

# Fix It!<sup>TM</sup> Grammar

Nose Tree

TEACHER'S MANUAL

LEVEL 1

Pamela White

Fourth Edition, January 2022

Institute for Excellence in Writing, L.L.C.

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## Instructions

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The list below shows the components to each *Fix It! Grammar* weekly exercise.

Although **Mark It** is listed before **Fix It**, the student may choose to **Fix It** first and then **Mark It**. This is acceptable because the *Fix It! Grammar* exercises are like a word puzzle. The goal is to complete the lists at the top of the student page for each passage.

Students should discuss their work with the teacher after working through each daily passage. However, older students may work with their teacher on a weekly basis. Students should actively be involved in comparing their work with the Teacher's Manual. The repetition of finding and fixing their own mistakes allows them to recognize and avoid those mistakes in the future.

*Fix It! Grammar* should be treated as a game. Keep it fun!

**Learn It!** On the first day of the new Week, read through the Learn It section. Each Learn It covers a concept that the student will practice in future passages. Instructions for marking and fixing passages are included in each Learn It.

**Read It!** Read the day's passage.  
Look up the bolded vocabulary word in a dictionary and pick the definition that fits the context of the story. Maintain a list of vocabulary words and their definitions.  
The vocabulary definitions are printed in the Teacher's Manual.

**Mark It!** Mark the passage using the guide at the top of the daily practice page.

**Fix It!** Correct the passage using the guide at the top of the daily practice page. The Teacher's Manual includes detailed explanations for grammar concepts and punctuation in each daily passage.

**Rewrite It!** After marking, correcting, and discussing the passage with the teacher, copy the corrected passage on the lines provided or into a separate notebook.


- Copy the corrected story, not the editing marks.
- Indent and use capital letters properly.
- Copy the corrected punctuation.

**Appendix I Complete Story** Familiarize yourself with the story that you will be editing by reading the complete story found in Appendix I.

**Appendix II Collection Pages** Look for strong verbs, quality adjectives, and -ly adverbs in this book and write them on the collection pages in Appendix II.

**Appendix III Grammar Glossary** Reference the Grammar Glossary found in Appendix III of the Teacher's Manual for more information about the concepts taught in the *Fix It! Grammar* series.

### Editing Marks


 indent


 insert


 delete

 capitalize

 lowercase

 reverse order

 add a space

 close the space

### Helpful Hints

Use different colors for **Mark It** and **Fix It**.

When you complete the book, remove the daily passages.

Use the remaining **Learn It** pages as a quick grammar reference.

## Additional Resource

***Fix It! Grammar Cards*** are an optional product that will enhance the *Fix It! Grammar* learning experience.

### ***Fix It! Grammar Cards***

Thirty full color grammar cards highlight key *Fix It! Grammar* concepts for quick and easy reference.

For a more relaxed and entertaining way to drill and review grammar concepts learned, instructions for a download of multiple game ideas are included in the card pack.

*Fix It! Grammar Cards* are beautifully designed and come in a sturdy card box for easy storage.

[IEW.com/FIX-GC](http://IEW.com/FIX-GC)



On the chart below *Fix It! Grammar Cards* are listed in the order that the information is taught in this book. Some cards are not introduced until future books.

WEEK	<b>Fix It! Grammar Cards for Nose Tree Level 1</b>
1	Editing Marks, Capitalization, Title, Indentation, Noun
3	Pronoun
5	Dependent Clause
7	Adjective
8	Preposition
9	Subject-Verb Pair, Verb
10	Linking Verb
11	Helping Verb
12	Quotation
13	Conjunction, Coordinating Conjunction
14	Adverb
19	Apostrophes
21	www Word
23	Number Words and Numerals
Not Used	Prepositional Phrase, Interjection, Indefinite Pronoun, Commas with Adjectives before a Noun, Run-On, Clause, Sentence Openers, #3 -ly Adverb Opener, #4 -ing Opener, Comparative and Superlative Adjectives and Adverbs

## Scope and Sequence

Week numbers indicate when a concept is introduced or specifically reinforced in a lesson. Once introduced the concept is practiced throughout the book.

