



Functional English

SS150

2+1

COURSE IN CHARGE:

MS. SHARMEEN ISMAIL

sharmeen.ismail@nu.edu.pk



WEEK # 4

Common Sentential Errors: Fragments and Run-ons

Complete Sentences

To be complete, a sentence must have

- ▶ a subject,

- ▶ a verb

and

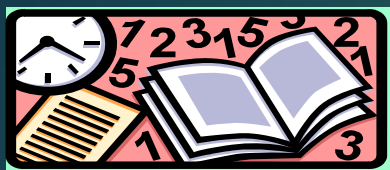
- ▶ express complete idea.

What are Fragments?

- ▶ A word group that lacks a subject or a verb and does not express a complete thought is a fragment.

For example:

1. Because I was absent.
2. To be successful in your career.
3. Knowing that winter is coming.
4. Especially after attending the class.



My math homework.

- ✓ No VERB: Doesn't express the action

Taking every waking hour.

- ✓ No SUBJECT: Doesn't explain who or what

Because my math homework is taking every waking hour.

- ✓ No COMPLETED IDEA. Because of this, what?

Common Fragment Types

- ▶ Dependent-word fragments
- ▶ *-ing* and *to* fragments
- ▶ Added-detail fragments
- ▶ Missing-subject fragments

Dependent-word fragments

- ▶ It begins with a dependent word like although, after, if, unless, whatever, whether etc.

For example:

1. **After I learned the price of new cars.** (what happened then?)
2. **If you got the permission.** (what would happen?)
3. **Which he did not intend to keep.** (what is this which referring to)

Being DC, it cannot stand alone; it depends on another statement to complete the thought. Therefore, they are fragments.

Correcting a dependent-word fragment

1. They must be attached to a statement that makes sense standing alone

- ▶ **Although I was ill**, I attended the classes.
- ▶ **Because it was raining**, I did not go to the university

2. Another way of correcting a dependent word fragment is simply to eliminate the dependent word.

- ▶ I was ill.
- ▶ It was raining.

Activity 1: add a complete thought

- ▶ Because the weather is bad
- ▶ If I lend you twenty dollars
- ▶ The car that we bought
- ▶ Since I was tired
- ▶ Before the instructor entered the room

Activity 2

- ▶ When my neighbour and I both use our cordless telephones. We hear one another's conversations. One of us needs to get a different phone.
- ▶ Bill always turns on the radio in the morning to hear the news. He wants to be sure that World War III has not started. Before he gets on with his day.

(Do the remaining yourself)

-ing and *to* fragments

- ▶ When an *-ing/to* word appears at or near the start of a word group, a fragment may result.
- ▶ Such fragments often lack a subject and part of the verb.

For example:

1. **Trying to find a garage to repair my car**
2. **Not realising until a week later that the car average 7 miles per gallon of gas**
3. **To get this job finished**

Correcting –ing or to fragments

1. Attach it to the sentence that comes before or after it, whichever make sense

- ▶ I spent almost two hours on the phone yesterday, **trying to find a garage to repair my car.**
- ▶ I plan on working overtime **to get this job finished.**

2. Add a subject and change the word part to the correct form of the verb

- ▶ **She did not realize until a week later that the car average 7 miles per gallon of gas.**



Activity 1 and 2

Underline the fragment then correct it

Added-detail fragments

- ▶ They lack a subject and verb.
 - ▶ These are the words or phrases that explain or add extra information.
1. I tried everything I could think of to get an A. **Such as bribing the professor.**
 2. I love to cook and eat Italian food. **Especially spaghetti and lasagna.**
 3. The class often starts late. **For example, yesterday at a quarter after nine instead of at nine sharp.**

Correcting them

1. Attach it to the complete thought that precedes it.

- ▶ I tried everything I could think of to get an A, **such as bribing the professor.**
- ▶ I love to cook and eat Italian food, **especially spaghetti and lasagna.**

2. Add a subject and a verb to the fragment to make it complete. (Make sure to use an IC after a conjunctive adverb)

- ▶ The class often starts late. **For example, yesterday it began at a quarter after nine instead of at nine sharp.**



Activity 1 and 2

Underline the fragment then correct it

Missing-subject fragments

- ▶ People write missing-subject fragments because they think the subject in one sentence will apply to the next word group as well.

For example:

1. The truck skidded on the rain-slick highway. **But missed a telephone pole on the side of the road.**
2. Michelle tried each of the appetizers on the table. **And then found that, when the dinner arrived, her appetite was gone.**

Correcting them

1. Attach it to the preceding sentence.

- ▶ The truck skidded on the rain-slick highway, **but missed a telephone pole on the side of the road.**

2. Add a subject (which can be a pronoun)

- ▶ Michelle tried each of the appetizers on the table. **She then found that, when the dinner arrived, her appetite was gone.**



Activity

Underline the fragment then correct it

Review Test 1

HOME TASK

Do the remaining activities along with the review test 2 and 3.

What are Run-ons?

- ▶ A run-on sentence is a sentence that contains two improperly joined sentences (independent clauses).

