

## UNIT V: WRITING CONVENTIONS ALONG LANGUAGE USE



### INTRODUCTION

In this unit, language use refers to the grammar rules. Grammar is the core structure of a language. It is composed of rules that govern how words can be put together to form sentences. Proper grammar is necessary for credibility, readability, communication, and clarity.

Mastering grammar will allow you as a writer to make your work clearer and more readable. Furthermore, using proper grammar leads you to understanding the meaning and the message of your sentences and paragraphs more accurately. Otherwise, meaning can be changed or lost.



### LEARNING OBJECTIVES

At the end of this unit, you are expected to:

- a. Show mastery on the rules on Subject Verb Agreement;
- b. Identify and correct errors in subject-verb agreement used in sentences;
- c. Differentiate sentence fragment, run-on sentence, comma splice, dangling and misplaced modifiers;
- d. Correct sentences with fragments, run-ons, comma splice, dangling and misplaced modifiers;
- e. Identify ways on how to revise faulty parallelism;
- f. Revise sentences with faulty parallelism;
- g. Differentiate the kinds of sentences according to structure;
- h. Determine the kind of sentence according to structure;
- i. Identify the different uses of prepositions; and
- j. Determine the correct preposition in sentences.



### ACTIVATING PRIOR KNOWLEDGE

#### ACTIVITY 1

**Directions:** Choose the correct form of the verb that agrees with the subject.

1. Either answer (is, are) acceptable.
2. Every one of those books (is, are) fiction.
3. Nobody (know, knows) the trouble I've seen.
4. All of the CDs, even the scratched one, (is, are) in this case

5. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.
6. Eight dollars (is, are) the price of a movie these days.
7. (Is, Are) the tweezers in this drawer?
8. Your pants (is, are) at the cleaner's.
9. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!
10. The committee (debates, debate) these questions carefully.



## PRESENTATION OF CONTENT

### TOPIC 1: SUBJECT VERB AGREEMENT

**Subject-Verb-Agreement** is the correct relationship between a subject and its verb, a pronoun and its noun referent or between a pronoun and its pronoun referent.

- **Subject** – the person, thing or idea that is being discussed or described in the sentence.
- **Verb** – expresses an action, an occurrence or state of being.

#### Rule #1 The General Rule

A singular subject requires a singular verb. A plural subject requires a plural verb.

Therefore:

	Subject	Verb
Singular	<ul style="list-style-type: none"> <li>• Single idea, person, thing</li> <li>• Without s</li> </ul>	<ul style="list-style-type: none"> <li>• S-form</li> <li>• With -s or -es</li> <li>• is, was, has, does</li> </ul>
Plural	<ul style="list-style-type: none"> <li>• Two or more ideas, things or persons</li> <li>• With s</li> </ul>	<ul style="list-style-type: none"> <li>• Base-form</li> <li>• Without -s/-es</li> <li>• re, were, have, do</li> </ul>

Examples: The Nile river **is** found in Egypt.

The houses are made of cement and wood.

#### Rule #2 Noun Subjects with Phrases and Modifiers/Clauses

A phrase or a clause after a subject does not affect the subject's agreement with its verb.

- Prepositional Phrase  
The stars in the sky **shine** brightly
- Of phrase  
One of the men **is** an engineer.
- Participial Phrase

- The boy playing with the toy cars **is** laughing loudly.
- Modifier / Adjective clause  
The books that were displayed in the library **are** expensive.

### Rule #3 Intervening Phrases

Intervening phrases are enclosed with commas and are found after the subjects. Examples: *along with, as well as, in addition to, including, together with, accompanied by, no less than* and other similar structures. These do not affect the number of the subject and its agreement with verb.

Examples: The stomach, *in addition to the large and small intestines*, **is** a part of the digestive system.

Noel and Claudio, *including their supervisor*, **approve** the system changes.

### Rule #4 Nouns with the conjunction “and”

- When joining two different nouns, one should use the plural verb form.  
Example: Alligators and crocodiles **are** normally found in hot countries.
- Having only one determiner means that the two subjects are the same person or thing, one should use singular verb form.  
Example: Her student and nephew **tries** to make it to the honor roll.
- Determiners before each subject tells that the subjects are different from each other.  
Example: Her student and her nephew **try** to make it to the honor roll.

### Rule #5 Demonstratives

- When this or that is the subject, use singular form of the verb  
Example: That **is** the thing I have always wanted.  
Why **has** this happened?
- When these or those is the subject, use plural form of the verb.  
Example: These **were** always in your jacket.  
What **are** those for?

### Rule #6 Indefinite Pronouns

Singular indefinite pronouns use singular form of the verb: **another, anybody, anyone, anything, either, everybody, everyone, everything, little, much, neither, nobody, no one, nothing, one, the other, somebody, someone** and **something**.

Example: Everyone **has** been informed of the schedule changes.

- When a subject is preceded by **each** and **every**, the singular form of the verb is used.  
Example: Every man, woman, and child **is** given food.
- Plural indefinite pronouns use plural form of the verb: **both, few, many, others and several**.  
Example: Several **are** joining the school play.

- Another group of indefinite pronouns may be singular or plural depending on the noun that comes after them: **all, a lot, any, lots, more, most, none, plenty, some, and such**.  
Example: A lot of love **is** needed by a growing child.

