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Fix It! Grammar: Robin Hood, Teacher’s Manual Level 3
Fourth Edition, January 2022
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ISBN 978-1-62341-362-0
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Instructions

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

Although Mark It is listed before Fix It, the student may choose to Fix It first and then Mark It. This is acceptable because the *Fix It! Grammar* exercises are like a word puzzle. The goal is to complete the lists at the top of the student page for each passage.

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 Collection Pages** Look for strong verbs, quality adjectives, and -ly adverbs in this book and write them on the collection pages in Appendix II.

**Appendix III Lists** Refer to the lists found in Appendix III to quickly identify pronouns, prepositions, verbs, and conjunctions.

**Appendix IV Grammar Glossary** Reference the Grammar Glossary found in Appendix IV of the Teacher’s Manual for more information about the concepts taught in the *Fix It! Grammar* series.
**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. Some cards are not introduced until future books.

<table>
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<tr>
<th>WEEK</th>
<th>Fix It! Grammar Cards for Robin Hood Level 3</th>
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<td>#4 -ing Opener, Comparative and Superlative Adjectives and Adverbs</td>
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### 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

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| indefinite pronoun    | 9 |
| demonstrative pronoun | 9 |

| reflexive pronoun     | 22|

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| adj after linking verb  | 3 |
| coordinate adjectives  |   |
| cumulative adjectives  | 25|

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| Interjection           | 14|

### Capitalization

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| Interjection           | 14|
| Quotation Marks        | 15|
| Proper Adjective       | 3 |
# Punctuation

## End Marks
- **period**: 1
- **question mark**: 1
- **exclamation mark**: 14
- **w/quotations marks**: 15

## Commas
- **a and b**: 2
- **a, b, and c**: 2
- **MC, cc MC**: 16
- **who/which clause**: 3
- **that clause**: 4
- **noun of direct address**: 5
- **#2 prepositional opener**: 6
- **#3 -ly adverb opener**: 7
- **adverb clause**: 8
- **#5 clausal opener**: 12
- **comma splice**: 13
- **interjection**: 14
- **quotations**: 15
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## Quotation Marks
- **28**

## Apostrophes
- **contraction**: 2
- **possessive adj**: 19

##Clauses
- **Who/Which Clause**: 3
- **That Clause**: 4
- **Adverb Clause**: 8
- **Dependent Clause**: 10
- **Main Clause**: 10

## Homophones/Usage
- **To/Two/Too**: 4
- **Its/It's**: 5
- **Your/You're**: 5
- **There/Their/They're**: 9
- **Whose/Who's**: 14
- **Then/Than**: 18
### Other Concepts

| Concept          | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 |
|------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Indentation      | 1      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Numbers          |        |        |        |        |        |        |        |        | 7      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Subject-Verb Pairs | 2      |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Fused Sentence   |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
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| Imperative Sentence |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |

### Stylistic Techniques

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<tr>
<td>20 accounts</td>
<td>30 adversary</td>
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<td>21 accounts</td>
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<td>30 reticent</td>
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<td>22 accounts</td>
<td>30 adversary</td>
<td>30 reticent</td>
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</tr>
<tr>
<td>24 accounts</td>
<td>30 adversary</td>
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<td>30 reticent</td>
<td>30 reticent</td>
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</tr>
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<td>25 accounts</td>
<td>30 adversary</td>
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<td>30 reticent</td>
<td></td>
</tr>
<tr>
<td>26 accounts</td>
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<td></td>
</tr>
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<td>30 adversary</td>
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<td></td>
</tr>
<tr>
<td>28 accounts</td>
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<td>30 reticent</td>
<td></td>
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<td>29 accounts</td>
<td>30 adversary</td>
<td>30 reticent</td>
<td>30 reticent</td>
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<td></td>
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<tr>
<td>30 accounts</td>
<td>30 adversary</td>
<td>30 reticent</td>
<td>30 reticent</td>
<td>30 reticent</td>
<td></td>
</tr>
</tbody>
</table>
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Appendix IV: Grammar Glossary
Learn It!

Every word belongs to a word group—a part of speech. There are eight parts of speech: noun, pronoun, verb, preposition, conjunction, adjective, adverb, interjection.

Noun
A noun names a person, place, thing, or idea.

A compound noun is two or more words combined to form a single noun. This includes proper nouns with two or more words, such as King Richard.

