

Fix It! Grammar

Chanticleer
STUDENT BOOK 5

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 This week you will review many of the grammar rules and notations that were taught in earlier books. Because the construction of a sentence affects grammar and punctuation, begin your editing by making the following grammar notations on the passage in your book. Your teacher can help you with any that are difficult.

In the back of this book just before the Grammar Glossary is a set of grammar cards. Find the seven cards labeled Week 1 and use the first four of them to remind you how to make these notations.

Prepositional Phrases 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 have no verb in it. The back of the grammar card contains a list of common prepositions.

Subjects and Verbs Mark all subjects and verbs by printing an *S* above the subjects and a *V* above the verbs. Each S-V pair signals the presence of a clause.

Clauses Use the Clauses grammar card to review how to mark them.

Sentence Openers Number the sentence openers. See the Sentence Openers grammar card for review.

Fixes The next three 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.

Fix It Review the summary of your daily exercises on the front of the grammar card and the list of useful editing marks on the back.

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.

Commas with Prepositional Phrases Mid-sentence prepositional phrases are not set off with commas. The Prepositional Phrases grammar card will remind you of this rule.

Numbers Read the Numbers grammar card, which summarizes the rules for writing numbers. Review them and reference the card as needed.

Compound Words Compound words can be spelled as

- **two words:** neck bone; every time; cabbage bed; dung cart; a cappella
- **one word with no hyphen:** bygone; overeating; henhouse; clockwork
- **one word hyphenated:** self-control; finger-pointing; long-suffering

Even more confusing, compounds can sometimes be spelled more than one way, but it changes their meaning. For example, *lookout* is a noun meaning the act of keeping watch, while *look out* is a verb phrase meaning to watch out for.

In the passages, be on the lookout for two words that seem to go together. If you are not sure of their spelling, check a dictionary. If the words do not appear in your dictionary, write them as two words. (There is no grammar card for this concept.)

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

At a bye-gone time, in a small cottage beside a grove, resided an **impecunious**, but **long suffering** widow, some-what advanced in age.

DAY 2

Since that very day, she was last a wife, she had economically, provided for her, and her 2 daughters out of the small property, and limited **annuity** left to her, having no **emolument** of her own.

DAY 3

Leading an unpretentious life she managed only the most scantiest of meals in her sooty hall. No **pungent** sauce never spiced her meat nor did any dainty morsel pass down her throat.

DAY 4

Certainly like her cottage may **intimate** her diet was meager. Since she was never sickened from over-eating the widows medicine boiled down to: **abstinence** ample exercise and her heart was at ease.

LEARN IT

Semicolons

Use semicolons instead of periods to join main clauses when the MCs are so closely linked that they belong together in one sentence: MC; MC. A sentence is an expression of one idea, so if the two MCs are separate ideas, they belong in two separate sentences.

A semicolon is one valid way to fix a run-on, but it cannot join any two MCs, only those that express one idea. Importantly, semicolons must join main clauses, not a main clause to a dependent clause or phrase. Semicolons work especially well when joining MCs that are parallel in structure:

- For breakfast the widow served milk and brown bread; for supper she enjoyed an egg in her milk.
- Because of his nightmare, Chanticleer trembled and quaked; because he fretted, Pertelote prescribed medicinal herbs.

Using semicolons well is an advanced skill, but watch for situations where they might work or where they are used incorrectly.

Commas with Adverb Clauses

Use the comma rules on the back of the Preposition or www Word? grammar card to review punctuation with adverb clauses: AC, MC and MC AC.

Also, www.asia.b words are not the only ones that can begin adverb clauses. See the front of the Clauses grammar card for a list of additional subordinating conjunctions.

Pronoun Usage

As reviewed last week, personal pronouns refer back to a person or thing recently mentioned (the antecedent) and substitute for that person or thing. They should not only agree in person and number, but they must also use the correct case, **objective** or **subjective**.

- Incorrect: Chanticleer and her sang a duet. Test: Drop the first noun and you can hear that it is incorrect. We would not say “Her sang.”
Correct: Chanticleer and she sang a duet.
- Incorrect: “He gave ten kernels of corn to *the hens and I*,” Pertelote cooed. He gave to *me*, so *me* is the correct pronoun.
Correct: “He gave ten kernels of corn to *the hens and me*,” Pertelote cooed.
- Incorrect: “Pertelote is more colorful than me.” Test: Complete the construction: *more colorful than me is?* No, *than I am*.
Correct: “Pertelote is more colorful than I.”

