

---

**Parts of Speech,  
Run-On Sentences,  
Comma Splicing,  
and  
Fragments**

---

**A Do-It-Yourself  
WORKBOOK**

By Barbara Murray

## Table of Contents

<b>To the Student</b> .....	3
<b>Parts of Speech</b>	
Nouns .....	4
Common Nouns and Proper Nouns .....	5
Compound Nouns .....	6
Articles .....	7
Pronouns .....	10
Verbs .....	13
<b>Sentences</b>	
What is a Sentence? .....	17
What is a Fragment? .....	17
The Subject .....	20
The Predicate .....	21
Types of Sentences .....	22
<b>More Parts of Speech</b>	
Adjectives .....	24
Adverbs .....	27
Conjunctions .....	29
Interjections .....	31
Prepositions .....	32
<b>Common Writing Errors</b>	
Run-On Sentences .....	35
Comma Splicing .....	38
Fragments .....	40
<b>Final Exam</b> .....	47
<b>Answers</b> .....	49

## **TO THE STUDENT**

To get the most out of this booklet, it is strongly suggested that you check your answers at the back of the book after each set of practice exercises. It is important to know as you go along if you are understanding the concepts presented and doing the work correctly. You should correct any mistakes you make before going forward. Proceeding slowly and cautiously is often the fastest way to success.

You will get the most out of this booklet if you read everything and do not skip parts as you go along. It is especially important that you read all examples so that you can use them as guides in the exercises that follow.

Many of you will be able to go through this booklet without any outside help. However, if you come across something that is unclear or that you don't understand, be sure to stop and ask your teacher or some knowledgeable person for assistance.

It is my hope that this booklet will help you improve your writing skills and assist you in reaching your academic goals.

## Parts of Speech

### Nouns

A **noun** is a word used to name a person, place, thing, or idea.

#### Examples of nouns:

#### Persons

mother  
politician  
brother  
doctor  
uncle  
king  
president

#### Places

city  
beach  
state  
country  
store  
mall  
restaurant

#### Things

book  
pencil  
sneakers  
jacket  
cell phone  
computer  
car

#### Ideas

memory  
beauty  
fear  
thought  
dream  
happiness  
success

Notice that persons, places, and things are physical and visible whereas ideas are not. Ideas are abstract concepts that exist in the mind or are a product of mental activity.

### Practice

Classify the following nouns as persons, places, things, or ideas, by writing them in the appropriate columns below.

freeway	hunger	truth	landscaper
umbrella	kitchen	calendar	table
astronaut	niece	park	violence
wealth	theater	DVD	cemetery
canoe	anger	love	watch
father	iPad	queen	joy
airport	lawyer	island	senator

#### Persons

---

---

---

---

---

---

---

#### Places

---

---

---

---

---

---

---

#### Things

---

---

---

---

---

---

---

#### Ideas

---

---

---

---

---

---

---

## Common Nouns and Proper Nouns

Nouns are divided into two classes: common nouns and proper nouns.

A **common noun** names a **class** of things.

A **proper noun** names a **particular** person, place, or thing.

Examples:

<u>Common Nouns</u>	<u>Corresponding Proper Nouns</u>
city	Boston
building	World Trade Center
country	England
mountain	Mt. Washington
book	Harry Potter and the Goblet of Fire

**(Proper nouns always begin with a capital letter.)**

## Practice

Choose from the list of words on the right to supply the missing common noun or proper noun that is the best match in the pairs below.

<u>Common Noun</u>	<u>Corresponding Proper Noun</u>	<u>Word List</u>
1. automobile	_____	God Bless America
2. _____	Atlantic	Tuesday
3. _____	Chicago White Sox	actor
4. song	_____	ocean
5. university	_____	president
6. day	_____	Titanic
7. _____	Thoroughbred	team
8. _____	Tom Cruise	Harvard
9. movie	_____	Toyota
10. _____	Abraham Lincoln	horse

## Compound Nouns

**Compound nouns** are two or more words that are joined together to form a single noun.

**Examples:**

car pool                      blood pressure                      middle class

Some compound nouns are written as one word.

**Examples:**

football                      keyboard                      notebook

Some compound nouns are written with hyphens.

**Examples:**

sister-in-law                      cooking-oil                      six-pack

## Practice

There is **one** compound noun in each of the following sentences. **Underline** each one.

1. An ice-axe is necessary when climbing some mountains.
2. The post office is closed on Sunday.
3. My grandmother will be ninety on Saturday.
4. His clothes were always secondhand.
5. The Air Force is in need of recruits.
6. I will search the database for his record.
7. Paul's half sister will visit next week.
8. On long hikes, you should take a water-bottle.
9. The evening was lit up by hundreds of fireflies.
10. Paper-clips are necessary in every office.

## Articles

**Articles** are the words **the**, **a**, and **an**. These words are commonly found in sentences.

### The difference between "the" and "a" or "an."

**The** is a **definite article**. It is used to refer to a particular noun, such as **the** book, meaning a specific one.

"Get me **the book**," means get me a specific book.

**A** and **an** are **indefinite articles** as they refer to only one of a general group, such as **a** book, meaning one of many.

"Get me **a book**," means "Get me any book. I don't care which one it is."

Whether to use "a" or "an" **depends on the sound** that begins the next word.

### Rules:

1. **An** is used before words beginning with a vowel **sound**. The **vowels** are a, e, i, o, and u.

**Examples:** an apple, an elephant, an inch, an ox, an uncle.

2. **A** is used before words beginning with a consonant **sound**. A **consonant** is any letter that is not a vowel: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

**Examples:** a basketball, a carrot, a dog, a fly, a goat, a horse, a joke, a kite, a lemon, a monkey, a nurse, a pie, a quarter, a rat, a squirrel, a toad, a vine, a wagon, a xylophone, a yo-yo, a zoo.

## Practice

Determine which indefinite article, **a** or **an**, goes before each of the words written below.

1. \_\_\_\_\_ ant
2. \_\_\_\_\_ fence
3. \_\_\_\_\_ balloon
4. \_\_\_\_\_ orange
5. \_\_\_\_\_ tractor
6. \_\_\_\_\_ eraser
7. \_\_\_\_\_ job
8. \_\_\_\_\_ insect
9. \_\_\_\_\_ debt
10. \_\_\_\_\_ umpire
11. \_\_\_\_\_ airplane
12. \_\_\_\_\_ iPad
13. \_\_\_\_\_ hammer
14. \_\_\_\_\_ only child
15. \_\_\_\_\_ zipper
16. \_\_\_\_\_ egg
17. \_\_\_\_\_ pig
18. \_\_\_\_\_ umbrella
19. \_\_\_\_\_ question
20. \_\_\_\_\_ hotel
21. \_\_\_\_\_ reward
22. \_\_\_\_\_ igloo
23. \_\_\_\_\_ car
24. \_\_\_\_\_ halo
25. \_\_\_\_\_ wheel
26. \_\_\_\_\_ author
27. \_\_\_\_\_ mouse
28. \_\_\_\_\_ school
29. \_\_\_\_\_ newspaper
30. \_\_\_\_\_ enemy
31. \_\_\_\_\_ vase
32. \_\_\_\_\_ orchard
33. \_\_\_\_\_ kitten
34. \_\_\_\_\_ garage
35. \_\_\_\_\_ upgrade
36. \_\_\_\_\_ mile
37. \_\_\_\_\_ axe
38. \_\_\_\_\_ yard
39. \_\_\_\_\_ letter



## Exceptions to the previous rules for "a" and "an."

Whether to use "a" or "an" **depends on the sound** that begins the next word.

Therefore, there are a few exceptions to the previous rules for using "a" and "an:"

- (a) In the previous rules, you were told to use "an" before a word beginning with a vowel sound, such as an **apple**, an **elephant**, an **inch**, an **ox**, an **uncle**.

Sometimes, the letter h, a consonant, sounds more like a vowel when it is pronounced because the **h is silent**. **An** should be used in this case.

**Examples:**

**an hour**

**an honorable discharge**

### Sounds Like

an our

an onorable discharge

- (b) In the previous rules, you were told to use "a" before a word beginning with a consonant sound, such as a **basketball**, a **carrot**, a **dog**, a **fly**, a **goat**, a **horse**, a **joke**, a **kite**, a **lemon**, a **monkey**, a **nurse**, a **pie**, a **quarter**, a **rat**, a **squirrel**, a **toad**, a **vine**, a **wagon**, a **xylophone**, a **yo-yo**, a **zoo**.

Sometimes, a word that begins with a vowel actually has a consonant sound.

**A** should be used in this case.

**Examples:**

**a unicorn**

**a European country**

### Sounds Like

a yoo-nicorn

a yer-ocean country

## Practice

Determine which indefinite article, **a** or **an**, goes before each of the words written below.

1. \_\_\_\_\_ utility

2. \_\_\_\_\_ honest mistake

3. \_\_\_\_\_ used car

4. \_\_\_\_\_ university

5. \_\_\_\_\_ x-ray

6. \_\_\_\_\_ utensil

### Sounds Like

yoo-tility

onest mistake

yooosed car

yoo-niversity

ex-ray

yoo-tensil

## Pronouns

A **pronoun** is a word used in place of one or more nouns.

**Example:** The teacher showed the students how to solve the problem.

**She** showed **them** how to do **it**.

**She** is used in place of teacher, **them** in place of students, and **it** in place of problem.

There are many kinds of pronouns.

