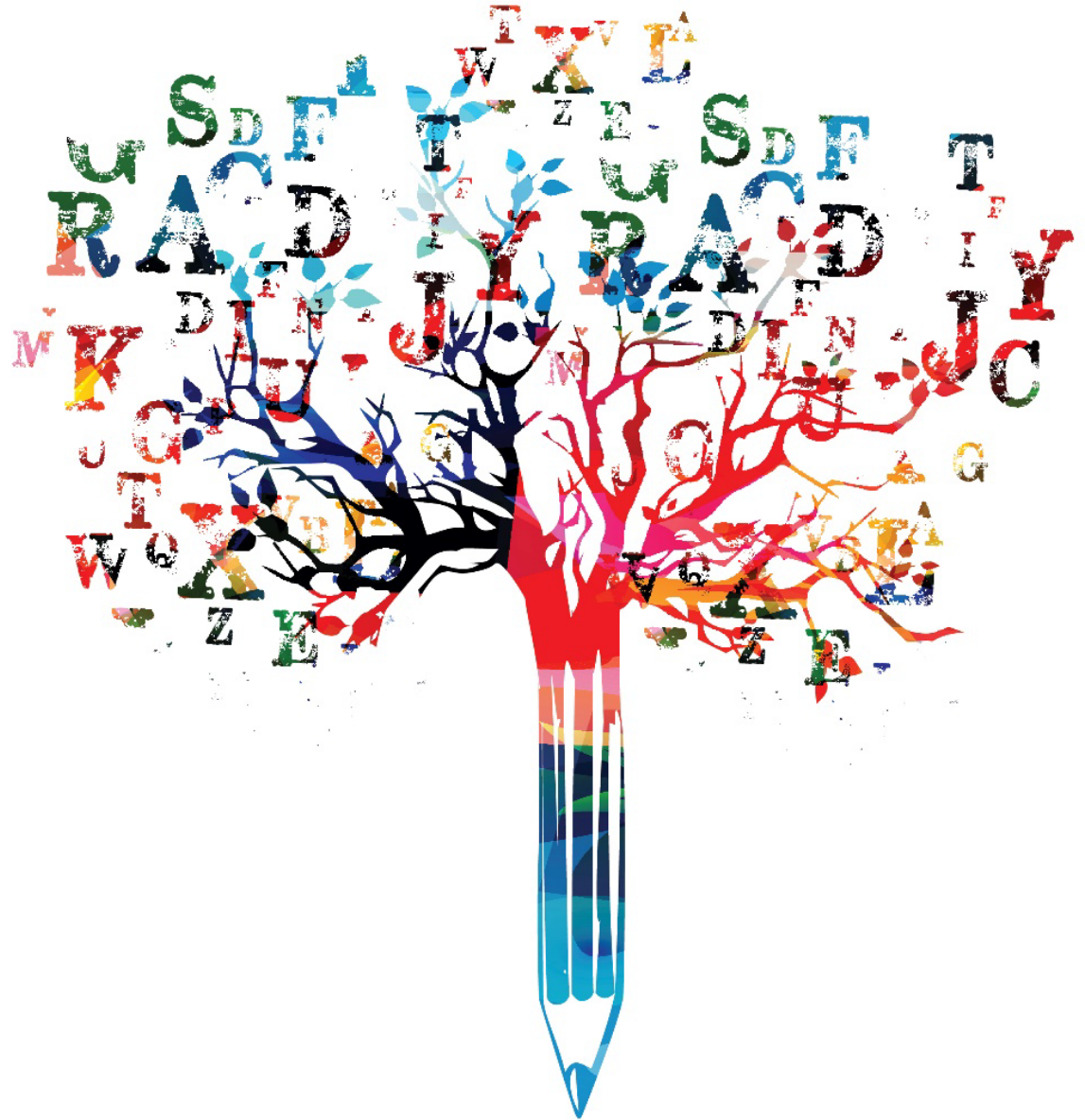


COMMUNICATION ESSENTIALS

COMM 1710

Week 5 – Common Sentence
Errors



Assignment Alert

Reading & Writing Lab #3

Weight: 5%

Instructions: Read the passage and answer the questions provided.

Due: end of week 5



COMPLETE Sentences

Every sentence must have a **subject** and a **verb**.

