

5 Relationships I



Authors use two common methods to show relationships and make their ideas clear. The two methods—**transitions** and **patterns of organization**—are explained in turn in this chapter. The chapter also explains two common types of relationships:

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

Transitions

Look at the following items and put a check (✓) by the one that is easier to read and understand:

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

You probably found the second item easier to understand. The words *First of all* make it clear that the writer plans on explaining two or more ways the weather is extreme. **Transitions** are words or phrases (like *first of all*) that show relationships between ideas. They are like signs on the road that guide travelers. Or they 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. **First of all,** the average winter temperature is more than 20 degrees below zero.

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

Words That Show Addition

Once again, put a check (✓) beside the item that is easier to read and understand:

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

In the first item, we’re not sure of the relationship between the two sentences. The word *furthermore* in the second item makes the relationship clear: The author is listing two altogether different qualities of a virus. One quality is that it cannot move or grow; a *second* quality is that it can reproduce only inside another organism. *Furthermore* and words like it are known as addition words.



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. Like all transitions, addition words help writers organize their information and present it clearly to readers. In the cartoon on the previous page, the words *In addition* introduce a *second* reason Henry's proposal is being rejected.

Here are some common words that show addition:

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)

Examples

The following examples contain addition words. Notice how these 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.
- Consumers today want much more information about food products than they did twenty or more years ago. Why? *For one thing*, they are much more aware of nutrition than they used to be.



PRACTICE 1

Complete each sentence with a suitable addition word from the box above. Try to use a variety of transitions.

Hint: Make sure that each addition word or phrase that you choose fits smoothly into the flow of the sentence. Test each choice by reading the sentence aloud.

1. An important dental warning sign is a tooth that shows sensitivity to hot or cold. _____ sign is bleeding gums.

2. Paranoid people often believe that someone is plotting against them. They may _____ believe that everyone is staring at them and talking about them.
3. A two-thousand-year-old tomb in England contained remnants of a wooden board game. _____, the tomb contained a set of surgical instruments.
4. A person in a crowd is less likely to offer help in an emergency than a person by himself. One reason is that he may be afraid of embarrassing himself by overreacting to the situation. A _____ reason is that he may assume that a better-qualified person will respond.
5. Education has a very real effect on one's earning power. A recent survey showed that high-school dropouts earned an average of \$18,900 annually, while high-school graduates earned \$25,900. _____, adding a college degree brought the average salary up to \$45,400.

Words That Show Time

Put a check (✓) beside the item that is easier to read and understand:

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

The words *First* and *Then* in the second item clarify the relationship between the sentences. The writer begins work on the rest of the exam *after* answering the questions that he or she is sure about. *First*, *then*, and words like them are time words.



Time words indicate a time relationship; they tell us *when* something happened in relation to when something else happened. They help writers organize and make clear the order of events, stages, and steps in a process. In the above cartoon, the words *First*, *Next*, *Finally*, and *Then* indicate when each of the events happened in the story.

Here are some common words that show time:

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: Some 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 . . .").

Examples

The following examples contain time words. Notice how these 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 toward me whose name I've forgotten.
- *Before* assuming something you read on the Internet is true, remember that anyone can post information there.

Helpful Tips about Transitions

Here are two points to keep in mind about transitions.

TIP 1 Some transition words have the same meaning. For example, *also*, *moreover*, and *furthermore* all mean “in addition.” Authors typically use a variety of transitions to avoid repetition.

TIP 2 In some cases the same word can serve as two different types of transitions, depending on how it is used. For example, the word *first* may be used as an addition word to show that the author is beginning to list a series of ideas, as in the following sentences:

Plant researchers have developed promising new types of apples. *First*, the apples are disease-resistant and don't need pesticides. *Moreover*, . . .

First may also be used to signal a time sequence, as in this sentence:

When you feel anger building up within you, take several steps to deal with it. *First*, start to breathe slowly and deeply. *Second*, . . .



PRACTICE 2

Complete each sentence with a suitable time word from the box on the previous page. Try to use a variety of transitions.

