



## Period V

# Grammar: Prepositions, Conjunctions, and Interjections

### Learning Objectives

Upon completion of this topic, learners will:

1. establish that a prepositional phrase consists of a preposition and a noun or pronoun,
2. distinguish prepositions with their objects from adverbs,
3. pinpoint coordinating, subordinating, and correlative conjunctions,
4. properly use conjunctive adverbs, and
5. demonstrate that interjections express feelings or emotions.

### PREPOSITIONS, CONJUNCTIONS, AND INTERJECTIONS

In previous grades/units, we have read about **prepositions**, **conjunctions**, and **interjections**. Let us revise.

Read the following sentences and identify **prepositions**, **conjunctions**, and **interjections**.

1. The dog was on the bridge when it saw its reflection in the river-water.
2. Having finished my work quite early, I proceeded to my friend's house.
3. He made several attempts but he could not reach the mountain peak.
4. We can either play chess or enjoy a movie.
5. Oh! I have left my wallet at my house.
6. Eh! Say that again.

As you can make out,

- in sentence 1., **on** determines some relation between *was* and *the bridge*, and **in** indicates a relation between *reflection* and *the river-water*; and in sentence 2., **to** relates *proceeded* and *my friend's house*. So they are **prepositions**. **Prepositions**

are the words which, when placed before **nouns** or **pronouns**, establish their relationship with other words of the sentence.

- in sentences 3. and 4., **but** and **either-or** join two clauses *He made...* and *he could...*; and two phrases *play chess* and *enjoy a movie* respectively. So they are **conjunctions**. **Conjunctions** are the connecting words that join other words, phrases or clauses of the same sentences.
- in sentences 5. and 6., **Oh** and **Eh** express despair and surprise respectively. So they are **interjections**. **Interjections** are suddenly uttered words which are capable of expressing various strong feelings or moods of a speaker.

Let us read about **prepositions, conjunctions** and **interjections** in detail.

## A. Prepositions and Prepositional Phrases

### (i) Prepositions

- We have seen above that a **preposition** is a word placed before a **noun** or a **pronoun** to show its relation to some other word in the sentences; as—
  1. He works hard *in* the hope *of* standing first.
  2. The loss *of* her son kept preying *upon* her mind.
- The **noun** or **pronoun** before which a **preposition** is placed is its *object*. It is in the *objective case* and is said to be governed by the **preposition**; as—
  1. This pen is **for** *him*. (*not he*)
  2. He has no belief **in** *me*. (*not I*)
  3. We waited **for** *them*. (*not they*)
- Sometimes a **preposition** follows the *object*; as—
  1. Here is the pen *that* you were looking **for**. (the *relative pronoun that* is the *object*)
  2. *What* are you driving **at**? (the *interrogative pronoun what* is the *object*)
- Position of a **preposition** in regard to *who* or *whom*; as—
  1. *Who* are you speaking **to**?
  2. **To** *whom* are you speaking?

Both of these sentences are correct.

- When the **preposition** is used with the **infinitive** it is placed at the end of the sentence; as—
  1. This ball is *to play* **with**.
  2. Do you have a friend *to rely* **on**?
  3. I have no money *to help* you **with**.

### *Kinds of Prepositions*

**Prepositions** are of *five* kinds—

**1. Simple Prepositions;** as—

- after, at, by, down, in, of, over, to, up, with, through, for, on, off, till, out, etc.

**2. Compound Prepositions;** as—

- about, across, against, before, beside, into, until, within, etc.

**3. Double Prepositions;** as—

- from among, from beneath, from under, out of, etc.

**4. Participial Prepositions;** as—

- considering, accepting, notwithstanding, regarding, etc.

**5. Phrasal Prepositions;** as—

- along with by way of by virtue of,
- instead of on account of in the event of,
- on behalf of, etc.

**1** Identify the various kinds of *prepositions* appearing in the following paragraph and write your answers in your notebook against the correct number.

1. The excitement of the moment had gone and I felt pain in my body and failure in my heart. 2. Almost every part of me seemed to ache, considering I was covered all over with wounds and marks of blows. 3. Fortunately, I was not hurt in any vital spot, but many of my companions were not so fortunate and were badly injured. 4. My friend, standing beside me, had offered a much bigger target being six feet in height, and the injuries he had received then resulted in a painful and persistent malady which prevented him for a long time from straightening his back or leading an active life. 5. I pulled through, perhaps, on a somewhat greater concern towards my physical condition apart from my endurance level. 6. But the memory that endures with me, in addition to that of the beating itself, is that of the faces of the policemen who were attacking us. 7. Most of the real beating and battering was done by the European sergeants, the Indian rank and file having been milder in their methods. 8. And those faces were almost mad with hatred and full of blood-lust; and without a trace of sympathy or touch of humanity! 9. Probably, the faces on our side at that moment were equally hateful to look at, for the fact that we were not only passive but were also at the receiving end, did not fill our minds and hearts with love for our oppressors. 10. And yet, we had no grievance against one another that was personal, no ill-will that could last long.

### Prepositions and Relationships Expressed by them

See the following chart to learn the relationships expressed by various prepositions.

Prepositions	Relationship with respect to
• in, on, at, before, beside, to	place
• in, on, at, within, during	time
• from, behind, into, onto, towards, through	direction
• by, with, of	agency
• by, with, without	manner
• for, of, from, with	reason or purpose
• at, for, by	rate or value

**2** Fill in the blanks with the correct *prepositions* choosing from those given in the brackets and write your answers in your notebook against the correct blank numbers.

