Grammar in Context

BEFORE YOU READ

1. What is your earliest memory?
2. What are methods that help you to remember things?

Read this article about memory.

REMEMBER

by Helen Gialiani

Have you ever had this experience? You’re with a friend, and suddenly up walks somebody you’ve known for a long time. You want to introduce this person to your friend. However, just as you say, “Nancy, I’d like you to meet . . .,” your mind goes blank, and you can’t remember the person’s name. It’s embarrassing and maybe a little worrisome. I wouldn’t be too concerned, though, for it’s also very common. As we get older, we tend to become more forgetful, especially of things we’ve experienced recently.

How does memory work, and what can we do to improve it? I was worried about memory loss on my part; therefore, I decided to do some research into the problem. Here’s what I learned.

First, let’s distinguish between two types of memory, long-term and short-term. Long-term memory refers to things that we experienced a considerable time ago and that form the core of our knowledge of ourselves. Short-term memory can be called “working” memory—the type we use in everyday activity. It is involved in processing such things as phone numbers, names of new people we meet, and e-mail addresses. As we grow older, our long-term memory holds up remarkably well. Thus, we are able to remember the vacation we took at the age of 10 to Everglades National Park and the alligators we saw there. Meanwhile, things have been happening to our short-term memory. It, in contrast, doesn’t hold up as well as our long-term memory does.
TRY TO REMEMBER

Because of this, we may have difficulty remembering people’s names right after we meet them or remembering someone’s phone number we’ve heard only twice. Memory problems are generally short-term memory problems.

Second, let’s look a little at the physical side of the memory process. The frontal lobes of the brain are the area where short-term memory operations occur. As we age, these lobes tend to lose mass, as much as 5 to 10 percent per decade. However, there are things we can do to slow memory decline. Maintaining a steady supply of glucose can lessen the problem of shrinking lobes. Consequently, elderly people would do well to eat several small meals each day rather than two or three big ones. There is evidence, moreover, that staying mentally active can help prevent memory deterioration.

Another interesting aspect of memory involves the many materials on the market designed to help us remember things better. Do they work? Well, yes and no. All memory courses, books, audiotapes, or whatever, depend on the creation of a peg, or mental picture, on which to hang something we want to recollect. Suppose, for example, that you have difficulty, as most of us do, remembering names. Let’s say, for instance, that you’re at a party and are introduced to a man named Terry Baer. You look at him. He has long, thick hair, rather like that of a bear. Baer = bear. Furthermore, the first syllable of “Terry” rhymes with “bear.” Ter and Baer. It might work. The point is that you need to create a mental picture that you can relate to the person, place, or thing you want to recall. The more vivid the association is, the greater is the chance that you’ll remember it.

There are things we can do to slow memory decline.

There is one particularly important point in all this: Memory improvement takes work. If we think carefully about our own involvement in remembering things, we may realize that the real problem is usually not an inability to remember something we learned earlier but the fact that we weren’t paying enough attention when we learned it. Think about the last time you were introduced to someone whose name you immediately forgot. Were you really paying attention to the person’s name? Or were you, instead, focusing on yourself and the impression you might be making? Memory courses can work, of course, but they depend on techniques that we can create and perform for ourselves. The real trick lies in our willingness to tap what’s within us and to work on using it.

AFTER YOU READ

What does each sentence mean? Circle the letter of the correct choice.

1. I wouldn’t be too concerned, though, for it’s also very common.
   a. But I wouldn’t be too concerned about this, since it’s common.
   b. And I wouldn’t be too concerned about this, since it’s common.

2. I was worried about memory loss; therefore, I decided to do some research.
   a. Because of this, I decided to do research.
   b. In spite of this, I decided to do research.

(continued)
3. Meanwhile, things have been happening to our short-term memory.
   a. Because of this, our short-term memory has been affected.
   b. During this time, our short-term memory has been affected.

