

Unit 5

Writing Skills

Structure:

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- 5.2 Paragraph
 - Qualities of a good paragraph
 - Parts of a paragraph
 - Writing a paragraph
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5.1 Introduction

In the previous unit you have learnt the skills of reading; the other basic forms of communication, oral skills and listening skills are already dealt with. Now we have come to a juncture where advanced form is necessary to communicate, in a more formal setting. Writing is one such skill, which can be mastered, if right skills are learnt and practised. Faced with an intense or complicated writing task, you may often struggle to write. However, the best style of writing is clear and simple English, contrary to the belief that the writing overflowing with difficult sounding words will be more effective! More than being methodical – typing neatly, following all structural formats, etc., you should also know to use the right word at the right time. In this unit, we shall learn how to put sentences together, to form a paragraph, in a coherent and logical manner in order to express our ideas effectively. Paragraphs are like gift boxes. They have three parts: **a topic sentence** (which is like the box), **detail sentences** (which are like the things present inside the box), and the **conclusion or closing sentence** (which is like a bow that ties the whole thing together).

Objectives:

After studying this unit, you should be able to:

- define paragraphs
- explain the qualities of a good paragraph
- classify the types of paragraphs and write a paragraph
- use appropriate words in describing any facts or figures
- explain the description of any process given as a figure
- read the facts and figures in the records and describe them with precise words

5.2 Paragraph

The smallest unit of prose composition is the paragraph. A paragraph may be defined as a group of sentences relating to a single topic, or developing a single central idea. Just as a sentence contains one main thought, in the same way a paragraph contains one main topic or theme. All the sentences should be so grouped that they must serve to develop the main theme. Letters, essays, stories, etc., are divided into paragraphs with each paragraph developing a single idea. A good paragraph is like a strong chain, it has no loose or weak links.

A paragraph may be long or short, but it is best to keep the paragraph just as long or short as is necessary for the development of a particular theme. Moreover, you are allowed to vary the length of the paragraphs because a short paragraph after a long one gives variety and relief to the eye as well as the mind.

5.2.1 Qualities of a good paragraph

A good paragraph, like a good sentence must possess the following:

1. Unity
2. Order
3. Variety

1. **Unity:** A good paragraph **NEVER** contains more than one main topic or theme. A good paragraph is one whose theme can be expressed in one sentence, which is called **Topic Sentence**.
2. **Order:** In a good paragraph the sentences are always arranged in a logical manner. The events are given in a particular order – the order in which they occur. A well written paragraph shows clear thinking and

logical arrangement. To achieve this effect certain conjunctions and coherence words may be used. Hence, so, therefore, but, or, and, then are some such words which connect sentences to make the paragraph a well-knit organic whole.

3. **Variety:** A good paragraph must contain both long and short sentences, sentences of varied construction and those of differing length. However, your style of writing must be simple and clear.

5.2.2 Parts of a Paragraph

The parts of a paragraph are:

- i) Topic Sentence
- ii) Supporting Details
- iii) Closing Sentence

i) Topic Sentence

The topic sentence is the first sentence in a paragraph. It introduces the main idea of the paragraph. To write the topic sentence, summarize the main idea of your paragraph. Indicate to the reader what your paragraph will be about.

Example: **There are three reasons why Canada is one of the best countries in the world.** First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

Here, the first sentence summarizes the entire paragraph. Therefore, it is the topic sentence.

ii) Supporting Details

They come after the topic sentence, making up the body of a paragraph. They give details to develop and support the main idea of the paragraph. You write supporting details by giving supporting facts, details, and examples.

Example: There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All

Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

Here, the supporting details are given in 2, 3, 4, 5, 6 and 7th sentences.

iii) Closing Sentence

The closing sentence is the last sentence in a paragraph. It restates the main idea of your paragraph. You write the Closing Sentence by restating the main idea of the paragraph using different words.

Example: There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. **As a result, Canada is a desirable place to live.**

Here, the last sentence restates the main idea.