Examples of complete sentences:

I am.

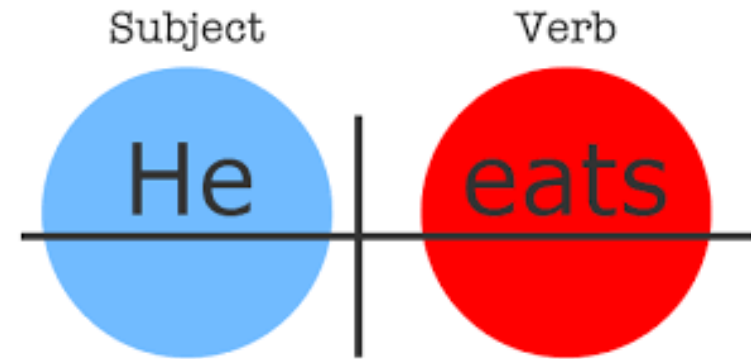
Music and art inspire and educate.

The large house, which was believed to be haunted, **had been abandoned** for years.

Helping verbs

EXCEPTION: When giving a command or order, sometimes the subject is implied

Example: **(You) do** your homework.



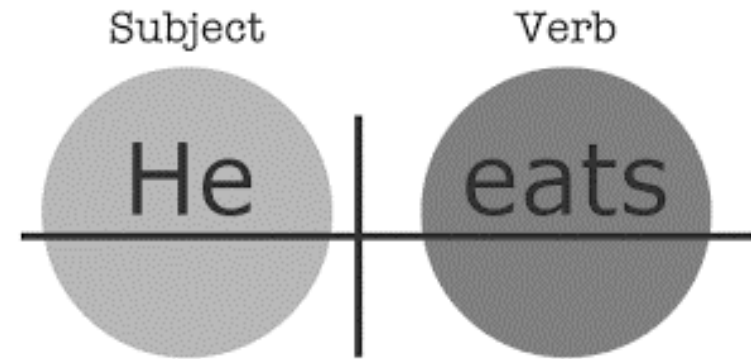
COMPLETE Sentences

Every sentence must have a **subject** and a **verb**.

Examples of complete sentences:

I am.

Music and art inspire and educate.



The large house, which was believed to be haunted, **had been abandoned** for years.

↑
Dependent clause

EXCEPTION: When giving a command or order, sometimes the subject is implied

Example: (You) do your homework.



Nearpod Quiz re: is this a full sentence?

Sentence Fragments

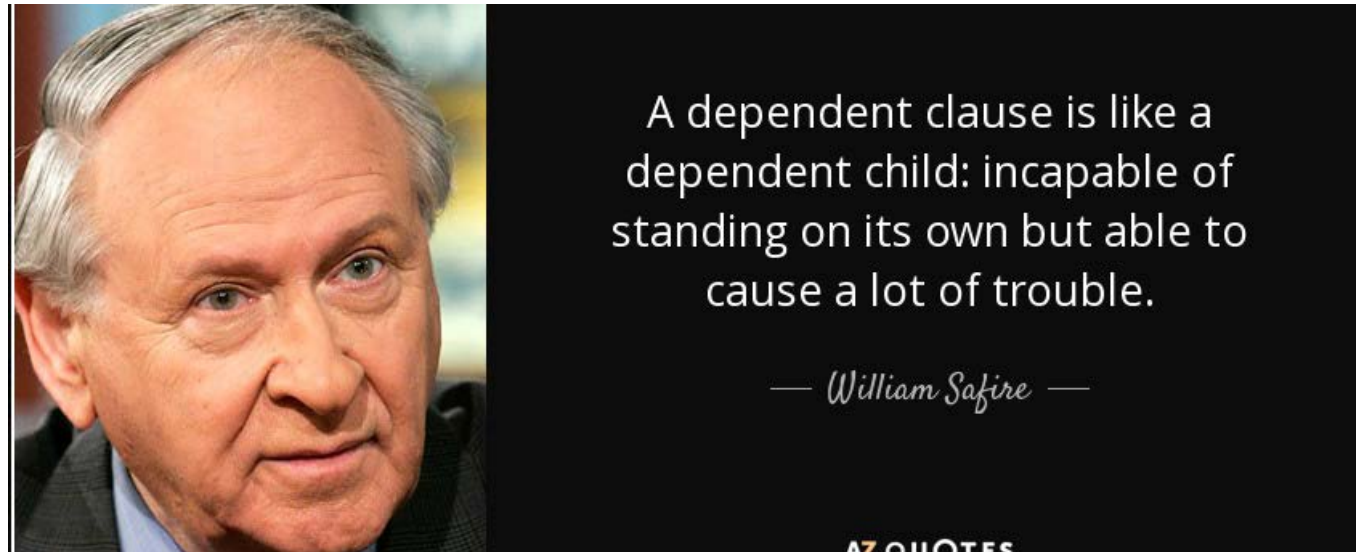
Sentence fragment: an incomplete sentence

