

Writing

1.0



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Objectives

Learning Objectives: by the completion of this semester, students will be able to

- Demonstrate the ability to comprehend and express ideas in written form in the language of study, producing coherent and well-structured texts.
- Develop textual, metatextual, and linguistic knowledge by analyzing and engaging with a variety of text types, and apply this knowledge to create original written work.
- Acquire and enhance reading and writing skills, including the use of effective strategies for comprehension, analysis, and composition.
- Distinguish between literal and inferential meanings in texts, and apply this understanding to interpret and analyze written material effectively.

Learning Objectives: By the completion of this lesson, students will be able to

- LO1: what is a sentence
- LO2: Identify the four types of sentences based on function (declarative, interrogative, imperative, exclamatory) and provide examples of each.
- LO3: Point out the key differences between simple, compound, complex, and compound-complex sentences based on their structure and clause types.
- LO4: Examine how punctuation marks (periods, question marks, exclamation marks) are used to distinguish between sentence types based on their function.

Introduction

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A. Introduction

A sentence★ is a fundamental unit of language that conveys a complete thought, encapsulating meaning through a structured arrangement of words. It serves as the building block of both spoken and written communication, allowing us to express ideas, ask questions, give commands, and convey emotions. Comprising at least a subject and a predicate, sentences can vary in complexity, ranging from simple statements to intricate structures that reflect nuanced meanings. Understanding the different types of sentences—declarative, interrogative, imperative, and exclamatory—enables us to communicate more effectively and creatively. As we explore the nature of sentences, we will uncover how their construction influences clarity, engagement, and overall expression in our writing.



https://www.uncc.edu.au/_data/assets/pdf_file/0007/392128/WC_Sentence-problems.pdf
<https://byjus.com/english/parts-of-speech/>

Mind mapping of Written Expression modules dedicated to First year LMD students

Figure.1. Mind Mapping of Written Expression Dedicated to First year LMD students at MKUB

In order to see the video, please click on

B. Definition of the sentence

According to Collins Dictionary a sentence /sentəns/ is a group of words which, when they are written down, begin with a capital letter and end with a full stop, question mark, or exclamation mark. Most sentences contain a subject and a verb. Sentence is defined by the presence of at least one subject and one predicate in a collection of words that expresses a complete thought (Anmol, 2024).[1]

C. Types of Sentences on the Basis of Function

There are **Four types** of sentences by function: Assertive, Interrogative, Imperative and Exclamatory sentences.

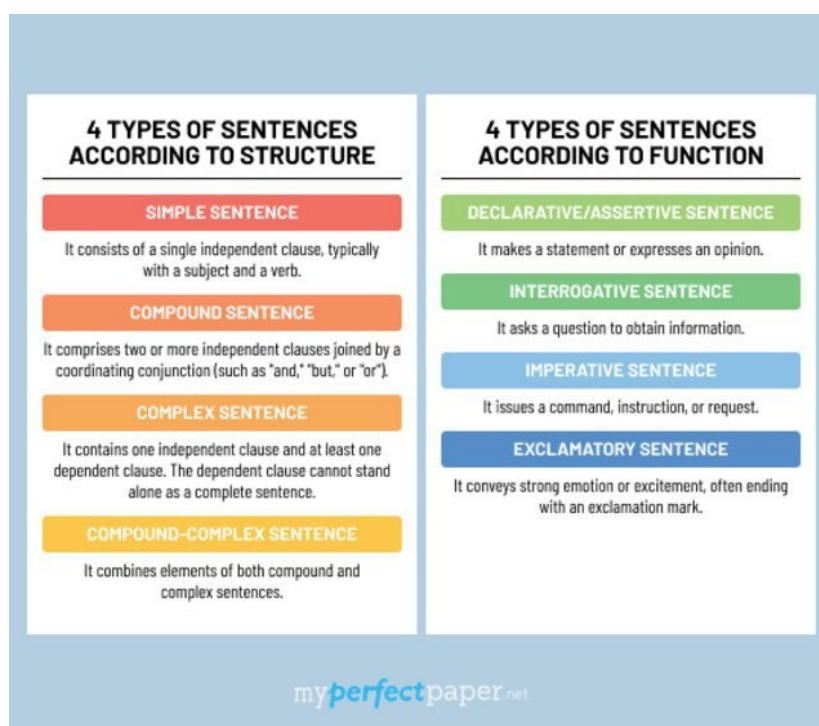


figure.2. Types of Sentences According to Function and Form

1. Assertive or Declarative

Sentence which declares or asserts a statement, feeling, opinion, incident, event, history, or anything is called an assertive sentence. An assertive sentence ends with a period or full stop. Assertive sentences can be either affirmative or negative. An assertive sentence begins with a subject + verb

Example:

- She visits her grandmother during the holidays.
- We do not allow unknown people to stay here.

2. Interrogative Sentence

An interrogative sentence asks a question. It may begin with an auxiliary or a wh-word.

3. Imperative Sentence:

An imperative sentence is a type of sentence that gives instructions or advice, expresses a command order direction, or makes a request two clauses, of which attached to the main. In case of order and request, the subject You is often implied rather than explicit.

- You should be sincere in whatever you do. (advice)
- (you) keep the Luggage here. (command/ order/ direction)
- (you) bring me a glass of water please (please)

4. Exclamatory Sentence

An exclamatory sentence is used to show the sudden feeling of joy, sorrow, or

surprise. It usually starts with a WH- word and ends in an exclamation mark!

- Examples: how fast he runs!
- What a beautiful house!
- What a beautiful scene it is!