Article Adjective
The article adjectives are a, an, the. A noun follows an article adjective.

Pronoun
A pronoun replaces a noun in order to avoid repetition. It refers back to some person or thing recently mentioned and takes the place of that person or thing.

There are many types of pronouns. Personal pronouns take the place of common and proper nouns. Review the personal pronouns in Appendix III.

Preposition
A preposition starts a phrase that shows the relationship between a noun or pronoun and another word in the sentence. A prepositional phrase always begins with a preposition and ends with a noun or pronoun. Review the prepositions in Appendix III.

Memorize It! preposition + noun (no verb)

Mark It! Write n above each noun. Use a single n for a compound noun. Write ar above each article and pr above each pronoun. Underline each prepositional phrase.

Robin Hood and his men lived in the forest.

For more information about the parts of speech, see the glossary.

Noun Tests:
the ________
two ________

The noun the pronoun replaces is called the antecedent.

Week 3 students will learn that possessive pronouns like his and possessive nouns like Robin’s function as adjectives.

Ask students to identify the nouns, article adjective, pronoun, and prepositional phrase and to explain how the prepositional phrase follows the pattern.

In what? forest in the forest starts with a preposition (in) and ends with a noun (forest). It has an article in between, but no verb.
**Capitalization**
Capitalize the first word of a sentence.
Capitalize proper nouns.
Capitalize the personal pronoun I.

*Fix It!* Place three short lines below letters that should be capitalized.

robin lived in sherwood forest. he told his men, “i will hunt with you.”

**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.

*Fix It!* Place the correct end mark at the end of each sentence.

Did Robin give up? He would never quit! He was used to challenges.

**Indentation**
Notice that some sentences are indented. An indented sentence means that the sentence begins a new paragraph.

In fiction (stories), there are four reasons to start a new paragraph: new speaker, new topic, new place, new time.
## Read It!

In the olden days of England, King Richard reigned over the land.

## Mark It!

2 articles (ar)  
4 nouns (n)  
3 prepositional phrases

## Fix It!

4 capitals  
1 end mark

### reigned

ruled as king or queen

### ar n n n

in the olden days of England, King Richard

### ar n

reigned over the land.

---

### Capitalization

- **In** first word of the sentence
- **England; King Richard** proper noun
  - In this sentence *King Richard* is a compound noun, forming a name for one individual. Because the compound noun forms a proper noun, both words are capitalized.

### End Marks

- Use a period at the end of a statement.

---

### Rewrite It!

In the olden days of England, King Richard reigned over the land.
Read It!

a **legendary** outlaw lived in Sherwood Forest in central England. His name was Robin Hood

**legendary**
remarkable enough to be famous

Mark It!

7 capitals
1 article (ar)
5 nouns (n)
1 pronoun (pr)
2 prepositional phrases

Fix It!

1 end mark

---

### Capitalization

A; **His** first word of the sentence

Sherwood Forest; **England; Robin Hood** proper noun

### End Marks

Use a period at the end of a statement.

### Pronoun

**His** replaces outlaw’s

Week 3 students will learn that a possessive pronoun like his is a pronoun that functions as an adjective.

---

**Rewrite It!**

A legendary outlaw lived in Sherwood Forest in central England. His name was Robin Hood.
Read It!

robin and the loyal men with him rambled through the countryside. They hunted in the deep forests.

Mark It!

3 articles (ar)
4 nouns (n)
2 pronouns (pr)
3 prepositional phrases

Fix It!

2 capitals
1 end mark

rambled
wandered without specific plan or direction

Rewrite It!

Robin and the loyal men with him rambled through the countryside. They hunted in the deep forests.
Read It!

Robin was skilled with the bow. In truth, he was the most experienced archer in England.

Mark It!

2 articles (ar)
5 nouns (n)
1 pronoun (pr)
3 prepositional phrases

Fix It!

3 capitals
1 end mark

Rewrite It!

Robin was skilled with the bow. In truth, he was the most experienced archer in England.

Capitalization

<table>
<thead>
<tr>
<th>capitalization</th>
<th>explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robin</td>
<td>proper noun; first word of the sentence</td>
</tr>
<tr>
<td>In</td>
<td>first word of the sentence</td>
</tr>
<tr>
<td>England</td>
<td>proper noun</td>
</tr>
</tbody>
</table>

End Marks

Use a period at the end of a statement.

