

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.

Beginner Dictation 51

The Broken Spear

Chapter 1 pg. 10 Dictation: Copy or write the bold sentence.

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.

Basic
Building
Block —

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.

Beginner Dictation 52

The Broken Spear

Chapter 3 pg. 34 Dictation: Write the bold & underlined sentences.

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."

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Karen
Andreola's
Simply
Grammar
pg. 3

A **sentence** is made from words put together so as to make sense. The **subject** is the thing of which the sentence speaks about.
e.g.: **Dirk** (subject) is very tired. (what the sentence says about Dirk)

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.

Advanced Dictation 51

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.

Basic Building Block —

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)

- Underline all the **adjectives**. Tick the **number adjectives**.
- 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.
- 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.**

- 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** _____

- Cut and paste any advertisement that has several adjectives. Highlight the adjectives and write your own **synonyms** (word with same meaning) above the adjectives.

Advanced Dictation 52

The Broken Spear

Chapter 3 pg. 34

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."

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*Simply
Grammar* pg. 3

A **sentence** is made from words put together so as to make sense. The **subject** is the thing of which the sentence speaks about.
e.g.: **Dirk** (subject) is very tired. (what the sentence says about Dirk)

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.

Basic Building Block —

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 long / curvy **slide.**

A thorn / pine **tree.**

A new / sports **car.**

A fresh / carrot **cake.**

A 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.

Advanced Dictation 9

Caravel to the Cape

Chapter 1

"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 scabbled 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.

Advanced Dictation 9 Answer Sheet

Caravel to the Cape

Chapter 1

"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 scrabl/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.

Boy of Two World Word Games and Activities 2

H.

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											A	N	D															
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O	F	F	I	C	I	A	L	S	O	W	N	F	A	R	M	S	,													
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T	O						T	H	E						W	E				H	A	V	E								
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N	O	T				B	E	E	N				P	A	I	D	F	O	R				O	U	R						
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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: _____

Beginner Dictation 61

The Year One

Chapter 5 pg.46

Several settlers had already built mud and wattle cottages here between the huge beautiful trees that grew on the lower slopes.

Basic
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When there is more than one of something, it is called a **plural**. Most plurals are formed by **adding s**

e.g.: pot = pots, book = books, but:

- Words end with **sh** add **es** e.g.: fish - fishes
- Change word ending in **y** to **i+es** e.g.: baby - babies, lady - ladies
- Word ending **ey** add **s** e.g.: monkey - monkeys
- Word ending **o** add **es** e.g.: potato - potatoes
- Words end **z** add **z+es** e.g.: quiz - quizzes
- Words end **-fe** change **f** to **v** e.g.: life - lives
- Spelling change e.g.: Goose - geese, mouse - mice, man - men
- No change e.g.: sheep - sheep

Karen Andreola's
Simply Grammar
Lesson 8 pg.31

A noun that means one thing is a **singular** noun. When the number of things is more than one, the noun is **plural**.

- 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.

Advanced Dictation 62

The Year One

Chapter 8 pg.90

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.

Basic Building Block —

Contraction

A contraction is when words are joined and letters are missing. The apostrophe is used in place of the missing letter/s

Don't = do + not, *can't* = can + not, *didn't* = did + not,

I've = I + have, *should've* = should + have

It's = it + is, *He's* = he + is, *that's* = that + is

Simply Grammar

Lesson 9 pg.33

The verb and the subject must agree. If the subject is plural, the verb changes to plural.

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.