

PART A Coherence Through Order

PART B Coherence Through Related Sentences

Every composition should have coherence. A paragraph *coheres*—holds together—when the sentences are arranged in a clear, logical *order* and when the sentences are *related* like links in a chain.

Part A

Coherence Through Order

An orderly presentation of ideas within the paragraph is easier to follow and more pleasant to read than a jumble. *After* jotting down ideas but *before* writing the paragraph, the writer should decide which ideas to discuss first, which second, which third, and so on, according to a logical order.

There are many possible orders, depending on the subject and the writer's purpose. This section will explain three basic ways of ordering ideas: **time order**, **space order**, and **order of importance**.

Time Order

One of the most common methods of ordering sentences in a paragraph is through **time**, or **chronological order**, which moves from present to past or from past to present. Most stories, histories, and instructions follow the logical order of time.* The following paragraph employs time order:

* For work on narrative paragraphs, see Chapter 6, "Narration," and for work on process paragraphs, see Chapter 8, "Process."

(1) Most Westerners are fascinated by Japanese sumo wrestling, but few understand the elaborate ritual that begins every bout. (2) *First*, the two *rikishi* (the Japanese term for “sumo wrestlers”) step to the edge of the ring opposite each other, squat on their haunches, extend their arms, and clap once. (3) *Then* they go to the center of the ring; each lifts one leg sideways and stomps down on the mat. (4) *Next*, each opponent returns to his side of the ring and receives a dipper of “power-water” to rinse his mouth. (5) *At this point*, an attendant offers each a basket of unrefined salt. (6) The wrestlers walk toward the center of the ring, scattering salt to purify the ring. (7) They stop in the center, squat on their haunches with their fists on their knees, and lean toward each other, eyeball to eyeball. (8) As the fans scream and shout, the wrestlers return to the edge of the ring *one more time*. (9) The referee raises his war fan. (10) *Finally*, the fighters approach each other and begin fighting.

- The events in this paragraph are clearly arranged in the order of time. They are presented as they happen, *chronologically*.
- Throughout the paragraph, key words like *first*, *then*, *next*, and *at this point* emphasize time order and guide the reader from event to event.

Careful use of time order helps prevent confusing writing like this: *Oops, I forgot to mention that before the wrestlers scatter salt, they rinse their mouths.*

Occasionally, when the sentences in a paragraph follow a very clear time order, the topic sentence is only implied, not stated directly, as in this example:

(1) In 1905, a poor washerwoman with a homemade hair product started a business—with \$1.50! (2) In just five years, Madame C. J. Walker established offices and manufacturing centers in Denver, Pittsburgh, and Indianapolis. (3) The Madame C. J. Walker Manufacturing Company specialized in hair supplies, but Madame Walker specialized in independence for herself and for others. (4) Although she was not formally educated, she developed an international sales force, teaching her African-American agents the most sophisticated business skills. (5) Eight years after starting her business, Madame Walker was the first African-American woman to become a self-made millionaire. (6) In addition, she drew thousands of former farm and domestic workers into the business world. (7) One of her most original ideas was to establish “Walker Clubs,” and she awarded cash prizes to the clubs with the most educational and philanthropic projects in their African-American communities. (8) When she died in 1919, Madame Walker left two-thirds of her fortune to schools and charities. (9) Another of her contributions also lived on. (10) After her death, many of her former employees used their experience to start businesses throughout the United States and the Caribbean.

- Time order gives coherence to this paragraph. Sentence 1 tells us about the beginning of Madame Walker’s career as a businessperson. However, it does not express the main idea of the entire paragraph.

- What is the implied topic sentence or main idea developed by the paragraph?

- The implied topic sentence or main idea of the paragraph might read, *With nothing but natural business ability and vision, Madame C. J. Walker achieved history-making success for herself and others.*
- Because the writer arranges the paragraph in chronological order, the reader can easily follow the order of events in Madame Walker's life. What words and phrases indicate time order? Underline them and list them here:

PRACTICE 1 Arrange each set of sentences in logical time order, numbering the sentences 1, 2, 3, and so on, as if you were preparing to write a paragraph. Underline any words and phrases, like *first*, *next*, and *in 1692*, that give time clues.

1. First, lie on your back with your knees comfortably bent.
- Next, put your hands at your sides or fold them over your chest.
- Finally, focus on your abs and do your crunches slowly, three sets of 10 each.
- Lift your torso until the shoulder blades leave the floor, and then slowly roll back down.
- The perfect crunch should be done slowly and deliberately, working the whole abdominal wall.

2. In 1957, *The Cat in the Hat* made famous both its hat-wearing tomcat with terrible manners and its author.
- Before he died in 1991, Seuss inspired millions to love language with such creations as the Grinch, Nerds, Wockets, Bar-ba-loots, bunches of Hunches, and fox in sox.
- Green Eggs and Ham* came out in 1960 and told a memorable story, using only 55 different words.
- In his long career, Theodor Geisel, better known as Dr. Seuss, wrote 46 wildly imaginative children's books, now read all over the world.
- His first book was rejected by 28 publishers, who found it "too strange for children."
- In 1937, when it finally was published, readers loved the rhythmic march of tongue-twisting, invented words and the wacky characters.

