MEETING 10
PARALLEL STRUCTURE

A. Learning Objective

At the end of the lesson, the students are able to analyze the parallel structure within sentences with coordinate conjunctions and correlative conjunctions.

B. Material Description

1. Understanding Parallel Structure

Read the following paragraphs and identify the underlined words.

> *In the pedagogical context, teachers need to share the significance of over wordings to convince other people to trust the argument. Accordingly, the use of a thesaurus is important not only to enlarge the students' vocabulary but also to show gradable meaning empowerment to produce powerful propositions.*
>
> *Taken from Nasution, (2020)*

> *Accordingly, Colley suggests all language teachers to avoid habit of talking too much in lessons by repeating instructions; saying much more than the students when receiving a contribution; asking lengthy questions; echoing what students have just said in answer to a question; and summing up. This circumstance may drive teachers to be wildering context to the extent of suiting talks to their students. One of the ways to solve this confusing matter is to take into account the students' level of linguistic mastery. In short, teachers must see this phenomenon a big challenge which must be taken into account. They have to initiate, adapt, and adjust the way they teach to younglearners' characters.*
>
> *Taken from Sukmawati, (2018)*

Let's identify and analyze the structure of the underlined words.

_____
_____
_____
_____
_____
_____
_____
____

The underlined words have the same pattern of words or phrases within a sentence or passage with the equal structure repetition.

1. Accordingly, the use of a thesaurus is important not only to enlarge the students' vocabulary but also to show gradable meaning empowerment to produce powerful propositions.
   - to enlarge the students' vocabulary
   - to show gradable meaning empowerment

2. Accordingly, Colley suggests all language teachers to avoid habit of talking too muchin lessons by repeating instructions; saying much more than the students when receiving a contribution; asking lengthy questions; echoing what students have just said in answer to a question; and summing up.
   - repeating instructions
   - saying much more than students
   - asking lengthy questions
   - echoing what students have just said in answer to a queation
   - summing up

3. They have to initiate, adapt, and adjust the way they teach to young learners' characters.
   - initiate
   - adapt
   - adjust

*Note
Sentence elements that are alike in function should also be alike in construction. These elements should be in the same grammatical form so that they are **parallel**.

Parallel structure (parallelism) means a same grammatical structure of words, phrases, clauses within a sentence in writing. It emphasizes on the same level of importance of multiple ideas or information given in the same sentence. The application of parallelism improves wiritng style and maintains coherency. It helps to organize ideas and make a text or speech easier to understand. The usual way to join parallel structures is with the use of coordinate conjunction and correlative conjunction.

initiate	to enlarge	at this time	when we wrote
adapt	to show	in the campus	because they finished
adjust	to write	from the paragraph	after she studied
↑	↑	↑	↑

adapting	to enlarge	at this time	when we wrote
initiate	shower	in the campus	because they finished
adjust	to write	after she studied	from the paragraph

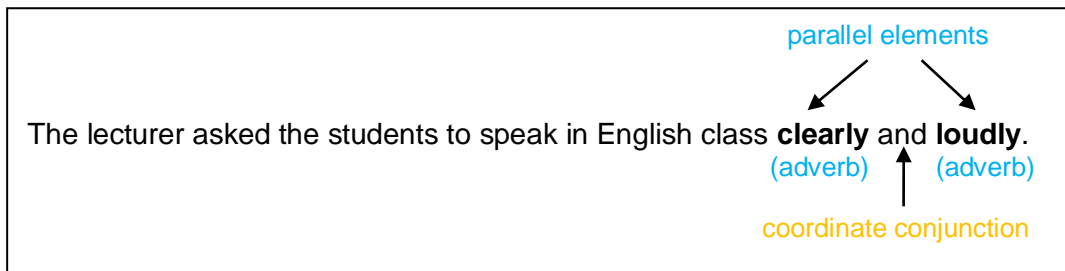| These are the strategis in analyzing and revising parallel structure	
1. Idenitfy the conjunction	The students are aksed to make presentation effectively, persuasively, **and** creative. *and =coordinate conjunction
2. Figure out what parts of the sentence are being compared and identify the functional of the words (parallel elements)	The students are aksed to make presentation **effectively, persuasively,** and **creative.** *Effectively = adverb Persuasively = adverb Creative = adjective
3. Alter the words in the list to create proper parallel structure	The students are aksed to make presentation **effectively, persuasively, and creatively.** *Effectively = adverb Persuasively = adverb Creativelh = adverb

Whatever grammatical structure follows one must be parallel to the grammatical structure that follows the other.

