Instructions
Welcome to Fix It! Grammar. This year you can enjoy learning grammar by seeing how it works in a real-life story.

GET READY
To organize your work, you will need a two-pocket notebook with three-hole fasteners and a single-subject spiral notebook. If you have the spiral-bound Fix It! student book, then all you need is a single subject spiral notebook.

Use the center of the two-pocket notebook to collect the lesson and Fix It! pages as your teacher distributes them each week. Rewrite the passage in the front of the spiral notebook and use the back of the book to write down the vocabulary words and their definitions, working from the back forward.

Grammar cards are located in the back of the student book after page 72 and before the Grammar Glossary section. These may be cut out as they are needed and stored in a resealable plastic pouch or taped to a piece of card stock, as illustrated at right. The cards may be kept in the notebook pocket or tucked into the spiral-bound student book.

LEARN IT
With your teacher, read through the “Learn It” section for the week. This will show you what you will be looking for that week and for weeks to come.

To help you remember and review what you learned, use the grammar card(s) for the week. Keep them handy each time you work on Fix It! so that the information is at your fingertips.

FIX IT
Each day complete the following tasks.

Every Day
Read the sentence. Look up the bolded word in a dictionary. Decide which definition best fits the meaning of the word in this sentence. In the vocabulary section of your notebook, write a brief definition (using key words) labeled with the appropriate week. Add to this list every day.

Day 1
Read the instructions for the week with your teacher. Mark and fix the first passage with your teacher’s help. Discuss what you missed with your teacher, and then complete the rewrite after fixing.

Days 2–4
Use your grammar cards to help you remember how to mark the passages as taught in the weekly instructions. Your teacher will help you with anything you miss. Remember, a mistake is an opportunity to learn.

Rewrite
After marking, correcting, and discussing the passage with your teacher each day, copy the corrected passage into a separate notebook so that you end up with a handwritten copy of the complete story. Your teacher can show you an example of the rewrite in the teacher's book.

- Be sure to double-space.
- Do not copy the markings, just the story.
- Be careful to indent where indicated and use capital letters properly.
- Carefully copy the punctuation and use end marks.
LEARN IT

Review Selected Parts of Speech, #1 and 2 Openers, and Selected Comma Rules

Grammar Cards  In the back of this book just before the Grammar Glossary is a set of grammar cards. Find the ones that say Week 1, cut them out, and review these concepts.

- Fix It/Rewrite It
- Prepositional Phrases
- Verb (includes be verbs)
- Subjects and Verbs
- Sentence Openers: #1, #2, #T (transitions card)
- Transitional Expressions & Interjections
- Commas with Prepositional Phrases (#2 and mid-sentence)
- Coordinating Conjunctions (cc)

Grammar Notations  To help you see how the sentences are constructed, mark the sentences as follows.

- Find prepositions and mark all prepositional phrases by underlining them. Test that each phrase is legal by asking if it follows this pattern: preposition + noun (no verb). It will begin with a preposition, end with a noun, and not have a verb in it.
- Find all subjects and verbs, marking them by printing an S above the subjects and a V above the verbs.
- Using the IEW system of sentence openers, mark all the subject openers with a #1, the prepositional openers with a #2, and transitional openers with a #T. See the sentence openers and transitional expressions grammar cards if needed for review.

Commas  Use the grammar cards to review the following comma rules.

- Prepositional phrases (#2 openers and mid-sentence).
- That clauses never take commas. This is so easy there is no grammar card to remind you!
- Transitional words and phrases.
- Coordinating Conjunctions (cc’s). The acronym FANBOYS will help you remember the list of coordinating conjunctions: for, and, nor, but, or, yet, so. Memorize them! Previous books covered the punctuation rules for the things that cc’s connect. Use the grammar card to review these.

Dress-Ups  At the end of the week, find the strongest vocabulary dress-ups from the week’s passages and discuss them with your teacher.
DAY 1

Beneath the surface far out in the ocean, where the water is as blue as the most stunning cornflower, and as clear as crystal, it is very deep—so deep indeed that no cable could **fathom** it.