### **Rule #7 Or, Either – or, Neither – nor**

When subjects are joined by or, either – or, or neither – nor, the verb agrees with the subject closer to it.

Example: *Neither* thyme *nor* basil leaves **are** to be put into the dish.  
Be sure that the word *or* words you say **make** sense.

### **Rule #8 The number/variety of, A number/variety of**

- Expressions like “The number of / The variety of” are singular. Thus, singular verb is used.  
Example: The number of attendees **is** more now than last year’s.  
I have seen the variety of shirts which **costs** less in Bangkok.
- Expressions like “A number of/A variety of” are plural. Thus, plural verb is used.  
Example: A number of guests **arrive** from the city every month.  
A variety of animals **are** found in the wild.

### **Rule #9 Abstract Nouns**

Abstract nouns, when used as a subject in the sentence, always take a singular form.

Example: Honesty **is** the best policy.  
Cleanliness **is** next to godliness.

### **Rule #10 Adjectives used as Nouns**

When adjectives are used as nouns, the plural form of the verb is used.

Example: The weak **do** not last.  
The generous always **prosper**.

### **Rule #11 Nouns plural in form but singular in meaning**

Some nouns, though plural in form are singular in meaning: *aeronautics, billiards, civics, diabetes, economics, mathematics, physics, news and etc.*

Example: Mathematics **is** not my favorite subject.  
The news **is** about our president.

### **Rule #12 Nouns in Pairs**

- When nouns that come in pairs are used as subjects, they take the plural form of the verb.  
Example: My glasses **were** on the bed.  
Where **are** my slippers?
- When the expression “a pair of” comes before them, they become singular.  
Example: His pair of glasses was lost.  
Where **is** my pair of slippers?

### **Rule #13 Collective nouns**

- When a collective noun is regarded as one unit, the singular form of the verb is used.

Example: Our basketball team **wins** every game.  
The school choir **performs** well.

- When a collective noun is regarded as individual units, the plural form of the verb is used.

Example: The committee **are** arguing about who is best to lead them next year.  
The cast of the play **practice** their lines every afternoon at the school.

#### **Rule # 14 Fraction and Percentages**

When expressions of fractions or percentages are given, the verb agrees with the noun that immediately comes after these expressions.

Example: Half of the employees **have** joined the company outing  
68 percent of the cluster of grapes **has** rotter.

#### **Rule #15 Titles and Names**

If only one is given, the singular form of the verb is used, and if more than one, the plural form is used.

Example: Harry Potter and the Sorcerer's Stone **is** an award-winning film.  
Snow White and the Seven Dwarfs, Cinderella and Sleeping Beauty **are** my favorite children's book.

#### **Rule #16 Distance, Measurement, Money, Rate and Time**

All of these are singular and they use the singular form of the verb.

Example: Ten kilos of meat **was** cooked.  
Three gallons of ice cream **is** enough for the party.

#### **Rule #17 There and Here and Interrogative Sentence**

There and Here will never be the subject in the sentence. The subject is usually located after the verb or found later on in the sentence. If the subject is singular, the verb must be singular and vice versa.

Examples: *There* **were** five books on the shelf.  
*Here* **is** the report you wanted.

- Same rule goes with an interrogative sentence.  
Example: What kinds of food **does** he like?

#### **Rule #18 Pronouns YOU and I**

- You and I are special pronouns, although singular in form, may take plural verbs.

Example: I eat vegetables at least once a day.  
You dance better than any other student I know.

- The personal pronoun YOU uses the plural verbs (are, were, have, and do). On the other hand, the pronoun I use am, was, have, do

Example: You are my sunshine, my only sunshine.  
I have given him time to speak.

### TOPIC 3: COMMON ERRORS IN SENTENCE STRUCTURE

#### 1. SENTENCE FRAGMENTS

A sentence fragment can be defined as a group of words that doesn't express a complete thought.

##### a. No main verb

- **Fragment:** A story with deep thoughts and emotions.

**Possible Revisions:**

**Direct object:** She told a story with deep thoughts and emotions.

**Appositive:** Gilman's "The Yellow Wallpaper," a story with deep thoughts and emotions, has impressed critics for decades.

- **Fragment:** Toys of all kinds thrown everywhere.

**Possible Revisions: Complete verb:** Toys of all kinds were thrown everywhere.

**Direct object:** They found toys of all kinds thrown everywhere.

##### b. No Subject

- **Fragment:** With the ultimate effect of all advertising is to sell the product.

**Possible Revisions:**

**Remove preposition:** The ultimate effect of all advertising is to sell the product.

- **Fragment:** By paying too much attention to polls can make a political leader unwilling to propose innovative policies.

**Possible Revisions:**

**Remove preposition:** Paying too much attention to polls can make a political leader unwilling to propose innovative policies.

##### c. No subject and a verb

- **Fragment:** On the table

**Possible Revision:** Jonathan put the book on the table.

- **Fragment:** Over there

**Possible Revision:** Britney chased her dogs over there.

##### d. Sentence Fragments that Are Dependent Clauses

- **Fragment:** Because it was raining.

**Revision:** We canceled the picnic because it was raining.

- **Fragment:** After I finish the project.

