9TH GRADE WRITER’S WORKSHOP: GRAMMAR PACKET 2020

**Contact Mrs. Tricia Willis for questions or concerns regarding the grammar packet:**

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DIRECTIONS: Read the packet and complete the numbered items below. Type up your answers in a Microsoft Word document with the appropriate MLA heading. You will submit this in class on the **SECOND** day of school so please have a printed copy available. You will either turn in your work to Mrs. Willis (Writer’s Workshop) or Ms. Wells (Government). It will depend on who you have during your first semester. You will also have a test over these concepts during the first nine weeks of Writer’s Workshop. **You may access numerous grammar websites online to aid in understanding including the following:**

[**www.chompchomp.com**](http://www.chompchomp.com)

[**www.owl.english.purdue**](http://www.owl.english.purdue)

**www.grammarly.com**

LATE WORK POLICY: All late work will incur a 50% late penalty. If the late work is not submitted within 24 hours of the original due date, the summer work will not be accepted, and a zero will be recorded in the grade book.

PLAGIARISM POLICY: Any student found guilty of plagiarism will receive a zero for the assignment, will have their parents contacted, will be referred to the honor council, and will be stripped of any academic honors for a full calendar year. WARNING: Avoid copying another student’s work and/or copying and pasting from websites, as this will warrant consequences for plagiarism.

**A. Sentence Types: Part I**

**Read and review:**

**Simple sentence: A sentence with one independent clause and no dependent clauses.**

Ex. 1 My aunt enjoyed taking the hayride with you.

Ex. 2 China's Han Dynasty marked an official recognition of Confucianism.

**Compound Sentence: A sentence with multiple independent clauses but no dependent clauses.**

Ex. 1 The clown frightened the little girl, and she ran off screaming.

Ex. 2 The Freedom Riders departed on May 4, 1961, and they were determined to travel through many southern states.

**Complex Sentence: A sentence with one independent clause and at least one dependent clause.**

Ex. 1 After Mary added up all the sales, she discovered that the lemonade stand was 32 cents short.

Ex. 2 While all of his paintings are fascinating, Hieronymus Bosch's triptychs, full of mayhem and madness, are the real

highlight of his art.

**Compound-complex Sentence: A sentence with multiple independent clauses and at least one dependent clause.**

Ex. 1 Catch-22 is widely regarded as Joseph Heller's best novel, and because Heller served in World War II, which the novel satirizes, the zany but savage wit of the novel packs an extra punch.

**Student Practice: You should create your own sentences. Do not copy sentences from the book.**

1. Write a simple sentence about the protagonist of the novel.
2. Write a compound sentence about the setting of the novel.

**Circle the independent clause (you can use the computer highlighting feature or colored ink using a pen).**

1. Write a complex sentence about the conflict in the novel. Underline the dependent (or subordinate) clause.

**Circle the independent clause (you can use the computer highlighting feature or colored ink using a pen).**

1. Write a compound-complex about the theme of the novel. Underline the dependent (or subordinate) clause(s).

**Circle the independent clauses (you can use the computer highlighting feature or colored ink using a pen).**

**B. Sentence Types: Part II**

**Read and review:**

**Declarative sentence:** makes a statement or expresses an opinion. In other words, it makes a declaration. This kind of sentence ends with a period.

Ex. 1 “I want to be a good writer.”  (makes a statement)

Ex. 2 “My friend is a really good writer.” (expresses an opinion)

**Imperative sentence:** gives a command or makes a request. It usually ends with a period but can, under certain circumstances, end with an exclamation point.

Ex. 1 “Please sit down.”

Ex. 2 “I need you to sit down now!”

**Interrogative sentence:** asks a question. This type of sentence often begins with who, what, where, when, why, how, or do, and it ends with a question mark.

Ex. 1 “When are you going to turn in your writing assignment?”

Ex. 2 “Do you know what the weather will be tomorrow?”

