

Learning Grammar

Through Writing



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HOW TO USE THIS BOOK

Learning Grammar Through Writing is divided into thirteen categories which are identified by a title and a number. Each grammatical rule within a given category is lettered and designed to help students correct composition problems.

5 - THE SENTENCE

5d A question is an asking sentence. It must end with a question mark.

What is your name?

Within some categories the lettered rules are divided into two levels. The first level, printed in larger type, is designed for primary students. The second level encompasses the intermediate and junior high grades. These levels are not binding in any way, but rather provide a convenient reference point for teachers. The number of categories has been limited purposely to facilitate the use of the book by both teachers and students.

The use of this book begins when a student writes a composition. After the composition is finished, the student submits the paper to the teacher for proofreading. The teacher then identifies, with a category number and letter corresponding to a grammatical rule, only those mistakes which the student has the capacity to understand. The student, in turn, uses the book to identify each mistake and to correct it. At this point, there are several options open to the teacher:

The student may rewrite only the problem sentence.

The student may write the rule.

The student may rewrite the entire paragraph or composition.

The teacher may correct in pencil, allowing the student to correct only the specific error.

The teacher may individualize instruction or assign additional work concerning the specific error.

The teacher's imagination and discretion determine which of these or other options should be used.

A check list (see chart next page) is recommended to chart each student's mistakes. By charting each mistake (with a different symbol for each composition), areas of particular weakness will become readily apparent.

The paragraphs below show how a teacher would use *Learning Grammar Through Writing* to correct the student's work. The first paragraph has the category numbers and letters to designate the student's errors. The second paragraph is the corrected form.

The boys knew they were in a dangerous situation. ^{9c}their boat had been smashed against the rocks and the tide was ^{11a}rising rapidly.

^{10t}What shall we do now? ^{10t}asked Joe.

^{10s}Victor said "Climb to the highest point and wait for help."

The boys knew they were in a dangerous situation. Their boat had been smashed against the rocks and the tide was rising rapidly.

"What shall we do now?" asked Joe.

Victor said, "Climb to the highest point and wait for help."

1 - Nouns and Pronouns

1a A **noun** is the name of a person, place, thing, or idea.

persons - girl, Holly, worker

places - playground, Atlanta, Canada, Kentucky

things - desk, bunch, joy, strength, love, sorrow

1b A **noun** can name one person, place, or thing.

A noun that names one person, place, or thing is called a **singular noun**.

girl

playground

desk

A noun can name more than one person, place, or thing.

A noun that names more than one person, place, or thing is called a **plural noun**.

Singular

book

woman

baby

box

Plural

books

women

babies

boxes

1c A **common noun** is the name of any one of a class of persons, places, or things. A common noun does not begin with a capital letter (unless it is at the beginning of a sentence).

persons - teacher, explorer

places - lake, park, canal

things - book, dog, crowd, hate

1d A **proper noun** is the name of a particular person, place, or thing. A proper noun begins with a capital letter.

persons - Mr. Smith, Christopher Columbus, Mrs. Rodriguez
 places - Lake Ontario, Golden Gate Park, Panama Canal
 things - Pepsi, Monday

1e A **collective noun** names a group of persons, places, or things.

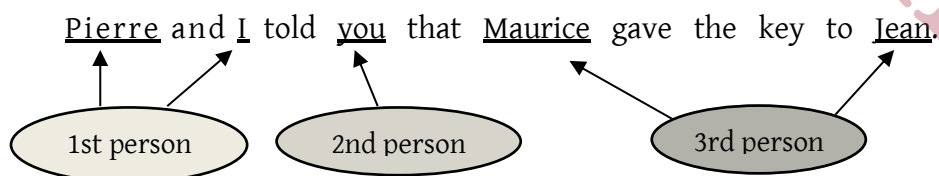
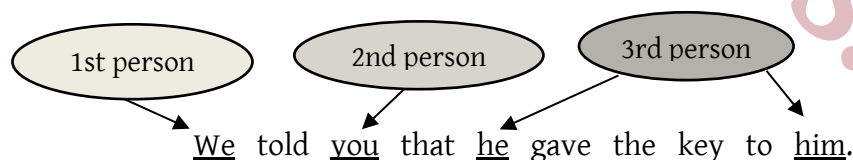
audience class crowd team

