

Review

You can use *simple past tense* to talk about **when** your business started.

Use *present perfect simple tense* to talk about **what** your business has achieved/ contributed.



Brainstorming

–Quickly read this passage and tell me what you think.



Brainstorming

Math is very important. Some students do not like math. They think it is hard. We open a tutoring class. We help students every week. We use fun games. We use clear examples. Many students join. They get better at math. They tell their friends. More students come. We want to help more students. We want to open new classes. We want to grow. We make flyers. We post on social media. We talk to parents. We visit schools. Many people see our business. Some people ask questions. Some parents call us. They book a session. Their children come. Their children like the class. They learn quickly. They understand math better. They smile more. We feel happy.

- The sentences are **choppy** that the passage sounds unprofessional.
- Let's compare it to the following passage.



Brainstorming

Math is very important, **but** some students do not like math **because** they think it is hard. **That's why** we open a tutoring class. We help students every week, and we use fun games **as well as** clear examples.

As a result, many students join, and they get better at math. They tell their friends, **so** more students come. We want to help more students, **so** we plan to open new classes.

To grow, we make flyers **and** post on social media. We also talk to parents **and** visit schools. **Because of this**, many people see our business. Some people ask questions, and some parents call us to book a session.

Their children come to class, and they like it. They learn quickly **because** the lessons are fun and clear. They understand math better, **so** they smile more. **In the end**, we feel happy **because** we can help them.

- In the revised passage, you see I added, **but, because, that's why, as well as, as a result, so, and, because of this, in the end**. What are they?
- Why are they important?



Conjunctions and Transitions



Conjunctions

- Conjunctions are also helpful to smoothen the organization in writing. Imagine if we do not use conjunctions, and instead, we create brief sentences, the writing will sound choppy.
- Today, we'll learn coordinating conjunctions and subordinating conjunctions.

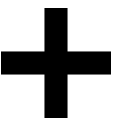
1. Coordinating Conjunctions

- 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 can only link two or more elements of the same type (Azar & Hagen, 2009; Lester & Beason, 2019).



Coordinating Conjunctions

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.	



Coordinating Conjunctions

And

- Used to join two sentences together in order to avoid repeating words that appear in both, and to link ideas.

We make flyers. We post on social media

It uses the same word of “we” as the first sentence.

We make flyers **and** post on social media.

The repetitive words may be omitted when joining sentences using “and”.



Coordinating Conjunctions

And

- For lists of more than two items, a comma can replace “*and*.”

The “*and*” is kept between the final two nouns.

Our facilities including a quiet study areas, a computer lab, **and** a café.

This comma is replacing “*and*” in the list.

Another comma is used before the “*and*.”



Coordinating Conjunctions

Nor

- “*Nor*” shows that two or more things are not true or do not happen.
- After “*nor*,” use a positive form of the verb, and invert the verb as for a question.

The tutoring center doesn't charge registration fees , **nor** does it require students to buy expensive materials.

The subject comes after the verb

But

- used to join a positive statement to a negative statement, or to show a contrast between two clauses.

Math is very important , **but** some students do not like math.

there is a contrast between two clauses



Coordinating Conjunctions

Or

- “Or” is most often used to list two or more choices or alternatives.

Students can join the tutoring sessions online **or** attend them in person.

Or is used because there are choices

Yet

- “Yet” has a similar meaning to “but.”
- It is used when something happens in spite of something else, or when something is true, even though it seems to contradict something else.

The tutoring center is small, **yet** it has helped hundreds of students improve their math skills.

“Yet” is used to show that the tutoring center contradicts to common expectation (it is small yet it can help hundreds of students)



Coordinating Conjunctions

So

When “so” is a conjunction, it is used to show that something happens as a consequence of something else.

We want to help more students, **so** we plan to open new classes.

the consequence of “want to help students”



Subordinating Conjunctions

2. Subordinating Conjunctions

- 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:



Subordinating Conjunctions

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	

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



Subordinating Conjunctions

COMPARISON/ CONCESSION

Although & even though

- “*Although*” is used to talk about something that is unexpectedly true.
- “*Even though*” means the same thing as “*although*,” and it’s more common in speech.