- The rose plant is grown \_\_\_\_\_ the marigold plant in the nursery.  
(on, across, beside)
- Mount Kenya is located \_\_\_\_\_ the former Eastern and Central provinces of Kenya. (on, by, in)
- No progress was made in the Indian society \_\_\_\_\_ the dark ages.  
(in, during, at)
- My father returned from his official tour \_\_\_\_\_ Sunday.  
(at, before, on)
- You cannot complete this task \_\_\_\_\_ my help. (of, by, without)
- Our letters and parcels are delivered \_\_\_\_\_ the postman.  
(with, of, by)
- It is impossible to live in the materialistic world \_\_\_\_\_ money.  
(with, before, without)
- The city gets its supply of water \_\_\_\_\_ this river.  
(with, in, from)
- You shall be punished \_\_\_\_\_ your misbehavior.  
(with, from, for)
- In these difficult times, every commodity is selling \_\_\_\_\_ a premium. (for, at, from)

### ACTIVITY 1

**TARGETED COMPETENCIES:** Grammar and Communication Skills

Discuss in groups that **prepositions** perform the important task of relating words in a sentence; they show relationships between separate things, including location, direction, cause and possession.

## Common Use of Some Prepositions

### 1. At, In

(a) **At** is used with the names of small *towns* and *villages*; similarly **in** is used with the names of *big cities* and *countries*; as—

- He was born **at** Totota **in** Bong County, Liberia.
- We settled **at** Washington, D.C. *in* the US.

(b) **At** is used for a *point of time* while **in** is used for a *period of time*; as—

- I shall see you **at** 6 o'clock **in** the evening.
- I shall return **in** four days.

We say **in** the morning (evening or afternoon), **at** night, **at** dawn, **at** day break, **at** noon etc.

(c) Both **at** and **in** are used in speaking of things *at rest*; as—

- I am sitting **at** my desk.
- She is sleeping **in** her room.

### 2. After, In

When **after** and **in** denote *time*, the former refers to the *past* and the latter to the *future*; as—

- He came back **after** a year. (*Past*)
- I shall return your pen **in** a month. (*Future*)

Both **after** and **in** refer to the expiry of the time.

### 3. After, Behind

**After** refers to *time*, *order* or *position*; while **behind** refers to place; as—

- You came **after** 10 A.M. and stood **behind** the wall.
- We ran **after** the thief.

### 4. Between, Among

**Between** is used for *two persons* or *things*; **among** for *more than two*; as—

- His property was divided equally **between** his two sons.
- Distribute these mangoes **among** all the boys.

### 5. In, Into

**In** shows *rest within*, **into** shows *motion/movement inwards*; as—

- There are twenty desks **in** the room.
- He jumped **into** the river.

### 6. In, Within, Before

**In** shows the *end of a period of time*; **within** shows the *period before the end of a period of time*; **before** refers to the *time before a point of time*; as—

- I shall write to you **in** a week. (*during the week or immediately at the end of the week*)
- I shall write to you **within** a week. (*before the expiry of a week*)
- I shall finish this book **before** March next.

### 7. On, Upon

Virtually speaking, there is no explicit difference between **on** and **upon**. However, **upon** is more formal; as—

- The books are lying **on** the table.
- The king sat **upon** the throne.

**On** shows *rest*; **upon** shows *movement*; as—

- He fell **on** the floor. The cat sprang **upon** the rat.

### 8. Since, For, From

**Since** refers to a *point of time*. **For** refers to a *period of time*. They are used in some forms of the **Perfect Tense** only. **From** is used for a *point of time* in any tenses; as—

- I have been ill **since** Monday last.
- I have not heard from you **for** a long time.
- He has been working in this office **for** five years.
- I shall wait for you **from** Monday to Friday.
- He plays **from** morning till evening.

If **since** joins two clauses, we use **present perfect tense** before it (**since**) and **simple past tense** after it (**since**). However, we must keep in mind that **since** is not a **preposition** but a **conjunction**; as—

- Mohan has grown fat **since** he married.

### 9. Beside, Besides

**Beside** means *by the side of*; **besides** means *in addition to*; as—

- He was sitting **beside** his mother.
- **Besides** being punished, he was fined.

### 10. By, With

**By** refers to *the doer or the agent*; **with** shows *the instrument*; as—

- He was stabbed **by** his enemy **with** a dagger.
- He beat me **with** a stick.

Also study the following sentences:

- (a) • She sat **by** her mother. (*near*)  
 • I travelled **by** myself. (*alone*)  
 • What is the time **by** your watch? (*according to*)  
 • I am a Christian **by** religion. (*in respect of*)
- (b) • I rise *with* the sun.  
 • *With* all your shortcomings, I love you.

### 11. Till, By

**Till** means *upto*. **By** means *not later than*. We use **by** for the *means of conveyance* also; as—

- I shall wait for you **till** 5 P.M.
- I shall come back **by** 7 o'clock.
- I went to my office **by** car.

### 12. Over, Above, Under, Below

**Over** is the opposite of *under*. **Over** implies the *relation of highest in a higher position*; as—

- The sky is **over** our heads.
- My house is **above** the road.
- The bullocks are tethered **under** a shady tree.
- He is **under** the thumb of his wife.
- His head is **above** water.
- He is **below** me in the class.

## Revision of Prepositions in Common Use

### A. Prepositions of Time

- **At**—at sunset, at noon, at dawn, at 10 o'clock, at Felabration, at Lake of Stars
- **On**—on Friday, on 25th April, on Sunday morning
- **In**—in an hour, in March, in the morning, in the evening
- **During**—during holidays, during the war
- **By**—by 7 o'clock, by Monday
- **For**—for ten days, for two hours
- **Since**—since morning, since 1995, since 8 o'clock

### B. Prepositions of Travel and Movement

- **By**—by bus, by train, by airplane
- **On**—on foot, on bike, on horseback
- **From**—from home to school

### C. Prepositions of Place

- **At**—at a small village, at a certain point, at home
- **In**—in a city, in a country, in an enclosed space

**REMEMBER...**

- **Preposition** is a word used before a **noun** or **pronoun** to show place, position, time or method, and to express a relation to another word or element.

**Where Prepositions are omitted****Incorrect**

1. I *wrote* him yesterday.
2. He does not *attend* his lesson.
3. I *looked* his face.
4. They *played* cards.
5. I *asked* a ticket.
6. Who is *knocking* the door?
7. Eyes are to *see*.
8. They *waited* me.
9. Why don't you *listen* me?