2   Parallel structure in pairs with Coordinate Conjunction

Use parallel structure when a sentence contains a pair of connected ideas. Pairs can be connected by coordinate conjunction, which include *and, nor, but, or,* and *yet.*
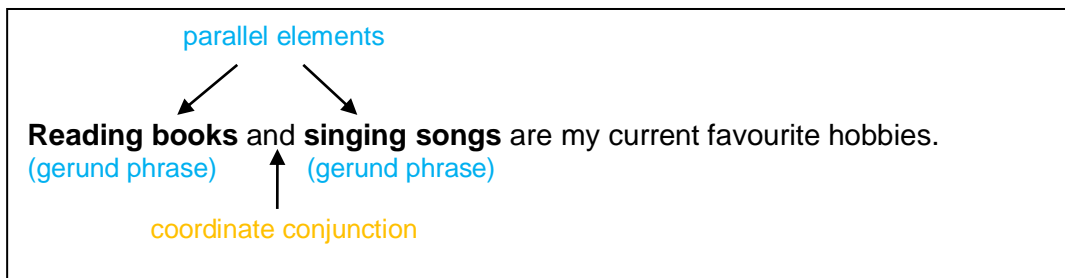
a.   Parallel Words

The words should be matched each other. These can be nouns, adjectives, adverbs, etc)

parallel elements

The lecturer asked the students to speak in English class **clearly** and **loudly**.
(adverb)   (adverb)
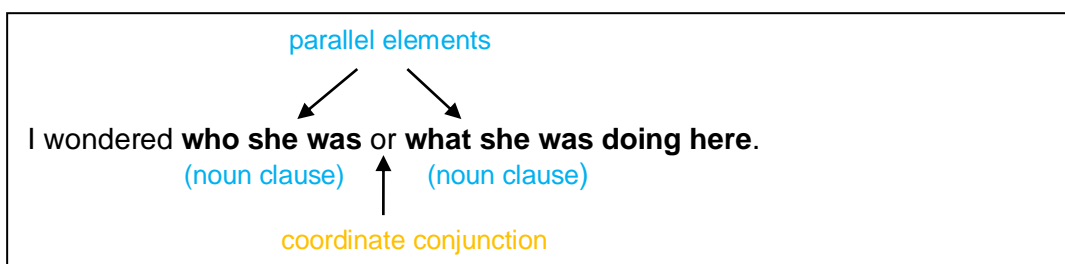
coordinate conjunction

b.   Parallel Phrases

The group of words (phrases) should be matched each other. These can be noun phrases, gerund phrases, prepositional phrases, infinitive phrases, etc)

parallel elements

Reading books and **singing songs** are my current favourite hobbies.
(gerund phrase)   (gerund phrase)

coordinate conjunction

c.   Parallel Clauses

The clauses should be matched each other. These can be independent clauses, noun clause, adjective clause, and other dependent clauses)

parallel elements

I wondered **who she was** or **what she was doing here**.
(noun clause)   (noun clause)

coordinate conjunction

d. **The functional words** in parallel structure

*Directions***: Underline the paralel structure iin each sentence and give the pattern that is used, as shown in the examples.**

1) The computer programmer in this office is **humble** <u>and</u> **smart.**

        <u>adjective + and + adjective</u>

2) In the afternoon, I need to **finish** <u>and</u> **submit** the homework.

