

Lesson  
1

# Kinds of Clauses

Teaching

A **clause** is a group of words that contains both a subject and a verb. An **independent clause**, also known as a **main clause**, expresses a complete thought and can stand alone as a sentence.

Grocery stores require accurate records of their inventory.  
SUBJECT VERB

A **subordinate clause**, also called a **dependent clause**, contains a subject and a verb but does not express a complete thought and cannot stand alone as a sentence.

before a product runs out (What happens at this time?)  
SUBJECT VERB

A subordinate clause must always be combined with an independent clause.

A store must reorder stock before a product runs out.  
INDEPENDENT CLAUSE SUBORDINATE CLAUSE

Two kinds of words that link or introduce clauses are subordinating conjunctions and coordinating conjunctions. A **coordinating conjunction** joins two independent clauses. Examples of coordinating conjunctions are *and*, *or*, *but*, and *yet*.

Stores always needed accurate records, **but** they didn't have the technology.

A **subordinating conjunction** introduces a subordinate clause.

**After** lasers and computers were invented, these machines solved the problem.

The following are examples of subordinating conjunctions: *after*, *although*, *as*, *because*, *before*, *if*, *in order that*, *provided*, *since*, *so that*, *until*, *when*, *where*, *wherever*, *while*.

## Identifying Kinds of Clauses and Conjunctions

On the line after each sentence, identify the boldfaced group of words by writing **IND** for an independent clause or **SUB** for a subordinate clause. Then find the conjunction in the sentence. Underline a coordinating conjunction once and underline a subordinating conjunction twice.

1. Customers demand thousands of products, and **every grocery tries to please.** \_\_\_\_\_
2. Because people have different tastes, **stores order many brands.** \_\_\_\_\_
3. **When a product is popular**, a store stocks many sizes of that one product. \_\_\_\_\_
4. In the past, a cashier could not record every product sold **as she rang up a sale.** \_\_\_\_\_
5. While the store was closed, **workers took inventory.** \_\_\_\_\_
6. **Managers noted products low in stock**, and the purchasing agent reordered. \_\_\_\_\_
7. **If stock ran out too soon**, customers complained. \_\_\_\_\_
8. In 1948, **when a graduate student at Drexel Institute of Technology heard about the problem**, he and a partner set out to solve it. \_\_\_\_\_
9. Almost 25 years passed **before their solution became practical.** \_\_\_\_\_

CHAPTER 3

**Kinds of Clauses***More Practice***A. Identifying Conjunctions and Kinds of Clauses**

In these sentences, underline every independent clause once, underline every conjunction twice, and place parentheses around every subordinate clause. Not every sentence has more than one clause.

1. Although sea anemones resemble plants, they are actually animals.
2. I was eager to visit Greece because I had heard so much about its scenery.
3. He was not impressed by scenic views, but he had never seen the Grand Canyon.
4. Before they began their trek across Antarctica, the explorers checked their supplies.
5. Because of thick forests inland, the country's cities are located on the coast.
6. Many people love camping, yet others won't go near a tent.
7. Because it is nocturnal, the badger is rarely seen by day.
8. Lin could hike alone in the woods, or she could walk her dog in the park.
9. Since I planted the trumpet vine, we have had hummingbirds in the garden.
10. The Wrights are picking apples today, and they will start making cider tomorrow.

**B. Identifying Independent and Subordinate Clauses**

Each sentence below contains two clauses and a conjunction. Underline the conjunction and write above it either **CC** for coordinating conjunction or **SC** for subordinating conjunction. Above each clause write **IND** for independent or **SUB** for subordinate.

1. When inventors developed the first bar code, they used elements from movie soundtracks and Morse code.
2. Soundtracks were printed on the edge of the movie film, and light passing through the film was converted to sound.
3. If light could "read" a soundtrack, it could read a bar code too.
4. Light passes through a film, but it has to bounce off a bar code label.
5. After the light bounced off the inventors' label, it entered an oscilloscope.
6. Although the inventors' idea worked in experiments, it required a very bright light.
7. The idea would not work until the laser was invented.
8. Scientists tested many forms of bar codes before they chose the current system.

