

PREPOSITIONS AND CONJUNCTION



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PT. GLOBAL EKSEKUTIF TEKNOLOGI

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ISBN : 978-623-198-101-1

Editor : Revi Nilam Sari, S.Pd, M.Pd
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Desain Sampul dan Tata Letak : Salsabila Syafna Aulia, S.Ked

Penerbit : PT. GLOBAL EKSEKUTIF TEKNOLOGI
Anggota IKAPI No. 033/SBA/2022

Redaksi :

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Cetakan pertama, Februari 2023
Hak cipta dilindungi undang-undang
Dilarang memperbanyak karya tulis ini dalam bentuk
dan dengan cara apapun tanpa izin tertulis dari penerbit.

PREFACE

Praise and gratitude we pray to the presence of ALLAH SWT, thanks to grace and guidance, so that the author can complete the preparation of the book entitled Prepositions And Conjunction.

This book is expected to help readers Prepositions And Conjunction, so that they can apply their knowledge. Hopefully this book can contribute to literature in Indonesia and be useful for all of us.

Writers, February 2023

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CHAPTER I

PREPOSITIONS OF TIME

By Andri Kurniawan

1.1 Prepositions

English is the international language. By mastering English well, we will be able to communicate with other nations in this world. Besides that, we will also be able to add to our insights and knowledge for the betterment of our nation and country, because we will be able to read English literature, listen to foreign radio broadcasts, and watch other scientific films.

Therefore, in the end we can master knowledge in all fields. Of course, every language has rules or we often call them by their respective grammatical terms, as well as in English, there are lots of rules that must be considered in its use, especially in the field of writing.

Parts of Speech in English mean types of words or word classes. Called "Parts of Speech" because these words are an entity that is needed to form a sentence, regardless of what the task or function of each is. So, said - the word is the "basic material" in a "building" sentence, not the "function" of the word in the sentence. Why is that? Because a word can have several (more than one) functions in a sentence. There are several types of Parts of speech, one of which is a Preposition.

A preposition (the future of) is known as a "little word" in the United Kingdom. Prepositions have a highly significant function, despite the impression that they are only brief words with no real significance.

A noun or pronoun is always used after a preposition (pronoun). The word "preposition" denotes a liaison between the noun that comes after it and one of the constituent parts of a sentence, such as the subject, verb, object, or complement. The object of a preposition is a word or pronoun that comes after the preposition. Always an object pronoun, such as I, you, him, her, it, us, and them are used in this place. A preposition phrase is made up of prepositions and an object (prepositional phrase).

Preposition is a word that is usually placed before a noun or pronoun; shows the relationship between the noun and pronoun with other words in a sentence or it can also be said that a preposition is a word used to connect different nouns whose words are included in a preposition, including: at, in, on, about, under, of, to, for and so on.

Prepositions are not connecting words in sentences. Prepositions are usually joined with other words (verbs, nouns, or adjectives).

Prepositions can also be interpreted as part of a particle followed by an object. In its use, prepositions form a phrase against the word that precedes it and the word that follows it. The use of this preposition is influenced by the verb or adjective that precedes it.

Prepositions have been said to as English's biggest little words. They typically seem like significations and are extremely brief, but they serve vital purposes. Look at these sentences and note how utterly dissimilar each one's meaning is.

- A letter was sent to peter
- A letter was sent for peter
- A letter was sent by peter
- A letter was sent from peter

Only the prepositions alter, but it is sufficient to completely alter the meaning. Nouns are always used after prepositions (or pronouns). These words serve as connectors, indicating the connection between the nouns that come after them and one of the four essential sentence components (subject, verb, object, or complement). They typically denote relationships between their objects and other sections of the phrase, such as location, place, direction, time, method, agent, possession, and condition. Typically, prepositional phrases answer questions posed by the words who, what, where, when, why, how, and how long.

The preposition's object is the noun or pronoun that comes after it. Me, you, him, she, it, us, and them are all object pronouns that can be used with this preposition. The prepositions plus its object is called the prepositional phrase.

Prepositions fall into one of six categories:

1. Simple preposition

Following, at, by, for, from, of, over, or in, through, to, until, under, up, with, etc. are some of the most often used simple prepositions.

For example:

I saw her on Monday.

2. Double prepositions

Into, on, to, from, under, from among, from off, from within, over again, etc. are the most often used double prepositions.

For example:

The girls gets into bed.

3. Compound preposition

When a noun, adjective, or adverb is paired with the preposition "be" (by) or "a," the result is a compound preposition (on).

For example:

William stands beside me.

4. Participial preposition

The participial prepositions during, not withstanding, past, except, save, consider, touch, concerning, regarding, and due to are the most often used ones.

For example:

It is quarter past one.

5. Phrase preposition

Because of, by means of, by reasons, and despite are the most often used prepositional phrases.

For example:

Derril doesn't enter the class because of sick.

6. Disguised preposition

A disguised preposition is shown in such words below :

Behind → "be" : by hind = behind

Across → "on" : "a" on cross = a cross

For example :

Uncle has gone for hunting

1.2 Prepositions of Time

Prepositions of time are also used as adverbs of time. Namely words that can provide information about when, how, where, or in the situation expected by something. Words that show time include: at, in, on, for, since, during, from....to/till/until. Before and after.

1. In

- In is used for long periods of time, such as month, year, season, and so on.

Example:

- in March
- In 2022
- In the 18th century
- In the morning
- In the first week of April

- In is used for the future.

Example:

The train will be leaving in a few minutes.

- The pattern "in + a period of time" can be followed by the word time, in order to make the duration of an activity more specific.

Example:

They are getting married in six months' time.

- In is used to express how long an activity lasts.

Example:

You must finish this task in two days.

- The preposition "in + time" is used to state that an event (which has happened and has not happened) takes place in a timely enough manner or not too slowly.

Example:

Will you be home in time for dinner?

2. On

The use of the preposition of time is divided into two types, namely:

- Used to refer to dates and day names.

Example:

- On Saturday
- On Lebaran Day
- On March 20th
- On weekend

- The word on + time can be used to express events that take place on time.

Example:

The Fajar Utama Yogyakarta train departs on time at 8 am.

3. At

This type of preposition of time is used when you want to say what time it is or a more specific description of time.

Example:

- At 5 o'clock
- At night
- At the moment

➤ At the same time

4. For

Used for saying how long something has been going on.

Example:

Netta was in London for fiveteen years.

5. Since

Used to say when something event that began to happen.

Example:

Giselle has gone since 15 o'clock.

6. During

Used to indicate the time period in which the event occurred.

Example:

I will do that during the holiday next week

7. From ... to/till/until and between ... and

Used to express how much time is spent between starting a job until the job is finished.

Example:

I will be off from the beginning until the end of May.

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CHAPTER II

PREPOSITIONS OF PLACE

By Raynesta Mikaela Indri Malo

2.1 Definition

In general, words are divided into two main categories, the content words and the function words. Content words are those that carry clear meaning, including verbs, nouns, adjectives, and adverbs. On the other hand, function words are those which will function when they are put together in the sentences, together with the content word. They function as glue that connects the ideas in a sentence. Conjunctions and prepositions are two examples of function words. Besides, we may have pronouns, determiners, etc. These words have the task to explain or create grammatical or structural relationships into which the content words may fit in.

Prepositions are words that usually provide information about direction, location, or time (Altenberg and Vago, 2010). Some widely used prepositions are *at*, *from*, *in*, *on*, and *to*. In sentences, these words function to indicate the relationship between other parts of the sentences. In particular, they establish relations between nominal units, mainly nouns, pronouns, and nominal groups, and other units in the surrounding discourse or the rest of the sentence (Sargeant, 2007; Stobbe, 2008; Downing, 2015; Herring, 2016). For example, *between* and *at* in following sentences are prepositions.



(1) The ball is **between** the boxes.



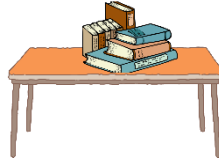
(2) John is **at** home.

Stobbe (2008) and Gonzales (2014) stated that a preposition is a word or group of words that is put prior to a noun or a pronoun to indicate the relationship of that noun or pronoun with some other words in the sentence.



(3) Anna is *inside* the car.

(4) The books are *on* the table.



In sentence (3), the word *inside* is the preposition and it shows the relationship of the noun phrase *the car* and the noun *Anna*. While in (4), the preposition is *on* and it shows the relationship between the noun phrase *the table* and another noun phrase *the books*.

As it is mentioned earlier, Altenberg and Vago (2010) said that prepositions explain direction, location, or time. In other words, prepositions show the relationships of space, sequence, and logic between the object of the sentence and the rest of the sentence. Prepositions help us understand connections, positions, order, and time (Barrett, 2016). For the categorization, Herring (2016) stated that there are 8 categories of prepositions: time, place, direction or movement, agency, instrument or device, reason or purpose, connection, and origin. In this part of the book, we will discuss one category of the preposition, the preposition of place.

2.2 Preposition of Place

Prepositions of place is a kind of prepositions which, as preposition in general, explains the location or the 'where' relationship between noun or pronoun with other parts of the sentence. A preposition of place is a preposition which is used to refer to a place (a

noun referring a place) where something or someone (noun or pronoun) is placed or located (Sargeant, 2007). Here is the list of the prepositions of place.

at school, or it can refer to a surface, such as *on the table*. The question word *where* is a key to identify prepositions of place.

(5) *The students are **at** school.*



The preposition *at* in sentence (5) explains the relationship of the noun *school* with the noun *the students* and can help to answer the question “where are the students?”.

(6) *The doll is **under** the chair.*



In (6), the preposition *under* shows the location of *the doll*. It explains the relationship of the noun *the chair* with the noun *the doll*.

However, Kimber and Galina (2006) and Swick (2011) provide broader task of prepositions, which is to express a relationship of the In a position precedes the preposition, it may be filled with other classes of words. Swan and Walter (2015) stated that prepositions often go together with certain nouns, verbs, and adjectives. For example, *look at*, *listen to*, *a need for*, or *proud of*. Meanwhile, the position following the preposition must be filled with nouns (including meanings between at least two parts in a sentence, not only noun with another noun. Prepositions indicate the relationship between a noun or a pronoun and some other element in the sentence. It means the relationship between nouns or pronouns with either other nouns and pronouns or other word classes such as verbs and adjectives.

above	before	in
Across	behind	near
After	below	next to
Against	beside	on
Along	between	on the corner of
Among	By	opposite
Around	close to	outside
At	in front of	under
at the corner of	inside	

Stobbe (2008) stated that place can refer to particular locations, such as noun phrases) and pronouns. The noun or pronoun is known as the object of the preposition (Sargeant, 2007; Gonzales, 2014; Herring, 2016). It also applied to prepositions of place. Here are some examples.

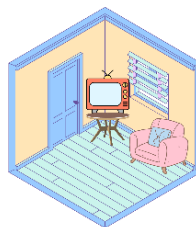
(7) *The secret book is **underneath** the carpet.*



The preposition *underneath* shows that the secret book is placed *underneath* or directly under the carpet. It shows the relationship between the noun phrase *the carpet* and another noun phrase *the secret book*.

(8) *The TV is **on the corner of** the room.*

On the corner of is the preposition which explains where the TV is located. It shows the relation between the noun phrase *the room* and the noun phrase *the TV*.



(9) *Adam is sitting **under** a palm tree.*



The preposition *under* answers the question of “where is Adam sitting?”. It explains the relationship between the noun phrase *a palm tree* and the present progressive verb *is sitting*.

(10) *We were hiding **inside** the car.*

The preposition *inside* shows the relationship between the noun phrase *the car* and the past progressive verb *were hiding*. It answers the question “where were we hiding?”.



(11) *There is a bank **beside** the police station.*



In (11), *beside* is the preposition and it explains the relation between the noun phrase *the police station* and the noun *a bank*. It shows the location of the bank.

(12) *We were too excited **in** Bali.*

In is the preposition and it explains the relation between the noun *Bali* and the adjective phrase *too excited*.



(13) *She was very sad **at** the funeral.*



The preposition *at* shows the relation between the noun phrase *the funeral* and the adjective phrase *very sad*.

2.3 Forms of Preposition of Place

Generally, prepositions are presented by (i) a small, short, single word such as *in*, *on*, *at*, and (ii) longer words and prepositional phrases which consist of more than one word and functioning as a single word in meaning (Kimber and Galina, 2006; Sargeant, 2007; Aarts, Chalker and Weiner, 2014). This leads to the categorization of the forms of preposition of place (and in general).

a. Simple Preposition

Simple prepositions are those relatively short words (Aarts, Chalker and Weiner, 2014), for example *at*, *in*, *at*, *near*, *beside*, and *between*. Sentence (14) and (15) use simple prepositions of place *in* and *on*. The preposition *in* is used to relate the noun *New York* and the verb *lives* to show where the family occupy a home, while the preposition *on* show a surface where 'we' place the assignment paper.

(14) *My family lives **in** New York.*

(15) *We put the assignment **on** the table.*

b. Compound Preposition

Meanwhile, compound prepositions (sometimes known as complex prepositions) are those consist of more than one word (Swick, 2005). For instance, *next to*, *on top of*, *on the corner of*, and *in front of*. In sentence (16) below, the preposition of place *in front of*, shows the relation of the noun phrase *the school* with the verb *parked*. It gives explanation where the car is located. In (17), the preposition *next to* shows the location of the bakery and relate it to the noun phrase *the bank*.

(16) *The police car parked **in front of** the school.*

(17) *The bakery is **next to** the bank.*

2.4 Prepositions of Place in Sentences

Huddleston and Pullum (2005) explained that there are some important notes on the use of prepositions. First, words are considered as prepositions only if they are followed by complements with the form of NPs (the object of prepositions). For example,

(18) *She sat **below** her mother.*

(19) *The mechanics went **below** to fix the engine.**

In sentence (18), *below* is considered as the preposition of place since it is followed by the noun phrase *her mother*. However, in (19), the word *below* is not a preposition because it does not have a noun or noun phrase as its complement. The word is considered as adverb.

Second, all kinds of prepositions have no inflection (as verbs may have). For example, for the preposition of place, the word *in* cannot have derivational forms such as *ined *ins *ining.

Furthermore, Downing (2015), stated that prepositions may optionally be preceded by a modifier. Words, mostly adverbs, such as *right*, *also*, *straight*, *exactly*, and *precisely* are some examples. In the following sentences, the word *right* modifies the preposition of place *at*, while the word *exactly* modifies *on*.

(20) *The boy is standing right **at** the corner.*

(21) *She puts the glass exactly **on** the right table.*

2.5 Notes on Use of Preposition of Place

Generally, when we know the meaning carried by the prepositions of place, we can use them correctly since they all indicate

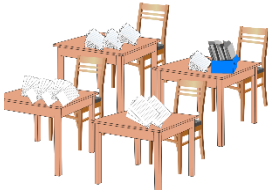
location. However, there are some prepositions of place which might be confusing in their use.

a. In – On

Swan and Walter (2015) provided a clear distinction between the use of these two prepositions of place. **In** is used with three-dimensional spaces like boxes, rooms, clothes, towns, or countries. While **on** is used with two-dimensional spaces like floors, faces, tables, walls or ceilings.

(22) *Jennifer looks so beautiful **in** that yellow dress.*

(23) *We stayed **in** the class until 10 p.m. last night.*



(24) *She puts natural make-up **on** her face.*

(25) *There were papers **on** every table.*

Sentence (22) and (23) use *in* because *that yellow dress* and *the class* are places that have spaces. In other words, *in* is used to indicate that someone or something is located inside something (that have space) (Swick, 2011). Meanwhile, *on* is used in (24) and (25) because *her face* and *every table* are two-dimensional places, where the nouns *make-up* and *papers* are located on their surfaces.

b. At - In

Swick (2011) explained that the preposition of place *at* is used to show that someone is at the location of where they work or do activities, but it does not provide the information whether or not the person is inside or outside the place. The preposition *in*, on the other hand, as it was mentioned before, is used to state that someone or something is inside something.



(26) John is at the school.



(27) John is in the school.

Both sentences above are correct but with different meaning. Sentence (26) shows that John is on the campus of the school, possibly inside the building, or maybe outside the building. Meanwhile, in (27), John is inside the school building. In simple way, *at* indicates that someone is involved in an activity at a particular location, while *in* shows that someone is inside that location. More examples are given below.

(28) *The children are **at the church**.*

The children are somewhere around the church, perhaps inside or perhaps outside of the church.

(29) *The children are **in the church**.*

The children are inside the church building.

(30) *Lucy is **at the office**.*

She probably works there; not precisely informed whether she is inside or outside the office building.

(31) *Lucy is **in the office**.*

She probably was outside before. Now she's inside the office building.

c. On –Above

As it is explained earlier, *on* is used with two-dimensional surfaces like floors, faces, tables, walls or ceilings, and gives

information that the nouns or pronouns touch the surfaces. *Above* is used to show that the nouns or pronouns are in a higher position than the object of preposition.

(32) *The calendar is **on the table**.*



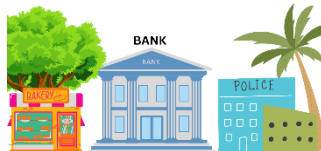
(33) *The calendar is **above the table**.*

The table in both sentences is called as the object of preposition. In (32), the noun phrase *the calendar* is located on the table, which means that it touches the surface of the table. While in (33), the noun phrase *the calendar* is located above the table, which means that it is in a higher position than the table.

d. Between – Among

Between is used when referring to individual items (can be 2, 3, or more, specifically named) and *among* is used when the items are part of a group, or are not specifically named. As in (34), it is specifically mentioned two places, “the police station” and “the bakery”. However, in (35) “several kinds of bread” means a group of bread and the name of the bread are not specifically mentioned.

(34) *The bank is **between** the police station and the bakery.*



(35) *She is trying to decide **among** the several kinds of bread in the bakery.*

e. Beside – Besides

Beside and *besides* are both prepositions. However, only *beside* is considered as preposition of place. *Beside* is used to show location and has similar meaning to “next to”. *Besides* is used to show the meaning of “in addition to”, which to state that there are other things to be mentioned or explained.

(36) *The bank is **beside** the bakery.*

(37) ***Besides**, there are some other factors that affect this.*

f. Beside – Next To – Close to

As mentioned previously, *beside* and *next to* have basically the same meaning. Both of them are used to show location and indicate that something or someone is right by the side of something or someone else. However, in the use, *beside* is considered more formal than *next to*.

The preposition of place *close to* carries almost the same meaning. The difference is *close to* indicates that someone or something is near someone or something else (but not right by the side).

(38) *The market is **beside** the fire station.*

(39) *The market is **next to** the fire station.*

(40) *The bank is **close to** the fire station.*



Meaning in (38) and (39) are exactly the same that the market is exactly by the side of the fire station building. They are just different in terms of level of formality. In (40), *close to* indicates that the bank building is somewhere near the fire station building, not right by the side, perhaps in 2- or 3-minutes walk.

g. Under – Below

Both prepositions indicate that there is something or someone at the lower side of something or someone else. The difference is that *under* is used to show that something is in lower position and is covered by something else. While *below* is used to indicate that something is in lower position but has distance. Distance here means that the object being discussed is not directly under another object.

