



Constructing Sentences

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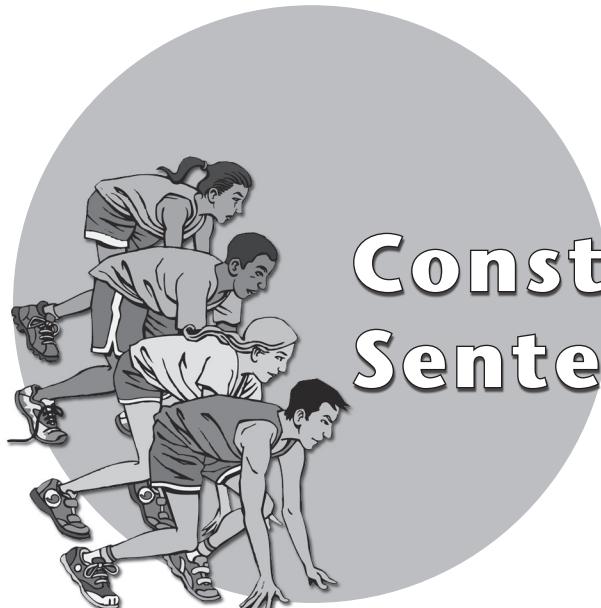
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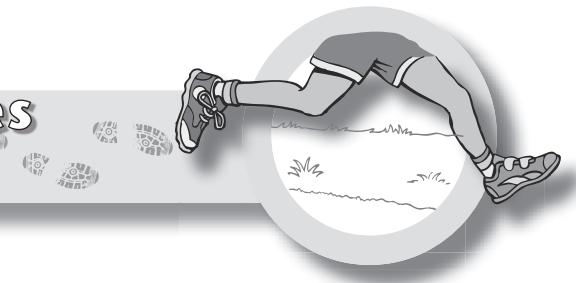
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Constructing Sentences

If you need to brush up on the difference between a misplaced modifier and a dangling modifier, or if you need to be reminded what makes a sentence simple or complex, then this resource is for you. You will learn about all the elements that need to come together to structure an accurate sentence.

Constructing Sentences Checkup



Instructions

There are many sentence errors in the text on the following page, including run-on sentences, sentence fragments, faulty parallel structure, misplaced modifiers, dangling modifiers, faulty subject-verb agreement, and faulty pronoun agreement.

Read through the text, and underline any word, phrase, or piece of punctuation that is incorrect. If punctuation is missing or incorrect, underline the word preceding it.

Once you have completed the Constructing Sentences Checkup, compare your answers to the key on page 233. If you find all the errors of a particular type, then place a checkmark in "Topic Mastered." If you miss an error of a particular type, then place a checkmark in "Topic to Review." You may then use this chart to guide what topics you need to review in this section.

| Error Type | Topic Mastered | Topic to Review |
|---------------------------|----------------|-----------------|
| 1. run-on sentence | | |
| 2. subject verb agreement | | |
| 3. parallel structure | | |
| 4. sentence fragment | | |
| 5. misplaced modifier | | |
| 6. dangling modifier | | |
| 7. pronoun agreement | | |

Checkup



Studio Musician

You don't have to be a studio musician to be in a rock band, you don't have to spend a fortune on equipment. Starting a band with friends who likes music as much as you do can be a way to have fun, be creative, and good for meeting new people.

To start off, you'll need a few things. Some basic musical equipment. First, purchase a guitar. It can be either acoustic or electric, it doesn't really matter. Each of the guitar players need to know the basic chords is G, C, and D or A, E, and D. Learn these basic chords and a whole world of rock music will open up to you. If you buy an electric guitar; you'll also need an amp. Purchasing at least one microphone is also a good idea that includes a stand.

Next, you have to recruit the band members. A trio is a good number. A guitar player, drummer, and someone who plays the bass are what you'll need to start.

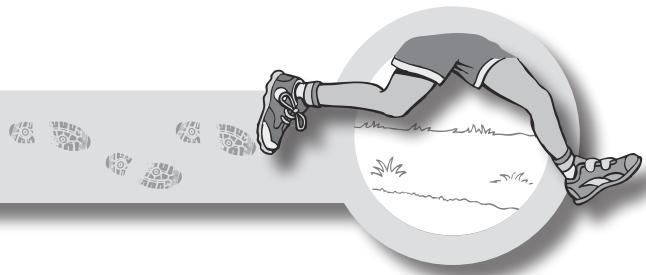
Decide on a place to practise. When practising, the music's volume might affect the choice of location. Everyone should ask their parents. If one of your bandmates have understanding parents, garages or basements are great places to practise.

Before the band can really get up and running; you'll need to create a song list. Five songs is a good number to start. The internet is a good place to look for lyrics and chords. There's also good websites to find many different songs. You can also listen to your favourite songs on your stereo and pick out the chords yourself. A great way to train your ear. When you feel more comfortable, try to write your own music and lyrics with your guitar.

Time to practise. Have band members review the songs on their own before you rehearse as a group.

Don't forget that you'll need a name for your band. It should be a name that stands out but one that's not too weird. It should be simple, catchy, and one that makes people take notice.

Sentence Types



The Simple Sentence

When we write, a complete thought is called a sentence. A sentence must contain a complete **subject** (person, place, or thing) and a **verb** (what the subject is doing) in order to make sense. A simple sentence must also begin with a capital letter and end with a period, question mark, or exclamation mark. Another name for a simple sentence is an independent clause.

The baby cried.

This is a sentence because it tells us what someone (subject – the baby) does (verb – cried).

Birds fly.

This is a sentence because it tells us what something (subject – birds) does (verb – fly).

My computer.

This is not a sentence because it has a subject (my computer) but no verb.

Crashed.

This is a verb, which tells us what happened (crashed), but there is no subject.

My computer crashed.

This is a sentence because it tells us what something (subject – my computer) does (verb – crashed).



Remember, a sentence can end with a period, question mark, or exclamation mark.

Grace ran.

Did Grace run?

Grace ran faster than Nicole!

An exclamation mark expresses strong emotion or emphasis.

Compound Subjects and Verbs

A simple sentence can have two subjects – **Kate** and **I**.

A sentence can also have a subject performing two actions (verbs) –
We *sang* and *danced*.

A sentence can have a verb phrase – I *will go* to the bank after work.

A sentence could have both two subjects and two verbs –
Kate and **I** *sang* and *danced*.



Compound Sentences—Joining Two Ideas Together

A **simple sentence** contains a **subject**, complete **verb**, capital at the beginning, and punctuation at the end. It must make sense on its own. It is also called an **independent clause**.

A **compound sentence** follows the same rules as a simple sentence, except it basically contains **TWO simple sentences** with a **LINK** in the middle. There are three ways to link simple sentences together to form a compound sentence.

Coordinate Conjunctions

Join two simple sentences together with a comma and coordinate conjunction.
The coordinate conjunction shows the relationship between two sentences of equal importance.

There are seven coordinating conjunctions: **and**, **but**, **for**, **or**, **nor**, **so**, **yet**.

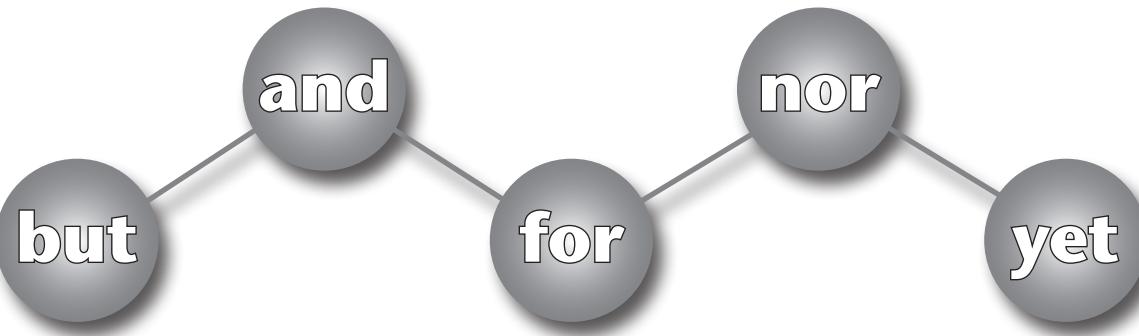
I love hockey, **but** I hate cold hockey rinks.

I hate cold hockey rinks, **yet** I love hockey.

I love cold hockey rinks, **so** I signed up for hockey.

I don't like hockey, **nor** do I like cold hockey rinks.

Notice how each coordinate conjunction helps to change the meaning of the sentence.



You can omit the comma if the subject in the second clause is dropped.

I went home after school and watched TV.