**Personal pronouns**, such as those shown below, are commonly used in sentences.

### Singular

**I, me, my, mine**  
**you, your, yours**  
**he, his, him**  
**she, her, hers**  
**it, its**

### Plural

**we, us, our, ours**  
**you, your, yours**  
**they, them, their, theirs**

**Reflexive pronouns** are:

### Singular

**myself**  
**yourself**  
**himself, herself, itself**

### Plural

**ourselves**  
**yourselves**  
**themselves**

**Indefinite pronouns** are:

<b>all</b>	<b>each</b>	<b>more</b>	<b>one</b>
<b>anybody</b>	<b>either</b>	<b>most</b>	<b>other</b>
<b>another</b>	<b>everybody</b>	<b>much</b>	<b>several</b>
<b>any</b>	<b>everyone</b>	<b>neither</b>	<b>some</b>
<b>anyone</b>	<b>everything</b>	<b>nobody</b>	<b>somebody</b>
<b>anything</b>	<b>few</b>	<b>none</b>	<b>someone</b>
<b>both</b>	<b>many</b>	<b>no one</b>	<b>such</b>

Try to recognize pronouns when you see them. It is not necessary to remember what kind they are.

## Practice

There is one pronoun in each of the following sentences. **Underline** each one.  
(All of the answers are listed as pronouns on the previous page. Look back if you aren't sure or if you need a little help.)

1. I am going home.
2. We will meet in the morning.
3. The blue jacket belongs to me.
4. Take us to the airport.
5. The small dog is mine.
6. Our house is on the corner.
7. My phone is on the table.
8. The large pizza is ours.
9. You need to go home.
10. Is the basketball yours?
11. He is six feet tall.
12. Write down your phone number.
13. They belong to a rock band.
14. The blue car is his.
15. Show him how to use the calculator.
16. The fault is theirs.
17. She is on the honor roll.
18. Their lunch is on the counter.
19. Paul can see them swimming.
20. The future is known by no one.
21. The bicycle is hers.
22. It doesn't matter.
23. Its owner is inside the house.
24. Sam can teach anyone to play the piano.
25. Treat yourselves to ice cream.
26. Jane did the job herself.
27. Everyone is welcome to come.
28. Several of the boys got into the row boat.
29. Is anybody home?
30. Someone lost a wallet.
31. Nobody knew the answer.
32. Alex and Alan will both be home.
33. Few of my friends like country music.
34. Somebody is at the door.

In addition to the previous pronouns, there are more.

**Relative pronouns** are:

**who, whom, whose, which, and that.**

**Interrogative pronouns** are:

**who, whom, whose, which, and what.**

**Demonstrative pronouns** are:

**this, that, these, and those.**

## Practice

There is one pronoun in each of the following sentences. **Underline** each one.  
(All of the answers come from the above list of pronouns.)

1. That is correct.
2. To whom is Alan speaking?
3. Those are expensive sneakers.
4. What is Wayne's favorite song?
5. Who is on the phone?
6. This is the time to begin dreaming.
7. These are hard times.
8. Which is the best painting?
9. Whose flashlight is on the ground?

## Verbs

Some **verbs** are words that show **action**.

### Action verbs

Examples of action verbs are:

<b>run</b>	<b>fight</b>	<b>swim</b>
<b>shout</b>	<b>laugh</b>	<b>hit</b>

Some action verbs express actions that cannot be seen because they are taking place mentally. However, even though the action is invisible, an action is still taking place.

Examples of such verbs are:

<b>trust</b>	<b>ponder</b>	<b>consider</b>
<b>evaluate</b>	<b>review</b>	<b>worry</b>

### Every sentence must have a subject.

The subject of sentence is the person or thing that the sentence is about.

The **subject** is usually a **noun or pronoun**.

### Every sentence must have a verb.

An action verb tells what the subject of the sentence is doing, has done, or will do.

### Examples:

	<u>Subject</u>	<u>Action Verb</u>
1. The dog <b>chases</b> the cat.	The dog	<b>chases</b>
2. Tim <b>pondered</b> the test question.	Tim	<b>pondered</b>
3. Shelly <b>dances</b> for a living.	Shelly	<b>dances</b>
4. Alan <b>appears</b> to be happy	Alan	<b>appears</b>
5. Paul <b>shouts</b> when he gets angry.	Paul	<b>shouts</b>
6. It <b>takes</b> four years to graduate.	It	<b>takes</b>
7. She <b>fights</b> for her life due to illness	She	<b>fights</b>
8. Babe Ruth <b>hit</b> the ball out of the park.	Babe Ruth	<b>hit</b>
9. We <b>laughed</b> a lot during the movie.	We	<b>laughed</b>
10. I <b>will drive</b> you to the store.	I	<b>will drive</b>

What part of speech a word is depends on how the word is used in a sentence.

**Example:** The **light** is still on in the other room.

Light is used as a **noun (a thing)**.

Please **light** the fire so it won't be cold.

Light is used as a **verb (an action)**.

## Practice

There is one subject and one action verb in each of the following sentences. Write the subject and the verb in the spaces provided.

	<u>Subject</u>	<u>Action Verb</u>
1. The deer sometimes run across the field.	_____	_____
2. Nancy danced in a recital last night.	_____	_____
3. The birds chirp all day long.	_____	_____
4. The baby cried all night long.	_____	_____
5. Everyone sings before the baseball game.	_____	_____
6. I love video games.	_____	_____
7. The boy fell out of the tree.	_____	_____
8. Dad built a deck onto the house.	_____	_____
9. My son plays basketball at the high school.	_____	_____
10. Mom cooked a roast beef dinner.	_____	_____
11. The shark swam too close to the beach.	_____	_____
12. The horse jumped over a four foot fence.	_____	_____
13. Jane felt the soft fabric.	_____	_____
14. I sent a text message to my friend.	_____	_____
15. The woman stumbled over the rocky shore.	_____	_____
16. Laura doubts the weather report.	_____	_____
17. She studies hard for good grades.	_____	_____
18. I ate lunch quickly.	_____	_____

## Linking verbs or being verbs

Some **verbs** are words that show **being or existence**.

Examples of these linking verbs or being verbs are:

<b>be</b>	<b>were</b>	<b>shall have been</b>	<b>should have been</b>
<b>being</b>	<b>shall be</b>	<b>will have been</b>	<b>would have been</b>
<b>am</b>	<b>will be</b>	<b>should be</b>	
<b>is</b>	<b>has been</b>	<b>would be</b>	
<b>are</b>	<b>have been</b>	<b>can be</b>	
<b>was</b>	<b>had been</b>	<b>could be</b>	

The above verbs are all forms of the verb "**be**." Any verb that ends with "be" or "been" is a form of the verb "be."

Linking verbs link a noun or pronoun (the subject of a sentence) to words that describe or rename it. Linking verbs serve as a link or connection between words on the left of the verb and words on the right.

### Examples:

1. I **should be** hungry.  
The verb **should be** links I to hungry.  
Hungry describes the pronoun I.
2. The world **is** a beautiful place.  
The verb **is** links the world to a beautiful place.  
A beautiful place describes the noun world.
3. The party **was** awesome.  
The verb **was** links party to awesome.  
Awesome describes the party.
4. Dinosaurs **are** extinct.  
The verb **are** links dinosaurs to extinct.  
Extinct describes dinosaurs.

The following verbs are also sometimes used as linking verbs:

<b>appear</b>	<b>become</b>	<b>feel</b>	<b>grow</b>	<b>look</b>
<b>seem</b>	<b>smell</b>	<b>sound</b>	<b>stay</b>	<b>taste</b>

### Examples:

1. She **seems** tired.  
Tired describes she.
2. I **feel** good.  
Good describes I.
3. Stephen King **became** famous.  
Famous describes Stephen King.
4. The strawberries **taste** delicious.  
Delicious describes strawberries.

## Practice

There is one linking verb in each of the following sentences. **Underline** each one.

1. I am so tired today.
2. The boys can be ready in five minutes.
3. The hot air balloon stays high in the sky.
4. School was closed today because of bad weather.
5. Pete could be a great athlete.
6. The corn grows high in August.
7. The children have been ill today.
8. The flowers smell wonderful.
9. Janice will be three this September.
10. Susan looked frightened during the movie.
11. Laura should have been careful with her money.
12. The surprise party was a success.
13. The football team appears worn out from the heat.
14. The politicians were desperate for votes.
15. Students will be happy on graduation day.
16. The storm had been violent for days.
17. My boss is being unreasonable today.
18. Today has been a lucky day.



## Sentences

### What is a Sentence?

A **sentence** is a group of words that:

- a. expresses a **complete thought**.
- b. has a **subject**.
- c. has a **predicate**.

### What is a Fragment?

A **fragment** is what results when one of the above parts (complete thought, subject, or predicate) is missing. Fragments are a common writing error that students need to understand and avoid.

### A Complete Thought

In order to be a complete thought, a sentence must have two parts:

1. A sentence must be about someone or something.  
This part is called the **subject**, which is **usually a noun or a pronoun**.
2. A sentence must tell something about the subject.  
This part is called the **predicate**, and it must contain a **verb**.

The following groups of words **do not** express a complete thought. They are all **fragments**. Each of them should make you feel that something is missing or unfinished.

	<u>Subject</u>	<u>Predicate</u>	<u>The Problem</u>
1. The cat.	The cat	None	What about the cat?
2. Warms my heart.	None	Warms my heart.	Who or what warms my heart?
3. In the garden	None	None	Who or what is in the garden? There is no subject. There also is no verb, and therefore, no predicate.

Even if a group of words contains a noun or pronoun and a verb, this does not mean it is a sentence. A complete thought may still be missing.

	<u>Noun or Pronoun</u>	<u>Verb</u>	<u>The Problem</u>
4. If it rains.	it	rains	Not a complete thought. If it rains, then what?
5. When the train arrives.	train	arrives	Not a complete thought. What will happen when the train arrives?

## Practice

Do the following groups of words express a complete thought? Write **s for sentence** if they do and **f for fragment** if they do not.

