

Fix It![®] Grammar

Little Mermaid

TEACHER'S MANUAL

LEVEL 6

Pamela White

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Fix It! Grammar: Little Mermaid, Teacher's Manual Level 6

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Instructions

The list below shows the components to each *Fix It! Grammar* weekly exercise.

Although in Levels 1–4 students could choose to either Mark It or Fix It first, in Levels 5 and 6, students must complete the passages in this order: **Read It, Mark It, Fix It**. After Week 2 students should number the sentence openers after the passage has been marked and fixed.

Students should discuss their work with the teacher after working through each daily passage. However, older students may work with their teacher on a weekly basis. Students should actively be involved in comparing their work with the Teacher's Manual. The repetition of finding and fixing their own mistakes allows them to recognize and avoid those mistakes in the future.

Fix It! Grammar should be treated as a game. Keep it fun!

Learn It! On the first day of the new Week, read through the Learn It section. Each Learn It covers a concept that the student will practice in future passages. Instructions for marking and fixing passages are included in each Learn It.

Read It! Read the day's passage.
Look up the bolded vocabulary word in a dictionary and pick the definition that fits the context of the story. Maintain a list of vocabulary words and their definitions.
The vocabulary definitions are printed in the Teacher's Manual.

Mark It! Mark the passage using the guide at the top of the daily practice page.

Fix It! Correct the passage using the guide at the top of the daily practice page. The Teacher's Manual includes detailed explanations for grammar concepts and punctuation in each daily passage.

Rewrite It! After marking, correcting, and discussing the passage with the teacher, copy the corrected passage on the lines provided or into a separate notebook.

- Copy the corrected story, not the editing marks.
- Indent and use capital letters properly.
- Copy the corrected punctuation.

Appendix I Complete Story Familiarize yourself with the story that you will be editing by reading the complete story found in Appendix I.


Appendix II Grammar Glossary Reference the Grammar Glossary found in Appendix II of the Teacher's Manual for more information about the concepts taught in the *Fix It! Grammar* series.

Editing Marks

 indent

 insert


 delete

 capitalize

 lowercase

 reverse order

 add a space

 close the space

Helpful Hints

Use different colors for **Mark It** and **Fix It**.

Additional Resource

Fix It! Grammar Cards are an optional product that will enhance the *Fix It! Grammar* learning experience.

Fix It! Grammar Cards

Thirty full color grammar cards highlight key *Fix It! Grammar* concepts for quick and easy reference.

For a more relaxed and entertaining way to drill and review grammar concepts learned, instructions for a download of multiple game ideas are included in the card pack.

Fix It! Grammar Cards are beautifully designed and come in a sturdy card box for easy storage.

IEW.com/FIX-GC



On the chart below *Fix It! Grammar Cards* are listed in the order that the information is taught in this book.

WEEK	Fix It! Grammar Cards for <i>Little Mermaid</i> Level 6
1	Editing Marks, Capitalization, Indentation, Subject-Verb Pair, Preposition, Prepositional Phrase, Conjunction, Coordinating Conjunction, Clause, Dependent Clause, www Word
2	Adverb, Sentence Openers, #3 -ly Adverb Opener, #4 -ing Opener, Apostrophes
3	Run-On
4	Number Words/Numerals
5	Adjective, Commas with Adjectives before a Noun, Quotation, Interjection
13	Verb, Linking Verb, Helping Verb, Noun, Pronoun
Not Used Indefinite Pronoun, Title, Comparative and Superlative Adjectives and Adverbs	

Scope and Sequence

Week numbers indicate when a concept is introduced or specifically reinforced in a lesson. Once introduced the concept is practiced throughout the book.

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Parts of Speech

Noun/Pronoun Function													13	14																
Pronoun													13														27			
Verb																														
action, linking, helping													13																	
-ing word									9								17													
transitive/intransitive																	18					23								
mood																				20										
voice																						24						29		
Conjunction																														
coordinating		1		4																	21									
subordinating														15													27			
correlative																		19		21										
Adjective																														
possessive		2																												
cumulative					5																									
coordinate					5																									
participle									9								17													

Punctuation

Commas	1	2	3	4	5	6	7	8			11	12			16			19			22	23							
Apostrophe		2																											
Semicolon						6									15										26				
Italics																		18											
Em Dash																					22				26				
Parentheses																					22				26				
Colon																									26				

Clauses

Main Clause	1																													
Dependent Clause	1	3																												
adjective clause	1	3			7																						28	29		
noun clause	1	3								13																	28			
adverb clause	1	3											16														27		29	

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Phrases

Prepositional	1	2	4																								27			
Participial		2					7	8	9	10																				
Appositive							7																							
Gerund									9				13																	
Infinitive											11	13																		

Verbals

Participle									9	10						17													29	
Gerund									9				13			17													29	
Infinitive											11	13																	29	

Nonessential/Essential Elements

Adjective Clause							7					12														25				
Appositive Phrase							7					12														25				
Participial Phrase							7	8				12														25				

Transitions

Prepositional Phrase				4																							25				
Conjunctive Adverb						6																					25				
Openers						6																					25				
Interrupters																					22					25					

Other Concepts

Capitalization	1																													
End Mark	1																													
Indentation	1																													
Subject-Verb Pairs	1													14																
Number Words/Numerals				4																										
Misplaced Modifier										10				14	15															
Parallelism																					21									
Expletive																											26			
Sentence Fragment																													28	

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Run-Ons

Fused Sentence			3																											
Comma Splice			3																											
Fix																														
period			3			6									15		17													
comma + cc				4		6									15		17													
semicolon						6									15		17													
www word															15		17													

Usage

farther/further												12																		
and then												12																		
sit/set																		18												
rise/raise																		18												
die/dye																		18												
lie/lay																		18												
like/as																							23							

Sentence Openers

#1 Subject		2																												
#2 Prepositional		2															18										27			
#3 -ly Adverb		2																				23								
#4 -ing		2						8		10																				
#5 Clausal		2														16	17										27			
#6 Vss		2																												
#T Transitional						6																								

