

# Relationships I

- Authors use two common methods to show connections, or **relationships**, between ideas.
- These two methods are **transitions** and **patterns of organization**.



Two common types of relationships are

- Relationships that involve **addition**
- Relationships that involve **time**

# TRANSITIONS

Which item below is easier to read and understand?

- A.** The weather at the North Pole is truly extreme. The average winter temperature is more than 20 degrees below zero.
- B.** The weather at the North Pole is truly extreme. First of all, the average winter temperature is more than 20 degrees below zero.

# TRANSITIONS

Which item below is easier to read and understand?

- A.** The weather at the North Pole is truly extreme. The average winter temperature is more than 20 degrees below zero.
- B.** The weather at the North Pole is truly extreme. First of all, the average winter temperature is more than 20 degrees below zero.

The words *first of all* in the second item make it clear that the writer plans on explaining **two or more ways** the weather is extreme. This makes the second item easier to understand.

# TRANSITIONS

**Transitions** are words or phrases (like *first of all*) that show relationships between ideas.

# TRANSITIONS

**Transitions** can be seen as “bridge” words, carrying the reader across from one idea to the next:

The weather at the North Pole is truly extreme.



the average winter temperature is more than 20 degrees below zero.



# TRANSITIONS

Two major types of transitions are words that show **addition** and words that show **time**.

# TRANSITIONS

## Words That Show Addition

Which item below is easier to read and understand?

- A.** A virus cannot move or grow. It can reproduce only inside a cell of another organism.
- B.** A virus cannot move or grow. Furthermore, it can reproduce only inside a cell of another organism.



# TRANSITIONS

## Words That Show Addition

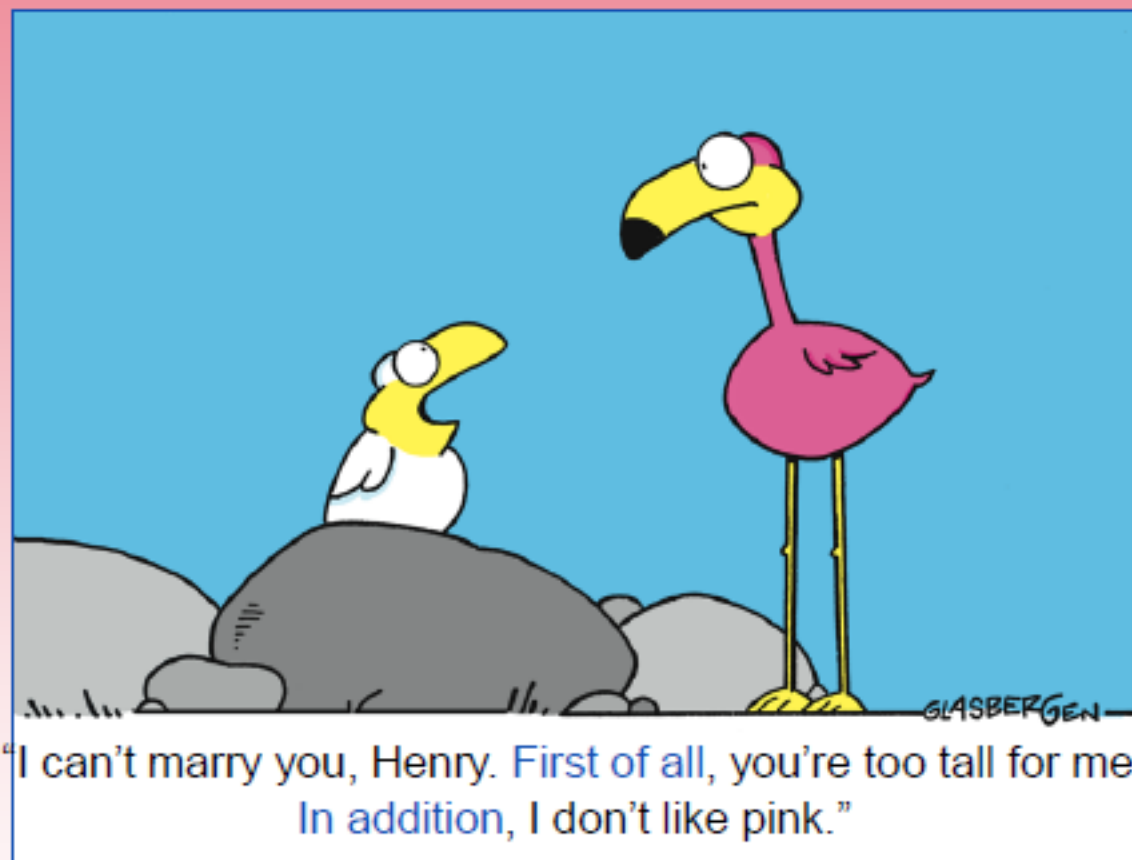
Which item below is easier to read and understand?

- A. A virus cannot move or grow. It can reproduce only inside a cell of another organism.
- B. A virus cannot move or grow. Furthermore, it can reproduce only inside a cell of another organism.

The word *furthermore* in the second item helps make the relationship between the two sentences clear. The author is listing **two different qualities** of a virus. *Furthermore* is an **addition word**.

# TRANSITIONS

## Words That Show Addition



In this cartoon, the words *In Addition* introduce a *second* reason why Henry's proposal is being rejected.

# TRANSITIONS

## Words That Show Addition

**Addition words** signal **added ideas**. These words tell you a writer is presenting one or more ideas that **continue along the same line of thought** as a previous idea.

