

CHAPTER 10

CONFUSED SENTENCES

CHAPTER PREVIEW

In this chapter, you will learn about:

- Writing clear and correct sentences
 - Avoiding misplaced and dangling modifiers
 - Avoiding illogical comparisons
 - Avoiding confusing adjectives and adverbs
 - Using parallel structure
- Writing paragraphs: Developing a paragraph by process and analysis

To write sentences that are not confusing, we have to make certain that they are grammatically correct. This means, for example, that their subjects and verbs agree and that their pronouns and antecedents are linked without confusion. But clarity and correctness depend on other considerations as well. In this chapter we will look at some of the other ways to avoid illogical, inexact, or confused sentences.

Misplaced and Dangling Modifiers

Modifiers are words that describe other words in sentences. They may be single words, phrases, or clauses; they may come before the word they modify, or they may follow it. In either case, a modifier should appear near the word it modifies, and the reader should not be confused about which word it modifies.

A **misplaced modifier** is one that is not close to the word it modifies and as a result modifies the wrong word. Sentences with misplaced modifiers are usually confusing and often result in unintended, though sometimes humorous, meanings.

Notice the unintended meanings in the following sentences. In each sentence, the modifier has been misplaced.

- The bank robber was described as a short man wearing a baseball cap weighing 175 pounds.
- Growing at the bottom of the swimming pool, Kevin found some mold.
- On the wall above his desk is a photograph of his daughter in a gold frame.

By placing the modifiers next to the words they modify or by rewording the sentences, we can make the meaning of these sentences clear.

- The bank robber was described as a short man weighing 175 pounds and wearing a baseball cap.
- Kevin found some mold growing at the bottom of the swimming pool.
- On the wall above his desk is a photograph in a gold frame of his daughter.

EXERCISE 10-1

Rewrite any of the following sentences that contain misplaced modifiers. If a sentence is correct, write "C" in front of it. Student answers for sentences with misplaced modifiers will vary.

1. Darting down the field and dodging every tackle, Grandma could see that the Titans would probably win the game.

2. Please tell Owen that he should hurry and come eat his dinner in the oven.

3. Miriam served the glazed ham in a black dress and red heels.

4. Sunny with just a touch of frost in the morning, Steve knew it would be a perfect day for bicycling to work.

5. Mildewed and foul-smelling, we wondered how we would ever clean our flooded basement.

6. Look! I caught a trout for my boyfriend with worms!

7. Juan said he would attend my birthday party in the elevator.

- 8.C We visited the Humane Society to adopt a dog that doesn't bark much.

9. I found the shrimp that was in the freezer with my mother-in-law.

10. Clearly his favorite pigskin, Claire bought Joe that football ten years ago.

A variation of the misplaced modifier is the **squinting modifier**, a modifier that usually appears in the middle of a sentence so that it can modify either the word that precedes it or the one that follows it. As a result, the squinting modifier makes the sentence ambiguous. We will discuss two sentences that contain squinting modifiers.

Notice the confusion caused by the placement of the modifier in our first sentence.

- His doctor encouraged him regularly to diet and exercise.

In this sentence, it is unclear whether *regularly* modifies *encouraged him* or *to diet and exercise*. Here are two improved alternatives.

- His doctor regularly encouraged him to diet and exercise.
- His doctor encouraged him to diet and exercise regularly.

Confusion also exists in our second sentence.

- Applicants who can already dance normally are placed in an advanced class.

In this sentence, which applicants are placed in the advanced class? Applicants who dance normally? More probably, it is applicants who already dance who are normally placed in an advanced class. Here are two improved alternatives.

- Applicants who can already dance are normally placed in an advanced class.
- Applicants who dance normally are usually placed in an advanced class. (Notice the difference in meaning in this alternative.)

To avoid a squinting modifier and the confusion it creates, you will usually find it best to place the modifier immediately before the word it modifies.

EXERCISE 10-2

Rewrite any of the following sentences that contain squinting modifiers. If a sentence is correct, write "C" in front of it. Student answers for sentences with squinting modifiers will vary.

1. Students who study carefully pass the state examination.

2. Jogging remarkably shed my extra pounds.

3. Going to the movies often is expensive.

4. Paddling through the Everglades lazily relaxed us.

5. **C** Hong Kong is under the control of China after more than a century of British rule.