**Grammar Presentation**

**CONNECTORS**

**Connectors: Placement and Punctuation**

<table>
<thead>
<tr>
<th>Type of Connector</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COORDINATING CONJUNCTION</strong></td>
<td>I was worried, <strong>so</strong> I did some research.</td>
</tr>
<tr>
<td><strong>SUBORDINATING CONJUNCTION</strong></td>
<td><em>Because</em> I was worried, I did some research.</td>
</tr>
<tr>
<td></td>
<td>I did some research <strong>because</strong> I was worried.</td>
</tr>
<tr>
<td><strong>TRANSITION</strong></td>
<td>I was worried. <strong>Therefore,</strong> I did some research.</td>
</tr>
<tr>
<td></td>
<td>I was worried. I, <strong>therefore,</strong> did some research.</td>
</tr>
<tr>
<td></td>
<td>I was worried. I did some research, <strong>therefore.</strong></td>
</tr>
</tbody>
</table>

**Connectors: Functions**

<table>
<thead>
<tr>
<th>Function</th>
<th>Coordinating Conjunctions</th>
<th>Subordinating Conjunctions</th>
<th>Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADDITION</strong></td>
<td>and, nor, or</td>
<td></td>
<td>besides, furthermore, indeed, in addition, moreover</td>
</tr>
<tr>
<td><strong>CONDITION</strong></td>
<td>or</td>
<td>if, even if, only if, unless</td>
<td>otherwise</td>
</tr>
<tr>
<td><strong>CONTRAST</strong></td>
<td>but, or, yet</td>
<td>although, though, even though, whereas, while</td>
<td>however, nevertheless, nonetheless, on the contrary, on the other hand</td>
</tr>
<tr>
<td><strong>CAUSE / REASON</strong></td>
<td>for</td>
<td>as, because, since</td>
<td></td>
</tr>
<tr>
<td><strong>EFFECT / RESULT</strong></td>
<td>so</td>
<td></td>
<td>consequently, otherwise, therefore, thus</td>
</tr>
<tr>
<td><strong>TIME</strong></td>
<td></td>
<td>after, before, when, while</td>
<td>afterwards, meanwhile, next</td>
</tr>
</tbody>
</table>
### Transitions: Connecting Sentences

<table>
<thead>
<tr>
<th>Functions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADDITION</strong></td>
<td>She couldn't remember names. Furthermore, she forgot addresses.</td>
</tr>
<tr>
<td></td>
<td>Human brains lose mass. Indeed, they may lose 10 percent a year.</td>
</tr>
<tr>
<td><strong>CONDITION</strong></td>
<td>Older people should eat several small meals a day. Otherwise, their memory might deteriorate.</td>
</tr>
<tr>
<td><strong>CONTRAST</strong></td>
<td>I often have trouble with names. However, I always remember faces.</td>
</tr>
<tr>
<td></td>
<td>We all forget things. Nevertheless, we shouldn't worry.</td>
</tr>
<tr>
<td><strong>EFFECT / RESULT</strong></td>
<td>I wasn't concentrating when we met. Consequently, I couldn't recall her name.</td>
</tr>
<tr>
<td></td>
<td>He wanted to improve his memory. Therefore, he took a memory course.</td>
</tr>
<tr>
<td><strong>TIME</strong></td>
<td>He studied for his course. Meanwhile, his wife read a book.</td>
</tr>
<tr>
<td></td>
<td>She completed the book. Next, she bought a memory video.</td>
</tr>
</tbody>
</table>

### Transitions: Connecting Blocks of Text

<table>
<thead>
<tr>
<th>Functions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTING IDEAS IN ORDER OF TIME / IMPORTANCE</strong></td>
<td>First of all, we need to distinguish between two types of memory.</td>
</tr>
<tr>
<td><strong>GIVING EXAMPLES</strong></td>
<td>For example, you need to stay mentally active.</td>
</tr>
<tr>
<td><strong>SUMMARIZING</strong></td>
<td>To summarize: Memory improvement requires work.</td>
</tr>
<tr>
<td><strong>ADDING A CONCLUSION</strong></td>
<td>In conclusion, we can prevent the deterioration of memory.</td>
</tr>
</tbody>
</table>
### GRAMMAR NOTES

1. **Connectors** (often called discourse connectors) are words and phrases that connect ideas both within sentences and between sentences or larger blocks of text.

