

Sentence Fragments

Sentence fragments are incomplete sentences. They are often pieces of sentences that have been separated from the main clause by a full stop. The fragments do not make sense on their own.

There are two main types of sentence fragments:

1. The fragment has no **subject** or *verb*

- Running down the street.

Who is running down the street? We need to add a **subject** and an *auxiliary* (helping) *verb*, to make the fragment into a complete sentence.

Correction: The **child** *was* running down the street.

2. The fragment adds extra information to the main sentence and often begins with **which**; it has a subject and a verb but does not make sense on its own. Sometimes, just the **punctuation** needs to be changed and a **capital** letter put into **lower** case.

- The student had misunderstood the question and needed to rewrite her assignment. **Which** is why she was not at the party on Saturday night.

Correction: The student misunderstood the question and needed to rewrite her assignment, **which** is why she was not at the party on Saturday night.

3. When the concert had finished and the applause had died away. **Everyone** hurried out of the theatre and climbed into the waiting buses.

Correction: When the concert had finished and the applause had died away, **everyone** hurried out of the theatre and climbed into the waiting buses.

Don't separate the relative clause, the dependent clause, from the main clause. See complex sentences, relative clause p. 6.

Make your writing more interesting for the reader by using a variety of sentence structures.

A **compound sentence** is one in which two or more simple sentences (independent clauses) are joined together, using a "joining word" (i.e. a conjunction).

For example:

- My daughter *is coming* home today, **and** the two boys *will arrive* tomorrow.
- Drivers *think* cyclists *are* a menace on the roads, **but** cyclists *think* drivers *don't give* them enough room.

If the conjunction (joining word) is taken away, the sentences on either side still make sense.

For example:

- My daughter *is coming* home today. The two boys *will arrive* tomorrow.
- Drivers *think* cyclists *are* a menace on the roads. Cyclists *think* drivers *don't give* them enough room.

See conjunctions p. 23.

A **complex sentence** is one which has both:

- **has an independent clause** (i.e. a simple sentence) and **one or more subordinate/dependent clauses**. Dependent clauses give extra information.
- Both the independent and the dependent clauses have subjects and *verbs* but one is a complete thought and the other one isn't.
- The **independent clause** is a **complete thought**; the dependent clause is dependent on the rest of the sentence for meaning.

For example:

- The old man, *who was looking very ill*, limped slowly along the footpath.
- *Although they are bad for me*, I love eating chips.
- I love eating chips, *although they are bad for me*.

Relative Clauses are dependent clauses. They are sometimes called subordinate clauses.

Relative clauses:

- Start with the relative pronouns [that, which, whose, where, when];
- Are most often used to give extra information about, define or identify, the noun that precedes them.

Use:	Who/whom/whose:	for people
	Which:	things
	That:	people, things
	When:	time
	Where:	place

Put the extra information after the relative pronoun.

References

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