


# STRUCTURE OF SENTENCE

# 4

Learning to make grammatically correct sentences is very important for our daily communication. In this unit, there are three lessons which discuss the structure of making sentences and some common grammatical errors. Learners are supposed to learn the lessons carefully so that they can make grammatical sound sentences both in verbally and written to use them in their daily conversation.

	<b>Time of completion</b>	<b>2 weeks</b>
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Lessons of the Unit:

- Lesson-4.1: Structure of sentences
- Lesson-4.2: Sentence errors and faulty arrangements
- Lesson-4.3: Common errors

## Lesson-4.1 Structure of Sentences



### Objectives:

At the end of this lesson, you will be able to:

- know clauses in sentence structures composition;
- write correct sentences using proper clauses;
- gain a lot of knowledge from examples;
- complete the exercise by yourself.

### Clauses

Clause is the part of sentence which has a subject and a verb and a subject verb complement. Sometimes in a clause, the subject can be hidden. In other words, clauses need a subject and a predicate and the predicate is usually a verb phrase (a verb with an object and other modifiers)

Note:

- A clause can act as an independent sentence if there is a proper punctuation mark after the sentence. That is called an **independent clause** or a **principal clause**.
- A clause can be a dependent one which needs another clause to complete the meaning which is called a **dependent clause** or a **subordinate clause**.

As –

*I eat at the dining hall and Piku plays at the garden.  
If you come, I'll go.*

If the first sentence is noticed, we can find that there are two clauses. They are – *I eat at the dining hall* and *Piku plays at the garden*. Both of the clauses have subjects *I* and *Piku* and verbs *eat* and *plays*. So, they are meeting the conditions to be clauses. They have subject, verb and subject-verb complement. Both of the clauses can act as independent sentences if they seat independently and take a proper punctuation mark (here that is a full stop “.”). So, both of the clauses are called independent or principal clauses.

However, from the second sentence, we can notice that there are two different clauses in that sentence. *If you come* – this clause cannot express its meaning completely. Rather it needs *I'll go* to complete the meaning. Here *If you come* is a dependent clause and *I'll go* is an independent clause.

Structurally sentences can be divided into three categories:

- Simple Sentence
- Compound Sentence
- Complex Sentence
- Complex-Compound Sentence

### i. Simple sentence

A simple sentence structure contains one independent clause and no dependent clauses.

As –

*I go.*

This simple sentence has one independent clause which contains one subject, *I*, and one predicate, *go*.

*Lopa goes to school every day.*

This simple sentence has one independent clause which contains one subject, *Lopa*, and one predicate, *goes to school every day*. The predicate is a verb phrase that consists of more than one word.

*Rahim and Karim are going to school.*

Here, *Rahim and Karim* are two subjects which is known as a compound subject. Compound subject should not be confused with a compound sentence.

*In the backyard, the dog barked and howled at the raccoon.*

This simple sentence has one independent clause which contains one subject, *dog*, and one predicate, *barked and howled at the raccoon*. This predicate has two verbs known as a compound predicate: *barked* and *howled*. This compound verb should not be confused with a compound sentence either. *In the backyard* and *at the raccoon* are prepositional phrases.

### ii. Compound sentences

A compound sentence is composed of two or more independent clauses. A dependent clause is not required to form a compound sentence. Two or more independent clauses are added or joined together with a coordinating conjunction and form a compound sentence. In the earlier chapter, you have learnt about coordinating conjunctions. They are popularly known as FANBOYS where FANBOYS stands for

F – For

A – And

N – Nor

B – But

O – Or

Y – Yet

S – So

As –

*I went to school but the classes were suspended.*

*Do or die.*

The above two sentences are compound sentences. Each sentence contains two independent clauses, and they are joined by a coordinator. In the first sentence *I went to school* is an independent clause and *the classes were suspended* is another independent clause and they are joined with *but*. In the second sentence *Do* is an independent clause where the subject “you” is

hidden and *die* is another independent clause where the subject “you” is hidden as well. These two independent clauses are added with *or*.

