

# Sentence Fundamentals for Expressing Ideas

The exercises in Chapter One are based on the Fast Food module.

### CHAPTER FOCUS:

## Sentence Fundamentals

The goal for writers of academic essays is to construct sentences that communicate their messages clearly. They try to focus their readers' attention on the important ideas and convey information efficiently and effectively. The focus of this chapter is on identifying the main elements of sentences: verbs, subjects, and clauses. You will be looking for these sentence elements in the context of the readings that make up the Fast Food module.

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### Exercise 1: Guided composition

This exercise is based on David Zinzenko's "Don't Blame the Eater."

Teaching focus: The purpose of this guided composition activity is to elicit a paragraph of student writing on the topic of fast food. Using these paragraphs, you can informally diagnose your students' strengths and weaknesses in the area of sentence construction. At the end of the unit, the students will edit their paragraphs, applying what they have learned from the chapter. Your students will then compare their paragraphs with the original, paying particular attention to verbs, subjects, and sentence structure.

Directions to the Teacher

1. Instruct your students to listen as you read the following paragraph at a normal rate of speed. Then ask the students to take notes while you read the paragraph again; emphasize that the notes will be essential when they write their paragraphs. Alternatively, write a series of key words or phrases on the board to guide the students.
2. Ask your students to reconstruct what they heard using their notes or the key words. The students should compare what they have written with each other and make changes as necessary.
3. Collect the paragraphs at the end of the activity and save them. You will return them to your students to edit at the end of the chapter.
4. Discuss the "Noticing Language" sentences.

Kids are suing McDonald’s for making them fat. People should take personal responsibility for their weight, but fast-food restaurants are often the only available option for an affordable meal. Because more children are obese, type 2 diabetes has increased in children by 25 percent. It’s hard to find someplace to buy a grapefruit although McDonald’s is on every corner. We also lack information about what we are consuming. Some fast-food restaurants provide calorie information, but even that information can be hard to understand. The fast-food industry is vulnerable. It is marketing products that are hazardous, yet no labels warn customers of the danger. If we don’t take action, we are going to see more sick, obese kids and more angry parents.

## Noticing Language

Which of these sentences are complete? How do you know?

1. Kids are suing McDonald’s for making them fat.
2. Because more children are obese, type 2 diabetes has increased in children by 25 percent.
3. Although McDonald’s is on every corner.
4. The fast-food industry is vulnerable.

## 1.1 Finding Complete Verbs in Sentences

Every sentence in English must have at least one *verb* and one *subject*. When you identify the verb first, it is much easier to find the subject of the sentence. The verb in a sentence is always related to the subject. The subject usually appears in front of the verb. Since the verb expresses what the subject *does* or *is*, verbs either express

- **Action** (eat, stop, help, buy, make, do, gain, succeed)
- or
- **State of being** (am/is/are/were, become, seem, look, appear, taste, sound, remain)
- **Mental states** (know, think, feel, remember, believe)

If a verb consists of only one word, it is automatically the “main verb.” However, sometimes the main verb has “helping verbs” that go along with it. Together with the main verb, they make up the “complete verb phrase.” It is possible to have more than one helping verb, so the verb phrase can be four to five words long.

**Main verb** (if alone) = **the complete verb**

Helping/modal verbs + **main verb** = **the complete verb phrase**

Helping verbs:

- Have/has      • Do/does/did      • Am/is/are/was/were

Modal verbs:

- Will              • Could              • Be going to              • May              • Would
- Ought to        • Might              • Should              • Have to              • Can

(See Chapter Five for a more detailed discussion and practice with modals.)

Main verb: I **exercise** one hour every day.

(There is only one action verb in this sentence, so **exercise** is the complete verb.)

One helping/modal verb + main verb: I **should exercise** one hour every day.

(**Should** is a helping verb, and **exercise** is the main verb. Together they make up the complete verb phrase.)

Three helping/modal verbs + main verb: I **should have been exercising** one hour every day.

(**Should** is a modal verb, and **have** and **been** are helping verbs that go with the main verb, **exercising**. Thus, **should have been exercising** is the complete verb phrase.)

