

## a TRANSITIONS ADD/Begin

### <Time>:

- In the beginning..
- \_\_\_ began in/by
- First, At first,
- It all started..
- Initially,
- After, Afterward,
- As soon as .....
- At the same time,
- Following this,
- Later, Then, Next,
- Meanwhile,
- While .....
- Before, earlier
- Simultaneously,
- Soon after

- Suddenly
- Without a clue
- Out of nowhere

- Shortly thereafter
- In turn, later on,
- Finally,
- In the end

### Addition

- Also
- Additionally,
- Furthermore,
- Moreover,
- By the same token,
- Equally
- In the same way,
- Likewise,
- Similarly,
- In addition to .....
- Besides
- Not only is ....., but
- Lastly, Finally
- Next, Secondly,

### In other words...

- Basically
- In brief,
- In essence,
- In other words,
- In short,
- Namely,
- Simply put,
- Specifically,
- That is to say
- To put it differently

### example

- For example,
- For instance,
- For one, One such
- One way, One illustration
- In Fact,
- Specifically,
- Another example..
- IN LINE
- IN PARAGRAPH
- \_\_\_, in particular, is
- \_\_\_, namely \_\_\_, is
- \_\_\_ is illustrated in/by...
- \_\_\_ is revealed in
- In the phrase "\_\_\_"
- "\_\_\_" is another...

### Quote Quickly

- "\_\_\_" and "\_\_\_" both...
- "\_\_\_" "\_\_\_" and "\_\_\_"...

## b TRANSITIONS CONTRAST

### Cause /Effect, Consequence

- As a result,
- Because of this,
- Because .....
- Consequently,
- For this purpose,
- For this reason,
- Naturally,
- Of course,
- Since \_\_\_ So then,
- Subsequently,
- Therefore,
- This is why...
- Thus,
- Wherefore

### Emphasis

- Above all,
- Unequivocally,
- Most importantly,
- At any level,
- Most of all,
- Ultimately,
- The most important...
- It is more important that...

- First/Number one
- Last but not least
- Chiefly,
- In reality,
- Without a doubt,
- Surely
- Truly, In truth
- First & foremost,
- At heart,
- Most essential
- It is especially important..
- Undeniably,
- \_\_\_ outweighs \_\_\_
- The more weightier matter is
- Look up synonyms for Vital/Essential

### In my opinion

- In my perspective,
- In my evaluation,
- Based on my experience,
- Based on my current research,
- Personally, I believe
- I personally believe
- In my view,
- Viewpoint
- From my point of view,
- I think
- I would propose
- To me,
- The way I see it
- Ideally

### NEW TRANSITIONS

- Coincidentally
- Non-coincidental
- Ironically
- Surprisingly,
- Paradoxically
- As fate would have it,
- Antithetically
- As it stands,
- As such,

## c TRANSITIONS ARGUE

### CONCEDE (limit "I")

- I Admit
- I Acknowledge
- I Concede
- I agree to a degree
- I recognize/s
- I accept the fact
- I will not deny
- It is true
- Granted..
- Of course..
- Naturally,
- Though \_\_\_ is \_\_\_
- Even though
- While \_\_\_ is true,
- Unequivocally
- Certainly,
- Even more important is
- The truth is

### CONCEDE 1st, THEN..

### Contrast

- However,
- Alternatively,
- Although .....
- Although it is true that \_\_\_, still,...
- At the same time
- But,
- By the same token,
- Conversely,
- Even though \_\_\_,
- In contrast,
- Instead,
- Nevertheless,
- On the contrary,
- On the other hand,
- or
- otherwise
- Rather,
- Regardless,
- Still
- While \_\_\_ Yet,
- Irrespective of
- The assumption that \_\_\_ is...
- \_\_\_ outweighs \_\_\_
- \_\_\_ is more \_ than

### CONCLUSION

- Now it is obvious...
- All things considered,
- All in all,
- In any event,
- In brief/short,
- In closing,
- In conclusion,
- In sum,
- In summary,
- In the end,
- To close,
- To summarize,
- In reality,
- On a final note
- In retrospect,

IF YOU START A SENTENCE WITH A PHRASE, USE A... !!!