**Exclamatory sentence**: a sentence that expresses great emotion such as excitement, surprise, happiness and anger, and ends with an exclamation point.

Ex. 1 “It is too dangerous to climb that mountain!”

Ex. 2 “I got an A on my book report!”

**Student Practice: You should create your own sentences. Do not copy sentences from the book.**

1. Write a declarative sentence about a main character.
2. Write an imperative sentence spoken by a secondary character.
3. Write an interrogative sentence asked by the protagonist.
4. Write an exclamatory sentence exclaimed by the antagonist.

**C. Common Usage Errors**

**Read and review:**

**Accept, Except**

[accept](http://dictionary.reference.com/search?q=accept) = verb meaning to receive or to agree:

He accepted their praise graciously.

[except](http://dictionary.reference.com/search?q=except) = preposition meaning all but, other than:

Everyone went to the game except Alyson.

**Student Practice (Underline the terms): You should create your own sentences using characters/situations from your chosen novel. Do not copy sentences from the book.**

1. Write a compound sentence correctly using the word accept.
2. Write a complex sentence correctly using the word except.

**Affect, Effect**

[affect](http://dictionary.reference.com/search?q=affect) = verb meaning to influence:

Will lack of sleep affect your game?

[effect](http://dictionary.reference.com/search?q=effect) = noun meaning result or consequence:

Will lack of sleep have an effect on your game?

[effect](http://dictionary.reference.com/search?q=effect) = verb meaning to bring about, to accomplish:

Our efforts have effected a major change in university policy.

A memory-aid for affect and effect is RAVEN: Remember, Affect is a Verb and Effect is a Noun.

**Student Practice (Underline the terms): You should create your own sentences using characters/situations from your chosen novel. Do not copy sentences from the book.**

1. Write a simple sentence correctly using the word affect.
2. Write a compound-complex sentence correctly using the word effect.

**Advise, Advice**

[advise](http://dictionary.reference.com/search?q=advise) = verb that means to recommend, suggest, or counsel:

I advise you to be cautious.

[advice](http://dictionary.reference.com/search?q=advice) = noun that means an opinion or recommendation about what could or should be done:

I'd like to ask for your advice on this matter.

**Student Practice (Underline the terms): You should create your own sentences using characters/situations from your chosen novel. Do not copy sentences from the book.**

1. Write a declarative sentence correctly using the word advise.
2. Write an imperative sentence correctly using the word advice.

**Conscious, Conscience**

[conscious](http://dictionary.reference.com/search?q=conscious)= adjective meaning awake, perceiving:

Despite a head injury, the patient remained conscious.

[conscience](http://dictionary.reference.com/search?q=conscience) = noun meaning the sense of obligation to be good:

Chris wouldn't cheat because his conscience wouldn't let him.

**Student Practice (Underline the terms): You should create your own sentences using characters/situations from your chosen novel. Do not copy sentences from the book.**

1. Write an interrogative sentence correctly using the word conscious.
2. Write an exclamatory sentence correctly using the word conscience.

**Idea, Ideal**

[idea](http://dictionary.reference.com/search?q=idea) = noun meaning a thought, belief, or conception held in the mind, or a general notion or conception formed by generalization:

Jennifer had a brilliant idea—she'd go to the Writing Lab for help with her papers!

[ideal](http://dictionary.reference.com/search?q=ideal) = noun meaning something or someone that embodies perfection, or an ultimate object or endeavor:

Mickey was the ideal for tutors everywhere.

[ideal](http://dictionary.reference.com/search?q=ideal) = adjective meaning embodying an ultimate standard of excellence or perfection, or the best:

Jennifer was an ideal student.

**Its, It's**

[its](http://dictionary.reference.com/search?q=its) = possessive adjective (possessive form of the pronoun it):

The crab had an unusual growth on its shell.

[it's](http://dictionary.reference.com/search?q=it%27s) = contraction for it is or it has (in a verb phrase):

It's still raining; it's been raining for three days.

