

10.1.2013 | Class 8 Week 5

- Jumbled sentence: to be a writer, read a lot
- Text reconstruction: Kolln on known-new contract
- 8 + 1 parts of speech
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- Froobling greebies
- Exercise: change past tense to present
- Nonrestrictive clauses omitting *which*
- 3 ways to achieve cohesion – text
- Topic chains – CENGAGE (“Brooklyn, NY”)
- 3 ways to achieve cohesion – Kolln examples
- Nonrestrictive relative clauses (“My boyfriend who plays the piano”)

___3___ you must do

___1___ If you want

___5___ above all others:

___4___ two things

___7___ and write a lot.

___2___ to be a writer,

___6___ read a lot

If you want to be a writer, you must do two things above all others: read a lot and write a lot.

- Stephen King

On Writing: A Memoir of the Craft

http://en.wikiquote.org/wiki/On_Writing

If you want
to be a writer,
you must do
two things
above all others:
read a lot
and write a lot.

1. If you want
2. to be a writer,
3. you must do
4. two things
5. above all others:
6. read a lot
7. and write a lot.

NAME _____

DATE _____

Text Reconstruction

In the two jumbled paragraphs below, adapted from Martha Kolln's *Rhetorical Grammar*, Kolln explains paragraph coherence and the "*known-new contract*." The first paragraph consists of 3 sentences; the 2nd paragraph is one long sentence. Number the sentences/sentence parts in the order that makes sense. Then write the two paragraphs on another piece of paper.

_____ Another is that the sentence will have new information, not just a repeat of what the reader already knows.

_____ Certainly one of those expectations is that the following sentences will stick to the topic.

_____ The first sentence in a paragraph, like the first paragraph of a chapter or an essay, sets up expectations in the reader about what is coming.

__8__ in the predicate,

__1__ The term *known-new*

_____ the most common order

__2__ describes

_____ and the new information—

__4__ for that information,

__5__ with the known information coming first

_____ —the reason for the sentence—

__9__ where the main emphasis

__11__ naturally occurs.

_____ of the sentence

The known-new contract

The first sentence in a paragraph, like the first paragraph of a chapter or an essay, sets up expectations in the reader about what is coming. Certainly one of those expectations is that the following sentences will stick to the topic. Another is that the sentence will have new information, not just a repeat of what the reader already knows.

The term *known-new* [or *old-new*] ... describes the most common order for that information, with the known...information coming first...and the new information—the reason for the sentence—in the predicate, where the main emphasis of the sentence naturally occurs.

Adapted from:

Kolln, Martha J. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. 5th ed. New York: Longman 2006. Print. (69).

___3___ Another is that the sentence will have new information, not just a repeat of what the reader already knows.

___2___ Certainly one of those expectations is that the following sentences will stick to the topic.

___1___ The first sentence in a paragraph, like the first paragraph of a chapter or an essay, sets up expectations in the reader about what is coming.

___8___ in the predicate,

___1___ The term *known-new*

___3___ the most common order

___2___ describes

___6___ and the new information—

___4___ for that information,

___5___ with the known information coming first

___7___ —the reason for the sentence—

___9___ where the main emphasis

___11___ naturally occurs

___10___ of the sentence

8 + 1 parts of speech

Linguists Rodney Huddleston and Geoffrey Pullum divide English words into 8 parts of speech: nouns, verbs, adjectives, determinatives, adverbs, prepositions, coordinators, and subordinators.

Pronouns, they group with nouns, but because pronouns come up so often in class, I've given them their own line in the chart below.

