

- **Conjunctions (review)**
- **Comparison (Parallelism)**
- **Subordinating Conjunctions for Adverb, Adjective, Noun Clauses**
- **Transition words**

The following chart outlines the use of parallel structure with

PARALLEL STRUCTURE WITH	
(same structure)	
(same structure),	(same structure)

The following chart outlines the use of parallel structure with

PARALLEL STRUCTURE WITH	
both either neither not only	(same structure)

USE PARALLEL STRUCTURE WITH COMPARISONS

My school is farther *than* your school.

To be rich is better *than* to be poor.

What is written is *more* easily understood *than* what is spoken.

The following chart outlines the use of parallel structure with

PARALLEL STRUCTURE WITH	
(same structure)	

Adverb Clause

An **adverbial clause** is a [dependent clause](#) that functions as an [adverb](#). In other words, it contains a [subject](#) (explicit or implied) and a [predicate](#), and it modifies a [verb](#).

These clauses are used to say when something happens by referring to a period of time or to another event.

A subordinating word is the first word in a clause. Subordinating words include the following.

Subordinating Conjunctions

	Time
after	After we ate
as, just as	Just as we le
as long as	We waited as
as soon as	As soon as '
before	I thought I ha
since	I have not lo 10 years old.
until	Until I was a
when	When I turne pocket.
whenever	I usually put home.
while	While I sear

These clauses are used to talk about the location or position of something.

Subordinating Conjunction

Place	
where	I like to shop where
wherever	I try to shop where
anywhere	You can find barg
everywhere	I use my credit ca

These clauses are used to talk about someone's behavior or the way something is done.

Manner (How?)	
as, just as	I love to get flowers(,) as most women do.*
as if	You look as if you didn't sleep at all last night.
as though	She acts as though she doesn't know us.

Distance (How far? How near? How close?)	
as + <i>adverb</i> + as	We will hike as far as we can before it turns dark. The child sat as close as she could to her mother. The child sat as close to her mother as she could.

These clauses are used to indicate the reason for something.

Frequency	
as often as	I call my parents as
Reason	
as	I can't take evening
because	I can't take evening
since	I can't take evening

Subordinating conjunctions also join two clauses together, but in doing so, they make one clause dependent (or "subordinate") upon the other.

Examples:

It is raining. }
We have an umbrella. } Both are independent clauses, simple sentences.

Add **because** to *It is raining*.

because it is raining } This is no longer an independent clause or sentence.

Put the two clauses together.

Because it is raining, we have an umbrella.

OR

We have an umbrella because it is raining.

A subordinating conjunction may appear at a sentence beginning or between two clauses in a sentence.

Punctuation Note:

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.

Examples:

dependent clause
Because it is raining, we have an umbrella.
↑
comma

independent clause
We have an umbrella because it is raining.
↑
no comma

Purposes conjunctions are used to indicate the reason for something.

These clauses are used to indicate the result of something.

Purpose (For what purpose?)	
so that	Many people emigrate so that their children can have a better life.
in order that	Many people emigrate in order that their children can have a better life.
Result (With what result?)	
so + <i>adjective</i> + that	I was so tired last night that I fell asleep at dinner.
so + <i>adverb</i> + that	She talks so softly that the other students cannot hear her.
such a(n) + <i>noun</i> + that	It was such an easy test that most of the students got A's.
so much/many/ little/few + <i>noun</i> + that	He is taking so many classes that he has no time to sleep.

Subordinating Conjunctions for

These clauses are used to talk about a possible or counterfactual situation and its consequences

Condition (Under what condition?)	
if	We will not go hiking if it rains.
unless	We will not go hiking unless it stops raining.

These clauses are used to make two statements, one of which contrasts with the other or makes it seem surprising.

Partial Condition (Under what partial condition?)	
although	I love my brother although he is very different from me.
even though	I love my brother even though he is very different from me.
though	I love my brother though he is very different from me.

Contrast (Difference)	
while	My brother likes classical music while I like pop music.
whereas	He dresses conservatively whereas I dress casually.

