

CHAPTER 16

Coordinating Conjunctions

CHAPTER SUMMARY

OBJECTIVE: This chapter gives students more choices for expressing related ideas. They will learn how English connects pieces of information that are in a relationship of equality.

APPROACH: Essentially, the chapter deals with the concept of parallelism. Two or more simple pieces of information should be expressed in similar grammatical forms. This is more a matter of style than grammar, but by helping students realize how “balanced” written English sounds when the writer uses parallel structure and coordinating conjunctions appropriately, you will help students understand the reason for this preferred format. The chapter teaches the use of coordinating conjunctions and their required punctuation.

TERMINOLOGY: A “conjunction” is a function word that serves as a connector or a linking word to join words, phrases, or clauses. This chapter deals with coordinating conjunctions, words that are used to create compound structures (e.g., compound subjects, compound verbs, compound sentences). In this text, correlative conjunctions (e.g., *both ... and*) are called “paired conjunctions.” Subordinating conjunctions (e.g., *when, because, if*) are used to create complex sentences and are dealt with in the following chapter.

PRETEST. What do I already know? Page 357.
Time: 10 minutes

Because this topic more commonly relates to written rather than spoken English, students may not recognize correct forms here quite as readily as they may recognize other structures. As students review each item, emphasize the balanced quality of parallel structure and write / highlight parallel elements on the board.

- Have students work through pretest autonomously.
- Tell students that while listening for what sounds correct is often enough to help them identify grammatical structures, they will want to read through each item a few times before deciding in each case.

Optional Vocabulary

obeying
manager

refund

► **EXERCISE 1.** Warm-up. Page 357.
Time: 10 minutes

- Lead the warm-up by having students take turns reading each item and then identifying the parts of speech, as in the example.
- Point out that the exact same parts of speech are seen on each side of the conjunction.

Optional Vocabulary

waterfall
rocked

swayed

CHART 16-1. Parallel Structure. Page 358.
Time: 15–20 minutes

Using parallel structure is an economical way to include several pieces of information in a single phrase or clause. The ability to use parallel structure is highly valued in spoken and written English because conciseness is a cultural value in English-speaking countries. Other cultures may have other values with regard to the expression of ideas in speaking and writing.

Problems with parallel structure are common in student writing, and sometimes it is hard for students to anticipate how to write clearly and concisely.

To understand parallel structure, students need to understand the idea of ellipsis: that certain words have been omitted from a sentence. The sentence can be understood without the omitted words because these words themselves are redundant. English rhetoric does not value redundancy or repetitiveness.

For example, the following sentence includes unnecessary words.

Steve is coming to dinner and his friend is coming to dinner.

In ellipsis, the repeated words (*be + coming to dinner*) are omitted, and the verb is made to agree with the compound subject: *Steve and his friend are coming to dinner.*

- Write the chart title on the board.
- Introduce the concept of parallel structure by explaining that the English language has a stylistic preference for concise expression whenever possible.

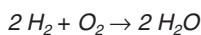
- Next, write some intentionally repetitive sentences on the board. For example:

*The man is wearing a hat and the man is wearing a coat.
The woman is wearing her hat and the woman is holding her coat.*

- Ask students to cross out and omit whatever they can without changing the meaning of the sentence. Have a student or students go to the board to demonstrate this. For example:

*The man is wearing a hat and ~~the man is wearing~~ a coat.
The woman is wearing her hat and ~~the woman is holding~~ her coat.*

- Explain to students that this concise approach is the grammatical source of the targeted parallel structure they will now learn.
- Tell students that making sure that sentences have parallel construction is similar to balancing the equations that illustrate chemical reactions (an academic task many of them have done in a high school chemistry class).
- Even if you cannot remember how to balance equations very well yourself, the process is quite similar to making sentences “balanced” by using parallel structure. Your students are very likely to be familiar with this concept. Write the following on the board:



- Explain that the task of creating parallel structure is similar to balancing an equation. When using parallel structure, learners need to account for each necessary part of speech on either side of the conjunction.
- Write the following example on the board, and ask students to identify which part seems unbalanced. You may need to read the sentences aloud and emphasize certain words so that students can appropriately hear the error. For example:

Michael likes to eat pizza and watching movies.

