

Grade 8 Unit 21: Cohesion in Writing

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GRADE 8 | English

UNIT 21

Cohesion in Writing

In meditation, we try to connect ourselves to our innermost thoughts and the calming presence of our surroundings. Writing is the same. It needs the same balance and harmony among its sentences and paragraphs to connect the ideas of the writer and to convey them to his or her audience. Cohesion in writing requires the smooth flow of words, phrases, and sentences in order for the



readers to understand the ideas the writer wants to convey. In this unit, we will discuss important concepts related to cohesion.

Objectives

In this unit, you should be able to:

- use appropriate modifiers;
- use parallel structures; and
- compose an informative essay.





Lesson 1: Misplaced Modifiers



A **modifier** is a word or group of words that describes some other words in the sentence. Take a look at this sentence: "The man found a golden ticket." In this example, the word *golden* describes the noun *ticket*. Modifiers are sometimes misplaced in a sentence, and this may cause



Why do we need to correct misplaced modifiers in sentences?

confusion. This lesson will help you learn how to spot misplaced modifiers and correct them.



Think-Pair-Share

With a partner, examine the sentence below. What can you and your partner say about the sentence? Are the modifiers appropriately used? Revise the sentence to make it clear and logical. Share your sentence in class.

The sales agent sold the picture to the petite lady in the wooden frame.

Quipper

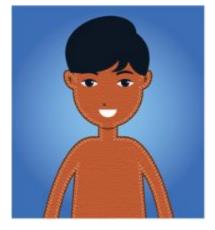


There are instances in which sentences have modifiers that are wrongly placed. This may cause problems in identifying what the modifier describes. When a modifier is not correctly placed, it is called a misplaced modifier. **Misplaced modifiers** happen when the modifier is not placed right next to the word it modifies. Because of this, a sentence will sound awkward, ridiculous, and illogical.

Here is an example.

Vocabulary

- illogical devoid of reason or logic
- sensible containing or expressing good sense or judgment
- contemplate to think carefully or deeply



The <u>leather</u> man's sweater is missing.

In this example, *leather* describes the word *man*. The problem is that there is no such thing as a man made of leather. Therefore, the word *leather* is a misplaced modifier. To correct this sentence, *leather* should be moved to a more sensible place such as before the word *sweater*, which will make the sentence more logical. The correct sentence should be "The man's leather sweater is missing."

Here is another example.

The <u>crumpled</u> student's uniform was ironed this morning.

The sentence in this example is quite confusing because it means that the student is described as crumpled. To correct this sentence, the word *crumpled* must be placed beside the word *uniform*. Hence, the sentence will become "The student's crumpled uniform was ironed this morning."



Here is another example.

The torn child's book lay on the table.

In this example, can you identify the misplaced modifier? What is the correct placement of the modifier? What is the correct sentence?

Phrase and Clause Modifiers

Phrase and clause modifiers may also be misplaced. Look at the examples below:

Loaded with sauce and meatballs, Lucy ate spaghetti.

In this example, the sentence means that Lucy is covered in sauce and meatballs as she ate spaghetti. This is an illogical sentence and will confuse the readers. To correct this sentence, move the phrase "loaded with sauce and meatballs" next to *spaghetti*, which is the word it should modify. The sentence will now become "Lucy ate spaghetti loaded with sauce and meatballs."

Sheryl saw a kitten on the way to the airport.

In this example, the phrase "on the way to the airport" modifies the word *kitten*. This may be interpreted as the kitten being the one going to the airport and Sheryl seeing it. To correct the sentence, the phrase should be placed next to *Sheryl*. This will transform the sentence to "On the way to the airport, Sheryl saw a kitten."

We served a piece of chocolate brownie to our mother that is full of icing.

In this example, the sentence describes the mother as being covered with lots of icing as we give her a piece of chocolate brownie. To correct this sentence, move the clause next to *brownie*. The changed sentence will be, "We served a piece of chocolate brownie that is full of icing to our mother."

The boy ate a cookie who has a mohawk.

In this example, the sentence means that the cookie sports a mohawk hairstyle. The clause must be connected to the noun it should modify, which is *boy*. The sentence should be "The boy who has a mohawk ate a cookie."

Placement of Adverbs

Take note that modifiers such as *almost, nearly, only, just, slowly,* and *barely* are often placed incorrectly in sentences. Look at the following examples.

My brother <u>nearly</u> swam for two hours.

In this example, the sentence means that the speaker's brother did not really swim but contemplated doing so for two hours. The use of the modifier *nearly* in this sentence is wrongly placed and should be moved next to a more logical modified word. The sentence should be "My brother swam for nearly two hours" so that the sentence would mean that the speaker's brother swam for less than two hours.

