

Introduction

You are beginning a year-long program called Daily Grammar Practice (or DGP for short). Think of grammar like a bottle of vitamins. If you take one a day, they'll be good for you. If you take the whole bottle at once, you'll just get sick! Doing DGP is like taking a grammar vitamin each day. You'll have one little thing to do each day, but it will be good for you. It will really help you to understand grammar. The good news is that you won't ever have to do traditional grammar exercises with the DGP Program—that would be like taking a bunch of vitamins at once! With DGP, you will have just one sentence to work with each week and just one little assignment to do each day.

On Mondays, you will have to identify the part of speech for each word in the sentence of the week. You will have to complete this task before class starts, and you must have your workbook out on your desk for your teacher to see at the beginning of class. Your teacher will give you a point if you have tried the assignment. It's okay if you get some of the answers wrong, but you should try your best.

Your class will then go over the correct answers together. If you have made any errors, you should correct them in your workbook. On Tuesdays (before the beginning of class), you will have to identify the sentence parts and phrases in the same sentence. What you learned on Monday will help you to accomplish this task. Before class on Wednesday, you will have to identify the clauses, sentence type, and sentence purpose. Before Thursday's class, you will add punctuation and capitalization. Before coming to class on Friday, you will fill in the diagram for the sentence. Each day your teacher will check to see that you have your workbook out and your assignment completed at the beginning of class. Each day you will get your point if you have tried the assignment, and each day your class will go over the correct answers together.

You will only spend a few minutes each day on DGP. If you have any questions, you should be sure to ask. For the first few weeks, the daily tasks will probably be difficult. Don't get frustrated! The more DGP you do, the easier it will become. Gradually, the concepts will begin to make sense, and you'll be amazed by how much better you understand grammar and by how well you remember the concepts. You will also be able to apply what you learn to your writing so that you can make better grades and be more prepared for high school.

This workbook includes a couple of resources to help you do your DGP assignments. First, you will find a list of abbreviations and markings to use in your daily work. Next, you will see a sample of a student's work. Finally, you will see a quick reference guide with a brief explanation of each concept covered in DGP. This guide is divided by daily tasks for your convenience. Refer to the guide as often as you need to. Highlight concepts that you have trouble with so that you can find them easily. Also, you will find that looking back at previous weeks' work will help you as you do your daily assignments. Be sure to fill in the date at the top of each weekly sentence so that you don't forget which sentence you're on at any given time.

Good luck with DGP, and remember that each day's assignment is small, but you have to try it every day. Vitamins don't do you any good if they just sit in the bottle!

Sample

Monday: Identify each word as noun (common, proper, possessive), pronoun (type, case, person), verb (helping, linking, action, tense), adverb, adjective, preposition, conjunction (coordinating, subordinating, correlative), or interjection.

ind pro *prep* *1 pos pro* *n* *av/pres* *adj* *n*
many of our students like cafeteria food

Tuesday: Identify sentence parts including subject (complete and simple), complete predicate, verb (transitive or intransitive), direct object, indirect object, predicate nominative, predicate adjective, appositive, and prepositional phrase (adjective or adverb).

S *op* *vt* *do*
many (of our students) like cafeteria food
adj prep ph

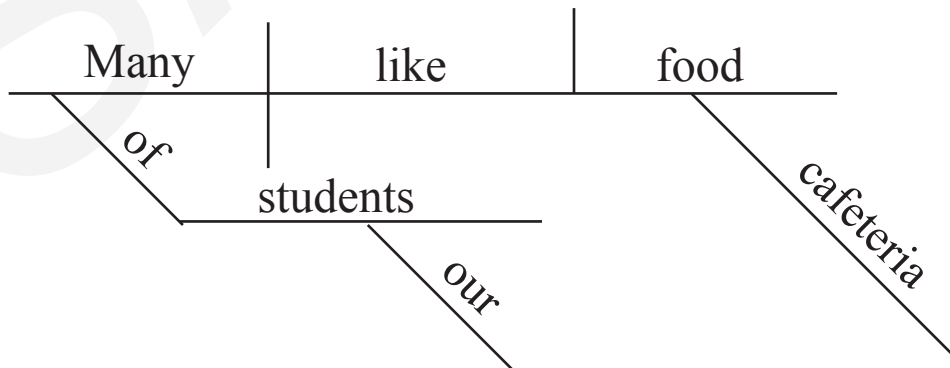
Wednesday: Identify each clause as independent or dependent; identify the sentence type as simple, compound, or complex; and identify the sentence purpose as declarative, imperative, interrogative, or exclamatory.

ind cl
[many of our students like cafeteria food]
ss/dec

Thursday: Add capitalization and punctuation including end punctuation, commas, semicolons, apostrophes, underlining, and quotation marks.