6. Those who gamble secretly take chances with their finances.

7. Elena's story about her vacation in Hawaii that she told slowly put us to sleep.

8. Anyone who sings occasionally hits a wrong note.

9. The tax lawyer advised his clients to establish a trust fund early in the year.

10. Donna reminded her husband regularly to get a physical examination.

TIPS for Correcting Misplaced and Dangling Modifiers

1. Place every modifier close to the word it modifies.
2. If the word meant to be modified is not in the sentence, insert it close to its modifier.
3. Reword or punctuate the sentence so that the intended meaning is clear.

A **dangling modifier** is a modifier that has no word in the sentence for it to modify. It is left “dangling,” and as a result it ends up accidentally modifying an unintended word, as in the following example.

- After reviewing my lecture notes and rereading the summaries of each chapter, the geology examination was easier than I had thought.

According to this sentence, the geology examination reviewed the lecture notes and reread the summaries of each chapter. But this is obviously not the meaning intended. To correct this sentence, we must first determine *who* was doing the action. By supplying the missing subject, we can then improve the sentence.

- After reviewing my lecture notes and rereading the summaries of each chapter, I found that the geology examination was easier than I had thought. (**Or:** After I reviewed my lecture notes and reread the summaries of each chapter, the geology examination was easier than I had thought.)

Here are some more sentences with dangling modifiers.

- Sound asleep, the alarm clock was not heard by Frank.
- Arriving home after midnight, the house was dark.
- Frightened by the noise, the barks of the dog woke us up.

By supplying subjects and rewording these sentences, we can make their meanings clear.

- Sound asleep, Frank did not hear the alarm clock.
- When we arrived home after midnight, the house was dark.
- Frightened by the noise, the dog woke us up by its barking.

EXERCISE 10-3

Rewrite any of the following sentences that contain dangling modifiers. If a sentence is correct, write "C" in front of it. **Student responses to sentences with dangling modifiers will vary.**

1. When watching an exciting movie on television, commercials are especially irritating.

2. Raised in Colorado, it is natural to miss the snow-covered mountains.

- 3.C Although only a sophomore, the field hockey team selected Kathy as its captain.

4. Although it was nearly finished, we left the concert early because we had to study for our biology exam.

5. As a child, his father bought him a violin in the hope that he would become a violinist.

6. Walking on the beach, the sand warmed my bare feet.

7. While walking across the manicured golf course yesterday, the sprinklers suddenly came on.

8. After offering a toast to the guest of honor, dinner was served.

- 9.C Breathless and exhausted, the winner of the marathon could not talk.

10. Driving across the country last summer, the differences in regional accents could be detected.



Feeling misplaced? Find yourself at <http://www.mywritinglab.com>. Click "Sentences," then "Misplaced and Dangling Modifiers," for help and exercises. You can view an animation, practice finding the errors in a passage, and rewrite a paragraph that has many misplaced or dangling modifiers.

Illogical Comparisons

A **comparison** is a statement about the relationship between two (or among more than two) things.

- Wal-Mart is larger than any other retailer in the United States.
- My father's 1990 Chevrolet runs as well as my new Honda.
- Tiger Woods won the Masters golf tournament with a lower score than any other golfer in the annual event's history.

When making a comparison, be certain that the things being compared are similar and that your comparison is complete. Omitted words often make the comparison unclear, illogical, or awkward.

- **Unclear:** Tulsa is closer to Oklahoma City than Dallas.

This sentence is not clear because the comparison is not stated fully enough. Be sure that the comparisons are full enough to be clear.

- **Revised:** Tulsa is closer to Oklahoma City than it is to Dallas.

Why is the following sentence illogical?

- **Unclear:** The population of Mexico City is growing at a faster rate than that of any major city in the world.

Because Mexico City is a major city, this sentence is illogical because it compares its subject with itself. When comparing members of the same class, use *other* or *any other*.

- **Revised:** The population of Mexico City is growing at a faster rate than that of *any other* major city in the world.

Why is the following sentence unclear?

- **Unclear:** The average hourly wage for a woman is lower than a man.

This sentence is unclear because it compares the hourly wage with a man. Be sure that items being compared are comparable.

- **Revised:** The average hourly wage for a woman is lower than a *man's*.

EXERCISE 10-4

Revise any of the following sentences that contain illogical comparisons. If a sentence is correct, write "C" in front of it.

1. I enjoy pizza much more than Garth.

I enjoy pizza much more than Garth does.