Here are some common addition words:

### *Addition Words*

|                |               |             |               |
|----------------|---------------|-------------|---------------|
| one            | to begin with | also        | further       |
| first (of all) | for one thing | in addition | furthermore   |
| second(ly)     | other         | next        | last (of all) |
| third(ly)      | another       | moreover    | final(ly)     |

# TRANSITIONS

## Words That Show Addition

In the examples below, notice how the *addition words* introduce ideas that *add to* what has already been said.

- We communicate to exchange information. We **also** communicate to develop relationships.
- Tiger sharks eat fish, squid, sea turtles, seals, and smaller sharks. **Moreover**, they have been known to swallow car license plates and gasoline cans.

# TRANSITIONS

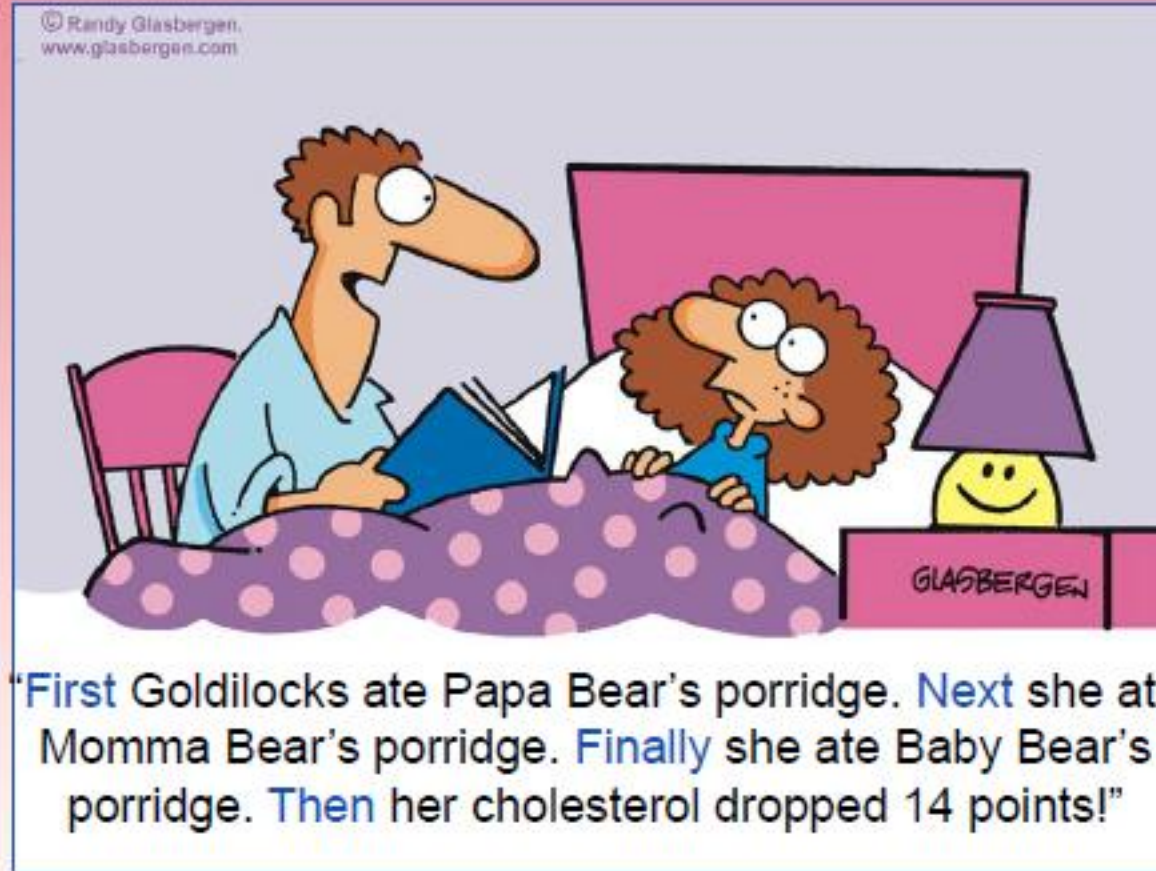
## Words That Show Time

Which item below is easier to read and understand?

- A.** I fill in the answers to the test questions I'm sure I know. I work on the rest of the exam.
- B.** First I fill in the answers to the test questions I'm sure I know. Then I work on the rest of the exam.

# TRANSITIONS

## Words That Show Time



In this cartoon, the **time words** *First*, *Next*, *Finally*, and *Then* indicate when each of the events happened in the story.



# TRANSITIONS

## Words That Show Time

**Time words** tell us *when something happened* in relation to when something else happened. Here are some common time words:

### *Time Words*

|                |             |              |               |
|----------------|-------------|--------------|---------------|
| before         | immediately | when         | until         |
| previously     | next        | whenever     | often         |
| first (of all) | then        | while        | frequently    |
| second(ly)     | following   | during       | eventually    |
| third(ly)      | later       | as (soon as) | final(ly)     |
| now            | after       | by           | last (of all) |

*Note:* Additional ways of showing time are **dates** ("In 1890. . .," "Throughout the 20th century. . .," "By 2012. . .") and **other time references** ("Within a week. . .," "by the end of the month. . .," "in two years. . .").



# TRANSITIONS

## Words That Show Time

In the examples below, notice how the **time words** show us *when* something takes place.

- *During* the last ice age, there were huge icebergs in the ocean as far south as Mexico.
- I cross the street *whenever* I see someone coming whose name I've forgotten.

## PATTERNS OF ORGANIZATION

Just as transitions show relationships between ideas in sentences, **patterns of organization** show the relationships between supporting details in paragraphs, essays, and chapters.