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

### Parts of Speech

Noun	1		4															18												
subject noun									9																					
Pronoun			3	4																										
subject pronoun									9																					
Preposition								8																	25					
Verb																														
action verb									9									18				22								
linking verb										10												22								
helping verb											11											22								
Coordinating Conjunction													13																29	
Adjective							7											18						24						
article adj		2		4																										
possessive adj							7																							
adj after linking verb										10																				
Interjection																														
Adverb													14												24					

### Capitalization

First Word of Sentence	1																													
Personal Pronoun I			3																											
Quotation Marks																16				20									28	

### Punctuation

End Marks																														
period	1																			18										
question mark	1																			18										
exclamation mark											12									18										
Quotation Marks												12								18									28	
Apostrophe Contraction																					19					26				

### Clauses

<i>Who/Which</i> Clause				5				9																							
<i>That</i> Clause										11																					
Adverb Clause																											21			27	

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

### Homophones

There/Their/They're						6																								
To/Two/Too												12																		
Its/It's																16														

### Other Concepts

Indentation	1																													
Subject-Verb Pairs										9																				
Numbers																									23					

### Stylistic Techniques

Who/Which Clause				5				9									17													
Quality Adjective							7																							
Strong Verb													13																	
-ly Adverb														14	15															
Adverb Clause																										21			27	

### Vocabulary

1 poor penniless valleys reached	2 guarding dozed dwarf invited	3 problem promised cloak granted	4 departed returned treated refill	5 bowed guest amazing astonished	6 travel settle fine instant
7 rare grazed coach fancy	8 neighboring clever magical stroll	9 unusual rashly explained cunning	10 sewed remaining traded searched	11 remembered suspected donned spotted	12 observed whirled recognized alarming
13 escape sprang sill greedy	14 sheepishly echoed surrounded demanded	15 weary refused lowly secretly	16 owned shocked separate decided	17 wandered aid promptly loaded	18 munched odd realized exclaimed
19 damp continued massive trek	20 stumbled stump inspected curious	21 groaned assist lengthy appeared	22 chuckled begged select gobbled	23 consume return heartily suffered	24 hurried stated commanded devoured
25 lush announced improve slyly	26 heal humbled chopped sobbed	27 portion slightly desired slices	28 worse cure property apologize	29 denied sharply informed rightful	30 collected whole normal cheerfully

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Sample



## Learn It!

Every word belongs to a word group—a part of speech. There are eight parts of speech: noun, pronoun, verb, preposition, conjunction, adjective, adverb, interjection.

The first part of speech that you will learn is the noun.

### Noun

A **noun** names a person, place, thing, or idea.

To determine if a word is a noun, test it:

Can an article adjective (a, an, the) come before it?  
Is it countable?

**Find It!** Read the sentence and look for the words that name people, places, things, and ideas.

**Mark It!** Write *n* above each noun as shown below.

*n*                                *n*                                *n*  
 The soldiers walked over hills and rivers.

### Capitalization

Capitalize the first word of a sentence.

**Fix It!** Place three short lines below letters that should be capitalized.

the soldiers were hungry.

### End Marks

Use a period at the end of a statement.

Use a question mark at the end of a question.

**Fix It!** Place a period or question mark at the end of each sentence.

They were tired.

Where could they find work?

### Indentation

Notice that some sentences are indented. An indented sentence means that the sentence begins a new paragraph.

For more information about nouns, see page G-5.

Noun Tests:

the \_\_\_\_\_

two \_\_\_\_\_

For more information about indentation, see page G-31.

In fiction (stories), there are four reasons to start a new paragraph:

new speaker,  
new topic,  
new place,  
new time.

Sample

**Read It!**

did you ever hear the story of the three  
**poor** soldiers

**Mark It!**

2 nouns (n)

**Fix It!**

1 capital  
1 end mark

Day 1

**poor**

lacking sufficient money

did you ever hear the story of the three  
**poor** soldiers?

Capitalization

**Did** first word of the sentence

End Marks

Use a question mark at the end of a question.

**Rewrite It!**

Did you ever hear the story of the three poor soldiers?

**Read It!****Mark It!****Fix It!**

Day 2

they were **penniless** and had no food or home

2 nouns (n)

1 capital

1 end mark

**penniless**

without a cent of money

they were **penniless** and had no food or home.

Capitalization **They** first word of the sentence

End Marks Use a period at the end of a statement.

**Rewrite It!** They were penniless and had no food or home.

**Read It!**

they walked a long way over hills, rivers,  
and **valleys**

**Mark It!**

4 nouns (n)

**Fix It!**

1 capital  
1 end mark

Day 3

**valleys**

low lands between hills or mountains

they walked a long way over hills, rivers,  
and **valleys**.

Capitalization **They** first word of the sentence

End Marks Use a period at the end of a statement.