# Adjective Clauses and Adverb Clauses

*Teaching*

An **adjective clause** is a subordinate clause that modifies a noun or pronoun. Like an adjective, it tells *which one* or *what kind*. An adjective clause may be called a **relative clause**, and the word that introduces it is either a **relative pronoun** or a **relative adverb**. Examples of relative pronouns are *who, whom, whose, that, and which*. Relative adverbs include *after, before, when, and where*.

The Pulitzer Prize is the award that is most desired by journalists. (*Which award?*)

An **essential adjective clause**, as in the example above, provides information that is necessary to identify the noun or pronoun it modifies. A **nonessential clause** provides additional, but not needed, information. Use commas to set off a nonessential clause.

Who won this year's Pulitzer Prizes, which were awarded in April? (nonessential)

An **adverb clause** is a subordinate clause that modifies a verb, adjective, or adverb. Like an adverb, it tells *where, when, why, how, or to what extent*. Adverb clauses are usually introduced by **subordinating conjunctions** such as *before, when, because, since, as, than, if, though, until, so that, as, as if, where, wherever*.

If you win, your reputation rises. (*Why does your reputation rise? Modifies verb*)

Sometimes words in an adverb clause that repeat or almost repeat words in the main clause are not stated, but only implied. Such clauses are called **elliptical**.

Winning writers are regarded more highly than others. (than others are regarded)

## Identifying Adjective and Adverb Clauses

For sentences 1 through 8, underline the adjective clause or adverb clause that modifies the boldfaced word(s). For the remaining sentences, underline the adjective clause or adverb clause once and underline the word(s) modified twice.

1. The **Pulitzer Prizes**, which were founded by newspaper publisher Joseph Pulitzer, recognize excellent writing in journalism and other fields.
2. William Faulkner **won** two Pulitzer Prizes after he won the Nobel Prize.
3. **Joseph Pulitzer**, who spent his life as a journalist, left funds at his death for prizes in journalism.
4. The **year** 1904, when two writers won the Nobel Prize in Literature, was unusual.
5. The Pulitzer Prize is the **award** that all biographers consider the greatest honor.
6. He never **felt** successful as a poet until he won the Pulitzer Prize.
7. Alfred Nobel **established** his literary prize so that great achievements would be rewarded.
8. If he had not invented dynamite, Nobel **might have never created** his peace prize.
9. Toni Morrison, whose novel *Beloved* won the Pulitzer Prize, was awarded the Nobel Prize in literature.
10. Because Alfred Nobel died on December 10, 1896, the Nobel Prize in literature is awarded on December 10.
11. Alice McDermott, who won the National Book Award, has written four novels.

# Kinds of Clauses

## Application

### A. Using Clauses in Writing

Use each group of words below in two different sentences. First use it as an independent clause, adding another independent clause either before or after it, and using an appropriate coordinating conjunction. Second, add a subordinating conjunction to the word group and use it as a subordinate clause, joining it to a new independent clause.

1. most groceries stock several cereal brands

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2. this bread is inexpensive

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3. I prefer seedless oranges

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4. she usually buys frozen peas

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5. this aisle offers hundreds of canned foods

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### B. Building Sentences with Clauses

Beginning with the following sentence, add clauses as described in parentheses. At each step, add the new element to the preceding answer to make one sentence.

**Every store keeps many products in stock.**

1. (Add a conjunction and an independent clause.) \_\_\_\_\_

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2. (Add a conjunction and a subordinate clause.) \_\_\_\_\_

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3. (Add a conjunction and another clause, either independent or subordinate.) \_\_\_\_\_

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# Adjective Clauses and Adverb Clauses

More Practice

## A. Identifying Adjective Clauses, Adverb Clauses, and Introductory Words

In each sentence, underline the adjective clause or adverb clause once. Underline the word modified twice. On the line, write the relative pronoun or relative adverb that introduces the adjective clause, or the subordinating conjunction that introduces the adverb clause.