The verb usually comes after the subject, but when the sentence is a question, the subject follows the verb or is inside the verb phrase. When the sentence is a command, the subject is understood to be “you,” but only the verb appears in the sentence.

Statement: Kids are consuming too many calories.

(**Are consuming** is the verb phrase; **kids** is the subject and comes before the verb.)

Question: Are kids consuming too many calories?

(The verb phrase is still **are consuming**, but now the subject comes *after* the first word of the phrase).

Negative Question: Aren't kids consuming too many calories?

(In this negative question, **are consuming** is still the verb phrase. The contraction **-n't**, meaning “not,” is attached to the verb but is not part of the verb phrase.)

Command: Be responsible! Consume fewer calories.

(The subject is understood to be **you**, but it is not written. The writer is ordering you to be responsible and to consume fewer calories. The verbs are **be** and **consume**.)

## Verbs That Act as Nouns and Verb Complements

In addition to the words that make up the main verb phrase, sentences can contain verbs that act as nouns and verbs that follow the main verb and are its *complement*. Verb complements have several different patterns. Different verbs are followed by different patterns, so you have to memorize them.

- *-ing* form of verb as (1) subject or (2) object of a preposition
  1. **Eating** often at fast-food restaurants can lead to obesity.  
(**Eating** functions as a noun and is the subject of the sentence. It answers the question, “What can lead to obesity?” Words with *-ing* endings can also be part of a main verb phrase: **I have been eating** in fast-food restaurants for years.)
  2. The consequence **of eating** regularly at fast-food restaurants can be unwanted extra pounds.  
(**Eating** functions as a noun and is the object of the preposition “of.”)

- Verb patterns as complements to the main verb

**main verb + *-ing* verb**

Americans continue **eating** hamburgers even though fast food is bad for them.

(In this sentence, the gerund **eating** is the complement of the main verb **continue**.)

**main verb + to + simple verb**

Americans need **to eat** fewer hamburgers and more grapefruit.

(**To eat** is an infinitive. It functions as a noun and is the object of the main verb **need**. You can see that “to eat” is a noun by comparing it with the sentence “I need a hamburger.” In both sentences, a noun answers the question, “What do I need?”)

**main verb + noun/pronoun + simple verb**

Negative publicity is making the fast-food industry **change** its ways.

(**Change** is the complement to the main verb **is making**.)

## Exercise 2: Identifying verbs and verb phrases

This exercise is based on David Zinczenko’s “Don’t Blame the Eater.”

Directions: Double-underline the verbs and verb phrases in the following sentences. Remember that a verb phrase can have several words.

1. Kids started suing McDonald’s for making them fat.
2. I was a typical mid-1980s latchkey kid.
3. My mom always worked long hours to pay the monthly bills.
4. Fast-food restaurants were the only options for an American kid to get an affordable meal.
5. Then I got lucky.
6. But many kids have crossed under the Golden Arches to a lifetime of obesity.
7. Shouldn’t we know better than to eat every day at fast-food restaurants?
8. There are no calorie charts on fast-food wrappers.
9. The fast-food industry needs to provide nutritional information to its customers.
10. Without these warnings, we’ll see more sick children and angry parents.

## Exercise 3: Identifying compound verbs and verb phrases

This exercise is based on David Barboza’s “If You Pitch It, They Will Eat.”

Directions: Double-underline the verbs and verb phrases in the following sentences and circle the coordinating word. Each sentence has a compound verb, which is two or more verbs joined by a coordinating word such as *and*, *but*, or *or*.

1. Fast-food corporations own thousands of restaurants and put their trademarks on dolls, games, and even theme parks.
2. Nutritionists call fast-food advertising a *blitzkrieg* and fear its contribution to childhood obesity.
3. Big foodmakers are finding every possible way to advertise and are spending more on advertising than ever.
4. They have used television for years but now are using movies, video games, and the Internet.
5. Lawyers are concerned about these marketing campaigns and are threatening lawsuits.
6. Legislators want to lock fast food out of school cafeterias and are even considering a complete ban on advertising food to children.

