

# *What, Why, and How?*

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## **GRAMMAR**

**Coordinators**

# Coordinators

## What are they?

Coordinators are words you can use to join simple sentences (aka **independent clauses**) and show the logical connections between ideas.

Use **coordinators** when you want to equally stress both ideas you are connecting; if instead you want to de-emphasize one of the ideas, use a **subordinator**.

**Connections**  
See also the  
“Subordinators” and  
“Commas.”

You can easily remember the seven coordinators if you keep in mind the word FANBOYS:

Coordinators		Logical Relationship	Sample sentences
<b>F</b>	<b>FOR</b>	Cause/Effect	I expect to see lots of green on Friday, <i>for</i> it is St.Patrick’s Day.
<b>A</b>	<b>AND</b>	Addition	The Irish bars will be packed, <i>and</i> the beer will be flowing.
<b>N</b>	<b>NOR</b>	Addition of negatives	I won’t drink green beer, <i>nor</i> will I drink a Shamrock Shake.
<b>B</b>	<b>BUT</b>	Contrast	I like the color green, <i>but</i> I don’t think it’s an appetizing color for a beverage.
<b>O</b>	<b>OR</b>	Alternative	Guinness is always a good choice, <i>or</i> if you’re driving, water is a better choice.
<b>Y</b>	<b>YET</b>	Condition	I have to wake up early the next morning, <i>yet</i> I don’t want to be anti-social.
<b>S</b>	<b>SO</b>	Cause/Effect	One of my friends is having a party, <i>so</i> I will probably drop by for a while.

## Punctuation

Unless the clauses are quite short, put a comma before the conjunction when it joins two independent clauses.

- She brought home a big bag of Halloween candy that should have lasted weeks, but by the next day her little brother had eaten it all.
- He's tall but she's short.

## Exercises

Join the following sentences with the coordinator that most clearly expresses the logical relationship between the two ideas being connected. Hint: you should use each coordinator only once.

*, but he*

**For Example:** Calvin had his heart set on being a physics major. ~~He~~ was horrible at math.

1. He could not understand geometry. He could not understand physics.
2. He took extra classes. The tutor couldn't seem to help.
3. He worked incredibly hard. Everyone in the math department was willing to help him.
4. He realized he would have to improve. He was going to have to give up his ambition to become a great physicist.
5. The other students could build catapults out of popsicle sticks and rubber bands. Calvin's catapult couldn't even launch a pebble.
6. Calvin's experiments were always unique. They proved that some basic law of nature no longer existed.
7. Calvin finally realized that he did not have it in him to be the next Stephen Hawking. He changed his major to English.



# ANSWERS

## Coordinators Answer Key

1. He could not understand geometry, *nor* could he understand physics.
2. He took extra classes, *but/yet* the tutor couldn't seem to help.
3. He worked incredibly hard, *and* everyone in the math department was willing to help him.
4. He realized he would have to improve, *or* he was going to have to give up his ambition to become a great physicist.
5. The other students could build catapults out of popsicle sticks and rubber bands, *but/yet* Calvin's catapult couldn't even launch a pebble.
6. Calvin's experiments were always unique, *for* they proved that some basic law of nature no longer existed.
7. Calvin finally realized that he did not have it in him to be the next Stephen Hawking, ~~so~~ he changed his major to English.