1f The **gender** of a noun or pronoun tells you whether the noun or pronoun is the male sex, the female sex, or no sex.

masculine gender (male sex) - boy, waiter, nephew, he, grandfather
feminine gender (female sex) - girl, waitress, niece, she, grandmother
neuter gender (no sex) - book, table, baseball, it, love, liberty
common gender (a noun or pronoun which may be either masculine or feminine) - person, friend, player, you, me, cousin

1g The **person** of a noun or pronoun shows whether it relates to the:

first person - person speaking (I, me, we, us)
 second person - person spoken to (you)
 third person - person spoken about (he, him, she, her, it, they, them)



1h A **possessive noun** shows:

that something belongs to someone.

the goats that belong to Zelda - Zelda's goats

the pencils that belong to the girls - the girls' pencils

different ways in which people are related to each other.

the sister of Blake - Blake's sister

the mother of the boys - the boys' mother

the doctor of the family - the family's doctor

the friends of the animals - the animals' friends

that things are related to people, animals, or things.

the tail of the horse - the horse's tail

the ears of the men - the men's ears

the journey of a day - a day's journey

1i A **pronoun** takes the place of the noun. The most commonly used **personal pronouns** are:

Singular

I, me

you

he, him, she, her, it

Plural

we, us

you

they, them

1j An **antecedent** is the noun to which a pronoun refers.

Jacob's mother told him to go to the store.
 ↑ antecedent ↑ pronoun

Colleen caught a fish and took it home to eat.
 ↑ antecedent ↑ pronoun

1k A pronoun used as the subject of a sentence is in the nominative case.

Singular	Plural
I	we
you	you
he, she, it	they

They are going to the zoo.

Do you know how to canoe?

My friend and I went to the opera.

1l A pronoun used as the object of a verb or preposition is in the objective case.

Singular	Plural
me	us
you	you
him, her, it	them

The kangaroo punched him.

↑
object of the verb

Mr. Feinberg gave a party for us.

↑
object of the preposition

1m A possessive pronoun is used to show:

- something belongs to someone (his pipe)
- different ways in which people are related to each other (my brother)
- the ways in which things are related to people, animals, or other things (its engine)

1m **The possessive pronouns are:**
(cont.)

Singular	Plural
my (mine)	our (ours)
your (yours)	your (yours)
his, her (hers), its	their (theirs)

That is my bat.

That bat is mine.

*Never use an apostrophe with a possessive pronoun.

1n **A reflexive pronoun is used to refer to the subject of a sentence.**

Singular	Plural
myself	ourselves
yourself	yourselves
himself	themselves
herself	
itself	

The boy will hurt himself.

The girls made themselves some fudge.

1o **A relative pronoun joins a group of related words to its antecedent.**

who	-	the nominative (subject) form used when referring to people and pets
whom	-	the objective (object) form when referring to people and pets
whose	-	the possessive form used when referring to people and things
that	-	used when referring to things
which	-	used when referring to things

Appendix A - Punctuation at a Glance

Apostrophe { ' }	To show singular possession: 's	The boy's dog An eagle's claws
	To show plural possession: s'	The lions' den The girls' shoes
	To show the omission of a letter or letters in a contraction	It's (it is) you're (you are) they're (they are) she's (she is)
Comma { , }	To separate the day and year	January 1, 2021
	To separate city and state/province	Vancouver, British Columbia Denver, Colorado
	Use after the greeting and closing of a letter	Greeting – Dear Helen, Closing – Yours truly,
	Use after <i>yes</i> and <i>no</i> when they begin a sentence	Yes, you may go to the park. No, you may not go to the store.
	To separate <i>too</i> – meaning <i>also</i> – from the rest of the sentence	Can Shelby come to the park, too?
	To separate the person addressed from the rest of the sentence	John, go feed the dog. Please pass the salad, Kelly.
	Use between items in a series or list	We had bacon, eggs, toast, and hashbrowns for brunch.
	Use after the first phrase when two complete phrases are joined by a coordinating conjunction	We can either play outside in the backyard, or we can go to the river.
	To separate an appositive from the rest of the sentence	Bobby, the leader, called the biking cops' meeting to order.
	To separate a parenthetical expression from the rest of the sentence	She does know, however, that if she cheats again, she will get a zero for the class.
	To separate an introductory phrase or dependent clause from the main part of the sentence	During my last dentist visit, I had two teeth pulled out.
	To separate words of a quotation from the other words in the sentence	"I had planned on getting groceries today," said Mom, "but the baby was very sick."
Exclamation mark { ! }	At the end of an exclamatory word or sentence	Yea! We won the contest!
Hyphen { - }	To connect the parts of a compound word	twenty-one sister-in-law
	To divide words with two or more syllables at the end of a line	You know it's very hot outside when the only exercises you have energy to do are pop-sicle lifts.
Period { . }	Use at the end of every statement of command	The baby slept soundly.
	Use after abbreviations	Dr. Mr. Mrs. Fr. St. Capt. Ave. Blvd.
Question mark { ? }	Use at the end of every asking sentence	How old are you?
Quotation marks { " " }	Use at the beginning and end of direct quotations	"When you go to the lake," said Jane, "I want to go, too."
	To enclose titles of magazine articles, songs, books, book chapters, short stories and poems	"Panis Angelicus" (song) "King John's Christmas" (poem)