The back of the Pronouns 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.

May versus Might

Grammatically, something that *may* happen is more likely than something that *might* happen.

- “You *may* enjoy the calming benefit of herbs” is much more likely to happen than “You *might* enjoy the calming benefit of herbs.”

May has the disadvantage of sounding like permission given.

- “We *may* get an extra serving of corn” could mean we are allowed to get one rather than we *might*.

Watch for *may* and *might* in upcoming passages and decide which is the better choice.

DAY 1

Because of your **bilious** complexion be wary that the sun not catch you full of hot humors in its ascension, lest you develop a recurrent fever, or an **ague**, that might cause you death.

So, forget this not.

DAY 2

For a couple of days 1st ingest worms like a digestive, then peck at the laxative herbs, that grow in the spot in our yard where it is pleasant. By your fathers kin husband your heart will then know **insouciance** and it will dread no dream!

DAY 3

While I thank you for your instruction Madam Pertelote and indeed Master Cato enjoyed great renowned for his wisdom—Chanticleer **acquiesced** nevertheless he himself never experienced fearsome dreams to dread.

DAY 4 Quotation continues in next week's lesson.

Although, Cato held we should not heed dreams in ancient works men of greater authority than him counseled the opposite, and based their opinions on experience too; dreams are often a **portent** not just of joy but of tribulations to come.

LEARN IT

Quiz

There are no new concepts this week. Use this opportunity to test your knowledge of coordinating conjunctions (cc's).

1. What acronym is used to help you remember the list of cc's?
2. List the cc's.
3. What is the pattern for connecting two MCs with a cc?
4. When should a comma not be used with items in a series?
5. What two uses of cc's should be avoided?
6. When using cc's to list items, what is important to ensure about the things connected?

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.

- erudite
- presaged
- anecdote
- disparate
- histrionics

DAY 1

In revenge, he refrained in crowing, on the morning the priest was to be ordained, and since the priest failed to awaken, in time he missed his ordination, and regrettable lost his **benefice**.

DAY 2

Clearly this cocks **canniness** doesn't at all compare to your Father's **acumen**. Accordingly sing Sir for sweat charity. And lets ascertain, if you can **emulate** your Father.

DAY 3

Thus our hero was **inveigled** into singing by Sir Russell this Chanticleer began to beat his wings, like a man that couldn't detect an enemies **skullduggery**, so effective had the foxes flattery ravished all reason.

DAY 4

Alas my lords many a false flatterer and **sycophant** lingers in your courts; many a deciever, who will please you more by my faith then him who speaks truth to you. Read what authority's record of flatterers, forsooth my lords beware of they're treachery

Fix It

- 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. Remember, a mistake is an opportunity to learn.
- Use the editing marks on the back of this card as you work on the passages in your student book.

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.

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.

Clauses

All clauses include a 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*

Prepositions

	Week 1
aboard	regarding
about	since
above	through
according to	throughout
across	to
after	toward
against	under
along	underneath
amid	unlike
among	until
around	unto
as	up, upon
at	with
because of	within
before	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 properly.
- Do not copy the markings, just the story.
- Carefully copy the fixed punctuation and grammar.

Week 1

Clauses

- **Main Clause [MC]: has S-V and stands alone as sentence**
 - Starts with the subject or an article and/or adjectives plus subject. [*The lovesick Chanticleer composed a ballad.*]
 - The subject-verb can be reversed. *There [crouched a fox.] Back to the coop straightaway [hurried the hens.]*

- **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.

Tip: In marking, include words that complete the thought, so prepositional phrases and even other clauses will sometimes be inside the clause you mark. Do not include extra words that come before the clause, and end the clause at the most logical place after its S-V.

- [*The wary rooster knew not to venture into the woods*].
- *In the woods* [*scary beasts (that might devour them) grimly lurked*].

Verbs

- **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. *Pertelote looked radiant. Chanticleer 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)

Week 1

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.