1. Over the rainbow. 1. \_\_\_\_\_
2. Somewhere over the rainbow. 2. \_\_\_\_\_
3. Somewhere over the rainbow, skies are blue. 3. \_\_\_\_\_
4. Once in a while. 4. \_\_\_\_\_
5. The cabin in the mountains is isolated. 5. \_\_\_\_\_
6. It is true. 6. \_\_\_\_\_
7. Not true. 7. \_\_\_\_\_
8. The lighthouse on the rocks near York, Maine. 8. \_\_\_\_\_
9. Places to go and so much to do. 9. \_\_\_\_\_
10. The dog barked. 10. \_\_\_\_\_
11. Red, white, and blue. 11. \_\_\_\_\_
12. The American flag. 12. \_\_\_\_\_
13. The American flag is red, white, and blue. 13. \_\_\_\_\_
14. To be or not to be. 14. \_\_\_\_\_
15. I'm ready for whatever comes. 15. \_\_\_\_\_
16. A threatening storm is predicted for tonight. 16. \_\_\_\_\_
17. After high school, when I get a job. 17. \_\_\_\_\_
18. My brother and I share the computer. 18. \_\_\_\_\_
19. Not a cloud in the sky. 19. \_\_\_\_\_

It is not length and number of words that make a sentence.

---

### A VERY SHORT SENTENCE

It may surprise you to learn that the following **is** a complete (although short) **sentence**:

**"T'is."** is a complete sentence.

**T'is** is a shortcut way of saying, **"It is."**

The subject is "It." The verb is "is." The predicate is "is."

**"It is."** expresses a complete thought.

An example of how this sentence might show up in a paragraph is as follows:

"Is it likely that our dog Rover stole the hamburgers off the grill when we weren't looking?"

"T'is."

"T'is." or "It is." answers the question by implying, "Yes, it is likely that Rover stole the hamburgers."

---

### A VERY LONG FRAGMENT

On the other hand, a lot of words do not necessarily make a sentence.

As an example, the following group of words, although many, represent a long **fragment**.

**Under the shade of the apple tree down in the meadow by the meandering stream.**

There are plenty of nouns in the above fragment: shade, tree, meadow, stream.

However, there is no subject and no action or linking verb.

The above fragment merely names a place, "under the shade of the apple tree" and then goes on to describe where this apple tree is located: "down in the meadow by the meandering stream." This is not a complete thought because the words fail to convey what happened or is going to happen under the apple tree. Why is this **place** being described? For what reason? Something is missing.

The above fragment could be made into a sentence by adding a subject and verb.

**I will meet you** under the shade of the apple tree down in the meadow by the meandering stream. Now there is a pronoun, **I**, which is the subject of the sentence, and a verb, **will meet**. Now there is a **complete thought**.

**Please note:** Noun and subject are **not** the same thing. A noun names a person, place, thing, or idea. A subject is a name for a part of a sentence.

## The Subject

Every sentence must have a **subject** because a sentence must be about **someone or something**. The subject is **usually a noun or a pronoun**

### The Complete Subject and the Simple Subject

The **complete subject** is **all the words** taken together that describe the subject. The **simple subject** is the **main word** (or group of words) that describes the subject.

#### Examples:

- |                   |  |
|-------------------|--|
| 1. Sentence:      | The large red apple fell from the tree to the ground.    |
| Complete Subject: | The large red apple                                      |
| Simple Subject:   | apple  |
| 2. Sentence:      | The Grand Canyon in Arizona is a wonderful sight to see. |
| Complete Subject: | The Grand Canyon in Arizona                              |
| Simple Subject:   | Grand Canyon   |

Locating the **simple subject** can help to determine whether a group of words is a sentence or a fragment.

## Practice

For each of the following sentences, **underline the complete subject**. Then write the simple subject on the line provided.

- |   | <u>Simple Subject</u> |
|---|-----------------------|
| 1. Larry's leather jacket is still his favorite.      | 1. _____              |
| 2. The John Deere tractor does a great job.           | 2. _____              |
| 3. Bob's trailer truck overturned on the highway.     | 3. _____              |
| 4. The young pilot flew his helicopter over the city. | 4. _____              |
| 5. Mr. Johnson's class went on a field trip.          | 5. _____              |
| 6. Sixty-two people entered the bicycle race.         | 6. _____              |
| 7. Two young girls sold lemonade on the corner.       | 7. _____              |
| 8. Three wild turkeys walked down a country road.     | 8. _____              |

## The Predicate

Every sentence must have a **predicate** because a sentence must tell something about the subject. The predicate must contain a **verb**.

### The Complete Predicate and the Simple Predicate

The **complete predicate** is **all the words** that say something about the subject. The **simple predicate** is the **verb**. The verb is the essential part of the predicate.

#### Examples:

- |                     |  |
|---------------------|--|
| 1. Sentence:        | The large red apple fell from the tree to the ground.    |
| Complete Predicate: | fell from the tree to the ground                         |
| Simple Predicate:   | fell   |
| 2. Sentence:        | The Grand Canyon in Arizona is a wonderful sight to see. |
| Complete Predicate: | is a wonderful sight to see                              |
| Simple Predicate:   | is   |

Locating the **simple predicate, the verb**, can help to determine whether a group of words is a sentence or a fragment.

## Practice

For each of the following sentences, **underline the complete predicate**. Then write the simple predicate on the line provided.

- |   | <u>Simple Predicate</u> |
|---|-------------------------|
| 1. Larry's leather jacket is still his favorite.      | 1. _____                |
| 2. The John Deere tractor does a great job.           | 2. _____                |
| 3. Bob's trailer truck overturned on the highway.     | 3. _____                |
| 4. The young pilot flew his helicopter over the city. | 4. _____                |
| 5. Mr. Johnson's class went on a field trip.          | 5. _____                |
| 6. Sixty-two people entered the bicycle race.         | 6. _____                |
| 7. Two young girls sold lemonade on the corner.       | 7. _____                |
| 8. Three wild turkeys walked down a country road.     | 8. _____                |

## Types of Sentences

There are four types of sentences:

1. declarative      2. imperative      3. interrogative      4. exclamatory
- 

A **declarative sentence** makes a **statement** and ends with a **period**. Most sentences are of this type.

**Examples:**

1. Niagara Falls is the name given to three waterfalls that are on the border between Canada and New York state.
  2. The seven continents are Africa, Antarctica, Asia, Australia, Europe, North America, and South America.
- 

An **imperative sentence** gives a **command** or makes a **request**. This type of sentence also ends with a **period**.

**Examples:**

1. Please pass the potatoes.
2. Be home by midnight at the latest.

**IMPORTANT:** The above sentences appear to have no subject. **There is a subject**, even though it is not written. The subject of both sentences is "**you**." "You" is understood to be the subject of every imperative sentence. The word "you," although not written, is implied. The above sentences could be interpreted as:

1. **You**, please pass the potatoes.
2. **You** be home by midnight at the latest.

You is the subject of the sentences because "you" is the person being spoken to.

**Go!** is a sentence. It is an imperative sentence with a subject (you) and a verb (go). This one word meets the requirements of a sentence because there is a subject, a predicate, and a complete thought.

---

An **interrogative sentence** asks a **question** and ends with a **question mark**.

**Examples:**

1. Where are you going?
2. What time will you be home?
3. Who else is going?
4. When are you leaving?
5. Why are you looking at me like that?

Many questions begin with the words who, what, when, where, or why. Others do not:

6. Can I come too?
7. Would you like me to bring pizza?

Every question expects or waits for an answer.

An **exclamatory sentence** expresses **strong emotion** and ends with an **exclamation point**. Exclamation points should be used sparingly in your writing.

**Examples:**

1. The house is on fire!
2. Don't pat that stray dog!

**Be careful!**

If a declarative, imperative, or interrogative sentence shows strong emotion, it should be considered an exclamatory sentence and should end with an exclamation point.

**Examples:**

1. Hornets are everywhere!  
A **statement** showing strong emotion should end with an exclamation point.
2. Get out now!  
A **request or command** showing strong emotion should end with an exclamation point.
3. Did that dog bite you!  
A **question** showing strong emotion should end with an exclamation point.

---

**Practice**

For each sentence below, supply the ending punctuation mark by writing either a period, a question mark, or an exclamation point. Then state whether the sentence is declarative, imperative, interrogative, or exclamatory.

1. Have you seen my car keys \_\_\_\_\_
2. I would like to be a great artist someday \_\_\_\_\_
3. What time is it \_\_\_\_\_
4. Call 911 \_\_\_\_\_
5. Help me set the table for dinner \_\_\_\_\_
6. Hybrid cars are powered by gasoline and electricity \_\_\_\_\_
7. Take an umbrella with you \_\_\_\_\_
8. Do you think she'll return my call \_\_\_\_\_
9. Watch out for that snake \_\_\_\_\_
10. When are you going to Bermuda \_\_\_\_\_

## More Parts of Speech

### Adjectives

An **adjective** is a word that **describes** (or modifies) a noun or a pronoun.

An adjective may indicate:

a. **what kind** of a thing something is:

**old** car

**heavy** package

**long** rope

b. **which one** something is:

**this** jacket

**that** building

**those** papers

c. **how many** there are of something:

**few** words

**some** people

**sixty-two** feet

The above adjectives all describe nouns.

---

An adjective does not always come before the noun or pronoun it describes.

#### Examples:

The grass is **green**.

Green describes grass.

The boy was **hungry**.

Hungry describes boy.

She is **excited**.

Excited describes "she."

They seem **disappointed**.

Disappointed describes "they."

An adjective is almost always separated from a pronoun, such as "she" or "they."

---

The words **the**, **a**, and **an** are also **adjectives**, but since they are the most frequently used adjectives, they are given the special name of **articles**.

#### Examples:

**The** dog barked.

She waited for **an** hour.

Dan got on **a** boat at the dock.

---

### Pronouns or adjectives?

What about sentences like "This is **my** book" or "That is **her** phone."

