

INTRODUCTION

In this chapter, you will learn about the importance of **unity** and **coherence** in constructing a good paragraph. When a paragraph is unified, it is focused exclusively on one main idea. When it is coherent, information flows logically, and readers can easily follow your ideas. Your final assignment will be to write a unified and coherent paragraph about a topic related to health and medicine.

ANALYZING THE MODEL

The writing model is a unified, coherent paragraph on the topic of public health.

Read the model. Then answer the questions.

Writing Model

⌂ . . . 1 2 3 4 5 6 Δ . . .

Public Health Successes

¹ Although it is difficult to solve public health problems, great success has been achieved with certain illnesses. ² For example, the eradication¹ of smallpox was one of the most significant accomplishments of the 20th century. ³ When the campaign against smallpox was launched in 1967, about 10 to 15 million people contracted the disease each year. ⁴ Of these, two million died. ⁵ More than 10 million individuals were disfigured. ⁶ However, a little more than a decade later, the smallpox program had met its goal; the last case of this terrible illness occurred in Somalia in 1977. ⁷ Following this important achievement, the World Health Organization tried to recreate its success. ⁸ The focus of the next campaign was polio, which can paralyze or kill its victims if it is untreated. ⁹ The elimination of this disease is not yet complete, but the number of cases has greatly decreased. ¹⁰ As the battles against smallpox and polio show, remarkable advances can be made in the field of public health.

Source: Paragraph adapted from Buckingham, Robert. *A Primer on International Health*.

¹ eradication: completely getting rid of or destroying something, such as a disease or a social problem

Questions about the Model

1. What is the topic sentence of this paragraph? Underline it.
2. What two examples develop and support the topic sentence?
3. Which sentence introduces the first example? Which sentence introduces the second example?
4. Are all the sentences related to the topic sentence?
5. What is the purpose of the concluding sentence?

Noticing Vocabulary: Synonyms 1

Developing a rich and varied vocabulary can help you become a stronger writer. When you are writing about a complex topic, you want to be able to connect ideas and information in a way that will make sense to your reader. **Synonyms** can help you do this. Synonyms are words that mean the same or almost the same thing. You can use synonyms in your writing to discuss concepts, examples, and opinions without being repetitious.

If you want to use a synonym in your writing, but you cannot think of one, consult a print or online **thesaurus**. A thesaurus is a reference work that provides synonyms for many different words. Remember, however, that synonyms can sometimes have slightly different meanings from one another. When you choose a synonym to use in your writing, be sure that it means exactly what you want to say.

PRACTICE 1 Noticing Synonyms

A Find these words and their synonyms in the model. Write the synonyms.

1. eradication _____
2. significant _____
3. people _____
4. disease _____

B These words are also in the model. Write a synonym for each word. Use a dictionary or thesaurus as needed.

1. difficult _____
2. problems _____
3. launched _____
4. recreate _____

UNITY

As mentioned earlier, a key element in a well-written paragraph is **unity**. A unified paragraph focuses on one main idea. For example, if you are writing an essay about the advantages of different kinds of pain medications, you might have a paragraph about the advantages of taking aspirin. In your paragraph, you should discuss only the advantages of aspirin. Do not discuss the disadvantages or begin to discuss other kinds of medicine. If you are writing an entire essay about the advantages of taking aspirin, then discuss only *one* advantage, such as heart health, in each paragraph. If you begin to discuss another advantage, start a new paragraph.

The second feature of unity is that every supporting sentence must directly explain or prove the main idea. For example, in a paragraph about the high cost of prescription drugs in the United States, you could mention buying generic brands as an alternative to brand-name drugs, but if you write several sentences about how generic drugs are made, you are getting off topic, and your paragraph will not have unity.

PRACTICE 2

Staying on Topic

These paragraphs contain one or more sentences that are off topic. Underline the topic sentence. Cross out any sentences that are off topic.

