

**South Dade Senior High School
11th and 12th Grade ELA Winter Break Packet**

Winter Break



As you prepare for post-secondary success many of you have taken or will be taking the ACT or SAT College Preparatory Exam. Both assessments test grammar skills. Therefore, it is important to practice these skills to do well on the assessments.

Directions:

Complete the grammar exercises and then write a 400–600-word **Personal Statement** (an essay you write to show a college admissions committee who you are and why you deserve to be admitted to their school.) Ensure the **Personal Statement** is well-constructed, using proper grammar and spelling. Return this packet for a grade to your English teacher or upload the document to the teacher’s digital platform by January 7, 2022.

Name:

Date:

Grammar: Fragments and Run-ons

Practice

A **sentence fragment** is a group of words that does not express a complete thought but is punctuated as if it were a sentence. To correct a fragment, make sure that the group of words has a subject and a verb and that it makes sense by itself.

Sentence Fragment: About a trip to the Grand Canyon.

Complete sentence: Alex dreamed about a trip to the Grand Canyon.

Run-on sentences include sentences that are joined without any punctuation and those joined by only a comma (called comma splices). To correct a run-on, write two separate sentences or add a conjunction, such as *and*, *but*, *so*, or *or*.

Run-on: The pigeons stay all winter they don't migrate south.

Corrected: The pigeons stay all winter. They don't migrate south.

Comma splice: The car wouldn't start, we had to take the bus.

Corrected: The car wouldn't start, **so** we had to take the bus.

A For each item, write *F* if it is a fragment or *S* if it is a sentence.

1. _____ Whenever we attend the St. Patrick's Day parade.
2. _____ Crowds on the parade route waving and clapping.
3. _____ Bands play.

B Rewrite each fragment, turning it into a complete sentence.

1. The new store on the corner. _____
2. By the time the show ended. _____
3. The toad hopping in the grass. _____

C Correct each run-on sentence or comma splice.

1. The rain has stopped, the trees are still wet.

2. We painted the walls blue we painted the ceiling white.

Grammar: Fragments and Run-ons

Assess

A For each item, write *F* if it is a sentence fragment or *S* if it is a sentence.

1. _____ Getting cable TV.
2. _____ One hundred and fifty channels available.
3. _____ The History Channel is Taylor's favorite.

B Rewrite each sentence fragment, turning it into a complete sentence. If an item is not a fragment, write *correct*.

1. Staying up past 11:00 P.M. to watch the talk shows.

2. Watches football on the weekend.

3. North Carolina won.

4. Hockey playoffs tomorrow at 4:00 P.M.

C Correct each run-on sentence and comma splice.

1. Our friends came over some brought refreshments.

2. Amy made the popcorn, Manuel poured the drinks.

3. I started the movie everyone kept talking.

Grammar: Sentence Structure and Length

Practice

To give your writing interest, **vary the structure and length of your sentences**. Here are several ways to vary the structure:

Begin with an adverb clause: When weather permitted, they rode their bikes.

Begin with a subject complement: Beautiful was the day when they started out.

Begin with a direct object: The best they saved for last.

Reverse the subject and verb: So sweetly sang the birds.

To vary the length of your sentences, combine short sentences into a long sentence or break up a long sentence into two short sentences, as in this example:

The festival began at 10:00 A.M., but we went at 4:00 P.M., when the crowds were smaller, and we could see the performers more easily.

The festival began at 10:00 A.M., but we went at 4:00 P.M. By then, the crowds were smaller, and we could see the performers more easily.

A Rewrite each sentence, putting the underlined words at the beginning. Remember to insert a comma after an adverb clause.

1. The divers saw colorful fish wherever they looked.

2. They were surprised to find an old sea chest.

3. They would divide the treasure among themselves.

B Break up this long sentence into short sentences.

When the discovery of the treasure made the evening news, suddenly the divers became famous, and some people even declared that they were the rightful owners of the treasure.

Grammar: Sentence Structure and Length

Assess

A Rewrite each sentence, putting the underlined words at the beginning. (Change the order of other words as needed to make sure the sentence still makes sense.) Remember to insert a comma after an adverb clause.

1. Ann gave the nuts to her brother.

2. She saved the chocolates for herself.

3. The caramel-filled were the most delicious, and she ate them first.

4. Ann would be happy if the whole box were filled with caramel-filled chocolates.

5. Ann's brother had finished the nuts before the evening was over.

B Combine the short sentences into one long sentence, and break up the long sentence into short sentences.

1. Volcanoes erupt. Lava streams down the mountainside. Nearby residents flee.

2. When we went to Italy, we visited the ruins of the ancient city of Pompeii, which was destroyed during an eruption of the volcano Mount Vesuvius in A.D. 79, although the molten lava preserved many of the buildings.

Using Parallel Structure

Practice

To make your writing clear and effective, use **parallel structure**—similar grammatical forms to express similar, equal ideas. For example, in a series of ideas or for two ideas joined by a coordinating conjunction, use the same type of phrase for each, the same type of clause for each, or all single words of the same form. Faulty parallelism can confuse your reader, so always make sure items are parallel in structure.

Nonparallel: Boston is home to many *universities, museums, and also it has libraries.*

Parallel: Boston is home to many **universities, museums, and libraries.**

Nonparallel: Jacob enjoys *live music and attending plays.*

Parallel: Jacob enjoys **listening to live music and attending plays.**

Nonparallel: Our guide told us *that ticks are dangerous and to check for them carefully after every hike.*

Parallel: Our guide told us **that ticks are dangerous and that we should check for them carefully after every hike.**

Rewrite each sentence to correct the faulty parallelism.

1. Thomas Jefferson was intelligent, imaginative, and he had courage.

2. We rode our bikes over the meadow, up the hill, and then we crossed the bridge.

3. My music teacher said that I have a strong voice but am singing off-key.

4. Before you begin cooking, be sure to wash your hands and that the ingredients are lined up.

5. Erin likes to make spicy Mexican stews and baking bread.

6. City Hall marks the center of Philadelphia, holds a statue of William Penn, and city records are housed there.

Using Parallel Structure

Assess

Rewrite each sentence to correct the faulty parallelism.

1. Maya hopes either to win or getting an honorable mention would make her happy.

2. Philadelphia features historic sites, highly regarded restaurants, and it has excellent museums.

3. John F. Kennedy's words, sentences, and the way he spoke in paragraphs thrilled listeners.

4. Thomas Jefferson wrote the Declaration of Independence, designed his own home, and was a founder of a university.

5. The goals of the civil rights movement included full equality, racial justice, and to have economic opportunity.

6. Thomas Paine spoke passionately, eloquently, and in a persuasive way.

7. Gandhi's choice was submitting to a harmful system or to run the risk of stirring up anger.

8. Following the rules and to play to win are equally important to our team.
