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# Introduction

You are beginning a 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 just a little bit to do at a time, 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 (or each class session, depending on how often your class meets). You'll take each sentence through five different steps.

Step one is to identify the part of speech for each word in the sentence. You will have to complete this task before class starts, and you must have your workbook out on your desk for your instructor to see at the beginning of class. Your instructor 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. Step two is to identify the sentence parts and phrases in the same sentence. What you learned in step one will help you to accomplish this task. Step three is to identify the clauses and sentence type. For step four, you will add punctuation and capitalization. Finally, for step five, you will diagram the sentence. Each time your class meets, your instructor will check to see that you have your workbook out and your assignment completed at the beginning of class. Each time you will get your point if you have tried the assignment, and each time your class will go over the correct answers together.

You will only spend a few minutes of each class session on DGP. If you have any questions, you should be sure to ask. For the first few weeks, the steps 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 the work force.

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 completing each step. 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 steps 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 assignments. Be sure to fill in the date at the top of each sentence so that you don't forget which sentence you're on at any given time.

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

# How to mark your sentences

n = common noun

N = proper noun

poss n = possessive noun

pron = personal pronoun

1 = first person

2 = second person

3 = third person

nom = nominative

obj = objective

poss = possessive

ref pron = reflexive pronoun

rp = relative pronoun

ind pron = indefinite pronoun

int pron = interrogative pronoun

dem pron = 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

pres perf = present perfect tense

past perf = past perfect tense

f perf = future perfect tense

adv = adverb

prep = preposition

cc = coordinating conjunction

sc = subordinating conjunction

cor conj = correlative conjunction

inf = infinitive

ger = gerund

part = participle

s = subject

vt = transitive verb

vi = intransitive verb

do = direct object

io = indirect object

pn = predicate nominative

pa = predicate adjective

op = object of preposition

adj prep ph = adjective prepositional phrase

adv prep ph = adverb prepositional phrase

obj ger = object of gerund

ger ph = gerund phrase

obj part = object of participle

part ph = participle phrase

obj inf = object of infinitive

inf ph = infinitive phrase

s inf = subject of infinitive

obj comp = objective complement

app = appositive

app ph = appositive phrase

ab ph = absolute phrase

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

⊙ ? ! = insert end punctuation

^ ^ ^ = insert comma,  
semicolon, or colon

∨ ∨ = insert apostrophe or  
quotation marks

∨ ∨ = insert hyphen or dash

— = underline/italicize

≡ = capitalize

# Sample

**Step One: identify parts of speech:** noun, pronoun (type and case), verb (type and tense), adverb, adjective, preposition, conjunction (type), gerund, participle, infinitive, article

ind pron prep poss n av pres adj n  
many of our students like cafeteria food

**Step Two: identify sentence parts:** subject, verb (transitive or intransitive), direct object, indirect object, predicate nominative, predicate adjective, appositive or appositive phrase, prepositional phrase (adjective or adverb), gerund phrase, infinitive phrase, participial phrase, object of preposition, object of infinitive, object of gerund, object of participle, objective complement, subject of infinitive, absolute phrase

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

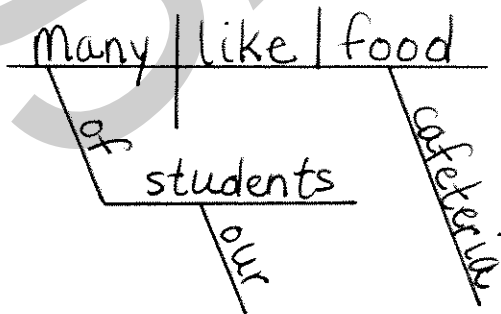
**Step Three: identify clauses and sentence type:** independent, adverb dependent, adjective dependent, noun dependent; simple, compound, complex, compound-complex

ind cl SS  
[many of our students like cafeteria food]

**Step Four: add punctuation and capitalization:** end punctuation, commas, semicolons, apostrophes, underlining, quotation marks, hyphens, dashes, colons

many of our students like cafeteria food.