## 1.2 Finding Subjects of Sentences

It is easier to recognize the subject or subjects of sentences when you find the verb first. The *subject* of the sentence usually

- Occurs before the verb
- Tells who or what does the action or expresses the state of being or state of mind

What are the subjects in the following sentences?

*Examples:*

- Fast-food marketing has existed for a long time.  
(The complete verb phrase is **has existed**. *What has existed?* Marketing. So **marketing** is the subject of the sentence.)
- The use of electronic media has transformed fast-food advertising.  
(The complete verb phrase is **has transformed**. *What has transformed* advertising? The **use** (of electronic media). **Use** is the subject of the sentence.)
- Are fast-food restaurants using the Internet to attract customers?  
(The complete verb phrase is **are using**. Because this sentence is a question, the subject comes after the first word of the verb phrase. Who or what is using the Internet? Restaurants, so **restaurants** is the subject.)

### Pronouns as Subjects

Pronouns are words that replace nouns and noun phrases. Pronouns that can be subjects are **I**, **you**, **he**, **she**, **it**, **we**, and **they**.

*Example:* **Restaurants** use marketing to increase their profits. **They** compete to make their food appeal to customers.

(**Restaurants** is the subject of the first sentence. **They** is a pronoun that replaces restaurants in the second sentence. We already know that we are talking about **restaurants**, so we don't need to repeat the noun.)

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## Exercise 4: Identifying subjects of sentences

This exercise is based on David Zinczenko’s “Don’t Blame the Eater.”

Directions: Go back to Exercise 2. You have already identified the verbs and verb phrases in the sentences. Now underline the nouns or pronouns that are the subjects of those verbs.

1. Kids started suing McDonald’s for making them fat.
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### Compound Subjects

Even a simple sentence can have more than one subject and more than one verb. When two subjects are joined by a coordinating word (usually *and* or *or*), we call them a compound subject.

What are the subjects in the following sentences?

1. Legislators and other critics want to reduce food advertisements aimed at children.  
(**Who** wants to reduce food advertisements? **Legislators and other critics**, so **legislators** and **critics** together make up the compound subject of this sentence.)
  2. Movies, games, and school tie-ins are all used to market fast food.  
(**What** are used? **Movies, games, and school tie-ins** are the compound subject of this sentence.)
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## Exercise 5: Identifying compound subjects

This exercise is based on David Barboza’s “If You Pitch It, They Will Eat.”

Directions: Double-underline the verbs and verb phrases in the following sentences. Then underline the subjects. Each sentence has a compound subject.

1. At one time a small hamburger and a bag of fries seemed like a full meal.
  2. Oversized meals and oversized appetites are the results of consumer manipulation.
  3. Fast-food advertising and low prices induce many of us to overeat.
  4. Young, single males and other people like them accounted for 70 percent of sales at fast-food restaurants.
  5. Twenty years ago, fast-food executives and marketing experts decided to focus on these “heavy users.”
  6. More food and cheaper prices increased profits.
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### Eliminating Nouns That Are Not Subjects

In some sentences, nouns in *prepositional phrases* can be confused with subjects. For this reason, it is easier to identify nouns that are subjects if you first identify the prepositional

phrases in sentences by putting parentheses around them. Remember that a prepositional phrase may contain one or more nouns or pronouns.

**School districts** (in New York and Los Angeles) have banned the sale (of sugary beverages and snacks) (in school vending machines).

(**In** and **of** are prepositions. The nouns that follow them cannot be subjects of the sentence. Once these possibilities have been eliminated, it is easy to see that **school districts** is the subject of this sentence.)