Type	Sentence	Ending Punctuation	Example
Declarative	Sentence makes a statement	Period (.)	Dogs are funny.
Interrogative	Sentence that asks questions	Question mark(?)	Where are you?
Imperative	Sentence that gives a request/ command	Period (.)	Get the ball.
Exclamatory	Sentence that shows strong feelings	Exclamation mark(!)	I was so excited!

Table.1. Types of Sentences (Coker and Ritchey, 2015, p. 78)

Introduction

Sentences can be classified based on their form into **four main types**: **simple**, **compound**, **complex**, and **compound-complex**. A **simple sentence** consists of a single independent clause, containing one subject and one predicate, and expresses a complete thought; for example, "She completed her literature review". In contrast, a **compound sentence** is made up of two or more independent clauses connected by coordinating conjunctions such as "and," "but," or "or," allowing each clause to stand alone as a complete sentence; an example would be, 'They studied APA rules for many hours, but they realized there was still much to learn'. A **complex sentence** includes one independent clause and at least one dependent (or subordinate) clause, which cannot stand alone; for instance, 'Because he organized his sources by theme, it was easier for his readers to follow. Finally, a **compound-complex sentence** combines elements of both compound and complex sentences, containing at least two independent clauses and at least one dependent clause; an example is, 'Although he organized his sources by theme, he decided to arrange them chronologically, and he carefully followed the MEAL plan for organization'. This classification highlights the structural composition of sentences in written and spoken language.

Type of Sentence	Description	Example
Simple Sentence	Contains one independent clause (a subject and a verb).	He was pleased at having won a prize
Compound Sentence	Contains two or more independent clauses joined by a coordinating conjunction (e.g., and, but, or).	She was sick, so she didn't go to school.
Complex Sentence	Contains one independent clause and at least one dependent clause.	He was pleased that he won a prize
Compound-Complex Sentence	Contains at least two independent clauses and at least one dependent clause.	I wondered what became of him; if he liked Chicago so much, it made no sense for him to up and leave.

Table.2. Summary of types of sentences

D. Simple Sentence

contains only **one full subject** and only **one predicate**. It consists of **one clause** (independent)

Subject	Predicate
William the conqueror	fought the battle of hasting in the year 1066

- Lightness of touch is the crowning test of the power.
- Simple sentences can be very short (e.g. John laughed.) or very long containing a compound subject, compound predicate and some phrases:
The mashed avocado, minced garlic and olive oil should be blended thoroughly, whipped briefly,
and served with warm tortillas.
subject predicate

E. Compound Sentence

'Compound Sentence' consists of two or more principal sentences, each of

which may have any number of subordinate sentences' (Bartle, 2006, p. 168)[4].

1. Construction compound Sentences

Compound sentences can be constructed in **three primary ways** to connect two independent clauses. The first method involves using **punctuation alone**, typically **a semicolon**, to link the clauses without any conjunction, as in *"The experiment yielded significant results; the researchers were encouraged to continue their studies."* The second method combines punctuation with a coordinating conjunction (such as "and," "but," or "or"), where a comma precedes the conjunction to join the clauses, for example, *"The data was collected over several months, and the analysis revealed important trends."* Lastly, a compound sentence can be formed using a conjunctive adverb, where a semicolon is placed before the adverb, such as "however," to connect the clauses, as seen in *"The sample size was small; however, the results were still statistically significant."* Each of these methods enhances clarity and variety in writing by effectively linking related ideas.

Independent clause	Coordinating Conjunction	Independent clause
I tried to speak Spanish	And	My friend tried to speak German
Alejandro played football	so	Maria went shopping
Eddy ran to the shop to buy milk, eggs and ham for dinner that night,	but	but the shop was closed due to a power outage.

More Examples

Independent clause (1)	Coordinating conjunction	Independent clause (2)
Organic chemists have gained substantial command over the synthesis of small complex molecules,	for	the goal of constructing large well-defined molecules has been more elusive.
The experiment was a success,	and	the team's hypothesis was confirmed.
The results were inconclusive,	nor	<u>did they</u> support the initial hypothesis.
Primitive humans lived on hunting, fishing, and gathering food from nature,	but	but they could not continue this lifestyle for long because of population pressure and its effect on the carrying capacity of their dwelling place.
Researchers can choose to focus on qualitative data,	or	they can analyze quantitative results.
The initial results were promising,	yet	further investigation is required the findings.
The researchers implemented a new Methodology,	so	they could improve the accuracy of their results.

Table 3. More Examples about compound Sentence (Cd Sce)

Important: When using "nor", we invert the subject and the verb of the clause.

When we use "nor" to form a complex sentence, we invert the subject and the verb as part of a specific grammatical structure that emphasizes the negative relationship between the clauses. This inversion occurs after "nor" because it functions similarly to other negative expressions that require a shift in the typical subject-verb order. In English, inversion typically involves placing the verb before the subject, which adds emphasis and creates a more formal tone. For example, in the sentence "I do not like apples, nor do I like oranges," the second clause "do I like oranges" demonstrates this inversion. The use of "nor" indicates that both statements are negative, and the inversion helps to highlight this negation. This structure is particularly common in formal writing and speech, where clarity and emphasis on the negative aspect are desired. In summary, subject-verb inversion after "nor" is employed to maintain grammatical consistency with other negative constructions, enhance emphasis, and create a more formal tone in complex sentences.

a) Punctuation Alone (;)

