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358

SOLVING
COMMON
SENTENCE
PROBLEMS

22 D

2. Look for a product's cost per pound. Comparing it to the cost per pound of similar products.
3. Learn which stores are best for different kinds of products. Understanding that some stores are good only for certain items.
4. Examine sale-priced fruits and vegetables. Checking carefully for damage or spoilage.
5. Buy different brands of the same product. Trying each one to see which brand you like best.

PRACTICE 22-9

All of the following are fragments. Turn each fragment into a complete sentence by adding a subject and a helping verb. Write your revised sentence on the line below each fragment.

Example: Running down the stairs.
Revised: Jane and her dog were running down the stairs.

1. Trying to decide where to live.
Revised: _____
2. Sleeping whenever he could.
Revised: _____
3. Learning to be a good neighbor.
Revised: _____

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22

D

359

Sentence
Fragments

4. Turning off all the lights in the house.

Revised: _____

5. Volunteering to help.

Revised: _____

6. Really feeling optimistic about the future.

Revised: _____

7. Always complaining about the lab manual.

Revised: _____

8. Deciding whether or not to get a new cell phone.

Revised: _____

9. Minding their own business.

Revised: _____

10. Finally handing me the car keys.

Revised: _____

■ **WRITING FIRST: Flashback**

Look back at your response to the Writing First activity on page 347. Underline any *-ing* modifiers you find. Are the sentences in which they appear complete? Correct each fragment you find. Then, write your corrected sentences on the lines below.

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360

SOLVING
COMMON
SENTENCE
PROBLEMS

22 E

E Dependent Clause Fragments

Every sentence must include a subject and a verb. A sentence must also express a complete thought.

A **dependent clause** is a group of words that is introduced by a **dependent word**, such as *although*, *because*, *that*, or *after*. A dependent clause includes a subject and a verb, but it does not express a complete thought. Therefore, it cannot stand alone as a sentence. To correct a dependent clause fragment, you must complete the thought.

The following dependent clause is incorrectly punctuated as if it were a sentence.

FRAGMENT After Simon won the lottery.

This sentence fragment includes both a subject (*Simon*) and a complete verb (*won*), but it does not express a complete thought. What happened after Simon won the lottery? To turn this fragment into a sentence, you need to complete the thought.

SENTENCE After Simon won the lottery, he quit his night job.

Some dependent clauses are introduced by dependent words called **subordinating conjunctions**.

FRAGMENT Although Marisol had always dreamed of coming to America.

This sentence fragment includes a subject (*Marisol*) and a complete verb (*had dreamed*), but it is not a sentence; it is a dependent clause introduced by the subordinating conjunction *although*.

To correct this kind of fragment, attach it to an **independent clause** (a simple sentence) to complete the idea. (You can often find the independent clause you need right before or right after the fragment.)

SENTENCE Although Marisol had always dreamed of coming to America, she did not have enough money for the trip until 1985.

FOCUS Subordinating Conjunctions

after	even though	since	whenever
although	if	so that	where
as	if only	than	whereas
as if	in order that	that	wherever
as though	now that	though	whether
because	once	unless	while
before	provided that	until	
even if	rather than	when	

For information on how to use subordinating conjunctions, see 17B.

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22 E

361
Sentence
Fragments

FOCUS Correcting Dependent Clause Fragments

The simplest way to correct a dependent clause fragment is just to cross out the dependent word (the subordinating conjunction or relative pronoun) that makes the idea incomplete.

~~Although~~ Marisol had always dreamed of coming to America.

However, when you delete the dependent word, readers may have trouble seeing the connection between the new sentence and the one before or after it. A better way to revise is to attach the dependent clause fragment to an independent clause, as illustrated on page 360.

Other dependent clauses are introduced by dependent words called **relative pronouns**.

FRAGMENT Novelist Richard Wright, who came to Paris in 1947.

FRAGMENT A quinceañera, which celebrates a Latina's fifteenth birthday.

FRAGMENT A key World War II battle that was fought on the Pacific island of Guadalcanal.

Each of the above sentence fragments includes a subject (*Richard Wright, quinceañera, battle*) and a complete verb (*came, celebrates, was fought*). However, they are not sentences because they do not express complete thoughts. In each case, a relative pronoun creates a dependent clause.

To correct each of these fragments, add the words needed to complete the thought.

SENTENCE Novelist Richard Wright, who came to Paris in 1947, spent the rest of his life there.

SENTENCE A quinceañera, which celebrates a Latina's fifteenth birthday, signifies her entrance into womanhood.