Pronoun

He replaces Robin
Learn It!

Verb

A verb shows action, links the subject to another word, or helps another verb. To determine if a word is a verb, use the verb test.

An action verb shows action or ownership.

A linking verb links the subject to a noun or adjective. The words below are linking verbs.

Memorize It!  

am, is, are, was, were, be, being, been  
seem, become, appear, grow, remain  
taste, sound, smell, feel, look

A helping verb helps an action verb or a linking verb. The helping verb is always followed by another verb. The words below are helping verbs.

Memorize It!  
am, is, are, was, were, be, being, been  
have, has, had, do, does, did, may, might, must  
can, will, shall, could, would, should

Every verb has a subject. The subject and verb (s v) belong together.

Subject

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.

s  v  v
Robin had practiced archery for many years.

s  v
His skills were incredible.

Strong Verb

A strong verb dresses up writing because it creates a strong image or feeling. A strong verb is an action verb, never a linking or helping verb. Look for strong verbs in this book and write them on the Strong Verb collection page, Appendix II.
**Conjunction**

A conjunction connects words, phrases, or clauses.

A **coordinating conjunction** connects the same type of words, phrases, or clauses.

**Memorize It!**

<table>
<thead>
<tr>
<th>F</th>
<th>A</th>
<th>N</th>
<th>B</th>
<th>O</th>
<th>Y</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>for</td>
<td>and</td>
<td>nor</td>
<td>but</td>
<td>or</td>
<td>yet</td>
<td>so</td>
</tr>
</tbody>
</table>

Robin strolled through the forest and whistled happily.

Because the items that the cc connects must be grammatically the same, **and** connects two verbs, *strolled* and *whistled*. It does not connect the noun *forest* and the verb *whistled*.

**Comma**

A **comma** is used to separate items in a sentence. This week you will learn two comma rules.

- **Do not use a comma before a coordinating conjunction when it connects two items in a series unless they are main clauses.**
  - **PATTERN a and b**

- **Use commas to separate three or more items in a series.**
  - **PATTERN a, b, and c**

**Mark It!**

Write **cc** above each coordinating conjunction.

**Fix It!**

Remove a comma before a coordinating conjunction that connects only two items in a series. Add commas to separate three or more items in a series.

Robin was brave, but reckless.

He chose his arrow, pulled it back, and let it fly.

**Contraction**

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

**Fix It!**

Place an apostrophe to show where a letter or letters have been removed.

Robin decided that he shouldn’t give up.
**Read It!**

Why was Robin Hood an outlaw under the **wrath** of the law? It’s an interesting story for children and adults.

**Mark It!**

- 4 articles (ar)
- 7 nouns (n)
- 1 pronoun (pr)
- 1 coordinating conjunction (cc)
- 3 prepositional phrases
- 2 subject-verb pairs (s v)

**Fix It!**

- 4 capitals
- 1 end mark
- 1 apostrophe

---

**Capitalization**

- **Why:** It’s first word of the sentence
- **Robin Hood:** proper noun

**End Marks**

- Use a period at the end of a statement.

**Pronoun**

- **It** replaces **story**

**S V Pairs**

- **Robin Hood was; It’s**
  - The contraction **it’s** includes both a subject (**it**) and a verb (**is**).

**Commas**

- Do not use a comma to separate two items connected with a coordinating conjunction.
  - **PATTERN a and b children and adults**

**Apostrophes**

- **It’s** is a contraction. Use an apostrophe to show where letters have been removed.

---

**Rewrite It!**

Why was Robin Hood an outlaw under the wrath of the law?

It’s an interesting story for children and adults.
the sheriff of Nottingham had **challenged** the local archers to a shooting match, and even offered a prize.

**challenged**
called to a contest of skill or strength

---

**Rewrite It!** The sheriff of Nottingham had challenged the local archers to a shooting match and even offered a prize.
Robin was just eighteen. He **readily** accepted the challenge, grabbed his bow, and left his hometown.

**Capitalization**

*Robin* proper noun; first word of the sentence

*He* first word of the sentence

**End Marks**

Use a period at the end of a statement.

**Pronoun**

*He* replaces *Robin*

*His; his* replace *Robin’s*

Week 3 students will learn that a possessive pronoun like *his* is a pronoun that functions as an adjective.

