

EDITING FOR BETTER WRITING



Kathryn Long
Clackamas Community College

Editing for Better Writing

This text is disseminated via the Open Education Resource (OER) LibreTexts Project (<https://LibreTexts.org>) and like the thousands of other texts available within this powerful platform, it is freely available for reading, printing, and "consuming."

The LibreTexts mission is to bring together students, faculty, and scholars in a collaborative effort to provide an accessible, and comprehensive platform that empowers our community to develop, curate, adapt, and adopt openly licensed resources and technologies; through these efforts we can reduce the financial burden born from traditional educational resource costs, ensuring education is more accessible for students and communities worldwide.

Most, but not all, pages in the library have licenses that may allow individuals to make changes, save, and print this book. Carefully consult the applicable license(s) before pursuing such effects. Instructors can adopt existing LibreTexts texts or Remix them to quickly build course-specific resources to meet the needs of their students. Unlike traditional textbooks, LibreTexts' web based origins allow powerful integration of advanced features and new technologies to support learning.



LibreTexts is the adaptable, user-friendly non-profit open education resource platform that educators trust for creating, customizing, and sharing accessible, interactive textbooks, adaptive homework, and ancillary materials. We collaborate with individuals and organizations to champion open education initiatives, support institutional publishing programs, drive curriculum development projects, and more.

The LibreTexts libraries are Powered by [NICE CXone Expert](#) and was supported by the Department of Education Open Textbook Pilot Project, the California Education Learning Lab, the UC Davis Office of the Provost, the UC Davis Library, the California State University Affordable Learning Solutions Program, and Merlot. This material is based upon work supported by the National Science Foundation under Grant No. 1246120, 1525057, and 1413739.

Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation nor the US Department of Education.

Have questions or comments? For information about adoptions or adaptations contact info@LibreTexts.org or visit our main website at <https://LibreTexts.org>.

This text was compiled on 01/22/2026

TABLE OF CONTENTS

About this OER

Licensing

Licensing

1: Extensive Reading

- 1.1: Extensive Reading Preview
- 1.2: Introduction to Extensive Reading
- 1.3: Extensive Reading Material
- 1.4: Check Your Understanding

2: Paragraphs and the Writing Process

- 2.1: Paragraphs and the Writing Process Preview
- 2.2: What is a Paragraph?
- 2.3: The Writing Process
- 2.4: Check Your Understanding

3: Simple Sentences

- 3.1: Simple Sentences Preview
- 3.2: What is a Simple Sentence?
- 3.3: Simple Sentence Punctuation
- 3.4: Check Your Understanding

4: Subject-Verb Agreement

- 4.1: Subject-Verb Agreement Preview
- 4.2: Identifying Subjects and Verbs in Sentences
- 4.3: Subject-Verb Agreement
- 4.4: Check Your Understanding

5: Identifying and Correcting Sentence Fragments

- 5.1: Identifying and Correcting Sentence Fragments Preview
- 5.2: Phrases and Clauses
- 5.3: Check Your Understanding

6: Compound Sentences

- 6.1: Compound Sentences Preview
- 6.2: Sentence Types- Simple and Compound
- 6.3: Check Your Understanding

7: Correcting Run-Together Sentences with Coordinating Conjunctions

- 7.1: Correcting Run-Together Sentences Preview
- 7.2: Identifying Run-Together Sentences

- [7.3: Check Your Understanding](#)

8: Complex Sentences

- [8.1: Complex Sentences Preview](#)
- [8.2: Independent Clauses and Dependent Clauses](#)
- [8.3: Subordinators](#)
- [8.4: Check Your Understanding](#)

9: Identifying and Correcting More Sentence Fragments

- [9.1: Identifying and Correcting More Sentence Fragments Preview](#)
- [9.2: Identifying Fragments with Subordinating Conjunctions](#)
- [9.3: Check Your Understanding](#)

10: More Ways to Correct Run-Together Sentences

- [10.1: More Ways to Correct Run-Together Sentences Preview](#)
- [10.2: Suggestions for Fixing Run-Together Sentences](#)
- [10.3: Check Your Understanding](#)

11: Sentence Variety and Sophistication

- [11.1: Sentence Variety and Sophistication Preview](#)
- [11.2: Simple, Compound, and Complex Sentences](#)
- [11.3: Check Your Understanding](#)

[Index](#)

[Glossary](#)

[Detailed Licensing](#)

[Detailed Licensing](#)

About this OER

This OER supports the Editing for Better Writing course offered in the English for Speakers of Other Languages (ESOL) Department at Clackamas Community College (CCC). In this course, English language learners improve their writing through editing. They also engage in extended reading to provide a context for writing. The course aligns with the Oregon Adult English Language Proficiency Standards (OAELPS). Individuals adopting or adapting this OER may request the course student learning outcomes, major topic outline, or the OAELPS anchors and levels used in its creation.

Reading Focus

Students will explore the following:

- What is extensive reading?
- Why is extensive reading important for language learners?
- Where can I find reading material that is interesting and at my level?
- How can I do extensive reading to improve my reading fluency and comprehension?

Writing Focus

Students will explore the following:

- What are the different kinds of sentences in English?
- How can I write complete sentences that make sense?
- What is a paragraph?
- How can I use a writing process to improve my writing?

Licensing

A detailed breakdown of this resource's licensing can be found in [Back Matter/Detailed Licensing](#).

Licensing

A detailed breakdown of this resource's licensing can be found in [Back Matter/Detailed Licensing](#).

CHAPTER OVERVIEW

1: Extensive Reading

[1.1: Extensive Reading Preview](#)

[1.2: Introduction to Extensive Reading](#)

[1.3: Extensive Reading Material](#)

[1.4: Check Your Understanding](#)

This page titled [1: Extensive Reading](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

1.1: Extensive Reading Preview

Spend a few minutes previewing the chapter to see what you will learn. This chapter will explore the following:

- What is extensive reading?
- Why is extensive reading important for language learners?
- Where can I find reading material that is interesting and at my level?
- How can I do extensive reading to improve my reading fluency and comprehension?

As you go through the chapter, you will complete activities to help you locate and select reading material that you will read and enjoy. At the end of the chapter, there is an example reading log, which is one of the weekly assignments for this course. But first, let's talk to each other and learn about our experience with reading.

? Exercise 1.1: Partner Interview about Reading

Read through the following interview and think about your answers to the questions. Don't write anything down yet! Then interview a partner about their experience with reading. If possible, your partner should not speak the same native language as you or come from the same country. It's even better if you haven't met the person or don't know them very well. Write down their answers to the questions in the space provided. Then let your partner interview you, and they will write down your answers.

The interviewer asks the questions, and the interviewee answers the questions. Write your name on the line for the interviewer, and write the name of your partner on the line for the interviewee.

Interviewer (asks the questions): _____

Interviewee (answers the questions): _____

1. Think of a time when you were young and someone read a book to you, or when you first learned to read. What feelings do you connect to that experience? Example feelings: happy, relaxed, bored, excited, curious, impatient, safe

2. How interested are you in reading in your first language?

___ I love reading!

___ I'm interested.

___ I'm not very interested.

___ I don't like reading.

3. How often do you read print or online material for enjoyment in any language? (This includes newspapers, magazines, and other publications, but not texts or email.)

___ Daily

___ Often

___ Occasionally

___ Never

4. Tell me the kinds of materials you like to read in any language:

Books about _____
Magazines about _____
Online articles about _____
Newspapers

5. When you read in English, do you usually read....

__slowly?

__at a moderate speed?

__quickly?

6. Which of the following do you think help you become a better reader?

__Reading a lot.

__Reading slowly and carefully.

__Reading materials that are hard, with many new words.

__Reading materials that are easy.

After you finish interviewing your partner, you will join another pair. Introduce your partner and take time to greet each other. Share one or two interesting things you learned about your partner. Don't read all of the answers that your partner gave during the interview. Make sure that everyone has time to speak about their partner.

Why don't many ESOL learners enjoy reading in English?

Many people don't like reading very much, and they especially don't like reading in a language that is not their primary language. Why is this? People say that...

- too much unfamiliar vocabulary makes reading slow and difficult;
- many reading materials are boring; and
- reading seems like a waste of time.

If you ever think like this, extensive reading, the type of reading you will do in this course, might change your mind. You will...

- read materials that don't have too much new vocabulary;
- choose reading materials that are interesting to you; and
- recognize that reading in English helps you learn vocabulary and grammar, which improves your speaking, listening, writing, and reading skills.

This page titled [1.1: Extensive Reading Preview](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

1.2: Introduction to Extensive Reading

The best way for English language learners to improve their reading skill and build their vocabulary is through practice! It is important to read large quantities of material, so you will read outside of class as a weekly reading assignment. Each week, you should bring one item that you have been reading and be prepared for a small group discussion. You will spend time talking about what you have read, what you enjoy about reading, and where you see improvements in your reading fluency and comprehension. This will be an opportunity to share your successes and discuss any challenges.

What extensive reading is

The purpose of extensive reading is to read large quantities of material fairly quickly, so you will read a lot of easy material. Because you choose material that you find interesting, extensive reading is sometimes called reading for pleasure. If you start reading something and it isn't interesting, you are free to stop reading it and find something else. You read material independently at your own pace. You can schedule a shorter time each day to read, or you can set aside a longer period of time and read two or three times per week. You can read during breaks between class sessions, and sometimes you can take a course that provides class time to do extensive reading. If you would like to register for this kind of reading course, check with your instructor to see if one is available.

Why extensive reading is important

Because extensive reading gives students a lot of “comprehensible input,” you are able to understand almost all of the content. Since you aren't stopping to look up new words, you are able to read faster and build reading fluency. This kind of reading provides an opportunity for you to increase your vocabulary, improve your grammar proficiency, and build your general language competence.

Comparison of reading types

Many students do intensive reading in their reading/writing courses, but this course requires extensive reading. Let's look at the differences between the two. Remember: Intensive reading is the most common type of reading in ESOL classes and textbooks, but extensive reading is the type of reading we will do in this course.

A table showing the difference between intensive reading and extensive reading depending on the example.

Example	Intensive Reading	Extensive Reading
Class goal: Students read...	accurately.	fluently.
Reading purpose: Students read...	- to answer questions. - to study.	- to get information. - for pleasure and enjoyment.
Focus: Students focus on...	- words. - pronunciation.	meaning.
Materials:	- The instructor chooses what students read. - The material is often difficult.	- Students choose what they read. - The material is easy.
Amount: There is...	not much material to read.	a lot of material to read.
Speed: Students read...	at a slower pace.	at a faster pace.
Method: Students...	- must finish what they read. - often use a dictionary to look up many words.	- can stop reading a book if they don't like it. - don't use a dictionary often.
Assessment: Students...	take exams.	- complete reports or reading logs. - reflect on reading and share with others.

What students say about extensive reading

✓ Student Example

I've learned that extensive reading helps me learn new vocabulary such as idioms and phrasal verbs. I feel that I'm still a slow reader, but I understand what I am reading except for a few words. To be a better reader, I definitely need to continue extensive reading to have more fluency. Although I am not fluent yet, I have noticed I've improved my reading comprehension. I don't feel stuck when I don't understand one word because I can use the context to understand the whole sentence or paragraph.

✓ Student Example

Extensive reading changed the way I feel about reading English by making it a more enjoyable and accessible experience. I can choose books at my level. It helps improve my confidence to read a large amount of text, too.

✓ Student Example

My opinion about leveled readers is they are good for us. Extensive reading changed the way I feel about reading in English. After this class ends, I will continue to take reading classes at CCC.

✓ Student Example

I was afraid of reading English books because it was really hard to finish them, and I didn't want to feel like I failed. Likewise, making a habit of reading English books and having an interest in English books were one of my challenges before. But now, I'm not nervous or bored when I read English books anymore. My instructor taught us to use "leveled readers" and gave us confidence. She always says that we don't need to struggle with finishing hard books and understanding all of them. Thanks to her, I like reading English books, and I have a reading habit, too. Plus, I like sharing my thoughts with everybody, especially about books. Every week, she gave us time to talk about what we have been reading and what we think about the material. I really enjoyed this time, and it was very helpful.

for me. I tried to understand what others thought and told others how I felt about books. It's still hard for me, but I have more confidence, and I enjoy preparing what I want to tell others about the books.

✓ Student Example

I enjoy using leveled readers. Before I knew about them, I wasn't confident about reading English books because it was hard for me to finish books. Honestly, I didn't want to read some books which looked like kid's books, so I tried to check out a regular book and failed spectacularly. Then I did as she told us. As time goes by, I'm getting confident to read English books, and I let myself try a higher level of books when I feel I'm improving. Now, I can't wait to find interesting books at the library, and I want to freely read my favorite books in English.

This page titled [1.2: Introduction to Extensive Reading](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

1.3: Extensive Reading Material

Where to find extensive reading material

An excellent source of extensive reading material is the collection of leveled readers in the Clackamas Community College (CCC) Library on the Oregon City Campus. At the Harmony Community Campus, instructors bring leveled readers from CCC Library for you to check out and read over the term. In addition, public libraries have a good selection of books for children and young adults that might be of interest. Ask a librarian to help find appropriate and interesting material. Reading aloud to children (or pets) will help meet this requirement, and it will model the value of reading at the same time. CCC Library also has a section of picture books that are good for reading to children. Finally, there are good sources of reading material on the Internet. There will be dedicated time to explore some of those this term in our course guide.

How to choose appropriate reading material

You should **not** read ESOL textbooks or textbooks for another course. Instead, you should read a variety of materials – books, newspapers, magazines, and/or Internet articles that are written at a level appropriate for your current skill. **This means that you should not be reading material with a lot of new vocabulary.** When you do extensive reading, you should be able to read without using a dictionary to understand the main ideas. You should try to skip over words you don't know and wait to look up new words after you finish a passage. You should be able to understand the content without using a dictionary while reading. The five-finger rule is a quick check that you can use to choose appropriate reading material for this course.

How to use the five-finger rule

Choose a book and open it to any page. Read it. On one hand, count the number of new words on that page. If there are 0 or 1 new words, this book is probably too easy for you. If there are 2 or 3 new words, this book is the perfect level for you. If there are 4 new words, the level of the book is challenging for you, so try it only if the content seems very interesting. If there are five or more new words, this book is too difficult for you. Reading the book won't be enjoyable, so look for an easier one.

- 0 or 1 new word: this book is too easy.
- 2 or 3 new words: this book is just right.
- 4 new words: this book will be challenging.
- 5 or more new words: this book is too difficult.

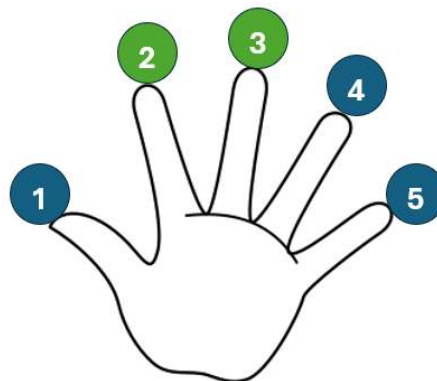


Figure 1.1: This image is adapted from "[The Five Finger Rule](#)" by [Nadia Prokopchuk](#) which is licensed under [CC BY-SA 4.0](#)

? Exercise 1.2: Extensive Reading Materials

With a partner or two, discuss the following materials in English. Which ones seem effective for extensive reading practice? Which ones do not? Why? (Note: Individual preferences may impact individual responses, so you don't have to agree on each of these.)

Exercise 1.2 table for entering answers

Reading Material	Effective	Not Effective
Leveled readers from CCC Library		
Internet websites		
Graphic novels		
Books from the public library		
Books, magazines, or newspapers in languages other than English		
Advertisements		
ESOL newspapers		
<i>Reader's Digest</i> (a true story magazine)		
Children's textbooks		
History books		
ESOL textbooks		
<i>Green Eggs and Ham</i> by Dr. Seuss (a children's book)		
Grocery store advertisements		
Maps		
<i>The Holy Bible</i>		
Books with comic strips		
Picture books for children		
Children's magazines		
ESOL dictionaries		

? Exercise 1.3: The Five Finger Rule

Choose a book and apply the 5-finger rule to see if it's written at an appropriate level for you. Try to select a book that seems interesting. If a book seems too difficult or too easy, you can try a different book at the same level, or you can try a book at a different level. Once you find a book that seems interesting and is written at your level, write down the title of the book, the author, and the level of the book. You may also want to check out the book for your first reading log assignment.

Title: _____

Author: _____

Level: _____

After you select a book, share with a partner the title of the book and why you chose it.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

This page titled [1.3: Extensive Reading Material](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

1.4: Check Your Understanding

Now that you have finished the chapter, let's look back at the original questions for exploration. Think about how you would answer these questions.

- What is extensive reading?
- Why is extensive reading important for language learners?
- Where can I find reading material that is interesting and at my level?
- How can I do extensive reading to improve my reading fluency and comprehension?

Are there key words in the chapter to highlight or any notes to make to help you remember this information? Is there anything to review and discuss with a study partner or group?

Journal Writing

The goal of journal writing is to write down ideas without stopping to look up the spelling of words or check grammar rules. You do not need to worry about writing accurately. Instead, you should focus on writing as much as possible about the topic. Your instructor will explain to you any special directions, such as writing in a booklet that is dedicated for journal writing.

Option A: What is your past experience reading in your own language and in English? Tell your feelings about reading, how often you read, and so on.

Option B: What are your goals for this class? Why?

This page titled [1.4: Check Your Understanding](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

CHAPTER OVERVIEW

2: Paragraphs and the Writing Process

[2.1: Paragraphs and the Writing Process Preview](#)

[2.2: What is a Paragraph?](#)

[2.3: The Writing Process](#)

[2.4: Check Your Understanding](#)

This page titled [2: Paragraphs and the Writing Process](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

2.1: Paragraphs and the Writing Process Preview

Spend a few minutes previewing the chapter to see what you will learn. This chapter will explore the following:

- What is a paragraph?
- What are the parts of a paragraph?
- How can I use a writing process to improve my writing?
- What are some guidelines for formatting a paragraph?

Students in this course come from many different backgrounds. Some students have taken writing courses in a language other than English. Some have taken English language courses in the US, and others have taken them in different countries. Some students learned how to write paragraphs using a writing process, and others have had different experiences with writing. As you go through the chapter, you will complete activities to help you describe paragraphs and the writing process. This will help you feel more confident about writing so that you can complete various writing activities in your daily life, such as completing assignments for academic courses, writing work emails, or communicating with others in the community.

? Exercise 2.1: Your writing experience and needs

Think about the ways that you use English in your daily life. When do you need to write something in English? For example, you may need to write emails to your supervisor or co-workers. If you have children, you may need to write messages to their teachers. Maybe you hope to find a job, and you want to write an application letter. Whatever the reason, take some time to reflect on what you do well and what you want to do better. You can write some ideas on the lines below. After you spend some time thinking about your writing experience and needs, share your ideas with a partner. Do you have similar or different needs for writing in English?

This page titled [2.1: Paragraphs and the Writing Process Preview](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

2.2: What is a Paragraph?

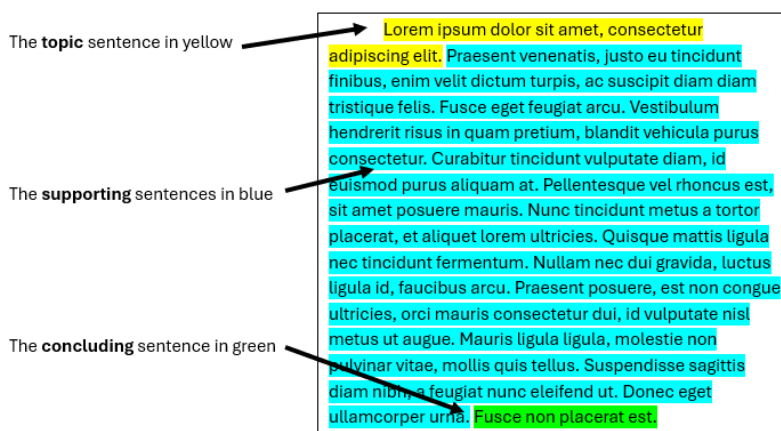
? Exercise 2.2: Fill in the paragraph

Read the paragraph below. Can you complete these sentences with a word? Discuss your ideas with a partner.