Vocabulary

1 azure merpeople pliant amber	2 artistically tutored delicate spacious	3 bestowed singular rendering venerable	4 luminous endure reticent recounted	5 picturesque verdant cavorting timorous	6 loftier apathetic resplendent forlorn
7 dignified attire tinted becalmed	8 crest commemorated celestial amiable	9 turbulent unfurling baleful asunder	10 imminent splintering consumed floundered	11 dissipated boarding school bay vital	12 shrouding confounded dispirited divulged
13 despondent confidante gilded ventured	14 unflaggingly precariously ruefully aspired	15 resolved perish transitory cherish	16 inconceivable rationally lamented loathe	17 gala iridescent harmonious fervently	18 acclamation mournfully reverberating intimidates
19 dominions tentacles twitched fallow	20 chortled cackled resolve trepidation	21 resolute excruciatingly exhorted fade	22 trifle abnegate implored unflinchingly	23 pernicious translucent ensured listless	24 metamorphosed presaged arrayed solace
25 assuage plaintively perilous elapsed	26 exquisite implausible auspicious obligate	27 converse sublime earnest feigned	28 impending contentedly reveled searing	29 anguished relinquished plunge hasten	30 contemplated flung mellifluous magnanimous

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SAMPLE

Learn It!

Capitalization

Capitalize the first word of a sentence.

Capitalize proper nouns and proper adjectives.

Capitalize the personal pronoun *I*.

Capitalize *Sea King*, *Little Mermaid*, and *Sea Witch* in this story because they are used as names, proper nouns.

End Mark

Use a period at the end of a statement.

Use a question mark at the end of a question.

Use an exclamation mark at the end of a sentence that expresses strong emotion.

Indentation

An **indentation** shows the start of a new paragraph. In fiction (stories) there are four reasons to start a new paragraph: new speaker, new topic, new place, new time.

For more information about indentation, see page G-31.

The paragraph mark (¶) is called a pilcrow.

Fix It!

Place three short lines below letters that should be capitalized.

Draw a slanted line through letters that should be lowercase.

Place the correct end mark at the end of each sentence.

Add the ¶ symbol (known as a pilcrow) in front of each sentence that should start a new paragraph. When you rewrite the passage, indent.

¶ The Merpeople regarded sea king as ruler of the kingdom.

Comma rules require students to identify coordinating conjunctions (for, and, nor, but, or, yet, so) and explain what they connect. See page 19.

In the sentence below **and** connects two nouns: *baskets* and *mats*.

Conjunction

A **conjunction** connects words, phrases, or clauses. A **coordinating conjunction** (cc) connects the same type of words, phrases, or clauses. The items must be grammatically the same: two or more adjectives, two or more prepositional phrases, and so forth.

A prepositional phrase follows the pattern: preposition + noun (no verb). E.g., *under the sea*

If a word on the preposition list is followed by a subject and verb, the word is a subordinating conjunction (www word), not a preposition. E.g., *after she turns fifteen*

If a word on the preposition list is acting alone, it is probably an adverb. *sat down; rose up*

Prepositional Phrase

A **prepositional phrase** begins with a preposition and ends with a noun or pronoun, which is called the object of the preposition. A prepositional phrase adds imagery or information to a sentence because the entire phrase functions as an adjective describing a noun or as an adverb modifying a verb or an adjective.

A **preposition** is the first word in a prepositional phrase. It shows the relationship between its object (a noun or pronoun) and another word in the sentence. An **object of the preposition** is the last word in a prepositional phrase. It is always a noun or pronoun.

✗ Do not put a comma in front of a prepositional phrase.

Mark It! Write **cc** above each coordinating conjunction.
Underline each prepositional phrase.

Fix It! Insert or remove commas. Follow the comma rules.

cc

Under the sea they wove baskets and mats, with strands of seaweed.

For more information about clauses, see page G-20.

Ask students to identify the subjects and verbs.

What is the verb? *glided*

What glided? *Fish*

All the words in a dependent clause work together as a single part of speech: adjective, noun, or adverb.

This *which* clause follows the noun *structure* and describes it. It is nonessential and needs commas. If you remove it from the sentence, the structure still rested on the sea floor.

This noun clause functions as a direct object. She noticed what? *that the sun sparkled above the surface* A noun clause is always essential, so it never needs commas.

An adverb clause begins with a *www* word (subordinating conjunction) and includes a subject + verb.

WWW words include *when, while, where, as, since, if, although, because, after, before, until, unless, whenever, whereas, than, as if, as soon as, as much as, even though, so that*.

The first AC comes before the MC, so it needs a comma after it. The second AC comes after the MC, so it does not have a comma before it.

Subject and Verb

A **verb** shows action, links the subject to another word, or helps another verb. Every verb has a subject. The subject and verb (*s v*) belong together. A **subject** is a noun or pronoun that performs a verb action. It tells who or what the clause is about.

Find It! Read the sentence and look for the verb.

Ask, "Who or what ____ (verb)?"

Mark It! Write *v* above each verb and *s* above each subject.

Clause

A **clause** is a group of related words that contains both a subject and a verb.

Label the subject-verb pairs to determine how many clauses are in each sentence. Focus on the word that begins the clause and on its placement in the sentence to determine if it is a main clause or a dependent clause.

A **main clause** expresses a complete thought, so it can stand alone as a sentence. Place square brackets around each main clause [MC].

s v
[Fish glided through the palace windows].
Every sentence must have a main clause.

A **dependent clause** does not express a complete thought, so it cannot stand alone as a sentence. Place parentheses around each dependent clause. There are three types of dependent clauses: adjective, noun, adverb.

An **adjective clause** describes the noun it follows. If an adjective clause begins with a form of *who* or *which*, write *w/w* above the word *who* or *which*. If an adjective clause begins with *that*, write *that* above the word *that*.

s w/w s v v v
[The structure, (which was built of coral), rested on the sea floor].
begins with *who, whom, whose, which, when, where, that* (relative pronoun)

use commas unless essential

A **noun clause** functions as a noun. It usually acts as a subject or an object.

s v that s v
[Little Mermaid noticed] (that the sun sparkled above the surface).
commonly begins with *that* (relative pronoun)

do not use commas

An **adverb clause** modifies a verb in the sentence. Write *AC* above the *www* word.