PARAGRAPH 1

The cloning of genes¹ has made many medical advances possible. Human growth hormone (HGH) is a good example. This hormone stimulates the growth of bones and muscles during childhood. Cloning the gene for HGH has provided an increase in the availability of the hormone. However, the availability of HGH and other products of biotechnology² raises an ethical question. The hormone is used widely to treat children with dwarfism, a condition that results in an adult height of 4'10" or shorter. There have been several interesting television shows recently about individuals with dwarfism. Many of these shows are very popular. Should HGH be available to anyone who wants taller children or only those who have children with dwarfism? Suppose parents want their average-size son to be taller so he will have a better chance of making his high school varsity team? Doctors do not have any evidence that exposure to HGH affects average-size children negatively, but many feel it is unethical to provide it to children with no serious medical need.

PARAGRAPH 2

Advances in medicine can come from surprising places, including water. Many scientists are interested in the medical uses of small aquatic³ animals. They believe these animals are useful for new medical products. Some ancient civilizations used berries and grasses for medical purposes. These plant-based medicines were often quite effective. In the future, important drugs may be made from aquatic organisms. In addition, these organisms may be used as models to understand human diseases. Many years from now, sea creatures may help people lead healthier and longer lives.

Source: Paragraphs 1 and 2 adapted from Thieman, William, and Michael Palladino, *Introduction to Biotechnology*.

¹ **genes**: a part of a cell in a living thing that controls what it looks like, how it grows, and how it develops. People get their genes from their parents.

² **biotechnology**: using living things for new purposes, such as making medicine

³ **aquatic**: growing or living in or near water

PRACTICE 3**Staying on Topic**

This paragraph not only has sentences that are off topic but also discusses more than one topic. Decide where the paragraph should be divided into two. Underline each topic sentence. Then cross out any sentences that are off topic.

Polite or Not?

Even when you try to be polite, it is easy to do the wrong thing accidentally in a new culture. For example, in the United States, when someone offers you food or a beverage, accept it the first time it is offered if you want it. If you say, "No, thank you" because it is polite to decline the first one or two offers in your culture, you could become very hungry and thirsty. In the United States, a host thinks that "no" means "no" and will usually not offer again. Meals in the United States are usually more informal than meals in other countries, and the times of meals may be different. Although Americans are usually very direct in social matters, there are a few occasions when they are not. If an American says, "Please drop by sometime," he may or may not want you to visit him in his home. Your clue that this may not be a real invitation is the word "sometime." In some areas of the United States, people do not expect you to visit them unless you have an invitation for a specific day and time. In other areas of the United States, however, "dropping by" is a friendly, neighborly gesture. Idioms are often difficult for newcomers to understand.

COHERENCE

Although paragraph unity is important, it is not the only factor that you need to consider in writing a successful paragraph. In order for paragraphs to be well-structured, they must also be **coherent**. The word coherence comes from the Latin verb *cohere*, which means "to hold together." For coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one.

Here are four ways to achieve coherence:

- Repeat key nouns.
- Use consistent pronouns.
- Use transition signals to link ideas.
- Arrange your ideas in logical order.

REPETITION OF KEY NOUNS

The easiest way to achieve coherence is to repeat key nouns. In this paragraph, the repetition of the noun *fear* smooths the flow of the sentences and creates coherence.

PARAGRAPH WITH COHERENCE

The Health Consequences of Fear

When worry escalates, the result is fear. Everyone has experienced fear. A swimmer of only moderate skill might be afraid of swift waters; a child might fear the dark. A hiker will probably feel fear when hearing the distinctive warning of a rattlesnake; a jogger might experience it when confronted with an angry dog. According to the author Norman Cousins, "Fear . . . create[s] negative expectations. One tends to move in the direction of one's expectations." Fear causes the heart to race, the head to spin, the palms to sweat, the knees to buckle, and breathing to become labored. Its physical effects are such that the human body can't withstand it indefinitely.

In this version of the paragraph, the word *fear* has been replaced by the pronoun *it* after the first use. This overuse of the pronoun makes the paragraph confusing and less coherent. The reader will forget what "it" stands for.

PARAGRAPH WITHOUT COHERENCE

The Health Consequences of Fear

When worry escalates, the result is fear. Everyone has experienced it. A swimmer of only moderate skill might be afraid of swift waters; a child might fear the dark. A hiker will probably feel it when hearing the distinctive warning of a rattlesnake; a jogger might experience it when confronted with an angry dog. According to the author Norman Cousins, "It . . . create[s] negative expectations. One tends to move in the direction of one's expectations." It causes the heart to race, the head to spin, the palms to sweat, the knees to buckle, and breathing to become labored. Its physical effects are such that the human body can't withstand it indefinitely.