**Rewrite It!** They walked a long way over hills, rivers, and valleys.

**Read It!**

**Mark It!**

**Fix It!**

Day 4

one evening they **reached** a dark forest

2 nouns (n)

1 capital

1 end mark

**reached**  
arrived at

*n* *n*  
one evening they **reached** a dark forest.

Capitalization **One** first word of the sentence

End Marks Use a period at the end of a statement.

**Rewrite It!** One evening they reached a dark forest.

## Learn It!

### Article Adjective

The **article adjectives** are *a*, *an*, *the*.

A noun follows an article adjective. Sometimes adjectives (describing words) come between the article and its noun, as in *a kind dwarf*.

**Mark It!** Write *ar* above each article.

*ar*   *ar*   *ar*  
 The tired soldier built a fire near an oak tree.

For more information about article adjectives, see page G-14.

Ask students to identify the noun that follows each article.

**soldier**  
**fire**  
**tree**

A noun does not always have an article adjective before it. However, if there is an article adjective, a noun will follow it.

Sample

Sample



Read It!	Mark It!	Fix It!
they decided to take turns <b>guarding</b> the camp	1 article (ar) 2 nouns (n)	1 capital 1 end mark

**guarding**  
watching over; keeping safe

they decided to take turns <sup>n</sup> **guarding** <sup>ar</sup> the <sup>n</sup> camp.

- Capitalization **They** first word of the sentence
- End Marks Use a period at the end of a statement.

**Rewrite It!** They decided to take turns guarding the camp.

Read It!	Mark It!	Fix It!	Day 2
two soldiers <b>dozed</b> under a tree while the third built a fire and stayed awake	3 articles (ar) 4 nouns (n)	1 capital 1 end mark	

**dozed**  
slept lightly

*n* *ar* *n* *ar* *n*  
 two soldiers **dozed** under a tree while the third built  
 a fire and stayed awake.

- Capitalization **Two** first word of the sentence
- End Marks Use a period at the end of a statement.

**Rewrite It!** Two soldiers dozed under a tree while the third built a fire and stayed awake.

Read It!	Mark It!	Fix It!
suddenly a small <b>dwarf</b> in a red jacket stood before him	2 articles (ar) 2 nouns (n)	1 capital 1 end mark

**dwarf**  
in folklore, a very short man with magical powers

suddenly a small **dwarf** in a red jacket stood

before him.

Capitalization	<b>Suddenly</b> first word of the sentence
End Marks	Use a period at the end of a statement.

**Rewrite It!** Suddenly a small dwarf in a red jacket stood before him.

**Read It!**

the soldier **invited** him to get warm by the fire

**Mark It!**

2 articles (ar)  
2 nouns (n)

**Fix It!**

1 capital  
1 end mark

**invited**

politely asked someone to go somewhere  
or do something

*ar* *n* *ar* *n*  
the soldier **invited** him to get warm by the fire.

Capitalization **The** first word of the sentence

End Marks Use a period at the end of a statement.

**Rewrite It!** The soldier invited him to get warm by the fire.

## Learn It!

### Pronoun

A **pronoun** replaces a noun in order to avoid repetition. It refers back to some person or thing recently mentioned and takes the place of that person or thing.

There are many types of pronouns. The personal pronouns take the place of common and proper nouns. The personal pronouns in the table below are organized by number, person, and function.

Number means one (singular) or more than one (plural).

Person means who is speaking (1st), spoken to (2nd), or spoken about (3rd).

Function means the job a word is doing in the sentence.

	2 numbers	3 persons	These pronouns can function as the subject of a sentence.	These pronouns can function as the object of a preposition.	These possessive pronouns function as adjectives.	These possessive pronouns do not function as adjectives.
singular	1st	I	me	my	mine	
	2nd	you	you	your	yours	
	3rd	he, she, it	him, her, it	his, her, its	his, hers, its	
plural	1st	we	us	our	ours	
	2nd	you	you	your	yours	
	3rd	they	them	their	theirs	

**Mark It!** Write *pr* above each pronoun.

The little man was thankful. *pr* He gave the soldiers the horn.  
*pr* It would help *pr* them.

Without pronouns to replace the nouns, this passage sounds strange.

The little man was thankful. The little man gave the soldiers the little man's horn. The horn would help the soldiers.

### Capitalization

Capitalize the personal pronoun *I*.

**Fix It!** Place three short lines below the personal pronoun *I*.

When the little man gave me the horn, i blew it.

For more information about pronouns, see page G-6.

The noun the pronoun replaces is called the antecedent.

Ask students to identify the nouns that the pronouns replace.