Many of our students like cafeteria food.

Friday: Fill in the diagram structure using this week's sentence.



Marking Guide

Monday Abbreviations

n = common noun
N = proper noun
pos n = possessive noun
pro = personal pronoun
 1 = first person
 2 = second person
 3 = third person
nom = nominative
obj = objective
pos = possessive
ind pro = indefinite pronoun
int pro = interrogative pronoun
dem pro = demonstrative pronoun
ref pro = reflexive pronoun
rp = relative pronoun
adj = adjective
Adj = proper adjective
art = article
av = action verb
lv = linking verb
hv = helping verb
 pres = present tense
 past = past tense
 f = future tense
 per = perfect tense
 prog = progressive tense
adv = adverb
prep = preposition
int = interjection
cc = coordinating conjunction
sc = subordinating conjunction
cor conj = correlative conjunction

Tuesday Abbreviations

S = simple subject
__ = complete subject
vt = transitive verb
vi = intransitive verb

__ = complete predicate
do = direct object
io = indirect object
pn = predicate nominative
pa = predicate adjective
op = object of preposition
() = phrase
adj prep ph = adjective prepositional phrase
adv prep ph = adverb prepositional phrase
app = appositive

Wednesday Abbreviations

[] = clause
ind cl = independent clause
dep cl = dependent clause
ss = simple sentence
cd = compound sentence
cx = complex sentence
dec = declarative
imp = imperative
exc = exclamatory
int = interrogative

Thursday Proofreading Marks

(Write in each symbol as your teacher goes over it with you in class.)

capitalize:
insert apostrophe:
insert quotation marks:
insert semicolon:
insert comma:
insert end punctuation:
italicize:

Monday Notes

(Parts of Speech)

NOUN

- person, place, thing, idea
- common (n): names a general noun; begins with lower case letter (city)
- proper (N): names a specific noun; begins with capital letter (Detroit)
- possessive (pos n, pos N): shows ownership (girl's, Roger's)

PRONOUN (pro)

- takes the place of a noun
- types
 - personal (1st person: pronouns having to do with “me”; 2nd person: pronouns having to do with “you”; 3rd person: pronouns having to do with everyone else)
 - singular nominative (nom): I, you, he, she, it
 - plural nominative (nom): we, you, they
 - singular objective (obj): me, you, him, her, it
 - plural objective (obj): us, you, them
 - singular possessive (pos): my, your, his, her, its, mine, yours
 - plural possessive (pos): our, your, their, ours, yours, theirs
 - interrogative (int): asks a question
 - Which? Whose? What? Whom? Who?
 - demonstrative (dem): demonstrates which one
 - this, that, these, those
 - indefinite (ind): doesn't refer to a definite person or thing
 - each, either, neither, few, some, all, most, several, few, many, none, one, someone, no one, everyone, anyone, somebody, nobody, everybody, anybody, more, much, another, both, any, other, etc.
 - reflexive (ref): reflects back to “self”
 - myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
 - not words: hisself, ourself, theirselves
 - relative (rp): starts adj. dependent clauses
 - that, which, who, whom, whose

ADVERB (adv)

- modifies adjectives (really cute), verbs (run quickly), and other adverbs (very easily)
- tells How? When? Where? To what extent?
- Not and never are always adverbs.

ADJECTIVE (adj)

- modifies nouns (I have a green pen.) and pronouns (They are happy.)
- tells Which one? How many? What kind?
- articles (art): a, an, the
- proper adjective (Adj): proper noun used as an adjective (American flag)

PREPOSITION (prep)

- shows relationship between a noun or pronoun and some other word in the sentence
- across, after, against, around, at, before, below, between, by, during, except, for, from, in, of, off, on, over, since, through, to, under, until, with, according to, because of, instead of, etc.
- We went to school. We went up the stairs.

