very useful, they should not be used to begin every sentence.

*Other* connectors follow different grammar patterns. Many are followed by noun phrases. Some are verbs and should therefore be used as verbs in a sentence. E.g.:

- **Despite** their importance in achieving cohesion, transition signals should not be used to begin every sentence.
- Good cohesion **is the result of** using repeated words, reference words, and transition signals.
- **It is clear that** careful use of transition signals will improve the cohesion in your writing.

---

### Types of transition signals

Below are examples of different types of transition signals. They are divided by type, and sub-divided according to grammar.

## Comparison

| Sentence connectors | Clause connectors | Other |
|---|---|---|
| • Similarly<br>• Likewise<br>• Also<br>• In the same way | • as<br>• just as<br>• both... and...<br>• not only... but also...<br>• neither... nor...<br>• in the same way as | • like<br>• just like<br>• to be similar to<br>• to be similar in (+ similarity)<br>• to be comparable to<br>• to be the same as<br>• alike<br>• to be alike in (+ similarity)<br>• to compare (to/with) |

The following are examples of these in use.

- The law of demand says a higher price will lead to a lower demand. **Similarly**, the law of supply shows that a higher price will lead to a higher quantity supplied.*
- Organelles, which means "little organs", have specialized cellular functions, **just as** the organs of your body have specialized functions.**
- **Both** non-REM sleep **and** REM sleep play important roles in learning and memory.***
- **In the same way as** Earth revolves around the sun, the negative electron in the hydrogen atom can revolve around the positive nucleus.**
- By about 1980, the unemployment rate for women **was the same as** that for men.*
- Because stress weakens the immune system, people with high stress levels are more likely to develop an illness **compared to** those under little stress.***

* From *Principles of Economics* by OpenStax. Download free at https://openstax.org/details/books/principles-economics.
** From *Concepts of Biology* by OpenStax. Download free at https://openstax.org/details/books/concepts-biology.
*** From *Psychology* by OpenStax. This OpenStax book is available for free at https://cnx.org/content/col11629/1.5.

## Contrast

| Sentence connectors | Clause connectors | Other |
|---|---|---|
| • However<br>• In contrast<br>• In comparison<br>• By comparison<br>• On the other hand | • while<br>• whereas<br>• but | • to differ from<br>• to be different (from/to)<br>• to be dissimilar to<br>• (to be) unlike<br>• in contrast to |

The following are some examples of these in use.

- Chimpanzees and humans are very similar genetically, sharing 99 percent of their genes. **However**, chimpanzees and humans show considerable anatomical differences, including the relative lengths of arms and legs.*
- If we are under-aroused, we become bored and will seek out some sort of stimulation. **On the other hand**, if we are over-aroused, we will engage in behaviours to reduce our arousal (Berlyne, 1960).**
- Extroverts are sociable and outgoing, and readily connect with others, **whereas** introverts have a higher need to be alone and limit their interactions with others.**
- Lizards **differ from** snakes by having four limbs, eyelids, and external ears.*
- Concession transitions **are dissimilar to** contrast transition in that they show an unexpected result, rather than a dissimilarity.
- **In contrast to** psychoanalysis, humanistic therapists focus on conscious rather than unconscious thoughts.**

* From *Concepts of Biology* by OpenStax. Download free at https://openstax.org/details/books/concepts-biology.

** From *Psychology* by OpenStax. This OpenStax book is available for free at https://cnx.org/content/col11629/1.5.

## Concession

*Concession* transitions show an unexpected result. They are similar to but not the same as *contrast* transitions.

| Sentence connectors | Clause connectors | Other |
|---|---|---|
| • However<br>• Nevertheless<br>• Nonetheless<br>• Still | • although<br>• even though<br>• though<br>• but<br>• yet | • despite<br>• in spite of |

For example:

- **Although** the experiment was conducted with care, the results were inconsistent.
  [*We would expect the results to be consistent, since it was conducted with care.*]
- **Despite** repeated attempts, the catalyst failed to initiate the reaction.
  [*We would expect the reaction to take place, because of repeated attempts.*]
- The initial hypothesis was flawed. **Nevertheless**, the data collected proved valuable for a new line of inquiry.
  [*We would expect the data not to be valuable, since the hypothesis was flawed.*]

## Cause and effect

Below are some common cause and effect transition signals. [C] is used to indicate a cause, while [E] is used to indicate the effect.