**EXAMPLE** That was the time when she was writing her first novel. *when*

1. Upton Sinclair, who wrote *The Jungle*, was an active social and political reformer. \_\_\_\_\_
2. Show me the places where you planted the tulip bulbs. \_\_\_\_\_
3. As she walked onto the stage, the actress forgot her opening lines. \_\_\_\_\_
4. Tasmania, which is an island, belongs to the Australian commonwealth. \_\_\_\_\_
5. Since wood was scarce on the Great Plains, pioneer families built sod houses. \_\_\_\_\_
6. We waited for Dad where he had dropped us off. \_\_\_\_\_
7. The book that Raoul is writing may be published next year. \_\_\_\_\_
8. I always need more time for research than Jennifer. \_\_\_\_\_

## B. Identifying Adverb Clauses and Elliptical Clauses

Below, write the numbers of the sentences in Exercise A that belong in each group.

1. Adverb clauses \_\_\_\_\_
2. Adverb clauses that are also elliptical clauses \_\_\_\_\_

## C. Identifying Nonessential Clauses

Underline the adjective clause in each of the following sentences. If the clause is nonessential, insert commas where they are needed.

1. The Newbery Medal is awarded to American authors who write outstanding children's books.
2. The Newbery Medal which was established in 1921 was named for John Newbery.
3. John Newbery who was an English publisher printed the first books for children.
4. Newbery whose patronage aided many writers was called the "friend of children."
5. *The Summer of the Swans* is one book that has won the Newbery Medal.
6. Frederic Melcher who established the Newbery Medal also founded the Caldecott Medal for illustrators of children's books.

## Adjective Clauses and Adverb Clauses

*Application*

### A. Using Adjective Clauses to Combine Sentences

Combine each numbered pair of sentences to form one sentence containing an adjective clause that modifies the boldfaced word. If the clause is nonessential, add commas. If the clause is essential, do not add commas.

1. Nobel Prizes are awarded to **individuals**. The winners have made valuable contributions to the "good of mankind."  
\_\_\_\_\_
2. The first **Caldecott Medal** was awarded to Dorothy Lathrop. The medal was designed by Rene Chambellan.  
\_\_\_\_\_
3. A Pulitzer Prize is also awarded to the best American **play**. The play deals with American life.  
\_\_\_\_\_
4. **Pearl S. Buck** is an American novelist. She won the Nobel Prize in 1938.  
\_\_\_\_\_
5. John Berryman wrote **Seventy-Seven Dream Songs**. It won the Pulitzer Prize for poetry in 1965.  
\_\_\_\_\_

### B. Using Adverb Clauses to Develop Sentences

Rewrite each of the following sentences, adding an adverb clause that begins with the word in parentheses. If the clause comes at the beginning or the middle of the sentence, set it off with commas. If it comes at the end of the sentence, do not use commas.

1. The Caldecott Medal is awarded for children's picture books. (Use *so that*.)  
\_\_\_\_\_
2. It helps to outline the setting, plot, and main characters. (Use *before*.)  
\_\_\_\_\_
3. The Nobel Prize is not awarded for a particular year. (Use *if*.)  
\_\_\_\_\_
4. I tend to look up prize-winning books at the library. (Use *whenever*.)  
\_\_\_\_\_
5. Joseph Pulitzer established his literary prizes. (Use *because*.)  
\_\_\_\_\_
6. Many people like to browse in bookstores. (Use *where*.)  
\_\_\_\_\_

# Noun Clauses

*Teaching*

A **noun clause** is a subordinate clause that is used as a noun. Noun clauses may be used in the same ways nouns are used, including as the object of a verbal or as an appositive.

