

Universidad de Los Andes  
Facultad de Humanidades y Educación  
Escuela de Idiomas Modernos

### **Connectors and Transitional Expressions: Exercises (Suggested Answers)**

- I. Choose transitional expressions from the given list and insert them in the paragraph below. Use correct punctuation. (*but, for example, otherwise, similarly, yet*)

Since the major cost of advanced education, if the student is away from home, is board and lodging, one can argue that as far as possible the expansion of public education beyond high school should be arranged locally. FOR EXAMPLE, in order to offer equal opportunities we should have to envisage using public funds to provide years of free board and room for a considerable fraction of our high school graduates. SIMILARLY, there are various types of professional and vocational education that can be given at only a few centers in even a very populous state. It is literally impossible, YET, to give adequate instruction in clinical medicine except in cities of sufficient size to support large hospitals. BUT advanced work in the arts, sciences, and letters can be done only where adequate libraries and laboratories are at hand. It is clearly in the national interest to find all the latent talent available for the lengthy training that research careers demand. OTHERWISE, to establish research centers at every point in the United States where general education beyond the high school is desired would be not merely uneconomical, but impossible.

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- II. Insert an appropriate transitional expression in the second sentence of each item below. Use correct punctuation and make the necessary spelling changes.

1. The students were elected to the senate by majority vote; HOWEVER, The speeches of the elected senators did not reflect the thinking of the majority of the students.
2. Some comic books provide a painless education for the young; LIKEWISE, Many adults could profit from reading educational comic books.
3. Over a thousand policemen were injured or killed; THEREFORE, Hundreds of policemen went to Washington to protest.
4. It was a year of natural disasters; FOR INSTANCE, Earthquakes shook Peru.

III. Combine the following pairs of sentences with connectors (*however, moreover, consequently, etc.*). Be sure to use correct punctuation.

- (1) Alice moved to New York. Her mother stayed in Boston.  
ALICE MOVED TO NEW YORK; HOWEVER, HER MOTHER STAYED IN BOSTON.
- (2) You have disobeyed me. I will not help you again.  
YOU HAVE DISOBEYED ME; THEREFORE, I WILL NOT HELP YOU AGAIN.
- (3) Harrison is kind. He is generous.  
HARRISON IS KIND; MOREOVER, HE IS GENEROUS.
- (4) Television is entertaining. It is instructive.  
TELEVISION IS ENTERTAINING; LIKEWISE, IT IS INSTRUCTIVE.
- (5) I prepared my English lesson. I wrote my French paper.  
FIRST, I PREPARED MY ENGLISH LESSON; THEN I WROTE MY FRENCH PAPER.
- (6) I live too far away to visit you often. You are never home.  
I LIVE TOO FAR AWAY TO VISIT YOU OFTEN; BESIDES, YOU ARE NEVER HOME.
- (7) The road was wet and slippery. There were many accidents.  
THE ROAD WAS WET AND SLIPPERY; THAT'S WHY THERE WERE MANY ACCIDENTS.
- (8) You must study hard. You will fail.  
YOU MUST STUDY HARD; ELSE YOU WILL FAIL.
- (9) The leaders settled their differences. There would have been war.  
THE LEADERS SETTLED THEIR DIFFERENCES; OTHERWISE, THERE WOULD HAVE BEEN WAR.
- (10) Mr. Adams was an invalid. He had an active career.  
ALTHOUGH/DESPITE THE FACT THAT MR. ADAMS WAS AN INVALID, HE HAD AN ACTIVE CAREER.
- (11) We must meet the deadline. A decision is needed now.  
WE MUST MEET THE DEADLINE BECAUSE A DECISION IS NEEDED NOW.
- (12) I will study medicine for six years. I will be a doctor.  
I WILL STUDY MEDICINE FOR SIX YEARS; THEN I WILL BE A DOCTOR.
- (13) He made a special effort. I gave him special help.  
HE MADE A SPECIAL EFFORT; THEREFORE, I GAVE HIM SPECIAL HELP.
- (14) All of Mr. Jones' ancestors were long-lived. He is in very good health.  
ALL OF MR. JONES' ANCESTORS WERE LONG-LIVED; CONSEQUENTLY, HE IS IN VERY GOOD HEALTH.