In academic writing, a paragraph is a group of _____ that are all about one _____ idea. One paragraph in a longer piece of academic writing is very different from a paragraph you might see in newspapers, magazines, websites, or in a fictional story. In academic writing, a paragraph usually has three parts: a _____ sentence, some _____ sentences, and a _____ sentence. Each part of an academic paragraph plays a special role.

Now, take a moment to look at the three parts of a paragraph in the diagram below. Does it help you to finish the paragraph above? Think about what each part of the paragraph should do. Also, notice how the paragraph looks. (Don't worry about understanding the words; it's not written in a modern language!)

Paragraph Structure



The topic sentence is the first sentence, the last sentence is the concluding sentence and the sentences in between are supporting sentences.

Figure 2.1 Sentence Structure is adapted from [Introduction to Academic Writing for ESOL](#) by Tim Krause which is licensed under [CC BY-NC-SA](#)

? Exercise 2.3: Parts of a paragraph

Complete the sentences below by matching the purpose or function (a-c) for each part of a paragraph (1-3). Discuss your answers with a partner.

1. The topic sentence... ____

2. The supporting sentences... ____

3. The concluding sentence... ____

a. ...can do many things, such as restate the main idea, summarize the main points, give an opinion, make a prediction about the topic, or offer a suggestion.

b. ...tells the reader what the paragraph is going to be about and gives the writer's opinion or idea about the topic (it's sometimes called "the main idea").

c. ...support the main idea in several ways by giving examples, specific details, definitions, telling the events of a story, giving reasons, etc.

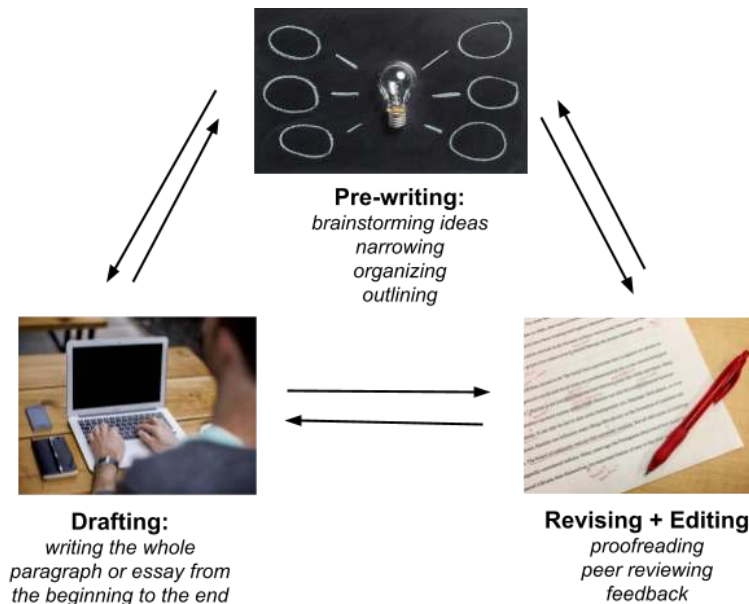
Go back to the paragraph in Exercise 2.2. Work with a partner to identify the topic sentences, the supporting sentences, and the concluding sentence.

Chapter 2.2, What is a Paragraph? was adapted from [Introduction to Academic Writing for ESOL](#) by Tim Krause which is licensed under [CC BY-NC-SA](#)

This page titled [2.2: What is a Paragraph?](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

2.3: The Writing Process

To write a good paragraph, good writers need time and a step-by-step approach. Even writers who are writing in their first language have to change the words, grammar, punctuation, and sentences several times. **Good writing comes from rewriting.** In most writing classes, you will practice different writing processes. While there are many possible steps, there are three main stages:



The pre-writing stage of the writing process includes brainstorming ideas, narrowing, organizing, and outlining. The revising and editing step includes proofreading, peer reviewing, and feedback, and the drafting step includes writing the whole paragraph or essay from the beginning to the end.

Figure 2.2: The Writing Process from [Introduction to Academic Writing for ESOL](#) by Tim Krause, [CC BY-NC-SA](#)

? Exercise 2.4: Define the writing process

Look at the diagram of the writing process above. Write a word or phrase from the diagram that matches the definitions below.

- _____ checking your writing for errors
- _____ creating a lot of ideas by making a list or a mind-map before you write
- _____ a way of organizing your writing using letters and numbers
- _____ students reading each other's writing to give advice and improve a draft
- _____ focusing more specifically on your topic and removing unconnected idea

? Exercise 2.5: Build a paragraph

Put these sentences in order to make a paragraph. Check your answers with a partner.

The Process of Writing

- _____ After that, the best thing to do is just write the whole first draft.
- _____ Once you have a topic, the first thing to do is brainstorm and outline.
- _____ For many students, writing is one of the most difficult subjects, but by following some simple steps, it doesn't have to be painful.
- _____ Following your instructor's recommendations will ensure that you get the best grade possible.
- _____ If you feel stuck while writing your first draft, stop and take a shower or go for a walk to clear your mind.
- _____ Finally, carefully read your instructor's feedback and follow their instructions if they ask

you to write a second draft.

_____ These two steps go well together because you'll need to get ideas with a brainstorm and then organize them with the outline.

_____ By following these simple steps, you will find that writing a paragraph is a piece of cake.

_____ As soon as you have a finished draft, ask a friend or a tutor to read your paper before you give it to your instructor.

Formatting your paragraph

? Exercise 2.6: Elements of formatting

Look at this typed paragraph below and notice how it looks on the page. In college, your teachers may ask you to format your paper differently, but this is a good example to copy. Label the following on your paragraph and check your answers with a partner:

- Heading
- Indentation
- Title
- Margin
- Double-spaced lines

Delpha Thomas
ESOL-046
Writing Assignment # 1
January 14, 2026

The Process of Writing

For many students, writing is one of the most difficult subjects, but with a little bit of organization and a good attitude, writing can be a very simple process. Once you have a topic, the first thing to do is brainstorm and outline. These two steps go well together because you'll need to get ideas with a brainstorm and then organize them with the outline. After that, the best thing to do is just write the whole first draft. If you feel stuck while writing your first draft, stop and take a shower or go for a walk to clear your mind. As soon as you have a finished draft, ask a friend or a tutor to read your paper before you give it to your instructor. Finally, carefully read your instructor's feedback and follow their instructions if they ask you to write a second draft. Following your instructor's recommendations and asking questions about them will ensure that you get the best grade possible. By following these simple steps, you will find that writing a paragraph is a piece of cake.

Writing assignment guidelines

1. Include a heading. Write your name, the class, the assignment, and the date in the upper corner. If you type your assignment on a computer, it's customary to include this in the upper left-hand corner of the document. If you write your assignment by hand, it's customary to include this in the upper right-hand corner of your paper.

2. Include a title. Write a title in the center after your heading. Capitalize the first word and all the important words. Unless they are the first word, don't capitalize articles (a, an, the), coordinating conjunctions (and, but, or, so), or short prepositions.
3. Indent the first line of every paragraph.
4. Do not start each new sentence on a new line. If you type on a computer, the computer will wrap the text automatically, so you do not have to hit "enter" while typing a paragraph. If you write by hand, continue writing on a line until you reach the right margin. Do not write in the left or right margins of the paper.
5. Double space your paragraph. This means to skip lines when you are writing by hand.
6. Capitalize the first word in each sentence and all proper nouns.
7. After a comma, leave a space between the comma and the next word.
8. End each sentence with a period (.), a question mark (?), or an exclamation point (!). After each sentence, leave a space between the period and the first word of the next sentence.

? Exercise 2.7: Identify formatting errors

A student wrote the following paragraph about why she is studying English. Work with a partner to identify the six formatting errors.

Judy Smith
January 14, 2026
Writing Assignment # 1

reasons for learning english

There are several reasons why I am taking classes at Clackamas Community College. The main reason is because I want to learn the language of the country that I live in now. Learning a new language benefits me in my personal and professional life. I would like to interact with different people from different countries and make friends. Another reason is because I also want to travel and visit different countries around the world. Language skills would not be an issue because English is a universal language. In the workplace, I could get better job opportunities with a better salary because I could speak two languages, and I could even translate between Spanish and English. however, if I want to make my goal a reality, I need to attend classes and learn.

I hope to achieve my life goals with the help of these classes.

Chapter 2.3, The Writing Process, is adapted from [Introduction to Academic Writing for ESOL](#) by Tim Krause which is licensed under [CC BY-NC-SA](#)

This page titled [2.3: The Writing Process](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

2.4: Check Your Understanding

Now that you have finished the chapter, let's look back at the original questions for exploration. Think about how you would answer these questions.

- What is a paragraph?
- What are the parts of a paragraph?
- How can I use a writing process to improve my writing?
- What are some guidelines for formatting a paragraph?

Are there key words in the chapter to highlight or any notes to make to help you remember this information? Is there anything to review and discuss with a study partner or group?

Journal writing

The goal of journal writing is to write down ideas without stopping to look up the spelling of words or check grammar rules. You do not need to worry about writing accurately. Instead, you should focus on writing as much as possible about the topic.

Option A: What kind of books do you like reading? Why do you like them?

Option B: Students choose to attend college for different reasons. What are some reasons that you are taking classes at CCC?

This page titled [2.4: Check Your Understanding](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

CHAPTER OVERVIEW

3: Simple Sentences

- [3.1: Simple Sentences Preview](#)
- [3.2: What is a Simple Sentence?](#)
- [3.3: Simple Sentence Punctuation](#)
- [3.4: Check Your Understanding](#)

This page titled [3: Simple Sentences](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

3.1: Simple Sentences Preview

Spend a few minutes previewing the chapter to see what you will learn. This chapter will explore the following:

- What is a simple sentence?
- What are some patterns of simple sentences?
- How can I write clear simple sentences?

As you go through the chapter, you will complete activities to help you describe simple sentences and identify some simple sentence patterns. By the end of the chapter, you will also produce simple sentences using some of the patterns you study. This will help you write more clearly and accurately as you complete course assignments or communicate with others at work or in the community.

This page titled [3.1: Simple Sentences Preview](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

3.2: What is a Simple Sentence?

A **simple sentence** is an independent clause. That means it has one subject-verb combination and expresses a complete idea. Here are some basic simple sentence patterns. Notice that there are additional words besides the subject and verb, and we call those the **complement** because they help express a complete idea.

1 *subject* + 1 *verb*: Heba is from the Kingdom of Jordan. (SV)

2 *subjects* + 1 *verb*: Lana and Tanya are from Ukraine. (SSV)

1 *subject* + 2 *verbs*: Laura is from Brazil and speaks Portuguese. (SVV)

2 *subjects* + 2 *verbs*: Ericka and Maribel are from Mexico and speak Spanish. (SSVV)

Remember: Subject + Verb (+ Complement) = Independent Clause = Simple Sentence

? Exercise 3.1: Identifying subjects and verbs

Here are some other examples of simple sentences. Underline the verbs and circle the subjects in the sentences below. The number of subjects and verbs is given. When you are finished, check your answers with a partner.

1. Max was late to class today. (SV)
2. Yeven and Glody were on time for class. (SSV)
3. Susana was on her way to school and saw a car accident. (SVV)
4. My classmates and I worked as a team and completed our project. (SSVV)
5. Heba and Lita love studying English but don't like taking tests. (SSVV)
6. Julio wasn't listening to the instructor. (SV)
7. Gloria is working in the Dye Learning Center today. (SV)
8. Ivana and Kat have taught Advanced Grammar C. (SSV)
9. My wife and I got married in Japan. (SSV)
10. The child cut his hand and cried loudly. (SVV)
11. Josh and Lucy cooked dinner and cleaned the kitchen. (SSVV)
12. My husband loves to eat but hates to cook. (SVV)
13. They might watch TV or read a book after dinner. (SVV)
14. The movie wasn't very interesting. (SV)
15. Grace and I disliked the movie. (SSV)
16. You shouldn't see the movie. (SV)
17. Jennifer and Tina live in Molalla and work in Oregon City. (SSVV)
18. My son cleaned his room and folded his clothes. (SVV)

Exercise 3.1, Identifying subjects and verbs, is adapted from [Introduction to Academic Writing for ESOL](#) by Tim Krause which is licensed under [CC BY-NC-SA](#)

? Exercise 3.2: Identifying sentence patterns

Read the sentences about Dan and his family. Underline the verbs and circle the subjects. Identify the pattern: SV, SSV, SVV, or SSVV. Check your answers with a partner.

1. _____ Dan hates driving in the city but loves driving in the country.
2. _____ Dan and his son usually drive to the coast during the summer.
3. _____ They often go to Seaside or Newport.
4. _____ Seaside is a good place to go for the day.
5. _____ Dan's sister and brother-in-law go to the coast during the winter and watch the storms.
6. _____ The couple likes the coast but prefers the mountains.

7. _____ Depending on the conditions, they ski or climb.
8. _____ Dan's entire family enjoys the outdoors and travels a lot.

? Exercise 3.3: Identifying more sentence patterns

Read the sentences about Anna and her family. Underline the verbs and circle the subjects. Identify the pattern: SV, SSV, SVV, or SSVV. Check your answers with a partner.

1. _____ Anna has a consistent schedule during the week.
2. _____ She usually works at Target until 2:00 in the afternoon.
3. _____ After work, she heads home to meet her children at the bus stop.
4. _____ Once home, both she and the children are hungry and eat a healthy snack of apples and peanut butter or carrot sticks and hummus.
5. _____ She fixes the family dinner but doesn't clean up afterwards.
6. _____ Her husband takes over family duties in the evening.
7. _____ She usually spends her whole evening in college classes.
8. _____ She always takes notes and participates in discussions.
9. _____ During the break, she and her husband talk on the phone.
10. _____ After class, she heads home and tucks the children into bed.
11. _____ She and her husband relax and have a light snack before bedtime.
12. _____ Her life is busy but good.
13. _____ She looks forward to completing her degree and starting a new career.

This page titled [3.2: What is a Simple Sentence?](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

3.3: Simple Sentence Punctuation

Some simple sentences in English have more than two subjects or more than two verbs. Be sure to use correct punctuation when you have three or more items in a series. The following sentences provide examples of correct usage:

S, S, and S V

1. Laura, Stephanie, and Gloria have offices in the Dye Learning Center.
2. Heather, Juan, and Yuriy will meet with an advisor next week to discuss taking First Year Experience classes.

S, S, and S V and V

1. Nena, Cecilia, and Camilo immigrated to the U.S. and experienced culture shock.
2. Nena, Klaudia, and Lilit work at the Harmony Campus and assist students.

S, S, and S V but V

1. Vitalii, Harry, and Qiao want to exercise regularly but don't do it.
2. Gloria, Ivana, and Laura work on Fridays but don't come to the Oregon City campus.

S, S, and S V or V

1. Lana, Olesia, and Tetiana will study for a quiz or go to the cafeteria between classes.
2. Jane, Beth, or Natalie assist students or do research at the reference desk.

S V, V, and V

1. Lupe lives in Newberg, works at CCC, and vacations in Mexico.
2. The students study during the morning, exercise in the afternoon, and watch TV at night.
3. Maribel studies English, takes Zumba classes, and raises chickens.

S and S V, V, and V

1. Justine and her friend read books, drink coffee, and complain about the weather.
2. My son and I will make invitations, bake a cake, and decorate our house for his birthday party.

? Exercise 3.4: Identifying subjects and verbs

Reread the previous example sentences. Underline the verbs and circle the subjects. Check your answers with a partner

? Exercise 3.5: Creating simple sentences using sentence patterns

You and your classmates will create sentences that follow the simple sentence patterns we have studied. You will be placed into one of four teams, and your group will be assigned one of the four basic sentence patterns: SV, SSV, SVV, or SSVV. Each team will write down two sentences and share them with another team. Your team will look at the sentences from the other team. You will identify the subjects and verbs in their sentences and check to see if the sentences fit the assigned pattern. If they are incorrect, provide feedback to help the other team correct their errors. Once all the sentences are correct, your team will work on writing two sentences with a different pattern.

Example: Team A writes two sentences with the SV pattern. Team B writes two sentences with the SSV pattern. Team A will then discuss the sentences written by Team B. They will identify the subjects and verbs and see if those sentences match the SSV pattern. Team B will do the same as they check the sentences written by Team A to make sure they match the SV pattern. Both teams will give feedback to each other

This page titled [3.3: Simple Sentence Punctuation](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

3.4: Check Your Understanding

Now that you have finished the chapter, let's look back at the original questions for exploration. Think about how you would answer these questions.

- What is a simple sentence?
- What are some patterns of simple sentences?
- How can I write clear simple sentences?

Are there key words in the chapter to highlight or any notes to make to help you remember this information? Is there anything to review and discuss with a study partner or group?

Journal writing

The goal of journal writing is to write down ideas without stopping to look up the spelling of words or check grammar rules. You do not need to worry about writing accurately. Instead, you should focus on writing as much as possible about the topic.

Option A: How did you like sharing a reading log and discussing extensive reading? How did you like listening to other students when they shared their experiences?

Option B: Describe a previous school that you attended. If it was a university, what did you study and why did you focus on that degree? If it was a primary or secondary school, what was your experience?

Revised paragraph writing assignment

Writing Skills: Paragraph Format, Simple Sentences

Directions: Write a paragraph in response to one of the following prompts:

1. Explain why you are taking classes at Clackamas Community College. What do you hope for in the future?
2. If you previously studied or earned a degree at a university, describe the reasons why you took classes there and what you hoped to achieve.
3. Describe your experience going to school as a child in primary school or as a youth in secondary school.

Brainstorm (pre-writing):

- Write as many ideas as you can on a piece of paper.
- You may use a graphic organizer to help you generate ideas.
- Do not write complete sentences.
- All ideas are ok here.
- You will decide later which ideas to use in your paragraph.

Rough Draft (first draft):

- Decide which items in your brainstorming you want to keep.
- Write a clear topic sentence that includes your main idea.
- Write several supporting sentences that relate to the topic sentence.
- Write a concluding sentence to bring your paragraph to a logical conclusion. Your concluding sentence may do one or more of the following:
 - offer a suggestion
 - give an opinion
 - make a prediction
 - restate the main idea

Paragraph Format/Structure:

- You must write at least 10 sentences.

- Include a topic sentence, supporting sentences, and a concluding sentence.
- Follow the Writing Assignment Guidelines as described in Chapter 2.

This page titled [3.4: Check Your Understanding](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

CHAPTER OVERVIEW

4: Subject-Verb Agreement

[4.1: Subject-Verb Agreement Preview](#)

[4.2: Identifying Subjects and Verbs in Sentences](#)

[4.3: Subject-Verb Agreement](#)

[4.4: Check Your Understanding](#)

This page titled [4: Subject-Verb Agreement](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

4.1: Subject-Verb Agreement Preview

Spend a few minutes previewing the chapter to see what you will learn. This chapter will explore the following:

- What are some subject-verb agreement rules?
- How can I write clear sentences in which the verbs agree with their subjects?

As you go through the chapter, you will complete activities to help you identify some subject-verb agreement rules. By the end of the chapter, you will be able to apply rules for subject-verb agreement to your own writing. This will help you write more clearly and accurately as you complete course assignments, apply for jobs or scholarships, or communicate with others at work or in the community.

This page titled [4.1: Subject-Verb Agreement Preview](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

4.2: Identifying Subjects and Verbs in Sentences

Identifying verbs

Remember that a complete sentence in English must have a subject and a verb and express a complete idea. The verb must also agree with its subject. In this chapter, we will look at some of the rules for subject-verb agreement.

In order to create effective sentences in English, students need to be able to identify both subjects and verbs. Most of the time the subject comes before the verb in sentences, but it is often easier to identify subjects and verbs by first finding the verb. Many verbs express actions, but some verbs are stative and do not express action. There are also words that express action but do not act as a verb in a sentence. Look at the following sentences and identify the action word in each:

1. Reading is important for vocabulary development.
2. Reading was important for vocabulary development.
3. Reading will be important for vocabulary development.

