**GLS10 Writing Complete Sentences - Definitions**

*At the very least, a sentence must contain a subject and a verb. That means there is a person or thing doing the action (or having the feeling) and the action or feeling itself.*

**Below you will find the most common types of errors in sentence construction.**

1. **Fragment** = when the sentence doesn’t contain both a subject and a verb.

Which sentence is a **fragment**? Put a √ on the line(s) beside it/them.

\_\_\_ Arrived at school at 8:44 am this morning.

\_\_\_ The group of grade 9 students arrived at school at 8:44 am this morning.

\_\_\_ Arriving at school this morning at 8:44, the group of grade 9 students promptly went to class.

*Note to self: I correct fragments by …*

1. **Subject-verb agreement** = when the subject of the sentence (singular or plural) doesn’t match the conjugation of the verb.

Which sentence **lacks subject-verb agreement**? Put a √ on the line(s) beside it/them.

\_\_\_ Cell phones tends to cause students to lose focus in class.

\_\_\_ A student shows initiative when he/she put his/her cell phone away, out of sight.

\_\_\_ Students who have their cellphones on their desks tend to lose focus in class.

*Note to self: I correct subject-verb agreement problems by …*

1. **Run-on** = when separate sentences are joined together by using commas or by not using conjunctions

Which sentence is a **run-on**? Put a √ on the line(s) beside it/them.

\_\_\_ The boy walks to school, it is a nice day.

\_\_\_ The student makes an error on a math test, he erases it.

\_\_\_ Walking to school, the grade 9 notices it is already 8:45 and he starts to run and he arrives at 8:50 and he goes to his locker and he finally gets to class at 8:55.

*Note to self: I correct run-ons by …*

**GLS10 Writing Complete Sentences - Practice**

1. ***Now it is time for you to practice correcting common errors in very basic sentences.***

*If the sentence is correct, put a √ beside it. If it is incorrect, put an X and identify the type of error. You can correct errors in the space beneath each sentence.*

\_\_\_ Cell phone usage are hard to regulate amongst high school students. **Type: \_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_ There is 22 students in GLS class. **Type: \_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_ I think the answer is correct I go on to the next question. **Type: \_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_ My music distract me while I’m supposed to be working on independent work. **Type: \_\_\_\_\_**

\_\_\_ Music, cool. **Type: \_\_\_\_\_\_\_\_\_\_\_\_\_**

1. ***Now it is time for you to practice correcting common errors in more complex sentences.***

*If the sentence is correct, put a √ beside it. If it is incorrect, put an X and identify the type of error. You can correct errors in the space beneath each sentence.*

\_\_\_ Arriving at school promptly at 8:40, went to class as soon as the running music began to play. **Type: \_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_ Ms. Gluskin is the teacher whose room is used for Student Council meetings every Wednesday at lunch. **Type: \_\_\_\_\_\_\_\_\_\_\_\_\_**

\_\_\_ She was tired because she had been working all day, she usually fell asleep when she got home at 7:00 pm. **Type: \_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Now it is time for you to identify your own errors and to correct them.**

*Copy two incorrect sentences from the Parts of Speech grammar package. Identify the type of error in each. Then, correct the errors.*