IV. Connect the following sentence pairs with connectors of more than one word (*in fact, on the contrary, etc.*). Be careful of punctuation.

- (1) It is too late to finish the work. It is time to go home.  
IT IS TOO LATE TO FINISH THE WORK; IN FACT, IT IS TIME TO GO HOME.
- (2) He is not a stupid boy. He is quite intelligent.  
HE IS NOT A STUPID BOY; ON THE CONTRARY, HE IS QUITE INTELLIGENT.

- (3) They may go to the concert. They may decide to attend a lecture.  
THEY MAY GO TO THE CONCERT; OR ELSE THEY MAY DECIDE TO ATTEND A LECTURE.
- (4) John worked hard all year. He made excellent grades.  
JOHN WORKED HARD ALL YEAR; THAT'S WHY/IN CONSEQUENCE/AS A RESULT, HE MADE EXCELLENT GRADES.
- (5) He is going to Spain next year. He is studying Spanish.  
HE IS GOING TO SPAIN NEXT; THAT'S WHY HE IS STUDYING SPANISH.

V. Rewrite the following paragraph. Fill in the blanks between sentences with conjunctions and connectors selected from the following list. Not all will be used, of course, and some can be used more than once. Use a comma (,) or a semi-colon (;) before or after the conjunctions or connectors, as necessary.

*and, or, nor, but, for, so, yet, either . . . or, neither . . . nor, both ... and, not only ... but also, however, therefore, moreover, furthermore, also, besides, consequently, else, otherwise, nevertheless, hence, then, accordingly, likewise*

My Uncle Harry was an unusual man. He was always kind, BUT at the same time he was also temperamental. He loved children, YET he disliked their noisy ways. He could not stand loud, unnecessary noise NOR could he bear the discordant sounds of some modern music. He NEITHER watched television NOR allowed his children to watch it. He BOTH disapproved of television AND of movies. His idea of fun was to read the encyclopedia to his children, SO they became very wise at early ages. His goal was to read everything that had been written; OTHERWISE, he did not succeed. He felt that he had to read; ELSE he would always be half educated. He wanted to buy books; HOWEVER, he believed in thrift. In his old age he became ill; CONSEQUENTLY, his eyes grew weak. The doctor told him not to read; THEREFORE, Uncle Harry lost interest in life. He began to watch BOTH television AND films. This was bad for his eyes; HENCE, he said the doctor only told him not to read. Uncle Harry was an unusual man; THEREFORE, we loved him.

VI. Insert sentence connectors (*however, therefore, besides, meanwhile, etc.*) in the following paragraph. Identify the sentences that are joined by the connectors.

Tonight we saw a light moving quickly across the sky. It looked like a star; HOWEVER, it was roving much too fast for a star. It left no trail of fire behind it; THEREFORE, it could not be a comet or a meteor. It was too fast and too high to be an airplane; BESIDES there was only one speck of light, and it was steady and unblinking. We thought it might be an orbiting satellite, yet there was no space flight in the news. Maybe the morning papers would clear up the mystery; MEANWHILE, the light disappeared from sight in the distance. On the opposite side of the sky, we discovered a beautiful, brilliantly

orange moon, partly hidden by the trees. It looked familiar and reassuring; the smile on its face, HOWEVER, was as inscrutable as ever.

- VII. Rewrite the following paragraph. Provide the missing conjunctions and connectors. You will need to use words like *however, likewise, neither . . . nor, furthermore, nevertheless, else, consequently, besides, meanwhile, but, either . . . or, otherwise, and, therefore, accordingly, not only . . . but also, so, then*.