Although *reading* is an action word, it is not the verb in the above sentences. In each sentence, the verb *be* is the verb. In the first sentence, the verb *be* is in present tense/present time. In the second sentence, the verb *be* is in past tense/past time. And in the third sentence, the verb *be* is in future time. (Note: Action words like *reading* are called **gerunds**. We will talk more about them later in this chapter.)

Luckily, there is an easier way to identify verbs in sentences. Since all English sentences have verbs in some tense or time (present, past, or future), it is sometimes easier to find the verbs in sentences by changing the tense or time. The word that changes is the verb. Try it out on the following sentence in the simple present:

My daughter walks her dog in the park every day.

Change the time to the past: Yesterday, my daughter walked her dog in the park.

Change the time to the future: Tomorrow, my daughter will walk her dog in the park.

In each of these sentences, the word that changes is *walk*, which is the verb of each sentence.

? Exercise 4.1: Identifying verbs in sentences

Go back and underline the verb in each of the previous example sentences. Tell your partner why you underlined that particular word or words. Did you and your partner underline the same words?

Verbs can also be more than one word. One example is above, when the action is changed to future time: *will walk*. Sentences like this contain a modal, such as: *will, can, might, must*, etc., and they are part of the verb:

My daughter might walk her dog before dinner.

Additionally, verbs in present progressive or past progressive contain the helping verb *be* and a main verb:

This month, my daughter is volunteering at the Oregon Humane Society twice a week.

Verbs in present perfect or past perfect contain the helping verb *have* and a main verb:

My daughter has owned her dog for five years.

Some questions or sentences with a negative element also may contain two words:

Do you own a dog?

I do not own a dog.

? Exercise 4.2: Identifying more verbs in sentences

Go back and underline the verb in each of the previous example sentences. Tell your partner why you underlined that particular word or words. Did you and your partner underline the same words?

? Exercise 4.3 Identifying verbs in simple present or present progressive

The sentences below all reflect present time, and the verbs are simple present or present progressive. Locate the verbs. Verbs often show action, but sometimes a verb is stative or non-action. If you have trouble locating the verb, it may be helpful to change the sentence to past tense or past time. You can imagine the sentence beginning with the word Yesterday. Once you identify the verb, underline it. After you finish, check your answers with a partner.

1. Shun is an excellent cook.
2. He plans to own a restaurant someday.
3. This term, Shun is taking business courses.
4. He is also studying English literature and mathematics as part of his degree program.
5. I am taking a math class with Shun on Tuesdays and Thursdays.
6. We usually do homework in the Math Lab in the Dye Learning Center.
7. English and mathematics are often part of degree programs at CCC.
8. Shun's advisor regularly meets with him to provide guidance and support.

Identifying subjects and verbs

Once you are able to locate the verb(s) in sentences, it is usually easier to find the subject(s). However, don't assume that the first noun in a sentence is the subject. To find the subject, you can ask a *who* or *what* question about the verb. See the examples below:

Example sentence 1: Jane is giving a tour of the CCC Library.

Subject question: *Who* is giving a tour of the CCC Library?

Answer: Jane

Example sentence 2: Biology classes are available on the Harmony campus.

Subject question: *What* is available on the Harmony campus?

Answer: biology classes Note: The word classes is the simple subject of the sentence. The word *biology* is a modifier and part of the complete subject.

? Exercise 4.4: Identifying subjects and verbs in sentences

Locate the verbs in the following sentences and underline them. Then look for the subjects and circle them. Remember, the subject is generally the word in front of the verb that answers the question *who* or *what* in relation to the verb. Check your answers with a partner

1. I am taking two classes this term.
2. We are sitting in the classroom.
3. The instructor is speaking and writing on the board.
4. Two students are taking notes.
5. The class is watching a video about welding.
6. Hector wants to take a welding class.
7. Sylvia and Ericka feel shy in large classes.
8. Mathematics is one of Ekachai's favorite subjects.
9. Dulce has taken classes at both the Oregon City and Harmony campuses.
10. My best friend's sister takes English classes in the evening.

11. We love studying grammar.
12. Junyue and Maribel were watching a video and taking notes.
13. The math tutors are in the Dye Learning Center on the Oregon City campus and Harmony West on the Harmony Community campus.
14. Technology tutors answer questions about MyClackamas and Moodle.
15. Gloria has an office on the Oregon City campus.
16. Ivana and Klaudia have offices on the Harmony campus.
17. Elizabeth is an academic advisor.
18. Ericka doesn't play the piano.
19. The choir performs every Saturday.
20. My pants have a broken zipper.

Go back and look at the subjects and verbs in these sentences. What happens to the verb when two singular subjects are joined by the word *and*? Discuss with a partner what you see and identify some possible subject-verb agreement rules.

? Exercise 4.5: Identifying more subjects and verbs in sentences

Here are some more sentences. Locate the verbs in the following sentences and underline them. Then look for the subjects and circle them. Remember, the subject is generally the word in front of the verb that answers the question *who* or *what* in relation to the verb. Check your answers with a partner.

1. The tomatoes in this salad are from my garden.
2. The cherries on the tree are ripe now.
3. The color of the sunset is extremely beautiful.
4. The new skatepark at the end of the street has become quite popular.
5. My brother's friend hangs out with some talented skaters.
6. The kitten in the tree has black stripes.
7. Up in the sky, the birds from the south are flying north.
8. Walking is a good form of exercise.
9. The people in this neighborhood plan a large event each year to celebrate the residents' diverse backgrounds.
10. My family goes to the park once a week.
11. The baseball team practices in the afternoon.
12. Jogging and bicycling are fun activities.
13. The woman with all the dogs is my daughter.
14. Reading is fun.
15. The outline of your paper is clear.
16. The math tutors in the Dye Learning Center are very helpful.
17. The student council meets twice a month.
18. Unlike her sister, Tanya prefers text messages instead of phone calls.
19. The audience is enjoying the music.
20. For some people, playing the guitar is a hobby.

Go back and look at the subjects and verbs in these sentences.

- What happens when the subject is a gerund?
- What happens when a prepositional phrase comes between the subject and its verb?
- What happens when a prepositional phrase comes at the beginning of a sentence?

Discuss with a partner what you see and identify some additional subject-verb agreement rules.

? Exercise 4.6: Identifying more subjects and verbs in sentences

Here are some more challenging sentences. Locate the verbs in the following sentences and underline them. Then look for the subjects and circle them. Remember, the subject is generally the word in front of the verb that answers the question *who* or *what* in relation to the verb. Check your answers with a partner.

1. Someone is listening carefully.
2. Laura or Kat teaches Upper Intermediate Reading and Writing.
3. Is anyone taking a music class?
4. Neither the instructor nor the students come to the campus on Fridays.
5. Nobody was absent yesterday.
6. Either Klaudia or Ivana teaches First Year Experience in Spanish.
7. Everyone in the library is studying for finals.
8. Neither the students nor the instructor checks email on holidays.
9. Neither Helen nor I drive to school.
10. The instructor or the students listen to audiobooks.
11. Something is due at the library tomorrow.
12. Nothing is due today.
13. No one is able to study because of the loud noises outside the classroom.
14. Someone is talking on a phone in the hallway.
15. Either Mario or I have an appointment with the instructor after class.

Go back and look at the subjects and verbs in these sentences.

- What happens when two subjects are joined by the word *or* or *nor*?
- What happens when the subject is an **indefinite pronoun**, such as *everybody*, *somebody*, or *nobody*?

Discuss with a partner what you see and identify some additional subject-verb agreement rules.

Identifying subjects and verbs in *there + be* sentences

There is a special kind of sentence in English that does not begin with a noun. It is the *there + be* sentence. Look at the following two sentences:

Example sentence 1: There is a *coffee shop* in town.

Example sentence 2: There are two *coffee shops* in town.

In this type of sentence, the subject is the first noun that follows the verb. In the first example sentence, the verb is is, the singular form of the verb be. In the second example sentence, the verb is are, the plural form of the verb be. Also, the noun following the first verb is singular (*coffee shop*) and the noun following the second is plural (*coffee shops*). They are the subjects of the sentences and the reason for the difference in the verbs.

? Exercise 4.7: Identifying subjects and verbs in *there + be* sentences

Locate the verbs in the following sentences and underline them. The verbs may indicate present, past, or future time. Then look for the subjects and circle them. Remember, the noun following the verb *be* is the subject of the sentence. Check your answers with a partner.

1. There are many people outside of the library.
2. There are tutors in the Dye Learning Center and Harmony West.
3. There are frequent celebrations in the Wacheno Welcome Center.
4. There is nothing in my backpack.
5. There is a book and several pens on the table.
6. Is there a cafeteria on the Harmony campus?

7. Yesterday, there was a group of interesting people here.
8. There will be rain soon.
9. There was a bright bolt of lightning in the sky.
10. There were festivals in that part of town last week.
11. Is there something for me in the mailbox?
12. Are there scissors on the counter?
13. There is too little water in that lake.
14. There was good news about my scholarship application.
15. There are ants all over our kitchen.
16. There are pliers in the toolbox.
17. There's a hole in my shorts.

Think about how you would explain to a classmate the subject-verb agreement rule when writing sentences with *there + be*. Share your ideas with a partner.

? Exercise 4.8: Choosing the correct form of *be*

Read these sets of sentences. Complete the sentences with the correct form of *be*. Some of the sentences may require present tense (*is, are*), and some of the sentences may require past tense (*was, were*). Check your answers with a partner.

1. There _____ several reasons why Natasha is starting college this year. One reason _____ that she needs to get a better job. Another reason _____ that she wants to set a good example for her son.
2. There _____ different passengers on the bus last night. Five of them _____ basketball fans returning from a game at the Moda Center. One individual _____ tired and kept nodding off.
3. When I arrived for class, there _____ a bag of mandarin oranges on a table. There _____ also some granola bars in a basket. Right now, nothing _____ in the basket, but one mandarin _____ still on the table.
4. There _____ a huge poster of the Oregon Coast on the wall. The sky and the ocean _____ blue. The tall trees _____ green, and the sand _____ light brown. The people on the beach _____ smiling.

? Exercise 4.9: Identifying subjects and verbs in a paragraph

Read the paragraph. Underline the verbs and circle the subjects. Check your answers with a partner.

Sue is very different from her sister. Sue spends time studying alone, but Ana enjoys working in study groups. Sue is younger than Ana, and she is more introverted. Ana often takes the lead in social situations because she converses more easily with others than her sister, especially with older people. At school, Sue often helps her sister with Moodle because she is more comfortable with technology. Both Sue and Ana support each other in many ways, especially in times of trouble. Neither Sue nor Ana shares their secrets with anyone else. No two sisters could ever be better friends.

This page titled [4.2: Identifying Subjects and Verbs in Sentences](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

4.3: Subject-Verb Agreement

Subject-verb agreement rules

Rules for singular and plural subjects

Singular Subjects	Plural Subjects
There is... There was... • There <i>was</i> a storm last night.	There are... There were... • There <i>were</i> skunks in my yard last night.
Gerunds (-ing nouns) are always singular. • Discussing different religions <i>is</i> interesting.	And: use a plural verb. • Jack and Sasha <i>walk</i> to school every weekday.
Group nouns are singular. Example group nouns: <i>class, family, team, staff, crowd, audience, committee, gang, band, choir, jury, cast, congregation, council</i> . • The _____ <i>needs</i> a break.	Some nouns with two parts are plural. Examples of nouns with two parts: <i>scissors, pliers, pants, shorts, tweezers, sheers</i> . • The _____ <i>are</i> on the counter.
For verbs after <i>or</i> or <i>nor</i> , look for the noun closest to the verb. • Neither my sons nor my daughter <i>is</i> sick.	For verbs after <i>or</i> or <i>nor</i> , look for the noun closest to the verb. • Neither my daughter nor my sons <i>are</i> sick.
Ignore phrases and clauses between the subject and verb. • One of our cars <i>is</i> broke. • The man who has three cars <i>is</i> my neighbor.	Ignore phrases and clauses between the subject and verb. • Two members of my family <i>are</i> sick. • The students who attend editing class <i>have become</i> friends.
Some nouns that end in -s are irregular. Examples of irregular nouns: <i>news, civics, mathematics, measles</i> • Mathematics <i>is</i> my favorite subject. • Measles <i>is</i> a common sickness in children.	
<i>Everyone, everybody, everything, someone, somebody, something, anyone, anybody, anything</i> are singular. • Everybody <i>likes</i> ice cream.	

? Exercise 4.10: Subject-verb agreement for simple present verbs in a paragraph

Read the following paragraph about Katrina's routine at CCC. Write the correct simple present form of the verb in parentheses on the line. Check your answers with a partner.

Katrina _____ (spend) her whole morning in college classes. She always _____ (take) notes and _____ (participate) in discussions. At noon, she usually _____ (feel) hungry, so she _____ (head) to the cafeteria. She _____ (meet) her friends Xavier and Morgan in the cafeteria to catch up. Both Xavier and Morgan _____ (live) in town and _____ (commute) to campus. In the afternoon, from 2:00 until 6:00, Katrina's job in the computer lab _____ (take up) all of her time. After work, she _____ (go) home. She and her husband _____ (relax) and _____ (have) a light dinner. Either Katrina or her husband _____ (read) books to their children and _____ (get) them ready for bed. Her schedule _____ (keep) her active and busy, and she _____ (need) the weekend to rest and do homework.

? Exercise 4.11: Using subject-verb agreement rules to choose the correct verb form

Read the following sentences. Following the subject-verb agreement rules presented in this chapter, write the correct present tense form of the verb in parentheses on the line. Check your answers with a partner.

1. Alma _____ (like) her job at the credit union.
2. Helping customers _____ (be) her favorite part of the job.
3. There _____ (be) many opportunities for advancement at her work.
4. The managers at the credit union _____ (provide) workshops for the employees each month.
5. Bob and Jane _____ (want) to buy their first house.
6. They _____ (hope) to find a home with a backyard just outside of the city.
7. Neither Bob nor Jane _____ (know) the proper steps for getting a loan.
8. Bob and Jane, who are customers at the credit union, _____ (have) an appointment today.
9. Alma _____ (work) at the credit union today.
10. Either Alma or one of her co-workers _____ (have) time to meet with the couple.
11. Saving for large purchases _____ (seem) difficult for many individuals.

? Exercise 4.12: Choosing the correct verb form

Read each sentence, looking closely at the subject(s). Decide which subject-verb agreement rule is being used and circle the correct verb that agrees with the subject. Check your answers with a partner.

1. Neither the Nissan nor the Honda (has / have) all the features that Glody wants.
2. The bag of cookies (is / are) in the pantry.
3. Like most people, Ahmed (resists / resist) trying new things.
4. The popularity of this brand of athletic shoes (makes / make) some people willing to pay the high price.
5. The free samples of food in the store on Saturday (attracts / attract) many shoppers.
6. There (wasn't / weren't) any seats available for Friday night's concert.
7. Either Maribel or Erika (raises / raise) chickens.
8. Drinking alcohol to escape problems often (leads / lead) to even bigger problems.
9. The street vendor always (stops / stop) me when I walk by.
10. Efforts to rescue the people trapped by the flood (needs / need) to be made now.
11. A trip to the mall with three children and a visit to a fast-food restaurant (was / were) not Tanya's idea of relaxation.
12. The CCC website (looks / look) more attractive with these improvements.
13. Several signs in front of the store (warns / warn) that cars parked in the fire lane will be towed.
14. Everybody in the building (believes / believe) that the manager is doing a great job.
15. Every Saturday Junyue (attends / attend) a class on horror fiction.
16. Stage acting (demands / demand) both physical and emotional effort.
17. The population of the regions (is / are) increasing.
18. Opening the package (requires / require) a pair of scissors.

? Exercise 4.13: More practice with subject-verb agreement

Read each sentence, looking closely at the subject(s). Decide which subject-verb agreement rule is being used and choose the correct verb form. Be prepared to explain your answer. Be careful! Most of the verbs require simple present, but some instances of the verb be may require the simple past form. Check your answers with a partner.

1. Our instructors in ESOL _____ that we can improve our language skills. (believe)
2. Studying English _____ important to me. (be)
3. The students in D104 _____ the large windows in the room. (enjoy)
4. There _____ a computer at the front of the classroom. (be)
5. There _____ nine tables in the classroom. (be)
6. The students in the classroom _____ the maps on the wall very often. (use, negative)
7. Olena, Iryna, or Aldina _____ very early for class each evening. (arrive)
8. Neither Harry nor Glody _____ to school in the morning. (walk)
9. On Monday, there _____ a substitute because our instructor was sick. (be)
10. Both Vicky and Nancy _____ absent yesterday. (be)
11. Yesterday there _____ two classes that I attended: conversation and grammar. (be)
12. Extensive reading _____ an enjoyable activity. (be)
13. Everyone _____ writing paragraphs. (like)
14. Several students who park near the gym _____ a long way to walk to class. (have)
15. There _____ some good news about our next class project. (be)
16. Someone _____ to leave class early today. (need)
17. Lana and Maria always _____ their homework before class begins. (discuss)
18. Silvia _____ to discuss her homework answers with a partner. (prefer)
19. One of the students _____ a question for the instructor. (have)
20. Those who sit in the back of the classroom _____ listening to their classmates ask questions. (enjoy)
21. Daniel _____ to study with others. (like, negative)
22. Either Emily or Nadia _____ to learn from a tutor. (prefer)
23. Heba, Marcos, and Steve _____ studying alone. (enjoy)
24. The students who discuss their writing assignments with a classmate _____ helpful feedback. (receive)
25. Nobody _____ taking tests. (enjoy)
26. Studying subject-verb agreement _____ a lot of fun! (be)
27. Reading and playing the guitar _____ two of my favorite activities. (be)
28. Mathematics _____ my favorite subject. (be)
29. There _____ a group of students in one of the study rooms in the library. (be)
30. A bowl on the table _____ treats for the students. (have)
31. The treats in the bowl _____ delicious. (be)
32. The disposable cups that Bob brings to our study sessions _____ for hot or cold drinks. (be)
33. Hot cocoa _____ one of my favorite drinks. (be)
34. Either hot coffee or tea _____ wonderful on a cold morning. (taste)

? Exercise 4.14 Error identification and correction

Using the rules for subject-verb agreement, work with a partner and decide if the following sentences are correct or incorrect. If needed, change the verb to the correct form.

1. His brother lives in Oregon.
2. We is studying English.
3. Is it raining?
4. The fruit tastes good.

5. There is a lot of good movies in theaters right now.
6. Neither this book nor this magazine looks interesting.
7. The children lives in Oregon.
8. John and his sister works hard.
9. There are ants all over the kitchen.
10. The class enjoys discussing extensive reading.
11. India and China has fast-growing populations.
12. The elections were very successful last year.
13. Does Joy and Mario live in a house or apartment?
14. Having high-tech skills is useful in the workplace today.
15. Common illnesses like the flu has killed millions of people.
16. Those dogs are so cute!
17. What industries help the economy the most?
18. There was little snow on Mt. Hood last week.
19. Studying for final exams are better with a study group.
20. Everyone like to get a special note in the mail.
21. Jogging and swimming are good ways to exercise.
22. Either Jessica or Kerry have the textbook.

This page titled [4.3: Subject-Verb Agreement](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

4.4: Check Your Understanding

Now that you have finished the chapter, let's look back at the original questions for exploration. Think about how you would answer these questions.

- What are some subject-verb agreement rules?
- How can I write clear sentences in which the verbs agree with their subjects?

Are there key words in the chapter to highlight or any notes to make to help you remember this information? Is there anything to review and discuss with a study partner or group?

Journal writing

The goal of journal writing is to write down ideas without stopping to look up the spelling of words or check grammar rules. You do not need to worry about writing accurately. Instead, you should focus on writing as much as possible about the topic.

Option A: How do you feel about reading in English? Are your feelings about reading leveled readers different from your feelings about reading difficult texts?

