

# Fix It! Grammar

Frog Prince, or Just Deserts

STUDENT BOOK 3

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.

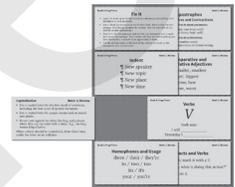
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## GET READY

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.



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## 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.

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## 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.

## Review

In the back of this book just before the Grammar Glossary is a set of grammar cards. Find the ones that say Week 1 and cut them out. Read over the cards to refresh your memory of **indents, capitalization, homophones and usage, apostrophes, comparative and superlative adjectives, and verbs**. Use them for reference if you need a quick review of any of the concepts. Here are some additional directions:

**Indent ¶.** For each sentence in the passage, decide if it needs to begin a new paragraph. If so, place a paragraph symbol in front of the sentence to remember to indent when you rewrite the passage.

**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.

**Homophones and Usage.** When you see a list of words underlined in the passage, simply draw a line through the incorrect choices. If you notice a word misused, simply cross off the incorrect word in the passage and write the appropriate one above it. In addition to the words listed on the grammar cards, other words may be misused or misspelled without any warning, so watch out for them.

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### LEARN IT

**Subjects and Verbs** If you completed the first two books of *Fix It! Grammar*, you will find that this book requires less marking. This week all you have to mark are subject-verbs and prepositional phrases.

The easiest way to identify subjects is to find the verbs first and mark them with a *V*. Use the verb card to help you identify the verbs. With each verb ask, “Who or what is doing this action?” That is the subject. Mark subjects with a capital *S*. Use the Subjects and Verbs grammar card to remember how to mark these.

**Prepositional Phrases** Mark prepositional phrases with an underline. Start the line under the preposition and end with the noun. Think: prep + noun (no verb). Refer to the list of prepositions on the Prepositional Phrases grammar card to check the first word.

**Commas with Prepositional Phrases** If the prepositional phrase starts a sentence and is five or more words, it needs a comma. If it is shorter than five words, the comma is optional, but let the pause test be your guide: if a pause is needed, add a comma. Prepositional phrases that appear later in the sentence do not take commas. Use the grammar card to remember the comma rules.

**Other Punctuation** This book will help you become an expert in punctuation, especially commas. The passages often contain unneeded punctuation marks such as commas and apostrophes, which you will have to omit or move. End marks and commas will often be missing or used incorrectly. Your teacher will help you find and correct the ones you missed.

Follow the process detailed on page 3 to complete this week’s fixes. Use the Fix It and Rewrite It grammar card to remember the steps.

The most important thing to remember as you work through this course is that a mistake is an opportunity to learn. You are not expected to find everything, but do try your best. Once you have fixed and marked the sentences as best as you can, your teacher will go through and show you anything you missed and discuss the reasons behind the grammar. Then you can copy the correct version into your notebook.

vocabulary ¶ (indent) capitals	<u>prep phrases</u> S-V	spelling usage	punctuation	After you are finished with Day 4, circle the strongest vocabulary dress-ups from all the passages this week: one strong verb, one quality adjective, and one powerful -ly adverb.
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**DAY 1**

in the recent past, in an obscure kingdom, tucked away among the alps, reigned a **decorous** king, ruling monarch in a line of monarchs that stretched back to the middle ages

**DAY 2**

king morton esteemed values. he would have none of this **drivel** of dropping “sir” and “ma’am” when addressing ones elders, nor could he tolerate modern jargon, especially outdated jargon. “awesome” should refer to thing’s that actually inspire; “cool” ought to/two/too mean the temperature

**DAY 3**

he became livid on the subject of modern gadgets—just so much **folderol**, in his opinion. downloading movies on iPhones would guarantee eye problems when children reached his distinguished age

**DAY 4**

moreover, didnt they realize that cell phones were intended for use outside the home. only yesterday the palace accountant had **vehemently** complained to/two/too him that the younger of his 2 daughters had accumulated 1000 text messages on her cell phone, in a single week

## Commas with NDAs, Hyphens

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### LEARN IT

**Commas with NDAs** Commas are needed to set off nouns of direct address (NDAs). NDAs are usually names where someone is directly addressed by name or title. They can show up anywhere in the sentence (beginning, middle, end).  
Examples:

- Dorinda, please be more careful when you traipse through the hall.
- If you would permit me, madam, I should be honored to rescue your plaything.
- How is it you can talk, Mr. Frog?

Use the grammar card if needed to help you with NDAs.