**Sentence connectors**

| | | |
|---|---|---|
| [C]. | As a result,<br>As a consequence,<br>Consequently,<br>Therefore,<br>Thus,<br>Hence, | [E] |

**Clause connectors**

| | | |
|---|---|---|
| [E] | because<br>since<br>as | [C] |
| Because<br>As | [C], [E] | |

**Other**

*reason (n)*
- [C] is the reason for [E]
- [E]. The reason is [C]

*cause (n)*
- [C] is the cause of [E]
- [C] is one of the causes of [E]
- The cause of [E] is [C]

*cause (v)*
- [C] causes [E]
- [E] is caused by [C]

*lead to (v)*
- [C] leads to [E]

*because of (conj)*
- Because of [C], [E]
- [E] is because of [C]

*due to (conj)*
- Due to [C], [E]
- [E] is due to [C]

*owing to (conj)*
- Owing to [C], [E]
- [E] is owing to [C]

*explain (v)*
- [C] explains why [E]

*explanation (n)*
- *[C] is the explanation for [E]*

*result (n)*
- [C]. The result is [E]
- As a result of [C], [E]
- The result of [C] is [E]
- [E] is the result of [C]

*result (v)*
- [C] results in [E]
- [E] results from [C]

*effect (n)*
- The effect of [C] is [E]
- [C] has an effect on [E]
- [E] is the effect of [C]
- [E] is one of the effects of [C]

*affect (v)*
- [C] affects [E]
- [E] is affected by [C]

*consequence (n)*
- As a consequence of [C], [E]
- The consequence of [C] is [E]
- [E] is a consequence of [C]
- [E] is the consequence of [C]

The following are some examples of cause and effect transition phrases.

- Each year, heart disease **causes** approximately one in three deaths in the United States, and it is the leading **cause of** death in the developed world (Centers for Disease Control and Prevention [CDC], 2011; Shapiro, 2005).*
- **A major reason for** Amazon's success is its production model and cost structure, which has enabled it to undercut the prices of its competitors.**
- The amount consumers buy falls for two **reasons**: first **because of** the higher price and second **because of** the lower income.**
- Many students are taking longer (five or six years) to complete a college degree **as a result of** working and going to school at the same time.*
- Learning is a relatively permanent change in behaviour or knowledge **that results from** experience.*
- Prolonged stress ultimately **results in** exhaustion.*

- Soap bubbles are blown from clear fluid into very thin films. The colours we see **are** not **due to** any pigmentation but **are the result of** light interference, which enhances specific wavelengths for a given thickness of the film.***
- A recent increased demand for ethanol has **caused** the demand for corn to increase. **Consequently**, many farmers switched from growing wheat to growing corn.**
- While it is clear that the price of a good **affects** the quantity demanded, it is also true that expectations about the future price can **affect** demand.**

* From *Psychology* by OpenStax. This OpenStax book is available for free at https://cnx.org/content/col11629/1.5.
** From *Principles of Economics* by OpenStax. Download free at https://openstax.org/details/books/principles-economics.
*** From *University Physics* by OpenStax. Download free at https://openstax.org/details/books/university-physics-volume-3.

# Examples

| Sentence connectors | Clause connectors | Other |
|---|---|---|
| • For example<br>• For instance<br>• In this case | like* | • such as<br>• (to be) an example of<br>• one example of this (is)<br>• take the case of<br>• to demonstrate<br>• to illustrate |

* Note: *like* is informal when used to give examples.

The following are some examples of these transition signals in use.

- Energy exists in different forms. **For example**, electrical energy, light energy, and heat energy are all different energy types.
- Moving water, **such as** in a waterfall or a rapidly flowing river, has kinetic energy.
- Myopia (near-sightedness) occurs when an eyeball is elongated and the image focus falls in front of the retina. **In this case**, images in the distance are blurry but images nearby are clear.
- The elbow **is an example of** a hinge joint.