3. — The judge later deeply regretted his part, but this sorry chapter in American history has never been forgotten.
- Two books “proving” that witches existed, by the famous Puritan ministers Increase Mather and his son Cotton Mather, further fanned the hysteria in 1693.
- The stage was set for the terrible Salem witchcraft trials.
- Nineteen so-called “witches and wizards” were hanged; one was pressed to death.
- In 1692, when two girls in Salem Village, Massachusetts, had fits, they blamed the townspeople for bewitching them.



Writing Assignment 1

Use **time order** to give coherence to a paragraph. Choose one of the following two paragraphs. Compose a topic sentence, freewrite or brainstorm to generate ideas, and then arrange your ideas *chronologically*. You may wish to use transitional words and phrases like these to guide the reader from point to point.*

first, second	before	soon	suddenly
then	during	when	moments later
next	after	while	finally

Paragraph 1 *Narrate the first hour of your average day*

Start with getting up in the morning and continue to describe what you do for that first hour. Record your activities, your conversations, if any, and possibly your moods as you go through this hour of the morning. As you revise, make sure that events clearly follow time order.

Paragraph 2 *Record an unforgettable event*

Choose a moment in sports or in some other activity that you vividly remember, either as a participant or as a spectator. In the topic sentence, tell in a general way what happened. (*It was the most exciting touchdown I have ever seen, or Ninety embarrassing seconds marked the end of my brief surfing career.*) Then record the experience, arranging details in time order.

Space Order

Another useful way to arrange ideas in writing is through **space order**—describing a person, a thing, or a place from top to bottom, from left to right, from foreground to background, and so on. Space order is often used in descriptive writing because it moves from detail to detail like a movie camera’s eye:†

* For a more complete list of transitional expressions, see p. 60.

† For more work on space order, see Chapter 7, “Description.”

(1) Visiting the house of poet Pablo Neruda was like entering a rich mind obsessed with the sea. (2) The peaked ceiling of the main room was covered with beautiful old ship's timbers. (3) Hanging from the ceiling were several large weathered figureheads from ships, one with the wings of an angel. (4) Near the angel, on the stone wall above the fireplace, was the model of an old ship with eleven canvas sails. (5) More life-sized carved figureheads, all women, stood on the floor around the room, leaning forward as if listening. (6) Some were painted, some worn to the wood, some missing fingers or noses from the passing of time. (7) On every table and surface were ocean treasures—shells, starfish, heaped sea glass and beach agate, a brass ship's lantern, a narwhal tusk.

- This paragraph uses space order.
- Sentence 1 clearly places the scene: Pablo Neruda's house.
- Sentence 2 zooms in on *the peaked ceiling of the main room*.
- Sentences 3 and 4 move downward from the ceiling and describe a hanging angel and model ship.
- Sentences 5, 6 and 7, move farther downward, describing sea treasures on tables and the floor.

Note how words and phrases like *hanging from the ceiling*, *near the angel*, *on the floor around the room*, and *on every table and surface* help locate the action as the paragraph *moves* from top to bottom.

Some paragraphs that are clearly arranged according to space order have only an implied topic sentence:

(1) Just inside the door of Filene's Basement, Boston's famous bargain clothing store, giant hanging signs explain that the longer an item remains in the store, the cheaper it becomes. (2) All around the walls, floor-to ceiling racks are crammed with a random mix of shoes, sneakers, neckties, and handbags. (3) Counters are cluttered with rhinestone rings, plastic sunglasses, and silk scarves. (4) In the center of the floor, huge square bins contain disorganized piles of shoes and clothes. (5) Customers dig into these jumbled bins, pulling out yellow rain hats, pink suede pumps, even cheese graters and other items that belong in a kitchen department. (6) Friends lose each other in the crowded aisles. (7) Frantic shoppers often collide as items fly into the air. (8) Some customers question whether any bargain makes this chaos worthwhile, but they always seem to return.

—Emma Lou Haynes (Student)

- The main idea of this paragraph is *implied*, not stated by a topic sentence. What is the main idea?
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- The implied topic sentence or main idea of this paragraph might read, *On every side in Filene's, one sees crammed merchandise and frantic bargain hunters*. Because the paragraph is so clearly arranged according to space order, the reader can easily follow it.

- Transitional phrases like *just inside the door* and *all around the walls* guide the reader from sentence to sentence. What phrases in sentences 4 and 6 help guide the reader?
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PRACTICE 2 Following are topic sentences followed by supporting details. Arrange each group of details according to space order, numbering them 1, 2, 3, and so on, as if you were preparing to write a descriptive paragraph. On the line after each topic sentence, tell what kind of space order you used: *left to right*, *back to front*, and so forth.

