

Fix It! Grammar

Sir Gawain and the Green Knight

STUDENT BOOK 6

Pamela White

THIRD EDITION

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.

LEARN IT

With your teacher, read through the instructions 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, find the grammar cards for the week. Keep them in an envelope and lay them all out on the table each time you work on *Fix It!* so that the information is at your fingertips. The *Grammar Glossary* located in the back of this student book is also a helpful reference.

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

- Grammar Cards** In the back of this book just before the Grammar Glossary is a set of grammar cards. Read the nine cards labeled Week 1 to review concepts taught in earlier books. In your editing and writing, reference these cards as needed.
The first four cards review how to mark the passage.
- Prepositional Phrases** Mark by underlining the phrases. Test if they are legal using the pattern listed on the Prepositional Phrases grammar card.
- Subjects and Verbs** Mark with an S above the subjects and a V above the verbs as indicated on the Subjects and Verbs grammar card. Each S-V pair signals the presence of a clause.
- Clauses** Mark main clauses [MC] and dependent clauses (DC or AC) as indicated on the Clauses grammar card.
- Sentence Openers** Number the sentence openers. See the Sentence Openers grammar card for review.
- Fixes** Use this card to review the daily tasks on both sides of the *Fix It!* grammar card and the list of useful editing marks on the back.
The next four grammar cards and instruction below will remind you how to correct some of the mistakes that are imbedded in the passages. Keep the cards handy for future reference.
- Commas with Sentence Openers** Many comma rules are determined by the sentence opener. Use this grammar card to review the comma rules related to specific openers.
- Invisible #4 -ing Openers** Be on the lookout this week for an invisible #4, which follows the same pattern and rules as regular #4s, but the -ing word is hidden. *Being* or *appearing* is implied but more elegant without: *Offered seasonally*, jousts sharpened the knights' fighting skills. The Invisible Openers grammar card has more examples.
- Commas with Mid-sentence Elements** Mid-sentence prepositional phrases and adverb clauses are not set off with commas. See the Preposition or Subordinating Conjunction? grammar card for additional rules on punctuating these.
- Numbers** Mainly, spell out numbers that can be written in one or two words. Read the Numbers grammar card to review the other rules for writing numbers.

DAY 1

From the time, felix brutus found great britain, war, and **wrack**, and wonder recurrently took turns, with more marvels befalling that land then anywhere else. Of all, who established kingdoms there the most courteous proficient and the most **inimitable** was king arthur.

DAY 2

Early one Winter before the change of the year the King was hosting a 15 day diversion for the noblest knights and their fair lady's. Thronging the castle from far-away lands **eminent** knights were jousting during the day, and feasting at night, when an adventure unrivaled by any other took place.

DAY 3

After they heralded the coming year with chants in the chapel on new years day the **convivial** company: congregated in the great hall took there appointed seats and they exchanged gifts and mirth while waiting for the meat to in a short while be served.

DAY 4

Accompanied by drums and pipes trumpets announced each coarse, rare dainties and abundant venison was elegantly arranged on silver a true **paradigm** for hospitality. Certainly no bounty had been spared by King Arthur for his worthy guests, and their lovely ladies.

LEARN IT

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, fragments are fine if they do not leave us expecting more. When you find a sentence fragment, decide if it leaves us expecting more or if it sounds complete. Do not label sentence fragments as openers, however, even when they are acceptable.

- “Will you try this venison sausage?”
“Gladly!” (acceptable fragment)
- “Enjoy the hospitality of my castle. Although you may regret it.” (unacceptable fragment)

Unnecessary Words

You have seen that certain verbs sometimes require a specific adverb after them. A related problem is adding adverbs or prepositions when the meaning is clear without them. The best way to be sure is to read sentence examples in a dictionary to see how the word is typically used.

- Not: A similar problem is adding *in* adverbs or prepositions.
But: A similar problem is adding adverbs or prepositions.
- Not: They wished *for* Sir Gawain a speedy journey.
But: They wished Sir Gawain a speedy journey.

More on Verbals

In Week 5 you learned about verbals, words formed from verbs. The confusing thing about verbals is that they convey an action but often are not verbs. Confusing them with verbs can affect punctuation as well as sentence openers.