A **subject** and a **verb** are not enough to make a complete sentence.

The sentence must stand on its own and not depend on another sentence for it to make sense

Example:

We will track all expense claims. **Because we need financial accountability.**



Independent & Dependent Clauses

Independent Clauses: are like adults- they can go out by themselves anytime they like.

Dependent Clauses: are like children- they can't go out anywhere alone, unless an independent (clause) goes with them

Example: **If I am late for school again, I won't be allowed to write the test.**



Dependent Clauses

These words often signal the start of a dependent clause.

when	if	as if	in order that
before	because	as soon as	provided that
after	although	as long as	since
as	unless	even if	so that
while	whereas	even though	though



Dependent Clauses

Use a comma if the dependent clause STARTS the sentence:

Example:

Even though the night was cool and **clear**, there were no stars in the sky.

There is NO comma if the dependent clause comes at the END of the sentence:

Example:

There were no stars in the **sky even though** the night was calm and clear.



Nearpod Quiz- Is this a dependent or independent clause?

Sentence Fragments – 2 Ways

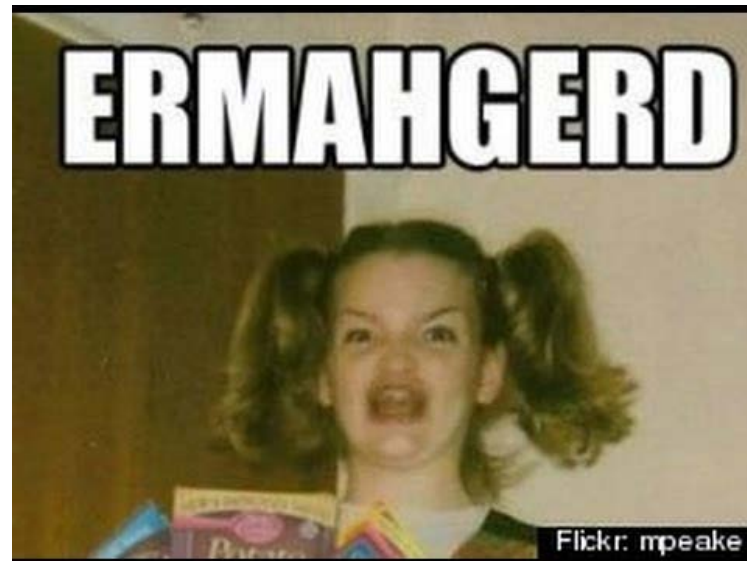
#1. No subject

Example:

I am tired of having to remind her to do things. **Tired of having to ask her to help.**

WHO is tired of having to ask her for help? Where is the subject in the second sentence?

A sentence must stand on its own and not rely on the surrounding sentences to help it make sense.



Sentence Fragments – 2 Ways

#2. No verb

Yesterday, everyone was outside in the park. **Families with dogs. Children ice cream cones.**

Families **WERE** with dogs. Children **HAD** ice cream cones.

A sentence requires a verb to tell the reader **WHAT** is happening.