### iii. Complex sentence

A complex sentence consists of more than one dependent clauses (subordinate clauses). Since a dependent clause cannot stand on its own as a sentence, complex sentences must have at least one independent clause as well. These two different types of clauses are joined together with a subordinating conjunction where the subordinating conjunction can take place at the beginning of the sentence or at the middle of the sentence.

Look at the sentence - *Since a dependent clause cannot stand on its own as a sentence, complex sentences must also have at least one independent clause.* Here, *Since a dependent clause cannot stand on its own as a sentence* is a dependent clause as it doesn't express the full meaning by itself and *complex sentences must also have at least one independent clause* is an independent clause. Together they form a complex sentence.

*If you come, I'll go.*  
*I'll go if you come.*

Complex sentences need a comma after the dependent clause if the subordinating conjunction takes place at the beginning of the sentence. Otherwise, a comma doesn't take place in a complex sentence.

### iv. Complex- Compound sentence:

A sentence with two or more independent clauses and one or more dependent clauses is called compound-complex or complex-compound sentence.

In addition to a subject and a verb, dependent clauses contain a subordinating conjunction or similar word. There are a large number of subordinating conjunctions in English. As –

*I have never been a good student, but because I like literature, I have spent a lot of time to studying Literature.*

*I have never been a good student* and *I have spent a lot of time to studying Literature* are two independent clauses and *because I like literature* is a dependent clause and they are connected with a coordinating conjunction *but*. That's how they form a complex-compound sentence.



### Summary

Clause is the part of sentence which has a subject and a verb and a subject verb complement. Sometimes in a clause the subject can be hidden. In other words, clauses need a subject and a predicate and the predicate is usually a verb phrase (a verb with an object and other modifiers). There are two types of clauses – independent or principal clause and dependent or subordinate clause. The combination of these two types of clauses can make different types of sentences like – simple sentence, compound sentence, complex sentence and complex- compound sentence. Coordinating and subordinating conjunctions play an important role in forming these sentences.

## Lesson-4.2

## Sentence Errors and Faulty Arrangements

**Objectives:**

At the end of this lesson, you will be able to:

- make proper and grammatically correct sentences;
- use grammatically correct sentences in your day to day life conversation;
- understand the rules of correcting sentence;
- realize the importance of correction;
- differentiate correct sentence from incorrect sentence.

**Fragments**

The issues which are responsible for mistakes while making English sentences should be paid more attention by the learners. If the necessary issues can be avoided or noticed properly, it becomes easier to avoid the mistakes. The learners mainly make mistakes in two sectors:

- i) mistakes in the usage of word.
- ii) structure related mistakes.

Here, some of the issues will be discussed which will help learners make correct sentences. The first mistake learners make is called “fragments”.

A sentence fragment is a common type of mistake students make while making sentences. A sentence fragment is a group of words that cannot stand alone as a complete sentence. A fragment is often missing a subject, a complete verb, or both.

**Fragment:** Are baked in an oven.

This fragment or group of words does not tell *who* or *what* are baked in an. It lacks a subject.

**Fragment:** Especially Asif’s convincing capability.

This fragment or group of words has a subject, “convincing capability”, but lacks a verb.

**Fragment:** To notice a friendly smile.

This fragment or group of words lacks both a subject and a verb. *To notice* is not a complete verb. It is an infinitive.

A group of words can have both a subject and a verb but still be a fragment because it does not express a complete thought.

**Fragment:** Because it has been completely done.

This fragment or group of words does not tell what happened as a result of the “completely done”. Its meaning is incomplete.

Note:

- The previous fragment begins with the subordinating conjunction *because*. A clause that begins with a subordinating conjunction cannot stand alone as a complete sentence. Word groups that begin with a relative pronoun (*that, which, who*) are also not complete sentences.

