*Parallelism*

If two or more ideas are parallel, they should be expressed in parallel grammatical form. Single words should be balanced with single words, phrases with phrases, clauses with clauses.

Ex: Each student should bring a pen, a sheet of paper, and a calculator.

This game is not only fun but also hard.

Walking to the store is fast, but running to the store is faster.

*Balance parallel ideas in a series:*

Readers expect items in a series to appear in parallel grammatical form. When one or more of the items violates readers’ expectations, a sentence will be needlessly awkward.

Ex: Abused children commonly exhibit one or more of the following symptoms: withdrawal, rebelliousness, restlessness, and ~~they are depressed~~. *depression*.

*Balance parallel ideas presented as pairs:*

When pairing ideas, underscore their connection by expressing them in similar grammatical form. Paired ideas are usually connected in one of three ways: (1) with a coordinating conjunction such as *and, but*, or *or*; (2) with a pair of correlative conjunctions such as *either... or* or *not only... but also*; or (3) with a word introducing a comparison, usually *than* and *as*.

*A. Parallel ideas linked with coordinating conjunctions*

Coordinating conjunctions (*and, but, or, nor, for, so*, and *yet*) link ideas of equal importance. When those ideas are closely parallel in content, they should be expressed in parallel grammatical form.

Ex: At Georges Vanier School, vandalism can result in suspension or ~~even~~

~~being expelled~~ from school.

*expulsion*

*B. Parallel ideas linked with correlative conjunctions*

Correlative conjunctions come in pairs:

either.... or neither... nor

not only... but also both... and

whether... or

Ex: The shutters were not only too long but also ~~were~~ too wide.

*C. Comparisons linked with t****han*** *or* ***as***

In comparisons linked with than or as, the elements being compared should be expressed in parallel grammatical structure.

Ex: Mother could not persuade me that giving is as much a joy as

~~to receive~~.

*receiving*.

Exercise A: Repair the following sentences.

1. When you get home from school, I’d like for you to clean your room, tidy up the kitchen, *make sure dinner is prepared*, and *don’t forget to cut the grass*.

When you get home from school, I’d like for you to clean your room, tidy up the kitchen, prepare dinner, and cut the grass.

1. To pass this course, a student needs to demonstrate a good work ethic, proper organization skills, and it doesn’t hurt to have good work habits.

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1. Either you pass this driver’s test if you want to borrow the car to go on that road trip.

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1. My mom was not only upset, but she yelled at me too.

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Exercise B: Follow the instructions below when composing your sentences.

1. Compose a simple sentence which includes “neither… nor”.

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1. Compose a complex sentence which includes ideas in a series.

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1. Compose a compound sentence which includes “not only… but also”.

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1. Compose a compound-complex sentence which includes the coordinating conjunction “yet”.

~~Sub. #1~~

~~Ind. #1~~

~~Ind. #2~~

~~Coordinating conjunction (yet)~~

Although I went to school, my homework is all done, yet my schedule is still full.