Option B: Describe a job or career that you want in the future.

This page titled [4.4: Check Your Understanding](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

CHAPTER OVERVIEW

5: Identifying and Correcting Sentence Fragments

[5.1: Identifying and Correcting Sentence Fragments Preview](#)

[5.2: Phrases and Clauses](#)

[5.3: Check Your Understanding](#)

This page titled [5: Identifying and Correcting Sentence Fragments](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

5.1: Identifying and Correcting Sentence Fragments Preview

Spend a few minutes previewing the chapter to see what you will learn. This chapter will explore the following:

- What is a sentence fragment?
- What is the difference between a phrase and a clause?
- How can I correct sentence fragments in my writing?

A student who writes with sentence fragments is difficult to understand, so it will help you to learn about fragments. That way, you can avoid them in your writing at school, at work, or as a community member. As you go through the chapter, you will complete activities to help you understand the difference between phrases and clauses. You will learn how to identify sentence fragments, and by the end of the chapter, you will develop strategies for correcting sentence fragments in your writing. This will make your writing easier to understand no matter your writing purpose.

This page titled [5.1: Identifying and Correcting Sentence Fragments Preview](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

5.2: Phrases and Clauses

In order to punctuate sentences correctly and avoid fragments, you need to know the difference between two kinds of word groups: phrases and clauses.

We can see the difference in the following two groups of words:

1. students from the program
2. students graduate from the program

In the second group of words, we can identify a subject-verb unit; however, in the first we cannot.

To find the subject-verb units in sentences, follow these two steps:

Step One: Find the verb by applying the time test: Change the time or tense of the sentence; the word you change is the verb. In sentence number 2 above, we can change *Students graduate from the program*. to:

Students graduated from the program. (yesterday)

Students will graduate from the program. (tomorrow)

When we change the time, we have to change the verb graduate to either graduated or will graduate; therefore, graduate is the verb.

Step Two: Find the subject by asking, "Who or what graduate?" The answer is *students*, so the word *students* is the subject of the verb graduate.

A clause is a group of words with a subject-verb unit; the second group of words contains the subject-verb unit *students graduate*, so it is a clause.

A phrase is a group of words without a subject-verb unit. If we try to change the time or tense of the first group of words, we cannot because it contains no word that changes to show time or tense. It has no verb, so it cannot have a subject-verb unit. It is a phrase.

? Exercise 5.1: Identifying phrases and clauses

Which of the following groups of words are phrases? Which are clauses? Following the guidelines for finding subject-verb units in sentences, label each one as a phrase (P) or a clause (C). Check your answers with a partner.

Examples:

my cousin in Virginia - Phrase (P)

my cousin lives in Virginia - Clause (C) [subject: *my cousin*, verb: lives]

1. _____ a long, unpleasant trip
2. _____ we took a long, unpleasant trip
3. _____ some teachers have no sense of humor at all
4. _____ teachers with no sense of humor at all
5. _____ a small city near Mt. Hood
6. _____ studies in the evening
7. _____ the guy in my psychology class
8. _____ he lives in Sandy, a small city near Mt. Hood
9. _____ he forgot his wallet
10. _____ we share our money with our friends
11. _____ rooms full of house plants and comfortable furniture

Special Kinds of Phrases

-ing phrases

When you look for verbs in sentences, remember that the *-ing* form of a word cannot be a verb all by itself, so the group of words: *the sweat dripping from his forehead*

is a phrase; it is not a clause. To make this phrase into a clause, we need to complete the verb by adding a form of the verb be:

The sweat was dripping from his forehead.

We can make sure that an *-ing* word is part of a verb by checking to see if the *-ing* word follows a form of the verb be (am, is, are, was, were, will be, has been, have been, had been, will have been). Examples:

Trevor is working in a bank.

Trevor was working in a bank last year.

Noun + *who*, *which*, *that*

It's obvious that "happy people" is a phrase. However, so is "people who are happy." A special kind of phrase follows this pattern:

noun + *who*: people who are happy

noun + *which*: habits which annoy me

noun + *that*: the neighbors that live next door

Even though these structures contain a verb, they are still considered phrases because the noun before *who*, *which*, or *that* does not have its own verb. These phrases contain a noun that has been modified, or given additional information. Note how the additional information gives a more complete concept of the noun:

People often have strong social connections.

People who are happy often have strong social connections.

My brother has many habits.

My brother has many habits which annoy me.

The neighbors borrowed my lawn mower.

The neighbors that live next door borrowed my lawn mower.

? Exercise 5.2: Identifying more phrases and clauses

Which of the following groups of words are phrases? Which are clauses? Label each one as a phrase (P) or a clause (C). Review the previous information if you have difficulty. Check your answers with a partner.

Examples:

hoping to get a scholarship - Phrase (P)

she wrote an essay, hoping to get a scholarship - Clause (C) [subject: *she*, verb: wrote]

the family who lives next door - Phrase (P)

she met the family who lives next door - Clause (C) [subject: *she*, verb: met]

1. _____ thinking about how to pass the course
2. _____ he stayed up all night, thinking about how to pass the course
3. _____ children sitting on the grass
4. _____ students were lying all over the grass

5. _____ my girlfriend loves me
6. _____ the girl who loves me
7. _____ a trait that I share with many others
8. _____ the desk near the window
9. _____ she was waiting by the café

? Exercise 5.3: Identifying sentences and fragments

In this exercise, all of the groups of words are punctuated as sentences, but some are phrases, so they are fragments. Identify each group of words as a sentence (S) or a fragment (F). Check your answers with a partner.

Examples:

The man in the blue suit. - Fragment (F)

The man is wearing a blue suit. - Sentence (S)

1. _____ Before the darkest part of the evening.
2. _____ A laboratory for the study of animal life off the Oregon Coast.
3. _____ We all worked on making breakfast for everyone.
4. _____ Many times in the past, I have gone to boring parties.
5. _____ Enjoyable, crowded parties with good music, many people, and wonderful food and drinks.
6. _____ Such as snakes, rats, and insects.
7. _____ For example, the compact car that he drives.
8. _____ He became hungry during the presentation.
9. _____ His eyes staring vacantly ahead.
10. _____ Good friends all the way through college, both in Portland and Seattle.

? Exercise 5.4: Correcting Fragments

Choose three of the fragments from Exercise 3 and write them below so that they are complete sentences. Share your sentences with a partner.

1. _____

2. _____

3. _____

5.3: Check Your Understanding

Now that you have finished the chapter, let's look back at the original questions for exploration. Think about how you would answer these questions.

- What is a sentence fragment?
- What is the difference between a phrase and a clause?
- How can I correct sentence fragments in my writing?

Are there key words in the chapter to highlight or any notes to make to help you remember this information? Is there anything to review and discuss with a study partner or group?

Journal Writing

The goal of journal writing is to write down ideas without stopping to look up the spelling of words or check grammar rules. You do not need to worry about writing accurately. Instead, you should focus on writing as much as possible about the topic.

Option A: Describe one or two things that are important to you for a good workplace. Have you ever had a good workplace? Explain why it was a good place to work.

Option B: Describe one or two characteristics of a bad workplace. Have you ever had a bad workplace? Explain why it was a bad place to work.

Revised Paragraph Writing Assignment

Writing Skills: Paragraph Format, Simple Sentences, Subject-Verb Agreement, Identifying and Correcting Sentence Fragments

Directions: Write a paragraph in response to one of the following prompts:

1. Describe the best job you have ever had. Include any descriptions of the workplace, compensation or benefits, the work performed, or other elements to help the reader understand how you felt about the job.
2. Describe the worst job you have ever had. Include any descriptions of the workplace, compensation or benefits, the work performed, or other elements to help the reader understand how you felt about the job.
3. Describe the job that you currently have. Is this a job that you enjoy, or would you like a different job? Include any descriptions of the workplace, compensation or benefits, the work performed, or other elements to help the reader understand how you feel about the job.
4. If you have never had a job, consider another role you have (for example, if you are an adult living at home with your family, there are jobs that you do around the home or for others in your family). Describe what you do to help out at home or with others. Include any activities, errands, or other work to help the reader understand how you help support your family.

Brainstorm (pre-writing):

- Write as many ideas as you can on a piece of paper.
- You may use a graphic organizer to help you generate ideas.
- Do not write complete sentences.
- All ideas are ok here.
- You will decide later which ideas to use in your paragraph.

Rough Draft (first draft):

- Decide which items in your brainstorming you want to keep.
- Write a clear topic sentence that includes your main idea.
- Write several supporting sentences that relate to the topic sentence.

- Write a concluding sentence to bring your paragraph to a logical conclusion. Your concluding sentence may do one or more of the following:
- offer a suggestion
- give an opinion
- make a prediction
- restate the main idea

Paragraph Format/Structure:

- You must write at least 10 sentences.
- Include a topic sentence, supporting sentences, and a concluding sentence.
- Follow the Writing Assignment Guidelines as described in Chapter 2.

This page titled [5.3: Check Your Understanding](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

CHAPTER OVERVIEW

6: Compound Sentences

[6.1: Compound Sentences Preview](#)

[6.2: Sentence Types- Simple and Compound](#)

[6.3: Check Your Understanding](#)

This page titled [6: Compound Sentences](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

6.1: Compound Sentences Preview

Spend a few minutes previewing the chapter to see what you will learn. This chapter will explore the following:

- What is a compound sentence, and how is it different from a simple sentence?
- What is the benefit of using compound sentences in my writing?
- How can I effectively create compound sentences?

As you go through the chapter, you will complete activities to help identify the differences between simple and compound sentences. You will also learn how to combine simple sentences to make compound sentences. This is an important writing skill to have because using both simple and compound sentences makes your writing more interesting and enjoyable for others to read. By the end of the chapter, you will be able to produce compound sentences. This will help you write more clearly and accurately as you complete course assignments or communicate with others at work or in the community.

This page titled [6.1: Compound Sentences Preview](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

6.2: Sentence Types- Simple and Compound

Review simple sentences

In Chapter 3, you studied simple sentences. A **simple sentence** is an independent clause that has one subject-verb combination and expresses a complete idea. There may be additional words besides the subject and verb, which we call the **complement** because they help express a complete idea.

Remember: *Subject + Verb (+ Complement) = Independent Clause = Simple Sentence*

A simple sentence usually has one subject and one verb.

Heba is from the Kingdom of Jordan. (SV)

A simple sentence can also have more than one subject and more than one verb:

2 subjects + 1 verb: Lana and Tanya are from Ukraine. (SSV)

1 subject + 2 verbs: Laura is from Brazil and speaks Portuguese. (SVV)

2 subjects + 2 verbs: Ericka and Maribel are from Mexico and speak Spanish. (SSVV)

Notice that all of these sentences have one basic subject-verb combination, so they are simple sentences.

Compound sentences

A **compound sentence** is two simple sentences (two independent clauses) joined by a coordinating conjunction (one of the FANBOYS: *for, and, nor, but, or, yet, so*). A compound sentence has two subject-verb combinations. We will be focusing on five of the seven coordinating conjunctions: *and, but, or, yet, so*

Example compound sentences with coordinating conjunctions:

Junyue speaks Chinese, and Glody speaks French. (SV, and SV)

Mara likes to eat Italian food, but she prefers to eat Ethiopian food. (SV, but SV)

Do you like to study alone, or do you prefer studying in a group? (SV, or SV)

Lisa visited her mother-in-law, so she missed some of her classes. (SV, so SV)

Grace's son forgot to study, yet he passed the quiz with a B grade. (SV, yet SV)

? Exercise 6.1: Identifying the meaning of conjunctions

Read each sentence. Match the conjunction to its meaning. Discuss your answers with a partner.

1. Mara likes to eat Italian food, but she prefers to eat Ethiopian food. ____
 2. Junyue speaks Chinese, and Glody speaks French. ____
 3. Do you like to study alone, or do you prefer studying in a group? ____
 4. Lisa visited her mother-in-law, so she missed some of her classes. ____
 5. Grace's son forgot to study, yet he passed the quiz with a B grade. ____
- a. additional information / a similar idea
 - b. a result that is not surprising
 - c. contrasting information / an opposite idea
 - d. a surprising contrast or result
 - e. an alternative / another possibility

How to create a compound sentence

Step 1: Make sure that the two simple sentences are related. Only related sentences can be combined to make a compound sentence.

Ekachai likes studying geography. He works at a Thai restaurant. (unrelated – cannot be combined)

Francisco likes working with his hands. He decided to study welding. (related – can be combined)

Step 2: Choose a coordinating conjunction that best communicates the relationship between the two sentences:

- **and** (additional information / a similar idea)
- **or** (an alternative / another possibility)
- **but** (contrasting information / an opposite idea)
- **so** (a result that is not surprising)
- **yet** (a surprising contrast / a surprising result)

Francisco likes working with his hands. He decided to study welding. (relationship – a result that is not surprising; conjunction – so)

Step 3: Change the period at the end of the first sentence to a comma.

Francisco likes working with his hands, so he decided to study welding.

Remember: The comma comes before the coordinating conjunction.

? Exercise 6.2: Simple or compound?

Read each sentence. Write S or C to label it as simple or compound. Discuss your answers with a partner.

1. ____ Silvia enjoys exercising.
2. ____ Fiona and Susana like spending time outdoors.
3. ____ Laura likes to watch movies and walk around her neighborhood.
4. ____ Emily enjoys cooking, and Tami enjoys baking.
5. ____ Do you want to take enchiladas to the party, or do you want to bring flan?
6. ____ You can have cake or ice cream for dessert, but not both.
7. ____ This recipe requires two cups of flour, one cup of sugar, and one cup of walnuts.
8. ____ Olena loves to cook, and her husband loves to eat!
9. ____ The weather was rainy, so Kat baked banana bread.
10. ____ Nadia is interested in interior design, but Lita is interested in fashion design.
11. ____ The weather was good, so AJ took his kids to the park.
12. ____ Last weekend, Ericka worked in her garden and made crafts with her child.
13. ____ Cecilia's husband doesn't like cooking or baking.
14. ____ Vika and her friend are taking the same conversation class.

? Exercise 6.3: More simple and compound sentences

Read each sentence. Write S or C to label it as simple or compound. Discuss your answers with a partner.

1. ____ In the morning, Melinda can ride her bike and take the bus to get to school.
2. ____ Our rough drafts are due today, but Omar forgot to write his paper.
3. ____ Stephanie's phone rang and startled her classmates.
4. ____ In less than a month, we will be done with the term.
5. ____ Orlando wants to earn a degree, so he met with an academic advisor.

6. _____ Neither Marina nor Emily prefers studying alone.
7. _____ Do you like to type your assignments, or do you prefer to write them by hand?
8. _____ You can write your papers by hand, but it's better to type them.
9. _____ Kat was absent, so Ivana taught the class instead.
10. _____ Tran's phone rang loudly in class during the test, so she felt embarrassed.
11. _____ A co-worker fell down the stairs, but she wasn't badly hurt.
12. _____ Either Vitali or Arnaldo has a job interview tomorrow.
13. _____ Safety issues at work should be reported, and they should be fixed quickly.
14. _____ Good training can help employees know their rights and learn new skills.
15. _____ Zadie works two jobs, yet she still finds time to volunteer at the youth center.

? Exercise 6.4: Identifying compound sentences in a paragraph

As you read the example paragraph, identify the main idea, the supporting sentences, and the concluding sentence. Underline the compound sentences. Discuss your choices with a partner.

My Worst Job

The worst position I have ever had was a plastic sign maker. To begin with, it was a horrible job because of the work environment. I had to work in a small room with just the machine and the materials for creating plastic signs, so I was lonely and had no one to talk to. That kind of work environment is terrible for a highly extroverted individual like me. A second problem was the classification of the job. I was a temporary employee. The pay was good, but I couldn't count on any stability for the future. This also meant that I didn't have any long-term benefits. The final reason I disliked my job was the nature of the work. I was creating plastic signs, and I knew that they were bad for the environment. I didn't like the idea of spending my day doing work that contributed to climate change. The job helped me understand my values, so I'm glad for the experience, but I never want to make plastic signs ever again!

? Exercise 6.5: Choosing the best coordinating conjunction

Read the compound sentences and choose the best coordinating conjunction for each space: *and*, *but*, *or*, *yet*, *so*. Discuss your answers with a partner.

Example: My car is in the shop, so I am taking the bus to work.

1. Michael is tired, _____ he's hungry, too.
2. Salma is tired, _____ she wants to go to bed.
3. Thang has insomnia, _____ he is especially tired.
4. It's late, _____ Sara is not sleepy.
5. Fernanda slept well last night, _____ she's not tired today.
6. Do you want to get up at 7:00, _____ do you want to sleep until 9:00?
7. It is cold, _____ Olesia needs another blanket on her bed.
8. Igor sleeps eight hours every night, _____ he works eight hours every day.
9. Nena had a dream last night, _____ she can't remember it.
10. Lilit's husband snores, _____ she can't sleep very well at night.
11. Akiko drinks coffee before she goes to bed, _____ she falls asleep easily.
12. Martha tried to read a novel in French, _____ it was too difficult.
13. Olesia was cold, _____ she put on a coat.
14. To get from Seattle, Washington, to Vancouver, British Columbia, you can fly, _____ you can ride the ferry.
15. I bought a bottle of wine, _____ we drank it together.
16. The waiter was very friendly, _____ the food wasn't very good.
17. Fatima needed some money, _____ she found a part-time job.

18. There's been so much rain lately! Maybe it's because of El Niño, _____ maybe it's just coincidence.
19. Yukiko has a guitar, _____ she plays it really well.
20. The concert was canceled, _____ we went to a nightclub instead.

? Exercise 6.6: Simple sentences to compound sentences

Combine each pair of simple sentences into one sentence with a comma and a conjunction: *and*, *but*, *or*, *yet*, *so*.

Remember: Always use a comma (,) and one of the FANBOYS to connect the two independent clauses. When you finish, discuss your sentences with a partner.

1. Jane lives in Oregon City. Tina lives in Molalla.

2. Jane would like to eat in a new restaurant every week. It is too expensive.

3. The restaurant manager noticed the increase in inflation. He gave all the servers a raise.

4. You can buy organic food at the farmer's market. It is open only during the spring and summer.

5. I enjoy cooking and eating. My kitchen is important to me.

6. My kitchen is not very big. I have all that I need.

7. We bought a new refrigerator last year. I hope to get a new dishwasher this year.

8. We couldn't afford a big table with a leaf. We bought this smaller one.

9. We have a nice stove with an oven. No one uses it.

? Exercise 6.7: Creating logical compound sentences

Read the sentences about a recent family trip. Create a compound sentence by adding an independent clause. Look at the conjunction for the relationship between the two clauses. After you finish, share your sentences with a partner.

1. I like my family very much, but

2. Last week we went to the beach, and

3. We brought along a camera, so

4. The ocean was beautiful, yet

5. We looked for shells, and

6. Next week, we might go to the beach again, or

? Exercise 6.8: Simple sentences to compound sentences

Combine each pair of simple sentences into one sentence with a comma and a conjunction: *and*, *but*, *or*, *yet*, *so*. **Remember:** Always use a comma (,) and one of the FANBOYS to connect the two independent clauses. When you finish, discuss your sentences with a partner.

1. My father loves pocket novels. He buys one at the local used bookstore almost every month.

2. He finishes some of the novels. Most of them just take up space.

3. We ran out of space for them in the bookcase. He started to store them on the kitchen counter.

4. My mother asked my father to please stop buying pocket novels. She would throw them out.

5. Of course, Dad came home the next week with three new ones. Mom wasn't upset.

6. Maybe she realized that used books don't cost a lot of money. Buying pocket novels is harmless.

? Exercise 6.9: Creating more logical compound sentences

Work in teams. Create a compound sentence by adding an independent clause. Look at the conjunction for the relationship between the two clauses. Then share your sentences with another team.

Examples:

My cat is old.