        <u>_____ + and + _____</u>

3) The computer laboratory is **complete** <u>but</u> **not clean.**

        <u>_____ + but+ _____</u>

4) We must decide to buy **laptop** *or* **hard disk.**

        <u>_____ + or + _____</u>

3. **Parallel structure in pairs with Correlative Conjunction**

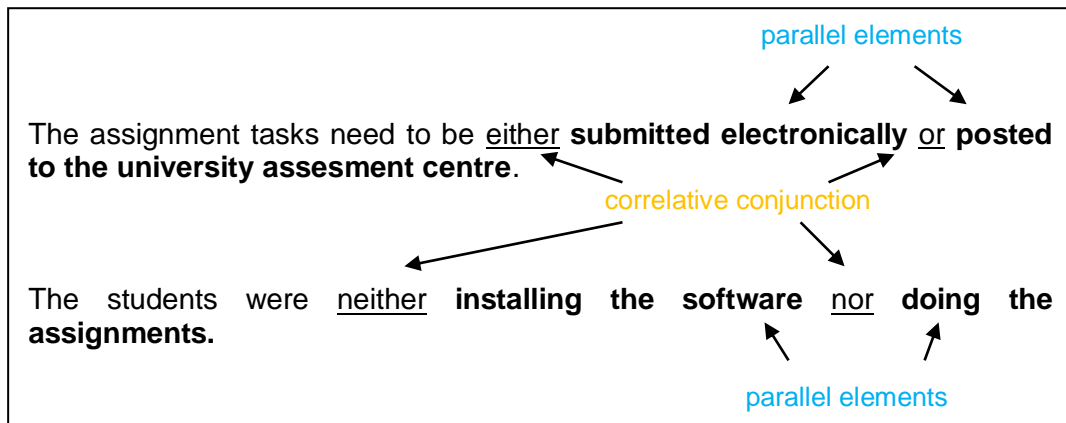Use parallel structure with elements joined by a correlative conjunction. It is also called as a paired conjunction. These are the major correlative conjunctions:

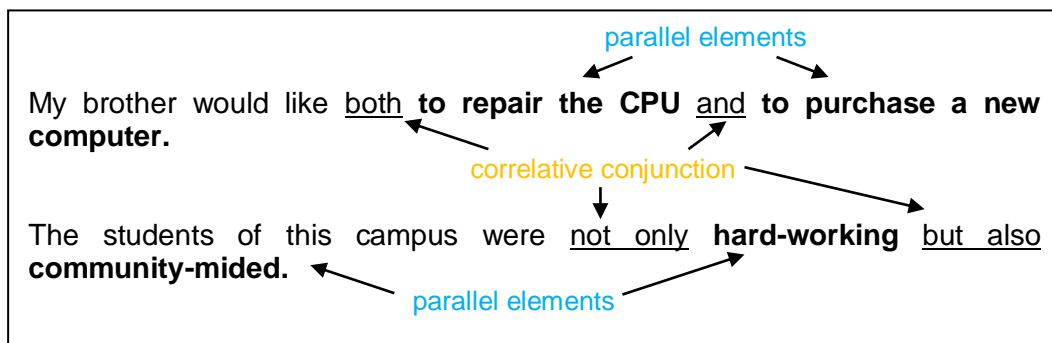**either / or   neither / nor   both / and   not only / but also**

The rules of correlative conjunction	
Two subjects connected by *both .... and* take a plural verb, as in (a)	(a) **Both** Danny **and** Roy **are** students of Informatics Engineering.
When two subjects are connected by *not only .... but also, either .... or, or neither .... nor*, the subject that is closer to the verb determines whether the verb is singular or plural.	(b) **Not only** Danny **but also** Roy **is** student of Informatic Engineering. (c) **Not only** Danny **but also** his friends **are** students of Informatic Engineering. (d) **Neither** Danny **nor** his friends **are** students of Informatic Engineering. (e) **Neither** Danny **nor** Roy **is** student of Informatic Engineering. (f) **Either** Danny **or** Roy is student of Informatic Engineering.
Notice the parallel structure in the examples. The same grammatical form should follow each part of the correlative conjunction. In (g) : **both +** noun **+ and +** noun In (h) : **not only** + verb + **but also +**	(g) The computer project will take **both** time **and** money. (h) Last Sunday, we **not only** watched **but also** played game. (i) I will buy **either** fiction novel **or** English dictionary.