## Subordinating Conjunctions

Because \_\_\_,  
Although \_\_\_,  
As \_\_\_,  
Before \_\_\_,  
Even though \_\_\_,  
If \_\_\_,  
Once \_\_\_,  
Provided that \_\_\_,  
Since \_\_\_,  
Unless \_\_\_,  
Until \_\_\_,  
Unlike \_\_\_,  
When \_\_\_,

## Appositive -follows a noun

\_\_\_, a Civil Rights leader, \_\_\_.  
\_\_\_ a change - a change that \_\_\_.  
\_\_\_ day - an event that \_\_\_ - made...

## Correlative Conjunctions

Not only \_\_\_, but \_\_\_. Both \_\_\_ and \_\_\_  
Whether \_\_\_ or \_\_\_  
Either \_\_\_ or \_\_\_ Neither \_\_\_ nor \_\_\_

## Gerund Phrases

Starting with ing verbs is an option, or use verbs as nouns in writing.

## Participial Phrases (verb phrase)

Studying every night, the boy was  
The thief, shocked by police, was ..

## Infinitive Phrases (verb phrase)

To learn English, the boy was..  
The student arrived to learn

## Absolute Phrases

His confidence high, the writer  
stated absolute info at the start.

## : Colon

X shares his perspective: "\_\_\_."  
There are three things I enjoy:  
Live, love, and laugh: these are 3 ...

## Semi-Colon

I like eating pizza; she likes donuts.  
I like to read speeches; however, she  
loves to debate.  
I like \_\_\_; she likes \_\_\_ and \_\_\_; and he ..

## Fragment -ONLY in creative

writing for pause/ effect:  
Will the world end one day? Yes.  
Millions died. Died by starving. By  
being gassed. By torture.

## Sentence= Subject + Predicate

Simple = S / P  
Compound = S / P + S / P  
Complex = S / P + P  
= SS / P  
Compound Complex  
= SS / PP + SS / PP !!!

## Types of Sentences

Cumulative/Loose- (add details)  
Studying is essential to progress  
and helpful for mastery.  
Periodic Sentence (thought at end)  
Not only does it display excellence  
and fortitude, studying is helpful.  
Parallel Structure (Balanced) =  
We will study occasionally, attend  
class daily, and think uniquely.  
Antithesis (contrast)  
Hearing helps us learn,  
but doing helps us master.  
Inverted Sentence (reverse syntax)  
Studying we should, and succeed  
we will.

## Prepositions

About	Following
Above- all	For From
Across	Given Gone
After	In Inside
Against	Into Near
Along Ahead	Next to
Alongside	Of Off
Amid Amidst	On Onto
Among	Opposite
Around	Out of
As	Outside
At	Over Past
Back	Prior to
Before	Sometime
Behind	... such as
Below	Through
Beneath	Throughout
Between	To Toward
Beyond	Under
By	Underneath
Close to	Unlike
Down	Until Up
During	With
Far	When
From	While

## QUOTE QUICKLY

At the outset, X establishes \_\_\_ by using  
a \_\_\_ tone in phrases like "\_\_\_" and "\_\_\_."

To reinforce \_\_\_, X uses \_\_\_ in "\_\_\_," "\_\_\_," and  
"\_\_\_."

Additionally, "\_\_\_" and "\_\_\_" expresses  
(line \_\_\_).

"\_\_\_" "\_\_\_" and "\_\_\_" further  
emphasize \_\_\_.

## IN-Text Citations -

\*Use the Chrome Addon, or Easybib.com  
In 2017, Source X alleges that \_\_\_.

According to data in 2009, Source reveals..

The website "Name.gov" describes "\_\_\_."

## END Text Citations

In the Novel \_\_\_, author X expounds on  
how "\_\_\_" (Last Name, Page).

Recent studies show \_\_\_ (Last Name, 2016).

2005 statistics also suggest (Last Name).

In "Sonnet 18", the speaker uses a simile to  
illustrate how ... (Last Name, line 1).