Hint: Make sure that each time word or phrase that you choose fits smoothly into the flow of the sentence. Test each choice by reading the sentence aloud.

1. Tension headaches generally begin in the morning or early afternoon. They _____ worsen during the day.
2. _____ a great white shark was spotted a half-mile off shore, lifeguards made everyone get out of the water.
3. _____ the summer, our dog Floyd spends most of his day sprawled on the cool tiles of the kitchen floor, panting and drooling.
4. San Francisco tailor Levi Strauss originally made jeans from canvas. It wasn't _____ the early 1860s that he started using a softer fabric imported from France, which in the United States was called denim.
5. Advances in medical technology have forced doctors to redefine when death actually occurs. _____ such advances, the definition of death had seemed fairly simple.

Patterns of Organization

You have learned that transitions show the relationships between ideas in sentences. In the same way, **patterns of organization** show the relationships between supporting details in paragraphs, essays, and chapters. It helps to recognize the common patterns in which authors arrange information. You will then be better able to understand and remember what you read.

The rest of this chapter discusses two major patterns of organization:

- 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.)

Noticing the transitions in a passage can often help you become aware of its pattern of organization. Transitions can also help you locate the major supporting details.

1 The List of Items Pattern

List of Items

Item 1
Item 2
Item 3

To get a sense of the list of items pattern, try to arrange the following sentences in a logical order. Put a **1** in front of the sentence that should come first, a **2** in front of the sentence that comes next, a **3** in front of the third sentence, and a **4** in front of the sentence that should come last. The result will be a short paragraph. Use the addition words as a guide.

- ___ Another is the mythical Atlas, who was pictured holding up the heavens in an early collection of maps; ever since, *atlas* has meant any book of maps.
- ___ The names of many people, real and fictional, have become permanent parts of the English language.

- 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.
- One is Joseph Guillotin, a physician, who invented a machine for cutting off condemned prisoners' heads—the guillotine.

This 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 go on to list people whose names have become parts of the language, resulting in the pattern of organization known as a *list of items*. The transitions *One*, *Another*, and *third* each introduce one of the names being listed and indicate their order. Here is the whole paragraph in its correct order:

¹The names of many people, real and fictional, have become permanent parts of the English language. ²One is Joseph Guillotin, a physician, who invented a machine for cutting off condemned prisoners' heads—the guillotine. ³Another is the mythical Atlas, who was pictured holding up the heavens in an early collection of maps; ever since, *atlas* has meant any book of maps. ⁴A 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.

A **list of items** refers to 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. Addition words are often used in a list of items to tell us that other supporting points are being added to a point already mentioned. Textbook authors frequently organize material into lists of items, such as a list of types of financial institutions, symptoms of iron deficiency, or reasons for alcohol abuse by college students.

Addition Words Used in the List of Items Pattern

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)



Check Your Understanding

The paragraph below is organized as a list of items. Complete the outline of the list by first filling in the missing part of the main idea. Then add to the outline the three major details listed in the paragraph.

To help you find the major details, do two things to the paragraph:

- Underline the addition words that introduce the major details in the list;
- Number (1, 2, . . .) each item in the list.

¹Self-disclosure is revealing information about oneself. ²Meaningful self-disclosure includes three important elements. ³First of all, it must be done on purpose. ⁴If you accidentally mention to a friend that you're thinking about quitting a job, that is not self-disclosure. ⁵Second, the information must be significant. ⁶Telling trivial facts, opinions, or feelings—that you like fudge, for example—hardly counts as disclosure. ⁷The third requirement is that the information being shared is private. ⁸There's nothing noteworthy about telling others that you are depressed or happy if they already know that.

Main idea: Meaningful self-disclosure includes _____

1. _____
2. _____
3. _____

Explanation

The main idea is that meaningful self-disclosure includes three important elements. (At times you may also express the main idea in a short heading: the heading here could be "Elements in meaningful self-disclosure.") Following are the three elements you should have added to the outline:

1. Done on purpose. (This element is signaled with the addition phrase *first of all*).
2. Significant. (This element is signaled by the addition word *second*).
3. Private. (This element is signaled by the addition word *third*.)