verb In (i) : **either** + noun phrase + **or** + noun phrase In (j) : **neither** + adjective+ **nor** + adjective	(j) The movie was **neither** funny **nor** interesting.

a. Parallel structure with **either / or** and **neither / nor**

parallel elements

The assignment tasks need to be either **submitted electronically** or **posted to the university assesment centre**.

correlative conjunction

The students were neither **installing the software** nor **doing the assignments.**

parallel elements

b. Parallel structure with **not only / but also** and **both / and**

parallel elements

My brother would like both **to repair the CPU** and **to purchase a new computer.**

correlative conjunction

The students of this campus were not only **hard-working** but also **community-mided.**

parallel elements

c. **Error analysis:** correlative conjunction.

   Directions: **Identify and revise the error in the following sentences.**

   1) Both students protested about the changes in assessment policy and lecturers.

      ➢ Both **students** and **lecturers** protested about the changes in assessment policy. (parallel)

   2) Nowadays, the computer animation not only could create cartoons but also video games.

      _____

   3) Bobby needs to either restore the data or to create the new one.

_____

4) Neither optical storage device or magnetic storage device is part of main memory.

_____

4. Parallel structure in a series

Parallel structure is also applicable to a series of clauses in a sentence when items in a series have an equal structure repetition. A series is a group of three or more elements in a row. The last element in the series is connected to the others with one of these conjunctions.Commas or semicolons should be placed between each element in the series. The final comma that precedes the conjunction is optional.

a. Parallel **words** in a series

On the word level, a noun should be grouped with other nouns, an adjective with other adjectives, and so on.
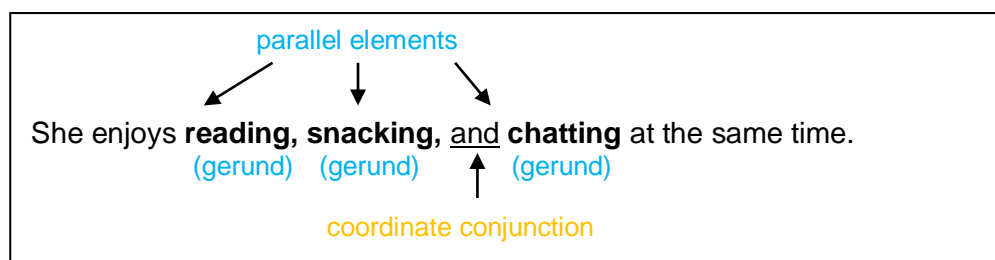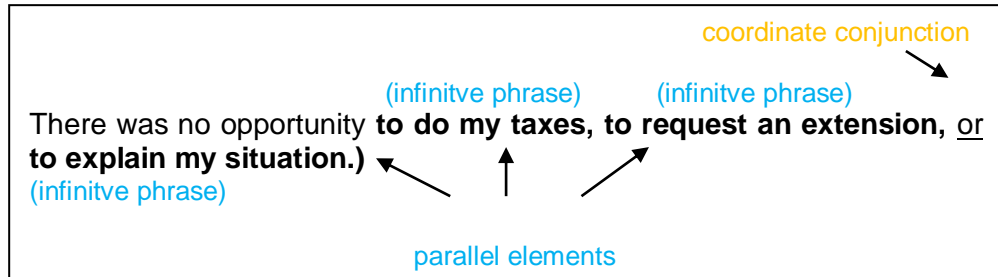

when a series is composed of verbs, do not mix forms. For example, mixing an infinitive (a verb beginning with to) with a gerund (a verb form ending in –ing) breaks parallel structure.