## tone

Humble,  
Balanced, Learned,  
Sure Scholarly,  
Confident,  
Admonitory, Noble,  
Firm, Serious, Solemn  
Bold, Fervent,  
Fearless  
Pointed, Sharp, Grave  
Concerned, Pleading,  
Passionate, Vigilant  
Nostalgic, Poignant,  
Optimistic,  
Encouraging Warm,  
Compassionate  
Jovial, Satiric,  
Whimsical  
Jeering, Cynical,  
Angry  
Haughty, Sarcastic,  
Sardonic, Scornful

## DICTION

\*Never say the  
author used  
"diction" !!!! Say  
"The author  
used..."

Archaic,  
Formal,  
Colloquial  
-Informal,  
Vulgate/  
Slang  
Elevated  
Lofty  
Descriptive  
diction to.."

## TIPS on improving writing!

- + Add Adjectives, transitions,
- + Use Complex Phrases
- + Use Figurative illustrations
- + Evoke heartfelt experiences
- + Add Perspectives, insights,
- + Future Implications, morals..

## Length of Sentences

Stocato 2-3 words  
3times (pattern)  
Telegraphic <5 words

Simple 5-10 words  
Medium = 15-20 words  
Long = 20+ words

\*Sound different than other AP students!

# Effects Verbs

QUESTION 2 RHETORICAL Essays, EXPLAIN THE AUTHOR'S PURPOSE or INTENDED EFFECT on the Audience:

WHERE WHO Does WHAT

HOW

WHY/Effect

In line 1, Dr. Seuss **employs** **imagery** in the phrase "**green eggs and ham**" **to express** how gross the food appears.

## WHO

The Author  
The Writer  
The Poet  
or  
The Speaker  
The Narrator  
The Person  
The Voice  
The Persona

**Strategically**  
**Intentionally**  
**Intended**  
**Purposefully**  
**Purposely**  
**Deliberately**  
**Specifically**  
**Carefully**  
**Consciously**  
**Thoughtfully**  
**Thoroughly**  
**Knowingly**  
**Willingly**  
**Systematically**  
**Methodically**  
**Logically**  
**Reasonably**  
**Precisely**  
**Meticulously**  
**Scrupulously**  
**Conscientiously**  
**Intricately**  
**Pedantically**  
... **Calculated**  
**approach**  
**Mathematically**  
**Adroitly/skillfully**  
**Cleverly**  
**Arduously**  
**Laboriously**  
**Painstakingly**

Begins by, ends by  
Planned, Prepared  
Designed, Molded  
Orchestrated  
Cooked/ Conjured  
Arranged, Ordered  
Organized  
Develops  
Has drawn  
Fashioned/

**X uses, utilizes, adds, employs, incorporates, integrates, welds, applies, injects, places administers, forges, welds, crafts, engrave, etch, embeds inputs, instills, infuses,**

Composes, Choreographs,  
Cooks up—concocts—conjures  
—Mix- Percolate, Harmonize,  
Harmonious — Synthesizes—  
... **(DEVICE NAME)...**

**WHAT IS THE AUTHOR'S EFFECT on the AUDIENCE?**



### 1. to SAY

**X States, Writes,**  
Acknowledges  
Addresses affirms,  
articulates Calls, Recalls  
Declares, Delineates  
Describes, Denotes,  
detail, defines  
Discusses, Elaborates  
explains, expounds,  
expresses, observes  
Proclaims, exclaims  
Summarizes, Speaks on  
**"quote"**

### 2. to ARGUE

**X Claims/ Asserts**  
Contentends/ Challenges  
Convince/ Persuades  
Critiques/ Examines  
Deduces/ Assumes  
Hypothesizes/ Estimates  
Implores/Pleads/Insists  
Justifies/ Rationalizes  
Puts forward that  
Supports/ Backs up  
Validates/Proves  
Questions Reasons

*\*When you doubt their claim*

**X Claims Alleges**  
**X Advocates Propounds**  
**X Propagates Suggests**  
*When disproving claims*  
Defends, Denies/Deny  
Dismisses, Disproves  
Falsifies  
Negates/Nullifies  
Refutes/Rebuts  
Rejects/Repudiate  
Ridicules/Mocks