PRACTICE 3

- A.** The following passage uses a listing pattern. Outline the passage by filling in the main idea and the major details.

Hint: Underline the addition words that introduce the items in the list, and number the items.

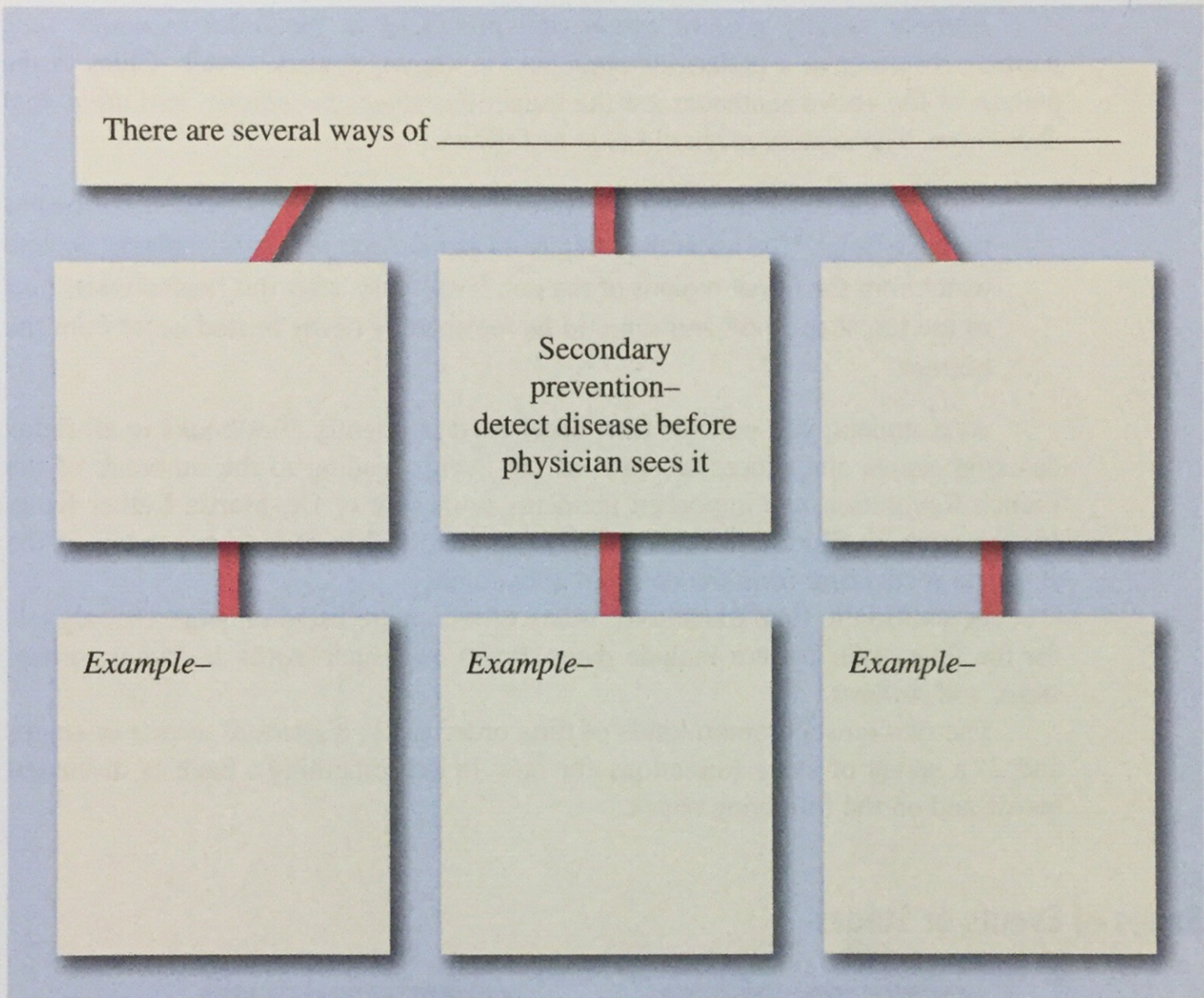
¹All of us, at one time or another, have said something to someone that we regretted. ²Researchers have discovered five general categories of "regrettable comments." ³The most common kind of regrettable comment is the blunder. ⁴Examples are forgetting someone's name or getting it wrong, or asking, "How's your mother?" and hearing the reply, "She died." ⁵The next most common category is direct attack—a generalized criticism of the other person or of his or her family or friends. ⁶Another type of regrettable remark is the negative group reference, which often contains racial or ethnic slurs. ⁷The fourth category is direct and specific criticism such as "You never clean house" or "You shouldn't go out with that guy." ⁸The final type of regrettable comment is saying too much. ⁹It includes telling other people's secrets or telling hurtful things said by others.

