Grammar Guide

Basic Building Blocks

This grammar guide contains basic definitions and examples for each grammar concept. These grammar concepts will serve as basic building blocks. Whenever needed, this guide can be used as a reference to assist in understanding or explaining grammar concepts. These grammar lessons are not intended to be memorized as rules. Grammar should be learnt, practiced and applied, rather than just memorized.

Abbreviations
Abbreviations are shortened forms of commonly used words
e.g.: Mr. (for Mister) and St. (for street) and Dr. (for doctor)

Adjectives
An adjective describes a noun
e.g.: blue dress, slow train, hot food

Adverb
An adverb describes a verb, telling how, where or when the verb (an action word) is happening. Adverbs often end with -ly
e.g.: The children ran quickly. The man walked slowly. The boy fell down.
Granny will come tomorrow.

Alphabetization
Arrange words in alphabetical order, from a to z. When 2 words begin with the same letter, then the 2nd letters are arranged in order, and so on.
e.g.: apple, banana, grapes, kiwi, pawpaw and pineapple
e.g.: ant, antelope, ark, axe

Analogy
An analogy compares two (or more) things in a way that the dissimilar aspect or quality is compared with something that is similar. (see Similes and Metaphors)

Antecedent
An antecedent is the noun that the pronoun refers to.
e.g.: Anne played the piano. She is a talented musician. (Anne is the antecedent for the pronoun she)

Antonym
An antonym is a word with the opposite meaning
e.g.: in - out, up - down, huge - small

Apostrophe
An apostrophe (') is a punctuation mark. It is used to
• Show possession e.g.: the man’s bag
• To make contractions – to show where letters are missing
e.g.: did not = didn’t

• Used to make letter, numbers and signs plural
e.g.: ABC’s, 3’s, $’s

**Article**

There are 3 articles — **a, an** and **the**

• **A** is used before a noun beginning with a consonant
e.g.: a dog

• **An** is used before a noun beginning with a vowel
e.g.: an apple

**Attribution**

An attribution is the phrase that tells who is speaking in a quote. An attribution before the quote is followed by a comma:
e.g.: Mom said. “Dinner is nearly ready.” (Mom said is the attribution)

When the attribution is in the middle of a quotation, attach it to the first part of the quotation, then follow the attribution with a comma and then continue the quotation as part of the attribution.

“That’s great!” Bert exclaimed. “I’m glad!” (Bert exclaimed is the attribution)

If the quotation ends with the attribution, and the quotation ends with a full stop, replace the full stop with a comma before writing the attribution. If the quotation ends with a question mark or exclamation mark, they must be retained.

“I hope this is good,” Jack said.

“Can I come too?” asked Kate. “This is terrible!” exclaimed Lara.

**Brackets**

Brackets ([ ] ) are punctuation marks used within quotation marks to clarify or correct information.

“She [my sister] is my best friend!”

Brackets, also called parenthesis or round brackets ( ), are used to clarify information. The team (of netball players) went into the hotel.

**Capitalization**

Capital letters or upper case letters are used

• To start the first word in sentences,
• For all proper nouns and titles
• For all references to God, the Bible and books of the Bible
• Days of week, months, holidays, special events or periods in history
• Any geographical references, such as names of rivers, oceans and sea etc.
It was a big thing for a twelve-year old boy to go on such an important mission, but as Dirk lay curled in his kaross he shivered again. For three long weeks the line of wagons had been traveling across the veld from the Sand River where most of the Trekkers were still gathered.

**Adjectives**
An adjective describes a noun e.g.: blue dress (describes the colour of the dress), long train (size of the train), six feet (number of feet), fast runner (speed of runner)

1. Underline all the **adjectives**. Tick the **number adjectives**.
2. Sometimes 2 or 3 adjectives are written next to each other. This is to make a clear, detailed image. Circle these adjectives in this dictation.
3. Write 2 adjectives of **your own** for each noun below. E.g.: a quick/ fast runner.
   - A _____________/______________ slide.
   - A _____________/______________ tree.
   - A _____________/______________ car.
   - A _____________/______________ cake.
   - A _____________/______________ toy.
4. Words with opposite meanings are called **antonyms**. Find the antonyms in the dictation for the following words and write them here:
   - small __________________   short ________________
   - unimportant ____________
5. Can you remember any nursery rhyme that has 2 or more adjectives in the first line? Write the nursery rhyme out. Write the adjectives in glitter pen or highlighters so they stand out.
Dirk shivered so convulsively that some of the black coffee in the tin mug he was holding spilled out on to his leather trousers.

“The boy is too tired, Sarel. Let one of my Hottentots lead your wagon while he lies for a bit in the back.”