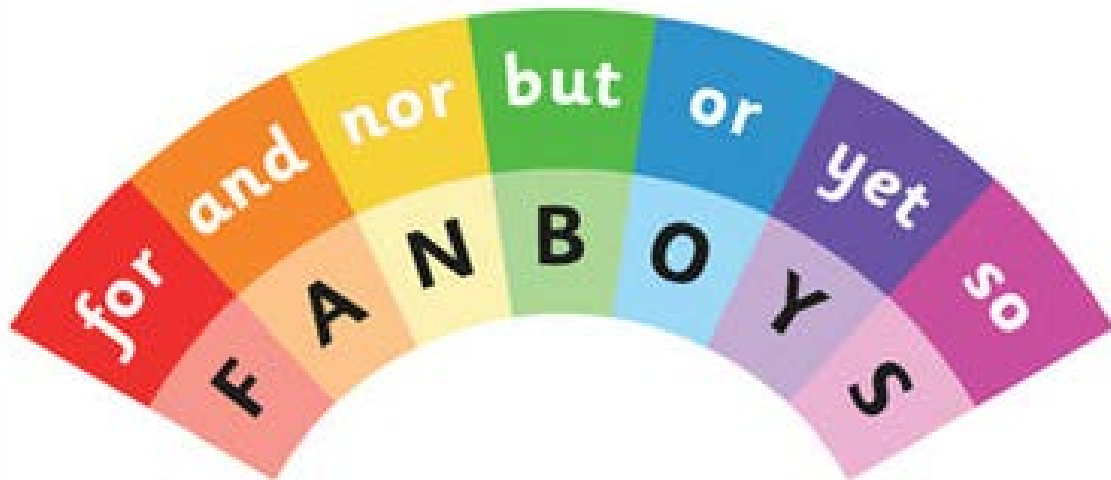
Nearpod- what is missing: verb or subject?

FANBOYS

Starting a sentence with FANBOYS will always create a fragment!

Co-ordinating Conjunctions

There are seven co-ordinating conjunctions.
They give equal importance to the words or sentences they connect.



Identify Sentence Fragments

Test 1:

Add “wasn’t it?” or “didn’t it?” at the end of the sentence. Then ask yourself, “can I answer this question with a yes or no?”

Test 2:

Can the sentence stand alone?

Examples:

The cold weather.

The cold weather, **didn’t it?** (didn’t it what?) ❌

The cold weather delayed the game, **didn’t it?** ✅

Because the cold weather delayed the game.

Because the cold weather delayed the game, **didn’t it?** (What happened because of the game delay? We cannot answer.) ❌

The word *because* tells us to expect more information.



Nearpod- is this a fragment?

Run-On Sentences

1. Fused or run-on sentences

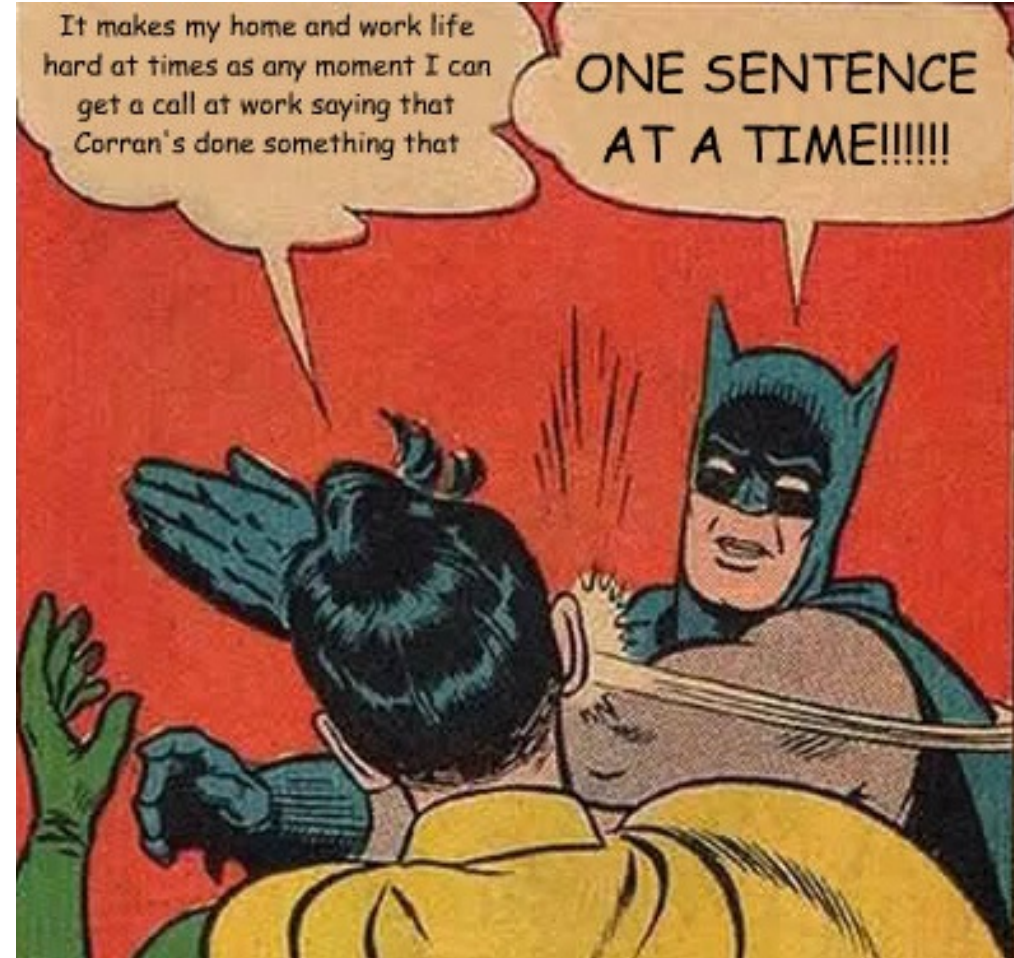
They are fused, or joined, together as if they are only one thought, lacks punctuation to mark the break between ideas