- The participants in the workshop learned how to **communicate**, **negotiate**, and **working** collaboratively for the most effective outcome. **(not parallel)**

- The participants in the workshop learned how to **communicate, negotiate,** and **work** collaboratively for the most effective outcome. **(parallel)**

    or

- The participants in the workshop learned about **communicating, negotiating,** and **working** collaboratively for the most effective outcome. **(parallel)**
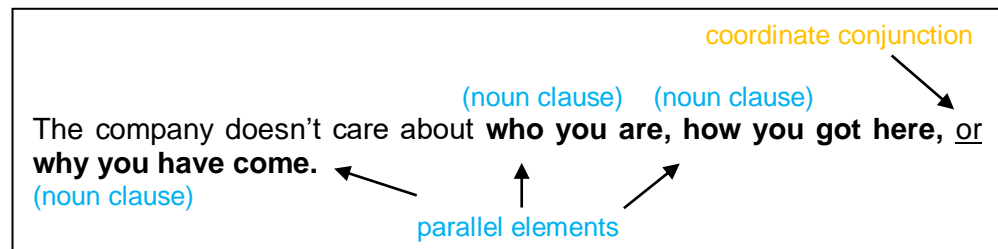
b. Parallel **phrases** in a series

Parallel structure should be used to balance a series of phrases with the same grammatical sructure.

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coordinate conjunction

(infinitve phrase)   (infinitve phrase)

There was no opportunity **to do my taxes, to request an extension,** or **to explain my situation.)**
(infinitve phrase)

parallel elements

- She found the candies **on the floor, under the desk,** but **not pencil case.**

- She found the candies **on the floor, under the desk,** but not **in the pencil case.**

c. Parallel **clauses** in a series

Parallelism is also aplicable to a series of clauses with the equal structure repetition.

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coordinate conjunction

(noun clause)   (noun clause)

The company doesn't care about **who you are, how you got here,** or **why you have come.**
(noun clause)

parallel elements

- The report card stated **that the students often talked in his class, that he bullied other students,** and **rarely finished his homework.**
(not parallel)

- The report card stated **that the students often talked in his class, that he bullied other students,** and **that he rarely finished his homework. (parallel)**
  or

- The report card stated that the students **often talked in his class, bullied other students,** and **rarely finished his homework. (parallel)**

5. Error in Paralel Structure

These are some example of error in paralel structure. The examples below show how to repair faulty parallelism.

Example 1

FAULTY   : Susi and Ratna likes **watching movie** and **to visit** museums.

CORRECT   : Susi and Ratna likes **watching movie** and **visiting museums**.(gerunds)

CORRECT   : Susi and Ratna likes **to watch movie** and **to visit museums.** (infinitives)

Example 2

FAULTY   : My parents never judge me by **what I said** or **my actions.**

CORRECT   : My parents never judge me by **what I said** or (by) **what I did.** (noun clauses)

CORRECT   : My parents never judge me by **my words** or **my actions.** (noun phrases)

Example 3

FAULTY   : She planned to collect data by either **using an online survey** or **phone interviews.**

CORRECT   : She planned to collect data by either **using an online survey** or **conducting phone interviews.** (gerund phrases)

CORRECT   : She planned to collect data through by either **online surveys** or **phone interviews.** (noun phrases)

Example 4

FAULTY   **:** The student wanted **to confirm the assignment, to complain the exam grade,** or **he wanted to retake the class.**

CORRECT   **:** The student wanted **to confirm the assignment, to complain the exam grade,** or **to retake the class.** (infinitive phrases)

CORRECT   **:** The student wanted to **confirm the assignment, complain the exam grade,** or **retake the class.** (verb phrases)

Example 5

FAULTY   : Students were asked to do their assignments **quickly, accurately,** and **in detailed manner.**

CORRECT   : Students were asked to do their assignments **quickly, accurately,** and **thoroughly.** (adverbs)

