**Lesson plan – Chapter 10 / Parallelism and Sentence Problems**

Let’s start with **Parallelism**:

Parallelism is an important element in writing, especially when you are listing or comparing and contrasting items or ideas. (PPP – slide 2) Parallelism means that each item in a list or a comparison follows the same grammatical pattern. It gives your sentence/text a nice, smooth flow.

Look at slide 3 in the PPP. Do these sentences have a nice flow? How can you improve these sentences? Notice the sentences do not have a parallel structure/do not follow the same grammatical pattern.

Go to p.191 in your textbook – look at the box and read the right side. Here you find parallelism in the sentences. Do you notice how much easier it is to digest the information – this is good writing.

You find a text about Steve Jobs on p.190. The text contains several examples of parallelism. Read the text and answer the questions. Good, this should have been easy.

Parallelism works with coordinators like *and, or, but –* go to p.192 and read the sentences under *Parallelism with coordinators: and, or, but*.

Parallelism also works with correlative (paired) conjunctions – read the sentences under *Parallelism with correlative (paired) conjunctions* on p.192. These are a nice option; however, students don’t use them.

Now it’s time to practice:

Do Practice 1A & B / p.192,193

Let’s move on to common **Sentence Problems**. There are four common errors in student writing – go to PPP - slide 4.

1. **Sentence fragments**
2. **Choppy sentences**
3. **Run-on sentences and comma splices**
4. **Stringy sentences**

**Sentence fragments**

Look at the PPP – slide 5,6,7,8 and notice the fragments. Read the text under *Sentence fragments* on p.194. The book uses the same examples on p.194,195 (Problem A, Problem B, Problem C).

Now do Practice 2A / p.195: label the fragments – try to change the fragments into complete sentences. The answer key gives suggestions.

**Choppy sentences**

Choppy sentences are sentences that are too short. Sometimes, very short sentences can be effective –often used as literary device. Look at the PPP – slide 9. Read the text *Wind is….*The sentences are too short. Use coordination or subordination to improve the text – slide 10,11,12. The book uses the same examples on p.197.

Now do Practice 3 / p.197,198 as mental exercise. How could you combine the sentences? Use coordination or subordination.

**Run-on sentences and comma splices**

The difference between a run-on sentence and a comma splice is explained in the PPP – slide 13. Slide 14,15 gives suggestions how to correct the mistakes. The book uses the same examples on p.199.

Practice 4 is a good exercise – please do A & B (don’t forget to correct the incorrect sentences)

How did you do?

**Stringy sentences**

The opposite of choppy sentences are stringy sentences. They are simply too long; they have too many clauses, which is exhausting for the reader to comprehend. Look at the PPP – slide 16. How do you improve the text? Rewrite, combine, subordinate -- go to slide 17. The book uses the same examples on p.201.

The slide 18,19,20,21,22,23 in the PPP show stringy sentences. Think of ways to improve them. These are the sentences from Practice 2 / p.202 in the textbook.

Now you are more aware of possible errors; hopefully, it will help you to avoid those in the future.

As a wrap-up exercise, you find an editing practice on p.203.

Look for the following errors: lack of parallelism, fragments, comma splices, choppy or stringy sentences (there are no run-ons).

Next week, we have our midterm. Please review the chapters in the textbook to be fully prepared.

Answer key:

Writing Model: 1. 1/ 2. 3 / 3. 2 / 4. 4