DAY 2

**Sundry** church steeples piled one upon another would not reach from the ground beneath too the surface of the water above. In that place, dwells the Sea King, and his aquatic subjects.

DAY 3

We must not imagine, that there is nothing at the bottom of the sea, but bare sand. No indeed growing there are the most remarkable plants, who’s leaves and stems are so **pliant**, that the most slight agitation of the water causes them to stir as if they had life.

DAY 4

Fish, both large and small, glide between the branches in the same way, that birds fly between the trees upon land. In the most deepest spot stands the castle of the Sea King. It’s walls are built of coral and the long gothic windows are of the most clear **amber**.
Week 2

LEARN IT

Review Clauses, Run-Ons, More Comma Rules, *Lie* versus *Lay*

**Grammar Cards**

- Clause: Subject-Verb
- Sentence Openers: #3 and 5
- DC with www.asia.b words
- Commas with Adverb Clauses
- Stop Run-on Sentences!
- *Lie* versus *Lay*

**Grammar Notations**

This week you will begin to mark the clauses.

- Once you have marked all the prepositional phrases and subject-verb pairs, go back and enclose all **main clauses** in square brackets [ ] and mark them **MC**. Enclose all dependent clauses in parenthesis ( ). Every S-V pair signals the presence of a clause.
- Use the dependent clause grammar card (DC) to remember the words that begin **dependent clauses**. Mark *who*-*which* and *that* clauses with **DC**. Because *www* words usually begin an adverb clause, mark them with **AC**.
- In the brackets or parenthesis, include the words that form the main part of that clause—namely, the *www* word or *who*, *which*, or *that* starting the dependent clause and the subject-verb pair of the clause. End the clause at the most logical place after the S-V. You could include essential clauses that go with the clause you are marking, but it is easier to keep it simple.
- Continue to number the sentence openers. This week you will mark #3 -ly adverb and #5 clausal openers, as well as #1 subject and #2 prepositional. See the Sentence Openers grammar card if needed for review.

**Run-on Sentences**

A common writing mistake is run-on sentences. This happens when two main clauses are connected with nothing stronger than a comma, which is always wrong because main clauses need something as strong as a period between them.

If two main clauses are joined by nothing, it is called a **fused sentence** (MC MC). If there is only a comma between them, it is called a **comma splice** (MC, MC). In both cases, something stronger is needed. The easiest way to fix them is to use a period, but your teacher can explore other options with you, which are also listed on the “Stop Run-on Sentences!” grammar card.

**Commas with #3 -ly Adverb Openers**

Use the Sentence Opener grammar card to review the comma rules with #3 openers.

**Commas with Adverb Clauses**

Use the Commas with Adverb Clauses grammar card to review that #5 clausal openers take commas while mid-sentence adverb clauses do not. Also, *www*, *asia.b* words are not the only ones that can begin adverb clauses. See the back of the DC www.asia.b grammar card for more words that can start adverb clauses.

**Lie versus Lay**

*Lie* and *lay* are troublesome words. Does the paper *lie* there or *lay* there? A way to remember: Someone *lies* himself down but *lays* down an object.

- I am going to *lie* down for a bit.
- Please *lay* your books on the table.

The confusion is because the past tense of *to lie* is the same as the present tense of *to lay*. Here are the verb forms:

**verb** | **present** | **past** | **past participle**
--- | --- | --- | ---
to lie | lie | lay | lain
to lay | lay | laid | laid

Memorizing a simple sentence might help with the confusing past tense forms: *Henny Hen lay down* (something she did to herself) *after she laid an egg* (something she did to an object).
DAY 1

Artistically the roof is formed of shells, which open and close, as the water flows over them, there appearance is magnificent, because in each lays a glittering pearl fit for the diadem of a Queen.

DAY 2

For many years, the Sea King had been a widower so his aged mother kept house for him, truly, she deserved ample praise, especially for her nurturance of the little sea princess's, her granddaughters.

