

# IN-CLASS ACTIVITIES: TRANSITIONS

## #1. TAKE A LOOK

Below is a concordance of *however*. What are the main meanings of *however*?

1	The data corresponds to research conducted elsewhere;	however,	the referral reason differed than what other studies show.
2	All of the methods were given in replicable detail;	however,	all the methods were missing one important component.
3	The transition in the introduction was executed well;	however,	the paper failed to explicitly state the purpose of the paper.
4	The results are present in text;	however,	there is no overall flow to the results.
5	It is imperative,	however,	that the drug is safely administered.
6	Birds lack this tissue;	however,	studies show that embryonic cells can differentiate ...
7	The most important of these factors	however	is the pH level of the nutrient solution.
8	BMW was the first to build a hydrogen-powered vehicle.	However,	BMW has yet to make this vehicle affordable to the public.
9	Regrowth often begins with fine white vellus hairs;	however	in some cases regrowth never occurs.
10	Diabetes generally occurs in adults.	However,	an increasing trend is seen in children too.

Now look at the concordance of *though*. What are the main meanings? Is there any overlap between *however* and *though*? Are there any differences in how they are used in the sentence?

1	Turtles did not live past the age of 20 years, even	though	there is potential.
2	Most importantly,	though,	we can begin to better understand the effects of writing.
3		Though	I have yet to solve this problem, I believe I will.
4	The smaller bluegill were preyed on more frequently, even	though	the bass derived more energy value from the larger bluegill.
5	Each mode of gene therapy,	though	well assessed, has its challenges.
6	Only rare instances of predation have been documented,	though	there are anecdotal accounts from fishers and divers.
7	Animal subjects cannot be entirely disposed of	though,	as it is necessary to observe the virus within the organism.
8	here cannot be any direct comparisons	though	due to significant differences in the contextual variables.
9		Though	foreseeable in the near future, a cure remains the goal.
10	Even	though	I have a subscription to the journal, I cannot view all content.

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## # 2 DATA DIGGING

The information on Slide 3 of the presentation lists commonly used transitions as well as transitions that are frequently found in student and professional writing.

With a partner, explore how some of these transitions are used by students and professionals. One of you can explore transitions in the **student writing data set** while your partner can explore the same transitions in the **professional writing data set**.

What patterns do you observe between the two data sets? Are certain transitions used more frequently or differently? Also, note the language trends found in previous research—for example, students tend to use transitions like *hence* and *e.g.*, less frequently than professionals. Do you and your partner observe similar between the data sets?