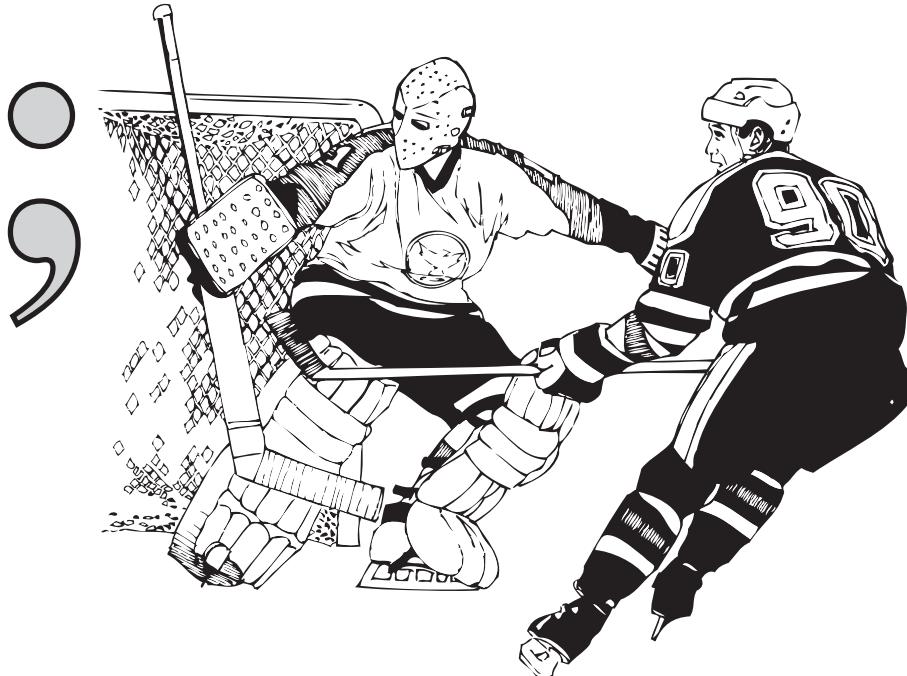
Semicolon

A **semicolon** (;) can join two simple sentences closely related in meaning. It is like a weak period; it indicates a strong connection between the two sentences.

Each side of the semicolon must be able to stand alone as an independent sentence (also called an independent clause).

I love hockey; I hate cold hockey rinks.

I love hockey; cold rinks I can do without.



The letter after the semicolon should not be capitalized.

Conjunctive Adverb

You can also use conjunctive adverbs to link together two simple sentences with a semicolon. Conjunctive adverbs, like coordinate conjunctions previously described, are words that show the relationship between two simple sentences of equal importance. Examples of conjunctive adverbs are listed below:

accordingly
afterwards
also
anyway
besides
consequently
furthermore

however
indeed
in fact
instead
instead
likewise

nevertheless
nonetheless
otherwise
similarly
still
therefore
thus

I love hockey; **however**, I hate cold hockey rinks.

I hate cold hockey rinks; **nonetheless**, I love hockey.

I dislike cold hockey rinks; **therefore**, I never play hockey.



When using conjunctive adverbs to link simple sentences, put a semicolon before and a comma after the adverb. Remember, both sides of the joining word are complete sentences and must make sense on their own.

Complex Sentence

A **complex sentence** contains two simple sentences (clauses), but one is more important than the other. Again, as in some compound sentences, the two sentences are connected with a joining word. The linking word (subordinate conjunction) makes the clause following it less important than the other clause. The linking word also makes the clause following it **dependent** upon the rest of the sentence to make sense.

Don't forget your homework **when** you go to school.

OR

When you go to school, don't forget your homework.

The main message here is **don't forget your homework**. This is the independent or main clause. The dependent, or less important clause, is **when you go to school**. Notice that **when you go to school** contains a subject and complete verb but does not make sense on its own. It is dependent upon the rest of the sentence to make sense.

The linking word can go at the beginning of the sentence or in the middle.

If the linking word is at the beginning of the sentence, you need a comma after the first clause.

Because I completed all my homework, I am going out with my friends tonight.

OR

I am going out with my friends tonight **because** I completed all my homework.

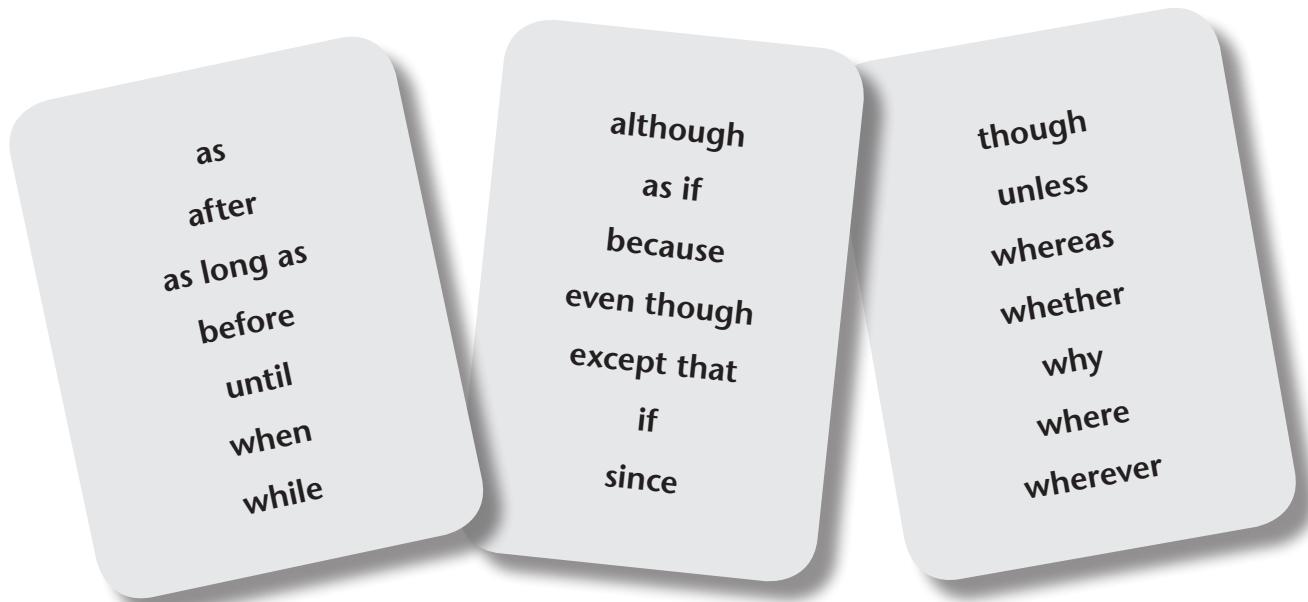
The main message is **I am going out with my friends tonight**.

This makes sense on its own. The half containing the linking word **because** is less important and does not make sense on its own.

The following list of words can be used at the beginning of:

- a dependent clause
- a clause that lacks a subject
- a clause that lacks a verb
- a complete idea that cannot stand on its own.

These words will make what follows less important:



Examples:

Because gas heat is expensive, I will use electric.

If gas heat is expensive, I will use electric.

Whenever gas heat is expensive, I will use electric.

As long as gas heat is expensive, I will use electric.

Notice that by simply changing the subordinate conjunction, you actually change the meaning of the sentence.

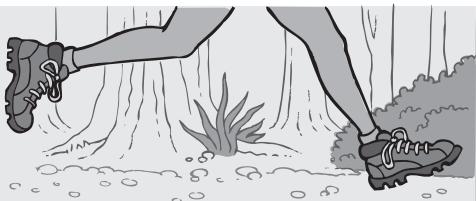
Relative Pronoun

Relative pronouns (*who, whom, whose, which, that*) act as the subject in the less important clause.

I like to go to movies *that* make me laugh.

So, a complex sentence contains two clauses linked by a joining word that makes the clause following it less important.

A Quick Review



Simple Sentence

Today, I *study* grammar.

Compound Sentence

Today, I *study* grammar, **and** tomorrow, I *will* write better.

Compound Sentence

Today, I *study* grammar; **therefore**, tomorrow, I *will* be a better writer.

Complex Sentence

If I *study* grammar today, I *will be* a better writer tomorrow.

Quiz Yourself: Sentence Types

For questions 1-5, underline the subject in the sentence.

1. The kangaroo bounced across the dirt road.
2. Prince George is my favourite city.
3. Yesterday, Parminder and I saw our teacher in her yellow Hummer.
4. Did John close the window?
5. My cousin and my sister joined the party late.

For questions 6-10, underline the verb in the sentence.

6. My warm bed is a great destination after a long, challenging day.
7. We lost all power during three snowstorms this winter.
8. Sarah and Paul canoe, sail, and kiteboard together.
9. The bread seems stale.
10. Judy has finished her homework.

Challenge Yourself: Sentence Types

Following the instructions provided, join the clauses by properly punctuating each sentence. Do not omit any existing words.

1. Join these sentences with the coordinate conjunction *but*.

I hate hotdogs. I like hamburgers.

2. Join these two clauses using the subordinate conjunction *if*.

My father was worried about me. He would phone.

3. Join these two clauses using the coordinate conjunction *so*.

My rent is too high. I'm going to move.

4. Join these two clauses using the coordinate conjunction *or*.

Should we stay here? Should they meet us there?

5. Join these two clauses using the subordinate conjunction *because*.

The entrance fee was too high. Few could afford the gallery opening.

6. Join these two clauses using the subordinate conjunction *whenever*.

We had a party. Our next door neighbours would always complain.

7. Join these two clauses using only a semicolon to create a compound sentence.

Bob understands calculus. He's studied it for years.

8. Join these two clauses using the coordinate conjunction *but*.

Canada is a rich country. It still has many poor people.