AC s v
(Because she longed to visit the world above the sea),
s v v AC s v
[Little Mermaid could not wait] (until she turned fifteen).
begins with a *www* word (subordinating conjunction)

use a comma after but not before AC, MC MC AC

Read It!	Mark It!	Fix It!	Day 1
Beneath the surface of the sea, the water, which appeared as azure as the petals, of the loveliest Cornflower and as clear as the purest glass, was very deep. It was deeper than any anchor cable could reach.	1 coordinating conjunction (cc) 5 <u>prepositional phrases</u> 2 [main clauses] 1 <i>who/which</i> clause (w/w) 1 adverb clause (AC) 4 subject-verb pairs (s v)	1 indent 1 capital 1 comma	
azure a light purplish shade of blue like that of a clear sky			

¶ Beneath the surface of the sea, [the water, (which appeared as **azure** as the petals, of the loveliest Cornflower and as clear as the purest glass), was very deep]. [It was deeper] (than any anchor cable could reach).

Indentation	new topic
Capitalization	cornflower lowercase, common noun Do not capitalize the common name of animals and plants. Just as you do not capitalize <i>rose</i> , <i>daisy</i> , or <i>dandelion</i> , do not capitalize <i>cornflower</i> .
Conjunction	and connects two adjectives: <i>azure</i> and <i>clear</i> Both adjectives follow the linking verb <i>appeared</i> and describe the subject <i>water</i> . a and b
Prep Phrase	Each prepositional phrase begins with a preposition and ends with a noun, the object of the preposition. The words between the preposition and its object are article adjectives (a, an, the) or adjectives that describe the noun. What kind of cornflower? <i>loveliest</i> What kind of glass? <i>purest</i> After marking a prepositional phrase, mentally remove it to find subjects and verbs. Neither subjects nor verbs are found inside a prepositional phrase. A prepositional phrase functions as a single part of speech, most commonly an adjective or an adverb.
S V Pairs	MC water was When a prepositional phrase opens (begins) a sentence, do not include the phrase in the main clause square brackets. Week 2 students will begin marking this as a #2 prepositional opener. w/w which appeared The <i>which</i> clause follows the noun <i>water</i> and describes it (adjective clause). It is nonessential and needs commas. If you remove it from the sentence, the water was still very deep. MC It was AC than cable could reach
Ask Students	How do you know <i>than any cable could reach</i> is an adverb clause? The word group begins with the www word (subordinating conjunction) <i>than</i> and includes a subject + verb.
Commas	Do not put a comma in front of a prepositional phrase.
Decoration	Similes are a comparison of unlike things using a comparison word. Two similes are in this passage. Water appeared as <i>azure</i> as the petals of the loveliest cornflower and as clear as the purest glass .

Rewrite It! Beneath the surface of the sea, the water, which appeared as azure as the petals of the loveliest cornflower and as clear as the purest glass, was very deep. It was deeper than any anchor cable could reach.

Read It!	Mark It!	Fix It!	Day 2
Many Church towers would have to be placed on top of each other to stretch from the bottom of the sea, to the water's surface. The beings who lived there were Merpeople .	5 <u>prepositional phrases</u> 2 [main clauses] 1 <i>who/which</i> clause (w/w) 3 subject-verb pairs (s v)	2 capitals 1 comma	

merpeople

imaginary sea creatures that have the head, torso, and arms of a human and the tail of a fish

[Many ^s Church ^v towers ^v would have to be placed on top of each other to stretch from the bottom of the sea, to the water's surface]. [The beings ^s (who ^{w/w} lived there) ^s were **Merpeople**].

Capitalization	church, merpeople lowercase, common noun
Prep Phrase	Each prepositional phrase begins with a preposition and ends with a noun, the object of the preposition. Remind students to mentally remove prepositional phrases when looking for subjects and verbs. <i>Of each other</i> is a preposition + pronoun. Because a pronoun can take the place of a noun, a prepositional phrase can end with a pronoun. <i>Each other</i> is an indefinite pronoun that functions as the object of the preposition. <i>Each other</i> is a compound pronoun.
Note	The phrases <i>to be placed</i> and <i>to stretch</i> do not follow the PATTERN preposition + noun (no verb) . When <i>to</i> is followed by a verb, it is called an infinitive. Do not mark infinitives as prepositional phrases because they include a verb. Do not mark infinitives as verbs because they do not have a subject. They function as neither a prepositional phrase nor a verb. Infinitives function as adjectives, adverbs, or nouns.
S V Pairs	MC towers would have MC beings were w/w who lived The <i>who</i> clause follows the noun <i>beings</i> and describes it (adjective clause). It defines the beings and is essential to the sentence. If you remove the <i>who</i> clause, it is unclear which beings are meant. Do not use a comma.
Ask Students	How do you know <i>who lived there</i> is a <i>who/which</i> clause? The word group begins with <i>who</i> and includes a subject + verb.
Commas	Do not put a comma in front of a prepositional phrase.

Rewrite It! Many church towers would have to be placed on top of each other to stretch from the bottom of the sea to the water's surface. The beings who lived there were merpeople.

Read It!

More could be found at the bottom of the Sea, than bare sand. The most marvelous trees and plants grew there. They had such **pliant** trunks, stems, and leaves that the slightest movement of the water caused them to move as if they were alive.

pliant

bending readily; flexible

Mark It!

2 coordinating conjunctions (cc)

4 prepositional phrases

3 [main clauses]

1 *that* clause (that)

1 adverb clause (AC)

5 subject-verb pairs (s v)

Fix It!

1 capital

1 comma

Day 3

[More could be found at the bottom of the Sea, than bare sand]. [The most marvelous trees and plants grew there]. [They had such **pliant** trunks, stems, and leaves] (*that* the slightest movement of the water caused them to move) (as if they were alive).

Capitalization	sea lowercase, common noun
Conjunction	and connects two nouns (subject nouns): <i>trees</i> and <i>plants</i> a and b and connects three nouns (direct objects): <i>trunks</i> , <i>stems</i> , and <i>leaves</i> a, b, and c
Prep Phrase	<i>Than bare sand</i> is a prepositional phrase because it follows the PATTERN preposition + noun (no verb) . Compare this phrase with the adverb clause found on Day 1: <i>than any anchor cable could reach</i> . The words <i>after</i> , <i>as</i> , <i>because</i> , <i>before</i> , <i>since</i> , <i>than</i> , and <i>until</i> can begin prepositional phrases or adverb clauses. To determine if a group of words forms a prepositional phrase or an adverb clause, look for a verb. If there is a verb, the words form an adverb clause. If there is not a verb, the words form a prepositional phrase.
S V Pairs	MC More could be found <i>More</i> is an indefinite pronoun acting as the subject. MC trees, plants grew MC They had that that movement caused AC as if they were The two words <i>as if</i> work together to begin the adverb clause.
Note	<i>To move</i> is an infinitive. It does not function as a verb.
Ask Students	How do you know <i>that the slightest movement of the water caused them to move</i> is a <i>that</i> clause? The word group begins with <i>that</i> and includes a subject + verb.
Commas	Do not put a comma in front of a prepositional phrase.
Homophones	The word <i>bare</i> means without the usual covering, plain, or without addition. The homophone <i>bear</i> is a noun (the animal) or a verb (carry the weight of, support, or endure).

