## Coordination and Subordination

#### What are they?

**Coordination** is the process of combining ideas of equal importance by means of coordination conjunctions, correlatives or conjunctive adverbs.

Make clear the relationship between the ideas in coordinate clauses by using connectives which express the relationship exactly.



In **subordination**, on the other hand, those ideas considered less important than the main idea of the sentence are expressed in modifying or dependent constructions. These dependent constructions are grammatically subordinate to the main clause, which expresses the dominant idea.

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**FAULTY AND EXCESSIVE SUBORDINATION AND COORDINATION**

**FAULTY/ EXCESSIVE SUBORDINATION:**

Faulty subordination occurs when the more important clause is placed in a subordinate position in the sentence or when the expected relation between clauses is reversed

Excessive subordination occurs when too many details are added to main clause (excessive subordination), stringing together a long series of subordinate clauses referring to some element in a previous clause.

**FAULTY/EXCESSIVE COORDINATION**

Faulty coordination occurs the connecting word fails to create a reasonable relationship between the clauses.

Excessive coordination occurs when sentences are combined using "all-purpose" conjunctions such as **and** or **so** leading to a rambling sentence that is an exceedingly long sentence that contains too many independent clauses.

## Coordination and Subordination: Review Exercises

**Use coordination and subordination to combine the following groups of simple sentences into one or more longer sentences. Omit repeated words. A variety of combinations is possible.**

1. My car is not starting on cold mornings. I think the battery needs to be replaced. I already had it recharged once. I don’t think it would help to charge it again.
2. Louse used a dandruff shampoo. She still had dandruff. She decided to see a dermatologist.
3. Al’s parents want him to be a doctor. Al wants to be a salesman. He impresses people with his charm.
4. The teacher conducted a discussion period. Jack sat at the desk with his head down. He did not want the teacher to call on him. He had not read the assignment.
5. Lola wanted to get a quick lunch at the cafeteria. All the sandwiches were gone. She had to settle for a cup of yogurt.

**Supply the conjunction that fits logically the meaning of the sentence. Tell what the relationship it expresses: cause, condition, purpose, and time.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_ Jane wants to go with us, she must be ready to leave at ten o’clock.
2. \_\_\_\_\_\_\_\_\_\_\_\_ our holiday was a long one, we managed to do only half the things we had planned.
3. \_\_\_\_\_\_\_\_\_\_\_\_ I had read his latest book, I changed my opinion of him.
4. \_\_\_\_\_\_\_\_\_\_\_\_ many boys and girls do not know what to do after graduating, the guidance teachers

help them to decide.

1. We stood in line all morning \_\_\_\_\_\_\_\_\_\_\_\_\_ we could get good seats for the game.
2. He said he would take the job \_\_\_\_\_\_\_\_\_\_\_\_\_ the y was high enough.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_ the train was freezing on the windshield, we had to stop frequently.
4. We will eat dinner at the hotel \_\_\_\_\_\_\_\_\_\_\_\_\_ you prefer some other place.

**Join the statements in each group into one sentence in which the relationship between the subordinate clause and the main clause will be shown by a logical subordinating conjunction.**

1. (a) He wanted to graduate in January. 2. (a) The committee members could not agree.

(b) He could join the army. (b)The whole matter was referred to the president.

3. (a) Money is undoubtedly important. (4) (a) You train rigorously.

(b) It has never made anyone happy. (b) You will be able to do well in cross-country.

**Combine sentences in the following passages to coordinate related ideas in the ways that seem most effective to you. You will have to supply coordinating conjunctions or conjunctive adverbs and the appropriate punctuation.**

1. Many chronic misspellers do not have the time to master spelling rules. They may not have the motivation. They may rely on dictionaries to catch misspellings. Most dictionaries list words under their correct spellings. One kind of dictionary is designed for chronic misspellers. It lists each word under its common *mis*spellings. It then provides the correct spelling. It also provides the definition.
2. Henry Hudson was an English explorer. He captained ships for the Dutch East India Company. On a voyage in 1610 he passed by Greenland. He sailed into a great bay in today’s northern Canada. He thought he and his sailors could winter there. The cold was terrible. Food ran out. The sailors mutinied. The sailors cast Hudson adrift in a small boat. Eight others were also in the boat. Hudson and his companions perished.

**AVOIDING FAULTY COORDINATION AND SUBORDINATION**

**Each of the of the following sentences contains faulty coordination. Rewrite the sentences correctly using each method of correction at least twice.**

1. I slowly climed to the lookout point and reaching the top provided me with a spectacular view.
2. The car is dented and it has room for six.
3. We watched a special on naturalist John James Audubon and the organization dedicated to birds is named after him.
4. The diesel truck had a full load and it slowed down going up the grade.
5. We turned on the television and a commercial promptly showed up and I turned the channel looking for something better and commercials were on wherever I turned.
6. Evan has a new wool pullover and he plans to wear it to the beach where the wind can turn very cold.
7. Tammy walked on her sprained ankle and the ankle started to swell again.
8. Rocky Bleir received a serious injury in Vietnam and he came back to play football for the Pittsburgh Steelers.
9. Some terminally-ill people wish to be frozen, and this is the science of cryogenics.
10. The crowds to see the movie were enormous and we even ordered tickets prior to going, and unfortunately, we still sat near the screen and came away with kinks in our necks.

**Combine each set of sentences, using coordination or subordination wherever possible. Check each of your combined sentences for faulty coordination.**

1. I lost the gold charm. It had been a gift from my father.
2. Daydreams invade the waking hours. Nightmares haunt the darkness.
3. Millions of bats inhabit one particular cave. Each night, they journey to a lake over a hundred miles away.
4. I enjoy thumbing through encyclopaedias. They contain fascinating articles.
5. The ice was inadvertently left out. It melted all over the countertop.
6. The handbook had a soft cloth cover. Inside, it was filled with clever ideas and shortcuts for household tasks.
7. The shepherds huddled near the fire, the only source of warmth on the lonely hill. Their dogs lay snuggled against their masters' legs.
8. I use a knapsack for daylong hike. I switch to a backpack for longer excursions.
9. Prehistoric beasts once walked this land. Today, we study fossils from that period.
10. I told the obnoxious man to stop talking during the movie. Next, I asked the management to remove him. They obliged me. The man was escorted from the theatre, still talking loudly.

**Correct the over subordination in each sentence by leaving out unnecessary details, by changing clauses into phrases or single words, or by breaking the sentence into two or more sentences. Read your sentences aloud to make sure they sound natural.**

1. After he left university he taught school in Winnipeg, where he met Shana West, who became his wife.
2. Over there is the lady who feeds the pigeons nuts which she buys from the vending machine that stands in the lobby.
3. Here is a book which was written by Helen MacInnes, who has written all those fabulous cloak-and-dagger stories that are about spies and ladies who are in distress.
4. While they were at Camp Centennial, the scouts decided to go on an overnight hike and, after they got permission from Pat Brown, who was their scouter and who was a lawyer back home, they started out for Kenesaw Mountain, which was a rugged peak that was in a valley which lay about five kilometers from camp.