DAY 3

Although, all 6 were comely children the younger was the most striking of them all her skin was as delicate as a rose petal and her eyes were as blue as the deepest sea, like the others she had no feet, but a fish's tail instead.

DAY 4

Throughout the day, they frolicked in the opulent halls of the castle, when fish swam in threw the large amber windows right up to the princesses they nibbled from the mermaid's hands, and allowed them to be stroked.
LEARN IT

Review Commas with #4 Openers, Adjectives Before a Noun, 
*Like* versus *As*

**Grammar Cards**

Cut out the Week 3 grammar cards to review these concepts:

- Sentence Openers: #4
- Adjectives Before a Noun
- *Like* versus *As*

**Grammar Notations**

You will continue to mark prepositional phrases through Week 10, and you will mark S-V pairs, clauses, and openers throughout this course. Although it may seem tedious, this is the best way to train your eye to see how the sentence construction affects the punctuation.

**Commas with #4 openers**

Remember that -ing openers take commas even when they are short. Past participle (-ed) openers are Invisible #4s with *being* implied. See the Sentence Openers grammar card for review.

**Adjectives Before a Noun**

In previous books you learned that coordinate adjectives take commas and cumulative adjectives do not.

*Coordinate adjectives need commas.* Usually two or more adjectives before a noun are separated by commas, as in *dewy, silent leaves*. When the adjectives describe the noun independently, they need commas and are known as coordinate adjectives. Note that since there is no coordinating conjunction (it is not *dewy and silent leaves*), this is not the same as items in a series.

Two tricks help tell if the adjectives are coordinate:

- Can you reverse their order and they sound right?
- Can you add *and* between them?

If both tests work, the adjectives are likely coordinate and will need a comma between them. If they fail the test, they are likely cumulative adjectives.

*Cumulative adjectives do not take commas.* Sometimes the last adjective before the noun pairs with the noun as a unit; the adjective before that describes the last adjective-noun pair, not the noun separately, as in *one fair morn*. These are called cumulative adjectives and do not take commas. Notice that *fair, one morn* and *one and fair morn* both sound odd, so these are not coordinate adjectives.

**Hyphenate compound adjectives before a noun.** Use hyphens with compound adjectives in front of a noun but not after a noun: *jewel-encrusted crown, nineteenth-century author, well-attired people*. *Her crown was jewel encrusted. He lived in the nineteenth century. The people were well attired.*

*Like* versus *As*

Another common usage error is misusing *like* and *as.*

- *Like* is a preposition so follows the pattern *preposition + noun (no verb).* Use it to compare a noun to a noun: *The sea shimmered like glass.*
- *As* is a www word (a subordinating conjunction). *As* and *as if* are used to compare a noun to an idea (subject + verb): *The mermaids explored the castle as they wished.*
DAY 1

To each one of the young princesses the Sea King bequeathed a garden-plot, where she might dig and plant like she pleased, one princess arranged her flower-bed as a whale, another as a mermaid, that of the youngest contained flowers as red as the sun’s rays at sun-set.

DAY 2

Quite and pensive, the youngest mermaid was a singular child. Whereas her sisters were thrilled with the treasures they obtained from the wrecks of vessels the youngest princess cherished nothing, but her lovely flowers—except one thing, a marble statue.

DAY 3

Carved from pure white stone, the statue was the rendering of a handsome boy, which had fallen to the bottom of the sea from a wreck, beside the statue the youngest mermaid had planted a rose colored, weeping willow.

DAY 4

Freely it had grown, and soon hanged it’s fresh branches, over the statue. Enchanted by any information, about the world above the sea the Little Mermaid persuaded her venerable grandmother to tell her all she new of the towns.
LEARN IT

Review #6 Opener, Quotations, Sentence Fragments, Pronouns, and Numbers

Grammar Cards
Cut out the Week 4 grammar cards to review these concepts:
- Sentence Openers: #6
- “Quotations”
- Pronouns
- Numbers

Quotations
Enclose direct speech in quotations, but not indirect, which usually begins with that.