SENTENCE A key World War II battle that was fought on the Pacific island of Guadalcanal took place in 1943.

FOCUS Relative Pronouns

that	who	whomever
what	whoever	whose
which	whom	

For information on how to use relative pronouns, see 17C.

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362

SOLVING
COMMON
SENTENCE
PROBLEMS

22 E

◆ PRACTICE 22-10

Correct each of these dependent clause fragments in two ways. First, turn the fragment into a complete sentence by adding an independent clause to complete the idea. Second, delete the subordinating conjunction or relative pronoun that makes the idea incomplete.

Example: Before it became a state.
Revised: Before it became a state, West Virginia was part of Virginia.
Revised: It became a state.

1. Because many homeless people are mentally ill.

Revised: _____

Revised: _____

2. The film that frightened me.

Revised: _____

Revised: _____

3. Although raccoons can be found living wild in many parts of the United States.

Revised: _____

Revised: _____

4. People who drink and drive.

Revised: _____

Revised: _____

5. Some parents who are too strict with their children.

Revised: _____

Revised: _____

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22 E**363**Sentence
Fragments

6. Whenever a new semester begins.

Revised: _____

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Revised: _____

7. The Vietnam War, which led to widespread protests in the United States.

Revised: _____

Revised: _____

8. Animals that are used in medical research.

Revised: _____

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Revised: _____

9. Unless something is likely to change.

Revised: _____

Revised: _____

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10. Although it is a very controversial issue.

Revised: _____

Revised: _____

◆ PRACTICE 22-11

All of the following are fragments. Some are phrases incorrectly punctuated as sentences, others do not have a complete verb, and still others are dependent clauses punctuated as sentences. Turn each fragment into a complete sentence, writing the revised sentence on the line below the fragment. Whenever possible, try creating two different revisions.

Example: Waiting in the dugout.Revised: Waiting in the dugout, the players chewed tobacco.

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364

SOLVING
COMMON
SENTENCE
PROBLEMS



Revised: The players were waiting in the dugout.

1. Because three-year-olds are still very attached to their parents.

Revised: _____

Revised: _____

2. Going around in circles.

Revised: _____

Revised: _____

3. To win the prize for the most unusual costume.

Revised: _____

Revised: _____

4. Students who thought they could not afford to go to college.

Revised: _____

Revised: _____

5. On an important secret mission.

Revised: _____

Revised: _____

6. Although many instructors see cheating as a serious problem.

Revised: _____

Revised: _____

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22

E

365

Sentence
Fragments

7. Hoping to get another helping of chocolate fudge cake.

Revised: _____

Revised: _____

8. The rule that I always felt was the most unfair.

Revised: _____

Revised: _____

9. A really exceptional worker.

Revised: _____

Revised: _____

10. Finished in record time.

Revised: _____

Revised: _____

■ **WRITING FIRST: Flashback**

Look back at your response to the Writing First activity on page 347. Underline every subordinating conjunction you find, and underline *which*, *that*, and *who* wherever you find them. Do any of these words introduce a dependent clause that is punctuated as if it is a sentence? On the lines below, correct each fragment you find either by deleting the subordinating conjunction or relative pronoun or by attaching the fragment to another word group to create a complete sentence.

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366

SOLVING
COMMON
SENTENCE
PROBLEMS

22 E

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(continued from previous page)

■ WRITING FIRST: Revising and Editing

Look back at your response to the Writing First activity on page 347. Incorporating corrections from all the Flashback activities in this chapter, revise your work. Then, check one more time to make sure every sentence is complete.

CHAPTER REVIEW

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◆ EDITING PRACTICE: PARAGRAPH

Read the following student paragraph, which includes incomplete sentences. Underline each fragment. Then, correct the fragment by attaching it to an adjacent sentence that completes the idea. Be sure to punctuate correctly. The first fragment has been underlined and corrected for you.

My First Job

When I was in high school, I worked as a salesperson in a retail clothing store. I always seemed to be running. Constantly straightening the same racks over and over again. When the store was busy, it was very hectic. Not all the customers were patient. Or polite. Some lost their tempers. Because they couldn't find a particular size or color. Then, they took their anger out on me. On slow nights, when the store was almost empty. I was restless and bored. Eventually, I found a more rewarding position. At a preschool for developmentally delayed children.



An Old Navy store in New York City

◆ EDITING PRACTICE: ESSAY

Read the following student essay, which includes incomplete sentences. Underline each fragment. Then, correct the fragment by attaching it to an

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