

2.1 Introduction

Conjunction (abbreviated conj or con) is a part of speech that connects words, sentence phrases or clauses A discourse connective.

Conjunction joining sentences this definition may overlap with that of other part of speech so what constitutes a "conjunction" must be defined for each language in general a conjunction is an invariable grammatical particle and it may not stand between the item in conjunction.

The definition may also be extended to idiomatic phrases that we have as unit with the same function e.g. "as well as" provided that".

A simple literary example of conjunction: The truth of nature and the power of giving interest (Samuel Taylor Coleridge's Biographic liter aria).

Conjunction may be placed at the beginning of sentences "But some superstition about the practice persists.

2.2 History of Conjunction

Conjunction

Is biannual American Literary journal based at Bard College. It was founded in 1981 and is currently edited by Bradford Morrow. Morrow received the PEN/Nora Majid Award for Magazine Editing in 2007.

The journal publishes innovative fiction, poetry, criticism, drama, art and interviews by both emerging and established writers, it provides a forum for nearly 1,000 writers and artists “whose work challenges accepted forms and modes of expression, experiments with language and thought, and is fully realized art, “according to the “Letter From the Editor” on its website, It aims to maintain consistently high education and production quality with the intention of attracting a large and varied audience. The project is meant to present a wide variety of individual voices. The publication is unusually thick, often containing about 400 pages per issue.

Conjunctions’ editorial approach is often collaborative. Both the editor and the distinguished staff of active contributing editors — including Walter Apish, Chinua Achebe, John Ashbery, Mei-mei Berssenbrugge, Mary Caponegro, Elizabeth Frank ,William H. Gases, Peter Gizzi, Jorie Graham, Robert Kelly , Ann Lauterbach, Norman Mania, W.S.Merwin,Rick Moody, Joanna Scott, Peter Straub, William Weaver and John Edgar Wideman — rely on the advice of fellow writers across the country. Final selection of the material is made by the editor.

- [1] Web page titled "Letter From the Editor" at the conjunctions website, accessed December 14,2006

- [2] Larimer, Kevin, "The Functions of Conjunctions" article in poets & Writers Web site, "News & Trends" section, undated but around October 2001, according to the article, accessed December 14, 2006.

2.3 Type of Conjunction

- **A subordinating conjunction**

A subordinating conjunction (sometimes called a dependent word or subordinator) those conjunctions are used to join an independent and complete clause with a dependent clause that relies on the main clause for meaning and relevance.

- **Correlative conjunctions:-**

Correlative conjunctions are simple pairs of conjunction used in as sentence together.

Correlative conjunctions are generally not used to link sentence themselves, instead they link two or more words of equal importance with in the sentence itself.

- **Conjunction Adverbs:-**

Conjunctions adverbs are usually placed between two independent clause following by a comma. When conjunctive clauses occur anywhere else in the sentence they are usually separated from the rest of the sent ace by comma.

4. Coordinating conjunctions

Coordinating conjunctions also called coordinators are what come to must people minds when they hear the word conjunctions and they do exactly what their comes implies they make things go together they conjunctions together words phrase and independent clauses .

Coordinating conjunctions usually comes of the middle of the sentence and a comma is used before the conjunctions unless both clauses are very short they join individual

words-phrases-and independent clauses where as coordinating conjunctions join part of sentence the purpose of transitional words and phrases usually is to join two sentence.

2.4 Problems with conjunction

In most languages of European origin. Clauses are joined together by conjunction in similar ways. However, students who speak other languages may have some problems in using English conjunctions correctly.

➤ **One conjunction for two clauses**

One conjunction is enough to join to clause –we do not normally use two.

__ **Although** she was tired, she want to work.

__ **Because** I liked him, I tried to help him.

__ **As** you know, I work very hard.

However, we can use and, or or together with repeated conjunction.

We come back because we ran out of money, and because Ann got ill...

She did not write when I was ill, or when I go married.

➤ **Relatives pronouns also conjunctions**

Relative pronouns (who, which and that_ see 494) join clauses like conjunction.