- "It is beautiful, but not as lovely as our kingdom," observed the third sister. (direct)
- In contrast, the Little Mermaid thought that the world above held infinite charm. (indirect)
- The Little Mermaid asked, “Did you actually see the people?” Pattern: speaking verb, “quote”
- “Yes, and their homes, too,” answered her grandmother. Pattern: “quote,” speaking verb
- “I am eager for that day,” sighed the Little Mermaid, “but it is so far away.”
- “I am eager for that day,” sighed the Little Mermaid. “However, it seems so far away.”
- “On that day, may we explore anywhere?” inquired the Little Mermaid.
- “As long as you stay in the sea,” advised her grandmother. “If you left the sea, you would need legs!”
- ¶ The little mermaid giggled, “I shall absorb all I can on that glorious day and thereafter visit the world above the sea every day. ¶ For now, what shall we do this afternoon?”

Sentence Fragments
Sentence fragments that leave us hanging are a no-no. They usually occur when writers forget to attach a main clause to a dependent one. In conversation, however, fragments are fine if they do not leave us expecting more.

- Acceptable fragment: “Would you like to visit the world above the sea?” ¶ “Oh, yes!”
- Unacceptable fragment: In the following year when the Little Mermaid turned fifteen. A MC is needed!

Pronouns
Personal pronouns refer back to a person or thing recently mentioned and substitute for that person or thing. They should agree in case (objective or subjective), person, and number with the noun they refer to. The pronoun grammar card provides a list of the pronouns in their various cases. Use this list as needed to ensure you are using the correct pronoun in the passages.

Reflexive pronouns
Reflexive pronouns end in self or selves and refer back to a noun or pronoun in the same sentence.
- Her grandmother made it herself.
- The fish allowed themselves to be stroked.

Numbers
Review the rules on the grammar card for writing numbers.
DAY 1  The grandmother will continue speaking, so do not put closing quotation marks at the end.

To herself, it seemed most astounding that flowers of the land should have fragrance, and that fish among the trees could sing so sweet. When you have reached your 15th year reminded the grandmother. You will have our sanction to rise up out of the sea.

DAY 2

You may sit on the rocks in the luminous moonlight, while the great ships are sailing by, she spoke no farther. In the following year, one of the sister’s will be 15, since each mermaid is a year younger then the next the youngest will have to endure 5 years, before her turn comes.

DAY 3

None of them yearned so much, for her turn to come, as the youngest. She who had the longest to wait, and who was so reticent and thoughtful.

DAY 4

However each princess promised to tell the others what they discovered on their impending visit, and what they thought the most pleasing, because thier grandmother could not tell them as much as they wanted to know.
LEARN IT

**Sentence Sense with CC’s, Illegal #4 Openers**

The sentence pattern MC, cc MC is grammatically correct, but it is not always the best way to structure a sentence.

*And* should join MCs of like nature. *But* should join contrasting ideas. *So* suggests a result or cause and effect.

- The bears’ cozy cottage looked so welcoming, and its unlocked door was invitation enough.
- The first and second porridges were too hot or too cold, but the third was just right.
- Two of the beds were uncomfortable, so Goldilocks tried out the third.

If cc’s like *and* or *but* are not the most logical connectors, a period is likely better. The following sentences are grammatically legal (MC, cc MC) but would be better as two distinct sentences (MC. MC).

- **Poor sentence sense:** Goldilocks fell asleep in the little bear’s bed, and after the bears returned, they found her still there.
- **Logical sentence sense:** Goldilocks fell asleep in the little bear’s bed. After the bears returned, they found her still there.

- **Poor sentence sense:** The bears growled menacingly and pawed at the covers, but when Goldilocks woke up, she fled.
- **Logical sentence sense:** The bears growled menacingly and pawed at the covers. When Goldilocks woke up, she fled.

**Illegal #4 Openers**

Illegals look like #4s, only the subject after the comma is not the one doing the -ing. This is known as a **dangling modifier**—an often humorous but still grammatically faulty sentence pattern.

Example: *Giggling with delight*, the white-haired **grandmother** cautioned the sea princesses that the world above the sea was not their home.

