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, verb (helping, linking, action, tense), adverb, adjective, preposition, conjunction or interjection.

pro	*prep*	*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, direct object, indirect object, appositive, and prepositional phrase

S *op* *v* *do*

many (of our students) like cafeteria food

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

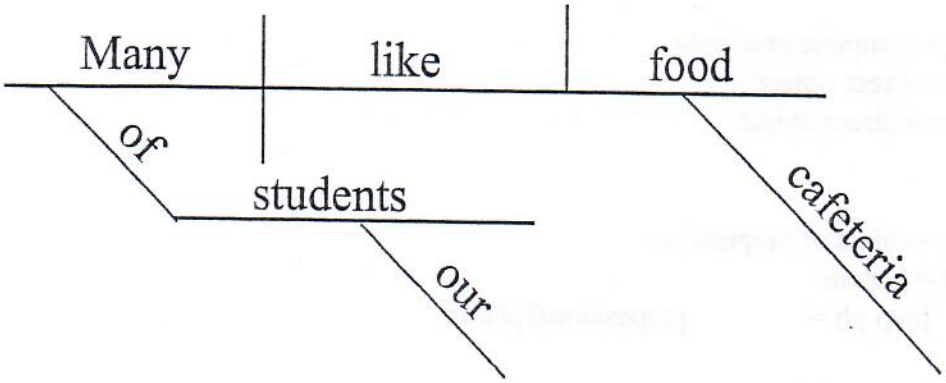
[many of our students like cafeteria food]

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: 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 = 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

adv = adverb
prep = preposition
int = interjection

conj = conjunction

Tuesday Abbreviations

S = simple subject
__ = complete subject
v = verb

___ = complete predicate
do = direct object
io = indirect object

op = object of preposition
( ) = phrase
prep ph = 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

I	us	their	that	several	nobody
you	them	ours	these	few	everybody
he	my	yours	those	many	anybody
she	your	theirs	each	none	more
it	his	which	either	one	much
we	her	whose	neither	someone	another
me	its	what	few	no one	both
they	mine	whom	some	everyone	any
him	yours	who	all	anyone	other
her	our	this	most	somebody	

ADVERB (adv)

- modifies adjectives (<u>really</u> cute), verbs (<u>extremely</u> fast), and other adverbs (<u>very</u> <u>easily</u>)
- tells How? When? Where? To what extent?
- <u>Not</u> and <u>never</u> are always adverbs.

ADJECTIVE (adj)

- modifies nouns (I have a <u>green</u> pen.) and pronouns (They are <u>happy</u>.)
- tells Which one? How many? What kind?
- articles (art): a, an, the
- proper adjective (Adj): proper noun used as an adjective (<u>American</u> 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 <u>to</u> school. We went <u>up</u> the stairs.

CONJUNCTION

- joins words, phrases, and clauses

for	or	since	although	as if
and	yet	before	so that	if
nor	so	while	until	when
but	after	because	unless	whenever
			even though	as

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 helps to make a statement
- 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)

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

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)

APPOSITIVE (app)

- noun or pronoun that follows and renames another noun or pronoun
- My son Beck likes trains.

PREPOSITIONAL PHRASE (prep ph)

- group of words beginning with preposition and ending with noun or pronoun
- can act as adjective (I want a room with a view.) or adverb (His house is on the lake.)
- must be next to noun or pronoun it modifies

OBJECT OF PREPOSITION (op)

- follows preposition and tells "what?" or "whom?"
- The key is under the rug. "under what?" rug (object of preposition)
- If there's no object, it's not a preposition: Please stand up. (Up is an adverb.)

Wednesday Notes
(Clauses and Sentence Type)

CLAUSES

- Each clause must have a subject and verb.
- types
  - independent (ind cl): also called main clause
    - Every sentence must have at least one independent clause.
    - The independent clause can usually stand alone.
    - An independent clause does not start with a relative pronoun, subordinating conjunction, or noun clause identifier.
  - dependent (dep cl): also called subordinate clause
    - The dependent clause can never stand alone.
    - A dependent clause starts with a relative pronoun, a subordinating conjunction, or a noun clause identifier.
    - We will eat <u>when the bell rings</u>.

SENTENCE TYPES

- simple sentence (s) = one independent clause
- compound sentence (cd) = two or more independent clauses
- complex sentence (cx) = one independent clause + one or more dependent clauses

SENTENCE PURPOSE

- A declarative sentence makes a statement and ends in a period. (dec)
- An interrogative sentence asks a question and ends in a question mark. (int)
- An imperative sentence gives a command and ends in a period. (imp)
- An exclamatory sentence expresses strong feelings and ends in an exclamation point. (exc)
- A declarative, interrogative, or imperative sentence can be exclamatory if it expresses strong feelings and ends in an exclamation point.

