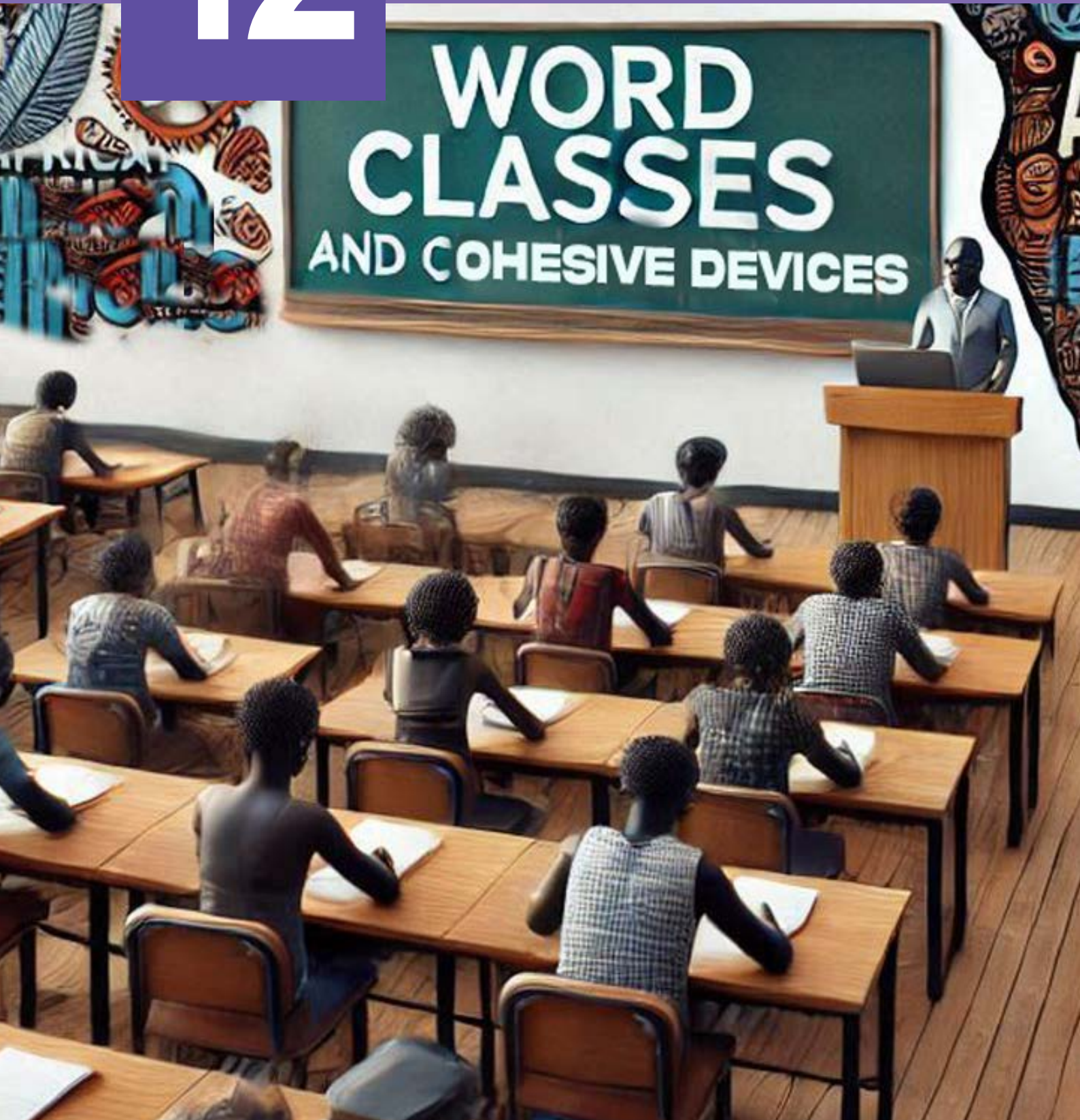


SECTION

12

WORD CLASSES AND COHESIVE DEVICES



GRAMMAR USAGE; TEXT TYPES and PURPOSES; NARRATIVES, DRAMA AND POETRY

INTRODUCTION

We go through a lot of life experiences which we would like to share with our friends and family. These experiences influence our ideas and thoughts. When we speak and write, we connect our thoughts and ideas with words called conjunctions to make our everyday conversations and writings meaningful.