The agent <u>almost</u> earned P25,000.00 this afternoon.

In this example, the agent did not earn the amount of money. To change this sentence, the modifier *almost* should be moved next to a more logical modified word, making the sentence: "The agent earned almost P25,000.00 this afternoon."

The trainees ate the lunch that they had brought <u>slowly</u>.

In this example, the trainees brought lunch slowly. To change this sentence, the modifier *slowly* should be moved next to a more logical modified word in the sentence. The correct sentence should be: "The trainees slowly ate the lunch that they had brought."

position and X if it is

Let's Check In!

How would you correct the following sentence? "They saw a fence behind the house made of barbed wire."



Check Your Understanding



Underline the misplaced modifier in each of the following sentences.

- 1. The salesman almost made P50,000.00 today.
- 2. The activity scarcely took an hour to complete.
- 3. The regional director only has five minutes to talk with the guest.
- 4. When they opened the leather woman's bag, they found the missing keys.
- 5. The farmers were spraying their crops wearing protective masks.

1	Write	<u>C</u> if	the	modifier	in	the	sentence	is	in	the	correct
	mispla	ced.									

_1. We made sure we will have cake from the vanilla woman.
_2. Dana was nearly shopping for two hours.
_3. Trevor tried to catch his slippery toad.
_4. The light shone through the thin wrapping.
5. The mother with the molten chocolate baked this birthday cake for me.

Analyze the following sentences and revise them to correct the misplaced modifiers.

- 1. I tried eating a cold plate of oatmeal this morning.
- 2. Their group hiked through the forest wearing only light shirts and shorts.
- 3. She found the latex woman's gloves in the cabinet.



- 4. We barely watched half of the television show last night.
- 5. My grandmother gave us a frame of our silver grandfather's picture.



Let's Step Up!

On a separate piece of paper, write five sentences with misplaced modifiers and then exchange sentences with a partner. Revise the sentences and share your work in class.

Let's Revisit The Essentials!

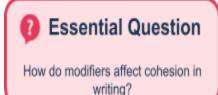
Go back to the essential question on the introduction page and discuss in class.



Lesson 2: Dangling Modifiers



Not only can modifiers be misplaced but there are also times when the modified words cannot be found in the sentence. This lack of modified word(s) makes the modifier lose its



connection to the sentence. Such modifiers are called dangling modifiers.



Pair Activity

With a partner, read and examine the sentences below.

When five years old, my father enrolled in law school.

Reading the regulations, I decided not to take my pet to the park.

Answer the following questions:

- 1. What can you say about the two sentences?
- 2. One of these two sentences is wrong. Which one do you think is it? Why?
- 3. Which one is correct? Why?

Revise the sentence to make it correct. Share your sentence in class.



A **dangling modifier** is a word or group of words that describes something that is missing in a sentence, such as a noun or a pronoun. Therefore, it is a **modifier that has nothing to describe or modify**.

Correcting a Dangling Modifier

Dangling modifiers make the meaning of a sentence unclear and sometimes illogical. This type of error occurs because of a failure to indicate the word that the modifier should be describing.

To correct a dangling modifier, the writer must **supply the missing modified word to complete the thought of the sentence**. Take note that the supplied modified word(s) should also be appropriate for the context of the sentence.

Take a look at the following examples:

Climbing a tree, my water jug fell on the ground.

In this example, the phrase "climbing a tree" seems like it is modifying water jug. It may leave an impression that the water jug was the one climbing. To correct the sentence, leave the modifier as is and insert the actual modified word after the modifier. In this case, insert the pronoun I after the phrase modifier. The corrected sentence is now "Climbing a tree, \underline{I} saw my water jug fall on the ground."

Vocabulary

- context the words that are used with a certain word or phrase and that help to explain its meaning
- impression an idea or opinion of what something is like
- logical according to a reasonable way of thinking



When six years old, my father went to law school.

In this example, the phrase "when six years old" looks as if it modifies the noun *father*. This may mean that the speaker's father went to law school when he was six years old. To correct this dangling modifier, insert the noun or pronoun within the dangling modifier to make it a dependent clause. Therefore, the corrected sentence would be "When I was six years old, my father went to law school."

After showing my ticket, the gate opened.

In this example, the modifier gives an impression that the gate automatically opened when the speaker showed the ticket. This makes the meaning of the sentence confusing. A modified word should be inserted to make the sentence logical. The revised sentence should be "After I showed my ticket to the marshal, the gate opened."

