

# Teaching Transitions

## **Levels**

High beginning +

## **Aims**

Introduce students to transitions and how to use them to read effectively

## **Class Time**

15–20 minutes

## **Preparation Time**

10–30 minutes

## **Resources**

Reading passages in students' textbook or other similar sources

Efficient reading entails making accurate predictions and understanding transitions helps students predict organizational patterns and the types of information they will probably find. Because this activity is recursive, students can try it with increasingly sophisticated texts.

## **Procedure**

1. Teach students about types of transitions used in English, using explanations and examples. The following selection is organized by meaning:
  - Additional information: *and, furthermore, moreover, in addition, also*
  - Expected information: *of course, naturally, surely*
  - Unexpected information: *surprisingly, amazingly*
  - Intensified information: *in fact, as a matter of fact*
  - Restatement: *as I mentioned before, in short, in other words, i.e., that is*
  - Example: *for example, for instance, to illustrate, such as*
  - Consequence: *so, therefore, as a result, consequently*
  - Cause/Effect: *because, due to, thanks to, on account of, as a result of, in view of*
  - Contrasting information: *however, but, although, even though, nevertheless*
  - Order: *first, second, then, next*
  - Conclusion: *in short, therefore, in conclusion, in summary, on the whole*
2. Have students make sentences using transitions.
3. Give students a reading passage with the transitions marked. Have the students identify the types of transitions.

## Caveats and Options

## Contributor

4. Have students identify the transitions in a reading passage and the type of transition.
  5. Give students a reading passage with the transitions deleted. Have students fill in the blanks with appropriate transitions and identify the type of transition they have used. (In some cases, it will be possible to use more than one type of transition.)
  6. Give students a text on a familiar topic with the information following the transitions whited out. Have students predict what would be likely to be in the blanks. (It is necessary to emphasize that they will not always be exactly right; the point is to think about what is likely to be coming.)
1. These six steps are basic. However, after the first step, some of the rest can be either skipped or repeated, depending on the proficiency of the class and how well they seem to be doing.
  2. Steps 4–6 can be repeated periodically for review purposes even after all six steps have been finished.

*S. Kathleen Kitao teaches at Doshisha Women's College in Tanabe, Kyoto, Japan.*