### 3. to illustrate

**TO SHOW TO REVEAL**  
to Characterize  
to Clarify  
**TO CREATE, form, craft**  
this Communicates  
to Compare Contrast  
this Conveys  
to Define  
\_\_\_ Demonstrates how  
to Depict  
to Describe  
to Differentiate  
to Distinguish  
to Equate, Emulates  
to Evoke a feeling  
to Explain Expound  
to Express  
to Exemplify  
to Hypothesize  
to Illuminate  
This Indicates  
to **Paint a pic**  
to Point out  
to Portray  
this Signifies  
to Specify  
to Summarize, captures  
\_\_\_ **encapsulates**  
to Symbolize  
to Sympathize  
Juxtaposes\_ with\_  
Personifies\_ as \_

### 4. to Hint

to IMPLY  
to Suggest  
to Unveil  
possibly/slightly say  
to Signify  
give impression  
give intimation  
to perhaps indicate  
to insinuate  
subtle/subtly/slight  
tinge, touch, taste, bit

### 5. to Emphasize

to Exaggerate  
to Amplify  
to Highlight  
to Heighten  
to Intensify  
to *Minimize Diminish*  
to Reinforce to Stress  
to Reiterate  
to Strengthen  
to Improve\_\_\_  
to Enhance \_  
to Enrich \_

### 6. to Satirize

to Make fun of ...  
to Ridicule to Roast  
to Deride, Sneer, Jeer  
to Mock Mimic Joke Jest  
to Tease Taunt Jab  
to Humorously depict  
to Comically portray  
to entertain to amuse  
to Caricaturize  
to Create irony  
to Create humor

Satire – Humor -Comedy –  
Parody –Raillery – banter,  
Quackery, Tomfoolery -  
buffoonery, jocularly  
A Wisecrack - A Caricature  
A Tongue-in-cheek tone

**ADJECTIVES** Shows how  
Ridiculous – *dumb*  
*Absurd - foolish*  
Hilarious/ Comedic-  
Laughable, Whimsical -  
Playful- Funny – Jocular  
Facetious - Amusing —  
Witty- -Wit- Farcical -  
Nonsensical –Frivolous –  
Entertaining -

### 7. to Teach/ Make us think!

Admonish Challenge  
Consider Reflect  
Encourage Edify  
Educate Elicit Evoke  
**To impart Divulge**  
Influence Inspire  
Instruct Instill  
Enthuse, Motivate, Stir up  
Make us ponder  
Provoke us (Provocative)  
Stimulate Suggest  
Is Thought Provoking  
Is Eye-opening

### 8. to Add

Suspense, drama,  
Excitement,  
to Entertain,

A Melody, a Melodious  
Symphony of \_\_\_  
Succulent Morsel of \_\_\_  
At the Crescendo, Climax—  
Aroma, Tinge, Taste,

REMEMBER- Try NOT to sound like every other AP writer. Think OUTSIDE the \_\_\_\_\_.

## QUESTION 1 SYNTHESIS and 3 ARGUMENT Essays:

1. Clarify YOUR argument/reasoning-
2. On Q1 debate source vs source
3. Be MLK! Use your own strategies!
4. Consider the impact on/ or perspectives of different types of people:

Human rights	nation of	soldiers of	poor, law-abiding,	procreating,
American citizens,	immigrants,	freedom,	free thinking,	loving.. Young
taxpayers,	consumers	caretakers,	free-speaking,	minds, workers,
residents, public,	ethnicities,	builders, teachers	free-going, free-	students, children
populace,	homeowners,	nurses scientists	knowing, giving,	of God, souls,
population,	landowners,	inventors	artists, animal	spirits, hearts,
common folk,	business owners, ,	pioneers	loving,	bodies, flesh,
parents	conservationists,	politicians	compassionate,	slaves, debtors,
Families	philanthropists,	thinkers	peaceful,	animals, <u>ADD</u>
homo- sapiens	a religious people,	communicators	exploring	<u>YOUR OWN:</u>
individuals	moral people, ,	old young Rich,	inventing,	

## 5. Add multiple perspectives/ future implications SPEAKING....,

Physically **SPEAKING**

Psychologically/Spiritually **SPEAKING**

Legally **SPEAKING**

Logically/Emotionally **SPEAKING**

Past-Historically **SPEAKING**

Educationally **SPEAKING**

Economically **SPEAKING**

Morally **SPEAKING**

Legally **SPEAKING**

Culturally/Socially **SPEAKING**

Politically **SPEAKING**

Globally **SPEAKING**

Environmentally **SPEAKING**

Scientifically **SPEAKING**

Geographically **SPEAKING**

Chemically **SPEAKING**

Artistically **SPEAKING**

Recreationally **SPEAKING**

In terms of..