**Chart 1.2**

Common Prepositions				
<b>One-word Prepositions</b>				
about	before	down	off	toward(s)
above	behind	during	on	under
across	below	for	out	until
after	beneath	from	over	up
against	beside(s)	in	since	upon
along	between	into	through	with
among	beyond	like	throughout	within
around	by	near	till	without
at	despite	of	to	
<b>Two-word and Three-word Prepositions</b>				
according to	as many as	because of	in place of	such as
across from	as much as	by means of	in spite of	together with
along with	as well as	due to	on account of	instead of
apart from	aside from	in addition to	subsequent to	on top of

*Note:* When “to” is followed by a verb, it is an infinitive. Do not confuse infinitives with prepositional phrases. For example, in the sentence, “The schools decided to ban sodas,” the phrase “to ban” is an infinitive, not a prepositional phrase.

## Exercise 6: Identifying verbs, subjects, and prepositional phrases

This exercise is based on David Barboza’s “If You Pitch It, They Will Eat.”

Directions: Review the list of common prepositions in Chart 1.2. Then put parentheses around the prepositional phrases in the following sentences. Next, double-underline the verbs, and finally underline the subjects. Remember that *-ing* verbs can act as nouns in prepositional phrases.

1. Children are introduced early (in life) (to brand-name food) (in toy stores) and (at school).
2. Soft-drink companies have “pouring rights” in hundreds of schools throughout the country.

3. In their defense, companies say that they are not pouring their products down children's throats.
4. More than 30 bills before state legislatures around the country will ban certain snacks and beverages from school vending machines.
5. Television, of course, remains the most powerful medium for selling to children.
6. The characters in children's TV shows provide entertainment and promote products at the same time.
7. The programs have become advertising for the food, and the food has become advertising for the programs.

### Tip for Writers

The subject of a sentence is the focus of the sentence. Writers choose where they want their readers to focus, in part, by choosing what noun or pronoun to use as the subject. When the most important noun or pronoun in the sentence is not the subject, the writer is less able to communicate the importance of the idea. Choosing a different noun or pronoun to be the subject is one way that writers can improve a sentence and get their message across more effectively to a reader.

**Original sentence:** Entertainment is provided and products are promoted at the same time by the characters in children's TV shows.

**Improved sentence:** The characters in children's TV shows provide entertainment and promote products at the same time.

(The focus is on the characters in TV shows and how they are used to sell products. That focus is lost when **entertainment** and **products** are the subject and **characters** is placed in a prepositional phrase. See Chapter Five for more on passive verbs and sentence focus.)

Sometimes writers create incomplete sentences—fragments—because the most important noun or pronoun is in a prepositional phrase, and there is no other noun that serves as the subject. Make sure the word that is the focus of your sentence is also the subject.

**Fragment:** By the characters in children's TV shows provide entertainment and promote products.

**Complete sentence:** The characters in children's TV shows provide entertainment and promote products at the same time.

(See Chapter Two for more on sentence fragments and complete sentences.)

## Exercise 7: More practice identifying subjects and verbs

This exercise is based on the guided composition in Exercise 1.

Directions: Double-underline the verbs and underline the subjects in the following sentences.

1. Kids are suing McDonald's for making them fat.
2. People should take personal responsibility for their weight, but fast-food restaurants are often the only available option for an affordable meal.
3. Because more children are obese, type 2 diabetes has increased in children by 25 percent.
4. It is hard to find someplace to buy a grapefruit although McDonald's is on every corner.
5. We also lack information about what we are consuming.
6. Some fast-food restaurants provide calorie information, but even that information can be hard to understand.
7. The fast-food industry is vulnerable.
8. It is marketing products that are hazardous, yet no labels warn customers of the danger.
9. If we do not take action, we are going to see more sick, obese kids and more angry parents.

### 1.3 Recognizing Complete Ideas—Sentences and Clauses

The following sentences are incomplete because they are missing an essential element, either the subject or the verb. Therefore, the sentences do not express complete ideas. What is wrong with each one?

	<b>Incomplete sentences</b>	<b>No subject</b>	<b>No verb</b>
1.	Filed lawsuits against fast-food makers. (Who filed the lawsuits?)		
2.	The folks in the fast-food industry. (What did the folks do?)		
3.	By a core group of heavy users. (What was done? And who did it?)		
4.	Having absolutely no interest in cooking for themselves. (Who had no interest? What did they do?)		
5.	Streamlining food production. (Streamlining does what?)		