Example: Susan exercises every day she should be in good shape.

2. Comma splices

A comma is used to connect, or splice together, two complete thoughts.

Example: Susan exercises every day, she should be in good shape.



Run-On Sentences

A run-on sentence does not have to be long.



Run-On Sentence Fixes



1. Make the independent clauses separate sentences.
Example: Yogurt is good for you. Poutine is not good for you.
2. Separate the independent clauses with a comma **AND** one of the FANBOY words (conjunction).
Example: Yogurt is good for you, but poutine is not good for you.
3. Make one clause dependent on the other by adding one of the dependent clause words (pg. 54).
Example: Yogurt is good for you although poutine is not good for you.
4. Use a semicolon on its own or with a transitional expression, to separate the independent clauses.
Example: Yogurt is good for you; poutine is not good for you.



Comma Splices

A comma splice is when writers mash two complete thoughts together, pretending it is one.

Examples:

This is Kyle, he is my camp counsellor.

She didn't like oysters, she didn't eat dinner.

He went home, he was too tired to party.

He didn't listen to Shannon, he put a comma between two complete thoughts.



PRACTICE ACTIVITY #1

1. Computers do not prevent mistakes they just make them faster.
2. I'm trying to stop playing computer games, they take up too much of my time.
3. I'm innocent, this is a case of mistaken identity.
4. Time is the best teacher, unfortunately, it kills all of its students.
5. Place your hands on the table, and do not open your eyes.



PRACTICE ACTIVITY #1- ANSWERS

1. Computers do not prevent mistakes; they just make them faster.
2. I'm trying to stop playing computer games, as they take up too much of my time.
3. I'm innocent. This is a case of mistaken identity.
4. Time is the best teacher; unfortunately, it kills all of its students.
5. Correct as is.



Tense & Voice

Each verb indicates two things:

1. Time (tense): when an action occurred

Examples:

- The child **throws** the toy. (Present)
- The child **threw** the toy. (Past)
- The child **will throw** the toy. (Future)

2. Active or passive (voice)

Examples:

- The child **threw** the toy. (active describes what the child did)
- The toy **was thrown** by the child. (passive – what happened TO the toy.)