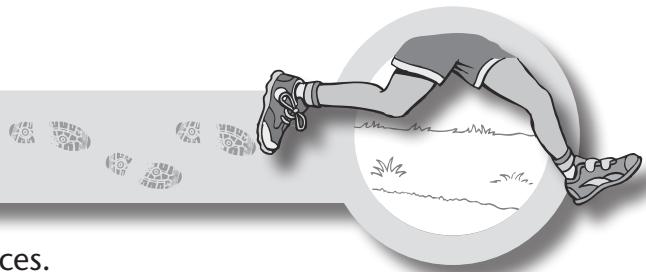
9. Join these clauses using a semicolon and *however*.

Vancouver has a better football team. Calgary has a better hockey team.

10. Join these two clauses using the subordinate conjunction *even though*.

My friend invited me to a party. I do not want to go.

Sentence Fragment



Sentence fragments are incomplete sentences.

There are three basic types: missing verb, missing subject, and dependent clause.

Missing Verb (or part of verb)

sentence fragment: Two hundred spectators.

error: This statement does not have a verb indicating what these people are doing. Add a verb to make the statement a complete sentence.

corrected sentence: Two hundred spectators **attended** the game.

sentence fragment: Two hundred spectators attending the game.

error: An “ing” form of a verb requires a helper verb to make sense on its own.

corrected sentence: Two hundred spectators **are attending** the game.



Missing Subject

sentence fragment: Flew over the fence at great speed.

error: This statement does not have a **subject** indicating who or what did this flying. Add a subject to make the statement a complete sentence.

corrected sentence: The **ball** flew over the fence at great speed.

Dependent Clause

Dependent Clause (contains a subject and a verb, but doesn't make sense on its own)

sentence fragment: While I waited for the bus.

error: This statement has both a subject and a verb, but it cannot stand alone. It is a dependent clause that needs an independent clause to make it complete. Add an independent clause with a subject and verb to make the statement a complete sentence. When you add an independent clause to the dependent clause, you are constructing a complex sentence.

corrected sentence: **While I waited for the bus**, a friend came by and picked me up.

OR

A friend came by and picked me up **while I waited for the bus**.

Quiz Yourself: Sentence Fragment

Identify whether the statement is a complete sentence or a sentence fragment by circling the correct option.

1. Most birds with long, pointed wings.
 - a. complete sentence
 - b. sentence fragment
2. Brenda was digging potatoes.
 - a. complete sentence
 - b. sentence fragment
3. She laughed.
 - a. complete sentence
 - b. sentence fragment
4. Jumped like a grasshopper.
 - a. complete sentence
 - b. sentence fragment
5. The chickadees ate out of our hands.
 - a. complete sentence
 - b. sentence fragment
6. Performed with no audience.
 - a. complete sentence
 - b. sentence fragment
7. The girl down the street.
 - a. complete sentence
 - b. sentence fragment
8. The street lamps on either side of the alley.
 - a. complete sentence
 - b. sentence fragment
9. When Eric called last night on the phone.
 - a. complete sentence
 - b. sentence fragment
10. Because more and more teenagers stay up far too late.
 - a. complete sentence
 - b. sentence fragment

Challenge Yourself: Sentence Fragment

For each of the following sentences, identify whether the main subject is missing, the main verb is missing, or whether the sentence is complete.

1. An old man without any regrets.
a. main subject is missing b. main verb is missing c. complete sentence

2. The large wooden cabinet, which needs cleaning.
a. main subject is missing b. main verb is missing c. complete sentence

3. Was waiting for hours.
a. main subject is missing b. main verb is missing c. complete sentence

4. While I was vacationing in Orlando, which is in Florida, I saw many relatives.
a. main subject is missing b. main verb is missing c. complete sentence

5. He lived in a room with a single bed; stained, torn curtains; and newspapers covering the windows.
a. main subject is missing b. main verb is missing c. complete sentence

6. Are ready and able to begin the trek to the summit.
a. main subject is missing b. main verb is missing c. complete sentence

7. Because everyone agreed that Antonia was a natural leader, they voted for her.
a. main subject is missing b. main verb is missing c. complete sentence

8. Was under the stack of papers on the bookshelf or behind the sofa.
a. main subject is missing b. main verb is missing c. complete sentence

Challenge Yourself: Sentence Fragment

Continued

9. Meredith and her sister, who is a talented guitar player.
 - a. main subject is missing
 - b. main verb is missing
 - c. complete sentence

10. The dog that the neighbours own.
 - a. main subject is missing
 - b. main verb is missing
 - c. complete sentence

11. Attained a speed or about twelve miles an hour.
 - a. main subject is missing
 - b. main verb is missing
 - c. complete sentence

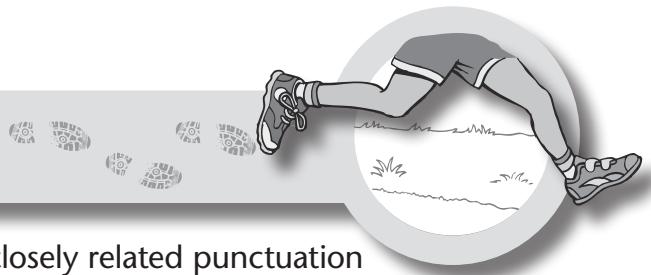
12. To prove himself and to his parents that he was a independent, he got a job.
 - a. main subject is missing
 - b. main verb is missing
 - c. complete sentence

13. As Christmas grows near, I find myself looking back at my childhood when family and friends often got together.
 - a. main subject is missing
 - b. main verb is missing
 - c. complete sentence

14. Didn't realize that the time had passed so quickly.
 - a. main subject is missing
 - b. main verb is missing
 - c. complete sentence

15. A story with a surprise twist.
 - a. main subject is missing
 - b. main verb is missing
 - c. complete sentence

Run-on Sentence



Run-on sentences and comma splices are closely related punctuation errors that are corrected in similar ways.

A **run-on sentence occurs** when two or more independent clauses are joined without proper punctuation or joining words.

Run-on: The music was loud my neighbour complained.

Here are three different ways to correct this run-on sentence.

Correction 1: Separate the run-on into two sentences.

The music was loud. My neighbour complained.

Correction 2: Join the independent clauses (simple sentences) with a semicolon.

The music was loud; my neighbour complained.

Correction 3: Connect the independent clauses with a comma and coordinate conjunction.

The music was loud, so my neighbour complained.



A **comma splice** occurs when two or more independent clauses are joined together with only a comma.

Comma Splice: The music wasn't even that loud, my neighbour complained.

Correction 1: Connect run-on sentence with a semicolon and a conjunctive adverb.

The music wasn't even that loud; **however**, my neighbour complained.

Correction 2: Add a subordinate conjunction to make one half of the sentence less important (form a complex sentence).

Even though the music wasn't that loud, my neighbour complained.



Quiz Yourself: Run-on Sentence

Select the better correction for each of the following run-on sentences by circling the correct option.

1. The donkey brayed the dog barked.
 - a. The donkey brayed and barked.
 - b. The donkey brayed whenever the dog barked.

2. Luckily, I was only visiting I didn't have to live there forever.
 - a. Luckily, I was only visiting; I didn't have to live there forever.
 - b. Luckily, I was only visiting, I didn't have to live there forever.

3. The day was hot I went for a swim.
 - a. The day was hot, so I went for a swim.
 - b. The day was hot, I went for a swim.

4. That's when the trouble began it was hard to know what to do.
 - a. That's when the trouble began, it was hard to know what to do.
 - b. That's when the trouble began. It was hard to know what to do.

5. Some students work during the day, after work, they attend night classes.
 - a. Some students work during the day. After work, attend night classes.
 - b. Some students work during the day; after work, they attend night classes.

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Quiz Yourself: Run-on Sentence

Continued

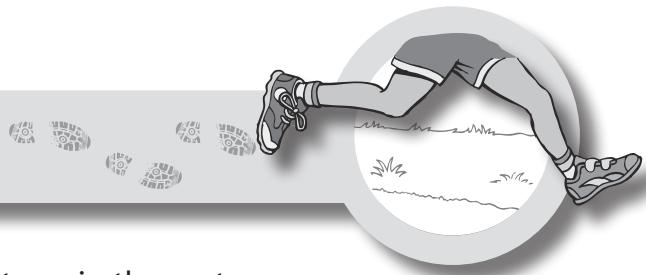
6. Shelley loved travelling in Italy she felt Rome was too hot.
 - a. Shelley loved travelling in Italy, but she felt Rome was too hot.
 - b. Shelley loved travelling in Italy but, she felt Rome was too hot.
7. Many students work while attending college many finance their education without help from their parents.
 - a. Many students work while attending college, many finance their education without help from their parents.
 - b. Many students work while attending college; many finance their education without help from their parents.
8. The problem occurred each of them caught sight of the other.
 - a. The problem occurred, each of them caught sight of the other.
 - b. The problem occurred when each of them caught sight of the other.
9. The girls played basketball the boys play tennis.
 - a. The girls played basketball; however, the boys played tennis.
 - b. The girls played basketball, the boys played tennis.
10. Maria and Sam like skiing Jody does not.
 - a. Although Maria and Sam like skiing, Jody does not.
 - b. Maria and Sam like skiing, unfortunately, Jody does not.

Challenge Yourself: Run-on Sentence

Correct the run-on sentences and comma splices by inserting a semicolon and one of the conjunctive adverbs *however*, *unfortunately*, *consequently*, or *therefore*.