5.2.3 Writing a Paragraph

Given below are the steps that you have to follow while writing paragraphs:

- i) Prewriting Paragraphs
- ii) Writing Paragraphs
- iii) Editing Paragraphs
- iv) Publishing Paragraphs

i) Prewriting Paragraphs

The prewriting stage is when you think carefully and organize your ideas for your paragraph before you begin writing.

Six Prewriting Steps:

1. **Think carefully about what you are going to write:** Ask yourself:
What question am I going to answer in this paragraph? How can I best answer this question? What is the most important part of my answer?
How can I make an introductory sentence (or thesis statement) from the

most important part of my answer? What facts or ideas can I use to support my introductory sentence? How can I make this paragraph interesting? Do I need more facts on this topic? Where can I find more facts on this topic?

2. **Open your notebook:** Write out your answers to the above questions. You do not need to spend a lot of time doing this; just write enough to help you remember why and how you are going to write your paragraph or essay.
3. **Collect facts related to your paragraph or essay topic:** Look for and write down facts that will help you to answer your question. Make sure the facts you are writing are related to the exact question you are going to answer in your paragraph or essay.
4. **Write down your own ideas:** Ask yourself: What else do I want to say about this topic? Why should people be interested in this topic? Why is this topic important?
5. **Find the main idea of your paragraph or essay:** Choose the most important point you are going to present. If you cannot decide which point is the most important, just choose one point and stick to it throughout your paragraph.
6. **Organize your facts and ideas in a way that develops your main idea:** Once you have chosen the most important point of your paragraph, you must find the best way to tell your reader about it. Look at the facts you have written. Look at your own ideas on the topic. Decide which facts and ideas will best support the main idea of your paragraph. Once you have chosen the facts and ideas you plan to use, ask yourself which order to put them in the paragraph. Write down your own points so that you can use it to guide yourself as you write your paragraph.

ii) Writing Paragraphs

The writing stage is when you turn your ideas into sentences.

Five Writing Steps:

1. Open your notebook or word processor.
2. Write the topic sentence, supporting sentences, and closing sentence.
3. Write clear and simple sentences to express your meaning.

4. Focus on the main idea of your paragraph.
5. Use the dictionary to help you find additional words to express your ideas

iii) Editing Paragraphs

The editing stage is when you check your paragraph for mistakes and correct them.

Grammar and Spelling

1. Check your spelling.
2. Check your grammar.
3. Read your paragraph again.
4. Make sure each sentence has a subject.
5. See if your subjects and verbs agree with each other.
6. Check the verb tenses of each sentence.
7. Make sure that each sentence makes sense.

Style and Organization

1. Make sure your paragraph has a topic sentence.
2. Make sure your supporting sentences focus on the main idea.
3. Make sure you have a closing sentence.
4. Check that all your sentences focus on the main idea.
5. See if your paragraph is interesting.

iv) Publishing Paragraphs

The publishing stage is when you produce a final copy of your paragraph to hand in.

Three Publishing Steps:

1. Make a paper copy of your paragraph.
2. Show your work to your teacher, tutor, or parents.
3. Ask them for hints on how to improve your writing.

You have now learnt everything that you need to know to write a paragraph. But wait, before you start to write a paragraph, have a look at these samples:

1. *My Favourite Hobby*

My favorite hobby is stamp-collecting. I have a stamp-album in which I have pasted all the foreign stamps I have been able to collect. It is really a nice collection. I have stamps from all over the world- from Russia, from Japan,

from Turkey, from China, from U.S.A. and from Egypt. I have also some rare stamps which were issued in Afghanistan and Tibet. How pretty they are! How I like to enjoy the pictures of natural scenery, crowns, arms, shields, historical monuments, lovely knights and ladies printed on these stamps! Stamp Collecting is really a very useful and instructive hobby.

2. Where There is a Will There's a Way

If you have the determination to do something you can find a way to do it. There is usually nothing that is impossible to do. If you fail to do a thing it is mainly because you have not the will to do it. Many men who have become famous as scholars, statesman, inventors, had to struggle against seemingly insufferable difficulties to win success. Napoleon, who rightly believed that nothing, would be impossible, ordered the army to march into Italy. "Sir, the Alps," said the general. "There shall be no Alps," the Emperor asserted. And no Alps came in his way. To determine to succeed is a sure way to success. What seems impossible will turn out to be possible, if you carry on with determination.