Just as other creatures may have a way of communicating among themselves, we as humans also have ways through which we communicate among ourselves. This communication does not happen accidentally. So, our intent for communicating could either be informing our audience about something or situation, describing something to them, creating a piece of idea for emphasis, or persuading them on an issue or situation. Because communication comes from different perspectives, so do the styles and processes for the various forms of communication.

This section will focus on conjunctions; and how and why cohesive devices are used in compositions.

By the end of the lesson, you should be able to

- use minor word classes in speaking and writing.
- compose texts to compare given issues or situations.
- develop the sequence of events across texts and understand how it contributes to the overall meaning.

Key Ideas

- *Minor Word Classes:* They are groups of words that have no specific grammatical function and do not carry any significant meaning on their own.
- *Conjunctions:* They are words that join words or groups of words together.
- *Cohesive Devices:* These are devices that enable us to shift our attention effectively from one idea to another in our conversations. They help us to link opinions properly in a text or speech to create a unified whole.
- *Fiction:* Is a prose work about imagined events and characters.

WORD CLASSES

They are groups of words that determine how words are used in grammar. They are also called parts of speech. They are two types – lexical/ form words and minor/ function words.

Minor Word Classes

They are groups of words that have no obvious grammatical function. They do not carry any particular meaning on their own, hence, help meaningful lexical words in sentences. That is why they are called minor words.

They are also known as closed-class words or function words. They include conjunctions, prepositions, interjections and auxiliaries. Let us begin with conjunctions

Conjunctions

They are words that are used to join or link words or groups of words together.

Joining words together:

1. Kwasi **and** Amina are my friends. (**and** has been used to join two words *Kwasi* and *Amina*)
2. The teacher decided to buy a house **or** a car with his retirement package. (**or** has been used to join **house** and *car*)
3. **Neither** the teacher **nor** the student is available. (**neither...nor** has been used to join *teacher* and *student*)

Joining groups of words together (ideas)

1. The child got home on time **but** didn't meet her parents. **but** has been used to join two separate ideas/ two groups of words –
 - a. *The child got home on time*
 - b. *The child didn't meet her parents.*

These two ideas constitute the groups of words.

2. Kweku is mischievous **but** he **also** loves his family. **but ...also** has been used to join –
 - a. Kweku is mischievous.
 - b. *He loves his family.*
3. The woman was promoted **because** she was good at her work. **Because** has been used to join –
 - a. The woman was promoted.
 - b. *She was good at her work.*

From the examples above, it is observed that conjunctions are not used in the same way. While some conjunctions join words or groups of words of equal importance together (*and, but*), others render other groups of words subordinate (*because*) as a reason is being offered for the position in the principal clause.

On the other hand, there are those conjunctions that are used in pairs. Depending on the use, conjunctions are named differently.

Types of Conjunctions

1. Coordinating Conjunctions

These conjunctions are used to join words or groups of words with the same grammatical status /rank together. Thus, coordinating conjunctions join, for example: nouns and nouns; adjectives and adjectives; verbs and verbs; group of words and group of words of equal ranks. They are also called coordinators. They include **for, and, nor, but, or, yet** and **so**. (Use the acronym FANBOYS for easy recall). Examples in sentences are below:

Coordinating conjunctions joining words:

- a. I will serve my country faithfully **and** loyally. (two adverbs *faithfully* and *loyally* have been joined using **and**)
- b. Do you want to play the hourglass drum **or** the talking drum? (two nouns, *hourglass drum* and *the talking drum*, have been joined with **or**)
- c. The terrorist is wanted dead **or** alive. (**or** to join two adjectives, *dead* and *alive*)
- d. Kumbi is not crying **nor** laughing. (**nor** is joining *crying* and *laughing*)

Coordinating conjunctions joining groups of words:

- a. The musician had a sore throat, **yet** she performed to the admiration of all.