(41) *There is a wallet **under** the chair.*

(42) *The cat is sleeping **under** the table.*

(43) *There is a restaurant **below** our office.*

(44) *Please do not write **below** this line.*



In sentence (41) and (42), *a wallet* and *the cat* are in a lower position and are covered by the thing above them, *the chair* and *the table*, respectively. In (43) and (44), *a restaurant* and the writing are not covered by the things above them (*our office* and *this line*). They are just in a lower position.

Exercises

Fill in the blank with the correct preposition based on the picture below.

in front of | *above* | *under* | *close to* | *behind*

1. There is a cat _____ the table.
2. The clock is _____ the bookshelf.
3. The lamp is _____ the sofa.
4. The green flower is _____ the bookshelf.
5. The table is _____ the green flower.



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CHAPTER III

PREPOSITION OF DIRECTION

By Riski Zulkarnain

3.1 Introduction

This chapter discusses more prepositions of direction. Explaining the meaning, examples, and usage and providing views on the use of prepositions of direction, meaning that the explanation in this chapter includes a more dynamic explanation. Subsequent chapters will provide further explanations of the types of prepositions.

A preposition is a word that comes before a noun, noun phrase, or pronoun. Its function is to connect a phrase with its object so that a perfect sentence is formed. We use prepositions to show how different nouns relate to each other in a sentence.

There are functions of prepositions, like;

1. They are a *closed class of words* which means no new preposition gets added to the language. We use a fixed set of prepositions.
2. Prepositions do not have any other form. They cannot be plural, possessive, inflection, or anything else.
3. most of the prepositions have many different contextual and natural uses. So, it is easy to be confused about prepositions.
4. sometimes a preposition works as nouns, adjectives, and adverbs.

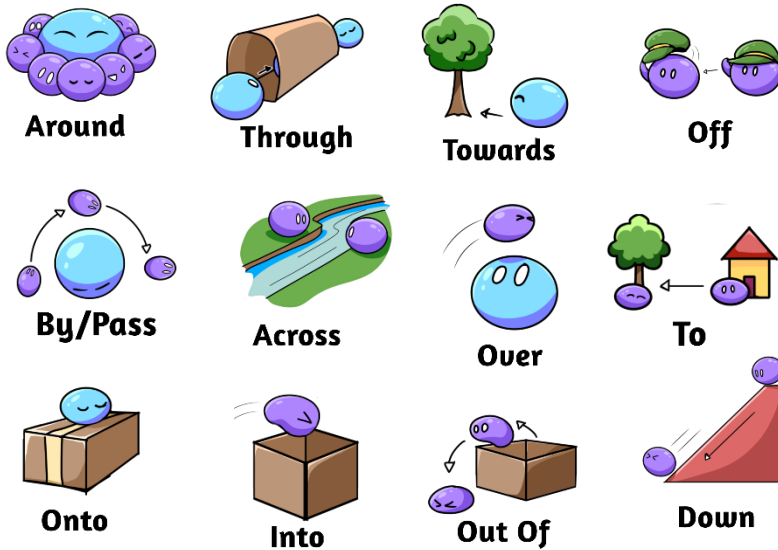
3.2 Preposition of Direction

a proposition that aims to provide an explanation of direction/goal. If the preposition of place describes a place statically, then the preposition of direction describes a place dynamically.

Kinds Preposition of Direction

- **around** (mengelilingi / di sekitar)
- **by/past** (melewati)
- **down** (menuruni)
- **off** (lepas/copot)
- **out of** (keluar dari sesuatu atau suatu tempat)
- **over** (benda yang menyeberangi benda lain)
- **to** (ke, menuju)
- **toward(s)** (menuju)
- **Across** (Melewati)
- **Through** (Melalui/ Melewati)
- **into** (menuju) ke dalam, ke arah
- **onto** ((menuju) ke atas)
- **Into vs In To**
- **onto vs on To**

Here is the simulation of the preposition direction;



Picture 1

Preliminary Overview of Meanings Preposition Direction

3.2.1 Around

a) A proposition of this type indicates movement, rotating in a making a circle.

For Example :

- How many times does the moon rotate around the earth?
- Two lions run around the circus arena.

b) A proposition of this type indicates Surrounding and encircling

For Example :

- Around the market there is an old mosque.
- She tightened her arm around my neck.

c) A proposition of this type indicates Putting, or placing an object in different directions or randomly.

For Example :

- Indra distributes sarong around the mosque
- Distribute these gifts around the orphanage

d) A proposition of this type indicates being everywhere, in all areas, and all over.

For Example :

- Peace in the land of Palestine is requested around the world.
- Mom was sprinkled salt all over the ground around the house.

e) A proposition of this type indicates being close to someone or sticking together

For Example :

- My son wants to be around me anymore.
- My Mother was the only one I was raised around.

3.2.2 By

a) A proposition of this type indicates being near or close or next to and connecting objects.

For Example :

- Our school is down by the biggest lake in our province.
- Riski's Laptop are by the refrigerator.

b) A proposition of this type indicates moving beyond, passing through without stopping.

For Example :

- The monkey climbs by me without saying hello.
- He came by train.

c) A proposition of this type indicates moving down or occupying a place.

For Example :

- He diving down ahead by the strong currents.
- He took his seat by the driver.

3.2.3 Past

a) A proposition of this type indicates happened slower, after.

For Example :

- It was past party time
- She studied from the morning to past midnight.

b) A proposition of this type indicates time division after an hour.

For Example :

- It was past four by the time I had completed my home work.
- I believe that it will unhealthy to stay up past 01.00 am.

c) A proposition of this type indicates after an age division/later in years.

for Example :

- Another girl was past the culture of this region.
- A good man was past the zebra cross.

d) A proposition of this type indicates later, longer than expected/surpassing.

For Example :

- The doctor was told he would not live past over 35.
- The monkey was past her age of live.

e) A proposition of this type indicates being too late to take action/state of things, situation.

For Example :

- They were past the best of employee of this company.
- The has passed the best moments with the Mr. President.

f) A proposition of this type indicates a condition/no longer able to do something.

For Example :

- I kept over old camel when they were past fighting in the desert.
- He even had trouble past his youth because it was full of illnesses he suffered.

g) A proposition of this type indicates moving by, beyond a place/outside.

For Example :

- The storm swiftly past us.
- Another new costumer squeezed past us.

h) A proposition of this type indicates overcoming an obstacle, difficulty.

For Example :

- You must practice more to past your anxiety period.

- You have to train to reach the champion.

3.2.4 Down

a) A proposition of this type indicates being at the farther end/lower level.

For Example :

- He Stayed down the tree
- The Scary room in a pitch black hallway.

b) A proposition of this type indicates moving to a lower level.

For Example :

- the car slides down the ravine.
- I like running down that track.

c) A proposition of this type indicates moving around the track.

For Example :

- Tears rolling relentlessly down her eyes.
- The tire rolled down on the highway.

d) A proposition of this type indicates moving from a higher-numbered street to a lower-numbered

For Example :

- You go **down** to **2nd Floor** from 24th room to smoke.
- Step **down** to Hasanuddin Street, he made up newest concept for his new project.

3.2.5 Off

a) A proposition of this type indicates moving from (away).

For Example :

- My son fell off the ladder.
- Indra has fallen off the trees.

b) A proposition of this type indicates leaving the place or location.

For Example :

- The passenger hopped off the bus
- The plan with Makassar destination was to take off in the morning.

c) A proposition of this type indicates terminating, destroying, and stopping an activity.

For Example :

- Israel has wiped whole villages of Palestine off the map.
- Get off my class bad boy!

d) A proposition of this type indicates removing from the surface.

For Example :

- Ink cannot be completely washed off the cloth or another material.
- Mira and Santy got off the plane.

e) A proposition of this type indicates removing from a place, location or taking away.

For Example :

- They take outstanding students off the orphanage.
- I will dedicate off my life to education.

3.2.6 Out of

a) A proposition of this type indicates moving away or beyond or out of sight.

For Example :

- They stepped out of the usual habit.
- The arrow came out of and hit its target

b) A proposition of this type indicates moving outside from inside an enclosed space at a given moment

For Example :

- They walked out of from the dormitory to buy something.
- I saw a crocodile appear out of the river.

c) A proposition of this type indicates leaving for a period of time

For Example :

- I had moves out of my village for three years ago.
- He moved out of the boarding house and stay on the own house.

d) A proposition of this type indicates getting free or freeing.

For Example :

- I disassociate myself out of from the mistakes he revealed.
- The drug test had gotten him out of prison.

e) A proposition of this type indicates being beyond the boundaries, limits.

For Example :

- The network in that place is out of range.
- He was already beyond the range out of demilitarization.

3.2.7 Over

a) A proposition of this type indicates being everywhere.

For Example :

- Seas are scattered over Indonesia.
- There are many cockroach all over the room in the house.

b) A proposition of this type indicates being above, being at a higher level/vertically higher.

For Example :

- The traffic light over the sidewalk is gone.
- The flood has already passed over my shoulders

c) A proposition of this type indicates overhanging/covering an object and being on the surface but covering an object.

For Example :

- He bent down slightly to get over his car.
- She applies her makeup over the Smooth line to neutralize the surface of her face

d) A proposition of this type indicates moving along/here and there.

For Example :

- The cats walk all over the floor and leaving marks on it.
- They called all over the costumer.

e) A proposition of this type indicates moving throughout/from one end to another/across.

For Example :

- The packet was sent over the hill.
- We have to ride a mile over the mount.

3.2.8 To

a) A proposition of this type indicates moving to a destination or location or in the direction

For Example :

- I will flight to My village next week to spend my vacation.
- We crossed to the other side slowly.

b) A proposition of this type indicates entrance, passage or penetration.

For Example :

- The certificate gave access to get a scholarship.
- The gates to the city were blocked by the demonstrators.

c) A proposition of this type indicates starting doing or taking an action and resuming an action or coming back .

For Example :

- I will discuss directly to the subject.
- I reverted to the job that I had left long ago

d) A proposition of this type indicates reaching an ultimate point, result or limits.

For Example :

- The water on the cage was clear all the way to the bottom.
- I studied up until post graduate to reach my dream.

e) A proposition of this type indicates placing an object somewhere or transferring .

For Example :

- He will deliviring the letter to the post man this afternoon.
- Menu display on the user interface is to choose the several option on the program

e) A proposition of this type indicates being beside, nearby or in adjacent location.

For Example :

- I lived close to the mosque and school in my village.
- The capital city of south Sulawesi is next to Gowa regency.

3.2.9 Toward (s)

a) A proposition of this type indicates moving in the direction of a place or heading for.

For Example :

- I ride toward the office in a hurry.
- Next year I will make a memorable trip toward to the ka'bah

b) A proposition of this type indicates moving in the direction of someone or facing directly.

For Example :

- The holocaust was coming toward us alternately.
- The bird came toward me to send the secret letter.

c) A proposition of this type indicates an attitude to someone, concerning, regarding or about.

For Example :

- My feelings toward my son is full affection.
- We must behave humble toward any other people.

d) A proposition of this type indicates adding or sharing, a relief, assistance or support.

For Example :

- We have to contribute toward nation and our country.
- My family give me money for my son in the hospital toward his medical expenses soon.

e) A proposition of this type indicates a purpose, aim, prospector the direction of an action and expectation or hope.

For Example :

- I studying until post doc graduate toward a big success.
- We are making memorandum of understanding toward an agreement.

3.2.10 Across

a) A proposition of this type indicates being on the other side and being everywhere or all over.

For Example :

- The group of thieves lived across the river.
- Uwais worked across IT industries and age groups.

b) A proposition of this type indicates moving back and forth or in all directions and moving from one side to the other side above the surface.

For Example :

- The old train operates again across the east end to the west end.
- The submarine diving across the blue ocean.

c) A proposition of this type indicates finding an object by chance.

For Example :

- Fitri came across some valuable treasure.
- The prosecutor across some interesting facts about the sambo case.

3.2.11 Through

a) A proposition of this type indicates passing or going in and out and moving around, here and there.

For Example :

- Where did the thief go so he could enter through the window?
- The person was moving here and there since before

b) A proposition of this type indicates entering or penetrating or moving to the other end.

For Example :

- He entered through the crack in the door.
- Sunshine breaks the light of the stars through the deep sea.

c) A proposition of this type indicates moving without obstacles and overcoming obstacles.

For Example :

- The sports car drove unhindered through the underwater highway
- He takes that horse through the dark night

d) A proposition of this type indicates experiencing a difficulty, problem.

For Example :

- He has been through many trials in life.
- I and my family have been through a bitter-sweet life together for events of years.

e) A proposition of this type indicates moving without stopping or past or beyond and moving in the midst or between or among.

For Example :

- I had been diving through the day to find a pearls.
- The child were swinging through the trees.

3.2.12 Into

a) A proposition of this type indicates move in a certain direction.

For Example :

- The stone will sink into the water.
- The swift and the bird flew into the air.

b) A proposition of this type indicates placing an object inside something.

For Example :

- They put toys into a washing machine.
- He throws trash into the garbage.

c) A proposition of this type indicates alternating, substituting, inclining, tending toward or relying.

For Example :

- I changed my personal computer into a laptop to make efficient of my activity.
- She chooses to lean into her husband's shoulder and tell him his problem.

d) A proposition of this type indicates broadening, getting bigger, extending.

For Example :

- The demonstration lasted into several hours.
- The parade stretched out into several days.

e) A proposition of this type indicates falling apart or splitting.

For Example :

- Finally the computer broke into two pieces.
- He chopped the onion into small pieces

3.2.13 Onto

a) A proposition of this type indicates emphasizing the idea of moving toward on a place

For Example :

- The tow truck drove onto main street
- The truck drove fast onto the trafficlight incidentally.

b) A proposition of this type indicates emphasizing the idea of staying in the same place or situation.

For Example :

- He staunchly adhered onto his principles.
- His efforts to hold onto childhood were foolish.

c) A proposition of this type indicates emphasizes the idea of placing an object in a place.

For Example :

- Uwais put her books and computer onto the desk cupboard.
- The bull slammed him onto his back.

d) A proposition of this type indicates instilling, implanting, and forcing an ideas.

For Example :

- Fitry tries to teach his students onto installing a computer.
- Riski tries to give an interesting idea onto him.

e) A proposition of this type indicates being informed, and aware of.

For Example :

- We were onto the community for several years.
- The public figures are onto that area to entertain all the people.

3.2.14 Into VS In To

The preposition **into** indicates movement or an action and it means “to the interior of something”. It answers the question *where*?

For Example:

- After this realization, they went **into** the laboratory to keep working on their project.
- On the other hand, **in to** appears in a verb phrase and therefore **in** acts as an adverb while **to** is the preposition.

For example:

The rescuers went back **in to** save the survivors.

3.2.15 Onto VS On To

The preposition **onto** is used to mean upon or something landed on.

For Example :

- The dog jumped **onto** the floor. (meaning “the dog landed on the floor”).

On the other hand, **on to** comes with a different meaning altogether because **on** in this case is used as an adverb while **to** is the preposition.

For example:

- The driver was holding **on to** the steering wheel when the car started skidding.

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CHAPTER IV

PREPOSITIONS WITH SPECIAL USES

By Tarida Marlin

4.1 Preface

Most propositions are used to indicate location, time, or direction, e.g. (Location) *There are no children **in** the classroom; I can see a lot of birds **in** the garden; Do you know the woman standing **at** the door?; The birds came to eat the food **on** the ground;* (Time) *The twin sisters gave each other gifts **at/on** their birthday; My friend, Tim, sometimes visits me **in** the evening / **at** night;* (Direction) *The family decided to travel **to** Qatar on their vacation; The two robbers have been sent **to** the prison; The delegation from England are supposed to arrive **in** the city now.*

Nevertheless, in this chapter we will discuss prepositions with special uses, e.g. *Margareth's sister does not believe **in** ghosts; Bobby is actually engaged **to/in** my sister;* Before dealing in detail with the special uses of some Prepositions, let us understand the primary function of a Preposition in a sentence structure.

Prepositions are words that are used to link the Noun or Pronoun to another part of the sentence.

Prepositions invariably must contain a subject and verb before it and follow it up with another noun or pronoun, not a verb.

The following is the list of common prepositions with special uses which usually go with *adjectives and verbs*.

About	against	by	for	from	in
	Of	(up) on	to	with	

Examples:

Using the correct preposition after a word sometimes depends on which word you use. In the following examples, we underline the choice of word along with the correct preposition to use.

Agree *with* a person.

Betty *agreed with* Larry that they should purchase another cargo e-bike.

Angry *with* a person.

The director became *angry with* the office boy.

Attended *with* consequences.

The extreme flash flood in Bogor was *attended with* heavy losses of belongings of the citizens.

Compare *with* like things or similar qualities.

Our technology *compares* favorably *with* our competitors' products.

Communicate *with* a person, to speak or write to.

The marketers *communicated with* their boss via Instagram.

Differ *with*, in opinion.

The volleyball team *differs with* other teams regarding the new scoring system.

Agree *to* a plan, a proposal, or an opinion.

The mayor *agreed to* the plans proposed by the architects.

Accommodate to, to adapt.

The children *accommodated* themselves *to* their new surroundings in the new city.

Attend to business.

My entrepreneurs *attend to* all the business needs of the company.

Communicate to a person, to give information to.

The government has not *communicated to* the representatives about reducing the price of gas.

Compare to unlike things.

Children seem to learn more interesting things *compared to/with* when we were at school

Accused of crime or offense.

I was surprised that our new neighbor was *accused of* stealing the motorcycle.

Die of disease.

Last year so many people *died of* Covid-19 that the medical company suspended payment of insurance settlements.

Taste of food.

The *taste of* warm apple pie brought back memories of my childhood.

Attended by a person.

The vacationers from North America were *attended by* our tour guide.

Differ from a person or thing in likeness.

The new car we just bought *differs greatly from* their new car in terms of technology.

Different from (not *different than* or *to*).

Part from a person.

It was hard to *part from* my girlfriend.

The customer became *angry at* the poor service.

Argue against a thing.

The managers of the restaurant **argued against** the closing order issued by the Board of Health.

Taste for literature, music, art, etc.

To improve your writing, develop a *taste for* classic literature.

Arrive at/in	Forget about
Abdicated to	Forgive for
Absent from	Friendly to/with
Accused of	Frightened of/by
Accustomed to	Furnished with
Acquainted with	Gone from
Afraid of	Grateful to/for
Agree with	Guilty of
Angry at/with	Hide from
Annoyed by	Hope for
Apologize for	Innocent of
Apply to/for	Insist (up) on
Approve of	Interested in
Argue with/about	Introduce to
Associated with	Involved in
Aware of	Jealous of

Believe in	Keep from
Blame for	Known for
Blessed with	Limited to
Bored with/by	Located in
Capable for	Look forward to
Care about	Made of/from
Care about/for	Married to
Cluttered with	Object to
Committed to	Opposed to
Compare to/with	Participate in
Complain about/of	Patient with
Composed of	Pleased with
Concerned about	Polite to
Connected to	Pray for
Consist of	Prepared for
Content with	Prevent from
Contribute to	Prohibit from
Convinced of	Protected from
Coordinated with	Proud of
Count on	Provide with
Covered with	Qualified for
Crowded with	Recover from
Decide on	Related to
Dedicated to	Relevant to
Depend (up) on	Rely on
Devoted to	Remembered for
Disappointed in/with	Rescue from

Discriminated against	Respond to
Distinguish from	Responsible for
Divorced from	Satisfied with
Done with	Scared of/by
Dream of/about	Stare at
Dressed in	Stop from
Engaged in/to	Subscribe to
Envious of	Substitute for
Equipped with	Succeed in
Escape from	Take advantage of
Excel in/at	Take care of
Excited about	Talk about/of
Excuse for	Terrified of/by
Exhausted from	Thank for
Expose to	Think about/of
Faithful to	Tired of/from
Familiar with	Upset with
Fight for	Used to
Filled with	Vote for
Finished with	Worried about
Fond of	

Understanding And Using English Grammar by Betty S. Azar.