1. Salvador Dali is best known as a painter and sculptor, he was also a graphic artist.
2. Dali's mother encouraged him she died of cancer when he was just sixteen years old.
3. Dali drew attention with his dress, he developed a reputation as an eccentric.
4. Dali didn't write his exams at the Academy, he felt the instructors were incompetent.
5. Dali was very prolific he created more than 1500 paintings during his lifetime.
6. He created prints, drawings, sculptures, and illustrations, he was an eclectic artist.
7. Later, Dali moved home to Figueres, he died from heart problems in January, 1989.

Parallel Structure



When writing a sentence, the structure of items in the sentence should be grammatically consistent. All items in a series should be in parallel form using the same pattern of words including nouns, verbs, phrases, and clauses. This makes the sentence clear and easy to follow.

With Verbs:

Incorrect: All business students should learn **word processing, accounting, and how to program computers.**

Correct: All business students should learn **word processing, accounting, and computer programming.**

Incorrect: Jennifer ate, drank, and was dancing.

Correct: Jennifer ate, drank, and danced.

With Adjectives:

Incorrect: Joe thought Sherry was **beautiful, smart, and had a good heart.**

Correct: Joe thought Sherry was **beautiful, smart, and compassionate.**

With *ing* Forms:

Incorrect: It's important to be good at **reading, writing, and be a good listener.**

Correct: It's important to be good at **reading, writing, and listening.**

With Infinitive Forms:

Incorrect: I love **to snowboard, go skiing, and to hike.**

Correct: I love **to snowboard, to ski, and to hike.**

or

I love **snowboard, ski, and hike.**

With Coordinate Conjunctions:

Incorrect: I love **to canoe, to fish, and music.**

Explanation: The first two items in the list are actions (canoeing and fishing). The last (music) is not. How can we change the last one into an action?

Correct: I love **to canoe, to fish, and to listen to music.**

With Correlative Conjunctions:

Use parallel structure when you connect phrases or clauses with a correlative conjunction (not only ... but also, either ... or, neither ... nor, etc.).

Incorrect: My friend not only **is** good at math, but also **science**.

Explanation: There is a verb in the structure of the first clause, but the verb is missing in the second clause.

Correct: My friend not only **is** good at math, but **also she excels in science**.

Incorrect: You can hang your coat either **in** the closet or **the coat rack**.

Explanation: The preposition “**in**” is used in the first clause, but no preposition is used in the second clause.

Correct: You can hang your coat either **in** the closet or **on** the coat rack.

With Quantifiers:

Incorrect: The library had **many** books, **ten** computer terminals, and **videos**.

Explanation: The first two items on the list have quantifiers with them that tell the reader how many. The last item (videos) does not.

Correct: The library had **many** books, **ten** computer terminals, and a **few** videos.

With Phrases Or Clauses:

Phrases or clauses must also be presented in a parallel form.

Incorrect: When Paul woke up in the morning, he **fed** his cat, **had** a shower, and **his breakfast was toast with peanut butter**.

Explanation: This sentence contains three actions that Paul performed: feeding his cat, having a shower, and eating breakfast. The first two actions begin with a verb, but the last begins with a noun (breakfast).

Correct: When Paul woke up in the morning, he **fed** his cat, **had** a shower, and **ate** toast with peanut butter for breakfast.

Incorrect: The teacher expected that assignments **would be** handed in on time, that the material **would be** covered, and **there are no** spelling mistakes.

Correct: The teacher expected that assignments **would be** handed in on time, that the material **would be** covered, and that there **would be** no spelling mistakes.

With Clauses Or Phrases Of Comparison:

Phrases or clauses of comparison, with words such as **like** or **as**, must also be parallel.

Incorrect: I would rather **watch** TV than **cards**.

Explanation: The first part of the comparison has a verb in the phrase and the second part of the comparison doesn't.

Correct: I would rather **watch** TV than **play** cards.

Quiz Yourself: Parallel Structure

Circle the response that correctly completes the sentence in a parallel manner.

1. The hotel was beautiful, the service was impeccable, and _____
 - a. the food was delectable.
 - b. I have never tasted better food in my entire life.

2. Greg couldn't decide whether to enroll in chemistry _____
 - a. or pursue art.
 - b. or pursuing art.

3. I like finding a good trout stream, setting up camp, and _____
 - a. to spend a couple of days fishing.
 - b. spending a couple of days fishing.

4. She likes _____ and reading the latest novels.
 - a. listening to music
 - b. to listen to music

5. The dog was excited: running, barking, _____
 - a. and he chased after the boys.
 - b. and chasing after the boys.

6. The student wrote his essay quickly, accurately, _____
 - a. and thoroughly.
 - b. and in a detailed manner.

7. The dictionary can be used for these purposes: to find word meanings, pronunciations, _____
 - a. and correct spellings.
 - b. and looking up correct spellings.

8. The house had many windows, six rooms, _____
 - a. and two fireplaces.
 - b. and fireplaces.

continued on next page

Quiz Yourself: Parallel Structure

Continued

9. He would rather watch a movie than _____
 - a. hockey.
 - b. play hockey.

10. Getting my online coursework finished is more important _____
 - a. than watching television.
 - b. than television.

11. Bukem is not sure whether she should go to school to become a chemist, a laboratory technician, _____ or a teacher.
 - a. a nurse
 - b. take nursing

12. Jinny's counsellor advised her to study harder _____
 - a. and to give up one of her two part-time jobs.
 - b. and that she should give up one of her two part-time jobs.

13. The police promptly arrested him for speeding on the highway, failing to stop at a red light, _____
 - a. and weaving in and out of traffic.
 - b. and because he was weaving in and out of traffic.

14. At the dance studio, I had to practise daily, study a great deal, and _____
 - a. teach younger students.
 - b. I taught younger students.

15. Every night after school, Eddie helped his father by running errands, _____ and delivering papers.
 - a. complete his chores,
 - b. completing his chores,

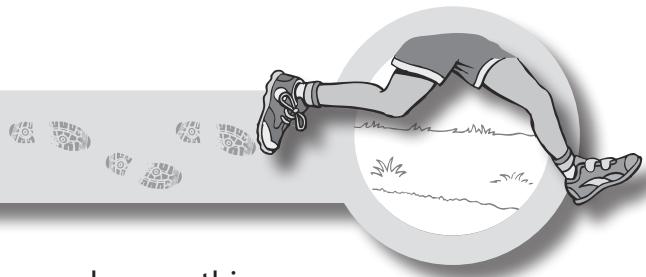
Challenge Yourself: Parallel Structure

Rewrite each sentence to ensure the sentence structure is parallel.

In each sentence, consider the first structure in a series to be the correct one.

1. Writing a screenplay is different from if you write a short story.
2. In a short story, you can explore the characters' inner thoughts, emotions, and how they feel.
3. In a screenplay, everything you write is what the audience sees or what is heard in the film.
4. The rule of thumb for screenwriting is to show—not telling.
5. Another difference is how a screenplay is formatted as compared to how you format a short story.
6. There are conventions as to where you write titles, directions, descriptions, and placing dialogue.
7. However, there are many similarities between writing a screenplay and short stories.
8. In both genres, you need to know story structure and how to develop characters.
9. In both screenplays and a short story, the writer needs to make the story engaging.
10. After all, you wouldn't want your audience to close the book or go walking out of the movie theater.

Misplaced Modifier



A modifier is a word used to describe a person, place, or thing. It should be placed near the word it is describing; otherwise, its meaning may get muddled.

Misplaced modifier occurs when a modifier is placed too far away from the word it is describing, and as a result, creates a confusing sentence.

To fix a misplaced modifier, move the modifier nearer to the word or phrase it modifies.

Let's look at some examples.

Incorrect: Suddenly, we came upon **a tiny church wandering** through the old part of town.

Explanation: The tiny church is not wandering; we are.

Correct: Wandering through the old part of town, we suddenly came upon **a tiny church**.

Incorrect: Wanted: a piano for a piano teacher **with mahogany legs**.

Explanation: The piano teacher doesn't have mahogany legs, but the piano does. "Mahogany legs" should be placed close to piano in the sentence.

Correct: Wanted: a piano **with mahogany legs** for a piano teacher.

Here are a few more examples:

Incorrect: The young girl played with the guinea pig **in a long coat.**

Correct: The young girl in a long coat played with the guinea pig.

Incorrect: I heard that there was a strike **on the evening news.**

Correct: I heard on the evening news that there was a strike.

Incorrect: The child was playing on the slide **with glasses.**

Correct: The child with glasses was playing on the slide.

Squinting Modifiers

Squinting modifiers are like misplaced modifiers, except the modifier is placed between words so there is confusion as to which word the modifier refers.

Words like **almost, nearly, only, both, and well** can easily squint or modify two or more words in a sentence.

Look at the following two sentences. See how moving one word can change the meaning of the sentence.

In the battle, the commander lost **nearly** a thousand men.
(maybe 950 or 960?)

In the battle, the commander **nearly** lost a thousand men.
(no one actually died, but a thousand men almost died.)

Look at the squinting modifiers and the confusion they create.

Incorrect: I almost did all my homework.

Explanation: This could mean that I didn't do any of it, but almost got started, or that I have come close to completing my homework.

Incorrect: He nearly worked eight hours.

Explanation: This could mean he didn't work at all, but almost got an eight-hour shift, or that he worked a length of time that was just short of eight hours.

