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INTRODUCTION

Grammar Workbook is a grammar and composition workbook for students that are ready for an introduction to more advanced grammar.

This workbook is divided into four sections. The first section covers sentences giving students a framework within which to study grammar. The second section covers the eight parts of speech and problem verbs. The third section covers clauses and phrases and teaches students how clauses and phrases function within sentences. The fourth and final section reviews the basics of punctuation.

In addition to teaching grammar, this workbook contains sentence and paragraph writing exercises. To provide students with diagramming practice, diagramming assignments from the textbook *Diagramming Sentences* are scheduled.

Writing Instruction

There are two types of writing exercises included in this workbook. The first involves traditional sentence and paragraph writing exercises which require students to compose various types of sentences and paragraphs.

The second type of writing exercise involves imitating the style of other authors. For these assignments, students may (1) copy the selection, (2) write the selection as the instructor dictates, (3) recreate the model from memory or an outline, and/or (4) modify the writing selection by altering the content but maintaining the style of the original model.

Option 1: Have the student(s) copy the model.

By simply copying the model passage, students will absorb the writing style of the original selection. The more passages students copy, the more their writing will improve.

Option 2: Have the student(s) write from dictation.

- Allow your student(s) to study the dictation model for a few minutes. (Students benefit from studying dictation passages that are written on a whiteboard or chalkboard.)
- Review with your student(s) the spelling of any unfamiliar words.
- Review with your student(s) the punctuation in the passage.
- Erase the board and read the passage, reading one or two independent clauses at a time. You may start with two or three repetitions. The goal is for

students to need only one reading of the sentence or clause to properly write it from dictation.

To see a Brookdale House dictation demonstration video, see the following link:

<https://www.youtube.com/watch?v=xoTACGomwsw>

Option 3: Have the student(s) recreate the model from memory or from an outline.

Option 4: Have the student(s) rewrite the passage, altering the content but maintaining the style.

The models selected reinforce the grammatical concepts taught throughout the lessons, giving students an opportunity to see grammar in action.

(Note: You may have your student(s) complete one or more of the options for the style imitation exercises. If you choose to have your student(s) complete more than one option, allow more time to complete the style imitation than the schedule suggests.)

To Incorporate Diagramming (Optional)

To provide your student(s) with diagramming instruction, the lessons in this workbook have been coordinated with the worktext *Diagramming Sentences*. This 48 page book, available at www.amazon.com, www.rainbowresource.com, and www.crrclick.com, provides students with simple, easy to understand directions that teach the basics of sentence diagramming. The answer key is included in the diagramming worktext.

If your student(s) will not be completing the diagramming instruction, inform your student(s) to disregard the diagramming assignments. (Note: The diagramming instruction is not necessary to complete the program.)

Optional Schedule

To provide instructors with a flexible guide, an optional schedule has been included. This schedule assumes students complete three days of grammar per week. Because the style imitation exercises can take up to a week to complete, if you elect that your students cover all four options, the style imitation exercises are placed beneath the scheduled lesson.

Some lessons will only require two days to complete. Those assignments have been paired with other shorter lessons. When that is done, the lessons are consecutive.

Source Material

Grammar Workbook is an updated, modern republication of *Practical Lessons in English Grammar and Composition* by Henry P. Emerson with added grammar exercises from *Aldine's Language Book* series and dictation passages from *Language Lessons* by Manly and Bailey.