This is an illegal #4 because it is not the grandmother but her granddaughters who are giggling with delight.

Whenever you see an -ing word at the beginning of a sentence, ask, “Is the thing after the comma the thing doing the -ing?” If not, fix the sentence to make it legal.
LEARN IT

Essential and Nonessential *Who-Which*

**Grammar Cards** Cut out the Week 8 grammar card: Commas with Essential/Nonessential Elements.

**Who-Which Clauses** *Who-which* clauses are adjective clauses, which usually modify the noun they follow. They are set off with commas if they are nonessential but take no commas if they are essential.

**Essential.** If the *who-which* clause is necessary to the meaning of the rest of the sentence or if it specifies which one of something is being discussed, it is essential and should not be enclosed in commas.

**Nonessential.** If it does not alter the meaning of the rest of the sentence or if the person or thing is already identified, it is nonessential and needs commas, even though it may be adding important information. *Nonessential* should not be taken to mean unimportant.

**Tricks to test:**

1. Mentally remove the clause from the sentence to see if it alters the information in the rest of the sentence or specifies who or what is meant. If it does not, the clause is nonessential and should be set off with commas.

2. Put parentheses around the clause. If the sentence still seems to work, the clause or phrase is probably nonessential.

**Tip:** Sometimes it is not crystal clear whether a clause or phrase is essential or nonessential. Ask these questions:

- Does it affect the meaning of the rest of the sentence?
- Does it specify which particular noun is intended?

Then use your best guess. Your teacher can help you work through each of the *who-which* clauses to determine if it is essential or nonessential. This often takes practice, so be patient. It will get easier over time.
DAY 1

Next she commanded 8 jumbo oysters to attach them to the tail of the princess which properly betoken high rank. But they hurt me so protested the Little Mermaid pride must suffer pain replied her grandmother.

DAY 2

O how eagerly she would have shaken off all this pomp and lain aside the wreath, the red flowers in her own garden would have suited her better but she could not alter her attire which age-old tradition required.

DAY 3

Nodding farewell she raised as lightly as a bubble to the surface of the water, the sun had just set, as she rose her head above the waves, and through the glimmering twilight beamed the evening star in all it’s beauty and the clouds were tinted with crimson and gold.

DAY 4

Looming nearby she beheld a large ship, which lay becalmed on the water for not a breeze stirred. The sailors, who sat idle on deck enjoyed rare liesure, the mermaid heard music on bored. As darkness drew near 100 colored lanterns were lit.
LEARN IT

Review Punctuation

Quiz
There are no new concepts this week. Use this opportunity to test your knowledge of a few punctuation marks.

1. When is it permissible to use a semicolon to join main clauses?
2. When a coordinating conjunction is joining two main clauses, what is needed?
3. When should an exclamation mark be used?

Vocabulary Review
Do you remember what these vocabulary words mean? If not, look them up in your vocabulary list in the back of your notebook.

- confounded
- transitory
- unflaggingly
- sepulcher
- pullulating
**DAY 1**

Sighing, with grief the thought came to the Little Mermaid, ah he knows not that it was I, who loyally saved his life, while I am by his side, I will watch over him love him and **forfeit** my life for his sake.

**DAY 2**

In due time it was reported, that the prince must wed, and that the noble, virtuous daughter of a neighboring king, would be his bride; a fine ship was being fitted out for the **auspicious** journey.

**DAY 3**

Since my parents’ desire it I must travel to meet this beautiful princess he told his little **foundling** but they will not obligate me to led her home as my bride.

**DAY 4**

The next morning, they sailed into the **placid** harbor, were church bells **reverberated** and trumpets sounded, everyday was a festival, balls and entertainments succeed one another.
Days 1-4: Look up the bolded words in a dictionary and add key word definitions to your notebook.

Day 1: Read the directions in the Student Book. Mark and fix the first passage. After fixing, complete the rewrite. (See the back side of this card for rewrite instructions.)

