

# Getting Started

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The goal of each lesson is that students acquire enough familiarity with a lesson’s topic that they can achieve 80% on the lesson assessment. *Analytical Grammar* is intended to be an open-book curriculum, meaning that students are encouraged to use the lesson notes to complete all exercises and assessments, so this should not be a difficult goal if students are completing the exercises. Once the program is completed, the lesson notes and Application & Enrichment pages are designed to be removed from the book to create a grammar handbook that the student can use for life.

Grammar is a cumulative process. While new parts of speech will be addressed in subsequent lessons, students will continue to practice what they have already learned, and new skills will build upon that knowledge.

Analytical Grammar is just one component of a complete language arts program, which will include literature, writing, and vocabulary or spelling. By dividing the program into Seasons, it allows students to spend a time focusing on grammar, then to move on to another component armed with the skills to improve their communication. Completing a reinforcement activity every couple of weeks and using the review lesson prior to starting the next Season ensures that students' skills stay sharp.

## Why we learn grammar

First, let's clear something up: You already know grammar. No, really! You began learning the grammar of your native language even before you could talk. Even a toddler knows that "Dad ate pizza" makes sense, while "Pizza ate Dad" is silly. So you already know grammar. You just don't KNOW you know grammar. Then why do we have to study it, anyway? Well, it's important because:

- When you know the names of the different parts of speech and the jobs they do, you can make sure you are communicating clearly when you write. The most important part of writing is making sure that your intended audience, whoever that might be, can understand what you want to say.
- It helps us to understand how we can use different language and grammar in different situations if we need to. We don't talk to our teachers the same way we talk to our dog or cat, for example. But however we speak, to whomever we are speaking, grammar is neither "right" nor "wrong." It's just grammar!

The idea of "GRAMMAR RULES" may seem quite intimidating, but don't worry! We will be showing you the guidelines for one kind of grammar. Getting comfortable with how to use different grammar tools can make your writing flow a lot more easily. Sure, there are a couple of "rules," like "Every sentence must have a subject and a verb." But the only real mistake you can make is if a reader doesn't receive the message you are trying to send!

## What about diagramming?

Yes, you'll learn how to diagram sentences in this program. It might look intimidating, but you will probably be surprised at how easily you learn it. It is an excellent tool for making sense of complex grammar concepts. You can actually see how different parts of speech relate to one another. Believe it or not, some people enjoy diagramming—they find it very satisfying! Once you are comfortable with the concepts, you might find that you never need to do it again, because you can do it in your head. But, if you do need to, you will be able to.

## Make your own grammar book

After you work through each lesson, tear out the Lesson Notes and Application & Enrichment pages that introduce each concept and put them in a binder. Put the index from the back of your Season 3 Worktext in front of the pages as a guide to quickly find topics. You will have created a grammar reference book that you can use for the rest of your life.

Let's get started!

## Lesson 1

# Nouns, Adjectives, and Articles

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### Instructor Notes

Many students find this lesson relatively easy. This is a good way to build their confidence and ready themselves for subsequent lessons.

*Analytical Grammar* encourages students to ask themselves questions about parts of speech. By working through these questions systematically, they learn to analyze and identify the roles those parts of speech play in a sentence.

Rather than have your student silently read the examples in the lesson notes or exercises to themselves, ask them to verbalize what they are learning. Using the sentence in the Lesson Notes on the following page as an example, the student should read the sentence out loud and then talk through the answers to the following questions:

- What are the nouns in the sentence? Identifying nouns is the first step to identifying all of the other parts of speech in a sentence and the roles they play (*teenagers*, *song*, *Blue Suede Shoes*, which is a proper noun). At this point, we are only identifying the nouns, not their roles in the sentence.
  - Students may identify *Elvis Presley's* as a noun. By itself, it is a proper noun. However, the addition of 's makes it into an adjective describing "which (or whose) song?"
  - Students may want to identify *Shoes* as the noun, with *Blue and Suede* as modifiers. Point out that the entire title of the song is "*Blue Suede Shoes*." Therefore, all of the words are part of the proper noun and should be included under the "wings," or the horizontal line drawn above all words in the noun.
- Next, help them to identify the articles and adjectives in the sentence. These two parts of speech only have one job: they will always modify nouns. They can be identified by taking each noun and turning it into a question using "which?" Any answers to that question will be modifiers, either adjectives or articles. Sometimes there will not be an answer, and that just means that the noun has no modifiers.
  - Which *teenagers*? *The teenagers*; *the* is an article.
  - Which *song*? *Elvis Presley's famous* song. As explained above, *Elvis Presley's* is an adjective. Sometimes called a proper adjective, these are identified with "wings," or a horizontal line drawn above the entire adjective. *Famous* is another adjective describing the song. They may identify *Elvis Presley's* as a noun, since it contains a proper noun. Point out the 's which makes it into a possessive adjective. It answers the question "which song?" or "whose song?"
  - Which *Blue Suede Shoes*? This proper noun doesn't have any additional modifiers.

Talking through the identification process will help students to not only identify parts of speech but also to begin to see what roles they are playing in a sentence.

