

Chapter 1 : Fragments and Run-Ons

To simply put, sentence fragments are similarly structured like sentences but are actually not. A sentence fragment is a group of words that is punctuated like a declarative, exclamatory sentence, imperative sentence, or interrogative sentence.

These words are your markers for this type of fragment. Here are some examples: Because Chase caught the eye of the beautiful brunette in algebra. Was he able to cheat on the test? Did he quickly ask her for a date? Until Rachel notices the toilet paper stuck to her shoe. Will she embarrass her date? Will people at the restaurant stare? Even though Fred stuck straws up his nose. Could he still not pass for a walrus? Whom you can trust with the secret. Who is this person? Where the popcorn is stale and the soda flat. This sounds like a place to avoid, but where is it? Participle Phrase Fragments A participle phrase fragment will begin with a word ending in ing or ed, or the fragment will open with an irregular past participle. More words will follow to finish the phrase, but nowhere will you find a main clause to complete the thought. By itself, a participle phrase cannot be a sentence. Your marker for this type of fragment is the present or past participle that you will find at the beginning of the fragment. Take a look at these examples: Sunning themselves on the hot concrete until they heard human feet crashing down the sidewalk. All the while twirling the baton with the speed and ferocity of helicopter blades. Sucked down the pipe with a hearty slurp. Hidden in the bureau drawer underneath a pile of mismatched socks. Infinitive Phrase Fragments An infinitive phrase fragment will begin with to followed by the base form of the verb, like this: An infinitive phrase “by itself” cannot be a sentence. Only to watch in dismay as Dr. Frazier poured her chemistry experiment into the sink. To catch butterflies for her biology project. To break a piece of plywood with his bare hands. Afterthought Fragments An afterthought clarifies earlier information by providing specific details. When an afterthought does not contain a main clause, it is a fragment. These words and phrases frequently begin afterthoughts: These words are your markers for this type of fragment [although infrequently you will have just the list of details]. For example, leaky pens, candy wrappers, dollar bills, and paperclips. Including the dog with three legs and the cat with one eye. Such as leaving the stove on and teasing mean dogs. Lonely Verb Fragments Writers will sometimes forget to include a subject in a sentence. The result is a verb pining for its partner. With the subject missing, the word group thus becomes a lonely verb fragment. A lonely verb fragment will often begin with a coordinating conjunction [and, but, for, or, nor, so, yet]. The marker for this type of fragment will be the immediate expression of action. Remember that a verb alone cannot be a sentence. And dashed through the downpour as raindrops softened the hairspray shell holding her elaborate coif in place. But knew that all of his effort would prove useless in the long run. Took the thick book and, with a heavy sigh, loaded it on top of her research pile. Appositive Fragments An appositive is a noun phrase that renames and clarifies another noun. Because an appositive can be long, writers sometimes mistake one for a complete sentence. By itself, however, an appositive is not a sentence. An appositive fragment will begin with a noun and usually include one or more clarifying phrases or subordinate clauses after it. The unprepared student who was always begging for an extra pencil and a couple sheets of blank paper. A slacker wasting his afternoon in front of the television. A dog around whom people need to guard their fingers and food. Know how to fix the fragment that you have found. You can fix any fragment by either 1 revising the fragment so that it includes a main clause or 2 connecting the fragment to a main clause that comes before or after it. When you connect, you have to know whether or not punctuation is required. Learning the nine punctuation rules that follow will help you not only fix fragments but also punctuate your sentences correctly. Fixing Subordinate Clause Fragments When you have a subordinate clause fragment, removing one thing “the subordinating word” will give you the necessary main clause. Look at this fragment: Removing because makes the thought complete. Chase is the subject, caught the verb. Now you have a sentence! Chase caught the eye of the beautiful brunette in algebra. If, however, you need the subordinating word because of the meaning it provides, then fix the fragment by connecting it. If you attach the fragment after a main clause, use Punctuation Rule 1: Here is an example: If you attach the fragment in front of a main clause, use Punctuation Rule 2: The fix looks like this:

Even though Fred stuck straws up his nose, Melissa ate her tuna fish sandwich and continued to ignore him.

