

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

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

- **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]

Solutions

2.1 “however”: contrast; “consequently”: cause or result.

2.2 it asserts a relationship the sentences do not have, hiding the gap rather than leaving it visible.

2.3 (a) the paragraphs are a list, not a line of reasoning. (b) any transition marking dependence, e.g. “if that holds, then...”.

3.1 B. it grants a point before qualifying it.

3.2 B. addition alone shows no dependence.

3.3 (a) the reader looks for a causal link and cannot find it, losing trust. (b) either supply the missing step that makes the inference valid, or replace “therefore” with a transition that names the real relationship.