Main idea: _____

1. _____
2. _____
3. _____
4. _____
5. _____

- B.** The following passage uses a listing pattern. Complete the map of the passage by filling in the main idea and the missing major and minor details.

¹Preventive medicine sounds ideal as a way of ensuring good health and reducing costs, but how do you actually prevent something from happening? ²A number of practitioners and health planners have figured out ways of putting preventive medicine into practice. ³Primary prevention consists of actions that keep a disease from occurring at all. ⁴An example would be childhood vaccinations against polio, measles, and smallpox. ⁵Secondary prevention involves detection before a disease comes to the attention of the physician. ⁶An example would be self-examination by women for breast cancer. ⁷Finally, tertiary prevention devotes itself to preventing further damage from already existing disease. ⁸Keeping a diabetic on insulin and controlling pneumonia so it does not lead to death are examples of tertiary prevention.



2 The Time Order Pattern

To get a sense of the time order pattern, try to arrange the following sentences in a logical order. Put a *1* in front of the sentence that should come first, a *2* in front of the sentence that comes next, and a *3* in front of the sentence that should come last. The result will be a short paragraph. Use the time words as a guide.

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

Authors usually present events and processes in the order in which they happen, resulting in a pattern of organization known as **time order**. Clues to the pattern of the above sentences are the transitions (*then*, *Eventually*, and *after*) that show time. The sentences should read as follows:

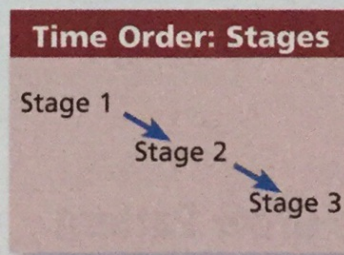
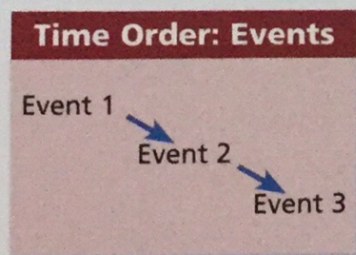
¹In the convection process, water from the bottom of a heating pot begins to move faster. ²The water then begins to expand and rise, to be replaced by cold water from the upper regions of the pot. ³Eventually, after this heated water gets to the top, it cools off and sinks, to be replaced by newly heated water from the bottom.

As a student, you will see time order used frequently. Textbooks in all fields describe events and processes, such as the events leading to the outbreak of the French Revolution; the important incidents in the life of Dr. Martin Luther King, Jr.; the steps in filing a lawsuit; the process involved in digesting a meal; or the stages in recovering from the death of a loved one.

In addition to time transitions, many of which are listed on page 185, signals for the time order pattern include dates, times, and such words as *stages*, *series*, *steps*, and *process*.

The two most common kinds of time order are 1) a series of events or stages and 2) a series of steps (directions for how to do something). Each is discussed below and on the following pages.

Series of Events or Stages



Check Your Understanding

On the next page is a paragraph that is organized according to time order. Complete the outline of the paragraph by listing the missing stages in the order in which they happen.