**S V Pairs**

*Robin was; He accepted, grabbed, left*

**Commas**

Use commas to separate three or more items in a series connected with a coordinating conjunction.

*Pattern a, b, and c accepted, grabbed, and left*

**Rewrite It!**

Robin was just eighteen. He readily accepted the challenge, grabbed his bow, and left his hometown.
Robin strolled merrily. The trip shouldn't take him more than two, or three days.

**Rewrite It!**
Robin strolled merrily. The trip shouldn't take him more than two or three days.
Learn It!

Adjective
An adjective describes a noun or pronoun.
An adjective tells which one, what kind, how many, or whose.

Memorize It! which one? what kind? how many? whose?

Robin crossed the slippery bridge.
An adjective usually comes before the word it describes. The adjective slippery describes bridge. What kind of bridge? slippery

The bridge appeared slippery.
An adjective may follow a linking verb. The linking verb (appeared) links the subject (bridge) to an adjective (slippery). The adjective slippery describes bridge. What kind of bridge? slippery

Robin carried his bow.
Because the possessive pronouns my, your, his, her, its, our, their function as adjectives, you will now mark them as adjectives. The pronoun his replaces Robin’s and functions as an adjective. Whose bow? his

Find It! Find the nouns and pronouns in the sentence.
Once you find a noun or pronoun, ask the adjective questions to identify the adjectives.

Mark It! Write adj above each adjective.

Robin strolled through the quiet woods with his bow.

adj
adj

Robin’s skill in archery was famous.

adj adj

Capitalization
Capitalize proper adjectives formed from proper nouns.

The English flag flew at King Richard’s castle.
The proper adjective English comes from the proper noun England, the name of a specific country. The proper adjective King Richard’s comes from the proper noun King Richard, the name of a specific person.

Quality Adjective
A quality adjective dresses up writing because it creates a strong image or feeling.
A quality adjective is more specific than a weak adjective. A weak adjective is overused, boring, or vague. Look for quality adjectives in this book and write them on the Quality Adjective collection page, Appendix II.

For more information about adjectives, see page G-14.

Adjective Test: the ___ pen

Students will continue to write ar above article adjectives.

Ask students to find nouns (or pronouns) and then ask questions to identify adjectives.

What kind of woods? quiet

Whose bow? his
A possessive pronoun like his is a pronoun functioning as an adjective in order to show ownership.

What kind of skill? famous
The adjective famous follows the linking verb and describes the subject.
Who/Which Clause

A **who/which clause** is a group of words that describes the noun it follows. It begins with the word **who** or **which**, a relative pronoun.

- **Who** refers to people, personified animals, and pets.
- **Which** refers to things, animals, and places.

A **who/which clause** is a dependent clause, which means it must be added to a sentence that is already complete.

Robin eyed the target. *(sentence)*

Robin, who eyed the target. *(fragment)*

Robin, who eyed the target, picked up his bow. *(sentence)*

A **who/which clause** contains a subject and a verb. The subject of most **who/which** clauses is **who** or **which**, but sometimes the subject is another word in the clause.

**Mark It!**
Place parentheses around the **who/which** clause and write **w/w** above the word **who** or **which**. Write **v** above each verb and **s** above each subject.

- Robin thought about the contest, *(which he hoped to win).*
- The men *(who worked for the king)* could not be trusted.

Comma

A **comma** is used to separate items in a sentence. Commas are used to separate the **who/which** clause from the rest of the sentence unless the **who/which** clause changes the meaning of the sentence.

- Place commas around the **who/which** clause if it is nonessential.
- Do not place commas around the **who/which** clause if it is essential (changes the meaning of the sentence).

When you rewrite the passages, copy the commas correctly.
robin whistled, and thought about the contest, which would be **entertaining**. he wasn’t worried about the other archers.