There are two types:

1. Fused sentences
2. Comma splices

Fused Sentences

- ▶ A Fused Sentence occurs when two sentences are joined without any punctuation. They are fused or joined together as if they were only one thought.

Incorrect:

1. Some students think they can study for an important exam by “cramming” all night they are probably wrong.
2. My grades are very good this semester my social life rates only a C.
3. This is English class we are studying run-on sentences.

Comma Splices

- ▶ A comma splice occurs when two sentences are joined with only a comma.
- ▶ However, a comma alone is *not enough* to connect two complete thoughts.

Incorrect:

1. Some students think they can study for an important exam by “cramming” all night, they are probably wrong.
2. My grades are very good this semester, my social life rates only a C.
3. This is English class, we are studying run-on sentences.

4 ways of Correcting them

1. Use a period and a capital letter (if the thoughts are not closely related or if another method would make it long)
2. Use a comma and a coordinating conjunction (FANBOYS)
3. Use a semicolon to mark a break between two thoughts. (conjunctive adverb can also be used along with the semicolon)
4. Add a subordinating conjunction or dependent word. Subordination is a way of showing that one thought in a sentence is not as important as another thought.

Use a period

1. Some students think they can study for an important exam by “cramming” all night. They are probably wrong.
2. My grades are very good this semester. My social life rates only a C.
3. This is English class. We are studying run-on sentences.

Use a joining word

1. Some students think they can study for an important exam by “cramming” all night, but they are probably wrong.
2. My grades are very good this semester, but my social life rates only a C.
3. This is English class, and we are studying run-on sentences.

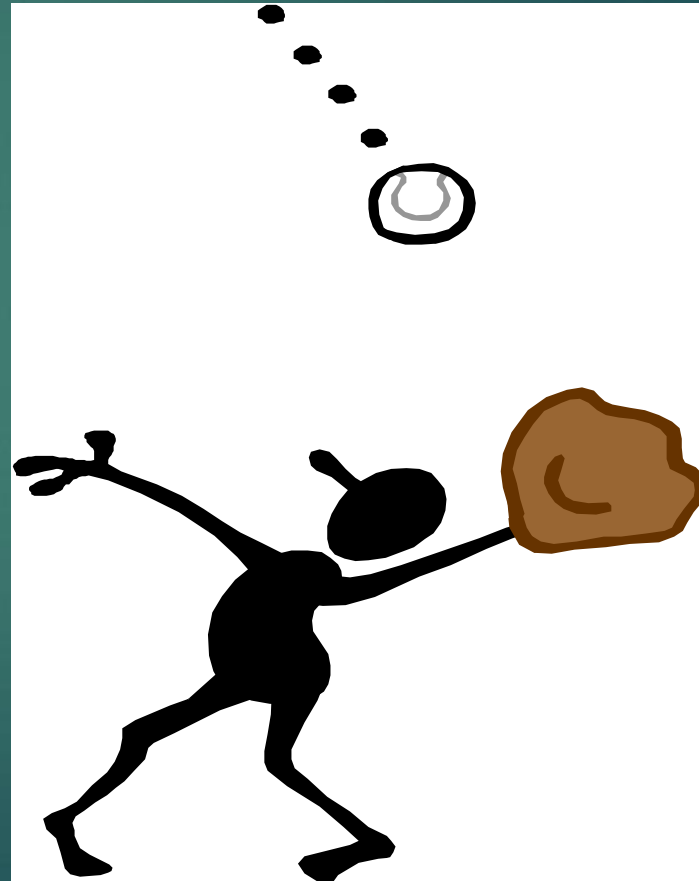
Use a semicolon

1. Some students think they can study for an important exam by “cramming” all night; (however,) they are probably wrong.
2. My grades are very good this semester; (nevertheless,) my social life rates only a C.
3. This is English class; we are studying run-on sentences.

Use subordination

1. If some students think they can study for an important exam by “cramming” all night, they are probably wrong.
2. Although my grades are very good this semester, my social life rates only a C.
3. Since this is English class, we are studying run-on sentences.

Let's try a few, just to make sure you can catch any punctuation errors!



Which is correct?

- ▶ I understand run-ons, however, I'm still having trouble with comma splices.
- ▶ I understand run-ons; however, I'm still having trouble with comma splices.

Which is correct?

- ▶ I'm really good with punctuation because I have been practicing so much.
- ▶ I'm really good with punctuation; because, I have been practicing so much.

Which is correct?

- ▶ I've been given a number of new duties, for example, I now have to do all the filing.
- ▶ I've been given a number of new duties; for example, I now have to do all the filing.

Which is correct?

- ▶ I've been given lots of new duties, for example filing and community outreach.
- ▶ I've been given lots of new duties; for example, filing and community outreach.

Remember, you can't use a semicolon unless the words on both sides of the semicolon form complete sentences.

Which is correct?

- ▶ This grammar practice is useful; although, I sometimes wish we didn't have to do so much of it.
- ▶ This grammar practice is useful although I sometimes wish we didn't have to do so much of it.



Let's do the exercises

Thank you 😊

