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| **Grammar Masters: Teacher’s Notes**  **Topic: Co-ordination** |
| Co-ordination is different from subordination. Subordination puts emphasis on the main clause, whereas co-ordinating conjunctions connect words, [phrases](http://www.chompchomp.com/terms/phrase.htm), and [clauses](http://www.chompchomp.com/terms/clause.htm) that are of equal importance.  As there are only seven of these words, It’s a good idea to use the mnemonic “FANBOYS” to memorise coordinating conjunctions They are:   * + **F**= for   + **A**= and   + **N**= nor   + **B**= but   + **O**= or   + **Y**= yet   + **S**= so   Some warn that beginning a sentence with a coordinating conjunction is wrong because they are trying to help you avoid writing grammatically incorrect sentences. However, you can begin a sentence with a coordinating conjunction. When looking at this with the children keep these three things in mind:   * Be sure that a main clause follows the coordinating conjunction. * Use this option only when it makes the flow of ideas more effective. * Do *not* use a comma *after* the coordinating conjunction.   For example:  *At first, flying a kite was an amazing idea, then the wind blew it in to tree. Yet, this unfortunate event did not stop me taking the kite out the very next day!*  Only when an embedded clause immediately follows the coordinating conjunction do you need to use commas.  *We hoped that falling from a great height would stop Michelle from climbing trees. But, to our amazement, she climbed a very tall tree this morning.* |

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