3. Smoking

A bad habit is often harmful but not every bad habit is as harmful as smoking. Besides being expensive, smoking does injury to one's health. A smoker gets nothing but smoke for his money. In the long run he may get something worse- a dreadful disease called lung cancer. But habit, they say, is second nature; most smokers remain smokers for life. And even when they know that smoking can cause disease or even early death, they continue smoking. Can anything be more unreasonable than that?

Self Assessment Questions

1. Define a paragraph.
2. _____ sentence expresses the theme of a good paragraph.
3. What steps do you follow while writing a paragraph?
4. What do you mean by editing paragraphs?

5.3 Static Description

Very often we have to describe the appearance of a layout, apparatus, a place, thing or a person. We refer to this as static description. Some of the important things that you have to keep in mind while listening to a description or giving instructions are:

1. It should be orderly. You should have some organization in your description. E.g. general to particular, more important to less important, front to back and so on.
2. It should be clear. The listener should get a clear picture in his mind about what you are describing.
3. It should be accurate. No external, unnecessary details have to be included.
4. It should be complete. All the significant and important details should be included.

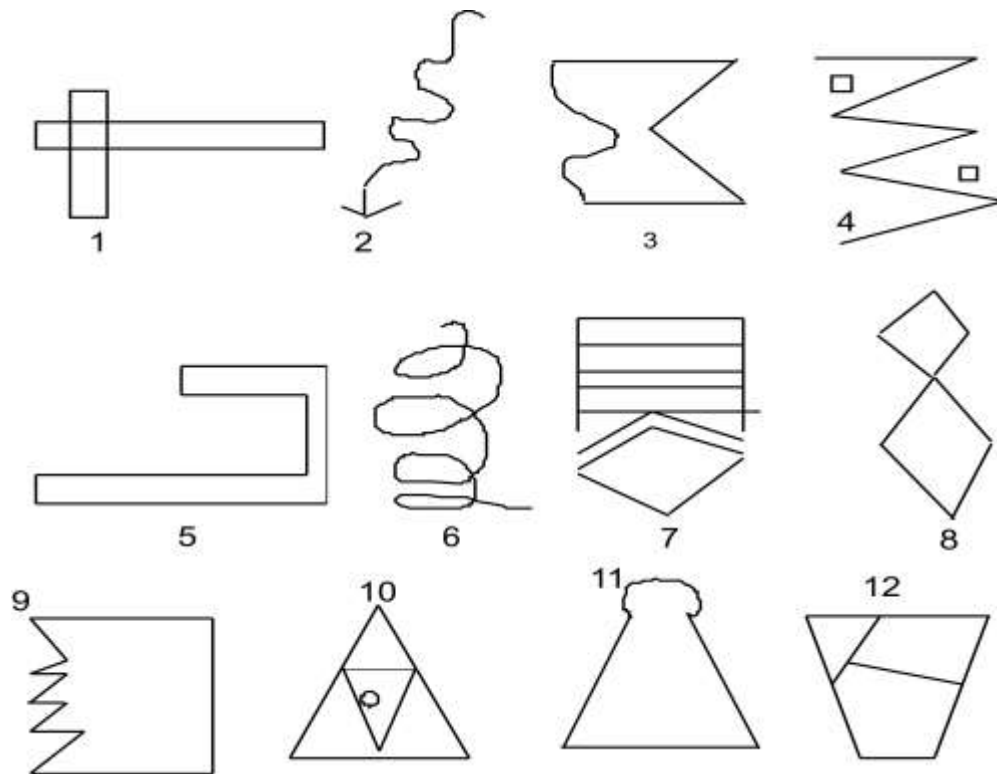
Example:

This document provides the manufacturing specifications for the entire line of Cosy Home Collection, 'The Coy Lass' salt shakers (Home Industries model # 1255). A hand-painted ceramic collector's item, 'the Coy Lass' salt shaker represents cute, Barbie-like lass, her head bowed as if she is shy. A baby pink flower-print skirt is painted onto the body of the girl. The salt is dispensed through the girl's matching bonnet, via a circular array of six small holes. The bonnet twists off to allow the consumer to fill the dispenser cavity.