- Students should be able to identify that *and watching movies* sounds wrong because it doesn't match the parts of speech used in *eat pizza*.
- Rewrite the sentence using parallel structure, identifying the elements of parallel structure as in the example below.

S V Infinitive + O Infinitive + O

Michael likes to eat pizza and (to) watch movies.

- Reiterate that the above sentence has the same verb forms on both sides of the conjunction.
- Have students take turns reading example sentences (a)–(e) aloud, and review the explanatory notes.

► EXERCISE 2. Looking at grammar.

Page 358. Time: 10 minutes

- Explain the direction line.
- Ask students to take turns reading first the word in italics and then choosing all the parallel words.

Optional Vocabulary

contacted chatting

► EXERCISE 3. Looking at grammar.

Page 358. Time: 10 minutes

- Have a student read the completed example aloud.
- Ask another student to name the part of speech needed for parallel structure in the completed example (adjective).
- Have students now take turns reading through each item, identifying the part of speech needed, and choosing the correct completions.
- Write any challenging items on the board as they arise.

Optional Vocabulary

admirable tidy

► EXERCISE 4. Looking at grammar.

Page 359. Time: 10 minutes

- Have students read through the completed example.
- Ask students to complete the remainder of the exercise autonomously.
- Review as a class, providing immediate and clear correction.

Optional Vocabulary

ran a stop sign crosswalk
pedestrian custody
shocked

► EXERCISE 5. Warm-up. Page 359.

Time: 10 minutes

- Have students identify on their own the sentences that are already punctuated correctly.
- Review as a class.

CHART 16-2. Parallel Structure: Using Commas. Page 359. Time: 10–15 minutes

In a series of items, the very last item is preceded by a conjunction (usually *and* or *or*). Many people place a comma before that conjunction (e.g., *an apple, a banana, and a pear*), but this last comma in the series is a matter of choice or style. This final comma is often called an “Oxford comma” or a “serial comma.” Grammar books and style guides disagree on whether this final comma should be included or not. This text uses the final comma so that students can see more clearly each element of a serial parallel structure. In addition, spoken English patterns usually have a pause before the conjunction in this instance, and the comma reflects the pause.

- Write the chart title on the board.
- Explain to students that certain uses of commas are grammatically required and that other uses are stylistic choices.
- Using your students' names and experiences, write a sentence on the board that uses *and* to connect two parts of a parallel structure. For example:
Miguel and Kwong Min were late for class.

- Explain that if you added a third student, you would clearly separate all three by using commas.

Miguel, Kwong Min, and Viktor were all late for class.

- Tell students that the third comma in the example is not required, but it does reflect the necessary pause in speech needed to effectively complete the exercise.
- Repeat each sentence and exaggerate the pause so that students can readily hear it.

► **EXERCISE 6.** Looking at grammar.
Page 360. Time: 10 minutes

- First have students complete the exercise independently as seatwork.
- Tell students to read through their punctuated sentences by making obvious pauses to indicate where commas should be placed.
- Confirm where commas should have been placed, writing the students' versions on the board as they read them aloud.
- This approach should better help students "hear" where commas should be placed and train their ears to anticipate punctuation.

Optional Vocabulary

balcony	options	conciierge
buffet	suspense	attentive
adjoining	bellhop	courteous

► **EXERCISE 7.** Looking at grammar.
Page 360. Time: 10–15 minutes

- Ask a student to read through the direction line aloud. Because it emphasizes the reason for using parallel structure (avoiding repetition of the same words), it is useful for students to hear this before completing the exercise.
- Ask another student to read the completed example aloud.
- Give students plenty of time to complete the exercise as seatwork.
- Correct the exercise as a class, and write any particularly challenging items on the board.