**Correct**

- I *wrote* **to** him yesterday.  
 He does not *attend* **to** his lesson.  
 I *looked* **at** his face.  
 They *played* **at** cards.  
 I *asked* **for** a ticket.  
 Who is *knocking* **at** the door?  
 Eyes are to *see* **with**.  
 They *waited* **for** me.  
 Why don't you *listen* **to** me?

**Where Prepositions are not required****Incorrect**

1. Do not *shirk* **from** work.
2. He resembles **with** his father.
3. She *loves* **with** her children.
4. Why do you *fear* **from** me?
5. We *entered* **into** the hall.
6. We *reached* **at** the station in time.
7. I *told* **to** him to go there.
8. They *ascended* **up** the hill.
9. I shall *resign* **from** my post.
10. Please *sign* **on** this paper.
11. She *asked* **from** me what I was doing.
12. I shall *pass* **in** the examination.
13. I have *ordered* **for** books.
14. The police *investigated* **into** the matter.
15. Will you *accompany* **with** me to the bazaar?

**Correct**

- Do not *shirk* work.  
 He *resembles* his father.  
 She *loves* her children.  
 Why do you *fear* me?  
 We *entered* the hall.  
 We *reached* the station in time.  
 I *told* him to go there.  
 They *ascended* the hill.  
 I shall *resign* my post.  
 Please *sign* this paper.  
 She *asked* me what I was doing.  
 I shall *pass* the examination.  
 I have *ordered* books.  
 The police *investigated* the matter.  
 Will you *accompany* *me* to the bazaar?



**3 Correct the following and rewrite in your notebook.**

1. He died from cholera.
2. I prevented him to do this.
3. They invited me for tea.
4. I refrain to tell a lie.
5. He is ill since four days.
6. He is married with my cousin.
7. I shall inform this to the police.
8. I am confident to win.
9. She resembles with her mother.
10. I am not envious about his success.

**4 Fill in the blanks with appropriate prepositions and write your answers in your notebook.**

1. I prefer tea \_\_\_\_\_ coffee.
2. I agree \_\_\_\_\_ you.
3. His failure is due \_\_\_\_\_ his carelessness.
4. Do not be hard \_\_\_\_\_ your servants.
5. Do you approve \_\_\_\_\_ my design?
6. He was the best \_\_\_\_\_ men.
7. She was sorry \_\_\_\_\_ her behavior.
8. Why did your mother send \_\_\_\_\_ you?
9. He is in search \_\_\_\_\_ a job.
10. He is afraid \_\_\_\_\_ going there.

**5 Fill in the blanks with the prepositions given and write your answers in your notebook. You may use a given preposition as often as necessary.**

*with, of, at, to, into, for, on, out*

1. It is you who are to blame \_\_\_\_\_ your mistakes.
2. Here is a blanket to cover your body \_\_\_\_\_.
3. I am afraid there are more troubles in store \_\_\_\_\_ you.
4. There is no use relying \_\_\_\_\_ her promises anymore.
5. It was your advice which helped me \_\_\_\_\_ of this trouble.
6. Your words only add \_\_\_\_\_ my grief.
7. Children are fond \_\_\_\_\_ sweets.
8. I shall be happy to share this food \_\_\_\_\_ you.
9. Whenever he is \_\_\_\_\_ need, he comes to me \_\_\_\_\_ money.
10. Yesterday our teacher got very angry \_\_\_\_\_ a student.
11. No evil can happen \_\_\_\_\_ a good man.
12. She put the money \_\_\_\_\_ my pocket.
13. The train is arriving \_\_\_\_\_ platform no. 5.
14. I always prefer walking \_\_\_\_\_ riding.

15. I am not accustomed \_\_\_\_\_ such hardships.
16. All were astonished \_\_\_\_\_ her failure in the examination.
17. Mount Kilimanjaro is famous \_\_\_\_\_ its beauty.
18. I am grateful \_\_\_\_\_ you for all that you have done for me.
19. Dr Sheikh is no authority \_\_\_\_\_ law.
20. The parents were disgusted \_\_\_\_\_ the performance of their daughter in the examination.
21. You are not capable \_\_\_\_\_ defeating him. Why do you take a chance?
22. The captain was astonished \_\_\_\_\_ the decision given by the referee.
23. Be contented \_\_\_\_\_ what you have. You should never grumble at all.
24. We are eagerly looking \_\_\_\_\_ your arrival at home.
25. The monitor informed the principal \_\_\_\_\_ the mischief Salma had done in the class.

## ACTIVITY 2

### TARGETED COMPETENCIES: Teamwork and Grammar Skills

Identify the **prepositions** in sentences. Also name the kind of each **preposition** you identify and point out the **relationships** by the **preposition** and the type of **relationship** shown.

### 6 Identify the *prepositions* used in the following story and write your answers in your notebook.

Once, there was a king who was very fond of listening to stories. He would ask everybody in his kingdom — his courtiers, visitors, subjects — to tell him stories. He had heard hundreds of stories but was never satisfied with any. He wanted to hear more and more stories from different lands, by different people, about different things, and told in different ways. He was, indeed, a guzzler for stories.

One day, he declared a prize of half of his entire treasure to the person who would tell him a never-ending story. However, there was a catch! One who failed attempting such a story would be hanged at the country square.

Many came to seek a fortune and lost their lives. In spite of this, men across nations kept trying their luck for the sake of the big prize, and the mad rush concerning the fortune only grew.

Then, came Ali Zafar on the scene.

The king had become extremely anxious by now. He was fed up of putting men to death and was desperate to find a story teller who would meet his challenge. He secretly wished that this be the man he had been waiting for.

So, Ali began his story...

“Once, in a village by a river, there was a young man who led a simple routine life and was very thankful to God. He decided to count the number of days he was blessed with to spend on the earth, and to thank God every day for his life. So, he woke up early in the morning, took a dip in the river that flowed by, plucked a flower from the bank and offered it to Christ in the church. He then worked through the day and tired to his bones by night fall, lay down on the mat and went off to sleep but not before marking day one and thanking God for his life. Next day, he again woke up .....