There is the girl who work with my sister.

A relative pronoun is like the subject or object of the verb that comes after it.

So we do not need another subject or object.

I have friend who works in a bub.

The man (that) she married was an old friend of mine.

She always thanks me for the money that I give her.

➤ **That, where and when**

That is often used instead of which or who (m) (see 494_495).

There is the girl that work with my sister.

But we do not usually use the instated of when or where.

August 31st is a national holiday, when everybody dances in the street.

The house where I live is very small.

But that ...in can mean the same as where.

The house that I live in is very small.

What can be used instead of where and when in a few special cases (e.g after twice day): for details, see 498.6.

2.5 Definition of coordinating conjunctions

- Coordinating conjunctions link are or join two word or phrases what are equally important and complete in terms of grammar when compared with each other.
- Coordinating conjunctions join grammatically similar elements (two verbs to modifiers two independent clauses).

There are seven main coordinating conjunctions

The simple little conjunctions are called coordinating conjunctions. And- but-so-
Nar-for-yet-or

(it may help you) remember these conjunction by recalling that they all have fewer than four letters Also remember the acronym

(FAN BOYS)

1-F =FOR

2-A =AND

3-N =NOR

4-B =BUT

5-O =OR

6-Y =YET

7-S =SO

2.6 Rules for using coordinating conjunction (fan boys) and using comma

- Chris does not want tea or coffee.
- Here we see how or was used to combine the two words and make cohesive sentence using them. Also notice how the or is between the two words.
- I scored 60% in the exams this year Anita scored 7% more than me this year
I scored 60% in the exam but Anita scored 7% more than me this year
- We see that (but) was used in the middle to combined show the relation between the two sentences that were both equally important cohesive by themselves.
- When coordinating conjunction connect two independent clauses its often (but not always)

A comma:

E-g Ned wants to play for the University of Toronto .but he has had trouble meeting the academic requirements.

- When the two independent clauses by coordinating conjunctions are nicely bolmaced or brief many writers will omit the comma

E-g

Need has a great jump short but has is not quick on his feet

- The comma is always correct when used to separate two independent clauses connected by coordinating conjunctions.

- Comma is also correct when and is used to attach last item of a serial list although many writers specially in newspapers will omit that final comma

Ned spent his summer studying basic math writing and reading comprehension.

- When coordinating conjunction is used to connect all the elements is a comma is not used

Example

Presbyterians, Methodists, and Baptists owe the prevalent protestant congregation in Oklahoma.

- Comma is also used with but when expressing a contrast.

E-g

This is use full rules but difficult to remember.

- In most of their other rules as joiners (other than joining independent clauses that is), coordinating conjunctions join two sentence elements without the help of a comma. Hemingway and Fitzgerald are among the American expatriates of the between the wars era.

_it is hard to say whether Hemingway or Fitzgerald is the more.

Hemingway was renowned for this clear style and his insight into American nations of male identity. (Grammer.ccc.comment.edu commas)

Can you begin a sentence with coordinating?

Beginning a sentence with and or but

Frequently asked question about conjunctions is whether and or but can be used at the beginning of a sentence. This is what R.w.burch field flied has to say about this used of and: there is persistent be flied that it is improper to begins sentence with and, but this prohiption has been cheerfully ignored by standard.

Authors from Anglo – Saxon times onward.

An initial and is a useful aid writers as the narrative continues.

The same is true with conjunctions but a sentence beginning with and or but with tend to draw attention to itself and transitional function.

If you decide to begin a sentence with coordinating conjunctions, keep these three things in mind.

- Be sure that a main clause follows the coordinating conjunctions.
- Do not use a coordinating conjunction to begin every sentence. Use this option only when it makes the flow of your ideas more effective.
- Do not use a comma after the coordinating conjunction. Coordinating conjunctions are not transitional expressions.
- Among the coordinating conjunctions the most common, of course, are and, but, and or.

AND

To suggest that one idea is chronologically sequential to another: “Lydia sent in her applications and waited by the phone for her spouse”.