1. Describe a firefighter's uniform. _____

- ___ fire-retardant pants, called "turnouts"
- ___ black, hard plastic helmet with flashlight attached
- ___ steel-reinforced black rubber bunker boots
- ___ bright yellow, fireproof Kevlar jacket
- ___ compressed-air face mask

2. Describe a city scene. _____

- ___ dented trash cans in the alley
- ___ a bird riding the wind in blue sky
- ___ rusty metal fire escape zigzagging up from the ground
- ___ laundry flapping on a line near the eighth floor
- ___ glimpse of the old wooden rooftop water tower

3. Describe a gift. _____

- ___ white rectangular box
- ___ big blue bow
- ___ flannel nightgown with Minnie Mouse design
- ___ white tissue paper, the innermost wrapping
- ___ flowered wrapping paper



Writing Assignment 2

Use space order to give coherence to one of the following paragraphs. Compose a topic sentence, freewrite or brainstorm for more details, and then arrange them in space order. Use transitional words and phrases like these if you wish:*

on the left	above	next to
on the right	below	behind
in the middle	beside	farther out

* For a more complete list of transitional expressions, see p. 60.

Paragraph 1 *Describe a firefighter's uniform, a city scene, or a gift*

Choose one group of details from Practice 2, formulate a topic sentence that sets the scene for them all, and use them as the basis of a paragraph. Convert the details into complete sentences, adding words if you wish.

Paragraph 2 *Describe a photograph*

Describe this unusual house and its setting as clearly and exactly as you can. First, jot down the five or six most important or striking details. Then, before writing your paragraph, arrange these details according to space order—moving from bottom to top, perhaps, or from left to right. Why do you think an adult might want to build a tree house? If you wish, answer this question in a second paragraph.



Order of Importance

Ideas in a paragraph can also be arranged in the **order of importance**. You may start with the most important ideas and end with the least, or you may begin with the least important idea and build to a climax with the most important one. If you

wish to persuade your reader with arguments or examples, beginning with the most important points impresses the reader with the force of your ideas and persuades him or her to continue reading.*

On essay examinations and in business correspondence, be especially careful to begin with the most important idea. In those situations the reader definitely wants your important points first.

Read the following paragraph and note the order of ideas.

(1) Louis Pasteur is revered as a great scientist for his three major discoveries. (2) Most important, this Frenchman created vaccines that have saved millions of human and animal lives. (3) The vaccines grew out of his discovery that weakened forms of a disease could help the person or animal build up antibodies that would prevent the disease. (4) The vaccines used today to protect children from serious illnesses owe their existence to Pasteur's work. (5) Almost as important was Pasteur's brilliant idea that tiny living beings, not chemical reactions, spoiled beverages. (6) He developed a process, pasteurization, that keeps milk, wine, vinegar, and beer from spoiling. (7) Finally, Pasteur found ways to stop a silkworm disease that threatened to ruin France's profitable silk industry. (8) Many medical researchers regard him as "the father of modern medicine."

- The ideas in this paragraph are explained in the order of importance, from the most important to the least important:

What was Pasteur's most important discovery? _____

What was his next most important discovery? _____

What was his least important one? _____

- Note how the words *most important*, *almost as important*, and *finally* guide the reader from one idea to another.

Sometimes, if you wish to add drama and surprise to your paragraphs, you may want to begin with the least important idea and build toward a climax by saving the most important idea for last. This kind of order can help counter the tendency of some writers to state the most important idea first and then let the rest of the paragraph dwindle away.

Read the following paragraph and note the order of ideas.

(1) El Niño, an unusual flow of warm ocean water in the Pacific, has many destructive effects. (2) Peruvian fishermen usually are the first to know that El Niño is back. (3) The warm currents prevent plankton—tiny plants and animals on which fish feed—from forming on the surface of the ocean. (4) When the plankton supply goes down, so does the fish supply.

* See Chapter 5, "Illustration," and Chapter 13, "Persuasion."

(5) Even more devastating, however, are the rainstorms that are caused by the change in water temperature. (6) Rains that normally move west “follow” the warm water east, bringing severe storms—and flooding—to North and South America. (7) But the most destructive effects of El Niño are unrelenting heat and drought. (8) Some areas in the United States, for example, have suffered temperatures of more than a hundred degrees for several months at a time. (9) Crops have been ruined, herds have been destroyed, and hundreds of people have died of heat-related causes.

- The destructive effects of El Niño that develop the topic sentence in this paragraph are discussed in the **order of importance**: *from the least to the most harmful*.
- The effects of the rainstorms are more destructive than the effects of the lessened fish supply. However, the destructive effects of heat and drought—which result in lost crops and the deaths of animals and people—are the most destructive effects of all.
- Transitional words like *more* and *most* help the reader follow clearly from one set of destructive effects to the next.

PRACTICE 3 Arrange the ideas that develop each topic sentence in their **order of importance**, numbering them 1, 2, 3, and so on. *Begin with the most important* (or largest, most severe, most surprising) and continue to the *least* important. Or reverse the order if you think that the paragraph would be more dramatic by beginning with the *least* important ideas and building toward a climax, with the most important last.