Example 6

FAULTY   : My mother suggested my sister **that she should finish the homework on time, that she should not eat fast food,** and **to   maintain a strict routine before the exam.**

CORRECT   : My mother suggested my sister **that she should finish the homework on time, that she should not eat fast food,** and **that she should maintain a strict routine before the exam.** (dependent clauses)

CORRECT   : My mother suggested my sister that she should **finish the homework on time, not eat fast food,** and **maintain a strict routine before the exam.** (verb phrases)

Example 7

FAULTY   : Rafli expexted **that he would present his ideas at the meeting, that there would be time for him to show his slide presentation,** and **that he would be agreed by his partners.**

CORRECT   : Rafli expexted **that he would present his ideas at the meeting, that there would be time for him to show his slide presentation,** and **that his partners would agree with him.** (active)

Example 8

FAULTY   : This book contains the procedure of installing the laptop which are **readable, simply,** but **complete.**

CORRECT   : This book contains the procedure of installing the laptop which are **readable, simple,** but **complete.** (adjectives)

Example 9

FAULTY   : The lecturer expected that the students **would present the**

seminar, be using PowerPoint presentation and **they would answer questions from the audience.**

CORRECT : The lecturer expected that the students **would present the seminar, use PowerPoint presentation** and **answer questions from the audience.** (verb phrases)

Example 10

FAULTY : The thief climbed **the rock,** up the wall, and **onto the roof**.

CORRECT : The thief climbed **over the rock**, **up the wall,** and **onto the roof**.

C. EXERCISES

1. Exercise 1. Coordinate Conjunction

   Directions: Combine the given sentences into one concise sentence that contains parallel structure by using coordinate conjunctions. Punctuate carefully.

   a. Sammy joined the office. Sammy worked hard. Sammy got a pay raise.
      ➤ Sammy **joined the office, worked hard,** and **got a pay raise.**

   b. They updated the windows of the computer. They also didn't have back up data.

   c. Your oral presentation should use PowerPoint slides. Your oral presentation should refer to handouts.

   d. The students have to join the practical class. The students have to join English course. The students have to join the Engineering training.

   e. Clara wrote a letter. She didn't mail it to the school.

2. Exercise 2. Correlative Conjunctions

   Directions: Combine the following into sentences that contain parallel structure by using correlative conjunctions.

   a. The contract of this project was not only elligible. The contract of this project was lenghty.
      ➤ The contract of this project was <u>not only</u> **elligible** <u>but also</u> **lengthy.**

   b. Reyna is happy about the achievement. She is nervous about the extra responsibility.

   c. You will finish the assigment today. You will take recourse class.

d. The lecturer needs the students' participation for the final grade. The lecturer needs grading the exam for the final grade.

e. The students of Informatics Engineering were hard-working. The students of Informatics Engineering were community-minded.

3. Exercise 3: Error Analysis

Directions: Each sentence below contains parallelism errors with correlative conjunctions. Revise each sentence so that the elements are parallel to one another. Give the functional words of parallel elements.

1. Thetering can be functioned as private hotspot for both wire or wireless.
   ➢ Thetering can be functioned as private hotspot for **both** <u>wire</u> <s>or</s> **and** <u>wireless</u>. **(nouns)**

2. Not only the software but the hardware of computer are the parts that are usually affected by virus.

   _____

3. Either buying a new flash disk or use the current hard disk is the solution to bake up the data in my computer.

   _____

4. The programmer must have not only compatible computer, updated windows, but also his full capacity main memory.

   _____

5. Recently, both in a computer and a mobile phone have full capacity for not only ROM but also RAM.

   _____

6. When the computer infected by virus, we not only backed up the data in Google drive but also using the software of anti-virus.

   _____

7. The computer programmer repaired the program both carefully and with competence.

   _____

8. The doctor promised neither to cause pain during the procedure nor leave a scar.

   _____

9. The captain will discuss the big project either at the restaurant or he will be at the bus station.

_____

10. At my training session, I was not only taught how to convert the movie file but also to create cartoon animation.

_____

11. Imaginative, fantastic and originality describe the techniques of this painting software.

_____

12. Keenan was considered to be a good employee because he was always on time, he was very motivated and led the team well.