Sentences are made up of clauses.

**Main clause:** Schools should stop selling sodas.

**Two or more main clauses can be connected with a coordinating word:** Schools should stop selling sodas, **but** we should also teach children how to take responsibility for what they eat.

**One or more subordinate clauses may be connected to a main clause using subordinating words:** **Although** schools should stop selling sodas, parents have the primary responsibility for making sure their children eat healthy food.

The ways in which writers combine clauses to form sentences enable them to express the logical relationships between the ideas that the clauses express.

## Exercise 8: Identifying complete and incomplete ideas

This exercise is based on Shannon Brownlee’s “It’s Portion Distortion That Makes America Fat.”

Directions: Write “main” if the clause is a sentence that expresses a complete idea. Write “sub” for “subordinate” if the clause is a fragment that is not a complete sentence and does not express a complete idea. Refer to the list of words above and circle the subordinate words.

- \_\_\_\_\_ 1. Cheap food induced customers to eat more.
- \_\_\_\_\_ 2. When fast-food restaurants cut prices.
- \_\_\_\_\_ 3. While they saw an increase in customers.
- \_\_\_\_\_ 4. Where young men ate most of their meals.
- \_\_\_\_\_ 5. Afterward, they discovered super-sizing.
- \_\_\_\_\_ 6. But price competition had grown extremely fierce.
- \_\_\_\_\_ 7. Soda costs less to produce than any drink except tap water.
- \_\_\_\_\_ 8. Since a super-size meal provides 1,550 calories.
- \_\_\_\_\_ 9. As much as an adult man should consume in a day.
- \_\_\_\_\_ 10. If you put more food in front of people.
- \_\_\_\_\_ 11. Where does it end?
- \_\_\_\_\_ 12. The obvious direction is down.

## Exercise 9: Identifying main and subordinate clauses

This exercise is based on David Barboza’s “If You Pitch It, They Will Eat.”

Directions: The following sentences have more than one clause. Put brackets ([ ]) around the clauses and label each clause “sub” or “main.” Circle the coordinating and subordinat-

ing words. Then underline the complete verb or verbs in each clause twice and subjects once.

1. [<sup>sub</sup>Because McDonald's wants to be everywhere], [<sup>main</sup>it has plastered its golden arches on Barbie dolls and video games].

(This is a complex sentence made up of one subordinate clause and one main clause. "Because" is a subordinating word.)

2. [<sup>main</sup>McDonald's calls this brand extension], [<sup>main</sup>but] [nutritionists call it a *blitzkrieg*].

(This is a compound sentence. It is two main clauses joined by *but*. *But* is a coordinating word.)

3. While companies view product tie-ins as harmless, lawyers are threatening lawsuits.
4. The problem of obesity is so staggering that we have to do something.
5. The vast majority is junk, and you seldom see fruits and vegetables marketed.
6. Most big food companies deny the accusations although they have made some promises to offer healthier food.
7. They say that their commercials do not encourage overeating.
8. Companies take aim at children so energetically because it is so profitable.
9. Some schools have contracts to sell fast food, and others have special fast-food days.

## 1.4 Student Writing

### Exercise 10: Editing sentences for missing subjects, verbs, and connecting words

This exercise is based on a student essay on "Fast Food."

Directions: Read the passage of student writing below. Then edit it so sentences are complete (have both subjects and verbs) and are correctly connected. You should find three missing subjects, two missing verbs, and three missing coordinating and subordinating words.

<sup>are</sup>Parents ^ the best teachers for their children. They are in the best position to be role models, they spend so much time with them. Everyone should recognize this simple fact, but many parents do not understand their responsibility and neglect to teach their children healthy eating habits. Parents take the easy way out, so the media and fast food restaurants to teach their children what and how much to eat. Children

imitate what their parents do. If children realize that their parents are constantly taking them to fast food restaurants, will believe that eating fast food is a normal thing. They old enough to buy their own food, will think first of going to fast food restaurants because their parents took them there. This doesn't mean that parents should never take their children to fast food restaurants for a treat, parents should explain that, although tastes good, the food is very unhealthy. If parents don't explain this to their children, who else will do it?