**Step Five: diagram the sentence**



# Step One Notes

## (Parts of Speech)

### NOUN

- person, place, thing, idea
- common: begins with lower case letter (city)
- proper: begins with capital letter (Detroit)
- possessive: shows ownership (girl's)

### PRONOUN

- takes the place of a noun
- types
  - 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: I, you, he, she, it
    - plural nominative: we, you, they
    - singular objective: me, you, him, her, it
    - plural objective: us, you, them
    - singular possessive: my, your, his, her, its, mine, yours
    - plural possessive: our, your, their, ours, yours, theirs
  - reflexive (reflect back to “self”)
    - myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
    - not words: hisself, ourself, theirselves
  - relative (start dependent clauses)
    - that, which, who, whom, whose, what
  - interrogative (ask a question)
    - Which? Whose? What? Whom? Who?
  - demonstrative (demonstrate which one)
    - this, that, these, those
  - indefinite (don'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.

### ADVERB

- modifies adjectives (really cute), verbs (walk quickly), and other adverbs (very easily)
- tells How? When? Where? To what extent?
- Not is always an adverb.

### ADJECTIVE

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

## PREPOSITION

- 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
    - FANBOYS (for, and, nor, but, or, yet, so)
  - subordinating
    - start 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
    - not only/but also, neither/nor, either/or, both/and

## VERB

- shows action or helps to make a statement
- types
  - action
    - shows action (She wrote a note.)
  - linking
    - 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
    - English is fun. (English = fun)
    - The flower smells pretty. (flower = pretty) The dog smells the flower. (action)
  - helping
    - “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, ought
    - We have been taking notes all day. (Taking is action.)
    - She will be cold without a jacket. (Be is linking.)
- tenses
  - present: happening now (jump, talk, eat)
  - past: happened previously (jumped, talked, ate, fell)
  - future: will happen in the future (will jump, shall talk)

- present perfect: *have* or *has* plus past participle (have jumped, has talked)
- past perfect: *had* plus past participle (had jumped, had talked)
- future perfect: *will have* or *shall have* plus past participle (will have jumped, shall have talked)

## VERBAL

- verb not behaving like a verb
- types
  - gerund
    - verb acting like noun
    - ends in –ing
    - Reading is fun. (subj.) I enjoy shopping. (direct object) Use pencils for drawing. (object of preposition)
  - participle
    - 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
    - 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)



# Step Two Notes

## (Sentence Parts and Phrases)

### SUBJECT

- part of sentence about which something is being said; the “who” or “what” of the verb
- 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.)

### VERB

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

### COMPLEMENT

- completes the meaning of the subject and verb
- types
  - direct object
    - is a noun or pronoun and is never in a prepositional phrase
    - follows an action verb
    - To find it, say “subject,” “verb,” “what?” (or “whom?”)
    - I like English. “I like what?” English (direct object)
  - indirect object
    - is a noun or pronoun and is never in a prepositional phrase
    - comes between the verb and the direct object
    - 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
    - is a noun or pronoun
    - follows linking verb and renames subject
    - To find it, say “subject,” “linking verb,” “what?”
    - He is a nice guy. “He is what?” guy (predicate nominative)
  - predicate adjective
    - is an adjective
    - follows linking verb and describes subject
    - To find it, say “subject,” “linking verb,” “what?”
    - He is nice. “He is what?” nice (predicate adjective)

### APPOSITIVE/APPOSITIVE PHRASE

- noun or pronoun that follows and renames another noun or pronoun
- My son Beck likes trains.
- Ansley, my daughter, loves to dance.

# Week One

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

**Step One: identify parts of speech:** noun, pronoun (type and case), verb (type and tense), adverb, adjective, preposition, conjunction (type), gerund, participle, infinitive, article

i have my room to myself my roommate is studying in milan italy for the semester

**Step Two: identify sentence parts:** subject, verb (transitive or intransitive), direct object, indirect object, predicate nominative, predicate adjective, appositive or appositive phrase, prepositional phrase (adjective or adverb), gerund phrase, infinitive phrase, participial phrase, object of preposition, object of infinitive, object of gerund, object of participle, objective complement, subject of infinitive, absolute phrase

i have my room to myself my roommate is studying in milan italy for the semester

**Step Three: identify clauses and sentence type:** independent, adverb dependent, adjective dependent, noun dependent; simple, compound, complex, compound-complex

i have my room to myself my roommate is studying in milan italy for the semester

**Step Four: add punctuation and capitalization:** end punctuation, commas, semicolons, apostrophes, underlining, quotation marks, hyphens, dashes, colons

i have my room to myself my roommate is studying in milan italy for the semester

**Step Five: diagram the sentence**