To help you find the stages, do two things to the paragraph:

- Underline the words that introduce each stage;
- Number (1, 2, . . .) each stage.

¹The 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. ²After falling asleep, people enter stage 1 sleep, also called "light sleep" or "REM" (rapid eye movement) sleep. ³During this stage the sleeper's brain waves are irregular, and the person is easily awakened. ⁴The next period of sleep, stage 2 sleep, is marked by bursts of fast brain-wave activity called "spindles." ⁵Then, during stage 3 sleep, the spindles disappear, and brain waves become long and slow. ⁶Last, the deepest level of sleep, during which the sleeper is hardest to awaken, occurs during stage 4 sleep. ⁷Extremely 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. Stage 3—spindles disappear; brain waves become long and slow.
4. _____

Explanation

You should have added these points to the outline:

1. Stage 1—light, or REM, sleep: irregular brain waves; easily awakened.
2. Stage 2—burst of fast brain-wave activity called "spindles."
4. Stage 4—deepest level: very slow brain waves called "delta waves"; most difficult to awaken.

As emphasized by the transitions *After*, *next*, *Then*, and *Last* (and the stage numbers 1, 2, 3, and 4), the relationship between the points is one of time: The first stage happens *after* the person falls asleep. The second stage happens *next*, and so on.



PRACTICE 4

The following passage describes a sequence of events. Outline the paragraph by filling in the main idea and major details. Note that the major details are signaled by time words and dates.

Hint: Underline the time word or words that introduce each major detail, and number each major detail.

¹World War II was a massive military conflict that eventually involved most of the world's nations. ²While dozens of events led up to the war, four were particularly significant. ³In January 1933, in the midst of growing unrest over food shortages and unemployment, Adolf Hitler was named chancellor of Germany. ⁴Three years later, in defiance of the terms of the treaty which had ended World War I, Hitler threateningly moved troops into the area of Germany that bordered France. ⁵Next, in March 1938, Germany seized control of Austria and established a Nazi government there. ⁶Hoping that Hitler would be satisfied with these gains, the European powers did not challenge him. ⁷Finally, on September 1, 1939, Hitler launched an invasion of Poland. ⁸Two days later France and Britain declared war on Germany, thus marking the official start of World War II.