Rewrite It!

More could be found at the bottom of the sea than bare sand. The most marvelous trees and plants grew there. They had such pliant trunks, stems, and leaves that the slightest movement of the water caused them to move as if they were alive.

Read It!	Mark It!	Fix It!
Large and small fishes slipped among their branches, in the same way that birds flew among the trees upon the land. At the deepest spot stood sea king's Palace. The walls were built of coral, and the tall pointed windows were made of the clearest amber .	2 coordinating conjunctions (cc) 7 <u>prepositional phrases</u> 4 [main clauses] 1 <i>that</i> clause (that) 5 subject-verb pairs (s v)	3 capitals 1 comma

amber

a hard clear orange-yellow substance used for jewelry and other decorations

[Large and small fishes slipped among their branches, in the same way] (that birds flew among the trees upon the land). At the deepest spot [stood sea king's Palace]. [The walls were built of coral], and [the tall pointed windows were made of the clearest **amber**].

Capitalization	Sea King's uppercase, proper adjective <i>Sea King's</i> is a possessive noun that functions as an adjective. palace lowercase, common noun Capitalize <i>Sea King</i> , <i>Little Mermaid</i> , and <i>Sea Witch</i> in this story because they are used as names.
Conjunction	and connects two adjectives: <i>Large</i> and <i>small</i> a and b and connects two main clauses: A subject and verb pair (walls were built) comes before the cc, and a subject and verb pair (windows were made) comes after the cc. MC, cc MC
SV Pairs	MC fishes slipped that <i>that</i> birds flew MC palace stood MC walls were built MC windows were made
Ask Students	How do you know <i>stood Sea King's palace</i> is a main clause? The word group includes a subject + verb and expresses a complete thought. It does not begin with a word that starts a dependent clause (who, which, that, www word).
Commas	Do not put a comma in front of a prepositional phrase.
Note	<i>Among</i> is a preposition that refers to three or more items. <i>Between</i> is a preposition that refers to two items. Fish slip among the branches (more than two) and birds fly among the trees (more than two). The plural of <i>fish</i> is both <i>fish</i> and <i>fishes</i> . The plural word <i>fish</i> indicates multiple fish of the same species. The plural word <i>fishes</i> indicates multiple fish of various species.

Rewrite It! Large and small fishes slipped among their branches in the same way that birds flew among the trees upon the land. At the deepest spot stood Sea King's palace. The walls were built of coral, and the tall pointed windows were made of the clearest amber.

Learn It!

Sentence Opener

A **sentence opener** is a descriptive word, phrase, or clause that is added to the beginning of a sentence.

① subject s v

[The mermaids enjoyed life under the sea].

begins with the subject of the sentence (may include article or adjective)

② prepositional s v

In the deep dark sea, [they swam with fish].

begins with a prepositional phrase

PATTERN preposition + noun (no verb)

“ if 5 + words or transition
no comma if the main clause has the verb before the subject

③ -ly adverb s v

Strikingly, [the yellow boxfish had large black spots].

begins with an -ly adverb

“ if adverb modifies sentence (It was ____ that ____.)

④ -ing s v

Playing tag with the fish, [the mermaids laughed].

begins with a participial phrase

PATTERN -ing word/phrase, main clause

“ after phrase (The thing after the comma must be the thing doing the inging.)

⑤ clausal AC s v s v

(While they played tag with the fish), [the starfish watched].

begins with a www word (subordinating conjunction)

PATTERN www word + subject + verb

“ after clause (AC, MC)

⑥ vss s v

[They loved the sea].

2–5 words, complete sentence with subject + verb

The #1 subject opener always starts with a main clause.

Do not include the opener in the main clause square brackets.

Long #2 prepositional phrases and those that function as transitions require commas. See page 20.

Strikingly is a sentence adverb. It modifies the entire sentence: It was striking that the yellow boxfish had large black spots. Use a comma.

The #4 -ing opener always has a comma and a main clause after it. If you remove the -ing opener, a sentence will remain.

The #5 clausal opener always has a comma and a main clause after it. If you remove the clausal opener, a sentence will remain.

The purpose of the #6 very short sentence is to have a short sentence among longer sentences.

Students will mark every sentence opener except questions and quoted sentences.

Mark It! Determine the type of opener that begins the sentence and number it. Number every sentence opener except questions and quoted sentences. Number the openers after the passage has been marked and fixed.

Fix It! Insert or remove commas. Follow the comma rules.

Students often confuse contractions with possessive case pronouns. Contractions use apostrophes (it's = it is). Possessive pronouns do not (its).

The apostrophe shows where the letters *wi* have been removed from the phrase *I will*.

Students often confuse possessive adjectives with plural nouns. Plural nouns do not use an apostrophe: trips.

The apostrophe indicates that a noun functions as a possessive adjective.
Whose longing?
Little Mermaid's
Whose trips?
sisters'

Students often confuse singular possessive and plural possessive adjectives. Help students complete the chart by following the basic steps.

Until students show mastery of the concept, encourage them to explain the differences between plural nouns and possessive adjectives found in the daily passages.

Note: The plural of *fish* is both *fish* and *fishes*. The plural word *fish* indicates multiple fish of the same species. The plural word *fishes* indicates multiple fish of various species.

Apostrophe

An **apostrophe** (') is used to indicate missing letters or ownership.

A **contraction** combines two words into one. It uses an apostrophe to show where a letter or letters have been removed.

Little Mermaid declared, "I'll have my turn!"

A **possessive adjective** shows ownership and answers the question *whose*.

Little Mermaid's longing grew after her sisters' trips above the sea.

Practice It!

To form a singular possessive adjective

Write the singular form of the noun: mermaid, man.