i.	Noun	<i>The <u>dog</u> barked.</i>	<i>That is <u>Sue</u>.</i>	<i>We saw <u>Jo</u>.</i>
ii.	Pronoun	<i><u>He</u> barked.</i>	<i>That is <u>she</u>.</i>	<i>We saw <u>you</u>.</i>
iii.	Verb	<i>The dog <u>barked</u>.</i>	<i>It <u>is</u> impossible.</i>	<i>I <u>have</u> a headache.</i>
iv.	Adjective	<i>He's <u>very</u> old.</i>	<i>It looks <u>empty</u>.</i>	<i>I've got a <u>new</u> car.</i>
v.	Determinative	<i><u>The</u> dog barked.</i>	<i>I need <u>some</u> nails.</i>	<i><u>All</u> things change.</i>
vi.	Adverb	<i>She spoke <u>clearly</u>.</i>	<i>He's <u>very</u> old.</i>	<i>I <u>almost</u> died.</i>
vii.	Preposition	<i>It's <u>in</u> the car.</i>	<i>I gave it <u>to</u> Sam.</i>	<i>Here's a list <u>of</u> them.</i>
viii.	Coordinator	<i>I got up <u>and</u> left.</i>	<i>Ed <u>or</u> Jo took it.</i>	<i>It's cheap <u>but</u> strong.</i>
ix.	Subordinator	<i>It's odd <u>that</u> they were late.</i>	<i>I wonder <u>whether</u> it's still available.</i>	<i>They don't know <u>if</u> you're serious.</i>

Adapted from: Huddleston, Rodney and Pullum, Geoffrey K. *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press, 2005. Print.

Matching Quiz: Grammar Definitions

INSTRUCTIONS: Match each term to its definition, and write the number of the definition in the blank to the left of the term.

- | | | | |
|-------|--------------------|-----|---|
| _____ | Modifier | 1. | A word that refers to a person, place, thing, idea, emotion, etc. (John, girl; Dobbs Ferry; chair; freedom; love) |
| _____ | Noun | 2. | Has a subject-predicate structure. (Driving home, I saw an accident. "Driving home" and "I saw an accident" are both clauses. In "driving home" the subject – "I" – is implied, not stated.) |
| _____ | Pronoun | 3. | A clause that modifies a noun or pronoun (The window air conditioning unit, which must be 20 years old , is insanely loud.) |
| _____ | Finite verb | 4. | Has a subject and a predicate, and does not start with a subordinator. (Rex barked.) |
| _____ | Nonfinite verb | 5. | A word, phrase, or clause that <i>adds information</i> to the word it modifies (sad, sadly, happy, happily, in town, by the house, where I live...) |
| _____ | Phrase | 6. | A verb that changes spelling for present and past tense (Today I run ; yesterday I ran) |
| _____ | Clause | 7. | Has a subject-predicate structure, but cannot "stand alone" as a complete sentence. The subject is implied, <i>and/or</i> the verb is nonfinite <i>and/or</i> the structure begins with a <i>subordinator</i> or " <i>dependent marker word</i> ." (walking across the street, although I came in first) |
| _____ | Independent clause | 8. | A word that takes the place of or refers to a noun (he, she, it, himself, it...) |
| _____ | Dependent clause | 9. | Does not change spelling for tense (Today I am running ; yesterday I was running) |
| _____ | Adjective clause | 10. | A group of grammatically related words that does NOT have a subject-predicate structure (the cat ; not " <i>cat the</i> "; on the beach , not " <i>beach the on</i> ") |

ANSWERS

- ___5___ Modifier
- ___1___ Noun
- ___8___ Pronoun
- ___6___ Finite verb
- ___9___ Nonfinite verb
- ___10___ Phrase
- ___2___ Clause
- ___4___ Independent clause
- ___7___ Dependent clause
- ___3___ Adjective clause
1. A word that refers to a person, place, thing, idea, emotion, etc. (**John, girl; Dobbs Ferry; chair; freedom; love**)
 2. Has a subject-predicate structure. (**Driving home, I saw an accident.** "Driving home" and "I saw an accident" are both clauses. In "driving home" the subject – "I" – is implied, not stated.)
 3. A clause that modifies a noun or pronoun (The window air conditioning unit, **which must be 20 years old**, is insanely loud.)
 4. Has a subject and a predicate; does NOT start with a subordinator. (**Rex barked.**)
 5. A word, phrase, or clause that *adds information* to the word it modifies (**sad, sadly, happy, happily, in town, by the house, where I live...**)
 6. A verb that changes spelling for present and past tense (Today I **run**; yesterday I **ran**)
 7. Has a subject-predicate structure, but cannot "stand alone" as a complete sentence. The subject is implied, *and/or* the verb is nonfinite *and/or* the structure begins with a *subordinator* or "*dependent marker word.*" (**walking across the street, although I came in first**)
 8. A word that takes the place of or refers to a noun (**he, she, it, himself, it...**)
 9. Does not change spelling for tense (Today I am **running**; yesterday I was **running**)
 10. A group of grammatically related words that does NOT have a subject-predicate structure (**the cat**; not "cat the"; **on the beach**, not "beach the on")

