TRANSITION WORDS AND PHRASES	TIME PHRASES	TIME CLAUSES
first	every evening	while we were waiting for our visas
second	the next day	when we first arrived in this country
next	in the morning	as soon as we heard the news
then	during lunch	before we left our country
after that	before the war	until I had this experience
meanwhile	while waiting	since we have lived here

Introduction

Thesis statement

Body

Time-order transitions show the order of events.

A Learning Experience

People say that animals can sense danger better than humans can. For example, if your dog growls at a stranger who is standing at your front door, be careful. There is probably something dangerous about the stranger. If, on the other hand, your dog seems relaxed and wags his tail, the stranger probably intends no harm. The wisdom of trusting an animal's sense of danger became very clear to me during a recent camping trip.

Last spring, my host family's son Ben invited me to go camping with him and a couple of his friends during a school break. We were going to Yosemite National Park, a very famous and beautiful park about five hours' drive from Ben's home. During the day, we planned to hike. At night we planned to cook our dinner over a campfire. We intended to sleep in tents, but we could also sleep in Ben's family's van if it started to rain. Ben was going to bring his dog, a big black Labrador named Tim. It sounded like a lot of fun.

We left ***after breakfast*** on a Wednesday morning and arrived at the park ***about two o'clock in the afternoon. As soon as*** we arrived, we drove to our assigned campsite, parked, and unloaded the food and equipment. Tim, the dog, stayed in the van ***while*** we set up the tents and organized the campsite. We had to put all our food into a big metal container called a "bear box." The park rangers had told us that there were bears in the campground. The bears were very smart and could smell food anywhere, even food wrapped in plastic. The rangers had also told us that bears often broke into tents and cars to get food. Yosemite's bears were so smart, in fact, that they could find food hidden in the trunk of a car under a blanket!

After putting everything in the bear box, we went for a walk. Ben snapped a leash on Tim and said, "Come, Tim. We're going for a walk." Tim, however, refused to get out of the van. He whined and looked very unhappy, so we left without him. ***An hour later,*** we returned to our campsite and cooked dinner. Tim ***still*** refused to get out of the van. Instead, he crawled under an old blanket in the very back and began to shiver. Ben started to worry. "Maybe he's sick," he said.

After dinner, we sat around the campfire joking about snakes, bears, mountain lions, and other wild creatures. We tried to scare one another with predictions of how snakes would crawl into our sleeping bags or how bears would rip open our tents. Certainly, none of us really believed that there were bears around. Ben checked Tim again, who was ***still*** shivering in the van. ***Now*** Ben was really worried. He said, "Hey, guys. Maybe we should go home. Tim never acts like this. He must be really sick." We started teasing Ben, saying that his big, tough dog was just scared of the dark.

Just at that moment, we heard scratching noises in the darkness a few feet away. ***Then*** we heard a low growl. ***In the next moment***, we saw a very large mother bear and her two cubs climbing down a tree right behind us. ***In a flash***, all four of us were inside the van, shivering along with Tim. The mother bear came over, put her front paws against the van, and tried to push it over. Were we scared? No, we weren't scared—we were terrified!

Finally, the bears left, and we ***eventually*** calmed down enough to go to sleep—safely inside the van, of course. In the morning, the bears were gone and Tim had miraculously recovered from his "illness." ***Then*** we realized the reason for Tim's behavior: He hadn't been sick at all—he had just known that there were bears nearby.

Conclusion

From this experience, I gained respect for an animal's superior sense of danger. I also learned that animals are sometimes smarter than humans, so in the future, I will pay closer attention to the signals that they try to send.

Logical division of ideas or order of importance

Use logical division of ideas or order of importance to explain topics that you can divide into subtopics. (See pages 287–288 in *Section 41f* for more information about these patterns.)

Suitable topics for logical division or order of importance include the following.

- Kinds of students (subdivided by study habits, clothing or hair styles, and so on)
- Kinds of shoppers, automobile drivers, dancers, bosses, jobs
- The influence of television on children
- The advantages of being an only child
- The disadvantages of being an only child
- Qualities of a good marriage partner
- Causes of teenage rebellion, poverty, bad behavior in children, racial intolerance, and so on
- Why I want to be an _____
- Lessons my parents taught me
- Lessons I had to learn on my own
- Accomplishments I am proud of

Third, Ms. Smith was the most boring teacher in our school. Sitting through a whole hour of her class was as exciting as watching laundry dry. Her voice level never changed, ***and*** she never made eye contact. ***Furthermore***, her lessons consisted of students' standing up and reading out loud, sentence by sentence, from the book. Then she would ask us stupid questions about grammar and punctuation. She never asked about the meaning of what we read. It was really hard to stay awake most of the time.