Fixing Participle Phrase Fragments One way to fix a participle phrase fragment is to add the necessary main clause. Here is such a fragment: If you add this information and complete the verb , the problem would be fixed. The correction would look like this: The little lizards were sunning themselves on the hot concrete until they heard human feet crashing down the sidewalk. In addition, you can attach a participle phrase fragment after a main clause. Just follow Punctuation Rule 3: Check out this sample: The majorette marched at the front of the parade, all the while twirling her batons with the speed and ferocity of helicopter blades. Or you can choose to use Punctuation Rule 4: The participle phrase introduces the main clause, like this: Sucked down the pipe with a hearty slurp, the dirty bath water drained from the tub.

Fixing Infinitive Phrase Fragments You can convert an infinitive phrase fragment into a sentence by adding a subject and conjugating the verb. Take a look at this fragment: With a couple of minor changes, however, you have the necessary main clause that every sentence requires: Amber watched in dismay as Dr. Just follow Punctuation Rule 5: Or you can use Punctuation Rule 6: The infinitive phrase introduces the main clause, like this: Fixing Afterthought Fragments You can fix an afterthought fragment one of two ways. One option is to insert the missing subject and verb so that you have a main clause. This option works best when you have for example and for instance as the transitions beginning the fragment. Take a look at this example: The simple addition of a subject and verb will fix the problem: For example, the desk drawer contained leaky pens, candy wrappers, dollar bills, and paperclips. Or you can attach the afterthought fragment to the end of a main clause. This option works best when the fragment begins with except, excluding, including, like and such as. Use Punctuation Rule 7: The correction looks like this: Fixing Lonely Verb Fragments One missing element—the subject —makes a lonely verb fragment an error. Who did the dashing?

Chapter 2 : Should you have to pay for an education? | www.nxgvision.com

Use this resource to reinforce the key components of a complete sentence. As students fix fragments by either adding a missing subject or predicate, they will simultaneously practice adding descriptive details to each sentence.

Fragments are small parts of any broken material like those in clay pots, mirrors, or windows. Personification Examples A sentence has two characteristics: But what if you are reading something that seems to appear like a sentence but if you would look closely, it lacks one of the two characteristics? Such group of words is called a sentence fragment. Sentence fragments can be likened to a puzzle that is not complete. Sentence fragments only have half of the pieces of a puzzle. It does not have every piece because it does not create the complete and whole picture. Defining Sentence Fragments To simply put, sentence fragments are similarly structured like sentences but are actually not. A sentence fragment is a group of words that is punctuated like a declarative, exclamatory sentence , imperative sentence , or interrogative sentence. However, it does not express a complete thought. A sentence should contain a subject, a verb, and a complete thought which makes up an independent clause. There should be one independent clause in order to convert a group of words into a sentence. However, fragment sentences can never have independent clausesâ€” it only has dependent clauses or phrases. That is because fragment sentences can never express a complete thought. What Makes a Sentence Fragment? A group of words becomes sentence fragments when it lacks a subject, a predicate, and a complete thought. A group of words is considered a fragment when it lacks a subject. This sentence fragment does not tell who or what the sentence is talking about. Here are some examples of sentence fragments with missing subject: Cried with her friends. Who cried with her friends? Abigail cried with her friend. Suggested another week of treatment. Who suggested another week of treatment? Our family doctor suggested another week of treatment. Drank the entire contents of the milk carton in one go. Who drank the entire contents of the milk carton in one go? My younger brother drank the entire contents of the milk carton in one go. A group of words is considered a fragment when it lacks a predicate. It is in the predicate where you can find the verb of a complete sentence. Here are some examples of sentence fragments with missing predicate: The city with destroyed roads. What about the city with destroyed roads? The city with destroyed roads had finally had its roads fixed. The black dog with white spots. What about the black dog with white spots? The black dog with white spots is my pet since I was ten years old. The student council officer who gave a long introduction What about the student council officer who gave a long introduction? The student council officer who gave a long introduction was actually presenting an esteemed figure from the media. Types and Examples of Sentence Fragments and How to Fix Them In fixing sentence fragments, all you have to do is attach independent clauses in order to create a complete thought. In longer written compositions , there are instances when it cannot be avoided that a sentence fragment will be created. All you have to do is attach the fragment to a nearby sentence with a similar structure to give the sentence fragment a complete thought. Here are the types and examples of sentence fragments and how to fix it. Subordinate Clause Fragments There are some instances when dependent or subordinate clauses are written in a sentence form. Dependent clauses, despite having a subject and a verb, does not express a complete thought because it always begins with subordinators, and subordinators are being used to connect to an independent clause. Subordinators When you see a sentence that starts with any of the subordinators listed below, it is a guideline for you to know whether the group of words are possibly sentence fragments.