NAME _____

DATE _____

Froobling greebies I have known and loved

INSTRUCTIONS: Read the following sentence and answer the questions below.

The froobling greebies snarfed the granflons that boofed nargily with great libidity.

.....

1. What tense is this sentence in? (When does the action take place?) _____

2. Rewrite the complete sentence, changing the tense: _____

3. Which word or words changed when you changed the tense? _____

4. So which word or words is/are the verb(s)? _____

5. How many clauses does this sentence have? _____

6. List the clause or clauses:

7. Is there a dependent clause in this sentence? _____

8. If so, what is it? _____

9. Which word or words is/are performing the action(s) in the verbs? _____

10. So which word or words is/are the subject(s) of the sentence? _____

11. List all of the nouns in the sentence: _____

12. List any pronouns in the sentence (pronouns stand in for nouns): _____

13. List any adjectives in the sentence (adjectives modify nouns): _____

14. List any adverbs in the sentence (adverbs modify verbs, adjectives & other adverbs): _____

15. List the determiners in the sentence: _____

16. List the prepositions in the sentence: _____

17. Is this a complete sentence? If so, why? If not, why not? _____

ANSWERS

The froobling greebies snarfed the granflons that boofed nargily with great libidity.

1. What tense is this sentence in? (When does the action take place?) _____ **past** _____

2. Rewrite the complete sentence, changing the tense: **_The froobling greebies snarf the granflons that boof nargily with great libidity.** _____

3. Which word or words changed when you changed the tense? **_snarfed; boofed** _____

4. So which word or words is/are the verb(s)? _____ **snarfed; boofed** _____

5. How many clauses does this sentence have? _____ **2** _____

6. List the clause or clauses:

_____ **The froobling greebies snarfed the granflons** _____

_____ **that boofed nargily with great libidity** _____

7. Is there a dependent clause in this sentence? _____ **yes** _____

8. If so, what is it? _____ **that boofed nargily with great libidity** _____

9. Which word or words is/are performing the action(s) in the verbs? **_ greebies; granflons_**

10. So which word or words is/are the subject(s) of the sentence? **__ greebies; granflons __**

11. List all of the nouns in the sentence: **__ greebies; granflons; libidity** _____

12. List any pronouns in the sentence (pronouns stand in for nouns): _____ **that** _____

13. List any adjectives in the sentence (adjectives modify nouns): **_froobling; great** _____

14. List any adverbs in the sentence (adverbs modify verbs, adjectives & other adverbs): _____

_____ **nargily** _____

15. List the determiners in the sentence: _____ **the, the** _____

16. List the prepositions in the sentence: _____ **with** _____

17. Is this a complete sentence? If so, why? If not, why not? **Yes, it is a complete sentence because the main clause has a subject and a predicate, and it does not have a dependent marker word.** _____

Source:

Linguistics First, Then Grammar Kristin Denham Western Washington University ATEG 2003

Last revised: 3/23/2012

PRESENT TENSE

The Lost Horse

NAME _____

DATE _____

Change past tense to present

INSTRUCTIONS: Please cross out the past tense verbs and write in the present tense above.

runs

A horse belonging to a man in northern China ~~ran~~ away, and when everyone

consoled the man his father said, “What makes you so sure this isn’t a blessing?”

Months later the horse returned accompanied by a “splendid nomad stallion,”

and when people congratulated the man his father said, “What makes you so sure

this isn’t a disaster?” Later, when the man broke his hip falling off the horse, and

people again tried to console him, the father said, “What makes you so sure this

isn’t a blessing?” A year later nomads attacked and slaughtered nearly all of the

able-bodied men who fought them. Because the son was lame, he and his

father survived “to take care of each other.”

