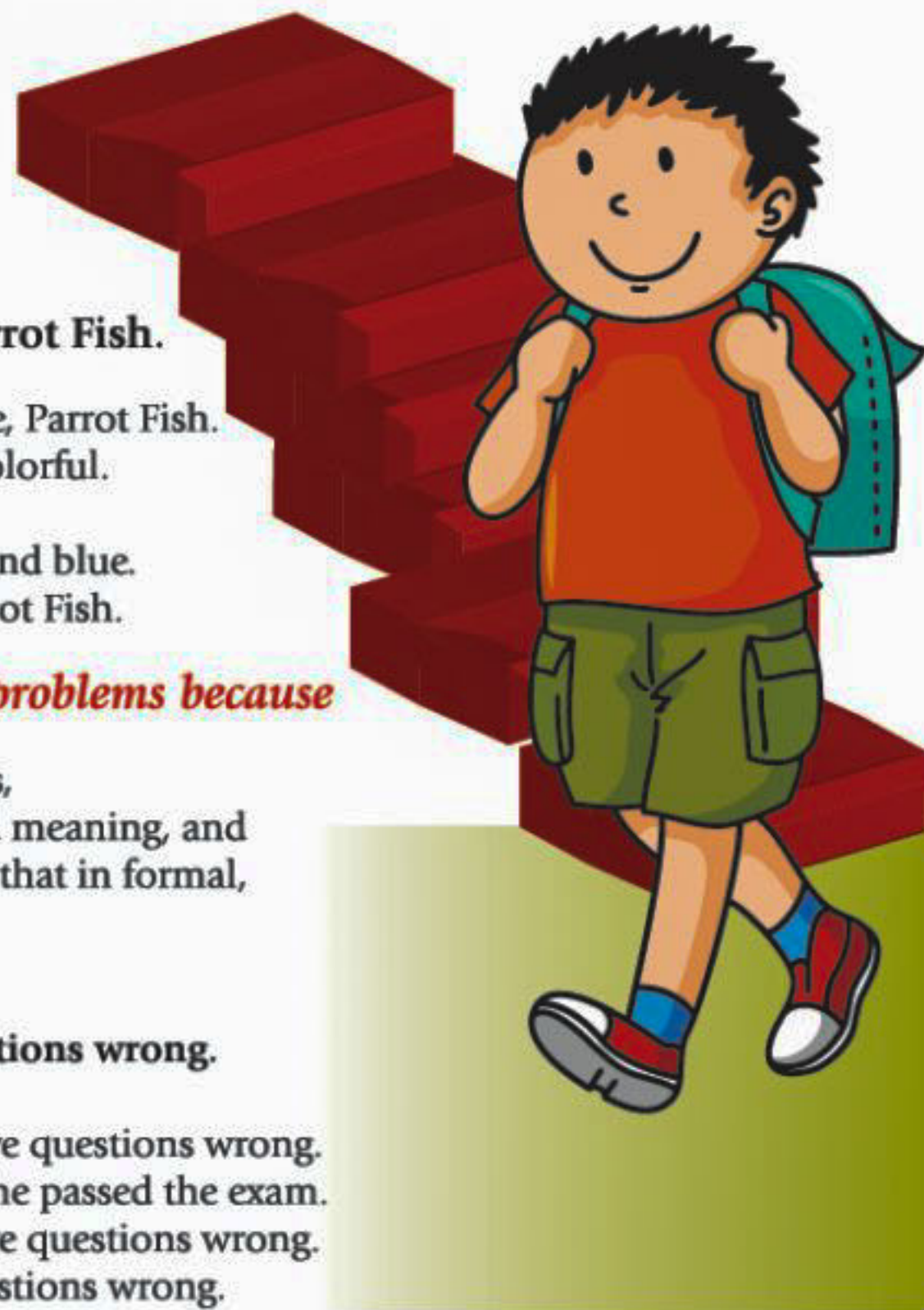




LOOK & LEARN SENTENCE FRAGMENT

Worksheet 1, Sentence Fragments



1. Salt-water fish can be very colorful. For example, Parrot Fish.

Answer 1: Salt-water fish can be very colorful. Take, for example, Parrot Fish.

Answer 2: Salt-water fish, such as the Parrot Fish, can be very colorful.