Add an apostrophe + s: mermaid's, man's.

To form a plural possessive adjective

Write the plural form of the noun: mermaids, men.

If the plural noun ends in s, add an apostrophe after the s: mermaids'.

If the plural noun does not end in s, add an apostrophe + s: men's.

singular noun	singular possessive	plural noun	plural possessive
mermaid	<i>mermaid's</i>	<i>mermaids</i>	<i>mermaids'</i>
man	<i>man's</i>	<i>men</i>	<i>men's</i>
girl	<i>girl's</i>	<i>girls</i>	<i>girls'</i>
child	<i>child's</i>	<i>children</i>	<i>children's</i>
princess	<i>princess's</i>	<i>princesses</i>	<i>princesses'</i>
person	<i>person's</i>	<i>people</i>	<i>people's</i>
fish	<i>fish's</i>	<i>fish or fishes</i>	<i>fish's or fishes'</i>

Think About It!

Plural nouns and possessive adjectives sound the same. However, they do not look the same. Plural nouns do not use an apostrophe. Possessive adjectives do.

The students submitted their papers.

Both *students* and *papers* are plural nouns.

The teacher graded the student's paper.

Whose paper? student's, singular possessive adjective

The teacher graded one paper belonging to one student.

The teacher graded the students' papers.

Whose papers? students', plural possessive adjective

The teacher graded papers (plural) belonging to more than one student.

Read It!

Mark It!

Fix It!

Day 1

Students number the sentence openers after the passage has been marked and fixed.

Artistically, the roof was formed of shells, which opened and closed as the water flowed over them. Their appearance was magnificent because, in each shell lay a gleaming pearl, which would be a prize gem in a Queens crown.

artistically
in a skilled or creative manner

1 coordinating conjunction (cc)
4 prepositional phrases
2 [main clauses]
2 *who/which* clauses
2 adverb clauses (AC)
6 subject-verb pairs (s v)
2 openers

1 capital
2 commas
1 apostrophe

③ -ly adverb

Artistically, [the roof was formed of shells], (which opened and closed) (as the water flowed over them).

① subject

[Their appearance was magnificent] (because, in each shell lay a gleaming pearl), (which would be a prize gem in a ~~Queen's~~ crown).

This is the last week that an explanation about capitalization is provided.

Capitalization	queen's lowercase, common adjective The word <i>queen</i> is capitalized only when it is used as a title directly before a name.
Conjunction	and connects two verbs: <i>opened</i> and <i>closed</i> a and b
S V Pairs	MC roof was formed w/w which opened, closed The <i>which</i> clause follows the noun <i>shells</i> and describes it (adjective clause). It is nonessential and needs commas. If you remove it from the sentence, the roof was still formed of shells. AC as water flowed MC appearance was AC because pearl lay w/w which would be The <i>which</i> clause follows the noun <i>pearl</i> and describes it (adjective clause). It is nonessential and needs commas. If you remove it from the sentence, each shell still contained a gleaming pearl.
Commas	Do not use a comma if an -ly adverb opener modifies the verb. The roof was formed in an artistic manner. It does not make sense to say that it was artistic that the roof was formed, so the -ly adverb does not modify the sentence. Do not put a comma in front of a prepositional phrase.
Apostrophes	<i>Queen's</i> is a possessive adjective, not a plural noun. Use an apostrophe to show ownership.
Note	The past tense of <i>lie</i> is <i>lay</i> . This is an intransitive verb, which means it does not take an object. Present tense—A pearl lies in each shell. Past tense—A pearl lay in each shell.

Rewrite It! Artistically the roof was formed of shells, which opened and closed as the water flowed over them. Their appearance was magnificent because in each shell lay a gleaming pearl, which would be a prize gem in a queen's crown.

Read It!

For many year's, Sea King had been a widower, so his aged Mother kept house for him. Truly she deserved praise because she also **tutored** the young sea princess's, who were her granddaughters'.

tutored

taught or instructed privately

Mark It!

- 1 coordinating conjunction (cc)
- 2 prepositional phrases
- 3 [main clauses]
- 1 *who/which* clause (w/w)
- 1 adverb clause (AC)
- 5 subject-verb pairs (s v)
- 2 openers

Fix It!

- 1 indent
- 1 capital
- 2 commas
- 3 apostrophes

② prepositional
 For many year's, [Sea King had been a widower], so [his aged Mother kept house for him]. Truly, [she deserved praise] (because she also **tutored** the young sea princesses), (who were her granddaughters').

③ -ly adverb

Indentation	new time
Capitalization	mother lowercase, common noun The word <i>mother</i> is capitalized only when it is used as a proper noun in place of a person's name.
Conjunction	so connects two main clauses: A subject and verb pair (Sea King had been) comes before the cc, and a subject and verb pair (mother kept house) comes after the cc. MC, cc MC
S V Pairs	MC Sea King had been <i>Sea King</i> is a compound noun and functions as the subject. MC mother kept house <i>Kept house</i> is a phrasal verb that means to be responsible for cooking meals and cleaning a house for someone. <i>House</i> is not the direct object but part of the verb. Contrast this: She kept the house instead of giving it to her son. MC she deserved AC <i>because she tutored</i> w/w who were The <i>who</i> clause follows the noun <i>princesses</i> and describes it (adjective clause). It is nonessential and needs commas. If you remove it from the sentence, she still tutored the sea princesses. All of the sea princesses were her granddaughters.
Commas	Do not use a comma if a prepositional opener has fewer than five words. Use a comma if an -ly adverb opener modifies the sentence. It was true that she deserved praise.
Apostrophes	<i>Years</i> , <i>princesses</i> , and <i>granddaughters</i> are plural nouns, not possessive adjectives. Do not use an apostrophe.

Rewrite It!

For many years Sea King had been a widower, so his aged mother kept house for him. Truly, she deserved praise because she also tutored the young sea princesses, who were her granddaughters.

Read It!

Although all six were lovely Mermaids the youngest was the most beautiful. Her skin was as **delicate** as a rose petal, and her eyes were as blue as the deepest sea. Like her sisters, she didnt have feet. She had a fishes tail.

delicate

soft and exquisite

Mark It!

- 1 coordinating conjunction (cc)
- 3 prepositional phrases
- 5 [main clauses]
- 1 adverb clause (AC)
- 6 subject-verb pairs (s v)
- 4 openers

Fix It!

