

Fix the **errors** in the student examples. Please note: **Every** sentence needs correction!

1. **AGR: Agreement—Pronouns must agree with their antecedents and verbs with their subjects in number, that is, singular or plural.**
 - a. When is a student supposed to decide on their future.
 - b. Attending school and completing the required criteria just isn't acceptable to teens.
2. **CS: Comma Splice—separating two independent clauses with a comma.**
 - a. Sometimes people lie out of habit, often they don't know why.
 - b. She lied to me because she had to protect me, she did the right thing.
3. **RO: Run-on—running one independent clause into another with no punctuation.**
 - a. The game is not about having fun it's about fighting for the victory.
 - b. It was a fun year then things started to change.
4. **W: Wordy—using more words than necessary to convey an idea.**
 - a. A complete workout usually factors out to equal a complete, healthy person.
 - b. The intellect that she brought is that of my ability to get good grades.
5. **FRAG: Fragment—punctuating a construction as a sentence when it isn't.**
 - a. Which is a quality that I believe is a good one to have.
 - b. The way he stood by me through the hard times and helped me get past them.
6. **D: Diction—using an inappropriate word for the context.**
 - a. This person beholds every characteristic I look for in everyday people.
 - b. The threat of a low grade makes you avert your attention toward the format.
7. **AWK: Awkward—putting together a construction that is difficult to follow or understand. These constructions may also be wordy or have other grammatical errors.**
 - a. Many people have people in their life that has made a significant difference in their life.
 - b. His attitude was that something that would change my own attitude toward my present situation.
8. **PV: Point of View—Basically, the person (first, second, third) that a paper is written in. Consistency should be maintained.**
 - a. I remember sometimes when you would comment or voice your opinion on a topic or current event, he would look at you and listen, but he would not reply.

9. REF: Reference—an unclear pronoun reference. When pronouns are used, it should be perfectly clear which noun is the antecedent for the pronoun. (Hint: Find the pronoun and replace it with the antecedent. If the pronoun reference is clear, the sentence will make sense.)

- a. When Tom and John didn't pass, it meant he couldn't graduate.
- b. Both Katie and Stacy love her car.
- c. Mom wanted me to shop and clean. I told her it was not a problem.

10. CA: Case—The only words in the English language that have more than one case are the personal pronouns (*I, you, he, she, it, we, you, they*) and the relative pronouns *who* and *whoever*. These pronouns have just been indicated in the subjective case. In the objective case, they are written as follows: *me, you, him, her, it, us, you, them, whom, and whomever*. The proper case is determined by the pronoun's use in a sentence. If the pronoun is a subject or what is called a predicate nominative, the subjective case is used. If the pronoun is used as an object (of a preposition or a verb), the objective case is used.

- a. We talked for about five minutes, just him and me, while everyone else watched.
- b. On top of this, there was tension between my friends and I.
- c. I'd need a constant backing of friends (who I'd only pretend to like.)
- d. Then fate brought my old friend and I back together.
- e. The second person is someone who I don't know personally.
- f. We met Mike, whom we soon realized was our friend from the last concert.

11. AD: Adjectives and Adverbs—One mistake is using an adverb where an adjective belongs or the reverse. Another mistake is using the inappropriate form of an adjective or adverb. Adjectives and adverbs have a comparative and a superlative form, for example, good, better, best.

- a. She dressed moderate, not like all the other girls.
- b. I did pretty good on my vocabulary test.
- c. Of the two, Tom did the best job pitching that day.

12. ITAL: Italics—The names of books, movies, plays, television shows, ships, and words referred to as words should be italicized.

- a. I would like to be able to make movies like "Shrek" and "Ice Age" someday.
- b. When I visited my sister in Charleston, I got to see the U.S.S. Yorktown.
- c. The word quit was not in my grandmother's vocabulary.