My cat is old, **and** he is grumpy. (additional information – similar idea)

My cat is old, **but** he still loves to play. (contrasting information – opposite idea)

My cat is old, **so** he sleeps a lot. (result)

1. I like chocolate.

1. I like chocolate, and

2. I like chocolate, but

3. I like chocolate, so

2. My son has to clean his room.

1. My son has to clean his room, and

2. My son has to clean his room, but

3. My son has to clean his room, so

4. My son has to clean his room, or

3. In 30 minutes, class is over.

1. In 30 minutes, class is over, and

2. In 30 minutes, class is over, but

3. In 30 minutes, class is over, so

? Exercise 6.10: Compound sentences with coordinating conjunctions

Combine each pair of simple sentences into one sentence with a comma and a conjunction: *and*, *but*, *or*, *yet*, *so*.

Remember: Always use a comma (,) and one of the FANBOYS to connect the two independent clauses. When you finish, discuss your sentences with a partner.

1. Mateo will declare his major now. He may change it later.

2. Tatyana doesn't enjoy horror films. Ericka doesn't, either.

3. The cost of education has been rising. Many students are having financial problems.

4. Ricardo created a new playlist on his phone. He listened to his favorite music as he wrote his essay.

5. You may write your assignment long-hand. You can type it.

This page titled [6.2: Sentence Types- Simple and Compound](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

6.3: Check Your Understanding

Now that you have finished the chapter, let's look back at the original questions for exploration. Think about how you would answer these questions.

- What is a compound sentence, and how is it different from a simple sentence?
- What is the benefit of using compound sentences in my writing?
- How can I effectively create compound sentences?

Are there key words in the chapter to highlight or any notes to make to help you remember this information? Is there anything to review and discuss with a study partner or group?

Journal Writing

The goal of journal writing is to write down ideas without stopping to look up the spelling of words or check grammar rules. You do not need to worry about writing accurately. Instead, you should focus on writing as much as possible about the topic.

Option A: What is your opinion of leveled readers? If you have read some online materials, such as ESOL News Oregon or Reading Skills for Today's Adults, what is your opinion about these materials?

Option B: Describe how you have helped others in your community, such as volunteering time or making donations. If you aren't currently helping others, what would you like to do to help those in your community?

Option C: Explain some of the benefits and/or challenges that you have experienced using social media or interacting online.

This page titled [6.3: Check Your Understanding](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

CHAPTER OVERVIEW

7: Correcting Run-Together Sentences with Coordinating Conjunctions

[7.1: Correcting Run-Together Sentences Preview](#)

[7.2: Identifying Run-Together Sentences](#)

[7.3: Check Your Understanding](#)

This page titled [7: Correcting Run-Together Sentences with Coordinating Conjunctions](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

7.1: Correcting Run-Together Sentences Preview

Spend a few minutes previewing the chapter to see what you will learn. This chapter will explore the following:

- What is a run-together sentence?
- What is the difference between a run-on and a comma splice?
- How can I correct run-together sentences in my writing?

A student who writes with run-together sentences is difficult to understand, so it will help you to learn about them and how to correct them. As you go through the chapter, you will complete activities to help you understand the difference between run-ons and comma splices. You will learn how to identify run-together sentences in your writing, and by the end of the chapter, you will develop strategies for correcting them in your writing. This will make your writing easier to understand no matter your writing purpose.

This page titled [7.1: Correcting Run-Together Sentences Preview](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

7.2: Identifying Run-Together Sentences

Run-together sentences occur when two sentences are joined with no punctuation between them or with only a comma connecting them.

Examples of run-together sentences:

It was raining I got wet. (run-on)

It was raining, I got wet. (comma splice)

Even though these thoughts go together logically, they are two separate sentences grammatically. A sentence can have two subjects and two verbs only if they are joined in some way. This chapter explains some of the ways to correct errors and join sentences.

Identifying types of errors

Run-on sentences

A run-on sentence has two or more independent clauses that are joined without a comma or a conjunction.

Example of a run-on:

Green tea is healthy it has a lot of caffeine.

Comma splices

A comma splice is similar to a run-on sentence. It has two or more independent clauses that are joined by only a comma. There is no conjunction.

Example of a comma splice:

Green tea is healthy, it has a lot of caffeine.

? Exercise 7.1: Identifying run-ons and comma splices

Read the following sentences. Each sentence has an error. Identify whether the error is a run-on (RO) or comma splice (CS).

Example: CS Maria's rent is due, she does not have enough money to pay the full amount.

1. ____ I was feeling stressed I took a break from social media.
2. ____ A good paragraph has several parts, the first part is a topic sentence.
3. ____ Tetiana's car was totaled in the accident, she had to get a rental.
4. ____ There aren't many news reports about my home country, I look for information on social media.
5. ____ Susana makes a lot of online purchases she uses the same password for all of her accounts.
6. ____ Ericka likes swimming her son likes surfing.
7. ____ Harry is shy, he has many friends.
8. ____ Alma takes daily walks to reduce stress, Silvia meditates every day.
9. ____ Maribel might take her family to the museum, they may see a movie.
10. ____ Junyue lives in an apartment, she cannot have a pet.
11. ____ The bananas on the counter were turning brown and spotted, the flowers in the vase were dry and wilted.

Fixing run-together sentences using a coordinating conjunction

If the two sentences go together logically, often you should use a joining word to indicate the logical connection. This helps your reader understand how your ideas relate to each other. One way of showing how the sentences are related

is to join them with coordinators (remember them with the acronym *FANBOYS* – *for, and, nor, but, or, yet, so*). We will focus on *and, but, or, yet, & so* in this chapter.

And: addition/similar idea

At work, Ashlee wants to drink more water during the day, and she hopes to take short walks during her break time.

But: contrast/opposite idea)

Teresa wants to make some positive health changes, but she doesn't know the first step.

Or: alternative/another possibility

To reduce waste, you can bring a refillable water bottle, or you might prepare your lunch at home and bring it to work.

Yet: contrast that is surprising

Maria needed to go to the doctor, yet she didn't have the money for her co-pay.

So: result that is not surprising

Tanya was having trouble dealing with her mother's death, so she started seeing a therapist.

Note: We will look at other ways to correct run-together sentences in a later chapter.

Examples of run-together sentences and how to correct them with coordinating conjunctions:

Run-together Sentence:

It was raining I got wet.

Corrected: It was raining, so I got wet.

Run-together Sentence:

Green tea is healthy, it has a lot of caffeine.

Corrected: Green tea is healthy, but it has a lot of caffeine.

*Notice that in each corrected sentence, the comma comes before the coordinator.

? Exercise 7.2: Correcting run-together sentences with coordinating conjunctions

Use a comma and a coordinating conjunction (and, but, or, yet, so) to correct each sentence.

Example:

Tran felt addicted to the games on her phone, she deleted the apps.

Corrected: Tran felt addicted to the games on her phone, so she deleted the apps.

1. Quan wanted a raise at work, he wasn't sure how to request one from his boss.

2. Bob was a good musician he could never keep a steady job in a band.

3. The art class was canceled Orlando had to change his schedule.

4. Elba loved the book the movie was terrible.

5. The telephone was ringing, someone was at the front door as well.

6. I slept through my alarm I missed the 8:00 a.m. bus.

7. For dessert, do you want pumpkin pie do you want cheesecake?

8. There were not that many jobs on campus Vika took one at the mall.

9. Ekachai remembered to get the hot dogs he forgot to buy the buns.

10. On sunny days, Raina likes to ride her bike in the park, she takes a walk on the beach.

11. I missed the lecture last week, I'd like to borrow your notes.

12. The tour first stopped at the Statue of Liberty then it went to the Empire State Building.

13. Mario went to bed early last night he still feels tired this morning.

14. Some students put a lot of their life experiences into their essays, others prefer not to write about their own lives.

This page titled [7.2: Identifying Run-Together Sentences](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

7.3: Check Your Understanding

Now that you have finished the chapter, let's look back at the original questions for exploration. Think about how you would answer these questions.

- What is a run-together sentence?
- What is the difference between a run-on and a comma splice?
- How can I correct run-together sentences in my writing?

Are there key words in the chapter to highlight or any notes to make to help you remember this information? Is there anything to review and discuss with a study partner or group?

Journal Writing

Option A: Has doing extensive reading changed the way you feel about reading in English? Explain.

Option B: Describe some healthy habits that you follow or want to follow to keep your body and mind fit.

Revised Paragraph Writing Assignment

Writing Skills: Paragraph Format, Subject-Verb Agreement, Identifying and Correcting Sentence Fragments, Simple and Compound Sentences, Correcting Run-Together Sentences with Coordinating Conjunctions

Directions: Write a paragraph in response to one of the following prompts:

1. Describe how you have helped others in your community, such as volunteering time or making donations. If you aren't currently helping others, what would you like to do to help those in your community?
2. Describe some healthy habits that you follow or want to follow to keep your body and mind fit.
3. Explain some of the benefits and/or challenges that you have experienced using social media or interacting online.

Brainstorm (pre-writing):

- Write as many ideas as you can on a piece of paper.
- You may use a graphic organizer to help you generate ideas.
- Do not write complete sentences.
- All ideas are ok here.
- You will decide later which ideas to use in your paragraph.

Rough Draft (first draft):

- Decide which items in your brainstorming you want to keep.
- Write a clear topic sentence that includes your main idea.
- Write several supporting sentences that relate to the topic sentence.
- Write a concluding sentence to bring your paragraph to a logical conclusion. Your concluding sentence may do one or more of the following:
 - offer a suggestion
 - give an opinion
 - make a prediction
 - restate the main idea

Paragraph Format/Structure:

- You must write at least 10 sentences.
- Include a topic sentence, supporting sentences, and a concluding sentence.
- You must include at least two compound sentences.
- Follow the Writing Assignment Guidelines as described in Chapter 2.

This page titled [7.3: Check Your Understanding](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

CHAPTER OVERVIEW

8: Complex Sentences

[8.1: Complex Sentences Preview](#)

[8.2: Independent Clauses and Dependent Clauses](#)

[8.3: Subordinators](#)

[8.4: Check Your Understanding](#)

This page titled [8: Complex Sentences](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

8.1: Complex Sentences Preview

Spend a few minutes previewing the chapter to see what you will learn. This chapter will explore the following:

- What is a dependent clause, and how is it different from an independent clause?
- What is a complex sentence, and how is it formed?
- What is the benefit of using complex sentences in my writing?
- How can I effectively create complex sentences?

In Chapter 3, we explored how simple sentences contain one independent clause that has both a subject and a verb and expresses a complete idea. In Chapter 6, we explored how to create compound sentences by joining two independent clauses with a coordinating conjunction. In this chapter, we will explore how to create a complex sentence.

As you go through the chapter, you will complete activities to help identify the differences between independent clauses and dependent clauses. You will also learn how to combine an independent clause and a dependent clause to make a complex sentence. This is an important writing skill to have because using complex sentences makes your writing more interesting and enjoyable for others to read. By the end of the chapter, you will be able to produce complex sentences, which will help you write more clearly and accurately as you complete course assignments or communicate with others at work or in the community.

This page titled [8.1: Complex Sentences Preview](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

8.2: Independent Clauses and Dependent Clauses

Before we begin a discussion about complex sentences, we will explore the differences between two types of clauses: independent clauses and dependent clauses. All sentences have at least one clause, but not all clauses are sentences.

These clauses **are** sentences:

The children were playing outside.

Brian bought a new car.

Tim and Marcy went to the doctor.

These clauses **are not** sentences:

while their parents were visiting inside

even though his old car was in good condition

because Marcy felt sick

How are they different?

There are two types of clauses: **independent clauses** and **dependent clauses**. Sometimes you hear them called by different names.

Independent clauses are sometimes also called **main clauses**.

Dependent clauses are sometimes called **subordinate clauses**.

An **independent clause** contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence by itself. An independent clause is like an adult person: it is independent and can “live” by itself.

An independent clause is formed with:

Subject + Verb (+ Complement)

The following sentences show examples of independent clauses (underlined):

Athletes and coaches work out three times a day.

Jenna had twins last year, and her sister is having twins this year.

Many individuals experience culture shock when they come to the United States.

Because Maryna likes clowns, she goes to the circus often.

A **dependent clause** begins with a subordinating conjunction (also called a subordinator) followed by a subject, verb, and complement. It does not express a complete thought and cannot stand by itself as a sentence. A dependent clause is like a little child: it cannot “live” by itself.

A dependent clause is formed with:

Subordinator + Subject + Verb (+ Complement)

There are many subordinating conjunctions, but we will study just 14 of them in this chapter. Even though we will study only 14 subordinating conjunctions, it is still a lot to learn! Be patient with yourself while you are learning the meanings and how to use them in sentences. As you continue to study English, you will recognize more of them in the texts that you read.

Here is a list of the subordinating conjunctions that we will study:

- when
- as soon as

- once
- before
- after
- while
- as
- if
- in case
- because
- since
- although
- even though
- whereas

Here are some examples of dependent clauses:

- ...when the term was over...
- ...after the university accepted my application...
- ...if you leave your children unattended...
- ...because I had a job interview...
- ...although I enjoy listening to podcasts...

Notice that they all begin with subordinators, and when you read them aloud, they seem incomplete. You need more information for each because the dependent clause isn't a complete thought.

? Exercise 8.1: Identifying independent and dependent clauses

Which of the following are independent clauses, and which are not? Write **I** or **D** to identify whether the clause is independent or dependent. When you are finished, discuss your answers with a partner.

1. ____ as soon as the lights went out
2. ____ he is shy but has many friends
3. ____ if you prefer to take the bus
4. ____ she needs to borrow your notes
5. ____ once you turn in your writing assignment
6. ____ students study and socialize in the library
7. ____ as I complete my homework each evening
8. ____ he had to review for the final exam
9. ____ when I feel bored
10. ____ she proposed to me
11. ____ because Miriam is shy
12. ____ we went out to eat after the football game
13. ____ even though I usually drive to campus
14. ____ my friends Victor and Edgar came to my house to play video games with me
15. ____ before it was time to leave for school
16. ____ while the students were traveling to the concert
17. ____ my roommate intends to finish college
18. ____ in case Nelson leaves his car unlocked
19. ____ many textbooks provide charts and graphs
20. ____ since you're taking Upper Intermediate Reading/Writing next term

21. ____ he learns new words by using a vocabulary log
22. ____ although Silvia wants to write on this topic
23. ____ some students listen quietly in class and learn a lot
24. ____ after Ruth's husband drove her to campus
25. ____ whereas evening classes are held on the Harmony campus
26. ____ people have strong opinions

This page titled [8.2: Independent Clauses and Dependent Clauses](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

8.3: Subordinators

Dependent clause + independent clause

We can create a complex sentence using a dependent clause followed by an independent clause.

Some dependent clauses indicate time and usually start with words like **when**, **as soon as**, **once**, **before**, **after**, **while**, and **as**.

Some dependent clauses indicate a condition and usually start with words like **if** and **in case**.

Examples of dependent clauses, independent clauses, and complex sentences made by combining them.

Example	Explanation
as soon as I see her	dependent clause of time
I will tell her the news.	independent clause or simple sentence
As soon as I see her, I will tell her the news.	complex sentence

Examples of dependent clauses, independent clauses, and complex sentences made by combining them.

Example	Explanation
if I go to bed early	dependent clause of condition
I can easily get up early.	independent clause or simple sentence
If I go to bed early, I can easily get up early.	complex sentence

More example sentences:

While we were eating dinner, someone rang the doorbell.

When a dependent clause comes first in a complex sentence, we use a comma.

Independent clause + dependent clause

We can create a complex sentence using an independent clause followed by a dependent clause.

Some dependent clauses indicate a reason or cause and usually start with words like **because** and **since**.

Some dependent clauses indicate a direct contrast or unexpected result and usually start with words like **although**, **even though**, and **whereas**.

Examples of dependent clauses, independent clauses, and complex sentences made by combining them.

Example	Explanation
I went to bed early.	independent clause or simple sentence
because I was tired	dependent adverb clause of reason
I went to bed early because I was tired.	complex sentence

Examples of dependent clauses, independent clauses, and complex sentences made by combining them.

Example	Explanation
I went to bed early.	independent clause or simple sentence
even though I wasn't tired	dependent adverb clause of contrast
I went to bed early even though I wasn't tired.	complex sentence

More example sentences:

Someone rang the doorbell while we were eating dinner.

I can easily get up early if I also go to bed early.

We don't use a comma when a dependent clause comes last in a complex sentence.

Understanding the meaning of subordinating conjunctions in complex sentences

Categories of subordinating clauses, examples of subordinating clauses by category, and sentences using them.

Logical meaning/relationship	Subordinating conjunction	Example sentence
time	when as soon as once before after while as	Henry wants to study nursing when he finishes the basics. I will text you as soon as I arrive. Once Olga turns in her paper, she will head to the library. Camelia goes to school after she makes her lunch. While we were eating, we were texting our friends. As Fatima sat down, the movie started.
condition	if in case	If Vita gets paid today, she might go shopping tomorrow. Phuong will bring an umbrella in case it rains.
reason/cause	because since	Tom needs to get a job because he wants a new car. Since Will works nights, he sleeps during the day.
direct contract/unexpected result	although even though whereas (direct contrast only)	Although Svitlana had a cold, she had to go to work. Steve came to class even though he wasn't feeling well. Whereas Sith takes classes at the Oregon City Campus, Meervat takes classes at the Harmony campus.

? Exercise 8.2: Identifying dependent clauses in complex sentences

Underline the dependent clauses in the example sentences above. When you are finished, discuss your answers with a partner.

Punctuation rules

When the sentence begins with a dependent clause, put a comma before the independent clause. (**DC, IC.**) Don't add a comma between the clauses if the independent clause comes first. (**IC DC.**)

Here are complex sentences created by starting with an independent (main) clause and adding a dependent (subordinate) clause. **Notice the punctuation.**

The children were playing outside while their parents were visiting inside.

Brian bought a new car even though his old car was in good condition.

Tim and Marcy went to the doctor because Marcy felt sick.

The order of the clauses may be reversed. **Notice how the punctuation changes.**

While their parents were visiting inside, the children were playing outside.

Even though Brian's old car was in good condition, he bought a new car.

Because Marcy felt sick, she and Tim went to the doctor.

? Exercise 8.3: Complex sentences with subordinators

Combine each pair of simple sentences into one complex sentence. Use the subordinator indicated. Make sure you follow the punctuation rules for dependent and independent clauses. When you finish, discuss your sentences with a partner.

Example:

- Edith will go see a movie in the theater. The weather is rainy this weekend. (if)

Correct:

- Edith will go see a movie in the theater if the weather is rainy this weekend.
- If the weather is rainy this weekend, Edith will go see a movie in the theater.

1. Butter adds empty calories to a baked potato. Nisley avoids it. (because)

—

2. Mila has a cold. She stays home and rests. (when)

—

3. The instructor greets the students. They come into the classroom. (as)

—

4. Lorena decided to go to school. Her parents wanted her to get a job. (even though)

—

5. Mariya addressed the letter. She sent it. (before)

6. Fabian is reading. He is listening to soft music. (while)

? Exercise 8.4: Make complex sentences with subordinators

Combine each pair of simple sentences into one complex sentence. Use the subordinator indicated. Make sure you follow the punctuation rules for dependent and independent clauses. When you finish, discuss your sentences with a partner.

1. Angela likes rap music. Osman likes hip hop. (whereas)

3. Maribel thinks more clearly. She gets a good night's sleep. (once)

4. I stayed up late last night. I feel very tired today. (since)

5. Sobheya's phone started ringing. Everyone was taking the quiz. (while)

6. Loud noises distract Malalai. She likes working alone. (because)

7. Your final exam is scored. Your instructor will post final grades in MyClackamas. (as soon as)

8. Elizabeth arrives early for class. She has questions for her instructors. (in case)

9. Gizela was nervous about the test. She had made a study guide. (even though)

10. Alina turned in her final exam. She reviewed her answers. (before)

? Exercise 8.5: Identifying complex sentences in a paragraph

As you read the following paragraph, identify the main idea, the supporting sentences, and the concluding sentence. Underline the complex sentences. Discuss your choices with a partner.