- 1 capital
- 2 commas
- 2 apostrophes

(Although all six were lovely Mermaids), [the youngest was the most beautiful]. [Her skin was as delicate as a rose petal], and [her eyes were as blue as the deepest sea]. Like her sisters, [she didn't have feet]. [She had a fishes tail].

Capitalization	mermaids lowercase, common noun
Conjunction	and connects two main clauses: A subject and verb pair (skin was) comes before the cc, and a subject and verb pair (eyes were) comes after the cc. MC, cc MC
S V Pairs	AC Although six were MC youngest was MC skin was MC eyes were MC she did have The contraction <i>didn't</i> includes both a helping verb (did) and an adverb (not). <i>Did have</i> is the verb phrase. MC She had
Ask Students	Where are the two similes? Her skin was as delicate as a rose petal , and her eyes were as blue as the deepest sea .
Note	<i>Like her sisters she didn't have feet</i> is not a simile. Although this sentence compares Little Mermaid to her sisters, the comparison is not between unlike things.
Commas	Use a comma after an adverb clause. PATTERN AC, MC Do not use a comma if a prepositional opener has fewer than five words.
Apostrophes	<i>Didn't</i> is a contraction. Use an apostrophe to show where letters have been removed. Change <i>fishes</i> (plural noun) to <i>fish's</i> (possessive adjective). Use an apostrophe to show ownership.

Rewrite It!

Although all six were lovely mermaids, the youngest was the most beautiful. Her skin was as delicate as a rose petal, and her eyes were as blue as the deepest sea. Like her sisters she didn't have feet. She had a fish's tail.

Read It!	Mark It!	Fix It!
<p>Throughout the day, they played in the spacious halls of the palace, which had living flowers growing out of the walls. Opening the large amber windows the Grandmother allowed the fishes to swim, into the palace and nibble from the mermaids hand.</p> <p>spacious ample; large; roomy</p>	<p>1 coordinating conjunction (cc) 6 <u>prepositional phrases</u> 2 [main clauses] 1 <i>who/which</i> clause (w/w) 3 subject-verb pairs (s v) 2 openers</p>	<p>1 capital 3 commas 1 apostrophe 1 usage</p>

② prepositional

Throughout the day, [they played in the **spacious** halls of the palace], (which had living flowers growing out of the walls). Opening the large amber windows, [the Grandmother allowed the fishes to swim, into the palace and nibble from the mermaids' **hands**].

Capitalization	grandmother lowercase, common noun The word <i>grandmother</i> is capitalized only when it is used as a proper noun in place of a person's name.
Conjunction	and connects two infinitives: <i>to swim</i> and (<i>to</i>) <i>nibble</i> a and b The infinitive marker before <i>swim</i> is an implied infinitive marker for <i>nibble</i> .
S V Pairs	MC they played w/w which had The <i>which</i> clause follows the noun <i>palace</i> and describes it (adjective clause). It is nonessential and needs commas. If you remove it from the sentence, they still played in the palace halls. All of the halls had living flowers. MC grandmother allowed
Note	<i>Living</i> functions as an adjective that describes flowers. <i>Growing out of the walls</i> is a participial (-ing) phrase that describes <i>flowers</i> . A word that ends in -ing functions as a verb only if it follows a helping verb, e.g., The flowers were living and growing.
Commas	Do not use a comma if a prepositional opener has fewer than five words. Use a comma after a #4 opener. PATTERN -ing word/phrase, main clause The thing after the comma must be the thing doing the inging. <i>Grandmother</i> is doing the <i>opening</i> . Do not put a comma in front of a prepositional phrase.
Apostrophes	<i>Mermaids'</i> is a plural possessive adjective, not a plural noun. Use an apostrophe to show ownership. <i>mermaid's</i> = one mermaid; <i>mermaids'</i> = two or more mermaids
Usage	Change <i>hand</i> (singular) to <i>hands</i> (plural) The plural noun <i>hands</i> indicates that there are at least two hands. It is incorrect to write <i>mermaids' hand</i> because multiple mermaids must have more than one hand.

Rewrite It! Throughout the day they played in the spacious halls of the palace, which had living flowers growing out of the walls. Opening the large amber windows, the grandmother allowed the fishes to swim into the palace and nibble from the mermaids' hands.

Learn It!

Dependent Clauses

One of the keys to punctuating sentences properly is being able to identify dependent clauses accurately. Every dependent clause functions as either an adverb, an adjective, or a noun.

Visually see the clauses by placing main clauses in square brackets and dependent clauses in parentheses. Identify the clause by focusing on the word that begins the clause and the clause's placement in the sentence. Once you determine if a dependent clause is an adverb, an adjective, or a noun, it is easy to punctuate it.

An **adverb clause** begins with a *www* word (subordinating conjunction) and includes a subject and a verb. It modifies a verb in the sentence by telling when, where, why, how. The acronym *www.asia.b* reminds you of the eight most common *www* words. However, other words may function as *www* words.

Memorize It!

when while where as since if although because
after before until unless whenever whereas than
as if as soon as as much as even though so that

AC S V S V V
(Since the king liked the sea), [he did not discuss the other world].
The dependent clause begins with *since*. This is an adverb clause that modifies the verb *discuss* and tells why.

S V AC S V
[A fountain sprayed water] (where the statue stood).
The dependent clause begins with *where*. This is an adverb clause that modifies the verb *sprayed* and tells where.

- Use a comma after an adverb clause that comes before a MC. **AC, MC**
- Do not use a comma before an adverb clause. **MC AC**

An **adjective clause** begins with a relative pronoun (who, whom, whose, which, when, where, that). An adjective clause comes immediately after a noun and describes that noun.

S V S V
[Little Mermaid dug in her garden], (where the statue stood).
The dependent clause begins with *where* and comes immediately after the noun *garden* and describes it. You can test to see if this *where* clause is an adjective clause by inserting *which was* before the clause: Little Mermaid dug in her garden, (which was) where the statue stood. It is nonessential because without the clause Little Mermaid still dug in her garden.

S W/W S V V
[The mermaid (who loved adventure) longed to visit the other world].
The dependent clause begins with *who* and comes immediately after the noun *mermaid* and describes it. This is essential because it defines which mermaid longed to visit the other world. (Week 7 further explains essential and nonessential.)