# PATTERNS OF ORGANIZATION

Two major patterns of organization are

- **The list of items pattern**

(Addition words are often used in this pattern of organization.)

- **The time order pattern**

(Time words are often used in this pattern of organization.)

# PATTERNS OF ORGANIZATION

## The List of Items Pattern

| List of items |
|---------------|
| Item 1        |
| Item 2        |
| Item 3        |

- A **list of items** is a series of reasons, examples, or other details that support an idea.
- The items have no time order, but are listed in whatever order the author prefers.



# PATTERNS OF ORGANIZATION

## The List of Items Pattern

See if you can arrange the following sentences in an order that makes sense. Which sentence should come first? Second? Third? Last? Use the addition words to guide you.

- A.** Another is the mythical Atlas, who was pictured holding up the heavens in an early collection of maps, and ever since, *atlas* has meant any book of maps.
- B.** The names of many people, real and fictional, have become permanent parts of the English language.
- C.** A third name-turned-word is that of John Montagu, the Earl of Sandwich, who got the idea of putting a piece of meat between two slices of bread; the result was the sandwich that bears his name.
- D.** One is Joseph Guillotin, a physician, who invented a machine for cutting off condemned prisoners' heads—the guillotine.

# PATTERNS OF ORGANIZATION

## The List of Items Pattern

The names of many people, real and fictional, have become permanent parts of the English language. **One** is Joseph Guillotin, a physician, who invented a machine for cutting off condemned prisoners' heads—the guillotine. **Another** is the mythical Atlas, who was pictured holding up the heavens in an early collection of maps, and ever since, *atlas* has meant any book of maps. A **third** name-turned-word is that of John Montagu, the Earl of Sandwich, who got the idea of putting a piece of meat between two slices of bread; the result was the sandwich that bears his name.

The paragraph begins with the **main idea**: the names of many people, real and fictional, have become permanent parts of the English language. The next three sentences **list** people whose names have become parts of the language. Each one is introduced with an **addition transition**.

# PATTERNS OF ORGANIZATION

## The List of Items Pattern

What major details are needed to complete the outline of this paragraph? The addition words are shown in **blue** to help you.

Self-disclosure is revealing information about oneself. Meaningful self-disclosure includes three important elements. **First of all**, it must be done on purpose. If you accidentally mention to a friend that you're thinking about quitting a job, that is not self-disclosure. **Second**, the information must be significant. Telling trivial facts, opinions, or feelings—that you like fudge, for example—hardly counts as disclosure. The **third** requirement is that the information being shared is private. There's nothing noteworthy about telling others that you are depressed or happy if they already know that.

**Main idea:** Meaningful self-disclosure includes three important elements.

- 1.
- 2.
- 3.



# PATTERNS OF ORGANIZATION

## The Time Order Pattern

See if you can arrange the following sentences in logical order. Which sentence should come first? Second? Last? Use the time words as a guide.

- A.** The water then begins to expand and rise, to be replaced by cold water from the upper regions of the pot.
- B.** In the convection process, water from the bottom of a heating pot begins to move faster.
- C.** Eventually, after this heated water gets to the top, it cools off and sinks, to be replaced by newly heated water from the bottom.

# PATTERNS OF ORGANIZATION

## The Time Order Pattern

Here is the logical order for the sentences on the last screen.

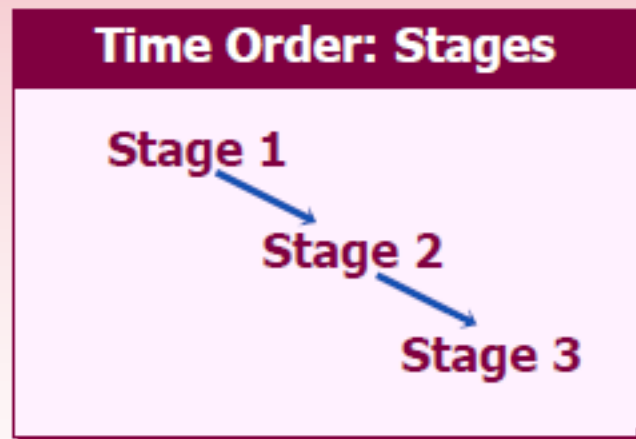
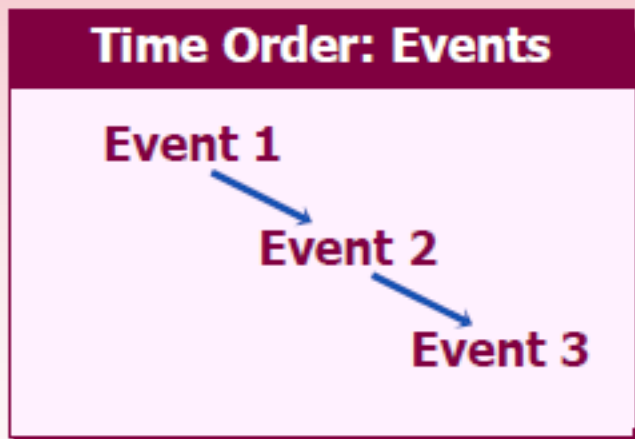
In the convection process, water from the bottom of a heating pot begins to move faster. The water **then** begins to expand and rise, to be replaced by cold water from the upper regions of the pot. **Eventually**, **after** this heated water gets to the top, it cools off and sinks, to be replaced by newly heated water from the bottom.

- In time order, the details are presented **in the order in which they happen**.
- Notice that supporting details are introduced by **time words**.

# PATTERNS OF ORGANIZATION

## The Time Order Pattern

One of the most common kinds of time order is a **series of events** or **stages**.



