

PACKET 3

ERWC

PACKET 3

DAY 1

GRAMMAR

Day 1

TASK: COMPLETE SENTENCES ACT. 4

What Makes a Sentence Complete?

The following sentences are incomplete because they are missing an essential element, either the subject or the verb. Therefore, the sentences do not express complete ideas. What is wrong with each one? Decide if the sentence is missing a subject, a verb, or both.

Incomplete Sentences	No Subject	No Verb
1 Putting high school behind them. (Who put high school behind them? What were they doing?)		
2 Experts who have researched the success of college graduates. (What did the experts conclude?)		
3 On a major area of study. (What was done? And who did it?)		
4 Attended college immediately after high school. (Who attended college?)		
5 To be able to pursue your own interests and discover a career. (Who was doing it? What were they doing?)		

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TASK: COMPLETE SENTENCES ACT. 4

Day 1

Recognizing and Forming Complete Sentences

Complete Sentence	Incomplete Sentence
<ul style="list-style-type: none">• Can stand alone	<ul style="list-style-type: none">• Is a fragment; needs a subject or a verb or both
<ul style="list-style-type: none">• Expresses a complete thought	<ul style="list-style-type: none">• Does not express a complete thought (needs to be completed)
<ul style="list-style-type: none">• Contains a complete verb	<ul style="list-style-type: none">• Does not contain a word that expresses an action or state of being; may contain part of a verb, but it is incomplete (-ed, -ing, to + verb)
<ul style="list-style-type: none">• Contains a subject	<ul style="list-style-type: none">• Does not have a noun or pronoun that answers the questions who or what about the verb

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Day 1

Sentences in expository writing: Writers of expository texts generally write long sentences as they seek to pack information into their sentences and indicate the logical relationships among those pieces of information (Is it new information or old? Is it additional information, or contrasting information, or a cause, or a concession?). The preceding sentence is an example. However, writers also know that sentence variety is important to keep readers engaged. A short sentence can have maximum impact. And very occasionally in an expository text, a writer will use a fragment, usually where the missing subject and verb are easily inferred. Used sparingly, these fragments can surprise readers and emphasize the writer's point.

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DAY 2

GRAMMAR

TASK: WHAT'S NEXT ACT. 5

Day 2

Identifying Complete and Incomplete Sentences

This activity is based on Gerald Graff, "Hidden Intellectualism."

Write "C" for complete and "I" for incomplete in front of each sentence below. Rewrite the incomplete sentences so they are complete. When you are done, write the definition of a complete sentence.

- I 1. A young person who is intelligent but does not apply that intelligence to academic work.
- 2. We associate street smarts with anti-intellectual concerns.
- 3. Real intellectuals can raise thoughtful questions about lightweight topics.
- 4. Draining interest out of the richest subjects.
- 5. Until I entered college, I hated books.
- 6. I also loved sports novels and autobiographies of sports stars.

A complete sentence _____

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TASK: WHAT'S NEXT ACT. 6

Day 3

Combining Sentences

This activity is based on Gerald Graff, “Hidden Intellectualism.”

The sentences below are complete, but they are short and choppy. Combine them to make one or more sentences that are longer and more interesting.

Make sure your new sentences are complete, that their subjects and verbs agree, and that they contain all the ideas in the original sentences. Also make sure they are punctuated correctly. There is more than one way to combine the sentences correctly. When you have finished, look back at the article, and observe how the writer composed his sentences. Number 1 has been done as an example.

GRAMMAR

TASK: WHAT'S NEXT ACT. 6

Day 3

1.

I was less than negligible as a fighter.

If you were less than negligible as fighter, you settled.

What you settled for was the next best thing.

The next best thing was to be inarticulate.

It was to carefully hide telltale marks of literacy.

Telltale marks were like correct grammar.

They were like correct pronunciation.

New sentence(s):

If you were like me, less than negligible as a fighter, you settled for the next best thing. You were inarticulate and careful to hide telltale marks of literacy like correct grammar and pronunciation. (possible response)

Original sentence:

If you were less than negligible as a fighter, as I was, you settled for the next best thing, which was to be inarticulate, carefully hiding telltale marks of literacy like correct grammar and pronunciation.

Grammar

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Task: What's Next Act. 6

2

- We make mistakes in life.
- Some mistakes are worse than others.
- It is important to learn from our mistakes.
- How we respond to mistakes define us.
- New Sentence:

3

- Real intellectuals turn any subject into grist for their mill.
- The subject may seem lightweight.
- They turn it through the thoughtful questions they bring to it.
- A dullard will find a way.
- The way will drain the interest out of the subject.
- It is the richest subject.
- New sentence(s):

Grammar

Day 3

Task: What's Next Act. 6

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Grammar

Day 3

Task: What's Next Act. 6

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GRAMMAR

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TASK: WHAT'S NEXT ACT. 8

Choose 4 sentences from a piece of your writing. Underline the COMPLETE verb, circle the subjects, and put parentheses around the prepositional phrases.

GRAMMAR

Day 4

TASK: WHAT'S NEXT ACT. 8

Choose 4 sentences from a piece of your writing. Underline the COMPLETE verb, circle the subjects, and put parentheses around the prepositional phrases.

While attending college may seem daunting.

Joining an intermural sports team can be a great way to make friends.

Participating in clubs and events on campus during your college experience.

Motivation serves as the foundation for a successful life, whether you go to college or not.