2. The Tim McGraw CD is more expensive than Faith Hill.

The Tim McGraw CD is more expensive than the Faith Hill CD.

- 3.C There's less rain today than there was yesterday.
-
-

4. Clothes are more fashionable at Tommy Hilfiger than other stores.

Clothes are more fashionable at Tommy Hilfiger than at other stores.

5. We'd rather listen to blues than other kinds of music.

We'd rather listen to blues than to other kinds of music.

6. The neighbors near our new house in Brownsville are friendlier than our old house in Boston.

The neighbors near our new house in Brownsville are friendlier than the neighbors near our old house in Boston.

7. Sipping coffee with my English instructor is more enjoyable than a super model.

Sipping coffee with my English instructor is more enjoyable than with a super model.

- 8.C Jose is younger than most professional guitarists.
-
-

9. The defense attorney's case is stronger and more interesting than the prosecutor.
The defense attorney's case is stronger and more interesting than the prosecutor's.
-
10. Judy's flu has grown worse than yesterday.
Judy's flu has grown worse since yesterday OR worse than it was yesterday.
-

Confusing Adjectives and Adverbs

Adjectives and adverbs are modifiers; they limit or describe other words.

- **Adjective:** *Moderate* exercise suppresses the appetite.
- **Adverb:** The surgeon *carefully* examined the sutures.

Many adverbs end in *-ly* (*hurriedly*, *graciously*, and *angrily*); some of the most common, however, do not (*here*, *there*, *now*, *when*, *then*, and *often*). Furthermore, some words that end in *-ly* are not adverbs (*silly*, *manly*, and *hilly*).

Using Adjectives after Linking Verbs

You will recall from Chapter 2 that the most common linking verbs are *be*, *appear*, *become*, *grow*, *remain*, *seem*, and the “sense” verbs (*feel*, *look*, *smell*, *sound*, and *taste*). Words that follow such verbs and refer to the subject are adjectives—never adverbs. In the following sentences, the adjective (called a *predicate adjective* because it follows the verb and modifies the subject) comes after a linking verb.

- Pablo's ideas are *exciting*. (*Exciting* modifies *ideas*.)
- Their wedding reception was *expensive*. (*Expensive* modifies *wedding reception*.)
- That detergent makes my hands feel *rough*. (*Rough* modifies *hands*.)

The rule for deciding whether to use an adjective or an adverb after a verb, therefore, is simple: if the verb shows a condition or a state of being, use an adjective after it. Here are some additional examples that illustrate the rule.

- The hamburger smells *tantalizing*.
- Mike's girlfriend appeared *nervous*.

- The math final seemed *easy*.
- Rimsky looked *handsome* in his new suit.

Most of us would not write or say, “This soup is warmly,” or “She is beautifully.” In both cases we would instinctively use an adjective rather than an adverb. The choice is not so obvious with “bad” and “well,” however. Study carefully the use of these words in the following sentences.

- **Nonstandard:** Shawanda and I ate some hot dogs at the carnival and now we feel *badly*. (*Badly* is an adverb following a linking verb; it cannot modify the pronoun *we*.)
- **Standard:** Shawanda and I ate some hot dogs at the carnival and now we feel *bad*. (*Bad* is an adjective modifying *we*.)
- **Nonstandard:** Tim forgot to invite Alexis to the party and feels *badly* about it. (As in the first example above, *badly* is an adverb and therefore cannot modify the pronoun *he*.)
- **Standard:** Tim forgot to invite Alexis to the party and feels *bad* about it. (*Bad* is an adjective modifying *he*.)
- **Nonstandard:** Your father’s varsity jacket looks *well* on you. (*Looks* is a linking verb, and therefore, we need an adjective after the verb to modify the noun *jacket*. *Well* is an adverb except when it means “to be in good health.”)
- **Standard:** Your father’s varsity jacket looks *good* on you. (*Good* is an adjective modifying the noun *jacket*.)
- **Standard:** Just one week after surgery, she looked *well*. (*Well*, as noted, is an adjective when it means “to be in good health.” In this sentence it follows the linking verb *looked* and modifies *she*.)

TIPS for Choosing Adverbs or Adjectives

The choice of an adverb or an adjective depends on the kind of verb in the sentence:

1. If the verb is a *linking verb* and you want to describe the subject, an *adjective* is correct.
2. If you want to modify a verb that shows *action*, an *adverb* is correct.
3. If you want to modify an adjective, an *adverb* is correct.