OPTIONAL SCHEDULE

Topic	Day 1	Day 2	Day 3	Day 4	Diagramming
Sentences	1 2	3			2 3
Simple Subject Predicate			4 Sentence Writing	5 Sentence Writing	5, 8
Order of Subject and Predicate	6	7	Imitating Style		
Declarative Sentences	8	Imitating Style			4
Interrogative Sentences			9	Imitating Style	
Imperative Sentences	10 Sentence Writing	Imitating Style			
Exclamatory Sentences			11 Sentence Writing	Imitating Style	
Independent Clauses	12 13	Sentence writing Sentence writing			5, 7
Compound Sentences			14 Sentence Writing	Imitating Style	
Complex Sentences	15 16	Sentence Writing	Dictation		
Common and Proper Nouns	17	18	Dictation		
Plural Nouns	Sentence Writing (both pages)	19 Dictation			
Abstract and Concrete Nouns			20 21		
Collective Nouns				22 Sentence Writing	

OPTIONAL SCHEDULE

Topic	Day 1	Day 2	Day 3	Day 4	Diagramming
Possessive Nouns	23 24	Imitating Style			
Appositives			25 Sentence Writing	Paragraph Writing	
Verbs	26 27	Paragraph Writing			
Verb Phrases			28 Sentence Writing	Sentence Writing	
Verb Tenses	29 30				
Regular and Irregular Verbs		31	Paragraph Writing (both pages)		
Have, Has, Had	32 33	Imitating Style			
Progressive and Emphatic Verbs			34 35	36	
Some Troublesome Verbs	37	Paragraph Writing	Dictation		
Lie, Lay	38	Paragraph Writing			
Sit, Set			39	Paragraph Writing	
Transitive and Intransitive Verbs	40 41				
Active and Passive Verbs		42	Sentence Writing	Imitating Style	

OPTIONAL SCHEDULE

Topic	Day 1	Day 2	Day 3	Day 4	Diagramming
Pronouns	43 Sentence Writing				
Personal Pronouns		44	Imitating Style		
Adjectives Articles	45	46	Imitating Style		
Comparison of Adjectives	47	Sentence Writing	Paragraph Writing		
Adverbs	48	49	Sentence Writing		9
Prepositions	50	51	Sentence Writing		16, 17 18
Prepositions or Adverbs	52	Imitating Style			10
Writing with Modifiers			Sentence Writing		
Conjunctions	53 54	Paragraph Writing			
Interjections			55		
Pattern 1 Sentences	56 Sentence Writing				
Pattern 2 Sentences		57 58	Sentence Writing		6, 11

OPTIONAL SCHEDULE

Topic	Day 1	Day 2	Day 3	Day 4	Diagramming
Pattern 3 Sentences P. Adjectives	59 60	Imitating Style			26 27
Pattern 3 Sentences P. Nominative			61 62	Imitating Style	26 28
Pattern 4 Sentences	63	Imitating Style			6, 13
Pattern 5 Sentences			64 65	Sentence Writing	6, 12
Clauses	66				
Adjective Clauses		67 68	Paragraph Writing		
Adverbial Clauses	69	70	Sentence Writing	Paragraph Writing	14
Noun Clauses	71 72	73 Sentence Writing	Sentence Writing		15
Prepositional Phrases	74 75	Paragraph Writing			16, 17, 19
Verbals			76 Sentence Writing		
Verbal Phrases				77 Sentence Writing	

OPTIONAL SCHEDULE

Topic	Day 1	Day 2	Day 3	Day 4	Diagramming
More on Participles	78	Paragraph Writing			20 23
More on Gerunds			79	Paragraph Writing	22
More on Infinitives	80	Paragraph Writing			24 25
Punctuation			81		
Commas	82	Dictation			33
Semi-colons			83	Dictation	29 30
Direct Quotations	84 Dictation				
Indirect Quotations		85 Dicataion			
Capitalization			86 Dictation		

IMPERATIVE SENTENCES

When a military officer says to a company of soldiers, "Present arms," he commands them to do something. The predicate is present arms. The subject is the understood you.

Think of me.

Do not consent.

Honor your father.

You read next.

Imperative sentences are unlike declarative sentences in the following ways:

- **In thought**

They do not give information or ask for information but express a command.

- **In form**

The subject is you or thou, and since its absence cannot be misunderstood, it is often omitted. In familiar speech, the subject may be first as in the last sentence.

