

# I Conjunctions

Conjunctions are used to link ideas within and across sentences. However, some conjunctions cannot be used to join ideas in one single sentence. **However** and **also** cannot be used to link two clauses in the same sentence:

\*The results showed that the levels had improved, however, this was not confirmed in all districts.

A sentence that uses a conjunction needs to have two clauses. You are linking two ideas, so there should be two clauses. Errors concerning this are called "sentence fragment" (incomplete sentences).

\*Whereas the evidence points to the contrary.

\*Before they started the task.

Complete the task on the Write site:

[http://writesite.elearn.usyd.edu.au/m3/m3u5/m3u5s6/m3u5s6\\_8.htm](http://writesite.elearn.usyd.edu.au/m3/m3u5/m3u5s6/m3u5s6_8.htm)

## The case of AS, While and SINCE:

These conjunctions can be problematic because they can carry several meanings. When you use them, you must ensure that the meaning you intend is very clear or your reader will be confused.

**Task 1:** check concordance to understand how **As**, **While** and **Since** are used. Discuss with a classmate the following: for each of the examples, what meaning does the conjunction convey?

a) **As** can mean *when* and *because*.

Check a concordancer to see how AS is used. <http://www.lex tutor.ca/cgi-bin/conc/wwwassocwords.pl>  
<https://www.lex tutor.ca/conc/eng/>

creative and "unconventional wisdom". #CREATION'S NEEDED# " [AS](#) we look to the \$800 billion economy that is predicted for

002. ☒ his white-clad youthful students, President Kennedy said, " [AS](#) an American I have the greatest possible pride in the wor

003. ☐ erience mother's comments. She wrote: #TOTAL DISINTEREST# " [AS](#) the mother of an autistic child who is lacking in interes

004. ☐ lem of negotiations with the Soviet leader in these words: "

AS long as Mr. Khrushchev is convinced that the balance of w

005. ☐ n influence, are paramount in the Emory University policy. "  
AS a private institution, supported by generous individuals,

006. ☐ rom the steel strike. #SACRIFICES NEEDED# Draper declared, "  
AS I see it, this country has never faced such great dangers

007. ☐ shall be paid to the importance of recruiting the staff on "  
AS wide a geographical basis as possible". The United States

008. ☐ stang 21 after an incomplete pass into Gannon's territory. "  
AS soon as it started to form, Gannon spotted it", Meek sa

**b) While can mean *when, in contrast, or although/concession*.**

Discuss the meanings of While in the following sentences:

<http://www.lex tutor.ca/cgi-bin/conc/wwwassocwords.pl>

inslow's daughter soon to be graduated from Smith College: " WHILE I l  
 ove botany which, after dabbling in for years, I st

002. ☐ ly Life, p. 188); and on Christmas Day, 1890, Hardy wrote: "  
WHILE thinking of resuming 'the viewless wings of poesy' bef

003. ☐ s less often shot in the body or head than in the suburbs. "  
WHILE Henry Morgan was escorting Miss Vera Green from the ch

004. ☐ tion of patents which grant at least a partial monopoly. ## W  
HILE the factories were always the center of the labor mark

005. ☐ at will prevent the development of such deficiencies. #/2, # W  
HILE the personality factors that aggravate interfaith conf

**c) SINCE can mean *because*, and can also indicate a *time frame*. Discuss the meanings of Since in the following sentences:**

<http://www.lex tutor.ca/cgi-bin/conc/wwwassocwords.pl>

create a project that was universally appealing for my class based on music. **Since** I wanted to create an  
 activity that included aspects across the content areas, I

an important medium for displaying the videos and created an audience within the class, **since** students  
 could watch one another's videos on their own and then make comments,

, p. 20). Children's books have been published and marketed to youths **since** the 18th century  
 (Roxburgh, 2000), and growing evidence suggests that books

), the social status of book reading seemed to be relatively positively positioned, **since** the majority deemed it socially acceptable. # The findings that adolescents who deemed books

shows that lower achieving students learn more working in groups with higher ability students, **since** they can learn from the knowledge and assistance of their higher ability classmates (Webb

to discuss with students how a word fits within the context of a passage, **since** words are always contextual (Beck et al., 2002). # Peer tutoring

**You can also check the conjunctions in the following corpus:**

<https://corpus.byu.edu/coca/>

## II Complex sentence structure

**Read the information about sentence structure and answer the questions**

**A. Simple sentences:** these are also called 'independent clauses'.

Ex: Students often work late before exams.

S

V

They must contain a verb. They usually have a subject and a complement.

(Subject) + Verb + (Complement)

In a text, find a simple sentence (hint: look for a simple SVO sentence structure). Underline the main verb and circle the subject.