Look at the bold sentence.
1. Circle the subject of the sentence. (Who is the sentence speaking about?)
2. Use your own name for this subject: ______________
3. Now write your own subject for these sentences: (Remember sentences and names begin with capital letters!)
   __________________ have a long trunk.
   __________________ is broken.
   __________________ played with a ball.
4. Underline what the bold sentence says about the subject.
5. Put your own second part to the subjects below:
   My sister ____________________________.
   Honey and jam ____________________________.
   That poor man ____________________________.
6. Find a word anywhere in the dictation with more than 3 syllables. (sound parts that make up word) Draw slashes to divide the syllables.
7. Tick all the adjectives in the first sentence.
The Broken Spear
Chapter 1 pg. 10

It was a big thing for a twelve-year old boy to go on such an important mission, but as Dirk lay curled in his kaross he shivered again. For three long weeks the line of wagons had been traveling across the veld from the Sand River where most of the Trekkers were still gathered.

6. Underline all the adjectives. Tick the number adjectives.

7. Sometimes 2 or 3 adjectives are written next to each other. This is to make a clear, detailed image. Circle these adjectives in this dictation.

8. Write 2 different adjectives of your own for each noun below. E.g.: a quick energetic runner.

   A ________________, ________________ wagon.
   A ________________, ________________ garden.
   A ________________, ________________ antelope.
   A ________________, ________________ ocean.
   A ________________, ________________ place.

9. Words with opposite meanings are called antonyms. Find the antonyms in the dictation for the following words and write them here:

   straight ________________ least ________________
   unimportant ________________ forest ________________

10. Cut and paste any advertisement that has several adjectives. Highlight the adjectives and write your own synonyms (word with same meaning) above the adjectives.
Dirk shivered so convulsively that some of the black coffee in the tin mug he was holding spilled out on to his leather trousers.

"The boy is too tired, Sarel. Let one of my Hottentots lead your wagon while he lies for a bit in the back."

Look at the bold sentence.

8. Circle the subject of the sentence. (Who is the sentence speaking about?)
9. Create your own name for this subject: ______________

10. Now write your own subject for these sentences: (Remember sentences and names begin with capital letters! Use the correct attribute where necessary.

(E.g. A, An or The)

_________________________ has a long trunk.

_________________________ are broken.

_________________________ played a championship game.

11. Underline what the bold sentence says about the subject.

12. Put your own second part to the subjects below:

My father ____________________________

Curry and rice ____________________________

That spoilt child ____________________________

13. Find a word anywhere in the dictation with more than 3 syllables. (sound parts that make up word) Draw slashes to divide the syllables.

14. Tick all the adjectives in the first sentence.
Beginner Dictation 51 Answer Sheet

The Broken Spear
Chapter 1 pg. 10

It was a big thing for a twelve-year old boy to go on such an important mission, but as Dirk lay curled in his kaross he shivered again. For three long weeks the line of wagons had been traveling across the veld from the Sand River where most of the Trekkers were still gathered.

1. Underline all the adjectives. Tick the number adjectives.
2. Sometimes 2 or 3 adjectives are written next to each other. This is to make a clear, detailed image. Circle these adjectives in this dictation.
3. Write 2 adjectives of your own for each noun below. E.g.: a quick/fast runner.
   A __ long ___________ / __ curvy ___________ slide.
   A __ thorn ___________ / __ pine ___________ tree.
   A __ new ___________ / __ sports ___________ car.
   A __ fresh ___________ / __ carrot ___________ cake.
   An __ expensive _______ / __ new _____________ toy.
4. Words with opposite meanings are called antonyms. Find the antonyms in the dictation for the following words and write them here:
   small __ big _____________
   short __ long ____________
   unimportant __ important
5. Can you remember any nursery rhyme that has 2 or more adjectives in the first line? Write the nursery rhyme out. Write the adjectives in glitter pen or highlighters so they stand out.
“Oh, no!” said Luis, “it can’t be time yet! It’s that new teacher showing off,” he grumbled, wriggling into his shirt, tucking it into his breeches and pulling his wide waist-band tight to keep them up. Then he pulled on his dark blue regulation school smock, picked up his slate and scrabbled for his slate pencil in the rough river grass. “I’m ready. Race you to the top!”

1. Rewrite the first sentence:
   a) with the attribution at the end. _____________________________________
   b) with the attribution at the beginning. ________________________________
   ___________________________________________________________________

Which seems to be more expressive? Why? (Discuss this with your mom)

2. Underline the 3 contractions. Rewrite the original words in full.
   __________________________________ ______________________________________

3. Draw boxes around all the verbs with –ed or -ing. Put a slash to separate the root word from the suffixes.

4. Use a dictionary to define the following words:
   breeches- ____________________________
   regulation- ___________________________
   smock- _______________________________

5. Draw squiggly lines under all the adjectives.
“Oh, no!” said Luis, “it can’t be time yet! It’s that new teacher show/ing off,” he grumbl/ed, wriggl/ing into his shirt, tuck/ing it into his breeches and pull/ing his wide waist-band tight to keep them up. Then he pull/ed on his dark blue regulation school smock, pick/ed up his slate and scrabbl/ed for his slate pencil in the rough river grass. “I’m ready. Race you to the top!”

