

Lesson 15. Conjunctions

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Learning Objectives

After this lesson, students will be able to:

- Identify other ways to compare nouns, pronouns, verbs...etc
- Understand how each comparative expression is formed.
- Determine the correct forms of comparatives to complete sentences.
- Make own sentences using comparative expressions covered in the lesson properly.

Lesson 15. Conjunctions

A **conjunction** is the glue that holds words, phrases and clauses (both dependent and independent) together. There are three different kinds of conjunctions—coordinating, subordinating, and correlative—each serving its own, distinct purpose, but all working to bring words together.

- ➔ I tried to hit the nail **but** hit my thumb instead.
- ➔ My dad always worked hard **so** we could afford the things we wanted.
- ➔ Neither the black dress **nor** the gray one looks right on me.
- ➔ **After** Batman was done working for the night, Robin took a secret ride in the Batmobile.
- ➔ The results were undeniably intriguing **yet** ultimately inconclusive.

Lesson 15. Conjunctions

Coordinating conjunctions are what come to most people's minds when they hear the word "conjunction." They can join together words, phrases and independent clauses. There are seven of them, and they're easy to remember if you can just remember **FAN BOYS**:

For - Explains reason or purpose (just like "because") *I go to the park every Sunday, **for** I love to watch the ducks on the lake.*

And - Adds one thing to another *I go to the park every Sunday to watch the ducks on the lake **and** the shirtless men playing soccer.*

Nor - Used to present an alternative negative idea to an already stated negative idea *I don't go for the fresh air **nor** really for the ducks. Honestly, I just like the soccer.*

But - Shows contrast *The soccer in the park is entertaining in the winter, **but** it's better in the heat of summer.*

Or - Presents an alternative or a choice *The men play on teams: shirts **or** skins.*

Yet - Introduces a contrasting idea that follows the preceding idea logically (similar to "but") *I always take a book to read, **yet** I never seem to turn a single page.*

So - Indicates effect, result or consequence *I've started dating one of the soccer players, **so** now I have an excuse to watch the game each week.*

Lesson 15. Conjunctions

Coordinating conjunctions connect words, phrases, and clauses.

Examples:

word to word Most children like *cookies* **and** *milk*.

phrase to phrase The gold is hidden *at the beach* **or** *by the lakeside*.

clause to clause *What you say* **and** *what you do* are two different things.

Coordinating conjunctions usually form looser connections than other conjunctions do.

Examples:

Marge was late for work, **and** she received a cut in pay. (very loose)

Marge was late for work, **so** she received a cut in pay. (loose)

Because Marge was late for work, she received a cut in pay.
(The subordinate conjunction **because** creates a tighter link between the two ideas.)

Lesson 15. Conjunctions

1. When a coordinating conjunction joins two words, phrases, or subordinate clauses, no comma should be placed before the conjunction.

Examples:

words: *cookies* **and** *milk*.

phrases: *at the beach* **or** *by the lakeside*.

subordinate clauses: *what you say* **and** *what you do*

2. A coordinating conjunction joining three or more words, phrases, or subordinate clauses creates a series and requires commas between the elements.

Examples:

words: *peanuts, cookies, and milk*.

phrases: *in the mountains, at the beach, or by the lakeside*.

subordinate clauses: *what you think, what you say, and what you do*

3. A coordinating conjunction joining two independent clauses creates a compound sentence and requires a comma before the coordinating conjunction

Examples:

Tom ate all the peanuts, **so** Phil ate the cookies.

I don't care for the beach, **but** I enjoy a good vacation in the mountains.

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Fill in the blanks with F A N B O Y S.

1. Would you rather stay home tonight ____ would you rather go out?
2. I had a very boring weekend, I just sat around the house ____ did nothing.
3. I hate to waste a single drop of squid eyeball stew, ____ this dish is expensive and time-consuming to make.
4. Rocky refuses to eat dry cat food, ____ will he touch a saucer of squid eyeball stew.
5. He didn't run in the race, ____ did he wish to.
6. He's seventy-two, ____ he still plays football regularly.
7. Rocky terrorizes the poodles next door ____ adores the German shepherd across the street.
8. You've been working hard in the garden all day. Why don't you sit down ____ I'll bring you a nice cold drink.
9. John may have built this house by himself ____ he hired an architect to design it.
10. I won't be home for Christmas and ____ I will be there for New Year's.
11. Can you stop at the shop ____ get some milk on your way home from work?
12. I was in the area ____ I thought I'd drop in and say hello
13. I did my best to pass my English exam ____ I failed
14. Nobody expected Sam to get the job ____ did I.
15. I didn't have the money to go on vacation, ____ I went anyway.
16. Sue jogs every day, ____ she wants to stay in shape

Lesson 15. Conjunctions

Subordinating conjunctions are used to link **subordinate clauses** (also known as a dependent clauses) to **main clauses** (also known as an independent clauses).