Since **my** describes book and **her** describes phone, are these words adjectives or are they still pronouns?

Answer: **Pronouns**

Pronouns that describe nouns are considered **possessive pronouns** and not adjectives.



## Practice

There is one adjective in each of the following sentences. **Underline** each one.

1. The big hill is good for skiing.
2. The dark sky predicts trouble.
3. Several cows live in the barn.
4. The popcorn was tasty.
5. I saw two accidents this morning on my way to work.
6. Many students have trouble with algebra.
7. Look at that beautiful car.
8. Alice does not like black olives.
9. Few people come to this place.
10. There are fifty states in the U.S.
11. The great Titanic hit an iceberg.
12. The boys love pepperoni pizza.
13. They are happy to be here.
14. A small box arrived in the mail.
15. The doctor wore a white jacket.
16. The students were glad when school ended.
17. My throat is sore this morning.
18. The water in the lake was cold.

**What part of speech a word is depends on how the word is used in a sentence:**

I am wearing a **silver** bracelet.

Silver is an **adjective** because it describes bracelet.

I love gold and **silver**.

Silver is a **noun** because it names a thing.

**Those** are my books.

Those is a **pronoun** because it **takes the place of** books.

**Those** books are mine.

Those is an **adjective** because it describes books.

[When deciding if a word is a pronoun or adjective, the word is an adjective if it comes immediately before the noun, such as in those books.]

The **light** is on in the kitchen.

Light is a **noun** because it names a thing.

Let's **light** the candles tonight.

Light is a **verb** because it indicates an action.

Give me the **light** package to carry.

Light is an **adjective** because it describes the package.

[Sometimes nouns are used as adjectives, as in **college** campus. College describes campus.]

---

**Practice**

Name the part of speech that is shown in bold in the sentences below. The answer will be either a noun, a pronoun, a verb, or an adjective.

	<u>Part of Speech</u>
1. The tall ship <b>sailed</b> into the harbor.	1. _____
2. The <b>tall</b> ship sailed into the harbor.	2. _____
3. <b>Cook</b> the hotdogs on the grill.	3. _____
4. The <b>cook</b> prepared a feast for us.	4. _____
5. Let the pie <b>cool</b> on the counter.	5. _____
6. That is such a <b>cool</b> idea.	6. _____
7. <b>They</b> watched the game on T.V.	7. _____
8. There is no <b>excuse</b> for what you did.	8. _____
9. Please <b>excuse</b> me.	9. _____
10. The <b>wool</b> blanket kept me warm.	10. _____

## Adverbs

An **adverb** describes a **verb** by telling **how, when, where, or to what extent**.

An adverb often comes right after the verb it describes.

### Examples:

1. Alan swims. The verb in this sentence is swims.
  2. Alan swims **quickly**. Quickly is an adverb that describes **how** Alan swims.
  3. Alan swims **nightly**. Nightly is an adverb that describes **when** Alan swims.
  4. Alan swims **here**. Here is an adverb that describes **where** Alan swims.
  5. Alan swims **frequently**. Frequently is an adverb that describes **to what extent** Alan swims.
- 

Sometimes an **adverb** describes an **adjective**.

### Examples:

1. The performance was **remarkably** good.  
Good is an adjective that describes performance.  
Remarkably is an adverb that describes good. How good? Remarkably good.
2. Dan is an **extremely** nice man.  
Nice is an adjective that describes man.  
Extremely is an adverb that describes nice. How nice? Extremely nice.
3. I am **very** tired tonight.  
Tired is an adjective that describes the word I.  
Very is an adverb that describes tired. How tired? Very tired.

**Note:** The most frequently used adverb is **very**. You should avoid it whenever possible in your writing and try to find another word to take its place, such as extremely, awfully, especially, vastly, enormously.

---

An **adverb** can also describe another **adverb**.

### Example:

The horse moved **too** quickly.  
Quickly is an adverb that describes how the horse moved.  
Too is an adverb that describes quickly. How quickly? Too quickly.

---

Most adverbs end in - **ly**, but some that do not are **always, never, very, soon, not, too**.

### Example:

Rene did **not** win a spot on the team.  
Not is an adverb that comes between the parts of the verb did and win.  
How did Rene win? She did not win.

## Practice

There is one adverb in each of the following sentences. Find the adverb by identifying the word that describes how, when, where, or to what extent. Then **underline** the adverb.

1. Laura sings beautifully.
2. John ran swiftly toward the finish line.
3. We yelled excitedly when our team won.
4. It is too hot to work.
5. I am very happy you came.
6. They carefully planned their vacation.
7. The rabbit cleverly avoided the fox.
8. The kids adjusted easily to their new school.
9. An unusually large package arrived in the mail.
10. Some people are always late.
11. The car was slightly damaged in the accident.
12. Diane did remarkably well on her calculus test.
13. She ran angrily out of the room.
14. Lost in a blizzard, the men were terribly cold.
15. I left your car keys there.
16. It was quite warm in the sun.
17. It is extremely cold outside.
18. I seriously believe you are making a big mistake.

## Conjunctions

**Conjunctions** are used to join words or groups of words or sentences.

**Note: When two complete sentences are combined with a conjunction, a comma comes before the conjunction.**

Below is a list of commonly used conjunctions and when they are used. Each of the examples shows two complete sentences being joined by a conjunction. Therefore, notice that there is a comma before the conjunction.

	<u>Used to</u>	<u>Example</u>
1. <b>and</b>	add information	The car hit a tree, <b>and</b> the driver was injured.
2. <b>but</b>	show a contrast	It was raining, <b>but</b> I went for a swim.
3. <b>yet</b>	show a contrast	Sam is sixty years old, <b>yet</b> he still runs every day.
4. <b>so</b>	show a cause and then the effect	The dog got sick, <b>so</b> she took him to the vet.
5. <b>for</b>	show an effect and then the cause	She shut the windows, <b>for</b> a storm was coming.
6. <b>or</b>	show two alternatives	I'll sit in the sun, <b>or</b> I'll go in the water.
7. <b>nor</b>	show two negatives	Jan will not study, <b>nor</b> will she practice the piano.

In the examples shown above, there is a complete sentence to the left of the conjunction and a complete sentence to the right of the conjunction:

<u>Two Complete Sentences</u>	<u>The Two Sentences Combined</u>
1. The car hit a tree. The driver was injured.	The car hit a tree, <b>and</b> the driver was injured.
2. It was raining. I went for a swim anyways.	It was raining, <b>but</b> I went for a swim anyways.
3. Sam is sixty years old. He still runs every day.	Sam is sixty years old, <b>yet</b> he still runs every day.
4. The dog got sick. She took him to the vet.	The dog got sick, <b>so</b> she took him to the vet.
5. She shut the windows. A storm was coming.	She shut the windows, <b>for</b> a storm was coming.
6. I'll sit in the sun. I'll go in the water.	I'll sit in the sun, <b>or</b> I'll go in the water.
7. Jan <b>will not</b> study She <b>will not</b> practice the piano. (Nor is used to combine these two negatives. Jan will not study, <b>nor</b> will she practice the piano has the same meaning as Jan <b>will not</b> study, and she <b>will not</b> practice the piano.	Jan will not study, <b>nor</b> will she practice the piano.

## Practice

Combine the two sentences below by using the conjunction shown in parenthesis. Remember to put a comma before the conjunction.

1. It's a beautiful summer day. We're off to the beach. (and)

---

2. The meeting starts at 7:00 p.m. You need to be on time. (and)

---

3. I would like to go to school today. I'm feeling too sick. (but)

---

4. Alice would love to buy a new car. She can't afford the payments. (but)

---

5. This jacket is so old and worn out. It remains my favorite. (yet)

---

6. I'll have to study. I can pass algebra. (so)

---

7. Bob yelled at the dog. It was digging holes in the yard. (for)

---

8. Do your homework. You can't watch T.V. (or)

---

9. Emily does not want to go shopping. Emily does not want to see a movie. (nor)

---

Some conjunctions are used in **pairs**:

**Either . . . or**

An **either** must have an **or**

**Neither . . . nor**

A **neither** must have a **nor**

**Both . . . and**

A **both** needs an **and**

**Not only . . . but also**

A **not only** needs a **but also**

**Examples:**

1. **Either** you **or** your sister will have to help me bring groceries in from the car.
2. **Neither** bad weather **nor** the cold I feel coming on will keep me from seeing that new movie.
3. **Both** my teacher **and** the students in my class enjoyed my book report.
4. The fire destroyed **not only** the house **but also** the barn.

**Notice** that there are no commas in the above sentences.

---

More will be said about conjunctions later on in this book.

---

## Interjections

An **interjection** is a word that expresses emotion and is not grammatically related to other words in the sentence.

Interjections that show sudden or strong emotion can stand alone and are usually followed by an exclamation point.

**Examples:**

Aha! Gee! Ha-ha! Huh? Ouch! Shh! Uh-oh! Oops! Whoa! Oh! Yuck! Wow! Ugh! Hooray!

Interjections that show only mild emotion at the beginning of sentence should be followed by a comma.

**Examples:**

**Hey**, get off that bike. It's mine!

**Wow**, look at that old Model T Ford.

## Prepositions

Below is list of commonly used prepositions:

about	because	by	including	outside	until
above	before	concerning	inside	over	up
across	behind	down	into	past	upon
after	below	during	like	since	with
against	beneath	except	near	through	within
along	beside	following	of	throughout	without
among	besides	for	off	to	
around	between	from	on	toward	
as	beyond	given	into	under	
at	but	in	onto	underneath	

## Prepositional Phrase

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun: **at** the table, **beside** her.

