

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.