Ali had barely counted day two when the king jumped down his throne and joined him in a chorus, “next day, he again woke up early in the morning .....

So, the long-awaited, never-ending story was finally there.

The king not only gladly handed over half his treasure, as promised, to Ali but also married his beloved daughter to him and they all lived happily ever after.

Let us discuss **prepositional phrases**.

### (ii) Prepositional Phrases

In previous grades, we have read about the **prepositional phrase**, a combination of a **preposition** and its object a **noun/pronoun**. Let us revise.

Read the following and identify the **prepositional phrases**.

□ in the class □ at 9 o'clock □ for me □ nice man

As you can make out,

- first three phrases are **prepositional** ones as each of them consists of a **preposition**, and a **noun** or a **pronoun**.

Now observe the following table.

<b>Prepositional phrase (underlined)</b>	<b>Pre-position</b>	<b>Object</b>	<b>Functioning as</b>	<b>Question answered</b>	<b>Part of Speech modified</b>
1. The book is <u>on the table</u> .	on	table	an adjective	which one?	book—noun
2. I am going <u>to school</u> .	to	school	an adverb	where?	going—verb
3. He speaks <u>in a loud manner</u> .	in	manner	an adverb	how?	speaks—verb
4. She is leaving <u>in the morning</u> .	For	US	an adverb	when?	leaving—verb



- He fought bravely. (**adverb:** *bravely*)
  - He fought very bravely. (**adverb phrase:** *very bravely*)
1. She walked with a slow speed.
  2. He came to this place.
  3. You were talking at that time.
  4. They visit this city every now and then.
  5. Are you coming just now?
  6. Wait silently and patiently.
  7. It is raining heavily.
  8. Everything went on surprisingly well.
  9. The teacher asked the students to fill in the evaluation forms very carefully.
  10. We finished our task quite easily.
  11. She sings very beautifully.
  12. Beside the river there were many trees.
  13. The airplane flew over the houses.
  14. Start your work from this time.
  15. He always talks noisily.
  16. Everything was decided then.
  17. He told me this to my face.
  18. This magazine is published fortnightly.
  19. He viewed the things with great foresight.
  20. He came here.

### (iii) Telling Prepositions and Adverbs Apart

We have seen that a **preposition** always governs a **noun** or **pronoun**, and that an **adverb** governs actions. Let us discuss.

Read the following sentences.

1. The kite came *down*. (**adverb**)
2. Momolu came *down* the hill. (**preposition**)
3. The plant went *up*. (**adverb**)
4. She went *up* the hill. (**preposition**)

As you can make out,

- in sentences 1. and 3., the **adverbs** *down* and *up* govern **verbs** (actions) *came* and *went* respectively. So here *down* and *up* are **adverbs**.
- in sentences 2. and 4., the **prepositions** *down* and *up* govern the **noun** *hill*. So here *down* and *up* are **prepositions**.

#### MARK THIS...

- A **preposition** governs a **noun** or **pronoun**.
- An **adverb** governs a **verb**.

**9 Identify the *prepositions* and *adverbs*. Write your answers in your notebook.**

1. She could not come before.
2. He has not come since yesterday.
3. He returned after a week.
4. The troops moved on.
5. She jumped off the bus.
6. The children are in the room.
7. The bird came down.
8. He came day before yesterday.
9. I have not seen her since.
10. He arrived soon after.
11. The cat is on the table.
12. A few spokes of the wheel came off.
13. She came in.
14. The bird came down the tree.
15. They drove through an hour ago.
16. She stood outside the house.
17. They went outside and played.
18. He drove through the forest.
19. He went up the track.
20. The plane went up.

**10 In each of the following sets, identify the *propositions/ adverbs*. Write your answers in your notebook.**

1. (a) The plane flew above the clouds.  
(b) The heavens are above.
2. (a) The policeman ran after the thief.  
(b) He reached soon after.
3. (a) He ran as fast as he could.  
(b) He behaves as a fool.  
(c) I am as tall as him.  
(d) Do as you please.
4. (a) She stood before the mirror.  
(b) I have seen him before.
5. (a) None but the rich enjoy this privilege.  
(b) He is but a child. (meaning only)
6. (a) She is not like him.  
(b) Does he always behave like he is behaving today?
7. (a) His school is near his house.  
(b) She came near.
8. (a) The sun is over head.  
(b) The car turned over.

9. (a) Turn it round.  
(b) The earth moves round the sun.
10. (a) He went up the stairs.  
(b) The prices are going up.

### ACTIVITY 3

**TARGETED COMPETENCIES:** Teamwork and Grammar Skills

Let the learners be divided in three groups. The first group will say a sentence. The second group will identify the **preposition/prepositional phrase/adverb phrase/adverb**. The third group will write the sentence and the word/phrase identified.

### WRITING 1

**TARGETED COMPETENCIES:** Writing and Grammar Skills

**Write how you spent your Sunday. Also underline the prepositional phrases you have used in your write-up.**

*Example:*

...I finished my project which had been pending for a long time.  
As soon as I finished my work, my uncle with his family arrived...

### B. Conjunctions

We know that **conjunctions** join words, phrases or clauses. In the previous unit, we saw how **conjunction** joined two words/phrases and two clauses. Before we move further, let us do an exercise.

**11 Identify the conjunctions and write your answers in your notebook.**

1. Time is very important and precious.
2. It is rightly said that time is wealth.
3. The truth in this saying is obvious for wealth depends on the proper use of time.
4. We should perform our tasks regularly and punctually.
5. There is a need to utilize our opportunities as they rarely come by again once they are missed.
6. The man who wastes his time, cannot succeed in his endeavors.
7. Lost wealth can be recovered but lost time is never recovered.
8. As we discuss the importance of time, the remark of Chesterfield assumes great significance and relevance—it is an undoubted truth that the less one has to do, the lesser he finds time to do it.
9. One yawns; one procrastinates; one can do it when one wills; so one seldom does it at all!
10. William Cowper rightly observes that the lapse of time and the flow of a river are the same—both speed up their journey in restless stream.

