

CONNECTORS

6 UNIT

A. What are Connectors?

A.1 Read the paragraph given below and answer the questions that follow.

Atomic energy is less polluting than thermal energy. It poses a threat to life and environment in case of natural disasters. Countries may decide to rely less on atomic energy in the future. Presently, we cannot shut down nuclear power plants. We have not yet developed a viable alternative. Solar energy is safer. It is available in abundance, free of cost. Scientists have not yet come up with processes to harness solar energy for commercial use. The present scenario on the power front does not look very encouraging.

1. Could you follow the meaning clearly? Yes No
2. Do you think the ideas and sentences are well connected? Yes No
3. What are the words and phrases you can insert to make the paragraph read better? _____

Now read the paragraph again.

Though atomic energy is less polluting than thermal energy, it poses a grave threat to life and environment in case of natural disasters. Hence countries may decide to rely less on atomic energy in the future. However presently we cannot shut down nuclear power plants because we have not yet developed a viable alternative. Solar energy is safer. Moreover, it is available in abundance, free of cost. But scientists have not yet come up with processes to harness solar energy for commercial use. On the whole, the present scenario on the power front does not look very encouraging.

1. Does the paragraph now read better? Yes No
2. What is the function that the highlighted words and phrases perform?

3. Such expressions are called 'connectors'- i.e, words or phrases which join together the writer's or the speaker's thoughts and so make them flow more

smoothly. In this unit we shall practice various types of 'connectors' in English.

A.2 Read the sentences in Column A and identify the role (i.e. the "job") of the underlined words. Then match each sentence with a role in Column B.

A	B
Food and drink prices in New York are very high; <u>furthermore</u> , renting an apartment there is very expensive.	introduces the results
Ragini has a great sense of humour. In the same way, her sister Taarini loves a good joke.	adds information
The film had poor reviews. So, I went out with my friends to see a play <u>instead</u> .	introduces a similar idea
Sujoy is a lazy boy. <u>Consequently</u> he failed in his exams.	gives a different/ opposite idea

The underlined words or phrases are examples of *connectors*. They perform different roles of connecting ideas and sentences so that *discourse* becomes *cohesive* and *coherent*. Hence, the connectors are also known as *cohesive devices* or *discourse markers*.

A.3 Complete the sentences given below using appropriate expressions given in the box.

incidentally	I'm afraid	on the one hand
consequently	for instance	nevertheless
in other words	on the other hand	on the contrary

- 1 The agenda for development should _____ encourage industrialization and _____ preserve the environment and human rights.
- 2 My new job is very demanding, _____ I enjoy the challenge it offers to my creativity.
- 3 The team did not get discouraged by the early setback. _____ it started playing a more aggressive game.
- 4 I have managed to find a flat near my work spot and I will be moving in there by next week. _____, I met Prof. Anil Kapoor, our economics teacher at college, during the house hunting.
- 5 Many roadside restaurants cut cost by using cheap ingredients in their dishes. Take the cooking medium, _____. Instead of good quality refined oil, they mostly use palmoline which has high levels of saturated fatty acids.
- 6 The Sharmas decided to go to the USA to stay with their son. _____ they had to dispose of their flat at Jaipur.
- 7 The committee considers the quotation submitted by the firm rather unrealistic. _____, the firm will not be able to deliver the product in time as per the specifications stipulated.

8. Though the demand of the union appears to be reasonable, _____ that the company will not be able to accede to it is the present market conditions.

A.4 You have already seen in A2 the four roles of the connectors. Now match the following roles with the connectors that you have used to complete the sentences in A.3.

Role	Connectors
1. Change of subject	a. consequently
2. Making things clear	b. I'm afraid
3. Stating the effect	c. on the one hand / on the other hand
4. Softening the effect of some bad news.	d. in other words
5. Balancing contrasting points	e. nevertheless
6. Contradicting	f. for instance
7. Emphasizing a contrast	g. incidentally
8. Giving examples	h. on the contrary

You might have found this exercise a little challenging. Hence, the answers are given below which you can discuss in your class.

Answers: 1- g; 2- d; 3- a; 4- b; 5- c; 6- h; 7- e; 8- f.