(yet) is joining two groups of words:

- i. *The musician had a sore throat*
- ii. *...she performed to the admiration of all.*

- b. I ordered buff loaf, **but** I was served fish pie.

(but) is joining two groups of words:

- i. *I ordered buff loaf but*
- ii. *...I was served fish pie.*

- c. One can travel by road **or** by air to Kumasi.

(or) is joining:

- i. *by road*
- ii. *...by air*

d. All children love their grandparents **for** they are kind and caring.

(for) is joining two groups of words

- i. *All children love their grandparents*
- ii. *...they are kind and caring.*

2. Subordinating Conjunctions

They are used to link dependent/subordinate to main/independent clauses (*refer to glossary* for meaning). This shows that the subordinating conjunction or subordinators do not join clauses of equal status/rank/importance. In other words, one clause may have a higher grammatical rank than the other(s).

They are used to show a cause-and-effect relationship, a contrast or some other kind of relationship between the clauses.

Common coordinating conjunctions include **because, since, as, although, though, while, whereas, until, if** and **as if**

Examples of subordinators in sentences:

- i. **Although** the CEO is young, she makes bold decisions.
- ii. **Since** he won the contract, Mr Adu's life has changed.
- iii. Hajia won the contract **because** she went through the procurement process.
- iv. **Until** there's proof, nobody will believe in their innocence.

From the sentences above, it is observed that one group is dependent on the other for meaning. It is also observed that the dependent groups of words begin or end with subordinators as shown below:

- i. *Although the CEO is young, ...*
- ii. *Since he won the contract, ...*
- iii. *... because she went through the procurement process.*
- iv. *Until there's proof, ...*

Note: Some adverbs function as subordinators: *until, after, when, and before.*

For example:

- i. I'll keep coming **until** you grant my request.
- ii. They always show up **when** food is ready.
- iii. You have to contribute to the work **before** you can benefit from it.

3. Correlative Conjunctions

They are pairs of conjunctions that work together. They include **either...or, neither...nor both...and, and not only...but also.**

Examples of correlative conjunctions in sentences:

- i. **Neither** the chief **nor** the people were pleased.
- ii. **Both** the teacher **and** the headmistress visited me at the hospital.
- iii. **Either** you pay me **or** I'll report you to the police.

Activity 12.1

1. Join these sentences together –

- i. A. I went to Hogbetsotso festival
B. I enjoyed the drumming and dancing.
- ii. A. I played football.
B. my friends.
- iii. A. Maame went to the market and bought cassava and cocoyam.
B. Musa went to the market and bought a prayer mat.

2. What do you observe about the words you used to join A and B?

You have gone to a festival or a friend's birthday party or a church service or the mosque for compulsory prayers.

- a. Share your experiences at any of these functions with a friend. Listen to your friends doing the same.
- b. Write down your experiences after sharing with your friend. (in at least five sentences)
- c. Join the sentences that are related with the appropriate words (conjunctions).
- d. What do you observe? Share your observations with your friends and compare ideas on conjunctions.

3. Do this activity with a friend.

- a. Describe Figures 12.1, 12.2 and 12.3 below using conjunctions, **and**, **but**, **or**.



Figure 12.1



Figure 12.2



Figure 12.3

- b. Share with your friend what you observe about the use of this type of conjunction.
 4. Do this activity with friends or family members or parents. Make it fun.
 - a. Continue the sentence below five times using each of the conjunctions – **because, although, unless, since** and **until**:
I went to the shop down the street ...
 - b. Share your observations about the use of this type of conjunction.
 5. With a friend, use the following matching conjunctions to form sentences: *both...and, not only...but, whether...or*. One has been done for you:
 - a. The teacher asked the student *whether* they wanted to go to the park *or* to the library.