Activity

Pick one of the shapes below. Write as accurate a description as you can, to a fellow learner and see if he/she can recognize the shape from your description of it. To aid your description, you can pick up the words from the following vocabulary guide.

VOCABULARY GUIDE: STATIC			
Above	close to	at the top	inverted
Below	apart	at the foot/base of	inside
Over	away	bottom of	within
Underneath	some distance	beside	outside
In the front	from	alongside	circle
at the back	front, back	on one side	square
to the right	rear	shaped like	triangle
to the left	upside down	attached to	rectangle
on the right hand side	upper	leading to	straight
on the left hand side	higher	supporting	spiral
in the middle (centre),	lower	fitting into	slanting
near	on top of	covering	diagonal
			wavy



Use this space to describe one of the above shapes and see whether others can listen to your description and draw that shape more or less accurately. This is a challenging task but with every exercise you will be able to express and describe the shapes and things more accurately. Make use of the vocabulary guide profusely.

Your description

Discussion

Now go through your description of the shape and see what element in your description is faulty or incomplete. Using the vocabulary guide provided, improve your own description so that when you describe that to your friend orally, he should be able to draw the shape that you have in mind. Once again you check and find out what detail is missing in your description till you get an accurate/complete description. Isn't that mind-boggling?

5.4 Process Description (Narration)

Two very common kinds of narrative skills are:

- a) describing how to do something
- b) describing how something works

In describing how to do something, the main aim should be to arrange the information in such a way, that the process can be done straight through without unnecessary interruptions. In describing how to repair something for example, it is best to list all the tools needed beforehand, so that the workman does not have to go away in the middle of this job to look for a hammer or a saw. Once again your description should be accurate, clear and complete.

Example

When your pet comes to stay at the Happy Stay Vacation Home, he will get a daily grooming and exercise ritual designed by a local veterinarian to keep him happy and healthy. Each morning, our canine guests are gently woken by your choice of music, radio station, or even a tape of your own voice! After a quick mouthwash and a bacon-flavored doggie biscuit, your pooch will be taken out in our spacious recreation area for a breath of fresh air and a few minutes of healthy exercise with an imported Italian doggie ball or a favourite toy he has brought with him....

(Source: <http://jerz.setonhill.edu/writing/technical/process.htm>)

Now let us practise process description.

Exercise 1 Fill in the blanks to describe how olive oil is produced:

From September to the beginning of November olive gathering starts: _____, trees are shaken. _____, olives are sorted out _____, the ones for making oil are picked and they are brought to the oil-mill. There,

they are poured into round baskets which are piled up into the oil-press. _____, the oil-press is sealed and a lever is inserted in its hole. _____, the oil press is worked round by hand. _____, the oil is collected.

5.5 Describing Facts and Figures

You have learnt the meanings of static and process description. Now, after practising to describe using the suggested words, it will be easier to express in words what you see in figures. Factual information is provided in either graphic or diagrammatic form. In your daily work schedule, you may come across many records to be filled in or you may see figures, tables, pie charts and bar charts that have to be interpreted correctly. Graphs can be used to visually represent the relationship of data. It can help organize and show the statistics. Organizing data graphically can come in handy in fields like business, sports, teaching, politics, advertising, etc.

All safety facilities maintain registers or records of various kinds. These provide the vital keys to the wealth of information contained in the records of the work place. One of the records used in the Safety department is the 'Ladder Inspection List.' It is the key to ensure safety of the workmen while using the fixed ladder.