Chapter 3 : Complete Sentences vs. Fragments Exercises | www.nxgvision.com

Complete Sentences vs. Fragments Exercises. Make your sentences complete with these complete sentence exercises. In these exercises, your child will learn to identify sentence fragments from complete sentences, and what needs to go into a sentence to make it complete.

When printing this page, you must include the entire legal notice. This material may not be published, reproduced, broadcast, rewritten, or redistributed without permission. Use of this site constitutes acceptance of our terms and conditions of fair use. This handout provides an overview and examples of sentence fragments. Fragments are incomplete sentences. Usually, fragments are pieces of sentences that have become disconnected from the main clause. One of the easiest ways to correct them is to remove the period between the fragment and the main clause. Other kinds of punctuation may be needed for the newly combined sentence. Below are some examples with the fragments shown in red. Notice that the fragment is frequently a dependent clause or long phrase that follows the main clause. Purdue offers many majors in engineering. Such as electrical, chemical, and industrial engineering. Purdue offers many majors in engineering, such as electrical, chemical, and industrial engineering. Coach Dietz exemplified this behavior by walking off the field in the middle of a game. Leaving her team at a time when we needed her. Coach Dietz exemplified this behavior by walking off the field in the middle of a game, leaving her team at a time when we needed her. I need to find a new roommate. The current city policy on housing is incomplete as it stands. Which is why we believe the proposed amendments should be passed. Because the current city policy on housing is incomplete as it stands, we believe the proposed amendments should be passed. You may have noticed that newspaper and magazine journalists often use a dependent clause as a separate sentence when it follows clearly from the preceding main clause, as in the last example above. This is a conventional journalistic practice, often used for emphasis. For academic writing and other more formal writing situations, however, you should avoid such journalistic fragment sentences. Some fragments are not clearly pieces of sentences that have been left unattached to the main clause; they are written as main clauses but lack a subject or main verb. No main verb
Fragment: A story with deep thoughts and emotions. She told a story with deep thoughts and emotions. Toys of all kinds thrown everywhere. Toys of all kinds were thrown everywhere. They found toys of all kinds thrown everywhere. A record of accomplishment beginning when you were first hired. A record of accomplishment began when you were first hired. With the ultimate effect of all advertising is to sell the product. The ultimate effect of all advertising is to sell the product. By paying too much attention to polls can make a political leader unwilling to propose innovative policies. Paying too much attention to polls can make a political leader unwilling to propose innovative policies. For doing freelance work for a competitor got Phil fired. Doing freelance work for a competitor got Phil fired. Phil got fired for doing freelance work for a competitor. These last three examples of fragments with no subjects are also known as mixed constructions, that is, sentences constructed out of mixed parts. They start one way often with a long prepositional phrase but end with a regular predicate. Usually the object of the preposition often a gerund, as in the last two examples is intended as the subject of the sentence, so removing the preposition at the beginning is usually the easiest way to edit such errors.

Chapter 4 : Fix the Fragments! | Worksheet | www.nxgvision.com

The strange thing, or so I now think, was the way in which it didn't feel all that strange. The fictions and cartoons of Nigel Molesworth, of Paul Pennyfeather in Waugh's Decline and Fall, and.

