COORDINATION AND APPOSITION

GUIDELINES FOR PRACTICE SENTENCES

1. Print this file and place the answer pages to the side.
2. Cover the answer pages with a sheet of paper, and slide the paper down as you complete each practice sentence.
3. Use colored markers and a highlighter to work on each practice sentence.

Feel free to write to me (dr_ron@grammar-once-and-for-all.com) if you have any questions or problems.

Directions

1. Mark structural backbones:
   - Color just the main word of subjects of finite verbs blue.
   - Color auxiliary verbs and main verbs red.
   - Color just the main word of completers of finite verbs green.

2. Mark all the coordinate functions in each sentence by writing the same number above each coordinated element. Use a different number for different sets of coordinate functions within the same sentence:

   Jack and his teammates put in their thumbs and pulled out some plums,

   although they had been hoping for M & Ms or Smarties.
   [Note that thumbs and plums are not coordinate: they are the completers of different verbs.]

   Large boisterous salamanders are often fussy and require constant soothing

   and encouragement.
3. Mark elements that are in apposition by writing AP after the numbers marking coordination, as in the following nursery rhyme, in which *bed*, *leg*, and *pair* are in apposition with *riches*:

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1
My father died a month ago
   2Ap
And left me all his riches,
   2Ap   2Ap
A feather bed and a wooden leg
   2Ap
And a pair of leather breeches.

3
He left me a teapot without a spout,
   3
A cup without a handle,
   3
A tobacco pipe without a lid,
   3
And half a farthing candle
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[Me and the following four nouns, *teapot*, *cup*, *pipe*, and *candle*, make up a double completer. You ask, “left me what?”]
Coordination and Apposition: Sentences 1 - 4:

1. There was an old lady; she swallowed a spider;
   It wiggled and jigged and giggled inside her.

2. You can't eat your cake and have it too.

3. So on we worked, and waited for the night,
   And went without the meat, and cursed the bread,
   And Richard Corey one calm summer night,
   Went home and put a bullet through his head.

4. Eliza, Lisabeth, Betsy, and Bess
   Went to the woods and found a bird's nest.
   They found a nest with five eggs in it;
   They each took one and left four in it.
Coordination and Apposition: Sentences 5 - 9

5. The fiddler and his wife,
   The piper and his mother,
   Ate three half cakes, three whole cakes,
   And three quarters of another.

6. That writhing nuisance, our pet boa, Scaley, constantly constricts our freedom of movement and prevents us and our neighbors from sleeping.

7. The master, the swabber, the boatswain, and I,
   The gunner and his mate
   Loved Mall, Meg, and Marian, and Margery,
   But none of us cared for Kate…

8. That classroom nuisance, the flatulent student, often becomes a professional gas bag, a teacher.

9. In the centre the river rushed, fierce, silent, fast, fed by other snows, and black, black in between its edges of ice and snow.
Coordination and Apposition: Answers to Sentences 1 - 4

1. There was an old lady; she swallowed a spider;
   It wiggled and jiggled and giggled inside her.

   [Adapted slightly from a folk song. The subject of was is lady. There is a dummy subject.]

2. You can't eat your cake and have it too.

3. So on we worked, and waited for the night,
   And went without the meat, and cursed the bread;
   And Richard Cory one calm summer night,
   Went home and put a bullet through his head.

   [From "Richard Cory," a poem by E. A. Robinson. We is the subject of the four coordinate finite verbs: worked, waited, went, and cursed.]

4. Eliza, Lisabeth, Betsy, and Bess
   Went to the woods and found a bird’s nest.

   They found a nest with five eggs in it;
   They each took one and left four in it.

   [Slightly adapted from an English nursery rhyme. Only one egg was taken because there’s only one girl: the four names are all variations of Elizabeth.]
Coordination and Apposition: Answers to Sentences 5 - 9

5. The **fiddler** and his **wife**,  
   The **piper** and his **mother**,  
   **Ate** three half **cakes**, three whole **cakes**,  
   **And** three quarters of another.  
   [Another riddling nursery rhyme. The arithmetic is simplified if you know that the fiddler’s wife and the piper’s mother is the same person, so the cakes were divided among only three people.]

6. That writhing **nuisance**, our pet **boa**, **Scaley**, constantly **constricts** our **freedom** of movement and **prevents us** as well as our **neighbors** from sleeping.  
   [The three subjects of the finite verb are in apposition: there’s only one snake, and the finite verbs are singular.]

7. The **master**, the **swabber**, the **boatswain**, and **I**,  
   **The** **gunner** and his **mate**  
   **Loved** **Mall**, **Meg**, and **Marian**, and **Margery**,  
   But **none** of us **cared** for Kate…  
   [This is the opening of a song from William Shakespeare’s *The Tempest*. The first finite verb, **loved**, has six subjects and four completers. Then, in contrast, the second finite verb, **cared**, has only one subject and one completer.]

8. That classroom **nuisance**, the flatulent **student**, often **becomes** a professional **gasbag**, a **teacher**.  

9. In the centre the **river rushed**, fierce, silent, fast, fed by other snows, and black,  
   **black in between its edges of ice and snow.**  
   The structural backbone is very simple: **river rushed**. The series of 6 adjectives all modify **river**.  
   The first three have been shifted to the end of the sentence from their "normal" position in front of the noun in order to emphasize them. It’s almost as if there is an implied sentence, “The river was …”, in which these modifiers would have been the completers of **was**.  
   Fed by other snows "explains" why the river is fast.  
   **Black** is repeated and is modified by a prepositional phrase, **in between its edges**, The sentence ends with a visual image of the whole river, literally in black and (snow) white.]