### More examples:

**Above** the horizon, **across** the street, **after** the storm, **along** the road, **against** the wind, **among** the crowd, **around** the corner, **before** dinner, **behind** the barn, **below** the deck, **beneath** the beach umbrella, **beyond** belief, **during** the night, **following** the parade, **from** the beginning, **including** her, **inside** the shelter, **near** the lake, **into** the forest, **outside** the gymnasium, **since** many days ago, **throughout** the night, **under** the overpass, **until** tomorrow, **up** the mountain, **upon** hearing about it, **without** a clue.

## How to Find the Subject of a Sentence with Prepositional Phrases

Every sentence must have a subject. The subject of a sentence is **NEVER** in a prepositional phrase.

It can sometimes be difficult to find the subject of a sentence. It helps to first locate the verb and go from there.

### Examples:

1. The flowers in the garden are growing rapidly.

The verb is "**are growing**." What are growing? The flowers are growing.

Flowers is the subject. "In the garden" is a prepositional phrase. To find the subject of a sentence, it often helps to cross out any prepositional phrases:

The flowers ~~in the garden~~ are growing rapidly.



**Examples (continued):**

2. Into the forest ran the black bear.

The verb is "**ran**." What ran? The bear ran. Bear is the subject.

~~Into the forest~~ ran the black bear.

This could also be written or interpreted as "The black bear ran ~~into the forest~~."

3. One of my friends likes to talk a lot.

The verb is "likes." Who likes to talk? You may be tempted to say friends, but this is not the subject. The subject is One. "Of my friends" is a prepositional phrase.

One ~~of my friends~~ likes to talk a lot.

### Sentences Beginning with There or Here

When a sentence begins with the words "There" or "Here," you may think that "there" or "here" is the subject of the sentence, but this is not the case. Once again, use the verb to help you find the subject.

4. There is an eagle flying above the lake. What is flying? An eagle is flying.

The subject is eagle. Above the lake is a prepositional phrase.

There is an eagle flying ~~above the lake~~.

### Sentences That Ask Questions

Questions usually begin with *When*, *Where*, *How*, *Why*, *What*, or a verb.

A good way to find the subject is to turn the question into a statement, then find the verb and go from there.

5. Question: Is **Susan** going to San Francisco?

Statement: **Susan** is going to San Francisco.

Who is going? Susan. Susan is the subject.

6. Question: Why is the horse limping?

Statement: The horse is limping.

What is limping? The horse. Horse is the subject.

(When a verb is separated into two parts, such as in this example, *Why is the horse limping?*, the subject always comes in the middle of the two parts of the verb.)

A **compound preposition** is composed of more than one word.

**Examples:**

according to	by reason of	in order to	on account of
along with	due to	in place of	out of
as of	except for	in spite of	prior to
because of	in addition to	instead of	together with
by means of	in front of	next to	with regard to

**Practice**

For each sentence below, determine the simple subject. Cross out any prepositional phrases if they exist.

**Simple Subject**

1. The boys in the back of the room were texting. \_\_\_\_\_
2. Behind the parade strolled clowns holding red balloons. \_\_\_\_\_
3. Two of the New England Patriots are being traded this year. \_\_\_\_\_
4. There are storm clouds on the horizon. \_\_\_\_\_
5. What are the consequences of getting a speeding ticket? \_\_\_\_\_
6. When will you come to visit me again? \_\_\_\_\_
7. Is the store on the corner open until 11:00 p.m.? \_\_\_\_\_
8. Why is that airplane flying so low? \_\_\_\_\_
9. According to the weather forecast, a hurricane is coming. \_\_\_\_\_
10. Instead of going skiing, we could go ice skating. \_\_\_\_\_
11. Due to a bad economy, many people are unemployed. \_\_\_\_\_
12. Because of reduced rates, many joined the health club. \_\_\_\_\_
13. Down in the meadow the birds chirped. \_\_\_\_\_
14. In order to succeed, one needs to work hard. \_\_\_\_\_
15. Over the river and through the woods to Grandmother's house we go. \_\_\_\_\_

## Common Writing Errors

### Run-On Sentences

A **run-on sentence** consists of two complete sentences **run together** without the correct punctuation between them. This is one of the most common writing errors among beginners.

Below are two examples of run-on sentences. In each case, two complete sentences are simply run together with **no** punctuation between them.

**One way** to correct this type of run-on sentence is to **write two separate sentences**.

#### Examples:

**1. Run-on:** The earthquake surprised everyone many people died.

**Corrected:** The earthquake surprised everyone. **M**any people died.

**Note:** A period has to be written at the end of the first sentence, and the first word of the second sentence needs to be capitalized.

**2. Run-on:** It is a beautiful day today I'm going to make the most of it.

**Corrected:** It is a beautiful day today. I'm going to make the most of it.

### Practice

Correct each of the run-on sentences below by writing two separate sentences.

1. I bought a red canoe I can't wait to use it on the lake.

---

2. The police saw the robber exit the store they chased him.

---

3. Cooking is Alice's favorite activity she is an expert cook.

---

4. A strange dog chased my cat the cat ran up a tree to get away.

---

5. After the storm, a rainbow appeared the air smelled fresh and clean.

---

6. There was an accident on the freeway traffic was backed up for miles.

---

7. Jim buys lottery tickets every week he has never won a thing.

---

There is a **second way** to correct a run-on sentence.

Instead of making two separate sentences out of the run-on sentence, the first sentence can be **joined** to the second sentence by using a **conjunction**. Any conjunction (and, but, yet, so, for, or, nor) can be used to join sentences, but for this set of exercises, only **and** will be used.

**Examples:**

- 1. **Run-on:** Mt. Everest is the tallest mountain many have died climbing to its summit.  
**Corrected:** Mt. Everest is the tallest mountain, **and** many have died climbing to its summit.  
**Note:** A comma needs to be written at the end of the first sentence and before the conjunction.
  
- 2. **Run-on:** The wind howled outside Sam was glad to be inside by the fire.  
**Corrected:** The wind howled outside, **and** Sam was glad to be inside by the fire.

**Practice**

Correct each of the run-on sentences below by joining the two sentences with the conjunction "**and**." (Don't forget the comma before the conjunction!)

- 1. The quarterback threw the ball the wide receiver caught it easily.  
\_\_\_\_\_
  
- 2. We played Monopoly last night Matt beat everyone.  
\_\_\_\_\_
  
- 3. We lost power all the food in the refrigerator spoiled.  
\_\_\_\_\_
  
- 4. The Titanic sank on April 15, 1912 more than 1,500 people lost their lives.  
\_\_\_\_\_
  
- 5. The seagull perched on the rock for awhile then it took off and flew away.  
\_\_\_\_\_
  
- 6. I want to visit the Grand Canyon my plan is to go there next summer.  
\_\_\_\_\_
  
- 7. My favorite meal is spaghetti and meatballs I make it every Sunday.  
\_\_\_\_\_

There is a **third way** to correct a run-on sentence.

Instead of making two separate sentences or joining the two sentences with a conjunction, the third method is to **put a semicolon (;) between the two sentences.**

**Examples:**

1. **Run-on:** Safety is important welders should wear goggles to protect their eyes.  
**Corrected:** Safety is important; welders should wear goggles to protect their eyes.  
**Note:** A semicolon should only be used when the thoughts in the two sentences are closely connected or about the same subject, and the two sentences are fairly short. **Do not capitalize the first word of the second sentence.**
  
2. **Run-on:** Eagles soared above the lake what a beautiful sight to see!  
**Corrected:** Eagles soared above the lake; what a beautiful sight to see!

**Practice**

Correct each of the run-on sentences below by **inserting a semicolon** between the two sentences.

1. Jupiter is the largest planet in our solar system it can be seen by the naked eye.  
\_\_\_\_\_
  
2. The Nobel Peace Prize is awarded every year the winner receives over a million dollars.  
\_\_\_\_\_
  
3. My apple pie won the contest this was the second year in a row that I got the blue ribbon.  
\_\_\_\_\_
  
4. Joe swims thirty laps a day at the pool he is a physical fitness instructor.  
\_\_\_\_\_
  
5. Inflation is causing prices to rise people are buying less these days at the grocery store.  
\_\_\_\_\_
  
6. Owls are solitary birds that are active at night a group of owls is called a parliament.  
\_\_\_\_\_
  
7. A piece of paper cannot be folded in half more than eight times is this true?  
\_\_\_\_\_

## Comma Splicing

It is also **NOT CORRECT** to connect two complete sentences with a comma. This results in what is called "**comma splicing**," which is another form of a run-on sentence.

Comma splicing is another writing error that is common among beginners.

As with all run-on sentences, comma splicing can be corrected in three different ways:

1. Remove the comma, and write two separate sentences.
2. Join the two sentences with a conjunction.
3. Remove the comma, and put a semicolon between the two sentences.

Below are two examples of **comma splicing**,

### Example 1:

**Comma splice:** The train was late arriving at the station, many people were unhappy.

**Correction 1:** The train was late arriving at the station. **M**any people were unhappy.

**Correction 2:** The train was late arriving at the station, **and** many people were unhappy.

**Correction 3:** The train was late arriving at the station; many people were unhappy.

### Example 2:

**Comma splice:** New York City has five boroughs, one of them is Manhattan.

**Correction 1:** New York City has five boroughs. **O**ne of them is Manhattan.

**Correction 2:** New York City has five boroughs, **and** one of them is Manhattan.

**Correction 3:** New York City has five boroughs; one of them is Manhattan.

---

Experienced writers sometimes ignore the standards of English in their writing in order to produce a certain effect.

A famous example of comma splicing is the sentence,

"I came, I saw, I conquered."

**Suggestion:** Do not use comma splicing in your writing and then tell your teacher you're doing it to produce a desired effect!

## Practice

If you are in the habit of writing run-on sentences or comma splices, these practice problems will help you break this habit and recognize this error when it occurs.

Use each of the three methods shown on the previous page to correct the comma splicing in the sentences below. (Use **and** for the correction requiring a conjunction.)