Students still feel connected and supported **although** the sessions are held online.

This action unexpectedly occurs in spite of something else (the fact that the sessions are held online may lead to the expectation that students may feel distant and not supported).

- When the main clause comes first, we don’t need to use a comma



Subordinating Conjunctions

- When the *though/although* clause comes before the main clause, we usually put a comma at the end of the clause.

A comma is required

Although the sessions are held online, students still feel connected and supported.



Subordinating Conjunctions

COMMON MISTAKES !!!

Sometimes, learners use *'although'* and *'but'* in the same sentence.

coordinating conjunction

Although the tutoring center is far from the city, **but** students are eager to attend.

subordinating conjunction

- When you use *'although'*, you're already establishing a contrasting relationship.
- Adding *'but'* can feel redundant and can make the sentence sound unnecessarily complex.

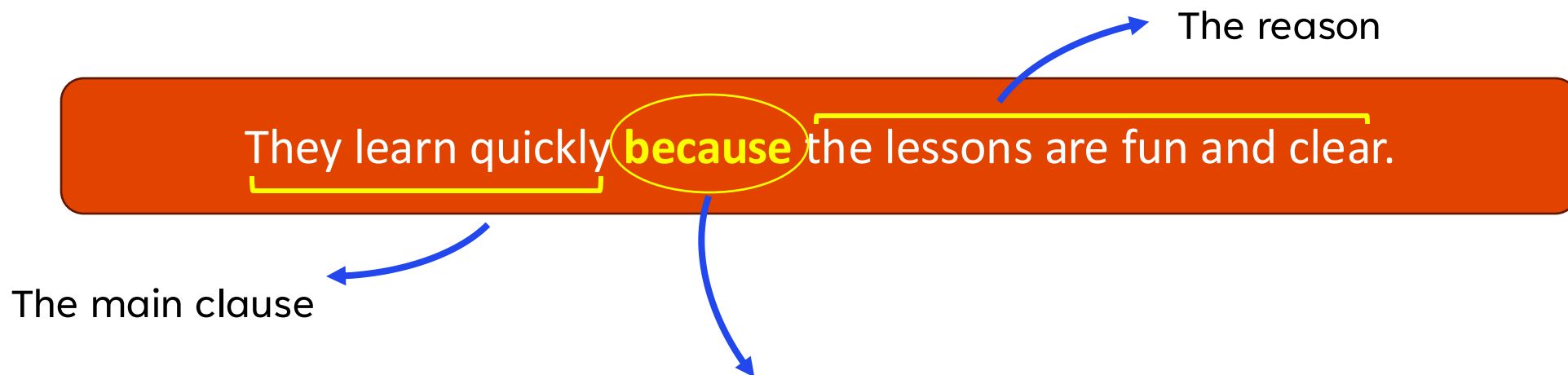


Subordinating Conjunctions

CAUSE AND REASON

Because

- “*Because*” is used to talk about why something happens or the reasons behind a decision/ action.
- Example:



'*Because*' is used before giving the reason.