When correcting a student's work, count how many words that should be marked have been identified correctly. If they have skipped several words that should be marked, review the lesson notes or video with them to be sure that they are comfortable identifying each part of speech. Remind them to use the notes as they complete the exercises. If your student has marked a word that that is not marked in the solutions, don't worry and don't mark it incorrect. As more parts of speech are introduced and mastered, your student will learn to differentiate between them.

## Nouns, Adjectives, and Articles

### Nouns

A **noun** is a word that **names a person, place, thing, or idea**.

A **common noun** is a word that names an ordinary person, place, thing, or idea. Common nouns are never capitalized and consist of one word only.

#### Examples:

- Persons:** teacher, man, girl
- Places:** school, yard, city
- Things:** bridge, carrot, building, day
- Ideas:** anger, democracy, inspiration\*

**Nouns** representing ideas are often called **abstract nouns**.

\* Watch for the *-ion* ending—that's a strong indication that the word is a noun!

A **proper noun** is the **name** of a specific person, place, thing, or idea. Proper nouns are capitalized and may consist of more than one word. No matter how many words are in a proper noun, it still equals only one noun.

#### Examples:

- Persons:** Ms. Jones, Nelson, George Washington Carver
- Places:** Cranford High School; Anchorage, Alaska; Costa Rica
- Things:** the Golden Gate Bridge; the NBA; Wrigley Field; April 1, 1492\*
- Ideas:** the Theory of Relativity, the Industrial Revolution

\*All dates and years are proper nouns whether they are included in a date or by themselves. Think of them as the name for that specific day or year: not just any day, but June 30, specifically; not just any year, but 1986 in particular, for example.

### Adjectives

Adjectives **modify**, or describe, **nouns and pronouns**. In English, they usually come in front of the noun they modify. Examples are *tall*, *silly*, *beautiful*, and *several*. For now, all of the adjectives you will be identifying will be next to the nouns they modify.

Watch out for **proper adjectives**! These are adjectives made out of proper nouns; for example, *England* is a proper noun, and *English* is the corresponding proper adjective. Just like the proper nouns they come from, they always begin with capital letters.

### Articles

There are only three articles in English: *a*, *an*, and *the*. Articles always come in front of the nouns they modify, although not always directly in front of them. The article *a* is used in front of words that begin with a consonant sounds (*a tree*, *a cat*), while *an* is used before words that begin with a vowel sound. This is decided by the word that is immediately after the article, not the noun; so, for example, "**an** apple," but "**a** big, red apple."



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## Nouns, Adjectives, and Articles: Exercise A

### Directions

**Step 1:** Find all of the nouns. Write *n* over each common noun. Write *pn* over each proper noun. Use “wings” (*—pn—*) to include all of the words that are part of the proper noun if it’s more than one word.

**Step 2:** Ask yourself “which?” about each noun. Write *adj* over each adjective and *art* over each article. Use wings to include all of the words that are part of a proper adjective. Look back at the lesson notes if you need help identifying any of the parts.

*art* —*pn*—      *art*   *n*      *n*      *art*   *n*      *n*

- 1) Even before the United States was a country, people played a game like baseball.

*adj*      *n*                                      *pn*      *art*      —————*pn*—————

- 2) Baseball’s rules were written down in 1845 by the Knickerbocker Baseball Club

—————*pn*—————

in New York City.

*art*   *n*      *art*      —————*adj*—————      *n*                                      *art*      *n*

- 3) The rules of the Knickerbocker Club’s game have not changed much over the years.

*art*      *adj*      *n*                                      *adj*      *n*      *n*

- 4) The American people couldn’t get their fill of baseball!

*adj*      *n*      —————*pn*—————      —————*pn*—————      —————*pn*—————      *adj*      *n*

- 5) Talented players like Babe Ruth, Jackie Robinson, and Lou Gehrig became household names.



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- 5) Talented players like Babe Ruth, Jackie Robinson, and Lou Gehrig became household names.

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3 **14)** List the three articles in the English language:

*The articles are a, an, and the.*

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119 Total Points

Total Points	%
119–117	98+
116–113	95
112–107	90
106–101	85
100–96	80
95–89	75
88–83	70
82–77	65
76–71	60

**Directions**

Mark the nouns, adjectives, and articles like you did in the first section. Remember to use wings for proper nouns and proper adjectives that have more than one word. Look at the lesson notes if you need to.

adj n n adj n art —pn—

- 1) Many kids wanted to play baseball like their heroes in the Major Leagues.

pn —pn— —pn— adj n n

- 2) In 1939, Little League Baseball began in Williamsport, Pennsylvania, with three teams of kids.

\* —pn— n adj n art n

- 3) Today, Little League Baseball is played by kids of all nationalities around the world.

*\* Your student may identify this adverb as a noun. If they do, don't worry, as this will sort itself out as they learn more parts of speech.*

art —pn— adj n n art n

- 4) The Little League World Series is held each year in countries across the globe.

art adj n adj n art n —pn—

- 5) The winning teams from each region of the world go to Williamsport

art adj n

for the championship tournament.

**Short answer**

Write the definition of a **noun**. Use a complete sentence.

*A noun is a person, place, thing, or idea.*

Which type of noun begins with a capital letter and may consist of more than one word?

*A proper noun*