* All examples from *Biology 2e* by OpenStax. Download free at http://cnx.org/content/col24361/1.8

# Additional ideas

| Sentence connectors | Clause connectors | Other |
|---|---|---|
| • Also<br>• Besides<br>• Furthermore<br>• In addition<br>• Moreover<br>• Additionally | • and<br>• nor | • another<br>• an additional |

Examples:

- The theory explains the observed phenomena. **Furthermore**, it accurately predicts future outcomes.
- The method is cost-effective. **Moreover**, it is faster than traditional techniques.

## Chronological order

| Sentence connectors | Clause connectors | Other |
|---|---|---|
| • First<br>• First of all<br>• Second<br>• Third<br>• Next<br>• Now<br>• Soon<br>• Last<br>• Finally<br>• Previously<br>• Meanwhile<br>• Gradually<br>• After that<br>• Since | • as<br>• as soon as<br>• before*<br>• after*<br>• since*<br>• until<br>• when<br>• while | • the first<br>• the second<br>• the next<br>• the last<br>• the final<br>• before* (lunch etc.)<br>• after* (the war etc.)<br>• since* (1970 etc.)<br>• in the year (2000 etc.) |

* These can be both *clause connectors* or *other*, depending on usage, e.g.:

- **After** the water was placed in the beaker, the reagent was added.
- **After** placing the water in the beaker, the reagent was added.

Other examples:

- **First**, the sample was heated to 80°C. **Next**, the reagent was added. **Finally**, the mixture was left to cool for 24 hours.
- The control group was given a placebo. **Meanwhile**, the experimental group received the active treatment.
- Significant fluctuations in pressure were recorded **during** the first hour of the reaction.

## Order of importance

| Sentence connectors | Clause connectors | Other |
|---|---|---|
| • Above all<br>• First and foremost<br>• More importantly<br>• Most importantly<br>• Primarily | | • a more important<br>• the most important<br>• the second most significant<br>• the primary |

The following are some examples:

- Several factors contributed to the error. **Most importantly**, the measuring instrument was not calibrated correctly.
- The experiment's outcome was influenced by temperature, pressure, and reactant purity. **The second most significant** factor, after temperature, was found to be the pH level of the solution.

## Alternative ideas

| Sentence connectors | Clause connectors | Other |
|---|---|---|
| • Alternatively<br>• Otherwise | • or<br>• if<br>• unless | |

Examples:

- The compound can be synthesized in a lab. **Alternatively**, it can be extracted from its natural source.
- The solution must be kept on ice; **otherwise**, it will degrade rapidly.

## To identify/clarify

| Sentence connectors | Clause connectors | Other |
|---|---|---|
| • That is<br>• In other words<br>• Specifically | | • namely<br>• i.e. |

Examples:

- The policy has wide-ranging implications for all stakeholders. **Specifically**, it introduces new requirements for investors and stricter rules for senior management.
- The process is endothermic, **i.e.** it absorbs heat from its surroundings.

## To reinforce

| Sentence connectors | Clause connectors | Other |
|---|---|---|
| • In fact<br>• Indeed<br>• Of course<br>• Clearly | | |

Examples:

- The model is not just difficult; **in fact**, it requires calculations so complex they can only be performed by a supercomputer.
- The results are significant. **Indeed**, they challenge the prevailing theory.

## To conclude

| Sentence connectors | Clause connectors | Other |
|---|---|---|
| • All in all<br>• In brief<br>• In conclusion<br>• In short<br>• In summary | | • to summarise<br>• to conclude<br>• It is clear that...<br>• We can see that...<br>• The evidence suggests...<br>• These examples show... |

Examples

- **In conclusion**, the evidence strongly supports the initial hypothesis.
- **In summary**, the three main factors identified were cost, access, and public perception.