(Pronouns have apostrophes only when two words are being shortened into one.)

**Lead, Led**

[lead](http://dictionary.reference.com/search?q=lead) = noun referring to a dense metallic element:

The X-ray technician wore a vest lined with lead.

[led](http://dictionary.reference.com/search?q=led) = past-tense and past-participle form of the verb to lead, meaning to guide or direct:

The evidence led the jury to reach a unanimous decision.

**Than, Then**

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| --- | --- |
| [Than](http://www.dictionary.com/search?q=than) | used in comparison statements: He is richer than I. used in statements of preference: I would rather dance than eat. used to suggest quantities beyond a specified amount: Read more than the first paragraph. |
| [Then](http://dictionary.reference.com/search?q=then) | a time other than now: He was younger then. She will start her new job then. next in time, space, or order: First we must study; then we can play. suggesting a logical conclusion: If you've studied hard, then the exam should be no problem. |

**Their, There, They're**

[Their](http://dictionary.reference.com/search?q=their) = possessive pronoun:

They got their books.

[There](http://dictionary.reference.com/search?q=there) = that place:

My house is over there.

(This is a place word, and so it contains the word here.)

[They're](http://dictionary.reference.com/search?q=they%27re) = contraction for they are:

They're making dinner.

(Pronouns have apostrophes only when two words are being shortened into one.)

**To, Too, Two**

[To](http://dictionary.reference.com/search?q=to) = preposition, or first part of the infinitive form of a verb:

They went to the lake to swim.

[Too](http://dictionary.reference.com/search?q=too) = very, also:

I was too tired to continue. I was hungry, too.

[Two](http://dictionary.reference.com/search?q=two) = the number 2:

Two students scored below passing on the exam.

Two, twelve, and between are all words related to the number 2, and all contain the letters -tw.

Too can mean also or can be an intensifier, and you might say that it contains an extra -o("one too many")

**We're, Where, Were**

[We're](http://dictionary.reference.com/browse/we're) = contraction for we are:

We're glad to help.

(Pronouns have apostrophes only when two words are being shortened into one.)

[Where](http://dictionary.reference.com/search?q=where) = location:

Where are you going?

(This is a place word, and so it contains the word here.)

[Were](http://dictionary.reference.com/search?q=were) = a past tense form of the verb be:

They were walking side by side.

**Your, You're**

[Your](http://dictionary.reference.com/search?q=your) = possessive pronoun:

Your shoes are untied.

[You're](http://dictionary.reference.com/search?q=you%27re) = contraction for you are:

You're walking around with your shoes untied.

(Pronouns have apostrophes only when two words are being shortened into one.)

**Student Practice**

17 – 35. Type two (or more) paragraphs discussing the following prompt: What theme do you think the author is trying to convey in your novel? Use specific examples from the text to support your answer. The theme can be revealed through the actions of the characters, conflicts a character faces, symbolism, what the story reveals about life, the significance of the title, and/or the ideas/ideals that affect/motivate the main character(s). These are just a few concepts to consider when choosing your theme.

You must correctly use and **underline** the following words in your paragraphs: idea, ideal, its, it’s, lead, led, than, then, their, they’re, there, to, two, too, we’re, where, were, your, and you’re. Answer with complete sentences, and use correct punctuation and grammar.

36. Write a definition for parallel construction (parallelism, parallel structure) in English.

37-39. Using characters from the novel, write three separate sentences showing parallel structure. **You should create your own sentences. Do not copy sentences from the book.**

40. Write a definition for participle.

41. Write a definition for participial phrase.

42 – 45. Using characters from the novel, write four separate sentences using participial phrases, and underline the phrases. **You should create your own sentences. Do not copy sentences from the book.**

46 – 50. Write five separate rules for comma usage in the English language. For each rule, write a sample sentence showing correct comma usage using examples or characters from the novel. **You should create your own sentences. Do not copy sentences from the book.**