- **Infinitives** never function as verbs. To form them, the writer merely plops the preposition *to* in front of a basic verb.
 - ♦ **Infinitive openers.** #2 prepositional phrase openers that start with an infinitive usually end with a comma, even if they are short. Sometimes infinitive phrases are the subject of the sentence.
#2 To ponder perplexing puzzles in grammar, I need a clear brain.
#1 To contemplate arcane points of grammar requires a clear brain.
 - ♦ **Mid-sentence infinitives** are not set off with commas.
- **Participles** are present (-ing) or past (-ed) and function as verbs or adjectives.
 - ♦ **Participle openers**, both *-ing* and *-ed*, are the words that start #4 openers and act as adjectives, modifying the subject after the comma. There is a pitfall here—see gerunds, below.
 - ♦ **Mid-sentence -ing participial phrases** are almost always nonessential, although in Day 3 you will see an essential one.

To function as a verb, a participle needs a subject and helping verb stated in the sentence, not just implied.

- ♦ **Adjective:** One peace treaty was settled with a hundred hawks, a hundred captives, and a hundred horses, *testifying* to the value of falconry in the Middle Ages.
- ♦ **Verb:** *Sir Ywain was rambling* on about his vast mews and prized peregrine falcons when the king impatiently interrupted his garrulity.
- **Gerunds** are -ing words that function as a noun. They can cause punctuation perplexities when they start a sentence. This is where we get imposter #4s that are actually #1 subject openers. Gerunds also explain why #2 prepositional openers sometimes seem to have a verb but do not.
 - ♦ #1, an imposter #4: *Offering* one hundred hawks speedily sealed the treaty. There is no comma or good place for one because *offering* is the subject and *sealed* the verb.
 - ♦ #2 with what looks like a verb but is actually the object of the preposition: *By boasting* garrulously about his falconry exploits, Sir Ywain alienated one and all.

DAY 1

Caught of guard he drew in his breathe, and pretending to doze; it was the stunning lady of the castle! Softly, she stealed to his bed side playfully drew the curtain aside and she sat by his side leisurely watching the **intrepid** knight in his slumber.

DAY 2

Still, she lingered, **disconcerted** Sir Gawain pondered his best course of action in this **ticklish** situation, faining sleep was uncomplicated. But clearly failing. At last he determined, that discourse may achieve better results.

DAY 3

Stretching his limbs, and yawning noisy he pretended to be startled out from slumber, as he turned toward her he unlocked his lids eye's widening in **bafflement**.

DAY 4

Good morning Sir Gawain you are a careless **imprudent** sleeper to let someone slip in the **jocund** lady jested now you're my captive, I shall imprison you here in your chamber—be ensured of that.

LEARN IT

Quiz

There are no new concepts this week. Use this opportunity to test your knowledge of passive voice.

Each of the sentences below is in passive voice. Recast in active voice, and then decide if passive works or if active would be better. If needed, review the Active and Passive Voice grammar card.

1. Queen Guinevere was dressed in royal blue silk.
2. Her beauty was not marred by gems and gold.
3. The queen was embraced by King Arthur.
4. A circlet of fragrant flowers was presented by the king.
5. Her beauty and kindness were extolled everywhere.

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.

- doughty
- desultory
- disconcerted
- deracinated
- dalliance

DAY 1

A third time Gawain was to be tempted, dark dreams **bedeviled** the hero through the night, while he dismally pondered his **imminent** appointment, with the **dour** director of the Green Chapel!

DAY 2

Eager for success this third try Gawain noticed that the **effervescent** lady wasted no time. Robed in a fur trimmed mantle—which reached to the ground—she boldly stalked in Sir Gawain's chamber, she unbarred the shutters and called out to the sleeper.

DAY 3

Summoning his wits for a **skirmish** her embroidered cote or dress was so glorious Gawain noticed, and how strikingly **disparate** from his dismal dreams. Again the lady with a kiss gracefully, greeted the knight.

DAY 4

Since her **coquetry** was so **unabashed** this time however Sir Gawain must needs except her proffered love, or offensively refuse he bethought him of the harm to his nature, and his **fealty** to his host.

Prepositional Phrases

prep + noun (no verb)

- Mark **prepositional phrases** by underlining them.
- Test that each phrase follows this pattern: **preposition + noun (no verb)**. It will begin with a preposition, end with a noun, and have no verb in it.