13. SP: Spelling: Misspelled words.

- a. This is the best way to enjoy the pleothra of shops on the island.
- b. Without the presence of light, you feel like your floating inside a cave.
- c. I will proly go to the store tonight.

14. N: Number: Using the inappropriate form of a number. There are exceptions (dates, addresses, etc.), but generally, the numbers from zero to ten are written out. Do not begin a sentence with a numeral.

- a. This typically takes about 3 weeks of training.
- b. I met my best friend in the 7th grade at Ford Middle School.
- c. 70 feet is relatively nothing in the ocean.

15. DM: Dangling Modifier—A participial phrase used at the beginning of a sentence is supposed to modify the subject of the sentence. If it does not, it becomes a dangling modifier and makes the sentence confusing.

- a. Being scared and nervous, the teacher appeared intimidating in many ways.
- b. Being eleven years old and battling a disease, Dr. Smith became my best friend.

16. MM: Misplaced Modifier—Modifiers should be placed as close as possible to the words they modify in order to avoid confusion.

- a. My dad at a very early age instilled in me that in order to be somebody, I needed to watch out for detours.
- b. The Smiths came home Saturday from their trip to the mountains on the bus.
- c. My sister asked me Saturday to go to the game with her.

17. V: Verbs—Any problem with the form chosen for verbs.

- a. Ironically, I enjoy to remember that experience.
- b. He has influenced my life and has gave me something to strive for.
- c. I should have went to the store earlier.

18. SS: Sentence Sense—Constructing a sentence (or part of a sentence) that may be grammatically correct, but may not convey what the writer intended.

- a. The band never lets a dull moment go by.
- b. School is much more demanding now. What is it going to be like when we have kids?

19. LOG: Logic—Connecting thoughts or ideas where there is a contradiction or where something does not follow from what has been said earlier.

- a. The life of an American teenager is beginning to be a chore, which consists of following a daily routine for at least 12 years of our lives.
- b. Fights are what keep you together because if you are truly friends, you will get through them.
- c. The bodies of men and women are biologically adapted to cope with different tasks, which means men are more powerful than women.

20. TR: Transitions—Words, phrases, and sometimes brief sentences should be used to move smoothly from one idea to the next.

- a. One thing everyone has in common is parents. People may have a positive or negative experience with their parents.
- b. One of my teachers, Mr. Jones, is a gushing loudmouth. Mr. Smith is very quiet and soft-spoken.
- c. Around the world, people are crazy about soccer. We don't care much about it in the U.S.

21. P.S: Parallel Structure—Compound elements and elements in a series should be parallel in structure.

- a. This accounts for men being faster than woman and men's records are superior to women's.
- b. We decided to go shopping, then to eat dinner, and afterwards, we're going to a movie.
- c. Women are becoming more independent, especially when arguing about job promotions or when they talk about salaries.

22. AB: Abbreviations—In formal writing, inappropriate abbreviations should not be used.

- a. Till he says stop, we're going to continue fighting.
- b. We worked right thru the break.
- c. We're not going to stop if it takes all nite.

23. REP: Repetition—the unnecessary repetition of a word, a phrase, or an idea.

His father is not like other fathers. His father takes him to games, His father also coaches the athletic teams. His father helps out around the house. His father exercises and plays sports himself.

24. CAP: Capitals—If the first letter of a word is circled and it isn't capitalized, it should be. If it is capitalized, it shouldn't be.

- a. We're going to the Theater tonight.
- b. Nobody in the english class did well on the vocabulary test.

25. PUNCTUATION—All problems in punctuation will be handled in one of three ways.

- a. If there is an element of punctuation circled without explanation, it shouldn't be there.
- b. If there is an element of punctuation inserted where there was none, it should be there.
- c. If there is an incorrect element of punctuation, it will be crossed out and the correct element inserted.

Correcting punctuation in this fashion will alert both teacher and student that a mistake has been made, and the student will have immediate feedback on what is correct.

“You want to write a sentence as clean as a bone. That is the goal.”--James Baldwin