Using Adverbs to Modify Verbs

When a verb expresses an action by the subject, use an adverb after it—not an adjective. Study the following sentences.

- **Nonstandard:** Because Jack was unfamiliar with the city, he drove *careful*.
- **Standard:** Because Jack was unfamiliar with the city, he drove *carefully*.
- **Nonstandard:** Lorraine spoke very *quiet* of her many accomplishments.
- **Standard:** Lorraine spoke very *quietly* of her many accomplishments.
- **Nonstandard:** Teesha picked up the expensive glass *delicate*.
- **Standard:** Teesha picked up the expensive glass *delicately*.

Verbs that sometimes show condition or state of being in one sentence but an action by the subject in another sentence can be troublesome:

- The dog smelled the meat *carefully*. (*Smelled* is an *action* verb.)
- The meat smelled *rotten*. (*Smelled* is a *linking* verb.)
- The alarm sounded *suddenly*. (*Sounded* is an *action* verb.)
- His cries sounded *pitiful*. (*Sounded* is a *linking* verb.)
- Claire appeared *abruptly*. (*Appeared* is an *action* verb.)
- Claire appeared *tired*. (*Appeared* is a *linking* verb.)

EXERCISE 10-5

Write the letter of the correct word on the line preceding the sentence.

- b 1. A fresh knee injury causes Jennifer to jog (a. careful b. carefully).
- a 2. Because of the sea breeze, our hotel room remains (a. cool b. coolly).
- a 3. We ate too many spicy prawns, and our stomachs felt (a. bad b. badly) for hours.
- b 4. With the right tools and some patience, you can learn to install bathroom tile (a. easy b. easily).
- b 5. Brad cannot swim as (a. quick b. quickly) as Jerome.
- a 6. Bernie was surprised that Madonna's response to his fan letter was (a. immediate b. immediately).
- b 7. She sure sings (a. sweet b. sweetly)!

- b 8. The children wore their best clothes and behaved very (a. mature
b. maturely).
- a 9. Under his new blanket by the fire, the cat was warm and (a. snug
b. snugly).
- a 10. Yes, I know that my new haircut looks (a. awful b. awfully).

Parallel Structure

When writing about items in a series, be sure that you present each item in the same grammatical form. In other words, each item should be an adjective, or each item should be a prepositional phrase, or each item should be an infinitive, and so on. When all items in a series are in the same grammatical form, the sentence or passage is said to have **parallel structure**.

Notice the use of parallel structure in the following sentences:

- Edward *approached* the plate, *tugged* at his belt, *adjusted* his grip, then *swung* the bat. (parallel past-tense verbs)
- Tanya sang *softly*, *confidently*, and *seductively*. (parallel adverbs)
- *To lose weight*, *to study conscientiously*, and *to spend less time on the telephone*—these were Ken’s New Year’s resolutions. (parallel infinitive phrases)
- Ahmad quit smoking *because it was an expensive habit*, *because his wife had quit*, and *because his doctor had urged him*. (parallel dependent clauses)

Parallel structure is a writing technique worth acquiring because it makes sentences smoother and shows the connection between ideas. For these reasons, professional writers and public speakers often make use of parallel structure. It helps to “bind up” a sentence, making its parts and meaning much easier to grasp.

Contrast the rhythm and clarity of the following pairs of sentences:

- **Faulty:** The president claimed that he wanted to *clean up the environment*, *improve the public schools*, and *reducing crime in the streets*. (infinitive, infinitive, and participle)
- **Parallel:** The president claimed that he wanted *to clean up the environment*, *to improve the public schools*, and *to reduce crime in the streets*. (three infinitives)
- **Faulty:** Our new scanner is *efficient*, *inexpensive*, and *it is easily operated*. (two adjectives and a clause)
- **Parallel:** Our new scanner is *efficient*, *inexpensive*, and *easily operated*. (three adjectives)

- **Faulty:** Her baby has already started *walking* and *to talk*. (participle and infinitive)
- **Parallel:** Her baby has already started *walking* and *talking*. (two participles)

You can also achieve effective parallel construction by using correlative conjunctions. As mentioned in Chapter 2, correlatives are connectives used in pairs, and therefore they are handy tools for linking similar grammatical patterns with ideas of similar importance. The most common correlatives are *either/or*, *neither/nor*, *not only/but also*, and *both/and*.

