

# 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 diagram 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 college.

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!

# B. 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  
ref pro = reflexive pronoun  
rp = relative pronoun  
ind pro = indefinite pronoun  
int pro = interrogative pronoun  
dem pro = demonstrative 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  
cc = coordinating conjunction  
sc = subordinating conjunction  
cor conj = correlative conjunction  
nci = noun clause identifier  
conj adv = conjunctive adverb  
inf = infinitive  
ger = gerund  
part = participle

## 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  
obj ger = object of gerund  
ger ph = gerund phrase  
part ph = participle phrase  
obj inf = object of infinitive  
inf ph = infinitive phrase  
app = appositive  
app ph = appositive phrase  
nda = noun of direct address

## Wednesday Abbreviations

[ ] = clause  
ind cl = independent clause  
adv dep cl = adverb dependent clause  
adj dep cl = adjective dependent clause  
n dep cl = noun dependent clause  
ss = simple sentence  
cd = compound sentence  
cx = complex sentence  
cd-cx = compound-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:

# Sample

**Monday:** Identify parts of speech including noun (type), pronoun (type, case, person), verb (type and tense), adverb, adjective, article, preposition, conjunction (type), interjection, infinitive, gerund, participle.

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

**Tuesday:** Identify sentence parts including simple and complete subject, simple and complete predicate (transitive or intransitive verb), direct object, indirect object, predicate nominative, predicate adjective, appositive or appositive phrase, prepositional phrase (adjective or adverb), object of preposition, noun of direct address, infinitive phrase, object of infinitive, participial phrase, gerund phrase, object of gerund.

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

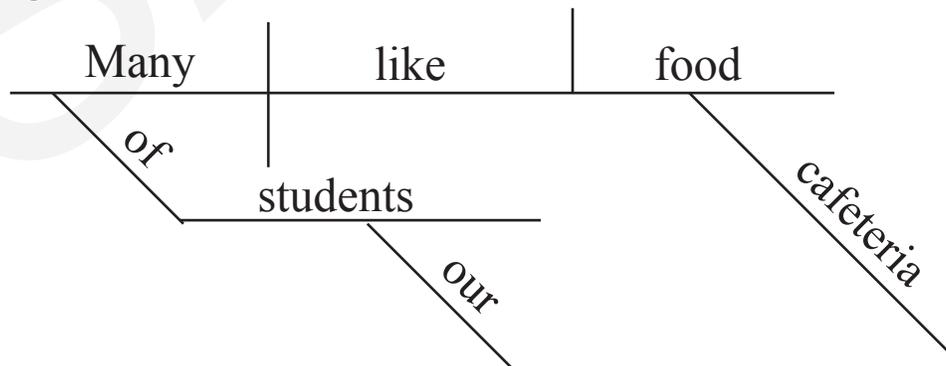
**Wednesday:** Identify clauses (independent, adverb dependent, adjective dependent, noun dependent), sentence type (simple, compound, complex, compound-complex), and purpose (declarative, interrogative, exclamatory, imperative).

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

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

Many of our students like cafeteria food.

**Friday:** Diagram this week's sentence.



# 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
  - personal (1<sup>st</sup> person: pronouns having to do with “me”; 2<sup>nd</sup> person: pronouns having to do with “you”; 3<sup>rd</sup> 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
  - 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
  - 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.

### 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)

### 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.

## 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
  - 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
  - noun clause identifier (nci)
    - starts noun dependent clauses
    - may or may not function as part of the noun dependent clause
    - that, who, whether, why, what, how, when, where, whom, whoever, etc.
  - conjunctive adverb (conj adv)
    - adverb that helps connect two clauses
    - must be used with a semicolon (It is cold; however, it is not snowing.)
    - however, then, therefore, also, furthermore, nevertheless, thus, etc.

## 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
  - 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)
  - present perfect progressive (pres per prog): *have* or *has* plus *been* plus present participle (have been jumping, has been jumping)
  - past perfect progressive (past per prog): *had* plus *been* plus present participle (had been jumping)
  - future perfect progressive (f per prog): *will have* or *shall have* plus *been* plus present participle (will have been jumping, shall have been jumping)

## VERBAL

- word formed from a verb but acting as a noun, adjective, or adverb
  - gerund (ger)
    - verb acting like noun
    - ends in -ing
    - Reading is fun. (subject) I enjoy shopping. (direct object) Use pencils for drawing. (object of preposition)
  - participle (part)
    - verb acting like adjective
    - ends in -ing or -ed (or other past tense ending)
    - I have running shoes. Frightened, I ran down the street. It's an unspoken rule.
  - infinitive (inf)
    - to + verb
    - can act like noun (I like to eat), adjective (It's the best place to eat), or adverb (I need a pen to write a letter)

# 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, pronoun, gerund, or infinitive
- 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. All passive voice verbs are transitive

### 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
  - 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)
  - predicate nominative (pn)
    - is a noun or pronoun
    - follows linking verb and renames subject
    - To find it, say "subject, linking verb, what or who?"
    - He is a nice guy. "He is what?" guy (predicate nominative)

# Week One

(starting \_\_\_\_/\_\_\_\_)

**Monday:** Identify parts of speech including noun (type), pronoun (type, case, person), verb (type and tense), adverb, adjective, article, preposition, conjunction (type), interjection, infinitive, gerund, participle.

whats the object of your journey sir

**Tuesday:** Identify sentence parts including simple and complete subject, simple and complete predicate (transitive or intransitive verb), direct object, indirect object, predicate nominative, predicate adjective, appositive or appositive phrase, prepositional phrase (adjective or adverb), object of preposition, noun of direct address, infinitive phrase, object of infinitive, participial phrase, gerund phrase, object of gerund.

whats the object of your journey sir

**Wednesday:** Identify clauses (independent, adverb dependent, adjective dependent, noun dependent), sentence type (simple, compound, complex, compound-complex), and purpose (declarative, interrogative, exclamatory, imperative).

whats the object of your journey sir

**Thursday:** Add correct punctuation and capitalization.

whats the object of your journey sir

**Friday:** Diagram the sentence.