There is no fixed rule about how often to repeat key nouns or when to use pronouns as a substitute. You should repeat a key noun instead of using a pronoun when the meaning is unclear.

Source: Paragraph based on Karren, Keith, Lee Smith, Brent Hafen, and Kathryn Frandsen. *Mind Body Health: The Effects of Attitudes, Emotions, and Relationships*.

PRACTICE 4**Using Key Nouns and Pronouns**

- A** Find problems with the pronoun *it* in this paragraph. Replace *it* with the key noun *English* as necessary to make the paragraph more coherent.

English

English has almost become an international language. Except for Chinese, more people speak it than any other language. Spanish is the official language of more countries in the world, but more countries have ^{English} ~~it~~ as their official or unofficial second language. More than 70 percent of the world's mail is written in it. It is the primary language on the Internet. In international business, it is used more than any other language, and it is the language of airline pilots and air traffic controllers all over the world. Moreover, although French used to be the language of diplomacy, it has displaced it throughout the world. Therefore, it is a useful language to know.

- B** Find problems with the subject pronouns. Replace them with key nouns as necessary to make the paragraph more coherent.

Dolphins

Dolphins display almost human behavior at times. For example, they display the human emotions of joy and sadness. During training, when they do something correctly, they squeal excitedly and race toward their trainer. When they make a mistake, however, they droop¹ and mope² around their pool. Furthermore, they help each other when they are in trouble. If one is sick, it sends out a message, and others in the area swim to help it. They push it to the surface of the water so that it can breathe. They stay with it for days or weeks until it recovers or dies. They have also helped trapped or lost whales navigate their way safely out to the open sea. They are so intelligent, in fact, that the U.S. Navy is training them to become underwater bomb disposal experts.

¹ droop: sink down

² mope: act depressed

Key Noun Substitutes

Although repeating key words can make a paragraph more coherent, you don't want to repeat the same word too often. As you learned in Noticing Vocabulary: Synonyms on page 24, you can substitute synonyms or expressions with the same meaning if you do not wish to repeat a key word again and again. Pronouns, when used correctly, are also good substitutes for key nouns.

PRACTICE 5 Identifying Key Noun Substitutes

Read the paragraph. Then answer the questions.

A Mardi Gras Custom

¹ "Throw me something, mister," is the customary plea for a Mardi Gras "throw." ² In the final days of Mardi Gras—the season of parties, parades, and revelry¹ that precedes the Christian period of fasting and penance² called Lent—crowds of spectators line the streets of New Orleans. ³ They hope to catch a Mardi Gras souvenir tossed from parading floats. ⁴ Mardi Gras organizations called "krewes" build the floats and sponsor the parades, and, while cruising along parade routes, these costumed krewe members throw plastic trinkets to the crowds below. ⁵ The trinkets, which are called "Mardi Gras throws," consist of bead necklaces, coins, cups, toys, Frisbees, and figurines stamped with the krewe's symbol or the parade theme. ⁶ Mardi Gras throws are big business for the companies that supply them. ⁷ Krewe members spend an average of \$800 on them, and some spend \$2,000 or more. ⁸ By far the most treasured of the Mardi Gras mementos are gaudy bead necklaces. ⁹ Originally made of glass, they are now made of plastic.

Source: Roach, John. "The Rich History of Mardi Gras's Cheap Trinkets."

1. How many times does the writer use the expression *Mardi Gras throw* in the paragraph? _____
2. What three words does the writer use as substitutes for *Mardi Gras throw*?
(See sentences 3, 4, and 8.) _____

3. What does the pronoun *them* refer to in sentences 6 and 7? _____
4. What does the pronoun *they* refer to in sentence 9? _____

¹ **revelry**: celebration, festivities

² **penance**: punishment that you accept to say that you are sorry for doing a bad thing

CONSISTENT PRONOUNS

When you use pronouns, make sure that you use the same person and number throughout your paragraph. For example, don't change from *you* to *he* (change of person) or from *he* to *they* (change of number).