Main idea: _____

1. _____
2. _____
3. _____
4. _____

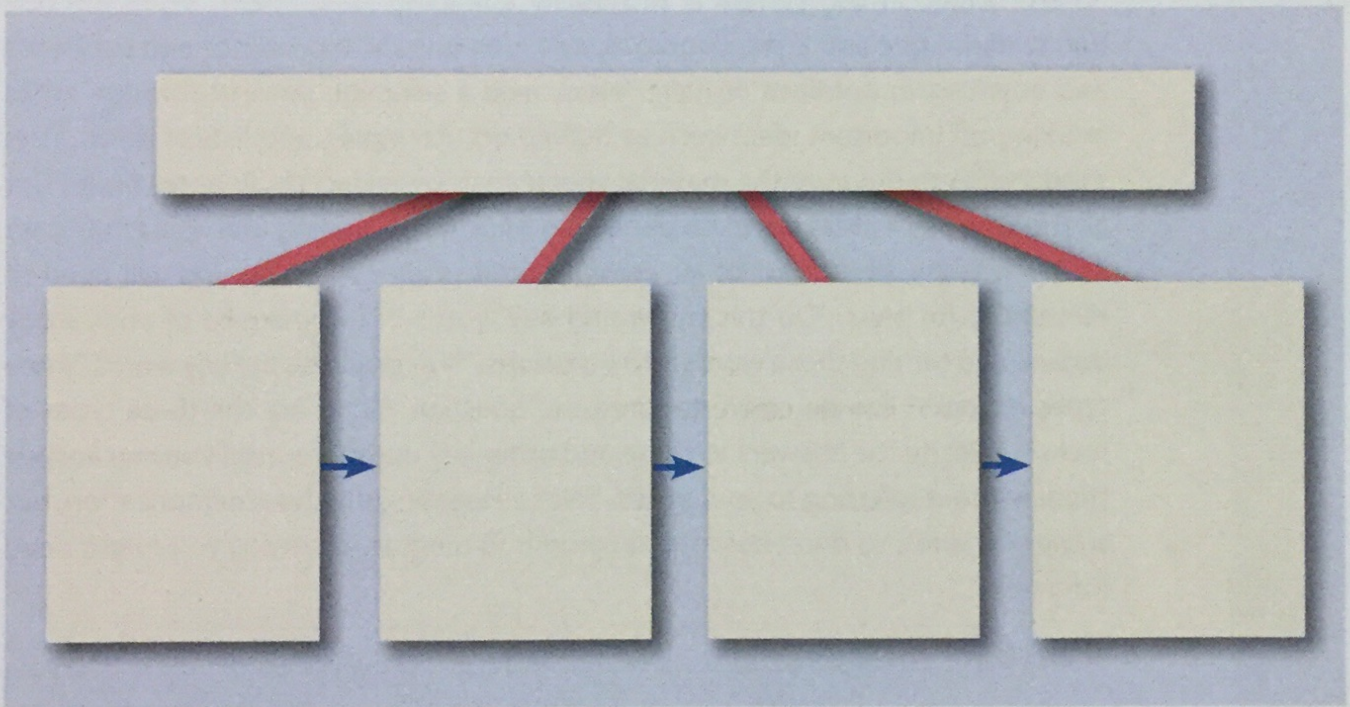


PRACTICE 5

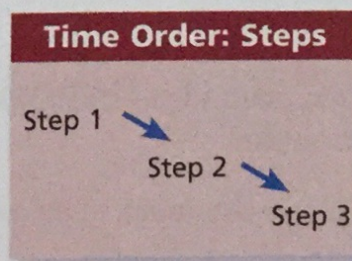
The following passage describes a series of stages. Complete the map of the paragraph by writing the main idea in the top box and filling in the four major details (the stages).

¹We can think of the scientific method in terms of four stages, which are usually carried out by different scientists, sometimes many years apart. ²The first stage is the formulation of a problem. ³The scientist may have a theory, perhaps only a hunch, about some aspect of nature but cannot come to a definite conclusion without further study. ⁴The next stage is observation and experiment,

activities which are carried out with extreme care. ⁵Facts about nature are the building blocks of science and the ultimate proof of its results. ⁶This insistence on the importance of accurate, objective data is what sets science apart from other modes of intellectual effort. ⁷The third stage is interpretation, which may lead to a general rule, or it may be a more ambitious attempt to account for what has been found in terms of how nature works. ⁸The last stage is testing the interpretation, which involves making new observations or performing new experiments to see whether the interpretation correctly predicts the results. ⁹If the results agree with the predictions, the scientist is clearly on the right track.



Series of Steps (Directions)



When authors give directions, they use time order. They explain step 1, then step 2, and so on through the entire series of steps that must be taken toward a specific goal.



Check Your Understanding

Below is a paragraph that gives directions. Complete the outline of the paragraph by filling in the main idea and listing the missing steps in the correct sequence. To help yourself identify each step, do two things to the paragraph:

- Underline the time words that introduce each item in the sequence;
- Number (1, 2, . . .) each step in the sequence.

¹If you mention the word PROM to people, they are going to think of a high-school rite of passage. ²In fact, PROM is also the name of a proven study method. ³The first step in this system is to *preview* a reading assignment. ⁴Note the title and read the first and last paragraphs; also look quickly at headings and subheads and anything in boldface or italic. ⁵Next, *read* a selection straight through while marking off important ideas such as definitions, examples, and lists of items. ⁶The third step is to *organize* the material you've read by taking study notes on it. ⁷Get all the important ideas down on paper in outline form, relating one idea to another as much as possible. ⁸Last of all, *memorize* the study notes that you will need to remember for tests. ⁹Do this by writing key words in the margins of your study outline and turning those words into questions. ¹⁰For instance, the key words "three types of rocks" can be converted into the question "What are the three types of rocks?" ¹¹Recite the answers to these and other key questions until you can answer them without referring to your notes. ¹²Not 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: _____

1. _____
2. _____
3. _____
4. _____

Explanation

You should have added the main idea—"PROM is a proven study method"—and the following steps to the outline:

1. Preview a reading assignment. (The author signals this step with the time word *first*.)
2. Read the selection straight through, marking off important ideas as you do. (This step is signaled with the time word *Next*.)