**Fragment:** *Which they looked for many years.*

The group of words does not tell *what* they looked for.

- When a word group begins with a transitional word or phrase (*for example, also*), make sure that it includes both a subject and a verb.

**Fragment:** *For example, the Bay of Bengal.*

## Run-Ons

Run-Ons are another common type of mistakes learners make while making sentences. A run-on sentence occurs when two or more independent clauses are joined without a punctuation mark or a coordinating conjunction. Run-on sentences are also known as fused sentences. As –

*I went to school I attended the classes.*

In this example, there are two sentences or two clauses. Either the sentences will be separated or the clauses will be added with a coordinating conjunction.

There are three basic kinds of run-on sentences or mistakes:

The most common mistake or run-on sentence is called a **comma splice**. It happens when two main clauses are punctuated by a comma rather than a semicolon or a period or a proper punctuation mark. To correct a comma splice, add a coordinating conjunction or replace the comma with an end mark of punctuation, such as a period or a question mark, and begin the new sentence with a capital letter.

**RUN-ON:** *I was hungry, I had my meal.*

**CORRECT:** *I was hungry; I had my meal.*

**CORRECT:** *I was hungry. I had my meal.*

The second kind of run-on sentence is created when no punctuation separates two main clauses. Correct this kind of run-on by inserting a semicolon or an end mark of punctuation between the main clauses. You can also correct the error by separating the clauses with a comma and a coordinating conjunction.

**RUN-ON:** *I was hungry I had my meal.*

**CORRECT:** *I was hungry, so I had my meal.*

**CORRECT:** *I was hungry. I had my meal.*

**CORRECT:** *I was hungry; I had my meal.*

The third kind of run-on sentence is formed when there is no comma before a coordinating conjunction joining two main clauses. Correct the error by inserting the comma before the coordinating conjunction.

**RUN-ON:** *I was hungry so I had my meal.*

**CORRECT:** *I was hungry, so I had my meal.*

### Misplaced modifiers

Modifiers that modify the wrong word or seem to modify more than one word in a sentence are called misplaced modifiers. When a modifier is in the wrong place, the reader may not understand just what it is meant to indicate. Misplaced modifiers can lead to misunderstanding – though some of which are unintentionally humorous, most of them are misleading.

#### Problem 01 – A misplaced modifier

*He threw the pen to the girl which is red.*

*I saw a dog on the way to the class.*

In the first sentence *the girl* is not red; rather the pen is red. In the second sentence *the dog* is not going to the class. So, here the modifiers are taking wrong places. These mistakes are called misplaced modifiers.

#### Solution:

Move the misplaced phrase as close as possible to the word or words it modifies.

*He threw the pen **which is red** to the girl.*

***On the way to the class** I saw a dog.*

#### Problem 02 – The inaccurate placement of *only*

*I only ate fruits.*

The meaning of your sentence may be unclear if the word *only* is misplaced.

#### Solution:

Place *only* immediately before the word or group of words it modifies. Note that each time *only* is moved in the sentence, the meaning of the sentence changes.

*Only I ate fruits.*

*I only ate fruits.  
I ate only fruits.*

**Problem 03 – A dangling modifier**

*To improve his writing, every page was checked.  
Aware of loss, the project was cancelled.  
Wearing the hat, the sun does not hit my face.*

Dangling modifiers do not seem logically to modify any word in the sentence. In most cases the subject or a noun is missing. So, who is doing the work cannot be understood.

**Solution:**

Rewrite the sentence, adding a noun to which the dangling phrase clearly refers. Often you will have to add other words, too.

*To improve his writing, Maruf checked every page.  
Aware of loss, we cancelled the project.  
Wearing the hat, your face is protected from the sun.*



**Summary**

Many types of mistakes can happen while forming English sentences. Some very common types of mistakes have been discussed in this chapter along with the ways of solving the mistakes. Fragments, run-ons, misplaced modifiers are some common types of mistakes. These mistakes can be avoided easily if noticed properly.