1. The dog bit the cat's tail, the cat meowed loudly.

---

---

---

2. The left side of a ship is called port side, the right side is called starboard.

---

---

---

3. A major 7.9 earthquake hit San Francisco in 1906, over 3,000 people died.

---

---

---

4. Cherokee Indians were forced to move to Oklahoma, many died on the Trail of Tears.

---

---

---

5. A crock-pot is a handy cooking device, it can produce excellent meals.

---

---

---

6. Every student of geometry knows Pythagoras, a theorem is named after him.

---

---

---

7. Rabies is a deadly viral infection, it is spread through the bite of an infected animal.

---

---

---

## Fragments

When we talk, we often leave out parts of sentences and speak in fragments.

### Example:

"Where's Holly?" This is a sentence.

"At the office working overtime." This is not a sentence. There is no subject.

### Explanation:

"At the office" is a prepositional phrase. Every sentence must have a subject, and the subject is never in a prepositional phrase. "~~At the office~~ working overtime." If you remove the prepositional phrase, all that is left is "working overtime." There is no subject. Who is working overtime? A complete sentence would be: "Holly is at the office working overtime."

Fragments are not allowed in formal writing. It is necessary to write complete sentences.

There is one exception to this, however, and it comes when you are quoting someone, and you put what the person says in quotation marks. This is often done in novels. Authors want their stories to sound authentic. They want people to sound the way they actually talk, so they put what their characters say in quotation marks to show those words as being the actual words spoken. Fragments are appropriate and are allowed in this instance.

Take a moment to review a list of commonly used prepositions shown below:

about	because	by	including	outside	until
above	before	concerning	inside	over	up
across	behind	down	into	past	upon
after	below	during	like	since	with
against	beneath	except	near	through	within
along	beside	following	of	throughout	without
among	besides	for	off	to	
around	between	from	on	toward	
as	beyond	given	into	under	
at	but	in	onto	underneath	



A **fragment** is a group of words that **does not express a complete thought**.

Beginning a sentence with a prepositional phrase – and stopping there – results in a fragment. Examples of this are shown below. Something must be added to the prepositional phrase to complete the thought and make a sentence

Please note in all of the sentences below, **a comma is placed after each prepositional phrase before more words are added to make a sentence**.

**Examples:**

1. **Fragment: About** the time I was getting up.

This fragment only names **a time**. What happened about that time? The thought is unfinished.

**Sentence:** About the time I was getting up, I heard a loud bang outside.

2. **Fragment: Underneath** the ocean, 12,600 feet down.

This fragment only names **a place**. What happened in that place? The thought is unfinished.

**Sentence:** Underneath the ocean, 12,600 feet down, the Titanic rested for 74 years until it was discovered in 1985.

3. **Fragment: Following** my discussion with the principal.

This fragment describes a time. What happened after that time?

**Sentence:** Following my discussion with the principal, I better understood my son's problems.

4. **Fragment: Without** knowing any details.

This fragment is an incomplete thought. What about not knowing any details?

**Sentence:** Without knowing any details, I responded to the cry for help from my neighbor.

5. **Fragment: Behind** the store in the alley.

This fragment describes a place but does not say what is going on in that place.

**Sentence:** Behind the store in the alley, the truck parked to unload our order.

6. **Fragment: Out** on the ocean far away.

This fragment again describes a place. What about that place?

**Sentence:** Out on the ocean far away, I saw a huge cargo ship.

7. **Fragment: Throughout** the long night.

This fragment describes a time. What happened during that time?

**Sentence:** Throughout the long night, the storm increased in intensity.

## Practice

Do the following groups of words express a complete thought? Write **s for sentence** if they do and **f for fragment** if they do not.

1. During the wettest summer on record. 1. \_\_\_\_\_
2. Until 7:00 p.m., Harry will be busy. 2. \_\_\_\_\_
3. Up on the rooftop, Rudolph pranced. 3. \_\_\_\_\_
4. Across the Mexican border in Tijuana. 4. \_\_\_\_\_
5. Around the time of the setting sun. 5. \_\_\_\_\_
6. Down on the river, the boats are all anchored. 6. \_\_\_\_\_
7. Inside the mall by the bookstore. 7. \_\_\_\_\_
8. Within the halls of ivy at Harvard University. 8. \_\_\_\_\_
9. From now on, I'll try harder. 9. \_\_\_\_\_
10. Given the seriousness of this illness. 10. \_\_\_\_\_
11. Since I've last seen you, I've changed jobs. 11. \_\_\_\_\_
12. Because of my headache, I'm not going. 12. \_\_\_\_\_
13. Beneath the ground, the worms are crawling. 13. \_\_\_\_\_
14. Before summer ends and fall begins. 14. \_\_\_\_\_
15. Like my brothers before me, I joined the Marines. 15. \_\_\_\_\_
16. Below the deck of the ship. 16. \_\_\_\_\_
17. Between the covers of some books, a good story waits. 17. \_\_\_\_\_
18. Into the abandoned house, the curious boys walked cautiously. 18. \_\_\_\_\_
19. By the dim light of the early morning sunrise. 19. \_\_\_\_\_
20. Outside on the window sill, a butterfly was perched. 20. \_\_\_\_\_

It was stated previously that a run-on sentence can be corrected by joining the two sentences with a conjunction.

**Example:**

**Run-on Sentence:** The bear wandered into the Smith's yard Mrs. Smith screamed and ran.

**Correction:** The bear wandered into the Smith's yard, **and** Mrs. Smith screamed and ran.

Notice that there is a complete sentence on both the left and right side of the conjunction **and**.

-----

Sometimes a conjunction can be used to combine a **fragment and a complete sentence**. This type of conjunction is called a subordinating conjunction.

A **subordinating conjunction** joins a fragment and a complete sentence.

One commonly used subordinating conjunction is the word **if**.

### **Beginning a sentence with the word IF**

**Examples:**

**1. Fragment:** If I tell you to do something.

This is an incomplete thought. Any sentence that begins with an "if" part needs a "then" part, even though the word "then" does not have to be written. If it is not written, it is said to be implied or intended to be there.

**Correction:** If I tell you to do something, **I mean it!**

If I tell you to do something, **then I mean it!**

**2. Fragment:** If I'm not home by five o'clock.

This is an incomplete thought. What will happen if this person is not home by five o'clock?

**Correction:** If I'm not home by five o'clock, **put the roast in the oven to warm it up.**

If I'm not home by five o'clock, **then put the roast in the over to warm it up.**

**3. Fragment:** If the verdict is guilty.

This is an incomplete thought. What will happen if the verdict is guilty?

**Correction:** If the verdict is guilty, **John will be going to prison for a long time.**

If the verdict is guilty, **then John will be going to prison for a long time.**

Every **if** part of a sentence needs a **then** part.

Notice that the if part contains the fragment, and the then part is a complete sentence.

Another name for a **sentence** is "**an independent clause.**" It is called independent because it **can stand on its own** and does not need any help.

Another name for a **fragment** is "**a dependent clause.**" It is called dependent because it **cannot stand alone.** By itself, it doesn't make sense. It needs help from an independent clause to make sense.

The subordinating conjunctions **when, after, and before** all indicate time. Like fragments that begin with **if**, fragments that begin with these words need an independent clause to complete their meaning.

**Examples:**

**When** I get home (a fragment), I will wash the car (a sentence).

**After** the game (a fragment), we are all going out for pizza (a sentence).

**Before** you go (a fragment), please turn out all the lights and lock the door (a sentence).

### A list of common subordinating conjunctions

Following is a list of common subordinating conjunctions.

.

after	as soon as	if	provided	until
although	because	if only	rather than	when
as	before	in order that	since	whenever
as if	even	just as	supposing	where
as long as	even if	now	though	whether
as much as	even though	once	unless	while

**Be careful:** if you use any of the above words to begin a sentence, make sure that the fragment is followed by a comma and then a complete sentence.

## Practice

Do the following groups of words represent a sentence or a fragment? Write **s** for sentence and **f** for fragment.

1. Because of my love for children. 1. \_\_\_\_\_
2. Although I'm not rich. 2. \_\_\_\_\_
3. Since I got discharged from the army. 3. \_\_\_\_\_
4. Until we meet again, stay safe. 4. \_\_\_\_\_
5. As long as I'm healthy. 5. \_\_\_\_\_
6. Now that I'm back at school. 6. \_\_\_\_\_
7. Once I heard the bad news. 7. \_\_\_\_\_
8. Even if I can't be there, I'll be thinking of you. 8. \_\_\_\_\_
9. Just as I thought. 9. \_\_\_\_\_
10. Unless Jan completes the project, she will fail the class. 10. \_\_\_\_\_
11. While you were gone. 11. \_\_\_\_\_
12. Whenever I hear her voice. 12. \_\_\_\_\_
13. In order that I may better serve you. 13. \_\_\_\_\_
14. As much as I would like to, I can't. 14. \_\_\_\_\_
15. Even though the sun is shining. 15. \_\_\_\_\_
16. Whether you believe me or not, I'm telling the truth. 16. \_\_\_\_\_
17. As soon as I get my pay check, I'll pay you what I owe you. 17. \_\_\_\_\_
18. Rather than stay late at work, I'd rather go in early. 18. \_\_\_\_\_
19. Though I don't agree, it's your decision. 19. \_\_\_\_\_
20. Wherever you go, I will follow. 20. \_\_\_\_\_

Beginning a sentence with a verb that ends with the letters **i-n-g** often leads to writing fragments.

**Examples:**

1. **Looking** out over the ocean.

This fragment describes what someone is doing, but there is no subject, and the thought is unfinished. Who is looking out over the ocean?

**Correction:**

Looking out over the ocean, John watched the sun set on the horizon.

2. **Climbing** up the tall ladder.