“Blessings turned to disaster, and disaster to blessing: the changes had no end,

and the mystery could not be fathomed.”

ANSWER

RUNS

A horse belonging to a man in northern China ~~ran~~ away, and when everyone

CONSOLES

SAYS

~~consoled~~ the man his father ~~said~~, “What makes you so sure this isn’t a blessing?”

RETURNS

Months later the horse ~~returned~~ accompanied by a “splendid nomad stallion,”

CONGRATULATE

SAYS

and when people ~~congratulated~~ the man his father ~~said~~, “What makes you so sure

BREAKS

this isn’t a disaster?” Later, when the man ~~broke~~ his hip falling off the horse, and

TRY

SAYS

people again ~~tried~~ to console him, the father ~~said~~, “What makes you so sure this

ATTACK

SLAUGHTER

isn’t a blessing?” A year later nomads ~~attacked~~ and ~~slaughtered~~ nearly all of the

FIGHT

IS

able-bodied men who ~~fought~~ them. Because the son ~~was~~ lame, he and his

SURVIVE

father ~~survived~~ “to take care of each other.”

TURN

HAVE

“Blessings ~~turned~~ to disaster, and disaster to blessing: the changes ~~had~~ no end,

CAN

and the mystery ~~could~~ not be fathomed.”

LESSON 4

Nonrestrictive clauses omitting *which*

3 ways to achieve cohesion

Cohesion in writing means that, for the reader, each sentence follows logically, naturally, and easily from the sentence before it. The writing “flows,” and the paragraph makes sense.

Three ways of creating cohesion:

1. The subject of all or most sentences in the paragraph is the same.
2. In each two-sentence pair, information included in the *predicate* of the 1st sentence becomes the *subject* of the 2nd sentence. In other words, sentences begin with the *known* and end with the *new*.
3. In paragraphs of description, a list of details follows the topic sentence.

The known-new contract

The first sentence in a paragraph, like the first paragraph of a chapter or an essay, sets up expectations in the reader about what is coming. Certainly one of those expectations is that the following sentences will stick to the topic. Another is that the sentence will have new information, not just a repeat of what the reader already knows.

The term *known-new* [or *old-new*] also describes the most common order for that information, with the known...information coming first...and the new information—the reason for the sentence—in the predicate, where the main emphasis of the sentence naturally occurs.

Kolln, Martha J. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. 5th ed. New York: Longman 2006. Print. (69).



Connect: Topic Chains

Your readers will find it easier to follow writing in which the topics of the sentences remain relatively consistent and linked together in a chain. Examine your writing for unexpected topic switches. Although sentences with active voice verbs are generally preferred to those with passive voice, the passive voice is used to good effect to avoid a topic switch.

Draft I have lived all my life in Brooklyn, New York. Park Slope is a neighborhood that has many different ethnic cultures. Harmony exists among the people, even though it does not in many other Brooklyn neighborhoods. Many articles in the press have praised the Slope for its ethnic variety.

Revised Many different ethnic cultures flourish in Park Slope, Brooklyn, where I have lived all my life. These different cultures live together harmoniously, even though they do not in many other Brooklyn neighborhoods. In fact, the ethnic harmony of the Slope has often been praised in the press.

See also

[Consistent Subjects](#)

[Emphasis at End of Sentence](#)

[Paragraph Links](#)

3 ways to achieve cohesion

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3. In paragraphs of description, a list of details follows the topic sentence.

Notice that, in each of these approaches, “old” information comes first, new information second. This approach to creating cohesion is called the *known-new contract*.

1. Same subject in most or all sentences

¹Despite the immense racial gulf separating them, Lincoln and Douglass had a lot in common. ²They were the two pre-eminent self-made men of their era. ³Lincoln was born dirt poor, had less than a year of formal schooling and became one of the nation's greatest Presidents. ⁴Douglass spent the first 20 years of his life as a slave, had no formal schooling--in fact, his masters forbade him to read or write--and became one of the nation's greatest writers and activists. ⁵Though nine years younger, Douglass overshadowed Lincoln as a public figure during the 15 years before the Civil War. ⁶He published two best-selling autobiographies before the age of 40, edited his own newspaper beginning in 1847 and was a brilliant orator--even better than Lincoln--at a time when public speaking was a major source of entertainment and power.