1. Cynthia Lopez’s first year of college brought many unexpected expenses.
 - Her English professor wanted her to own a college dictionary.
 - All those term papers to write required a computer.
 - She had to spend \$90 for textbooks.
 - Her solid geometry class required various colored pencils and felt-tipped pens.
2. Alcoholic beverages should not be sold at sporting events.
 - Injuries and even deaths caused by alcohol-induced crowd violence would be eliminated.
 - Fans could save money by buying soft drinks instead of beer.
 - Games and matches would be much more pleasant without the yelling, swearing, and rudeness often caused by alcohol.
3. The apartment needed work before the new tenants could move in.
 - The handles on the kitchen cabinets were loose.
 - Every room needed plastering and painting.
 - Grime marred the appearance of the bathroom sink.
 - Two closet doors hung off the hinges.



Writing Assignment 3

Use **order of importance** to give coherence to one of the paragraphs that follow. Use transitional words and phrases like these to guide the reader along:*

first	even more	another
next	last	least of all
above all	especially	most of all

Paragraph 1 *Describe a day in which everything went right (or wrong)*

Freewrite or brainstorm to generate ideas. Choose three or four of the day's best (or worst) events and write a paragraph in which you present them in order of importance—either from the most to the least important, or from the least to the most important.

Paragraph 2 *Describe an unusual person*

Choose a person you know whose looks or actions are unusual. Write your topic sentence and generate ideas; choose three to five details about the person's looks or behavior. Arrange the details according to the order of importance—either from the most to the least important or from the least to the most important.

Part B

Coherence Through Related Sentences

In addition to arranging ideas in a logical order, the writer can ensure paragraph coherence by linking one sentence to the next. This section will present four basic ways to link sentences: **repetition of important words**, **substitution of pronouns**, **substitution of synonyms**, and **transitional expressions**.

Repetition of Important Words and Pronouns

Link sentences within a paragraph by *repeating important words and ideas*.

(1) A grand jury is an investigative body composed of members elected from the community. (2) It serves as a buffer between the state and the citizen. (3) The prosecutor, in many cases, brings before the grand jury the evidence gathered on a particular case. (4) The grand jury must then decide if sufficient evidence exists to hand down an indictment—the indictment being a formal charge against an accused person written by the prosecutor and submitted to a court by the grand jury. (5) With the indictment issued, the prosecutor can proceed to the arraignment.

—Ronald J. Waldron et al., *The Criminal Justice System: An Introduction*

* For a more complete list of transitional expressions, see page 60.

- What important words are repeated in this paragraph?
- The words *grand jury* appear four times, in sentences 1, 3, and 4. The word *indictment*, introduced near the end of the paragraph, appears three times, in sentences 4 and 5. The word *prosecutor* appears three times, in sentences 3, 4, and 5.
- Repetition of these key words helps the reader follow from sentence to sentence as these terms are defined and the relationships between them are explained.

Although repetition of important words can be effective, it can also become boring if overused.* To avoid *unnecessary* repetition, substitute *pronouns* for words already mentioned in the paragraph, as this author does:

(1) The first time a student walked into class wearing a "blue jay," it did startle me. (2) Royal-blue slabs of hair were brushed and sprayed straight up along the sides of his head, a long jelly roll of white hair fell forward over his eyebrows, and the back was shiny black, brushed straight up and plastered close to the head. (3) I didn't dislike it; it just seemed like a lot to fuss with each day.

—Dianne Ackerman, *Natural History of the Senses*

- The use of pronouns in this paragraph avoids unnecessary repetition. In sentence 1, the pronoun *it* refers to the antecedent,[†] "blue jay."
- In sentence 2, the pronoun *his* gives further coherence to the paragraph by referring to what antecedent? _____
- The pronoun *it* in sentence 3 refers to what antecedent? _____

Use pronoun substitution together with the repetition of important words or a smooth presentation of ideas.

PRACTICE 4 What important words are repeated in the following paragraph? Underline them. Circle any pronouns that replace them. Notice the varied pattern of repetitions and pronoun replacements.

I have always considered my father a very intelligent person. His intelligence is not the type usually tested in schools; perhaps he would have done well on such tests, but the fact is that he never finished high school. Rather, my father's intelligence is his ability to solve problems creatively as they arise. Once when I was very young, we were driving through the desert at night when the oil line broke. My father improvised a light, squeezed under the car, found the break, and

* For practice in eliminating wordiness (repetition of unimportant words), see Chapter 22, "Revising for Language Awareness," Part B.

† For more work on pronouns and antecedents, see Chapter 31, "Pronouns," Parts A, B, and C.

managed to whittle a connection to join the two severed pieces of tubing; then he added more oil and drove us over a hundred miles to the nearest town. Such intelligent solutions to unforeseen problems were typical of him. In fact, my father's brand of brains—accurate insight, followed by creative action—is the kind of intelligence that I admire and most aspire to.



Writing Assignment 4

Paragraph 1 *Explain success*

How do you measure *success*? By the money you make, the number or quality of friends you have? Freewrite or brainstorm for ideas. Then answer this question in a thoughtful paragraph. Give the paragraph coherence by repeating important words and using pronouns.