To suggest that one idea is the result of another:

Willie heard the weather report and promptly boarded up his house;

To suggest that one idea is in contrast to another (frequently replaced by

But in this usage) “Juanita is brilliant **and** Delia has a pleasant personality.

To suggest an element of surprise (sometimes replaced by yet in this usage):

“Hartford is a rich and suffers from many symptoms of urban blight”.

To suggest that one clause is dependent upon another, conditionally (usually the first clause is an imperative): “use your credit cards frequently and you’ll soon find yourself deep in debt”.

To suggest a kind of “comment” on the first clause:

“Charlie became addicted to gambling _and that surprised on one who knew him”.

But

To suggest a contrast that is unexpected in light of the first clause: “joey lost fortune in the stock market, **but** he still seems able to live quite comfortably”.

To suggest in an affirmative sense what the first part of sentence implied in a negative way (sometimes replaced by on the contrary): the club never invested foolishly **but** used the services of a sage investment counselor.

To connect ideas the meaning of “with the exception of” (and then the second word takes over as subject: “everybody **but** David is trying out for the team.

OR

Used or in different situations:

- To suggest that only one possibility can be realized ,excluding one or the other : you can study hard for this exam **or** you can fail
- To suggest the inclusive combination of alternatives : we can broil chicken on the grille to night **or** we can just eat left over
- To suggest a refinement of the first clause: e-g “smith college is the premier all – women’s college in the country, **or** so it seems to must smith college alumnae.
- To suggest a restatement or: “correction “of the first part of the sentence: e-g “There are no rattlesnakes in this canyon, **or** so our guide tells us.
- To suggest a negative condition: e-g “The news Hampshire state motto is the rather grim “live free or die”.

- To suggest a negative alternative without the use of an imperative : e-g “they must approve his political style **or** they wouldn’t keep electing him mayor

NOR

Rule is to use neither and nor together the conjunction nor is not extinct but it is not used nearly as often as the other conjunctions, so it is might feel abit odd when nor does come up in correlative pair neither _nor.

“Nor” can start sentence.

For example, if you have just mentioned that you do not usually wake up at 6 a.m. And you want to continue being negative. You can start another e.g. (nor do I like to wake up at 5 a.m.)

- Another option is to combine the two negative ideas into one sentence. E.g.
“Nor”: “I don’t usually wake up at 6 a.m. nor do I like to wake up at 5 a.m. nor do I like to wake up at 5 a.m.”
- Nor with neither for example
 - ✓ He is **neither** Sane **nor** brilliant.
 - ✓ That is **neither** what I said **nor** what I meant.
 - ✓ I like **neither** hotdogs **nor** mustard **nor** ketchup.

It is possible to use nor without preceding negative element, but it is unusual and, to an extent, rather stuffy: e.g.

George’s handshake is as good as any written contract, **nor** has he ever proven untrustworthy.

YET

Rules of use conjunction YET:

- The word YET function sometimes as an adverb and has several meaning:
 - In addition (“yet another cause of trouble “or” a simple yet noble woman”), even (“yet more expensive “), still (“he is yet novice”), eventually (“they may yet win “) and soon as now (“he’s not have yet”).
 - It also function as a coordinating conjunction meaning something like “nevertheless” or “but”.

The word yet seems to carry an element of distinctiveness that but can seldom register.

For example:

- ✓ John plays basketball well, yet his favorite sport is bad Minton.
- ✓ The visitors complained loudly about the heat, yet they continued to play golf every day.
- In sentences such as the second one, above, the pronoun subject of the second clause (“they,” in this case) is often left out.

When that happens the comma preceding, the conjunction might also disappear.

“The visitors complained loudly yet continued to play golf every day”.

- Yet is the sometimes combined with other conjunction, but or and.

It would not be unusual to see and yet in sentence like the ones above.