- Elizabeth refused Mr. Collins' proposal; he was persistent in his pursuit.
- "Mr. Bennet enjoyed teasing his wife; she often took his jokes too seriously.
- "Elinor was reserved; Marianne was impulsive."
- Lily was determined to create a better life for herself; she refused to let her past define her.
- "Love is composed of a single soul inhabiting two bodies; it transcends time

and space."

b) Compound Sentences that are Joined by Semicolon and Conjunctive Adverb

More often than not, the semicolon that joins two independent clauses is followed by a conjunctive adverb (Vito, 2006, p. 122).[6]

Example

- Chaucer wanted to portray a spectrum of medieval social classes; therefore, he used the device of pilgrimage.
- The poetry readings inspired a sense of Freedom ; consequently, the boys felt more alive than ever before.
- She remembered the promises made to her mother; therefore, she struggled with the decision to leave.
- Eveline longed for adventure and happiness ; however, she feared abandoning everything she had ever known.
- Emotional intelligence is crucial for personal success; therefore, individuals must learn to manage their emotions effectively.
- Goleman emphasizes the importance of self-awareness; however, many people struggle to recognize their own feelings.
- Emotional intelligence can be developed over time; nonetheless, it requires consistent practice and reflection.
- Life is what happens when you're busy making other plans; however, it is also about embracing the unexpected. We do not remember days; we remember moments; thus, cherishing each moment is vital.

Moreover, also, besides, furthermore, additionally = *to continue the same point*

Consequently, as a consequence, hence, therefore, thus, accordingly = *to show cause and effect*

However, nevertheless, nonetheless, on the contrary, otherwise, instead, on the other hand = *to show contradictions*

for example, for instance, namely, notably = *to introduce examples*

In fact, certainly, definitely, of course, indeed = *to add emphasis*

Similarly, likewise, alternatively = *to show comparison*

i Complex Sentence

A complex sentence★ contains a subordinate clause and an independent clause. Similarly to independent clause, a subordinate clause is a group of words that has both a subject and a verb. However, it does not express a complete thought (Niklaus, 2022, p. 93). For instance, the example below Although I admired her reasoning represents a subordinate clause which depends on the independent clause, I reject her conclusions, modifying the verb reject.

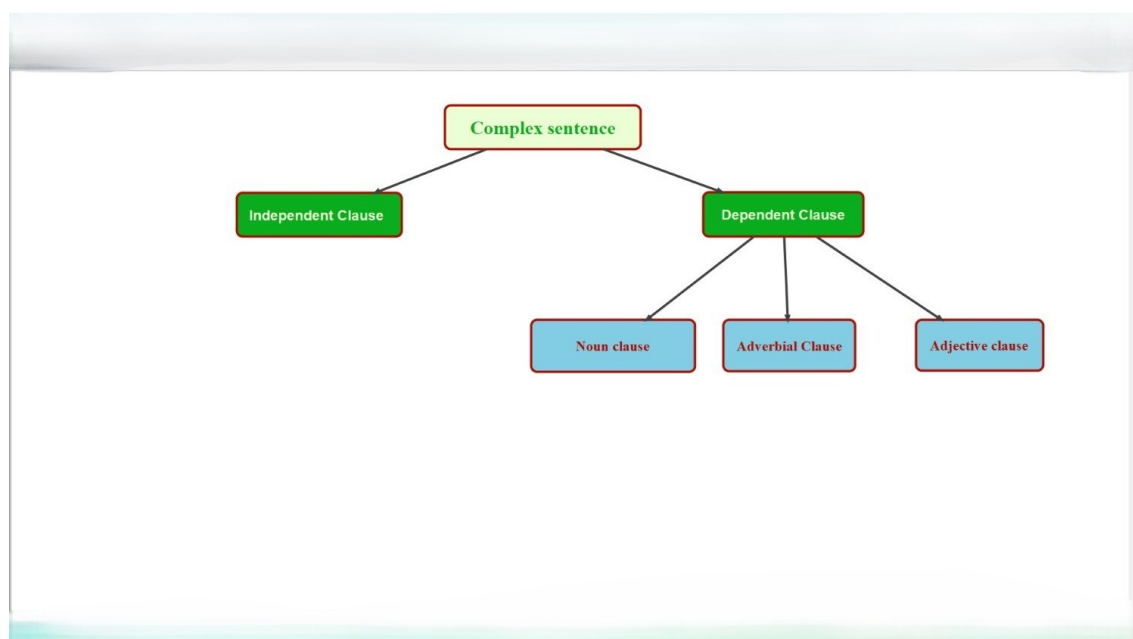


Figure. 2. Complex Sentence

Examples

1. Although many critics argue that the novel lacks depth, it offers profound insights into human nature that resonate with readers.
2. Because Shakespeare's works explore timeless themes, they continue to be studied and performed around the world.
3. Even though the poem is brief, its emotional impact lingers long after reading it.
4. Although she was tired, she decided to finish reading the book.

ii Punctuation

To punctuate complex sentences correctly, it is essential to understand the relationship between independent and dependent clauses. Here are the key rules based on the search results:

Dependent Clause First: If the sentence begins with a dependent clause, place a comma before the independent clause.

Example: Although it was late, we decided to continue our discussion.

Independent Clause First: If the independent clause comes before the dependent clause, do not use a comma.

Example: We decided to continue our discussion although it was late.

No Comma with Dependent Clause at the End: When the dependent clause follows the independent clause, a comma is typically not needed.

Example: She went to bed early because she was tired.