**Revision:** I will get a bonus after I finish the project.

#### 2. RUN-ON SENTENCE

Run-on sentences or fused sentences are simply two or more independent sentences mistakenly written as one without putting appropriate conjunctions between them.

Example: I ran to the door my sister stormed in suddenly she burst into tears.

My favorite band is in town they are performing now.

## 2 Ways to Correct

- a. **use a correct end mark between sentences**: a period, a question mark, or an exclamation mark. A comma is not an end mark. It does not separate complete sentences.

*I ran to the door. My sister stormed in. Suddenly she burst into tears.*

*My favorite band is in town. They are performing now.*

- b. **join the run-on sentences through conjunctions**; **subordinating conjunctions** such as because, while, although, since, when, if, as; **coordinating conjunctions** such as and, but, for, or, nor, so, yet, and a comma.

*As I ran to the door, my sister stormed in. Suddenly she burst into tears.*

*My favorite band is in town, and they are performing now.*

## 3. COMMA SPLICE

A **comma splice** is the incorrect use of a comma to join two independent clauses.

Example: The witness was unwilling to testify, he was afraid of the accused man.

I avoided deserts, I was trying to lose weight.

## 4 Ways to Correct

- a. **Connect the main clauses with a coordinating conjunction and a comma.**

*The witness was unwilling to testify, for he was afraid of the accused man.*

*I avoided deserts, for I was trying to lose weight.*

- b. **Replace the comma with a semicolon.**

*The witness was unwilling to testify; he was afraid of the accused man*

*I avoided deserts; I was trying to lose weight.*

- c. **Make a separate sentence of each main clause.**

*The witness was unwilling to testify. He was afraid of the accused man.*

*I avoided deserts. I was trying to lose weight.*

- d. **Change one of the main clauses to a separate clause.**

*Because the witness was afraid of the accused man, he was unwilling to testify.*

*Since I was trying to lose weight, I avoided deserts.*

## 4. DANGLING MODIFIERS

A phrase or a clause is described as dangling, hanging or misrelated when it is inappropriately attached to a word or when it is not related structurally to any part of the sentence. The effects of such phrases and clauses may be confusing and misleading. Dangling modifiers do not sensibly modify anything in their sentences. These modifiers occur most often when certain kinds of modifying word groups precede the main clause of the sentence.

Example: Driving through the mountains, three bears were seen.

*Driving through the mountains* is a participial phrase that can modify anything capable of driving. The sentence says that the bears are driving, but common sense tells us

bears can't drive. Although the writer surely meant that the bears were seen by some person who was driving, the sentence contains no words directly identifying such a person.

### 3 Ways to Correct

- a. Change the subject of the main clause or state an appropriate subject for the main clause so that the stated subject goes with the implied subject of the modifying phrase.

Error: Driving through the mountains, three bears were seen.

Revised: Driving through the mountains, he/she saw three bears.

Error: To take sharp action pictures, the shutter speed should be fast

Revised: To take sharp action pictures, a photographer should use a fast shutter speed.

- b. Change the dangling phrase into a subordinate clause by adding a subordinating conjunction (while, as, after...) and a subject.

Error: Driving through the mountains, three bears were seen.

Revised: While Edward was driving through the mountains, he saw three bears.

Error: Being crowded in the car, the trip was uncomfortable.

Revised: Because/As we were crowded in the car, the trip was uncomfortable.

- c. Rewrite the modifier

Error: Driving through the mountains, three bears were seen.

Revised: Edward saw three bears while driving through the mountains.

Error: To take sharp action pictures, the shutter speed should be fast

Revised: If a photographer wants to take sharp action pictures, the shutter speed should be fast.

## 5. MISPLACED MODIFIERS

You can say a modifier is misplaced if it appears to modify the wrong part of the sentence or if the reader cannot be certain on part of the sentence intended to be modified with a modifier. Therefore, a modifier needs to be placed near the word or a phrase it modifies.

Examples:

- Confusing: She served hamburgers to the men on paper plates. (What were on the paper plates? Surely the hamburgers, not the men, were on paper plates.)  
Revised: She served the men hamburgers on paper plates.
- Confusing: Frozen shrimp lay in the steel pans *that were melting rapidly*. (The italicized clause is a misplaced modifier.)  
Revised: Frozen shrimp *that were melting rapidly* lay in the steel pans.
- Confusing: Katherine performed the role *with a dark attitude*.



(The italicized phrase is a misplaced modifier.)  
Revised: Katherine with a dark attitude performed the role.

## TOPIC 4: PARALLELISM

### PARALLELISM

The word parallelism suggests “Similarity,” “Close resemblance.” When two or more ideas in a sentence are related in form and purpose, they can and should be phrased in the same grammatical form.

Parallelism is useful for constructing effective sentences, for combining successive sentences to achieve economy and clarity, and for maintaining coherence throughout an entire paragraph. When you coordinate two or more elements in a sentence, it is expected to state them parallel, that is, to state them in the same grammatical form. Noun should be matched with noun, verb with verb, phrase with phrase, and clause with clause. On the other hand, lack of parallelism can throw a reader off and produce ineffective sentences.

Examples of Faulty Parallelism:

Faulty parallelism occurs when elements of a sentence are not balanced, causing the sentence to sound clunky and awkward.