# PATTERNS OF ORGANIZATION

## The Time Order Pattern: Series of Events or Stages

What four stages of sleep are needed to complete the outline of this paragraph? The time words are shown in blue to help you.

The study of volunteers in sleep laboratories has led researchers to believe that humans go through four different stages of sleep in a normal night's rest. After falling asleep, people enter stage 1 sleep, also called "light sleep" or "REM" (rapid eye movement) sleep. During this stage the sleeper's brain waves are irregular, and the person is easily awakened. The next period of sleep, stage 2 sleep, is marked by bursts of fast brain-wave activity called "spindles." Then, during stage 3 sleep, the spindles disappear, and brain waves become long and slow. Last, the deepest level of sleep, during which the sleeper is hardest to awaken, occurs during stage 4 sleep. Extremely slow brain waves known as delta waves are present during this deep-sleep phase.

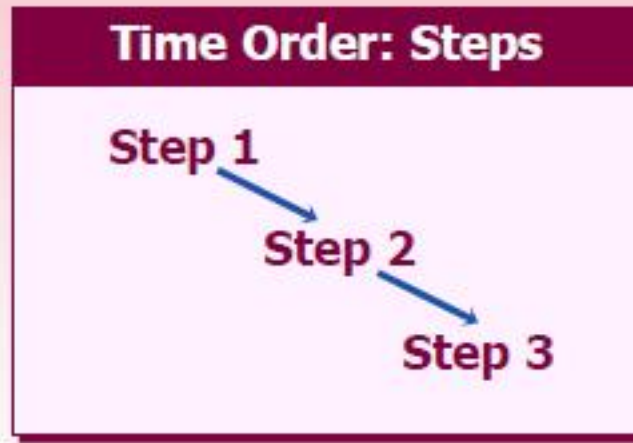
**Main idea:** Researchers believe that humans go through four different stages of sleep in a normal night's rest.

- 1.
- 2.
- 3.
- 4.

# PATTERNS OF ORGANIZATION

## The Time Order Pattern

Another common kind of time order is a **series of steps** (directions how to do something).





# PATTERNS OF ORGANIZATION

## The Time Order Pattern: Series of Steps

What steps are needed to complete the outline of this paragraph? The time words are in blue to help you.

If you mention the word PROM to people, they are going to think of a high-school rite of passage. In fact, PROM is also the name of a proven study method. The **first** step in this system is to *preview* a reading assignment. Note the title and read the first and last paragraphs; also look quickly at headings and subheads and anything in boldface or italic. **Next**, *read* a selection straight through while marking off important ideas such as definitions, examples, and lists of items. The **third** step is to *organize* the material you've read by taking study notes on it. Get all the important ideas down on paper in outline form, relating one idea to another as much as possible. **Last of all**, *memorize* the study notes that you will need to remember for tests. Do this by writing key words in the margins of your study outline and turning those words into questions. Not all learning involves memorization, but some of it does, so don't hesitate to commit to memory anything you might need for a test.

**Main idea:** PROM is a proven study method.

- 1.
- 2.
- 3.
- 4.

## CHAPTER REVIEW

In this chapter, you learned how authors use transitions and patterns of organization to make their ideas clear. Just as transitions show relationships between ideas in sentences, patterns of organization show relationships between supporting details in paragraphs and longer pieces of writing.

You also learned two common kinds of relationships that authors use to make their ideas clear:

- **Addition relationships**

- Authors often present a list or series of reasons, examples, or other details that support an idea. The items have no time order, but are listed in whatever order the author prefers.
- Transition words that signal such addition relationships include *for one thing*, *second*, *also*, *in addition*, and *finally*.

- **Time relationships**

- Authors usually discuss a series of events or steps in the order in which they happen, resulting in a time order.
- Transition words that signal such time relationships include *first*, *next*, *then*, *after*, and *last*.



# Relationships II



## RELATIONSHIPS

Besides relationships involving **addition** and **time**, there are three other common types of relationships:

- Relationships that involve **illustration**
- Relationships that involve **comparison and contrast**
- Relationships that involve **cause and effect**

## ILLUSTRATION

### Words That Show Illustration

Which item below is easier to understand?

- A.** Certain types of anxiety are very common. Most people feel anxious at the thought of speaking in front of a large group.
- B.** Certain types of anxiety are very common. For instance, most people feel anxious at the thought of speaking in front of a large group.

# ILLUSTRATION

## Words That Show Illustration

Which item below is easier to understand?

- A. Certain types of anxiety are very common. Most people feel anxious at the thought of speaking in front of a large group.
- B. Certain types of anxiety are very common. For instance, most people feel anxious at the thought of speaking in front of a large group.

The words *for instance* make the second item easier to understand. They make it clear that speaking in front of a large group is **one type** of common anxiety. *For instance* and other words and phrases like it are **illustration words**.

# ILLUSTRATION

## Words That Show Illustration



In this cartoon, the owner gives an example of his dog's strange behavior—the dog actually obeys a command! The owner signals the example with the **illustration words** *for instance*.