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## Exercise 11: Editing your guided composition

Directions to the Teacher

1. Use an overhead projector or computer to project the original guided composition paragraph and ask your students to read along as you read it out loud.
2. Then project a student paragraph and discuss with the class the differences between the original and the student paragraph (both paragraphs need to be projected simultaneously).
3. Return the student paragraphs and ask your students to edit based on what they've learned by doing the exercises in the chapter. Don't give the students access to the original while they are doing this. Direct your students to make sure their sentences are complete (have both subjects and verbs) and to add any needed coordinating or subordinating words so they are correctly connected.
4. Ask your students to compare their edited versions with the original.
5. "Debrief" by asking the students what they learned through the comparison and what they can apply to their own writing.

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## Exercise 12: Editing your own writing

Directions: Pick a paragraph from your essay about fast food.

- Double-underline the main verbs and underline the subjects.
- Circle the subordinating words in the subordinating clauses. Also circle the coordinating words.
- Make sure the sentences are complete (have both subjects and verbs), and add any needed coordinating or subordinating words. Make sure you have used a variety of connecting words.
- Put a question mark in the margin next to anything that you are unsure about.
- Exchange your paragraph with a partner and discuss any questions you have. Check with your teacher if you can't agree on an answer.
- Now edit the rest of your essay for missing subjects and verbs. Add needed coordinating and subordinating words that will improve and vary your sentences.



## Answer Key

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### Exercise 1: Guided composition

See Exercise 11 for sample student notes and a sample composition.

### Noticing Language

1. The sentence tells us that someone is doing something: kids are suing. We don't have to know anything more.
  2. The sentence tells us that something has increased—diabetes. We don't have to know anything more although the sentence also tells us the reason—more children are obese.
  3. This sentence is not complete. We want to know something more. What is happening even though there is a McDonald's on every corner? The main part of the sentence is missing.
  4. We know the topic of the sentence—the fast-food industry—and we know something about it—it is vulnerable. We don't need to know anything more.
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### Exercise 2: Identifying verbs and verb phrases

1. started
2. was
3. worked
4. were
5. got
6. have crossed
7. should know
8. are
9. needs
10. will see

*(Action verbs such as “start” usually have progressive forms—“he is starting.” “Being” verbs such as “is” and “seem” do not. We can't say, “Chicken salad is seeming like a low-calorie alternative.”)*

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### Exercise 3: Identifying compound verbs and verb phrases

1. own . . . and put
2. call . . . and fear
3. are finding . . . and are spending
4. have used . . . but . . . are using
5. are concerned . . . and are threatening
6. want . . . and are considering

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### Exercise 4: Identifying subjects of sentences

1. People
2. I
3. mom
4. restaurants
5. I
6. kids
7. we
8. charts

*(In “there is” and “there are” constructions, the subject follows the verb.)*

9. industry
  10. we
- 

### Exercise 5: Identifying compound subjects

1. hamburger . . . bag . . . seemed
2. meals . . . appetites are
3. advertising . . . prices induce
4. males . . . people . . . accounted for

*(“Accounted for” is a two-word verb, so “for” is considered part of the verb. A single word like “comprise” could replace the two words.)*

5. executives . . . . experts decided
  6. food . . . prices increased
- 

### Exercise 6: Identifying verbs, subjects, and prepositional phrases

1. Children are introduced early (in life) (to brand-name food) (in toy stores) and (at school).
2. Soft drink companies have “pouring rights” (in hundreds) (of schools) (throughout the country).
3. (In their defense), companies say that they are not pouring their products (down children’s throats).
4. More than 30 bills (before state legislatures) (around the country) will ban certain snacks and beverages (from school vending machines).
5. Television, (of course), remains the most powerful medium (for selling) (to children).
6. The characters (in children’s TV shows) provide entertainment and promote products (at the same time).
7. The programs have become advertising (for the food), and the food has become advertising (for the programs).