Order-of-importance transition signal

A lot of teachers are boring, but not many are also incompetent. Ms. Smith's ***worst quality*** as a teacher was her shocking lack of knowledge. She was never prepared for class and sometimes didn't even remember what book we were reading at the moment. She gave such vague answers to our questions that we wondered if she had even read the book. She ***also*** didn't seem to know much about English grammar. Any question more complicated than "What is the plural of *book*?" completely confused her.

The first part of the conclusion reviews the four topics.

In short, Ms. Smith had several qualities of a poor teacher. She was irresponsible, lazy, boring, and incompetent. I didn't learn much about English that year, but I did learn other useful skills: how to sleep during class without being noticed, how to rewrite an assignment without making changes but still get a better grade, and how to avoid being called on. I have a feeling, however, that these are not the skills that my parents thought I was learning.

Comparison and contrast

In the comparison-and-contrast pattern, you explain the similarities and differences between two items such as two characters in a book or play, two restaurants, or two computer operating systems.

Topics suitable for comparison and contrast include the following.

- Two relatives, friends, or teachers
- Two styles of music or two musicians
- Two cars, computers, or other products
- Two airlines or restaurants
- Two cities or places to go on vacation
- Two periods in history
- Dating and marriage customs in two cultures
- Family relationships in two cultures
- Two school systems (public/private, high school/college, United States/your country)
- Your lifestyle now and at an earlier time
- Two jobs you have had
- Your life and your mother's (or father's) life

When you compare and contrast, do not simply write a description of the first item and then a description of the other item. You must show the reader what is the same and what is different by using transition signals that make the similarities and differences clear.

Transition signals for comparison and contrast include the following.

COMPARISON		CONTRAST	
also	as	however	though
likewise	just as	in contrast	while
similarly	as . . . as	instead	whereas
too	like	in/by comparison	unlike
and	just like	on the other hand	compared to/with
both . . . and	similar to	but	be different (from)
not only . . . but also	be like, be alike	yet	differ (from)
neither . . . nor	be similar	although	be dissimilar
		even though	be unlike

You can organize a comparison and contrast essay in two ways. One way is called block organization, and the other way is called point-by-point organization.

Block organization

In block organization, you discuss all the similarities together in a block (which can be one paragraph or several paragraphs). Then you discuss all the differences together in a block. It doesn't matter which block comes first.

It is helpful to the reader if you put a transition between the two blocks, telling the reader, "I am finished talking about similarities. Now I am going to discuss differences." In the model essay that follows, notice the transition sentence at the beginning of the third paragraph: *Although my friends had similar backgrounds, they were as different as two children can be.*

Ingrid and Rafael

Introduction

When I was ten years old and lived with my parents in Djakarta, Indonesia, I had two good friends, Ingrid and Rafael. I divided my time between them carefully, playing at Rafael's house one day and at Ingrid's the next. **Both** Rafael and Ingrid had moved to Indonesia because of their fathers' jobs; **however**, that was the closest they ever came to having anything in common. Rafael and Ingrid were almost total ***opposites*** in almost every other way.

The thesis statement suggests comparison-and-contrast organization.

The body starts with a paragraph of similarities.

Transition signals point out the similarities.

As I mentioned, Rafael and Ingrid had a few ***similarities***. ***Both*** of them were from foreign countries. Rafael was from Mexico, but he could speak English fluently, ***just as*** Ingrid, who was from Sweden, could. Therefore, it was easy for us to communicate with each other. Another ***similarity*** was their family background. ***Both*** of their fathers were businessmen who traveled a lot. As a result, Ingrid had moved often and had lived in several other countries, ***just as*** Rafael had. Finally, ***both*** of my friends lived in my neighborhood.

Transition sentence

The body continues with two paragraphs of differences.

Although my friends had similar backgrounds, they were as ***different*** as two children can be. First of all, they were completely ***dissimilar*** in appearance. Rafael had charcoal black hair, ***while*** Ingrid had shiny blond hair. Rafael's beautiful white teeth were perfect ***compared to*** Ingrid's, which were so crooked that she had to wear braces. ***On the other hand***, Ingrid always dressed up and looked pretty in her pink dresses, ***whereas*** Rafael liked to wear torn jeans and untied black shoes. Ingrid's face, with its sunkissed, freckled nose, was soft and feminine; ***in contrast***, Rafael's face, with its lively black eyes and sharp nose, was definitely masculine.