## I. Kinds of Conjunctions

On the basis of the sense expressed and the types of clauses joined, **conjunctions** are classified under three broad categories: 1. Coordinating Conjunctions, 2. Subordinating Conjunctions, and 3. Correlative Conjunctions.

### 1. Coordinating Conjunctions

**Coordinating conjunctions** are those words which join two or more phrases/words or clauses of equal rank/status.

1. *My friend* **and** *his brother* remained in exile for fourteen years. (two phrases joined by **and**)
2. *My friends come to see me every day* **but** *I rarely visit them.* (two independent clauses joined by **but**)
3. The host treated the guests *cordially* **and** *amiably.* (two words joined by **and**)

**And, for, but, still, or, else, also, yet, either-or** and **neither-nor** are the commonly used **coordinating conjunctions**. They are further subdivided into four kinds:

- (a) Cumulative or Copulative Conjunctions
- (b) Adversative Conjunctions
- (c) Disjunctive or Alternative Conjunctions
- (d) Illative Conjunctions

#### (a) Cumulative/Copulative Conjunctions

These are the additive words which simply combine one statement with another. **And, both-and, as well as, no less than, not only... but also,** etc., are **conjunctions** of this category.

1. The mother fondled her child **and** the child cried in joy.
2. The officer issued an order **and** the employees carried it out.

#### (b) Adversative Conjunctions

These **conjunctions** combine two statements expressing opposing or contrasting sense. **Yet, but, still, only, however, while, whereas, nevertheless,** etc., are **adversative conjunctions**.

1. He made his best efforts **but** failed in his endeavor.
2. The pianist was playing at high decibels, **yet** I could hear the cry that came from outside.

#### (c) Disjunctive/Alternative Conjunctions

**Disjunctive** or **alternative conjunctions** express a choice between two options. **Either-or, neither-nor, otherwise, or, else,** etc., are **alternative conjunctions**.

1. **Either** the candidate will fulfill all the conditions **or** his candidature shall be rejected.



2. **Neither** was the girl allowed to study further **nor** was she married off.

**(d) Illative Conjunctions**

**Illative Conjunctions** express inference or conclusion. **Therefore, so, for, hence**, etc., are **illative conjunctions**.

1. Winters have set in, **therefore**, we need woolen clothes.
2. Your examination is quite close, **hence** you need to work very hard.

**12** Fill in the blanks with *coordinating conjunctions* of the kind mentioned in brackets and write your answers in your notebook against the correct black numbers.

1. She is \_\_\_\_\_ intelligent \_\_\_\_\_ hardworking. (*Cumulative*)
2. He must work hard \_\_\_\_\_ he may not pass the test. (*Alternative*)
3. Momolu, \_\_\_\_\_ Sim, is making an effort to win the trophy.  
(*Cumulative*)
4. The rains have arrived, \_\_\_\_\_ we must prepare to brave waterlogged roads. (*Illative*)
5. He was immersed in mobile games \_\_\_\_\_ his family watched TV.  
(*Adversative*)
6. There's a nip in the air, \_\_\_\_\_ you should drape a stole on your shoulders. (*Illative*)
7. He had been warned of the danger lurking there \_\_\_\_\_ he went ahead. (*Adversative*)
8. My cousin \_\_\_\_\_ her friend is very quick-witted. (*Cumulative*)
9. They are \_\_\_\_\_ right \_\_\_\_\_ they are pretending to be so.  
(*Alternative*)
10. Allow me to lend a helping hand \_\_\_\_\_ the work is demanding.  
(*Illative*)

**13** Join the following sets of sentences using suitable *coordinating conjunctions* from the brackets and write your answers in your notebook.

1. (a) The old woman was begging in the street.  
(b) She had no money for buying food. (*and/as*)
2. (a) Sam likes to play chess.  
(b) John likes to play cards. (*whereas/and*)
3. (a) It is already very late at night.  
(b) We should immediately return to our homes. (*therefore/still*)
4. (a) Elizabeth takes part in all co-curricular activities.  
(b) Robin takes part in all co-curricular activities.  
(*as well as/but*)
5. (a) The man has broken the law.  
(b) He shall be punished accordingly. (*hence/for*)

6. (a) Rosy was washing her clothes.  
(b) Her sister was knitting a sweater. (*either-or/while*)
7. (a) Anne had great interest in useless gossip.  
(b) Angel had great interest in useless gossip.  
*(both-and/whereas)*
8. (a) The boys were happy to play.  
(b) The girls were not happy to play. (*nevertheless/but*)
9. (a) The fog reduced visibility.  
(b) Many trains and flights were delayed. (*hence/or*)
10. (a) She is poor.  
(b) She is contented with whatever she has. (*and/still*)

## 2. Subordinating Conjunctions

**Subordinating Conjunctions** join the main clauses with their respective dependent/subordinate clauses.

1. She said **that** she was not keeping good health.
2. They went to the library **after** they were free from their classes.
3. The horse is limping **because** one of its legs got injured.
4. I returned to the place **as** I had forgotten my football there.

### **Kinds of Subordinating Conjunctions**

On the basis of the sense they convey, **subordinating conjunctions** are categorised as:

- (a) Subordinating Conjunctions of Time
- (b) Subordinating Conjunctions of Place
- (c) Subordinating Conjunctions of Purpose
- (d) Subordinating Conjunctions of Manner
- (e) Subordinating Conjunctions of Condition
- (f) Subordinating Conjunctions of Comparison
- (g) Subordinating Conjunctions of Contrast
- (h) Subordinating Conjunctions of Result
- (i) Subordinating Conjunctions of Cause

#### (a) *Subordinating Conjunctions of Time*

**Subordinating conjunctions** indicate time. **When, whenever, as soon as, before, after, since, while, as, as long as, till, until,** etc., are **subordinating conjunctions** of time.

1. Make hay **while** the sun shines.
2. The student is not supposed to attend his classes **until** he is allowed (to).
3. You need not worry about anything **as long as** I am with you.
4. The father had to pitch in **whenever** there was a quarrel between his sons.

