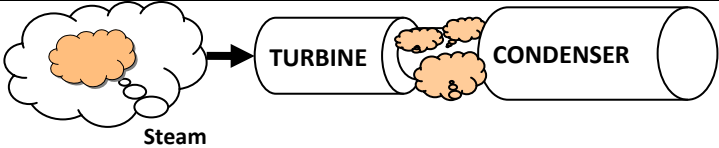


DEVELOPING A LESSON

TRANSITIONAL MARKERS		
Transitional markers are often used in delivering a lesson or in a lesson to help listeners understand a topic better. They are used for different purposes. Some uses of transitional include:		
FUNCTION	TRANSITIONAL MARKERS	EXAMPLE OF USE
To show time or sequence	<ul style="list-style-type: none"> First, Second, Then, After Next Later Afterwards Before Meanwhile Finally 	 <p>Steam</p> <p>Activity Using the following instructions draw the diagram:</p> <ol style="list-style-type: none"> Firstly, <u>draw</u> a square measuring 4 cm. Secondly, <u>label</u> all the vertices clockwise starting from the top left A, B, C and D. Next, <u>draw</u> an equilateral triangle of measurement of 4 cm attached to the side of AB. Then, <u>label</u> the top vertex of the triangle as E. In the centre of EB, <u>mark</u> a point and <u>label</u> it as W. From W, <u>draw</u> a 1.5 cm vertical line upwards. Then <u>label</u> the end as X. From X, <u>draw</u> a perpendicular line of 0.5 cm to the right and <u>label</u> it as Y. From Y, <u>draw</u> a vertical line downwards touching point B. Finally, <u>draw</u> a rectangle inside the square with a measurement of 1 cm by 2cm with the shorter side <u>touching</u> CD at the corner of vertex D.
		<ul style="list-style-type: none"> <u>First</u>, steam passes through the turbine and <u>then</u> it enters the condenser <u>After</u> the steam has passed through the turbine, it enters the condenser. The steam <u>first</u> passes through the turbine <u>before</u> it enters the condenser.

To add an idea	<ul style="list-style-type: none"> • In addition • Furthermore • Moreover • Also • Another 	<div data-bbox="594 131 1556 358"> </div> <p>There are several general characteristics of oxygen. Oxygen has no taste. <u>In addition</u>, it is colourless. <u>Another</u> characteristic is that it is odourless.</p>
To contrast ideas	<ul style="list-style-type: none"> • However • Nevertheless • On the other hand • Despite • Though/ Although/ Even though • In contrast • But • Yet 	<p>E.g. Mercury is a metal. Mercury is liquid at room temperature.</p> <ul style="list-style-type: none"> • <u>Although</u> mercury is a metal, it is liquid at room temperature. • Mercury is a metal. <u>Yet</u>, it is a liquid at room temperature. • <u>Despite</u> being a metal, mercury is liquid at room temperature. • Metals are solid at room temperature. Mercury, <u>on the other hand</u>, remains liquid.
To show results	<ul style="list-style-type: none"> • Therefore • So • Consequently • Thus • Subsequently • As a result 	<p>E.g.</p> <p>Temperature of water; lowered → solidify as ice Temperature of water; increased → boil to form steam State of water changed by heating and cooling</p> <p>When the temperature of water is lowered, water will solidify as ice. Whilst when water is heated, it will boil and form steam.</p> <ul style="list-style-type: none"> • Therefore, the state of water can be changed either by heating or cooling • Thus, we can see that the state of water can be changed either by heating or cooling. • Consequently, this shows that the state of water can be changed either by heating or cooling.
To emphasise	<ul style="list-style-type: none"> • In fact • Indeed • Certainly • In actual fact 	<p>E.g. Water cooled at a low temperature → solidify</p> <ul style="list-style-type: none"> • Cooling water at a lower temperature would <u>in fact</u> cause water to solidify. • <u>Indeed</u>, cooling water at a lower temperature would cause it to solidify. • Cooling water at a lower temperature would <u>certainly</u> cause it to solidify. • <u>In actual fact</u>, cooling water at a lower temperature would cause it to solidify.
To provide example	<ul style="list-style-type: none"> • For example • For instance 	<p>E.g. Air pollution is said to be one of the main contributors to global warming today. <u>For instance</u>, carbon monoxide produced by the exhaust of vehicles add to the contamination of the environment.</p>
To generalise or summarise	<ul style="list-style-type: none"> • In general • Overall • In short • In other words 	<p>E.g.</p> <ul style="list-style-type: none"> • <u>In general</u>, smoking is said to contribute towards the increase in the number of lung cancer patients today. • <u>In other words</u>, without proper guidance and supervision by parents, teenagers today may go astray.