<b>Subject</b>	<u>What early microscopes revealed</u> astonished people.
<b>Direct object</b>	They learned <u>that tiny animals swam in drinking water</u> .
<b>Indirect object</b>	Doubters gave <u>whoever reported the news</u> a hard time.
<b>Predicate nominative</b>	To them, the tiny animals were <u>what someone made up</u> .
<b>Object of a preposition</b>	We are still amazed by <u>how little we know about animals</u> .
<b>Direct object of gerund</b>	Biologists report finding <u>what was never seen before</u> .
<b>Appositive</b>	Finding new creatures, <u>which can happen</u> , excites us.

Usually, a noun clause is introduced by one of these words: a **relative pronoun**, such as *what, whatever, who, whom, whoever, whomever, and which*; or a **subordinating conjunction**, such as *how, that, when, where, whether, and why*.

## Identifying Noun Clauses and Their Uses

Underline the noun clause in each sentence. Then circle the initials in parentheses that identify how the noun clause is used: **S** for subject, **DO** for direct object, **IO** for indirect object, **PN** for predicate nominative, **OP** for object of a preposition, **DOV** for direct object of a verbal, or **APP** for an appositive.

1. That a secretive lynx lives in this area has long been suspected. (**S, PN, APP**)
2. The counselors offered whoever saw a mountain lion a ride home. (**S, DO, IO**)
3. The researchers knew that emperor penguins were seldom seen in their natural habitat. (**DO, PN, OP**)
4. Whoever sees a dead leaf mantis must have a good eye for camouflage. (**APP, DOV, S**)
5. You would be surprised by how many one-celled animals you can see in a drop of pond water under a microscope. (**OP, DO, PN**)
6. Finding where musk ox graze means a trip to the remote tundra. (**OP, PN, DOV**)
7. Risa showed whoever was interested her slides of the slow loris. (**IO, DO, APP**)
8. Amoebas and paramecia were what confused the student. (**PN, DO, IO**)
9. He heard that the solitary loon lived on this remote lake. (**S, PN, DO**)
10. The spelunkers were shocked at how many bats hung hidden deep in the cave. (**PN, DO, OP**)
11. To see how the African lung fish builds its mud cocoon was fascinating. (**OP, DOV, S**)
12. Small many-celled animals, whatever you call them, are among nature's strangest creatures. (**S, APP, IO**)

# Noun Clauses

## More Practice

### A. Identifying Noun Clauses and Their Uses

Underline the noun clause in each sentence. Then, on the line identify it and write **S** for subject, **DO** for direct object, **IO** for indirect object, **PN** for predicate nominative, **OP** for object of a preposition, **DOV** for direct object of a verbal (gerund, participle, or infinitive) and **APP** for appositive.

1. The candidate gave whomever he met a firm handshake and a winning smile. \_\_\_\_\_
2. Whether an actual person named Homer wrote *The Odyssey* is still unknown. \_\_\_\_\_
3. Everyone wants to know how the magician made her assistant disappear. \_\_\_\_\_
4. Some scientists believe that dinosaurs may have been warm-blooded. \_\_\_\_\_
5. I have no information about whose boots these are. \_\_\_\_\_
6. My only question is why he needs our sleeping bags. \_\_\_\_\_
7. Her poems focus on our best qualities, whatever is praiseworthy in humans. \_\_\_\_\_

### B. Using Noun Clauses

Use each of these clauses as a noun clause in an original sentence. In parentheses after your sentence, write how the noun clause is used.

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|---|--|
| a. whoever shot the endangered rhinoceros | d. that little brown bats slept there      |
| b. how seldom we see the ovenbird         | e. why he spent years studying coelacanths |
| c. what animals live in a coral reef      | f. where the panda hides                   |

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_



Lesson  
3

# Noun Clauses

## Application

### A. Using Noun Clauses

Revise this paragraph, replacing each noun clause with a new noun clause that adds new details or changes the story in some way. In parentheses after each revised clause, write how the noun clause is used.

The students had not realized that so many species were still undiscovered. Finding new species, which could happen on this trip, was what everyone hoped for. Whoever discovered a new beetle or ant (maybe even a reptile) would be the hero of the trip. However, new discoveries were not guaranteed. Their leader, Professor Robinson, told whoever thought it would be easy a much different story.