(b) *Subordinating Conjunctions of Place*

**Conjunctions** of this category indicate place. **Where, wherever, whence**, etc., are the **subordinating conjunctions of place**.

1. Do you remember **where** we met the first time?
2. They will settle **where** they get employment.
3. I will follow you **wherever** you go.

(c) *Subordinating Conjunctions of Purpose*

These joining words indicate purpose. **So that, that, in order that, lest**, etc., are among the **subordinating conjunctions of purpose**.

1. Save some money for the future **so that** you do not face financial hardships.
2. Do not fall in the company of idle boys **lest** you should spoil your career.

(d) *Subordinating Conjunctions of Manner*

These connecting words refer to the manner of an action. **So far as, as, as though, as if, as-so**, etc., belong to this category of **conjunctions**.

1. 'As one gives **so** does one receive' is a common belief.
2. He lived his life **as** he wished.
3. **So far as** my knowledge about you is concerned, you are a mysterious man.
4. Why are you treating me **as if** I were your enemy?

(e) *Subordinating Conjunctions of Condition*

**Conjunctions** of this category indicate some condition. **If, unless, supposing, provided**, etc., are used as **subordinating conjunctions of condition**.

1. You will be called for an interview **if** you apply for this job.
2. They will not be allowed inside the seminar hall **unless** they have permission from the authorities.
3. I will keep my promise **provided** you fulfill yours.
4. **Supposing** they let you down, be assured of my assistance.

(f) *Subordinating Conjunctions of Comparison*

These **conjunctions** give a sense of comparison. **As-as, than, not so-as**, etc., are used as **subordinating conjunctions of comparison**.

1. Sheikh is more sincere **than** his sister.
2. Anne is not **so** brilliant **as** Nancy.
3. This medicine is **as** bitter **as** that one.

*(g) Subordinating Conjunctions of Contrast*

These **conjunctions** convey a sense of contrast. **Although, however, though, yet**, etc., are the **conjunctions** of this category.

1. **Though** the question paper was very difficult, I could solve it fully.
2. **Although** she had a high fever, she participated in the debate competition.
3. **However** costly petrol may be, we are compelled to buy it.
4. He was a paraplegic **yet** he managed to do all his chores himself.

*(h) Subordinating Conjunctions of Result*

**Conjunctions** of this category indicate result. **So-that, such-that**, etc., are the **conjunctions** of this category.

1. My father is **so** busy with his official work **that** he does not have time for anything else.
2. Some people behave in **such** a rude manner **that** all avoid their company.
3. The contestant was **so** ruffled by the outcome **that** he tried to manhandle the judges.

*(i) Subordinating Conjunctions of Cause*

These **conjunctions** indicate some cause. **Because, as, since, that**, etc., are used as **subordinate conjunctions of cause**.

1. David could not catch the flight **because** he did not reach the airport on time.
2. My brother will undoubtedly qualify any examination **as** he is quite capable.
3. Ayotunde was happy **that** Anaya had accepted his proposal.
4. **Since** it is likely to rain, you should carry an umbrella with you.

**KEEP IN MIND...**

- Some words are used both as **conjunctions** and **prepositions**. Such words include *for, before, till, after, since*, etc.
- Some words are used in the capacity of both **conjunctions** and **relative adverbs**. Such words include *why, how, where, when, however*, etc.

**3. Correlative Conjunctions**

You must have noticed, that some of the **subordinating** or **coordinating conjunctions** that you learnt were used in pairs. Such **conjunctions** are called **correlative conjunctions**:

- neither...nor
- although...yet
- so/such...that
- either...or
- both...and
- as...as
- not only...but also
- such...as
- not so...as

Now, let us learn something more **correlative conjunctions**:

1. no sooner...than (*subordinating conjunction of time*)
  - *No sooner* did we step out *than* it began to pour.
  - *No sooner* does the sun set *than* the birds begin to fly home.
2. hardly/ scarcely/ barely... when (*subordinating conjunction of time*)
  - *Hardly* had we boarded the train *when* it began to move.
  - They had *barely* escaped a collision *when* their vehicle overturned.

#### REMEMBER...

- **Conjunctions** are not linked or connected with objects.
- They, unlike **adjectives** or **adverbs**, never qualify or define a word.
- Some **conjunctions** are single words while others are paired words.

**14** Fill in the blanks with *suitable conjunctions* from the box and write your answers in your notebook.

- |  |
|--|
| <ul style="list-style-type: none"> <li>• so • either...or • if • until • so that • but • than</li> <li>• neither...nor • wherever • unless • otherwise • and</li> <li>• as well as • although • who(m)/that</li> </ul> |
|--|

1. Sam \_\_\_\_\_ his sister leaves for school at 6.30 A.M.
2. The injured motorist is responding well to the treatment \_\_\_\_\_ is recovering fast.
3. Strangely, the clerk was \_\_\_\_\_ in office \_\_\_\_\_ at home.
4. Baako is very clever, \_\_\_\_\_ no one can befool him.
5. Ayana speaks faster \_\_\_\_\_ she writes.
6. \_\_\_\_\_ you plan it yourself \_\_\_\_\_ let others do.
7. \_\_\_\_\_ you promise to repay it soon, I can lend you some money.
8. The farmers had not ploughed their fields \_\_\_\_\_ the sun set.
9. \_\_\_\_\_ you may go, I shall always be with you.
10. I shall not attend the function \_\_\_\_\_ I am invited.
11. Live well \_\_\_\_\_ you die well.
12. \_\_\_\_\_ the three friends were quite late, they managed to get tickets for the first show.
13. Hurry up \_\_\_\_\_ you will miss even the last bus to town.
14. God made man \_\_\_\_\_ man made boundaries.
15. The girl \_\_\_\_\_ I wanted to befriend is leaving the country for good.

**15** Complete the following story by providing the missing connectors. Write your answers in your notebook.

Once, the sun \_\_\_\_\_ the wind met under the sky. They chatted a while at first \_\_\_\_\_ soon entered into an argument.