Transition signals point out the differences.

Another difference between my two childhood friends was in the activities we did together. When I played with Ingrid, I always came home clean, ***but*** when I played with Rafael, I usually came home covered with dirt and with scratched arms and legs. Ingrid and I usually did the things girls do. For example, when we went to the beach in the summer, we spent the day collecting seashells and building sand castles. ***In contrast to*** Ingrid's and my quiet activities at the beach, Rafael's and my games were noisy. Sometimes we tied strings onto locusts' wings and flew them around our heads like motorized model airplanes. We shouted and ran and threw sand at each other. In addition, ***while*** Ingrid and I could play for hours and hours without arguing, Rafael and I often fought. He would hold my arms and get his brother Armando to hit me in the stomach. One day, I got mad and punched Rafael right on his nose. I didn't play with Rafael for a while after that.

Conclusion

To summarize, my two childhood friends were as ***different*** as two children could be. Ingrid was quiet, soft, and well-behaved; ***in contrast***, Rafael was noisy, rough, and mischievous. ***However***, I had fun with each of them and cried for days when they moved away.

Point-by-point organization

Point-by-point organization combines comparison and contrast with logical division of ideas or order of importance. In this pattern, you compare and contrast items by subtopic. Each subtopic is one paragraph, and you can mix

comparison and contrast in the same paragraph. For example, if you were comparing and contrasting two restaurants, your subtopics might be food, service, interior decor, and prices. In your paragraph about food, there might be similarities—both restaurants serve typical American dishes such as fried chicken and steak—as well as differences—one restaurant serves Mexican dishes but the other doesn't.

A partial outline for a point-by-point essay comparing and contrasting two restaurants might look like this.

Two Restaurants

Thesis statement

I. Joe's Diner and Pepe's Grill are similar in many ways, but they have a few differences that might influence your decision to eat at one or the other.

Body

II. Food
  A. Both serve American food. (*similarity*)
     Fried chicken, steak, baked potatoes, french fries, hamburgers, hot dogs, apple pie
  B. Pepe's serves a few Mexican dishes. (*difference*)
     Enchiladas, chicken in mole sauce, tamales, burritos, quesadillas, chile verde
  C. The food is good in both places. (*similarity*)
     1. The fried chicken at Joe's was crisp, not greasy.
     2. The chicken enchiladas at Pepe's were perfect.

III. Service
  A. Both restaurants hire college students. (*similarity*)
  B. The servers are friendly at both places. (*similarity*)
     Both hosts greeted us and seated us at a nice table.
  C. They are a little more formal at Pepe's. (*difference*)
     1. Servers wore uniforms at Pepe's. Our server did not tell us his name.
     2. No uniforms at Joe's. Server told us his name and wore a name tag.
  D. The service was just as efficient at one restaurant as at the other. (*similarity*)

Conclusion

IV. I recommend both restaurants, depending on the occasion.

Choosing one organization or the other will depend on your topic. It is easier to use block organization for some topics and point-by-point organization for others. You will probably discover which organization works better for your topic when you make an outline.

Cause and effect

In a cause-and-effect essay, you discuss the causes or reasons for some problem or event, and then you discuss the effects or results.

Topics suitable for a cause-and-effect essay include the following.

- Pollution
- Crime
- Teenage gangs
- Teenage rebellion
- Divorce
- Bad schools
- Violence at sports events
- A particular disease such as lung cancer or heart disease
- Drug abuse
- A particular war, revolution, or social movement

Transition signals showing the relationship between causes and effects include the following.

CAUSE (REASONS)		EFFECTS (RESULTS)	
because	due to	so	to result in
since	because of	as a result	to cause
as	the effect of	as a consequence	to have an effect on
to result from	the consequence of	therefore	to affect
to be the result of	as a result of	thus	the cause of
	as a consequence of	consequently	the reason for
		hence	

You can use block organization, in which you discuss the causes as a block and the effects as a block, or you can use chain organization.

Chain organization

Chain organization often works better for cause-and-effect topics when the causes and effects happen like a chain reaction. One event (a cause) causes a second event (an effect), but then the second event becomes a cause of a third event, and the third event causes a fourth, and so on. The example essay that follows uses chain organization.