**Lesson-4.3****Common Errors****Objectives:**

At the end of this lesson, you will be able to:

- make grammatically correct sentences;
- avoid common grammatical mistakes in your daily conversation;
- use proper sentences in your day to day communication;
- complete the exercise by yourself.

Except the previously mentioned issues, there are some other kinds of common mistakes students do while making English sentences. Some notes are given below to avoid the mistakes:

1. If 'either' and 'neither' mean 'one of many', then 'anyone' takes place instead of 'either' and 'no one' takes place instead of 'neither'. As -

Inc. Either of the three boys will do.

Cor: Anyone of the three boys will do.

Inc : Neither of the three things will do.

Cor : None of the three things will do.

2. Some Latin comparative degree do not need ' more' before them. They need a 'to', not a 'than' after them. As - junior senior, inferior, superior, etc.

Inc. He is superior than Rahim.

Cor: He is superior to Rahim.

Inc. Alam is junior than him.

Cor: Alam is junior to him.

Inc. Bread is inferior than rice.

Cor: Bread is inferior to rice.

3. If a sentence is made with a Complement, 'as' doesn't take place before it. As –

Inc : Karim was appointed as Headmaster.

Cor: Karim was appointed Headmaster.

Inc : They elected Kader as their captain.

Cor : They elected Kader their captain.

4. When 'know' verb has an infinitive object, then a 'how' takes place before the infinitive. As –

Inc: I know to swim.

Cor : I know how to swim.

Cor : I know swimming.

Inc : He knows to write.

Cor : He knows how to write.

Cor : He knows writing.

5. If a particular time has been mentioned in Present perfect tense, then it becomes Past perfect tense instead of present perfect tense. As –

Inc : The man has died at 2. p.m.

Cor : The man died at 2. p.m.

Inc : He has come here yesterday.

Cor : He came here yesterday.

6. 'Other' takes place instead of a person, not a place or stuff. As –

Inc : We will buy paper, shirt, pen, shoe and others.

Cor : We will buy paper, shirt, pen, shoe and other things.

7. When a particular type of many things are compared, 'all other' or 'any other' takes place after 'than'. As –

Inc : Kalidas was greater than all poets.

Cor : Kalidas was greater than all other poets.

8. When 'full' is added with a word, then the last 'l' should be omitted. As –

Inc : The cow is a usefull animal.

Cor : The cow is a useful animal.

9. According to the rules of English Sentence, one sentence cannot have double negatives.

Besides, these adverbs express negative meaning by themselves – *never, nobody, hardly, scarcely, no more, nothing, until, unless, nor, neither, seldom*. So, they do not need to be made negative. As –

Inc : Don't never make a noise in the class.

Cor : Never make a noise in the class.

Inc : I did not see nobody in the field.

Cor : I saw nobody in the field.

10. When a sentence has a 'minute' mentioned, then "O' clock" does not need to take place. "O' clock" takes place when there is no particular minute mentioned. As –

Inc : I shall start by the 6-30 O'clock train.

Cor : I shall start by the 6-30 train.

Inc : I shall start by the 5 train.

Cor : I shall start by the 5 O'clock train.

11. If two subjects are added with a 'with', the verb is used according to the first subject. As –

Inc : The president with all his advisers were present in the meeting.

Cor : The president with all his advisers was present in the meeting.

12. When more than one nouns or pronouns are added with an 'and' the verb takes the singular form. As –

Inc : Slow and steady win the race.

Cor : Slow and steady wins the race.

13. The 'verb' of a sentence takes the number and person according to the subject or noun or pronoun. As –

Inc : A large number of boys was present in the class.

Cor : A large number of boys were present in the class.

14. When there is only one subject it needs positive degree, when there are two subjects they need comparative degree and when there are more than two persons they need superlative degree. As –

Inc : He is a better student.

Cor : He is a good student.