The role of a subordinating conjunction and the dependent clause is to establish a time, a place, a reason, a condition, a concession, or a comparison for the main clause.

Common Subordinating Conjunctions

| | | |
|-------------|---------------|----------|
| after | if | though |
| although | if only | till |
| as | in order that | unless |
| as if | now that | until |
| as long as | once | when |
| as though | rather than | whenever |
| because | since | where |
| before | so that | whereas |
| even if | than | wherever |
| even though | that | while |

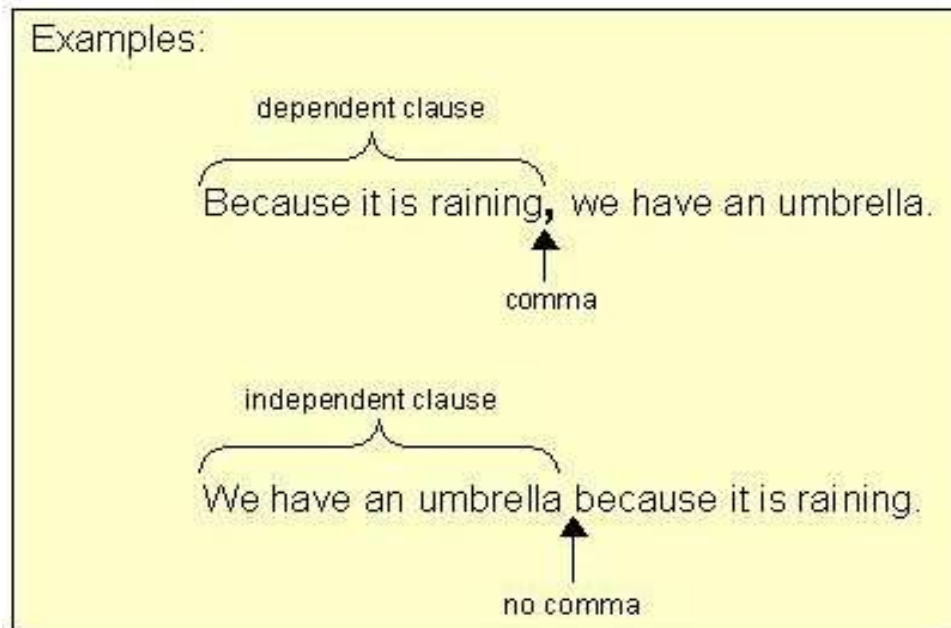
Lesson 15. Conjunctions

Subordinating conjunctions are used to link **subordinate clauses** (also known as a dependent clauses) to **main clauses** (also known as an independent clauses).

- ➔ Keep your hand on the wound until the bleeding stops.
(The subordinate clause sets a time.)
- ➔ Steve will sleep wherever there's a bed.
(The subordinate clause sets a place.)
- ➔ She left early because Tony arrived with his new girlfriend.
(The subordinate clause sets a reason.)
- ➔ If it rains, the bet is off.
(The subordinate clause sets a condition.)
- ➔ Even though she's skint, she'll still look a million dollars.
(The subordinate clause sets a concession.)
- ➔ I will succeed whereas you will fail.
(The subordinate clause sets a comparison.)

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When the dependent clause is placed first in a sentence, use a comma between the two clauses. When the independent clause is placed first and the dependent clause second, do not separate the two clauses with a comma.



1. Put a comma after a fronted adverbial clause.

When a subordinate clause functioning as an adverb starts a sentence, separate it from the main clause with a comma.

If you shoot at mimes, should you use a silencer? (Comedian Steven Wright)

2. Don't use a comma if your adverbial clause is at the back.

When a subordinate clause ends a sentence, you can drop the comma.

Should you use a silencer if you shoot at mimes?

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Choose the letter of the correct subordinating conjunction.

- Builders use plywood in the construction of small boats _____ it is easy to shape.
a. although c. after
b. because d. while
- I haven't spoken with Jane _____ she moved.
a. unless c. since
b. while d. although
- Airplanes sometimes fly to unscheduled cities _____ the weather is bad.
a. when c. wherever
b. where d. whereas
- Please read the book _____ it's still available from the library.
a. before c. since
b. although d. while
- Everybody had dessert _____ they finished eating the main course.
a. while c. until
b. because d. after
- The pep rally won't begin _____ the last class of the day has ended.
a. until c. since
b. so that d. than
- Elena will groom the horse in the morning _____ she can ride it in the afternoon.
a. until c. so that
b. unless d. when
- You will receive extra credit _____ you turn in your project early.
a. although c. if
b. than d. unless
- The concert will end at 10.30 p.m. _____ the audience insists on several encores.
a. while c. though
b. unless d. as
- _____ they feel threatened, dogs sometimes display aggressive behavior.
a. Until c. When
b. During d. Before

Lesson 15. Conjunctions

Correlative conjunctions are used in pairs to link equivalent elements in a sentence. The most common ones are:

either...or

neither...nor

not only...but also

so...as

Examples of Correlative Conjunctions

Here are some examples of correlative conjunctions:

- ➔ I am removing **not only** your gun but **also** your permit.
(The equivalent elements being linked are your gun and your permit. They are both noun phrases.)
- ➔ It was **neither** clever **nor** funny.
(The equivalent elements being linked are clever and funny . They are both adjectives.)
- ➔ **Either** go home **or** shut up.
(The equivalent elements being linked are go home and shut up. They are both imperative verbs.)
- ➔ The light was **not** green **but** red.
(The equivalent elements being linked are green and red. They are both adjectives.)