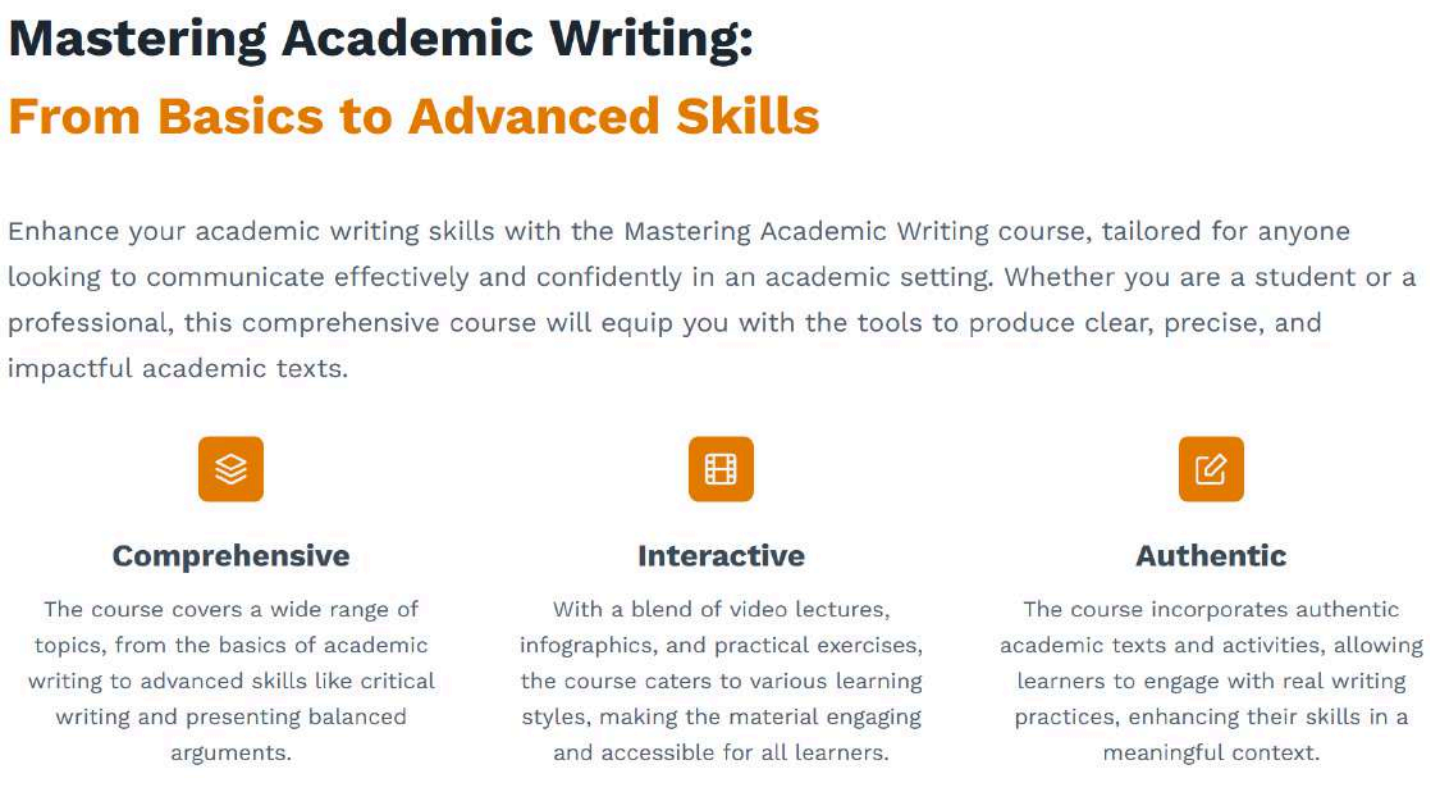
# Resources

WHERE TO FIND **ADDITIONAL HELP** FOR YOUR ACADEMIC ENGLISH

## EAP Foundation Website

Access a comprehensive library of free articles, guides, and exercises to support your academic English journey. Visit: **EAPFoundation.com**.

EAPFOUNDATION.COM

## EAP Foundation Academy

Enroll in our structured video course to master academic writing with step-by-step lessons and practical quizzes. Find out more at: **EAPFoundationAcademy.com**.