# ILLUSTRATION

## Words That Show Illustration

**Illustration words** indicate that an author will provide one or more *examples* to develop and clarify a given idea.

Here are some common words that show illustration:

### *Illustration Words*

|                |                |                      |      |
|----------------|----------------|----------------------|------|
| (for) example  | including      | (as an) illustration | one  |
| (for) instance | specifically   | to illustrate        | once |
| such as        | to be specific |                      |      |

# ILLUSTRATION

## Words That Show Illustration

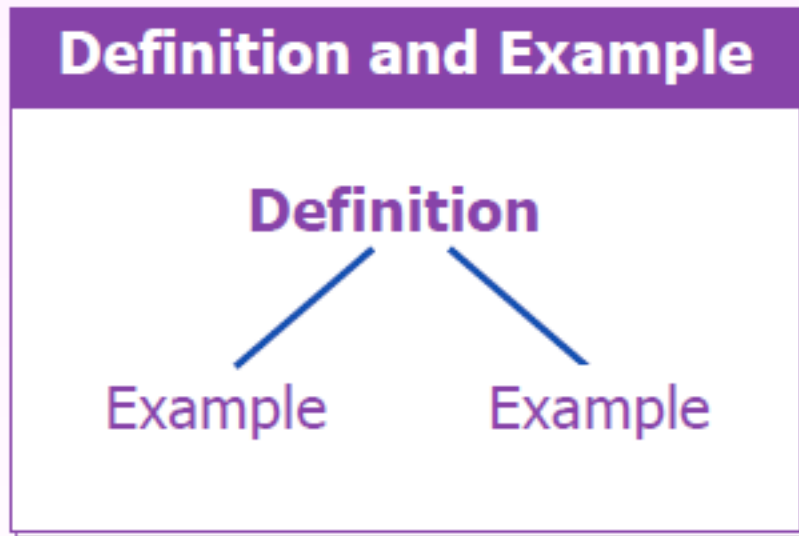
In the sentences below, notice how the *illustration words* signal that one or more *examples* are coming.

- Birds sing for various reasons, *such as* to proclaim territory, to signal hunger, or to attract a mate.
- Some common beliefs about the United States are really myths. *For example*, Betsy Ross did not design the American flag.



# ILLUSTRATION

## The Definition and Example Pattern



The **definition and example pattern of organization** includes just what its name suggests: a **definition** and one or more **examples**.

## ILLUSTRATION

### The Definition and Example Pattern

See if you can arrange the following sentences in an order that makes sense. Which sentence should come first? Second? Last?

- A.** For instance, a football player recovering from an operation may want to return to his team, yet he also knows that he may limp for the rest of his life if he is injured again.
- B.** An approach-avoidance conflict is a situation in which someone is both attracted to and repelled by the same goal.
- C.** People who are loyal to their present employer but are interested in a new and better job are another example.

## ILLUSTRATION

### The Definition and Example Pattern

Here is the logical order for the sentences on the last screen.

An approach-avoidance conflict is a situation in which someone is both attracted to and repelled by the same goal. **For instance**, a football player recovering from an operation may want to return to his team, yet he also knows that he may limp for the rest of his life if he is injured again. People who are loyal to their present employer but are interested in a new and better job are another **example**.

The paragraph begins with a **definition** of *approach-avoidance conflict*. The second and third sentences provide **examples** of the term. Each example is signaled by an **illustration word or phrase**.

# ILLUSTRATION

## The Definition and Example Pattern

- Textbook authors often provide definitions of important terms, followed by examples. They usually set off the terms they are defining in *italic* or **boldface** type.
- When reading and taking notes on a textbook, always do two things:
  - 1 Write down key **definitions**.
  - 2 Write down a helpful **example** for each definition.

# ILLUSTRATION

## The Definition and Example Pattern

Read the textbook paragraph below and then answer the questions.

(1)A loss leader is a product or service that sells at a loss but generates customer interest that can lead to a later profit. (2)A classic example of a loss leader is the ice-cream counter at a Thrifty's variety store. (3)Ice cream cones are sold for less than the cost of the stand, equipment, supplies, and labor. (4)But the ice-cream counter, strategically placed near the store entrance, helps draw customers into the store. (5)Once inside, they often buy other items as well, so the store turns an overall profit. (6)The loss-leader principle is used in many other applications. (7)For instance, television networks take a loss on special events like the Olympic Games because they believe that the viewers they attract will then "stay tuned" for their other, moneymaking shows.

1. What term is being defined?
2. Which sentence contains the definition?
3. In which sentence does the first example appear?
4. In which sentence does the second example appear?

# COMPARISON AND CONTRAST

## Words That Show Comparison

Which item below is easier to understand?

- A.** The computerized scanner has streamlined the supermarket checkout line. Computerized fingerprint identification allows the police to do in seconds what once took two hours.
- B.** The computerized scanner has streamlined the supermarket checkout line. Similarly, computerized fingerprint identification allows the police to do in seconds what once took two hours.