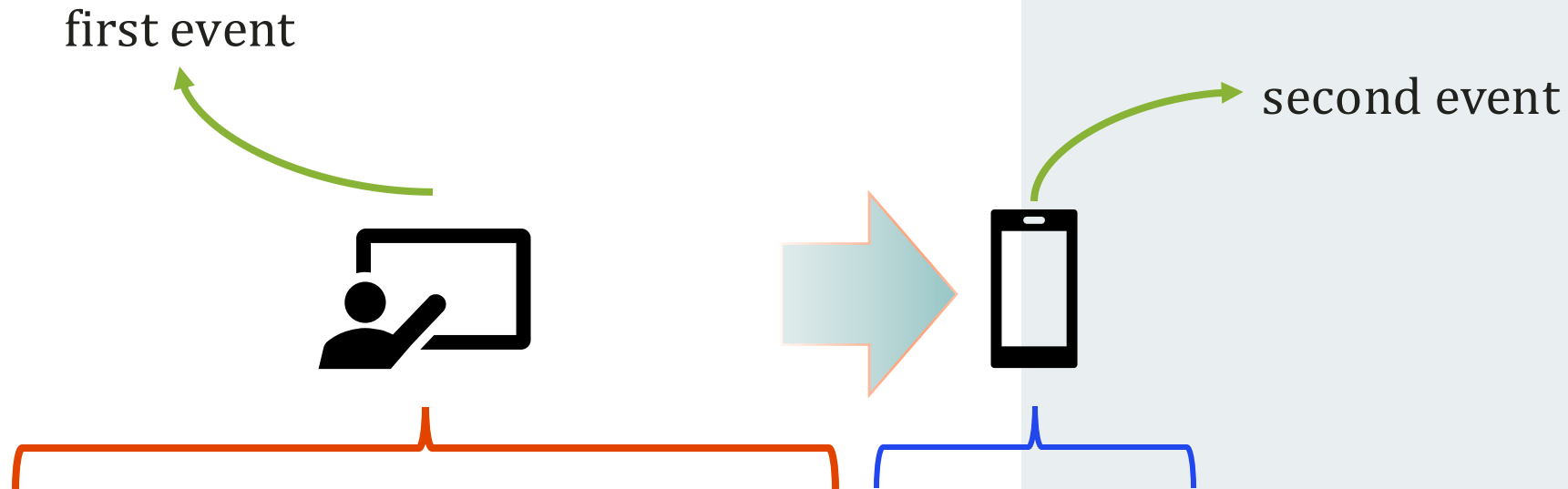


Subordinating Conjunctions

TIME

When

English uses '*when*' as a conjunction to talk about events or actions in the future that must happen before another event or action can take place.



When I finish the presentation, I'll call you.



Subordinating Conjunctions

CONDITION

IF, EVEN IF, AS LONG AS, IN CASE, PROVIDED THAT, PROVIDING

- They are used when one event or situation depends on another event or situation happening first.
- Today, I will focus the discussion for IF at the next session of **If Conditionals**.



Transition words

Let's revisit some parts of the passage we've read earlier. See the red bolded words.

Math is very important, **but** some students do not like math **because** they think it is hard. **That's why** we open a tutoring class. We help students every week, and we use fun games **as well as** clear examples.

As a result, many students join, and they get better at math. They tell their friends, **so** more students come. We want to help more students, **so** we plan to open new classes.

transition word



Transition words



To add information	To show cause and effect
also besides equally further furthermore in addition moreover too	accordingly as a consequence as a result consequently then therefore thus
To summarize	To contrast
in all in a word in brief briefly in short in summary	however instead in spite of anyhow nevertheless on the contrary on the other hand otherwise still



Transition words

To explain, give reasons	To compare
actually admittedly certainly for example in fact indeed really of course that is	by comparison likewise similarly



Transition words

To show sequence	To show chronological order
first	subsequently
second	later
next	next
then	after
finally	afterwards
last	then
	now
	nowadays
	concurrently
	first
	formerly
	earlier
	previously
	before



Transition words

However

Many students struggle with Math. **However** with regular tutoring, they start to improve quickly.

The contrasting statement from the first

Therefore

The tutoring center received great reviews. **Therefore**, more parents are enrolling their children.

The cause

The effect

In addition

We offer one-on-one lessons. **In addition**, we provide free learning materials for all students.

Additional information



Conjunctions vs. Transition words

Conjunctions

- Connect words, phrases, or clauses within a sentence.
- Create grammatical connections.

Transition words

- Connect sentences, paragraphs, or even larger sections of text.
- Signal the relationship between ideas.



Exercise

Combine the clauses using the appropriate conjunctions!

1. Teachers are facilitators. Teachers are mentors. Teachers are coaches.
2. Mathematics deals with numbers. Most students consider it as difficult.
3. The teacher uses creative ways of teaching. The students do not understand the material.

Fill in the blanks using the appropriate transition words.

The proposed solution to the problem did not work. (4) _____, we attempted a second solution. (5) _____, this solution was also unsuccessful.



Discussion

Combine the clauses using the appropriate conjunctions!

1. Teachers are facilitators. Teachers are mentors. Teachers are coaches.

Teachers are facilitators, mentors, **and** coaches.