The wind boasted \_\_\_\_\_ he was the mightiest of all \_\_\_\_\_ he could uproot trees \_\_\_\_\_ bring down tall structures in seconds. The sun blazed with anger \_\_\_\_\_ he was very proud of his power. He said \_\_\_\_\_ he could melt the snow \_\_\_\_\_ feed the rivers; he could evaporate all water \_\_\_\_\_ could char anything \_\_\_\_\_ everything to ashes.

\_\_\_\_\_ they could argue any further, a traveler, wearing a coat, appeared. \_\_\_\_\_ the sun \_\_\_\_\_ the wind agreed to test their power on him \_\_\_\_\_ make him take off his coat.

The traveler felt happy at first \_\_\_\_\_ the wind began to blow gently. \_\_\_\_\_ the wind showed its stormy fury, the traveler wrapped his coat tightly \_\_\_\_\_ hid himself behind a rock, feeling safe. The wind failed to make him take off his coat.

Now the sun came on the scene. \_\_\_\_\_ he began to shine, the traveler stepped out \_\_\_\_\_ started walking, warming himself up in the sun. Soon, the sun became \_\_\_\_\_ hot \_\_\_\_\_ the traveler sweated.

He took off \_\_\_\_\_ his coat, \_\_\_\_\_ his shirt, to escape the scorching heat.

The wind bowed his head in defeat.

#### ACTIVITY 4

**TARGETED COMPETENCIES:** Grammar and Teamwork Skills

Let the learners be divided in two groups. The learners will identify the different types of **conjunctions—coordinating, correlative and subordinating** from the text written on the board, or in a book/magazine, and provide examples.

**(Teacher's Note:** You can assign a passage from the book or write some text on the board.)

#### ACTIVITY 5

**TARGETED COMPETENCY:** Grammar Skills

The teacher will write sentences on the board omitting the **conjunctions** and have learners to supply the **conjunctions** to complete the sentences.

#### ACTIVITY 6

**TARGETED COMPETENCIES:** Grammar and Communication Skills

Let the learners be divided in two groups. One group has to be assigned a particular topic and the members of the other group discuss the functions of **conjunctions**.

## II. Conjunctive Adverbs

In the previous unit, we read about different **conjunctive adverbs** and their functions: *result, adding information, adding stronger information, unexpected result and condition*. Here we will read about *comparison, contrast and emphasis*.

Look at the table showing different **conjunctive adverbs** and their functions.

Comparison	Contrast	Emphasis
comparatively	contrarily	indeed
equally	conversely	in fact
likewise	however	
similarly	in comparison	
	in contrast	
	instead	
	on the other hand	
	rather	

### Comparison

When we state that two things are alike, we can use the **conjunctive adverbs** *comparatively* and *similarly*.

1. My mother is a teacher; **similarly**, my grandmother is a principal.
2. I am a singer; **comparatively**, my sister is a dancer.

When we state that two things are not just similar, but *equal*, we can draw a comparison using **conjunctive adverbs** like *equally* and *likewise*.

1. My grandmother chose the teaching profession; **likewise**, my mother too chose the same.
2. I am a singer; **equally**, my sister is also fond of singing.

### Contrast

Contrast is of two types known as **complete contrast** and **weak contrast**. In **complete contrast**, the two opposing things are total opposites. Here we use only the stronger of the **conjunctive adverbs**.

1. I have long hair; **in contrast**, she has short.
2. I love chocolates; **on the other hand**, my sister hates them.

3. She is terrible at math; **however**, her cousin is amazing at it, so she helps her.

In **weak contrast** the two clauses are opposing but are not complete opposites. Here we use only the weaker of the contrasting **conjunctive adverbs**.

1. She is terrible at math; **however**, she still likes it.
2. I wished to stay in bed all day; **instead**, I got up and went for an evening walk.

### Emphasis

If we want to place special emphasis on the second clause, we can use the **conjunctive adverb** *indeed* or *in fact*.

1. He never sees his relatives; **indeed**, he never speaks to them on the phone!
2. I am not fond of movies; **in fact**, I have never seen a single movie!

**16** Fill in the blanks with the correct *conjunctive adverbs* from the box and write your answer in your notebook.

• indeed • instead • in contrast • however • similarly • comparatively  
• likewise • equally

1. I always wanted to be a famous movie star; \_\_\_\_\_ my brother wanted to be a famous rock star.
2. Johny always wanted to be a sportsman; \_\_\_\_\_ his brother dreamed of playing sports.
3. She grew up in New York; \_\_\_\_\_ her boyfriend was raised in the city.
4. She grew up in New York City; \_\_\_\_\_ her boyfriend grew up in inner-city Chicago.
5. You are terrible at physics; \_\_\_\_\_ your brother is amazing at it, so he helps you.
6. You are terrible at physics; \_\_\_\_\_ you still like it.
7. You have a black backpack; \_\_\_\_\_, your brother has a white one.
8. I would have liked to save money; \_\_\_\_\_ I got up, went to the market and bought two dresses for me.
9. I didn't study as much as I should have; \_\_\_\_\_ I hardly opened a book!
10. The grapes are wilting in the sun, \_\_\_\_\_ the tomatoes are overheated.

### ACTIVITY 7

**TARGETED COMPETENCIES:** Communication and Grammar Skills



Discuss what a **conjunctive adverb** is, and list several examples. Besides, identify **conjunctive adverbs** in given sentences and explain the correlation between two ideas (**contrast, similarly, emphasis**).  
**(Teacher’s Note:** Write some sentences on the board.)

### C. Interjections

In the beginning, we read that **interjections** are the words which express sudden feelings and are followed by an exclamation mark (!).