Paragraph 2 *Discuss a public figure*

Choose a public figure whom you admire—from the arts, politics, media, or sports—and write a paragraph discussing *one quality* that makes that person special. Name the person in your topic sentence. Vary repetition of the person's name with pronouns to give the paragraph coherence.

Synonyms and Substitutions

When you do not wish to repeat a word or use a pronoun, give coherence to your paragraph with a **synonym** or **substitution**. **Synonyms** are two or more words that mean nearly the same thing. For instance, if you do not wish to repeat the word *car*, you might use the synonym *automobile* or *vehicle*. If you are describing a sky and have already used the word *bright*, try the synonym *radiant*.

Or instead of a synonym, **substitute** other words that describe the subject. If you are writing about Manny Ramirez, for example, refer to him as *this powerful slugger* or *this versatile athlete*. Such substitutions provide a change from constant repetition of a person's name or a single pronoun.*

Use synonyms and substitutions together with repetition and pronouns to give coherence to your writing:

(1) *The main building of Ellis Island in New York Harbor* reopened as a museum in 1990. (2) Millions of people visit *the huge brick and limestone structure* every year. (3) From 1892 to 1954, *this famous immigrant station* was the first stop for millions of newcomers to American shores. (4) In fact, the ancestors of nearly 40 percent of American citizens passed through *this building*. (5) Abandoned in 1954, *it* deteriorated so badly that snow and rain fell on its floor. (6) Today visitors can follow the path of immigrants from a ferryboat, through the great arched doorway, into the room where the weary travelers left their baggage, up the stairway

* For more work on exact language, see Chapter 22, "Revising for Language Awareness," Part A.

where doctors kept watch, and into the registry room. (7) Here questions were asked that determined if each immigrant could stay in the United States. (8) *This magnificent monument to the American people* contains exhibits that help individuals search for their own relatives' names and that tell the whole immigration history of the United States.

- This paragraph effectively mixes repetition, pronouns, and substitutions. The important word *building* is stated in sentence 1 and repeated in sentence 4.
- Sentence 5 substitutes the pronoun *it*.
- In sentence 2, *the huge brick and limestone structure* is substituted for *building*, and a second substitution, *this famous immigrant station*, occurs in sentence 3. Sentence 8 refers to the building as *this magnificent monument to the American people* and concludes the paragraph.



Exploring Online

<http://www.ellisland.com/> This site has links to Ellis Island immigration records; however, your name or a family story might be fine writing topics, wherever you are from.

To find synonyms, check a **dictionary**. For instance, the entry for *smart* might list *clever, witty, intelligent*. An even better source of synonyms is the **thesaurus**, a book of synonyms. For example, if you are describing a city street and cannot think of other words meaning “noisy,” look in the thesaurus. The number of choices will amaze you.

PRACTICE 5 Read each paragraph carefully. Then write on the lines any synonyms and substitutions that the writer has used to replace the word(s) in italics.

Paragraph 1

According to sports writer Ian Stafford, the British hold the record for winning the world's *oddest competitions*. In one of these bizarre events, contestants contort their faces and are judged on their ugliness. One competitor removed half his dentures and reversed the other half, rolled his eyes, and tucked his nose into his mustache and upper lip to achieve prize-winning ugliness. Another of these eccentric contests is snail racing. Opponents in this case are, of course, snails, which are placed in the center of a thirteen-inch cloth circle. The first to reach the edge of the circle wins. The race often takes four to five minutes, although the all-time champion (owned and trained by an English seven-year-old) finished the course in two minutes. Toe wrestling, bog snorkeling, worm charming—the British have emerged as unconquered rivals in all of these so-called sports. Perhaps you think that sports writer Ian Stafford should win first prize in the Biggest Liar in the World Competition. No, every one of these outlandish games exists. You can check them all out on the Internet.

Oddest competitions are also referred to as _____, _____,
_____, and _____.

Paragraph 2 When Lewis and Clark made their way through what is now North Dakota, the Shoshone Indian woman named *Sacajawea* and her French-Canadian husband joined the team of explorers. Because the expedition was traveling with a Native American, other tribes did not attack the group. In fact, one tribe even supplied horses to help the explorers and their interpreter cross the Rocky Mountains. This invaluable team member taught the men how to find medicine and food in the wilderness and once even saved the records of the journey when a canoe overturned during a storm. *Sacajawea* reached the Pacific Ocean with Lewis and Clark in 1805. Her fame eventually spread; one of the best-known monuments to her is a statue in Portland, Oregon.

Sacajawea is also referred to as _____,
_____, and _____.

PRACTICE 6 Give coherence to the following paragraphs by thinking of appropriate synonyms or substitutions for the words in *italics*. Then write them in the blanks.