Incorrect: His doctor told him frequently to exercise.

Explanation: This could mean his doctor frequently told him to exercise or his doctor told him to exercise frequently.



Quiz Yourself: Misplaced Modifier

Underline the misplaced modifier in each sentence.

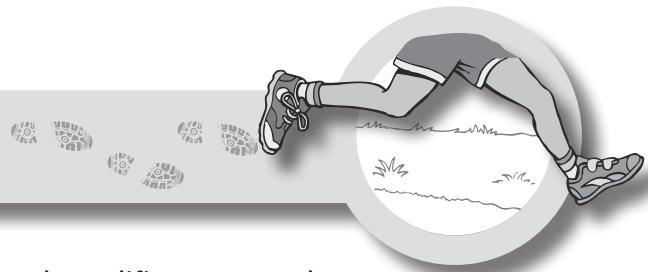
1. A thick novel sat on the desk that Darius had read.
2. He barely kicked that ball twenty metres.
3. A blue woman's bicycle was stolen from our street this week.
4. I almost ate half the cake, so I had no room left for dinner.
5. The three children rode horses and herded cattle, aged six, ten, and twelve.
6. I sent a picture to my friend rolled in a tube.
7. A small spoon sat on the counter that Julie had used.
8. After our conversation lessons, we could understand the French spoken by our visitors from Quebec easily.
9. The robber was a tall man with a black moustache weighing 150 pounds.
10. I had to take down the gutters painting the house yesterday.
11. There is a canary in the cage that sings all day long.
12. The teacher handed back the tests to the students written in class last week.
13. I heard that my friend intended to throw a surprise party for me while I was outside her room.
14. Eric decided the next month to go travelling.
15. The dog bit only the mail carrier.

Challenge Yourself: Misplaced Modifier

Rewrite each sentence to correct this misplaced modifier. Simply move the misplaced modifier near to the word it is modifying, without adding or deleting any words. You may add punctuation or insert capital letters.

1. Jill decided the next day to begin exercising.
2. Let me know if you will meet me at the party by phone or by email.
3. I was told that Janine broke the DVD player by my mother.
4. An outstanding athlete and student, the coach praised the team captain.
5. Chris squandered all the money on new computer equipment that his great-uncle left him.
6. The teacher posted the notes for the students covered in class.
7. We came across a whole forest of old growth cedars hiking up the mountain.
8. Mr. Kumar threatened to keep the class after school many times that day.
9. My dad has been looking for a mechanic to fix our car without success.
10. She served chili to the children in paper bowls.

Dangling Modifier



A **dangling modifier** is much like a misplaced modifier, except the modifier lacks a word or group of words to modify. Thus, the modifier is said to be “dangling.”

Dangling modifiers are typically found near the beginning of sentences that begin with **verb+ing**, **verb+ed**, or **to+verb**.

To fix a dangling modifier, you must insert a word or group of words to be modified. Sometimes fixing a dangling modifier includes rewriting the sentence.

Incorrect: While eating a cookie, the phone rang.

Explanation: The correct sentence specifies who was eating a cookie—“he was.” The first sentence suggests that the phone was eating the cookie.

Correct: While he was eating a cookie, the phone rang.

Incorrect: Driving through Kamloops yesterday, tumbleweed blew across the street.

Explanation: The first sentence implies that the tumbleweed is driving. The correct sentence clarifies that “I” was driving.

Correct: Driving through Kamloops yesterday, I saw tumbleweed blow across the street.

Incorrect: Concerned about the state of unemployment in the province, a special task force was set up.

Explanation: The first sentence lacks clarity around who set up the task force. The correct sentence clarifies this, the premier did.

Correct: Concerned about the state of unemployment in the province, the premier set up as special task force.

Elliptical phrase problems occur when the subject and verb are only implied rather than stated.

Incorrect: When three years old, Jessica's aunt took her on an airplane trip. Was Jessica or her aunt three years old?

Correct: When Jessica was three years old, Jessica's aunt took her on an airplane trip.

Incorrect: When a little boy, my grandfather took me to the circus.

Correct: When a little boy, I was taken by my grandfather to the circus.

Quiz Yourself: Dangling Modifier

Each question contains a dangling modifier. Circle on the option that better corrects the dangling modifier.

1. Having finished the assignment, the TV was turned on.
 - a. The TV was turned on when the assignment was finished.
 - b. Having finished the assignment, Jill turned on the TV.

2. Having arrived late for practice, a written excuse was needed.
 - a. Having arrived late for practice, the team captain needed a written excuse.
 - b. When late for practice, a written excuse is needed.

3. The science experiment was a failure, not having studied the lab notes.
 - a. Not having studied the lab notes, the science experiment was a failure.
 - b. They failed the science experiment, not having studied the lab notes.

4. Relieved of your responsibilities at school, your home should be a place to relax.
 - a. Relieved of your responsibilities at school, you should be able to relax at home.
 - b. Relieved of your responsibilities at school, your home should be a relaxing place.

5. Although nearly finished, we left the play early.
 - a. Although the play was nearly finished, we left early.
 - b. We left the play early although nearly finished.

6. While talking on the phone, the doorbell rang.
 - a. The doorbell rang, while talking on the phone.
 - b. We left the play early although nearly finished.

continued on next page

Quiz Yourself: Dangling Modifier

Continued

7. Standing on the balcony, the ocean view was magnificent.
 - a. Standing on the balcony, we had a magnificent view of the ocean.
 - b. Standing on the balcony, there was a magnificent ocean view.
8. While driving down Main Street yesterday afternoon, a tree almost fell on Wendy's car.
 - a. A tree almost fell on Wendy's car while driving down Main street yesterday afternoon.
 - b. While Wendy was driving down Main Street yesterday afternoon, a tree almost fell on her car.
9. After looking out the window for hours, the storm passed.
 - a. After looking out the window for hours, we saw that the storm had passed.
 - b. The storm finally passed after looking out the window for hours.
10. At the age of six, my family moved to Ottawa.
 - a. At the age of six, I moved with my family to Ottawa.
 - b. My family moved to Ottawa at the age of six.

Challenge Yourself: Dangling Modifier

Rewrite the sentences to correct the dangling modifiers by following the instructions for each question. You may have to add, delete, or modify words and punctuation where necessary.

1. Correct this dangling modifier by making *Lisa* the subject of the second clause.

Having finished her homework, the TV was turned on by Lisa.

2. Correct this dangling modifier by adding the subject *she* to the second clause.

Having been absent from work for a week, a doctor's note was needed.

3. Correct the dangling modifier in this sentence by adding *she was* to the first clause.

While writing an English exam, the fire alarm rang.

4. Correct the dangling modifier in this sentence by adding *because Sandy* to the second clause.

The closet was empty, having packed everything into the suitcase.

5. Insert *we saw* into the second clause to correct this dangling modifier.

Sailing out into the ocean, an orca appeared on the horizon.

6. Correct this dangling modifier by making *they* the subject of the second clause.

Hiking the mountain trail at twilight, many strange sounds were heard.

continued on next page

Challenge Yourself: Dangling Modifier

Continued

7. To correct this dangling modifier, insert *Michael* as the subject in the first clause.

After walking across the hot sand, the cool ocean water was a welcome relief.

8. To correct the dangling modifier, make *the choir* the subject of the second clause.

Practising for weeks on end, the Symphony Cantata was finally mastered.

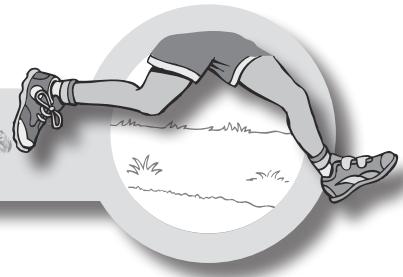
9. To correct the dangling modifier, make the *cyclist* the subject of the second clause.

Speeding through a stop sign, an old man was nearly hit by a cyclist.

10. Insert *Fernando saw* into the second clause to correct the dangling modifier.

Looking toward the horizon, a funnel cloud was gathering momentum.

Subject–Verb Agreement



Every sentence has both a subject and a verb. A subject and verb should agree with one another in number and person.

Agreement in Number

A single subject should have a singular verb.

Sammy *likes* to bark at squirrels.

(Sammy and likes agree because they are both singular.)

Plural Subject

The **birds** *like* to taunt the cat.

(Birds and like agree because they are both plural.)

Compound Subjects Connected by And

A compound subject connected by **and** takes a plural verb.

Suraya and Ben *spend* a lot of time at the movies.

Laughter and jokes often *go* hand-in-hand.

Compound Subjects Connected by Or

A compound subject connected by **or** must agree with the subject nearest to it.

Coffee beans or a tea bag *is* needed.

(A singular verb is needed because tea bag is singular.)

A tea bag or coffee beans *are* needed to make a beverage for our guest.

(A plural verb is needed because beans is plural.)

Watch for Prepositional Phrases

Prepositional phrases can sometimes make subject-verb agreement difficult. Look carefully for the subject of the sentence and ensure the verb agrees before the preposition “of.” The subject is always the word before the preposition “of.”

The **colour** of the balloons *is* pink.

(Colour, the subject, is singular so the verb is singular – notice balloons is not the subject)

The **number** of students in the class is surprising!