3. Organize the material you've read by taking study notes on it. (This step is signaled with the time word *third*.)
4. Memorize the study outline by turning key words into questions. (The author signals this last step with the time transition *Last of all*.)

As indicated by the transitions used, the relationship between the steps is one of time: The second step happens *after* the first, and so on.

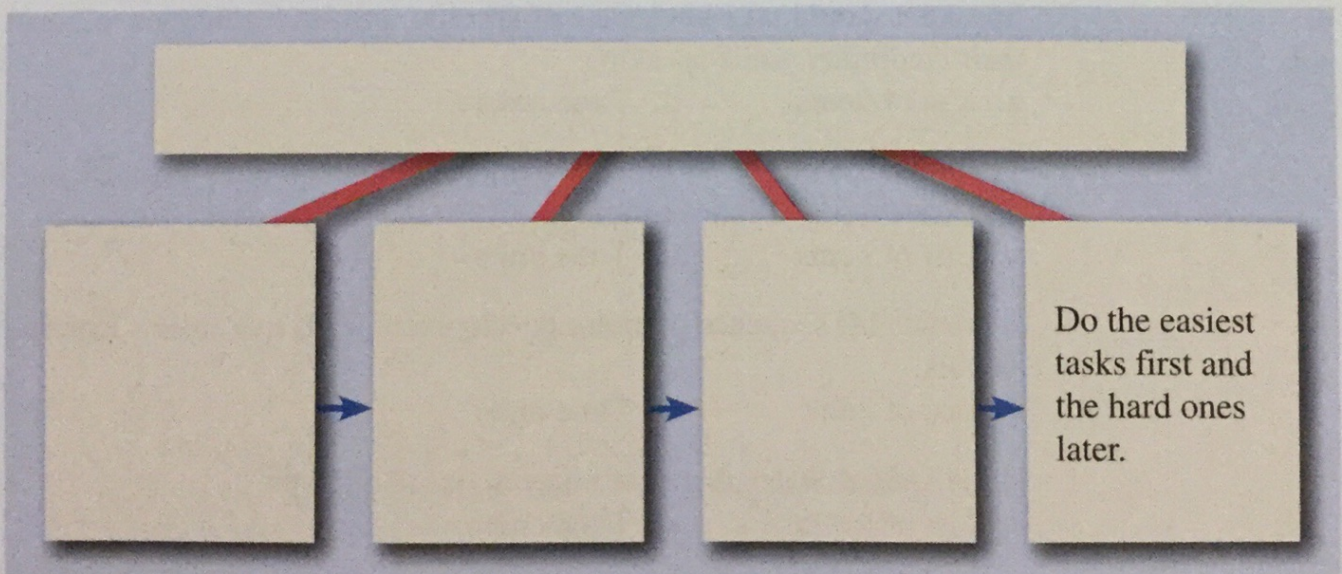


PRACTICE 6

The following passage gives directions involving several steps that must be done in order. Complete the map below by writing the main idea in the top box and filling in the three missing steps.

Hint: Underline the time words that introduce each step in the sequence, and number each step.

¹When you feel overwhelmed by a heavy workload, there are several steps you can take to gain control. ²The first is to list as quickly as possible everything that needs to get done. ³This can mean jotting down as many ideas you can think of onto paper in ten minutes, without worrying about order or form. ⁴Second, divide the tasks into three groups: what has to be done immediately, what can be done within the next week or so, and what can be postponed till a later date. ⁵Next, break each task down into the exact steps you must take to get it done. ⁶Then, as on a test, do the easiest ones first and go back to the hard ones later. ⁷Instead of just worrying about what you ought to be doing, you'll be getting something done. ⁸And you'll be surprised at how easily one step leads to another.