Global Warming

Introduction

The government of the island nation of Tuvalu in the South Pacific wants to buy land in another country because it believes that rising ocean levels will force its ten thousand citizens to leave. The danger is very real, not just to Tuvalu and other Pacific islands but also to river deltas in Bangladesh and cities such as Venice, London, New York, Boston, and Miami. Why is this happening? As we will see,

Thesis statement

rising sea levels are ***the result of*** a long chain of events.

Body

The Earth has an insulating blanket of gases surrounding it. This blanket allows heat from the Sun to enter the Earth's atmosphere. It also allows some heat to escape back into space, but it traps enough to keep our planet at an average temperature of 16 degrees Celsius (60 degrees Fahrenheit). However, growth in industry, agriculture, and transportation since the Industrial Revolution has produced larger amounts of the gases that form the blanket. ***As a result***, the blanket has become thicker, and ***because*** the blanket is thicker, it traps more heat under it. More trapped heat, in turn, ***causes*** higher air temperatures. In fact, the decade of the 1990s produced six of the hottest years ever recorded. Estimates for future temperature increases range from 4 to 20 degrees in the next one hundred years.

The first three body paragraphs describe one step in the chain reaction.

Because of higher temperatures, ice near the North and South Poles has begun to melt at a faster rate. For example, the Arctic ice cap has shrunk 40 percent. The average thickness was ten feet in 1958–1976, but by 1993–1997, it was just six feet. Hundreds of glaciers in Alaska are melting, and the largest glacier in Europe has retreated five miles.

Transition signals make the cause and effect relationships clear.

The water produced by the rapidly melting ice ***has resulted in*** a rise in sea level of several inches. Joseph Kono, a native of Chuuk, an island in Micronesia, said the rising water of the western Pacific Ocean ***has caused*** the disappearance of thirty feet of a beach where he used to swim and fish as a boy. Scientists predict a rise of at least ten to eighteen inches as more glaciers and snow masses melt away. ***Consequently***, the citizens of Tuvalu have good reason to worry.

The last body paragraph describes other effects of global warming.

Other ***effects*** of global warming include climate changes, more frequent tropical storms, changes in agriculture, the spread of tropical diseases, and the extinction of species ***due to*** the disappearance of their habitats. For example, coral reefs, which are sensitive to temperature changes, are dying. The death of coral reefs, in turn, threatens hundreds of species of fish.

Conclusion

In conclusion, it is clear that global warming is not just a threat; it is a reality. The nations of the world must take action soon, or the Earth will suffer these and possibly other ***consequences*** that we have not yet noticed.

Argumentation

Argumentation is a kind of essay in which you try to persuade your reader to agree with your opinion about a controversial topic. We state an opinion in the thesis statement (*In my opinion, the sale of handguns to ordinary people should be illegal,* or *I believe that smokers have rights, too*) and then support our opinion with reasons.

Topics suitable for an argumentation essay include the following.

- Gun control laws
- Capital punishment
- Antismoking laws
- Arranged marriage
- School uniforms
- Required attendance and homework in college
- Grades in college

State the opposite point of view first.

We often begin an argumentation essay by mentioning the opposing point of view. We do this early in the essay (either in the introduction or first body paragraph) because we want our readers to know that we have considered all sides of the issue. When we show that we are reasonable and open-minded, our readers are more likely to listen to our point of view.

One way to give the opposite opinion is to briefly mention it in the thesis statement.

▸ Although the Constitution of the United States says that all citizens have the right to own guns, I believe that the sale of handguns to ordinary people should be illegal.

To discuss the opposite opinion in more detail, write an entire paragraph. The paragraph can be either the introductory paragraph or the first body paragraph.

▸ Since the first immigrants arrived in North America, guns have been part of American culture. The newcomers from Europe clearly needed guns for survival. They needed them to hunt for food and to defend themselves against attacks by hostile Indians. Later, as people moved west, they faced all of the dangers of living alone in a wild land. Again, guns were necessary for survival. In the "Wild West," settlers faced wild animals, angry Indians, and violent criminals. There was little or no law enforcement, and if someone wanted to steal your horse or your cow, there was no police department to call, no court, no judge, and no jail. People were truly on their own to defend their family and their property. Therefore, everyone had a gun, and gun ownership became as much a part of American culture as hot dogs and blue jeans. It is therefore not surprising that the writers of the U.S. Constitution gave every citizen the right to own guns.

State your own opinion and give your reasons.

After you have given the opposite point of view, state your own opinion:

▸ However, we no longer live in the "Wild West," and we no longer need guns for survival.

