

Using Transitions

Before you watch

A

This activity introduces the topic of using transitions in a speech. Students discuss 'Three ways to ...' topics and decide how they would introduce each new point. The simplest way to introduce a new topic is to use:

First / second / third (or finally)

However, these transitions can become boring if overused. Explain to students that they will learn about different types of transitions and vary the ways they use them to introduce new topics within a speech.

Video

For online classes, before playing the video, make sure that you're sharing both the screen and the sound. Alternatively, upload the video to a shared folder before class, ask students to download it, and watch on their own devices if necessary.

A

This activity is designed to check students' comprehension of main ideas. Tell students to view the video and focus on the general understanding of the tips for using transitions. Ask students to work individually or in pairs to match the beginnings and endings of the sentences. Monitor and support. Check answers with the class. If you teach online or with an interactive whiteboard, use the interactive feature of the worksheet to check answers with your class.

Key:

1. c
2. d
3. a
4. b

B

Have students watch the video again and take notes on the tips for using transitions. Ask students to work individually or in pairs to complete the sentences. Monitor and support. Check answers with the class.

Key:

1. follow
2. Open
3. connection
4. Remind
5. signposts

C

This activity requires students to use the concepts and vocabulary from the video in the context of conversation. Ask students to work individually or in pairs to match the transitions to the transition type. Monitor and support. Check answers with the class.

Key:

- | | |
|------|------|
| 1. N | 4. S |
| 2. I | 5. N |
| 3. S | 6. I |

Digital skills focus

A

This activity offers tips on preparing presentation slides that make transitions stand out. Emphasize that creating slides that stand out from the content slides will help introduce the talk, each new topic, and the conclusion of the presentation. Ask students to work individually or in pairs to complete the sentences. Monitor and support. Check answers with the class.

Key:

1. introductory
2. topic
3. summary

B

This activity offers practice in preparing slides for a presentation. Based on the information in **A**, students should label the slides with the appropriate type of transition. Ask students to work individually or in pairs to complete the sentences. Monitor and support. Check answers with the class.

Key:

1. Summary slide
2. Introductory slide
3. New Topic slide

Language focus

A

This activity has two purposes. The text serves as a model for using transitions in a presentation or talk. It also focuses students' attention on the language used for transitions. Students are required to use these skills in the Digital Communicative Task.

Tell the students to complete the talk with the transitions (a-e). Monitor and support. Finally, check answers with the class. Encourage discussion if there is disagreement or if students are not sure which is the best sentence to fill each gap.

If you are teaching an online class, set a timer for the individual practise so you don't disturb students by asking them if they've finished.

Key:

1. c
2. e
3. a
4. b
5. d

B

This activity is designed to focus students' attention on collocations (words commonly used together). Encourage students to use a dictionary as needed to complete the phrases.

Key:

1. open
2. draw
3. move
4. explain
5. review

C

This activity gives students the opportunity to practise using transitions. In pairs or groups, have students read the outline on adding exercise to daily life. They should work together to add introductory, new topic, and summary transitions.

For online classes, use breakout rooms to have students work in pairs or groups. Set a timer so the students know when they have to go back to the whole class chat.

Key

Student's own answers

Digital communicative task**A**

This activity is designed to give students the opportunity to apply the communication skill in an online situation.

Students will give an informational talk individually, but can be paired for the preparation part of the activity. They should select a topic or use the topic in Language Focus A. If needed, allow time for students to research any facts or history for their talk. They then outline their talk and brainstorm their transitions. Students rehearse the presentation and practice moving from topic to topic. Allow time for pairs to give feedback to each other.

Students can do their planning and rehearsal in a breakout room. Encourage students to record themselves and watch back.

B

Students present their talk in the online class while you record the session or they make a video of their talk and show it during the online session or post it to a discussion board. Encourage audience members to give feedback to the speakers about the transitions used in the talk. Allow time for the audience to give feedback to the speakers either live or in written feedback on a discussion board.

Ask each speaker to reflect on his/her rehearsal process and whether they see improvement from the first rehearsal to the finished and recorded talk.