4

Transitions

What are transitions?

Transitions are words that connect the steps in a paragraph. Transition words and phrases show the relationships between the ideas in a paragraph. They are not used between every sentence, but are used often enough to make the order clear. Here are some common transition words and phrases that show time order or the order of steps:

first, second, third, etc.	finally	.....
next	the last step	.....
then	before	.....
after, after that	while	.....

10 Add other transition words you know to the list above.

11 Choose appropriate transition words to connect the steps in this paragraph about preparing for a trip.

Planning a vacation abroad? Here are some suggestions to make your trip successful. [a.] ....., find out if you need a visa for the country that you want to visit. Make sure you have enough time to apply for it [b.] ..... you buy your ticket. [c.] ..... you've found out about visas, you should research airfares and schedules. [d.] ....., look for the best flight for you. Remember, the cheapest flight may stop over in several cities and reduce the amount of time you have to spend at your destination. You might want to fly direct. [e.] ..... you're researching flights, you can also ask your travel agent about getting a good deal on a hotel. It's a good idea to book your flight and hotel early if you're sure of your destination. If you haven't already done it, the [f.] ..... step is to learn about places to visit, the weather, the food, and other details about the country. The Internet can be a very useful source of information. [g.] ....., on the day of your flight, make sure you go to the airport at least two hours before your flight. Now you are ready to start enjoying your vacation!



LIVEWORKSHEETS

Ordering sentences

12 **Order the steps to form a process paragraph. Write 1 next to the first step, 2 for the second step, and so on.**

Introduction to linguistics: language-learning research project

Conduct an experiment to find out whether learners of English use English more correctly on a written test or in informal conversation.

a. ..... Next, make a written test that checks the grammar point you are researching. This could be a fill-in-the-blanks test, a correct-the-errors test, or another style. It should have at least ten questions, but it should not be too long.

b. ..... After giving the written test, interview each learner individually for about ten minutes. Try to make the interviews informal and friendly. Be sure to ask questions that will encourage learners to use the grammar point you are researching. Record the interviews. (Ask for learners' permission first!)

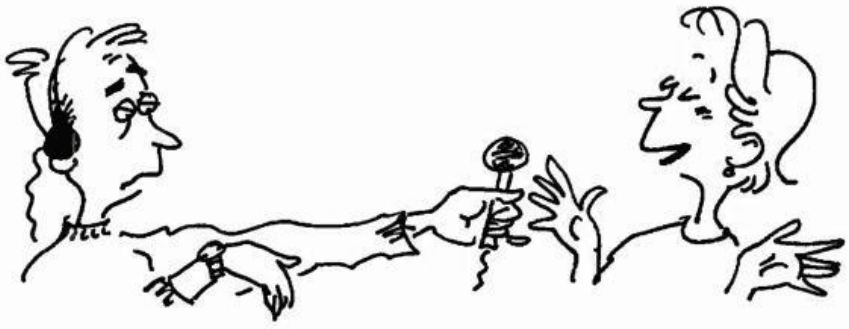
c. ..... After you have counted the errors, calculate the score as a percentage. Do this for the written test and the spoken inteview.

d. ..... Next, read the tests and listen to the recordings. Make a note of how many times your chosen grammar point was used, and how many times it was used incorrectly. Do this for both the written test and the recorded conversation.

e. ..... Third, find about ten intermediate-level English learners who will agree to take your test. Arrange a time to give the test to each learner.

f. ..... Finally, prepare two graphs to compare your results. Did learners make more mistakes on the written test or while they were speaking?

g. ..... First, choose a common English grammar point you would like to use in your research. Ask your teacher for a suggestion if you need help choosing one.



13 **Write a process paragraph about a topic that you know well. First, brainstorm all the steps that need to be followed. Then write the paragraph. Remember to use transitions.**

LIVEWORKSHEETS