In the rest of the essay, explain the reasons you believe your opinion is the correct one and support your reasons with specific facts, examples, statistics, and/or quotations.

In the following sample essay, the writer mentions in the thesis statement that there is a different opinion. Then, in the first body paragraph, he briefly summarizes three of the opposing arguments. In the remaining body paragraphs, he both answers the opposing arguments and gives his own reasons in favor of genetic engineering.

Designer Babies

Introduction

The young husband and wife fill out the order form together: male, blue eyes, blond hair, 6'2" tall, 20/20 vision, muscular body build, athletic ability, IQ of 130+, quick wit, pleasing personality. They give the completed form to their doctor, who sends it to the laboratory. The lab prepares the correct mixture of genes and sends it back to the doctor, who injects it into the freshly fertilized egg that will become the couple's first child. Science fiction? No, according to some scientists. They say that the time is coming when parents will be able to choose their children's physical and mental characteristics as well as their sex. The question is no longer can we make designer babies. Now the question is should we. Although there are certainly reasons to be cautious with this or any new technology, I believe the benefits of genetic engineering far outweigh the dangers.

Thesis statement

Opposite point of view: three points mentioned

Opponents of genetic engineering say that it is wrong to tamper with nature. They fear that allowing parents to choose their children's sex will cause a disastrous imbalance in the ratio of men to women in certain areas. Others fear that genetic engineering will lead to the creation of "gene stores" where people can buy and sell genes. Even worse, they predict that children will become manufactured objects, like automobiles or dishwashers.

Argument against first opposing point

In response to the first argument, I say that human beings are constantly tampering with nature—from cesarean sections to heart transplants and laser surgery. If it isn't wrong to save lives by transplanting hearts, why is it wrong to save lives by transplanting genes? For example, it is known that a gene named apO-A1 increases a person's level of HDL, the good cholesterol, and therefore reduces the risk of heart disease. Would it be wrong to transplant this gene to help a child in a family with a history of early death from heart disease? To give another example, it is also known that having two copies of the gene CCR5 provides immunity to the AIDS virus. Would it be wrong to use this technology to prevent the deaths of millions? Since genetic engineering can eliminate fatal genetically transmitted diseases such as cystic fibrosis and Tay-Sachs disease, why shouldn't we use it?

Own opinion

Argument against second opposing point

The ability to select the sex of children will not cause a disastrous imbalance in the world. According to social scientists, worldwide imbalances in the ratio of men to women have happened throughout history due to

differences in mortality rates between men and women, catastrophes such as wars and epidemics, and other factors. Such imbalances are not necessarily harmful. In fact, they may be helpful. According to Dr. Malcolm Potts, a professor of public health at the University of California, "If there is a prolonged decrease of one sex over the other, that sex is likely to become more valued by society. We now see this in the case of younger generations of women in Korea and Japan."

Own opinion

On the contrary, the ability to choose the sex of children will benefit the world because it will reduce overpopulation and decrease the number of unwanted children. We are currently experiencing a world crisis in overpopulation. Studies show that if couples strongly want a boy or a girl, they are likely to keep having children until they succeed. In Western societies, this trend is producing larger families than people desire or would produce if given more control. Internationally, preference for a son leads to larger families in countries like Bangladesh, Nepal, Egypt, Sierra Leone, and Pakistan. In countries where there are legal restrictions on family size, preference for sons leads to abortion or the killing and/or abandonment of girl babies. Professor Dolly Arora of the University of Delhi, for instance, reports that an estimated 200,000 female fetuses are aborted each year in India. Allowing these parents to choose their child's sex would eliminate this practice.

Another support for own opinion

Argument against third opposing point

Finally, I don't believe that genetic engineering will lead to designer babies in the bad meaning of the phrase. I believe that after a period of discussion and experimentation, humankind will develop responsible practices for genetic engineering, just as it is developing responsible practices for other innovations of technology such as atomic energy and the Internet. As psychologist Joshua Coleman, Ph.D., stated in a recent article on the subject, "Most people have responded to each breakthrough in the evolution of human reproduction technology in a balanced manner." There is no reason to think that they will not continue to do so.

Own opinion

Conclusion

In conclusion, although I agree that we should be cautious in using this powerful new technology, I believe that genetic engineering will lead to the elimination of diseases, the reduction of overpopulation, and improved conditions for females. It will not produce a generation of look-alike supermodels with genius IQs, as some people fear.