- use commas unless essential

For more information about adjective and adverb clauses, see page G-21.

Distinguishing between clausal adjectives and clausal adverbs helps with punctuation.

Identify adverb clauses by **PATTERN WWW word + subject + verb**.

The first word connects the adverb clause to the main clause.

The *www* word is never the subject of the clause.

Identify adjective clauses by looking at location. An adjective clause follows a noun and describes that noun.

The subject of most *who/which* clauses is *who* or *which*.

Who or *which* can also be an object in the clause (the garden, which Little Mermaid loved).

When *who* is an object, use *whom*, an objective case pronoun (the prince, whom she admired).

That usually replaces *which* in essential *which* clauses. *Which* sounds more formal; *that* sounds more natural. Both are correct.

Use *whose* when the first word of either a *who* or a *which* clause functions as an adjective (Little Mermaid, whose garden dazzled). *Whose* is a possessive case pronoun, which shows ownership.

For more information about noun clauses, see page G-22.

A **noun clause** functions as a noun. It usually acts as a subject or an object. Many noun clauses begin with *that*, but they can also begin with other words, including *how*, *what*, *when*, *where*, *whether*, *which*, *who*, *why*.

direct object (of main clause)

s v that s v v

[Little Mermaid knew] (that she would love the other world).

The dependent clause begins with *that*. Little Mermaid knew what? *that she would love the other world*. This *that* clause functions as the direct object of the main clause, a noun.

s (of main clause) v

that s v

[(That she longed for another world) was understandable].

The dependent clause begins with *that*. What was understandable? *That she longed for another world*. This *that* clause functions as the subject of the main clause, a noun.

direct object (of main clause)

s v that s v

[Little Mermaid felt] ((that) her garden needed more flowers).

An **invisible noun clause** occurs when the word *that* is understood, not stated directly.

✗ do not use commas

In the third example *that* is understood (Little Mermaid felt that). It would not make sense to put a period between these clauses, which would be needed if they were two main clauses (Little Mermaid felt. Her garden needed red flowers).

Run-On

A **run-on** occurs when a sentence has main clauses that are not connected properly. There are two types of run-ons: fused sentence and comma splice.

A **fused sentence** is two main clauses placed in one sentence without any punctuation between them.

Little Mermaid planted flowers she fertilized them with seaweed.

A **comma splice** is two main clauses placed in one sentence with only a comma between them.

A statue graced her garden, a weeping willow grew beside it.

Period

A period is the simplest way to fix a run-on.

Little Mermaid planted flowers. She fertilized them with seaweed.
Place a period at the end of each main clause.

Fix It! Fix the run-on.

A statue graced her garden. a weeping willow grew beside it.

For more information about run-ons, see page G-17.

There are several effective ways to fix a run-on. Students will learn four ways in this book.

This week students practice the simplest way: a period.

Read It!

To each princess Sea King **bestowed** a garden plot where she could dig and plant, as she pleased, the older princesses arranged their flowerbeds in the shapes of whales and mermaids, but the youngest only planted flowers which were flaming red like a sunset.

bestowed

presented as a gift

Mark It!

3 coordinating conjunctions (cc)
4 prepositional phrases
3 [main clauses]
1 *who/which* clause (w/w)
1 adverb clause (AC)
6 subject-verb pairs (s v)
2 openers

Fix It!

Day 1

1 indent
3 commas
1 run-on

② prepositional
❑ To each princess [Sea King bestowed a garden plot], ((which was) where she could dig and plant), (as she pleased), [the older princesses arranged their flowerbeds in the shapes of whales and mermaids], but [the youngest only planted flowers] (which were flaming red like a sunset).

Diagram labels: s, v, s, v, v, cc, v, AC, s, v, ① subject, s, v, cc, cc, s, w/w, s, v

Indentation	new topic
Conjunction	<p>and connects two verbs: <i>dig</i> and <i>plant</i> a and b</p> <p>and connects two nouns (objects of the preposition): <i>whales</i> and <i>mermaids</i> a and b</p> <p>but connects two main clauses: A subject and verb pair (princesses arranged) comes before the cc, and a subject and verb pair (youngest planted) comes after the cc. MC, cc MC</p>
S V Pairs	<p>MC Sea King bestowed</p> <p>DC where she could dig, plant The <i>where</i> clause follows the noun <i>plot</i> and describes it (adjective clause). It is nonessential and needs commas. If you remove it from the sentence, the king still bestowed a garden plot.</p> <p>AC as she pleased MC princesses arranged MC youngest planted</p> <p>w/w which were The <i>which</i> clause follows the noun <i>flowers</i> and describes it (adjective clause). It defines the flowers the youngest planted and is essential to the sentence. Do not use a comma.</p>
Note	This essential adjective clause correctly begins with the word <i>which</i> . Typically, the word <i>that</i> begins an essential adjective clause and the word <i>which</i> begins a nonessential adjective clause; however, this is a stylistic choice and not a grammatical rule.
Run-On	Use a period to fix the run-on (comma splice). The main clauses are separate ideas and belong in separate sentences. Remove the comma after <i>pleased</i> , insert a period, and capitalize <i>The</i> .
Commas	<p>Place commas around a nonessential adjective clause.</p> <p>There is no comma after <i>plant</i> because the adverb clause is essential to the <i>where</i> clause.</p> <p>Do not put a comma in front of an adverb clause. PATTERN MC AC</p> <p>Do not use a comma to separate two main clauses. Use a period. MC, MC is always wrong.</p>
Decoration	One simile is in this passage. Red flowers are compared to a sunset .
Note	Most compound nouns are written as one word (flowerbeds, sunset) or two words without a hyphen (garden plot). Occasionally compound nouns are hyphenated (self-reliance).

Rewrite It!

To each princess Sea King bestowed a garden plot, where she could dig and plant as she pleased. The older princesses arranged their flowerbeds in the shapes of whales and mermaids, but the youngest only planted flowers which were flaming red like a sunset.

Read It!

Being quiet and pensive the youngest mermaid was a **singular** child. Whereas her sisters were thrilled with the treasure's, that they obtained from the wrecks of vessels the youngest princess cherished only her lovely flowers and a marble statue.

singular

distinctive; unique; unusual

Mark It!