EXERCISE 10: Rewrite the sentences below. Add the understood you in parenthesis. Draw a vertical line between the subject and predicate of each sentence. Circle the simple predicate.

Ex.: (You) | (return) at five o'clock.

1. Aim at perfection in everything.

2. Do not look a gift horse in the mouth.

3. Don't give up the ship.

4. Now, tell me all about the war.

5. Overcome evil with good.

➤ **SENTENCE WRITING EXERCISE:** Create five imperative sentences. Use the verbs listed.

take

store

read

save

help

1. _____

2. _____

3. _____

4. _____

5. _____

- **IMITATING STYLE:** Study the model paragraph. When you are ready, complete one (or more) of the writing options below.

Option 1: Copy the model.

Option 2: Write the paragraph from dictation.

Option 3: Rewrite the paragraph. Maintain the author's style. Write an outline first.

Option 4: Create your own descriptive paragraph similar to the one below, but change the topic. Instead of describing the life of an insect, describe the life of a pet, family member, or friend. You might consider describing the life of a person that lives differently than you do. Maintain the author's style.

(Notice the author's use of imperative sentences. In your imitation, use imperative sentences.)



Insects generally lead a carefree life. **Think** what it must be to camp in a lily. **Picture** a palace of riches—surrounded by ivory and gold. **Imagine** breathing such a perfume as never arose from a manmade aroma. **Imagine** again the fun of tucking one's self up for the night in the folds of a rose, rocked to sleep by the gentle sighs of summer air, nothing to do when you are awake but to wash yourself in a dewdrop, and fall to eating your bedclothes.

EXCLAMATORY SENTENCES

Examine the following sentences:

1. How awesome your new car is!
2. What a terrible fire this is!

These sentences are not statements, questions, or commands. They are purely **exclamatory**. Such sentences are usually introduced by how or what, and the subject and predicate often have the inverted order.

The above sentences are exclamatory in **form** as well as in **sense**. There are other sentences that are exclamatory in sense but not in form.

Most sentences may be made exclamatory if uttered with sufficient feeling.

- | | |
|----------------------|----------------------------|
| 1. We are lost! | 3. Stop that thief! |
| 2. What do you mean! | 4. How strong Harry looks! |

As far as **form** is concerned, sentence 1 is declarative, 2 is interrogative, and 3 is imperative, yet each is considered exclamatory in **sense**, as is shown by the punctuation.

EXERCISE 11: Classify the following sentences. Write the type of each sentence on the line provided.

Declarative Interrogative Imperative Exclamatory

1. How small these apples are! _____

2. I can't believe it! _____

3. Insects visit flowers in search of honey. _____

4. Oases furnish resting places for travelers. _____

5. It was a cold, wet, rainy day. _____

6. Close the blinds, please. _____

7. Have you learned your geography lesson? _____

➤ **SENTENCE WRITING EXERCISE:** Create five exclamatory sentences. Use the verbs listed.

take

store

read

save

help

1. _____

2. _____

3. _____

4. _____

5. _____

- **IMITATING STYLE:** Study the model paragraph. When you are ready, complete one (or more) of the writing options below.

Option 1: Copy the model.

Option 2: Write the paragraph from dictation.

Option 3: Rewrite the persuasive paragraph. Maintain the author's style. Create an outline first.

Option 4: Create your own persuasive paragraph similar to the one below. You might consider arguing for a particular vacation destination for your family vacation. Another option is to pretend to be a person from history, arguing for a particular course of action; for instance, Benedict Arnold arguing against the revolutionary war, Brutus arguing for the life of Caesar, or Florence Nightingale arguing for a new hospital. Maintain the author's style. Create an outline to help you structure your paragraph.

(Notice the author's use of exclamatory sentences and interrogative sentences. In your imitation, use both.)



Gentlemen may cry, "Peace! Peace!" But there is no peace. The war is actually begun. The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty, or give me death!

Patrick Henry