Answer 3: Salt-water fish can be very colorful. For example, Parrot Fish have neon-like stripes of yellow, orange, and blue.

Answer 4: Salt-water fish can be very colorful, for example, Parrot Fish.

Teaching Tip: *Sentence fragments give students problems because*

- 1) They see fragments in advertisements and published writings,
- 2) The fragments make sense; they do not obscure the intended meaning, and
- 3) The fragments seem intuitively right. Impress upon students that in formal, academic writing, sentence fragments should not occur.

Merwin passed the exam. Although, he got the last five questions wrong.

Answer 1: Merwin passed the exam, although he got the last five questions wrong.

Answer 2: Although Merwin got the last five questions wrong, he passed the exam.

Answer 3: Merwin passed the exam; however, he got the last five questions wrong.

Answer 4: Merwin passed the exam, but he got the last five questions wrong.

Teaching Tip: *Impress upon students not to ever start a sentence with the word although followed by a comma. Ever! Notice that the RELATIONSHIP between the two ideas is fundamental. Ask the students to make the "contrast" relationship clear by using transitional words that establish a contrast (although, however, but).*

2. Robert has met his long-lost daughter. Who had been searching for him over twenty years.

Answer 1: Robert has met his long-lost daughter who had been searching for him over twenty years.

Answer 2: Robert has met his long-lost daughter. She had been searching for him over twenty years.

Answer 3: Robert met his long-lost daughter after she had been searching for him over twenty years.

3. Because the cities on the west coast of Florida receive cool breezes and warm water from the Gulf of Mexico.

Answer 1: The cities on the west coast of Florida receive cool breezes and warm water from the Gulf of Mexico.

Answer 2: Visitors enjoy Siesta Key because the cities on the west coast of Florida receive cool breezes and warm water from the Gulf of Mexico.

4. Jenny never finished high school. Despite the fact that her parents were supportive and allowed her to stay at home after her arrest.

Answer 1: Jenny never finished high school despite the fact that her parents were supportive and allowed her to stay at home after her arrest.

Answer 2: Despite the fact that Jenny's parents were supportive and allowed her to stay at home after her arrest, Jenny never finished high school.

Answer 3: Although Jenny's parents were supportive and allowed her to stay at home after her arrest, Jenny never finished high school. (Better than 2.)

Teaching Tip: *Encourage students to use fewer, rather than more, words in their writing. Despite the fact that and although mean the same thing; although is shorter.*

5. The conductor finished with a flourish. Waving his baton and gesticulating wildly with his free hand.

Answer 1: The conductor finished with a flourish, waving his baton and gesticulating wildly with his free hand.

Answer 2: The conductor finished with a flourish as he waved his baton and gesticulated wildly with his free hand.

6. The house survived the tornado. Which clearly demonstrated that the building and zoning codes were sufficiently strict.

Answer 1: The house survived the tornado, which clearly demonstrated that the building and zoning codes were sufficiently strict.

Answer 2: The house survived the tornado, clearly demonstrating that the building and zoning codes were sufficiently strict.

Answer 3: The house survived the tornado, so the building and zoning codes were sufficiently strict.

Answer 4: The house survived the tornado; therefore, the building and zoning codes were sufficiently strict.

Teaching Tip: *Notice the cause/effect relationship that the transitional words so and therefore establish in Answer 3 and Answer 4. (No KEY for this exercise)*

LEAD BY EXAMPLE

Run-on Sentence

Directions: *Look at the examples and learn more about run-on sentences.*

1. Mary and Sandra and Ann are coming to dinner tonight.
Mary, Sandra, and Ann are coming to dinner tonight.

2. I like playing tennis it makes me tired.
I like playing tennis, but it makes me tired.

3. I love cake, I love chocolate, white chocolate is my favorite.
I love cake and chocolate. White chocolate is my favorite.
I love cake and chocolate, but white chocolate is my favorite.

4. I don't want much for my birthday I just want some books and dolls.
I don't want much for my birthday; I just want some books and dolls.
I don't want much for my birthday. I just want some books and dolls.
I don't want much for my birthday except some books and dolls

Simple, Compound, & Complex Sentences

SIMPLE OR COMPOUND SENTENCE?

A simple sentence contains one independent clause.

A compound sentence contains two independent clauses joined together with a comma and a coordinating conjunction or a semicolon.