Days 2–4: Use the grammar cards to help you remember how to mark and correct the passages. Your teacher will help you with anything you miss. Use the editing marks on the back of the book to correct the errors in these passages.

Use the pause test for short prepositional phrase openers.

Commas with Prepositional Phrases

Subjects and Verbs

1. Find the verb; mark it with a V.
2. Ask, "Who or what is doing this action?"
3. Mark it with an S.

Transitional Expressions and Interjections

1. First, Goldilocks could not resist trying the small bed.
2. However, the middle bed was too soft. She therefore settled on the smallest bed.
3. Oh, it felt so nice.
4. The enraged bears will surely maul the trespasser.

Commas with Prepositional Phrases

- Do not use commas with mid-sentence prepositional phrases.
- The end of them all. Just before the main clause.
- When several phrases start a sentence, save the comma for the first prepositional phrase.
- Prepositional phrases of five or more words take commas.
- Usually no comma unless they are transitions.
- Use the pause test for short prepositional phrase openers.

Fix It

Days 1-4: Look up the bolded words in a dictionary and add key word definitions to your notebook.
Prepositions

- aboard
- about
- above
- according to
- across
- after
- against
- along
- amid
- among
- around
- as
- at
- because of
- before
- behind
- beneath
- beside
- besides
- between
- beyond
- by
- concerning
- despite
- down
- during
- except
- for
- from
- in
- inside
- instead of
- into
- like
- minus
- near
- off
- on
- onto
- opposite
- out
- outside
- over
- past
- regarding
- since
- through
- to
- toward
- under
- underneath
- unlike
- until
- unto
- up
- upon
- with
- within
- without

Editing Marks

- indent
- capitalize
- lowercase
- delete
- insert space
- close up

Rewrite It

Copy the corrected passage into a separate notebook.

- Double-space and indent where indicated.
- Do not copy the markings, just the story.
- Remember to use capital letters properly.
- Carefully copy the fixed punctuation and grammar.

Sentence Openers

#1 subject: Starts with a main clause, which begins with subject, article, or adjective.
#2 prepositional phrase: Preposition + noun, no verb. Comma if 5 or more words.
#3 -ly adverb: Begins with an -ly adverb. If the -ly modifies the whole sentence, it needs a comma. If it modifies only the verb, use the pause test.
#4 -ing word: -ing word/phrase + comma + subject-inger + main verb. Ask: Is the thing after the comma the thing doing the -inging?
#5 clausal (www.asia.b): www word + S-V + comma. www= when, while, where, as, since, if, although, because.
#6 vss (very short sentence) 2–5 words. Must include a S-V and stand alone as a complete sentence.

Subjects and Verbs

- Nouns and pronouns do not always function as a subject.
- Saying that a noun is a subject identifies how it functions in that sentence.
- The easiest way to identify subjects is to find the verb first and then ask, “Who or what is doing this action?” That is the subject. Mark subjects with a capital S.
- When who or which is the subject of its clause, label it with an S.

Transitional Expressions and Interjections

Set off most transitions with commas (openers and those that interrupt a sentence):

- however, therefore, then, thus, later, now, otherwise, indeed, first, next, also, too, moreover, hence, furthermore, nevertheless, likewise, yes, no
- #1 Yes, Goldilocks should have behaved better, too.

Interjections, such as oh, ouch, wow, can be followed by a comma or an exclamation mark when expressing strong emotion.

- #1 Phew! The bears did not harm Goldilocks.

Short transitional #2s take commas:

- #2 On the one hand, the smallest bowl of porridge was too cold.
- #2 At once, Goldilocks switched to the largest portion.
- #2 In fact, she was confident she could devour them all.
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Making grammar friendly

This glossary is available for reference if you wish to refresh your memory or would like more information about a specific rule.

One goal of the Institute for Excellence in Writing is to make grammar friendly for younger students and beginning writers. Thus, the terms used in the early Fix It! Grammar books are layman’s terms, such as *-ing opener* instead of participle and *who-which* instead of adjective clause.

However, grammar terms are useful to the teacher and the student over time, so they are gradually incorporated into the books as well as defined in the glossary.

