

Fix It! Grammar

Robin Hood
STUDENT BOOK 2

Pamela White
THIRD EDITION

Indentation, Capitalization, Articles and Nouns, *Who-Which* Clauses, and End Marks

Be sure to cut out the Week 1 grammar cards located at the back of this book before the Grammar Glossary. Keep them handy so you can reference them as needed. The first card provides the reminders listed on page three of this book.

LEARN IT

Since this is the first day, there are several things you need to know to get started. But do not worry; they are easy! Read through these few things with your teacher, who will use the Day 1 passage to show you how they work.

- Indent** In fiction (stories), you should start a new paragraph for these four reasons: new speaker, topic, place, or time. To remember to indent in your rewrite, add the ¶ symbol or an arrow (→) in front of the sentence that needs an indent.
- In stories, the indentation rules are somewhat flexible, so your choice to indent may be different from what is recommended in the teacher book. That is fine! As long as you can explain why your choice fulfills a rule for indentation, you are good to go.
- Capitalization** You will not see any capital letters in your student book sentences. Show where capitals are needed by drawing three short lines directly underneath letters that should be capitalized. In your copy work, be sure to use capital letters where needed instead of those three lines. Rules to remember:
- Always capitalize the first word of a sentence, even a quoted sentence that falls in the middle of a longer sentence.
 - Always capitalize proper nouns, which are nouns that name specific persons, places, or things.
 - Do not capitalize titles when used alone (like “the king”) but do capitalize them when used with a name (King Arthur).
- Articles (ar)** Use the grammar cards to review the term *article*. There are only three articles: *a*, *an*, and *the*. Mark them by printing *ar* over each one. Articles are useful because they signal that a noun is coming.
- Noun (n)** Use the grammar cards to review the term *noun*. Nouns are things, people, animals, places, and ideas. To determine if a word is a noun, apply the noun test. Print an *n* above each noun in the passage.
- Who-Which (w-w)** If you have been doing Excellence in Writing, you have likely heard the term *dress-ups*. Dress-ups are ways of dressing up style in writing by using stronger vocabulary or more complex sentence structure. On Day 4 keep an eye out for the *who-which* clause. Mark it by writing *w-w* above the *who* or *which*.
- End Marks** Remember that every sentence must have an end mark. They are missing in this week’s sentences. Decide which kind of end mark (period, question mark, or exclamation mark) each sentence needs and add it on.

vocabulary
 ¶ (indent)
 capitals

end marks (. ? !)

ar (articles: *a, an, the*)
n (nouns)
w-w (who-which)

DAY 1

in the olden days of england, king henry the second **reigned** over the land

DAY 2

there lived within the green **glades** of sherwood forest a famous outlaw whose name was
 robin hood

DAY 3

no archer that ever lived could shoot a bow and arrow with such **expertise** as he did

DAY 4

he was not alone, either, for at his side were blameless, loyal men, who **rambled** with him
 through the greenwood shades

Main and Dependent Clauses, Clause Starters, Lie versus Lay

Cut out the Week 8 grammar cards to help you remember these concepts.

LEARN IT

Last week you learned how to identify the subject of a sentence by finding the verb, and you put square brackets around the clauses. This week you will learn how to tell the difference between two types of clauses: main and dependent. For each subject-verb pair, you will need to determine if it belongs to a main clause or a dependent clause. Use brackets [] to surround main clauses and parentheses () to surround dependent clauses. Here is how you can tell.

Main Clause (MC)

A main clause is a clause that can stand alone as a sentence. Like all clauses, it must have a subject and a verb. Examples: [*Robin Hood stood alone*]. [*His courageous men stood with him*].

Main clauses usually start with a subject or with an article (*a, an, the*) and/or adjectives plus subject. Sometimes the subject-verb will be switched. Examples: [*There gathered around him displaced countrymen*]. [*Up rose his Merry Men*].

If there is a prepositional phrase in the middle or at the end of the clause, include it in the clause. However, if the prepositional phrase comes at the beginning, do not include it. Examples: [*Robin perched in the sycamore tree*]. [*In the tree Robin was safe*].

To help you see the main clauses, label them *MC*.

Dependent Clause (DC)

A dependent clause cannot stand alone as a sentence. It looks like a main clause, but one or more words in front of it turn the main clause into something that leaves us hanging. Place the dependent clause in parentheses () and label it *DC*.