Exercises(with answers)

Exercise 1

1. Mr. Ahmad substituted **for** the regular lecturer who is sick.
2. I just don't understand why it is easy for me to forgive her for lying **to** me.

3. I'm wearing my sunglasses to protect my eyes **from** the glare of the sun.
4. Computer knowledge and accountancy are important if you want to succeed **in** your job.
5. Mrs. Johnson treats her twin kids well so that they are not jealous **of** each other.
6. The volunteers managed to save some of the animals **from** the fire.
7. I wonder why Michael didn't care **about** his broken bicycle.
8. She said she was fond **of** my shell collection.
9. Alice is actually engaged **to** one of my classmates.
10. It took a long time for Angel to distinguish one twin **from** the other.
11. The evacuees at the camp rely very much **on** us.
12. That new company needs people who excel **in/at** in accounting.
13. This morning my father didn't care **for** coffee.
14. She likes contributing her brilliant ideas **to** the group discussion.
15. She hates it when someone believes **in** ghost.

Exercise 2

1. They were late for the annual meeting because they weren't aware **of** the schedule.
2. The online vehicle drivers are hoping **for** the fuel price decrease.
3. Many of my colleagues like Steve because he is known **for** his honesty.
4. Lina and Dany have always been faithful **to** each other since they got married.
5. All hikers are prohibited from camping **in** that area.

6. I have told my friend to count **on** me for his computer problem.
7. Most children are afraid **of** walking in the dark.
8. The workers staging a demonstration on the street are fighting **for** their rights.
9. The seniors must exemplify being polite **to** other people.
10. Friends, you are free who you want to vote **for** in the next election.
11. A lot of students were absent **from** the session this morning.
12. Marry and Tony are not decided yet **on** when they will come.
13. The demonstrators did not agree with the minister **on** that matter.
14. I don't mind your borrowing my car as long as you take good care **of** it.
15. The neighboring countries are worried **about** the war.

Exercise 3

1. We are not familiar **with** that sport club.
2. That food consists of the proteins **for** your health.
3. Don't stare **at** people like that. It really makes people feel uncomfortable.
4. The students responded **to** questions abruptly.
5. Mr. Spencer is very patient **with** the disabled children.
6. Why are you so angry **with** them. Have they done something extremely wrong?
7. Susan is envious **of** people who can speak many foreign languages fluently.
8. I'm glad to hear that Ben has fully recovered **from** his illness.
9. The citizens of the two warring countries are praying **for** peace.

10. They called me after they arrived **at** the station.
11. I never want to argue **with** my wife.
12. The children haven't had their meal, so please hide the candy **from** them.
13. All the teachers were happy because the headmaster approved **of** the proposal.
14. As lecturers we must subscribe **to** many journal providers.
15. When they arrived **in** Indonesia, the weather was bad.

Exercise 4

1. Lila is grateful to Desmon **for** his help.
2. Bill compared cultures in his country **to** those in Indonesia.
3. Jason was very proud of himself **for** being the champion.
4. Ms Nicole, our new English teacher is friendly **to** anybody.
5. The accused woman was innocent **of** the crime with which she was charged.
6. The kind officer has provided me **with** a lot of information I need.
7. My father dreams **of** possessing our own business in the future.
8. My younger sister dreamed **about** her friends when she was in middle school.
9. We are all depending **on** you to finish the final touch of the project.
10. My light e-bike is made **of** rattan.
11. Please ask them whether they have decided **on** the date of the meeting.
12. They don't like you because your comments were not relevant **to** the topic.
13. My boss was not at all content **with** the progress I am making.

14. The police is looking for the killer who escaped **from** the prison.
15. Many students from Indonesia applied for admission **to** universities in Australia.

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CHAPTER V

PREPOSITIONS WITH ADJECTIVES, VERBS OR NOUNS

By Sri Yulianti Ardiningtyas

5.1 Prepositions with Adjectives

Adjectives are determiners that can be used to modify or describe a person or thing in two different places within a sentence. Certain adjectives are only used with certain prepositions. The most common used prepositions which follow adjectives are *of, to, about, for, with, at, by, in, and from*.

An adjective can also be followed by different prepositions to mean different things, like "be angry with someone" or "be angry about something" (Vince, 2008). When used this way, prepositions are called adjective complements. Sometimes a certain preposition needs to come after a verb, an adjective, or a noun. But it is not always easy to know which preposition to use after a certain noun, verb, or adjective. Here are some of the most common things that make it hard for English students to understand and since the way Americans and British use words is different. There is only room for very short notes here. If we want to know more about how to use a certain word, look it up in a good dictionary (Swan, 2005).

5.1.1 Rules

There are no hard and fast rules for putting adjectives and prepositions together, but there are some patterns. Examining the interplay between antonyms and antonyms with prepositions is one method. One method is to learn the corresponding prepositions for each noun form of the adjectives (Herring, 2016). Adjectives that are

synonyms often share the same prepositions. Bear in mind that some adjectives that sound alike may need different prepositions. Most antonymous adjectives also use the same prepositions, just like most synonymous adjectives. In some cases, like the one given below, the appropriate adjective and noun do not share the same preposition:

He is **fond of** animals (adjective).

He has a **fondness for** animals (associated noun).

Source:(Herring, 2016)

Adjective + of

The preposition "of" followed by an adjective can be used to describe acts and persons, or to determine the origins of mental and physical states (such as fear, tiredness, worry, etc.).

afraid of

frigtened of

scared of

terrified of

kind of

nice of

sweet of

thoughtful of

odd of, strange of

proud of

rude of

smart of

Source: (Herring, 2016)

Adjective + to

The preposition *to*, when followed by an adjective, can characterize situations, conditions, and relationships.

accustomed to

addicted to

commited to, dedicated to, devoted to

friendly to, good to, kind to, nice to

married to

mean to, rude to, unfriendly to

opposed to

similar to

Source: (Herring, 2016)s

Adjective + *about*

The prepositions *about* typically accompanies emotive adjectives in regard to specific situations or events.

angry about, furious about, mad about

anxious about, nervous about, stressed about, worried about

excited about

happy about

sad about, depressed about

sorry about

upset about

Source: (Herring, 2016)

Adjective + *for*

For can be combined with adjectives to show intention or cause. The word "*for*" can also be used to highlight how someone feels about a particular person, item, or event. The core structure of this combination is *feel/be + adjective + for + someone/something*.

famous for

known for

responsible for

Feel bad for

Be happy for

Felt hopeful for

Source: (Herring, 2016)

Adjective + *with*

When coupled with an adjective, the preposition *with* indicates causality in an emotional state or a connection between two entities.

angry with

patient with

bored with

pleased with

content with
crowded with
disappointed with
fine with
familiar with
friendly with
finished with

satisfied with
upset with

Source: (Leki and Azar, 1982)

Adjective + *at/by*

Adjectives that normally take *at* often work just as well with *by*. These prepositions, when used with adjectives, show the reasons for certain feelings or reactions.

angry at
annoyed by

bored by
scared by

Source: (Leki and Azar, 1982)

Because of the need for passive voice, *by* might be used in place of *at* here. When combined with positive and negative adjectives like good and horrible, amazing and terrible, *at* can also describe skills and abilities. Because these are not passive sentences, we cannot use *by* for *at* here. (Herring, 2016). For example:

James is **good at** playing the guitar. (correct)
James is **good by** playing the guitar. (incorrect)
I am **terrible at** golf. (correct)
I am **terrible by** golf. (incorrect)

Source: (Herring, 2016)

Adjective + *in*

To emphasize relationships between individuals or entities, the preposition *in* can be used with certain adjectives.

Disappointed in
Interested in
Succeed in

Source: (Leki and Azar, 1982)

Adjective + *from*

To emphasize a difference or the end outcome of an activity, add the preposition *from* to an adjective.

absent from

free from

different from

safe from

Source: (Vince, 2008)

Adjectives with Multiple Prepositions

The list of adjectives that work with more than one preposition is long. However, while some prepositions can alter the meaning of a sentence, others can be used in exactly the same way (such as *at* and *by*) (Herring, 2016). Here are example pairs of sentences that have the same meaning but distinct prepositions:

She's very ***sorry about*** the mistake.

She's very ***sorry for*** the mistake.

Mark is ***disappointed with*** the decision.

Mark is ***disappointed in*** the decision.

Source: (Herring, 2016)

Some prepositions, however, are limited to usage with particular nouns or gerunds and cannot be substituted for one another. When used with an adjective, *with* refers to a specific person, whereas *for* describes a group of individuals and *about* describes an object, idea, or action. (Herring, 2016).

I'm so ***happy for*** them. (people)

I'm so ***happy about*** the wedding. (thing/event)

Dad is ***angry with*** Elizabeth. (person)

Dad is ***angry about*** Elizabeth's sneaking out. (gerund)

Source: (Herring, 2016)

5.2 Prepositions with Verbs

English has many important expressions that use a combination of verbs plus prepositions or adjectives (beginning with the *be* verb plus preposition) (Celentano, 2017). Some prepositions that goes along with the verbs are ***about, at, from, for, in, of, on, to, with, against, and between*** (Vince, 2008) and (Clarke, 2008). The following explanation contains numerous examples of commonly used prepositional verbs.

Verb + ***about***

Many verbs that talk about things, events, or gerunds use the preposition *about*.

boast about/of

dream about/of

guess about

protest about/against

Source:(Vince, 2008)

Verb + ***at***

Using *at* with verbs is a popular way to emphasize location, proficiency, or emotional state (Herring, 2016).

glance at

laugh at

Source: (Vince, 2008)

Verb + ***from***

The preposition *from* is typically used with verbs to indicate a beginning point, a transition, or a separation (Herring, 2016).

benefit from

resign from

deter from

result from

differ from

suffer from

distinguish sth from

Source: (Vince, 2008)

Verb + ***in***

Connected parties are implied when the preposition *in* is used with several verbs. (Vince, 2008).

involve sb in sth
specialized in

succeed in
trust in

Source: (Vince, 2008)

Verb + of

The preposition *of* can be used with a variety of verbs (Herring, 2016).

accuse of
approve of
convict of
know of

remind sb of
suspect of
taste of

Source: (Vince, 2008)

Verb + on

Several verb forms make use of the preposition *on*.

count on
decide on
depend on

insist on
rely on

Source: (Leki and Azar, 1982)

Verb + to

To, when paired with a verb, can indicate movement in a particular direction or a connection between two entities.

apply to
attend to
confess to
devote sth to sb
explain sth to sb

object to
prefer sth to sth
refer to
see to

Source: (Vince, 2008)

Verb + with

The use of the preposition *with* in a verb usually indicates a connection or relationship between the subject and object.

be acquainted with

<i>agree with</i>	<i>be disappointed with</i>
<i>angry with</i>	<i>be done with</i>
<i>annoyed with</i>	<i>be equipped with</i>
<i>argue with</i>	<i>be familiar with</i>
<i>be associated with</i>	<i>be filled with</i>
<i>be blessed with</i>	<i>be finished with</i>
<i>be bored with</i>	<i>be friendly with</i>
<i>be cluttered with</i>	<i>be furnished with</i>
<i>compare with</i>	<i>be patient with</i>
<i>be content with</i>	<i>be pleased with</i>
<i>be coordinated with</i>	<i>provide with</i>
<i>be covered with</i>	<i>be satisfied with</i>
<i>Be crowded with</i>	<i>be upset with</i>

Source: (Leki and Azar, 1982)

Verb + *against*

Verb utilizing the prepositions *against* as usually point to opposing or disagreeing with someone or something.

<i>advise against</i>	<i>insure against</i>
<i>argue against</i>	<i>vote against</i>
<i>decide against</i>	

Source: (Vince, 2008)

Verb + *between*

Generally, preposition *between* is used when two items are involved; with three or more, *among* is preferred.

choose between

Source: (Vince, 2008)

Verb with other Prepositions

Prepositional verbs can also be formed with other prepositions. *Against*, *into*, and *like* are only a few examples of these prepositions. (Herring, 2016).

Verbs with Multiple Prepositions

It is possible to use more than one preposition with certain verbs without altering the overall meaning of the statement. For example, *to* and *with* can be used with the verb *talk* in the same way (Herring, 2016).

I need to **talk to** the principal.

I need to **talk with** the principal.

Source:(Herring, 2016)

However, some verbs' meanings shift when we add a new preposition. For example, the verb *dream* can mean *to aspire* when used with the preposition *of*, but when used with "about," it means *to see images while sleeping* (Herring, 2016).

She **dreams of** becoming a pilot. (aspiration)

She often **dreams about** flying. (image during sleep)

Source:(Herring, 2016)

5.3 Prepositions with Nouns

Some prepositions can be used with nouns to provide a stronger connection, add emphasis, or make something more clear. In this particular pair, the preposition follows the noun immediately. Some frequent prepositions used with nouns are as follows: words like **to, for, of, in, on, at, from, with, about**, and **between**. (Herring, 2016).

5.3.1 Rules

What adjectives accompany what nouns is not a hard and fast rule. However, we can see trends or make educated guesses by examining the relationships between antonymous nouns and verbs. Prepositions can be interchanged between synonyms without changing meaning. The preposition *for*, for instance, does not change when the noun *respect* is replaced with its counterparts (such as *adoration* or *esteem*) (Herring, 2016).

I could never lose **respect for** you. (original)

I could never lose **admiration for** you.

I could never lose **esteem for** you.

Source:(Herring, 2016)

No matter what synonym is used, the preposition does not change in this case. Even though this does not always happen, do not take this as a hard and fast rule. In the example below, we can see how the preposition changes when the original noun is changed. (Herring, 2016):

My **addiction to** coffee is unhealthy. (original)

My **obsession with** coffee is unhealthy.

My **dependence on** coffee is unhealthy.

Source:(Herring, 2016)

The verb forms that are connected with nouns often make use of the prepositions that are used with the nouns.(Herring, 2016).

He discussed his **reaction to** the results. (noun)

He discussed how he **reacted to** the results. (verb)

I have **knowledge of** that particular issue. (noun)

I **know of** that particular issue. (verb)

Source:(Herring, 2016)

However, transforming a noun to its verb form can "change" the preposition, therefore caution should be taken not to rely on this pattern. (Herring, 2016). For example:

I have deep **sympathy for** him.

I deeply **sympathize with** him.

Source:(Herring, 2016)

There is no foolproof method for knowing which prepositions accompany which nouns, albeit there are a few strategies we can apply. Simply memorizing them is required. We can only do this by observing their actual application in normal communication. (Herring, 2016). This list compiles the most frequently used prepositions and the nouns they describe.

Noun + to

The preposition *to* is one of the most widely used before nouns.

exception to

solution to

Source:(Vince, 2008)

Noun + *for*

For is another frequent preposition used with nouns.

sympathy for

respect for

room for

take responsibility for

Source:(Vince, 2008)

Noun + *of*

The preposition *of* can be used with many nouns. Here are some common combinations.

photograph of

picture of

Source:(Murphy, 1998)

Noun + *in*

The preposition *in* can be used before several nouns.

belief in

increase in

change in

interest in

decrease in

pleasure in

delay in

reduction in

experience in

Source:(Herring, 2016)

Noun + *on*

There are situations in which the preposition *on* is used with a noun, but this is not the norm. (Herring, 2016).

authority on

effect on

Source:(Vince, 2008)

Noun + *at*

This preposition is only paired with a few nouns.

Though new to skiing, he made an ***attempt at*** the highest slope.
I have no ***chance at*** winning this game.

Source:(Herring, 2016)

That preposition is frequently used with the word *which*, as in:

This is the ***age at which*** you are eligible for military service.
There's always a ***point at which*** trying to reason with him becomes futile.

Source:(Herring, 2016)

Noun + *from*

The preposition *from* is rarely used before nouns. When used with *to*, the preposition typically alludes to two things that are in conflict with one another, or it indicates a point of departure. (Herring, 2016):

The town sought ***protection from*** bandits.
His ***transition from*** pauper to prince was something out of a fairy tale.

Source:(Herring, 2016)

Noun + *with*

The use of a noun followed by the preposition *with* typically denotes some kind of link or partnership between the two entities. For example:

What's the ***matter with*** you?
I noticed a small ***problem with*** the story you submitted.
Her close ***relationship with*** her sister is enviable.

Source:(Herring, 2016)

Noun + *about*

About indicates *concerning to* or *in regards to* when used with a noun. (Herring, 2016).

His ***anxiety about*** public speaking is so bad that he sweats when he's on stage.

Do you have any ***information about*** the changes in the schedule?

She wants to hear the ***story about*** her favorite superhero again.

Source:(Herring, 2016)

Noun + *between*

When followed by the preposition *between*, a noun creates a comparative expression (Herring, 2016). Some typical pairings are listed below:

For her thesis, Stacy submitted a ***comparison between*** classical music and contemporary rock.

The ***connection between*** good and evil is fascinating.

Is there a ***difference between*** green onions and scallions?

Source:(Herring, 2016)

Nouns with Multiple Prepositions

Some nouns can be combined with multiple prepositions. In these cases, the choice of preposition may not change the meaning. (Herring, 2016):

My ***opinion of*** her is the same as yours.

My ***opinion about*** her is the same as yours.

Abby is an ***expert in*** changing tires.

Abby is an ***expert at*** changing tires.

I appreciate his newfound ***love for*** animals.

I appreciate his newfound ***love of*** animals.

Source:(Herring, 2016)

However, when a different preposition is used in other contexts, the meaning completely shifts.

No one can deny the positive ***impact of*** France. (France has a positive influence)

No one can deny the positive ***impact on*** France. (Something positively affects France)

Source:(Herring, 2016)

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CHAPTER VI

CONJUNCTIONS: AND, BUT, OR

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6.1 Introduction

As an English learner, I believe that you are familiar with the term conjunctions. This terminology comes from the Latin word *con*, which means ‘together’, and *jungere*, which means ‘to join’ (Dykes, 2007) (p. 73). Referring to the definition, you may have guessed how conjunctions work. Read the following sentences:

- a) I’d like peanut butter *and* jelly on my toast.
- b) Would you like coffee *or* tea?
- c) She is rich *but* lonely.

The *italic* words (and, or, but) are three examples of conjunctions that link two clauses (see Figure 1)

sentences	clause 1	clause 2
a)	I’d like peanut butter on my toast.	I’d like jelly on my toast.
b)	Would you like coffee?	Would you like tea?
c)	She is rich.	She is lonely.

Figure 1

In general, conjunctions are used to connect two or more parts of speech of a similar kind or more parts of a sentence (Dykes, 2007). In other words, we use conjunctions to join words, phrases, or clauses that have a similar function in a sentence; therefore, conjunctions show a relationship between two (or more) elements (Azar & Hagen, 2009; Herring, 2016; Lester & Beason, 2019). From the three

aforementioned sentences, you may see that actually, the three sentences are made up of two clauses. The clauses are then linked using conjunctions to express relationships between them.