**B. Compound sentences:** These are not very common in academic English.

Two or more simple sentences are linked by a coordinating conjunction (*for, and, nor, but, or, yet, so*) = FANBOYS.

Ex: Students often work late before exams **but** they rarely do so at the start of term.

Clause 1

Coordination

Clause 2

Both sides of the coordination are parallel (/). This means they have the same grammatical form. In the example above, the verbs *work* and *do* in the present simple.

Find a compound sentence. What is the coordinating conjunction used? Note the parallel structure on each side of the conjunction. Highlight the conjunction, underline the verbs and circle the subject group(s).

### C. Complex Sentence Structure: Overview

**Complex sentence:** an independent/main clause + **one (or more)** dependent/ subordinate clauses.

Ex: [Although the course was challenging], students did well.  
Subordinate clause                      Main clause

- Very common in academic English
- Essential to express complex ideas when writing
- Essential to understand complex ideas when reading.

There are only a few subordinate clause types in English. Being aware of the different clauses a writer has used can help you to decode readings faster and more accurately. You should also try to use a variety of clauses in your writing.

Below is an overview of the **basic subordinate clause types** with examples and important information to note. First, spend a few minutes to go over the different clauses. You will become familiar with the 4 subordinate clauses below as you explore the text to find some examples and as you consciously try to use them in your writing.

**You do not need to study this in detail now; just refer to the summary table when you complete the analysis task.**

## 1) **Adverbial clauses**

- Purpose: to show logical link between ideas (see below)

Ex: [**As** Professor Chan said], (twins) are highly influenced by adverts.

Sub Adv Cl

S

main verb

- Cannot be used on their own
- Used with a **subordinating conjunction** (*as, although, because, even though, while, since...*) *Try making a word like FANBOY (as for compound sentences)!*
- Express various clause relationships/logical link between ideas:

To express:

**Purpose:** *in order to*

*Ex: In order to get back on time, we'll set off before noon.*

**Comparison and contrast:** *whereas, while*

*Ex: Academic articles often start with an abstract, whereas journalistic articles start with an anecdote.*

**Concession:** *as, although, even though, despite*

*Ex: Although the conditions were challenging, the team finished the race.*

**Cause:** *as, because, since...*

*Ex: Since teenagers like working in groups, we have assigned them to teams.*

**Condition:** *if, provided that, unless*

*Ex: Provided that all the documents are included, the assignment will be graded before the end of the week.*

**Time:** *when, before, after, as long as, as soon as, once...*

*Ex: As long as governments do not take drastic steps, the problem of pollution will not get solved.*

## 2) Relative clauses

- **Purpose:** to define and add information
- Cannot be used on their own
- Introduced by relative pronouns (*who, that, which...*) which **refer** to a word in the previous clause (antecedent)
- Can be identifying or non-identifying:
  - **Identifying** (essential information)=NO commas  
Ex: I know the person [**who** can help me with this problem].

(who can help me...is essential to the sentence, without it, the sentence become meaningless: I know the person...WHO???)

- **Non-identifying** (non essential information, it can be taken out), commas  
Ex: The friend Anne, who loves animals, has decided to become a vet. ('who loves animals' is not essential to the sentence: the sentence makes sense without the relative clause)
- In non-identifying, we cannot use THAT (only which or who)
- 'that/which' can be omitted when they replace the Object in the clause:  
Ex: Sarah appreciated the remark **that** the teacher made. Or: She appreciated the remark the teacher made.  
= the teacher made a remark.  
Object

## 3) Noun clauses

- Very common in academic English (especially after reporting verbs)
- Cannot be used on their own
- Can be replaced by a noun
- Can start with '**that**' (often after a reporting verb), *what, why, which...* (these do NOT refer to a noun in the previous clause, unlike in relative clauses)  
Ex: They believed [*that the plan would certainly fail.*]  
Ex: I know [**which** course I want to take!]
- Often found after words like *the notion that, the idea that...*  
Ex: (The fact [**that** we found the door open]) reassured us.

#### 4) **Participle clauses**

- Cannot be used on their own
- Contain a past or a present participle.

Ex: We saw a monkey [climbing up a tree].

Ex: [Having given his opinion], he left.

#### **Clauses can be embedded** (like Russian dolls)

- A relative clause embedded into an adverbial clause (forming an adverbial group):

[As Professor Chan, [who studies the issue at the University] said], tweens are highly influenced  
Sub Adv cl                      Rel cl                                      S      V  
by adverts.

- A relative clause embedded into a relative clause (forming the subject group of the sentence):

(The student [who wrote the essay [that won the prize]]) received (his classmates'  
Subject group      Rel cl                      Rel cl                      V                      Object group  
praises with an embarrassed smile).