6. Rewrite the first sentence:
   c) with the attribution at the end. "Oh, no! It can’t be time yet!” said Luis.
   d) with the attribution at the beginning. Luis said, "Oh, no! It can’t be time yet!”

Which seems to be more expressive? Why? (Discuss this with your mom) The original and the first sentence seem more urgent/ stressful/ excited. Answers will vary.

7. Underline the 3 contractions. Rewrite the original words in full.
   can’t- can not _______ I’m- I am ____________ I’m- I am ____________

8. Draw boxes around all the verbs with -ed or -ing. Put a slash to separate the root word from the suffixes.

9. Use a dictionary to define the following words:
   breeches- trousers___________
   regulation- by order/ by rule___________
   smock- loose, wide, gathered shirt___________

10. Draw squiggly lines under all the adjectives.
Decode this message! (pg. 60)
Pretend this letter was written in a secret code. Replace these symbols with the correct letters to decode this letter.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
) ( * & ^ % $ # @ ! ? > < " : } { [ ] + - 0 9 8 7 6

T H E G O V E R N O R A N D H I S O F F I C I A L S O W N F A R M S, : % % @ * ( ) > ] : 9 " % ) [ < ]
S E L L G O O D S, M E A T, W I N E ] ^ > \$ : & ] < ^ ) + 9 @ " ^
A N D W O O L B U T D O N O T ) " & 9 : > ( - + & : " : +

( - @ > & @ " $ ) + 0 ^ [ $ ^ > ^ 4 ^ " W E M A Y N O T E V E N F I S H!
9 ^ < ) 7 " : + ^ 0 " % @ ] #
< : " ^ 7
I. I spy! (pg. 94) Find the underlined words in the word search!

“You’re that boy Father spoke about. You spy for the Governor.”
“I don’t! Jannie was livid with rage. “I don’t spy for anyone!”
“Yes, you do. My Father says so.”
“Anyone who says I spy for the Governor is telling lies!”
“You’re calling my Father a liar!
“If he says I spy for the Governor, he is a liar!”
Crack! Jannie thought a bullet had struck him. For a moment he could neither see nor hear but Emma was shrieking, “Say it again! Say it again and I’ll hit you again!”
The next instant someone had jerked her away and a sharp voice exclaimed,
“Emma! How could you? What a way to treat a guest!”

| G | J | E | R | K | E | D | G | U | E | S | T | O | N | E | X | T | A | E |
|--------------------------------|
| L | I | V | I | D | S | P | Y | N | L | E | T | I | H | Y | L |
| K | C | A | R | C | L | I | E | S | O | U |
| Y | U | N | I | N | B |
| O | C | O | A | S | E | E |
| U | K | L | R | A | G | E |

J. Hide these things away! (pg. 82) Mr. Bogaert hid the secret letter inside the lining of his coat. Think creatively and decide where you could hide these things among your personal items.
Any creative possible answer is welcome!
1. a diamond: _____________________________________________
2. some rock samples: ____________________________________
3. seeds of special trees: _________________________________
4. designs for a machine: _________________________________
5. map to hidden treasure: ________________________________
Several settlers had already built mud and wattle cottages here between the huge beautiful trees that grew on the lower slopes.

A. Underline all the nouns.
B. Tick the plural nouns that end with ‘s’.
C. Give the singular and plural for the names of:
   5 things in the house — ____________________________
   5 things in a shop — _____________________________
D. These nouns do not make plurals by adding an ‘s’. Write these nouns in plural:
   box: _______  glass: _______  brush: _______
E. Change the ‘f’ to ‘v’ and add es to this noun: calf: ____________ Can you think of 2 more? __________________________
F. Nouns ending in ‘y’ change to i and es:
   lady: _______  baby: _______  body: _______
G. Circle the word in the dictation describes a number of the noun. Write the antonym (word with opposite meaning) it: ___________________
H. Draw boxes around all the adjectives in the dictation.
People who aren’t ever frightened can’t really be brave, can they now? We must all do the best we can. That’s what being brave means. It means doing what you know you should even when you’re afraid.

1. Underline all the **contractions** in the dictation.

2. Write the 2 words that make up the contraction above the underlined word.

3. We always use the verb **are** when speaking of more than 1 thing, that is with plural nouns. Draw an arrow from ‘are’ to its plural noun.

4. Write your own subjects for **is** or **are** and the adjectives. Say whether the subject is singular (S) or plural (P).
   - ___________________ is excited. (___)
   - ___________________ are playing. (___)
   - ___________________ are waving. (___)
   - ___________________ is sitting on the bench. (___)

5. Write **is** or **are** and an **adjective** to describe these subjects:
   - The ladies ___________________
   - The knife ___________________
   - The thieves ___________________
   - People ___________________

6. (Donkey) ___________ **are** very stubborn.
   - (Mouse) ___________ **are** a nuisance.