A *who-which* clause is one example of a dependent clause. It cannot stand alone. Examples: (*which displayed great courage*) or (*who sang like a bird*).

Clause Starters (cl)

There is another list of words that can be used to start a dependent clause. The words are *when, while, where, as, since, if, although, because*. To help you remember the list, use the acronym www.asia.b.

www.asia.b

Officially, these words are called subordinating conjunctions because they begin a subordinate clause, but you do not have to worry about the terminology. For now, just learn the list of words. There are more words that can be added to that list, but this is a good start.

Mark the www.asia.b word with a *cl* and put parentheses around the clause. Label the clause *DC*.

Usage: lie/lay

It is important to learn when to use *lay* and when to use *lie* (in the sense of lying down, not telling a lie). You lie yourself down; you lay down an object. Thus, a character might lie down, but he will lay down his weapons. You can lie on the couch but lay your book on the table. It is tricky because the past tense of *lie* is *lay*, but the past tense of *lay* is *laid*. Keep the grammar card for this handy, and practice in the Fix Its.

Continue to use the abbreviations at the top of the next page and the grammar cards to help you remember how to mark and correct the passage. Your teacher will help you as much as you need. Remember, a mistake is an opportunity to learn.

vocabulary ¶ (indent) capitals homophones and usage	commas (,) end marks (. ? !) quotation marks (“ ”)	cc adj ly prep S S/w-w V cl (www.asia.b) MC (Main Clause) [put MCs in brackets] DC (Dependent Clause) (put DCs in parentheses)
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DAY 1

robin hood lay/laid in hiding in sherwood forest for one year as he **adroitly** prepared his new life

DAY 2

while he was gaining valuable hunting skills, there/their/they're gathered around him many others who were **displaced**, to/two/too

DAY 3

some men who were **famished** had shot deer in wintertime, when they could obtain to/two/too little food for there/their/they're families

DAY 4

although the foresters had discovered them in the act, they had **narrowly** escaped, thus saving themselves

Choose the single strongest verb, adjective, and -ly adverb from the week.

No New Concepts

LEARN IT

There are no new concepts this week. See if you can answer the questions below. If not, check your grammar cards for the answers.

1. Name the coordinating conjunctions. (Hint: the reminder acronym is FANBOYS.)
2. What is the comma rule for two verbs combined with a coordinating conjunction?
3. What words can be handy for combining sentences that share a common noun? (Hint: this is a dress-up.)

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

- thatching
- shrewd
- hairsbreadth
- dexterous
- inflamed
- smote
- thwacked
- happenstance

vocabulary

¶ (indent)

capitals

homophones and
usage

commas (,)

end marks (. ? !)

quotation marks (“ ”)

cc prep cl

S S/w-w V [MC] (DC) (AC)

#1 MC #2 prep

#3 -ly #5 AC

#6 vss

DAY 1

Think about whether to start a new paragraph when Robin addresses Will Stutely. Also, at the end of this passage, Robin is not finished speaking.

robin accepted the challenge. i will **stoop** to you as i have never stooped to man

before. friend stutely cut down a white piece of bark 4 fingers tall and wide

DAY 2

nail it fourscore yards distant on yonder white oak. if stranger you hit that target

then/than you can **dub** yourself an archer

DAY 3

aye, i surely will strike the mark answered he hand me a stout bow and a straight

broad arrow. if i hit it not **thrash** me blue with bowstrings

DAY 4

In your rewrite, combine the first two sentences with a *which* clause.

he chose a bow and a straight shaft. it was well feathered and smooth. he stepped

up to the mark with **alacrity**

Choose the single strongest verb, adjective, and -ly adverb from the week, but do not choose the first word of any sentence.

Book 2: Robin Hood

Fix It

- Read the sentence.
- Look up the bolded word in a dictionary and add the key word definition to your notebook.
- On Day 1, read the instructions. Then mark and fix the first passage with your teacher. After fixing, complete the rewrite. (See the back side of this card for rewrite instructions.)
- On Days 2-4: Use the abbreviations at the top of the student page and the grammar cards to help you remember how to mark and correct the passage. Your teacher will help you with anything you miss. Remember, a mistake is an opportunity to learn.

Book 2: Robin Hood

Week 1

Capitals

The squire called, “Make way for
King Arthur, the king.”