Let's Check In!

Revise the following sentence to correct the dangling modifier: "Reading the regulations, the dog did not enter the park."

Check Your Understanding



Underline the dangling modifier in each of the following sentences.

- 1. Leaving quickly, her car lights were left on.
- 2. While exercising, my shirt tore.
- 3. Once filled with ink, you can write for hours before the pen runs dry.
- 4. Standing on the runway, a plane will hit you.
- 5. Having done the dishes and vacuumed the floors, her house looked decent again.





Analyze the following sentences and revise them to correct the dangling modifiers.

- 1. Reading the magazine, an article on the latest gadgets caught my eye.
- 2. When just five years old, an old lady saved my life.
- 3. Playing soccer for the first time, the game was too strenuous for Kiel.
- 4. After explaining that I had lost my purse, the waiter allowed me to pay by check.
- 5. While looking at the clues, the pieces of paper flew out the window.



Use the following modifiers to make a complete sentence. Follow the rules on avoiding dangling modifiers.

1.	Entering college,	
2.	After waking up,	
3.	Before the night is over,	_
	While reading a book,	
	Since the accident.	



Let's Step Up!

On a separate sheet of paper, write an informative essay about a personal life lesson or experience from your past. Specify and describe the lesson that you learned and the reason why it is important to you now. Make use of appropriate modifiers. Do not forget to put a title.

Let's Revisit The Essentials!

Go back to the essential question on the introduction page and discuss in class.



Lesson 3: Parallel Structure of Words and Phrases



Aside from the correct placement of modifiers, a sentence should also have a balanced form. The use of parallel structure in your writing will help you achieve this balance. You will learn more about this structure in this lesson.



How do we spot faulty parallelism in sentences?



Triad Activity

Form a group of three. Read and analyze the three sentences below. There is an error in each of these sentences. Underline the errors and revise the sentences. Share your work in class.

Kei likes surfing better than to dive.	Revised sentence:
To see is believing.	Revised sentence:
Bambam is neither a singer nor is she a dancer.	Revised sentence:

Quipper



A **parallel structure** means that certain parts of a sentence have the same form and function. It allows the writer a smooth and effective flow of his or her thoughts, making the sentences grammatically correct.

Parallel Structure Guidelines

To make sure that the words and phrases in your sentences have parallel structure, take note of the following guidelines:

1. Words or phrases joined by coordinating conjunctions should have the same structure.

Vocabulary

- parallel similar in characteristics
- gerund a noun formed from a verb by adding -ing to its base form
- infinitive a verb form that serves as a noun, an adjective, or an adverb; commonly formed by placing to before the base form of the verb

Faulty parallel structure: The homeless dog is lonely, skinny, and doesn't smell very good.

Parallel structure: The homeless dog is lonely, skinny, and smelly.

In this example, *lonely* and *skinny* are both adjectives. The last word in the series should thus have the same structure as the first two in the series.

Faulty parallel structure: We enjoy writing, biking, and to cook.

Parallel structure: We enjoy writing, biking, and cooking.

In this example, *writing* and *biking* are both gerunds. The last word in the series should thus also be a gerund.



Faulty parallel structure: We like to write, to swim, and doing the dishes.

Parallel structure: We like to write, to swim, and to do the dishes.

We like to write, swim, and do the dishes.

In this example, the series contains infinitives (to + verb). To make the elements parallel, the series may have all verbs as infinitives or have the first verb in the series as an infinitive followed by the base form of the verb in the next verbs in the series.

2. Use parallel structures with phrases joined by linking verbs or be verbs.

Faulty parallel structure: To see is believing.

Parallel structure: To see is to believe. Seeing is believing.

In this example, the first element should be completed by the second element. In order for this to be parallel, the second element should have the same structure as the first element and vice versa.

Faulty parallel structure: To succeed is making the most out of every opportunity.

Parallel structure: To succeed is to make the most out of every opportunity.

Succeeding is making the most out of every opportunity.

In this example, the first element, which is "To succeed," is completed by the second element, which is "making the most out of every opportunity." To make this parallel, the second element should have the same structure as the first element and vice versa.

Faulty parallel structure: Being wealthy is not the same thing as to be happy.

Parallel structure: Being wealthy is not the same thing as being happy.

To be wealthy is not the same thing as to be happy.



In this example, the first element, which is "Being wealthy," is completed by the second element, which is "to be happy." To make this parallel, the second element should have the same structure as the first element and vice versa.

3. Elements joined by correlative conjunctions should also follow similar structure. Whatever the structure of the first element should also be the structure of the element that follows it.