B. Adding information

B.1 You are already familiar with words like *and*, *as well as*, and *also* to add information already given in a sentence. You will now learn to use more formal words to add information. These are *furthermore*, *moreover*, *additionally*, and *in addition* which are particularly useful in formal writing.

Complete the following sentences using furthermore, moreover, additionally, and in addition.

1. Their team has got the best players. _____, their coach is fantastic.
2. We had a terrible time on our holiday. The weather was hot; _____, the air was humid.
3. Greens contain Vitamin A. _____, they are rich sources of iron.
4. _____ to being a good student, Rahul works very hard to help his parents.
5. He is ignorant; _____, he is lazy.
6. That house isn't big enough for us, and _____, it's too expensive.

B.2 Write a second sentence in each pair, using the clues and a suitable connector.

1. Harbhajan scored a half century in the first Quarter Finals of the World Cup Cricket Match against the West Indies. (five wickets).

2. Rohini is a good singer. (dancer)

3. Deforestation leads to drought. (global warming)

4. Wildlife sanctuaries in India are home to elephants, tigers and rhinos.
(preserve endangered species)

Look again at the four sentences you have framed above. Do 'moreover', 'furthermore', 'additionally', and 'in addition' connect clauses or sentences? Which position in the sentence do they generally occupy?

C Presenting a different idea

Study the pair of sentences given below:

Chetna likes sports. Pranav likes reading.

Join the sentences using *but, whereas and while*

C.1. The Students' Council of your school has made a survey of two different classes: Class A and Class B. The survey was designed to find out what students like about the school and what they would like to change.

The students were asked the following questions:

1. What is your favourite school subject?
2. What is your favourite school club?
3. What other co-curricular activities would you like the school to organize?
4. What do you like best about the school?
5. What would you like to change about the school?

They came up with the following answers:

Class A	Class B
1. Maths	History
2. Chess Club	Music Club
3. A girls' cricket club	A computer club
4. Caring teachers	Good library
5. Less Projects	More activities

The paragraph below is a comparison of the views of the two classes. Complete the passage by filling in the blanks with but, whereas and while. More than one option can be used in some blanks.

Class A agreed that Maths was their favourite subject _____ Class B liked History most. _____ the Chess Club was the favourite of Class

A, B preferred the Music Club. As an additional co-curricular activity, Class A suggested the organising of a girls' cricket team, _____ Class B wanted the establishment of a computer club. Regarding the most popular feature of the school, Class A liked the school's caring teachers _____ Class B commended the good library. Finally, both wanted a change in the school's attitude towards projects and activities. However, _____ Class A wanted less number of Projects for each term, Class B wanted the learning to happen through more hands-on activities.

C.2. You are familiar with the use of but, whereas and while to present a different, or unexpected, idea. We may also use however, nonetheless or nevertheless in formal writing. Complete the following sentences using appropriate connectors.

1. Kareena is rich; _____, her cousin Karun is poor.
2. Cotton farmers in Karnataka are facing serious problems. _____, the Government is not offering any help.
3. Jatin wasn't tired. _____, he took a nap.
4. We live in the same building; _____, we hardly ever see each other.
5. She's extremely rich; _____, she's not snobbish.

C.3. Work in pairs. Write a second sentence in each pair, using the clues and a suitable connector.

- a) He went on a diet, hoping to become slim and attractive. (malnutrition-inactive)
- _____

b) The hotel did not offer the facilities we needed for our annual conference.
(vacation)

c) AIDS cannot be cured. (prevent)

D. Concession

D.1. Think of things about yourself which surprise people.

Although I am quite short, I can play basketball very well.
I am a slow reader but I remember most of what I read.

Now write down three sentences like these about yourself. Share them with your partner.

D.2. Complete the following sentences using your own ideas.

1. Although the day started quite well, _____

2. I voted for Ragini as the Head Girl but _____

3. Five witnesses say he stole the money yet _____

4. Even though he worked very hard _____

5. She had hurt her foot that morning. However, _____

D.3. Despite and In spite of

Study the examples given below.

Examples : *Despite* my warning, they went ahead with their plan.