Tuesday, August 2, On free education, issues, and disparities Sri Lanka takes pride in being a bastion of free education. Independence, opportunities, and problems Free education as such was institutionalised here in , four years after the Special Committee on Education chaired by C. Kannangara finalised a report urging authorities to push forward reforms. The Committee had identified key issues which were contended to have prolonged inefficiencies and hindered progress in the system. They were all acted on gradually. Free education was facilitated by a post-war economic boom, the dividends of which the country reaped after gaining independence. With little to no resource-deficits and with budget surpluses and rising commodity prices, the government probably saw no need to rationalise the sector as it would later. But there were problems. Prime among them, the mismatch between qualification and employment. The population boomed and so did the number of graduates, particularly from the Arts stream. Without a concomitant rise in employment opportunities though, this could only lead to two issues: The insurrection which was a metaphoric call to arms prompted the government of the day to investigate, assess, and reform. One insurrection leads to another And so it got down to work. In other words, they withered away. The second insurrection in clearly showed how inadequate all this had been and consequently how it warranted immediate attention, a point the government of the day understood all too well. They hence lost no time. The election of a new government in was seen as a litmus test, on this count. What happened next, though? There were, as expected, proposals for reform. The NEC had submitted a report in It submitted another in , in turn succeeded by yet another filed by the Ministry of Education in Meanwhile, the President planned out and chartered a Task Force to implement these proposals. They were acted on. And there were results. Results, however, which encouraged the government to restructure the whole sector: In later years, due to this reason, the NEC broke apart and survived in name only. This continued more or less even in the government that followed, with the caveat that from to the focus shifted from rationalising existing structures to increasing inputs, mainly by building more schools and facilities and attempting to bridge the rural-urban divide. These were well intended no doubt, but were eventually marred by political shifts and rhetoric. On the other hand, there were results. In , this had increased to Spending should ideally translate into outcome, which is what we saw during these years. When it comes to identifying the bigger picture behind all these, the focus should be on the institutions fostered by the system. Skimming through our schools Sri Lanka currently has four kinds of state schools: Not surprisingly, Type 3 schools are in the majority. They are located everywhere and are not just concentrated in urban areas. The top tier, conversely, consists of Type 1 and Type 2 schools, which in a manner of speaking have the best and get the best. This fourfold differentiation, in the final analysis, has tended to increase social and economic inequalities in a way that was not intended by those who scripted such a differentiation into our education system. There are reasons for it, obviously. Students, schools, and quantitative disparities The and insurrections were augurs in that they unearthed structural flaws in our education system. These included the lack of any visible connection between qualification and employability: Have we realised this even now? Regional disparities would suggest that we have not. Urban schools are better equipped. Rural schools, on the other hand, are not. And in a large way, this explains certain sobering statistics. The highest fail rate was in the Monaragala District, reputed to be one of the most unequal in the country: Free education would seem to NOT have done away with disparities and would seem to have a link with the income gap. Free education has its merits. The government provides nearly everything, from textbooks to uniforms to scholarships to even food whether these are adequate quality-wise is another debate altogether. And above everything, the system has emancipated the most underprivileged in our society and encouraged social mobility. The other day I was talking to a teacher who more or less affirmed what Washington said more than a century ago. I prompted her to explain. They must be productive and must be capable of teaching more than one subject. That was unfortunately done away with later on, a pity by all accounts. The teachers, in their rush to finish an

overwhelming syllabus, are consequently unable to pay enough attention to the student. This does away with the relationship between the two so much that the student is forced to resort to tuition. I can see two ways of engaging with this. One, you can set up new schools. Two, you can restructure existing schools. I believe in the first method. Build more science labs, computer labs, even playgrounds and swimming pools. Build them in a meaningful way and disparities will eventually crowd out. Speaks for itself, but would it make sense without a corresponding drive to provide facilities and labs to existing Type 2 and Type 3 schools? The government should take stock of lessons learnt in the past, no matter how well intended their programs may be at present. And not for nothing: Clearly then, officials and administrators must think beyond program-name if they are to obtain tangible results. There are degrees of perfection, however. There hence are a number of points we can be proud about and a number of points we can be humbled by when it comes to our education system. The argument is stark and lends itself to easy simplification, but at one level it makes sense. The differentiation of schools into four broad categories did as much harm as good. The top tier has and gets the best. The bottom tier does not. An irony and an indictment on us, I believe. On the other hand however, no one can contend that free education was misplaced. It did away with many of the social inequalities perpetuated by colonial administrations. In the end it helped the country clinch literacy rates, transition rates, and retention rates which surpass our neighbours. The only problems we can point out, hence, are structural flaws that can be dealt with in two ways: The solution lies somewhere there.

Chapter 5 : What Is a Sentence Fragment?

This week's column is about Sri Lanka's education system, more specifically its primary and secondary sectors. It is an attempt at pointing out disparities, flaws, inefficiencies, and solutions which continue to ail the system and what's more, stare at us and demand redress.