# COMPARISON AND CONTRAST

## Words That Show Comparison

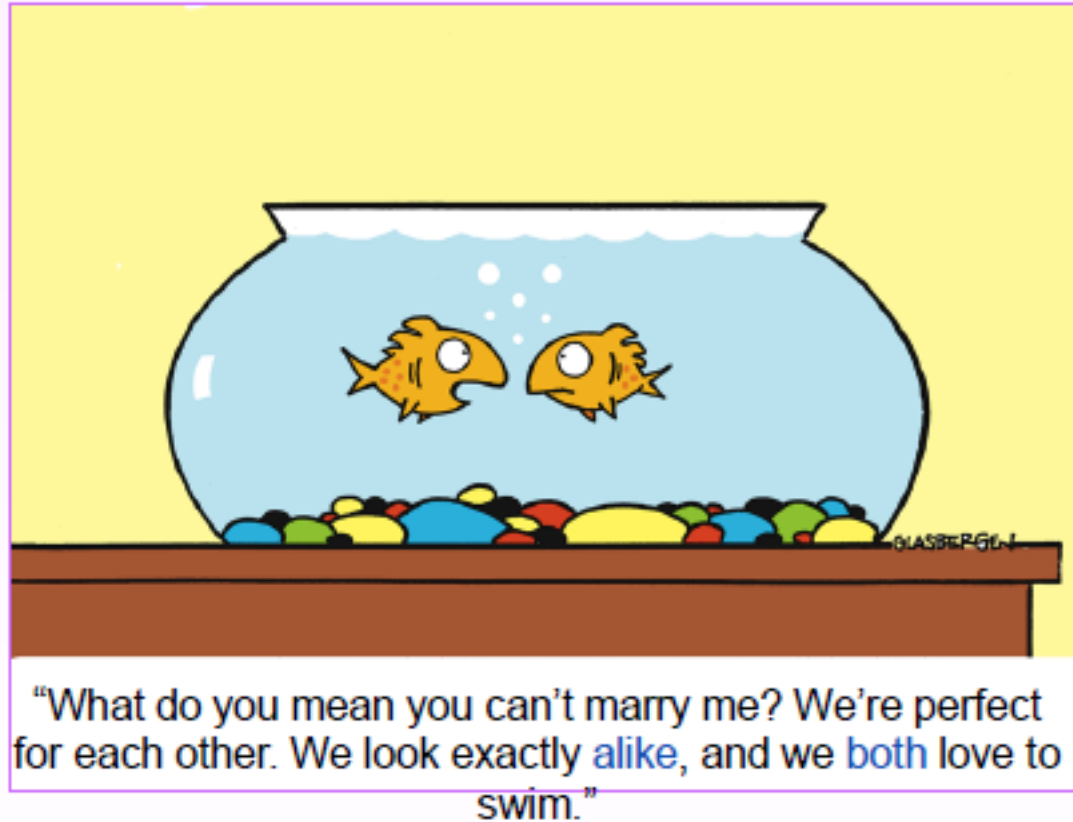
Which item below is easier to understand?

- A. The computerized scanner has streamlined the supermarket checkout line. Computerized fingerprint identification allows the police to do in seconds what once took two hours.
- B. The computerized scanner has streamlined the supermarket checkout line. Similarly, computerized fingerprint identification allows the police to do in seconds what once took two hours.

In the second item, the word *similarly* makes it clear that the author is **comparing** the benefits of computerization in both types of work. *Similarly* and other words like it are **comparison words**.

# COMPARISON AND CONTRAST

## Words That Show Comparison



In this cartoon, the words *alike* and *both* indicated that a comparison is being made: if the two goldfish are so much like each other, they deserve to be together.

# COMPARISON AND CONTRAST

## Words That Show Comparison

**Comparison words** signal *similarities*. Authors use a comparison transition to show that a second idea is *like* the first one in some way.

Here are some common words that show comparison:

### *Comparison Words*

|             |           |                 |                      |
|-------------|-----------|-----------------|----------------------|
| (just) as   | both      | in like fashion | in a similar fashion |
| (just) like | equal(ly) | in like manner  | in a similar manner  |
| alike       | resemble  | similar(ly)     | (in) the same way    |
| same        | likewise  | similarity      | (in) common          |

# COMPARISON AND CONTRAST

## Words That Show Comparison

In the sentences below, notice how the **comparison words** show that things are *alike* in some way.

- *Both* alligators and crocodiles use nerve-packed bumps in their jaws to sense the movement of nearby prey.
- Surveys show that women who work out of the home and stay-at-home moms are *equally* concerned about their children's welfare.

## COMPARISON AND CONTRAST

### Words That Show Contrast

Which item below is easier to understand?

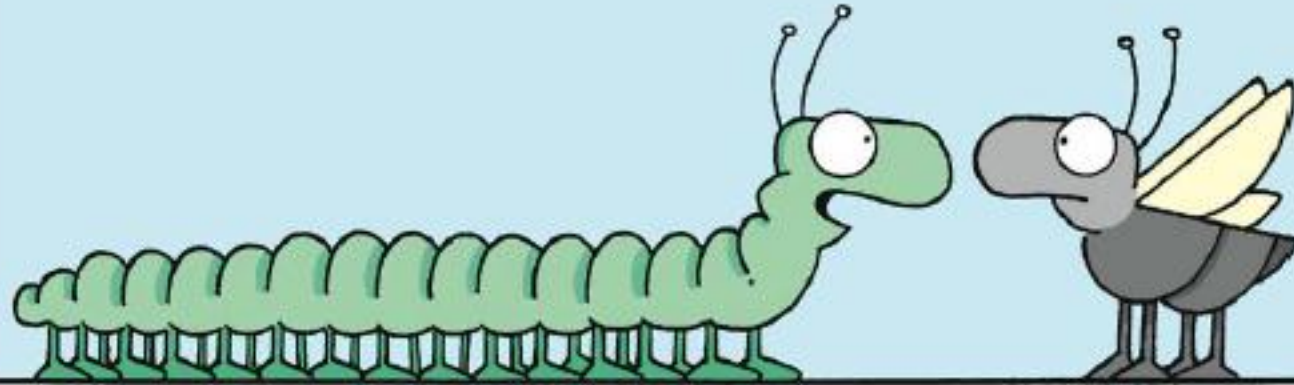
- A.** The company pays the manager handsomely. He doesn't do much work.
- B.** The company pays the manager handsomely even though he doesn't do much work.



# COMPARISON AND CONTRAST

## Words That Show Contrast

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"The main *difference* between us is that I spend all my money on shoes."

In this cartoon, the speaker uses the *contrast* word *difference* to signal a major distinction between the two insects.

# COMPARISON AND CONTRAST

## Words That Show Contrast

**Contrast words** signal that an author is pointing out *differences* between two subjects. Authors use them to show how two things *differ* in one or more ways.