Commas

- Long #2 prepositional openers (5 or more words, including multiple phrases) take commas.
- Short #2 openers do not take commas unless a pause is needed.
- Transitional #2 openers take commas (E.g., *On the other hand*).
- Mid-sentence prepositional phrases do not take commas.

Subjects and Verbs

Every S-V pair signals the presence of a clause.

1. **Find the verb; mark it with a V.**
See types of verbs on back of card.
2. **Ask, “Who or what is doing this action?” Mark it with an S.**
Saying that a noun is a subject identifies how it functions in that sentence.

Clauses

All clauses include an S-V

[Main Clause] MC

can stand alone as a sentence

(Dependent Clause) DC

cannot stand alone

DCs usually starts with a *www.asia.b* word

or *who, which, that*.

Use AC for adverb clauses, DC for all others.

www.asia.b words commonly begin an AC

when, while, where, as, since, if, although, because

More *www* words: *after, as if, before, except that, how, now that, than, though, so that, unless, until, whereas, wherever, whenever*

Sentence Openers

- #1 subject (MC)
- #2 prepositional (comma if 5+ words; pause test if short)
- #3 -ly adverb (comma if modifies sentence; pause test if verb)
- #4 -ing (phrase + comma + subject-inger)
- #5 clausal (comma after clause)
- #6 vss (2-5 words; MC)
- #T transitional (takes commas)
- #Q question

Verbs

Weeks 1 and 15

- **Action verbs** express action (as in *sway, rush*) or ownership (as in *have, possess, own*).
- **Helping verbs** come with an action verb, as in *did rush*.
 - ♦ *am, is, are, was, were, be, being, been* (be verbs)
 - ♦ *have, has, had*
 - ♦ *do, does, did*
 - ♦ *may, might, must, ought to*
 - ♦ *would, will, could, can, should, shall*
- **Linking verbs** link a subject to its complement, either an adjective or a noun. *The stranger looked fierce. The squire seemed a coward.*
 - ♦ *am, is, are, was, were, be, being, been* (be verbs, which can also be helping verbs)
 - ♦ *become, seem, appear*
 - ♦ *feel, grow, look, prove, remain, smell, sound, taste* (which are sometimes action verbs)

Prepositions

Week 1

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

Sentence Openers

Week 1

- #1 **subject:** Starts with a main clause, which begins with subject, article, or adjective.
- #2 **prepositional phrase:** Preposition + noun, no verb. Long #2s (5 or more words, including multiple phrases) take commas. Short #2s do not take commas unless a pause is needed.
- #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:** -ing word/phrase + comma + subject-inger + main verb.
Ask: Is the thing after the comma the thing doing the -ing?
- #5 **clausal (www.asia.b):** www word + S-V + comma (AC, MC).
www = *when, while, where, as, since, if, although, because*.
- #6 **vss (very short sentence)** 2–5 words. Must include an S-V and stand alone as a complete sentence.
- #T **transitional:** Starts with a transitional word or expression or an interjection.
- #Q **question:** Asks a question and ends in a question mark.

Clauses

Week 1

Main Clause [MC]: has S-V and stands alone as sentence

- Starts with the subject or an article and/or adjectives plus subject.
[*The youngest house servant was assigned latrine duty.*]
- The subject-verb can be reversed. *Because of the stench, there [sniveled the servant.] Back to the castle straightaway [flew the girl.]*

Dependent Clause (DC): has www word or relative pronoun + S-V; attaches to MC to be a sentence

- DCs usually start with a **www.asia.b** word or **who, which, that**.
- Use **AC** for adverb clauses, which are dependent clauses that start with a **www** word.

Clause ending: Mark the words that form the main part of the clause. The start is more critical than the ending, which can be any logical place after the S-V, usually including prep phrases but not other clauses.

- [*You all cower without even a scratch*].
- *With that [he laughed loud and long]*.

Fix It! Grammar

Glossary

Pamela White

THIRD EDITION

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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*).

Imperative mood

is used to issue commands. The subject, *you*, is implied.

Example: *Tarry for me here*. Robin Hood is addressing his men, asking them to wait for him. *You* is the implied subject.