_____

13. The movie is both educational and engineer.

_____

14. Their oral presentation were good, yet their essay are poor.

_____

15. The dictionary can be used to find these: word meanings, pronounciations, correct spellings, and looking up irregular verbs.

_____

16. Yesterday, we watched a movie, play video games, and made pizza.

_____

17. At the office, my duties are to print documents, typing data of shelves stocked , and to design some advertising flyer.

_____

18. Gardening in the afternoon, exercising in the morning and rides bicycle every weekend are a good occupy a good deal of my father's retirement time.

_____

19. The lecturer said that Pablo was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and his motivation was low.

_____

20. The coach told to the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.
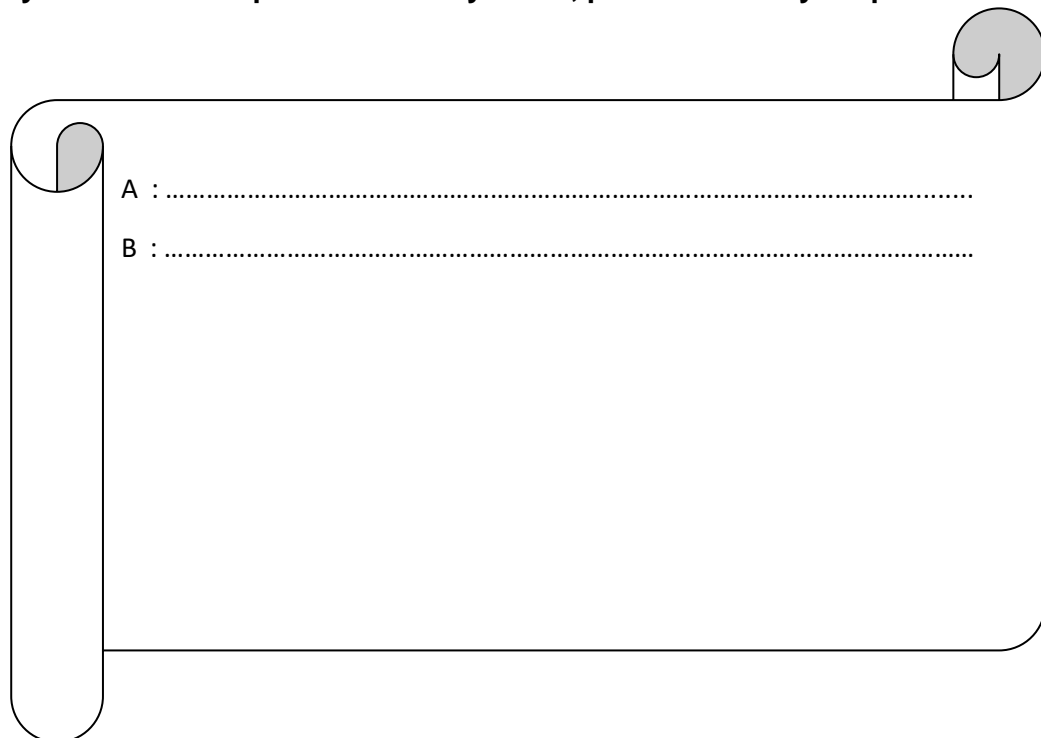
_____

4.   Exercise 4: Writing

Directions: Create three sentences by using parallel structure in a word, in a phrase, and a clause based on the topic below. Pay attention to punctuation and be sure all of your commas and periods are used correctly.

Topic: computer, main memory, secondary memory, software, hardware.

_____

_____

_____

_____

_____

_____

_____

_____

5.   **Exercise 5: Speaking**

Directions: Make a conversation by using parallel structure sentences that you made in the previous activity. Then, practice it with your partner.

A : ....

B : ....

D. References

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