My Future Career

Over the years, I have worked in several different kinds of jobs, and now I would like to become a businesswoman in the U.S. A few weeks after moved here, I decided to study English at Clackamas Community College. Once I am able to take college-level courses, I can complete a certificate or degree program and start a new career. In the past, my parents and I had started some businesses. For example, we used to provide a crane for hire, and we also had an online restaurant. Unfortunately, our businesses never succeeded because we didn't know how to manage things. Now I have a new opportunity to study and plan for my future. If I achieve my goal of being a successful businesswoman, I will be the first person in my family to do so.

? Exercise 8.6: Identifying more complex sentences in a paragraph

As you read the following paragraph, identify the main idea, the supporting sentences, and the concluding sentence. Underline the complex sentences. Discuss your choices with a partner.

Learning English

Moving to a new country is a challenge if you don't speak the language. Seven years ago, I moved to the United States of America. After my kids became teenagers, I decided to learn English. I applied to Clackamas Community College. The main reason was to improve my English and feel more confident when I have to reach out to my kids' teachers, coaches, or their friends' parents. Another reason was to communicate with people around me, like my neighbors and friends. We need to communicate at the supermarket or the library and in hospitals or restaurants. Additionally, I want to be a good example for my kids. When my children see me going to college and learning, this motivates them to achieve their dreams. Finally, the most important reason for me was to have a career and support my kids in a better way. Sometimes life puts you in a difficult situation to learn new things and make changes. Maybe it's time to make these changes and start this new journey.

Content in Chapter 8.3: Subordinators is adapted from [Introduction to Academic Writing for ESOL](#) by Tim Krause which is licensed under [CC BY-NC-SA](#)

This page titled [8.3: Subordinators](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

8.4: Check Your Understanding

Now that you have finished the chapter, let's look back at the original questions for exploration. Think about how you would answer these questions.

- What is a dependent clause, and how is it different from an independent clause?
- What is a complex sentence, and how is it formed?
- What is the benefit of using complex sentences in my writing?
- How can I effectively create complex sentences?

Are there key words in the chapter to highlight or any notes to make to help you remember this information? Is there anything to review and discuss with a study partner or group?

Journal writing

The goal of journal writing is to write down ideas without stopping to look up the spelling of words or check grammar rules. You do not need to worry about writing accurately. Instead, you should focus on writing as much as possible about the topic.

Option A: After this class ends, what will you do to continue improving your English fluency?

Option B: Describe your favorite holiday. Why is it your favorite? How do you celebrate?

This page titled [8.4: Check Your Understanding](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

CHAPTER OVERVIEW

9: Identifying and Correcting More Sentence Fragments

[9.1: Identifying and Correcting More Sentence Fragments Preview](#)

[9.2: Identifying Fragments with Subordinating Conjunctions](#)

[9.3: Check Your Understanding](#)

This page titled [9: Identifying and Correcting More Sentence Fragments](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

9.1: Identifying and Correcting More Sentence Fragments Preview

Spend a few minutes previewing the chapter to see what you will learn. This chapter will explore the following:

- What are some additional sentence fragments that might occur when using subordinating conjunctions?
- How can I identify and correct sentence fragments in my writing?

In Chapter 5, you learned about ways to identify and correct some sentence fragments. As you go through this chapter, you will complete activities to help you identify additional sentence fragments. By the end of the chapter, you will develop strategies for correcting these sentence fragments in your writing. This will make your writing easier to understand no matter your writing purpose.

This page titled [9.1: Identifying and Correcting More Sentence Fragments Preview](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

9.2: Identifying Fragments with Subordinating Conjunctions

You learned in Chapter 5 that a sentence fragment might be a phrase punctuated as if it were a complete sentence. A sentence fragment can also be a dependent clause punctuated as if it were a complete sentence.

To avoid sentence fragments that contain a dependent clause, follow these steps:

1. Identify the subject-verb unit in a group of words to make sure it is a clause.
2. Make sure that the clause can stand alone as a complete sentence.

We can identify a subject-verb unit in the following group of words:

students graduate from the program

Because this is an independent clause that can stand alone as a complete idea, we can apply capitalization and end punctuation to make it a simple sentence:

Students graduate from the program. (correct)

Now look at the following group of words. Even though there is a subject-verb unit, there is also a subordinating conjunction at the beginning, so this does not express a complete idea. It is a dependent clause, and it cannot stand alone as a sentence:

when *students graduate* from the program

If the dependent clause is punctuated like a complete sentence, it is a sentence fragment:

When *students graduate* from the program. (incorrect)

? Exercise 9.1: Identifying sentence fragments

In the exercise below, all of the groups of words are punctuated as complete sentences, but some are dependent clauses, so they are fragments. Identify each group of words as a sentence (S) or a fragment (F). When you are finished, discuss your answers with a partner.

Examples:

When I went to the bookstore. - (F) fragment

I went to the bookstore. - (S) sentence

1. ___ Since I had nothing else for lunch today except a hamburger.
2. ___ We made dinner for the whole group.
3. ___ Whereas the library is open on Thursdays.
4. ___ In case I have time to work on my homework.
5. ___ He has been a nurse for ten years.
6. ___ Because she's a wonderful person with all kinds of unusual talents.
7. ___ If Feliciano likes chocolate.
8. ___ Even though I usually drive to campus.
9. ___ I like to have dinner before 6 p.m.
10. ___ Success comes to people who work hard.
11. ___ Although I do not enjoy hard work.
12. ___ When exams are just around the corner.
13. ___ Najla became bored during the game.
14. ___ Because the afternoon was cold enough for a sweater.
15. ___ Before you begin your shift today.

Suggestions for correcting fragments with subordinating conjunctions

You can correct a fragment with a dependent clause by adding an independent clause before or after to make it a complete sentence. At other times, you may simply want to remove the subordinating conjunction to create a simple sentence.

? Exercise 9.2: Correcting sentence fragments

Choose three of the fragments from Exercise 1 and write them below so that they are complete sentences. When you are finished, share your sentences with a partner.

1. _____

2. _____

3. _____

? Exercise 9.3: Correcting sentence fragments in a paragraph

As you read the following paragraph, identify the main idea, the supporting sentences, and the concluding sentence. Underline the two sentence fragments. Discuss with a partner how each fragment could be corrected to create a complex sentence and improve the readability of the paragraph.

Bricklayer: Difficult or Easy?

One of the jobs that I had was a bricklayer. It was hard work, and when you prepared a concrete mix, it was easy to get dirty. I didn't like this kind of job. Because I often needed to work on weekends. Even though the pay was good. At the end of the day, I was very tired. It was also a dangerous job, and it was easy to have an accident. I couldn't say it was the worst job that I have had, but I never want to do it again.

? Exercise 9.4: Correcting more sentence fragments in a paragraph

As you read the following paragraph, identify the main idea, the supporting sentences, and the concluding sentence. Underline the two sentence fragments. Discuss with a partner how each fragment could be corrected to create a complex sentence and improve the readability of the paragraph.

My Best Job

My first full-time job was working in a computer company. The work environment was okay, with two or three people in one office. Since we worked indoors. We didn't have to worry about the temperature. The salary was good, and there were bonuses. The company provided lunch, and I could choose what I wanted to eat. My colleagues were friendly. They were all willing to help me. Even though I was the youngest. The job wasn't difficult. Considering the benefits, this was a great job.

This page titled [9.2: Identifying Fragments with Subordinating Conjunctions](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

9.3: Check Your Understanding

Now that you have finished the chapter, let's look back at the original questions for exploration. Think about how you would answer these questions.

- What are some additional sentence fragments that might occur when using subordinating conjunctions?
- How can I identify and correct sentence fragments in my writing?

Are there key words in the chapter to highlight or any notes to make to help you remember this information? Is there anything to review and discuss with a study partner or group?

Journal Writing

The goal of journal writing is to write down ideas without stopping to look up the spelling of words or check grammar rules. You do not need to worry about writing accurately. Instead, you should focus on writing as much as possible about the topic.

Option A: What has been an important achievement or improvement in your reading fluency?

Option B: What has been an important achievement or improvement in your writing skills?

Revised Paragraph Writing Assignment

Writing Skills: Paragraph Format, Subject-Verb Agreement, Identifying and Correcting Sentence Fragments, Simple and Compound Sentences, Correcting Run-Together Sentences with Coordinating Conjunctions

Directions: Write a paragraph in response to one of the following prompts:

1. Describe your favorite holiday. Why is it your favorite? How do you celebrate?
2. Describe a job or career that you want in the future. Think about it. Be specific.

Brainstorm (pre-writing):

- Write as many ideas as you can on a piece of paper.
- You may use a graphic organizer to help you generate ideas.
- Do not write complete sentences.
- All ideas are ok here.
- You will decide later which ideas to use in your paragraph.

Rough Draft (first draft):

- Decide which items in your brainstorming you want to keep.
- Write a clear topic sentence that includes your main idea.
- Write several supporting sentences that relate to the topic sentence.
- Write a concluding sentence to bring your paragraph to a logical conclusion. Your concluding sentence may do one or more of the following:
 - offer a suggestion
 - give an opinion
 - make a prediction
 - restate the main idea

Paragraph Format/Structure:

- You must write at least 10 sentences.
- Include a topic sentence, supporting sentences, and a concluding sentence.
- You must include at least two complex sentences.

Follow the Writing Assignment Guidelines as described in Chapter 2.

This page titled [9.3: Check Your Understanding](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

CHAPTER OVERVIEW

10: More Ways to Correct Run-Together Sentences

[10.1: More Ways to Correct Run-Together Sentences Preview](#)

[10.2: Suggestions for Fixing Run-Together Sentences](#)

[10.3: Check Your Understanding](#)

This page titled [10: More Ways to Correct Run-Together Sentences](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

10.1: More Ways to Correct Run-Together Sentences Preview

Spend a few minutes previewing the chapter to see what you will learn. This chapter will explore the following:

- What are some additional ways that I can correct run-together sentences?
- What are the best options for correcting run-together sentences?

In Chapter 7, you learned how to identify and correct some run-together sentences with coordinating conjunctions. As you go through the chapter, you will learn how to correct run-together sentences by using subordinating conjunctions, a semicolon, or a period. This will make your writing easier to understand no matter your writing purpose.

This page titled [10.1: More Ways to Correct Run-Together Sentences Preview](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

10.2: Suggestions for Fixing Run-Together Sentences

You learned in Chapter 7 that run-together sentences occur when two sentences are joined with no punctuation between them or with only a comma connecting them.

Examples of run-together sentences:

Run-on: It was raining I got wet.

Comma splice: It was raining, I got wet.

Run-on: Green tea is healthy it has a lot of caffeine.

Comma splice: Green tea is healthy, it has a lot of caffeine.

Fixing run-together sentences with a subordinator

You can show the relationship between two sentences by using a subordinator to change one of the sentences into a dependent clause.

Corrected run-together sentences:

Since it was raining, I got wet.

I got wet because it was raining.

Although green tea is healthy, it has a lot of caffeine.

Green tea has a lot of caffeine even though it is healthy.

Remember: When a subordinator comes at the beginning of a sentence, put a comma after the dependent clause. Do not use a comma after the independent clause when the subordinator comes in the middle of the sentence.

? Exercise 10.1: Correcting run-together sentences

Correct each run-together sentence by creating a complex sentence. Use the subordinator indicated. Make sure you follow the punctuation rules for dependent and independent clauses. When you finish, discuss your sentences with a partner.

Example:

Marge got an email from a stranger, she didn't reply to it. (when)

Correct: When Marge got an email from a stranger, she didn't reply to it.

1. Harry was a good musician, he never could keep a steady job in a band. (although)

2. Gloria was studying to become a psychologist, she was working part-time. (while)

3. I loved to ride my bike around the neighborhood I was a child. (when)

4. Tarek would buy a new car, he had the money. (if)

5. I missed the 8 a.m. bus, I slept through my alarm. (because)

6. Oksana has questions about a math assignment, she does her homework in the tutoring center. (in case)

7. Vlad wants to choose a better password Rachaya told him not to use his birthdate. (since)

? Exercise 10.2: Correcting run-ons and comma splices by adding a subordinating conjunction

Rewrite each run-together sentence by creating a complex sentence. Use any of the subordinators that we have studied. Make sure you follow the punctuation rules for dependent and independent clauses. Be prepared to defend your choice by describing the relationship between the two sentences. When you finish, discuss your sentences with a partner.

Subordinators

Subordinators of time	Subordinators of condition	Subordinators of reason/cause	Subordinators of direct contrast/unexpected result
when as soon as once before after while as	if in case	because since	although even though whereas

Example:

Marge got an email from a stranger, she didn't reply to it. (when)

Correct: When Marge got an email from a stranger, she didn't reply to it.

1. Erika decided to leave the park, it started to rain.

2. People prefer MAX the bus is slow.

3. The sunshine in March was pleasant, it was a disaster for local farmers.

4. Jane enjoys reading at home on the weekends. George likes to go out with friends.

5. The committee members looked over the application, they were pleased with the candidate's responses.

6. Samantha didn't have much money she looked longingly at the new cars in the lot.

7. I'd like to borrow your notes, I missed the lecture last week.

8. John has time this weekend he will clean his bedroom and organize his closet.

9. I turned in my final exam, I reviewed all of my answers.

Use a semicolon or period

You can always, of course, use a semicolon to join run-together sentences or use a period to separate them into two sentences.

Corrected run-together sentences:

It was raining. I got wet.

It was raining; I got wet.

Green tea is healthy. It has a lot of caffeine.

However, when possible, it is better to use a joining word – a coordinator or subordinator – to show the logical connection between sentences. This gives your reader more information about how your sentences relate. Always look first to see if the logical connection can be expressed with a coordinator or subordinator. If not, semicolons are useful for joining sentences that seem to belong together but are not related in ways easily expressed by coordinators or subordinators. Be careful not to overuse semicolons in your writing!

? Exercise 10.3: Identifying and correcting comma splices and run-ons

Read the following sentences. Each sentence has an error. Identify whether the error is a run-on (RO) or comma splice (CS), then correct it. You can use any method that we have studied. When you finish, discuss your answers and share your sentences with a partner.

1. _____ My favorite relative is my uncle he is a funny and generous man.

2. _____ The earth rotates around the sun, the moon rotates around the earth.

3. _____ A psychiatrist can prescribe medicine, a psychologist cannot.

4. _____ My father is the oldest in the family, he takes care of my grandparents.

5. _____ I really liked the movie it was funny.

6. _____ We went to the beach last weekend, we will stay home this weekend.

7. _____ It's difficult to study a foreign language there are a lot of words and expressions to memorize.

8. _____ His father is a businessman his mother is a doctor.

9. _____ The day came, a lot of people showed up in my hometown to watch the festival.

10. ____ One time I had a dream about my parents they came to see me and we went to the beach.

11. ____ Consider visiting Xieng Khouang province of Laos, you could see many beautiful and historic places.

12. ____ I met Steve in my classroom he asked me, "Can I sit with you?"

13. ____ Fran moved from Boston to Los Angeles, she wanted to get as far away as possible from her ex-husband.

14. ____ Eating protein in the morning gives me good energy during the day I usually eat eggs or have peanut butter on toast for breakfast.

15. ____ Derek finally finished his text message he returned to his homework.

16. ____ The deli clerk was daydreaming, he cut nearly two pounds of salami instead of one.

17. ____ Some visitors in wilderness areas become distracted with their cell phone, they may step off steep ledges to capture a photo or get too close to wild animals.

? Exercise 10.4: Correcting run-together sentences in a paragraph

As you read the following paragraph, identify the main idea, the supporting sentences, and the concluding sentence. Underline the two run-together sentences. Discuss with a partner how each could be corrected to improve the readability of the paragraph.

Improving My English

I am taking ESOL classes because I want to improve my English. I am in a country where people speak English. One time, when I couldn't find something in a store, I showed the picture to the clerk and made some gestures so that the clerk could understand me. It worked it also wasted time. I have been embarrassed by that for a long time. As a stay-at-home mom, I have had to deal with issues every single day, such as the rent, the utilities, and more. Sometimes I have talked to staff on the phone if the sink was leaking or the internet was slow. People couldn't understand my accent, I was frustrated. Even though I talked with my daughter's teacher, the only thing I could do was nod my head to pretend I understood her. The use of English involves every aspect of my life. I want to speak English fluently and to solve problems in a better way. Therefore, I think taking classes at Clackamas Community College is the best decision I've made

? Exercise 10.5: Correcting more run-together sentences in a paragraph

As you read the following paragraph, identify the main idea, the supporting sentences, and the concluding sentence. Underline the three run-together sentences. Discuss with a partner how each could be corrected to improve the readability of the paragraph.

On the Way to New Goals

This year I decided to take English language classes at Clackamas Community College. This was not simple I had a job and a lot of responsibility, like being a mother and wife. I thought for a long time and finally decided to take ESOL courses. I did this for several reasons. One of them was to communicate with people. I needed to better understand the people who talk to me. The next reason was to change my job. It is hard physically, I'd like to get a white-collar job. If I get a better job with a bigger salary, I will have more opportunities in my life. I will start to save money for my child's education, I will have an opportunity to travel. To achieve all my life goals, I have to improve my English language skills, and I think the best way is to take ESOL classes at CCC!

This page titled [10.2: Suggestions for Fixing Run-Together Sentences](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

10.3: Check Your Understanding

Now that you have finished the chapter, let's look back at the original questions for exploration. Think about how you would answer these questions.

- What are some additional ways that I can correct run-together sentences?
- What are the best options for correcting run-together sentences?

Are there key words in the chapter to highlight or any notes to make to help you remember this information? Is there anything to review and discuss with a study partner or group?

Journal Writing

The goal of journal writing is to write down ideas without stopping to look up the spelling of words or check grammar rules. You do not need to worry about writing accurately. Instead, you should focus on writing as much as possible about the topic.

Option A: What have you enjoyed most about this course? Why?

Option B: What is one thing that the instructor of this course should keep doing? Why? What is one thing that the instructor of this course could do differently?

This page titled [10.3: Check Your Understanding](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

CHAPTER OVERVIEW

11: Sentence Variety and Sophistication

[11.1: Sentence Variety and Sophistication Preview](#)

[11.2: Simple, Compound, and Complex Sentences](#)

[11.3: Check Your Understanding](#)

This page titled [11: Sentence Variety and Sophistication](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

11.1: Sentence Variety and Sophistication Preview

Spend a few minutes previewing the chapter to see what you will learn. This chapter will explore the following:

- How can I identify and create simple, compound, and complex sentences?
- What are some examples of paragraphs that contain a variety of simple, compound, and complex sentences?

This chapter will help you review the essential elements of sentence variety so that your writing becomes more sophisticated. As you go through the chapter, you will complete activities to identify and create simple, compound, and complex sentences. By including a variety of sentences in your writing, it will be more interesting and enjoyable to read.

This page titled [11.1: Sentence Variety and Sophistication Preview](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

11.2: Simple, Compound, and Complex Sentences

? Exercise 11.1: Identifying simple, compound, and complex sentences

1. Identify the following sentences as simple (S), compound (CD), or complex (CX). When you are finished, discuss your answers with a partner.
2. ____ When I went to work this morning, I left a little late.
3. ____ I stepped outside, and the sun was shining brightly.
4. ____ I put on my sunglasses as I got into the car.
5. ____ On the road, I rolled down my windows and started singing.
6. ____ Although I wanted to stop for coffee, I didn't have time.
7. ____ I got on the freeway and headed to work.
8. ____ After two miles, I had to slow down because there was an accident up ahead.
9. ____ I sat in traffic for a little bit, and I took the nearest exit when I had a chance.
10. ____ Luckily, I arrived at work on time.
11. ____ I will need to leave earlier tomorrow if I want enough time to get coffee.

? Exercise 11.2: Creating compound sentences with coordinating conjunction

Combine each pair of simple sentences into one sentence with a comma and a conjunction: *and*, *but*, *or*, *yet*, *so*.

Remember: Always use a comma (,) and one of the FANBOYS to connect the two independent clauses. Be prepared to defend your choice by describing the relationship between the two sentences. When you finish, discuss your sentences with a partner.

Example:

Sam ate too many hot dogs. He got pretty sick.