Although it is perfectly acceptable to build simple sentences consisting of a single clause, English learners may want to express the full range of meanings that they wish to communicate. Besides, as English learners strive to develop their language capabilities, using complex (not simple) sentences may help them be perceived as advanced learners.

Conjunctions are also helpful to smoothen the organization in writing. Imagine if we do not use conjunctions, and instead, create brief sentences, the writing will sound choppy. Let's try to change the previous three sentences without the use of conjunctions and see the comparison.

without conjunction	with conjunctions
I'd like peanut butter on my toast. I'd like jelly on my toast.	I'd like peanut butter <i>and</i> jelly on my toast.
Would you like coffee? Would you like tea?	Would you like coffee <i>or</i> tea?
She is rich. She is lonely.	She is rich <i>but</i> lonely.

Figure 2

From Figure 2, we can compare that the sentences in the left rows are without conjunctions; thus, the sentences are too short and contain repetition of words. As a consequence, when we apply them in writing, they will be wordy. Similarly, when we apply them in a spoken form, the sentences will sound unnatural and inefficient.

In English, we recognize four types of conjunctions. They are **coordinating conjunctions**, **subordinating conjunctions**, **correlative conjunctions**, and **conjunctive adverbs** (Herring, 2016). Each category serves a different purpose.

Coordinating conjunctions are used to connect words or phrases that have equal status or the same grammatical function in a sentence. (Azar & Hagen, 2009; Hall & Barduhn, 2016; Lester & Beason, 2019). There are seven coordinating conjunctions known in English, i.e., *for, and, nor, but, or, yet, and so*.

Subordinating conjunctions are used to connect words, phrases, and clauses of unequal status. They’re used to say why, where, or when something happens. Generally, we can use subordinating conjunctions to build complex sentences containing one independent (main) clause and one dependent (subordinate) clause (Dykes, 2007; Hall & Barduhn, 2016; Herring, 2016; Lester & Beason, 2019). The most common subordinating conjunctions and their functions can be seen in the following figure:

Cause	Comparison/ Concession	Condition	Place	Reason	time
as	(just) as	even if	where	in order that	after
because	although	if	wherever	so that	before
since	even though	as long as			as soon as
	though	in case			once
	whereas	provided that			until
	while	providing			when
					whenever
					while

Figure 3

Table is adapted from (Herring, 2016) (p. 564-565)

The third category is correlative conjunctions. They are two-part coordinating conjunctions or pairs of conjunctions that work together to indicate the relationship between two elements in a sentence (Herring, 2016; Lester & Beason, 2019). Common correlative conjunctions are *whether ... or; neither ... nor; either ... or, and both ... and*.

The fourth type of conjunction in English is conjunctive adverbs. They are used to join two independent clauses. These can either be two separate sentences, or they can be joined into a single complex sentence with a semicolon. (Herring, 2016).

To have a thorough discussion about each category, the topic of conjunctions will be divided into several chapters. This chapter is going to focus on the discussion about coordinating conjunctions, especially *and*, *but*, and *or*.

To help you understand more about conjunctions, this chapter is going to discuss types of conjunctions, their functions, and examples:

6.2 Coordinating Conjunctions

There are seven single-word conjunctions, which usually abbreviated in a helpful acronym to remember: FANBOYS (*for*, *and*, *nor*, *but*, *or*, *yet*, *so*). However, this chapter is going to focus the discussion on *and*, *but*, and *or*. Other coordinating conjunctions can be found in the following chapters of this book.

6.3 Functions of Coordinating Conjunctions

Coordinating conjunctions are used to connect words or phrases that have equal status or the same grammatical function in a sentence (Azar & Hagen, 2009; Hall & Barduhn, 2016; Lester & Beason, 2019). Some references use the term 'parallel structure'-(Azar & Hagen, 2009; Lester & Beason, 2019). Besides their function to join words or phrases, coordinating conjunctions can also be used to pair independent clauses (Herring, 2016). Therefore, it is worth noting that punctuations play an important role when combining words, phrases, or clauses using coordinating conjunctions.

For that reason, I will divide the discussion about *and*, *but*, and *or* in two parts, i.e., 1) using coordinating conjunctions without commas, and 2) use of commas in coordinating conjunctions.

6.4 Using Coordinating Conjunctions Without Commas

We do not use a comma when we use coordinating conjunctions to join words or phrases that are not independent clauses. See the following examples:

- Tarzan loves coconuts **and** bananas.
(*and* is used to connect coconuts and bananas)
 - Tarzan’s parents were poor **but** honest.
(*but* is used to connect poor and honest)
 - Jane wanted coconuts **or** bananas.
(*or* is used to connect coconuts and bananas)
- Sentences are adopted from (Lester & Beason, 2019) (p. 35)

As you can see from the examples, the *and*, *but*, and *or* are used to connect two single words.. As it is mentioned earlier that coordinating conjunctions are used to connect words or phrases that have equal status or the same grammatical function in a sentence (Azar & Hagen, 2009; Hall & Barduhn, 2016; Lester & Beason, 2019), you must remember that the parallelism for this function. In other words, you can only link two or more elements of the same type (Azar & Hagen, 2009; Lester & Beason, 2019). To better understand this function, (Azar & Hagen, 2009) (p. 352) provides a table see Table 1 that may help you understand how coordinating conjunctions of *and*, *but*, and *or* are used to join words and phrases. The bolded words are two parallel words/ phrases to be joined, and the underlined and highlighted words are the coordinating conjunctions.

Table 1

Steve and his friend are coming to dinner	noun + and + noun
Susan raised her hand and snapped her fingers.	verb + and + verb

He is waving his arms and (is) shouting at us.	verb + and + verb
Note: The second auxiliary may be omitted if it is the same as the first auxiliary.	
These shoes are old but comfortable .	adjective + but + adjective
He wants to watch TV or (to) listen to some music.	infinitive + or + infinitive
Note: The second 'to' is usually omitted.	

Source: (Azar & Hagen, 2009) (p. 352).

Let's see more examples of how to use *and*, *but*, and *or* for this function.

6.4.1 And

'And' is used to join two sentences together to avoid repeating words that appear in both, and to link ideas (Hall & Barduhn, 2016) (p. 302). See the following figures:

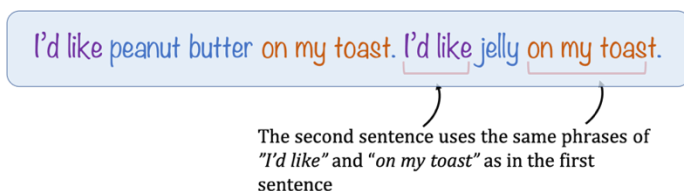


Figure 4

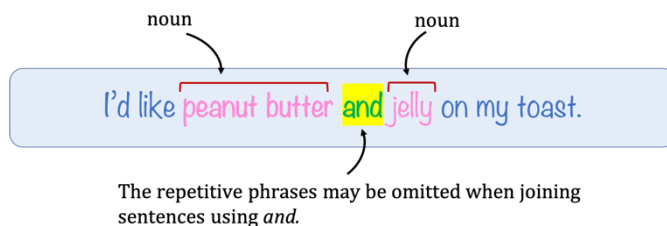


Figure 5

Comparing Figure 4 and Figure 5, notice that the two sentences can be more concise when we add *and* to join them. We omitted the same phrases of 'I'd like' and 'on my toast' to avoid repeating words that appear in both sentences. However, referring to Table 1 and the explanation about 'parallelism', we may notice that *and* is used to join 'peanut butter' and 'jelly'. Both words have the same status in the sentence as they both act as 'nouns'. Therefore, no comma is required. We may apply the same rules to use *and* to join two sentences that use parallel gerund phrases (Lester & Beason, 2019).

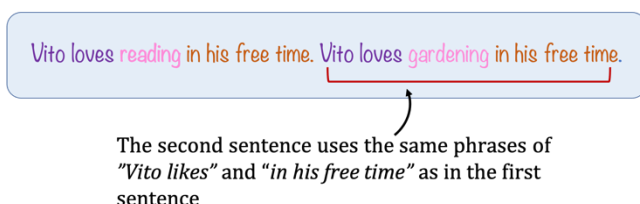


Figure 6

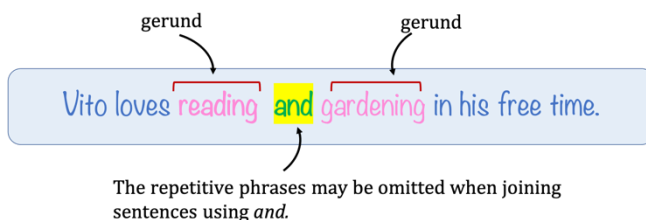


Figure 7

6.4.2 But

'But' is used to show a contrast between two clauses, where it joins a positive statement to a negative statement. In other words, *but* presents

a contrast with previous information (Hall & Barduhn, 2016; Herring, 2016).

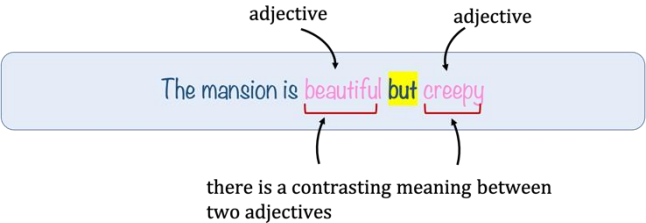


Figure 8

Again, let us not forget the parallel definition, where two words or phrases must have the same grammatical function. Notice that *but* is used to join 'beautiful' and 'creepy'. Both words have the same status in the sentence as they both act as 'adjectives'. Therefore, no comma is required.

Regarding the meaning, 'beautiful' and 'creepy' has contrasting sense, so we join them using *but*.

6.4.3 Or

Or is used to present two or more choices or alternatives.

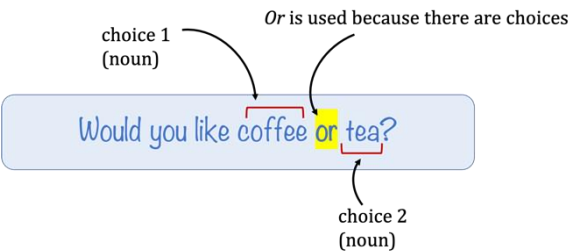


Figure 9

From Figure 9 we see that *or* is used to join 'coffee' and 'tea'. Both words have the same status in the sentence as they both act as 'nouns'. Therefore, no comma is required.

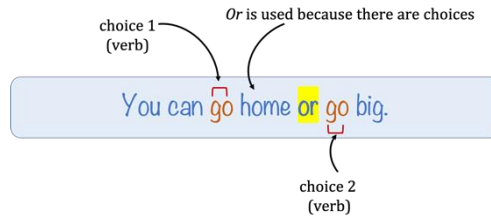


Figure 10

As you can see in Figure 10, you may apply the same rules to use *and* to join two sentences that use verbs. From the example, you may omit the helping verb of *can*.

6.5 Using Coordinating Conjunctions with Commas to Join Independent Clauses

There are two ways of using coordinating conjunctions. The first is when we wish to join two independent clauses. When a coordinating conjunction joins two independent clauses, a comma normally precedes it (Hall & Barduhn, 2016; Herring, 2016). Let's see how *and*, *but*, and *or* used for this function.

6.5.1 And

When *and* is used to connect two independent clauses, a comma usually precedes it. See the following example:

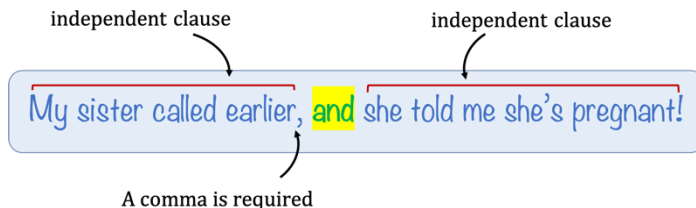


Figure 11

The sentence is adapted from (Hall & Barduhn, 2016) (p. 302)

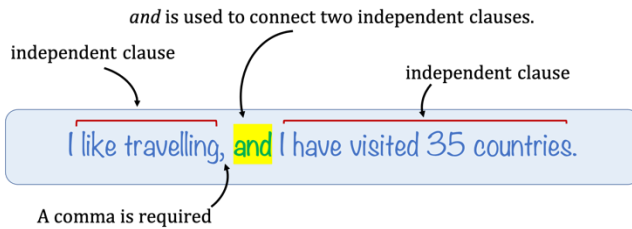


Figure 12

6.5.2 But

Regarding the function, there is no difference as to what we discuss in the use of coordinating conjunction without a comma (see 6.4.2 But).

Similar to the use of *and* to join two independent clauses, we also require a comma before using the coordinating conjunction of *but*. See the following examples:

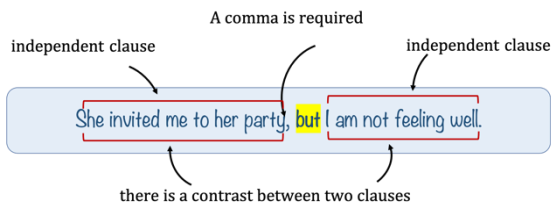


Figure 13

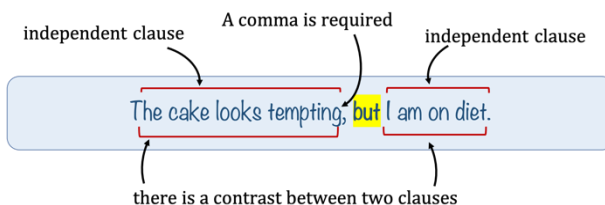


Figure 14

6.5.3 Or

Besides its function to present two or more choices or alternatives (see 6.4.3 Or), when it is used to connect two independent clauses, *or* can also be used to talk about the consequences (usually negative) of an action (Hall & Barduhn, 2016). See the following example:

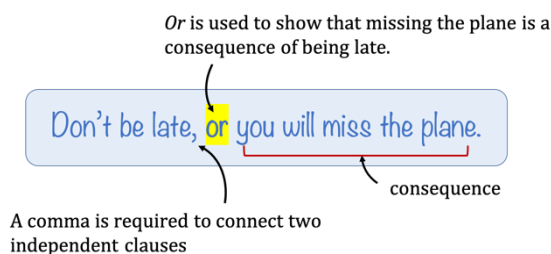


Figure 15

6.6 Using Coordinating Conjunctions with Commas for a List

The second way of using a comma in coordinating conjunctions is when we have a sentence containing a series of items on the list (Azar & Hagen, 2009; Hall & Barduhn, 2016; Herring, 2016). Some references use the term '*serial comma*' or *Oxford comma*' (Herring, 2016). For this function, we would require a comma before the last item in the list.

6.6.1 And

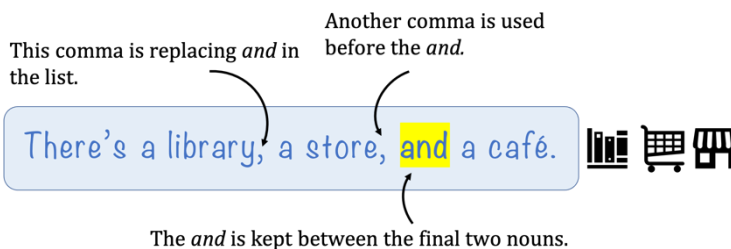
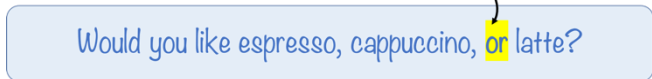


Figure 16

The image is adapted from (Hall & Barduhn, 2016) (p. 302).

6.6.2 Or

Or is placed before the final choice on the list



Would you like espresso, cappuccino, or latte?

Figure 17

6.6.3 Special Note

Although it is a common conception to use a comma between two independent clauses, the use of a comma can be optional when the two clauses are very short and concise as long as there is no possibility of confusion for the readers to the meaning (Herring, 2016) (p. 553-554). See the following:

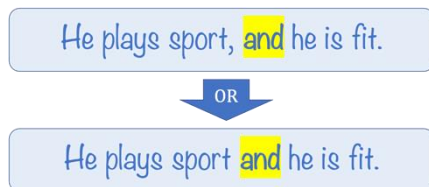


Figure 18

6.7 Beginning a sentence with a coordinating conjunction

I think bringing up this subchapter is important because we may have been taught that we can not use coordinating conjunction at the beginning of a sentence. Therefore, it is not surprising to get a critic from the grammar police when they find you use a coordinating conjunction as the first word in your sentence. So, is it okay or not okay to start a sentence with a *and*, *but*, or *or*? To ease the pain, let us try to comprehend the main reason your middle school teachers (probably) advised you to avoid beginning a series of sentences with coordinating conjunctions of *and*, *but*, and *or*.

The first possibility is that teaching materials of English for beginners, especially for writing, usually have step-by-step topics. In other words, writing skills are learned through a series of discussions. In the first step, we learn the basic ‘rules’ of grammar suggesting that a sentence is qualified when it consists of two main elements, i.e., a subject and a predicate. The discussion about conjunction is typically placed following the topic regarding subject-predicate. For this reason, it is understandable that teachers of beginner learners may use this ‘basic rule’; hence, they might advise the learners to build a simple sentence that begins with a subject, not a conjunction.

As your skills improve, it is perfectly okay to improve your writing style. And (wow, I am using *and* at the beginning of my sentence!), yes, beginning your sentence with *and*, *but*, or *or* is a matter of personal style. So, it is perfectly okay.

Beginning a sentence with a coordinating conjunction can be about formality, emphasis, and style. Writers often begin a sentence with a coordinating conjunction to emphasize an afterthought, lengthen a pause, or signify a shift in thinking (Herring, 2016; Simon, 2022). When you wish to use this style, you do not need a comma after coordinating conjunctions. See the following examples:

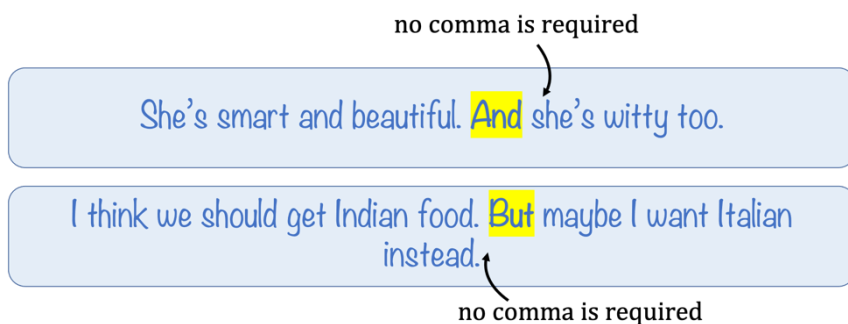


Figure 19

Sentences are adopted from (Herring, 2016) (p. 555)

6.7.1 Special Note

Although we have now the ‘assurance’ that it is okay to begin our sentence with a coordinating conjunction, we still have to keep in mind the ‘basic rule’ of English. As (Herring, 2016) suggest, *“When we do start a sentence with a coordinating conjunction, we must take extra care that the sentence is not a fragment, but contains a subject, verb, and complete thought”* (p. 555).

The second point to remember is no matter what writing style you would prefer, always think about your writing goals and options and decide how you want to use the language (Simon, 2022). Make sure that whatever style you are using, avoid ambiguity to help learners understand the meaning of your sentence.