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### B. Using Noun Clauses in Writing

You are a scientist writing a proposal for funds to investigate whether the Loch Ness monster is a surviving dinosaur. Write at least two paragraphs of your proposal, using at least four noun clauses. Underline each noun clause.

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# Sentence Structure

## Teaching

A **simple sentence** has one independent clause and no subordinate clauses. Any part of the sentence, such as subject, predicate, verb, or object, may be compound.

Shape and composition are used to classify volcanoes. (compound subject)

A **compound sentence** has two or more independent clauses joined together. Any of these can be used to join independent clauses: a coordinating conjunction, a semicolon, or a semicolon followed by a conjunctive adverb.

Some volcanoes are active; however, others are dormant, or sleeping.

A **complex sentence** has one independent clause and one or more subordinate clauses.

When a volcano erupts underwater many times, it may pile up rock that eventually reaches the water's surface and forms an island.

A **compound-complex sentence** consists of two or more independent clauses and one or more subordinate clauses.

Mainland United States has very few active volcanoes; therefore, when even a limited eruption occurs, the event becomes front-page news.

## Identifying Kinds of Sentences

Identify each sentence below by writing **S** for simple, **CD** for compound, **CX** for complex, or **CC** for compound-complex.

1. The word volcano comes from Vulcan, the name of the Roman god of fire. \_\_\_\_\_
2. Most volcanoes are located in areas of weakness in the earth's crust where internal pressure occasionally breaks through. \_\_\_\_\_
3. Many volcanoes form mountains, but others are just cracks in the ground. \_\_\_\_\_
4. Over the last few centuries, volcanoes have caused thousands of deaths. \_\_\_\_\_
5. The eruption of Krakatau produced tidal waves that rose over 100 feet high; the waves drowned about 36,000 people! \_\_\_\_\_
6. The lava that is spewed forth by volcanoes consists of molten rock. \_\_\_\_\_
7. In Iceland, planes take tourists to view volcanic eruptions. \_\_\_\_\_
8. Prehistoric volcanoes were far more violent than those in recorded history have been; in fact, a giant volcano is blamed for the extinction of the dinosaurs. \_\_\_\_\_
9. When Mount St. Helens in Washington erupted, it killed 65 people. \_\_\_\_\_
10. Volcanoes are not unique to Earth; many other heavenly bodies show evidence of even more violent volcanoes. \_\_\_\_\_
11. There is little doubt that volcanoes are among the most destructive natural forces, yet they also provide benefits to mankind. \_\_\_\_\_
12. Volcanic materials are used in industry, and volcanic steam can generate power. \_\_\_\_\_

Lesson  
4

# Sentence Structure

## More Practice

### A. Identifying Kinds of Sentences

Identify each sentence below by writing **S** for simple, **CD** for compound, **CX** for complex, or **CC** for compound-complex.

1. Flying like a bat, a chimney swift is almost always in the air. \_\_\_\_\_
2. Because a swift's tail is so short, it cannot be seen unless it is spread. \_\_\_\_\_
3. When swifts rest, their short, spiny tails help them prop themselves against the inside walls of chimneys. \_\_\_\_\_
4. As they glide between spurts of wing flapping, they hold their wings bowed, and they sometimes make chirping sounds. \_\_\_\_\_
5. Swifts feed on insects in the air. \_\_\_\_\_
6. A chimney swift may fly 135,000 miles a year, and for short distances its speed may be over 100 miles per hour. \_\_\_\_\_

### B. Using Different Kinds of Sentences

Combine each set of sentences into one sentence of the type indicated in parentheses.