Correct: Sam ate too many hot dogs, so he got pretty sick.

1. Alex wanted a new computer as a graduation present. He got a pen and pencil set.

2. Melvyn was determined to lose 40 pounds. He joined a gym and worked with a personal trainer.

3. We could microwave last night's leftovers. You could order us a pizza for delivery.

4. Joel wanted to build bridges. He majored in structural engineering.

5. Barney took cooking classes. He never regretted it.

6. I slept for 10 solid hours. I still felt tired in the morning.

7. Ana wanted to relax. She turned off her phone.

8. Jenny wants to visit us. She can't afford to fly to Oregon.

? Exercise 11.3: Identifying more simple, compound, and complex sentences

Identify the following sentences as simple (S), compound (CD), or complex (CX). When you are finished, discuss your answers with a partner.

1. ___ Thanksgiving is one of my favorite holidays, but it hasn't always been that way.
2. ___ When I was a child, there wasn't anything special about that day.
3. ___ My mom cooked a turkey and prepared some special side dishes, such as stuffing and gravy.
4. ___ After I became an adult, my mom still fixed the meal on Thanksgiving because I worked.
5. ___ Once my mom passed away, I hated Thanksgiving because we had no family nearby.
6. ___ In the last decade, however, I've come to appreciate Thanksgiving more and more.
7. ___ Sharon and her husband began inviting my son and me to holiday celebrations.
8. ___ I like it now since I have wonderful friends in my life to celebrate holidays.

? Exercise 11.4: Creating complex sentences with subordinating conjunctions

Combine each pair of simple sentences into one complex sentence. Use any of the subordinators that we have studied. Make sure you follow the punctuation rules for dependent and independent clauses. Be prepared to defend your choice by describing the relationship between the two sentences. When you finish, discuss your sentences with a partner.

Subordinators

Subordinators of time	Subordinators of condition	Subordinators of reason/cause	Subordinators of direct contrast/unexpected result
when as soon as once before after while as	if in case	because since	although even though whereas

Example:

You may go. You are ready.

Correct: You may go as soon as you are ready.

1. Angela reviews her notes immediately following class. She'll be able to retain the material better.

2. The final exam is next week. We should meet to study on Friday and Saturday.

3. Lita became a fashion designer. She loves beautiful clothes.

4. We hiked uphill for six hours. We decided to set up camp and rest.

5. The fire alarm sounded. Everyone exited the building.

6. We missed the concert. We still enjoyed our evening.

7. You can take a cooking class. You want to learn how to cook well.

8. I ate the whole strawberry pie. I broke out in hives.

? Exercise 11.5: Identifying simple, compound, and complex sentences in a paragraph

As you read the following paragraph, identify the main idea, the supporting sentences, and the concluding sentence. Underline any compound or complex sentences and identify them by writing CD (compound) or CX (complex) above each of them. Discuss your choices with a partner.

My Reasons for Studying at Clackamas Community College

I am taking classes at CCC because I want to improve my English speaking and writing skills to get a good job in the future. It is very important to me to know how to communicate with native English speakers in my workplace. While I'm studying here, I'm meeting new people, making friends, and learning about different cultures. My instructors and classmates are very supportive, and they help me feel more confident about my speaking skills. I am also learning how to write a paragraph with a variety of sentences. These skills will help me with my job search. Studying at CCC is an important step for me since it helps me grow, improve myself, and build a better future for me and my family.

? Exercise 11.6: Identifying more simple, compound, and complex sentences in a paragraph

As you read the following paragraph, identify the main idea, the supporting sentences, and the concluding sentence. Underline any compound or complex sentences and identify them by writing CD (compound) or CX (complex) above each of them. Discuss your choices with a partner.

Studying at Clackamas Community College

I am currently a student at CCC, but that wasn't my original plan. I worked for a year after I graduated from high school. My parents weren't happy with my decision. They wanted me to continue with my schooling, so I started at CCC the following summer. One of my friends was attending a university, but she dropped out. When I told her about CCC, she decided to take some classes here. We took morning classes together, and I was happy to be with my friend again. Before she returned to the university, she encouraged me to enter a degree program. I will start college-level courses once I finish studying English. Then I will enter a dental assistant program. My parents are happy with my plans, and I am, too.

? Exercise 11.7: Identifying more simple, compound, and complex sentences in a paragraph

As you read the following paragraph, identify the main idea, the supporting sentences, and the concluding sentence. Underline any compound or complex sentences and identify them by writing CD (compound) or CX (complex) above each of them. Discuss your choices with a partner.

The Best Job I Have Ever Had

My favorite job was working as a host for a Christian radio program in Ukraine. The workplace was small but friendly, and I enjoyed the opportunity to meet interesting people. My job was to prepare questions and host live interviews with guests. Even though I was nervous at first, I loved talking to different people and learning about their stories. One of my favorite moments was interviewing an Orthodox priest. I thought it would be difficult because I do not have a theological education. However, he was very kind, and the conversation went really well. This made me feel proud of my work. The job didn't have many benefits, but it gave me confidence and helped me grow as a person. I will always remember this job because it was exciting and meaningful and taught me valuable lessons.

This page titled [11.2: Simple, Compound, and Complex Sentences](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

11.3: Check Your Understanding

Now that you have finished the chapter, let's look back at the original questions for exploration. Think about how you would answer these questions.

- How can I identify and create simple, compound, and complex sentences?
- What are some examples of paragraphs that contain a variety of simple, compound, and complex sentences?

Are there key words in the chapter to highlight or any notes to make to help you remember this information? Is there anything to review and discuss with a study partner or group?

Journal Writing

The goal of journal writing is to write down ideas without stopping to look up the spelling of words or check grammar rules. You do not need to worry about writing accurately. Instead, you should focus on writing as much as possible about the topic.

Option A: Assess whether you achieved your goals for this class. Be sure to include goals around both reading and writing.

Option B: What advice would you give someone who is taking this course for the first time?

This page titled [11.3: Check Your Understanding](#) is shared under a [CC BY-NC-SA 4.0](#) license and was authored, remixed, and/or curated by [Kathryn Long](#).

Index

A

academic writing

- 2: Paragraphs and the Writing Process
- 2.1: Paragraphs and the Writing Process Preview
- 2.2: What is a Paragraph?
- 3.2: What is a Simple Sentence?
- 3.4: Check Your Understanding
- 4.1: Subject-Verb Agreement Preview
- 4.2: Identifying Subjects and Verbs in Sentences
- 10.2: Suggestions for Fixing Run-Together

Sentences

- 11.3: Check Your Understanding

accessibility in education

- Front Matter

accessible education

- InfoPage

action verbs

- 4.2: Identifying Subjects and Verbs in Sentences

activities

- 5.1: Identifying and Correcting Sentence Fragments Preview

adaptive homework

- InfoPage

B

brainstorming

- 2.3: The Writing Process
- 5.3: Check Your Understanding
- 9.3: Check Your Understanding

brainstorming techniques

- 3.4: Check Your Understanding

C

career aspirations

- 4.4: Check Your Understanding

chapter

- 10.1: More Ways to Correct Run-Together Sentences Preview

chapter activities

- 9.1: Identifying and Correcting More Sentence Fragments Preview

chapter preview

- 9.1: Identifying and Correcting More Sentence Fragments Preview

check understanding

- 6: Compound Sentences

check your understanding

- 1: Extensive Reading
- 2: Paragraphs and the Writing Process
- 7: Correcting Run-Together Sentences with Coordinating Conjunctions

clarity in writing

- 4.1: Subject-Verb Agreement Preview

clause

- 5.1: Identifying and Correcting Sentence Fragments Preview
- 5.3: Check Your Understanding

clauses

- 5: Identifying and Correcting Sentence Fragments
- 5.2: Phrases and Clauses

collaborative learning

- Front Matter
- InfoPage

comma splice

- 7.1: Correcting Run-Together Sentences Preview
- 10.2: Suggestions for Fixing Run-Together

Sentences

comma splices

- 7.2: Identifying Run-Together Sentences

communication

- 2.1: Paragraphs and the Writing Process Preview

communication skills

- 3.1: Simple Sentences Preview
- 3.4: Check Your Understanding
- 4.1: Subject-Verb Agreement Preview
- 4.2: Identifying Subjects and Verbs in Sentences
- 6.1: Compound Sentences Preview
- 6.3: Check Your Understanding
- 8.4: Check Your Understanding

community communication

- 3.1: Simple Sentences Preview

complement

- 3.2: What is a Simple Sentence?

complete sentence

- 9.2: Identifying Fragments with Subordinating Conjunctions

complete sentences

- 4.2: Identifying Subjects and Verbs in Sentences

complex

- 11.2: Simple, Compound, and Complex Sentences

complex sentence

- 8.1: Complex Sentences Preview
- 8.3: Subordinators
- 8.4: Check Your Understanding
- 10.2: Suggestions for Fixing Run-Together Sentences

Sentences

complex sentences

- 8: Complex Sentences
- 8.2: Independent Clauses and Dependent Clauses
- 11: Sentence Variety and Sophistication
- 11.1: Sentence Variety and Sophistication Preview
- 11.3: Check Your Understanding

composition

- 2: Paragraphs and the Writing Process
- 2.2: What is a Paragraph?

compound

- 11.2: Simple, Compound, and Complex Sentences

compound sentence

- 6.1: Compound Sentences Preview
- 6.3: Check Your Understanding

compound sentences

- 6: Compound Sentences
- 6.2: Sentence Types- Simple and Compound
- 8.1: Complex Sentences Preview
- 9.3: Check Your Understanding
- 11: Sentence Variety and Sophistication
- 11.1: Sentence Variety and Sophistication Preview
- 11.3: Check Your Understanding

comprehension

- About this OER
- 1.2: Introduction to Extensive Reading

concluding sentence

- 2.2: What is a Paragraph?

conjunction usage

- 7.2: Identifying Run-Together Sentences

conjunctions

- 6.2: Sentence Types- Simple and Compound
- 10.1: More Ways to Correct Run-Together Sentences Preview

coordinating conjunction

- 8.1: Complex Sentences Preview

coordinating conjunctions

- 7.2: Identifying Run-Together Sentences

correct usage

- 3.3: Simple Sentence Punctuation

correcting errors

- 10.2: Suggestions for Fixing Run-Together Sentences

correcting fragments

- 5: Identifying and Correcting Sentence Fragments
- 9: Identifying and Correcting More Sentence Fragments

- 9.1: Identifying and Correcting More Sentence Fragments Preview
- 9.2: Identifying Fragments with Subordinating

- Conjunctions

correction

- 5.1: Identifying and Correcting Sentence Fragments Preview
- 7.3: Check Your Understanding
- 10.1: More Ways to Correct Run-Together Sentences Preview

corrections

- 10: More Ways to Correct Run-Together Sentences

course assignments

- 3.1: Simple Sentences Preview
- 4.1: Subject-Verb Agreement Preview

course feedback

- 10.3: Check Your Understanding

curriculum development

- InfoPage

D

dependent clause

- 8.1: Complex Sentences Preview
- 8.3: Subordinators
- 8.4: Check Your Understanding
- 9.2: Identifying Fragments with Subordinating Conjunctions
- 10.2: Suggestions for Fixing Run-Together Sentences

dependent clause examples

- 8.2: Independent Clauses and Dependent Clauses

dependent clauses

- 8: Complex Sentences
- 8.2: Independent Clauses and Dependent Clauses

difficult texts

- 4.4: Check Your Understanding

drafting

- 2.3: The Writing Process

drafts

- 7.3: Check Your Understanding

E

editing

- About this OER
- 2.3: The Writing Process
- 7.3: Check Your Understanding
- 10: More Ways to Correct Run-Together Sentences

education

- 1.3: Extensive Reading Material
- 2: Paragraphs and the Writing Process
- 3: Simple Sentences
- 4: Subject-Verb Agreement
- 5.1: Identifying and Correcting Sentence Fragments Preview
- 6: Compound Sentences
- 8: Complex Sentences
- 9: Identifying and Correcting More Sentence Fragments
- 10.1: More Ways to Correct Run-Together Sentences Preview
- 11.2: Simple, Compound, and Complex Sentences

educational activities

- 2.1: Paragraphs and the Writing Process Preview
- 3.1: Simple Sentences Preview
- 6.1: Compound Sentences Preview
- 11.1: Sentence Variety and Sophistication Preview

educational costs

- Front Matter

educational exercises

- 8.3: Subordinators

educational text

- 2.2: What is a Paragraph?

effective writing

- 6.1: Compound Sentences Preview
- 6.3: Check Your Understanding
- 11.1: Sentence Variety and Sophistication Preview

English

- 2.1: Paragraphs and the Writing Process Preview
- 4.3: Subject-Verb Agreement
- 11.2: Simple, Compound, and Complex Sentences

English fluency

- 8.4: Check Your Understanding

English grammar

- 3.3: Simple Sentence Punctuation
- 4.1: Subject-Verb Agreement Preview
- 4.2: Identifying Subjects and Verbs in Sentences
- 8.1: Complex Sentences Preview
- 8.2: Independent Clauses and Dependent Clauses

English language

- 3.2: What is a Simple Sentence?
- 7.3: Check Your Understanding

English language learners

- Front Matter
- About this OER
- 1.2: Introduction to Extensive Reading

errors in grammar

- 7.2: Identifying Run-Together Sentences

ESOL

- About this OER
- 1.3: Extensive Reading Material
- 2.2: What is a Paragraph?

ESOL learners

- 1.1: Extensive Reading Preview

examples

- 3.3: Simple Sentence Punctuation
- 8.3: Subordinators

exercise

- 3.3: Simple Sentence Punctuation
- 4.3: Subject-Verb Agreement
- 9.2: Identifying Fragments with Subordinating Conjunctions

exercises

- 5.2: Phrases and Clauses
- 11.2: Simple, Compound, and Complex Sentences

exploration questions

- 1.4: Check Your Understanding

extensive reading

- About this OER
- 1: Extensive Reading
- 1.1: Extensive Reading Preview
- 1.2: Introduction to Extensive Reading
- 1.3: Extensive Reading Material
- 1.4: Check Your Understanding

extensive reading material

- 1: Extensive Reading

F

FANBOYS

- 6.2: Sentence Types- Simple and Compound
- 7.2: Identifying Run-Together Sentences

feedback

- 3.3: Simple Sentence Punctuation

fluency

- Front Matter

formatting

- 2.1: Paragraphs and the Writing Process Preview

formatting guidelines

- 2.4: Check Your Understanding

fragments

- 5.2: Phrases and Clauses

G

gerunds

- 4.3: Subject-Verb Agreement

good writing

- 2.3: The Writing Process

grammar

- 1.1: Extensive Reading Preview
- 2.4: Check Your Understanding
- 3: Simple Sentences
- 3.2: What is a Simple Sentence?
- 4: Subject-Verb Agreement
- 5: Identifying and Correcting Sentence Fragments
- 5.1: Identifying and Correcting Sentence Fragments Preview
- 5.2: Phrases and Clauses
- 6: Compound Sentences
- 7: Correcting Run-Together Sentences with Coordinating Conjunctions
- 7.1: Correcting Run-Together Sentences Preview
- 7.3: Check Your Understanding
- 8: Complex Sentences
- 8.2: Independent Clauses and Dependent Clauses
- 9: Identifying and Correcting More Sentence Fragments
- 10: More Ways to Correct Run-Together Sentences
- 11: Sentence Variety and Sophistication
- 11.2: Simple, Compound, and Complex Sentences

grammar concepts

- 3.1: Simple Sentences Preview

grammar exercises

- 4.2: Identifying Subjects and Verbs in Sentences

grammar proficiency

- 1.2: Introduction to Extensive Reading

grammar rules

- 4.1: Subject-Verb Agreement Preview
- 8.3: Subordinators
- 8.4: Check Your Understanding

grammar tips

- 9.1: Identifying and Correcting More Sentence Fragments Preview

grammatical rules

- 6.2: Sentence Types- Simple and Compound

group discussion

- 2.4: Check Your Understanding

I

ideas

- 2.4: Check Your Understanding

identification

- 4: Subject-Verb Agreement

identifying fragments

- 5: Identifying and Correcting Sentence Fragments
- 9.1: Identifying and Correcting More Sentence Fragments Preview

identifying verbs

- 4.2: Identifying Subjects and Verbs in Sentences

improve writing

- 2.4: Check Your Understanding

independent clause

- 3.2: What is a Simple Sentence?
- 6.2: Sentence Types- Simple and Compound
- 8.1: Complex Sentences Preview
- 8.3: Subordinators
- 8.4: Check Your Understanding
- 9.2: Identifying Fragments with Subordinating Conjunctions
- 10.2: Suggestions for Fixing Run-Together Sentences

independent clause examples

- 8.2: Independent Clauses and Dependent Clauses

independent clauses

- 7.2: Identifying Run-Together Sentences
- 8: Complex Sentences
- 8.2: Independent Clauses and Dependent Clauses

independent reading

- 1.2: Introduction to Extensive Reading

introduction to extensive reading

- 1: Extensive Reading

J

journal writing

- 1.4: Check Your Understanding
- 2.4: Check Your Understanding
- 3.4: Check Your Understanding
- 4.4: Check Your Understanding
- 6.3: Check Your Understanding
- 8.4: Check Your Understanding
- 10.3: Check Your Understanding
- 11.3: Check Your Understanding

K

key concepts

- 4.4: Check Your Understanding

L

language

- 4: Subject-Verb Agreement
- 6: Compound Sentences
- 8: Complex Sentences
- 10: More Ways to Correct Run-Together Sentences
- 11: Sentence Variety and Sophistication
- 11.2: Simple, Compound, and Complex Sentences

language arts

- 2: Paragraphs and the Writing Process
- 3: Simple Sentences
- 3.1: Simple Sentences Preview
- 6.1: Compound Sentences Preview
- 7: Correcting Run-Together Sentences with Coordinating Conjunctions
- 9: Identifying and Correcting More Sentence Fragments
- 11.1: Sentence Variety and Sophistication Preview

language development

- 8.4: Check Your Understanding

language learners

- 1.1: Extensive Reading Preview
- 1.4: Check Your Understanding

language learning

- 2.1: Paragraphs and the Writing Process Preview

language learning strategies

- 1.4: Check Your Understanding

language skills

- 4.1: Subject-Verb Agreement Preview
- 6.3: Check Your Understanding
- 7.1: Correcting Run-Together Sentences Preview

learning

- 4: Subject-Verb Agreement

learning English

- 8.3: Subordinators

leveled readers

- 1.3: Extensive Reading Material
- 4.4: Check Your Understanding
- 6.3: Check Your Understanding

LibreTexts

- Front Matter
- InfoPage

linguistics

- 4: Subject-Verb Agreement

literacy

- 1.3: Extensive Reading Material

M

main clauses

- 8.2: Independent Clauses and Dependent Clauses

main idea

- 9.2: Identifying Fragments with Subordinating Conjunctions

meta

- 10.1: More Ways to Correct Run-Together Sentences Preview

O

OER

- InfoPage

online learning

- InfoPage

open education

- InfoPage

openly licensed materials

- Front Matter

Oregon Adult English Language

Proficiency Standards

- About this OER

organization

- 2.3: The Writing Process

P

paragraph

- 2.1: Paragraphs and the Writing Process Preview
- 2.4: Check Your Understanding
- 7.3: Check Your Understanding

paragraph examples

- 11.1: Sentence Variety and Sophistication Preview

paragraph format

- 5.3: Check Your Understanding

paragraph parts

- 2.2: What is a Paragraph?