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CHAPTER VII

CONJUNCTIONS OF PLACE

By Suryani Kurniawi Kahi Leba Kapoe

7.1 Definition

In general, the use of conjunction is to show the connections between things in a sentence, join different clauses together, and to integrate sentences. The use of different kinds of conjunction show brief connection between actions and opinions. Conjunction has four main types namely coordinating conjunctions, subordinating conjunctions, correlative conjunctions, and conjunctive adverbs(Herring, 2016). Furthermore, the use of subordinating conjunctions closely related to the use of conjunctions of place. Subordinating conjunctions are used to construct complex sentences containing one main clause or one independent clause, and one subordinate clause or dependent clause. In other words, the main function of subordinating conjunctions is to establish the connection between the two clauses.

Conjunction of place link a main clause with a subordinate clause to indicate a relation place. When the dependent clause is connected to a ***place or situation***, we use '***where***' and '***wherever***', in contrast they are not interchangeable(Herring, 2016)

Furthermore, the main function of *where* and *wherever* as subordinating conjunction is to connect the two clauses, so their relationships are shown clearly.

For example:

This is the house



shutterstock.com - 192790000

I grow up



Sumber:

(<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.shutterstock.com%2Fsearch%2Fhouse&psig=AOvVaw0EqWHgM6bqmKktXyrPsDeL&ust=1671548281816000&source=images&cd=vfe&ved=0CA8QjRxqFwoTCPIpQd34hfwCFQAAAAAdAAAAABAE>)
(https://t4.ftcdn.net/jpg/02/82/91/23/240_F_282912325_M6PJ0cX2KQAXCZPHwjyChxDLBADLyhRA.jpg)

In fact, both of these sentences, can stand on their own. Nevertheless, there is no clear relationship between them. Then, we can join them together with a subordinating conjunction, which more natural as the following example:

“This is the house **where** i grow up”

The subordinating conjunction *where* transform the second clause from an independent clause to a dependent clause . “**Where i grow up**” can no longer stand alone because they are connected now. The dependent clauses explain more details to the independent clause and point out the idea of independent clause. Dependent clause can not stand alone-it depends on the independent clause (Albert, 2022).

The use of subordinating conjunction, especially conjunctions of place (*where* and *wherever*) represent the real connection between the two clauses based on certain place or situation and show the independent clause, “*I grow up*”.

7.2. The Use of ‘Where’ and ‘Wherever’

By and large, common conjunctions of place are ‘*where*’ and ‘*wherever*’. We use *where* for most situations and “after certain words, especially verbs and adjectives to introduce a clause in which you mention the place or something or someone is situated happens”(Collins, n.d) and *wherever* means “everywhere or anywhere where someone does something or where particular situation exist; in any other place you choose” (Macmillan, n.d) and to point up *any* or *every place* rather than a specific location.

1. Where

In this context, *where* means in the place that or in situations that. For examples:

- a. I will stay at a place **where** no one comes.
- b. She met me **where** he had dinner.
- c. You can sit **where** you like.
- d. **Where** she has to pay deposit, she will get the receipt.

e. **Where** you see greenery, it rains heavily there.

Sentences (a), (c) and (e) show the use of conjunction *where* related to a *specific place or location*. In sentence (a) '*I will stay at a place*' and '*no one comes*' can stand alone, but they need conjunction of place-*where* to connect the two sentences. Then, it will be more natural. In this sentence, *where* refers to a place where situation happens. Next, sentence (c) indicates that subject 'you', can sit in a *certain place* that he likes. These two sentences can be connected by adding conjunction *where* between them. The conjunction of place-*where* should be put before the dependent clause. The use of *where* means that someone can sit anywhere or any place. In addition, the use of conjunction to show the complete thought of a sentence. Sentence (e) represents the greenery place and it is a sign of the high intensity of rain at the location. Then, to link the two sentences, we use *where*. The conjunction *where* should be put before the dependent clause '*you see greenery*'. The conjunction *where* refers to a certain place (greenery).

Then, sentences (b) and (d) tend to represent the *situation* when the subject do the action or in a certain situation. The use of *where* closely related to a certain situation. In sentence (b) shows when subject 'she', meet 'me' at the *situation* of dinner. It means that the activity take place at the dinner time or certain time. In fact, these sentences, '*she met me*' and '*he had dinner*' are independent clause and can stand alone, but when we put conjunction between them, the second independent clause '*he had dinner*' changed to be dependent clause. Therefore, the use of '*where*' link a main clause or independent clause with subordinate clause or dependent clause.

In sentence (d) shows the *situation* that subject 'she', will get receipt, when she pays deposit. It means, in an activity of paying deposit or *situation* of paying deposit, 'she' will get the receipt or where particular situation exist. Furthermore, the conjunction *where* should be put before the dependent clause '*she has to pay deposit*'. The use of conjunction '*where*' shows the real connection between clauses in the sentence.

2. Wherever

The conjunction of place '*wherever*' is used to indicate that someone does something in any other location or place.

For examples:

- f. You are free to go ***wherever*** you please.
- g. His dog followed him ***wherever*** he went.
- h. I will live ***wherever*** the weather is good.

Sentences (f), (g), and (h) point out the use of *wherever* as conjunction of place to connect clauses in a sentence. The whole sentences in (f), (g), and (h) represent a situation happens in any other place. Sentence (f) points out how the subject is given chance to feel free to go anywhere or any place. Sentence (g) shows the dog which always follow 'him' or someone anywhere or any place. Sentence (h) shows the subject 'I', will live in every place or any place or situation which has a good weather.

7.3 Structure and Punctuation

In general, structure for subordinating conjunctions to use in a sentence a follows:

- Independent Clause + Subordinating conjunction + Dependent clause
- Subordinating conjunction + Dependent clause + Comma+ Independent clause

The most position of subordinating conjunction is in the middle of a sentence, but it is sometimes located at the beginning of a sentence. Subordinating conjunctions are used to join a dependent clause (incomplete thought) to an independent clause. The comma is set by the position of the dependent clause and subordinating conjunction. Therefore, the role of putting comma between independent and dependent clause in conjunctions of place will be different with another subordinating conjunction. The role of putting comma in conjunctions of place, if the dependent clause comes after the independent clause, the comma is frequently unnecessary. On the contrary, if the dependent clause comes before the independent clause, we need comma.

For examples:

- i. He took his puppy with him wherever he went
Independent clause subordinating conjunction Dependent clause

Sentence (i) does not need comma because the independent clause 'he took his puppy' comes after the dependent clause and subordinating conjunction 'wherever he went'.

- j. Wherever he went, he took his puppy with him
subordinating conjunction Dependent clause Independent clause

Sentence (j) needs comma because the position of the subordinating conjunction and dependent clause comes before the independent clause. The comma will be put after the dependent clause.

7.4. Exercises

- Complete the following sentences using an appropriate conjunctions of place (*where* and *wherever*)!

- 1 This cupboard is... she keeps her thing.
- 2 He bikes... he likes.
- 3 He lives...it is always sunny.
- 4 I want to go... it's quieter.
- 5 I shall find her out...she lies.
- 6 I shall go...he will go.
- 7 ... it was early in the morning, I went for a walk.
- 8 He follows me...i go.
- 9 Put the packages...you want. I prefer to live...the sun shines all year.

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CHAPTER VIII

CONJUNCTIONS OF TIME

By Nike Puspita Wanodyatama Pasaribu

8.1 What is a Conjunction?

A conjunction is a part of speech that links words, phrases and clauses. Think of them as bridges that connect ideas. Conjunctions fall into one of four categories based on how they're used. Conjunctions are English words that connect words or phrases. Sometimes we want to show a more complicated relationship between the ideas, like a relationship involving time. Some common time conjunctions are: *when, after, until, since, while, and as soon as*. *When, after, until, while, and as soon as* are subordinating conjunctions which can be used to connect an action or an event to a point in time. Conjunctions of time are subordinating conjunctions that are used to give time related information between two clauses. There are two clauses, one is the main clause and the other is the subordinating clause. You can use either of them as the first clause. We can join two sentences using a conjunction. A conjunction is a 'linking' word or phrase. A time conjunction gives us information about when two events happen, relative to each other.

Look at some examples:

- I have been in China *since* you left.
- I broke my leg *when* I was sixteen.

Conjunctions of time connect two clauses while stating the time. In this lesson, we will learn all about them.

8.2 Subordinating conjunctions

This type of conjunction includes words like *since, until, because, and while*. A subordinating conjunction is used to introduce a dependent clause. In contrast to an independent clause, a dependent clause (also known as a subordinate clause) is a group of words that

contains a subject and a verb but cannot stand as a complete sentence on its own. A dependent clause does not express a complete idea, so it must always be attached to an independent clause.

- *Because* I woke up late this morning. I went to school without eating breakfast.
- I went to school without eating breakfast *because* I woke up late this morning.

I woke up late this morning is an independent clause, but the subordinating conjunction *because* turns it into a dependent clause. *Because I woke up late this morning* does not finish a complete thought. It must be joined to an independent clause to form a grammatically correct sentence. The subordinating conjunction defines the relationship between the clauses. The table below shows some common subordinating conjunctions and the relationships they express, but note that this is not a complete list.

8.3 Punctuating subordinating conjunctions

When a subordinating conjunction follows an independent clause, a comma is often not necessary. In general, when the dependent clause contains essential information about the independent clause, don't use a comma.

• Comma error	• Correction
1. She will receive a major bonus, if she succeeds in closing the corporate partnership deal.	1. She will receive a major bonus <i>if</i> she succeeds in closing the corporate partnership deal.
2. John's friends snuck into his apartment to set up a surprise party, while he was at work.	2. John's friends snuck into his apartment to set up a surprise party <i>while</i> he was at work.

However, when the subordinating conjunction comes at the beginning of the sentence, use a comma at the end of the dependent clause.

- **Comma error**

1. If she succeeds in closing the corporate partnership deal she will receive a major bonus.
2. While John was at work his friends snuck into his apartment to set up a surprise party.

- **Correction**

1. If she succeeds in closing the corporate partnership deal, she will receive a major bonus.
2. While John was at work, his friends snuck into his apartment to set up a surprise party.

8.4 Conjunctions of Time

Common time conjunctions are:

- When
- While
- As soon as
- Until
- After
- Before
- Since

Conjunctions of time connect two clauses while stating the time. Conjunction of time are subordinating conjunctions that are used to give time related information between two clauses. There are two clauses, one is the main clause and the other is the subordinating clause. You can use either of them as the first clause. Look at some examples:

- I was watching TV *when* you entered.
- *While* I was talking to you, she stole my keys.

1. *When*

We have already come to know that '*when*' can be used as a conjunction. Here we will examine '*when*' as a conjunction. The word '*when*' acts as a conjunction *when* it is used to join two clauses-the main clause and a subordinate clause is used as a conjunction. It means '*at the time that*' *when* it is used as a conjunction. *When* can be used to show that one event is before, or at the same time as another event. *When* can be used to illustrate a past or future meaning.

Examples:

-I studied abroad for a year when I was at university.

-When she finishes this course, she'll go abroad for a year.

We usually use *when* as a conjunction of time when the events concur or one of them happens sooner than the other. Here are the examples:

-I was watching TV when you entered.

-I got happy when you arrived.

Look at the table below.

Situations	Examples	Explanations
1. We use ' <i>when</i> ' to show at the time that something happens.	I take an umbrella <i>when</i> I go out in the sun.	Here the word ' <i>when</i> ' is used as a conjunction to show at the time something happens.
2. ' <i>When</i> ' is used to talk about a particular time or situation.	Can you tell me the time <i>when</i> Jack stood by you?	In this scenario, it is seen that ' <i>when</i> ' acts as a conjunction and it shows a particular

		time.
3. ' <i>When</i> ' can be used to say about a particular point of time when something is happening.	Upasana was at her friend's house <i>when</i> it was raining.	In this example, the word ' <i>when</i> ' is used to show a point in time when something was happening.
4. We use ' <i>when</i> ' to show a situation that makes someone surprised.	Renaldo went on singing <i>when</i> everyone was stunned.	Here we see that the word ' <i>when</i> ' is used to show when something makes a surprise.

Examples of '*when*' not considered as conjunctions:

Follow the sentences where the word '*when*' is not used as conjunctions.

Examples	Explanations
1. When did Subhas arrive at the destination?	In this sentence, the word ' <i>when</i> ' is used as an interrogative adverb as it frames a question.
2. Tell me the time when you will come to my house?	Here ' <i>when</i> ' is used as a relative adverb and it introduces the main clause 'tell me the time'.

3. When will the train depart the station?	Here it is found that ' <i>when</i> ' has been used as a question adverb and acts likewise by making a question.
--	--

Look at these sentences. Examples:

1. *When* you come to my house, I will wake up
(ketika kamu datang kerumahku, aku akan bangun)
2. *When* you realize that I am hungry, you will cook something
(ketika kamu menyadari bahwa aku lapar, aku akan memasak sesuatu)

2. *While*

While can be used to show two events happening at the same time.

- *While* you're getting lunch ready, I will wash the car.
- I studied Judo *while* I was in Japan.

While is used to show that two things happen at the same time. *While* is a conjunction and it is used before a subject-verb clause. *While* shows us that something happens at the same time something else is happening.

Examples:

- I feel asleep *while* I was watching television.
- It didn't rain at all *while* we were on holiday.

(It didn't rain during our holiday.)

We use *while* with the present continuous and past continuous tenses to show longer actions which are interrupted:

It started raining *while* I was waiting for the bus. (past continuous)

The phone always rings *while* I'm having a shower. (present continuous)

We use *while* the present continuous and past continuous.

3. *As soon as*

It means that the second event happened, or will happen, immediately after the first. In the second example below, the verb in the present simple has a future meaning. We use *as soon as* to show that something happens immediately, i.e. 'at the very moment another action is completed', or 'shortly after another action is completed'.

- I'll call you *as soon as* I arrive.

[I will arrive and then I'll call you immediately.]

- *As soon as* I have the information, I'll tell you.

[I'll get the information and then I'll tell you immediately.]

We do not use *will* with *as soon as* when speaking about the future:

- I'm going to have a shower *as soon as* I get home.
- He will be back tomorrow; I'll give him the message *as soon as* I see him.

Position of *as soon as* in a sentence

As soon as comes at the beginning of a subordinate clause. We can begin our sentence with either the subordinate clause or the main clause – the meaning is the same. Look at this example:

- *As soon as* we got out the car, it started raining.

[subordinate clause] [main clause]

- It started raining *as soon as* we got out the car.

[main clause] [subordinate clause]

As soon as means that the second event happened, or will happen, immediately after the first. In the second example below, the verb in the present simple has a future meaning.

- *As soon as* I finished lunch, I went out for a walk.
- I'll go out for a walk *as soon as* I finish lunch.

"*As soon as*" is a subordinate conjunction which introduces an adverbial clause of time. Its function is to modify the verb in the main clause

Examples:

The stars came out *as soon as* darkness fell.

We can go shopping *as soon as* you finish the work.

Which tenses do we use with *as soon as*?

- We use the present simple with *as soon as* when we speak about repeated actions.

Example: *As soon as* he wakes up, he checks his phone for messages.

- We use the present simple with *as soon as* when we speak about the future.

Example: I'll go to the shops *as soon as* it stops raining.

- We can also use the present perfect with *as soon as* when we speak about the future. The meaning is the same.

Example: I'll go to the shops *as soon as* it has stopped.

- We use the past simple with *as soon as* when we speak about the past.

We can also use the past perfect. The meaning is the same.

Examples: They restarted the tennis match *as soon as* the rain stopped.

They restarted the tennis match *as soon as* the rain had stopped.

It does have a past format. And when you use it in the past format you refer to something that happened in the past.

Examples: *As soon as* he had called me. – so Past Perfect

As soon as he got to work. – Past Simple

4. *Until*

Until can be used in the following ways:

as a preposition (followed by a noun): She continued to get a salary *until* the end of March.

as a conjunction (connecting two clauses): I stayed there *until* he arrived.

1. happening or done up to a particular point in time, and then stopping.

Baker is expected to be here *until* the end of the week.

I was employed by a manufacturing company *until* 1999.

You'll just have to wait *until* they call your name.

Up *until* now, everything in Katherine's life has been taken care of for her.

2. continuing as far as a particular place.

Stay on the bus *until* the big supermarket, then get off and turn left.

Perry was leading the race *until* the final bend.

Example: I can stay out *until* the clock strikes twelve.

Here, the adverb *until* functions as a subordinating conjunction to connect two ideas: *I can stay out* (the independent clause) and the *clock strikes twelve* (the dependent clause). The independent clause could stand alone as a sentence; the dependent clause depends on the independent clause to make sense.

5. *After*

After can also be used as a conjunction. As a conjunction *after* connects two clauses.

- *After* he finished his studies, he went to America.
- He arrived *after* everybody had gone home.

'*After*' as a Subordinating Conjunction

As you know, subordinating conjunctions are used to connect a subordinating clause to the main clause. When we want to indicate that something happened after another, we use 'after'.

Look: - *After* we finally settled in Austria, my father had to go back to Canada for a meeting.

- I think she will learn her lessons after she has been completely torn to pieces.

Please note that we must always use a comma between the two clauses whenever we have 'after' at the beginning of the sentence. Take a look:

After our son was born, we have gone through many conflicts.

Position in a Sentence

Since '*after*' is a subordinating conjunction here, it can come both at the beginning of a subordinate clause, or between the two clauses.

Take a look at the following examples:

- *After* we received the prize, the crowd went mad.
- She hurried to my room *after* she had heard the devastating news.

After can introduce a clause (as a conjunction). Examples:

- *After* I left him a message, he phoned me immediately.
- She did voluntary work in a hospital *after* she graduated.

When is "after" a conjunction? Let us look at the occasions when the conjunction "after" is used.

When it joins two clauses together, the word "after" is referred to be a conjunction.

Here are a few examples of it in action:

No.	Examples	Explanations
1.	The rules of hide and seek are looking for people in small places <i>after</i> counting till a hundred.	When the second clause uses the conjunction “after” to offer additional information, the first clause makes more sense.
2.	She fed the dog a good meal <i>after</i> petting him.	The word “after” serves as a connecting element between the first and second clauses, making it a conjunction.
3.	My grandfather finally retired from his company <i>after</i> forty years of service at that place.	Here, the word “after” functions as a conjunction, allowing the second clause to expand on the ideas presented in the first.
4.	We slept in until late morning <i>after</i> last night’s tiring party.	The conjunction “after” has been used to join the two clauses as seen in this example.

Is “after” always a conjunction?

There are other uses for the word “after.” Depending on the context, it can frequently serve as an adverb, preposition and sometimes as an adjective as well.

Let us look at some examples where the word “after” is not being utilised as a conjunction.

No.	Grammatical Form	Examples	Explanations
5.	Preposition	The boss opened the door for his employed went in <i>after</i> them.	In its prepositional form the word “after” is always followed by a noun, as is the case here.
6.	Adverb	We had just shut our shop for the day and a customer emerged right <i>after</i> .	As seen here, the word “after”, in its adverbial form is always found at the end of the sentence.
7.	Adjective	He had many regrets in the <i>after</i> years.	When “after” is positioned in front of a noun in a way to describe it, in this case “party” it happens to be deemed as an adjective.

Below are some examples of the word “after” used as conjunction.