In spite of her wounded foot, she won the tournament.

Study the jumbled words given below and form meaningful sentences.

1. the/ he/ top/ despite/ ill/ being/ came/ of/ class.

2. his/ in spite of/ he/ well/ copes/ disabilities

3. smell/ in spite of/ its/ it/ tasted/ wonderful

4. our/ voting/ despite/ Vijay/ for/ lost/ elections/ he/ as / Head Boy/ the

E Expressing a Similar Idea

similarly in the same way

E.1 Select an appropriate connector from the box to complete the following sentences.

- a) In most cities, there are serious traffic jams in the morning rush-hour. _____ there is heavy traffic in the late afternoon.
- b) Cars must stop at a red traffic light. _____, pedestrians should only cross when the light is red.

E.2 Write a second sentence in each space below using the clues given and a suitable connector.

- a) Ramesh framed a timetable to prepare for board examination. (ask, his friend)

- b) Generally, people are afraid of snakes. (snakes-us)

- c) Suspecting every stranger you come across is wrong. (trusting, dangerous)

- d) Food hygiene is very important for our health. (clear air)

F. Time connectors

F.1 Read the story below. Fill in the blanks with an appropriate connector of time

It was late at night. Ashok had been sleeping for several for hours (1) _____ was woken by a furious knocking at the door. (2) _____ checking his watch and putting on his dressing gown, he staggered sleepily towards the door. (3) _____ he looked through the keyhole he saw a very strange sight : it was the big, bearded watchman of the flats shivering in a woman's dressing gown! (4) _____ he saw this, Ashok rushed back to his bedroom and, (5) _____ in bed, pulled the covers over his head shaking with shock. (6) _____ he lay there he could hear desperate shouting and banging but Ashok ignored it and (7) _____ fell asleep.

F.2 The following morning, Ashok meets the watchman who gives him an explanation for his strange behaviour the previous night.

Look at the notes below and explain the story. Remember to use suitable tenses and connectors of time to explain the sequence of events. The first few lines have been written for you.

- *watchman in bed-trying to get to sleep* • *hears window banging outside*
- *goes outside flat* • *wind blows door shut* • *watchman locked out, knocks on Ashok's door* • *sleeps on stairs* • *gets locksmith in the morning*

"As I was lying in bed, trying to get to sleep, I heard a window banging outside. Before leaving, I put on my wife's dressing gown because it was the only thing I could find. While I was trying to close the window....."

G. Purpose connectors

G.1 In pairs, answer the following questions (Try to be imaginative!).

1. Why do we go to school?
2. Why do we have laws?
3. Why do children play games?

Your teacher will put your answers on the board.

G.2 What are these for?

Ravi has made some changes to his bicycle.

His friend is asking about the purpose of the changes.

Match the question from A with the answers in B and write in the space given below. The first one has been done as an example.

- | A | B |
|---|---|
| 1. Why are there such big headlilghts? | (a) Otherwise it would be very uncomfortable. |
| 2. Why are there two sets of brakes? | (b) To protect the tyres. |
| 3. Why are there springs over the wheels? | (c) So that I feel safe at night. |
| 4. Why do you have such big mudguards? | (d) In case one fails. |
| 5. What's this lever for? | (e) For changing gear. |

1. Why are there such big headlights?

So that I feel safer at night.

