

PART 2

Coordination

INTRODUCTION TO PART 2

In English several methods are used to express two or more ideas in the same sentence. In this part, you will practice coordination as a method for combining two or more complete sentences not only to produce longer sentences but also to show the proper relationship between similar or related ideas.

A sentence is formed of one or more clauses. The word *clause* refers to a group of words that has a subject and a verb. In English there are two kinds of clauses: independent and dependent. An independent or main clause has a subject and a verb and makes sense by itself. All complete sentences contain an independent clause. A dependent or subordinate clause also has a subject and a verb, but it is not a complete sentence because it does not make sense by itself. Look at the following examples.

Independent Clauses

I saw Kayoko yesterday.
She seemed very depressed.
She was going home.

Dependent Clauses

when I saw Kayoko yesterday
why she seemed very depressed
because she was going home

Note that there are no periods at the end of dependent clauses because they are not complete sentences.

LESSON FOUR

4-1 COORDINATING CONJUNCTIONS AND PARALLEL STRUCTURE

1. Coordinating conjunctions are words that connect structures that are the same. This is called parallel structure. These are the coordinating conjunctions in English: *and, but, for, nor, or, so, and yet.*

Correct: Sarah told her children that they should stay in the house and that they shouldn't open the door. OR Sarah told her children to stay in the house and not to open the door.

Incorrect: Sarah told her children that they should stay in the house and not to open the door.

- When a coordinating conjunction connects two dependent clauses, no punctuation is necessary. (See sentences L, M, and N.) But when a coordinating conjunction connects two independent clauses, a comma precedes the coordinating conjunction. (See sentences O, P, Q, R, and S.)
- The coordinating conjunctions *for*, *nor*, and *so* can only be used to connect independent clauses. Therefore, *for*, *nor*, and *so* cannot be used to connect single words (as in sentences A to E), prepositional phrases (as in sentences F to H), verb phrases (as in sentences I to K), or dependent clauses (as in sentences L to N).

Exercise 1

Correct the sentences so that the structures in each sentence are parallel. There is more than one way to correct some of the sentences.

Example: Julie is a good singer and dances beautifully.

Julie is a good singer and a beautiful dancer. OR

Julie sings well and dances beautifully.

- In the summer we like going to the beach and to play tennis.
- My best friend is kind and always helps.
- Walking and to swim are both good forms of exercise.
- When people start driving less and if manufacturers make more fuel-efficient cars, there will be less environmental damage.
- They had gotten married and went on their honeymoon before I even heard about the wedding.
- The game is simple yet a great way to spend a few hours.
- You need a haircut and to get some new clothes before you go for the interview.
- A good teacher is someone who is patient and when you ask a question always explains clearly.

Exercise 2 ■■ Use a parallel structure to complete each sentence.

1. Most people want to find a job that is well-paying and _____.
2. Traveling to a foreign country and _____ can be a wonderful experience.
3. To learn a foreign language, you must practice speaking it and _____.
4. Smoking is a bad habit and _____.
5. The police believed that the woman knew more than she was saying but _____.
6. The old man wanted to move in with a relative but not _____.
7. Computers are easy for young people to use yet _____.
8. The company needed to hire someone who could speak Italian and _____.

4-2 CONNECTING COMPLETE SENTENCES

Conjunction	Meaning	Example
and	addition	<i>The phone rang, and someone knocked on the door.</i>
nor	addition	<i>You don't have to study, nor do you have to stay home.</i>
or	alternative	<i>You can stay home and study for the exam, or you can go out and enjoy yourself.</i>
or (else)	condition	<i>I have to study, or (else) I will fail the course. (If I don't study for the exam, I will fail the course.)</i>
but	contrast	<i>Dr. Jones was very sick, but he taught the class.</i>
yet	contrast	<i>His voice was very weak, yet the students understood him.</i>
for	cause	<i>Dr. Jones couldn't lecture for the entire hour, for he had a sore throat.</i>
so	result	<i>I've been working hard all year, so I'm going to take a vacation during the summer.</i>

1. When a coordinating conjunction connects two or more sentences, the statements on both sides of the conjunction must have a subject and a verb.

I was going to call you last night, but my roommate was on the phone for three hours. I was too tired to wait, so I went to bed.

2. The coordinating conjunction *nor* connects two negative ideas. As in questions, the subject and auxiliary verb must be inverted after *nor*.

I don't speak Korean, nor do I write it. (I don't speak Korean. I don't write it.)

I haven't done my writing assignment, nor have I done the reading one. (I haven't done my writing assignment. I haven't done my reading one.)

Ms. Valera is not here today, nor is Mr. Adams. (Ms. Valera is not here today. Mr. Adams is not here today.)