Here are some common words that show contrast:

### *Contrast Words*

|              |                   |               |               |
|--------------|-------------------|---------------|---------------|
| but          | instead (of)      | even though   | difference    |
| yet          | in contrast       | as opposed to | different(ly) |
| however      | on the other hand | in spite of   | differ (from) |
| although     | on the contrary   | despite       | unlike        |
| nevertheless | converse(ly)      | rather than   | while         |
| still        | opposite          |               |               |

# COMPARISON AND CONTRAST

## Words That Show Contrast

In the sentences below, notice how the **contrast words** signal that one idea is *different from* another idea.

- Women communicate *differently* in the workplace than men do.
- The average person can safely tolerate ten bee stings for each pound of body weight. This means that the average adult could withstand more than a thousand stings.  
*However*, one sting can cause death in a person who is allergic to such stings.

# COMPARISON AND CONTRAST

## The Comparison and/or Contrast Pattern

### Comparison

**A** is like **B**

### Contrast

**A** is different from **B**

The **comparison-contrast pattern** shows how two things are alike or how they are different, or both.

## COMPARISON AND CONTRAST

### The Comparison and/or Contrast Pattern

See if you can arrange the following sentences in an order that makes sense. Which sentence should come first? Second? Last?

- A.** They are alike in offering health-care services for patients suffering from injury or disease.
- B.** Hospices and hospitals are much more different than they are similar.
- C.** However, the goal of a hospital is to make patients well, while the concern of a hospice is to relieve the pain and suffering of dying patients.



# COMPARISON AND CONTRAST

## The Comparison and/or Contrast Pattern

Here is the logical order for the sentences on the last screen.

Hospices and hospitals are much more *different* than they are *similar*. They are *alike* in offering health-care services for patients suffering from injury or disease. *However*, the goal of a hospital is to make patients well, *while* the concern of a hospice is to relieve the pain and suffering of dying patients.

The **contrast word** *different* in the first sentence suggests a comparison and/or contrast pattern of organization. The **comparison word** *alike* and **contrast words** *However* and *while* the other two sentences show that hospices and hospitals are being both compared *and* contrasted.



## CAUSE AND EFFECT

### Words That Show Cause and Effect

Which item below is easier to understand?

- A.** The young woman decided to go away to school. Her boyfriend began talking about getting married.
- B.** The young woman decided to go away to school because her boyfriend began talking about getting married.

# CAUSE AND EFFECT

## Words That Show Cause and Effect

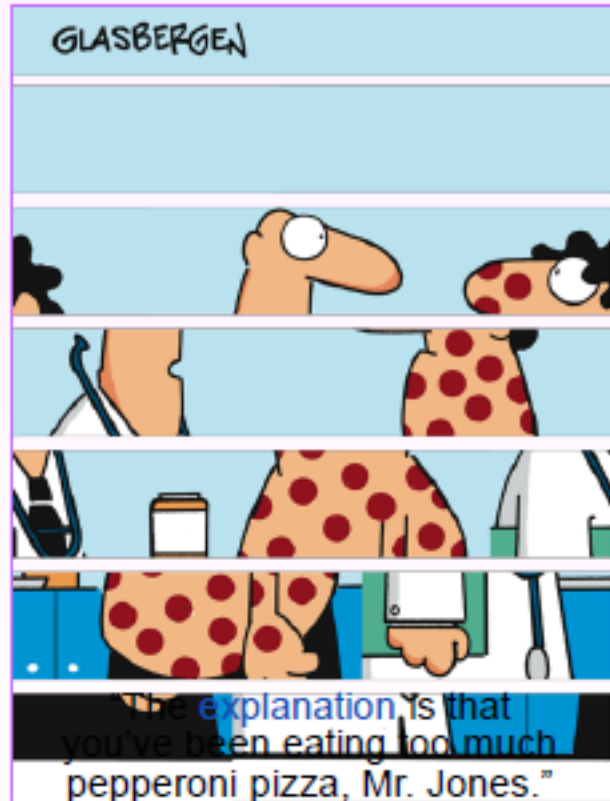
Which item below is easier to understand?

- A. The young woman decided to go away to school. Her boyfriend began talking about getting married.
- B. The young woman decided to go away to school because her boyfriend began talking about getting married.

In the first item, we're not sure about the relationship between the two sentences. The word *because* in the second item makes it clear that the woman decided to go away **as a result of** her boyfriend's interest in marriage. *Because* and words like it are **cause and effect words**.

# CAUSE AND EFFECT

## Words That Show Cause and Effect



In the cartoon on the left, the doctor is explaining that the **reason** Mr. Jones is covered with red spots is that he has been eating too much pepperoni pizza. In the cartoon on the right, the **result** of not drinking enough water is that the patient has turned into a cactus!

# CAUSE AND EFFECT

## Words That Show Cause and Effect

**Cause and effect words** signal that the author is explaining *the reason why* something happened or *the result* of something happening.