   Three types of connectors are:
   - a. **coordinating conjunctions**
   - b. **subordinating conjunctions**
   - c. **transitions**

2. **Coordinating conjunctions** join two independent clauses. Coordinating conjunctions come between clauses and are preceded by a comma.

   **Subordinating conjunctions** connect ideas within sentences. They come at the beginning of a subordinate clause. If the subordinate clause comes first in a sentence, it is followed by a comma. If the subordinate clause follows the independent clause, it is not usually preceded by a comma.

3. **Transitions** connect ideas between sentences or larger sections of text. Transitions that connect sentences can come at the beginning of a sentence, within it, or at the end. Common transitions include *besides, consequently, however, in addition, nevertheless, otherwise, and therefore.*

   At the beginning of a sentence, a transition is preceded by a period or semicolon and followed by a comma; in the middle of a sentence, it is preceded and followed by a comma; and at the end of a sentence, it is preceded by a comma.

### EXAMPLES

- I try hard, **but** I can never remember new people's names.
- I can't remember her name **although** I can remember her face.
- I spent a lot on a memory improvement course. **However,** it was a waste of money.
- I often forget things, **so** I write everything down.
- I heard what you said, **but** what did you really mean?
- **Because** I often forget things, I write everything down.
- I write everything down **because** I often forget things.
- He said he would support the idea. **However,** I wouldn't count on him.
- He said he would support the idea. I wouldn't, **however,** count on him.
- He said he would support the idea. I wouldn't count on him, **however.**
4. There are five principal types of transitions that connect sentences:

- **a.** Some transitions show addition. These include additionally, besides, furthermore, in addition, likewise, moreover, and plus.

- **b.** One transition of condition, otherwise, indicates that a result opposite to what is expected will happen if a certain action isn’t taken.

- **c.** Some transitions show contrast. These include however, in contrast, in spite of this, instead, nevertheless, nonetheless, still, and though.

- **d.** Some transitions show effect/result. These include accordingly, as a result, because of this, consequently, on account of this, otherwise, therefore, and thus.

- **e.** Some transitions show relationships of actions, events, and ideas in time. These include after that, afterwards, in the meantime, meanwhile, next, and then.

- I remember her telephone number. **In addition,** I remember what street she lives on.

- I live too far away to visit you. **Besides,** I can never remember your address.

- I need to write down your e-mail address. **Otherwise,** I’ll never remember it.

- Her speech was good; **nevertheless,** I can’t support her ideas.

- Jim thinks I’m against his ideas. **On the contrary,** I’m one of his biggest supporters.

- I was not paying attention when she was introduced. **Consequently,** her name escapes me.

- This new memory technique is helpful. **On account of this,** I recommend it to you.

- Barry spent three years in the military. **Meanwhile,** his brother was earning a college degree.

- I went to a memory workshop. ** Afterwards,** I couldn’t remember a single thing.
5. Some transitions connect blocks of text. They usually come at the beginning of a sentence and are commonly followed by a comma.

Such transitions have these uses:

a. to list ideas in order of time or importance. These include finally, first, most importantly, next, second, and third.

b. to give examples. These include for example and for instance.

c. to summarize. These include all in all, in summary, to summarize.

d. to add a conclusion. These include in conclusion and to conclude.

- First, let's consider the question of short-term memory.
- Most importantly, let's consider the question of memory improvement courses.
- I can remember lots of things about people. For example, I always remember what they're wearing.
- In summary, these are the key points about memory loss.
- To conclude, let me just say that we can all improve our memory if we work at it.

Reference Notes
For subordinating conjunctions, see Unit 18.
For more complete lists of transitions, see Appendices 21 and 22 on page A-10.
For more practice on connectors, see From Grammar to Writing for Part IX.

# Focused Practice

## DISCOVER THE GRAMMAR

A Find the two transitions in the opening reading that show addition. Write the phrases in which they occur here.