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The key learning point in these examples is that correlative conjunctions link **equivalent elements**.

either/or **neither/nor** **not only/but also**

are used in pairs to link **equivalent** elements

Examples

He likes **not only** pies **but also** cakes. ✓

links to a noun

also links to a noun

He will **either** sell his car **or** pawn his watch. ✓

links to a verb

also links to a verb

When Using Correlative Conjunctions, Keep a Parallel Structure. When using correlative conjunctions, make sure the elements behind each one are the same type of word (like in the examples above). This is called a parallel structure. Look at these examples:

✗ She is not only taking a holiday but also a pay rise.
(In this example, the first half of the conjunction is in front of the main verb (taking) and the second half is in front of a noun phrase (a pay rise). It isn't parallel. It's wrong.)

✓ She is taking not only a holiday but also a pay rise.
(This version has a parallel structure.)

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Subject-Verb Agreement with Correlative Conjunctions When a correlative conjunction links two elements that are the subject of a verb, the verb is singular if both elements are singular. For example:

Neither the lorry nor the van **is** available.

(Both elements are singular, so the verb is singular.)

However, things get complicated if one of the elements is plural because there are two conventions:

Convention 1 – The Proximity Rule. Under this convention, the element nearest the verb determines whether it is singular or plural. For example:

Neither the lorry nor the vans are available.

(The element nearest the verb is plural, so the verb is plural.)

Convention 2 – The Logic Rule. Under this convention, if any of the elements are plural, the verb is plural. For example:

Neither the lorries nor the van are available.

(The first element is plural, so the verb is plural. This would be wrong using The Proximity Rule.)

Don't forget that neither/nor plays a negative role. Be aware that the pairing neither...nor plays a negative role in your sentence. Be careful not to use a double negative. For example:

✗ I couldn't use neither the lorry nor the van.

✓ I could use neither the lorry nor the van.

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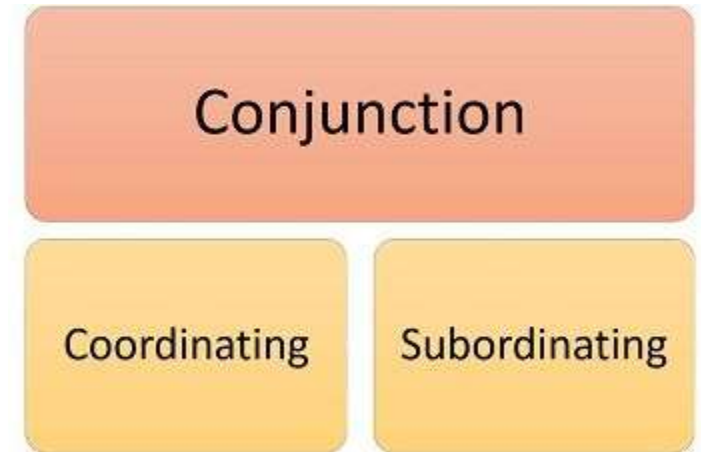
Complete the sentences below with the correct present participle clauses.

1. I like to play Monopoly. My cousin also likes to play Monopoly. (both/and)
2. The dog did not jump over the barrier. It did not jump though the hoop. (neither/nor)
3. Your book could be on the table. It could be under the sofa. (either/or)
4. We found the movie to be boring. We also thought it was interminably long. (not only/but also)
5. That boy isn't a good hitter. He isn't a good fielder either. (neither/nor)
6. Dave's aspiration is to be a writer. His other aspiration is to be a painter. (not only/but also)
7. To be a Navy Seal you must be physically fit. You must be mentally sharp too. (both/and)
8. Before the performance Tina was excited. She was also nervous. (not only/but also)
9. Cake could be served at the party. Pie could be served at the party. (either/or)
10. Tom can't figure out the problem. Cameron can't figure out the problem. Thelma can't figure out the problem. (neither/nor)

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Underline the conjunctions in the following sentences and state whether they are coordinating conjunctions or subordinating conjunctions.

1. Alice decided to get some rest because she was tired.
2. Unless he mends his ways, he will be in trouble.
3. He took out his pen and started writing.
4. She was ill but she went to work.
5. Jack or James has to go.
6. Be just and fear not.
7. I ran fast but I could not overtake him.
8. Although he was strong he could not defeat his opponent.
9. As she was unwell, I advised her to get some rest.
10. He asked whether he could take a day off.



The End