4. _____

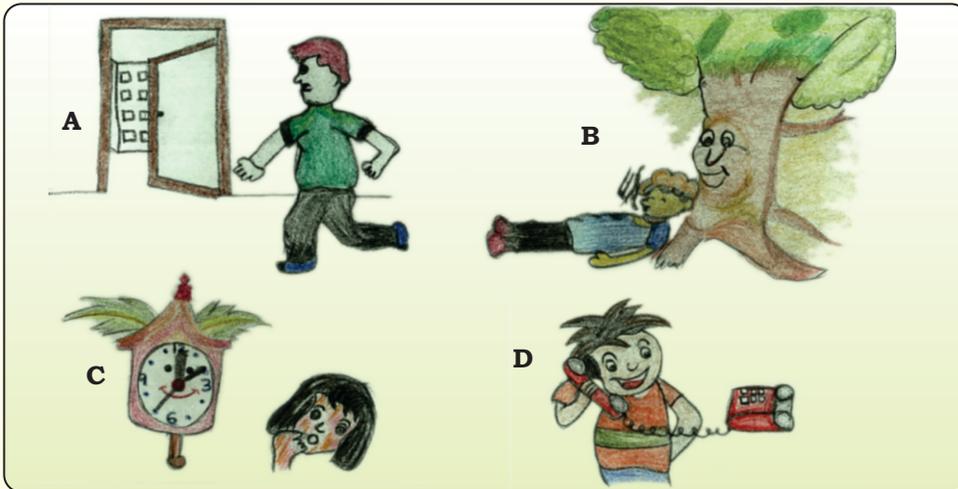
2. _____

5. _____

3. _____

G.3 What are they up to?

Discuss with your partner what the purpose of each action is. Write it in the space provided.



_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

G.4 Guess what it's used for

Use your imagination and draw a familiar object but with some interesting changes to it (some ideas are given below). After drawing it, show your drawing to your partner, who has to guess what the changes are for, using the connectors of purpose from G.2.

G.5 Well-prepared

Your elder sister is preparing for a very important job interview for which she is carrying the following items in a large carry bag.

an umbrella	several sari pins
extra money	sunglasses
a bus timetable	a piece of string
a train timetable	an alarm clock
a map of the area	four pens
a sticky tape	plaster of Paris

In pairs, role play the conversation with your sister using "purpose" expressions. Then, write your dialogue in the space provided.

You may wish to follow this pattern in the dialogue:

- You : Smitha, you seem very nervous about the interview.
Smitha : You're right, But I really want this job, So I'm really prepared.
You : Yes. You certainly are! But why are you carrying an umbrella?
It's the middle of the dry season.
Smitha : So as to look businesslike.
You : And why are you taking so much money?

H Explaining Why ?

H.1

so..... that
too to +verb
not enough to +verb

Compare the following sentences.

She is so weak that she cannot walk.

She is too weak to walk.

She is not strong enough to walk.

Write a sentence on each of the prompts given below using any of the examples from the box.

1. intelligent - pass

2. weak - stand up

3. hot - go for a walk

4. fertile - grow rice

5. small - accommodate

H.2 Look at the table and write three sentences in the space below, using so...that

They were tired.	They did not perform well in the programme.
They were sick.	They could not go for a walk.
	They did badly in their exams.

1. _____

2. _____

3. _____

H.3 Complete the following sentences, using so..... that correctly.

1. Yadu is so handsome _____
2. _____ that he put his boots on the wrong feet.
3. The audience were so emotionally involved in the programme that _____
4. The crowd were _____

I Whoever, whatever, wherever, whenever, however, whichever: These 'wh+ever' constructions also can be used to connect clauses. Complete the following sentences using an appropriate, 'wh+ever' construction.

1. _____ has broken the window, one of us will have to pay for it.
2. _____ quickly I dry my hair after washing it, I catch a cold.
3. Take this statuette, talisman or _____ it is, and put it _____ you can find room for it.
4. _____ told you to keep off chocolates was quite right; you're much slimmer now. You should go on doing _____ he tells you to.
5. If any of your students disturbs me again, I shall report it to the principal, _____ they may be. Your class makes a lot of noise _____ there is a test in the next class.
6. Take _____ one you want! If you change your mind, bring it back _____ you like! This is our special New Year offer!

Integrated Grammar Practice

3

1. **Read this telephone conversation between two friends and complete the passage given below.**

Sunil : Where have you been? I've called you six times.

Rajeev : I was cleaning my room.

Sunil : You couldn't stop cleaning to answer your phone?

Rajeev : I was cleaning my room so I could find the phone!

Sunil telephoned his friend Rajeev and inquired (a) _____ adding that (b) _____. Rajeev replied that (c) _____. An angry Sunil wanted to know if (d) _____ to which Rajeev replied that (e) _____.

2. **Edit the Notice given below by choosing the appropriate options from the list given. Write the correct answer in the answer sheet against the correct blank number.**

MODERN PUBLIC SCHOOL, KOCHI

16th March 2007

NOTICE

CLEANLINESS DRIVE

The Social Service Club of the school (a) _____ clean the surroundings near the school (b) _____.