paragraph structure

- 2.2: What is a Paragraph?
- 2.3: The Writing Process

paragraph writing

- 3.4: Check Your Understanding

paragraphs

- 2: Paragraphs and the Writing Process

period

- 10.1: More Ways to Correct Run-Together Sentences Preview

personalized learning

- Front Matter

phrase

- 5.1: Identifying and Correcting Sentence Fragments Preview
- 5.3: Check Your Understanding

phrases

- 5: Identifying and Correcting Sentence Fragments
- 5.2: Phrases and Clauses

punctuation

- 3: Simple Sentences
- 3.3: Simple Sentence Punctuation
- 5.2: Phrases and Clauses
- 6.2: Sentence Types- Simple and Compound
- 7: Correcting Run-Together Sentences with Coordinating Conjunctions
- 7.1: Correcting Run-Together Sentences Preview
- 9.2: Identifying Fragments with Subordinating Conjunctions

punctuation rules

- 8.3: Subordinators
- 10.2: Suggestions for Fixing Run-Together Sentences

R

reading

- About this OER
- 1.3: Extensive Reading Material

reading comprehension

- 1.1: Extensive Reading Preview
- 1.4: Check Your Understanding

reading enjoyment

- 1.1: Extensive Reading Preview

reading fluency

- About this OER
- 1.1: Extensive Reading Preview
- 1.2: Introduction to Extensive Reading
- 1.4: Check Your Understanding
- 9.3: Check Your Understanding

reading for pleasure

- 1.2: Introduction to Extensive Reading

reading goals

- 1.3: Extensive Reading Material
- 11.3: Check Your Understanding

reading in English

- 4.4: Check Your Understanding

reading logs

- 1.3: Extensive Reading Material

reading material

- 1.3: Extensive Reading Material
- 1.4: Check Your Understanding

reading materials

- 1.1: Extensive Reading Preview

reading practices

- 1.3: Extensive Reading Material

reading skills

- 1.1: Extensive Reading Preview
- 1.2: Introduction to Extensive Reading

reading strategies

- 1.2: Introduction to Extensive Reading

reflection prompts

- 10.3: Check Your Understanding

reflective writing

- 2.1: Paragraphs and the Writing Process Preview

review questions

- 10.3: Check Your Understanding

revising

- 2.3: The Writing Process

revision

- 7.3: Check Your Understanding

S

semicolon

- 10.1: More Ways to Correct Run-Together Sentences Preview

sentence correction

- 5.3: Check Your Understanding
- 7.2: Identifying Run-Together Sentences
- 10.3: Check Your Understanding

sentence fragment

- 5.1: Identifying and Correcting Sentence Fragments Preview

- 5.3: Check Your Understanding
- 9.2: Identifying Fragments with Subordinating Conjunctions

sentence fragments

- 5: Identifying and Correcting Sentence Fragments
- 9: Identifying and Correcting More Sentence Fragments
- 9.1: Identifying and Correcting More Sentence Fragments Preview
- 9.3: Check Your Understanding

sentence patterns

- 3.1: Simple Sentences Preview
- 3.2: What is a Simple Sentence?
- 3.3: Simple Sentence Punctuation
- 3.4: Check Your Understanding

sentence sophistication

- 11: Sentence Variety and Sophistication

sentence structure

- 3: Simple Sentences
- 4.1: Subject-Verb Agreement Preview
- 6.1: Compound Sentences Preview
- 6.2: Sentence Types- Simple and Compound
- 7: Correcting Run-Together Sentences with Coordinating Conjunctions
- 7.1: Correcting Run-Together Sentences Preview
- 7.2: Identifying Run-Together Sentences
- 8.1: Complex Sentences Preview
- 8.2: Independent Clauses and Dependent Clauses
- 8.3: Subordinators
- 8.4: Check Your Understanding
- 10.2: Suggestions for Fixing Run-Together Sentences
- 11.3: Check Your Understanding

sentence types

- 6: Compound Sentences

sentence variety

- 6.1: Compound Sentences Preview
- 11: Sentence Variety and Sophistication
- 11.1: Sentence Variety and Sophistication Preview

sentences

- 5.2: Phrases and Clauses
- 7.3: Check Your Understanding
- 11.2: Simple, Compound, and Complex Sentences

simple

- 11.2: Simple, Compound, and Complex Sentences

simple sentence

- 3.1: Simple Sentences Preview
- 3.2: What is a Simple Sentence?
- 6.1: Compound Sentences Preview
- 6.3: Check Your Understanding

simple sentences

- 3: Simple Sentences
- 3.3: Simple Sentence Punctuation
- 3.4: Check Your Understanding
- 5.3: Check Your Understanding
- 6: Compound Sentences
- 6.2: Sentence Types- Simple and Compound
- 9.3: Check Your Understanding
- 11: Sentence Variety and Sophistication
- 11.1: Sentence Variety and Sophistication Preview
- 11.3: Check Your Understanding

skills

- 10.1: More Ways to Correct Run-Together Sentences Preview

spelling

- 2.4: Check Your Understanding

strategies

- 5.1: Identifying and Correcting Sentence Fragments Preview

structure

- 7.3: Check Your Understanding

study group

- 6.3: Check Your Understanding

study partner

- 1.4: Check Your Understanding
- 4.4: Check Your Understanding
- 10.3: Check Your Understanding

study techniques

- 11.3: Check Your Understanding

subject

- 3.2: What is a Simple Sentence?

subjects

- 3.3: Simple Sentence Punctuation
- 5.2: Phrases and Clauses

subordinating conjunction

- 9.2: Identifying Fragments with Subordinating Conjunctions

subordinating conjunctions

- 8.2: Independent Clauses and Dependent Clauses
- 8.3: Subordinators
- 9: Identifying and Correcting More Sentence Fragments
- 9.1: Identifying and Correcting More Sentence Fragments Preview
- 9.3: Check Your Understanding

subordinators

- 8: Complex Sentences

suggestions

- 10: More Ways to Correct Run-Together Sentences

supporting sentences

- 2.2: What is a Paragraph?
- 9.2: Identifying Fragments with Subordinating Conjunctions

T

tags

- 10.1: More Ways to Correct Run-Together Sentences Preview

tense

- 4.2: Identifying Subjects and Verbs in Sentences

text structure

- 2: Paragraphs and the Writing Process

textbook

- 10: More Ways to Correct Run-Together Sentences

textbooks

- InfoPage

topic sentence

- 2.2: What is a Paragraph?

U

understanding

- 4: Subject-Verb Agreement
- 5: Identifying and Correcting Sentence Fragments
- 5.1: Identifying and Correcting Sentence Fragments Preview
- 8: Complex Sentences

understanding sentences

- 3: Simple Sentences
- 11: Sentence Variety and Sophistication

understanding writing

- 9.1: Identifying and Correcting More Sentence Fragments Preview

V

verb

- 3.2: What is a Simple Sentence?

verbs

- 3.3: Simple Sentence Punctuation
- 5.2: Phrases and Clauses

vocabulary

- 1.1: Extensive Reading Preview

vocabulary building

- 1.2: Introduction to Extensive Reading

vocabulary development

- 4.2: Identifying Subjects and Verbs in Sentences

W

writing

- About this OER
- 2.1: Paragraphs and the Writing Process Preview
- 2.3: The Writing Process
- 2.4: Check Your Understanding
- 3.2: What is a Simple Sentence?
- 4: Subject-Verb Agreement
- 4.3: Subject-Verb Agreement
- 5.1: Identifying and Correcting Sentence Fragments Preview
- 7.3: Check Your Understanding
- 10.1: More Ways to Correct Run-Together Sentences Preview
- 11.2: Simple, Compound, and Complex Sentences

writing assignment guidelines

- 9.3: Check Your Understanding

writing assignments

- 3.4: Check Your Understanding

writing benefits

- 6.3: Check Your Understanding

writing clarity

- 3.1: Simple Sentences Preview
- 3.4: Check Your Understanding
- 7.1: Correcting Run-Together Sentences Preview
- 8.1: Complex Sentences Preview

writing clear sentences

- 4.1: Subject-Verb Agreement Preview
- 4.4: Check Your Understanding

writing correction

- 7.1: Correcting Run-Together Sentences Preview

writing exercises

- 10.3: Check Your Understanding

writing goals

- 1.4: Check Your Understanding
- 11.3: Check Your Understanding

writing ideas

- 10.3: Check Your Understanding

writing improvement

- 6.1: Compound Sentences Preview
- 8.1: Complex Sentences Preview
- 9.1: Identifying and Correcting More Sentence Fragments Preview
- 10.2: Suggestions for Fixing Run-Together Sentences

writing process

- About this OER
- 2: Paragraphs and the Writing Process
- 2.1: Paragraphs and the Writing Process Preview
- 2.3: The Writing Process
- 2.4: Check Your Understanding
- 5.3: Check Your Understanding
- 6.3: Check Your Understanding

writing skills

- Front Matter
- 2: Paragraphs and the Writing Process
- 2.2: What is a Paragraph?
- 3: Simple Sentences
- 3.4: Check Your Understanding
- 5: Identifying and Correcting Sentence Fragments
- 5.3: Check Your Understanding
- 6: Compound Sentences
- 6.1: Compound Sentences Preview
- 6.2: Sentence Types- Simple and Compound
- 7: Correcting Run-Together Sentences with Coordinating Conjunctions
- 7.2: Identifying Run-Together Sentences
- 8.1: Complex Sentences Preview
- 8.4: Check Your Understanding
- 9: Identifying and Correcting More Sentence Fragments
- 9.3: Check Your Understanding
- 11: Sentence Variety and Sophistication
- 11.1: Sentence Variety and Sophistication Preview
- 11.3: Check Your Understanding

writing strategies

- 7.1: Correcting Run-Together Sentences Preview
- 9.1: Identifying and Correcting More Sentence Fragments Preview

writing techniques

- 3.1: Simple Sentences Preview
- 10.3: Check Your Understanding
- 11.1: Sentence Variety and Sophistication Preview

Detailed Licensing

Overview

Title: [Editing for Better Writing](#)

Webpages: 62

Applicable Restrictions: Noncommercial

All licenses found:

- [CC BY-NC-SA 4.0](#): 95.2% (59 pages)
- [Undeclared](#): 4.8% (3 pages)

By Page

- [Editing for Better Writing](#) - [CC BY-NC-SA 4.0](#)
 - [Front Matter](#) - [CC BY-NC-SA 4.0](#)
 - [TitlePage](#) - [CC BY-NC-SA 4.0](#)
 - [InfoPage](#) - [CC BY-NC-SA 4.0](#)
 - [Table of Contents](#) - [Undeclared](#)
 - [About this OER](#) - [CC BY-NC-SA 4.0](#)
 - [Licensing](#) - [Undeclared](#)
 - [Licensing](#) - [CC BY-NC-SA 4.0](#)
 - [1: Extensive Reading](#) - [CC BY-NC-SA 4.0](#)
 - [1.1: Extensive Reading Preview](#) - [CC BY-NC-SA 4.0](#)
 - [1.2: Introduction to Extensive Reading](#) - [CC BY-NC-SA 4.0](#)
 - [1.3: Extensive Reading Material](#) - [CC BY-NC-SA 4.0](#)
 - [1.4: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [2: Paragraphs and the Writing Process](#) - [CC BY-NC-SA 4.0](#)
 - [2.1: Paragraphs and the Writing Process Preview](#) - [CC BY-NC-SA 4.0](#)
 - [2.2: What is a Paragraph?](#) - [CC BY-NC-SA 4.0](#)
 - [2.3: The Writing Process](#) - [CC BY-NC-SA 4.0](#)
 - [2.4: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [3: Simple Sentences](#) - [CC BY-NC-SA 4.0](#)
 - [3.1: Simple Sentences Preview](#) - [CC BY-NC-SA 4.0](#)
 - [3.2: What is a Simple Sentence?](#) - [CC BY-NC-SA 4.0](#)
 - [3.3: Simple Sentence Punctuation](#) - [CC BY-NC-SA 4.0](#)
 - [3.4: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [4: Subject-Verb Agreement](#) - [CC BY-NC-SA 4.0](#)
 - [4.1: Subject-Verb Agreement Preview](#) - [CC BY-NC-SA 4.0](#)
 - [4.2: Identifying Subjects and Verbs in Sentences](#) - [CC BY-NC-SA 4.0](#)
 - [4.3: Subject-Verb Agreement](#) - [CC BY-NC-SA 4.0](#)
 - [4.4: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [5: Identifying and Correcting Sentence Fragments](#) - [CC BY-NC-SA 4.0](#)
 - [5.1: Identifying and Correcting Sentence Fragments Preview](#) - [CC BY-NC-SA 4.0](#)
 - [5.2: Phrases and Clauses](#) - [CC BY-NC-SA 4.0](#)
 - [5.3: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [6: Compound Sentences](#) - [CC BY-NC-SA 4.0](#)
 - [6.1: Compound Sentences Preview](#) - [CC BY-NC-SA 4.0](#)
 - [6.2: Sentence Types- Simple and Compound](#) - [CC BY-NC-SA 4.0](#)
 - [6.3: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [7: Correcting Run-Together Sentences with Coordinating Conjunctions](#) - [CC BY-NC-SA 4.0](#)
 - [7.1: Correcting Run-Together Sentences Preview](#) - [CC BY-NC-SA 4.0](#)
 - [7.2: Identifying Run-Together Sentences](#) - [CC BY-NC-SA 4.0](#)
 - [7.3: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [8: Complex Sentences](#) - [CC BY-NC-SA 4.0](#)
 - [8.1: Complex Sentences Preview](#) - [CC BY-NC-SA 4.0](#)
 - [8.2: Independent Clauses and Dependent Clauses](#) - [CC BY-NC-SA 4.0](#)
 - [8.3: Subordinators](#) - [CC BY-NC-SA 4.0](#)
 - [8.4: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [9: Identifying and Correcting More Sentence Fragments](#) - [CC BY-NC-SA 4.0](#)
 - [9.1: Identifying and Correcting More Sentence Fragments Preview](#) - [CC BY-NC-SA 4.0](#)
 - [9.2: Identifying Fragments with Subordinating Conjunctions](#) - [CC BY-NC-SA 4.0](#)
 - [9.3: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [10: More Ways to Correct Run-Together Sentences](#) - [CC BY-NC-SA 4.0](#)

- 10.1: More Ways to Correct Run-Together Sentences Preview - *CC BY-NC-SA 4.0*
- 10.2: Suggestions for Fixing Run-Together Sentences - *CC BY-NC-SA 4.0*
- 10.3: Check Your Understanding - *CC BY-NC-SA 4.0*
- 11: Sentence Variety and Sophistication - *CC BY-NC-SA 4.0*
 - 11.1: Sentence Variety and Sophistication Preview - *CC BY-NC-SA 4.0*
 - 11.2: Simple, Compound, and Complex Sentences - *CC BY-NC-SA 4.0*
 - 11.3: Check Your Understanding - *CC BY-NC-SA 4.0*
- Back Matter - *CC BY-NC-SA 4.0*
 - Index - *CC BY-NC-SA 4.0*
 - Glossary - *CC BY-NC-SA 4.0*
 - Detailed Licensing - *CC BY-NC-SA 4.0*
 - Detailed Licensing - *Undeclared*

Detailed Licensing

Overview

Title: [Editing for Better Writing](#)

Webpages: 62

Applicable Restrictions: Noncommercial

All licenses found:

- [CC BY-NC-SA 4.0](#): 95.2% (59 pages)
- [Undeclared](#): 4.8% (3 pages)

By Page

- [Editing for Better Writing](#) - [CC BY-NC-SA 4.0](#)
 - [Front Matter](#) - [CC BY-NC-SA 4.0](#)
 - [TitlePage](#) - [CC BY-NC-SA 4.0](#)
 - [InfoPage](#) - [CC BY-NC-SA 4.0](#)
 - [Table of Contents](#) - [Undeclared](#)
 - [About this OER](#) - [CC BY-NC-SA 4.0](#)
 - [Licensing](#) - [Undeclared](#)
 - [Licensing](#) - [CC BY-NC-SA 4.0](#)
 - [1: Extensive Reading](#) - [CC BY-NC-SA 4.0](#)
 - [1.1: Extensive Reading Preview](#) - [CC BY-NC-SA 4.0](#)
 - [1.2: Introduction to Extensive Reading](#) - [CC BY-NC-SA 4.0](#)
 - [1.3: Extensive Reading Material](#) - [CC BY-NC-SA 4.0](#)
 - [1.4: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [2: Paragraphs and the Writing Process](#) - [CC BY-NC-SA 4.0](#)
 - [2.1: Paragraphs and the Writing Process Preview](#) - [CC BY-NC-SA 4.0](#)
 - [2.2: What is a Paragraph?](#) - [CC BY-NC-SA 4.0](#)
 - [2.3: The Writing Process](#) - [CC BY-NC-SA 4.0](#)
 - [2.4: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [3: Simple Sentences](#) - [CC BY-NC-SA 4.0](#)
 - [3.1: Simple Sentences Preview](#) - [CC BY-NC-SA 4.0](#)
 - [3.2: What is a Simple Sentence?](#) - [CC BY-NC-SA 4.0](#)
 - [3.3: Simple Sentence Punctuation](#) - [CC BY-NC-SA 4.0](#)
 - [3.4: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [4: Subject-Verb Agreement](#) - [CC BY-NC-SA 4.0](#)
 - [4.1: Subject-Verb Agreement Preview](#) - [CC BY-NC-SA 4.0](#)
 - [4.2: Identifying Subjects and Verbs in Sentences](#) - [CC BY-NC-SA 4.0](#)
 - [4.3: Subject-Verb Agreement](#) - [CC BY-NC-SA 4.0](#)
 - [4.4: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [5: Identifying and Correcting Sentence Fragments](#) - [CC BY-NC-SA 4.0](#)
 - [5.1: Identifying and Correcting Sentence Fragments Preview](#) - [CC BY-NC-SA 4.0](#)
 - [5.2: Phrases and Clauses](#) - [CC BY-NC-SA 4.0](#)
 - [5.3: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [6: Compound Sentences](#) - [CC BY-NC-SA 4.0](#)
 - [6.1: Compound Sentences Preview](#) - [CC BY-NC-SA 4.0](#)
 - [6.2: Sentence Types- Simple and Compound](#) - [CC BY-NC-SA 4.0](#)
 - [6.3: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [7: Correcting Run-Together Sentences with Coordinating Conjunctions](#) - [CC BY-NC-SA 4.0](#)
 - [7.1: Correcting Run-Together Sentences Preview](#) - [CC BY-NC-SA 4.0](#)
 - [7.2: Identifying Run-Together Sentences](#) - [CC BY-NC-SA 4.0](#)
 - [7.3: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [8: Complex Sentences](#) - [CC BY-NC-SA 4.0](#)
 - [8.1: Complex Sentences Preview](#) - [CC BY-NC-SA 4.0](#)
 - [8.2: Independent Clauses and Dependent Clauses](#) - [CC BY-NC-SA 4.0](#)
 - [8.3: Subordinators](#) - [CC BY-NC-SA 4.0](#)
 - [8.4: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [9: Identifying and Correcting More Sentence Fragments](#) - [CC BY-NC-SA 4.0](#)
 - [9.1: Identifying and Correcting More Sentence Fragments Preview](#) - [CC BY-NC-SA 4.0](#)
 - [9.2: Identifying Fragments with Subordinating Conjunctions](#) - [CC BY-NC-SA 4.0](#)
 - [9.3: Check Your Understanding](#) - [CC BY-NC-SA 4.0](#)
 - [10: More Ways to Correct Run-Together Sentences](#) - [CC BY-NC-SA 4.0](#)

- 10.1: More Ways to Correct Run-Together Sentences Preview - *CC BY-NC-SA 4.0*
- 10.2: Suggestions for Fixing Run-Together Sentences - *CC BY-NC-SA 4.0*
- 10.3: Check Your Understanding - *CC BY-NC-SA 4.0*
- 11: Sentence Variety and Sophistication - *CC BY-NC-SA 4.0*
 - 11.1: Sentence Variety and Sophistication Preview - *CC BY-NC-SA 4.0*
 - 11.2: Simple, Compound, and Complex Sentences - *CC BY-NC-SA 4.0*
 - 11.3: Check Your Understanding - *CC BY-NC-SA 4.0*
- Back Matter - *CC BY-NC-SA 4.0*
 - Index - *CC BY-NC-SA 4.0*
 - Glossary - *CC BY-NC-SA 4.0*
 - Detailed Licensing - *CC BY-NC-SA 4.0*
 - Detailed Licensing - *Undeclared*