1. (compound) Wind at 8 to 12 miles per hour is a gentle breeze. Wind above 75 miles per hour is a hurricane.  
\_\_\_\_\_
2. (complex) Warm air moves upward. Cooler air moves in to replace it.  
\_\_\_\_\_
3. (compound-complex) Hurricanes hit the coast. Most people move inland. Some people always stay behind.  
\_\_\_\_\_
4. (simple) Tornadoes can be very destructive. Hurricanes can cause massive destruction.  
\_\_\_\_\_
5. (complex) Summer monsoons travel from the cooler sea to the warmer land. Summer monsoons are called wet monsoons.  
\_\_\_\_\_
6. (compound) A dry monsoon travels from land to sea. A wet monsoon travels from sea to land.  
\_\_\_\_\_

# Sentence Structure

## Application

### A. Using Different Structures to Combine Sentences

Combine the ideas expressed in the simple sentences of this paragraph into no more than five sentences. In parentheses after each sentence, label what kind of sentence you used: **CP** for compound, **CX** for complex, or **CC** for compound-complex.

A novel is a work of fiction. It can contain both real and imaginary characters. The people in the story are the characters. Characters provide a central focus for the events. They perform the action. Things happen to them. Plot tells what happens to the characters. A plot usually has a beginning, middle, and end. The theme is the basic idea of the novel. Style is the author's way of writing.

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### B. Using Different Sentence Structures in Directions

Write a paragraph of directions for writing a novel. Include at least one of each kind of sentence: simple, compound, complex, and compound-complex. Label in parentheses the sentence type: **S**, **CD**, **CX**, or **CC**.

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Lesson  
**5**

# Fragments and Run-Ons

*Teaching*

A **sentence** must have both a subject and a verb, and express a complete thought.  
A **sentence fragment** is only part of a sentence.

A **phrase fragment** is missing both a subject, a verb, or both.

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|-----------------|--|
| <b>Fragment</b> | On the highway, fortunately not at rush hour.                        |
| <b>Revision</b> | The light plane landed on the highway, fortunately not at rush hour. |

A **clause fragment** consists of a subordinate clause, which has a subject and verb but does not express a complete thought.

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|-----------------|---|
| <b>Fragment</b> | Five minutes after the plane landed.                              |
| <b>Revision</b> | Five minutes after the plane landed, reporters were on the scene. |

**Other kinds of fragments** lack either a subject or a verb.

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|-----------------|---|
| <b>Fragment</b> | The plane just behind two trucks.         |
| <b>Revision</b> | The plane stopped just behind two trucks. |

A **run-on sentence** is made up of two or more sentences written as if they were one sentence. Often run-ons have a **comma splice**, the incorrect joining of two sentences by a comma. Correct a run-on by separating the sentences or by joining them correctly with a comma and coordinating conjunction, a semicolon, or a semicolon and conjunctive adverb

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|-----------------|--|
| <b>Run-on</b>   | The pilot was skillful, the plane didn't hit any vehicles on the road. |
| <b>Revision</b> | The pilot was skillful; the plane didn't hit any vehicles on the road. |

## Identifying Sentences, Sentence Fragments, and Run-ons

On the line to the right of each word group below, write **S**, **F**, or **R** to identify the word group as a complete sentence, a fragment, or a run-on sentence.

1. Which can land on water or on the ground. \_\_\_\_\_
2. A single-engine plane has one engine a twin-engine has two. \_\_\_\_\_
3. The pilot who flies the plan. \_\_\_\_\_
4. The flight deck has hundreds of instruments. \_\_\_\_\_
5. A jet is speeding overhead it's too high for me to see but I can hear it, can't you? \_\_\_\_\_
6. Eight thousand feet above sea level. \_\_\_\_\_
7. The Curtiss N-4 was an early bi-plane, the De Havilland Comet was an early jet, you can see them both in the aviation museum. \_\_\_\_\_
8. During World War II, when America built over 300,000 airplanes. \_\_\_\_\_
9. In 1947, Chuck Yeager flew the first supersonic rocket-powered airplane. \_\_\_\_\_
10. Flying at an altitude of 10,000 feet and a speed of Mach 2. \_\_\_\_\_

# Fragments and Run-Ons

## More Practice

### A. Identifying and Correcting Fragments and Run-Ons

On the line after each word group below, write **S**, **F**, or **R** to identify the word group as a complete sentence, a fragment, or a run-on sentence. Then rewrite each fragment or run-on as one or more correct sentences. Add sentence parts as needed.