COHESIVE DEVICES

Cohesive Devices: These are devices that enable us to effectively shift our attention from one idea to another in our conversations. They help us to link opinions properly in a text or speech to have a unified whole. Many compositions are done with many subheadings within a larger one. For us to be able to connect the various ideas so it will not appear as though the ideas were standing alone, we need to make use of devices. It is important to do so because they help us to link the ideas. These allow us to shift our focus from one point

to another. These are essentially used to connect paragraphs in a text. There are many of these devices, which are used for different purposes. While most of the devices are used to link or connect paragraphs in a text, others may be used to join opinions, ideas or two sentences in paragraphs. We may call these linking expressions or words. Some of these are and, but, while, also, and others.

Table 12.1: Some of the devices and their uses

Uses	Devices					
Adding	Also,	As well as	Furthermore	In addition	And	Moreover
Cause and effect	As a result,	Because of,	Therefore	Consequently	Owing to	
Comparison	Equally	Likewise	Just as	Similarly	Not only but also	
Contrasting	However,	Conversely,	Unlike,	Whereas,	Alternatively	
Emphasising	Clearly,	Above all,	Indeed,	Notably,	Especially	
Exceptions	Although,	But,	As long as,	Except,	However	
Illustrations	For instance,	For example,	Such as,	Illustrate by,	Namely	
Sequencing	First,	After,	Next,	Meanwhile,	Subsequently	
Summary	Finally,	In brief,	Generally,	Overall,	In short	

Activity 12.2

Read the text below and carry out the activity that follows.

In Ghana, many people use charcoal or firewood to cook because these are less expensive and readily available. Random felling of trees has, however, destroyed large portions of forests. The destruction of the beauty of the countryside is perhaps the most obvious sign of deforestation, but it is by no means the most serious problem. The more lasting effect of deforestation is the change in climate. Usually, the climatic changes are so slow that over short periods only the experts can comment accurately. This year, however, even the layman has noticed that the weather has been hazardous.

In the first place, the harmattan was slow in coming. When it did, it seemed to be reluctant in its visits and hastily went off leaving a thin film of dust in its wake. Then followed the heat; dense and fierce. For three months the sun roasted the earth, wilted the plants and scorched human flesh. The most unbearable season. The rains are here with us, but no one can tell how long they will last. Early seedlings have died before they gained ground, and later crops may not

thrive. As a result, farmers cannot organise their activities to pattern, nor can the government plan its programme of distribution and exportation.

Anticipating these difficulties, the government has embarked on two major programmes. The first is tree planting which was launched a year ago. The second is the drive to encourage people to use gas. Although the campaign is a good thing, it may bring about certain problems. First, gas is quite expensive, and few people can afford it. Second, families have to acquire gas cookers if they change to gas. Third, widespread use of gas will reduce the number of people employed in the charcoal business. Finally, gas, if not handled properly, can cause serious accidents.

1. Identify and discuss with colleagues, the central and the sub-ideas in the text above.
2. Compose an introductory paragraph containing the central idea, the supporting sentences, and the conclusion sentence, using appropriate linking words or expressions, on the topic, 'the benefits for someone belonging to a religious group in your community'.
3. Plan and compose an essay with your colleagues, using appropriate cohesive devices, on how your favourite food is prepared.

PLOT DEVELOPMENT

Today, we continue our lesson by focusing on how to write a plot and the elements of Short Story. We all know what a Short Story is because we have been listening to stories from our parents and even among your friends. A Short Story is a short work of fiction. Fiction is prose writing about imagined events and characters. One way to determine the plot of a story is to identify its elements. Plot involves the exposition, rising action, climax, falling action, and resolution. The exposition introduces the settings, the characters, and the primary dramatic conference.

Tools for plot development

Suspense: This entails the deliberate withholding of information by the writer in an attempt to heighten and sustain the reader's interest in the story. Information which is germane to the resolution of the conflict is not revealed, or suspended, by the writer and this helps in making the plot structure more complex and more mysterious. Chika Unigwe's *Night Dancer* uses this device a great deal.