Paragraph 1 Christopher Reeve's story includes an extraordinary twist of fate. This *star* played Superman, the fictional hero who inspired fans with his ability to overcome obstacles and save others from harm. How ironic that this _____ was paralyzed from the neck down in a horse-jumping accident in 1995 and now personifies that superhuman perseverance himself. Before his accident, Reeve was not only a(n) _____ but a pianist, an athlete who performed his own film stunts, a pilot, and an all-round outdoorsman. Now he depends on a ventilator to breathe and operates his wheelchair by sipping or puffing on a straw. Since his accident, however, this _____ has directed and narrated award-winning films, written the best-selling autobiography *Still Me*, and inspired thousands of people through speeches and interviews. He also has raised millions of dollars for research on spinal cord injuries. Christopher Reeve has become a(n) _____ of a different kind; his heroism depends not on physical strength but on courage, optimism, and a sense of purpose.

Paragraph 2 Much evidence shows that the urge to take a midafternoon *nap* is natural to humans. Sleep researchers have found that volunteer subjects, kept in underground rooms where they cannot tell the time, need a _____ about twelve hours after the halfway point of their main sleep. For example, if people

sleep from midnight till 6:00 A.M., they'll be ready for a _____ at 3:00 the next afternoon. Other studies show that people have less trouble taking a _____ in midafternoon than at any other daylight time. In many countries with warm climates, citizens take their daily _____ in the afternoon. Even stressed Americans take an average of two afternoon naps a week.



Writing Assignment 5

As you do the following assignments, try to achieve paragraph coherence by using repetition, pronouns, synonyms, and substitutions.

Paragraph 1 *Discuss your favorite form of relaxation*

Tell what you like to do when you have free time. Do you like to get together with friends? Do you like to go to a movie or to some sporting event? Or do you prefer to spend your time alone, perhaps listening to music, reading or going fishing? Whatever your favorite free-time activity, name it in your topic sentence. Be sure to tell what makes your activity *relaxing*. Then give your paragraph coherence by using pronouns and synonyms such as *take it easy*, *unwind* and *feel free*.

Paragraph 2 *Describe your ideal mate*

Decide on three or four crucial qualities that your ideal husband, wife, or friend would possess, and write a paragraph describing this extraordinary person. Use repetition, pronouns, and word substitutions to give coherence to the paragraph. For example, *My ideal husband . . . he . . . my companion*.

Paragraph 3 *React to a quotation*

Choose a quotation from the Quotation Bank before the indexes in this book, one you strongly agree or disagree with. Write a paragraph explaining why you feel that way. As you write, refer to the quotation as a *wise insight* or an *absurd idea*—depending on what you think of it. Use other substitutions to refer to the quotation without repeating it or calling it *the quotation*.

Transitional Expressions

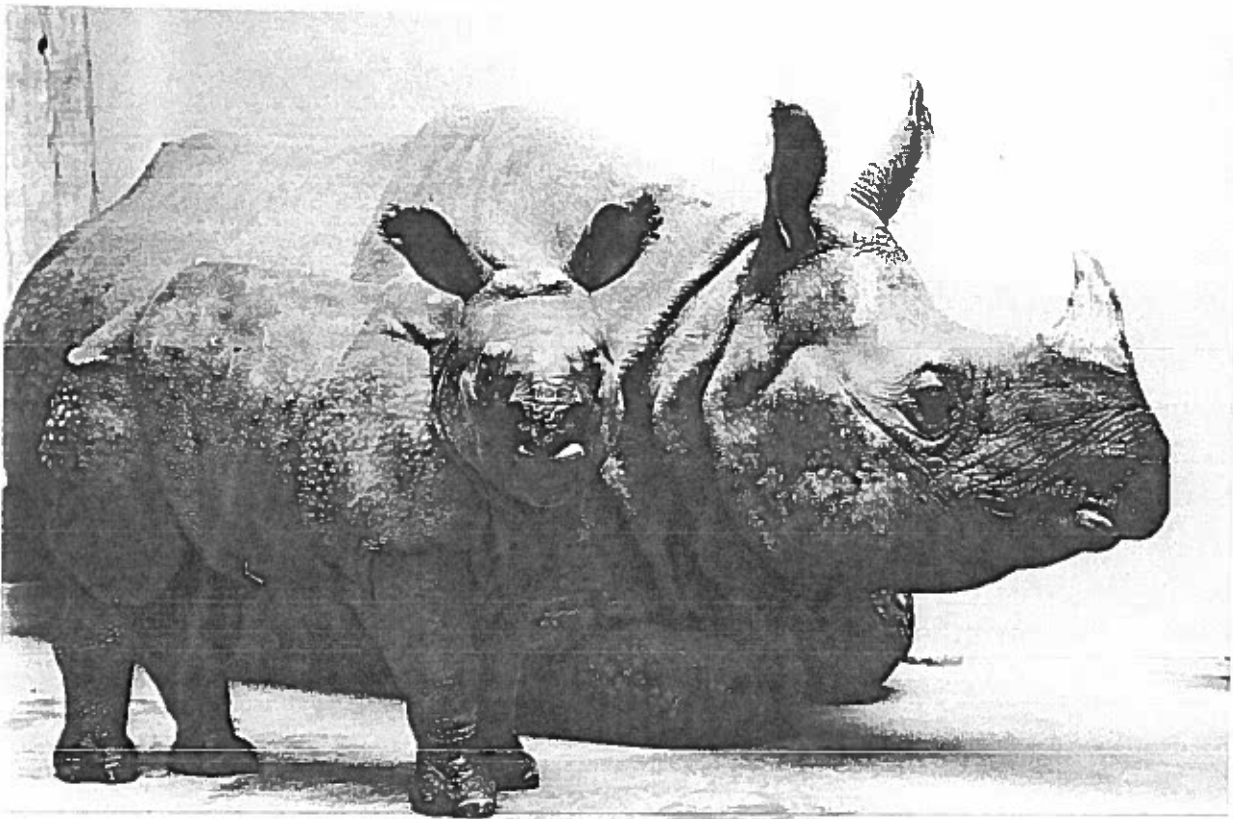
Skill in using transitional expressions is vital to coherent writing. **Transitional expressions** are words and phrases that point out the exact relation between one idea and another, one sentence and another. Words like *therefore*, *however*, *for example*, and *finally* are signals that guide the reader from sentence to sentence. Without them, even orderly and well-written paragraphs can be confusing and hard to follow.

