



# LINKING WORDS AND CONJUNCTIONS

<b>Enumeration</b>	and, also, furthermore, in addition, besides, moreover, firstly, secondly, thirdly, finally, not only ... but also, as well as, then, next, subsequently, etc.
<b>Contrast</b>	but, however, yet, by contrast, on the contrary, adversely, on the one hand ... on the other (hand), unlike, nevertheless, as opposed to, nonetheless, etc.
<b>Reason</b>	because, since, after all, namely, therefore, thus, for, etc.
<b>Cause-Effect</b>	consequently, as a result (of), this is thanks/due to, the cause of this, so that, hence, etc.
<b>Illustration</b>	for example, e.g., this means that, i.e., more precisely, in other words, by way of illustration, such as, like, suppose, etc.
<b>Condition</b>	If, providing, provided (that), as long as, unless, etc.
<b>Concession</b>	(al)though, despite (the fact that), admittedly, even though, still, etc.
<b>Conclusion</b>	in short, in conclusion, to sum things up, the conclusion is, in other words, to conclude, it boils down to, etc.

## WEBSITES

<a href="http://www.oxfordlearnersdictionaries.com">www.oxfordlearnersdictionaries.com</a> (google: OALD)	A free online dictionary with examples, synonyms and idioms
<a href="http://www.uefap.com">www.uefap.com</a>	UEFAP stands for 'Using English for Academic Purposes' A Guide for Students in Higher Education
<a href="http://www.dictionary.cambridge.org">www.dictionary.cambridge.org</a>	Free online dictionaries with examples synonyms and idioms
<a href="http://www.phrasebank.manchester.ac.uk">www.phrasebank.manchester.ac.uk</a>	A general resource for academic writers, with a number of phrases frequently used in research papers or dissertations
<a href="http://owl.english.purdue.edu/owl">owl.english.purdue.edu/owl</a>	An online writing lab with instructional material for students and teachers

# WRITING CHECKLIST

## Layout

- The font is formal, large enough and clearly legible.
- There is sufficient - not too much, not too little - white space on the page.
- The layout is calm and well-organised, without too much text in bold, italics or underlined.
- In the text, spaces are used with care.
- There are at the most three levels in the numbering (e.g. 5.2, 3.2.1).
- Numbers under twenty are spelled out, except for precise information.

## Content

- The content is clear.
- The content is relevant and sufficiently explored: not too short, not too extensive.
- New terms and abbreviations are explained.

## Structure

- The text has a logical structure or includes an introduction, a middle and a conclusion.
- The text consists of paragraphs. Every paragraph has one main idea.
- The paragraphs and sentences are connected by linking words.
- The references (this, that, it, he, etc.) are clear.

## Formulation

- The style is appropriate: not too formal, not too informal.
- The vocabulary is rich and varied (no repetitions).
- The sentences are short (no convoluted sentences, no long enumerations).
- The sentences are not too complex (no discontinuity).
- The formulation is active (no unnecessary passives).
- The text is consistently written in the same person (I, you, we) and time (present or past).

## Spelling, grammar and punctuation

- The spelling is correct.
- The text contains no grammatical or language errors.
- The text is written in Standard English, no dialects or colloquial English.
- The punctuation marks are used properly.

## Need advice?

Consult the language coach of your bachelor programme.  
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