1. 

2. 

B Find the five transitions that show contrast. Write the phrases in which they occur here.

1. 

2. 

3. 

4. 

5. 

C Find the four transitions that show effect/result. Write the phrases in which they occur here.
1. 
2. 
3. 
4. 

D Find the four transitions that connect blocks of text. Write the phrases in which they occur here.
1. 
2. 
3. 
4. 

2 MAKING CONNECTIONS

Combine each of the following pairs of sentences into one sentence. Rewrite numbers 1 and 3 using a coordinating conjunction, a subordinating conjunction, and a transition. Rewrite numbers 2 and 4 with only a coordinating conjunction and a transition.

1. Jim is a wonderful man. I can’t see myself married to him. (contrast)
   Jim is a wonderful man, but I can’t see myself married to him.
   Although Jim is a wonderful man, I can’t see myself married to him.
   Jim is a wonderful man; however, I can’t see myself married to him.

2. He was having problems remembering his appointments. He bought a daily planner. (effect/result)

3. It’s important for Nancy to take her medications. She forgot today. (contrast)

4. Jack remembers everyone’s name. He never forgets a face. (addition)
Read a segment of a radio broadcast. Fill in the blanks with connectors from the box. Use each connector only once.

and as a result first however in addition meanwhile next otherwise second therefore

_________________________ Next, we focus on the aftermath of the earthquake. Investigators have determined that it will cost approximately $8 billion to rebuild damaged highways. According to the governor, two actions have to be taken: ____________________, the federal government will have to approve disaster funds to pay for reconstruction; ____________________, insurance investigators will need to determine how much their companies will have to pay in the rebuilding effort. With luck, the governor says, some key highways could be rebuilt within six months. He cautioned, ____________________, that the six-month figure is only an estimate. The process depends on timely allocation of funds, and certain insurance companies have been slow to approve such funds in the past. The rebuilding effort could, ____________________, drag on for at least a year. ____________________, bad weather could prevent the speedy completion of the project. ____________________, it is taking some people as long as four hours to commute to work, and others haven’t been able to get to work at all. Interviewed by our news team, one commuter who works in an office downtown said, “This has been ridiculous. It took me three hours to drive to work last Friday. I knew I’d have to find some other way of getting there; ____________________, I’d never make it. Well, yesterday I took the train and got there in 50 minutes. ____________________ you know, the trip was really pleasant. I even had the chance to read the morning paper. ____________________, I’m going to switch permanently to the train.”
Look at the pictures. Write two sentences describing what happened to Hank in each picture. Use the suggested prompts.

1. Oh no! I'm late. No shower and no breakfast today!
   (and / in addition)

2. (but / however)

3. (so / consequently)

4. I need to see your driver's license and your car insurance.
   I'm sorry. I forgot my wallet. My car insurance certificate is at home too.
   (and / besides that)

5. Where's Hank? He's supposed to make a presentation.
   (while this was happening / meanwhile)

6. I'm sorry. I forgot to set my alarm clock, and I forgot my wallet.
   Hank, you've got to improve your memory. If you don't, there could be consequences. This is the third time!
   (or / otherwise)
There are 12 mistakes involving connectors in this student composition. The first mistake is already corrected. Find and correct 11 more. You may add or eliminate words, but do not change word order or punctuation.

My Car Is Moving to the Suburbs

by Ed Snyder

October 12

Yesterday I drove my car to the downtown campus of the college. I usually have trouble finding a parking place, however this time it was almost impossible. There were simply no parking places anywhere near the campus, therefore I had to park in the downtown mall, which is about a mile away. When I finished class, I walked back to the mall. Therefore, I couldn’t remember where I’d parked my car! Believe it or not, it took me 45 minutes to find it, and I was about ready to panic when I finally did. That was the last straw. I’ve decided that I’m going to send my car to a new home in the suburbs.