- a. *Nancy likes playing the piano, the trumpet and play the guitar.*
- b. *She played basketball, had a shower and gone to school.*
- c. *You can apply to the job by filling this form or apply by telephone.*

### Ways to correct Faulty Parallelism

#### 1. Lists of words, phrases and clauses

When ideas are presented in a series or a list, the same parts of speech should be used to ensure parallel structure. This applies whether the list consists of single words, phrases or clauses—single words should be balanced with single words, phrases with phrases and clauses with clauses.

**Rule 1: Single words should be matched with single words of the same type (e.g. all nouns, all adverbs, all adjectives).**

**Faulty:** The lecturer asked the students to speak in tutorials clearly, in a loud voice and not to be rude.

**Correct:** The lecturer asked the students to speak in tutorials clearly, loudly and politely.

**Rule 2: Groups of words (phrases) should be matched with word groups of the same pattern (e.g. noun phrases beginning with verb + -ing, prepositional phrases, infinitives).**

**Faulty:** Success at university depends on attending classes, reviewing your notes and to keep up with your readings.

**Correct:** Success at university depends on attending classes, reviewing your notes and keeping up with your readings.

**Faulty:** Hailu likes to swim and singing.

**Correct:** Hailu likes to swim and to sing

**Rule 3. Clauses should be matched with clauses of the same pattern (e.g. noun clauses, adverbial clauses, adjectival clauses).**

**Faulty:** The lecturer expected that the students would present the seminar, be using PowerPoint presentations and they would answer questions from the audience

**Correct:** The lecturer expected that the students would present the seminar, use a PowerPoint presentation and answer questions from the audience.

2. Parallel ideas connected by conjunctions Ideas that are joined with conjunctions need to be parallel in structure. By using similar grammatical forms to express equal ideas, your writing will be smooth and your writing style will improve.

**Rule 4. Ideas joined by coordinating conjunctions 'and', 'but', 'or', 'nor', 'for', 'so', 'yet'**

**Faulty:** Your oral presentation should use PowerPoint slides and had referred to handouts.

**Correct:** Your oral presentation should use PowerPoint slides and refer to handouts.

**Faulty:** She failed the essay but have passed the final exam.

**Correct:** She failed the essay but passed the final exam.

**Rule 5. Comparisons joined by 'than' or 'as'**

**Faulty:** Learning at university is more difficult than to study at high school.

**Correct:** Learning at university is more difficult than studying at high school.

**Faulty:** Writing assignments is as important as to sit for exams.

**Correct:** Writing assignments is as important as sitting for exams.

**Rule 6. Ideas joined by pairs of correlative conjunctions 'both...and', 'either...or', 'neither...nor', 'not only...but also', 'whether...or'**

**Faulty:** The students were not only hard-working but also helpful.

**Correct:** The students were not only hard-working but also community-minded.

**Faulty:** The assignment tasks need to be either submitted electronically or post to the

university assessment center.

**Correct:** The assignment tasks need to be either submitted electronically or posted to the university assessment center.

## **TOPIC 5: SENTENCES ACCORDING TO STRUCTURE**

### **1. SIMPLE SENTENCE**

Consists of a single independent clause

EXAMPLES:

The big day arrived early.

Both Mom and Dad saw the accident and reported it.

Struck by the novelty of the idea, Patrick grinned with pleasure.

#### KINDS OF SIMPLE SENTENCES

a. Simple Subject (SS) + Simple Predicate (SP)

EXAMPLES:

Mary plays tennis.

Students enjoy watching movies.

b. Simple Subject (SS) + Compound Predicate (CP)

EXAMPLES:

Mary plays tennis and loves swimming.

Students enjoy watching movies but dislike doing their work.

c. Compound Subject (CS) + Simple Predicate (SP)

EXAMPLES:

Mary and James play tennis.

Students and some teachers enjoy watching movies.

d. Compound Subject (CS) + Compound Predicate (CP)

EXAMPLES:

Mary and James play tennis and love swimming.

Students and some teachers enjoy watching movies but dislike doing their work.

### **2. COMPOUND SENTENCE**

- ▣ Consists of two or more independent clauses joined by a comma and a coordinating conjunction, a semicolon, or conjunctive adverbs

EXAMPLES:

We went to an auction yesterday, but we did not buy anything.

Sue is a night owl; therefore, she sleeps late in the morning.

## WAYS OF COMPOUND SENTENCE CONSTRUCTION

a. Using coordinating conjunctions – for, and, nor, but, or, yet, so

- Remember to use a comma before the coordinating conjunction.

Simple Sentence + , + Coordinating Conjunction + Simple Sentence

EXAMPLES:

Father chops the wood, and mother cleans the house.

There was a storm, but the Mutieres clan reunion pushed through.

b. Using semicolon

Simple Sentence + ; + Simple Sentence

EXAMPLES:

My uncle is very industrious; he is patient and respectable too.

There was a storm; the Mutieres clan reunion pushed through.

c. Using semicolon and conjunctive adverbs

- Remember to use a semicolon before the conjunctive adverb and a comma after the conjunctive adverb.

CONJUNCTIVE ADVERBS			
accordingly	also	consequently	finally
furthermore	however	moreover	nevertheless
otherwise	then	therefore	thus
hence	in fact	instead	nonetheless
still	on the contrary	on the other hand	that is

Simple Sentence + ; + Conjunctive Adverb + , + Simple Sentence

EXAMPLES:

Jaime is handsome; moreover, he is rich.