Notice the changes the writer makes for consistency.

The root of a word is ^{its} ~~their~~ most basic part. A prefix is another word part. Prefixes can be added to the beginning of words to change ^{their} ~~its~~ meaning. Students who know a few Latin and Greek roots and prefixes have an advantage over ^{students} ~~a student~~ who ^{do not} ~~does not~~ know them. They can often guess the meaning of new words. If, for example, ^{students} ~~you~~ know that the prefix *omni* means "all," ^{they} ~~you~~ have a better chance of guessing the meanings of words such as *omnibus*, *omnipresent*, and *omnidirectional*. Furthermore, ^{students} ~~a student~~ who ^{know} ~~knows~~ that the root *sci-* comes from *scire*, "to know," can guess that *omniscient* means "all-knowing."

PRACTICE 6 Using Consistent Pronouns

Find errors with pronoun consistency. Make corrections.

Olympic Athletes

Olympic athletes must be strong both physically and mentally. First of all, if you hope to compete in an Olympic sport, you must be physically strong. Furthermore, those who want to compete in the Olympics must train for many years. For the most demanding sports, they train several hours a day, five or six days a week, for ten or more years. In addition to being physically strong, athletes must also be mentally tough. This means that you have to be totally dedicated to your sport, often giving up a normal school, family, and social life. Being mentally strong also means that he or she must be able to withstand the intense pressure of international competition with its accompanying media coverage. Finally, not everyone can win a medal, so Olympians must possess the inner strength to live with defeat.

TRANSITION SIGNALS

Another element of a smooth and coherent paragraph is the use of **transition signals**. Transition signals can be single words such as *first*, *finally*, and *however*, or phrases such as *in conclusion*, *on the other hand*, and *as a result*. There are different kinds of transition signals such as subordinators (*when*, *although*), coordinators (*and*, *but*), adjectives (*another*, *additional*), and prepositions (*because of*, *in spite of*).

Transition signals are like traffic signs; they tell your reader when to go forward, turn around, slow down, and stop. In other words, they tell your reader when you are presenting, for example, a similar idea (*similarly*, *and*, *in addition*), an opposite idea (*on the other hand*, *but*, *in contrast*), an example (*for example*), a result (*therefore*, *as a result*), or a conclusion (*in conclusion*).

Transition signals give a paragraph coherence because they guide your reader from one idea to the next.

PRACTICE 7 Using Transition Signals

Compare these paragraphs. Circle the transition signals in paragraph 2. How do they make the paragraph more coherent?

PARAGRAPH 1

One difference among the world's seas and oceans is that the salinity¹ varies in different climate zones. The Baltic Sea in northern Europe is only one-fourth as salty as the Red Sea in the Middle East. There are reasons for this. In warm climates, water evaporates² rapidly. The concentration³ of salt is greater. The surrounding land is dry and does not contribute much freshwater to dilute⁴ the salty seawater. In cold climate zones, water evaporates slowly. The runoff created by melting snow adds a considerable amount of freshwater to dilute the saline seawater.

PARAGRAPH 2

One difference among the world's seas and oceans is that the salinity varies in different climate zones. For example, the Baltic Sea in northern Europe is only one-fourth as saline as the Red Sea in the Middle East. There are two reasons for this. First of all, in warm climate zones, water evaporates rapidly; therefore, the concentration of salt is greater. Second, the surrounding land is dry; consequently, it does not contribute much freshwater to dilute the salty seawater. In cold climate zones, on the other hand, water evaporates slowly. Furthermore, the runoff created by melting snow adds a considerable amount of freshwater to dilute the saline seawater.

¹ **salinity**: salt content

² **evaporates**: dries up

³ **concentration**: percentage of

⁴ **dilute**: reduce the concentration

Paragraph 2, in Practice 7, is more coherent because it contains transition signals. Each transition signal has a special meaning; each shows how a sentence relates to the one that precedes it.