**He** replaces *little man*

**It** replaces *horn*

**them** replaces *soldiers*

Week 7 students will learn a possessive pronoun like *his* replaces a possessive noun like *soldier's*. Both function as adjectives.

Sample

**Read It!**

he told the little man about their **problem**

**Mark It!**

1 article (ar)  
2 nouns (n)  
2 pronouns (pr)

**Fix It!**

1 capital  
1 end mark

Day 1

**problem**

a difficult situation

*pr*      *ar*      *n*      *pr*      *n*  
 he told the little man about their **problem**.

Capitalization **He** first word of the sentence

End Marks Use a period at the end of a statement.

Pronoun **He** replaces *soldier*

**their** replaces *soldiers'*

Week 7 students will learn that a possessive pronoun like *their* is a pronoun that functions as an adjective.

**Rewrite It!** He told the little man about their problem.

Read It!	Mark It!	Fix It!	Day 2
the little man <b>promised</b> that he would help	1 article (ar) 1 noun (n) 1 pronoun (pr)	1 capital 1 end mark	

**promised**  
said that one would or would not do something

*ar*                      *n*                                      *pr*  
 the little man **promised** that he would help.

Capitalization	<b>The</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	<b>he</b> replaces <i>little man</i>

**Rewrite It!**                      The little man promised that he would help.



**Read It!**

the dwarf gave the soldier a **cloak** and told him to show it to his friends in the morning

**Mark It!**

4 articles (ar)  
5 nouns (n)  
3 pronouns (pr)

**Fix It!**

1 capital  
1 end mark

Day 3

**cloak**

a long, loose piece of clothing without sleeves

*ar*    *n*                    *ar*    *n*    *ar*    *n*                    *pr*  
 the dwarf gave the soldier a **cloak** and told him  
 to show it to his friends in the morning.

Capitalization **The** first word of the sentence

End Marks Use a period at the end of a statement.

Pronoun **him** replaces *soldier*

**it** replaces *cloak*

**his** replaces *soldier's*

Week 7 students will learn that a possessive pronoun like *his* is a pronoun that functions as an adjective.

**Rewrite It!** The dwarf gave the soldier a cloak and told him to show it to his friends in the morning.

**Read It!**

the person wearing the cloak would have his wish **granted**

**Mark It!**

2 articles (ar)  
3 nouns (n)  
1 pronoun (pr)

**Fix It!**

1 capital  
1 end mark

Day 4

**granted**

given what was asked

*ar*    *n*                      *ar*    *n*  
 the person wearing the cloak would have  
 ≡  
*pr*    *n*  
 his wish **granted.**

- Capitalization    **The** first word of the sentence
- End Marks        Use a period at the end of a statement.
- Pronoun          **his** replaces *person's*

**Rewrite It!** The person wearing the cloak would have his wish granted.

## Review It!

### Quotation Marks—End Marks

**Quotation marks** indicate words are spoken.

**Quote** “I want the gold,” **Attribution** the princess declared.

The quote is the sentence in quotation marks. The attribution is the person speaking and the speaking verb.

If the quoted sentence makes a statement, place a period inside the closing quotation mark unless the attribution follows.

Attribution, “Quote.” “Quote,” attribution.

If the quoted sentence asks a question, place a question mark inside the closing quotation mark.

Attribution, “Quote?” “Quote?” attribution.

If the quoted sentence expresses strong emotion, place an exclamation mark inside the closing quotation mark.

Attribution, “Quote!” “Quote!” attribution.

### Think About It!

Many words can be used as different parts of speech. However, a word can perform only one part of speech at a time. For example, *running* can be a verb, adjective, or noun.

**Verb:** The soldiers were running through the forest.

In this sentence *running* is a verb because it follows the helping verb *were*. A word that ends in -ing functions as a verb only if it follows a helping verb.

**Adjective:** The soldiers heard running water.

In this sentence *running* describes water. What kind of water? *running*. An adjective describes a noun or pronoun.

**Noun:** The second soldier said, “Running is fun.”

In this sentence *running* is a thing. A noun is a person, place, thing, or idea.

**Read It!**

he was hungry, so he **munched** on several apples

**munched**

chewed or ate, especially in a noisy way

**Mark It!**

- 1 noun (n)
- 2 pronouns (pr)
- 2 adjectives (adj)
- 1 coordinating conjunction (cc)
- 1 prepositional phrase
- 2 subject-verb pairs (s v)

**Fix It!**

- 1 capital
- 1 end mark

Day 1

*s*      *v*                      *adj*                      *cc*      *s*                      *v*                                      *adj*                      *n*  
he was hungry, so he **munched** on several apples.

