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| Coordinating Conjunctions: Additive | |
| **Coordinating Conjunctions** join words or phrases in a sentence that have a logical relationship. An **additive** conjunction indicates that the words or phrases BOTH share some characteristic(s). **“And”** is a common additive. **“Or”** has an additive meaning in negative sentences, but a contrastive meaning in affirmative sentences. **“(Neither)/nor”** has an additive meaning as well as a negative meaning. The following coordinating conjunctions express **additive** relationships: | |
| **Affirmative Sentences** | **and** *Marg likes seafood and* *chicken. Marg and David like seafood.*  *I want to eat cake and ice cream for dessert.* (both)  **and…too** *Marg likes seafood and David does too.*  **and…so** *Marg likes seafood and so does David.*  **both…and** *Both Marg and David like seafood. Marg likes both seafood*  *and chicken.* |
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| **Negative Sentences** | **not…or**  *Lisa doesn’t like soccer or baseball.*  (She dislikes **both** sports.)  **not…nor** *Lisa doesn’t like soccer, nor does Tina.* (They **both** dislike soccer.)  **neither/nor** *Neither Lisa nor Tina like soccer.* (They **both** dislike soccer.)  **not…and neither** *Lisa doesn’t like soccer and neither does Tina.* |

*Combine each pair of sentences using COORDINATING CONJUNCTIONS to show an ADDITIVE relationship. Change verb forms if necessary.*

Example: Canada has a prime minister. Japan has a prime minister.

Canada has a prime minister and so does Japan./Both Canada and Japan have prime

ministers.

1. Spain is in Europe. Portugal is in Europe.

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2. My teacher doesn’t like coffee. I don’t like coffee.

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3. The Canadian national hockey team is good. The Russian national hockey team is good.

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4. Katy isn’t a student. She isn’t a teacher.

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5. Wheat is a major product in Canada. Fish is a major product in Canada.

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