Thursday Notes
(Punctuation and Capitalization)

CAPITALIZATION

- Capitalize proper nouns:
  - days of the week, months, holidays, historical events, etc.
  - names of people, companies, organizations, etc.
  - names of states, countries, cities, islands, bodies of water, mountains, streets, parks, stores, etc.
  - nationalities, races, religions
  - brand names of products
  - titles of books, magazines, stories, poems, songs, etc.
  - names of ships, trains, monuments, planets, etc.
- Always capitalize the word I.
- Capitalize the first word of each sentence.
- Capitalize the first word of a quotation.

SEMICOLON

- joins two clauses without a coordinating conjunction
  - He likes apples; she likes oranges.
  - He goes to Harvard; however, she goes to Yale.
- can be used in series with commas for clarity
  - We went to London, England; Paris, France; Madrid, Spain; and Rome, Italy.

APOSTROPHE

- Use apostrophes to make words possessive and to make contractions.
- Don't use apostrophes to make words plural.
- Possessive pronouns don't use apostrophes. (hers, its, ours, yours, etc.)
- Be sure you have a real word before your apostrophe: children's toys, not childrens' toys.
- If the word is plural and ends in *s*, add apostrophe only: dogs' owners.
- Treat singular nouns ending in *s* just like any other singular noun: boss's, Brutus's.

UNDERLINING/ITALICIZING

- Underlining and italicizing are the same thing.
- Underline or italicize titles of long things: newspapers, magazines, CDs, movies, novels, plays, musical compositions, etc.
- Underline or italicize names of ships, planes, trains, and artwork.
- Underline or italicize foreign expressions.

QUOTATION MARKS

- Quote titles of short things: short stories, poems, songs, articles, episodes of TV shows, etc.
- Quote dialogue and words copied from other sources.
- Commas and periods that follow quoted words always go inside closing quotation marks. (I said, "Go home.")
- Colons and semicolons that follow quoted words always go outside closing quotation

marks. (We're "friends"; we don't date.)

- Use single quotations marks only to enclose quotes within quotes.
- Use double quotations marks in all other situations. (He's a real "team player.")

COMMAS

(Rule numbers are significant for reference purposes only.)

1. **adverb dependent clause*, independent clause** (If it rains, we'll go inside.)
2. **independent clause (no comma) adverb dependent clause** (We'll go inside if it rains.)
3. **independent clause, cc** independent clause** (Joe likes pizza, but Fred likes tacos.)
4. **subject verb (no comma) cc verb** (Joe likes pizza but does not like vegetables.)
5. **independent clause; independent clause** (Joe likes pizza; Fred likes tacos.)
6. **introductory prepositional phrase,** (After English class, we go to lunch.)
7. **, nonessential appositive,** (We read *The Great Gatsby*, a novel, in class. essential: We read the novel *The Great Gatsby* in class.)
8. **items, in, series** (Please buy apples, oranges, and bananas. I like the warm, fuzzy blanket.)
9. **, noun of direct address,** (Tom, would you hand me the phone? Please don't sit there, Sue.)
10. **day of week, month date, year,** (The baby is expected on Sunday, February 27, 2000, in Georgia.)
11. **city, state,** (We moved to Peachtree City, Georgia, in 1975.)
12. **introductory word,** (Well, I hope these rules come in handy. However, you must use them.)
13. **, interrupter,** (These rules, I think, will help you if you use them.)

****

*adverb dependent clause = subordinating conjunction + subject + verb

common subordinating conjunctions:

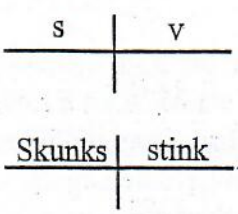
because	after	until
as	though	so that
since	whenever	before
if	even	unless
while	as if	when
although	even though	

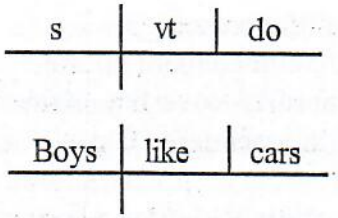
**coordinating conjunctions = FANBOYS

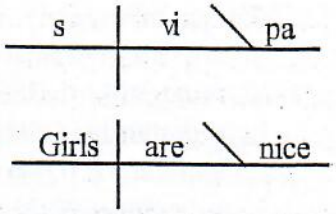
for and nor but or yet so

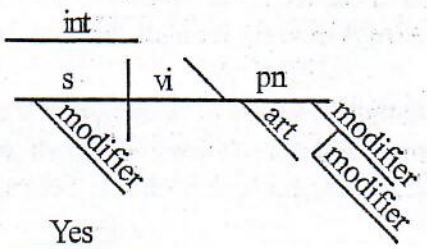
NOT coordinating conjunctions: then, however, therefore

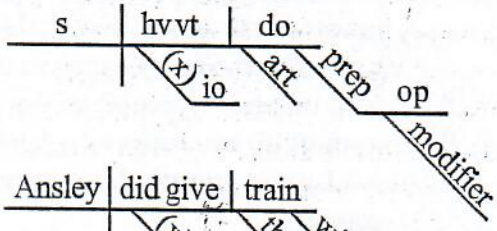
Friday Notes
(Diagramming)

