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**Conjunctions** are connecting words that link words, phrases, or clauses.

Conjunctions function to:

* Assert more than one action or tell about more than one person or thing
* Economize and vary sentence structures
* Connect ideas

Conjunctions do not have inflection and can be identified by their function in the sentence.

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# Coordinating Conjunctions

These connect words, phrases, and clauses of equal rank or similar grammatical function: **for, and, nor, but, or, yet, so.**

**Note:** The acronym **FANBOYS** is useful to remember the coordinating conjunctions.

Punctuation when using coordinating conjunctions

* When joining two **independent** clauses, a comma is placed before the conjunction.

|  |  |
| --- | --- |
| **Example:** | Mary went to the Writing Center, **but** John went home.  |

 **NOTE:** If the independent clauses are very short, the comma might be eliminated.

* When joining two words, phrases, or **subordinate** clauses, no comma is used.

|  |  |
| --- | --- |
| **Examples:** | WORDS: Mary **and** Jane came to the Writing Center often.  |
|  | PHRASES: Mary corrected her essay **and** handed it in. |
|  | SUBORDINATE CLAUSES: The teacher asked Mary what help she received **and** why she received it.  |

* When joining more than two words, phrases, or subordinate clauses, use a comma between each section of the series. A comma may or may not be used before the coordinating conjunction.

|  |  |
| --- | --- |
| **Example:** | Mary asked questions, received answers**,** **and** did well on her essay.  |
|  | Mary asked questions, received answers, took notes **and** did well on her essay.  |

# Correlative Coordinating Conjunctions

These function like coordinating conjunctions but are used in pairs. One part appears in the first section being connected, and the other part appears before the second section.

|  |  |
| --- | --- |
| **Examples:** | **The more** you visit the Writing Center, **the more** your writing will improve.  |
|  | **Neither** Mary **nor** John received good grades on their essays. |

Common correlative coordinating conjunctions:

|  |  |  |  |
| --- | --- | --- | --- |
| as...as  | (just) as...so  | not only...but (also)  | the more...the less |
| both...and | neither...nor  | not so much  | the more...the more  |
| either...or | no (or not)...or | (that)...as such...as | whether...or |

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# Subordinating Conjunctions

These connect dependent clauses to independent clauses, introducing the dependent clause and showing the relationship between the two clauses.

|  |  |
| --- | --- |
| **Examples:** | **When** John received a poor grade, he went to the Writing Center.  |
|  | Mary did well on her essay **because** she visited the Writing Center.  |

## The five meanings conveyed by subordinating conjunctions

* **condition** (unless)
* **cause** (because)
* **time** (after)
* **manner** (as)
* **contrast** (although)

## subordinating conjunctions

|  |  |  |  |
| --- | --- | --- | --- |
| after although (though)as as if as long as as though because | before even though if if only in as much asin case insofar | as no matter how once rather than since that the day | unless until when whenever wherewhile |

## Subordinating conjunctions ending in *that*

|  |  |  |  |
| --- | --- | --- | --- |
| assuming that | given that | now that | save that |
| except that | in order that  | on the grounds that | seeing that  |
| for fear that | in the hope that | proving that | so that  |

|  |  |
| --- | --- |
| **Example:** | **Now that** you are doing better, I hope you will come by.  |

## Punctuating the subordinate clause

* A comma should follow an introductory adverb clause
* If the subordinate/dependent clause is nonessential, commas should be placed before and after the clause

|  |  |
| --- | --- |
| **Examples:** | Before the curtain fell, the actors bowed. |
|  | Mary, who is a senior, is the lead in the school play.  |

# Subordinating Correlative Conjunctions

Subordinating conjunctions come in pairs. The subordinating correlative conjunctionsare:

* and such. . . that
* if. . . then
* no sooner. . . than
* scarcely. . . when
* so. . . that

|  |  |
| --- | --- |
| **Examples:** | **If** Mary is not going, **then** neither am I.  |
|  | **No sooner** had John left **than** Susie arrived.  |

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# Adverbial Conjunctions

These serve as a link between two independent clauses. They differ from the coordinating conjunction because they are not limited to one position, and they are punctuated differently.

**Note:** The writer has several choices when using adverbial conjunctions. Note the punctuation in each sentence in the examples below.

 **Examples:** COORDINATING CONJUNCTION: Mary is funny, **but** Suzie is funnier.

 ADVERBIAL Mary is funny; however, Suzie is funnier.

 CONJUNCTIONS: Mary is funny. However, Suzie is funnier.

 Mary is funny. Suzzie is funnier, however.

 Mary is funny; Suzie, however, is funnier.

## primary adverbial conjunctions and their meanings

**Note:** As with other words, these conjunctions can function as other parts of speech. Remember to identify any word by its function in the sentence, rather than its classification out of text.

|  |  |  |  |
| --- | --- | --- | --- |
| **ILLUSTRATION** | **ADDITION** | **Contrast** | **qualification** |
| for example incidentally namely that it | after allalsobesides further (more)likewisemoreover secondsimilarly | alternativelyhoweverin contrastinsteadneverthelessotherwiseon the other hand still | certainlyindeedin factperhapspossiblyundoubtedly |
| Result | attitude | summary | time |
| accordinglyas a resultconsequentlyhencethereforethus | frankly happilyunfortunately luckily | in other words in summary to conclude | at first finally meanwhilenowthenthereafter  |

# Practice

## Practice Exercise A

Underline the coordinating and correlative coordinating conjunctions in the following sentences.

|  |  |
| --- | --- |
| **Example:** | Mary likes to work in the Writing Center, **but** John does not. |

1. Susie and Jane did their research in the library, but John did not.
2. Procrastinating over his studies, John not only turns in his papers late, but also gets poor grades.
3. Neither Jane nor Mary wants to see John again.
4. Use dictionaries, the sources, and grammar handbooks when you are writing your essays.
5. The more John procrastinates, the less enthusiasm he has for his homework.

## Practice Exercise B

Underline all the subordinating and correlative subordinating conjunctions in the following sentences.

|  |  |
| --- | --- |
| **Example:** | **When** Mary was finished, she handed her paper to the teacher. |

1. Mary does not know if her paper will be finished in time.
2. It is as though he does not even care.
3. No sooner had Mary put her paper down than the teacher had read it.
4. After she had learned to write, Mary felt confident.

## Practice Exercise C

Punctuate the following sentences with the necessary commas; not all require punctuation.

|  |  |
| --- | --- |
| **Example:** | Neither Bob nor John could find his paper. **Correct.** |

1. The sandwiches were hamburgers and hot dogs and the drinks were beer and pop.
2. When we arrived at the party Suzie was already there.
3. Mary greeted the guests and took their coats.