2. Predicate in sentence #1 becomes subject in sentence #2

¹Thunderstorms can be categorized as single cell or multicell.

²Basically, a single-cell thunderstorm is the lone thunderstorm that forms on a hot humid day. ³The heat and humidity of the day is the only trigger for the storm. ⁴This type of storm forms in an environment with little difference in the wind speed and direction—or wind shear—between the surface and cloud level.

Joe Murgo (Centre Daily Times)

3. Description paragraphs with supporting details

¹Our trip to Florida for spring break turned out to be a disaster. ²The hotel room we rented was miserable—shabby and stuffy and downright depressing. ³The food we could afford made our dining hall remembrances from campus seem positively gourmet. ⁴The daily transportation to the beach we had been promised showed up only once and even then was an hour late.

Source: Kolln, Martha J. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. 5th ed. New York: Longman 2006. 69. Print.

Cohesion exercise

Nonrestrictive relative clauses

In class, we did sentence combining exercises using *nonrestrictive relative clauses*.

EXAMPLE:

Combine the sentences below by inserting the second sentence into the first sentence, replacing the second “my boyfriend” with “who,” and enclosing the resulting adjective clause in commas.

My boyfriend is taking me out to dinner.

My boyfriend plays piano.

COMBINED USING A NONRESTRICTIVE CLAUSE:

My boyfriend, *who plays the piano*, is taking me out to dinner.

EXPLANATION:

She has only one boyfriend, and he plays the piano.

Since she has only one boyfriend, we know whom she’s talking about—we don’t need the relative clause to identify the boyfriend. The nonrestrictive clause adds *extra* information.

COMBINED USING A RESTRICTIVE CLAUSE:

My boyfriend *who plays the piano* is taking me out to dinner.

EXPLANATION:

She has many boyfriends! The boyfriend who plays the piano is taking her out to dinner. The boyfriend who plays the guitar is bringing her flowers. The boyfriend who plays the trombone is doing her laundry. Etc.

Since she has more than one boyfriend, we need the restrictive clause to know which boyfriend she’s talking about.

The restrictive clause “restricts” the meaning of the word “boyfriend.” She’s not talking about just *any* boyfriend; she’s talking about the boyfriend who plays the piano.

VOCABULARY and REVIEW:

An “*adjective clause*” is a clause that *modifies* a noun.

A *modifier* “adds information to” the word, phrase, clause, or sentence it modifies.

Another term for “*adjective clause*” is “*relative clause*.”

Many relative clauses begin with “relative pronouns” (*which, that, who, whose, whom, where, when,....*)

A *clause* is a sentence-like structure that has a subject (stated or implied) and a verb (finite or nonfinite).

A *finite verb* changes spelling to show tense (time).

A *nonfinite verb* does not change spelling to show time.

FINITE VERB

He **walks** home. PRESENT

He **walked** home. PAST

NONFINITE VERB

He is **walking** home. PRESENT (present progressive)

He was **walking** home. PAST (past progressive)

ADJECTIVES, ADJECTIVE PHRASES, ADJECTIVE CLAUSES

The **black** cat (“black” is an adjective modifying “cat”)

The cat **in the hat** (“cat in the hat” is a phrase modifying “cat”)

The cat **who bought his hat at the mall** (“who bought his hat at the mall”) is an adjective clause modifying “cat”

Use your three categories to write a thesis statement.

Write your X-1-2-3 sentences. (You only need 1 set. Use the second chart only if you want to start over.)

X	
1	
2	
3	

Choose at least 2 stories to use as examples for topic sentences 1, 2, and 3 & write them in the slots.