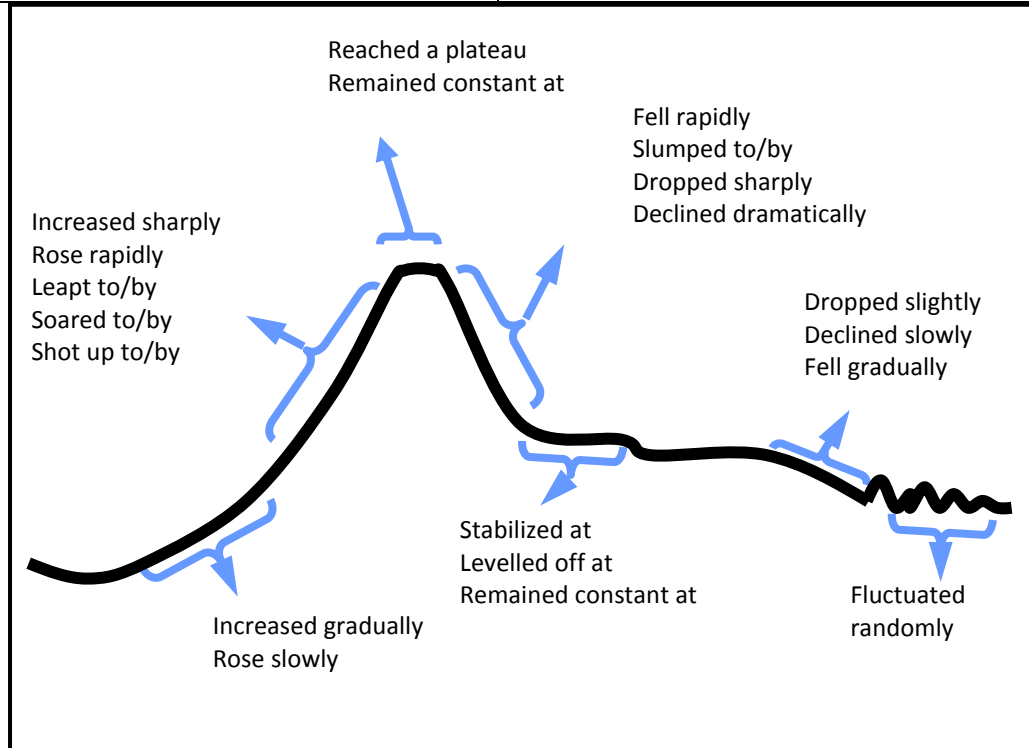
EXPLAINING CONCEPT							
In a lesson we may have to explain to the students certain concepts which may be an idea, a thought, or a principle. It is important to use simple but accurate sentences . Try to avoid complex sentences as they may de-motivate the students.							
HOW TO PRODUCE SIMPLE YET ACCURATE SENTENCES:	EXAMPLE OF USE						
Use active sentences instead of passive sentences	<ul style="list-style-type: none">Active structure is better because sentences are shorter and more dynamic. <p><u>Examples:</u></p> <ul style="list-style-type: none"><i>Vitruvius Pollio wrote an engineering book in the century BC.</i><i>The Minister of Transport faced many problems in building motorways.</i> <p>NB: Passive sentences are also frequently used when explaining concepts. This is when the actor is not as important as the result.</p> <ul style="list-style-type: none"><i>Steels are divided into two groups; plain steels and alloy steels</i><i>Nails are made of tough material</i>						
Do not use too many prepositions	<ul style="list-style-type: none">Too many prepositions can make a sentence difficult to understand. <p><u>Examples:</u></p> <ul style="list-style-type: none">Copper is an example of a use of a good conductor of electricity.Rubber is one of the materials used for engineering work. <p><u>Improved version:</u></p> <ul style="list-style-type: none"><i>Copper exemplifies good conductor of electricity.</i><i>Rubber is an engineering material.</i>						
State your ideas coherently	<ul style="list-style-type: none">Start with the main idea, then elaborate the main ideas and provide examples when necessary. Use transitional markers to help students recognise the flow of ideas. <p><u>Example:</u></p> <ul style="list-style-type: none">Steels are divided into two groups. <i>The first one</i> is plain carbon steel and <i>the second</i> is alloy steel.						
Use diagrams and illustrations	<ul style="list-style-type: none">Diagrams and illustrations help explain ideas thoroughly and precisely. <p>[See notes on USING DIAGRAM]</p>						
Correct use of forms and functions of the language	<ul style="list-style-type: none"><u>Example:</u> To describe copper in general:<ul style="list-style-type: none"><i>Copper is a tough material.</i>To compare strength of copper and rubber:<ul style="list-style-type: none"><i>Copper is tougher than rubber.</i>						
Know the terms well	<ul style="list-style-type: none">Use the right term. The best way to find out the exact meaning of a term is by using it in various word forms. <p>Activity</p> <table><tr><td>ENGINE</td><td>CONSTRUCT</td><td></td></tr><tr><td>PRODUCE</td><td>MODIFY</td><td>PROGRESS</td></tr></table> <p>Can you find as many the various derivatives of the above words?</p>	ENGINE	CONSTRUCT		PRODUCE	MODIFY	PROGRESS
ENGINE	CONSTRUCT						
PRODUCE	MODIFY	PROGRESS					