**Hyphens** Hyphens are often used in compound words and many numbers. Be sure to include them as needed. Here are the rules:

- Use hyphens in some compound nouns, such as lady-in-waiting. Consult a dictionary to check whether the compound noun should be written as one word (marksman), two words (apple tree), or a hyphenated word.
- Use hyphens with compound adjectives in front of a noun but usually 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.
- Use hyphens with compound numbers from twenty-one to ninety-nine and with spelled out fractions like one-fourth.
- Use hyphens in phone numbers: 555-1212.

vocabulary ¶ (indent) capitals	prep phrases S-V [MC] (DC) (AC)	spelling usage grammar	# openers punctuation quotations	Circle the single strongest verb, adjective, and -ly adverb from the week.
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**DAY 1**

if you would permit me madam i should be honored to/two/too rescue your plaything  
a **throaty** voice offered. and dorindas tears dried instantly, as she looked around for the person  
belonging to/two/too the voice

**DAY 2**

a little flustered when she cited/sighted/sited no one, dorinda inquired pray tell: who  
has **tendered** such a thoughtful offer. groomed in courtly speech, she could talk like a princess,  
when convenient

**DAY 3**

peculiarly a blinking well fed amphibian hopped toward her on the rim of the well, and croaked  
it was i. at this, dorinda let lose a spine tingling shriek and started to run, in a moment  
however her **inquisitiveness** got the better of her and she turned back to the frog

**DAY 4**

how is it you can talk mr frog. its/it's a dull story but maybe i'll tell it to you one day,  
for the present, would you like me to **salvage** your ball

## Review

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### LEARN IT

There are no new concepts this week. Test your grammar knowledge with these questions. Check your grammar cards if you cannot remember.

1. What are the four reasons for indenting a sentence?
2. What numbers should be written out?
3. Name the *be* verbs.

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

- poised
- ignobly
- futilely
- prominent
- snickered
- conspicuous
- repulsive
- requisition
- sanguine
- rummaged

vocabulary  
¶ (indent)  
capitals

prep phrases  
S-V  
[MC] (DC) (AC)

spelling  
usage  
grammar

# openers  
punctuation  
quotations

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

**DAY 1**

well that seems a **flimsy** excuse to bother his uncle dorinda interrupted. the poor man  
just wanted a drink of water, why did robert trust his dog over his uncle

**DAY 2**

hounds, and other nonhuman creatures, sometimes have a **tad** of wisdom arthur commented  
listen to the rest of the story. dorinda waited more patiently

**DAY 3** The story continues from now until Day 2 of Week 29.

cupping his hands again more of the precious liquid was collected in king arthur's hands, again  
robert **jiggled** his uncles hands signaling that they should check the source before drinking

**DAY 4**

again the king ignored his nephew **callously** pushing him away. "for a 3rd time, hrothgar came  
to his rescue jumping up against the king, and, spilling the water

## 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.

## Capitalization

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

## Apostrophes

### Possessives and Contractions

Use **apostrophes to show possession**.

**'s** when singular (one frog's well)  
**s'** when plural (many frogs' well)

Use **apostrophes in contractions**.

Contractions combine words.

Do not use contractions in formal writing.

## Indent

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

## Homophones and Usage

there / their / they're  
to / two / too  
its / it's  
your / you're

## Comparative and Superlative Adjectives

small, smaller, smallest  
big, bigger, biggest  
good, better, best  
bad, worse, worst

## Indent

To remember to indent, use a ¶.

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

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

## Week 1: Review

### 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.

## Homophones and Usage

**There** = in that place (here or there)

**Their** = the possessive pronoun

**They're** = the contraction of *they are*

**To** = the preposition: to the store

(also the "to + verb" form of a verb: *to rush*)

**Two** = the number 2

**Too** = *also* or *too much* (too many *o's!*)

**Its** = the possessive pronoun (its color)

**It's** = the contraction of "it is" (*it's*)

**Your** = the possessive pronoun (your pie)

**You're** = the contraction of "you are"

## Week 1: Review

### Capitalization

- 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 and places.
- Do not use capitals for titles like *king* and *princess* when they are not used with a name. E.g., *the king* versus *King Charles*.

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

## Week 1: Review

## Comparative and Superlative Adjectives

- When comparing two things, use the comparative: *better, smaller, bigger, or worse*.
- When showing the most of three or more things, use the superlative: *best, smallest, biggest, or worst*.

## Week 1: Review

### Apostrophes

Use an apostrophe to replace the missing letters.

is not = isn't

we'd

was not = wasn't

we'll

do not = don't

did not = didn't

would not = wouldn't

it is = it's

I am = I'm

I will = I'll

they are = they're

they will = they'll

it is = it's

we had =

we will =

# 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.