Adjective Clause is : A dependent clause that functions as an adjective and modifies a noun or pronoun. In other words, it adds extra information about that noun or pronoun.

Subordinating Words for Adjective Clause

To refer to people	
who, whom, whose, that (informal)	<p>People who live in glass houses.</p> <p>My parents did not agree that I should go.</p> <p>An orphan is a child whose parents are dead.</p>
To refer to things	
which, that	<p>My new computer, which I bought last week, is broken.</p> <p>Yesterday I received a letter that was from my mother.</p>
To refer to time and place	
when, where	<p>Thanksgiving is a time when we all get together.</p> <p>An orphanage is a place where orphans live.</p>

A dependent clause that functions as a noun in a sentence. Noun clauses can act as subjects, direct objects, and objects of prepositions.

Subordinating words for nouns

<i>That</i>	
that	Do you like it?
<i>If/Whether</i>	
whether	I can't remember
whether or not	
whether . . . or not	
if	I can't remember
if . . . or not	
<i>Questions</i>	
who, whoever, whom	Whoever bought the tickets.
which, what, where	Do you know where it is?
when, why, how	We should know when to go.
how much, how many	Do not worry how much it costs.
how long, how often, etc.	He didn't tell me how long it would take.

Notice that some subordinating conjunctions introduce dependent clauses. *That* can introduce a noun clause, *where* can introduce either a noun, an adjective, or an adverb clause, and *when* is not important to know the kind of clause it introduces.

I can't remember **where** I put the book. (where is a noun clause)
(I can't remember where I put the book)

It's not in the place **where** I usually keep it. (where is a noun clause)

I always put it **where** I will see it when I come home. (where is an adverb clause)
(I always put it where I put it)

Conjunctive Adverbs

Conjunctive adverbs can appear at the beginning of a dependent clause, but we often use them to connect two independent clauses.

Remember to put a semicolon before a conjunctive adverb if an independent clause follows.

A conjunctive adverb is an adverb that connects two clauses. Conjunctive adverbs show cause and effect, sequence, contrast, comparison, or other relationships.

Conjunctive Adverb	
To	
also besides furthermore in addition moreover	Community colleges to transfer to four
To add an unexp	
however nevertheless nonetheless still	The cost of attend financial aid.
To ad	
in contrast on the other hand	Most community colleges do.
as a result consequently therefore thus	Native and nonnati schools provide se
To list	
meanwhile afterward then subsequently	Police kept people workers tried to pu The workers put fin victim.
To	
for example for instance	Colors can have d some cultures and
To	
similarly likewise	Hawaii has sunshi people hospitable

Conjunctive Adverb	
To indicate "the first statement"	
instead on the contrary rather	The medicine did r
instead (meaning "as a substitute")	They had planned to Mexico.
To give	
alternatively on the other hand	You can live in a d family off campus.
otherwise (meaning "if not")	Students must tak
To i	
in other words that is	Some cultures are
To make	
indeed	Mangoes are a ven
in fact	fruit in the world.

Transitions, transition words, or transitional expressions, et cetera, are certain words, expressions, or other devices that give text or speech greater cohesion by making it more explicit, or signaling, how ideas are meant by the writer or speaker to relate to one another.

Transition Signals

Transition Signals and Conjunctive Adverbs	Coordinating Conjunctions and Paired Conjunctions
To list ideas	
first, ... first of all, ... second, ... third, ... next, ... then ... after that, ... meanwhile, ... in the meantime, ... finally, ... last, ... last of all, ... subsequently, ...	