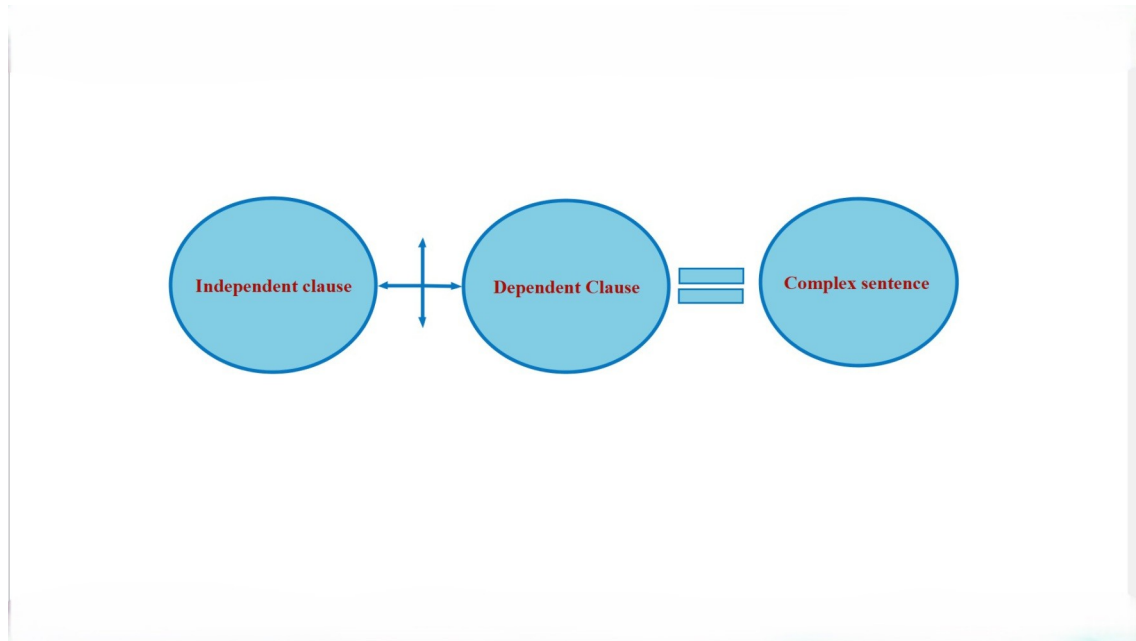
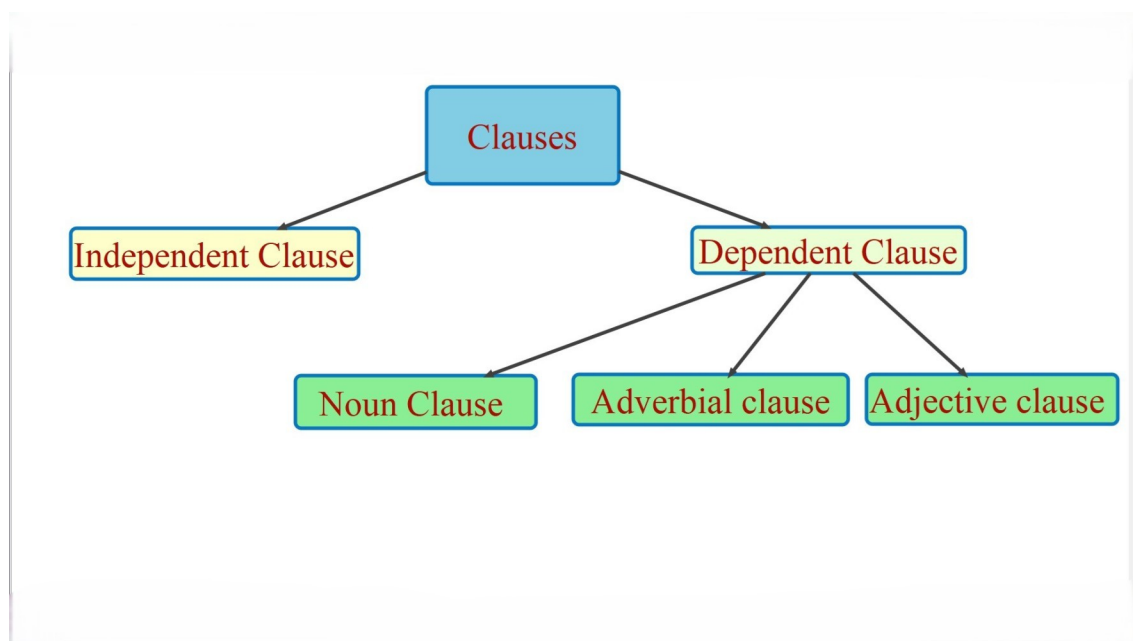


Figure.3. Complex Sentence

Introduction

Clauses are essential components of sentences in English writing, as they consist of a group of words that contain a subject and a predicate, enabling us to convey complete thoughts and express ideas effectively.



F. What is a Clause?

The term 'clause' originates from the Medieval Latin word "clausa," which signifies the end of a period, a conclusion, or a termination. In the context of grammar, a clause refers to a group of words within a sentence that includes both a subject and a predicate.

1. Independent Clause

An independent clause, commonly referred to as a "main clause," has sufficient information to function independently as a complete sentence. Essentially, it can be viewed as a grammatically complete thought. This type of clause includes a subject that indicates the topic of the sentence and a verb that conveys the action or state of the subject. The structure of an independent clause can be summarized as:

Subject + Verb + Complement.

a) Dependent Clause

Clause A dependent clause, often referred to as a subordinate clause, cannot function as a complete sentence on its own because it lacks sufficient information. To form a complete thought, it must be linked to an independent clause. Dependent clauses typically include subordinating conjunctions such as "because," "before," "after," "since," "although," "though," and "in order to." noun clause-a dependent clause that takes the place of a noun in a sentence (that is, it can serve as subject, object, complement, or appositive).