Inc : Sumon is good than his brother.

Cor : Sumon is better than his brother.

Inc : He is better boy in this class.

Cor : He is the best boy in this class.

15. When It comes to Comparative Degree the later noun takes an 's' to mean the previous noun.  
If the noun is not mentioned earlier then it will not take an 's'. As –

Inc : His report is better than your.

Cor : His report is better than yours.

16. Usually 'older' is used to indicate people who are not siblings and 'elder' is used to indicate siblings. Superlative degree 'eldest' is used to indicate the eldest among the siblings. 'Younger' is used to indicate the lesser aged person among the siblings and 'youngest' is used to indicate the least aged sibling. As –

Inc : He is our younger brother.

Cor : He is the youngest brother of us.

17. While using 'in' and 'after', it should be kept In the mind that 'in' must be used in 'future tense' and 'after' must be used in 'past tense'. As –

Inc : They will answer after a month.

Cor : They will answer in a month.

18. Same kinds of 'clause, parts of speech or phrase' are used to indicate connected conjunction or correlative conjunction. As –

Inc : He is as famous like Browning.

Cor : He is as famous as Browning.

19. When it is about 'very' and 'much', it should be kept in the mind that 'very' takes place before 'present participle' and much takes place before 'past participle'. As –

Inc : The story is much interesting.

Cor : The story is very interesting.

20. Past tense always takes place after fancy, wish, as though, as if, high time'. As –

Inc : I fancy that the tempest stops soon.

Cor : I fancy that the tempest would stop soon.

21. If a 'noun' is qualified with aeach' or 'every' then the verb takes singular number. As –

Inc : Every gentleman and every lady are given prize.

Cor : Every gentleman and every lady is given a prize.

22. There are some differences in the usage of 'same' and 'such'. After 'same' 'as' and sometimes 'that' take place. However, after 'such' always 'as' takes place. As –

Inc ; You lost the same book which I lost.

Cor : You lost the same book as I lost.

23. The 'adjective' or 'participle' used in a sentence should not be kept different or unrelated. As –

Inc : Though much depressed, there is still hope for her.

Cor: Though she is much depressed, there is still hope for her.

24. Some verbs like - see, feel, mind, love, hate, like, hope, resemble, cost, forget, consist, suffice, sound, sum, believe, smell, wish, know, prefer, doubt, possess, imagine, taste, fear, please, astonish, understand, belong etc never take an 'ing' form. As –

Inc : I am seeing a bird.

Cor : I see a bird.

25. 'Fewer' is used to indicate numbers in comparative and 'less' is used to indicate quantity. As –

Inc : No less than four eggs were broken.

Cor : No fewer than four eggs were broken.

26. If there are three persons (1st, 2nd, 3rd) in a sentence, then respectively 231 which means 2nd, 3rd I 1st person take place to indicate positive action and 132 which means 1st, 3rd I 2nd person take place to indicate negative action. As –

Inc : I, he and you have helped the victims.

Cor : You, he and I have helped the victims.

Inc : You, he and I are to be blamed.

Cor : I, he and you are to be blamed.

27. If a big portion or part is indicated through 'One of' then the last noun or pronoun takes plural form. As –

Inc : One of the student was sick.

Cor : One of the students was sick.

28. When same noun or pronoun which means same subject do two actions or possess two features simultaneously, then those two verbs or two features will take "not only..... but also". As –

Inc : Not only he is a good student but also a good debater.

Cor : He is not only a good student but also a good debater.

29. If phrases like - had better, had sooner, had rather are used in a sentence, then the later verb will be used as a principal verb. As –

Inc : We had better to leave this place.

Cor : We had better leave this place.

30. There are some special words like - information, furniture, scenery, poetry, hair, machinery, off-spring which will always take the singular verb in a sentence. As –

Inc : The machinery imported from Japan work well.

Cor : The machinery imported from Japan works well.