Usually, Tom travels by bus; HOWEVER, yesterday he went for a picnic in his car. When he reached the mountains, he saw a road to the left; FURTHERMORE, there was one to the right. He wanted to meet his friends at the campgrounds, but NEITHER his map NOR the road signs told him where it was; BESIDES, there were no people close by to give him directions. He should have gone back to ask advice, BUT he didn't want to; CONSEQUENTLY, he decided to take the left road. After he had gone several miles, his car ran out of gas, SO he had to stop; BESIDES, he wanted to rest. He sat down under a tree, a very worried man; MEANWHILE, his friends at the camp realized that he was late. They decided that EITHER he was lost OR he had had car trouble; OTHERWISE, he would have been there on time, OR he would have sent a message. Few cars travelled those roads; CONSEQUENTLY, the woods can be dangerous for a man alone; AND they set out to find him. When they came to the fork in the road, they thought he might have taken the wrong turn; THEREFORE, they too went left, they found him. MEANWHILE, it was getting dark, SO Tom was getting hungry; he was delighted to see his friends. They talked a lot about the adventure; ACCORDINGLY, they all returned to the campgrounds for a late picnic.

- VIII. Observe the use of verb tenses and transitional expressions to show the sequence of events in the following narrative.

The plane on which Alice rode was due to arrive in New York at 7:00 A.M. on Sunday, January 30, 1966. Having been all night on a crowded plane, the passengers were tired, even a little dazed. Somewhere over the Atlantic Ocean, a rumor started. Someone said that snow was ten inches deep in New York. Then a young Brazilian girl asked where Detroit was. A steward had told her that the plane might have to land there. Detroit! Hundreds of miles away! Alice was alarmed and incredulous.

But only temporarily. No official announcement was made, and no wave of surprise or shock went through the passengers. Everything, in fact, went on normally. Steaming towels were passed around and breakfast was served. The plane began descending. It was a few minutes after six o'clock, the scheduled time for descent into New York. Then the pilot announced the arrival time in the usual manner with no more than casual mention of snow. In other words, thought Alice, no historic snowstorm. As a result she stepped off the plane a little later, glad to have survived a silly rumor, fully expecting to get the next plane to Washington. Before noon she would be home from the airport.

Her mistake was soon apparent. No planes were flying, she was told. The airports in the Washington area were closed. Trains, moreover, were going only to Baltimore. It

seemed incredible. Nothing around her made the situation seem believable. New York was not particularly cold, and the snow was not impressive. Washington could usually be expected to be warmer. For this reason, Alice could not grasp the truth of what she was told. At the same time, she could not logically doubt it. The airport ticker tape showed that the temperature in Washington was 16 degrees as compared with 25 in New York, and the radio described a dramatic snowstorm traveling north from the area of Virginia and Washington, D.C.

Buses, Alice was told, were still getting through. With great trepidation, she decided to get a ticket, all the while remembering stories of a few years ago about cars stalled in the snow on a road in New England, isolated from help and running out of fuel. At the bus station, burdened now with luggage, she finally found time to call home. She was told emphatically that she should not start out in the direction of Washington on a bus. All church services had been canceled. Drifts of snow were four feet deep, and snow was still coming down. It was the worst storm since 1889. Worse than the Kennedy Inauguration snow? Much worse, she was told. Stories of people who spent most of that night getting home, some walking miles in the snow, went through her mind. But it seemed too late now to turn back. She was too tired now to work out a new solution. She had made the trip from the airport downtown. Friends she might have stayed with were now far behind through the snow. Furthermore, the bus ticket she was clutching was all she had to show for the three weary hours since the plane had landed. So she got on the bus.

The trip took only an extra hour, but it was not uneventful. There were bad moments when stalled cars, drifted snow, and closed roads caused Alice to reflect on the foolhardiness of setting out on such a journey. Two things impressed her greatly: the skill of the bus driver and the patience and diligence of the highway police in trying to help stranded motorists and to keep the roads clear. They were fighting a losing battle. By nightfall, the roads had to be closed to traffic.

By nightfall, Alice was home, gazing in amazed disbelief around her. It seemed impossible to make herself believe what she saw. She could hardly understand the heavy snow, the fierce wind, the multitude of buried cars, the half-covered fences, and the impassable roads. During the days that followed, she acquired the healthiest respect for what was already being called the Blizzard of '66.

Adapted from:

Hodges, J. C., & Whitten, M. E. (1972). Harbrace college handbook (7<sup>th</sup> ed.). New York: Harcourt Brace Jovanovich.

Wishon, G. E., & Burks, J. M. (1968). Let's write English, Books 1 & 2 (2<sup>nd</sup>. ed.) New York: American Book Company.