

Tool:	Imaginary Conversation Test for Sentence Fragments
Category:	Classroom Instruction
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School Level:	Middle and High School English, Language Arts
Target Audience:	Pre-service Teachers, Novice Teachers, In-service Teachers
References:	

Rationale: Students will be able to accurately assess the difference between complete sentences and sentence fragments given a cognitive tool or strategy to employ.

Description: Given a selection of complete sentences and sentence fragments for labeling and evaluation, students will employ the Imaginary Conversation Test. Students will imagine they approach a student in the hallway or some other unscheduled, impromptu setting. It is important for the purposes of the test for students to imagine meeting the other student outside of any context. The student then imagines saying the sentence/fragment item to the other student. The initial student must then imagine the imaginary student's response, especially a facial response. Will the other student be able to understand that the initial student is communicating a complete thought, or will the other student be puzzled by the statement and lack sufficient syntax to understand a complete thought? Students employing the test should imagine the respondent's facial expression. A puzzled, "fragment face" will indicate the communication of an incomplete idea and, therefore, a sentence fragment. A non-puzzled, responsive, or calm "sentence face" would indicate the communication of a complete idea and, therefore, a complete sentence. As a classroom exercise, students can first practice through real-time, un-imaginary interaction with other students. Then, the class can practice together imagining an exchange. As students test their understanding of and efficacy with the Imaginary Conversation Test, their understanding and evaluation of complete sentences and fragments will improve.