Assignment 3 Worksheet - Chapter 3 *“Sentences as Stories: Subjects and Verbs”*

1. How does composing a sentence (or independent clause) with the intended actor(s) as the subject and the crucial action as the verb improve sentence clarity/precision and prompt reader comprehension?

|  |
| --- |
|  |

1. Demonstrate your understanding of revision indicators in Chapter 3 of *The Second Draft* by creating your own examples. Use the sample sentences in the chapter as models.

Revision Indicator #1 - Crucial actions have been nominalized

What is nominalization and how does it impair reader comprehension?

|  |
| --- |
|  |

Write a sentence that needs to be revised because it has nominalized the crucial action.

|  |
| --- |
|  |

Now, revise the above sentence so that the intended actor is the subject and the crucial action is the verb.

|  |
| --- |
|  |

Revision Indicator #2 - Verbs are overcomplicated

What are “overcomplicated” verbs, and how do they hinder reader comprehension?

|  |
| --- |
|  |

Write a sentence that needs to be revised because an “overcomplicated” verb is burying the crucial action as a nominalized object, infinitive, or participle behind a weaker, less precise verb.

|  |
| --- |
|  |

Now, revise the above sentence so the crucial action is the verb.

|  |
| --- |
|  |

Revision Indicator #3 - Verbs are passive

How do passive verbs hinder reader comprehension?

|  |
| --- |
|  |

Write a sentence that needs to be revised because the verb is passive.

|  |
| --- |
|  |

Now, revise the above sentence to be active with the intended actor as the subject and the crucial action as the verb.

|  |
| --- |
|  |

Revision Indicator #4 - A “question” word is the subject of a declarative sentence.

How does writing “question” words as the subject of a declarative sentence hinder reader comprehension?

|  |
| --- |
|  |

Write a declarative sentence that needs to be revised because the subject is a “question” word rather than the intended actor and the verb is a weak “to be” verb instead of the crucial action.

|  |
| --- |
|  |

Now, revise the above sentence by substituting the intended actor for the “question” word and a strong, crucial action for the verb.

|  |
| --- |
|  |

Revision Indicator #5 - Too much modifying information between actor and action

How does having too much modifying information between the actor and action hinder reader comprehension?

|  |
| --- |
|  |

Write a sentence that hinders reader comprehension by placing too much modifying information between the subject and verb.

|  |
| --- |
|  |

Now, revise the above sentence by shortening, moving, or deleting the modifying information to improve comprehension.

|  |
| --- |
|  |

Revision Indicator #6 - Verbs are Written in the Negative

How do negative verbs hinder reader comprehension?

|  |
| --- |
|  |

Write a sentence that needs to be revised because the verb is written in the negative, when it could easily and more clearly/precisely be written in the positive.

|  |
| --- |
|  |

Now, revise the above sentence changing the negative verb to a positive crucial action.

|  |
| --- |
|  |