Ancient sources[edit] One of the earliest surviving images of Sappho, from c. She is shown holding a lyre and plectrum, and turning to listen to Alcaeus. The testimonia regarding Sappho do not contain references contemporary to Sappho. A literary papyrus of the second century A. One tradition claims that Sappho committed suicide by jumping off of the Leucadian cliff. Erigyius, Larichus, and Charaxus. According to Athenaeus, Sappho often praised Larichus for pouring wine in the town hall of Mytilene, an office held by boys of the best families. One ancient tradition tells of a relation between Charaxus and the Egyptian courtesan Rhodopis. Herodotus, the oldest source of the story, reports that Charaxus ransomed Rhodopis for a large sum and that Sappho wrote a poem rebuking him for this. A tradition going back at least to Menander Fr. This is regarded as unhistorical by modern scholars, perhaps invented by the comic poets or originating from a misreading of a first-person reference in a non-biographical poem. Today Sappho, for many, is a symbol of female homosexuality; [18] the common term lesbian is an allusion to Sappho, originating from the name of the island of Lesbos , where she was born. The earliest of these is a fragmentary biography written on papyrus in the late third or early second century BC, [46] which states that Sappho was "accused by some of being irregular in her ways and a woman-lover". Campbell in judged that Sappho may have "presided over a literary coterie", but that "evidence for a formal appointment as priestess or teacher is hard to find". Parker argues that Sappho should be considered as part of a group of female friends for whom she would have performed, just as her contemporary Alcaeus is. Winkler argues for two, one edited by Aristophanes of Byzantium and another by his pupil Aristarchus of Samothrace. For instance, the Cologne Papyrus on which the Tithonus poem is preserved was part of a Hellenistic anthology of poetry, which contained poetry arranged by theme, rather than by metre and incipit, as it was in the Alexandrian edition. The earliest surviving manuscripts of Sappho, including the potsherd on which fragment 2 is preserved, date to the third century BC, and thus predate the Alexandrian edition. Many of the surviving fragments of Sappho contain only a single word [74] " for example, fragment A is simply a word meaning "wedding gifts", [96] and survives as part of a dictionary of rare words. In , the first new discovery of a fragment of Sappho was made at Fayum. Most recently, major discoveries in the "Tithonus poem" and a new, previously unknown fragment [] and fragments of nine poems: Among her famous poetic forebears were Arion and Terpander. These elite poets tended to identify themselves with the worlds of Greek myths, gods, and heroes, as well as the wealthy East, especially Lydia. Rose that "Sappho wrote as she spoke, owing practically nothing to any literary influence," and that her verse displays "the charm of absolute naturalness. She was a popular character in ancient Athenian comedy , [45] and at least six separate comedies called Sappho are known. In the Roman period, critics found her lustful and perhaps even homosexual. Her works began to become accessible again in the sixteenth century, first in early printed editions of authors who had quoted her. In , the French printer Robert Estienne produced an edition of the Greek lyric poets which contained around 40 fragments attributed to Sappho. Housman in the twentieth, have been influenced by her poetry. In her left hand, she holds a scroll with her name written on it. In the early seventeenth century, John Donne wrote "Sapho to Philaenis", returning to the idea of Sappho as a hypersexual lover of women.

Chapter 6 : The Personality Diversity Experts | E-Colors in Education

This mini bundle contains a PowerPoint, set of 24 task cards, and a practice handout for students to learn about sentences, fragments, compound sentences, and run-on sentences.