There was a storm; however, the Mutieres clan reunion pushed through.

### 3. **COMPLEX SENTENCE**

- Consists of one independent clause and one or more subordinate clauses

EXAMPLES:

Your boa constrictor was the culprit that ate my white mouse.

The Red Cross, which gives invaluable aid, was flown in to help people who were made homeless by the flood.

Whoever wants this job can have it.

#### WAYS OF CONSTRUCTING COMPLEX SENTENCES WITH ADVERB CLAUSES

a. Adverb Clause + Independent Clause

- Remember to use a comma after the introductory adverb clause.

Adverb Clause + , + Independent Clause
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EXAMPLES:

Even though Bob is not popular, he is loved by his friends.

Because the storm struck the province, many are left homeless.

b. Independent Clause + Adverb Clause

- Do not use a comma before the adverb clause.

Independent Clause + Adverb Clause
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EXAMPLES:

Bob is loved by his friends even though he is not popular.

Many are left homeless because the storm struck the province.

#### 4. **COMPOUND-COMPLEX SENTENCE**

- Consists of two or more independent clauses and one or more subordinate clauses

EXAMPLES:

The truck dropped its load of gravel onto the driveway where the car was parked, and then the car drove off.

When the lights went out, we felt extremely uneasy, but we always knew that morning would eventually come.

### **TOPIC 6: PREPOSITIONS**

A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object. Some examples of prepositions are words like "in," "at," "on," "of," and "to."

#### **PREPOSITIONS OF TIME**

Preposition	Uses	Examples
in	Year	The President was elected in 2010.

	Seasons	Farmers will be harvesting in summer.
	Months	I will go to Italy in December.
	Unspecific time of the day	The supply will arrive in the morning.
	After a certain period of time	The secretary will arrive in an hour.
<b>on</b>	Days of the week	The guest will go home on Sunday.
	Dates	I was born on December 25.
<b>at</b>	Specific time of the day	The students will go out at noon. My brother arrived at midnight. I wake up at 7:00.
	For night	That man goes to work at night.
<b>since</b>	From a point in the past till now	The mayor has been in office since 2007.
<b>for</b>	Duration	The debate lasted for two hours.

### PREPOSITIONS OF PLACE

Preposition	Uses	Examples
<b>in</b>	Barangay, town, city, province, country, continent	The governor lives in Tuguegarao City. His business office is in Hongkong.
	Rooms, buildings	He sleeps in the library. They love to stay in the office.
<b>on</b>	Roads, boulevard, avenues, streets	The Arguillas live on Piña St. We found a vendor on EDSA.
	Surfaces	The money is on the table. Fix the picture on the wall.
	Floors on a building	He found the bag on the first floor.
	Certain side (left, right)	The senator will sit on the left.
<b>at</b>	Specific address	We live at 25 Narra St., Nararagan, Ballesteros, Cagayan.
<b>Modes of Transportation</b>		
<b>in</b>	Smaller modes of transportation (taxi, car)	The writer was in a car when I saw her.
<b>on</b>	Bigger modes of transportation (bus, plane, ship)	I ride on a bus everyday. The manager rides on a plane every year.
	Walking or riding on the back of animals	The agents are on foot. Father goes to farm on a carabao.
	For boat	My father likes riding on a boat.
<b>Other Uses</b>		
in	Book, paper, magazine, etc.	She found a good article in a magazine.
	For picture and world	I saw him once in a picture. There are many animals in the world.
on	For radio and television	I heard the news on the radio.
at	Events (concert, party, etc.)	We met at a seminar.
	Meaning next to	The girl found the puppy at the gate.



## APPLICATION

### ACTIVITY 2

**Direction:** Circle the correct form of the verb in each sentence. Support your answer by writing the SVA rule it follows on the blank before the item number.

- \_\_\_\_\_ 1. The piano, as well as the pipe organ, (need, needs) to be tuned for the big concert.
- \_\_\_\_\_ 2. The flower (bloom, blooms) every single day just like my love for you.
- \_\_\_\_\_ 3. Some of the tickets (was, were) returned.
- \_\_\_\_\_ 4. The principal and guidance counselor of our school (attend, attends) the meeting.
- \_\_\_\_\_ 5. A number of guests (arrive, arrives) from the city every month.
- \_\_\_\_\_ 6. Some of the ice cream (is, are) left.
- \_\_\_\_\_ 7. The journalists who qualified for the National School Press conference (is, are) students of Cagayan National High School.
- \_\_\_\_\_ 8. Either the teacher or the students (contributes, contribute) to the successful learning process.
- \_\_\_\_\_ 9. These wavers (need, needs) to be signed by your parents.
- \_\_\_\_\_ 10. A variety of literacy works (was, were) published in the entire world.
- \_\_\_\_\_ 11. Every student (is, are) expected to comply with the school rules and regulations.
- \_\_\_\_\_ 12. Neither the conductor nor the singers (is, are) attending the concert.
- \_\_\_\_\_ 13. Many are called but few (is, are) chosen.
- \_\_\_\_\_ 14. Nobody (know, knows) the exact time for the so-called end of the world.
- \_\_\_\_\_ 15. The committee (debates, debate) on the topics carefully.
- \_\_\_\_\_ 16. Measles (attacks, attack) Filipinos in the whole Philippines as of now.
- \_\_\_\_\_ 17. His slacks (was, were) stolen.
- \_\_\_\_\_ 18. The army (is, are) assigned to different stations.
- \_\_\_\_\_ 19. The family (does, do) their work early every Saturday.
- \_\_\_\_\_ 20. Love and passion (make, makes) your work easier.