Optional Vocabulary

trustworthy	hard of hearing
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► **EXERCISE 8.** Looking at grammar.
Page 361. Time: 10 minutes

- Complete this exercise in small groups.
- Have a student read the sentences and combinations in the example item aloud.
- After group members have completed each item, come together as a class and correct all the completions by having each group share.
- Put particularly challenging items on the board.

Optional Vocabulary

curvy	narrow	reputation
steep	climate	integrity

► **EXERCISE 9.** Let's talk. Page 361.

Time: 10–15 minutes

- Put students into pairs.
- Walk around the room while students are taking turns completing each sentence. Encourage by providing correction and vocabulary, and ask leading questions to keep the discussion moving.
- Ask each partner to share one of their classmate's responses with the class.
- As always, if a natural discussion arises, allow it to happen and facilitate by also pointing out how to form opinion sentences using parallel structure.

► **EXERCISE 10.** Warm-up. Page 362.

Time: 10 minutes

- Have students identify which sentences are correct.
- Encourage students to explain why those items that are not correct are ungrammatical.

CHART 16-3. Punctuation for Independent Clauses; Connecting Them with *And* and *But*.
Page 362. Time: 15 minutes

The punctuation of independent clauses is not simply a matter of style. It is ungrammatical for independent clauses (i.e., complete sentences) to be connected using only a comma, and it will serve your students best if you are very clear about this point. This very common error is called a "comma splice." When several independent clauses are put together using only commas to separate them, it is also called a "run-on sentence." Run-on sentences (which go on and on) and comma splices are common writing problems among both native and non-native writers.

Advanced students may be interested to know that it is possible to use commas between independent clauses when there is a series of more than two clauses.

CORRECT: *Janet washed the windows, Bob swept the floor, Carlos made a casserole, and I set the table.*

INCORRECT: *Janet washed the windows, Bob swept the floor.*

- Write the chart title on the board.
- Ask students to define *independent clause*, and write the best parts of their definition on the board. For example:

*independent clause = S + V
(can stand alone as its own sentence)*

- Explain that two independent clauses cannot be separated by only a comma.
- Write an incorrect example (comma splice) on the board and, in an exaggerated fashion, cross it out. For example:

INCORRECT: *Juan plays tennis, Marco prefers golf.*

- Explain that an independent clause can either:
 - 1) be separated by a period (with capitalization of the new sentence, of course);
CORRECT: *Juan plays tennis. Marco prefers golf.*
 - 2) OR be joined by a conjunction (in this particular case, either *but* or *and* would work, but this depends on the meaning of the whole sentence).
CORRECT: *Juan plays tennis, and Marco prefers golf.*
CORRECT: *Juan plays tennis, but Marco prefers golf.*
- Review the chart by asking students to read the example sentences (a)–(h) aloud.

► **EXERCISE 11.** Looking at grammar.
Page 362. Time: 10 minutes

- Read the direction line, and ask a student to read item 1 aloud.
- Give students time to complete the exercise as seatwork.
- Correct by asking students to go to the board and write their correct sentences clearly.
- You can have other students correct by changing the answers written on the board, or you can discuss these.

Optional Vocabulary

push-ups	assistant
demonstrated	available

► **EXERCISE 12.** Looking at grammar.
Page 363. Time: 10 minutes

- Continue with this exercise in the same fashion as Exercise 11.
- Give students time to complete the exercise as seatwork.
- After students write their corrected sentences on the board, invite their classmates to correct each one.
- Make sure you cite the reason certain punctuation is incorrect. Clear and immediate correction will help students anticipate their own errors.