Foreshadowing or Prefiguration: Foreshadowing occurs in a work of art when the writer presents certain events that would occur as the story develops. Usually, the first event is very minor and might not even be noticed by a reader. However, the minor event could serve as a clue that provides some inkling as to the reasons why a more major event occurs. Prefiguration in a work of art might be through a character having a feeling of an event that will happen later. The character might have a dream, and the dream would manifest itself when the writer might use an ominous symbol or sign as a means of foreshadowing of a later event. There are events that will occur in the future.

Digression: In developing the plot of a work of art, the writer might digress from the main storyline by creating a story within a story, which is known as digression. In such an instance the flashback technique, through which the characters bring to the present events from the past, becomes very effective in drawing in the reader. We see much of this in ‘The Joys of Motherhood’ by Buchi Emecheta.

Features of a story

1. Narrative Structure: A clear beginning, middle and end.
2. Characters: Well-developed, relatable and engaging characters.
3. Plot twists: Unexpected turns of events that keep the reader engaged.
4. Conflicts: A clear conflict or problem that drives the plot forward.
5. Setting: A vividly described and immersive setting
6. Theme: An underlying message or idea that emerges through the story.
7. Dialogue: Realistic and compelling conversations amongst characters.
8. Tone: A consistent mood or atmosphere that fits the story
9. Imagery: Vivid and descriptive language that paints a picture in the reader’s mind
10. Suspense: A sense of tension or anticipation that keeps the readers engaged
11. Character Development: Characters that grow, change, or learn something.
12. Emotional Resonance: A story that evokes emotions in the reader
13. Originality: A unique and fresh perspective or idea.
14. Symbolism: The use of symbols or objects to represent abstract ideas.
15. Pacing: A well-balanced pace that keeps the reader engaged.

Activity 12.3

Watch the film below carefully from the link below with your friends

<https://youtube.com/watch?v=YmLszGF11Tg&feature=shared>

Activity 12.4

Identify the features of a plot based on the film you just watched, together with your friends.

Activity 12.5

Write down the beginning, middle and end of the plot of the film you watched with your friends. Discuss in the class as a whole the title, the characters and the setting of the film you watched in class.

Review Questions

Underline the conjunctions in the following sentences:

1. Dovlo and his pet will be here soon.
2. Ali is brilliant but very arrogant.
3. Ama, though respectful, can sometimes be annoying.
4. Connect phrases and clauses with the appropriate conjunctions from the table below to form sentences:

Phrases/Clauses	Conjunctions	Phrases/Clauses
The police arrested the thief...		... this put him on trial.
Yayra was afraid of heights,he managed to climb the mountain.
Adom successfully completed senior high school of going to university.
...Lawrence ...Fiifi		...love to swim.

Conjunctions *before, Both...and, and, but*

5. Form a sentence with each of the following conjunctions: **not only... but also, while, or.**
6. Why is it necessary to use linking expressions/cohesive devices in writing or speaking?
7. Identify some linking expressions/cohesive devices that help you to connect ideas in a text or conversation.
8. Narrate to your colleagues, a story that you have ever been told.
9. State five features of a story.
10.
 - a. Plan a Short Story of your own
 - b. Write the moral lesson of the story.

Extended Reading

- Organised English Grammar and Composition (second edition), John F. Wiredu, pg., 109 – 113
- New Gateway to English for Senior High School, A.B.K. Dadzie and N. Grant, pg. 142
- Ghana Senior Secondary School English book one, Prof. Naa Afarley Sackeyfio et al, pg. 167 – 172
- Warriner's English Grammar and Composition (fifth course). John E. Warriner, pg. 19 – 20

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Acknowledgements



Ghana Education
Service (GES)



List of Contributors

Name	Institution
Beatrice Antwiwaa Boateng	Oti Boateng SHS, Koforidua
Jennifer Afua Kyei-Baffour	Sakafia Islamic SHS, Kumasi
Isabella Sika Keh	Achimota School
N-yalamba Jerry Njomoun	Tatale E.P. Agric SHS