

 P R E S T W I C K H O U S E , I N C .

# Mastery of Writing

An Individualized Program

Lesson One: Recognizing  
Clauses, Sentences,  
and Fragments

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P O W E R P R E S E N T A T I O N

## *Lesson One*

A ***clause*** is any group of words containing a subject and a predicate and joined together as a unit of thought.

A ***main*** or ***independent clause*** is a clause which can stand on its own as a complete sentence. It is a complete thought by itself.

**I like candy.**

**Many people go to night school.**

**Mindy told Vinny a lie about his sister.**

## *Lesson One*

A ***subordinate*** or ***dependent clause*** is a clause that contains a subject and verb, but which cannot stand on its own as a complete sentence. It does not contain enough information and does not make sense by itself. A subordinate clause is introduced by a subordinate conjunction.

***When*** the warm weather arrives,  
***If*** you don't believe me,

## *Lesson One*

If you don't know the subordinate conjunctions already, memorize the following:

### **Common Subordinate Conjunctions**

**although**

**as**

**because**

**how**

**if**

**since**

**that**

**unless**

**what**

**when**

**whether**

**while**

## Lesson One

Any subordinate clause left to stand alone as a complete sentence is called a **sentence fragment**. It makes no sense on its own, and it must be connected to a main clause to become a **complete sentence**. A sentence containing only one main clause is called a **simple sentence**.

After you leave.

After you leave, **I'll do my homework.**

When the warm weather arrives.

When the warm weather arrives, **I will plant a garden.**



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## Lesson Two: Recognizing and Correcting Sentence Fragments



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## *Lesson Two*

A ***sentence fragment*** is a group of words that does not make complete sense as a sentence.

1. running alongside the train

2. around the tip of the island bound for Java

3. Erickson and the rest of that dirty crew

4. billiards and ping pong are

## *Lesson Two*

While we speak in sentence fragments all the time, you must avoid writing fragments. Sentence fragments set off “red warning lights” in a reader’s head; consequently, your ideas may not be given the weight they deserve.

To avoid or correct a sentence fragment, you must first be able to recognize one. Since a sentence is defined as a group of words with a subject and predicate expressing a complete thought, what is missing from the previous fragments?



## *Lesson Two*

In #1, there is no subject or predicate.

**1. running alongside the train**

As written, it is a verbal phrase, which you could correct by adding a subject and predicate:

***The man was* running alongside the train.**