

## EXERCISE 1 DISCOVER THE GRAMMAR

**A GRAMMAR NOTES 1–5** Read the sentences based on the reading. Identify each of the underlined words as a *coordinating conjunction (C)*, *subordinating conjunction (S)*, or *transition (T)*.

C 1. I decided to do some research into the problem, and I learned a number of interesting things.

— 2. As we grow older, our long-term memory holds up remarkably well. Thus, we are able to remember the highlight of the vacation we took at the age of ten.

— 3. Meanwhile, our short-term memory tends to deteriorate.

— 4. We have difficulty remembering things like names and phone numbers because our short-term memory fails us.

— 5. Suppose, for example, you have difficulty remembering names.

— 6. Were you really paying attention, or were you focusing on the impression you might be making?

**B GRAMMAR NOTES 3–5** Read the sentences based on the reading. Underline the transition in each sentence. Then identify it as a transition of *addition (A)*, *contrast (C)*, *effect/result (R)*, *time (T)*, or *order of importance or presentation (O)*.

C 1. However, just as you start to introduce your friend, your mind goes blank, and you don't remember the person's name.

— 2. The frontal lobes lose mass; therefore, short-term memory gets worse.

— 3. First of all, there are two types of memory, long-term and short-term.

— 4. Consequently, elderly people would do well to eat several small meals each day.

— 5. Meanwhile, things have been happening to our short-term memory.

— 6. It is difficult or impossible to completely avoid memory decline. However, it can be slowed.

— 7. Furthermore, the first syllable of "Sarah" rhymes with "bear."

— 8. Most importantly, memory improvement takes work.