Through the lens of\_\_

Considering\_\_

**Other Unique perspectives**

Eternal perspective

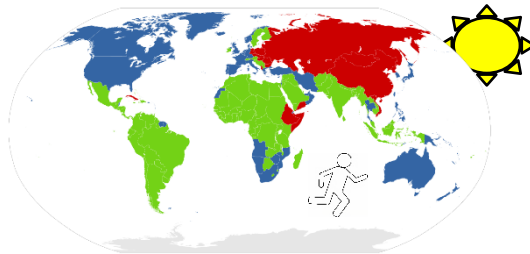
Deathbed, Tragedy/Pain

Young vs old, Rich vs poor

Peace vs Stress

Traditional vs Post-Modern

Conservative vs Liberal



永

Eternity...

## HOW to Quote Quotes

"\_\_\_\_." This is WRONG. Lead in or out of the quote.  
Address the topic before or after the quote as in the following:

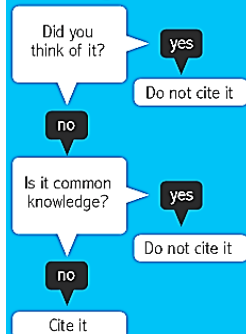
### DIRECT QUOTES (Yes you can START with Quotes if..)

**Einstein** argued that "Play is the highest form of research."  
"Intelligence plus Character," as emphasized by **MLK**, is ...  
"Numbers, by themselves, mean nothing" (**Gould**) reminds us  
In conclusion, **Source** articulated it best: "\_\_\_\_\_."

### INDIRECT QUOTES (Paraphrasing)

**MLK** advocated nonviolent protests in his Letter from B. Jail.  
**Fredrick Douglass** said he would let no one ever beat him again.  
**JFK** challenged the country to take some responsibility, not ...

### When do you cite?



## IN-Text Citations

According to **data in 2009**, **Source** reveals \_\_\_\_\_.  
**Investigations** by **Source** says/emphasizes \_\_\_\_\_. (2009).  
**Documentation** by **Source** indicates "\_\_\_\_\_" (Pg#, 2009).  
In the **Journal "X,"** author \_\_\_\_\_ details how "\_\_\_\_\_" (Pg#, 2009).  
The **website "SourceName.gov"** describes "\_\_\_\_\_" (2009).  
In 2017, **Source** argued "\_\_\_\_\_".

## END-Text Citations

Historical **evidence** points out \_\_\_\_\_ (Source, PG#).  
Credible **records** also **expose** how \_\_\_\_\_ (Source, 1981).  
Later **research** suggests \_\_\_\_\_ (Source, 1999).  
Recent **studies** in 2016 **show** \_\_\_\_\_ (Source).  
Subsequently, 2005 **statistics** **hint** \_\_\_\_\_ (Source).

## HOW TO QUOTE QUICKLY!

IF you can discuss multiple quotes at once, you get to write less!!

The first thing we notice about \_\_\_\_ speech is its \_\_\_\_\_.  
**At the outset**, X **establishes** \_\_\_\_ through his \_\_\_\_ tone in "\_\_\_\_" and "\_\_\_\_".  
This **demonstrates** his \_\_\_\_ early since "\_\_\_\_".  
**Additionally**, X's \_\_\_\_ diction **elicits** \_\_\_\_ in "\_\_\_\_", "\_\_\_\_", and "\_\_\_\_".  
X **evokes** by \_\_\_\_.  
**Because** \_\_\_\_\_, his audience of Y & Z are/would \_\_\_\_\_.  
**Furthermore**, he **concludes his intro** by \_\_\_\_ "\_\_\_\_" and "\_\_\_\_",  
**suggesting** - further \_\_\_\_ for Z.  
**However**, the strongest \_\_\_\_ was \_\_\_\_ "\_\_\_\_", a \_\_\_\_\_.