The radial head is the name given to the end of the radius that articulates moves against with the distal humerus; it helps form the elbow joint. The radial head articulates with the portion of the distal humerus called the capitellum. The surface of the capitellum is convex, meaning that it is rounded like the surface of a ball. The radial head is concave, or slightly dished to form a shallow socket that fits snugly against the capitellum. Like nearly all joints, both are covered with articular cartilage a slippery covering that allows bone to move against bone. The edge of the radial head also articulates with the ulna, the other bone that makes up the forearm. A ligament called the annular ligament circles the radial head and holds it in place. Signs and Symptoms A radial head fracture is usually caused by a fall on the outstretched hand. The force is transferred from the hand through the forearm to the elbow. There is immediate pain on the outside of the elbow. There is usually bleeding from the fracture into the elbow joint causing swelling around the elbow. You will probably not be able to completely straighten the elbow or rotate the forearm. This motion is called pronation palm down and supination palm up. Evaluation The primary goal of the clinical evaluation of a radial head fracture is to decide whether the fracture fragments are separated to the point that they will interfere with the function of the elbow joint. The fracture is evaluated by taking several x-rays of the elbow. In some special cases where surgery is anticipated, a CAT Scan may be necessary to identify all the fragments and plan the surgical procedure. Your surgeon may also place a needle into the elbow joint and remove the blood that has caused swelling of the joint. The tight swelling increases the pain after the fracture and removing the blood can reduce the pain. After removing the blood, the surgeon may also inject a local anesthetic such as lidocaine into the joint to reduce the pain and allow a better evaluation of the function of the elbow joint. The surgeon will be looking to see if the fracture fragments are displaced out of alignment enough to get in the way of elbow motion once the fracture has healed without surgery. Finally, your surgeon will examine the wrist. Because most radial head fractures occur after a fall on the outstretched hand, the ligaments of the wrist may be injured at the same time. A wrist injury combined with a radial head fracture is a more serious injury and will influence the decision about whether surgery is necessary or not. Treatment Many radial head fractures are simple cracks that do not displace and do not require surgery. The more fragments, and the more displaced the fragments are, the more likely some type of surgery will be required because the fracture fragments get in the way of the motion of the elbow joint. There is not a great deal of force transferred across the part of the elbow joint between the radial head and the capitellum. Most of the force is transferred from the ulna to the distal humerus as we use our arm and hand. This means that even though the radial head is part of the joint surface, it does not need to be repaired as exact as the articular surface of a weight-bearing, or force-bearing joint. Nonsurgical Radial head fractures can be treated without surgery if the fragments are minimally displaced, meaning that the fragments remain in close connection and do not block movement of the elbow. If your surgeon decides that the fracture can be treated without surgery, a splint is usually applied for the first one or two weeks. Unlike a cast, a soft, bulky splint allows for changes in the amount of swelling over the first few days or weeks. If your surgeon thinks that the fracture pattern is stable, meaning that there is little chance that the fragments will move, you may be allowed to begin using the arm within a few days. After the swelling has subsided, a long arm cast or fracture brace is usually recommended. The cast or fracture brace will remain in place until the fracture shows signs of healing. This usually occurs at six or eight weeks. X-rays are normally taken after one or two weeks to make sure that the fracture fragments are not separating and again several times throughout the treatment period to assess whether the fracture is healing. Once your surgeon thinks that the fracture has healed, the cast or fracture brace are discontinued and you will work with a physical therapist to regain the motion and strength in the arm. Surgery Surgical treatment of radial head fractures usually involves making an incision over the lateral outside portion of the elbow, putting the fracture fragments back in their normal position, and holding them there with some type of fixation. The fracture fragments are

generally very small and the most common type of fixation are small metal pins or metal screws to hold the fragments together. If there are multiple fracture fragments that the surgeon decides cannot be reassembled and held together with any hope of success, a radial head excision may be recommended. In this procedure, the surgeon simply removes all the fracture fragments and cuts the end of the radius off to a flat surface. This leaves a gap between the end of the radius and the capitellum that fills with scar tissue. This type of procedure is possible because there is not much force transferred through the joint between the radial head and the capitellum as we use our arm. It is more important that the end of the radius is stable against the ulna as we turn our forearm in pronation and supination. In some complex injuries that include a radial head fracture and ligament injuries to the wrist, removing the radial head may not be acceptable. The gap left when the radial head is removed makes the situation more unstable. The small amount of force transferred across the joint between the radial head and the capitellum must be restored to help support the weakened ligaments. In this case, after the fracture fragments are removed, an artificial radial head is attached to the end of the radius and fills the gap.

Complications Nearly all fractures can result in damage to nerves and blood vessels, but damage to these structures is rare after a radial head fracture. The fracture fragments may fail to heal; this is referred to as a nonunion. The fracture fragments may also heal in an unacceptable alignment; this is called malunion. If either of these complications occur, the result may be pain, loss of strength, and a decreased range of motion of the elbow. A second operation may be needed to treat the complication. Because the radial head makes up part of the elbow joint surface, a fracture of the radial head may damage the articular cartilage surface. This may lead to osteoarthritis wear-and-tear arthritis of the elbow joint months or years after the fracture has healed. You will always have some risk of developing osteoarthritis after a radial head fracture because of the damage to the articular surface caused by the fracture. Osteoarthritis of the elbow may result in pain and stiffness of the elbow joint and may require additional treatment or surgery if the symptoms are severe.

Rehabilitation The prognosis for simple radial head fractures is generally excellent. The more comminuted radial head fractures and those that involve other injuries to the ligaments of the wrist and elbow are more likely to result in longer healing time and may require more extensive physical therapy to regain elbow motion. If treatment requires prolonged immobilization of the elbow, your shoulder may become somewhat stiff because you will not be using the joint normally. Physical therapy is usually recommended to regain both strength and range of motion in the shoulder and elbow. Rehabilitation will begin once your surgeon feels that the fracture is stable enough to begin regaining the range of motion in your shoulder and elbow. If surgery has been required, the rehabilitation program will be modified to protect the fixation of the fracture fragments. Your surgeon will communicate with your physical therapist to make sure that your rehabilitation program does not risk causing the fixation to fail. If the surgeon feels that the fixation is very solid, you may be able progress your program quickly; if the fixation is not so solid, the speed at which you progress may need to be slowed until more healing occurs. It may not be complete or timely. It does not cover all diseases, physical conditions, ailments or treatments. The information should NOT be used in place of visit with your healthcare provider, nor should you disregard the advice of your health care provider because of any information you read in this topic.