No.	Examples	Explanations
8.	They asked for another appetizer <i>after</i> the dessert was over.	Here, the word “after” functions as a conjunction, allowing the second clause to expand on the ideas presented in the first.

9.	My father usually feels quite sleepy <i>after</i> eating lunch.	The word “after” serves as a connecting element between the first and second clauses, making it a conjunction.
10.	You are supposed to take a left <i>after</i> the first shop you see.	When the second clause uses the conjunction “after” to offer additional information, the first clause makes more sense and makes the said conjunction a subordinating conjunction.
11.	The infant finally went off to sleep <i>after</i> crying all day.	Given that it joins two clauses together, the word “after” is regarded as a conjunction in this sentence.
12.	She was finally able to attend her dream college <i>after</i> working so hard.	When the second clause uses the conjunction “after” to offer additional information, the first clause makes more sense and makes the said conjunction a subordinating conjunction.

When is “after” not considered as conjunction?

Let us look at some examples of the word “after” being employed in grammatical constructs other than conjunctions. When it is not being used to connect two sentences, “after” would not be regarded as a conjunction. It can also function as an adverb, preposition or adjective depending on the context and where it is used in the phrase.

The word “*after*” is used in a handful of the examples below in contexts other than conjunctions.

No.	Grammatical Form	Examples	Explanations
13.	Preposition	My mother and I usually go for morning walks <i>after</i> breakfast.	The word “after” is always followed by a noun in its prepositional form, as it is shown in this sentence.
14.	Adverb	The husband and their son left our house and his wife and daughter left soon <i>after</i> .	As can be seen, the word “after,” when used as an adverb, always appears at the end of a sentence.
15.	Adjective	We still have an <i>after</i> party to go to.	When “after” is positioned in front of a noun in a way to describe it, in this case “party” it happens to be deemed as an adjective.

***After* is used in the following ways:**

- as a preposition (followed by a noun): I went for a swim *after* breakfast.
- as an adverb (without a following noun): He died on June 3rd and was buried the day *after*.
- as a conjunction (connecting two clauses): *After* you’d left, I got a phone call from Stuart.

-at a later time: when a particular time has passed, or when an event or action has ended.

Examples: After the war, I went back to work on the farm.

Essays handed in *after* 12.00 on Friday will not be accepted.

She is leaving the school *after* 20 years as headteacher.

This message arrived *after* everyone had gone home.

-after doing something: Wash your hands *after* touching raw meat.

-used for showing how much later something happens.

Examples: His birthday is two days *after* mine.

She got here just a few seconds *after* me (=after I got here).

Barlow was arrested 24 hours *after* arriving back in Britain.

Joe was born not long *after* we moved to London.

You shouldn't go swimming straight *after* a big meal.

6. Before

One of the uses of '*before*' is to function as a conjunction. We can use '*before*' to connect the subordinate clause to the main clause. Below, we are going to learn about its different meanings:

- When we want to indicate that something has happened earlier:

Example: I want to check out on my grandma *before* going to class.

Here, the first action is happening earlier than the second one.

Just talk to me *before* you go, please.

- When we want to prevent further damage or negative results.

Take a look:

Careful with your words *before* you ruin your last chance.

Before having time to comprehend what had exactly happened, she disappeared into the woods.

- When we want to indicate that something must be done first to be able to move on to the next stage. Study the following examples:

Examples: Don't you think you must apologize to your mother *before* telling her about your new

class?

It is obligatory that all students take the admission exam *before* the interview.

- When we want to indicate that a period of time must be elapsed until we get the thing we want. Analyse the following examples:

A few days passed *before* we were told that he wasn't returning.

- A specific period of time has been past.

Example: They remained silent a few minutes *before* they were finally free.

Position in a Sentence

Since 'before' here is a subordinating conjunction, we can use it at the beginning of the dependent clause or between the two clauses we want to connect, or we can put them before the phrase we want to add. Look:

- *Before* moving on to the next lesson, you can ask your questions.
- She is supposed to analyse the positive and negative consequences of her decisions *before* acting on them.

If we are using 'before' at the beginning of the subordinate clause, we must put a comma before the main clause. Look:

- *Before* moving on to the next stage, I want to make sure that you have fully understood this part.

7. *Since*

When *since* is used as a conjunction, it joins a main clause and a subordinate clause. *Since* comes at the beginning of the subordinate clause.

- Mike has been promoted twice *since* he joined the company.

(main clause = 'Mike has been promoted twice'; subordinate clause = 'he joined the company')

- I've been very busy *since* I started my new job.

Since can also mean because or as:

- I think I'll stay home and watch a film *since* it's raining.
- *Since* the plane's going to be an hour late, let's go and get some coffee.

as a conjunction (connecting two clauses):

- Paul's had several different jobs *since* he left school.
- *Since* there's no more business, we can all go home.

When *since* is used for talking about time, the verb in the main clause of the sentence is usually in the present perfect or past perfect tense. It hasn't rained *since* the end of July. He had been composing music *since* he was ten years old. Sometimes the present simple or past simple is used in the main clause. It's over twenty years *since* we last met.

- Starting at a particular point in the past and continuing until now or until another point in the past.
- I've known Joanna *since* she was born.
- Turkey has been a republic *since* 1923.
- It's over nine years *since* Scotland won a game against England.
- I'd not seen her *since* she went to live in Oxford.

at some time after a particular point in the past.

- *Since* arriving in New York, Thomas has had over 15 job interviews.

- There have been many changes around here *since* I was a boy.

used when explaining why someone does something or why a situation exists.

- *Since* Barbara is no longer my wife, I'm no longer responsible for her debts.
- I shall not be able to attend the meeting *since* I shall be on holiday with my family.

You should talk to Karen *since* she's the one responsible for authorizing payments.

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CHAPTER IX

CONJUNCTIONS OF REASON

By Morita

9.1 What Are Conjunctions?

A conjunction is a word that connects words, phrases, and clauses together. There are various conjunctions in English, including *and*, *but*, *or*, *because*, and *when*.

Examples:

*They knocked down all the houses in this neighborhood **and** built a city park.*

*Which do you prefer, the green short **or** the blue one?*

*Your dress looks elegant **but** you don't look comfortable in that dress.*

Conjunctions can be divided into three categories based on how they are used, namely:

a) Coordinating Conjunctions

These conjunctions are used to combine two parts of a sentence that are grammatically equal. Coordinating conjunctions include: *and*, *but*, *or*, *nor*, *for*, *yet*, *so*.

Examples:

*Jack **and** Mary have been married for twenty years.*

The weather was terrible yesterday so we just stayed at home.

b) Correlative Conjunctions

These types of conjunctions usually work in pairs such as *either – or*, *neither – nor*, *both – and*, *not only – but also*, *as – as*). They are used to join grammatical elements of similar importance.

Examples:

*John is **not only** smart **but also** helpful.*

*Maria is **as** tall **as** her mother now.*

c) Subordinating Conjunctions

Subordinating conjunctions are one or more words that unite ideas in a complex sentence. They include *as soon as*, *in case*, *unless*, *while*.

Examples:

***Unless** you wake up earlier in the morning, you will miss the train.*

*Here's some money **in case** you need to buy some snacks during your trip on a train.*

9.2 Conjunctions of Reasons

Imagine you want to describe why you did something or why something happened. In other words, you want to talk about reason. We will explore some of the most common expressions and conjunctions to show reasons.

9.2.1 Because

*I like her **because** she is friendly and helpful.*

*We missed the train **because** we woke up late this morning.*

*Tim passed the test with flying colors **because** he had studied very hard.*

*The flights were canceled **because** the weather was terrible.*

*I didn't come to the meeting yesterday **because** I was sick.*

9.2.2 Since

*She doesn't have enough time for herself **since** she is always busy with her work.*

***Since** you are very hungry, I'll cook you some food.*

*I have always loved this small town **since** the people are nice and the weather is great.*

***Since** you haven't submitted your assignment, you can't take the exam.*

*The woman left her work earlier today **since** her baby was sick.*

9.2.3As

*I don't know what to do **as** I haven't got any clear idea about it.*

***As** I ran out of gas, I tried to look for a gas station nearby.*

*You should apologize to her **as** you have broken her glasses.*

*I think we'd better support our findings with some theories **as** our research is based on them.*

*Would you come to my house tonight **as** I'm having a small dinner party to celebrate my birthday?*

9.2.4 Because of + Noun

*I was late to my office this morning **because of** the heavy rain.*
noun phrase
(= I was late to my office this morning **because** the rain was heavy.)
clause

*A lot of people like him **because of** his generosity.*
noun phrase
(= A lot of people like him **because** he is very generous.)
clause

*Tom fell in love with Mary **because of** her beauty.*
noun phrase
(= Tom fell in love with Mary **because** she was beautiful.)
clause

*Jerry can't come to the party **because of** his tight schedule at work.*
noun phrase
(= Jerry can't come to the party **because** his schedule at work is tight.)
clause

*That man hit a lamppost **because of** his careless driving.*
noun phrase
(= That man hit a lamppost **because** he drove carelessly.)
Clause



Please pay attention to the difference between **because** and **because of**. **Because** is followed by a clause, whereas **because of** is followed by a noun phrase.

Exercises

Exercise 1: Complete the sentences with suitable words expressing reasons.

1. We didn't go to the exhibition _____ the heavy rain.
2. _____ she is new in our class, we should help her adjust herself.
3. I'm so sorry I can't join you at the movies _____ I haven't finished my work.
4. _____ it was getting late, we decided to leave the office.
5. _____ I was too busy with my new project, I forgot her birthday.
6. I had to go back home _____ I forgot to bring my passport.
7. Sally called me last night _____ she wanted to ask me about our homework.
8. The hospital was overloaded _____ the covid-19 virus.

9. I ran out of money _____ I spent too much money on clothes.
10. _____ my clumsiness, I broke my mother's vase.
11. We know each other very well _____ our long friendship.
12. I didn't go to school today _____ I was sick.
13. Nowadays, staying in touch is very easy _____ most of us have smartphones.
14. Sammy, wear your coat _____ it's very cold outside.
15. I am very tired now _____ my long journey from Bali to Bogor.
16. James has drunk 6 glasses of coffee today _____ he has a lot of work to be finished.
17. _____ I was very tired last night, I went to bed early.
18. _____ people get older, they become wiser.
19. I decided to sell my bike _____ I don't like it anymore.⁹⁰
20. She took a few days off _____ she had to take care of her mom.

Exercise 2: Correct the mistake in each sentence.

1. It is advisable to avoid soda because of it is a high-calorie drink.

2. Since being new, Andrea needs our help.

3. All students passed their final exams because of the teachers are highly qualified.

4. The trip was canceled because the heavy rain.

5. She wore a hat because the sunny weather.

6. I couldn't call Peter since my broken phone.

7. We stayed inside because the storm.

8. He arrived late because of it was a terrible traffic jam.

9. Lucy was very sad because of her best friend left to another city.

10. We love having dinner at Albert's house because his great cooking.

Exercise 3: Combine the sentences below with the conjunction given in brackets.

1. He decided to spend his New Year's holiday in Barcelona. He was already in Spain. (as)
-

2. Are you mad at me? I broke your favorite vase. (because)
-

3. That handbag is rather expensive. It's limited edition. (since)
-

4. You'll be out of town tomorrow. Can you buy me some snack? (as)
-

5. He won't be able to join the tour. His lack of money. (because of)
-

6. She sold her antique collections. She needed some money for her son's school. (because)
-

7. The students didn't do their homework. The teacher got very angry. (as)
-

8. My mom needs a lot of rest. She has been working very hard lately. (because)

-
-
9. They are not yours. Don't touch anything! (since)
-

10. The busy traffic. I was late for my class this morning.
(because of)
-

Exercise 4: Complete these sentences with 'because' or 'because of'

1. The director of the company resigned from his duty _____ his health problems.
2. _____ of her lack of courage, she didn't participate in the speech competition.
3. I prefer dancing to singing _____ my voice is terrible.
4. Yesterday I had to take Uber to the office _____ my motorcycle broke down.
5. It is _____ your carelessness that put you into such a mess.
6. Many people like to hang out in this cafe _____ its comfortable atmosphere and nice live music.
7. Amy looks very tired _____ she has been working very hard for the past two weeks.
8. People tend to take everything for granted _____ their laziness.

9. The crops were bad last year _____ the flood.
10. Larry didn't continue his study to university _____ his parents couldn't afford it.



Exercise 5: Change the following sentences using 'because of'

1. We hurried indoor because it was raining.

2. I was late because I was trapped in the traffic jam.

3. He can walk because he is ill.

4. I couldn't win the argument because I had a language problem.

5. She can't drive because she is blind.

6. Jack is very difficult to understand because his accent sounds weird.

7. Phillip moved to Paris because he got a new job.

8. William crashed his truck because he was driving carelessly.

9. I'm so sorry I can't come to the meeting because the weather is terrible

10. This hotel is highly rated because it has excellent facilities and service.

Exercise 6: Match the half part of the sentences with the other part.

1.	I'm tired	a.as he likes eating chocolate a lot
2.	We lost the game	b. since there has been a strike for the past two days
3.	My little brother is a bit fat	c. since he has terrible cough
4.	This restaurant is very expensive	d. since I have had piles of paper work lately
5.	Roy should stop smoking	e. because it's too loud
6.	Jake didn't get the job he wanted	f. because his wife was very sick.

7.	There's nothing on TV tonight	g. because the other team played better
8.	I hate this music	h. as I think it represents love and sweetness
9.	My favorite color is pink	i. because he didn't fulfill the requirement
10.	He cancelled all his business trips	j. since they always use high quality of meat



Exercise 7: Finish these sentences with your own words

1. She asked for a glass of water because

2. Ron walked to school this morning since

3. The teacher was upset because

4. Everybody doesn't like him because of

5. Mr. Watson was late for work yesterday because

6. I can't lift this box since

7. We called the ambulance because

8. We decided to go to the beach today because

9. I rushed to the bus stop as

10. I couldn't afford to buy that dress because

Exercise 8: Rewrite the following sentences using 'because', 'since' or 'as'

1. We stayed home yesterday because of the cold weather.

2. Stacey retired early because of her poor health.

3. All of us like her because of her attractive personality.

4. The teacher was very disappointed because of the students' poor results in the final exam.

5. We were late for the meeting because of the heavy traffic.

6. Henry had to stay at the hospital because of his broken leg.

7. I couldn't join the class this morning because of my coming late.

8. They cancelled the celebration because of their lost in the last game.

9. I like the dress because of its color.

10. The audience enjoyed the show because of their interesting performance.

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CHAPTER X

CONJUNCTION OF PURPOSE

By Nenden Sri Rahayu

10.1 Pendahuluan

Conjunction means connecting words. According to Leung (2005), conjunctions have been studied under various labels and have drawn much attention from various scholars in the field of English and Linguistics over time: Halliday and Hasan (1976) treat them as “linguistic devices that create cohesion”. Conjunctions are used in writing and speaking. Its function is to connect words, phrases, and sentences. We must learn it in order to write and speak effectively.

Same as the previous chapter. This chapter will still discuss about Subordinating Conjunctions. According to Quirk and Greenbaum (2004), subordination is a non-symmetrical relation, holding between two clauses in such a way that one is a constituent or part of the other. Furthermore, Huddleston (1988) stated that subordination in contrast with coordination, involves inequality, that is, a relation between a dependent (the subordinate element) and a head (the superordinate one). A subordinating conjunction can appear at the beginning or in the middle of a sentence. One type of the conjunction that will be discussed in this chapter is the Conjunction of Purpose. What is meant by a conjunction of purpose? This conjunction is used to express a purpose in a sentence. There are several examples of conjunctions of purpose, namely *so*, *in order to*, *in order that*, and *lest*. Let's look at their usage one by one with relevant examples in a sentence.

1. So

This conjunction is used to express the purpose of an activity by connecting two clauses. We can see examples of the use of **so** in the following sentences:

- *Renza got a headache, **so** she does not go to work.*
- *Dina always eats healthy food **so** she will stay healthy.*

The two sentences above both have the word **so**, but there are differences. **So** in the first sentence is included into the coordinating conjunction which shows the causal relationship. Meanwhile, **so** in the second sentence is included into the subordinating conjunction -- the conjunction of purpose which states the purpose.

How to distinguish them? in the first sentence there is a comma, while in the second sentence there is none. That is, when we want to show a causal relationship, we use a comma. Meanwhile, when you want to state your goal, you don't need to enter a comma.

There are two variations of **so**, which are **so that** and **so as**

So that is a conjunction used to connect two sentences. One shows the action, and one shows the goal. **So that** is used before a clause that states a purpose. Clauses after **so that** usually contain modals, such as *can, could, may, might, will* or *would*.

The other variation of so is so as. Both have the same meaning. In the use of so as, we can add -to. So, it becomes so as to.

My sister turns on the fan so we will not feel hot.

My sister turns on the fan so that we will not feel hot.

My sister turns on the fan so as we will not feel hot.

Just like the conjunction **so**, an easy way that we can do in using **so that** is to determine which sentences contain action and which sentences contain goals.

The formula that can be used is:

A Clause (action) + so (that/as) + A Clause (Purpose)

In using so, we must pay attention to several things:

- After so that must be followed by a subject, such as I, you, we, they, she, he, it
- The subordinate conjunction is used before a clause that shows the purpose
- Need to use capital after so that, such as can, could, may, will, would, may, might
- To express future activities, you can use will+V1 after the phrase so that

We can see examples of the use of so in the following sentences:

- *Naura studies math diligently so she gets good score in the test*
- *I will go to Korea so that I can learn Korean*
- *My niece went to bed early yesterday so as she could get up on time this morning.*
- *I am preparing the special gift for her so that she will be happy.*
- *He decided to take a rest after the match so he could get his strength back.*

2. In Order To

The word **in order to** has the same meaning as so that. Both aim to state objectives and have two clauses which include stating actions and stating objectives.

We can differentiate the use of in order to and so that based on the purpose of the sentence that is conveyed. If we want to state a more formal sentence, in order to is more appropriate than so that. In addition, in order to is used to answer the question "why" of the action that has taken place.

Below are the examples of the use in order to in the sentence,

- *In order to work from home, we must have two computers*
- *She takes the baby carefully in order to keep the baby safe.*
- *He works hard in order to get the promotion*

There are several things that need to be considered in using in order to, including:

- In order to is usually used before stative verbs, such as be, have, know, appear, understand, seem
- In order to is always followed by an infinitive verb
- In order to can be used at the beginning of a sentence
- If we want to say a negative infinitive, then the phrase used is in order not to

3. In Order That

In order that also has the same function, namely to convey a goal. In order that has the definition "so that something can happen" or if interpreted in Indonesian is for something to happen.

The use of in order that is actually arguably less common because it is used only in formal situations, such as: speeches, papers, essays, agreement documents, or other official letters.

- *The committee provides free snacks for the participant in order that the participant can stay in the room.*
- *They provide many options in order that the customers can get the products which match their preferences.*
- *In order that you are able to finish the paper, learn to manage your time effectively.*

4. Lest

The conjunction lest means not to, in case or to be afraid. This word is followed by something that should be avoided according to the speaker. The use of lest is usually found in subjunctive mood sentences, but can also be used in regular sentences.

Here are some examples of using lest in a sentence to prevent something from happening.