Book 2: Robin Hood

Week 1

Indent

- ¶ New speaker
- ¶ New topic
- ¶ New place
- ¶ New time

Book 2: Robin Hood

Week 1

Articles

a / *an* / *the*

a / an / the

Book 2: Robin Hood

Week 1

Nouns

n

Book 2: Robin Hood

Week 1

Indent

- ¶ New speaker
- ¶ New topic
- ¶ New place
- ¶ New time

Book 2: Robin Hood

Week 1

Articles

a / *an* / *the*

a / an / the

Book 2: Robin Hood

Week 1

Nouns

n

Book 2: Robin Hood

Week 1

Who-Which Clause

W-W

Indent Rules

Week 1

To remember to indent, use a ¶.

In stories, we start a new paragraph for four reasons:

- new speaker
- new topic
- new place
- new time

Editing Marks

indent ¶
capitalize ≡
lowercase /
delete ℓ
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.

Articles (ar)

Week 1

Articles are easy because there are only three of them: *a*, *an*, *the*

Articles always set up a noun. When you see an article, a noun is sure to follow, although sometimes a describing word may come in between, as in “a small dwarf.”

Capital Letters

Week 1

- Use a capital letter for the first word of sentences, including the first word of quoted sentences.
- Use a capital letter for proper nouns such as names.
- Do not use capitals for titles like *king* and *princess* when they are not used with a name. E.g., *the king* versus *King Arthur*.

When a letter should be capitalized, draw three lines under the letter as an indicator.

Who-Which Clauses (w-w)

Week 1

A *who-which* clause usually describes the noun (the thing) that comes immediately before it.

Use “which” for things and “who” for people.

Nouns (n)

Week 1

Nouns are things, people, animals, places, and ideas.

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

- Is it countable? two _____
- Can an article come in front of it?

the _____; a/an _____

Fix It! Grammar

Glossary

Pamela White

THIRD EDITION

Contents

Parts of Speech

Articles (ar)	G-5
Nouns (n)	G-5
Common and Proper Nouns	
Compound Nouns	
Noun Functions	
Subjects	
Imperative Mood	
Subject-Verb Agreement	
Object of a Preposition	
Other noun functions (Advanced)	
Pronouns (pr)	G-7
Verbs (vb)	G-8
Action Verbs	
Verb + Adverb (Advanced)	
Helping Verbs	
Linking Verbs	
Be Verbs	
Verbals (Advanced)	G-9
Infinitives	
Participles	
Gerunds	
Adjectives (adj)	G-10
Adverbs (adv)	G-10
Prepositions (prep)	G-11
Coordinating Conjunctions (cc)	G-12
Faulty Parallelism	
Subordinating Conjunctions (cl)	G-13
Conjunctive Adverbs (Advanced)	G-13
Interjections	G-14

Sentences, Clauses, and Phrases

Sentences	G-15
Clauses and Phrases	G-15
Phrases	
Clauses	
Main Clauses (MC)	
Dependent Clauses (DC)	
Dependent Clauses (Advanced)	
Adverb Clauses	
Adjective Clauses	
Noun Clauses	

Punctuation

End Marks	G-19
Quotations	G-19
Apostrophes	G-21
Commas	G-21
Semicolons	G-26
Colons	G-27
Hyphens	G-27
Em Dashes and Parentheses	G-27
Ellipsis Points	G-28

Additional Rules and Concepts

Indentation Rules	G-29
Capitalization Rules	G-30
Numbers Rules	G-31
Homophones and Usage	G-31
Idioms	G-33
Passive versus Active Voice (Advanced)	G-33
Past Perfect Tense (Advanced)	G-34
Subjunctive Mood (Advanced)	G-34

Stylistic Techniques

Dress-Ups	G-35
-ly Adverb	
<i>Who-Which</i> Clause	
Strong Verb	
Quality Adjective	
www.asia.b Clause	
Sentence Openers	G-39
#1 Subject Opener	
#2 Prepositional Opener	
#3 -ly Adverb Opener	
#4 -ing Participial Phrase Opener	
#5 Clausal Opener	
#6 vss, or Very Short Sentence	
“T,” or Transitional Opener	
“Q,” or Question	
Advanced Style	G-44
Duals and Triples	
Noun Clauses	
Decorations	G-45
Similes and Metaphors	
Alliteration	

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.