Chapter 7 : Sentence Fragments Educational Videos | WatchKnowLearn

The Writing Center Fragments and Run-ons What this handout is about If instructors have ever returned your papers with "frag", "S.F.", "R.O.", or "run-on" written in.

June 3 6: The word "privilege" was indeed employed without stint. Yes, I think that must have been it. If we had not been certain that we were better off than the oafs and jerks who lived on housing estates and went to state-run day schools, we might have asked more questions about being robbed of all privacy, encouraged to inform on one another, taught how to fawn upon authority and turn upon the vulnerable outsider, and subjected at all times to rules which it was not always possible to understand, let alone to obey. The conventional word that is employed to describe tyranny is "systematic. The only rule of thumb was: Thus, the ruled can always be found to be in the wrong. Later in life I came up with the term "micro-megalomaniac" to describe those who are content to maintain absolute domination of a small sphere. I know what the germ of the idea was, all right. You have let yourself down. But a protestation of my innocence would have been, as in any inquisition, an additional proof of guilt. There were other manifestations, too. There was nowhere to hide. The lavatory doors sometimes had no bolts. One was always subject to invigilation, waking and sleeping. Collective punishment was something I learned about swiftly: Again I stress the matter of sheer scale: I remember years later reading about Stalin that the intimates of his inner circle were always at their most nervous when he was in a "good" mood, and understanding instantly what was meant by that. Yet the natural beauty of the region was astonishing, and our teachers were on hand all day and at weekends, many of them conveying their enthusiasm for birds and animals and trees. In fact, as you have perhaps guessed, I was getting an early training in the idea that life meant keeping two separate and distinct sets of books. If my parents knew what really went on at the school, I used to think not being the first little boy to imagine that my main job was that of protecting parental innocence, they would faint from the shock. So I would be staunch and defend them from the knowledge. This often feels as if it happened to somebody else yet I can be sure it did not because I can recall the element of sadomasochism so well. Awareness of this is no doubt innate in all of us, and I suppose a case could be made for teaching it to children as part of "sex education" or the facts of life, but I had to sit in a freezing classroom at first light, at a tender age, and hear my silver-haired Latin teacher Mr. Witherington approach the verge of tears as he digressed from the study of Caesar and Tacitus and told us with an awful catch in his voice of the way in which he had been flogged at Eastbourne School. And that same brutish academy, we thought as we squirmed our tiny rears on the wooden benches, was one of those to which we were supposed to aspire. I think I wish I had not been introduced so early to the connection between obscure sexual excitement and the inflictionâ€™ or the receptionâ€™ of pain. Advertisement Again come the two sets of books: I would escape to the library and lose myself in the adventure stories of John Buchan and "Sapper" and G. Sometimes there was a fatso or freak toward whom I could divert the attention of the mob, but I can honestly claim to have become ashamed of this tactic. There came a day when, without exactly realizing it in a fully conscious manner, I understood that words could function as weapons. It was also quite something to see the tide of playground public opinion turn so suddenly against him. Looking back, it is the masochistic element that impresses me more than the sadistic one. Bullies would acquire a personal squad of toadies with impressive speed and ease. The more tyrannical the schoolmaster, the more those who lived in fear of him would rush to placate him and to anticipate his moods. Small boys who were ill-favored, or "out of favor" with authority, would swiftly attract the derision and contempt of the majority as well. I still writhe when I think how little I did to oppose this. My tongue sharpened itself mainly in my own defense. Hugh Wortham, my huge and dominating headmaster and introducer to the dark arts of corporal punishment, was a lifelong bachelor, but some of the local mothers found him handsome, and Yvonne gaily said that he put her in mind of Rex Harrison. His huge, brawny, furry arms and his immense horseshoes of teeth made him seem almost gorilla-like to me and a bold contrast to the rather slight figure of the Commander. His rages would shake the windows and make small boys turn white: Benson and Hugh Walpole and I sensed even then that this was the world of the smoldering and yearning and repressed adult homosexual, fixated on his own