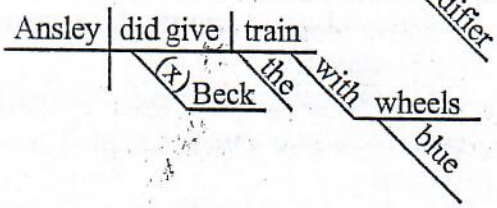


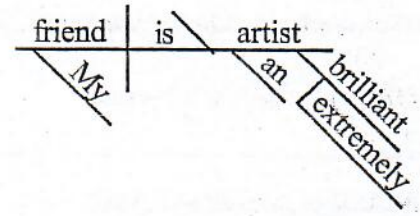




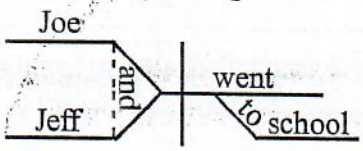


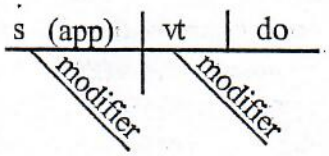


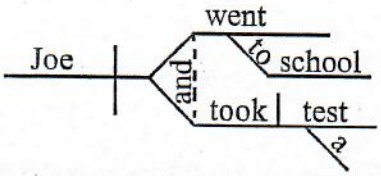


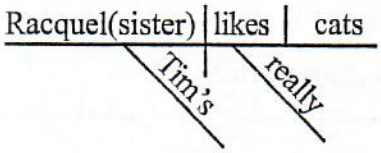


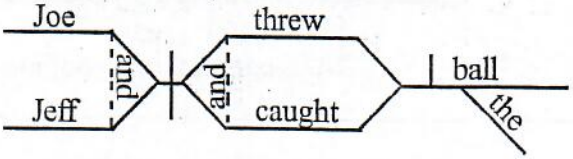
compound parts







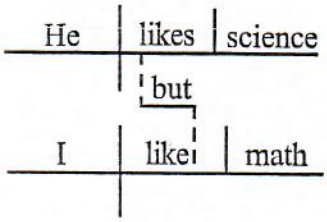


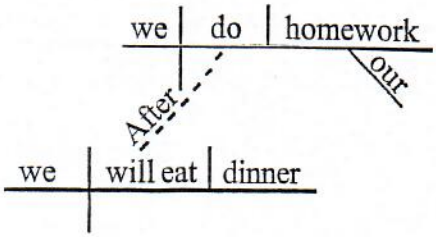


clauses

(connect independent clauses at verbs)

(connect dependent clauses to what they describe)





Name:_____
Date:_____
Period: 1 2 3 4 5 6

Week Five

(starting _____/_____)

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

monica likes the cat with green eyes

Tuesday: Identify sentence parts including subject (complete and simple), complete predicate, verb , direct object, indirect object, appositive or appositive phrase, and prepositional phrase

monica likes the cat with green eyes

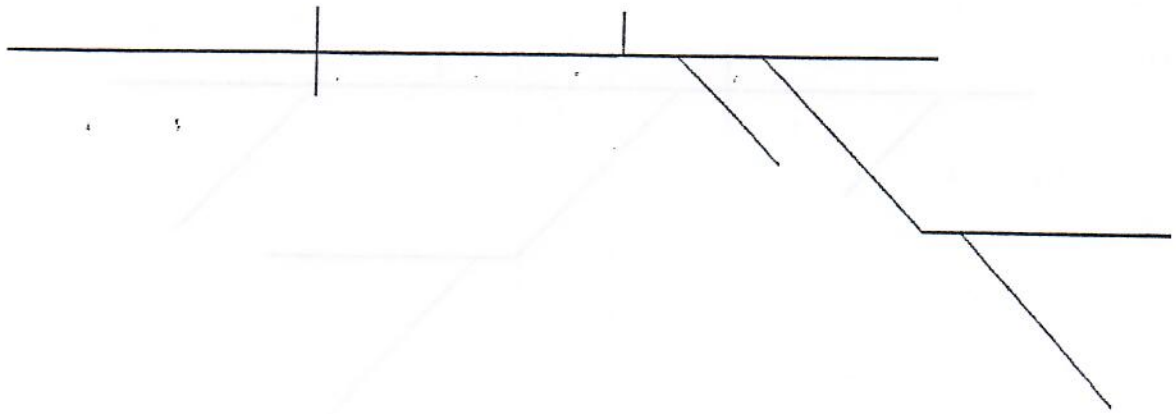
Wednesday: Identify each clause as independent or dependent; identify the sentence type as simple, compound, or complex; and identify the sentence purpose as declarative, imperative, interrogative, or exclamatory.

monica likes the cat with green eyes

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

monica likes the cat with green eyes

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



Week Six

(starting _____/_____)

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

your friends left their skateboards at my house

Tuesday: Identify sentence parts including subject (complete and simple), complete predicate, verb , direct object, indirect object, , appositive or appositive phrase, and prepositional phrase

your friends left their skateboards at my house

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.

your friends left their skateboards at my house

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

your friends left their skateboards at my house

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