### ACTIVITY 3

**Directions:** Identify the error in each sentence by writing **SF** for Sentence Fragment, **RS** for Run-on Sentence, **CS** for Comma Splice, **DM** for Dangling Modifier and **MM** for Misplaced Modifier. Then, rewrite the sentence with a correct structure on the space provided. (2 points each item)

- \_\_\_\_\_ 1. Because of man's carelessness.  
\_\_\_\_\_
- \_\_\_\_\_ 2. I love to wander through rows of corn there is a peacefulness that I enjoy.  
\_\_\_\_\_
- \_\_\_\_\_ 3. Staring at the ceiling, the idea became clear.  
\_\_\_\_\_

- \_\_\_\_ 4. The consulate received the letter from a messenger with exotic stamps.
- \_\_\_\_ 5. These punctuation rules aren't hard, I know how to avoid run-ons.
- \_\_\_\_ 6. The town looked deserted, the streets were so dark and empty that the only thing Kate could hear was the wind blowing.
- \_\_\_\_ 7. Mr. Yassir Arafat was born in Jerusalem who was the first president of Palestine.
- \_\_\_\_ 8. Based on some important facts
- \_\_\_\_ 9. Brushing the street, I saw the street sweeper go by.
- \_\_\_\_ 10. Don't release this information to the White House reporters they cannot be trusted.

#### ACTIVITY 4

**Directions:** Underline the words or phrases that has faulty parallelism in each sentence. Then rewrite each faulty sentence on the space provided by making the necessary changes.

1. Fired up by the hope that Father would be vastly impressed, I swept the basement, cleaned out the garage, and then I carried all the trash to the alley.
- \_\_\_\_\_  
\_\_\_\_\_
2. Working on my stamp collection is in my opinion much more interesting than to watch television.
- \_\_\_\_\_  
\_\_\_\_\_
3. The referee tossed the coin, acted out the usual choices of the opposing field captains, and the all-important game was underway.
- \_\_\_\_\_  
\_\_\_\_\_
4. It is well to invest in a variety of enterprises rather than putting all your eggs in one basket.
- \_\_\_\_\_  
\_\_\_\_\_
5. This task can be done individually, in pairs, or can be done in groups of four.
- \_\_\_\_\_  
\_\_\_\_\_



**6.** The teacher not only wants his students to keep quiet but also to do the task.

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**7.** My job includes checking the inventory, initialing the orders, and to call the suppliers.

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**8.** Lola likes to ride her moped, to do needlepoint, and playing games on her personal Computer.

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**9.** Chocolate makes me gain weight, lose my appetite, and breaking out in hives.

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**10.** Adam convinced most of the audience because he argued logically, calmly, and was reasonable.

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**11.** Ellen has neither the dedication nor does she have the management experience for that job.

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**12.** This committee needs to decide whether the company should reduce its workforce, cut its benefits, or lowering workers' wages.

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**13.** We can neither wait for something to happen nor can we take evasive action.

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**14.** Publishing the first edition of the literary magazine and the fact that the editorial staff attended the FCCPA conference in Daytona Beach cost the administration \$8000.

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**15.** Joshua sometimes wrote poorly researched essays that were sloppy, and they were not well organized.

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## ACTIVITY 5

**Directions:** Determine the structure of the following simple sentences. Before the item number, write A (simple subject + simple predicate), B (simple subject + compound predicate), C (compound subject + simple predicate), or D (compound subject + compound predicate).

1. Life and law always go together.
2. Corporations are juridical persons.
3. Our aunt came and visited us after eight years of absence.
4. Parents, together with their children, can develop better relations.
5. The older generation weeds the society and plants the new generation.
6. The rights and obligations of the people are provided in the Constitution.
7. Unemployment and inflation have caused much unrest among the people.
8. More commendation will inspire the youth to do better and to be better citizens.
9. The employees and the management argued for hours and finally came to a decision.
10. During the fire, many looters and opportunists were in the area and were ready to rob the people.

## ACTIVITY 6

**Directions:** Determine whether each sentence is a (A) simple sentence or (B) a compound sentence.

1. The family vacations every summer in Palawan.
2. All mammals are animals, but not all animals are mammals.
3. My sister and I pitched the tent and gathered wood for the fire.
4. Either May or June will attend the meeting in the municipal hall.
5. Heavy rains fell all day; consequently, the river overflowed its banks.
6. I did not finish my homework, nor did I talk on the phone for an hour.
7. I like reading history books but dislike solving mathematical problems.
8. The wind howls, so the hikers huddle in their tents and drink hot soup.
9. Tom has benefited from the exercise program; he is slim and energetic.
10. Did George Washington really chop down his father's cherry tree, or is that story a legend?