Faulty parallel structure: Axel was neither attending band practice nor go to church.

Parallel structure: Axel was neither attending band practice nor going to church.

In this example, the sentence used the correlative conjunction *neither-nor*. The structure of the first phrase after *neither* should also be the structure of the phrase that follows *nor*.

Faulty parallel structure: The toy I bought is both enjoyable and it is educational.

Parallel structure: The toy I bought is both enjoyable and educational.

In this example, the second element does not have the same structure as the first element. In order for the sentence to be parallel, the second element should follow the structure of the first element.

Faulty parallel structure: Roxanne is either an officer or is she a member.

Parallel structure: Roxanne is either an officer or a member.

In this example, the sentence used the correlative conjunction *either-or*. The structure of the first phrase after *either* should also be the structure of the phrase that follows *or*.



Let's Check In!

Correct the following sentence: "The latest book I read is both interesting and it is educational."

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Check Your Understanding



Write \underline{C} if the sentence is parallel and \underline{X} if it is not.

- ____1. Diana spoke in a clear and humorous way.
- ____2. The class cleaned and was sharing stories this afternoon.
- ____3. We gathered outside, discussed the plan, and surprise.
- ___4. I stopped and am looking at the signs.
- ____5. Walter told me to eat oatmeal and drink water for three days.



Analyze the following sentences and revise them to make the sentences parallel.

- 1. The regimen not only helped me sleep better but also it makes me grow taller.
- 2. It's either work today or you will work next weekend.
- 3. A good student must have excellence, discipline, and should be diligent.
- 4. Their ideas are sound and of importance.
- 5. The courses offered gives students ample opportunities and a variety of choices.



Create your own five sentences with parallel structure. Make each sentence as interesting as possible.





Let's Step Up!

With a partner, write and present a short skit on your own topic of choice. The skit should have five errors in parallel structure. After presenting, the class will now identify the errors and correct them.

Let's Revisit The Essentials!

Go back to the essential question on the introduction page and



Lesson 4: Parallel Structure of Clauses



In writing, the use of parallel structure is essential in order to achieve balance and clarity of ideas. In the previous lesson, we learned that some parts or elements of a sentence—words



and phrases—that are similar in function should also be similar in terms of structure. In this lesson, we will be dealing with parallel structure of clauses.



Group Activity

Form a group of four. Read and examine the sentence below. What does your group think about the sentence? Revise the sentence to make the clauses parallel.

My friends never judged my character based on what I did or my words.

Revised sentence:

Each member of the group should create a sentence about herself or himself. The sentence should be similar to the revised sentence in terms of structure. Share your sentences in class.



When a sentence has more than one clause, its clauses should also have parallel structure. A change in the voice of verbs makes its parallelism faulty.

The parallel structure of clauses follows the same rules as the parallel structure of words and phrases. Here are some examples:

Vocabulary

- clause a group of words having its own subject and predicate
- faulty wrong or containing mistakes

Faulty parallel structure: The people gossiped about who she was and her purpose of attending the party.

Parallel structure: The people gossiped about who she was and why she attended the party.

In this example, the second element "her purpose of attending the party" does not have the same structure as the first element "who she was." In order for the sentence to be parallel, the second element should follow the structure of the first element. In this case, "her purpose of attending the party" should be changed to "why she attended the party."

Faulty parallel structure: Please give us a tally of scores before the game ends or the referee announces the winner.

Parallel structure: Please give us a tally of scores <u>before the game ends</u> or <u>when the referee</u> <u>announces the winner</u>.

In this example, the second element "the referee announces the winner" does not have the same structure as the first element "before the game ends." In order for the sentence to be parallel, "the referee announces the winner" should be changed to "when the referee announces the winner."



Faulty parallel structure: My friends never judged my character based on what I did or my words.

Parallel structure: My friends never judged my character based on what I did or what I said.

In this example, the second element "my words" does not have the same structure as the first element "what I did." To make the sentence parallel, "my words" should be changed to "what I said."

In all of the examples given, the second element should follow the structure of the first element. In this case, the structure should be rewritten in clause form.

Let's Check In!

Correct the following sentence:

"We wondered where she came from and her reason for coming here."

Check Your Understanding



Write \underline{C} if the sentence is parallel and \underline{X} if it is not.

	1. Darrien who administered the test and he finished the paperwork went out
earli	ier.
	2. Allow us to look into why this happened and when we can solve the issue.
:	3. Do not make me tell them who made a mistake and the series of events.
	4. I was wondering who she was and what she was doing here.
!	5. Robin gave us bread before the game and at the end of the game.





