

5.4 Using transitional elements

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS transitions 过渡 • style 文体

Objective

Build the skills to use **transitions** 过渡 that carry meaning.

You must be able to:

- match a transition to the relationship it signals
- avoid transitions that assert a relationship the sentences do not have
- vary transitions without losing precision
- replace a list of additive transitions with argued connections

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Transitions signal relationships

Addition: moreover, in addition. **Contrast:** however, yet. **Cause:** therefore, consequently. **Concession:** granted, admittedly. **Example:** for instance. Each names a relationship, and the wrong one misleads.

■ A false signal

“Therefore” between two sentences with no causal link tells the reader something untrue about the argument. It is worse than no transition, because it hides the gap.

■ Beyond addition

An essay whose transitions are all “also”, “another”, “furthermore” is a list. Argument needs contrast, cause and concession — the transitions that mark dependence.

2 Practice

2.1 Name the relationship signalled by “however” and by “consequently”. [2]

2.2 Explain why a false transition is worse than none. [2]

2.3 An essay uses “also” and “another” between every paragraph.

(a) State what this reveals about the structure. [1]

(b) State one better transition to use. [1]

3 Exam-style questions

3.1 “Granted” most precisely signals [1]

- | | |
|---|---|
| A | B |
| C | D |
- A** addition
B concession
C cause
D example

3.2 An essay of purely additive transitions is best described as [1]

- | | |
|---|---|
| A | B |
| C | D |
- A** a tight argument
B a list
C a concession
D a comparison

3.3 Two sentences are connected by “therefore” but the second does not follow from the first.

(a) State the effect on the reader. [1]

(b) Explain how you would repair the passage. [2]