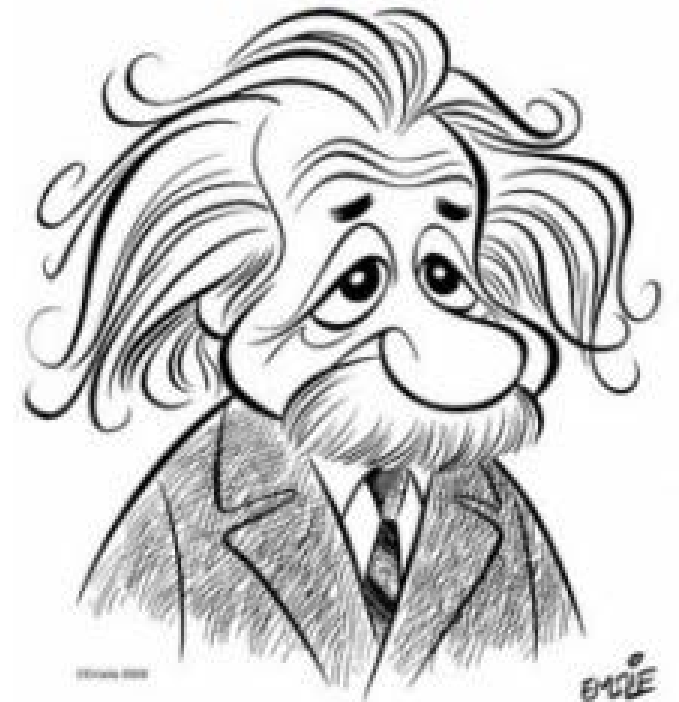
Verb Tense

All verb formations are based on the verb's **principal parts**. These are the elements that are used to construct the various **tenses** of verbs.

The **principal parts** are these four verb forms:

1. **Infinitive** (e.g., *to climb*)
2. **Simple past or past tense** (e.g., *climbed*)
3. **Present participle** (e.g., *climbing*)
4. **Past participle** (e.g., *has climbed*, *have climbed*, *had climbed*)

**Time is important in
Verb Tenses**



Verb Tense

Infinitive	Simple Past	Present Participle	Past Participle
to laugh	laughed	laughing	laughed
to start	started	starting	started
to wash	washed	washing	washed
to jump	jumped	jumping	jumped



Irregular Verbs

Infinitive	Simple Past	Present Participle (use with am, is, are)	Past Participle (use with has, have, had)
to bring	brought	bringing	brought
to show	showed	showing	shown
to swim	swam	swimming	swum
to drink	drank	drinking	drunk



Irregular Verbs

Irregular verbs have no pattern. You cannot guess what the past participle is.

Example:

Use the correct form of the verb **ride** in this sentence:

I had never _____ in a limousine before.



Irregular Verbs

Irregular verbs have no pattern. You cannot guess what the past participle is.

Example:

Use the correct form of the verb ride in this sentence:

I had never **ridden** in a limousine before.



PRACTICE ACTIVITY #2

The following sentences require both the simple past and the past participle of the verb shown at the beginning of the sentence. Include the proper form of the verb in the blanks.

1. (ride) Having _____ a cow once, I wouldn't mind if I never _____ one again.
2. (eat) Alison had never _____ lobster until she had a lobster supper on PEI, where she _____ three lobsters at one sitting.
3. (grow) Tara _____ the plant in a pot on her balcony, where she had _____ similar plants successfully in the past.
4. (hide) John, who hated chicken sandwiches, _____ his lunch in the bottom drawer of his dresser, on top of the other sandwiches that he had _____ there during the week.
5. (write) I _____ a novel when I was in college, but I have not _____ anything since.



PRACTICE ACTIVITY #2- ANSWERS

1. Having **ridden** a cow once, I wouldn't mind if I never **rode** one again.
2. Alison had never **eaten** lobster until she had a lobster supper on PEI, where she **ate** three lobsters at one sitting.
3. Tara **grew** the plant in a pot on her balcony, where she had **grown** similar plants successfully in the past.
4. John, who hated chicken sandwiches, **hid** his lunch in the bottom drawer of his dresser, on top of the other sandwiches that he had **hidden** there during the week.
5. I **wrote** a novel when I was in college, but I have not **written** anything since.

**DON'T PRACTICE
UNTIL YOU GET IT
RIGHT. PRACTICE
UNTIL YOU CAN'T
GET IT WRONG.**



Verb Voices

Verbs have two **voices** as well as **tenses**.

Think:

1. If a student is an **active** participant in a group, what might the student be doing?
2. If a student is a **passive** member of a group, what might the student be doing?



Active Voice

In the **active** voice, the subject of the clause **actively** carries out the action of the verb. It does not matter what the verb tense is. It only matters that the subject completes the action of the verb.