- *Lest anyone should doubt my story, I have brought some proofs.*
- *Walk carefully lest you should fall into the ditch.*
- *I use the map lest I should get lost .*
- *He hid behind the door lest he is found.*

Lest has a negative meaning. Therefore, it would be wrong to keep the word 'not' after lest. In addition, it must be remembered that the auxiliary word that can be used after the word lest is only the word should.

- *Reserve your tickets early lest you miss the chance.*
OR
- *Reserve your tickets early lest you should miss the chance.*
- *(NOT Reserve your tickets early lest you do not miss the chance.)*

I. Fill in the blank by using the correct Conjunction of Purpose

1. We learn history _____ be wise about the event.
2. They are doing construction works at night _____ disturb daytime traffic
3. They hurrie_____ be late for the class
4. I'm studying very hard nowadays _____ I can pass my exam.
5. Make sure you take the GPS_____you get lost
6. I went to bed early _____ wake up early.
7. We all put on our jackets _____ keep warm.
8. One should exercise regularly _____ keep their body in shape.
9. I had to take a cab _____ I should be late for my appointment.
10. I need to take out a loan from a finance company _____ buy a new car.
11. Jason turned off the radio _____ he could concentrate on his work.
12. Be focused on your test _____ you made mistakes.
13. You have to register _____ join the event.
14. Ships carry life boats _____ the crew can escape when the ship sinks.
15. They are studying English every day _____ their English is excellent.
16. He exercises regularly _____ he becomes overweight.
17. You need to edit your essay before you hand it in _____ you can produce a good writing,
18. She works hard _____ she can earn a living.
19. The police officers risk their lives _____ we may live more safely.
20. It is too late _____ we can not enter the classroom.

II. Create the sentence from each of the Conjunction of Purpose

- So _____
- In order to _____
- In order that _____
- Lest _____

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CHAPTER XI

CONJUNCTIONS LINKING PHRASES

By Salmon Pandarangga

Conjunctions Linking Phrases (CLP) are integral parts of English language that connect and link words, phrases, clauses and sentences like *in addition to, as a matter of fact, in spite of, because of, as well as, in contrast, in other words, even though, for instance, in fact, as a result* and etc in the texts (Azar & Hagen, 2011; Carter et al., 2011; Feak & Swales, 2012; Murphy, 2019). The purpose of CLP is to, as they further added, add, contrast, clarify, and illustrate the words, phrases, clauses of similar grammatical type of sentences in the texts. In other words, the proper use of CLP can help a writer/a a reader/a speaker allow natural flow and maintain clear relationships between ideas for coherent and better communication. For example:

1. *As well as* living with a family in Australia, you can practice your English skills and learn Australian cultures.
2. Young people tend to be more energetic in their age. *On the other hand*, old people are less active in their activities.
3. Playing a certain sport requires intensive skills and practices. Professional players of football, *for example*, need to train up to 10 hours a day.

The CLP of *as well as, in addition, for example, and on the other hand* are examples of how the CLP used in sentences.

The following table 1 shows the summary of CLP according to some authors (Carter et al., 2011; Feak & Swales, 2012; Halliday & Hasan, 1976).

Table 1 Conjunction Linking Phrases

No	Types of Conjunction	Linking Phrases
1	Addition	in addition

		in addition to as well as besides this/that
2	Adversativity	even though in spite of despite of
3	Cause and effect	because of as a result of on account of for this reason for this purpose
4	Clarification	in other words to put it in another way
5	Contrast	on the contrary on the other hand in contrast with
6	Intensification	as a matter of fact in fact

CLPs of addition: *in addition, in addition to, as well as, and besides this/that*

The following CLPs are usually used to link a noun phrase to a clause.

Table 2

CLP	phrases	clauses
	cutting jobs,	the company has announced of closing some of its

In addition to		branches overseas
	her singing career,	Lady Gaga is known as movie star
	being a wonderful steak restaurant,	it has delicious foods, great services, and an amazing view
As well as	giving 25% discount on the electronic,	Daniel's Electronic delivered it for free to a customer's house
	being friendly and nice in their neighbourhood,	Mr. Daniel and his wife are well-known as kind and generous couple.

The CLP of *in addition to* connects the phrases e.g. *cutting jobs* with the clauses e.g. *the company has announced of closing some of its branches overseas*. While, *as well as* links the phrases e.g. *being friendly and nice in their neighbourhood* with the clauses *Mr. Daniel and his wife are well-known as kind and generous couple*. The CLPs can sometimes be used in the middle of the sentences e.g. *You must be very smart for doing that work as well as for anything else*. Other types of addition like *and*, *moreover*, *furthermore*, *besides* and etc are known or commonly used for linking words.

CLPs of adversativity: *even though*, *in spite of*, *despite this*

The following CLPs are usually used to link a dependent clause to a complete sentence e.g. *even though* or link a noun phrase to a clause e.g. *in spite of* and *despite of*.

Table 3

CLP	dependent clauses	complete sentences
	he had met all the necessary qualifications	he didn't win the presidential election in his country.

Even though	required,	
	Mary spoke very softly in that meeting,	all people understood every words she said.
	all the figures in that reports were correct and had been checked,	the total came out wrong.

Table 4

CLP	phrases	clauses
In spite of	the strict law in that country,	people continue to talk with their mobile phones while driving.
	raining heavily at night in Bali,	some of the commercial airplanes still flew to Jakarta.
	severe pain in his lower back,	Matius tried to complete the swimming competition.
Despite of	being one of the richest countries in the worlds,	USA sometimes needs financial assistance from World Bank, IMF and other rich countries.
	her persistence and working very hard,	Hanna failed to get highest marks for the interview and exam.
	actively helping poor people in her neighbourhood,	Yohana isn't very rich.

The CLPs of *even though*, *in spite of* and *despite of* can all be used in the middle of sentences. For instance:

1. He didn't win the presidential election in his country, *even though* he had met all the necessary qualifications required
2. People still use their mobile phones while driving, *in spite of* the strict law in that country.
3. USA still needs financial assistance from World Bank, IMF and other countries, *despite of* being one of the richest countries in the worlds.

Different types of adversality such as *although*, *however*, *nevertheless*, *despite* and etc are usually used for the linking words.

CLPs of cause and effect: *because of*, *as a result of*, *on account of*, *for this reason*, *for this purpose*.

The following CLPs are commonly used to link a noun phrase to a clause or link a complete sentence to another complete sentence which is related to each other.

Table 5

CLP	Phrases	clauses
Because of	the war of Ukraine vs Russia,	energy crisis has increased dramatically in the last 6 months in Europe.
	watching world cup 2022 early in the morning,	some students come late or feel sleepy at school.
	the midnight sales,	there were lots of people queuing in that supermarket.
	long-term of global economic recession,	some countries face a significant

As a result of		financial crisis, an increase in unemployment, and a loss of wealth.
	horrible accident at the intersection,	there was traffic jam for more than 3 hours in that main street.
	eating too much,	my brother got stomach ache last night.
On account of	their great performance at the world competition last week,	the government has decided to give them big rewards.
	her poor health,	Martha didn't go to her friend's wedding party in Bandung
	extremely heat in Qatar,	the world cup 2022 has been cancelled until November 2022.

Table 6

complete sentences	CLP	complete sentences
Around 56 % of online child sexual harassment in Indonesia goes	For this reason,	Indonesian government has launched a 3 year partnership with UNICEF to promote and provide internet safety for

unreported in 2022.		children
There is nobody to look after her sick and old parents at home.	For this reason	Rambu Lisa can't come to her best friend's wedding anniversary in Jakarta.
The doctor has advised me to avoid junk and fast foods.	For this reason,	I always eat healthy foods like fruits and vegetables.
It is important to promote the preservation and protection of hundreds of endangered ethnic local languages in Indonesia.	For this purpose,	the government has taken some concrete strategies to prevent the extinction of the languages through language documentation and language revitalization.
Lockdown during Covid-19 outbreak can help to flatten the curve of community transmission and protect healthcare workers.	For this purpose,	People have to work from home; if they have to do something emergency, they have to wear cloth masks to cover their noses and mouths and keep distances from other people.
His father is going to have a pelvic injury next week.	For this purpose,	Umbu Thomas has cancelled all his appointments and meetings.

Some of the CLPs such as *because of, as result of, on account of* can be put in the middle of the sentences. For example:

- 1. Energy crisis has increased dramatically in the last 6 months in Europe *because of* the Ukraine and Russia.
- 2. Some countries face a significant financial crisis, an increase in unemployment, and a loss of wealth *as result of* long-term of global economic recession.
- 3. The government has decided to give them big rewards *on account of* their great performance at the world competition last week.

Another types of cause and effect e.g. *because, since, therefore, consequently, hence, thus,* and etc are commonly used for the linking words.

CLPs of clarification such as: *in other words* and *to put it in another way*.

The following CLPs usually connect a complete sentence to another complete sentence which is related to each other.

Table 7

Complete sentences	CLP	Complete sentences
Earthquake struck Cianjur, West Java, Indonesia killing more than 300 people and destroying more than 60.000 houses and buildings.	In other words,	It is one of the deadliest earthquakes to hit Indonesia since the last one in Sulawesi.
They think that the ending of the movie cannot be		They like the movie.

predictable.	In other words,	
The effect of recession is really bad for lots of countries such as unemployment, fewer goods and services, low consumption, and low investment.	In other words,	Governments have to take actions to avoid economic downturn and to keep the economic growth.
Qatari government, along with 13 other countries, had carried out a five-day security drills to test the readiness and responsiveness of the emergency services for the 2022 World Cup.	To put it in another way,	Qatar wants to ensure a seamless and peaceful 2022 World Cup from threats.
Jungkook is the best-selling K-Pop idol in the world reaching 600 million stream counts on Spotify.	To put in another way,	Jungkook is the most popular of South Korean singer in the world.

CLPs of clarification such as: *in the contrary*, *on the other hand*, and *in contrast with*.

The following CLPs are commonly used to link a complete sentence to another complete sentence or a noun phrase to a clause.

Table 8

Complete sentences	CLP	Complete sentences
The international media reported that infant mortality rate in Indonesia is one of the highest in Asia.	On the contrary,	Ministry of Health of Indonesia recently stated that the news is misleading because the infant mortality is the lowest among Asian countries.
Governments and NGOs in Africa have to work together to help more than 60 million people who suffer food insecurity crisis.	On the contrary,	people particularly pregnant women, children, and babies may be at risk of extreme hunger.
World Economic Forum reports that the richest 10% of the total global population owns 75% of all wealth in the world.	On the other hand,	the poorest more than 50% of the global population only own 2% of the wealth.
My wife, Rambu, likes living in the city.	On the other hand,	I prefer to live in countryside.

Table 9

CLP	Phrases	Clauses
	the World Bank Report about the	most of the countries in Asia argued that the

In contrast with	increasing poverty in Asia,	poverty has significantly decreased in the last ten years.
	Dian's explanation about the car accident,	other witnesses told that Dian carelessly drove car and hit other cars.

Another types of contrast like *however*, *while*, *whereas*, *conversely*, *unlike* and etc. are usually used for the linking words.

CLPs of intensification like: *as a matter of fact* and *in fact*.

Complete sentences	CLP	Complete sentences
Stanford Professor Jo Boaler argued that students can learn, enjoy, and achieve of high levels of math subject without any difficulties or suffering failures.	As a matter of fact,	It is very easy and fun through open and creative math lesson.
Umbu thought all the guests in that meeting had not had lunch.	As a matter of fact,	They already had.
UNESCO has released recent data that more than 350 million children have failed to access basic literacy skills.	In fact,	Children have the basic human right to read e.g. accessing reading texts, choosing what they read, sharing what they read and etc.
They thought that they make mistakes	In fact,	They were right about the statements.

about the annual financial statements of the company.		
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Other Conjunctions Linking Phrases (CLP)

There is still range of different CLPs not discussed in this book chapter. Some of them are commonly used in English communication e.g. writing, reading, and speaking. Some of the CLTs are: for example, *for instance, by the way, I mean, at least, under other circumstances, with this in mind, it follows, in conclusion, at the same time, that is, neither....nor, in that case* and many more. The different types of CLTs show that English has wide range of choices of CLTs that can be used.

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CHAPTER XII

CONJUNCTIONS

By Melda Munthe

12.1 Conjunction

Is a term that links two or more other words or word groups. A term that is used to combine other words or groups of words together is called a conjunction. Examples of conjunctions include "and," "but," "or," "nor," "although," "although," "yet," "so," "either," and "also." A conjunction is a word that unites or conjoins different elements of a sentence. It is also known as a joiner..

CONJUNCTIONS

Conjunctions are words that are used to join other words or groups of words together. And, but, or, and nor are the conjunctions that are used the most frequently. Coordinating conjunctions are given their name due to the fact that they join together, or coordinate, different sections of phrases. In Chapter 13, we will look at a variety of conjunctions besides those already covered. Learn more about coordinating conjunctions by looking at the examples presented below:

Yukie, Dan, and Kristi are all looking for work. (Joins words of equivalent value.)

You could have an interview with a representative from human resources or with a manager who is in charge.

(Combines the words into equal groups.)

- A word is said to be a conjunction if it links another word or group of words together.

Coordinating Conjunctions

- In a sentence, a coordinating conjunction is used to bring together two or more phrases or word clusters that carry the same amount of grammatical weight..

Coordinating Conjunctions					
And	but	or	so	nor	for

The sum of **two** and two is four.

She excels in algebra but struggles with basic mathematics.

Now is the time for us to depart; else, we will be late.

The bell rang, but nobody got up from their seats when it did.

He was unable to get any rest, and he refused to eat.

For can mean "for the reason that" or "because" when it is employed in the role of a coordinating conjunction. Because they had traveled such a great distance, the youngsters were worn out..

a. Coordinating Conjunction

Coordinating Conjunctions

- For
- And
- Nor
- But
- Or
- Yet
- So

Examples:

- The pens and pencils are available right now. Carrots are delicious, but lima beans are not.
- It's my birthday today, so I have a lot of reasons to be excited.

- I didn't like the movie, nor did she.
- Which are you more likely to eat, pizza or hamburgers?
- Mary decided that she needed a new phone, so she started putting away money from her allowance.
- He works rapidly, yet with great care..

b. Subordinating Conjunction

A dependent clause is shown here, along with an explanation of the nature of the connection between the independent clauses and the dependent clause (s).

After, although, as, because, before, how, if, once, once, since, than, that, though, until, when, where, whether, and while are the most common subordinating conjunctions.

Subordinating Conjunctions

A subordinating conjunction is a type of conjunction that combines two clauses or concepts in such a way as to make the one dependent on the other in terms of the grammar of the sentence.

Because it is unable to function as a whole sentence on its own, the thought or clause that is introduced by a subordinating conjunction is referred to as "subordinate," which is synonymous with "dependent."

Because there were so many leaves on the ground, we raked them.

Before having lunch, we raked the leaves in the yard.

We will rake once more when additional leaves have fallen.

Common Subordinating Conjunctions				
after	as soon as	in as much as	than	where
although	as though	in order that	though	whereas
as	because	provided (that)	unless	s
as far as	before	since	until	wherever
as if	considering (that)	so long as	when	while
as long as	if	so that	whenever	

Correlative conjunctions

Always come in pairs, and you use them to connect parts of a sentence that are the same..

The most common correlative conjunctions are:

both...and, either...or, neither...nor,

not only...but also, so...as, and whether...or

Correlative Conjunctions

- Correlative conjunctions work in pairs so join words and groups of words of equal weight in a sentence

Correlative Conjunctions		
both...and	just as...so	not only...but
either...or	neither...nor	(also)
		whether...or

Correlative conjunctions make the relationship between words or groups of words a little clearer than do coordinating conjunctions.

COORDINATING CONJUNCTIONS	CORRELATIVE CONJUNCTIONS
She and I were there. She or I can go. I met Jean and Eci.	We were both present at the event. It's fine if either one of us goes. Neither she nor I will be able to go. I met not only Jean but also Eci

Exercises 1.

Identify the conjunctions in the following sentences; then, tell what type of conj. they are.

1. Ashton and I are going to have a night out tonight.
2. Let's grab a bite to eat after the movie, shall we?
3. Neither Vinny nor Sam consumed their lunch.
4. Writing is my actual lifelong love, and I'm working hard to get my work published as soon as possible.
5. Susan makes good grades because she studies every night.
6. Either you are going to work hard in your classes or you are not going to perform to the best of your ability.

Exercises 2.

Circle the conjunction or pair of conjunctions in each sentence:

1. Lyle's meal will consist of both salad and steak, he decided.

2. I didn't have steak for supper, and I didn't have salad either.
3. Either you or he can take Dad to the train station in the morning of the third day of the week.
4. The panda wanted to eat because he was starving at the time.
5. Rex like his sandwiches most when they are made with peanut butter and jelly.
6. Not only the young ladies, but also the young men, will be asked to attend the gathering.
7. Sara was unsure whether she should swing at the ball or take the pitch being given to her.
8. Mark would want to go, but he is unable to at this time.
9. Even though Rich like the food at this restaurant, he doesn't come here very often to dine.
10. Accompany him or her in your sprint.

LIST OF CONJUNCTIONS

What is a Conjunction?

A conjunction is a word or set of words that connects two or more words, clauses, phrases, or sentences. Conjunctions can be either single words or groups of words. Joining words are what we refer to as conjunctions.

Conjunction Examples:

- a. a. She is talented in the kitchen as well as on the dance floor.
- b. b. If we leave right now, we can make it home before 11 o'clock at night.
- c. c. He could not be brought before a magistrate to face the consequences of his actions.
- d. c. Neither her friends nor any of her relatives were able to make it to the party.
- e. e. The illustrious dancer has a penchant for traditional music as well.

Types of Conjunctions

Conjunction words are segregated into four types:

- 1. Coordinating Conjunction Words
- 2. Subordinating Conjunction Words
- 3. Correlative Conjunction Words
- 4. Conjunctive Adverbs

1. Coordinating Conjunction Words

A coordinating conjunction is a conjunction that unites words, phrases, and clauses that are coordinated with one another, meaning that they are equal to one another. They are able to link two verbs, two nouns, two adjectives, two phrases, or two sentences that are independent of one another. Coordination conjunction words are only seven and

people remember them by an acronym **FANBOYS**, i.e. (For, And, Nor, But, Or, Yet, So).

List of Conjunctions	
Coordinating Conjunction Words	Sentences – Conjunction Examples
For	He needs to find a job, for he is unemployed.
And	Maria loves both ice cream and pizza.
Nor	The party can't be held on either Tuesday or Wednesday because of other commitments.
But	Even though she did well on the test, she is not pleased with herself.
Or	Which fruit do you prefer more, an apple or a mango?
Yet	Even though she is a good dancer, she is not sure whether or not she will enter the competition.
So	Due to the fact that he is sick, he will not accompany us to the movie.

1. **For:** The use of the conjunction "for" denotes the existence of a connection between two main clauses by suggesting that one of the clauses is the reason that the other is taking place. For instance, you could say something like, "Since it is my birthday, I would want to go to the pizza restaurant".

2. **And:** The usage of "and" denotes the addition of information that carries the same amount of importance as the information that was presented in the first sentence. You might say something like, "I went to the grocery store and bought snacks for the celebration." as an illustration.

3. **Nor:** The conjunction "nor" is used to join two sentences that each carry a negative modifier. For instance, you could say "I don't get enough sleep, nor do I try," and that would be an accurate statement.