X	
1	
2	
3	

Genes mix across borders more easily than folk tales

17:17 06 February 2013 by **Debora MacKenzie**

Once upon a time there were two girls. One was kind and helpful and was rewarded with a box of gold. The other was mean and lazy and was rewarded with a box of snakes. You may know another version of this fairy tale though, because it changed as it spread across Europe. A new study of how it changed shows that people who came from different language groups – or who lived a few hundred kilometres apart – were more likely to have children with each other than to exchange their version of the story. Analysing folklore in this way, using techniques from genetic analysis, may give us new insights into how cultures evolve.

There are numerous versions of the "kind and unkind girls" tale across Europe. Quentin Atkinson at the University of Auckland, New Zealand, and colleagues took a database of 700 versions collected a century or more ago in 31 languages, and quantified their differences. They then analysed these variations using standard techniques from population genetics, used to determine how common mutant versions of a gene are according to ethnic group or across a region.

"We are the first to include both those variables, so we can tease the effect of linguistic boundaries apart from geography," says Atkinson. He found that both factors matter. "Two French versions of the tale collected 100 kilometres apart should differ as much as a French and a German version collected 10 kilometres apart," he says. By the same token however, he found that a French version of the tale from near the German border might be more similar to a German version from just across the border than to another French variant found hundreds of kilometers away.

Stopped at the border

The analysis also shows that the tale crosses borders less readily than genes. There are very few consistent genetic differences between groups of Europeans that speak different languages; the team found that there were ten times as many divergences in the way two groups told the folk tale as there were genetic differences. In other words, it has been easier for Europeans to interbreed than share their stories.

"The results are quite reasonable," says Peter Richerson of the University of California at Davis, whose team used the World Values Survey to show larger cultural than genetic differences between ethnic groups.

"We need to quantify more such cultural variables," says Atkinson, to settle how cultures evolve.

Such analysis may also give us historical insights. Applying a method for tracing a gene's family tree to the folk tale, Atkinson found that German-speaking Swiss tell the Italian version, not the German one. But the British tell the German tale – as do the Danes, Irish and Latvians. Maybe storytellers travelled medieval Baltic trade routes, speculates Atkinson. His team is analysing more folk tales to see if they cluster in the same way.

<http://www.newscientist.com/article/dn23145-genes-mix-across-borders-more-easily-than-folk-tales.html#.UkorqBajRfU>

Grammatical hierarchy

- **Sentences** (Simple, Compound, Complex, Compound-Complex)
 - **Clauses** (Subject-Verb, Subject-Verb-Direct Object, Subject-Verb-Complement, Subject-Verb-Adverbial, Subject-Verb-Indirect Object-Direct Object, Subject-Verb-Object Complement, Subject-Verb-Object-Adverbial)
 - **Phrases** (Verb phrase, Noun phrase, Adjective phrase, Adverb phrase, Prepositional phrase)
 - **Words** (Noun/pronoun, Verb, Adjective, Determinative, Adverb, Preposition, Coordinator, Subordinator)
 - **Morphemes** (Prefix, Root, Suffix)
-

Compounding Methods

For And Nor

1. INDEPENDENT CLAUSE (comma + conjunction) INDEPENDENT CLAUSE.

But Or Yet So

2. INDEPENDENT CLAUSE (semicolon) INDEPENDENT CLAUSE.

3. INDEPENDENT CLAUSE (semicolon + conjunctive adverb + comma) INDEPENDENT CLAUSE.

accordingly
afterward
all in all
also
anyway
besides
clearly then
finally
first
for example
for one thing
fourth

furthermore
granted
hence
hereafter
heretofore
however
in addition
in fact
in general
in particular
in summary
indeed

instead
likewise
meanwhile
moreover
nevertheless
next
notwithstanding
of course
on the whole
obviously
otherwise
second

similarly
still
to be sure
then
thereafter
therefore
thereupon
third
thus
unfortunately

Compounding Methods Sentences

For And Nor

1. INDEPENDENT CLAUSE (comma + conjunction) INDEPENDENT CLAUSE.

But Or Yet So

Einstein was an indifferent math student , but he was a genius.
Finches eat seeds , and hummingbirds drink nectar from flowers.