(Number, the subject, is singular so the verb is singular – notice students is not the subject)

Watch for *Here* and *There*

Sometimes the subject does not come at the beginning of the sentence, as in the case of **here** and **there** and with **questions**. Check the sentences carefully for subject and verb agreement.

There *is* a **thunderstorm** coming.

(Thunderstorm, the subject, is singular so the verb is singular.)

There *are* many interesting **stories** in this book.

(Stories, the subject, is plural, so the verb is plural.)

Where *are* the **apples** I picked yesterday?

(Apples, the subject, is plural, so the verb is plural.)

Here *comes* the **punchline**.

(Punchline is singular, so the verb is singular.)

Here *come* the **actors**.

(Actors is plural, so the verb is plural.)

Agreement in Person

Sentences may be written in first (I, we), second (you), or third (he, she, it, they) person.

Verbs often change form, depending on whether the subject is first, second, or third person.

For example:

I *am* eager to get going soon.
You *are* eager to get going soon.
She *is* eager to get going soon.

When constructing a sentence, be sure your verb form agrees with the correct form of person.

Also, watch for shifts in person when writing sentences or paragraphs.

Incorrect: When **you** go to the store, I am always careful to keep my wallet tucked in my pocket.

Explanation: In the incorrect sentence the writer uses “you” in a general sentence and then continues in the first person. This shift in person is incorrect. The writer should use either “I” or “you” throughout.

Correct: When **I** go to the store, I am always careful to keep my wallet tucked in my pocket.

Indefinite Pronouns

The indefinite pronouns **some**, **none**, **anyone**, **everyone**, and **no one** take a singular verb.

Everyone *is* present for today's meeting.

No one *is* available for tomorrow's meeting.

The pronouns **some** and **all** may take a singular or plural verb depending upon what the pronoun is referring to.

Some of the **puppies** in the litter *are* black.

Some of the **food** in the fridge *is* for tomorrow's picnic.

Collective Nouns

Collective nouns are nouns that represent a group or a collective but are generally considered singular.

Common collective nouns include **family**, **committee**, **crowd**, **jury**, **group**, **furniture**, and **garbage**.

The **committee** *was* planning to make a decision next week.

The **family** *is* planning a vacation for next year.



Quiz Yourself: Subject–Verb Agreement

Circle the verb that correctly agrees with the subject.

1. John _____ asked to play for the field hockey team.
 - a. was
 - b. were

2. Students _____ asked not to smoke on the school grounds.
 - a. was
 - b. were

3. _____ Maya and Erika arrived
 - a. When
 - b. Has
 - c. Have

4. Each candidate _____ required to take a keyboarding test to qualify for the position.
 - a. is
 - b. are

5. The supply of helium _____ full for the birthday party tomorrow.
 - a. is
 - b. are

continued on next page

Quiz Yourself: Subject–Verb Agreement

Continued

6. The shelves or the closet _____ the best place to look for the blank CDs.

- a. is
- b. are

7. One of the students _____ going to Mexico on an exchange next year.

- a. is
- b. are

8. Either Tom or the girls _____ going to wash the car tomorrow.

- a. are
- b. is

9. My dog, unlike the others at the dog park, _____ well.

- a. behaves
- b. behave
- c. behaving

10. There _____ several boys still playing on the field.

- a. is
- b. are
- c. were

continued on next page

Quiz Yourself: Subject–Verb Agreement

Continued

11. Some students _____ off doing their homework.

- a. put
- b. puts
- c. to put

12. John _____ to pass the test tomorrow.

- a. expects
- b. expect
- c. expected

13. He lost his wallet while he _____ in the woods.

- a. was hiking
- b. were hiking
- c. hikes

14. The jury _____ the courtroom in complete silence.

- a. enter
- b. enters

15. The tour group _____ until the last member returns.

- a. waits
- b. wait

Challenge Yourself: Subject–Verb Agreement

Edit the following sentences to ensure that each verb agrees with its subject.

1. At the last minute, I decided to join a group that were hiking up Mount Assiniboine.
2. One of my big mistakes were buying a brand new pair of hiking boots the day before the hike.
3. Tom and Frank is my good friends, so they lent me a pack, a lamp, and a stove.
4. When I woke up the morning of our first day, there were a lot I had to do to pack and get ready.
5. Tom and the rest of the group was waiting for me at the trail shortly after 7:00 a.m.
6. Either Tom or Steve always have a second set of rain gear. I was thankful for I had forgotten mine.

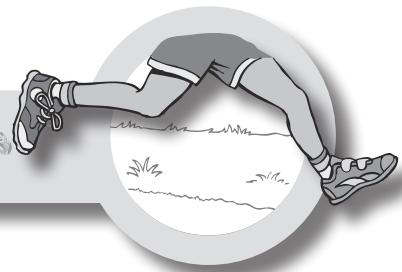
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Challenge Yourself: Subject–Verb Agreement

Continued

7. By 7:35 a.m., I had a large blister. Luckily, Kendall and her friend Reid was prepared.
8. They brought Band-aids and first-aid tape that was needed to dress the blister.
9. After another hour, one of the group members was concerned that I wouldn't be able to carry on.
10. I had blisters on both feet, and my back were killing me from the wet pack.
11. I was able to forge ahead, and the beautiful views from Mount Assiniboine was well worth the pain.

Pronoun Agreement



A pronoun is a word that can replace or stand in for a noun. When using a pronoun, be sure it agrees with its antecedent (the noun to which it refers) in number and gender.

Agreement in Number

A pronoun must agree with its **antecedent** in number. Use a singular **pronoun** with a singular antecedent and a plural pronoun with a plural antecedent.

The dog saw the **squirrel** and then chased **it** up the tree.

Samantha and **Kelsey** are sure **they** can make the Sunday morning game.

Agreement in Gender

A pronoun must also agree with its antecedent in gender. If the antecedent is feminine, use the pronoun she, her, or hers. If the antecedent is masculine, use he, him, or his. If the antecedent is plural, use they, them, their, or theirs.

Roshan decided that **he** wouldn't go to the auction tonight.

Katie wanted to make sure **she** could get the time off before booking her holiday.

Nicole and **Nathalie** recalled the time **they** went houseboating in the interior.



Words like **everyone** and **no one** can cause problems with agreement in gender because they take a singular pronoun.

In an effort to avoid gender bias, many people use *they* or *them* as the pronoun reference. Although this usage is becoming more common, aim to avoid them in formal writing.

Informal writing: Everyone should do as *they* are told.

Formal writing: Everyone should do as *he* or *she* is told.

Faulty Pronoun Reference

A pronoun's reference to an antecedent must be clear. If the antecedent is vague or missing, the meaning of the pronoun and the sentence will not be clear.

Unclear: Mr. Seminuk greeted students as they arrived to class. Emma and Joel were loud and disruptive as they entered the room. **He** was not pleased. Does **he** refer to Mr. Seminuk or to Joel?

Clear: Mr. Seminuk greeted students as they arrived to class. Emma and Joel were loud and disruptive as they entered the room. **Mr. Seminuk** was not pleased.

Unclear: Taunting and bullying are destructive to you and your friends. You must avoid **them**. Avoid taunting and bullying or avoid your friends?

Clear: Taunting and bullying are destructive to you and your friends. You must avoid these behaviours.

Quiz Yourself: Pronoun Agreement

Choose the correct pronoun for each sentence. Circle the pronoun that correctly completes the sentence.

1. Everybody ought to do _____ best.
 - a. their
 - b. his or her

2. Students are required to present photo identification when _____ write provincial exams.
 - a. he or she
 - b. they
 - c. them

3. Each of these computers has _____ own technical glitches.
 - a. they're
 - b. their
 - c. its

4. If Disney World continues to increase _____ ticket prices, Samantha won't be able to afford to go.
 - a. its
 - b. their
 - c. them

5. Someone needs to move _____ car out of my parking spot immediately.
 - a. their
 - b. his or her
 - c. him or her

continued on next page

Quiz Yourself: Pronoun Agreement

Continued

6. If _____ want to be successful at work, you should always be on time and act responsibly.
 - a. you
 - b. one
 - c. she
7. Because Tara and Roshana worked the closing shift at Pizza Hut last week, _____ often arrived to class late.
 - a. they
 - b. them
 - c. him
8. My grandmother, like too many other people, believes every word _____ reads in trashy magazines.
 - a. she
 - b. they
 - c. all of them
9. Not only the students but also the teacher rolled _____ eyeballs when Tom said aliens took his homework.
 - a. her
 - b. their
10. Neither of my best friends believes that getting a job is a reality for _____.
 - a. him
 - b. them
 - c. they

Challenge Yourself: Pronoun Agreement

Edit each sentence to ensure that the pronoun agrees with the antecedent. In some cases, you may also have to revise the verb for agreement.

1. Career planning can help everyone focus on what they want to do for a living.
2. The Career Center has expanded their resources and all students are welcome to come.
3. Students come to the Career Center to find out about jobs he or she might want to pursue.
4. The Engineering Association had their annual job fair at the Career Center.
5. Neither Justin nor Brian knew which area they wanted to study after high school.
6. After researching careers, Justin and Brian thought they might work in his fathers' businesses.
7. No student should be discouraged if they don't know what career to pursue.
8. Each student should continue in their search and explore the world of possibilities.

