

Skill focus areas: sentence structure, reading, editing

**SENTENCE FRAGMENTS**  
  
1. Review the parts of sentences. Identify verbs, nouns, coordinating conjunctions (there are only four!), subordinating conjunctions, prepositions, adjectives, and adverbs.    
  
Bertha over present worry am called combination  
  
building official mysterious correctly tension when until   
  
1973 will be since but Gulliver participate anticipate   
  
have gone flavour glamour progressive doctor nutritional balanced  
  
  
2. These are complete sentences. They express complete thoughts. Label verbs, subjects, objects, coordinating conjunctions, subordinating conjunctions, adjectives, and adverbs.    
  
Despite my sister’s fragile appearance, she proved to be the toughest player on the team.  
  
Mrs. Dimitri will vacation by herself in Monaco, as soon as she completes the project at work.  
  
Did Mary Ann apply for a job as a cosmetician?  
  
3. These are **NOT** complete sentences. Label verbs, subjects, objects, coordinating conjunctions, subordinating conjunctions, adjectives, and adverbs. Explain why each sentence does not express a complete thought. What’s wrong with the sentence?  
  
1. The reason I was to be a doctor is.  
  
2. The honor of speaking at the next conference.   
  
3. Jessica, who hopes to sing professionally someday but can’t carry a tune.  
  
Now rewrite all sentences so they are complete.  
1.

2.

3.

4. Read the following article.   
  
BUT BEFORE YOU READ, FIND OUT THE FOLLOWING INFORMATION:  
  
Read the title and byline. What do you think the article is about?   
  
Skim the article. Who do you think the intended audience is?   
  
Where did this article come from?   
  
What kind of article is it (scientific, news, fiction, advice, poetry, humour, opinion,

**Teen Co-operation**

How to get your teen to co-operate

Teresa Pitman

Your two-year-old won’t get in the car? You may try a little persuasion, but you always know that as a last resort you can scoop him up, strap him into the car seat, and be good to go, even if he protests. But it’s a whole different story when you have a teen who may well be taller and stronger than you.

“Now you have to rely on your teen’s willingness and ability to make good choices,” says Julie Freedman Smith, co-founder of Parenting Power, a Calgary parenting education company. “If you relied on coercion or force to get your kids to do things when they are younger, it will blow up in your face with teens.”

What’s needed at this point is a shift in attitude, suggests parent educator Judy Arnall. “You need to move toward negotiation and building the kind of relationship that makes them want to co-operate with you.” The heart of that relationship, she says, is being willing to listen to them and help them when they need it.

Anne Weeks, mother of Lucas, 13, and Calvin, 11, says parenting her two boys has nudged her negotiation skills to new highs. “If I ask them to do something, and they flat-out say no, I try to think of something else. If you don’t want to set the table, could you pour the drinks and bring those to the table? Or if it looks like we’re having a bad night, I might say, ‘OK, I’ll do it this time; tomorrow it will be your job.’” She finds there are some tasks, such as grating cheese, that Lucas is almost always willing to do. “I don’t think I’ve grated cheese in years,” she says.

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5. You are a teenager! Brainstorm some advice you could give to the reader of this article. How can a parent get their teen to cooperate? Then write a paragraph explaining your advice. Make sure all your sentences are complete thoughts.

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