Capitalization	<b>He</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	<b>He; he</b> replace <i>second soldier</i>
Adjective	The adjective <i>hungry</i> follows the linking verb and describes the subject (He). What kind of He (soldier)? <b>hungry</b> How many apples? <b>several</b>
S V Pairs	<b>He was; he munches</b>

**Rewrite It!** He was hungry, so he munches on several apples.

**Read It!**

he enjoyed the apples, which came from the tree,  
but his nose felt **odd**

**odd**  
strange or unusual

**Mark It!**

- 2 articles (ar)
- 3 nouns (n)
- 1 pronoun (pr)
- 2 adjectives (adj)
- 1 coordinating conjunction (cc)
- 1 prepositional phrase
- 1 *who/which* clause (w/w)
- 3 subject-verb pairs (s v)

**Fix It!**

- 1 capital
- 1 end mark

<sup>s</sup> <sup>v</sup> <sup>ar</sup> <sup>n</sup> <sup>w/w</sup> <sup>s</sup> <sup>v</sup> <sup>ar</sup> <sup>n</sup>  
he enjoyed the apples, (which came from the tree),  
<sup>cc</sup> <sup>adj</sup> <sup>s</sup> <sup>v</sup> <sup>adj</sup>  
 but his nose felt **odd**.

Capitalization	<b>He</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	<b>He</b> replaces <i>second soldier</i>
Adjective	Whose nose? <b>his</b> The possessive pronoun <i>his</i> functions as an adjective. The adjective <i>odd</i> follows the linking verb and describes the subject (nose). What kind of nose? <b>odd</b>
W/W Clause	<b>which came from the tree</b> describes <i>apples</i>
S V Pairs	<b>He enjoyed; which came; nose felt</b>

**Rewrite It!** He enjoyed the apples, which came from the tree, but his nose felt odd.

**Read It!**

he **realized** that it was growing rapidly

**realized**  
understood clearly

**Mark It!**

- 2 pronouns (pr)
- 1 -ly adverb (ly)
- 1 *that* clause (that)
- 2 subject-verb pairs (s v)

**Fix It!**

- 1 capital
- 1 end mark

Day 3

<sup>s</sup>  
*pr*      <sup>v</sup>      *that*      <sup>s</sup>  
*pr*      <sup>v</sup>      <sup>v</sup>      <sup>ly</sup>

he **realized** (that it was growing rapidly).

Capitalization	<b>He</b> first word of the sentence
End Marks	Use a period at the end of a statement.
Pronoun	<b>He</b> replaces <i>second soldier</i> <b>it</b> replaces <i>nose</i>
-ly Adverb	Was growing how? <b>rapidly</b>
S V Pairs	<b>He realized; it was growing</b> In this sentence <i>growing</i> functions as a verb because it follows the helping verb <i>was</i> . A word that ends in -ing functions as a verb only if it follows a helping verb.

**Rewrite It!** He realized that it was growing rapidly.

**Read It!**

“it is still growing” he **exclaimed**. “when will it stop”

**Mark It!**

3 pronouns (pr)  
3 subject-verb pairs (s v)

**Fix It!**

2 capitals  
2 end marks

**exclaimed**

cried out or spoke suddenly

s
v
v
s
v
v
  
pr
pr
  
≡
≡
  
s
v
  
pr
  
≡
  
 “it is still growing!” he **exclaimed**. “when will it stop?”

Capitalization	<p><b>It</b> first word of the quoted sentence</p> <p><b>When</b> first word of the quoted sentence</p> <p>In this sentence <i>he</i> is not capitalized. Do not capitalize the first word of an attribution when it follows the quote.</p>
End Marks	<p>Use an exclamation mark at the end of a sentence that expresses strong emotion. Place it inside the closing quotation mark.</p> <p>Use a question mark at the end of a question. Place it inside the closing quotation mark.</p>
Pronoun	<p><b>It</b> replaces <i>nose</i></p> <p><b>he</b> replaces <i>second soldier</i></p> <p><b>it</b> replaces <i>nose</i></p>
S V Pairs	<p><b>It is growing; he exclaimed; it will stop</b></p> <p>In this sentence <i>growing</i> functions as a verb because it follows the helping verb <i>is</i>. A word that ends in -ing functions as a verb only if it follows a helping verb.</p>

**Rewrite It!**

“It is still growing!” he exclaimed. “When will it stop?”

# Fix It! Grammar

Glossary

FOURTH EDITION



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