The transitional expressions in this paragraph are italicized:

(1) Zoos in the past often contributed to the disappearance of animal populations. (2) Animals were cheap, and getting a new gorilla, tiger, or elephant was easier than providing the special diet and shelter needed to keep captive animals alive. (3) *Recently, however*, zoo directors have realized that if zoos themselves are to continue, they must help save many species now facing extinction. (4) *As a result*, some zoos have redefined

themselves as places where endangered animals can be protected and even revived. (5) The National Zoo, in Washington, D.C., *for example*, has successfully bred rare Asian rhinos, and the San Diego Zoo has bred giant pandas. (6) The births of these endangered-species babies made international news. (7) If zoos continue such work, perhaps they can, like Noah's ark, save some of earth's wonderful creatures from extinction.

- Each transitional expression in the previous paragraph links, in a precise way, the sentence in which it appears to the sentence before. The paragraph begins by explaining the destructive policies of zoos in the past.
- In sentence 3, two transitional expressions of contrast—*recently* (as opposed to the past) and *however*—introduce the idea that zoo policies have *changed*.
- The phrase *as a result* makes clear that sentence 4 is a *consequence* of events described in the previous sentence(s).
- In sentence 5, *for example* tells us that the National Zoo is *one particular illustration* of the previous general statement, and the San Diego Zoo is another.



Baby Chitwan and her mother, National Zoo

Jessie Cohen



Exploring Online

On Altavista, Google, or another search engine, type the words, “endangered species, zoos.” Take notes on writing ideas, and bookmark web sites that intrigue you.

As you write, use various transitional expressions, together with the other linking devices, to connect one sentence to the next. Well-chosen transitional words also help stress the purpose and order of the paragraph.

Particular groups of transitional expressions are further explained and demonstrated in each chapter of Unit 3. However, here is a combined partial list for handy reference as you write.

Transitional Expressions at a Glance

Purpose	Transitional Expressions
to add	also, and, and then, as well, besides, beyond that, first (second, third, last, and so on), for one thing, furthermore, in addition, moreover, next, what is more
to compare	also, as well, both (neither), in the same way, likewise, similarly
to contrast	although, be that as it may, but, even though, however, in contrast, nevertheless, on the contrary, on the other hand, whereas, yet
to concede (a point)	certainly, granted that, of course, no doubt, to be sure
to emphasize	above all, especially, indeed, in fact, in particular, most important, surely
to illustrate	as a case in point, as an illustration, for example, for instance, in particular, one such, yet another
to place	above, below, beside, beyond, farther, here, inside, nearby, next to, on the far side, opposite, outside, to the east (south, and so on)
to qualify	perhaps, maybe
to give a reason or cause	as, because, for, since
to show a result or effect	and so, as a consequence, as a result, because of this, consequently, for this reason, hence, so, therefore, thus
to summarize	all in all, finally, in brief, in other words, lastly, on the whole, to sum up
to place in time	after a while, afterward, at last, at present, briefly, currently, during, eventually, finally, first (second, and so on), gradually, immediately, in the future, later, meanwhile, next, now, recently, soon, suddenly, then

PRACTICE 7 Carefully determine the *exact relationship* between the sentences in each pair below. Then choose from the list a **transitional expression** that clearly expresses this relationship and write it in the blank. Pay attention to punctuation and capitalize the first word of every sentence.*

1. No one inquired about the money found in the lobby. _____, it was given to charity.
2. First, cut off the outer, fibrous husk of the coconut. _____ poke a hole through one of the dark "eyes" and sip the milk through a straw.
3. The English Department office is on the fifth floor. _____ to it is a small reading room.
4. Some mountains under the sea soar almost as high as those on land. One underwater mountain in the Pacific, _____, is only 500 feet shorter than Mount Everest.
5. All citizens should vote. Many do not, _____.
6. Mrs. Dalworth enjoys shopping in out-of-the-way thrift shops. _____, she loves bargaining with the vendors at outdoor flea markets.
7. In 1887, Native Americans owned nearly 138 million acres of land. By 1932, _____, 90 million of those acres were owned by whites.
8. Kansas corn towered over the fence. _____ the fence, a red tractor stood baking in the sun.
9. Most street crime occurs between 2:00 and 5:00 A.M. _____, do not go out alone during those hours.
10. Dr. Leff took great pride in his work at the clinic. _____, his long hours often left him exhausted.
11. Few scientists have worked so creatively with a single agricultural product. _____ peanut oil and peanut butter, George Washington Carver developed literally hundreds of uses for the peanut.
12. We waited in our seats for over an hour. _____ the lights dimmed, and the Fabulous String Band bounded on stage.

