

Attribution	Endorsement	Conjunctions				Modality		Evaluation
Attributing or projecting claims to outside authorities in a specific or general way	Attributing claims with more or less support or certainty	Words that link ideas , helping to create a 'flow' in the writing. Many conjunctions can be used at the start of a sentence and/or to link two short sentences into one long one. See WriteSite for examples, exceptions and exercises. (WriteSite web address at bottom of this page)				Words which express degrees of certainty, frequency or obligation		Words interpreted as positive or negative or which intensify meaning of other words
<p>According to ____</p> <p>____ argues (that)</p> <p>____ discusses</p> <p>____ states (that)</p> <p>____ shows (that)</p> <p>____ expresses</p> <p>____ proves (that)</p> <p>____ explains (that)</p> <p>____ suggests (that)</p> <p>____ demonstrates</p> <p>____'s argument</p> <p>____'s statement</p> <p>____'s claim</p> <p>____'s thesis</p> <p>____'s position</p> <p><i>In ____'s view</i></p> <p><i>As {argued} by ____</i></p> <p><i>There is (widespread) agreement that ...</i></p> <p><i>There is (strong) evidence to {suggest}</i></p> <p><i>A number of researchers (____ 1995; ____ 2003)</i></p> <p><i>A study by ____ {found} that ...</i></p> <p><i>The researchers {suggest} that ...</i></p> <p>____'s {claim} (that)</p>	<p>[neutral]</p> <p>reports</p> <p>states</p> <p>notes</p> <p>describes</p> <p>explains</p> <p>illustrates</p> <p>argues</p> <p>shows</p> <p>finds</p> <p>outlines</p> <p>maintains</p> <p>persuades</p> <p>In the view of</p> <p>According to</p> <p>[positive]</p> <p>affirms</p> <p>agrees</p> <p>stresses</p> <p>asserts</p> <p>demonstrates</p> <p>emphasises</p> <p>makes clear</p> <p>[negative]</p> <p>claims</p> <p>assumes</p> <p>suggests</p> <p>proposes</p> <p>believes</p> <p>in his opinion</p> <p>overlooks</p>	<p>Comparison</p> <p>In the same way</p> <p>likewise</p> <p>just as</p> <p>both ... and</p> <p>Addition</p> <p>In addition</p> <p>Additionally</p> <p>Furthermore</p> <p>Moreover</p> <p>Similarly</p> <p>and</p> <p>also</p> <p>as well</p> <p>besides</p> <p>not only</p> <p>but also</p> <p>besides</p>	<p>Contrast</p> <p>However</p> <p>In contrast</p> <p>On the other hand</p> <p>On the contrary</p> <p>Instead</p> <p>Nevertheless</p> <p>but</p> <p>yet</p> <p>still</p> <p>neither ...nor</p> <p>even so</p> <p>Replacement</p> <p>Alternatively</p> <p>or</p> <p>or else</p> <p>Concession</p> <p>Although</p> <p>Even though</p> <p>Despite</p> <p>Whereas</p> <p>While</p> <p>NB: Concession words allow the writer to acknowledge opposing positions in less powerful ways e.g. {Although} [there are some valid points raised by Smith], there are many significant problems ...</p>	<p>Cause</p> <p>because</p> <p>as</p> <p>so</p> <p>so that</p> <p>since</p> <p>Therefore</p> <p>Thus</p> <p>Hence</p> <p>As a result,</p> <p>Because of this</p> <p>For this reason</p> <p>in order for</p> <p>in order that</p> <p>consequently</p> <p>Condition</p> <p>unless</p> <p>if</p> <p>then</p> <p>in that case</p> <p>that being so</p>	<p>Exemplifying</p> <p>for example,</p> <p>for instance,</p> <p>to illustrate this</p> <p>such as</p> <p>Restatement</p> <p>in other words</p> <p>to sum up</p> <p>in summary</p> <p>in sum</p> <p>in brief</p> <p>that is</p> <p>to put it another way</p> <p>Time & Place</p> <p>First(ly),</p> <p>Second(ly),</p> <p>Finally,</p> <p>then</p> <p>after</p> <p>afterwards</p> <p>previously</p> <p>subsequently</p> <p>prior to</p> <p>up 'til now</p> <p>to the present</p> <p>at present</p> <p>first and</p> <p>foremost</p> <p>next</p>	<p>may</p> <p>could</p> <p>can</p> <p>might</p> <p>will</p> <p>would</p> <p>has to</p> <p>had to</p> <p>should *</p> <p>must *</p> <p>ought to</p> <p>need</p> <p>perhaps</p> <p>possibly</p> <p>probably</p> <p>certainly</p> <p>usually</p> <p>sometimes</p> <p>always *</p> <p>never *</p> <p>seldom</p> <p>rarely</p> <p>definitely</p> <p>absolutely</p> <p>by all means</p> <p>clearly</p> <p>of course</p> <p>surely</p> <p>obviously</p>	<p>occasionally</p> <p>generally</p> <p>regularly</p> <p>for the main part</p> <p>very</p> <p>just</p> <p>simply</p> <p>merely</p> <p>only</p> <p>even</p> <p>actually</p> <p>really</p> <p>in fact</p> <p>much</p> <p>barely</p> <p>slightly</p> <p>quite</p> <p>almost</p> <p>nearly</p> <p>scarcely</p> <p>hardly</p> <p>absolutely</p> <p>entirely</p> <p>completely</p> <p>totally *</p> <p>tends to</p> <p>seems</p> <p>appears</p>	<p>[+ve]</p> <p>important</p> <p>significant</p> <p>strong</p> <p>clear</p> <p>effective</p> <p>main</p> <p>major</p> <p>beneficial</p> <p>valuable</p> <p>relevant</p> <p>logical</p> <p>persuasive</p> <p>valid</p> <p>unbiased</p> <p>plausible</p> <p>useful</p> <p>succeeds in ...</p> <p>[-ve]</p> <p>problematic</p> <p>limited</p> <p>unrealistic</p> <p>irrelevant</p> <p>minor</p> <p>unnecessary</p> <p>insignificant</p> <p>biased</p> <p>invalid</p> <p>questionable</p> <p>controversial</p> <p>fails to ...</p> <p>neglects ...</p> <p>dismisses ...</p> <p>omits ...</p>

- Words with an asterisk (*) indicate high modality (ie. 'strong' words). In academic writing, it is often preferable to use medium modality words (e.g. "often" instead of "always"; "may" instead of "must").
- Tip: Only use words which you are comfortable with, otherwise your writing will sound 'forced' or 'unnatural'. Suggestion: highlight the words above you feel confident with now. As you read academic texts (e.g. journals), pay attention to the vocabulary you encounter.

References

Droga, L. and Humphrey, S. (2002) A Workbook for Getting Started with Functional Grammar. Berry, NSW: Target Texts.
 The Write Site <http://writesite.elearn.usyd.edu.au> (click on Module 3: Structure → Unit 5: Writing Cohesively → Section 6: Using Conjunctions)