31. Words like - hardly, lest, until, unless, scarcely, none, nobody, no where etc always express negative meaning. So, they do not need any other negative forms. As –

Inc : I have not hardly any money.

Cor : I have hardly any money.

**Some examples have been given below:**

In : She loves flowers.

Cor : She likes flowers.

Inc : She prides on her beauty.

Cor : She prides herself on her beauty.

Inc : The standard of their life is very high.

Cor : The standard of their living is very high.

Inc : She is neither seen to act or sing.

Cor : She is neither seen to act nor heard to sing.

Inc : She has given birth to a child.

Cor : She has begot a child.

Inc : Completing my work, I went out.

Cor : Having completed my work, I went out.

Inc : She is one of those who is not able to say no.

Cor : She cannot refuse.

Inc : One of our family members is invited there.

Cor : One of the members of our family is invited there.

Inc : My son is ill this week.

Cor : My son has been ill all this week.

Inc : She will combat with my view.

Cor : She will oppose my view.

Inc : She is comparatively better today.

Cor : She is better today.

Inc : He will come just now.

Cor : He has come just now.

Inc : I have read a poetry.

Cor : I have read a piece of poetry.

Inc : Kamal is deaf of hearing.

Cor : Kamal is short of hearing or hard of hearing.

Inc : Bread and butter are my breakfast.

Cor : Bread and butter is my breakfast.

Inc : He takes his meal there.

Cor : He takes his meals there.

Inc : Don't loose your heart.

Cor : Don't loose heart.

Inc : He is selected as chairman.

Cor : He is selected chairman.

Inc : Shortly this is what happened.

Cor : In short this is what happened.

Inc : Describe the incident in short.

Cor : Describe the incident in brief.

Inc : He is too strong to do this.

Cor : He is strong enough to do this.

Inc : I feel somewhat well.

Cor : I am pretty well.

Inc : Karim is somewhat tall for this age.

Cor : Karim is rather tall for this age.

Inc : You are hearing the sound.

Cor : You hear the sound.

Inc : He is waiting for a week.

Cor : He has been waiting for a week.

Inc : The party is comprised of ten man.

Cor : The party comprises ten man.

Inc : It is a true fact.

Cor : It is a fact.

Inc : So far I know he is an innocent.

Cor : So far as I know he is innocent.

Inc : The food was very tasteful.

Cor : The food was very tasty.

Inc : What name shall I call you?

Cor : By what name shall I call you?

Inc : None of us are perfect.

Cor : None of us is perfect.

Inc : Our teacher will not take the class today.

Cor : Our teacher will not hold the class today.

Inc : Airport is busy place.

Cor : Airport is a busy place.

Inc : Taking our seats, the game started.

Cor : While we were taking our seats, the game started.

Inc : When four years old, Paul's father died.



- Cor : While four years old, Paul's father died.
- Inc : Each of the actors made their entrance on time.
- Cor : Each of the actors made his entrance in time.
- Inc : Sitting on the top of the pyramid, the camels look very tiny.
- Cor : While I was sitting on the top of the pyramid, the camel looked small.
- Inc : Before I arrived, they had a serious quarrel.
- Cor : Before I reached, they had a serious quarrel.
- Inc : The cost of food, clothing and house hold goods have risen considerably.
- Cor : The cost of food, clothing and household goods has risen considerably.
- Inc : If you work hard, you will success in life.
- Cor : If you work hard, you will succeed in life.
- Inc : His hairs are grey.
- Cor : His hair is grey.
- Inc : Gold is brighter and precious than most other metals.
- Cor : Gold is brighter and more precious than any other metal.
- Inc : The man was arrested by the police who was innocent.
- Cor : The man who was arrested by the police is innocent.
- Inc : He is suffering from fever for a week.
- Cor : He has been suffering from fever for a week.
- Inc : Being very tired, the alarm was not heard.
- Cor : As he was tired, he could not hear the alarm.
- Inc : Eating out often pacifies her.
- Cor : Eating out can often pacify her.
- Inc : Playing with fire can get a person into deep water.
- Cor : Playing with fire can result in burned fingers.
- Inc : A sonnet is when a poem has fourteen lines.
- Cor : A sonnet is a poem of fourteen lines.