I used to think that a car was the most wonderful thing in the world. I loved the freedom of being able to come and go to my part-time job or to the college whenever I wanted. A year ago I was in a carpool with four other people, nevertheless I hated having to wait around even though my carpool members weren’t ready to leave, so I started driving alone.

Although, I’ve changed my mind since then. Now it’s clear to me that there are just too many disadvantages to having a car in town. Accordingly, sitting stalled in your car in a traffic jam is stressful, besides it’s a phenomenal waste of time. In addition, it would cost me $200 a month to park my car in the city (which is why I don’t do that), moreover there’s always the chance it will be vandalized.

Nonetheless, I’ve decided to leave it at my cousin Brent’s house in the suburbs. Otherwise, I’ll end up going broke paying for parking or memory improvement. My car will have a good home, in addition I’ll use it just for longer trips. When I’m in the city, although, I’ll take the bus or the tram, otherwise I’ll walk. Who knows? They say you can meet some interesting people on the bus. Maybe I’ll find the love of my life. My only problem will be remembering which bus to take.
If a sentence contains an independent clause and one or more dependent clauses, it is called a complex sentence. If the dependent clause comes first, we normally place a comma after it. If it comes second, we normally don’t place a comma before it unless the dependent clause establishes a contrast.

Examples: Because they provide activity, school sports are worthwhile.

School sports are worthwhile because they provide activity.

Though they aren’t everything, jobs are important.

Jobs are important, though they aren’t everything.

(The subordinating conjunction though establishes a contrast, so there is a comma before it.)

3 Place commas where possible in the following sentences. In the blank to the left of each item, write S for a simple sentence, C for a compound sentence, or X for a complex sentence.

C 1. Violence exists nearly everywhere in the world, and it is spreading.

X 2. Since we usually watch TV at home in our living room a TV show doesn’t seem like a special event.

A 3. The population will continue to increase but natural resources won’t.

X 4. We must make trains fast and comfortable if we expect people to use them.

X 5. I listened politely for a while and then excused myself.

C 6. The governor isn’t in favor of higher taxes nor does he encourage the development of mass transit.

X 7. We don’t have to buy a lot of groceries all at once for we can always stop at the supermarket on the way home from work.

X 8. Tim passed his driving exam with flying colors though he could use some practice in parallel parking.

X 9. As I was entering the dining car a violent lurch of the train threw me to the left.

Coordinating conjunctions, subordinating conjunctions, and transitions often have similarities in meaning but are used with different sentence patterns and punctuation. Notice the use of but, although, and however in the following sentences.

Examples: Dams provide many benefits, but they also do considerable harm to wildlife.

Although dams provide many benefits, they also do considerable harm to wildlife.

Dams provide many benefits. However, they also do considerable harm to wildlife.

The meanings of these three examples are similar, but the emphasis is different. It is also correct to use a semicolon before however and a lowercase letter in the third example.
For each of the following sentences, write two other sentences that express a similar meaning. Use the connectors in parentheses.

Drake tried to think of a justification for his actions. However, he was unable to come up with a single thing.

1. (but) _______________________________________________________
   ____________________________________________________________

2. (although) __________________________________________________
   ____________________________________________________________
   Dams provide a great many economic benefits, so I don’t think they should be removed.

3. (because) __________________________________________________
   ____________________________________________________________

4. (therefore) _________________________________________________
   ____________________________________________________________
   Besides being an excellent athlete, Bruce is a top student.

5. (and) _____________________________________________________
   ____________________________________________________________

6. (in addition) ______________________________________________
   ____________________________________________________________

Write a paragraph of six to ten sentences on one of these topics or a similar topic that interests you:

- One reason why sports are so popular today
- My earliest memory
- One danger of cloning
- A kind act I experienced

In your paragraph, include at least one transition (such as however, therefore), one coordinating conjunction (for example, and, but), and one subordinating conjunction (such as because, as soon as). Leave your paragraph unpunctuated. Exchange papers with a partner. Read and punctuate each other’s paper, paying particular attention to avoiding fragments and using commas and semicolons correctly. Discuss your papers together. Then rewrite your paragraph and submit it to your teacher.