Example

Subject of a Sentence:

What you said surprised me.

i Classification of Noun Clause

Noun clause may be any of the following

N=°	Noun Clause	Example
01	That-clause	❖ My problem is that she is not ready to cooperate with us.
02	Wh-clause	❖ The problem is who will do the job.
03	Yes-no interrogative clause	❖ I cant tell you what will be his response. ❖ I don't really know whether the concert will commence as planned.

Figure.4. Classification of the Noun clause

G. Adjective (Relative clause)

relative clause (or adjective clause)-a dependent clause that takes the place of an adjective in a sentence (that is, it answers one of the following questions: which one? what kind?)

The children who are playing in the park are my cousins. [It modifies the noun 'children'.]

The man whose car was stolen is a school teacher. It modifies the noun 'man'.]

H. Adverbial clause

Adverb clause a dependent clause that takes the place of an adverb in a sentence (that is, it answers one of the following questions: when, where, why, how, for what purpose, under what condition. It may indicate time, place, reason, purpose, condition, concession, result, manner or comparison.

Type of the adverbial clause	Example
<u>Adverbial clause of condition</u> It is commonly introduced by the subordinator if (positive condition) or unless (negative condition). Words/phrases like 'provided that', 'whether', 'on the condition that', 'so long as', etc may also be used an adverbial clause of condition.	❖ I will buy an Xbox for you if you promise to be of good behaviour. (Positive condition] ❖ If you pass the examination, your mother will be a happy woman.
<u>Adverbial clause of purpose</u> It is usually introduced by subordinators (such as so that, for, for fear that, etc.) and it answers the question - 'for what purpose?'	❖ She ran home so that she could avoid being bullied ❖ They left early for fear that their mother would be looking for them
<u>Adverbial clause of place:</u> It is commonly introduced by subordinators such as where or wherever and it answers the question 'where?'	❖ Helen goes wherever she likes.
<u>Adverbial clause of time:</u> It is chiefly introduced by subordinators (such as after, before, since, until, when) and it answers the question 'when?'	❖ Sandra came when Andrew left

figure.5. types of Adverbial clause

I. Compound Complex Sentence

A compound-complex sentence★ is a type of sentence that combines elements of both compound and complex sentences. Specifically, it contains at least two independent clauses and one or more dependent clauses. This structure allows for the expression of more intricate ideas and relationships within a single sentence.

- Although the green light had been a source of hope for Gatsby, it ultimately represented an unattainable dream, and he realized that his pursuit of it had consumed him.
- While Elizabeth was determined to reject Mr. Darcy's initial proposal, she

could not deny the growing affection she felt for him, and she soon found herself questioning her own judgments.

- Although Scout was young and naive, she began to understand the complexities of human nature, and her experiences shaped her view of morality and justice.

Introduction

[Solution n°1 p 29]

Please shut the windows and doors.

☐	Imperative
☐	Declarative
☐	Interrogative
☐	Exclamatory

Introduction

[Solution n°2 p 29]

Do you like chocolate pastries?

☐	Declarative
☐	Imperative
☐	Interrogative
☐	Exclamatory

Introduction

[Solution n°3 p 29]

Such a beautiful place!

☐	Exclamatory
☐	Imperative
☐	Declarative
☐	Interrogative

Introduction

[Solution n°4 p 29]

My name is Astrid Gracy.

☐	Interrogative
☐	declarative
☐	Imperative
☐	Exclamatory

Introduction

- Wow, such a beautiful dress!
- You should respect the views of others.
- Simran is an intelligent girl.

Introduction

In a form of a paragraph, speak about the importance of AI in Learning English. Use a variety of sentences i need four sentences simple compound

Artificial Intelligence (AI) plays a crucial role in learning English, making it easier and more accessible for everyone. **AI tools like language apps help learners practice vocabulary and grammar. These tools provide instant feedback, and they adapt to the learner's pace, ensuring personalized learning. AI-powered chatbots allow learners to practice conversations in real-time. They simulate real-life interactions, and they help build confidence in speaking English.** Overall, **AI makes learning English more engaging, efficient, and tailored to individual needs.**

Introduction

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J. Introduction

A sentence fragment is an incomplete sentence that lacks one or more essential components needed to form a complete thought. While it may appear to be a sentence due to its capitalization and punctuation, a fragment fails to convey a complete idea and cannot stand alone. To qualify as a complete sentence, a statement must contain at least a subject and a predicate (verb) and express a full thought.

A sentence fragment is a group of words that may resemble a sentence but cannot stand alone as a complete thought. It lacks either a subject, a verb, or both and does not express a complete idea. Sentence fragments can be confusing for readers as they create ambiguity and disrupt the overall coherence of the text.

To better understand sentence fragments, let's consider a sample scenario:

Scenario: Emma and Michael hiking in the mountains. The path was steep and treacherous. They decided to take a break.

More examples

In this scenario, the second sentence, "The path was steep and treacherous," is a complete sentence that expresses a complete thought. However, the first sentence, "Emma and Michael went hiking in the mountains," is a sentence fragment because it lacks a verb. It does not provide a complete idea and requires additional information to make sense.

Scenario: During a conversation, Sarah tells her friend about her plans for the weekend. She says, "Excited about the concert." This is a fragment because it lacks a subject and verb. A complete sentence would be: "I am excited about the concert."

