

Royal Fireworks

Language Arts

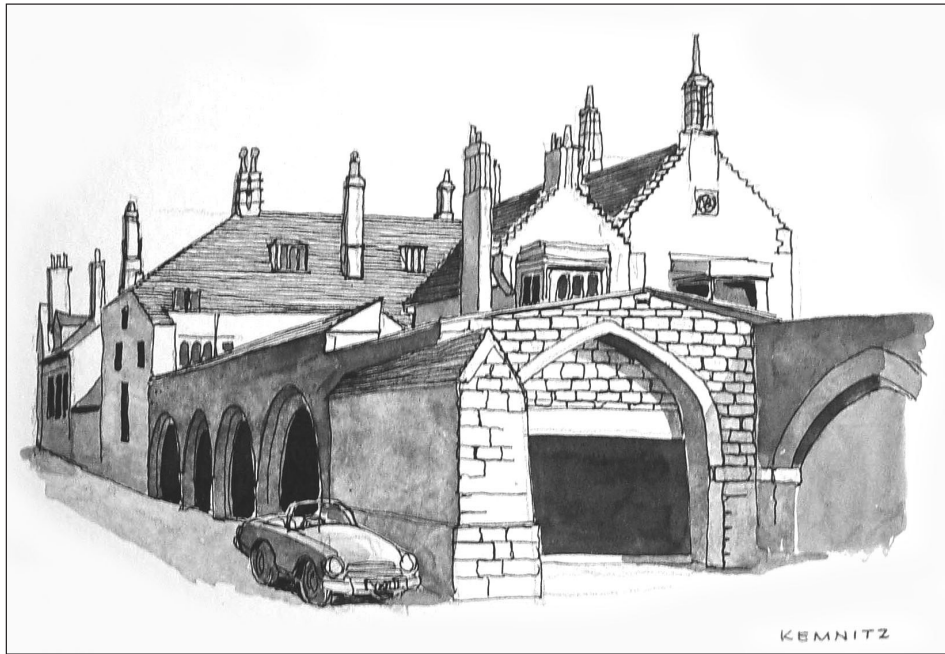
by Michael Clay Thompson

Grammar Town

Third Edition

Compatible with Grammar Town Student Book Third Edition

Instructor Manual



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Instructor Section

Memorizing Learning by Heart

There are times when memorization is out of favor in education. Some people might say that “rote memorization” is not appropriate as a teaching strategy. “Rote memorization,” however, is loaded language, biased against the discipline and effort required to learn things permanently. There is nothing wrong with challenge. We must remember that the alternative to remembering is forgetting, and when we teach something as important as grammar, which will be needed for one’s entire life, the ban on memorization makes little sense. There are areas of knowledge that should be memorized, and in the past, there was a better term for it: to learn by heart.

Students must learn the basic elements of grammar by heart. They should commit to memory the definitions of the parts of speech, parts of sentence, phrases, and clauses.

As you go through the four levels of this book, spend some time playing memory games to help the students learn their definitions. Reinforce the positive value of this knowledge, stressing that students will need to know it in all their years of school and when they grow up.

All of the time students spend learning their grammar definitions by heart will be time well spent.

Applying Four-Level Analysis

After you complete *Grammar Town* early in the year, you are ready to apply grammar, to use it as a way of thinking about language throughout the year. Some good techniques for application include:

- When you read something, such as a poem or play or story, find a short sentence that is within the grammar of *Grammar Town*, and write the sentence out.
- After you write the sentence, draw four lines below it, as you see in the pages of this book.
- Then, using only questions, go through the four levels of grammar together. Ask what grammar is (a way of thinking about language), how many levels are there (four), and what the first level is (parts of speech), and then figure out the part of speech of each word. If the response is *adverb* for an adjective, rather than saying no, just ask what an adverb is, or similar questions, until the student realizes that the word is an adjective. In the same way, do the second level, parts of the sentence, and then phrases, and then clauses. As the answers emerge in the analysis, you can write the standard parts of speech abbreviations (this prepares students to use a dictionary) between the lines, as in the examples in this book. Then ask what the most interesting thing is about the sentence. What does it illustrate?
- Do this entire process with a smile and a sense of fun and discovery.
- Every time you do a four-level analysis, it will be a review of all of the grammar the students have learned, and the way of thinking will become more deeply understood and appreciated.
- After doing analyses this way for a week or two, let the students organize and present the analyses.