Putting It Together



Instructions

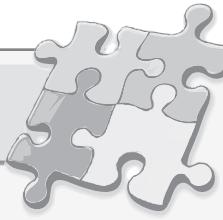
There are many sentence errors in the text on the following page, including run-on sentences, sentence fragments, parallel structure, misplaced modifiers, dangling modifiers, subject-verb agreement, and pronoun agreement.

Read through the text, and underline any word, phrase, or piece of punctuation that is incorrect. If punctuation is missing or incorrect, underline the word preceding it.

Once you have completed the Putting It Together quiz, compare your answers to the key on page 241. If you find all the errors of a particular type, then place a checkmark in “Topic Mastered.” If you miss an error of a particular type, then place a checkmark in “Topic to Review.” You may then use this chart to guide what topics you need to review before moving onto the next section.

| Error Type | Topic Mastered | Topic to Review |
|---------------------------|----------------|-----------------|
| 1. run-on sentence | | |
| 2. subject verb agreement | | |
| 3. parallel structure | | |
| 4. sentence fragment | | |
| 5. misplaced modifier | | |
| 6. dangling modifier | | |
| 7. pronoun agreement | | |

Putting It Together



Self-Disclosure

Self-disclosure is telling others about you. It includes information such as life experiences, feelings, dreams, and what opinions you may have. Self-disclosure is not about hiding behind a mask. Or just talking about your good side. It's about revealing the true you.

Why should you tell others about yourself? Research has shown. Self-disclosing persons are more content, more adaptive, more perceptive, and less distrustful than non-disclosing persons. Research also shows that sharing our emotions improves our mental health, it also helps prevent disease and improve our interpersonal relationships.

Moments of self-disclosure leads to friendships and self-acceptance. When sharing thoughts and feelings, often friendships deepen. When your friends accept you, you feel greater self-acceptance - warts and all. Disclosure is a two-way street. While disclosing is good, other people's thoughts and feelings must be listened to as well.

Why is sharing our true selves so difficult? Many reasons. Some families don't share personal feelings so self-disclosure can be a scary way to relate to others. Some people fears rejection or criticism, and some people are ashamed of their thoughts and feelings.

What topics are you comfortable disclosing? Are there topics you would like to talk about however, you don't know how to introduce them? Self-disclosure are part of genuine, frank communication. It's not about disclosing family secrets or embarrassing things that have happened to you it is revealing what you are thinking and feeling right now. Everyone has their secrets. There's many things best left unsaid. However, when we conceal our true thoughts and feelings because we think others might not like or respect us.

There are no guarantee in life. Learning to disclose is like loving: there are risks, but you have to take the chance.

Answer Key

CONSTRUCTING SENTENCES

Checkup: Constructing Sentences—Answer Key

This answer key is divided into two parts. In the first part, the errors in the text are underlined for you. Each error is assigned a number, which corresponds to the error types listed below the text. The second part of the answer key contains a corrected version of this text.

Studio Musician

You don't have to be a studio musician Musician to be in a rock band, (1) you don't have to spend a fortune on equipment. Starting a band with friends who likes (2) music as much as you do can be a way to have fun, be creative, and good for meeting (3) new people.

To start off, you'll need a few things. Some basic musical equipment. (4) First, purchase a guitar. It can be either acoustic or electric, (1) it doesn't really matter. Each of the guitar players need (2) to know the basic chords is (2) G, C, and D or A, E, and D. Learn these basic chords and a whole world of rock music will open up to you. If you buy an electric guitar; (4) you'll also need an amp. Purchasing at least one microphone is also a good idea that includes a stand. (5)

Next, you have to recruit the band members. A trio is a good number. A guitar player, drummer, and someone who plays the bass (3) are what you'll need to start.

Decide on a place to practise. When practising, (6) the music's volume might affect the choice of location. Everyone should ask their (7) parents. If one of your bandmates have (2) understanding parents, garages or basements are great places to practise.

Before the band can really get up and running; (4) you'll need to create a song list. Five songs is a good number to start. The internet is a good place to look for lyrics and chords. There's (2) also good websites to find many different songs. You can also listen to your favourite songs on your stereo and pick out the chords yourself. A great way to train your ear. (4) When you feel more comfortable, try to write your own music and lyrics with your guitar. (5)

Time to practise. (4) Have band members review the songs on their own before you rehearse as a group.

Don't forget that you'll need a name for your band. It should be a name that stands out (1) but one that's not too weird. It should be simple, catchy, and one that makes people take notice. (3)

| | | |
|--------------|----------------------------|------------------------|
| Error Types: | (1) run-on sentence | (5) misplaced modifier |
| | (2) subject-verb agreement | (6) dangling modifier |
| | (3) parallel structure | (7) pronoun agreement |
| | (4) sentence fragment | |

Checkup: Constructing Sentences—Corrected Text

Studio Musician

You don't have to be a studio musician to be in a rock **band**, **and** you don't have to spend a fortune on equipment. Starting a band with friends who **like** music as much as you do can be a way to have fun, be creative, and **meet new people**.

To start off, you'll need a few things **and some basic musical equipment**. First, purchase a guitar. It can be either acoustic or **electric**, **but** it doesn't really matter. Each of the guitar players **needs** to know the basic chords **are** G, C, and D or A, E, and D. Learn these basic chords and a whole world of rock music will open up to you. If you buy an electric **guitar**, you'll also need an amp. Purchasing at least one microphone **that includes a stand** is also a good idea.

Next, you have to recruit the band members. A trio is a good number. A guitar player, drummer, and **a bass player** are what you'll need to start.

Decide on a place to practise. **When you practise**, the music's volume might affect the choice of location. Everyone should ask **his or her** parents. If one of your bandmates **has** understanding parents, garages or basements are great places to practise.

Before the band can really get up and **running**, you'll need to create a song list. Five songs is a good number to start. The internet is a good place to look for lyrics and chords. **There are** also good websites to find many different songs. You can also listen to your favourite songs on your stereo and pick out the chords yourself. **This is a great way to train your ear**. When you feel more **comfortable with your guitar**, try to write your own music and lyrics.

When it's time to practise, have band members review the songs on their own before you rehearse as a group.

Don't forget that you'll need a name for your band. It should be a name that stands **out**, **but** one that's not too weird. It should be simple, catchy, and **noticeable**.

Quiz Yourself: Sentence Types

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|----------------------------|-------------------------------|
| 1. Kangaroo | 6. is |
| 2. Prince George | 7. lost |
| 3. Parminder and I | 8. canoe, sail, and kiteboard |
| 4. John | 9. seems |
| 5. My cousin and my sister | 10. has finished |

Challenge Yourself: Sentence Types

1. I hate hotdogs, but I like hamburgers.
2. If my father was worried about me, he would phone.
3. My rent is too high, so I'm going to move.
4. Should we stay here, or should they meet us there?
5. Because the entrance fee was too high, few could afford the gallery opening.
6. Our next door neighbours would always complain whenever we had a party.
7. Bob understands calculus; he's studied it for years.
8. Canada is a rich country, but it still has many poor people.
9. Vancouver has a better football team; however, Calgary has a better hockey team.
10. Even though my friend invited me to a party, I do not want to go.

Quiz Yourself: Sentence Fragment

- | | |
|----------------------|-----------------------|
| 1. sentence fragment | 6. sentence fragment |
| 2. complete sentence | 7. sentence fragment |
| 3. complete sentence | 8. sentence fragment |
| 4. sentence fragment | 9. sentence fragment |
| 5. complete sentence | 10. sentence fragment |

Challenge Yourself: Sentence Fragment

- | | |
|----------------------------|-----------------------------|
| 1. main verb is missing | 9. main verb is missing |
| 2. main verb is missing | 10. main verb is missing |
| 3. main subject is missing | 11. main subject is missing |
| 4. complete sentence | 12. complete sentence |
| 5. complete sentence | 13. complete sentence |
| 6. main subject is missing | 14. main subject is missing |
| 7. complete sentence | 15. main verb missing |

Quiz Yourself: Run-on Sentence

1. The donkey brayed whenever the dog barked.
2. Luckily, I was only visiting; I didn't have to live there forever.
3. The day was hot, so I went for a swim.
4. That's when the trouble began. It was hard to know what to do.
5. Some students work during the day; after work, they attend night classes.
6. Shelley loved travelling in Italy, but she felt Rome was too hot.
7. Many students work while attending college; many finance their education without help from their parents.
8. The problem occurred when each of them caught sight of the other.
9. The girls played basketball; however, the boys played tennis.
10. Although Maria and Sam like skiing, Jody does not.

Challenge Yourself: Run-on Sentence (Note: Other responses may be correct)

1. Salvador Dali is best known as a painter and sculptor; however, he was also a graphic artist.
2. Dali's mother encouraged him; unfortunately, she died of cancer when he was just sixteen years old.
3. Dali drew attention with his dress; therefore, he developed a reputation as an eccentric.
4. Dali didn't write his exams at the Academy; unfortunately, he felt the instructors were incompetent.
5. Dali was very prolific; therefore, he created more than 1500 paintings during his lifetime.
6. He created prints, drawings, sculptures, and illustrations; therefore, he was an eclectic artist.
7. Later, Dali moved home to Figueres; unfortunately, he died from heart problems in January, 1989.

Quiz Yourself: Parallel Structure

1. the food was delectable.
2. or pursue art.
3. spending a couple of days fishing.
4. listening to music
5. and chasing after the boys
6. and thoroughly.
7. and correct spellings.