Here are some examples of correlative conjunctions used to achieve parallel structure:

- Sheila is proficient *not only* on the clarinet *but also* on the saxophone.
- *Neither* the musicians *nor* the producers could have predicted the success of rock music on television.
- The president's remarks were addressed *both* to Congress *and* to the American people.

When using correlative conjunctions, be sure to place them as closely as possible to the words they join.

- **Nonstandard:** She *neither* wanted our advice *nor* our help.
- **Standard:** She wanted *neither* our advice *nor* our help.
- **Nonstandard:** Misha will be flying *both* to Minneapolis *and* Chicago.
- **Standard:** Misha will be flying to *both* Minneapolis *and* Chicago.
- **Nonstandard:** Richard would *neither* apologize *nor* would he admit that he was wrong.
- **Standard:** Richard would *neither* apologize *nor* admit that he was wrong.

EXERCISE 10-6

Rewrite any of the following sentences that contain faulty parallelism. If the sentence is correct, write "C" before it. Answers for sentences with faulty parallelism will vary, but suggested remedies are offered.

1. In computer class, Phuong learned to build Web pages, and also using the Internet.
In computer class, Phuong learned to build web pages and use the Internet.

2. Trisha complained that her counselor had neither an understanding of students' problems and he did not like people.
Trisha complained that her counselor did not have an understanding of students' problems and did not like people.

3. Owning a home not only requires a lot of maintenance but also it is expensive and it needs a lot of time.

Owning a home requires not only a lot of maintenance and time but also a great deal of expense.

4. Wally's ideas are clever, original, and they are practical.

Wally's ideas are clever, original, and practical.

5. The ambassador from Iran would neither apologize nor would he promise to accept the demands of the United Nations.

The ambassador from Iran would neither apologize nor promise to accept the demands of the United Nations.

- 6.C Professor Gorra is brilliant, eloquent, and helpful.

- 7.C Winston Churchill said that victory would require blood and sweat and toil and tears.

8. The governor said that his hobbies were fly-fishing and to play video games with his grandchildren.

The governor said that his hobbies were fly-fishing and playing video games with his grandchildren.

9. Many people join health clubs for exercise, for relaxation, and sometimes to find romance.

Many people join health clubs for exercise, relaxation, and romance.

10. Nicolas Cage is admired as an actor because he is not only a dramatic actor but also he is good in comedy roles.

Nicholas Cage is admired as an actor because he is good not only in dramatic roles but also in comedies.



Get parallel at <http://www.mywritinglab.com>. Click "Sentences," then "Parallel Structures" to watch an animation, identify non-parallel structure in a passage, and revise a short article.

EDITING EXERCISES

The following paragraphs contain dangling modifiers, illogical comparisons, incorrectly used adjectives or adverbs, and other weaknesses. Rewrite each paragraph, eliminating any confusing constructions and revising unclear sentences. Student responses will vary.

Removing an insect from a child's ear can be real frightening. Sometimes it is difficult to know if an insect is in the ear or something else. Although tempting, the insect should not be killed by poking something in its ear because you may damage the child's ear or make the bug more difficult to remove. Because insects love light, use it to coax the bug out. Pull the child's earlobe real gentle so the light can reach the ear canal easy. You can also shine a flashlight into the ear and tugging its lobe, the insect may emerge from the child's ear. Pouring a few drops of mineral oil into the ear carefully makes the insect float out. You must be sure that it is a bug before trying this method; if it is a piece of popcorn or other expanding item, you may have caused the object to swell and become more difficult to remove. If the insect does not emerge still, or if you are no longer sure that the object is an insect, call a health care professional before anyone else.

Look for a few signs and you'll be able to tell pretty good if your date is truly interested in you. Subtle but universal, you can look for body language clues. Something called symbolic reaching is more common than others. For example, instead of resting on your date's lap, he or she might rest an arm on the table with fingers pointed in your direction. Even more bold, he or she may touch you during your conversation. Concealing or sitting on your hands usually means he or she isn't interested. Mimicking each other's body language, vocal tone and volume, talking speed, or gestures is another real good sign of interest. Humans subconsciously do this when attracted. Does your date blink really frequent? Another sign of interest, we tend to blink more when we're nervous from trying to make a good impression. Feet tell more about one's feelings than most body parts: the more direct they're pointed at you, the more certain your date is

attracted to you. There's an old saying: where the feet point, the heart follows quick. Finally, mind the distance between you and your date; sitting or standing two feet or closer to you signifies attraction more than other things. Of course, some people are physical shy even when they're total in love, but most will show at least one or two of these signs when interested.