This fragment again describes what someone is doing. Who is climbing the ladder?

**Correction:**

Climbing up the tall ladder, Mark suddenly lost his balance.

**Practice**

Do the following groups of words represent a sentence or a fragment? Write **s** for **sentence** and **f** for **fragment**.

- |   |           |
|---|-----------|
| 1. Hearing a knock at the door.                                       | 1. _____  |
| 2. Waiting by the phone, I hoped Chris would call me.                 | 2. _____  |
| 3. Speaking his mind, Larry later ended up apologizing because of it. | 3. _____  |
| 4. Being angry about the events of the day.                           | 4. _____  |
| 5. Answering a call for donors.                                       | 5. _____  |
| 6. Needing a ride, I called the Yellow Cab Company.                   | 6. _____  |
| 7. Believing strongly in his own abilities.                           | 7. _____  |
| 8. Driving while texting, Amy veered off the road and hit a tree.     | 8. _____  |
| 9. Judging from past experience.                                      | 9. _____  |
| 10. Using a chain saw, I was able to remove the large fallen branch.  | 10. _____ |
| 11. Worrying so much, I had to call to see how Sam was.               | 11. _____ |
| 12. Walking home in the dark.   | 12. _____ |

### Final Exam

1. For each of the following, write **correct** if the words represent sentences that are written correctly and **incorrect** if the words represent sentences that are written incorrectly.

- a. Rain is predicted for tonight I will need to bring an umbrella. a. \_\_\_\_\_
- b. Baseball is Joe's favorite sport. He is a Yankee's fan. b. \_\_\_\_\_
- c. Alice loves to watch movies, this is her favorite way to relax. c. \_\_\_\_\_
- d. Golden Retrievers are wonderful dogs; they have great personalities. d. \_\_\_\_\_
- e. Many senior citizens love to play golf, they try to improve their score. e. \_\_\_\_\_
- f. I bought a new air conditioner yesterday it was on sale for 25% off. f. \_\_\_\_\_
- g. Stephanie wants to become an architect. She loves to design homes. g. \_\_\_\_\_

2. For each of the following, state whether the words represent a **fragment** or a **sentence**.

- a. Not at all. a. \_\_\_\_\_
- b. The Golden Gate Bridge in San Francisco. b. \_\_\_\_\_
- c. I am finished. c. \_\_\_\_\_
- d. Red, blue, yellow, orange, white, green, and pink. d. \_\_\_\_\_
- e. Get out of here! e. \_\_\_\_\_
- f. High up in the tree out at the end of the longest branch. f. \_\_\_\_\_
- g. Beneath the front porch steps, the dog slept peacefully. g. \_\_\_\_\_
- h. Fierce pounding rain. h. \_\_\_\_\_
- i. Made the varsity basketball team this year. i. \_\_\_\_\_
- j. During the winter, I love to ski. j. \_\_\_\_\_
- k. Down at the docks, the boats are securely tied. k. \_\_\_\_\_
- l. Beneath the beach umbrella on the sand. l. \_\_\_\_\_
- m. Unless we hear from you, we will worry. m. \_\_\_\_\_
- n. While you were away. n. \_\_\_\_\_
- o. Using my best judgment. o. \_\_\_\_\_
- p. Realizing I was lost, I called for help from my cell phone. p. \_\_\_\_\_
- q. If I have to ask you one more time to take out the trash. q. \_\_\_\_\_

3. Write either **a** or **an** before each of the words shown below.

- a. \_\_\_\_\_ baby
- b. \_\_\_\_\_ apple
- c. \_\_\_\_\_ hour
- d. \_\_\_\_\_ expert
- e. \_\_\_\_\_ university
- f. \_\_\_\_\_ battery

4. In the spaces provided, write the simple subject and the verb in each of the sentences below.

- |   | <u>Subject</u> | <u>Verb</u> |
|---|----------------|-------------|
| a. The cat sleeps most of the day.          | _____          | _____       |
| b. Jack installed new windows in his house. | _____          | _____       |

5. State whether each of the following is a true or false statement.

- \_\_\_\_\_ a. Every sentence must have a subject.
- \_\_\_\_\_ b. The sentence, "Help your sister carry the groceries." has no subject.
- \_\_\_\_\_ c. An imperative sentence gives a command or makes a request.
- \_\_\_\_\_ d. A sentence must have a subject and a predicate and express a complete thought.
- \_\_\_\_\_ e. A fragment is a short sentence.
- \_\_\_\_\_ f. The subject of a sentence is usually a noun or a pronoun.
- \_\_\_\_\_ g. Every predicate must contain a verb.
- \_\_\_\_\_ h. Every sentence must have a predicate.
- \_\_\_\_\_ i. The subject of a sentence is often found in a prepositional phrase.
- \_\_\_\_\_ j. An exclamatory sentence asks a question.
- \_\_\_\_\_ k. It is okay to connect two sentences with a comma.
- \_\_\_\_\_ l. Connecting two sentences with a comma is called comma splicing.
- \_\_\_\_\_ m. What part of speech a word is depends on how the word is used in a sentence.
- \_\_\_\_\_ n. An interrogative sentence always expresses strong emotion.
- \_\_\_\_\_ o. A verb often tells what the subject of a sentence is doing, has done, or will do.
- \_\_\_\_\_ p. Exclamation points should be used frequently when writing.
- \_\_\_\_\_ q. Most sentences are declarative and end with a period.
- \_\_\_\_\_ r. Two sentences run together without any punctuation between them is called a run-on sentence.

Given the sentence, "**Ouch! She saw the yellow bees quickly sting Frank and Bob on their legs,**" match each of the words on the left with the parts of speech shown at the right by writing the appropriate letter in the space provided.

- |                   |                 |
|-------------------|-----------------|
| _____ 6. Ouch!    | a. noun         |
| _____ 7. She      | b. preposition  |
| _____ 8. the      | c. adverb       |
| _____ 9. yellow   | d. article      |
| _____ 10. bees    | e. conjunction  |
| _____ 11. quickly | f. adjective    |
| _____ 12. sting   | g. pronoun      |
| _____ 13. and     | h. interjection |
| _____ 14. on      | i. verb         |

15. The following sentence is not correct. Show three different ways to correct it.

**The antique car collector looked at my 1948 Ford then he bought it.**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_



## ANSWERS

### Page 4

<u>Persons</u>	<u>Places</u>	<u>Things</u>	<u>Ideas</u>
astronaut	freeway	umbrella	wealth
father	airport	canoe	hunger
niece	kitchen	iPad	anger
lawyer	theater	calendar	truth
queen	park	DVD	love
landscaper	island	table	violence
senator	cemetery	watch	joy

(Order of answers in columns may vary.)

### Page 5

1. automobile	<b>Toyota</b>
2. ocean	Atlantic
3. team	Chicago White Sox
4. song	<b>God Bless America</b>
5. university	<b>Harvard</b>
6. day	<b>Tuesday</b>
7. horse	Thoroughbred
8. actor	Tom Cruise
9. movie	<b>Titanic</b>
10. president	Abraham Lincoln

### Page 6

- ice-axe
- post office
- grandmother
- secondhand
- Air Force
- database
- half sister
- water-bottle
- fireflies
- Paper-clips

### Page 8

- |        |        |        |
|--------|--------|--------|
| 1. an  | 14. an | 27. a  |
| 2. a   | 15. a  | 28. a  |
| 3. a   | 16. an | 29. a  |
| 4. an  | 17. a  | 30. an |
| 5. a   | 18. an | 31. a  |
| 6. an  | 19. a  | 32. an |
| 7. a   | 20. a  | 33. a  |
| 8. an  | 21. a  | 34. a  |
| 9. a   | 22. an | 35. an |
| 10. an | 23. a  | 36. a  |
| 11. an | 24. a  | 37. an |
| 12. an | 25. a  | 38. a  |
| 13. a  | 26. an | 39. a  |

### Page 9

- a
- an
- a
- a
- an
- a

### Page 11

- |           |                          |
|-----------|--------------------------|
| 1. I      | 16. theirs               |
| 2. We     | 17. She                  |
| 3. me     | 18. Their                |
| 4. us     | 19. them                 |
| 5. mine   | 20. no one               |
| 6. Our    | 21. hers                 |
| 7. My     | 22. It                   |
| 8. ours   | 23. Its                  |
| 9. You    | 24. anyone               |
| 10. yours | 25. yourselves           |
| 11. He    | 26. herself              |
| 12. your  | 27. Everyone             |
| 13. They  | 28. Several              |
| 14. his   | 29. anybody              |
| 15. him   | (continued on next page) |

**Page 11 (Continued.)**

---

- 30. Someone
- 31. Nobody
- 32. both
- 33. Few
- 34. Somebody

**Page 12**

---

- 1. That
- 2. whom
- 3. Those
- 4. What
- 5. Who
- 6. This
- 7. These
- 8. Which
- 9. Whose

**Page 14**

---

<u>Subject</u>	<u>Action Verb</u>
1. The deer	run
2. Nancy	danced
3. The birds	chirp
4. The baby	cried
5. Everyone	sings
6. I	love
7. The boy	fell
8. Dad	built
9. My son	plays
10. Mom	cooked
11. The shark	swam
12. The horse	jumped
13. Jane	felt
14. I	sent
15. The woman	stumbled
16. Laura	doubts
17. She	studies
18. I	ate

**Page 16**

---

- 1. am
- 2. can be
- 3. stays
- 4. was
- 5. could be
- 6. grows
- 7. have been
- 8. smell
- 9. will be
- 10. looked
- 11. should have been
- 12. was
- 13. appears
- 14. were
- 15. will be
- 16. had been
- 17. is being
- 18. has been