Analyze the following sentences and revise them to make the clauses parallel.

- 1. You can borrow the car when no one uses it and no one needs it.
- 2. Jannah is both happy about the promotion and she is nervous about the extra responsibility.
- 3. I made a choreography for a friend who trusts my capabilities and she knows my genre well.
- 4. That particular exercise both helped me lose to weight and it toned my muscles.
- 5. My friends never judged my character based on what I did or my words.



Complete each sentence and make sure that the elements are parallel to one another. After completing the sentences, compose a short essay using one of the five sentences as your main topic.

1.	Being happy means not only
2.	In my English class, I learned not only to speak well
3.	Success is not defined by
4.	Most people like to talk about
5	A person should not be judged based on



Let's Step Up!

On a separate sheet of paper, write an informative essay on one of the following topics: bullying, stress, or procrastination.

Observe correct parallel structure in the essay. Do not forget to put a title.

Let's Revisit The Essentials!

Go back to the essential question on the introduction page and discuss in class.



Environmental Scientist

Goal: Your task is to write an informative essay about the concrete ways of protecting and preserving the environment.

Role: You are a promising young environmental scientist. You have been invited by the Department of Environment and Natural Resources to write an informative essay about the concrete ways of protecting and preserving the environment, which will be published on a special issue of



the department's official newsletter, Kalikasan, and on some local newspapers.

Audience: The target audience is the department's head and staff, including fellow environmental scientists and subscribers of local newspapers.

Situation: The challenge involves coming up with an informative essay that will let the audience gain awareness on the protection and preservation of the environment and encourage them do something about the issue.

Product:

You will create an informative essay using the following guidelines:

- 1. Describe the importance of caring about the environment and the need to address worsening environmental conditions. You may describe the current state of Philippine environment in general. You may also describe specific regions or areas in the country with the most number of environmental issues.
- 2. Enumerate and describe the concrete ways by which an ordinary citizen can take part in the protection and preservation of the environment. Provide facts and explanation. Do not forget to include or mention your source(s).
- 3. In writing your informative essay, make sure that your words, sentences, paragraphs, and ideas fit together.



- 4. Include 10 sentences with correct use of modifiers and 10 sentences with parallel structure of elements. Highlight these sentences.
- 5. Your essay must contain a minimum of 1,000 words.
- 6. The features of an informative essay must be evident.
- 7. Print your finished product on short bond paper, size font 12, double-spaced.

Standards and Criteria for Success: Your project will be graded using the rubric below:

	Criteria	Beginning (0-12 points)	Developing (13-16 points)	Accomplished (17-20 points)	Score
al	Content	The essay presents no specific facts or details that are clearly related to the topic.	The essay includes some facts and details that are related to the topic.	The essay includes specific facts and details that are clearly related to the topic.	
General	Organization	There is a lack of logical progression of details; ideas presented are confusing.	There is logical progression of details and transitions between ideas.	There is logical progression of details; transitions between ideas are clear.	
	Language	The essay contains many grammatical mistakes and spelling errors.	The essay contains few grammatical mistakes and spelling errors.	The essay contains no grammatical mistakes and spelling errors.	
	Punctuality	The essay was submitted more than one day late.	The essay was submitted one day late.	The essay was submitted on time.	
	Sentences with appropriate modifiers	The essay had zero to four sentences with appropriate modifiers.	The essay had five to eight sentences with appropriate modifiers.	The essay had nine to ten sentences with appropriate modifiers.	

Task-specific	Sentences with parallel structure of elements	The essay had zero to four sentences with proper parallel structure.	The essay had five to eight sentences with proper parallel structure.	The essay had nine to ten sentences with proper parallel structure.	
	Features of an informative essay	Features are not clear.	Some features are evident.	All features are evident.	
				Total Score:	



Self-Check: How Well Did I Learn?

Do a self-check on how well you learned the lessons in this unit. Place a checkmark in the appropriate box.

Skills	I think I need more practice and assistance	I am familiar and can perform well with minimal assistance	I am confident that I can perform this on my own
l can use			
appropriate			
modifiers.			
I can use parallel			
structures.			
I can compose an			
informative essay.			



Cohesion in Writing

A **modifier** is a word or group of words that describe other words in the sentence.

A modifier is **misplaced** if it is not placed right next to the word it describes. Having a misplaced modifier in a sentence will make it awkward, confusing, and illogical.

A modifier is **dangling** if the word it modifies is not present in the sentence.

A correct **parallel structure** requires the elements in a sentence to have the same form and function for it to become balanced and grammatically correct.



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Recommended Links for This Unit:

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