#### Some Common Interjections and Their Uses

<i>Interjection</i>	<i>What it expresses</i>	<i>Example</i>
Goodbye	a farewell salutation	Goodbye, friend! I hope to see you again soon.
Hi/Hello	salutation or greeting	Hi! Welcome to our humble dwelling.
Oh	despair/ disappointment/ surprise/plea	Oh! I have left my wallet at my house.
Eh	repetition/ enquiry/ surprise/ anticipation of agreement	Eh! Say that again!
Ah	pain/joy/pity/ contempt	Ah! This is an insignificant piece of information.
Alas	grief	Alas! My best teacher is no more.
Well	surprise	Well! It’s quite interesting.
Bravo	encouragement/ appreciation/ buck up	Bravo! You’ve captured the robber single-handedly.
Hurrah	extreme joy/ jubilation/ celebration	Hurrah! I have won the debate.
My	surprise	My, what a fantastic movie!
Hush	silence	Hush! You’re in a library.
Hey	a call for attention/ surprise	Hey! Look at that beautiful butterfly.
Dear	pity/light amazement	Oh Dear! You’ve suffered a great deal.

What/ How	surprise in the sense of <i>very</i>	How pretty the little girl is!
Ah	surprise/ triumph/ mockery	Ah! I didn't expect to win this.
Ahem	disbelief/ surprise	Ahem! How did it happen?
Boo	disapproval	Boo! This amount of pocket money is not sufficient for me.
Humph	doubt/ dissatisfaction	Humph! Just a loaf of bread for me?
Ho	surprise/ appreciation	Ho! It's a giant of a doll.
Pooh.	contempt	Pooh! Your shirt is dirty.

**BEAR IN MIND...**

- **Interjections** express strong and sudden feelings, such as happiness, sorrow, praise, pain, surprise, exultation, wishes, blessings, compliments, etc.
- An **interjection** is always followed by a mark of interjection or exclamation—(!).
- Special emphasis on any word can turn it into an **interjection**. Therefore, there is no fixed list of **interjections**.

**17** Fill in each blank with the most appropriate *interjection* choosing from those given in the box and write your answers in your notebook against the correct blank numbers.

• Hush • Alas • Oh • Ahem • Hurrah • Eh  
• Aha • Goodbye • Hello • What

- \_\_\_\_\_! You have failed once again?
- \_\_\_\_\_! I am your new neighbor.
- \_\_\_\_\_! The child will wake up.
- \_\_\_\_\_! My brother has won the debate competition.
- \_\_\_\_\_! But I'll be back in ten days.
- \_\_\_\_\_! Somebody has picked my pocket.
- \_\_\_\_\_! My flight has been cancelled yet again.
- \_\_\_\_\_! This news can never be true.
- \_\_\_\_\_! Tomorrow we are going for a picnic.
- \_\_\_\_\_! Do you really mean it?

## ACTIVITY 8

### TARGETED COMPETENCIES: Speaking and Grammar Skills

The learners will come one by one near the board, choose one **interjection** and say a sentence using that **interjection**.  
(**Teacher's Note:** You can write some **interjections** on the board.)

### Persuasion: Advertisement

**Persuasive advertising** convinces a consumer to purchase your product or service based on how they feel about it, not facts. For example, if I want to buy a product I have seen online, and I am so tempted to buy it that I don't bother to know about its company, it indicates that the advertisement is very persuasive.

An advertisement is something in words or visuals that is presented to the public to make them aware of some product, job, service, scheme, etc., with the objective of persuading them to act in a certain way.

The purpose of advertising can be to inform, to make an announcement, or to convince consumers to buy a product. An advertisement can be only in words, or in a combination of picture(s) and words, as it appears in newspapers and magazines. It can be of any size, big or small.



*Example 1:*

Burger Mania at it again!  
To stimulate the taste-maniac in you!!

**Delectable!**  
**Sumptuous!!**  
**Mouth-watering!!!**

INTRODUCING  
**The Sinful Crust Burger**

Loaded with layers of taste and thrill!  
***You will not stop  
licking your fingers!***

Available at all Burger Mania outlets

**Note:** An advertisement can be made **persuasive** by using **interjections** as you see above.


Suppose you have to sell pens with a new technology for unobstructed flow. Your advertisement may look like the following:

Example 2:

Experience the freedom of a soaring bird!    GEL-O Pens

The all new SWIFT technology gives you uninterrupted flow like never before.

*Select the one  
Specially made for you*  
from  
FOUR NEW DESIGNS



**Note:** See the use of the **interjection**.

**18 Do as directed.**

1. Create a display advertisement with appropriate sketches and catchy slogans on the 'Plant Trees' campaign. Don't forget to use **interjections** to make your advertisement effective and persuasive.
2. Show an advertisement for a new range of products launched by 'Reynolds' for school students. Don't forget to use **interjections** to make your advertisement effective and persuasive.
3. Prepare an advertisement to be put in the classified columns under the category REAL ESTATE for the sale of a house.
4. Create an advertisement with the social message—Drive Safe.

## WRITING 2

**TARGETED COMPETENCIES:** Writing, Innovative and Grammar Skills

Select a topic and write a paragraph, using **prepositions, conjunctions, adverbs and interjections**. After your work is over, underline those **prepositions, conjunctions, adverbs and interjections**, specifying their names.

### Speaking

**TARGETED COMPETENCIES:** Writing, Innovative and Grammar Skills

Following are given some words/phrases. Identify them and say a sentence on each of them.

1. either-or

Example: **coordinating conjunction;** Either you leave or I will.

2. under
3. behind the wall
4. kindly

5. because

6. instead

7. too

8. over

9. in

10. by

## LISTENING

**TARGETED COMPETENCIES:** Listening and Grammar Skills

**Draw the following table in your notebook. Your teacher will say ten sentences aloud one by one. After each sentence, he/she will have a pause. Listen to him/her carefully and identify the *prepositional phrases/conjunctions* coming in those sentences. After listening and visualizing those *prepositional phrases/conjunctions*, write down in your notebook.**

*Example:* 1. Are you standing behind the tree?

Prepositional Phrase(s)	Conjunction(s)
1. behind the tree	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

(**Teacher's Note:** Listening transcript has been given in **Teacher's Guide.**)

## STORY TELLING

**TARGETED COMPETENCIES:** Innovative and Speaking Skills

**Let the class be divided in small groups. The teacher will start a story, by saying the first line. All the groups will then add one sentence each to the story, until the story ends. After each sentence, the teacher will explain the *conjunctive adverb/prepositional phrase/adverb/interjection* coming in the sentence.**