Exercise 2:

Given below is an example of the Fixed ladder Inspection List. Read it carefully and answer the questions given below:

Ladder Safety: Fixed Ladder Inspection Checklist

Department: Field Safety and Building Inspection

Program: Ladder Safety

Owner: Program Manager

Authority: ES&H Manual, Chapter 15, Ladder Safety¹

Building Number: 23E/556

Location: warehouse

Date: 15 January, 2009

Tracking Number: _____

Fall Protection? yes ☒ no ☐

Cage? yes ☒ no ☐

Material: Metal ☒

Wood ☐

Length: 6.5 metres

Vertical bars less than 9.5" ? yes ☒ no ☐

Back of ladder clearance: > 7 inches? yes ☒ no ☐

Ladder width: > 16 inches? yes ☒ no ☐

Climbing clearance: > 15 inches from rung center? yes ☒ no ☐

Rail extension length: > 42 inches? yes ☒ no ☐

Are unavoidable obstructions greater than 4.5 inches above rung and more than 1.5 inches below? yes ☒ no ☐

Are the rung and rail surfaces acceptable? yes ☒ no ☐

Are the rungs spaced uniformly at 12 inches or less? yes ☒ no ☐

OSHA compliant? yes ☒ no ☐

Notes:

A. Answer the following questions:

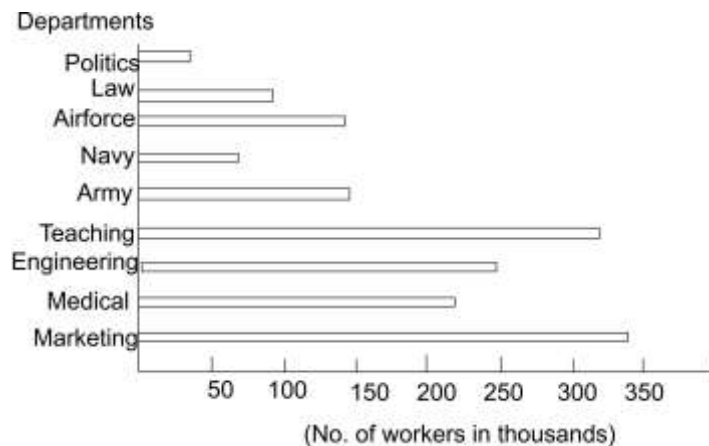
1. The owner of the programme is _____
2. The building number is _____
3. What is the length of the ladder?
4. Name the location of the inspection.
5. When was the inspection held?

B. Say whether the following sentences are **true or **false****

1. The ladder is made of wood.
2. According to the checklist, the rungs of the ladder are spaced uniformly.
3. The ideal clearance for the back of the ladder is > 7 inches
4. The climbing clearance is not > 15 inches from the rung center
5. The Rail extension length of the ladder is > 42 inches

Exercise 3

Given below is a bar graph. It shows the number of people holding various jobs. Read it carefully and answer the questions given below.

**Questions:**

- i) About how many people work for medical department?
- ii) About how many people work in the political field?
- iii) About how many people work for the armed forces (Navy, Air Force, and Army)?
- iv) Which job listed has the most workers?
- v) About how many people have opted to work as teachers?
- vi) Which is the department that is least opted by people?

(Source: <http://www.wtamu.edu>)

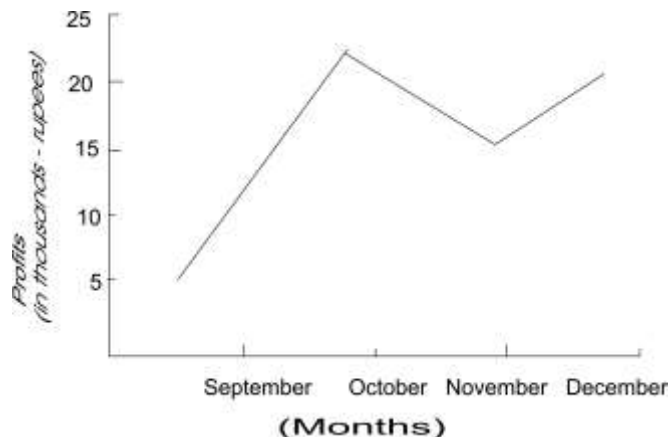
When you see any record, graph or chart, you should be able to decipher the meaning or the terms that are given in them. The charts or records have to be observed carefully before you conclude any aspects of them. Once you know to point out the key details of the graph or record, it is easy to

describe it in your own words. The next step will be in describing the pattern or the trends of the graph. As we already know graph is not static, it shows some change from the original pattern. The figure gives us the clue as to the changing trend of the data that is supplied in the graph. There are certain words or adjectives that will help you to describe the changes that you see in a graph. They are:

- i) for upward trends: rise, increase, peak
- ii) downward trends: drop, fall, decline, dip
- iii) any trend that is steady: gradual, sharp, considerable, comparative
- iv) any trend that is constant: stable, same.

Exercise 4:

Look at the graph given below and read the questions. Answer them as you have tried in the previous two exercises. This gives you the basic data that you need to collect from any given graph. Now try to analyse the graph by writing a paragraph on the same.



This graph shows the profit a toy manufacturing unit made over the last four months of the year.

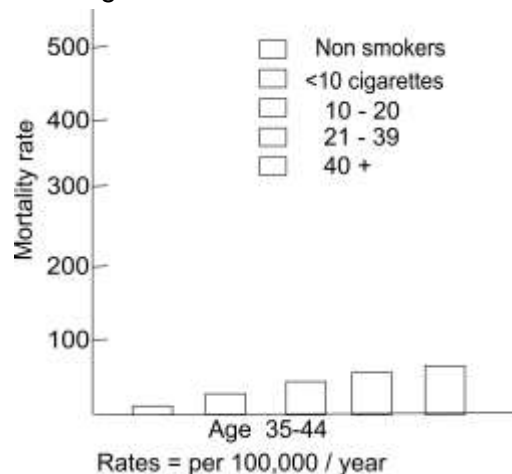
Given below are questions that help you collect the data. If you are able to get the answers to these questions, half your work is done! The correct answers mean you have been successful in collecting the data that you require.

- a) About how much was the profit in the month of October?
- b) Which month had the lowest profit?
- c) What is the difference between the profits of November and December?

Paragraph: The line graph shows the profit that a toy manufacturing company has made over the months of September through December. The month of September shows Rs. 5,000 profit, which is the lowest point. So the company saw the least profit in the month of September. At the same time, the month of October has recorded the highest profit made by the company showing Rs. 23,000 mark. Again the profit dipped to Rs. 15,000 in the month of November and showed a convenient rise to reach Rs. 20,000 in the month of December.

Exercise 5:

Given below is the histogram giving the mortality rates for coronary heart disease in men by number of cigarettes smoked in the age group 35-44. It is taken from. Medically Speaking: English for the Medical Profession., P.L. Sandler (P. 61). Go through the paragraph that follows. It has been built up from the data of the histogram.



Paragraph: The histogram shows the relative mortality rates between non-smokers and cigarette smokers. The figures are death rates per 100,000 men a year, and among the smokers they are based on the average daily consumption of cigarettes. Thus it can be seen that the mortality rate among those who did not smoke was 18 per 100,000 per year, whereas for those who smoked less than ten cigarettes a day the rate was 41 per 100,000 per year. For those who smoked between ten and twenty a day the rate was 73 per 100,000 a year, whereas for those smoking twenty-one to thirty-nine cigarettes a day it was 88 per 100,000 a year. Those who smoked more than forty a day had a mortality rate of 94 per 100,000 per year.

5.6 Summary

In this unit, you learnt the importance of the conciseness of a paragraph. You also understood how to write a compact paragraph. You practised reading the graph and learnt to comprehend the given contents. With the help of the given clues or data, you also learnt to develop the same into a paragraph. This kind of static and process description will help in filling the forms that you come across in your daily administration. It will enable you to choose the essential data from any records and build up the same.

5.7 Terminal Questions

1. Name the different parts of the paragraph and explain with an example of your own.
2. What is static description? Explain with examples.
3. Observe the water jacket type testing of hydrostatic pressure testing and describe the same in writing.