This will include (c) _____ through talks and skits.

Students of senior wing (d) _____ may give their names to the undersigned during Break today in Room No. 102. For details contact

Akanksha

Head Girl

- (a) (i) is launching a Cleanliness Drive to
 (ii) is launched a Cleanliness Drive for
 (iii) was launching a Cleanliness Drive to
 (iv) has launched a Cleanliness Drive for
- (b) (i) for a fortnight from 19th March
 (ii) within a fortnight on 19th March
 (iii) in a fortnight from 19th March
 (iv) for a fortnight on 19th March
- (c) (i) to clean the area and to start an awareness campaign
 (ii) cleaning the area and starting an awareness campaign
 (iii) cleaning the area and to start an awareness campaign
 (iv) to cleaning the area and for starting an awareness campaign
- (d) (i) who are wishing to participating in the drive
 (ii) who wishes to participate in the drive
 (iii) who wish to participate in the drive
 (iv) that wish to participated in the drive

3. Rearrange the following words and phrases to form meaningful sentences as shown.

lavish tombs/pyramids/Egyptians/only/other/for royalty/high-ranking/and/people/built/ and

Egyptians built lavish tombs and pyramids only for royalty and other high-ranking people

1. only if/that/Egyptians/could/were preserved/believed/the spirits of dead people/live on/their bodies/the ancient

2. making them/preserved/dead bodies/so/they/by/into mummies/ the

3. dried-out bodies/wrapped/in linen bandages/were

4. Egyptians/the ancient/securely/inside pyramids/the mummies/buried

4. **The following passage has not been edited. There is one error in each of the lines. Write the incorrect word and the correction in the space provided. Remember to underline the word that you have supplied as shown.**

	Error	Correction
A curious thing about the developed of	developed	<u>development</u>
a motion picture is that the first groups of	(a)	
people who made it possible wasn't interested	(b)	
in movies at all! The first inventions were make by	(c)	
men who wanting to study the movement of animals.	(d).....	
Even Thomas Edison, which perfected a device	(e)	
called 'kinetoscope' in 1893, think of it	(f)	
only as a curiosity. But there were another people	(g)	
who saw great possibilities with entertainment	(h)	
in this invention and they began to make movies.		

5. **Complete the passage by choosing the correct options from those given below.**

With (a) _____ traffic and poor facilities, pedestrians (b) _____

to be the most vulnerable to fatal accidents (c) _____ road users. Even though in the last six years the number of pedestrian subways in the city (d) _____ almost doubled, most of them are neither well maintained (e) _____ well designed. As a result pedestrians avoid (f) _____ them. (g) _____, the police say this should not be a reason (h) _____ people to avoid subways.

- | | | | |
|---------------------|------------------|----------------------|------------------|
| (a) (i) increasing | (ii) increase | (iii) are increasing | (iv) to increase |
| (b) (i) seems | (ii) are seeming | (iii) seem | (iv) seemed |
| (c) (i) between | (ii) amongst | (iii) in between | (iv) beside |
| (d) (i) have | (ii) has been | (iii) have been | (iv) has |
| (e) (i) or not | (ii) nor | (iii) and | (iv) none |
| (f) (i) uses | (ii) to use | (iii) used | (iv) using |
| (g) (i) Nonetheless | (ii) Therefore | (iii) Hence | (iv) Similarly |
| (h) (i) for | (ii) of | (iii) about | (iv) with |

6. In the passage given below, one word has been omitted in each line. In your answer sheet write the missing word along with the word that comes before and the word that comes after it against the correct blank number. Ensure that the word that forms your answer is underlined.

When the Class IX examinations over, the Deputy	(a) _____
Commissioner asked his son he had done his	(b) _____
English paper well. The boy told him that was easy	(c) _____
and that for one question had written that his	(d) _____
father was washerman. The boy's father shouted	(e) _____
angrily but son replied, "I did not know the	(f) _____
spelling Deputy commissioner and I did not want	(g) _____
to one mark."	(h) _____