Scenario: Mark sends a quick text to his roommate. He types, "Going to the store." This fragment leaves out who is going to the store. A complete version could be: "I am going to the store."

Fragment

In the spring primary, the incumbent

Correct

In the spring primary, the incumbent ran as a tax-relief candidate.

Complete:

In the spring primary, the incumbent ran as a tax-relief candidate.

Fragment:

Is always dissatisfied. (lacks a subject)

Complete: The vain child is always dissatisfied, though his parents indulge his every whim. Fragment:

Under the impression Jacks both subject and verb)

Complete:

The employees were under the impression they would get a raise each year.

Fragment:

Soldiers wounded in battle. (still lacks a verb wounded in battle is a participial phrase describing soldiers; it is not a verb)

Complete:

Soldiers wounded in battle did not always receive medical treatment in time.

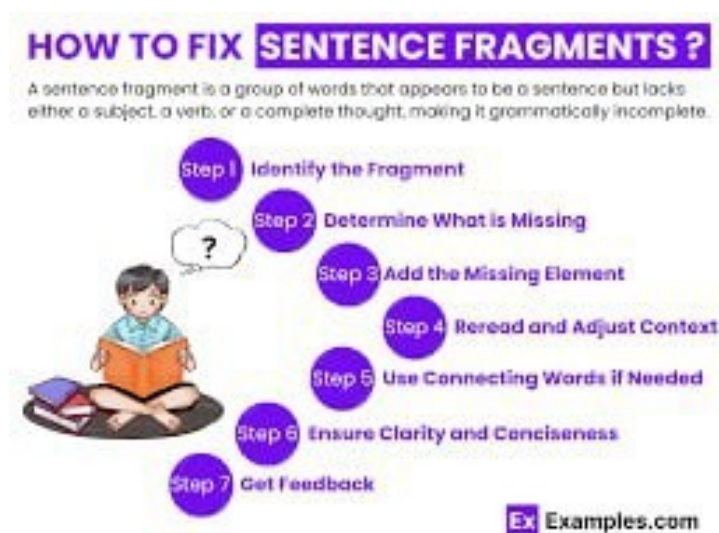


Figure.11. Sentence errors- Problems

K. Types of Fragments and How to Fix Them

The most common types of sentence fragments are: (1) **phrases**, (2) **subordinate clauses**, (3) **appositives**, and (4) **parts of compound predicates capitalized and punctuated** as if they were **complete sentences**.

You can eliminate sentence fragments in one of two ways: (1) join the fragment to a sentence nearby, or (2) develop the fragment itself into a complete sentence.

In joining fragment to a sentence, you may need a comma, a colon, a dash, or no punctuation at all. A dash and a colon indicate a more definite break in thought than a comma; a colon is expected before items in a series.

1. Dependent clauses without independent clauses

A dependent clause is a group of words that contains a subject and a verb but cannot stand alone as a sentence. When a dependent clause is used without an independent clause, it becomes a sentence fragment. For example: *"Although she studied hard for the exam."*

Subordinate conjunctions without complete sentences

Subordinate conjunctions, such as "because," "although," or "when," are used to connect ideas in a sentence. However, when a subordinate conjunction is used without a complete sentence, it creates a sentence fragment. For example: "Because she was tired."

i Incomplete sentences:

Sometimes, incomplete sentences are used as sentence fragments. These sentences lack either a subject or a verb or fail to express a complete thought. For example: *"Running in the park."*

b) Fragmented quotations:

When a quotation is used without proper attribution or integration into a sentence, it becomes a sentence fragment. For example: "He said, "Let's go Examples of sentence Fragments and Their Corrections .

To better grasp the concept of sentence fragments, let's explore some common examples and their corrections:

Example:

After finishing his dinner. Correction: After finishing his dinner, John went for a walk.

Example:

Although she studied for hours.

Correction:

Although she studied for hours, Sarah did not perform well in the exam.

Example:

During the rainstorm.

Correction:

During the rainstorm, Lily stayed indoors.

Example:

Because he was late. Correction: Because he was late, James missed the bus. By including the missing subject or verb or by integrating the fragment into a complete sentence, we can correct the sentence fragments and make them grammatically correct.

L. Strategies to Avoid Fragments

Strategies to Avoid Sentence Fragments: to avoid sentence fragments in your writing, consider the following strategies: Read your writing aloud: Reading your writing aloud can help identify sentence fragments more easily. If a sentence sounds incomplete or lacks a subject or verb, it is likely

M. Types of Fragments

A sentence fragment is an incomplete sentence that lacks either a subject, a verb, or a complete thought. It usually seems to be ambiguous. There are several types of fragments, each with its own characteristics. Phrase fragments occur when a group of words lacks a subject or a verb, such as "Running down the street." Dependent clause fragments happen when a clause cannot stand alone because it begins with a subordinating conjunction, like "Because I was tired." Missing-subject fragments lack a clear subject, for example, "Went to the store." Missing-verb fragments are incomplete because they don't include a main verb, such as "The book on the table." Lastly, incomplete-thought fragments fail to express a complete idea, like "Even though she tried." Identifying and correcting these fragments is essential for clear and effective communication.

