

WORKSHEET 1

**Identifying Sentences and Sentence Fragments
(Rule 8 a)**

Exercise A Decide whether each of the following word groups is a sentence or a sentence fragment. *Remember:* A sentence contains a subject and a verb and expresses a complete thought. If the word group is a sentence, write *S* on the line provided. If it is a sentence fragment, write *F*.

EXAMPLES F 1. Because canoeing can be dangerous.

 S 2. A canoeist should learn proper technique and safety rules.

- _____ 1. Taking a canoe trip in Canada.
- _____ 2. Sufficient food for a week's journey.
- _____ 3. Others had camped there before us.
- _____ 4. Ashes indicated the place.
- _____ 5. Where their fire had been.
- _____ 6. How clearly was the trail marked?
- _____ 7. An Ojibwa village at the end of the trail.
- _____ 8. The group spent the morning together.
- _____ 9. Talking over plans for the afternoon.
- _____ 10. As we rounded a bend in the river.
- _____ 11. Could you hear the noise of the waterfall?
- _____ 12. Before you could see it.
- _____ 13. We could not paddle against the wind unless the guide helped us.
- _____ 14. The wind blowing spray over us.
- _____ 15. Drenched to the skin.
- _____ 16. The rapids in the river were occasional hazards.
- _____ 17. The excitement of shooting the rapids.
- _____ 18. We steered and balanced carefully.
- _____ 19. Around boulders in the stream.
- _____ 20. Deciding whether to go through the rapids or portage the canoe around them.
- _____ 21. On our knees in the canoe, we became painfully cramped.
- _____ 22. There was no chance, however, to stretch our legs.
- _____ 23. From the beginning of the rapids to the end.

Continued 

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- _____ **24.** Grazing the side of the canoe on rounded boulders.
- _____ **25.** After we had taken a swim in the calm water beyond the rapids.

Exercise B Decide whether each of the following groups of words is a sentence or a sentence fragment. If the word group is a sentence, underline the subject once and the verb twice, and write *S* for sentence on the line provided. If the subject *you* is understood, write *you* in parentheses at the end of the item. If the word group is a sentence fragment, write *F* for fragment.

EXAMPLES *S* **1.** The director is looking for talented, hard-working performers.

 F **2.** Kneeling near the edge of the stage.

 S **3.** Raise the curtain. (*you*)

- _____ **1.** The audience moved by his dramatic performance.
- _____ **2.** Mrs. Linares, the director of this classic tragedy.
- _____ **3.** Near the end of the first act.
- _____ **4.** Was playing the part of Lady Macbeth.
- _____ **5.** Walking aimlessly about and rubbing her hands.
- _____ **6.** At the final curtain came a loud burst of applause.
- _____ **7.** The actors staying in character during five curtain calls.
- _____ **8.** The most successful performance of the season.
- _____ **9.** What is the director planning next?
- _____ **10.** In the spring she will direct the well-known musical *West Side Story*.
- _____ **11.** That story based on *Romeo and Juliet*?
- _____ **12.** Are you interested in musicals?
- _____ **13.** Hoping for the role of Bernardo?
- _____ **14.** Practice the part now, and memorize the lines in time for the audition.
- _____ **15.** Who will play Maria?
- _____ **16.** A production of the play on public television.
- _____ **17.** The necessity of a good cast.
- _____ **18.** Although many of the songs from *West Side Story* have become famous.
- _____ **19.** The performers must act, sing, and dance well.
- _____ **20.** A very difficult and trying task for inexperienced actors.

Worksheet 1

Identifying Sentences and Sentence
Fragments

Exercise A

- | | |
|-------|-------|
| 1. F | 14. F |
| 2. F | 15. F |
| 3. S | 16. S |
| 4. S | 17. F |
| 5. F | 18. S |
| 6. S | 19. F |
| 7. F | 20. F |
| 8. S | 21. S |
| 9. F | 22. S |
| 10. F | 23. F |
| 11. S | 24. F |
| 12. F | 25. F |
| 13. S | |

Exercise B

1. F
2. F
3. F
4. F
5. F
6. S—burst—came
7. F
8. F
9. S—director—is planning
10. S—she—will direct
11. F
12. S—you—Are interested
13. F
14. S—(you)—Practice; (you)—memorize
15. S—Who—will play
16. F
17. F
18. F
19. S—performers—must act, sing, dance
20. F

Worksheet 2

Identifying and Using Subjects and
Predicates

Exercise A

1. I frequently daydream about the future.
2. The achievements of scientists will change our lives.
3. Education will undoubtedly benefit from scientific progress.
4. Teaching machines may someday replace classroom lectures.
5. Software programs have already taught important facts to students.
6. Hypnotism could revolutionize teaching procedures.
7. Some other speculations are even more interesting.
8. Scientists may one day be able to freeze a person alive.
9. This person might be revived after decades of the deep-freeze treatment.
10. Today's science fiction often becomes tomorrow's reality.

Exercise B *(Answers will vary.)*

1. Our political science club decided to have an international luncheon in honor of United Nations Day.
2. The government teachers decorated their classroom with flags from other countries.
3. Many friends and relatives attended the luncheon.
4. One of our club members brought some crisp banana chips.
5. Souvlaki and other food from Greece were contributed by a Greek restaurant.

Worksheet 3

Identifying the Simple Subject and
the Simple Predicate

Exercise A *(The first item in a pair is the simple subject. The second item is the simple predicate, or verb.)*

1. pipe—was
2. town—did adopt
3. space—was
4. night—brought
5. town—was awakened