For lists of more than two items, a comma can replace “*and*.”

The “*and*” is kept between the final two nouns.

2. Mathematics deals with numbers. Most students consider it as difficult.

What is the relationship of the two clauses?
It's cause & result/ consequence.

Mathematics deals with numbers **so**, most students consider it as difficult.

the consequence



Discussion

3. The teacher uses creative ways of teaching. The students do not understand the material.

What is the relationship of the two clauses? They are **contrasting**.

The teacher uses creative ways of teaching, **but/ yet** the students do not understand the material.

Fill in the blanks using the appropriate transition words.

The proposed solution to the problem did not work. (1) _____, we attempted a second solution. (2) _____, this solution was also unsuccessful.

What are the relationships of the clauses?



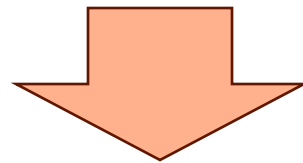
Discussion

cause

The proposed solution to the problem did not work. (1) _____, we attempted a second solution. (2) _____, this solution was also **unsuccessful**.

effect

contrast/ unexpected
outcome



The proposed solution to the problem did not work. (1) **Therefore**, we attempted a second solution. (2) **However**, this solution was also unsuccessful.



If Conditionals



If Conditionals

Let's have another reading.

Math is important in every student's education. However, many students struggle to understand key concepts. That's why our tutoring program is here to help. We teach with care, and we use clear, step-by-step methods. In addition, we explain every concept thoroughly to ensure students truly understand.

As a result, students come to us every week, and they feel more confident in their math abilities. Parents are also happy because they see clear improvements in their children's grades.

We are planning to grow our program because we want to reach and support even more students. **If you want to build confidence, improve your skills, and succeed in math, join us today!**

The red bolded clauses are **'If Conditionals'**.



If Conditionals

In English, conditional sentences are used to describe real or hypothetical results of real or hypothetical situations. They can use many different verb forms.

1. Zero Conditional

The zero conditional, also called the “real” conditional, refers to things that are always true. It is used to describe the direct result of an action.

If you multiply 3 by 5, it equals 15.

The result in *simple present tense*

The condition *in simple present tense*

IF	ACTION (Simple Present)	COMMA	RESULT (Simple Present)
If	you multiply 3 by 5	,	it equals 15.

If Conditionals

2. First Conditional

The first conditional, also called the “*future real*” conditional, uses “*if*” to describe a realistic action that might lead to a future result.

If you study harder, you will improve your GPA.

The condition *in simple present tense*

The result in *future tense with 'will'*

IF	ACTION (Simple Present)	COMMA	RESULT (Future with 'will')
If	you study harder	,	you will improve your GPA.

If Conditionals

3. Second Conditional

The second conditional, also called the “*unreal*” conditional, uses “*if*” to describe an unlikely or unreal action or event. The described result is also very unlikely.

If I won lottery, I would leave my job.

Unlikely result *with 'would' / 'could' + base form*

Unlikely event
in simple past tense

IF	ACTION (Simple Past)	COMMA	RESULT (‘would/ could’ + base form’)
If	I won lottery	,	I would leave my job.



If Conditionals

4. Third Conditional

The third conditional, also called the “*past unreal*” conditional, is used to describe unreal situations in the past. It is often used to express regret about the past because the hypothetical situation that it describes is now impossible as a consequence of another past action.

If I had studied harder, I would have had a higher GPA.

The condition with *'had'*
+ *past participle*

The result *with 'would/ could/ might have'*
+ *past participle*

IF	ACTION (<i>'had'</i> + Past Participle)	COMMA	RESULT (<i>'would/ could/ might have'</i> + past participle)
If	I had studied harder	,	I would have had a higher GPA.



Take Home Notes

Sometimes, you need to “tease” your potential customers with future scenarios (their **desired** outcome of a certain situation).



Conjunctions & Transition Words

- Write your brochures smoothly and professionally using conjunctions and transition words.

If Conditionals

- Describe real or hypothetical results of real or hypothetical situations.
- Discuss potential scenarios and their outcomes by setting conditions.



References

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Thank you and see you in the next lecture!

