

PACKET 2

ERWC

PACKET 2

DAY 1

GRAMMAR

Packet 2 Day 1

TASK: WHAT'S NEXT NOTES 1

Which of these sentences are complete? How do you know?

1. I grew up in East LA and attended the famous Garfield High.
2. Because I grew up in the barrio, had no idea it would take me eight years to graduate from college.
3. Even if you live at home, work full-time and attend school part-time.
4. Hang out less or not all with old friends.
5. Worrying too much about the high cost of college tuition.

GRAMMAR

TASK: WHAT'S NEXT NOTES 1

Packet 2 Day 1

Identifying Verbs, Subjects, and Prepositional Phrases

Every sentence in English must have at least one *verb* and one *subject*. When you identify the verb first, it is much easier to find the subject of the sentence. The verb in a sentence is always related to the subject. The subject usually appears in front of the verb. Since the verb expresses what the subject *does* or *is*, verbs either express

- **Action** (eat, stop, help, buy, make, do, gain, succeed)

or

- **State of being** (am/is/are/were, become, seem, look, appear, taste, sound, remain)
- **Mental states** (know, think, feel, remember, believe)

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TASK: WHAT'S NEXT NOTES 1

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If a verb consists of only one word, it is automatically the “main verb.” However, sometimes the main verb has “helping verbs” that go along with it. Together with the main verb, they make up the “complete verb phrase.” It is possible to have more than one helping verb, so the verb phrase can be four or five words long.

Main verb (if alone) = the complete verb

Example: I study every day.

Helping/modal verbs + main verb = the complete verb phrase

Example: I should study every day.

It is easier to recognize the subject or subjects of sentences when you find the verb first. The subject of the sentence usually

- Occurs before the verb
- Tells who or what does the action or expresses the state of being or state of mind

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TASK: WHAT'S NEXT NOTES 1

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TASK: WHAT'S NEXT NOTES 1

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Tip: Subjects are either nouns or pronouns. Many nouns have a determiner such as **a**, **an**, or **the**.

Other determiners are possessive nouns, possessive pronouns, and numbers (**student's**, **her**, **those**, **seventeen**). If you aren't sure if a word is a noun, try using a determiner with it or making it plural or possessive. If you can, you've identified a noun; then you need to decide if it is the subject of the verb. Remember that the –ing form of a verb can act as a noun (**Studying** math and science opens doors to many careers.) and be the subject of a sentence.

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TASK: WHAT'S NEXT NOTES 2

Packet 2 Day 2

In some sentences, nouns or pronouns in *prepositional phrases* can be confused with the subject. For this reason, it is easier to identify nouns that are subjects if you first identify the prepositional phrases in sentences by putting parentheses around them. Remember that a prepositional phrase may contain one or more nouns or pronouns.

GRAMMAR

TASK: WHAT'S NEXT NOTES 2

Common Prepositions

One-word Prepositions

about	before	down	off	toward(s)
above	behind	during	on	under
across	below	for	out	until
after	beneath	from	over	up
against	beside(s)	in	since	upon
along	between	into	through	with
among	beyond	like	throughout	within
around	by	near	till	without
at	despite	of	to	

Two-word and Three-word Prepositions

according to	as many as	because of	in place of	such as
across from	as much as	by means of	in spite of	together with
along with	as well as	due to	on account of	instead of
apart from	aside from	in addition to	subsequent to	on top of

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Note: When “to” is followed by a verb, it is an infinitive. Do not confuse infinitives with prepositional phrases.

The ability **to bounce back** is a fundamental life skill students have **to learn** on their own.

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DAY 3

GRAMMAR

TASK: WHAT'S NEXT ACT. 2

Packet 2 Day 3

Activity 2: Identifying Verbs, Subjects, and Prepositional Phrases

This activity is based on Lawrence B. Schlack, “Not Going to College is a Viable Option.”

Recall the list of common prepositions in the chart from last class. Then put parentheses (around any prepositional phrases) in the following sentences. Next, double-underline the verbs, and finally underline the subjects.

1. Many young people (in college) don't know why they are there or where they are going.
2. The experience of going to college becomes a very expensive form of career exploration.
3. Status, economics and competition drive the pressure to go to college.
4. There is a widespread belief that more college degrees will make the United States competitive.
5. The next logical step for high school students is not always college.

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TASK: WHAT'S NEXT ACT. 2

Packet 2 Day 3

Activity 2: Identifying Verbs, Subjects, and Prepositional Phrases

This activity is based on Lawrence B. Schlack, "Not Going to College is a Viable Option."

Review the list of common prepositions in the Common Prepositions chart. Then put parentheses (around any prepositional phrases) in the following sentences. Next, double-underline the verbs, and finally underline the subjects.

1. Many young people (in college) don't know why they are there or where they are going.
2. The experience (of going)(to college) becomes a very expensive form (of career exploration).
3. Status, economics and competition drive the pressure to go (to college).

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TASK: WHAT'S NEXT ACT. 2

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DAY 4

GRAMMAR

TASK: WHAT'S NEXT ACT. 3

Packet 2 Day 4

Recall the list of common prepositions in the chart from last class. Then put parentheses (around any prepositional phrases) in the following sentences. Next, double-underline the verbs, and finally underline the subjects.

1. Yellow has always been the favorite color for pencils.
2. Pencils in other colors simply have not sold.
3. Two billion pencils are sold in the United States annually.
4. An ordinary pencil can draw a line thirty-five miles long.
5. America could conserve huge amounts of energy by the recycling of steel cans.

GRAMMAR

TASK: WHAT'S NEXT ACT. 3

Packet 2 Day 4

Recall the list of common prepositions in the chart from last class. Then put parentheses (around any prepositional phrases) in the following sentences. Next, double-underline the verbs, and finally underline the subjects.

1. Yellow has always been the favorite color (for pencils).
2. Pencils (in other colors) simply have not sold.
3. Two billion pencils are sold (in the United States) annually.
4. An ordinary pencil can draw a line thirty-five miles long.
5. America could conserve huge amounts (of energy) (by the recycling) (of steel cans).