## ACTIVITY 7

**Directions:** Identify each sentence as (A) simple, (B) compound, (C) complex, or (D) compound-complex.

1. Rome was founded in 753 BC; thus, it is one of Europe's oldest cities.
2. Blessed is he who expects nothing, for he shall never be disappointed.
3. The youth of today are not afflicted with inferiority complex, and they refuse to remain peons or slaves.
4. When the dust of death has choked a great man's voice, the common words he said turn oracles.

1. I can see a woman \_\_\_\_\_ the picture.  
a. at                                  c. on  
b. in                                  d. to
2. I dropped a mail \_\_\_\_\_ the manager of the company.  
a. by                                  c. till  
b. for                                d. to
3. There are many corals \_\_\_\_\_ the sea.  
a. above                              c. into  
b. along                              d. under
4. Mr. Cruz worked abroad \_\_\_\_\_ 13 years.  
a. for                                  c. since  
b. over                                d. until
5. The trophy was handed to Mary \_\_\_\_\_ the superintendent.  
a. by                                  c. upon  
b. into                                 d. with
6. The beggar is sleeping \_\_\_\_\_ the pavement.  
a. at                                  c. on  
b. in                                  d. to
7. You can find castles \_\_\_\_\_ the United Kingdom.  
a. at                                  c. on  
b. in                                  d. to

8. The doctor lives \_\_\_\_\_ Caggay, Tuguegarao City.  
a. at c. on  
b. in d. to
9. I've been in the cooperative \_\_\_\_\_ January.  
a. among c. for  
b. between d. since
10. The family will go to Cebu \_\_\_\_\_ summer.  
a. at c. on  
b. in d. to
11. The secretary arrives \_\_\_\_\_ the office \_\_\_\_\_ 8:30.  
a. at, on c. in, on  
b. in, at d. on, at
12. Mother was \_\_\_\_\_ a ship when I called her.  
a. at c. on  
b. in d. to
13. My mother puts the plates \_\_\_\_\_ the glasses.  
a. beside c. inside  
b. besides d. outside
14. Please give this \_\_\_\_\_ the head of the Finance Bureau.  
a. by c. from  
b. for d. to
15. Residents are advised to stay \_\_\_\_\_ the evacuation center.  
a. at c. on  
b. in d. to
16. The umbrella I've been looking for is \_\_\_\_\_ my mother.  
a. about c. till  
b. from d. upon
17. The theft was captured \_\_\_\_\_ the picture.  
a. at c. on  
b. in d. to
18. Look for the poem \_\_\_\_\_ the encyclopedia.  
a. at c. on  
b. in d. to
19. The delegates will be arriving \_\_\_\_\_ Sunday.

- a. at c. on  
b. in d. to
20. A new president will be elected \_\_\_\_\_ one-and-half year.  
a. at c. on  
b. in d. to
21. The parade stopped \_\_\_\_\_ Bayabas Road.  
a. at c. on  
b. in d. to
22. Look for your shoes \_\_\_\_\_ the bed.  
a. behind c. except  
b. below d. inside
23. The principal is \_\_\_\_\_ the head teacher in the organizational chart.  
a. above c. beside  
b. below d. under
24. I worked at the agency \_\_\_\_\_ 1995 to 2005.  
a. for c. since  
b. from d. until
25. Filipinos celebrate Labor Day \_\_\_\_\_ the first of May.  
a. at c. on  
b. in d. to
26. My bestfriend was born \_\_\_\_\_ January 1, 2000.  
a. at c. on  
b. in d. to
27. You rarely see good news \_\_\_\_\_ the television.  
a. at c. on  
b. in d. to
28. The defendant was shocked \_\_\_\_\_ the verdict of the judge.  
a. by c. from  
b. for d. to
29. I enjoyed riding \_\_\_\_\_ a carabao in the barrio.  
a. at c. on  
b. in d. to
30. The deliberation of the project lasted \_\_\_\_\_ two days.  
a. for c. since  
b. from d. to

## ACTIVITY 9

**Directions:** Read the selection below and write the appropriate word between *it's* and *its*. The word *its* or *it's* belongs in each blank. Choose the correct word and write it in the blanks.

***Remember these basic laws of its and it's:***

*It's is a contraction of "it is." A contraction is made up of two words that are joined by an apostrophe. The apostrophe shows where one or more letters have been left out. (Example: It's time for lunch.)*

*Its is the possessive form of "it." The word its shows that "it" owns something. (Example: The squirrel dropped its acorn.)*

I'm the wolf from "Little Red Riding Hood." You probably know me as the guy who ate Grandma. I'm here to tell you \_\_\_\_\_ all a big lie.

Every bedtime story need \_\_\_\_\_ bad guy. But I didn't eat Grandma. I didn't dress up in Grandma's nightgown and chase Little Red Riding Hood. I didn't get killed by a hunter. \_\_\_\_\_ a big mistake. \_\_\_\_\_ very simple. I was walking through the woods. I saw a basket with \_\_\_\_\_ lid open. I peeked inside and saw some cookies. I took just one cookie.

All of a sudden, someone yelled, "Hey! Put that cookie back! \_\_\_\_\_ mine!" I looked over, and there was a little girl wearing a red cape and hood. She ran over and started yelling at me. She looked so scary! So I dropped the cookie. \_\_\_\_\_ crumbs flew behind me. I ran all the way home.

