

Academic Writing

Lesson 2
(In)subordination

Warm-up

◉ TASK 1

- The sentences on your worksheet feature some complex clauses.
- A - Look at the underlined words, and try to identify what kind of clause is being used.
- B - Now look at some other clause types from the same extract.
 - Identify the relative clause(s), embedded clause(s) and cleft sentence(s)
 - What are their features?

Relative clauses

- ◉ A relative clause is a type of subordinate clause which modifies a noun.
- ◉ The relative clause is introduced by one of the following pronouns
 - that
 - who, whom, whose,
 - which
 - where / when / why

Relative clauses

- ◉ In English, the choice of the relative pronoun depends on
 - the type of clause it is used in
 - the syntactic function of the noun, noun phrase or clause that it modifies.
- ◉ There are two types of clauses distinguished
 - defining (restrictive) relative clauses, and
 - non-defining (non-restrictive) relative clauses

Defining relative clauses

- ◉ Defining relative clauses (aka restrictive relative clauses) provide some essential information that explains the main clause.
 - The information is crucial for understanding the sentence correctly and cannot be omitted.
- ◉ Defining relative clauses start with a relative pronoun and are never separated from the main clause by a comma.

Relative pronouns

◉ TASK 2

- Complete the article as quickly as you can, using the correct relative pronoun.
- Use **who** to refer to people;
Use **which** to refer to things or to refer to the previous clause as a whole;
If you have to choose between **who/which** or **that**, use **who/which** in writing
 - The distinction is less important in speaking
- If there is a preposition before the pronoun, use **who(m)** or **which**

Relative pronouns

(cont.d)

- Use **that** if the main clause poses the question WHAT? answered by the relative clause;
- **Do not** use **that** presenting non-essential, additional information (that is, in non-defining relative clauses); use **who** or **which** instead;
- **Do not** put a comma before **that**.
- You can omit **that**, but never **who/which**

Unpacking relative clauses

• TASK 3

- A- The relative clauses need unpacking into simple sentences: follow the example
- B- Identify the defining and non-defining relative clauses
- C- Look at the non-finite clauses (embedded relative clauses) and how they are used in text.

Non-finite clauses

- Non-finite clauses are clauses whose main verb is either
 - An infinitive
 - A present participle (for actions and reasons), OR
 - A past participle (where a passive might have been)
- Amongst other things, they can be used as an alternative to a relative pronoun + finite verb clause

Non-finite clauses

- The lexicon across the Anglophone Caribbean is extremely varied, **reflecting** the particular geography, ecology, ethnic populations, and different European colonizers that controlled the countries at various points.
- → *The lexicon across the Anglophone Caribbean is extremely varied. ~~reflecting~~ **This variety reflects** the particular geography, ecology, ethnic populations, and different European colonizers that controlled the countries at various points.*

Non-finite clauses

- ...the contact languages — creoles and creole English — that emerged in the Caribbean became the vernacular, evidenced in a continuum of usage between creole and English, known as a creole continuum (...)
- → *...the contact languages — creoles and creole English — that emerged in the Caribbean became the vernacular. **This is** evidenced in a continuum of usage between creole and English. **This continuum of usage** is known as a creole continuum (...)*

Embedded clauses

- Embedded relative clauses occur *within* the noun phrase rather than *after* it.
 - Yet it is not at all clear that the additional time needed to understand some novel expression is necessarily due to a preliminary stage ...
- Instead of
 - Additional time **is** needed to understand some novel expressions. Yet it is not at all clear that the additional time (...) is necessarily due to a preliminary stage ...

Embedded clauses

- ◉ Embedding clauses makes what is being said less specific
- ◉ It is a very commonly-used tactic in academic writing
 - It allows you to present information in a more authoritative way: see how **the** (in the example) reverts to **a** when the information is unpacked
→ information (and not divulging counter-arguments) is power!

Adjuncts

- ◉ While all sentences need a Subject and a Verb, they don't necessarily start with the Subject.
- ◉ A variety of adjuncts can be shifted from their neutral (unmarked) position to the start of the sentence.
 - Adjuncts are prepositional phrases and adverbials of various descriptions

Adjuncts

- ◉ **TASK 4**
 - Look closely at the sentences.
 - Underline the Subject of the main clause and say what occurs immediately before it.
 - Are the adjuncts related to manner, place, or time; or are they discourse adverbials (words which organise the text)?

Discourse adverbials

- ◉ **TASK 5**
 - You should probably be familiar with a range of discourse adverbials.
 - Complete the table with those provided in the list
 - If you can, add the typical punctuation before and after.

ADDING INFORMATION	CONTRASTING	SUMMARISING	REASON/CAUSE	EXEMPLIFYING
and	but	to summarise	therefore	e.g.
additionally consequently i.e. moreover though	although e.g. in addition not only...but also thus	and even if in conclusion on the contrary to summarise	as well as furthermore in sum such as whereas	but however in summary therefore

Discourse adverbials

- ◉ **TASK 6**
 - Now put it all together: add **adjuncts** (time, place, manner, etc., and **adverbials** to improve the readability and interest of the passage.