Directions: Write **S** for simple or **C** for compound in the blank.

1. My dog eats fruit of any kind, but she will not eat meat or cheese.
2. The new rug in the living room is beautiful, but it does not match the furniture.
3. Kelly applied for a job in accounting at the new medical facility in town.
4. My mother mopped and waxed the hardwood floors in our house.
5. I went to the store without a list, so I bought all junk food.
6. Bosco chased his tail, but he never did catch it.
7. Minnie traveled through Europe and explored many interesting castles.
8. The flowers in the garden behind our house are in full bloom at this time.
9. Write a compound sentence using the coordinating conjunction nor.
10. Write a compound sentence using the coordinating conjunction yet.
11. Write a simple sentence with a compound subject.
12. Write a simple sentence with a compound predicate.



do it yourself

From the list below, choose one word which could be used in place of the language shown in bold without changing the meaning of the sentence. Remember that you may need to change the form or in some cases the grammatical class of the word:

No KEY will be provided for the following EXERCISE. Use your dictionary and find out the meanings.

- | | | |
|---------------|------------------|-----------------|
| affect (v) | capillary (n) | notion (n) |
| decade (n) | emphasise (v) | expose (v) |
| generate (v) | consequent (adj) | pertinent (adj) |
| predict (v) | select (v) | signify (v) |
| structure (n) | undergo (v) | |

1. Over the previous ten years, we have seen an enormous growth in the number of home personal computers.
2. Lecturers often speak more loudly and more slowly when they want to stress an important point.
3. One important function of newspapers is to uncover dishonest behavior and wrong-doing by those in power.
4. The organisation of the company has changed completely, with far fewer senior managers.
5. The decision to give longer prison sentences indicated a hardening of the government's attitude towards drug offenders.
6. The new computer system created a lot of interest among potential customers.
7. When the government increased the tax on petrol, there was a resultant rise in transport costs.
8. In the first instance, the blood passes out of the heart, through the lungs and along the arteries before reaching the small blood vessels within the skin.
9. Until the sixteenth century, the idea that the Earth moves around the Sun was regarded as a ridiculous idea, where as today we accept this concept as completely normal.
10. Pollution is a problem which has an effect on every country today.
11. Most economists forecast that China will become a leading world economy in the twenty-first century.
12. One difficult aspect of writing an essay is selecting material which is relevant to the topic and excluding irrelevant information.
13. The company has experienced a number of significant changes in the last few years.
14. The first thing to do is to choose the courses which you would like to study and then look at each university prospectus.



Was or Were?

Directions: Circle whether "was" or "were" should be used. If "were" is correct circle why.

1. What **was / were** the weather like in Florida?
2. I didn't buy those jeans because they **was / were** too expensive.
3. **Was / Were** you happy to see him?
4. If I **was / were** the teacher I would give twice as much homework.
5. **Was / Were** you happy to see him?
6. **Was / Were** he here yesterday, even though he **was / were** sick?
7. If there **was / were** no consequence for you actions, what would you do?
8. Even while the teacher watched, they **was / were** fighting and being bad.
9. We **was / were** watching television.
10. If I **was / were** to take the bus, I would bring headphones everyday.

5. Green is my favorite color it is the color of the trees and the grass. It reminds me of frogs.
Green is my favorite color. It is the color of trees and grass. It reminds me of frogs.

6. We usually leave at 7:00 but today is different we are leaving at 6:30.
We usually leave at 7:00, but today is different. We are leaving at 6:30.
We usually leave at 7:00, but today is different; we are leaving at 6:30.

7. I like my history class we discuss ancient civilizations.
I like my history class because we discuss ancient civilizations.
I like my history class; we discuss ancient civilizations.
I like my history class. We discuss ancient civilizations.

8. We should get moving there's no time to waste.
We should get moving; there's no time to waste.
We should get moving. There's no time to waste.
There's no time to waste, so we should get moving.
We should get moving because there is no time to waste.

9. The meeting was long, it lasted until midnight.
The meeting was long. It lasted until midnight.
The meeting was long; it lasted until midnight.

10. We ate breakfast, we went to work afterwards.
We ate breakfast and then went to work afterwards.
We ate breakfast; we went to work afterwards.

(No KEY for this exercise)