Inc : Banishing a person is where he is driven out of his country.

Cor : Banishing a person is driving him out of his country.

Inc : The police observe the case.

Cor : The police investigate the case.

Inc : Mr. Rehman is a man of letter.

Cor : Mr. Rehman is a man of letters.

Inc : Get the rule by memory.

Cor : Get the rule by heart.

Inc : I feel myself unwell.

Cor : I feel unwell.

Inc : He knows to swim.

Cor : He knows how to swim.

Inc : Let Rana and I do this.

Cor : Let Rana and me do this.

Inc : I took insult at his words.

Cor : I took offence at his words.

Inc : Life is not a bed of rose.

Cor : Life is not a bed of roses.

Inc : Poverty stares him at his face.

Cor : Poverty stares him in the face.

Inc : He rides on a horse.

Cor : He rides a horse.

Inc : Are you going to join in the meeting?

Cor : Are you going to join the meeting?

Inc : He is neither a poet nor dramatist.

Cor : He is neither a poet nor a dramatist.

Inc : He is senior than you in four years.

Cor : He is senior to you by four years.

Inc : You should refrain to smoke.

Cor : You should refrain from smoking.

Inc : He is quite in dark.

Cor : He is quite in the dark.

Inc : There is no place in the bench.

Cor : There is no room in the bench.

Inc : My friend will come this day evening.

Cor : My friend will come this evening.

Inc : Matin lives in a boarding.

Cor : Matin lives in a boarding house.

Inc : We shall discuss on the matter.

Cor : We shall discuss the matter.

Inc : He is fond of vegetable.

Cor : He is fond of vegetables.

Inc : See the word in the dictionary.

Cor : Look up the word in the dictionary.

Inc : Many a man were present there.

Cor : Many a man was present there.

Inc : He shook my hands.

Cor : He shook hands with me.

Inc : It's a long time since we have met last.

Cor : It's a long time since we met last.

Inc : This is the last but one question.

Cor : This is the last question but one.

Inc : My father is good in health.

Cor : My father is in good health.

Inc : We have not reached a final conclusion.

Cor : We have not reached a conclusion.

Inc : I have fewer than one hundred taka.

Cor : I have less than one hundred taka.

Inc : He insists me to do this.

Cor : He insists on my doing this.

Inc : I cannot approve the proposal.

Cor : I cannot approve of the proposal.

Inc : He is resembling to his father.

Cor : He resembles his father.

Inc : She saw a bad dream last night.

Cor : She dreamt a bad dream last night.

Inc : I consider you as my brother.

Cor : I consider you my brother.

Inc : Open page seven.

Cor : Open at page seven.

Inc : One should perform his duties.

Cor : One should perform one's duties.

Inc : She prefers to sing than to dance.

Cor : She prefers singing to dancing.

Inc : He ordered for coffee.

Cor : He ordered coffee.

Inc : I will mend my pencil.

Cor : I will sharpen my pencil.

Inc : I am forbidden from going there.

Cor : I am forbidden to go there.

Inc : He has taken admission into college.

- Cor : He has got admitted into college.
- Inc : Slow and steady win the race.
- Cor : Slow and steady wins the race.
- Inc : I want the criminal to punish.
- Cor : I want the criminal to be punished.
- Inc : You cannot help to do this.
- Cor : You cannot help doing this.
- Inc : I have turned every stone to get a job.
- Cor : I have left no stone unturned to get a job.
- Inc : I will go out for a business.
- Cor : I will go out for a piece of business.
- Inc : I have no pen to write.
- Cor : I have no pen to write with.
- Inc : I will speak to the concerned officer.
- Cor : I will speak to the officer concerned.
- Inc : It is time we start our mission.
- Cor : It is time we started our mission.
- Inc : I took my birth in a village.
- Cor : I was born in a village.
- Inc : The clock has struck twelve hours.
- Cor : The clock has struck twelve.
- Inc : I wish I was a bird.
- Cor : I wish I were a bird.
- Inc : The reason of his absence was due to illness.
- Cor : His absence is due to illness.
- Inc : He gave me thank.
- Cor : He gave me thanks.