- *For example* tells you that an example of the preceding idea is coming.
- *Two* tells you to look for two different reasons.
- *First of all* tells you that this is the first reason.
- *Second* and *furthermore* indicate that additional ideas are coming.
- *Therefore* and *consequently* indicate that the second statement is a result of the first statement.
- *On the other hand* tells you that an opposite idea is coming.

Some transition signals are listed in the chart on page 33. Most groups of transition signals have different rules for punctuation and their position in a sentence, so it's good to examine these rules by groups.

See Appendix B, *Transition Signals*, pages 296–298, for a more complete list.

Transition Phrases and Conjunctive Adverbs

Most of the transition phrases and conjunctive adverbs in the Transition Signals chart can appear at the beginning, in the middle, or at the end of an independent clause. They are usually set off by commas. You may remember that an independent clause is a group of words that contains a subject and a verb and expresses a complete thought.

For example, the Baltic Sea in northern Europe is only one-fourth as saline as the Red Sea in the Middle East.

The runoff created by melting snow, **furthermore**, adds a considerable amount of freshwater to dilute the saline seawater.

The Mediterranean Sea is more saline than the Red Sea, **however**.

EXCEPTIONS

- The words and phrases in the groups for listing ideas in order, introducing a conclusion or summary, and introducing a result usually appear only at the beginning of a sentence, not in the middle or at the end.
- *Too* usually appears only at the end of a sentence, sometimes preceded by a comma.
- The time words *then*, *now*, and *soon* usually do not need commas.

TRANSITION SIGNALS

Meaning / Function	Transition Phrases	Conjunctive Adverbs	Coordinating Conjunctions	Subordinating Conjunctions	Other Signals
To introduce an additional idea	in addition	furthermore moreover besides also too	and		another (+ noun) an additional (+ noun)
To introduce an opposite idea or contrast	on the other hand in contrast	however nevertheless instead still nonetheless	but yet	although though even though whereas while	in spite of (+ noun) despite (+ noun)
To introduce a choice or alternative		otherwise	or	if unless	
To introduce a restatement or explanation	in fact indeed	that is			
To list in order	first, second, third next, last, finally				the first, second, third, etc. (+ noun) the next, last, final (+ noun)
To introduce an example	for example for instance				an example of (+ noun) such as (+ noun)
To introduce a conclusion or summary	clearly in brief in conclusion indeed in short in summary				
To introduce a result	accordingly as a result as a consequence	therefore consequently hence thus	so		

The words in the Transition Phrases and Conjunctive Adverbs columns of the chart can also connect two independent clauses. In this case, use a semicolon and a comma.

INDEPENDENT CLAUSE INDEPENDENT CLAUSE
In warm climate zones, water evaporates rapidly; **therefore**, the concentration of salt is greater.

INDEPENDENT CLAUSE
Both the Red Sea and the Mediterranean have narrow outlets to the ocean;
INDEPENDENT CLAUSE
however, the Mediterranean's is narrower.

INDEPENDENT CLAUSE INDEPENDENT CLAUSE
A few societies in the world are matriarchal; **that is**, the mother is head of the family.

INDEPENDENT CLAUSE
Some English words have no exact equivalents in other languages; **for example**,
INDEPENDENT CLAUSE
there is no German word for the adjective *fair*, as in *fair play*.

See Appendix B, *Conjunctive Adverbs*, pages 294–295, for more examples.

Coordinators

This group of transition signals includes the seven coordinating conjunctions *and*, *but*, *so*, *or*, *nor*, *for*, and *yet* and the five correlative (“paired”) conjunctions *both . . . and*, *not only . . . but also*, *neither . . . nor*, *either . . . or*, and *whether . . . or*. When coordinators connect two independent clauses, use a comma.

INDEPENDENT CLAUSE
In a matriarchy, the mother is the head of the family, **and**
INDEPENDENT CLAUSE
all the children belong to her extended family group.

INDEPENDENT CLAUSE INDEPENDENT CLAUSE
In warm climate zones, water evaporates rapidly, **so** the concentration of salt is greater.

INDEPENDENT CLAUSE INDEPENDENT CLAUSE
Children **not only** need love, **but** they **also** need discipline.

When coordinators connect two words or phrases, do not use a comma.

Would you rather take a written **or** an oral exam?

Children need **not only** love **but also** discipline.