CONJUNCTION

- joins words, phrases, and clauses
- types
 - coordinating (cc)
 - FANBOYS (for, and, nor, but, or, yet, so)
 - subordinating (sc)
 - starts adv. dependent clauses (and therefore must be followed by subject and verb)
 - after, since, before, while, because, although, so that, if, when, whenever, as, even though, until, unless, as if, etc.
 - correlative (cor conj)
 - not only/but also, neither/nor, either/or, both/and

INTERJECTION (int)

- expresses emotion but has no real connection with the rest of the sentence
- set apart from sentence by comma or exclamation point
- No, I'm not finished with my homework. Wow! What a great new car!

VERB

- shows action or state of being
- types
 - action (av)
 - shows action
 - She wrote a note.
 - linking (lv)
 - links two words together
 - can be linking: is, be, am, are, was, were, been, being, appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, etc.
 - English is fun. (English = fun)
 - The flower smells pretty. (flower = pretty) The dog smells the flower. (action)
 - helping (hv)
 - “helps” an action verb or linking verb
 - If a verb phrase has four verbs, the first three are helping. If it has three verbs, the first two are helping. And so on.
 - can be helping: is, be, am, are, was, were, been, being, will, would, can, could, shall, should, may, might, must, have, has, had, do, does, did
 - We have been taking notes all day. (Taking is action.)
 - She will be cold without a jacket. (Be is linking.)

- tenses
 - present (pres)
 - happening now (jump, talk, eat)
 - past (past)
 - happened previously (jumped, talked, ate, fell)
 - future (f)
 - will happen in the future (will jump, shall talk)
 - present perfect (pres per)
 - *have* or *has* plus past participle (have jumped, has talked)
 - past perfect (past per)
 - *had* plus past participle (had jumped, had talked)
 - future perfect (f per)
 - *will have* or *shall have* plus past participle (will have jumped, shall have talked)
 - present progressive (pres prog)
 - *is*, *are*, or *am* plus present participle (am jumping, is jumping, are jumping)
 - past progressive (past prog)
 - *was* or *were* plus present participle (was jumping, were jumping)
 - future progressive (f prog)
 - *will be* or *shall be* plus present participle (will be jumping, shall be jumping)

Tuesday Notes

(Sentence Parts and Phrases)

SIMPLE SUBJECT (S)

- the "who" or "what" of the verb
- ex: The dog with spots likes to bark loudly.
- must be noun or pronoun
- can never be in a prepositional phrase
- There and here are never the subject of a sentence.
- The subject can be an “understood you”: Bring me the remote control, please. (You bring it.)

COMPLETE SUBJECT (underlined once)

- simple subject plus its modifiers
- ex: The dog with spots likes to bark loudly.
- Dependent clauses modifying the subject are part of the complete subject of the independent clause. (The dog that has spots likes to bark.)

SIMPLE PREDICATE/VERB

- transitive verb (vt): takes a direct object (We love English.)
- intransitive verb (vi): does not take a direct object (Please sit down.)
- All linking verbs are intransitive.

COMPLETE PREDICATE (underlined twice)

- verb plus its modifiers
- The dog with spots likes to bark loudly.
- Dependent clauses modifying the verb are part of the complete predicate of the independent clause. (The dog likes to bark when I'm asleep.)

COMPLEMENT

- completes the meaning of the subject and verb
- types
 - direct object (do)
 - is a noun or pronoun and is never in a prepositional phrase
 - follows an action verb
 - To find it, say “subject, verb, what?” or "subject, verb, whom?"
 - I like English. “I like what?” English (direct object)
 - indirect object (io)
 - is a noun or pronoun and is never in a prepositional phrase
 - comes before a direct object and after the verb
 - To find it, say “subject, verb, direct object, to or for whom or what?”
 - He gave me the paper. “He gave paper to whom?” me (indirect object)

Week One

(starting ____/____)

Monday: Identify each word as noun (common, proper, possessive), pronoun (type, case, person), verb (helping, linking, action, tense), adverb, adjective, preposition, conjunction (coordinating, subordinating, correlative), or interjection.

my sister jumped on her new bed

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