schooldays and probably most attracted to those who are themselves blithely unaware of the intensity of the attention. There were also some masters, twitchy and sad and at the end of their tethers and the close of their careers, who by the same herd instinct we knew to be fair game. There was more satisfaction to be had in teasing and torturing a feeble member of the Establishment than there was in cornering some hapless and pustular bedwetter of our own cohort. Rubberguts eventually left the school and for all I know died in poverty in some seaside boardinghouse, but before we broke him the poor childless chap swooped on me one day in the changing rooms, caught me under the armpits, held me up and gave me, or to be exact my forehead, the most chaste possible kiss. Then he put me down and silently, sadly mooched away. At first I thought I had a good tale to share with my fellow gloating little beasts, but then I found myself admitting that there had been nothing so creepy about it, merely something melancholy, and I never said a word to a soul. It is strange how the boundary between the knowing and the innocent is subconsciously patrolled: I suspected that they sometimes pretended to know more than they really did. For me, the experience of being sent away at a tender age was, at any cost, finally an emancipating one. I knew it was my only eventual meal ticket for a decent university: I knew that I owed my parents the repayment of a debt. Augustine put it then one may in fact be very slightly better equipped to face that Japanese jail or Iraqi checkpoint. I have just looked up the gleaming new website of Mount House, and realized that if I have set all this down in my turn, it is because I was among the last generation to go through the "old school" version of Englishness. The site speaks enthusiastically of the number of girls being educated at the establishment good grief! Christopher Hitchens was a columnist for Vanity Fair and the author, most recently, of *Arguably* , a collection of essays.

Chapter 8 : Fragments From an Education

Fragments and Run-Ons. Change Link. Quiz List. Guide to Grammar and Writing.

Contributors In this article Android 3. This article will cover how to use Fragments to develop Xamarin. Android applications, and also how to support Fragments on pre-Android 3. Fragments Overview The larger screen sizes found on most tablets added an extra layer of complexity to Android developmentâ€”a layout designed for the small screen does not necessarily work as well for larger screens, and vice-versa. To reduce the number of complications that this introduced, Android 3. Fragments can be thought of as user interface modules. They let the developer divide up the user interface into isolated, reusable parts that can be run in separate Activities. At run time, the Activities themselves will decide which Fragments to use. Support Packages were originally called Compatibility Libraries and allowed Fragments to be used on devices that run versions of Android prior to Android 3. For example, the image below illustrates how a single application uses Fragments across varying device form factors. Fragment A contains a list, while Fragment B contains details for an item selected in that list. When the application is run on a tablet, it can display both Fragments on the same Activity. When the same application is run on a handset with its smaller screen size , the Fragments are hosted in two separate Activities. Fragment A and Fragment B are the same on both form factors, but the Activities that host them are different. To help an Activity coordinate and manage all these Fragments, Android introduced a new class called the FragmentManager. Each Activity has its own instance of a FragmentManager for adding, deleting, and finding hosted Fragments. The following diagram illustrates the relationship between Fragments and Activities: In some regards, Fragments can be thought of as composite controls or as mini-Activities. They bundle up pieces of UI into reusable modules that can then be used independently by developers in Activities. A Fragment does have a view hierarchyâ€”just like an Activityâ€”but, unlike an Activity, it can be shared across screens. Views differ from Fragments in that Fragments have their own lifecycle; views do not. While the Activity is a host to one or more Fragments, it is not directly aware of the Fragments themselves. Likewise, Fragments are not directly aware of other Fragments in the hosting Activity. By using the FragmentManager, it is possible for an Activity or a Fragment to obtain a reference to a specific instance of a Fragment, and then call methods on that instance. In this way, the Activity or Fragments can communicate and interact with other Fragments. This guide contains comprehensive coverage about how to use Fragments, including: Creating Fragments â€” How to create a basic Fragment and key methods that must be implemented. Fragment Management and Transactions â€” How to manipulate Fragments at run time. Android Support Package â€” How to use the libraries that allow Fragments to be used on older versions of Android. Fragments are available in Xamarin. Android application must target at least API level 11 Android 3. The Target Framework may be set in the project Properties as shown below: How to do this is covered in more detail in the documents of this section.

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This Android Tutorial video explains fragments in android, what purpose fragments serve, how you can implement UI modularization with fragments, how you make cross platform apps for mobiles and.