Paraphrase complicated ideas	<ul style="list-style-type: none"> Sometimes it is necessary to paraphrase an idea using simpler words. <u>Complicated idea</u> <ul style="list-style-type: none"> The report to the Ministry of Transport will include large-scale plans showing not only the proposed alignment, but the profile of the road showing gradients and curves, and the result of the soil survey throughout its length. <u>Improved version</u> <ul style="list-style-type: none"> The Ministry of Transport requires a report containing the following three elements: large-scale plans showing the proposed alignment, a profile of the road with gradients and curves and the result of a soil survey throughout its length.
Reduce common errors	<ul style="list-style-type: none"> Try to minimise making common language errors in English. <u>Incorrect sentence:</u> <ul style="list-style-type: none"> This kind of work requires a lot of <u>intelligent</u>. <u>Correct sentence:</u> <ul style="list-style-type: none"> This kind of work requires a lot of <u>intelligence</u>. <p><u>Activity</u> The following are some real life examples of errors produced by some individuals. Can you identify and improve the sentences?</p> <ol style="list-style-type: none"> They use English language almost the time to communicate with me. In February, my laboratory received a project from a company to carried out a ship-model resistance test. Since he is in Singapore and origin from India, thus I have to write my e-mail to him in English. At the end of the project, I have written up a report of a test in English. I find this a good experience to me as to sharpen up my English communicating and writing skills. At the first time I got the instruction to use English in my work, I felt worried and I know I have to ready earlier. Usually, it is quite difficult to me to make it fluence. Usually, I will ready my presentation in powerpoint. It make me confident. However, I have many task at working involving the use of the English language. I also like to understand the International journal where almost is written in English. I try to read newspaper, listening a tv news and radio. This subject needs a vast of process explanations details and calculations. A lesson with much experiences in manufacturing processes would be more advantage. I was asked to work with one of the engineer. I did well in the first task and felt very difficult in writing the report. I tried to do it as I can and seeked a help from one of my college. The big problem that I faced in writing the paper was how to present the finding in easy way and make reader understood. So most of the word that I used was not suitable. As a solution, I met my supervisor to help me and edit my task.

