



Improving Sentences

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PowerPoint®
for the
Classroom



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A hand holding a pen writing on a piece of paper, with a blurred classroom background. The word "Fragments" is written in a green, italicized font over the image.

Fragments

Fragments

For a sentence to be complete, it must express a complete thought. It must have both a **subject** and a *verb* (**an independent clause**).

I *hate* walnuts.

My **family** *lives* by the beach.

Traffic *is* horrible in the city.

Have **you** *thought* about the project?

A photograph of a classroom with blue chairs and wooden desks, serving as a background for the title.

Fragments

If a sentence does not contain a subject and a verb, it is called a **fragment**. Fragments are incomplete thoughts.

The student.

Merged onto the exit ramp.

Every morning after breakfast.

With food in his beard.

These fragments leave the reader with questions such as *What next?*, *So what?*, etc.

Fragments

The fragments could be combined to make a single sentence.

Every morning after breakfast, the student merged onto the exit ramp with food in his beard.

The fragments could also be used individually to make complete sentences.

The student *was excited about the field trip.*

The speeding car merged onto the exit ramp.

Every morning after breakfast, *we brush our teeth.*

The professor often wandered around the campus with food in his beard.



Run-on Sentences

Run-on Sentences

A **run-on** is created when multiple independent clauses appear in a sentence and no punctuation is used to separate them. To correct the run-on sentence, one of the following items can be used.

semicolon

period

comma + a conjunction

Run-on Sentences

After being injected with the chemical, the rodent ran wildly around its cage then it began biting other mice.

In this run-on, we have two thoughts. Here are a few ways to clarify and correct the run-on.

After being injected with the chemical, the rodent ran wildly around its cage; then it began biting other mice.

After being injected with the chemical, the rodent ran wildly around its cage. **Then** it began biting other mice.

After being injected with the chemical, the rodent ran wildly around its cage, **and** then it began biting other mice.

Run-on Sentences

People came from far and wide to see Jackie's abstract art exhibit she was disappointed that her fiancé wasn't there.

People came from far and wide to see Jackie's abstract art exhibit; she was disappointed that her fiancé wasn't there.

People came from far and wide to see Jackie's abstract art exhibit. **She** was disappointed that her fiancé wasn't there.

People came from far and wide to see Jackie's abstract art exhibit, **but** she was disappointed that her fiancé wasn't there.