FOR

The word **FOR** is most often used as a preposition, of course, but it does save, on rare occasions as coordinating conjunction. Some people regard the conjunction **for**

as rather highfalutin and literary, and it does tend to add bit of weightiness to the Tex. Beginning a sentence with the conjunction for is the probably not a good idea, except when you are signing for he is a jolly good follow. For has serious sequential implications and in its use the order of thoughts is more important than it is say with because or since. Its function is to introduce the reason for the preceding clause:

- John thought he had a good chance to get the job, **for** his father was on the company's board of trustees.
- Most of the visitors were happy just sitting around in the shade, **for** it had been along, dusty journey on the train.

SO

Be careful of the conjunction **SO**. Sometimes it can connect two independent clauses along with a comma but sometimes it cannot. For instance, in this sentence.

Examples:

Robert is not only Olympic athlete in his family, **SO** are his brother, sister, and his uncle Chet.

Where the word so means "as well" or "in addition", most careful writers would use a semicolon between the two independent clauses,

In the following sentence, where so is acting like a minor-league "therefore", the conjunction and the comma are adequate to the task:

Example:

Robert has always been nervous in large gatherings, so it not surprise that he avoids crowds of his a daring fans.

Sometimes, at the beginning of a sentence so will act as a kind of summing up device or transition, and when it does, it is often set off from the rest of the sentence with a comma:

SO, the sheriff peremptorily removed the child from the custody of his parents.

2.7 Some example of Fan boys

- **For**

- Someone is calling **for** help.
- I congratulated my cousin **for** his success.
- I have lived here **for** three years.

- **And**

- The gamble **and** they smoke.
- Most children like cookies **and** milk.
- What you **and** what you do are two.

- **Nor**

- They do not gamble, **nor** do they smoke.
- He cannot see **nor** hear.
- I cannot read French, **nor** can I speak.

- **But**

- They gamble, **but** they do not smoke.
- I like coffee, **but** I do not like tea.

➤ I do not care of the beach, **but** I enjoy a good vacation in mountain.

- **OR**

➤ The gold is hidden at the beach **or** by the lake side.

➤ Live free **or** die.

➤ She want travel to Egypt **or** India.

- **Yet**

➤ They gamble, **yet** they don't smoke.

➤ Is tom back **yet**?

➤ John plays basketball well, **yet** his favorite sport is badminton.

- **SO**

➤ Marge was later for works, **so** she received act in pay.

➤ I was **so** hungry.

➤ That is **so** great.

***The case of than and then**

In some parts of united states, we are told, than and then not only look alike, they sound alike like a teacher with twins in her class room, you need to be able to distinguish between these two word; otherwise, they'll become mischievous. They are often used and they should be used for the right purposes.

- **The word Than**

Than is used to make comparisons in the sentences:

“Piggy would rather be rescued **than** stay on the island, “we have employed the wrong word because a comparison is being made between piggy’s two choices: we need **than** instead.

In the sentence, “other **than** Pincher Martin, Golding did not write another popular novel, “ the adverbial construction “other than” helps us make an implied comparison this usage is perfectly acceptable in the united states but care full writers in the UK try to avoid it (but chfield).

Generally, the only question about than arises when we how to decide whether the word is being used as conjunction or as a proposition. If it is a proposition, then the word that follows it should being the object form.

Example

- He taller and somewhat more handsome **than** me.
- Just because you look like him does not mean you can play better **than** him.
- Most careful writer, however, will insist that than be used as conjunction; it is as if a part of the clause in traduced by than has been left out:
 - He is taller and somewhat more handsome than I (am handsome).
 - You can play better than he (can play).
- In formal, academic text, you should probably use than as a conjunction and follow it with the subject form of a pronoun (where pronoun is appropriate).
- **The word then**

Then is a conjunction, but it is not one of the little conjunction listed at the top of page we can use **FAN BOYS** conjunction to connect two independent clause, they will be a accompanied (preceded) by a comma too many students think that then works the same way: e.g.

“Caesar invaded Gaul, and then he turned his attention to England”.

- The difference between then and coordinating conjunction by trying move the word around in sentence. We can write:

- He **then** turned his attention to England.
- He turned his attention, **then**, to England.
- He turned his attention to England **then** the word can move around within the clause.