- 2 coordinating conjunctions (cc)
- 3 prepositional phrases
- 2 [main clauses]
- 1 *that* clause (that)
- 1 adverb clause (AC)
- 4 subject-verb pairs (s v)
- 2 openers

Fix It!

- 1 indent
- 3 commas
- 1 apostrophe

④ -ing
cc
s v
AC ⑤ clausal
s v
that s v
s v
cc
[the youngest mermaid was a singular child]. (Whereas her sisters were thrilled with the treasure's), (that they obtained from the wrecks of vessels), [the youngest princess cherished only her lovely flowers and a marble statue].

Indentation	new topic
Conjunction	and connects two adjectives: <i>quiet</i> and <i>pensive</i> a and b and connects two nouns (direct objects): <i>flowers</i> and <i>statue</i> a and b
SV Pairs	MC mermaid was AC Whereas sisters were The adjective <i>thrilled</i> follows the linking verb and describes the subject. that that they obtained The <i>that</i> clause follows the noun <i>treasures</i> and describes it (adjective clause). MC princess cherished
Commas	Use a comma after a #4 opener. PATTERN -ing word/phrase, main clause The thing after the comma must be the thing doing the inging. <i>Mermaid</i> is doing the <i>being</i> . You could also write the sentence without <i>Being</i> : Quiet and pensive, the youngest mermaid That would be an invisible #4 opener where <i>Being</i> is implied. Do not put a comma in front of a <i>that</i> clause. Use a comma after an adverb clause that comes before a main clause. PATTERN AC, MC Place the comma before the MC (between <i>vessels</i> and <i>the</i>). There is no comma after <i>treasures</i> because the <i>that</i> clause is essential to the AC.
Apostrophes	<i>Treasures</i> is a plural noun, not a possessive adjective. Do not use an apostrophe.

Rewrite It!

Being quiet and pensive, the youngest mermaid was a singular child. Whereas her sisters were thrilled with the treasures that they obtained from the wrecks of vessels, the youngest princess cherished only her lovely flowers and a marble statue.

Read It!	Mark It!	Fix It!	Day 3
<p>The pure white stone statue which had fallen to the seabed when a ship had sunk was the rendering of a handsome boy beside the statue, the youngest mermaid had planted a rose-colored weeping willow.</p> <p>rendering an artistic depiction or representation</p>	<p>3 <u>prepositional phrases</u> 2 [main clauses] 1 <i>who/which</i> clause (w/w) 1 adverb clause (AC) 4 subject-verb pairs (s v) 2 openers</p>	<p>3 commas 1 run-on</p>	

① subject

[The pure white stone statue, (which had fallen to the seabed) (when a ship had sunk), was the rendering of a handsome boy]. beside the statue, [the youngest mermaid had planted a rose-colored weeping willow].

② prepositional

S V Pairs	<p>MC statue was w/w which had fallen The <i>which</i> clause follows the noun <i>statue</i> and describes it (adjective clause). It is nonessential and needs commas. If you remove it from the sentence, the statue was still the rendering of a handsome boy.</p> <p>AC when ship had sunk Statue had fallen when? <i>when ship had sunk</i> Since the <i>when</i> clause answers an adverb question, it is an adverb clause.</p> <p>MC mermaid had planted</p>
Note	<i>Rendering</i> functions as noun. A word that ends in -ing functions as a verb only if it follows a helping verb.
Run-On	Use a period to fix the run-on (fused sentence). The main clauses are separate ideas and belong in separate sentences. Insert a period after <i>boy</i> and capitalize <i>Beside</i> .
Commas	<p>Place commas around a nonessential adjective (<i>who/which</i>) clause.</p> <p>Place the comma after <i>statue</i> and <i>sunk</i>.</p> <p>There is no comma after <i>seabed</i> because the AC is essential to the <i>which</i> clause.</p> <p>Do not use a comma if a prepositional opener has fewer than five words.</p>
Note	Hyphenate compound adjectives before a noun (<i>rose-colored</i>). The compound nouns, however, are written as one word (<i>seabed</i>) or two words without a hyphen (<i>weeping willow</i>).

Rewrite It! The pure white stone statue, which had fallen to the seabed when a ship had sunk, was the rendering of a handsome boy. Beside the statue the youngest mermaid had planted a rose-colored weeping willow.

Read It!	Mark It!	Fix It!
<p>Freely, it had grown and hung its fresh branches over the statue. Since little mermaid was enchanted with the World, above the sea she persuaded her venerable Grandmother to tell her all that she knew of the towns.</p> <p>venerable worthy of respect because of age and dignity</p>	<p>1 coordinating conjunction (cc) 4 <u>prepositional phrases</u> 2 [main clauses] 1 <i>that</i> clause (that) 1 adverb clause (AC) 4 subject-verb pairs (s v) 2 openers</p>	<p>1 indent 4 capitals 3 commas 1 apostrophe</p>

(3) -ly adverb
 Freely, [it had grown and hung its fresh branches
 over the statue]. (Since little mermaid was enchanted
 with the World, above the sea), [she persuaded her
 venerable Grandmother to tell her all] (that she knew
 of the towns).

Indentation	new topic
Conjunction	and connects two verbs: <i>had grown</i> and <i>hung</i> A subject and verb (it had grown) come before the cc, but only a verb (hung) comes after the cc. MC cc 2nd verb
S V Pairs	MC it had grown, hung AC Since Little Mermaid was The adjective <i>enchanted</i> follows the linking verb and describes the subject. MC she persuaded that that she knew The <i>that</i> clause follows the pronoun <i>all</i> and describes it (adjective clause).
Note	<i>To tell</i> is an infinitive. It does not function as a verb.
Commas	Do not use a comma if an -ly adverb opener modifies the verb. It (the tree) had grown and hung in a free manner. Do not put a comma in front of a prepositional phrase. Use a comma after an adverb clause that comes before a main clause. PATTERN AC, MC
Apostrophes	Change <i>it's</i> (contraction for it is) to <i>its</i> (possessive pronoun). Remove the apostrophe.
Homophones	The word <i>knew</i> is the past tense verb of <i>to know</i> , which means to have knowledge or be aware of. The homophone <i>new</i> means of recent origin or appearing for the first time.

Rewrite It! Freely it had grown and hung its fresh branches over the statue.
 Since Little Mermaid was enchanted with the world above the sea, she persuaded her venerable grandmother to tell her all that she knew of the towns.