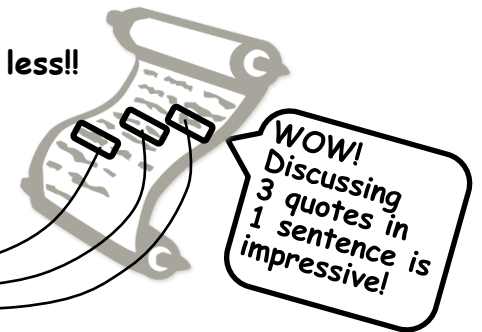
In addition to \_\_\_\_ A\_\_\_\_, X addresses \_\_\_\_\_, **namely** \_\_\_\_ B\_\_\_\_.  
**Besides** use of \_\_\_\_ in "\_\_\_\_",  
X **builds momentum** when he states "\_\_\_\_" that \_\_\_\_ will "\_\_\_\_".  
"\_\_\_\_" **further reinforces** \_\_\_\_\_.  
**Subsequently**, X respectfully **recognizes** \_\_\_\_ in "\_\_\_\_".  
**By** \_\_\_\_\_, X \_\_\_\_\_.  
**Therefore, not only** does he **communicate** to Y that \_\_\_\_\_,  
**but he also** addresses \_\_\_\_\_.

**After** \_\_\_\_\_, X continues \_\_\_\_ C\_\_\_\_ by **acknowledging** that Z are "\_\_\_\_".  
**For instance** \_\_\_\_\_,  
**Nevertheless**, his \_\_\_\_ on being "\_\_\_\_" (DEVICE NAME) **strengthens** \_\_\_\_\_.  
**On one hand**, it \_\_\_\_; **on the other hand**, it \_\_\_\_\_.  
**Moreover**, X **offers** \_\_\_\_ by **pointing out** "\_\_\_\_". (Explain)  
**He concludes** with DEVICE NAME: "\_\_\_\_" in that "\_\_\_\_", \_\_\_\_\_.  
\_\_\_\_\_

The \_\_\_\_ portions of X's discourse \_\_\_\_\_ when X \_\_\_\_ D\_\_\_\_.  
**For example**, he tells the Y audience, "\_\_\_\_".  
X **repeats** "\_\_\_\_" to not only \_\_\_\_\_, but also \_\_\_\_\_.  
**After** insisting that Y "\_\_\_\_" and "\_\_\_\_", he **offers** YZ \_\_\_\_\_ with "\_\_\_\_".  
**Finally**, X strategically \_\_\_\_\_, by **describing** "\_\_\_\_" and "\_\_\_\_".  
**Thus**, X finishes by \_\_\_\_ "\_\_\_\_".

END- summarize quickly, focus on X' most powerful tones,  
YZ reactions, and important implications:

**After looking at** his \_\_\_\_\_, \_\_\_\_\_, **we see** X \_\_\_\_\_.  
His tones of \_\_\_\_\_ and \_\_\_\_\_ gave YZ \_\_\_\_\_.  
X leaves no doubt what YZ should do: "\_\_\_\_\_".



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### SAMPLE WORKS CITED LIST (abc order)

Cassity, Jessica. "Happiness by the Numbers: 8 Stats That Could Change Your Life." *Happify.com*, 2018, "Happiness." *Psychology Today*, Sussex Publishers, www.psychologytoday.com/us/basics/happiness.

**Hook-** create a catchy, inspiring intro that reveals the emotion, setting, or moral emphasized in the writing to grab your readers' attention.

**Organization** is most important - Don't LIE! If your thesis is about ABC, don't write about ACDC.  
-Try to explain chronologically. Try **2,3,1**:  
**2. Good** info in Body 1-2+  
**3. Obvious** info in Body 3+  
**1. Best** info last- Body 4-5+

### Revising checklist:

- How do you start your sentences? Be different!
- Can you start with Prepositional phrases, Gerunds, and - Subordinating Conjunctions?
- "Quotes" can start sentences of you explain them.
- Can you use : ( ) ; -Prove it!
- Can you put 2 or 3 "quotes" in 1 sentence and explain them quickly? Good! Your reader will read less and like you more!

Spend less time on obvious details and more time on the important subtleties, meanings, etc. Lastly, think of the bigger picture and why this is all important; give unique viewpoints, or different audiences' reactions other students may ignore- be a genius!