Practice Exercises

Write a paragraph on each of the following topics:

1. Empty vessels make the most noise
2. A stitch in time saves nine.
4. Rome was not built in a day

5.8 Answers

Self Assessment Questions

1. A paragraph is a group of sentences relating to a single topic. In other words, it develops a single central idea.
2. Topic Sentence
3. The four steps that have to be followed while writing a paragraph are: Prewriting, Writing, Editing and Publishing
4. The editing stage is when you check your paragraph for mistakes and correct them

Exercise 1

From September to the beginning of November olive gathering starts : In the beginning, trees are shaken. Then, olives are sorted out first, the ones for making oil are picked and they are brought to the oil-mill. There, they are poured into round baskets, which are piled up into the oil-press. Later, the

oil-press is sealed and a lever is inserted in its hole. After that , the oil press is worked round by hand. In this way, the oil is collected.

Exercise 2

A. Answer the following questions:

1. Programme manager
2. 23E/556
3. 6.5 metres
4. Warehouse
5. The inspection was held on 15th January 2009

B. Say whether the following sentences are **true** or **false**

1. False
2. True
3. True
4. False
5. True

Exercise 3:

i) 225000 ii) 40000 iii) 375000 iv) Marketing v) 325000 vi) politics

Exercise 4:

a) About 23,000 Rs. b) September c) 5,000 Rs

Terminal Questions

1. The parts of a paragraph are:
Topic Sentence, Supporting Details and Closing Sentence (Give your own example and explain the three points given above)
2. Explaining any object which is stationary is called Static description.
3. To maintain the quality and safety of the portable fire extinguishers, water jacket type testing of hydrostatic pressure testing must be utilized. All critical components of the fire extinguisher must be tested to ensure proper function. First, the extinguisher valve is removed and the threads and interior of the cylinder are checked for corrosion, pitting, and any other abnormalities. If the cylinder passes the visual inspection, it is placed into a steel chamber, which is then filled with water at normal pressure. A glass burette attached to the side of the steel chamber will read zero, indicating normal or zero pressure of the chamber water. Water is then applied at high pressure to the interior of the extinguisher's cylinder. As the pressure increases, the cylinder will expand and push

water from the steel chamber through a small hole and into the glass burette. After the pressure is released, the cylinder will contract and the water will move from the burette back to the steel chamber. Depending on the results, the tester will either pass or fail the cylinder.

Practice Exercises

You have the freedom to write your own paragraphs in varied ways, here's a sample of how paragraphs on these topics can be written:

1. Empty Vessels Make the Most Noise

A humble man often tells you that he knows very little when in reality he may know a lot. A braggart does the opposite-he boasts of his knowledge when in reality he knows nothing much about the topic. The former is like a vessel full of grain; if you tap it hardly produces any sound at all. The latter is like an empty vessel- it needs very little tapping to produce big noises. Empty headed people always think a world of themselves!

2. A Stitch in Time Saves Nine

A small tear becomes a big hole, in just the same way as a small illness grows into a big disease or a small quarrel among children leads to a major feud between families. For diseases, prevention is better than cure; so too for tears or holes in one's clothes. A good mother does not allow the tear that appears on her child's clothes to become big; she stitches it or darns it in time to save much greater work later and to keep the clothes as good as new. Her stitch in time thus saves many stitches and a lot of unnecessary labour. Good neighbours do much the same; they do not allow children's quarrels to grow big and become family quarrels. They help the children to forget and forgive and to live happily together. Timely actions always save situations from becoming worse.

3. Rome Was Not Built in a Day

Rome, the greatest city of the ancient world was not built in a short time. It took several years to build Rome and to bring it to the state of glory. And it is the same with any great achievement. When we wish to achieve something, we cannot expect success in a moment. We should not be impatient. We must stick to the work till it is finished. We must bear in mind a saying similar to the above: 'If at first you don't succeed, try, try and try again. An important task cannot be done without patience and perseverance.