Little Red Riding Hood was so mad about her cookie. She started telling everyone that I had tried to eat her up. \_\_\_\_\_ all lies. You have to believe me. So the next time someone tells you the story of "Little Red Riding Hood," tell my side of the story.

## ACTIVITY 10

**Directions:** Read the selection below and write the appropriate word between *your* and *you're*. The word *its* or *it's* belongs in each blank. Choose the correct word and write it in the blanks.

***Remember these basic laws of your and you're:***

*Your is the possessive form of you. Use it when you are talking about something that belongs to the person with whom you are speaking. (Example: I really like your new jeans. Where did you get them?)*

*You're is a contraction of "you are." Here's a tip: Whenever you write you're, read over the sentence and substitute you are for you're. If the sentence makes sense, you've made the right choice. (Example: I always tell people that you're my best friend.)*

**Dear Dwarfs,**

\_\_\_\_\_ probably wondering why I left. I have to admit I have gotten tired of \_\_\_\_\_ strange habits. It seems like if not sneezing, then \_\_\_\_\_ sleeping or \_\_\_\_\_ acting grumpy.

Also, it turned out that the prince wasn't for me. As I said to him, " \_\_\_\_\_ really nice, but I don't want to sit around \_\_\_\_\_ castle all day while off slaying dragons."

The other day, I took a good look in the mirror. Sure it said, " \_\_\_\_\_ the fairest of them all." But it also said, "Plan for \_\_\_\_\_ future. What about \_\_\_\_\_ education? \_\_\_\_\_ career?"

That was it. "Snow," I said, "say good-bye to \_\_\_\_\_ dwarfs. going back to school."

I hope I haven't hurt \_\_\_\_\_ feelings. I appreciate \_\_\_\_\_ kindness. \_\_\_\_\_ all very generous. But for now, on own.

\_\_\_\_\_ friend,  
**Snow White**

## **ACTIVITY 11**

**Directions:** Read the selection below and write the appropriate word among *their*, *they're* and *there*. The word its or it's belongs in each blank. Choose the correct word and write it in the blanks.

***Remember these basic laws of their, they're, and there:***

***Their*** is the possessive form of they. You use it when you want to say that something belongs to a group of people. (Example: They went sledding, but they forgot their mittens.)

***They're*** is a contraction of they are. (Example: Mindy and Jessica are best friends. They're always together.)

***There*** is a place. It is the opposite of here. (Example: Australia is far away. I wonder if I'll ever go there.) There is also a pronoun used to introduce a sentence. (Example: There is someone at the door)

Dear Santa,

\_\_\_\_\_ is a problem with some of the elves. \_\_\_\_\_ acting very lazy. I know that Christmas isn't until the end of December. But the elves aren't ready. Many of them can't even find \_\_\_\_\_ tools.

I caught a group of doll-making elves playing with \_\_\_\_\_ Barbies. I saw some of the candy makers having a sword fight with \_\_\_\_\_ candy canes. I inspected \_\_\_\_\_ sleeping

area, and I must tell you it's a disgusting mess down \_\_\_\_\_. I found candy wrappers and soda cans everywhere.

Santa, I know that the elves are a good bunch. \_\_\_\_\_ all very sweet and nice. But \_\_\_\_\_ like a bunch of kids. We must ask them to improve \_\_\_\_\_ work habits. We must make sure \_\_\_\_\_ ready for the big day. We need to make them responsible for cleaning up all of \_\_\_\_\_ garbage.

Most of all, we must make them understand that \_\_\_\_\_ Santa's elves! Let's hope they get the message.

Very sincerely  
**Rocko**, your head elf

## ACTIVITY 12

**Directions:** Read the selection below and decide whether the word needs an *'s*, an *s'* or a *plain s*. The word *its* or *it's* belongs in each blank. Choose the correct word and write it in the blanks.

*Remember these basic laws of possessives:*

**Singular possessive ('s).** Use 's when you want to show that something belongs to someone or something. (Example: That is Bozo's clown wig.)

**Plural possessive (s').** Use s' when something belongs to more than one person. (Example: Those are the clowns' wigs.)

**Plural noun (s).** Use a plain s when you simply want to show that there is more than one of something. (Example: There are lots of clowns in town. They are all wearing wigs.)

**Dear Mama Bear, Papa Bear, and Baby Bear,**

I owe you guy\_\_ an apology. I didn't mean to get my germ\_\_ all over everyone\_\_ porridge and break Baby Bear\_\_ chair. I didn't say to myself, "I think I'll head to the bear\_\_ cottage and mess up their stuff."

I had been hiking through the wood\_\_, gathering rock\_\_ for my science project. I had stuffed all the rocks into my jacket\_\_ pocket. When I sat down in Baby Bear\_\_ chair, the rock\_\_ weight caused me to crush the chair.



To make it up to you, I would like you to come to my family\_\_ house for dinner. I have a new chair for Baby Bear. (I used all my baby-sitting money to pay for it.) Please let me know if you can come.

Love,  
**Goldilocks**

P.S. I'll be serving some of my parent homemade honey



## REFLECTION

**Directions:** In one paragraph, share the topics and concepts that you have learned in this unit. Relate it to the importance of enhancing your writing skills.

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