EXCEPTION

Some writers use a comma before *but* and *yet* even when they do not connect independent clauses to emphasize the contrast of the connected ideas.

The poem is solemn, **yet** optimistic in tone.

See Appendix B, *Coordinators*, page 291, for more examples.

Subordinators

A subordinator (subordinating conjunction) is the first word in a dependent clause. As you may remember, a dependent clause is a group of words containing a subject and a verb that does not express a complete thought. A dependent clause always begins with a subordinator and must be connected to an independent clause to form a sentence. The sentence may or may not have a comma. The general rule is this: Put a comma after a dependent clause but not in front of one.

DEPENDENT CLAUSE INDEPENDENT CLAUSE
Although the company's sales increased last year, its net profit declined.

INDEPENDENT CLAUSE DEPENDENT CLAUSE
The company's net profit declined last year although its sales increased.

See Appendix B, pages 292–294, for more information about subordinators.

Other Signals

The transition signals in this group include nouns such as *example*, adjectives such as *additional*, prepositions such as *in addition to*, verbs such as *cause*, and adverbs such as *too*. There are no punctuation rules for this group, but it is important to notice what kinds of words follow these signals.

Additional is an adjective, so it is followed by a noun.

An **additional** reason for the company's bankruptcy was the lack of competent management.

In addition to is a preposition, so it is followed by a noun or noun phrase.

In addition to increased competition, the lack of competent management caused the company's bankruptcy.

Such as is followed by a noun or noun phrase and no comma.

Vocabulary differences between British and American English include words **such as** *bonnet / hood, petrol / gasoline, windscreen / windshield, and lorry / truck*.



A truck or a lorry? It depends on what version of English you are using.

Read the paragraphs and circle the transition signals. Punctuate them as needed.

Genetic¹ Engineering

Genetic research has produced both exciting and frightening possibilities. Scientists are now able to create new forms of life in the laboratory because of the development of gene splicing². On the one hand, the ability to create life in the laboratory could greatly benefit humankind. Indeed agriculture has already benefited from applications of gene splicing. For example researchers have engineered a more nutritious type of rice that could help alleviate the serious problem of vitamin A deficiency. It is estimated that more than 124 million children worldwide lack vitamin A, which puts them at risk for permanent blindness and other health issues. In addition genetic engineers have created larger fish, frost-resistant strawberries, and cows that produce more milk.

On the other hand some people feel that gene-splicing technology could have terrible consequences. In fact a type of corn engineered to kill a certain insect pest also threatened to annihilate³ desirable monarch butterflies. In another accident, a genetically engineered type of corn that was approved only for animal consumption because it was toxic to humans accidentally cross-pollinated with corn grown for humans. As a result many countries banned imports of genetically modified corn for several years. Furthermore the ability to clone human beings is a possibility that frightens many people. In 2004, two South Korean scientists reported that they had successfully cloned a human embryo (Dreifus). The embryo did not develop into a baby however it is possible that one could do so in the future, a possibility that not everyone is comfortable with.

Source: Dreifus, Claudia. "2 Friends, 242 Eggs and a Breakthrough."

¹ genetic: from gene, the unit of heredity

² gene splicing: gene joining

³ annihilate: wipe out, destroy completely



Genetic engineering has an important but controversial role in agriculture.

PRACTICE 9

Choosing Transition Phrases and Conjunctive Adverbs

- A** Write the transition signal that best shows the relationship between the sentences. Make punctuation and capitalization changes as needed.

1. A recent article in *Era* magazine suggested ways to reduce inflation. The article suggested that the president reduce the federal budget ; furthermore (however / in contrast / furthermore) it suggested that the government reduce federal, state, and local taxes.
2. The same article said that the causes of inflation were easy to find _____ (however / for example / therefore) the cure for inflation was not so easy to prescribe.
3. *Era* also suggested that rising wages were one of the primary causes of inflation _____ (however / therefore / for example) the government should take action to control wages.
4. In physics, the weight of an object is the gravitational force¹ with which Earth attracts it; _____ (moreover / therefore / for example) if a man weighs 150 pounds, this means that Earth pulls him down with a force of 150 pounds.
5. The farther away from Earth a person is, the less the gravitational force of Earth. _____ (in conclusion / therefore / however) a man weighs less when he is 50,000 miles from Earth than when he is only 5,000 miles away.
6. A **tsunami** is a tidal wave produced by an earthquake on the ocean floor. The waves are very long and low in open water, but when they get close to land, they encounter friction² because the water is shallow _____ (on the other hand / as a result / for example) the waves increase in height and can cause considerable damage when they finally reach land.