A Note on Main Ideas and Patterns of Organization

A paragraph's main idea often indicates its pattern of organization. For example, here's the main idea of the paragraph you just read: "When you feel overwhelmed by a heavy workload, there are several steps you can take to gain control." The words *several steps* suggest that this paragraph will be organized according to time order. Another good example is the main idea of the earlier paragraph about self-disclosure: "Meaningful self-disclosure includes three important elements." The words *three important elements* suggest that this paragraph will be a list of three items.

Paying close attention to the main idea, then, can often give you a quick sense of a paragraph's pattern of organization. Try, for instance, to guess the pattern of the paragraph with this main idea:

While there are thousands of Internet chat groups, they all fall into three basic categories.

The statement that Internet chat groups "fall into three basic categories" is a strong indication that the paragraph will list those categories. The main idea helps us realize that the paragraph will be a list of three items.



PRACTICE 7

Most of the main ideas below have been taken from college textbooks. In the space provided, write the letter of the pattern of organization that each main idea suggests.

- _____ 1. The story of the Gold Rush begins with a carpenter noticing several bright bits of yellow mineral near a sawmill on a California ranch.
A. List of items B. Time order
- _____ 2. Speakers should take advantage of specific, proven techniques to boost their credibility while speaking.
A. List of items B. Time order
- _____ 3. Traditionally, efforts to prevent the abuse of drugs have been divided into three types of intervention.
A. List of items B. Time order
- _____ 4. A predictable sequence of motor development leads to a child's learning to walk.
A. List of items B. Time order
- _____ 5. In the United States there are many myths about rape.
A. List of items B. Time order

- _____ 6. Less dependence on foreign oil is only one of many benefits of energy-efficient automobiles.
A. List of items B. Time order
- _____ 7. Few products last forever; most go through a product life cycle, passing through four distinct stages in sales and earnings.
A. List of items B. Time order
- _____ 8. The American colonists that remained loyal to the British crown did so for a number of reasons.
A. List of items B. Time order
- _____ 9. Progressive muscle relaxation is a procedure in which each of several muscle groups in turn is systematically contracted and relaxed.
A. List of items B. Time order
- _____ 10. Three questions, if explored carefully, will carry us a long way to deciding what moral action to take in the very human dilemmas in which we find ourselves caught.
A. List of items B. Time order

Three Final Points

- 1 While many passages have just one pattern of organization, often the patterns are mixed. For example, you may find that part of a passage uses a list of items pattern, and another part of the same passage uses a time pattern.
- 2 You may have noted that when an author presents a series of events or stages or steps, that series is itself a list of items. For example, look at this time order passage:

¹To find a job, follow these key steps. ²**First of all**, tell everyone you know that you're looking for work. ³Most jobs are found through word-of-mouth, rather than newspaper advertisements. ⁴**Second**, call a potential employer and ask to schedule an interview. ⁵Be sure you sound friendly and enthusiastic on the phone. ⁶The **next** step is the interview itself. ⁷Dress nicely, be on time, and answer your interviewer's questions fully and politely. ⁸**Finally**, send your interviewer a thank-you note in a day or two. ⁹That doesn't guarantee you'll get the job, but it will add to the positive impression you've already made.

The above passage is indeed made up of a list of items. But what makes it a time order passage is that the list of items appears not at random, but in a *time sequence*. Realizing that there is a time sequence will help you achieve your study purpose, which is probably to take effective notes on the material.

- 3 Remember that not all relationships between ideas are signaled by transitions. An author may present a list of items, for example, without using addition words. So as you read, watch for the relationships themselves, not just the transitions.

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*.

The next chapter—Chapter 6—will help you learn three other important kinds of relationships: definition-example, comparison and/or contrast, and cause-effect.



On the Web: If you are using this book in class, you can visit our website for additional practice in understanding relationships that involve addition and time. Go to www.townsendpress.com and click on "Online Learning Center."