Types of Fragments

Lacking a verb	
Fragment: The smiling little girl Correct: The smiling little girl ran into the room.	
Lacking a Subject	
This often occurs when the second verb of a compound verb is cut off from the rest of the sentence. These usually begin with the words for, and, nor, but, or, yet, or so.	Fragment: And go shopping. Correct: Julia likes to travel and go shopping.
Dependent Clause Punctuated as a Sentence	
A subject and a verb in a dependent clause may be incorrectly labeled as a sentence. This will leave a reader hanging in mid-air, asking who, when, or why.	
How to correct: Get rid of the subordinate conjunction. This will leave you a simple sentence. Fragment: After they went to the party. Correct: After they went to the party, they stopped for tacos.	How to correct: Connect the dependent clause to an independent clause and create a complex sentence. Fragment: Even though he didn't study. Correct: He did well on the test even though he didn't study.
Note: A dependent clause usually begins with a subordinate conjunction or a relative pronoun	
Subordinate Conjunctions after since when although so that where as (if) than whereas because though wherever before unless whether if until while	Relative Pronouns that which where whose what who why whom whomever whatever whoever whichever

Figure. 6. types of fragments

1. Fragmented Phrases and Clauses

A dependent clause, one that begins with a subordinating word (such as after, although, because, if, since, that, unless, until, when, where, which, or whom) cannot stand alone. Frequently the best solution is to pull the dependent clause into a nearby sentence. **Fragment:** Police raided a San Jose home this morning. Where they discovered an illegal drug lab. **Revised:** Police raided a San Jose home this morning. where they discovered an illegal drug lab. Sometimes you can either

attach the dependent clause to a main clause or rewrite it as a complete sentence that can stand alone. Fragment: Marie refuses to wear her seat belt. Because she says it wrinkles her dress. Revised: Marie refuses to

to wear her seat belt because she says it wrinkles her dress. Revised:

Marie refuses to wear her seat belt because she says it wrinkles her dress. Revised: Marie refuses to wear her seat belt. She says it wrinkles her dress.

2. Parts of a Compound Predicate

A compound predicate is made up of two or more predicates that have the same subject.

e.g. She lives in Tokyo and speaks Japanese and English.

S compound predicate

incorrect I wanted to buy both J.K. Rolling books . But had enough money to get only one.

correct -----**but**-----

→ The fragment has been made part of a compound predicate. No comma is used

incorrect I wanted to buy both J.K. Rolling books . But had enough money to get only one.

correct -----, **but** I-----

→ The sentence has been rewritten as a compound sentence by converting the fragment

into an independent clause with the addition of a subject. Here the comma is obligatory.

incorrect Sophia went to the store. And looked for a book.

correct -----**and**-----

or

-----, **and** she -----

* *

*

In conclusion, understanding the types of sentences—declarative, interrogative, imperative, and exclamatory—is fundamental to effective communication, as each serves a unique purpose in conveying information, asking questions, giving commands, or expressing emotions. Equally important is recognizing and addressing sentence problems, such as fragments, run-ons, and comma splices, which can disrupt clarity and coherence in writing. By mastering sentence structures and learning to identify and correct common errors, we can enhance our ability to express ideas clearly and effectively. These skills are essential not only for academic success but also for professional and personal communication, ensuring that our messages are both impactful and easy to understand.

Introduction

Part 1: Identify Fragments

The sun set behind the mountains, casting a warm glow over the valley.

2. **_CS_** Because I was late to the meeting.
3. **_F_** Running through the park in the morning.
4. **_F_** She enjoys reading novels on weekends.
5. **_CS_** When the sun sets over the horizon.
6. **_CS_** The students studied for their exams.
7. **_F_** Although it was raining heavily.
8. **CS** My brother loves to play soccer with his friends.

Introduction

When I woke up this morning. I realized I was late for school, I rushed to get ready, I forgot to eat breakfast. Running out the door with my backpack. Because I didn't want to miss the bus. The bus was already leaving, I had to run after it, the driver didn't see me. Although I was out of breath. I finally caught up to the bus, the driver let me on. Sitting in my seat, feeling relieved. My friend asked me why I was so late, I told her about my morning, she laughed. After I got to school, everything was fine.

Corrected paragraph

When I woke up this morning, I realized I was late for school. I rushed to get ready and forgot to eat breakfast. I ran out the door with my backpack because I didn't want to miss the bus. The bus was already leaving, so I had to run after it, but the driver didn't see me. Although I was out of breath, I finally caught up to the bus, and the driver let me on. I sat in my seat, feeling relieved. My friend asked me why I was so late, and I told her about my morning. She laughed. After I got to school, everything was fine.

Because she was tired after work.