Examples:

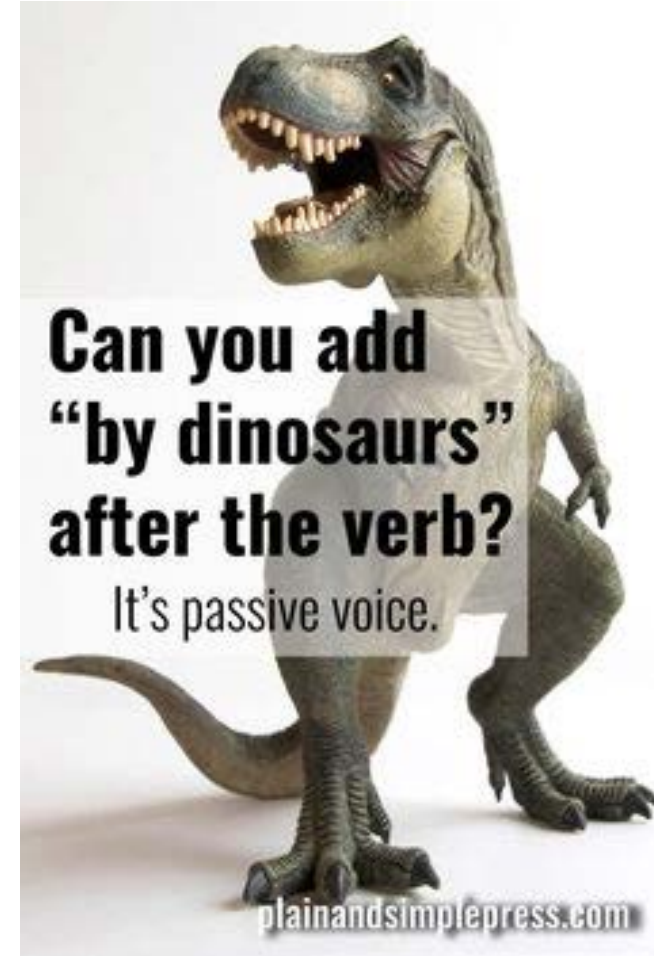
- The professor **wrote** the textbook.
- The professor **is writing** the textbook.
- The professor **will write** the textbook.
- The professor **has written** the textbook.



PASSIVE Voice

Examples:

- The textbook **was written** (by dinosaurs).
- The textbook **is being written** (by dinosaurs).
- The textbook **will be written** (by dinosaurs).
- The textbook **has been written** (by dinosaurs).



Passive Voice

Use passive voice:

1. When you do not know who completed the action of the verb

Examples:

- This workstation is ergonomically designed.
- The computer was left unplugged for several days.

2. When you want the emphasis to be on the recipient of the action, not the agent of the action

Examples:

- The president's office was occupied by a group of students.
- Stonehenge was built more than 5000 years ago. It is surrounded by grassland.