**entertaining**
amusing; giving pleasure

Robin whistled, and thought about the contest, **which would be entertaining**. he wasn’t worried about the other archers.

| Capitalization | Robin proper noun; first word of the sentence |
| End Marks      | Use a period at the end of a statement.       |
| Pronoun        | He replaces Robin                            |
| Adjective      | What kind of which (contest)? **entertaining** The adjective follows the linking verb and describes the subject. What kind of he (Robin)? **worried** The adjective follows the linking verb and describes the subject. Which archers? **other** |
| W/W Clause     | **which would be entertaining** The which clause describes contest, the noun it follows. |
| S V Pairs      | **Robin whistled, thought; which would be; He was** |
| Commas         | Do not use a comma to separate two items connected with a coordinating conjunction. **PATTERN a and b whistled and thought** |
| Apostrophes    | Wasn’t is a contraction. Use an apostrophe to show where letters have been removed. |

**Rewrite It!** Robin whistled and thought about the contest, which would be entertaining. He wasn’t worried about the other archers.
the day seemed pleasant and **carefree**. however, Robin’s mood would soon change.

**carefree**

without worry

---

**Capitalization**
- The; However first word of the sentence
- Robin’s proper adjective

**End Marks**
- Use a period at the end of a statement.

**Adjective**
- What kind of day? **pleasant** and **carefree** The adjectives follow the linking verb and describe the subject.
- Whose mood? Robin’s

**S V Pairs**
- **day seemed**; mood would change

**Commas**
- Do not use a comma to separate two items connected with a coordinating conjunction.
- **PATTERN a and b pleasant and carefree**

---

**Rewrite It!**
The day seemed pleasant and carefree. However, Robin’s mood would soon change.
Robin met fifteen foresters who worked for the king. They were sitting beneath a huge oak, and were feasting sociably.

In this sentence sitting and feasting function as verbs because they follow the helping verb were. A word that ends in -ing functions as a verb only if it follows a helping verb.

Capitalization
- Robin proper noun; first word of the sentence
- They first word of the sentence

End Marks
Use a period at the end of a statement.

Pronoun
They replaces foresters

Adjective
How many foresters? fifteen
What kind of oak? huge

W/W Clause
who worked for the king The who clause describes foresters, the noun it follows.

S V Pairs
Robin met; who worked; They were sitting, were feasting
In this sentence sitting and feasting function as verbs because they follow the helping verb were.

Rewrite It!
Robin met fifteen foresters who worked for the king. They were sitting beneath a huge oak and were feasting sociably.
### Read It!

A man who had a scar on his face **confronted** Robin. He called Robin’s bow and arrows cheap and shoddy.

- **confronted**
  - faced boldly and critically

### Mark It!

- 2 articles (ar)
- 6 nouns (n)
- 1 pronoun (pr)
- 4 adjectives (adj)
- 2 coordinating conjunctions (cc)
- 1 prepositional phrase
- 1 who/which clause (w/w)
- 3 subject-verb pairs (s v)

### Fix It!

- 4 capitals
- 1 comma
- 1 end mark

### Capitalization

<table>
<thead>
<tr>
<th>Capitalization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A, He</strong></td>
<td>first word of the sentence</td>
</tr>
<tr>
<td><strong>Robin</strong></td>
<td>proper noun</td>
</tr>
<tr>
<td><strong>Robin’s</strong></td>
<td>proper adjective</td>
</tr>
</tbody>
</table>

### End Marks

- Use a period at the end of a statement.

### Pronoun

- **He** replaces **man**

### Adjective

- Whose face? **his** The possessive pronoun **his** functions as an adjective.
- Whose bow and arrows? **Robin’s**
- What kind of bow and arrows? **cheap** and **shoddy**

### W/W Clause

- **who had a scar on his face** The who clause describes **man**, the noun it follows.

### S V Pairs

- **man confronted; who had; He called**

### Commas

- Do not use a comma to separate two items connected with a coordinating conjunction. 
  - **pattern a and b bows and arrows**
  - **pattern a and b cheap and shoddy**

### Rewrite It!

A man who had a scar on his face confronted Robin. He called Robin’s bow and arrows cheap and shoddy.
Learn It!

Adverb Clause
An adverb clause is a group of words that begins with a www word and contains a subject and a verb. An adverb clause is a dependent clause, which means it must be added to a sentence that is already complete.

Week 8 you learned that an adverb clause begins with a www word. A www word is called a subordinating conjunction. The acronym www.asia.b reminds us of the eight most common subordinating conjunctions.

Memorize It! when while where as since if although because

These are not the only words that begin an adverb clause. Other words can function as www words too.

Memorize It! after before until unless whenever whereas than

A www word must have a subject and verb after it to begin an adverb clause.