USING DIAGRAM		
A diagram is a simplified and structured visual representation of concepts, ideas, constructions, relations, statistical data, anatomy, etc. used in all aspects of human activities to visualise and clarify the topic.		
STEP	DESCRIPTION	SAMPLE EXPRESSION
1	Specify the subject of the diagram with a clear statement.	This is a diagram of the structure of the human eye.
2	Orient the audience to the general layout of the diagram.	As you can see, this is a diagram of a cross section of the human eye with the front of the eye on the left and the optic nerve on the right.
3	Specify the order of presentation in which you will present the parts of the diagram (Possible orders of presentation are top to bottom, bottom to top, outside to inside, inside to outside, left to right, right to left).	I'm going to describe the eye by beginning with the outer structure and moving to the inner structure. In this way, we will end with the inner eye, the topic I wish to discuss at length.
4	Point out the component labelled in the diagram. Follow the order that you have chosen.	As you can see in the diagram, the outer structure of the human eye is called the encasement. Next to the encasement, and moving toward the centre of the eye is the retina...
5	After you have pointed out all the important components in the diagram, make the transition to the body of your talk.	Now that you have an orientation to the structure of the eye, I'd like to concentrate specifically on the inner eye.

DESCRIBING DIAGRAM - LANGUAGE EXPRESSIONS	
FUNCTION	EXPRESSION
<i>To specify a diagram</i>	<ul style="list-style-type: none"> • This is a diagram of... • As you can see, this diagram shows the process of...
<i>To orient the audience to the general layout of the diagram</i>	<ul style="list-style-type: none"> • In this diagram, you can see the _____ and essential component of this process.
<i>To specify the order of presentation of information</i>	<ul style="list-style-type: none"> • Working from the left to right, I will describe the process of... • I'm going to work from the centre outward in explaining this diagram.
<i>To identify the components of the diagram</i>	<ul style="list-style-type: none"> • As you can see in the diagram, the _____ is called the ____. • The round object in the centre is the _____.
<i>To move to another point</i>	<ul style="list-style-type: none"> • Now that you have an orientation to the parts of the _____, I'd like to concentrate specifically on the _____. • With this in mind, I would like to go back now and discuss _____.
<i>To show location</i>	<ul style="list-style-type: none"> • In the upper right hand corner, there is _____. • You will note the _____ in the lower left hand corner. • As you can see on the right, there is a structure shaped like a _____. This is the _____.
<i>To describe positions of the objects</i>	<ul style="list-style-type: none"> • A is _____ B. <ul style="list-style-type: none"> ○ adjacent to ○ alongside ○ parallel to ○ diagonally above ○ vertically below

To describe structure of the objects	<ul style="list-style-type: none"> • X _____ Y and Z. <ul style="list-style-type: none"> ○ is nailed to ○ is welded to ○ is fastened to ○ is attached to ○ consists of ○ contains
To describe composition	<ul style="list-style-type: none"> • It is <u>made of</u> metal / steel / silk / wood.
To describe size and weight	<ul style="list-style-type: none"> • X is 6cm <u>long/ wide / high</u>. • X is 6cm <u>in length/ width / height</u>. • The <u>length of</u> X is 6cm. • X has <u>a length/ width/ height/ diameter of</u> 6cm. • X <u>weighs</u> 10kg.
To describe shape	<ul style="list-style-type: none"> • X is square / round / rectangular / triangular / semi-circular / conical / spherical in shape. • X is shaped like a square / circle / rectangle / triangle / semi-circle
To describe functions	<ul style="list-style-type: none"> • The function / purpose / aim / objective of the _____ is to _____.



	Jan	Feb	Mar	April
Sale of Proton car	1000	1200	5000	4800

E.g. The use of "Leapt to/ Leapt by"

- Between the months of February and March, the sale of Proton cars leapt to 5000 units in March 2006.
- Between the months of February and March, the sale of Proton cars leapt by 3800 units.

E.g. The use of "Soared to/ Soared by"

- Between the months of February and March, the sale of Proton cars soared to 5000 units in March 2006.
- Between the months of February and March, the sale of Proton cars soared by 3800 unit.

For Leapt to/ Soared to, you state the new score, i.e. 5000 units.

For Leapt by/ Soared by, you state the difference between the new score and the old score, i.e. 3800.