**Page 18**

---

- 1. fragment
- 2. fragment
- 3. sentence
- 4. fragment
- 5. sentence
- 6. sentence
- 7. fragment
- 8. fragment
- 9. fragment
- 10. sentence
- 11. fragment
- 12. fragment
- 13. sentence
- 14. fragment
- 15. sentence
- 16. sentence
- 17. fragment
- 18. sentence
- 19. fragment

**Page 20**

---

1. Larry's leather jacket      jacket
2. The John Deere tractor      tractor
3. Bob's trailer truck          truck
4. The young pilot              pilot
5. Mr. Johnson's class        class
6. Sixty-two people            people
7. Two young girls             girls
8. Three wild turkeys         turkeys

**Page 21**

---

1. is still his favorite              is
2. does a great job                  does
3. overturned on the highway      overturned
4. flew his helicopter over the city    flew
5. went on a field trip                went
6. entered the bicycle race          entered
7. sold lemonade on the corner      sold
8. walked down a country road      walked

**Page 23**

---

1. ? (question mark)      interrogative
2. . (period)              declarative
3. ? (question mark)      interrogative
4. ! (exclamation mark)    exclamatory
5. . (period)              imperative
6. . (period)              declarative
7. . (period)              imperative
8. ? (question mark)      interrogative
9. ! (exclamation mark)    exclamatory
10. ? (question mark)      interrogative

**Page 25**

---

- |              |               |           |
|--------------|---------------|-----------|
| 1. big       | 8. black      | 15. white |
| 2. dark      | 9. Few        | 16. glad  |
| 3. Several   | 10. fifty     | 17. sore  |
| 4. tasty     | 11. great     | 18. cold  |
| 5. two       | 12. pepperoni |           |
| 6. Many      | 13. happy     |           |
| 7. beautiful | 14. small     |           |

**Page 26**

---

1. verb      shows action
2. adjective    describes ship
3. verb      shows action
4. noun      names a person
5. verb      shows action
6. adjective    describes idea
7. Pronoun    takes the place of a noun
8. noun      names an idea
9. verb      shows action
10. adjective    describes blanket

**Page 28**

---

1. beautifully
2. swiftly
3. excitedly
4. too
5. very
6. carefully
7. cleverly
8. easily
9. unusually
10. always
11. slightly
12. remarkably
13. angrily
14. terribly
15. there
16. quite
17. extremely
18. seriously

Page 30

---

1. It's a beautiful summer day, **and** we're off to the beach.
2. The meeting starts at 7:00 p.m., **and** you need to be on time.
3. I would like to go to school today, **but** I'm feeling too sick.
4. Alice would love to buy a new car, **but** she can't afford the payments.
5. This jacket is so old and worn out, **yet** it remains my favorite.
6. I'll have to study, **so** I can pass algebra.
7. Bob yelled at the dog, **for** it was digging holes in the yard.
8. Do your homework, **or** you can't watch T.V.
9. Emily does not want to go shopping, **nor** does she want to see a movie.

Page 34

---

	<u>Simple Subject</u>
1. The <b>boys</b> <del>in the back of the room</del> were texting.	boys
2. <del>Behind the parade</del> strolled <b>clowns</b> holding red balloons.	clowns
3. <b>Two</b> <del>of the New England Patriots</del> are being traded this year.	Two
4. There are storm <b>clouds</b> <del>on the horizon</del> .	clouds
5. What are the <b>consequences</b> <del>of getting a speeding ticket?</del>	consequences
6. When will <b>you</b> come <del>to visit me</del> again?	you
7. Is the <b>store</b> <del>on the corner</del> open <del>until 11:00 p.m.?</del>	store
8. Why is that <b>airplane</b> flying so low?	airplane
9. <del>According to the weather forecast</del> , a <b>hurricane</b> is coming.	hurricane
10. <del>Instead of going skiing</del> , <b>we</b> could go ice skating.	we
11. <del>Due to a bad economy</del> , many <b>people</b> are unemployed.	people
12. <del>Because of reduced rates</del> , <b>many</b> joined the health club.	many
13. <del>Down in the meadow</del> , the <b>birds</b> chirped.	birds
14. <del>In order to succeed</del> , <b>one</b> needs to work hard.	one
15. <del>Over the river and through the woods to Grandmother's house</del> <b>we</b> go.	we

Page 35

---

1. I bought a red canoe. **I** can't wait to use it on the lake.
2. The police saw the robber exit the store. **They** chased him.
3. Cooking is Alice's favorite activity. **She** is an expert cook.
4. A strange dog chased my cat. **The** cat ran up a tree to get away.
5. After the storm, a rainbow appeared. **The** air smelled fresh and clean.
6. There was an accident on the freeway. **Traffic** was backed up for miles.
7. Jim buys lottery tickets every week. **He** has never won a thing.

**Page 36**

---

1. The quarterback threw the ball, **and** the wide receiver caught it easily.
2. We played Monopoly last night, **and** Matt beat everyone.
3. We lost power, **and** all the food in the refrigerator spoiled.
4. The Titanic sank on April 15, 1912, **and** more than 1,500 people lost their lives.
5. The seagull perched on the rock for awhile, **and** then it took off and flew away.
6. I want to visit the Grand Canyon, **and** my plan is to go there next summer.
7. My favorite meal is spaghetti and meatballs, **and** I make it every Sunday.

**Page 37**

---

1. Jupiter is the largest planet in our solar system; it can be seen by the naked eye.
2. The Nobel Peace Prize is awarded every year; the winner receives over a million dollars.
3. My apple pie won the contest; this was the second year in a row that I got the blue ribbon.
4. Joe swims thirty laps a day at the pool; he is a physical fitness instructor.
5. Inflation is causing prices to rise; people are buying less these days at the grocery store.
6. Owls are solitary birds that are active at night; a group of owls is called a parliament.
7. A piece of paper cannot be folded in half more than eight times; is this true?

**Page 39**

---

1. The dog bit the cat's tail. **The** cat meowed loudly.  
The dog bit the cat's tail, **and** the cat meowed loudly.  
The dog bit the cat's tail; the cat meowed loudly.
2. The left side of a ship is called port side. **The** right side is called starboard.  
The left side of a ship is called port side, **and** the right side is called starboard.  
The left side of a ship is called port side; the right side is called starboard.
3. A major 7.9 earthquake hit San Francisco in 1906. **Over** 3,000 people died.  
A major 7.9 earthquake hit San Francisco in 1906, **and** over 3,000 people died.  
A major 7.9 earthquake hit San Francisco in 1906; over 3,000 people died.
4. Cherokee Indians were forced to move to Oklahoma. **Many** died on the Trail of Tears.  
Cherokee Indians were forced to move to Oklahoma, **and** many died on the Trail of Tears.  
Cherokee Indians were forced to move to Oklahoma; many died on the Trail of Tears.
5. A crock-pot is a handy cooking device. **It** can produce excellent meals.  
A crock-pot is a handy cooking device, **and** it can produce excellent meals.  
A crock-pot is a handy cooking device; it can produce excellent meals.
6. Every student of geometry knows Pythagoras. **A** theorem is named after him.  
Every student of geometry knows Pythagoras, **and** a theorem is named after him.  
Every student of geometry knows Pythagoras; a theorem is named after him.
7. Rabies is a deadly viral infection. **It** is spread through the bite of an infected animal.  
Rabies is a deadly viral infection, **and** it is spread through the bite of an infected animal.  
Rabies is a deadly viral infection; it is spread through the bite of an infected animal.

Page 42

---

- |              |              |
|--------------|--------------|
| 1. fragment  | 11. sentence |
| 2. sentence  | 12. sentence |
| 3. sentence  | 13. sentence |
| 4. fragment  | 14. fragment |
| 5. fragment  | 15. sentence |
| 6. sentence  | 16. fragment |
| 7. fragment  | 17. sentence |
| 8. fragment  | 18. sentence |
| 9. sentence  | 19. fragment |
| 10. fragment | 20. sentence |

Page 45

---

- |              |              |
|--------------|--------------|
| 1. fragment  | 11. fragment |
| 2. fragment  | 12. fragment |
| 3. fragment  | 13. fragment |
| 4. sentence  | 14. sentence |
| 5. fragment  | 15. fragment |
| 6. fragment  | 16. sentence |
| 7. fragment  | 17. sentence |
| 8. sentence  | 18. sentence |
| 9. fragment  | 19. sentence |
| 10. sentence | 20. sentence |

Page 46

---

1. fragment
2. sentence
3. sentence
4. fragment
5. fragment
6. sentence
7. fragment
8. sentence
9. fragment
10. sentence
11. sentence
12. fragment

Page 47 – 48 Final Exam

---

1. a. incorrect  
b. correct  
c. incorrect  
d. correct  
e. incorrect  
f. incorrect  
g. correct
2. a. Fragment  
b. Fragment  
c. Sentence  
d. Fragment  
e. Sentence  
f. Fragment  
g. Sentence  
h. Fragment  
i. Fragment  
j. Sentence  
k. Sentence  
l. Fragment  
m. Sentence  
n. Fragment  
o. Fragment  
p. Sentence  
q. Fragment
3. a. a baby    b. an apple    c. an hour  
d. an expert    e. a university    f. a battery
4. Subject    Verb  
a. cat    sleeps  
b. Jack    installed

Page 47 – 48 Final Exam (continued)

---

- 5. a. True
- b. False
- c. True
- d. True
- e. False
- f. True
- g. True
- h. True
- i. False
- j. False
- k. False
- l. True
- m. True
- n. False
- o. True
- p. False
- q. True
- r. True
- 6. h
- 7. g
- 8. d
- 9. f
- 10. a
- 11. c
- 12. i
- 13. e
- 14. b
- 15. a. The antique car collector looked at my 1948 Ford. Then he bought it.
- b. The antique car collector looked at my 1948 Ford, and then he bought it.
- c. The antique car collector looked at my 1948 Ford; then he bought it.