1. After an entire day of studying math. \_\_\_\_\_  
\_\_\_\_\_
2. A picture fell off the wall. \_\_\_\_\_  
\_\_\_\_\_
3. My aunt invited us to a picnic it's sure to rain that Saturday. \_\_\_\_\_  
\_\_\_\_\_
4. These books are overdue at the library, I took them out for research for my paper. \_\_\_\_\_  
\_\_\_\_\_
5. Once was located on Chester Street. \_\_\_\_\_  
\_\_\_\_\_

### B. Correcting Fragments and Run-ons

Rewrite this paragraph, correcting each underlined fragment and run-on. You may add words to any fragment to make it a sentence, or combine it with another sentence. To correct a run-on, you may either separate the sentences or join them correctly.

The Wright brothers owned a bicycle repair shop in Ohio, they built gliders, they tested them in Kitty Hawk, North Carolina. In 1902 they built a successful glider. During that summer, in more than a thousand flights. They glided 600 feet. Several times. In 1903, they flew a gasoline powered plane, it traveled 120 feet in the air, it stayed in the air 12 seconds.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Lesson 5

# Fragments and Run-Ons

## Application

### A. Proofreading for Fragments and Run-ons

Rewrite this paragraph, correcting each fragment and run-on.

Astronomy, the study of the sun, moon, planets, and stars. It has many facets. You can study the distances between heavenly bodies, you can study the structure of stars, you can study the nature of the universe. Using many different tools. A telescope, which allows you to see objects from a great distance. A spectrograph separates starlight into various objects, a radio telescope measures radio waves from space.

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### B. Recognizing and Revising Fragments and Run-ons

The following paragraph has so many fragments that it is impossible to translate with any certainty. Choose and circle one of the possible speakers. Then rewrite the paragraph as if you were that speaker addressing the others. Make up whatever information you need to make the paragraph understandable. Correct all run-ons as well as fragments.

travel agent    traveler    tour leader    resident of the area visited

Watching the sunset. While the tour bus burned in the parking lot. It was a beautiful sight. I thought. Taking pictures of the scene. Everyone in a state of shock. Wondering what would happen next. Picture yourself at a roaring bonfire on the beach. A once-in-a-lifetime experience. Running for help and flapping their arms on the beach. Only the penguins. Sunning on the distant rocks seemed calm.

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## Sentence Diagramming

### Application

On a separate piece of paper, diagram each of the following sentences.

### A. Diagramming Compound Sentences and Complex Sentences

1. The Babylonians, excellent astronomers, divided the day into 24 hours, and they also developed the ideas of minutes and seconds.
2. On busy days we long for the era when minutes could not be measured.
3. Hourglasses measured short lengths of time well, but they could not tell the time of day.
4. The French word for bell, which is *cloche*, may have led to the word *clock*.

### B. Diagramming Complex Sentences and Compound-Complex Sentences

1. How the Babylonians divided the day into hours, minutes, and seconds is remarkable.
2. The idea of time zones was introduced when trains needed coordinated schedules.
3. Before people could travel quickly over long distances, nobody was upset by differences in local timekeeping, so every town marked noon at a different time.
4. The face of the clock was based on how astronomers divided a circle into 360 parts.

### C. Mixed Practice

1. After the Babylonians, centuries passed before people developed mechanical clocks that could accurately measure seconds.
2. What gave clocks their name was the bells that early timepieces struck at each hour.
3. By the 1700s we had clocks that told time accurately to the minute, but today's clocks are more precise.
4. A water clock was a device that measured time by dripping water from one container to another.
5. The original reason why the Royal Greenwich Observatory in England was founded was to help English sailors.
6. The English rulers knew the value of whatever they did for trade.
7. In 1884, an international conference determined the world's time zones, and imaginary lines called meridians separated the zones.
8. Because the Greenwich Observatory did so much for timekeeping, the starting point for the world's time zones was located there, and this prime meridian is called the Greenwich Meridian.