► **EXERCISE 13.** Looking at grammar.
Page 363. Time: 10 minutes

- Ask students how often they write emails, and ask them to discuss the characteristics of emailed communication.
- Some students might be under the impression that because email is so commonly used, and certainly less formal than written letters, poor grammar is accepted. Discuss whether this is the case and why it is important to be grammatical even in more informal writing.
- Ask students to take turns reading the sentences in the email aloud, and have them say whether a correction is needed or not, and if so, what the correction should be.

► **EXERCISE 14.** Reading and grammar.
Page 363. Time: 10–15 minutes

- Have students work with partners.
- Ask students to locate and correct all errors. They should be prepared to explain what the error was in detail.
- Review as a class.

Optional Vocabulary

ziplining	cable	hair-raising
impassible	strung	strive
canyons	harness	appeal
thrilling	strapped	
soar	platform	

► **EXERCISE 15.** Warm-up. Page 364.
Time: 10 minutes

- Explain to students that all sentences in the warm-up are correct.
- Ask students to read the examples to themselves.
- Have students give you the “rules” or practices they have deduced from the sentences they have read.
- Put these “rules” as students have said them on the board, and leave them on the board as you move to the presentation of paired conjunctions. For example:

The verb has to agree with the noun that comes immediately before it.

CHART 16-4. Paired Conjunctions: *Both ... And; Not Only ... But Also; Either ... Or; Neither ... Nor.* Page 364. Time: 10–15 minutes

There are two important grammar points discussed in this chart.

subject-verb agreement
parallel structure

Both are practiced in exercises following the chart. Significantly, both points are hard to teach and harder to learn because many native speakers regularly make subject-verb agreement mistakes and fail to use parallel structure. Because these forms are not regularly modeled by native speakers, students have a harder time learning to use them.

In actuality, native speakers often use plural verbs, even though both subjects may be singular, when using any of the paired conjunctions presented here.

For example, students are just as likely to hear both of the following sentences though only the second one is correct:

Neither my sister nor my brother are coming with us.

Neither my sister nor my brother is coming with us.

The text doesn’t discuss all the mistakes students will hear because doing so would be unnecessarily confusing. Tell your students to default to making the verb agree with the subject that comes immediately before it.

Another point mentioned in the text is that when there are two independent clauses connected by *not only ... but also*, the first clause usually has inverted subject-verb word order. This happens in other sentences that begin with a negative adverb. For example: *Not only does John love sports, but he also loves music.* Chart 16-4 provides a good opportunity to introduce this inversion to your students (or to remind them of it if they have already encountered it).

- Write the chart title on the board.
- Write the following pairs of conjunctions on the board:
 - not only ... but also*
 - both ... and*
 - either ... or*
 - neither ... nor*
- Ask students whether they are already familiar with *either ... or* and *neither ... nor*. Many may already know how to use these, and if so, you can ask them for sample sentences to write on the board. For example:
 - Pablo likes neither chocolate nor vanilla ice cream.*
 - Stephy has been to neither France nor Italy.*
 - Bruno will either go to New York City or stay here this weekend. He hasn't decided.*
 - Xiao-Liang is happy to try either a French or a Vietnamese restaurant. She doesn't want to have Chinese food.*
- After you have written student-generated sample sentences on the board, underline the phrases that follow each paired conjunction, demonstrating that the parts of speech are the same.
- Reiterate that these phrases occur in pairs, so if students see the first word or phrase of a paired conjunction, they should anticipate the word that completes the pair. For example, if students see *either*, they should anticipate *or*. When they read *not only*, they should anticipate *but also*.
- Write some simple sentences on the board incorporating various paired conjunctions and requiring completion, such as:
 - Not only the students but also _____ enjoy a day off from school.*
 - Both my mother and _____ bake delicious pies.*
- Using these patterns, create more cloze examples on the board and as students complete each one, remind them which noun determines whether the subject is singular or plural.
- Ask students to take turns reading example sentences (a)–(i) aloud and review the accompanying explanatory notes.

