

There are several types of linking devices: coordinating conjunctions, subordinating conjunctions and transitions.

An **independent clause** is a group of words containing at least a subject and a verb that can stand alone as a sentence.

1. It was raining heavily. (IC)
2. When it started raining. (DC)

### A) Coordinating Conjunctions:

A **coordinating conjunction (FAN BOYS)** is used to combine two independent clauses and the resulting sentence is called a **compound sentence**. A coordinating conjunction is preceded by a comma.

Ex1. It was raining heavily, **so** we took a cab.

Ex2. We can't go out, **nor** can we stay home.

### **COMPARE:**

She rushed to the airport **but** couldn't get there in time to catch her flight.

### Nonacademic style

► We were going to go to the Halloween party. **But** we didn't know what time it started.

*Make it academic, please.*

### FANBOYS

1. Monday is a holiday, **for** it is Labor Day. (*cause*)

2. Monday is a holiday, **and** Tuesday is a holiday. (*addition*)

3. Monday isn't a holiday, **nor** is Tuesday a holiday. (*choice*)

(Note: When you use nor in this way, you must use question word order after it.)

4. Monday is a holiday, **but** Tuesday is not a holiday. (*difference*)

5. We'll celebrate the holiday on Monday, **or** we'll celebrate it on Tuesday. (*choice*)

6. Monday is a holiday, **yet** Tuesday isn't a holiday. (*difference*)

7. Monday is a holiday, **so** we don't have to go to school. (*result*)

### B) Subordinating Conjunctions:

These are conjunctions that precede dependent clauses and link them with independent clauses to form **complex sentences**. There are mainly two types of dependent clauses: *adverbial clauses* and *adjective clauses*.

#### **i- Adverbial Clauses:**

An adverbial clause is a dependent clause preceded by a subordinating conjunction, and functions as an adverb. Adverbs typically answer the questions: *when? where? or why?* in a sentence.

Example: When I arrived at the railway station, the train had already left.

There are several types of subordinating conjunctions used in adverbial clauses:

Function	Subordinator
Time	after, as, before, since, when ...
Causation	because, since
Place	where, wherever
Contrast	although, even though, whereas ...
Condition	unless, if

A comma is used only when the dependent clause **begins** a sentence. Consider the following examples:

1. **Because he was sixty-five**, he was forced to retire.
2. He was forced to retire **because he was sixty-five**.

#### **ii- Relative (Adjective) Clauses:**

I need to buy my friend a present **that is nice and reasonable in price**.

The dependent clause here is related to the noun it modifies, 'present', by the pronoun 'that', so we call it a **relative pronoun** and the clause is a **relative clause**. It is also called an **adjective clause** because it describes a noun.

Relative pronouns are: **that** and **which** (for things), and **who**, **that**, **whom** (for people). COMPARE:

1. My mother, **who has been teaching Arabic for 30 years**, has finally retired.

2. My English teacher **who taught me in my first schooling years** is the reason why I like English.

### C) Transitions:

Transitions are linking words that serve to connect independent sentences. Transitions can appear at the **beginning** of a sentence, in the **middle**, or at the **end**. Wherever they appear, they are set off from the rest of the sentence by commas.

1. A tourist coming to visit Damascus would find so many attractions. **For example**, the Umayyad Mosque is a masterpiece of Islamic architecture.

2. The Umayyad Mosque, **for example**, is a masterpiece of Islamic architecture.

3. The Umayyad Mosque is a masterpiece of Islamic architecture, **for example**.

### Task 1

*Combine the following pairs of sentences with an appropriate coordinating conjunction. Make sure to use a comma between the sentences. For some sentences, more than one correct answer is possible.*

- a. I was overloaded with work. I didn't go to the party.
- b. You can watch a movie at night. You can listen to music at night.
- c. My brother loves to celebrate when he passes his exams. He is far too busy to celebrate it this year.
- d. The roses in the garden are dying. They are not getting enough water.
- e. My photograph is not particularly good. It is not too

bad to use for the passport.