Inc : He talks as if he is mad.

Cor : He talks as if he were mad.

Inc : The director brainwashed the freshmen.

Cor : The director briefed the freshmen.

Inc : They do not keep no records.

Cor : They keep no records.

Inc : I will not leave you go today.

Cor : I will not let you go today.

Inc : I could not hardly quit then.

Cor : I could hardly quit then.

Inc : He bought many furnitures.

Cor : He bought a lot of furniture.

Inc : This is a new discovery to us.

Cor : This is a discovery to us.

Inc : He said that he will support me.

Cor : He said that he would support me.

Inc : She says good English.

Cor : She speaks good English.

Inc : If you study regularly, you pass.

Cor : If you study regularly, you will pass in the examination.

Inc : Rekha has resigned from her post.

Cor : Rekha has resigned her post.

Inc : When one cannot swim you fear deep water.

Cor : The person who cannot swim fears deep water.

Inc : Rony was willing to pay the bill, and his purse was empty.

Cor : Rony was willing to pay the bill but his purse was empty.

Inc : A loud radio does not detract me when I am reading a good novel.

Cor : A loud radio does not distract me when I am reading a good novel.



## Summary

Some common types of mistakes and their solution have been discussed in this lesson. By avoiding these issues learners can solve common mistakes easily. The proper use of punctuation and tense can solve easy mistakes.



## EXERCISE

1. Write down the three main categories of sentences according to the structure and give examples.
2. Identifying Sentence Fragments

Read the following paragraph. Then indicate on your paper whether each of the numbered items is a *complete sentence* or a *sentence fragment*.

### ***Richard Rodriguez, Award-Winning Writer***

<sup>1</sup>When he entered elementary school as a child in California knew only about fifty words of English. <sup>2</sup>Because he was afraid he would be mocked, Richard Rodriguez was reluctant to speak in class. <sup>3</sup>The nuns who taught him asked his parents, who had been born in Mexico, to speak to the child in English rather than in Spanish. <sup>4</sup>Rodriguez developed a deep love of reading. <sup>5</sup>Which became the basis of his later academic success.

3. Correcting Run-on Sentences

Rewrite each of the following sentences, correcting the run-ons. Watch for the three kinds of run-on errors just shown. You may choose from among the several ways of correcting run-ons that you have learned.

- i. She ran out of the room the shadows in the corner had scared her.
  - ii. The meal was a disaster he is a bad cook.
  - iii. Give him the pen it's his.
  - iv. I don't know the answer ask her.
  - v. He went to the market he was running out of rice.
4. Rewrite the following sentences with corrections of misplaced and dangling modifiers:
    - i. Grocery shopping at a store, the lettuce was fresh.
    - ii. With his tail held high, my father led his pet cat around the arena.
    - iii. A woman passed by, leading a springer spaniel in a long black dress.
    - iv. I brushed my teeth after eating with orange flavoured Toothpaste.
    - v. Driving like a champion racer, the cat was hit and killed.
    - vi. I saw an accident walking down the lane.
    - vii. Unmowed for several weeks, the neighbors complained about our lawn.
    - viii. She carefully studied the pictures of S M Sultan hanging in the art gallery with her friend.
    - ix. He held the umbrella over my head that he bought from a store.
    - x. Playing pool in the living room, the radio was turned on by Farid.

### **Answer**

As there are many ways to correct the sentences, the learners are supposed to complete/ correct the sentences by themselves by following the lessons.