¹gravitational force: the force that pulls things toward Earth

²friction: resistance

- B** Complete the paragraph. Use the transition signals from the box. Use each word once. Add punctuation as needed. In some cases, more than one answer is possible.

also	for example	in fact	similarly
final and most convincing	indeed	second	third

Time

One stereotype about Americans says that they are overly concerned with time. One of the first things you notice is that for Americans, time seems as valuable as money. _____^{1.} they even have a saying, "Time is money." _____^{2.} have you noticed how many verbs can be followed by both *time* and *money*? _____^{3.} you can *spend time*, *save time*, *lose time*, *find time*, *make time*, *waste time*, and *run out of time*. _____^{4.} you can *spend*, *save*, *lose*, *find*, *make*, *waste*, and *run out of* money. _____^{5.} Americans seem to regard time as a "thing" that one can own. You can *have time*, *buy time*, and *take time*. (One wonders how much it costs and where it is taken.) A _____^{6.} piece of evidence that Americans are obsessed with time is their obsession with being on time. _____^{7.} people who are habitually late risk punishment ranging from frowning disapproval to losing their jobs. The _____^{8.} proof is that these poor people sometimes take courses in time management! That is really overdoing it. Don't you agree?

TRY IT OUT!

On a separate sheet of paper, write a paragraph using Topic Sentence 1 or 2. Use the suggested transition signals, supporting points, and examples given or your own ideas.

Topic Sentence 1: There are some noticeable differences between British and American English.

TRANSITION SIGNALS

another difference	such as	for instance
for example	finally	in conclusion

SUPPORTING POINTS**EXAMPLES**

Pronunciation

Speakers of British English do not always pronounce *r*.
schedule: British = [shed-u-al]; American = [sked-u-al]

Spelling

colour / color; realise / realize; defence / defense

Vocabulary

petrol / gas; biscuit / cookie; pocket money / allowance

Topic Sentence 2: Sometimes I enjoy being alone.

TRANSITION SIGNALS

for instance

on the other hand

moreover

therefore

Writing Tip

Read your writing aloud and pay attention to your own language. Are you using too many transition signals? Too many can be distracting rather than helpful. There is no rule about how many to use in one paragraph. Use them only when they will help your reader follow your ideas.

PRACTICE 10**Correcting Too Many Transition Signals**

Delete extra, unhelpful transition signals from this paragraph. Then rewrite the paragraph on a separate sheet of paper. Change the capitalization and punctuation as needed. Discuss your changes in a small group.

How to Grow an Avocado Tree

After you have enjoyed that delicious avocado, do not throw out the seed! You can grow a beautiful houseplant by following these simple steps. **First**, wash the seed. **Second**, dry it. **Third**, insert three toothpicks into its thickest part. **Then** fill a glass or empty jar with water. **After that**, suspend the seed in the water with the pointed end up and the broad end down. The water should cover about an inch of the seed. **Next**, put the glass in a warm place, but not in direct sunlight. Add water when necessary to keep the bottom of the seed under water at all times. In two to six weeks, you should see roots begin to grow. **Furthermore**, the seed will crack open, and **then** a stem will emerge from the top. **However**, wait until the stem is 6 to 7 inches long. **Then** cut it back to about 3 inches. **Now** wait until the roots are thick and the stem has leafed out again. **Then** fill an 8- to 10-inch diameter clay pot with enriched potting soil. Plant the seed, leaving the top half exposed. **Then** water it well. **After that**, water frequently but lightly; **also** give the plant an occasional deep soaking. **Then** place the potted plant in a sunny window and watch it grow. **Then, when** the stem is 12 inches high, cut it back to 6 inches to encourage the growth of side branches. In just a few more weeks, you will have a beautiful indoor plant. **In conclusion**, enjoy your new plant, but do not expect it to bear fruit. Avocados grown from seed occasionally flower and bear fruit; **however, first** you will have to plant it outside and **then** wait anywhere from five to thirteen years.