PRACTICE 8 Add transitional expressions to this essay to guide the reader smoothly from sentence to sentence. To do so, consider the relationship between sentences (shown in parentheses). Then write the transitional word or phrase that best expresses this relationship.

* For practice using conjunctions to join ideas, see Chapter 25, "Coordination and Subordination."

Oldest Child, Youngest Child—Does It Matter?

A number of studies show that birth order—whether a person is the first-born, middle, or last-born child in the family—can affect both personality and career choice. _____, first-borns carry the weight of their parents' expectations and _____ are urged to be responsible and set a good example for their younger siblings. _____ they may develop leadership skills and a strong motivation to achieve. Many eldest children _____ become leaders. High percentages of U.S. presidents and CEOs, _____ are first-borns.

Middle children, _____, get less attention and applause in childhood. _____, they tend to become flexible and good at resolving conflicts. _____, some middle children become rebellious or creative as they make their place in the world. _____, many choose careers as entrepreneurs, negotiators, or businesspeople. _____, later-born or last-born children, in order to compete with their older siblings, may become rule-breakers or family clowns. Professionally, babies of the family tend to become musicians, adventurers, and comedians. _____ there are countless exceptions to these general trends, _____, it is interesting to ponder the evidence that our birth order _____ helps shape who we are.

PRACTICE 9 REVIEW

Most paragraphs achieve coherence through a variety of linking devices: repetition, pronouns, substitutions, and transitional expressions. Read the following paragraphs with care, noting the kinds of linking devices used by each writer. Answer the questions after each paragraph.

Paragraph 1

(1) The blues is the one truly American music. (2) Born in the Mississippi Delta, this twelve-bar cry of anguish found its durable, classic form in the searing soliloquies of poor black men and women who used it to ventilate all the aches and pains of their condition—the great Bessie Smith, Robert Johnson, Ma Rainey, Lightnin' Hopkins and Son House, Mississippi John Hurt, John Lee Hooker and Blind Lemon Jefferson. (3) And, ever since, the blues has served as the wellspring of every major movement in this country's popular music.

—Paul D. Zimmerman with Peter Barnes et al., "Rebirth of the Blues," *Newsweek*

1. What important words appear in both the first and the last sentence? _____

2. In sentence 2, *the blues* is referred to as _____

3. What transitional expressions are used in sentence 3? _____

Paragraph 2

(1) In the annals of great escapes, the flight by seventeen-year-old Lester Moreno Perez from Cuba to the United States surely must rank as one of the most imaginative. (2) At 8:30 on the night of Thursday, March 1, Lester crept along the beach in Varadero, a resort town on the north coast of Cuba. (3) Working quickly, he launched his sailboard—a surfboard equipped with a movable sail—into the shark-haunted waters off the Straits of Florida. (4) At first guided by the stars and later by the hazy glow from electric lights in towns beyond the horizon, Lester sailed with 20-knot winds toward the Florida Keys, 90 miles away. (5) All night he balanced on the small board, steering through black waters. (6) Just past daybreak on Friday, Lester was sighted 30 miles south of Key West by the Korean crew of the freighter *Tina D.* (7) The boom on his tiny craft was broken. (8) The astonished sailors pulled him aboard, fed him chicken and rice, and finally radioed the U.S. Coast Guard.

—Adapted from Sam Moses, “A New Dawn,” *Sports Illustrated*

1. Underline the transitional expressions in this paragraph.

2. What *order* of ideas does the paragraph employ? _____

Paragraph 3

(1) Mrs. Zajac seemed to have a frightening amount of energy. (2) She strode across the room, her arms swinging high and her hands in small fists. (3) Taking her stand in front of the green chalkboard, discussing the rules with her new class, she repeated sentences, and her lips held the shapes of certain words, such as “homework,” after she had said them. (4) Her hands kept very busy. (5) They sliced the air and made karate chops to mark off boundaries. (6) They extended straight out like a traffic cop’s, halting illegal maneuvers yet to be perpetrated. (7) When they rested momentarily on her hips, her hands looked as if they were in holsters. (8) She told the children, “One thing Mrs. Zajac expects from each of you is that you do *your* best.” (9) She said, “Mrs. Zajac gives homework. (10) I’m sure you’ve all heard. (11) The old meanie gives homework.” (12) *Mrs. Zajac.* (13) It was in part a role. (14) She worked her way into it every September.

—Tracy Kidder, *Among Schoolchildren*

1. What important words are repeated in this paragraph? _____

2. What word does *they* in sentences 5 and 6 refer to? _____