2. INDEPENDENT CLAUSE (semicolon) INDEPENDENT CLAUSE.

Some people like running on the beach ; others prefer swimming in the ocean.
Great minds have great purposes ; others have wishes. –Washington Irving

3. INDEPENDENT CLAUSE (semicolon + conjunctive adverb + comma) INDEPENDENT CLAUSE.

The printers take time to warm up ; meanwhile , the students can enjoy the view.
He came from a large family ; in fact , he had ten siblings.

Subordinators and Relative Pronouns

Both Begin Dependent Clauses

Common Subordinators

*after	since
although	so that
as	than
as if	‡that
as soon as	though
as though	unless
because	*until
*before	†when
even if	whenever
even though	†where
†how	whereas
if	wherever
in order that	whether
§once	*while
†why	

Relative Pronouns

‡that	
†what	whatever
†which	whichever
†who	whoever
†whom	whomever
†whose	

* Also can be used as a preposition
† Also can be interrogative pronoun in questions
‡ Also can be a demonstrative pronoun
§ Also can be used as an adverb or adjective

Punctuating Dependent Clauses

1. Dependent Clause (comma) Independent Clause.

When the cat is away , the mice will play.
Because we studied hard , we passed the exam.

2. Independent Clause () Essential (Restrictive) Dependent Clause.

The tokay is a gecko that eats rodents and small birds.
We passed the exam because we studied hard.

3. Independent Clause (comma) Non-Essential (Non-Restrictive) Dependent Clause.

She remembered her childhood , when life was simple.
Many people suffer from mental illnesses , which are more common than one would think.

4. Independent () [Essential (Restrictive) Dependent Clause] () Clause.

Workers who have flu symptoms should stay home.
A paragraph which has specific details is more effective than one that does not.

5. Independent (comma) [Non-Essential (Non-Restrictive) Dependent Clause] (comma) Clause.

The golden poison dart frog , which lives in Colombia , is toxic enough to kill ten people.
Charlotte and Emily Brontë , who had few toys as children , spent their time writing imaginative stories.

Richard Hudson explains Anaphora

Anaphora is the name for the relationship between she and Mary in—

Mary looked out of the window. The sky looked threatening, so **she** decided to take an umbrella.

What the two highlighted words share is the fact that they both refer to the same person – they have the same reference. The word she refers back to the word Mary without repeating the name. This ‘reference back’ is called anaphora. Successful writers keep track of the various people and things that they mention by building a reference chain by means of anaphoric devices such as pronouns. KS3 writers [ages 11-14] sometimes fail to make these links clear, thus spoiling the coherence of their writing.

October 19, 2012

<http://english109mercy.wordpress.com/2012/10/19/richard-hudson-defines-anaphora/>

Source:

Introduction: coherence, anaphora and reference

<http://www.phon.ucl.ac.uk/home/dick/tta/anaphora/anaphora.htm#intro>

Some Universal Characteristics of Human Language

1. Wherever there are people, there is language.
2. All languages have grammar, i.e., a system of rules which define how linguistic units are combined.
3. All languages have highly complex grammars. There are NO 'primitive' languages.
4. The medium of language is sound. With one class of exceptions, all other media in which language is found are derivative of sound-based systems.
5. All languages have duality of patterning: discrete and meaningless units of sound are systematically combined to form meaningful units, and those meaningful units are combined into larger units.
6. The relationship between sounds and meanings is ARBITRARY.
7. Language is productive/creative: New sentences never before uttered in a language are constantly being produced or created.
8. Language is infinite: There is no limit to the number of sentences which can be produced, nor is there in principle any longest sentence.
9. All languages are complete: Every language has built in devices for expansion to cover areas of discourse not previously encountered, for example, compounding, blending, coining.
10. All languages are acquired by children in roughly the same amount of time and at roughly the same age and with the same degree of facility. The specific language acquired depends on the language(s) the child is exposed to.
11. All languages can be used to refer to things dissociated from the speech act in time and place.
12. Language is used voluntarily, not just as a response to stimuli.
13. ALL LANGUAGES CHANGE OVER TIME.

SOURCE:
English 256 Spring 2004 Washington State U
<http://public.wsu.edu/~gordonl/S04/256/>