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### Exercise 7: More practice identifying subjects and verbs

1. Kids are suing McDonald's for making them fat.
2. People should take personal responsibility for their weight, but fast-food restaurants are often the only available option for an affordable meal.
3. Because more children are obese, type 2 diabetes has increased in children by 25 percent.
4. It is hard to find someplace to buy a grapefruit although McDonald's is on every corner.  
(*"To find" and "to buy" are infinitives, not prepositional phrases.*)
5. We also lack information about what we are consuming.
6. Some fast-food restaurants provide calorie information, but even that information can be hard to understand.
7. The fast-food industry is vulnerable.
8. It is marketing products that are hazardous, yet no labels warn customers of the danger.
9. If we do not take action, we are going to see more sick, obese kids and more angry parents.

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### Exercise 8: Identifying complete and incomplete ideas

1. Main
2. Subordinate
3. Subordinate
4. Subordinate
5. Main
6. Main
7. Main
8. Subordinate
9. Subordinate
10. Subordinate
11. Main
12. Main

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### Exercise 9: Identifying main and subordinate clauses

1. [<sup>sub</sup>Because McDonald's wants to be everywhere], [<sup>main</sup>it has plastered its golden arches on Barbie dolls and video games].  
(*This is a complex sentence made up of one subordinate clause and one main clause. "Because" is a subordinating word.*)

2. [<sup>main</sup>McDonald's calls this brand extension], but [<sup>main</sup>nutritionists call it a *blitzkrieg*].  
(This is a compound sentence. It is two main clauses joined by "but." "But" is a coordinating word.)
3. [<sup>sub</sup>(While) companies view product tie-ins as harmless], [<sup>main</sup>lawyers are threatening lawsuits].
4. [<sup>main</sup>The problem of obesity is so staggering] [<sup>sub</sup>(that) we have to do something].
5. [<sup>main</sup>The vast majority is junk], (and) [<sup>main</sup>you seldom see fruits and vegetables marketed].
6. [<sup>main</sup>Most big food companies deny the accusations] [<sup>sub</sup>(although) they have made some promises to offer healthier food].
7. [<sup>main</sup>They say [<sup>sub</sup>(that) their commercials do not encourage overeating]].
8. [<sup>main</sup>Companies take aim at children so energetically] [<sup>sub</sup>(because) it is so profitable].
9. Some [<sup>main</sup>schools have contracts to sell fast food], (and) [<sup>main</sup>others have special fast-food days].

### Exercise 10: Editing sentences for missing subjects, verbs, and connecting words

Parents <sup>are</sup> ^ the best teachers for their children. They are in the best position to be role models *because* they spend so much time with them. Everyone should recognize this simple fact, but many parents do not understand their responsibility and neglect to teach their children healthy eating habits. *Instead* parents take the easy way out, so the media and fast food restaurants *get* to teach their children what and how much to eat. Children imitate what their parents do. If children realize that their parents are constantly taking them to fast food restaurants, *they* will believe that eating fast food is a normal thing. *When* they *become* old enough to buy their own food, *they* will think first of going to fast food restaurants because their parents took them there. This doesn't mean that parents should never take their children to fast food restaurants for a treat, *but* parents should explain that, although *it* tastes good, the food is very unhealthy. If parents don't explain this to their children, who else will do it?

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## Exercise 11: Editing your guided composition

(Possible student notes)

- *People are suing McD*
- *People take personal responsibility*
- *FFR are only options*
- *More obese children & increase 25% type 2 diabetes*
- *Hard to buy grapefruits; McD at every corner*
- *Some FF provide calories but hard to understand*
- *Marketing not label form*
- *Take no action we'll see*

(Possible composition)

*Kids are suing McDonalds for making them fat. Perhaps people should take personal responsibility for what they eat. Why would people eat healthy when fast food restaurants are the only options where there are available affordable meals. Now there are just more and more obese children with type 2 diabetes and overly increased 25%. Fast food is bad, but it also provides calory labels, but it may still be hard to understand. Unfortunately, if we don't take action now we will see more obese kids and more angry parents.*