► **EXERCISE 16.** Looking at grammar.
Page 364. Time: 10–15 minutes

- Without prereading each item, ask students to take turns reading aloud and deciding whether a singular or plural verb is needed.
- Students should hear whether the noun before the verb is singular or plural and use that as their guide.
- Provide prompt and clear correction.

► **EXERCISE 17.** Looking at grammar.
Page 365. Time: 10–15 minutes

- Give students time to combine the short sentences in Part I and Part II in succession, using the paired conjunctions specified for each as seatwork.
- Students read their combined sentences aloud.
- Correct students immediately and overtly, and write any complicated items on the board.

► **EXERCISE 18.** Looking at grammar.
Page 365. Time: 10–15 minutes

- As for Exercise 17, students combine the sentences in Part I and Part II with the specified paired conjunctions as seatwork.
- Students read their combined sentences aloud.
- Correct students immediately and overtly, and write any complicated items on the board.

► **EXERCISE 19.** Listening. Page 365.
Time: 10–15 minutes

- Be completely provisioned for the listening by having the audio cued and listening script handy.
- Read through the completed example item with students and remind them that they are not looking for the sentences that sound the most like what they hear. They are looking for the sentence that has the closest meaning to what they hear. Be clear about this distinction.
- Play the audio and have students choose which sentence is the most accurate restatement.
- Review as a class, referring to the listening script as needed.

► **EXERCISE 20.** Looking at grammar.
Page 366. Time: 10–15 minutes

- Read the direction line aloud.
- Give students time to correctly combine the sentences using the paired conjunctions specified.
- Correct as a class.

► **EXERCISE 21.** Grammar and listening.
Page 367. Time: 10–20 minutes

- Be provisioned with audio and listening script.
- Students work through the passage, selecting the correct part of speech for each parallel structure sentence presented.
- Play audio for students and have them correct their own work.
- Read through the passage, asking students to take turns reading aloud and incorporating their corrections.

Optional Vocabulary

creatures	rabies	destruction
symbols	pollinating	gentle
unreasoned	overripe	prefer
tangle	flourish	avoid
carriers	destroy	

► **EXERCISE 22.** Reading, grammar, and speaking. Page 367. Time: 15–20 minutes

Part I

- Have students take turns reading the sentences aloud and discussing content and vocabulary.

Part II

- Ask students to underline all the parallel structures while working in pairs.

- Ask students to paraphrase (say in their own words) each idea. Encourage them to explain whether they agree or not and if / how they see evidence that Dr. King's beliefs are working today.
- Walk around the room, assisting students in understanding the quotes. Refer to the list of abstract nouns in optional vocabulary below.
- Come back together as a group and discuss, writing the most important concepts on the board and asking students for examples they can see at present.
- Congratulate students on simplifying and understanding dense passages in English.

Optional Vocabulary

civil rights	nonconformists	overcome
movement	dedicated	oppression
segregation	justice	resorting
discrimination	ultimate	evolve
inspiring	convenience	reject
secure	controversy	aggression
livable	crucial	retaliation

► **EXERCISE 23.** Check your knowledge. Page 368. Time: 15–20 minutes

- Ask students to locate the errors in each sentence as seatwork.
- Have students read corrected versions of each sentence aloud. Ask students to explain why the original was wrong.
- Put any challenging items on the board for further analysis.

Optional Vocabulary

cautious	ample	aftershocks
intention	supply	endurance
crops	soil	archaeologists
suitable climate	subsequent	

► **EXERCISE 24. Writing.** Page 368. Time: 20 minutes

Part I

- Discuss social media posts looking for jobs, roommates, or live-in situations. Ask students if these are common and whether they have ever looked for a certain situation in this way.
- Have students read the post aloud, taking turns.

Part II

- Have students read and discuss reminders for clear posts on social media.
- Remind your students to keep clarity and brevity in mind when writing their ads.
- Ask students to refer to the writing tip as they work.

Part III

- Ask students to edit either their own or a partner's work, using the editing checklist.