Remedial English**Conjunctions**

A Conjunction is a word, which connects words, phrases, clauses or sentences. There are two classes of conjunctions. They are:

1. **Co-ordinate conjunctions**
2. **Subordinate conjunctions.**

Co-ordinate conjunctions join two ideas or sentences, which are of importance. They also join two words of equal grammatical rank. The chief co-ordinate conjunctions are – and, but, for, nor, or, otherwise, so, else, either ----- or, neither ----- nor, yet, only, both ----- and, however.

At 10, she went to bed, and fell asleep.

Yesterday was sunny but cold.

He was angry for he had missed the bus.

Neither owls nor bats come out during the day.

Turn down the heat or the cake will burn.

You can go to Tokyo either by land or by sea.

Don't drive so fast, otherwise you will crash.

English examination was easy; however, biology was difficult.

It rained and so the match was cancelled.

She worked hard yet failed to pass.

I would like to be there, only I would be out of station.

She plays both the piano and the violin.

Exercise 1: Use correct coordinating conjunctions in the blanks.

1. You sang well ____ you need a little more practice.
2. She opened the door ____ walked in.
3. The river was not deep enough, ____ they returned home.
4. He ____ remembers your name ____ your face.
5. Father doesn't want to send me to Australia, ____ I am continuing my studies here.

Subordinate Conjunctions: are the conjunctions that connect the in complete idea to the main.

The patient had died before the doctor arrived.

Before the doctor arrived – incomplete idea.

The patient had died - main idea.

Before – subordinating conjunction.

There are many subordinating conjunctions. They are used to express different incomplete statements, or function as a part of them. They tell us about:

1. time
2. manner
3. place
4. condition
5. reason
6. concession
7. result
8. purpose
9. comparison

1. Subordinate conjunctions express a **period of time**: when, while, as since, after, before, until, as soon as, no sooner, whenever, till, hardly when.

When the baby cried, mother ran towards him.

The workers had hardly left when the building collapsed.

2. **Manner expression** is linked with the subordinating conjunctions as, as if / as though

Sometimes Pinky talks as though / if she knew everything. (actually she doesn't know anything)

3. **Place expression** are linked with conjunctions – where, wherever.

Do not park your car where there is no enough room to take a U-turn.

You can sleep wherever you like.

4. **Conditional expressions** are made with - whether, if, unless

Mother asked me whether I wanted rice or bread for the night.

If we win the match, we shall be greatly honoured.

Many of us do not go to a film unless it has a good story and music.

5. **Reason** is expressed using conjunctions like - because, since, as.

Children did not go out to play because it was raining heavily.

Since Joe failed to get a reservation, he cancelled his trip to Darjeeling.

6. **Concessive** (used to contrast what follows) expressions are linked with conjunctions – though, although, even though

Though it was a difficult climbing, they managed to reach the top of the mount in the end.

Although your ideas are well organized, you need to improve your pronunciation.

Even though I have been learning painting for over ten years, I have not been able to achieve perfection.

7. Idea expressing **result** is associated with conjunctions – so --- that.
The athlete ran so fast that he reached the winning line in 30 seconds.
8. Idea of **purpose** is expressed with conjunctions - so that, in order that
People work hard so that they can earn money for a dignified living.
We eat in order that we may live.
9. **Comparison** is linked with – than, as---as
Your essay is better than mine. (is)
I think the Pacific ocean is as deep as the Atlantic Ocean. (is)

Exercise 2: Spot the coordinating conjunctions in the sentences below:

1. The bird perched on the branch of a tree and ate up the worm.
2. Food was very well prepared but it was not hot enough.
3. My grandmother has no teeth, so she cannot chew carrots.
4. Keep off the grass otherwise; the gardener will shout at you.
5. When my parents are away, I prepare my own food or eat out.

Interjections

A word, which expresses a sudden and intense feeling of surprise, joy, fear, sadness is interjection. The exclamation mark put after it indicates. (Ah! Hurrah! Well! Dear! Oh!) Interjection is not grammatically connected with the rest of the sentence.

Hurrah! We have won the match.

Answers

Exercise 1:

1. but 2. and 3. so 4. neither-nor 5. so

Exercise 2:

1. and 2. But 3. So 4. Otherwise 5. when