To list ideas	
first, ... first of all, ... first and foremost, ... second, ... more important, ... most important, ... more significantly, ... most significantly, ... above all, ... most of all, ...	
To add	
also, ... besides, ... furthermore, ... in addition, ... moreover, ... too as well	and both ... and not only ... but
To contrast	
however, ... on the other hand, ... nevertheless, ... nonetheless, ... still, ...	but yet

To explain	
in other words, ... in particular, ... (more) specifically, ... that is, ...	
To make	
indeed, ... in fact, ...	
To give	
alternatively, ... on the other hand, ... otherwise, ...	or either ... or whether ... or
To illustrate	
for example, ... for instance, ...	
To state	
according to ... in my opinion, ... in my view, ...	
To show	
for this reason, ...	for
To show the result	
accordingly, ... as a consequence, ... as a result, ... consequently, ... for these reasons, ... hence, ... therefore, ... thus, ...	so
To summarize	
all in all, ... in brief, ... in short, ... to conclude, ... to summarize, ... in conclusion, ... in summary, ... for these reasons, ...	

To	
likewise, ... similarly, ... also	and both ... and not only ... but ... neither ... nor
To	
however, ... in contrast, ... instead, ... on the contrary, ... on the other hand, ... rather, ...	

Exercises

Let's practice:

- Mr. Garcia has promised me a good job and to pay me a fair salary.
Mr. Garcia has promised me a good job and a fair salary.
- The manager asked both groups to meet and share their differences and finally arriving at an agreement.
The manager asked both groups to meet and share their differences and to arrive at an agreement.
- The magazine contains news, pictures, ads, tell you where to shop, and feature columns.
The magazine contains news, pictures, ads, shopping ads, and feature columns.
- Tennis, modeling and to read suspense novels took up most of her time.
Tennis, modeling and reading suspense novels took up most of her time.
- This is the life –to live, working and cooking outdoors.
This is the life –living, working and cooking outdoors.
- Running towards the end zone, he slipped, got up, and was keeping on going as fast as he could.
Running towards the end zone, he slipped, got up, and kept on going as fast as he could.

It's Your Turn Now...

- Let's go down to the store for a hamburger, donuts and drinking some coffee or tea.
- After a hard fought war in a foreign land and he travels a long way home, Dad deserves a little rest.
- We tried to snap pictures and catch fish, but we got mosquito bites and sunburned.

EXERCISE 24: Each of the following sentences should be parallel. Circle the word that is not parallel. Underline the parts that should be correct (C) or incorrect (I).

- I 1. She held jobs as a typist, a housewife, and a secretary.
- C 2. The report you are looking for is the one that I wrote.
- ___ 3. She works very hard but usually she is very tired.
- ___ 4. The speaker introduced himself and then he made an emotional plea.
- ___ 5. You should know when the program is over.
- ___ 6. The term paper he wrote was rather good.
- ___ 7. She suggested taking the plane and then she took the train.
- ___ 8. The dean or the assistant dean will be for your diploma.
- ___ 9. There are papers to file, reports to write, and a letter to send.
- ___ 10. The manager needed a quick decision.

EXERCISE 25: Each of the following sentences contains words or groups of words that should be parallel. Circle the word or words that indicate that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentence is correct (C) or incorrect (I).

- I 1. According to the syllabus, you can (either) write a paper (or) you can take an exam.
- C 2. It would be (both) noticed (and) appreciated if you could finish the work before leave.
- _____ 3. She would like neither to see a movie or to go bowling.
- _____ 4. Either the manager or her assistant can help you with your refund.
- _____ 5. She wants not only to take a trip to Europe but she also would like to travel to Asia.
- _____ 6. He could correct neither what you said nor you wrote.
- _____ 7. Both the tailor or the laundress could fix the damage to the dress.
- _____ 8. He not only called the police department but also called the fire department.

EXERCISE 26: Each of the following sentences contains words or groups of words that should be parallel. Circle the word or words that indicate that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if each sentence is correct (C) or incorrect (I).

- C 1. His research for the thesis was (more useful than) hers.
- I 2. Dining in a restaurant is (more fun than) to eat at home.
- _____ 3. I want a new secretary who is as efficient as the previous one.
- _____ 4. What you do today should be the same as did yesterday.
- _____ 5. This lesson is more difficult than we had before.
- _____ 6. You have less homework than they do.