With the repetition provided in the Fix Its, your students will learn the elements and rules of grammar in manageable increments.

Editing Marks

- **indent**  ¶
- **capitalize**  ≡
- **lowercase**  /
- **delete**  \)
- **insert**  ✓
- **space**  #
- **close up**  ○
Parts of Speech

Many words can be used as different parts of speech. You have to look at how they are used in the sentence to determine their parts of speech. To see how these parts of speech are used as IEW dress-ups and sentence openers, see the Stylistic Techniques section beginning on page G-35.

Articles (ar)
Articles are the words a, an, the.

Articles always set up a noun, so when students see an article, they should know that a noun will follow soon after. Sometimes adjectives come between the article and its noun: a tall stranger; the reluctant, timid soldier.

Nouns (n)
Nouns are objects (things), people, animals, places, and ideas.

To determine if a word is a noun, apply these two tests, which work best for objects and animals:

1. Is it countable? two ________
2. Can an article come in front of it? the ________; a/an ________.

Common and Proper Nouns
Common nouns name general things and are not capitalized.

Proper nouns are capitalized and name specific people, places, animals, and sometimes objects with a name unique to that specific person, place, or animal. The king is a common noun, but King James is proper. A beagle is a common noun, but the name of my pet beagle Benji is proper.

Compound Nouns
These are two or more words combined to form a single noun. They can be written as separate words (apple tree; shooting match), as hyphenated words (lady-in-waiting), or as one word (marksman; wintertime). To spell compound words correctly, consult a dictionary.

Students may be confused how to use something like apple tree in key word outlines or in marking nouns. A compound noun is not an adjective + noun or two nouns but just a single noun. These are nouns that could have been written as a single word because they express a single thing.
Noun Functions

The two functions of nouns and pronouns that are most useful to understand are the subject and the object of a preposition.

**Subjects** are nouns or pronouns that perform a verb action. Identify subjects by finding the verb first and then asking, “Who or what is doing this action?” That is the subject. Saying that a noun is a subject identifies how it functions or behaves in that sentence; it is different from the part of speech (noun or pronoun).

**Subject-verb agreement** means that the subject and its verb should agree in number. If the subject is singular, the verb should be singular; if the subject is plural, the verb should be plural. Students occasionally find it confusing that a singular verb often ends in s and a plural verb does not: *she walks* but *they walk*.

The **object of a preposition** is the noun or pronoun that is the last word in a prepositional phrase. See under Parts of Speech: Prepositions, page G-11; and Stylistic Techniques: Sentence Openers: #2 Prepositional Opener, page G-39.

Other Noun Functions (Advanced)

**Direct** and **indirect objects** are important mainly as they relate to pronoun usage (*The soldier treated him graciously*, not *The soldier treated he graciously*). Since these are objects, they must use objective pronouns (see under Pronouns on the next page).

**Direct objects** follow a verb and answer the question *what* or *who*. Example: *The third soldier built a fire. Built what? a fire (direct object).*

**Indirect objects** are rarer and appear only when there is a direct object. They usually come between the verb and direct object and tell who or what received the direct object. Example: *The little man gave the second soldier a purse. Gave what? the purse (direct object). Who received it? the soldier (indirect object).*

The difficulty is that indirect objects also seem to answer the question *who* or *what* (gave who? *the soldier*). Tip: To tell the difference, you should be able to insert *to* in front of the indirect object: *gave a purse to the second soldier*. He is not giving the soldier to someone else.

**Subject complements**, a.k.a. predicate nouns, are important for the same pronoun usage problem (*It was she*, not *It was her*). These are nouns that follow a linking verb and point back to the subject, so they complement the subject.

Subject complements use subjective, not objective, pronouns (see under Pronouns on the next page), which is the only reason to teach these to older students. Note: Adjectives can also be subject complements.

**Appositives** are nouns that rename the noun that comes before them. They are important because they are punctuated with commas if nonessential (*Robin Hood, the archer*) and without commas if essential (*the archer Robin Hood*).