**Task 2**

Combine the following pairs of sentences by making one an adverbial clause. Vary the position of the adverbial clause and use a comma when necessary.

- a. The 17<sup>th</sup> of April is Syria’s Day of Independence. We do not have to go to work.
- b. Fireworks are always used for celebrations on New Year’s Eve. I do not like them.
- c. There will be too many people in the world. People keep having babies.
- d. I was on the phone. My friend came for a visit.

**Task 3**

Combine the following pairs of sentences by making one of them an adjective clause. Make sure to place it immediately after the noun it modifies and use commas if needed.

- a. I went to visit an old friend of mine. My friend is in hospital.
- b. We all went to the airport to receive my brother. He has been studying abroad for four years.
- c. My mother is fond of classical music. My mother is going to a concert tomorrow evening.
- d. We all celebrated Jane’s birthday in a restaurant. It was the only place we could all meet freely.

**Task 4**

Connect the following pairs of sentences by using a suitable transitional word. Use appropriate punctuation marks.

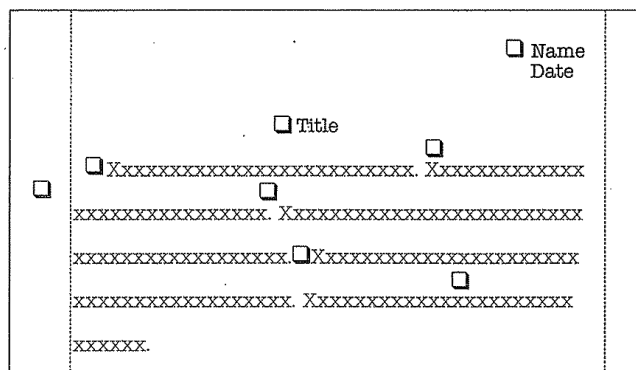
- a. Egypt has many kinds of attractions for tourists. There are the Pyramids, the Sphinx, the Royal Cemetery, and many other historical sites.
- b. He had drunk too much last night. He woke up this morning with a hangover.
- c. It is dry in Syria in the summer. It is wet in the summer in India.
- d. If you want to have a good holiday, you could go away with friends. You need to come back home by the end of next week.

**NOTE:**

Concluding sentences usually start with a transition, such as *all in all*, *in conclusion*, *in short*, or *in summary*.

**Paragraph Format**

1. Put your name and the date in the upper righthand corner.
2. Center your title on the next line.
3. Indent the first sentence by using the tab key or by going in five spaces to the right.
4. Start each sentence with a capital letter.
5. End each sentence with a period, a question mark, or an exclamation point.
6. Begin each sentence where the previous sentence ends.
7. Write on every other line. This is called double-spacing.
8. Put margins of about one inch on each side of the paper.



**Paragraph Checklist**

Use this paragraph checklist as a reminder of everything that you need to have in a paragraph. Check off (✓) the items that are true. If any of the items are *not* checked off and you need them, correct your paragraph and then complete the checklist.

**CONTENT**

What does the body of the paragraph consist of? (Check all that apply.)

- a. facts .....
- b. examples .....
- c. an illustration based on personal experience .....

**ORGANIZATION**

- 1. Is there a topic sentence that contains the main idea of the paragraph? .....
- 2. Does the topic sentence have a topic and a controlling idea? .....
- 3. Are there any major supporting sentences? .....
- 4. Are some of the major supporting sentences explained by minor supporting sentences? .....
- 5. What does the concluding sentence do? (Check one.)
  - a. restates the topic sentence .....
  - b. summarizes the main points of the body of the paragraph ...

**MECHANICS**

- 1. How many coordinating conjunctions are used in the paragraph? \_\_\_\_\_
- 2. Are commas used correctly with coordinating conjunctions? .....

**HOMEWORK**

Choose **ONE** of these assignments:

1. Choose another holiday in your country and write about it.
2. Explain how your family celebrates a certain holiday.
3. Write about a holiday celebration that you remember.
4. Make up a new holiday and explain how to celebrate it.