3. The coordinating conjunction *for* is more common in formal writing. In informal speech *because* is more common.

Formal: *Dr. Jones couldn't lecture the entire hour, for he had a sore throat.*

Informal: *Dr. Jones couldn't lecture the entire hour because he had a sore throat.*

4. Coordinating conjunctions have different meanings, so they show different relationships between the ideas in two clauses. The relationship must always be logical.

Incorrect: *The grammar test on tenses was very long, but it took a long time to finish.*

The above sentence has a subject and a verb in each independent clause, and there is a comma before the coordinating conjunction *but*. Nevertheless, the sentence is not logical. The word *but* shows contrast, so after it the writer needs a statement that contrasts with the first statement. *It took a long time to finish* is not in contrast to the first statement. The writer needs to use another conjunction or a slightly different sentence. Both these sentences would be logical.

The grammar test on tenses was very long, so it took a long time to finish.

The grammar test on tenses was very long, but it didn't take a long time to finish.

5. Remember that when a coordinating conjunction connects two complete sentences (independent clauses), a comma precedes the coordinating conjunction. If the clauses are short, the comma is not essential, but it is always safe to add the comma.

INDEPENDENT CLAUSE + INDEPENDENT CLAUSE

I love you, but I can't marry you.

I love you but can't marry you.

Exercise 3

Complete the sentences. Be sure that your completed sentences are logical.

1. The life of a foreign student is sometimes difficult, yet _____.
2. The life of a foreign student is sometimes difficult, for _____.
3. The students in this program must pass three out of five courses, and _____.
4. The students in this program must pass three out of five courses, or _____.
5. I have always enjoyed studying languages, so _____.
6. I have always enjoyed studying languages, but _____.
7. Marcel has not enjoyed living in the United States, nor _____.
8. Marcel has not enjoyed living in the United States, for _____.

Exercise 4

With another student, complete the statements. When you finish, compare sentences with another pair of students.

1. This course began a few weeks ago, and _____.
2. The students in the class down the hall are all men, but _____.
3. I didn't attend class yesterday, for _____.
4. Some students have been complaining about the amount of homework, yet _____.
5. Money cannot buy love, nor _____.
6. Some people love money more than anything else, so _____.
7. I've been working hard all my life, yet _____.
8. I've never had much money, and _____.
9. I don't have a government scholarship for studying, nor _____.
10. I was a terrible student in my country, so _____.
11. The embassy of one of my classmates pays for her tuition, books, and food, but _____.
12. After I finish my studies, I will get a job, or _____.

4-3 CONNECTING MORE THAN TWO SENTENCES

1. When more than two sentences are combined, it may be necessary to make changes in the sentences so that they will sound smoother. For example, these sentences need to be connected.

My parents wanted me to have the experience of studying in a foreign country.

My parents wanted me to have the experience of learning another language.

My parents do not want me to remain in a foreign country too long.

My parents do not want me to change my cultural beliefs.

The above four sentences could be combined into one sentence.

My parents wanted me to have the experience of studying in a foreign country and learning another language, but they do not want me to remain here long, nor do they want me to change my cultural beliefs.

Note that the above connected sentence combines similar structures (*studying . . . learning*), connects complete sentences (*but they do not want . . . , nor do they want*), and uses pronouns to avoid repeating the same nouns (*they* instead of *parents*).

2. When writing your own sentences, it is important *not* to produce a string of sentences.

Good style: *You can study in the university library or in the dormitory quiet room, but you must find a quiet place to work soon.*

Poor style: *You can study in the university library, or you can study in the dormitory quiet room, but you must find a quiet place to study, and you must find it soon.*

Exercise 5

Combine the groups of sentences into one sentence. Make changes where necessary, and use the correct punctuation.

1. I haven't had an opportunity to see much of this city.
I haven't had an opportunity to spend much time with my friends.
The teachers have been giving us a lot of homework.
The teachers have been giving us a lot of tests.

2. This quarter, I really like my classmates.
This quarter, I really like the teachers.
The teachers are very strict.
The teachers expect us to study hard.
3. My reading instructor is very good.
My reading instructor is extremely patient.
Learning new vocabulary words is very difficult for me.
I spend more time studying for my reading class than for any other.
4. We have just finished a review of the tenses.
I'm still having a little trouble with the tenses.
I will continue to study the tenses on my own.
5. We're going to have a test on the conjunctions next week.
I won't be able to go anywhere this weekend.
I want to do well on the test.
I want to make sure that my final grammar grade is high.
6. Juan, my roommate, is very fortunate.
Juan doesn't have to worry about tuition.
Juan doesn't have to worry about clothes.
I don't have a scholarship.
My father doesn't have much money.
7. One of my classmates was very upset last week.
His embassy told him it would not continue to pay for his wife's studies.
This classmate will try to convince the embassy to change its mind.
His wife is intelligent.
His wife is interested in learning.
8. Ali will complete his English studies this quarter.
Ali is not going to begin university work immediately.
Ali is not planning to visit his country.
Ali wants to travel around for a while.