Appendix B

All About Syllables

Syllables are parts of a word. Each part contains 1 **vowel sound**.

Example: cat has one vowel sound, while disregard has three vowel sounds: *dis-re-gard*.

It is sometimes hard to know when to start and stop syllables. For this reason, it is good to know the **Syllabication Rules**.

Always check your dictionary if you are unsure.

Syllabication Rules	Examples
The number of vowel sounds in a word equals the number of syllables.	<i>run</i> (1 vowel sound = 1 syllable) <i>run-ner</i> (2 vowel sounds = 2 syllables) <i>cel-e-brate</i> (3 vowel sounds = 3 syllables)
When a syllable ends in a consonant, it has a consonant-vowel-consonant (CVC) pattern. The vowel is “closed-in” by the consonant. These are called closed syllables .	cat in-clude tip him chan-cel lyr-ic with gram-mar frag-ment
When a vowel or a vowel sound is at the end of a syllable and it has a long sound, this consonant-vowel (CV) pattern is called an open syllable .	<u>ba</u> -by <u>o</u> -pen <u>fl</u> i-er <u>e</u> -ven <u>mo</u> -tion <u>pi</u> -rate
Divide syllables between two middle consonants, including doubled letters.	let-ter sham-poo bat-ting per-sist con-tempt rip-ping
*Exception: do not separate double consonants that are part of a syllable that is also a root word.	tell-er stuff-ing mess-y
Keep blends together.	meth <u>o</u> -d lath <u>o</u> -er hard <u>o</u> -en ush <u>o</u> -er
In general, keep vowel teams together.	fl <u>oa</u> t-ing pe <u>as</u> -ant b <u>ai</u> -l-iff ble <u>at</u> -ing

Appendix B

All About Syllables — Page 2

Divide between two vowels when they make two separate sounds.	cha-os hi-a-tus	go-ing pi-a-no
Divide between compound words.	cup-cake	foot-ball
Divide between root words and prefixes or suffixes.	pre-cook end-ing	re-charge lean-ing
Divide before the consonant that comes before an <i>-le</i> syllable. <i>*Exception: -ckle words like: chuck-le</i>	a-ble whis-tle	fum-ble bee-tle
Divide before a single middle consonant.	o-ver a-re-na	i-tem e-clipse
Keep the r-controlled vowels (ar, er, ir, or, and ur) in the same syllable.	ar-id ev-er-y	fir-ma-ment or-phan

All words have one syllable that has a primary accent. The stress is given to the vowel in the *accented syllable*. Words can also have *secondary accents*. When a two-syllable word contains a prefix or suffix, the *primary accent* is on the *root word*.

Example: QUICK-ly RAP-id-ly o-BE-di-ent em-BEL-lish
be-TWEEN EM-pha-size WIN-ning oc-CUR

The *schwa sound* is the most common sound in the English language. It is represented by this symbol:

ə

Every vowel, (a,e,i,o,u) can have the schwa sound, which most often sounds like: “uh”.

You can hear it in the following words:

wo-man pen-cil o-pen di-no-saur
choc-o-late ta-ken trav-el a-no-ther
a-lone ba-na-na an-im-al the