8. and two fireplaces.
9. play hockey.
10. than watching television.
11. a nurse,
12. and to give up one of her two part-time jobs.
13. and weaving in and out of traffic.
14. teach younger students.
15. completing his chores,

Challenge Yourself: Parallel Structure (Note: Other responses may be correct)

1. Writing a screenplay is different from writing a short story.
2. In a short story, you can explore the characters' inner thoughts, emotions, and feelings.
3. In a screenplay, everything you write is what the audience sees or hears in the film.
4. The rule of thumb for screenwriting is to show - not tell.
5. Another difference is how a screenplay is formatted as compared to how a short story is formatted.
6. There are conventions as to where you write titles, directions, descriptions, and place dialogue.
7. However, there are many similarities between writing a screenplay and a short story.
8. In both genres, you need to know story structure and character development.
9. In both screenplays and short stories, the writer needs to make the story engaging.
10. After all, you wouldn't want your audience to close the book or walk out of the movie theater.

Quiz Yourself: Misplaced Modifier

- | | |
|--------------------------------|----------------------------------|
| 1. that Darius had read | 9. weighing 150 pounds |
| 2. barely | 10. painting the house |
| 3. blue | 11. that sings all day long |
| 4. almost | 12. written in class last week |
| 5. , aged six, ten, and twelve | 13. while I was outside her room |
| 6. rolled in a tube | 14. the next month |
| 7. that Julie had used | 15. only |

Challenge Yourself: Misplaced Modifier (Note: Other responses may be correct)

1. The next day, Jill decided to begin exercising.
2. Let me know by phone or by email if you will meet me at the party.
3. I was told by my mother that Janine broke the DVD player.
4. The coach praised the team captain, an outstanding athlete and student.
5. Chris squandered all the money that his great-uncle left him on new computer equipment.
6. The teacher posted the notes covered in class for the students.
7. Hiking up the mountain, we came across a whole forest of old growth cedars.
8. Mr. Kumar threatened many times that day to keep the class after school.
9. My dad has been looking without success for a mechanic to fix our car.
10. She served chili in paper bowls to the children.

Quiz Yourself: Dangling Modifier

1. Having finished the assignment, Jill turned on the TV.
2. Having arrived late for practice, the team captain needed a written excuse.
3. They failed the science experiment, not having studied the lab notes.
4. Relieved of your responsibilities at school, you should be able to relax at home.
5. Although the play was nearly finished, we left early.
6. While my mother was talking on the phone, the doorbell rang.
7. Standing on the balcony, we had a magnificent view of the ocean.
8. While Wendy was driving down Main Street yesterday afternoon, a tree almost fell on her car.
9. After looking out the window for hours, we saw that the storm had passed.
10. At the age of six, I moved with my family to Ottawa.

Challenge Yourself: Dangling Modifier

1. Having finished her homework, Lisa turned on the TV.
2. Having been absent from work for a week, she needed a doctor's note.
3. While she was writing an English exam, the fire alarm rang.
4. The closet was empty because Sandy had packed everything into the suitcase.
5. Sailing out into the ocean, we saw an orca appear on the horizon.
6. Hiking the mountain trail at twilight, they heard many strange sounds.
7. After Michael had walked across the hot sand, the cool ocean water was a welcome relief.
8. Practising for weeks on end, the choir finally mastered the Symphony Cantata.
9. Speeding through a stop sign, a cyclist nearly hit an old man.
10. Looking toward the horizon, Fernando saw a funnel cloud gathering momentum.

Quiz Yourself: Subject-Verb Agreement

- | | |
|------------|----------------|
| 1. was | 10. are |
| 2. were | 11. put |
| 3. Have | 12. expects |
| 4. is | 13. was hiking |
| 5. is | 14. enters |
| 6. is | 15. waits |
| 7. is | |
| 8. are | |
| 9. behaves | |

Challenge Yourself: Subject-Verb Agreement

1. At the last minute, I decided to join a group that was hiking up Mount Assiniboine.
2. One of my big mistakes was buying a brand new pair of hiking boots the day before the hike.
3. Tom and Frank are my good friends, so they lent me a pack, a lamp, and a stove.
4. When I woke up the morning of our first day, there was a lot I had to do to pack and get ready.
5. Tom and the rest of the group were waiting for me at the trail shortly after 7:00 a.m.
6. Either Tom or Steve always has a second set of rain gear. I was thankful for I had forgotten mine.
7. By 7:35 a.m., I had a large blister. Luckily, Kendall and her friend Reid were prepared.
8. They brought Band-aids and first-aid tape that were needed to dress the blister.
9. After another hour, one of the group members was concerned that I wouldn't be able to carry on.
10. I had blisters on both feet, and my back was killing me from the wet pack.
11. I was able to forge ahead, and the beautiful views from Mount Assiniboine were well worth the pain.

Quiz Yourself: Pronoun Agreement

- | | | |
|---------------|---------------|----------|
| 1. his or her | 5. his or her | 9. her |
| 2. they | 6. you | 10. him. |
| 3. its | 7. they | |
| 4. its | 8. she | |

Challenge Yourself: Pronoun Agreement

1. Career planning can help everyone focus on what he or she wants to do for a living.
2. The Career Center has expanded its resources and all students are welcome to come.
3. Students come to the Career Center to find out about jobs they might want to pursue.
4. The Engineering Association had its annual job fair at the Career Center.
5. Neither Justin nor Brian knew which area he wanted to study after high school.
6. After researching careers, Justin and Brian thought they might work in their fathers' businesses.
7. No student should be discouraged if he or she doesn't know what career to pursue.
8. Each student should continue in his or her search and explore the world of possibilities.

Putting It Together: Constructing Sentences—Answer Key

This answer key is divided into two parts. In the first part, the errors in the text are underlined for you. Each error is assigned a number, which corresponds to the error types listed below the text. The second part of the answer key contains a corrected version of this text.

Self-Disclosure

Self-disclosure is telling others about you. It includes information such as life experiences, feelings, dreams, and what opinions you may have. (3) Self-disclosure is not about hiding behind a mask. Or just talking about your good side. (4) It's about revealing the true you.

Why should you tell others about yourself? Research has shown. (4) Self-disclosing persons are more content, more adaptive, more perceptive, and less distrustful (3) than non-disclosing persons. Research also shows that sharing our emotions improves our mental health, (1) it also helps prevent disease and improve our interpersonal relationships.

Moments of self-disclosure leads (2) to friendships and self-acceptance. When sharing thoughts and feelings, (6) often friendships deepen. When your friends accept you, you feel greater self-acceptance - warts and all. (5) Disclosure is a two-way street. While disclosing is good, (6) other people's thoughts and feelings must be listened to as well.

Why is sharing our true selves so difficult? Many reasons. (4) Some families don't share personal feelings (1) so self-disclosure can be a scary way to relate to others. Some people fears (2) rejection or criticism, and some people are ashamed of their thoughts and feelings.

What topics are you comfortable disclosing? Are there topics you would like to talk about (1) however, you don't know how to introduce them? Self-disclosure are (2) part of genuine, frank communication. It's not about disclosing family secrets or embarrassing things that have happened to you (1) it is revealing what you are thinking and feeling right now. Everyone has their (7) secrets. There's (2) many things best left unsaid. However, when we conceal our true thoughts and feelings because we think others might not like or respect us. (4)

There are (2) no guarantee in life. Learning to disclose is like loving: (3) there are risks, but you have to take the chance.

| | | |
|--------------|----------------------------|------------------------|
| Error Types: | (1) run-on sentence | (5) misplaced modifier |
| | (2) subject-verb agreement | (6) dangling modifier |
| | (3) parallel structure | (7) pronoun agreement |
| | (4) sentence fragment | |

Putting It Together: Constructing Sentences—Corrected Text

Self-Disclosure

Self-disclosure is telling others about you. It includes information such as life experiences, feelings, dreams, and **opinions**. Self-disclosure is not about hiding behind a mask or just talking about your good side. It's about revealing the true you.

Why should you tell others about yourself? **Research has shown self-disclosing persons are more content**, more adaptive, more perceptive, and **more trusting** than non-disclosing persons. Research also shows that sharing our emotions improves our mental **health**. **It** also helps prevent disease and improves our interpersonal relationships.

Moments of self-disclosure **lead** to friendships and self-acceptance. **When you share thoughts and feelings**, often friendships deepen. When your **friends accept you, warts and all**, you feel greater self-acceptance. Disclosure is a two-way street. **While disclosing is good, you must listen** to other people's thoughts and feelings as well.

Why is sharing our true selves so difficult? **There are many reasons**. Some families don't share personal **feelings**, so self-disclosure can be a scary way to relate to others. Some people **fear** rejection or criticism, and some people are ashamed of their thoughts and feelings.

What topics are you comfortable disclosing? Are there topics you would like to talk **about**; **however**, you don't know how to introduce them? Self-disclosure **is** part of genuine, frank communication. It's not about disclosing family secrets or embarrassing things that have happened **to you**. **It is** revealing what you are thinking and feeling right now. Everyone has **his or her** secrets. **There are** many things best left unsaid. **However, we conceal** our true thoughts and feelings because we think others might not like or respect us.

There is no guarantee in life. Learning to disclose is like **learning to love**: there are risks, but you have to take the chance.