Mark It! Place parentheses around the adverb clause and write AC above the www word. Write v above each verb and s above each subject.

The stranger would cross (unless Robin stopped him).

Adverb Clause or Prepositional Phrase
These words usually begin adverb clauses.
when while where as since if although because
after before until unless whenever whereas than

These words usually begin prepositional phrases.

The words after, as, because, before, since and until appear on both lists. When you mark the sentences, consider the patterns.

Adverb Clause: (Before they met), Robin won every fight.
Before they met is an adverb clause.

Prepositional Phrase: Before the fight Robin was undefeated.
Before the fight is a prepositional phrase.
Read It!

after an hour neither had budged an inch, both stood where they had begun

budged
moved even slightly

Mark It!

2 articles (ar)
2 nouns (n)
3 pronouns (pr)
1 prepositional phrase
1 adverb clause (AC)
2 [main clauses]
3 subject-verb pairs (s v)
2 openers

Fix It!

1 indent
1 comma
2 capitals
2 end marks

Rewrite It!

After an hour neither had budged an inch. Both stood where they had begun.
As they battled both men gave and received many blows until cuts and bruises covered their bodies. Each had aching muscles too.

**Capitalization**

As; Each first word of the sentence

**End Marks**

This passage contains 2 end marks. There are 2 main clauses. Use a period at the end of a statement.

**Adjective**

Which men? **both**

How many blows? **many**

Whose bodies? **their** The possessive pronoun their functions as an adjective.

What kind of muscles? **aching**

**Adverb**

**too** functions as an adverb

**SV Pairs**

AC **As they battled**

MC men gave, received

AC until cuts, bruises covered

MC **Each had**

**Commas**

Use a comma after an adverb clause. **Pattern AC, MC**

Do not use a comma to separate two verbs connected with a coordinating conjunction if the verbs have the same subject. **Pattern MC cc 2nd verb men gave and received**

Do not put a comma in front of an adverb clause. **Pattern MC AC**

Do not use a comma to separate two items connected with a coordinating conjunction. **Pattern a and b cuts and bruises**

**Homophones**

Use **their**, the possessive pronoun

Use **too**, which means also in this sentence.

**Rewrite It!**

As they battled, both men gave and received many blows until cuts and bruises covered their bodies. Each had aching muscles too.
Despite **fatigue** neither considered quitting, or seemed likely to tumble off the bridge.

**capitalization**

**End Marks**

This passage contains 1 end mark. There is 1 main clause. Use a period at the end of a statement.

**Noun**

**Quitting** functions as a noun. **Quitting** is the thing that neither considered. A word that ends in -ing functions as a verb only if it follows a helping verb. (See Week 13 Day 3.)

**Adverb**

Seemed to tumble how? **likely**

**S V Pairs**

MC: **neither considered, seemed**

**Note**

**To tumble** is an infinitive. It does not function as a verb.

**Commas**

Do not use a comma to separate two verbs connected with a coordinating conjunction if the verbs have the same subject. **pattern MC cc 2nd verb** neither considered or seemed

**Note**

Because **neither** is a subject, the conjunction **or** is correct. If **neither** were used as a conjunction (neither Robin nor the stranger), then **nor** would be required.

**Rewrite It!**

Despite fatigue neither considered quitting or seemed likely to tumble off the bridge.
as the 2 men rested each man privately believed that he had never met a more skillful opponent

privately
secretly

2 articles (ar)
3 nouns (n)
1 pronoun (pr)
3 adjectives (adj)
3 adverbs (adv)
1 that clause (that)
1 adverb clause (AC)
1 [main clause]
3 subject-verb pairs (s v)
1 opener

5 clausal

(As the 2 men rested), [each man privately believed] (that he had never met a more skillful opponent).

Capitalization
As first word of the sentence
End Marks
This passage contains 1 end mark. There is 1 main clause. Use a period at the end of a statement.
Adjective
How many men? two
Which man? each
What kind of opponent? skillful
Adverb
Believed how? privately
Had met when? never
Skillful to what extent? more
S V Pairs
As men rested
man believed
AC
MC
that
that he had met
Commas
Use a comma after an adverb clause. PATTERN AC, MC

Rewrite It! As the two men rested, each man privately believed that he had never met a more skillful opponent.
Fix It!
Grammar
Glossary

FOURTH EDITION
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