WRITING SENTENCES **Avoiding Confused Sentences**

Illogical, inexact, or confused sentences not only irritate your reader but also fail to make your meaning clear. This writing exercise will help you avoid such sentences.

1. Write two sentences, each containing a misplaced or dangling modifier. Using the suggestions in this chapter, revise each sentence.
2. Write two sentences, each containing an illogical comparison. Using the suggestions in this chapter, revise each sentence.
3. Write two sentences, each illustrating the correct use of adjectives after linking verbs.
4. Write two sentences, each illustrating the correct use of adverbs modifying verbs.
5. Write two sentences, each using faulty parallel structure. Using the suggestions in this chapter, revise each sentence so that it has parallel structure.

LANGUAGE TIPS

Using adjectives and adverbs correctly can often be tricky for nonnative speakers of English. Here are some suggestions.

1. Many adverbs are made from an adjective + *-ly*.

quick/quickly, serious/seriously, careful/carefully, quiet/quietly,
heavy/heavily, and bad/badly

2. Not all words ending in *-ly* are adverbs, however.

friendly, lively, lonely, silly, and lovely

3. An adjective tells us more about a noun. Note that adjectives may appear after a few verbs (especially forms of *to be*).

interesting book, *light* snow, *confusing* question

Professor Jenkins's lecture was *funny*.

4. An adverb tells us more about a *verb*.

Tom *walked quickly* to the front of the room. (*verb + adverb*)

We stayed home because it *snowed heavily*. (*verb + adverb*)

Be sure the modifier is an adverb. Compare the following sentences.

She *speaks* English *perfectly* (*verb + object + adverb*)

Beatrice speaks *perfect* English. (*adjective + noun*)

5. We also use adverbs before adjectives and other adverbs.

very cheap (*adverb + adjective*)

very quickly (*adverb + adverb*)

REVIEW TEST 10-A

Confused Sentences

A. Write the letter of the correct word in the space provided.

- b 1. Michael wishes (a. bad b. badly) that he had invested in his friend's successful video game business.
- b 2. Rita drove (a. slow b. slowly) through the dark woods.
- a 3. After hearing the bad news about his uncle, Jon appeared (a. worried b. worriedly).
- a 4. Nathan and Mohammed helped the elderly woman whose grocery bags were too (a. heavy b. heavily) for her.
- b 5. Dr. Flores placed her defibrillators (a. square b. squarely) on the patient's chest to restore a normal heartbeat.

B. In the space before each sentence, write the letter corresponding to the kind of error the sentence contains.

- a. misplaced or dangling modifier b. illogical or incomplete comparison
c. adjective or adverb used incorrectly d. faulty parallel structure

- b 6. Trina says that she has made more social contacts on FaceBook than MySpace.
- a 7. As a lifelong surfer, these are the roughest waves I have ever seen.
- a 8. Full of shampoo, styling gel, and hairspray, Gina could not fit anything else into her suitcase.
- c 9. Success came quick for Dana Foley and Anna Corinna, two New York friends whose fashions now make about twenty million dollars yearly.
- b 10. For much of the year, our weather is warmer than other cities.
- c 11. After sitting on the picnic table in full sun all day, the coleslaw smelled terribly.
- b 12. People who won't drink coffee in order to avoid caffeine often don't realize that their favorite chocolate contains more.
- d 13. Sam dreams of a girl with dark hair, a warm smile, and good at dancing the samba.
- b 14. Running a family business can be more difficult than most other kinds.
- a 15. Windy and warm, we could have lain on the beach all day.

- c 16. Apply the plaster to the drywall board as smooth as you can, and then press out any lumps or bubbles.
- c 17. Studies show that someone will eat vegetables more frequent if he or she is allowed to add a little fat, such as cheese or dressing.
- a 18. Having rung the doorbell at the wrong house, Art's neighbors were not happy with my late-night visit.
- c 19. Since so many TV viewers use TiVo or other devices to ignore commercials, advertisers now pay to have their products positioned prominent in programs.
- a 20. Pressured by higher jet fuel costs, you must now pay for some airline services that were once free, such as meals and baggage check-in.
- a 21. Saying that he feels good and is eager to return to work, doctors allowed the senator to leave the hospital today.
- a 22. Bored out of our minds, Jason delighted us by arriving with some newly released DVDs.
- a 23. NASA's Phoenix Mars Lander digs for water or other elements that could sustain life, unlike mobile rovers.
- d 24. To compete in the Olympics, athletes must train well, sacrifice time with friends and family, and maintenance of a confident attitude.
- a 25. Choking on a hairball, Alex was able to pat his cat's back a few times and resolve the problem.