Here are some common words that show cause and effect:

### *Cause and Effect Words*

|                    |               |               |              |
|--------------------|---------------|---------------|--------------|
| therefore          | so            | owing to      | because (of) |
| thus               | (as a) result | effect        | reason       |
| (as a) consequence | results in    | cause         | explanation  |
| consequently       | leads to      | if . . . then | accordingly  |
| due to             | since         | affect        |              |

# CAUSE AND EFFECT

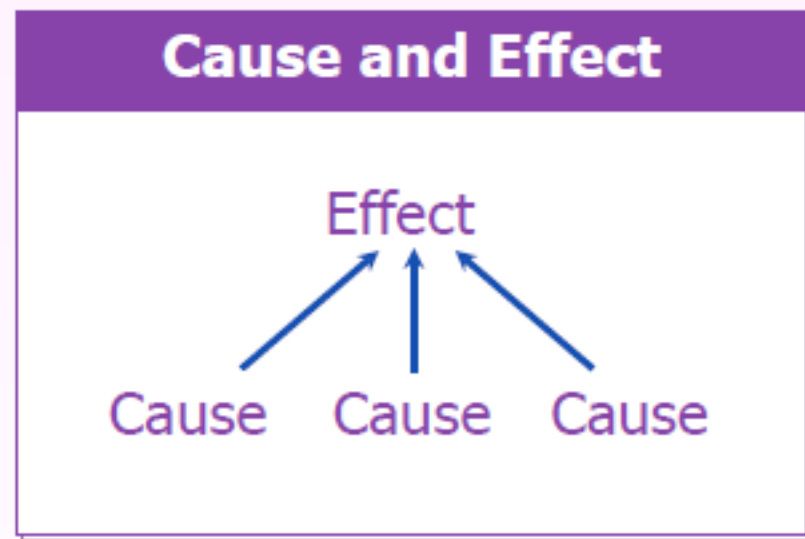
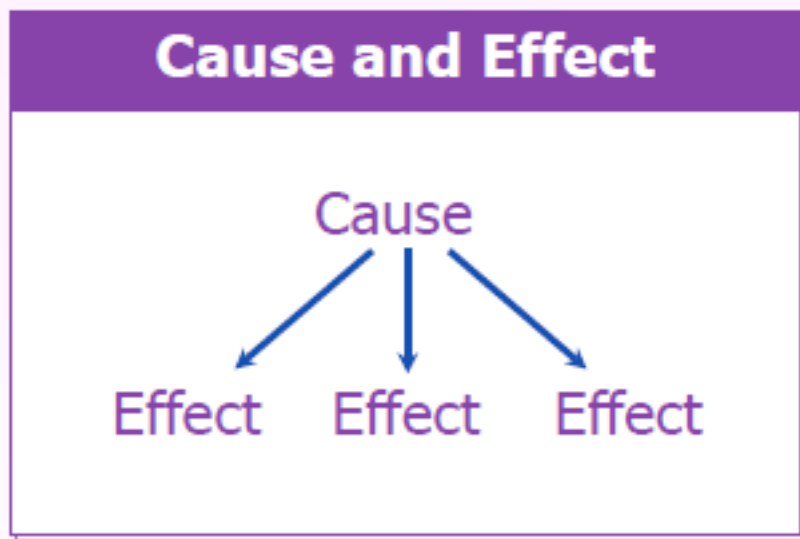
## Words That Show Cause and Effect

In the sentences below, notice how the **cause and effect words** introduce a *reason* for something or the *result* of something.

- The first street traffic lights were created in 1920 by a Detroit policeman. He picked the colors red, yellow, and green *because* railroads used them.
- Don't eat an egg that has a crack in it. The *reason* is that the egg may be contaminated.

# CAUSE AND EFFECT

## The Cause and Effect Pattern



An author uses the **cause and effect pattern** to show why something happens or the effects of something that has happened.



## CAUSE AND EFFECT

### The Cause and Effect Pattern

See if you can arrange the following sentences in an order that makes sense. Which sentence should come first? Second? Last?

- A.** As a result, federal authorities required that ships carry enough lifeboats to save everyone on board.
- B.** The sinking of the ship *Titanic* led to safer sea travel.
- C.** When the *Titanic* sank, many died because there were too few lifeboats.

# CAUSE AND EFFECT

## The Cause and Effect Pattern

Here is the logical order for the sentences on the last screen.

The sinking of the ship *Titanic* **led to** safer sea travel. When the *Titanic* sank, many died **because** there were too few lifeboats. **As a result**, federal authorities required that ships carry enough lifeboats to save everyone on board.

Each sentence has a **cause and effect word or phrase**, suggesting the cause and effect the pattern or organization. The sinking of the ship had the **effect** of making sea travel safer. The lack of lifeboats **caused** many deaths. The many deaths **caused** federal authorities to institute requirements about lifeboats.

# CAUSE AND EFFECT

## A Final Point

A paragraph or passage may often be made up of more than one pattern of organization.

According to the United Nations, women in poor countries have lives very different from, and worse than, the lives of men in those countries. For one thing, women have much lower literacy rates than men. In South Asia, females' literacy rates are only around 50 percent of males'. In addition, women lag far behind in education. The females' rates for secondary education represent 72 percent of the men's rates and, for college education, only 51 percent. Also, women in poor countries have fewer opportunities for paid employment. There are only fifty-eight women employees for every one hundred men, and they are paid considerably less. Women not gainfully employed are far from idle, however. In fact, they usually work an average of twelve hours a day, while men work only eight hours.

This paragraph contrasts women in poor countries with men in the same countries. It also uses a list of items pattern, listing points of contrast between men and women regarding literacy, education, and so forth.

## CHAPTER REVIEW

In this chapter, you learned about three kinds of relationships that authors use to make their ideas clear:

- **Definitions and examples**

- To help readers understand the important ideas and terms in a subject, textbook authors often take time to include key definitions (often setting them off in *italic* or **boldface**) and examples of those definitions. When reading a textbook, it is usually a good idea to mark off both definitions and examples.
- Transition words that signal the definition and example pattern include *for example*, *for instance*, *to illustrate*, and *such as*.

- **Comparison and/or contrast**

- Authors often discuss how two things are alike or how they are different, or both.
- Transition words that signal comparisons include *alike* and *similar*.
- Transition words that signal contrasts include *but*, *however*, and *in contrast*.