Source: "Grow Your Own Tree." California Avocado Commission.

LOGICAL ORDER

In addition to repeating key nouns and pronouns and using transition signals, a fourth way to achieve coherence is to arrange your sentences in some kind of logical order.

Your choice of one kind of logical order over another will, of course, depend on your topic and your purpose. You may even combine two or more different types of logical order in the same paragraph. The important point to remember is to arrange your ideas in some kind of order that is logical to a reader accustomed to the English way of writing.

Some common kinds of logical order in English are *chronological order*, *the logical division of ideas*, and *comparison / contrast*.

- *Chronological order* is order by time—a sequence of events or steps in a process. The paragraph “How to Grow an Avocado Tree” (page 39) uses time order to organize the steps.
- In a *logical division of ideas*, a topic is divided into parts, and each part is discussed separately. The writing model “Communication Styles That Don’t Work” on page 3 uses logical division of ideas. First, it discusses passive communication and then it discusses active communication.
- In a *comparison / contrast* paragraph, the similarities and/or differences between two or more items are discussed. The paragraph about synonyms on page 6 compares and contrasts word meanings.

PRACTICE 11

Recognizing Kinds of Logical Order

Work with a partner. Read the paragraphs and decide which kind of logical order is used in each. Discuss the reasons for your choice. Underline the transition signals.

PARAGRAPH 1

The process of machine translation of languages is complex. To translate a document from English into Japanese, for example, the computer first analyzes an English sentence, determining its grammatical structure and identifying the subject, verb, objects, and modifiers. Next, the words are translated by an English-Japanese dictionary. After that, another part of the computer program analyzes the resulting awkward jumble of words and meanings and produces an intelligible sentence based on the rules of Japanese syntax¹ and the machine’s understanding of what the original English sentence meant. Finally, a human bilingual editor polishes the computer-produced translation.

Kind of logical order: _____

¹ **syntax**: sentence structure, grammar

PARAGRAPH 2

Although there has been some success in decreasing the spread of polio, this campaign has not been as successful as the smallpox campaign. The slower progress against polio is due to differences between the viruses. These differences can cause difficulty for polio eradication. The main difference involves visibility of the disease. Unlike smallpox, polio does not always show symptoms. Smallpox symptoms were immediately visible to health professionals. For some cases of polio, on the other hand, the disease is difficult to identify. Doctors may have to do a lengthy examination to find it. Thus, some cases may go unnoticed. Compared to smallpox, then, it is easier for poliovirus to circulate.

Kind of logical order: _____

PARAGRAPH 3

The many different calendars used throughout the world are all based on the phases of the moon, on the revolution of Earth around the sun, or on a combination of the two. The first kind of calendar is the lunar calendar, based on the phases of the moon. A month is calculated as the time between two full moons, 29.5 days, and a year has 354 days. The Islamic calendar used in Muslim countries is a lunar calendar. It has 12 months and a cycle of 30 years in which the 2nd, 5th, 7th, 10th, 13th, 16th, 18th, 21st, 24th, 26th, and 29th years have 355 days, and the others 354 days. A second kind of calendar is the solar calendar, which is based on the revolution of Earth around the sun. The ancient Egyptians used a solar calendar divided into 12 months of 30 days each, which left five uncounted days at the end of each year. A very accurate calendar developed by the Mayan Indians in North America was also a solar calendar. It had 365 days, 364 of which were divided into 28 weeks of 13 days each. The new year began on the 365th day. Because the solar year is exactly 365 days, 5 hours, 48 minutes, and 46 seconds long, however, a solar calendar is not totally accurate, so many cultures developed a third kind of calendar, the lunisolar calendar. In a lunisolar calendar, extra days are added every so often to reconcile the lunar months with the solar year. The Chinese, Hebrew, and Gregorian calendars used today are lunisolar calendars.

Kind of logical order: _____

Source: Paragraph 2 adapted from Buckingham, Robert. *A Primer on International Health*.