REVIEW TEST 10 - B

Confused Sentences

A. Write the letter of the correct word in the space provided.

- b 1. Hummingbirds move so (a. quick b. quickly) that their beauty is hard to see.
- a 2. We felt (a. awful b. awfully) about missing Elizabeth's birthday party.
- b 3. Suki has become (a. real b. really) good at her job in the appliance store.
- a 4. Max looked (a. serious b. seriously) when I told him that the test is tomorrow, not next week.
- a 5. Daniel felt very (a. happy b. happily) about being invited to the party.

B. In the space before each sentence, write the letter corresponding to the kind of error the sentence contains.

- a. misplaced or dangling modifier b. illogical or incomplete comparison
c. adjective or adverb used incorrectly d. faulty parallel structure

- b 6. The price of Mariska's car is higher than Cody.
- a 7. Bruised and tackled viciously, Armando found it difficult to watch his wife play rugby.
- a 8. To enroll in a college course, your application must be complete.
- d 9. Kayla likes jogging on Saturdays and to do crossword puzzles on Sundays.
- c 10. Su Lan rides her bicycle very careful to class each day.
- b 11. Mosquito bites are much more common than fleas.
- d 12. Courtney said her hobbies were reading good novels and to help children who struggle in school.
- b 13. Physiologically, pigs and orangutans are more like humans than other animals.
- d 14. Zombie movies, cooking, and to skateboard make up my ideal weekend schedule.
- a 15. Spinning in its wheel and living on spoiled cabbage, Robin's grandson thought that the hamster had a pretty good life.
- c 16. Karen drives dangerous when she's late to work.
- c 17. Do you recall when a computer company asked consumers to "think different" and buy its product?

- d 18. I'd like a sandwich, a cup of soup, some pie, and to drink a lemonade.
- c 19. It's been months since the refrigerator has had a real thorough cleaning.
- a 20. Extremely loyal viewers, *CSI: Las Vegas* and *Law & Order* are Olga and Ramon's favorite TV shows.
- c 21. A beginning driver, Mark can't shift smooth yet.
- b 22. Kwesi makes fifteen dollars an hour at the supermarket, which is as much as the electronics store.
- a 23. Having never seen a basketball game, the star player's name was unfamiliar to me.
- d 24. This weekend we should make pancakes and to dice some walnuts into them.
- b 25. Dr. Martin said that surgery on a foot is generally less painful than a spine.

WRITING PARAGRAPHS

DEVELOPING A PARAGRAPH BY PROCESS AND ANALYSIS

“How is it done?” “How did it happen?” These are the questions answered by paragraphs developed by *process and analysis*. Some process-and-analysis paragraphs tell the reader how to change a tire, train a puppy, mix concrete, or plant a tree. Others explain how something happened or how it takes place: how the pyramids of Egypt were built, how the blood circulates through the body, or how the American electoral system selects a president. In all cases, the purpose is to provide information to the reader as clearly and directly as possible.

Because all process-and-analysis paragraphs essentially explain how an act is done or how a process happens, their ideas are presented chronologically. Every idea follows the preceding one in a *time sequence*. If the ideas are presented out of order, the results are chaotic. Imagine trying to put together a transistor radio from a kit whose instructions began, “After receiving a radio signal, adjust the aerial to improve reception.” The first requirement, then, is to make certain that all the steps are presented in a clear sequence.

When writing the process-and-analysis paragraph, you should include more than a list of steps. A paper giving such a list would be technically correct but would have all the excitement of a set of directions for assembling a bicycle. Give your paragraph direction by giving it a topic sentence. For instance, instead of just listing in order the steps in taking a blood sample, write a topic statement that lets the reader see an overall pattern. “Taking a blood sample is more painful for the nurse than the patient” is more inviting than “There are three steps to follow in taking a blood sample.” In this way your paragraph has a point of view; it catches the reader’s interest.