□ **2** **3** **4** **5** **6** **7** **8** **9** **10** **11** **12** **13** **14** **15** **16** **17** **18** **19** **20** **21** **22** **23** **24** **25** **26** **27** **28** **29** **30** **31** **32** **33** **34** **35** **36** **37** **38** **39** **40** **41** **42** **43** **44** **45** **46** **47** **48** **49** **50** **51** **52** **53** **54** **55** **56** **57** **58** **59** **60** **61** **62** **63** **64** **65** **66** **67** **68** **69** **70** **71** **72** **73** **74** **75** **76** **77** **78** **79** **80** **81** **82** **83** **84** **85** **86** **87** **88** **89** **90** **91** **92** **93** **94** **95** **96** **97** **98** **99** **100** **101** **102** **103** **104** **105** **106** **107** **108** **109** **110** **111** **112** **113** **114** **115** **116** **117** **118** **119** **120** **121** **122** **123** **124** **125** **126** **127** **128** **129** **130** **131** **132** **133** **134** **135** **136** **137** **138** **139** **140** **141** **142** **143** **144** **145** **146** **147** **148** **149** **150** **151** **152** **153** **154** **155** **156** **157** **158** **159** **160** **161** **162** **163** **164** **165** **166** **167** **168** **169** **170** **171** **172** **173** **174** **175** **176** **177** **178** **179** **180** **181** **182** **183** **184** **185** **186** **187** **188** **189** **190** **191** **192** **193** **194** **195** **196** **197** **198** **199** **200** **201** **202** **203** **204** **205** **206** **207** **208** **209** **210** **211** **212** **213** **214** **215** **216** **217** **218** **219** **220** **221** **222** **223** **224** **225** **226** **227** **228** **229** **230** **231** **232** **233** **234** **235** **236** **237** **238** **239** **240** **241** **242** **243** **244** **245** **246** **247** **248** **249** **250** **251** **252** **253** **254** **255** **256** **257** **258** **259** **260** **261** **262** **263** **264** **265** **266** **267** **268** **269** **270** **271** **272** **273** **274** **275** **276** **277** **278** **279** **280** **281** **282** **283** **284** **285** **286** **287** **288** **289** **290** **291** **292** **293** **294** **295** **296** **297** **298** **299** **300** **301** **302** **303** **304** **305** **306** **307** **308** **309** **310** **311** **312** **313** **314** **315** **316** **317** **318** **319** **320** **321** **322** **323** **324** **325** **326** **327** **328** **329** **330** **331** **332** **333** **334** **335** **336** **337** **338** **339** **340** **341** **342** **343** **344** **345** **346** **347** **348** **349** **350** **351** **352** **353** **354** **355** **356** **357** **358** **359** **360** **361** **362** **363** **364** **365** **366** **367** **368** **369** **370** **371** **372** **373** **374** **375** **376** **377** **378** **379** **380** **381** **382** **383** **384** **385** **386** **387** **388** **389** **390** **391** **392** **393** **394** **395** **396** **397** **398** **399** **400** **401** **402** **403** **404** **405** **406** **407** **408** **409** **410** **411** **412** **413** **414** **415** **416** **417** **418** **419** **420** **421** **422** **423** **424** **425** **426** **427** **428** **429** **430** **431** **432** **433** **434** **435** **436** **437** **438** **439** **440** **441** **442** **443** **444** **445** **446** **447** **448** **449** **450** **451** **452** **453** **454** **455** **456** **457** **458** **459** **460** **461** **462** **463** **464** **46**

- [illegible]

The sun is shining, the birds are singing

Wow, that was an amazing performance!

Introduction

- | | |
|-----------------------|-------------------------------|
| ☐ | Declarative, Fragment |
| ☐ | Interrogative, Run-on |
| ☐ | Imperative, Comma splice |
| ☐ | Exclamatory, Correct sentence |

Quiz

Running through the park on a sunny day.

- | | |
|-----------------------|-------------------------------|
| ☐ | Declarative, Fragment |
| ☐ | Interrogative, Run-on |
| ☐ | Imperative, Comma splice |
| ☐ | Exclamatory, Correct sentence |

Below are sentences with gaps. Fill in the gaps to complete the fragment and make it a proper sentence.

Because she was tired after work, _____.

Completed Sentence: Because she was tired after work, she went to bed early.

Quiz

Wow, _____!

Completed Sentence: Wow, that was an amazing performance!

Type: Exclamatory

Quiz

Although it was raining heavily, _____.

Completed Sentence: Although it was raining heavily, we went for a walk.

Quiz

When the movie ended, _____.

Completed Sentence: When the movie ended, everyone clapped.

Introduction



Exercise 1

Exercises solution

> Solution n°1 (*exercise p. 18*)

☒	Imperative
☐	Declarative
☐	Interrogative
☐	Exclamatory

> Solution n°2 (*exercise p. 18*)

☐	Declarative
☒	Imperative
☐	Interrogative
☐	Exclamatory

> Solution n°3 (*exercise p. 19*)

☒	Exclamatory
☐	Imperative
☐	Declarative
☐	Interrogative

> Solution n°4 (*exercise p. 19*)

☐	Interrogative
☐	declarative
☒	Imperative
☐	Exclamatory

> Solution n°5 (exercise p. 27)

☐	Run on
☐	comma splice
☒	fragment
☐	correct sentence

> Solution n°6 (exercise p. 27)

Read each sentence and choose the correct option (A, B, C, or D) to identify the type of sentence or the type of error.

☒	Declarative, Run-on
☐	Interrogative, Fragment
☐	Imperative, Comma splice
☐	Exclamatory, Correct sentence

Quiz

☐	Declarative, Fragment
☐	Interrogative, Run-on
☐	Imperative, Comma splice
☒	Exclamatory, Correct sentence

Quiz

☒	Declarative, Fragment
☐	Interrogative, Run-on
☐	Imperative, Comma splice
☐	Exclamatory, Correct sentence

Below are sentences with gaps. Fill in the gaps to complete the fragment and make it a proper sentence.

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Completed Sentence: Wow, that was an amazing performance!

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Quiz

Although it was raining heavily, _____.

Completed Sentence: Although it was raining heavily, we went for a walk.

Quiz

When the movie ended, _____.

Completed Sentence: When the movie ended, everyone clapped.

Glossary

Ambiguity

A sentence that can be interpreted in more than one way due to unclear wording.

Redundancy

The use of unnecessary words that repeat the same idea.

Wordiness

Using more words than necessary to convey an idea, making the sentence unnecessarily long or complex.

Abbreviations meaning

- | | |
|-----------|---------------------------|
| - CD. SCE | Compound Sentence |
| - CDX | Compound complex Sentence |
| - CX | Complex Sentence |
| - S. SCE | Simple Sentence |

Bibliography

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