4. **But:** The information that contradicts the first main clause in some way comes before the conjunction "but" in a sentence. You might say something like, "I want to go outside, but I don't have any sunblock." as an illustration.

5. **Or:** The word "or" denotes a choice between two alternatives that are otherwise equivalent. You might say something like, "I can't decide whether I want chocolate or vanilla." as an illustration.

6. **Yet:** The word "yet" ushers in a new thought that is in direct opposition to the main phrase. You could, for instance, state something along the lines of "I'm always eating, yet I'm always hungry."

7. **So:** "So" connects two ideas of equal importance that show cause and effect. For example, you could say, "I went to the DMV this morning because there was no line."

Examples of Coordinating Conjunctions:

1. You can use a spoon or a fork to eat your cake.
2. My dog likes getting a bath, but he hates having his nails cut.
3. Bill won't eat peas or carrots, and he won't even touch peas.
4. I don't want to waste any gas because it's so expensive these days.

COORDINATING CONJUNCTIONS

FANBOYS

- Coordinating conjunctions are used to link or join two words or phrases that are both important and complete from a grammar point of view.
 - The sentences or words don't need anything else to make sense on their own..
- FOR = Because (I told her to leave, **for** I was very tired)
 - AND = In addition to (I like football, **and** I like hockey)
 - NOR = And not (I have neither done the dishes **nor** the laundry)
 - BUT = However (She's 85 **but** she still goes swimming every day)
 - OR = Either (I will eat either a hamburger **or** a hotdog)
 - YET = But (The weather was cold, **yet** bright and sunny)
 - SO = Therefore (It was still painful **so** I went to see a doctor)

2. Subordinating Conjunction Words

In English grammar, a subordinating conjunction is used to connect a dependent clause (also known as a subordinate clause) to an independent phrase (also known as a main clause) in order to form a sentence that has multiple clauses. Connecting dependent clauses to their respective main clauses are subordinating conjunctions.

6 Types of Subordinating Conjunctions:

1. Comparison: Some of the subordinating conjunctions that establish a comparison between the main clause and the subordinate clause include “than,” “rather than,” “instead of,” “whether,” “although,” “as much as,” and “whereas.”

2. **Time:** The subordinating conjunctions that specify time include “as soon as,” “once,” “while,” “when,” “whenever,” “after,” “since,” “before,” “until,” and “now that.”

3. **Concession:** Coordinating conjunctions can add information that indicates an obstacle to the main clause. Concession subordinating conjunctions include “although,” “lest,” “though,” and “even though.”

4. **Reason:** Certain subordinating conjunctions can be tacked on to the beginning of a subordinate clause to imply cause and effect with the main clause. These words include “because,” “hence,” “since,” “lest,” “so,” “so that,” “in order to,” and “as.”

5. **Place:** Some of the subordinating conjunctions that reveal information about place in a sentence include “where” or “wherever.”

6. **Condition:** Coordinating conjunctions can be used to indicate conditionality between a main and subordinate clause with words like “in case,” “lest,” “only if,” “supposing,” or “whether or not.”

List Of Conjunctions	
Subordinating Conjunction Words	Sentences – Conjunction Examples
After	Following lunch, she made her way to the parlor.
Although	Even though the sun was out, it was not particularly warm.
As	She is free to do anything she wants with her

	hairstyle.
As if	He acted as though he had completely lost it.
As long as	As long as you continued to feed the dog, he would be willing to cooperate.
As much as	Equally as much as he enjoys playing cricket, he also enjoys football.
As soon as	I will get the mail out as soon as I have the information in front of me.
As though	It appears as though the virus will eventually destroy the entire world.
Because	He carried out the assignment since he believed it to be his responsibility.
Before	Before the massage, the infant is allowed to rest.
Even	He is so ignorant that he does not even know the name of the city in Ohio.
Even if	You won't be acknowledged, even if you give it your all in the performance.

Even though	Even though she is aware that giving up will not help the relationship, she does not want to do so.
If	If the weather permits, the celebration will be held outside in the garden.
If only	If she could just catch a glimpse of her son, it would do wonders for her mental state.
If then	Should it start raining, we are going to be delayed in traffic for a long time.
In order that	She will leave the party earlier than the rest of the guests so that she can help me find a cab.
Just as	As soon as we arrived home, the rain started falling.
Lest	He stayed in his room for the entirety of each day, using headphones so as not to wake anyone.
Now	When the city of Boston was first founded, it was a much smaller settlement than it is today.

Now since	Let's have a conversation about it right now, while the manager is standing right here.
Now that	Since everything is back under control at this point, the lockdown can be removed.
Once	We will be able to go to the restaurant as soon as I pick you up from school.
Provided	If you treat him with respect, he will treat you with respect in return.
Provided that	I will attend the party on the condition that she also attends.
Rather than	It is preferable not to lie to her rather than to dismiss her questions.
Since	They haven't talked to one another in a very long time.
So that	He decided to become fluent in French, so he enrolled in lessons to study the language.
Supposing	He was led to believe that his rivals were unprepared by a successful bluff.
Than	The elderly man had a lifespan of well over a

	century.
That	My home is the yellow building that you see there; thank you for seeing it.
Though	Even though they were speaking quietly, the hall was filled with the sound of their voices.
Till	She stayed at the coffee shop all the way until 11 o'clock at night.
Unless	If you do not get decent grades, he has no intention of buying you a scooter.
Until	When you turn 18, you will be eligible to receive your driver's license.
When	When is your mother planning to arrive from the United Kingdom?
Whenever	When you get a moment, I'd appreciate it if you could fill me in on your friend's situation.
Where	Where can I find the bread supply shop?
Where is	Where is Ram's wife if he is spending his time with this girl?

Whereas	The climate in the north is hot, whilst the climate in the south is frigid.
Wherever	Consume nutritious meals whenever it is possible.
Whether	She gave the impression of being unable to determine whether to stay or leave.
Which	Which of these colors do you like best?
While	While I was out of the office, he completed the assignment I had given him.
Who	Do you recognize the individual who is currently standing next to the bookstore?
Whoever	Whoever comes out on top will take home a monetary award.
Why	Why do people choose to toss garbage out their windows onto the street?

Conjunction examples:

1. After I finish this chocolate, I'm going to have some milk (I will drink milk is an independent clause; after having this chocolate is a dependent adverb clause).

2. 2. After he has finished attending the wedding, he is going to see me at my house (this part of the sentence is an independent clause, and "after he has finished attending the wedding" is a dependent adverb clause).

SUBORDINATING CONJUNCTIONS EXAMPLE

A subordinating conjunction is a word that connects an independent clause to a dependent clause.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Her office is far, and she has to walk for minutes. 2. I'm staying in because it's snowing. 3. As long as you need my notebook, you 4. can keep it. 5. After they pass the town, they must turn to the left. 6. I couldn't stay, for the area was violent. 7. Michael is a very beautiful girl and she is very intelligent. 8. I met them when we were in Paris. | <ol style="list-style-type: none"> 9. Even if the sky is falling down, you'll be my only. 10. I guess I'll never be the same since I fell for you. 11. If you find out, please let me know. 12. Once you see her, you will recognize her. 13. So that he could keep him job, he didn't complain at all. 14. They will not pass the math exam unless they work harder. 15. Did she say anything before she left? |
|---|---|

3. Correlative Conjunctions

Correlative conjunction pairs work together to indicate a correlation between two subjects, express details, or provide clarity. These are designed to be used in tandem with one another to unite two clauses or sentences. It is common practice to connect two subjects of the singular number with a solitary verb or two subjects of the plural number with a plural verb when using a correlative conjunction. They establish a connection between two subjects or between two verbs that work in conjunction with one another.

7 Examples of Correlative Conjunctions:

1. **Both/and:** Using “both” and “and” implies a correlation between two subjects that are performing the same action. An example of using these correlative conjunctions is: “We’ll both be leaving the party and taking one car.”

2. **Either/or:** Using “either” and “or” connects two positive statements of equal weight. For example, you could say: “My brother is either working upstairs or slacking off downstairs.”

3. **Neither/nor:** “Neither/nor” connects two negative statements of equal weight. For example, you could say: “I will neither watch the show nor read the book.”

4. **Whether/or:** “Whether/or” connects two possible actions of a subject. For example, you could say: “I was not sure whether you would show up or not.”

5. **Not only/but also:** “I’m not only hungry but also tired.”

6. **Rather/than:** “Rather/than” presents a subject’s preference for one thing over another. For example, you could say: “I would rather have coffee than tea.”

7. **Such/that:** “Such/that” connects two independent clauses in a way that applies a reason for an action. For example, you could say: “Such is the pain of my headache that I cannot get out of bed.”

List of Conjunctions

Correlative Conjunction Words	Sentences – Conjunction Examples
As / As	His scorecard did not turn out to be nearly as bad as I had anticipated.
Both / and	Everybody put in a lot of effort, including the coaches and players.
Either/or	You can either eat the cake right now, or it will be gone in a few moments.
Hardly / when	When he had just about made it to the stop, the bus had already pulled away.
Neither / nor	The children in question, along with their parents, were noticeably absent from the event.
No sooner / than	As soon as the instructor entered the classroom, all of the pupils immediately began maintaining their silence.
Not only / but also	Studying for tests requires not only memorization but also an understanding of the fundamental principles.

Whether / or	She couldn't decide whether the color pink or yellow would be more appropriate for her engagement.
The More / The more	He was able to increase the amount of rewards he received by flattering his supervisor more.
So/ as	He had a wrong impression about how uninteresting her poetry was.
Such / that	Everyone adores her as an actress because she is so stunning to look at.
Rather / than	Instead of eating out at a restaurant for dinner, he favors preparing meals at home.

CORRELATIVE CONJUNCTIONS	
Correlative conjunctions work in pairs to add two things of equal importance.	
Either... or...	- Jon must be living either in Canada or in Brazil. - You either listen to me or do whatever you want to do.
Neither... nor...	- You are neither my brother nor a friend. - His friends speak neither English nor Hindi.
Both... and...	I loved both the party and the guests.

	You were both fast and precise in the fight.
Not only... but also...	- Max not only Lost the match but also disappointed us. - She is not only beautiful but also smart.
Whether... or...	- I don't know whether he took a cab, or he walked to home. - You have to learn them whether they are easy or difficult.
Such... that...	- It was such a close fight that we didn't know who won it. - Jon was such a bad fighter that the company fired him.
No sooner... than...	No sooner had I reached the station than the train left. No sooner had I heard the news than I started dancing.
Scarcely/Hardly... when...	Scarcely had I reached the station when the train arrived. Hardly had she started the car when I called her.
Would rather... than	- He would rather come with us than stay here. - I would rather have coffee than tea.
As... as	- You look as big and powerful as a bodybuilder. - The kid was running as fast as us.

4. Conjunctive Adverbs

It is possible to connect two separate clauses in a single phrase using a special type of adverb known as a conjunctive adverb. Conjunctive adverbs are distinguished from other types of adverbs in the sense that they can also be referred to as adverbial conjunctions. These are also

sometimes referred to as transitional terms. They can join sentences, words, or phrases in exactly the same way as the words that are on the regular conjunction list. The phrases "in addition," "as a result," "although," "therefore," "particularly," "even so," "nevertheless," "meanwhile," "subsequently," and "furthermore," etc., are all examples of this sort.

Conjunctions List	
Conjunctive Adverbs	Sentences – Conjunction Examples
After all	Despite all of the hard work that we put into it, the end result was not satisfactory.
As a result	Because he had accepted a new position, he moved to a different city.
Consequently	She put in a lot of effort, and as a result, she was rewarded with a positive evaluation.
Finally	They argued for several hours, and when it was finally over, there was complete silence.
For example	Consider for a moment that you are the Chief Executive Officer of Google. How do you plan to assist the country?
Furthermore	She felt drained and shivering, and in addition

	to that, she was hungry.
Hence	Because of the lockdown, schools have been closed. As a result, more and more teachers are enrolling in online courses.
However	He is going to get that car; but, he is going to have to spend all of his savings on it.
In addition	In addition to that, everything of his planning is turning out to be successful.
In fact	She is currently enrolled in more advanced lessons, and one could say that she is already an expert.
Indeed	The life of a soldier is one that is fraught with challenges.
Instead	Instead of going out to eat, we prepared meals at home.
Likewise	She felt indebted to him and was thrilled at the prospect of traveling around Europe.
Meanwhile	He used his spare time to pursue a degree in engineering while also beginning to work at a financial institution.

Incidentally	By the way, have you been to the brand-new retail mall that they are currently constructing?
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Examples of Conjunctive Adverbs

1. *They decided to be environmentally conscious and use less electricity; moreover, their electric bill had been skyrocketing.*: “Moreover” acts as the conjunctive adverb in this sentence. A comma follows the word to tee up the second clause.
2. *She always studies—as such, she tends to get good grades.*: Here, an em-dash is used to connect the sentence’s two independent clauses, acting as a semicolon would.
3. *He wasn’t in the mood to go to the party; besides, the nearby movie theater was screening his favorite film.*: Besides is another common conjunctive adverb, modifying the first clause and ushering in the second.

CONJUNCTIVE ADVERBS			
Conjunctive adverbs are words that connect two independent clauses.			
Cause or Effect	Sequence	Time	Contrast
• Accordingly • Consequently • Hence • Therefore • Then	• First • Finally • Furthermore • In addition • Moreover	• Before • Meanwhile • Since • Now • Lately	• Rather • However • Instead • In spite of • But
Emphasis	Summarize	Illustrate	Comparison
• Indeed • Of	• Briefly • Merely	• For example	• Like/as

• course • Certainly • Definitely • Undoubtedly	• Quickly • In conclusion • In summary	• For instance • Namely • Typically • Representatively	• Likewise • Similarly
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1. Coordinating Conjunction Words

The coordinating conjunction is a grammatical device that can be used to tie together phrases, clauses, and words that are on an equivalent grammatical level. Let's take a look at some of the most common coordinating conjunctions from the numerous that are available.

COORDINATING CONJUNCTIONS	
CONJUNCTION	EXAMPLE
For	Because he was going to tell us about our family, we listened to him with bated breath
And	She didn't interact with anyone, and consequently, no one interacted with her.
Nor	I do not anticipate children being impolite, nor do I anticipate their disobeying my instructions.
But	They moved quickly to go to the hospital, but it was already too late when they arrived.
Or	Either I'll go out shopping or I'll go on a camping trip.

Yet	Despite the fact that Kelly had a criminal record, many people looked up to him.
So	I was experiencing hunger, so I decided to make a sandwich for myself.

2. Subordinating Conjunction Words

It is possible to combine dependent clauses with independent clauses by utilizing a subordinating conjunction. This particular sort of conjunction can be utilized as a means of illustrating cause and effect relationships between two sentences, as well as a contrast, in addition to a variety of other relationships that could potentially take place. Now, let's take a look at some of the subordinating conjunctions that are employed the most commonly in sentences.

SUBORDINATING CONJUNCTIONS	
CONJUNCTION	EXAMPLE
After	You can watch TV after you finish your homework.
Although	Although my boss has a lot of money, he is not arrogant
As	As the buyer was not there, the courier left the package with the neighbor.
As if	The man drove as if he was an F-1 racer.
As long as	As long as you follow the rules, you will not get punishment.

Otherwise	Don't forget to bring your raincoat, otherwise your feet will be wet and cold.
Because	I can live until this day because he saved me.
Before	He had gone before I spoke to him.
Even If	Even if Bima is not qualified enough to enter the top university, he'll try again next year.
Even though	I enjoyed the holiday, even though it rained a lot.
If	If you want to pass this exam, you should study very hard.
Only if	I will come to your birthday party only if Troy accompanies me.
In order that	She will get up earlier in order that she can arrive on time.
Supposing	Supposing you're accepted, what would you do?
Once	Once his contract is finished, he will be free to do anything he likes.
Providing	My mother and I can stroll in the park this weekend, providing the weather is nice.

Rather than	For exercise. I walk rather than run.
Since	Since no one is around, he tries to steal Mrs. Jane's car.
So that	He works hard so that he can get the incentives from his boss.
That	We eat that we may live.
Though	Though they are sibling, they are always fighting.
By the time	By the time they arrived , the rain fell.
Unless	You cannot enter that club unless the club member gives you an invitation.
Until	Let's stay here until the sun comes up.
When	We can go to the beach when it opens in june.
Whenever	The baby always cries whenever his mother leaves the room.

Where	She lives right behind the alley where someone was killed last week.
Whereas	I have resemblance with my father whereas my sister has resemblance with my mother.
Wherever	You can sit wherever you want to.
Whether	He seemed undecided whether to go or stay.
While	While he was sleeping, someone broke into his house and took all his money.
Within	I've noticed her change within a very short time.
Besides	I have paid a lot of money for the car. Besides , I have paid for the insurance.

3. Correlative Conjunctions

A conjunction that is employed in a pair is known as the correlative conjunction. Because they are employed to establish a connection between two sentences, one of the most important characteristics of a correlative conjunction is that the two sentences they connect must be equivalent in a grammatical sense. For instance, when using the

correlative conjunction both/and, if a noun comes after the word both, then one must also come after the word and. This is because both and and are coordinating conjunctions.

CORRELATIVE CONJUNCTIONS	
CONJUNCTION	EXAMPLE
Both....and	The company is involved in both the hardware and the software industries.
Either....or	For supper, I'll have either carrots or peas, your choice.
Neither....nor	Natalie does not like milk, and she does not enjoy cream cake.
Whether....or	Does it matter to you whether we have rice or noodles for dinner tonight?
Not only....but also	He is a diligent student who is also an effective worker.
Such....that	Because it is such a little kitchen, maintaining its cleanliness does not require a lot of effort on my part.
Scarcely....when	She had just walked into the room when she heard a ringing on her phone.
No sooner....than	As soon as he walked inside the room, he noticed that there was a snake there.

4. Conjunctive Conjunctions

One way to join two independent clauses or sentences is with an adverb that is conjunctive. Adverbs are used to alter other words most of the time (verbs, adjectives and other adverbs). On the other hand, conjunctive adverbs are employed to adjust the relationship between two separate clauses in addition to joining them together.

CONJUNCTIVE CONJUNCTIONS	
CONJUNCTION	EXAMPLE
Either/or	Either you accept the terms and conditions now, or you disappear and never ask for a chance ever again.
No sooner/than	We had no sooner done the project than the professor came.
Neither/nor	Neither George nor his brother is very tall.
Not only/but also	She is not only a novelist but also a poet.
Hardly/when	I had hardly closed my eyes when she came.
So/ as	Her story isn't so bring as theirs.
Rather/than	Pierre would rather pass with a low mark than result the exam.
As/as	Jade cannot sing as beautifully as Charlotte.
Such/that	Jake was such an immature guy that everyone around him felt that he is awful.
If/then	If this was by some chance to happen, then the world entirely would suffer from civil unrest.

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Her passion for English has motivated her to pursue a master's degree at Northern Arizona University through a Fulbright scholarship in 2014. During her study, Itha had several experiences working with the Program in Intensive English (PIE) of Northern Arizona University.

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Going back to Indonesia, in addition to her duty as an English lecturer, Itha was assigned to her current position as the head of Quality Assurance; and has been working with the team to formulate quality manuals and preparation for national accreditation. Besides performing her main duties in the institution, Itha has also contributed to translating documents and voluntarily assisting the local NGO as an interpreter and an active member of Masyarakat Pendidikan Sejati (True Education Society).

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