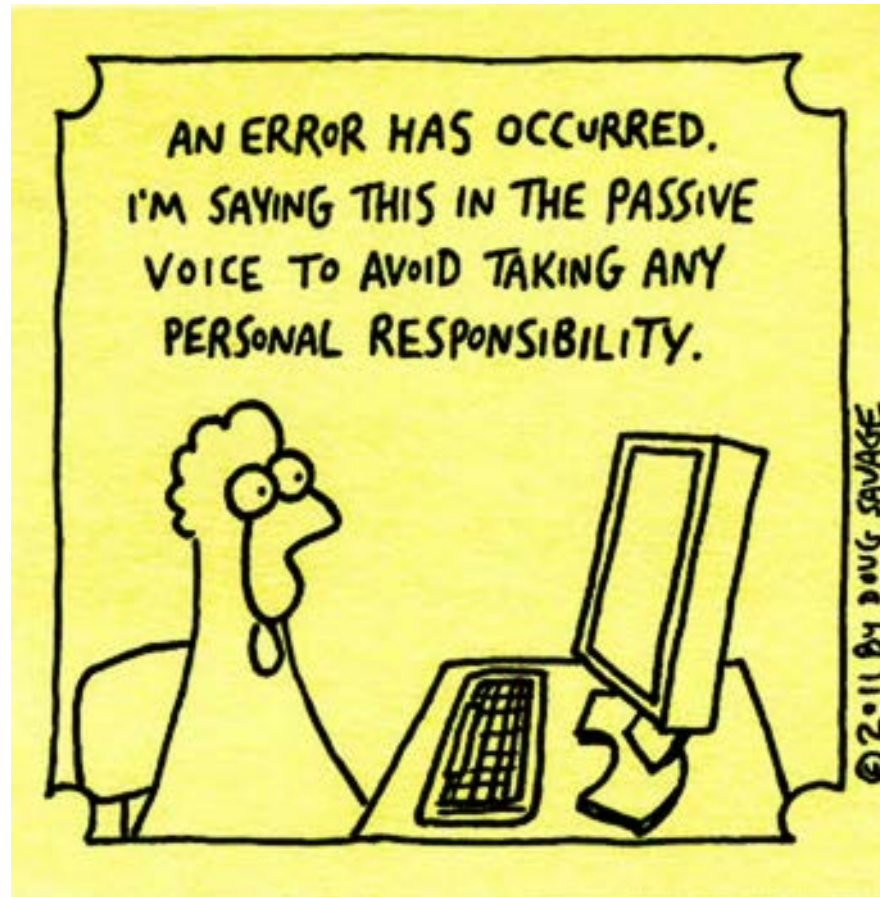


Passive Voice

3. When you want to create an impersonal tone

Examples:

- In the experiment, the heat was increased to 150°C and maintained at that temperature.
- Patrons are asked not to smoke.



Why Know the Difference?

Use active voice

- to make your sentences direct and clear. In the active voice, you always know who completed the action of the verb.

Note:

Active voice is particularly important when writing documents such as incident reports, where it is crucial to know precisely who did what.



Consistent Verb Tense

Verbs indicate time: past, present, or future.

Some sentences require more than one tense:

Yesterday, I ran 10 kilometres, and I predict today that I will run 15 kilometres by next month.

The sentence above uses **past tense** (*I ran*), **present tense** (*I predict*), and **future tense** (*I will run*).

Here, the changes in tense make sense:

- an action happened in the past,
- a prediction is happening in the present,
- and an outcome will take place in the future.



Consistent Verb Tense

Most of the time, however only one tense is used in a sentence or paragraph.

It is important to keep verb tenses consistent so you don't confuse your reader. For example, in this story, when did what happen?

Howard **left** his house and **walks** to the nearby florist. He **picks** up some tulips and **will buy** a greeting card as well. He **goes** to his sister's house for dinner. She **greeted** him with a hug and **puts** the flowers in a vase.

The sentence is colour-coded: **past**, **present**, and **future**.



Consistent Verb Tense

Below is an example of a sentence that uses inconsistent verb tense, followed by two possible solutions:

Brad went to university, which he enjoys.
(*went* = past tense; *enjoys* = present tense)



Brad goes to university, which he enjoys.
(*goes* = present tense; *enjoys* = present tense)



Brad went to university, which he enjoyed.
(*went* = past tense; *enjoyed* = past tense)



Both verbs need to be in the same tense (the same time frame).



The background of the logo is a square divided into four quadrants: top-left is red, top-right is blue, bottom-left is yellow, and bottom-right is green. Each quadrant contains a faint, stylized map of the world in a lighter shade of the quadrant's color.

Kahoot!

Kahoot.it



Homework/Readings

This week, please read/review the following from your textbook and notes:

- **Review for test!**

- Parts of Speech, pages 286-294
- Levels of Language, pages 8-12
- Homonyms/Commonly Confused Words, pages 20-29
- Apostrophe, pages 30-36
- Capital Letters, pages 37-40
- Comma, pages 114-121
- Semicolon, pages 122-124
- Colon, pages 125-126
- Quotation Marks, pages 127-132
- Proofreading, pages 180-183
- Review, if needed: Question & Exclamation Marks, pages 133-136
- Subjects & Verbs, pages 42-50
- Review, if needed, sentences, pages 282-286
- Sentence fragments, pages 51-56
- Run-on sentences, pages 57-58
- Verb forms, pages 76-85
- Verb tenses, pages 193-208

- **Activities to do:**

- Reading & Writing Lab #3, due at end of this week
- STUDY for the test!

- **Next Week:**

- Test Review Game