The conjunction connect move around the sentence. E.g.

“Cesar invaded, and then he turned his attention to England.

The word and his stuck exactly there and cannot move like then, which is more like an adverbial conjunction (or conjunction adverb __see below than a coordinating conjunction.

Our original sentence in this “(Caesar invaded Gaul, and then he turned his attention to English”).

Is a comma splice, a faulty sentence construction in which a comma tries to hold two independent clause all by itself: the comma need a coordinating conjunction to help out, and the word then simply does not work that way.

- The difference between coordinating conjunction and subordinating conjunction.
- Use a coordinating conjunction when you want to give equal emphasis to two main clause. The pattern for coordinating looks like this:

Main clause +, +coordinating conjunction+ main clause.

Subordinating, however, emphasize the idea in the main clause more than the one in the subordinate clause.

Generally, the parting looks like this:

- Main clause + o + subordinate clause.
- Subordinate clause +, + main clause

Example:

- Diana stared dreamily at the hands some Mr. McKenzie, but Olivia, who hated economics, furiously jiggled her foot, impatient to escape the bearing class.
 - White Dianna was staring dreamily at the handsome Mr. McKenzie. Olivia furiously jiggled her food, impatient to escape the bearing economic class that she hated.
 - In the first sentence coordinating conjunction the two idea and second sentence subordinate conjunction the one idea.
- **A coordinating conjunction may connect two or more ideas.**

We can say:

- I don't like tea.
- I do not like coffee.

We can also say:

- I do not like tea or coffee.

2.8 Previous study

Ashley (2001) talked this study about Reality of the conjunction fallacy
Attributing higher “probability” to sentence of from p and q compared to p is a reasoning fallacy only if (a) the word probability carries its modern, technical meaning and (b) the sentence p is interpreted as a conjunct of the conjunction p and q . legitimate doubts arise about both conditions in classic demonstration conjunction fallacy. We used betting paradigms and unambiguously conjunctive statements to reduce these sources of ambiguity about conjunctive reasoning. Despite the precautions, conjunction fallacies were frequent under betting instructions as under standard probability instructions.

Miss Yi_hui Chiu (1996) this study explores the acquisition of the most commonly used coordinating conjunction “and” in essays written by three group of college student in high_ mid_ ,and low _proficiency levels in Taiwan and shows that a number of error patterns can be traced when analyzing the misuse of this coordinating conjunction. Ignorance or misuse of and will be discussed in relation to L1 transfer and the EFT reading and grammar materials these learners are exposed to in the EFL setting. This research not only offers empirical evidence of particular grammar point in Taiwanese learners, essays but also sheds light on grammar and reading pedagogy in the EFL context.

Donald G.Schoffstall (2013) talked this study about the benefits and challenges hospitality management student experience by working in conjunction with completing their studies. Previous researchers have suggested that in order to be successful in the hospitality industry, student need to obtain work experience in addition to completing their degrees. Although the benefit of gaining such experience from the industry viewpoint has been well documented, few studies have assessed the benefits and challenges faced by students. The purpose of this researcher study was to examine the benefits and challenges hospitality students may be confronted with when they work while completing their degrees.

Web_based questionnaires were utilized to gather the responses of hospitality students and hospitality graduates in this nationwide study that included 31 hospitality programs through the United States. Comparisons were made between senior_level hospitality students (n=409) who gained work experience while in school with those who did not hospitality graduates (n=308) who gained work experience while in school with those who did not furthermore, comparisons were made between students and graduates to determine the early career plans, job achievement expectations, and perceptions of professional future of hospitality students.

Both benefit and challenges of working while a student were well documented in this research study and statistically significant differences were found between students and graduates and those who worked while in college and those who did not. The majority of students (87.5%) worked in college with 26.7% of student reporting they working more than 31 hours per week. More graduates who worked while in college were employed full-time in the hospitality industry compared to those who did not (75.5% and 56.4%, respectively). Unique to this study was

determining job expectations thereby establishing an initial benchmark for future study.