The following paragraph explains how the ice floor in a skating rink is formed. Notice that it is arranged in time order.

- Filling an ice rink is nothing like filling an ice tray. Building the ice floor requires numerous layers, careful measuring, and about twelve to fifteen thousand gallons of water. First, the crew sets the rink temperature between sixty and sixty-five degrees. Then, the crew sprays the first layer of water with a paint truck. This first layer freezes immediately, and a second is quickly sprayed on. Once the second layer freezes, it is painted a bright white, using the paint truck. To seal the paint, a thicker third layer of water is added on and allowed to freeze solidly. Next, the crew paints a number of markings that will be needed for hockey games: face-off spots, circles, and lines. Workers also add teams’ logos or sponsor names. When the painted markings have dried, the crew adds the final layer with about ten thousand gallons of water and a wide-mouthed hose. This step must be done very slowly, at a rate of five hundred to

WRITING TIPS Vocabulary-Building Books

If you possess and use an extensive vocabulary, your writing will be more interesting and exciting, as well as precise. The best way to increase your vocabulary is by reading widely. Another way is to refer to one of the many vocabulary-building books available at most online and college bookstores and libraries. Here are four of them, all inexpensive paperbacks.

Webster's New Explorer Vocabulary Skill Builder by Merriam-Webster, 2008.

Wordmaster: Improve Your Word Power (CD Audiobook) by Dennis Waitley, 2006.

Words Smart: Building an Educated Vocabulary by Adam Robinson and Princeton Review, 2001.

1100 Words You Need to Know by Murry Bromberg and Melvin Gordon, 2000.

six hundred gallons per hour, so that the water can freeze thoroughly. It may take a full day and night. Now, crews must take one last step: softening the ice a bit for skaters, or hardening it further for hockey players.

The next paragraph explains how a product is made—in this case a chocolate bar. Notice that the steps are presented chronologically.

- Chocolate makes life more enjoyable for nearly everyone around the world—in fact, an average American eats about ten pounds of chocolate each year. How is that magnificent delight, the chocolate bar, created? It starts with the cacao tree, which grows in tropical regions such as Africa and South America. The tree produces reddish-yellow, pineapple-sized fruit, which contain cocoa beans within. The cocoa beans are fermented, then dried in open air and sun for a week. Next, they're shipped to the chocolate maker, who roasts the beans to heighten their flavor. Since beans from different regions have different flavors, the maker blends them to produce the exact flavor for which it is known. The beans are then ground, and, because of their fat content, they make a liquid that is bitter. The chocolate maker pours the liquid into a mold, where it cools. Using its secret recipe, the maker adds various ingredients such as sugar, vanilla, or milk. Conching comes next: it's a blending method in which the ingredients are mixed for a few days. Afterward, the chocolate is heated slowly in its mold, then cooled slowly, so that the chocolate will harden and keep its shape. Once the chocolate has cooled, it is ready for distribution to eager customers.

EXERCISE: Using Process and Analysis

Select one of the following subjects and write a paragraph explaining how to do something or how something happened or came about. Write at least 125 words, and underline your topic sentence.

- *the signs of summer's arrival*
- *how a particular discovery was made*
- *how to download a song from the Internet*
- *how to give a speech*
- *how to organize a musical group*
- *how to win someone's heart*
- *the formation of the Grand Canyon*

WRITING TIPS Yikes!

Have you ever opened a book, seen a sea of unending print, and felt a wave of dread? The appearance of your paragraphs can affect your reader's response in a similar way. Extremely long paragraphs can intimidate or discourage a reader. In contrast, short paragraphs can make a reader feel that no single idea has been developed sufficiently. While there is no exact rule about the minimum number of sentences required in a paragraph, a short paragraph is often a sign that the writer did not follow through in his or her thinking about the topic. As a result, many weak paragraphs consist of little more than a topic sentence and one or two generalities, as if the writer hoped the reader would complete the thought for him or her. Newspapers often employ brief paragraphs, and brief paragraphs are also used to show a division or shift in a section of an essay or to draw attention to a startling fact or an important statement. In general, however, paragraphs that have only one, two, or three sentences are probably too thin and underdeveloped.



Log onto <http://www.mywritinglab.com> for a helpful animation with tips for developing paragraphs by process and analysis, and a list of paragraph topics. Click "Sentences," then "Developing a Paragraph by Process and Analysis."