Supplementary assignments are included in these purple sidebars. Use the ones that seem to work in your situation.

Introduction

Once upon a time,
far away and yet
not so far,
there was a town
called Grammar Town,
with shady streets and good shops
and nice places to walk.

In Grammar Town
people talked, and lived,
and did their work.

With everyone they
knew, the people
of Grammar Town

communicated with words.

Let us go visit Grammar Town....

There are many words
in Grammar Town.

There are nouns for things,
such as *window*, and *roof*, and *bus*,
and there are verbs for actions,
like *walked*, or *read*, or *ate*.

There are all kinds of words,
and the words work together
to make language.

Language is what we call
all of the words that
we combine to express ideas.

Each idea is a sentence,
but we will talk about that later.

When we think
about language,
that is called
GRAMMAR.

We think about language
in FOUR ways.

These four ways
of thinking about language
are called:

1. parts of speech
2. parts of the sentence
3. phrases
4. clauses

We will learn more
about the four ways of thinking
about language later,
but here are the four levels:

1. **parts of speech:**
the eight kinds of words

2. **parts of the sentence:**
how words make ideas

3. **phrases:**
little groups of words

4. **clauses:**
simple or complicated ideas

These are the four
sections of the
orchestra in the
symphony that
makes a sentence.
They play in unison
and in harmony.



Level One:

The Parts
of Speech

Level One, the parts of speech, is critical to effective vocabulary instruction because the parts of speech provide the instructions for vocabulary usage. Notice that dictionaries use the abbreviations of the parts of speech as usage instructions.

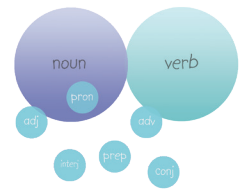


A noun can also be the name of an idea, such as freedom, equality, democracy, or sympathy.

1. NOUNS

Nouns are words that name things, like *train*, *smoke*, *track*, and *land*.

Nouns can even be names of people, like *Shorty Hawkins*.



The word *noun*
comes from the Latin *nomen*,
meaning name.

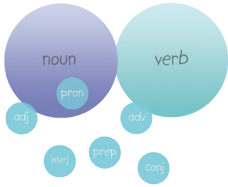
Proper nouns, like
England and *Jane*,
are capitalized.

Common nouns, like
country, *person*, and *sandwich*,
are not capitalized.

A noun naming one thing,
like *tree*,
is **singular**.

A noun naming more,
like *trees*,
is **plural**.

ASSIGNMENT:
Close the book,
and discuss
everything you
have learned
about nouns.



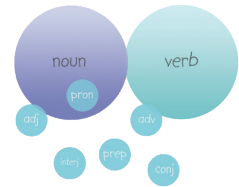
2. PRONOUNS

Pronouns are
quick words
we use when we do not
want to repeat a whole long noun.

Instead of saying
Samuel Langhorne Clemens
(Mark Twain),
we can just say
he.

Pronouns make language fast!

The word *pronoun*
means “for the noun.”
The pronoun is a quick
shortcut sound, like a beep.



One important group
of pronouns
is the **SUBJECT** pronouns:

In modern usage,
they and *them* have
been adopted as
nonbinary singular
pronouns.

*I, you, he, she, they, it,
we, you, they*

The subject pronouns are set
apart by their high, bright vowels:
eee, eye, eee.... This is the song
of the subjects. This helps the
mind spot the subject easily.

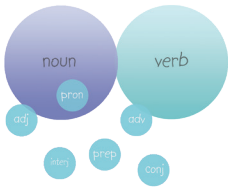
Another important group
of pronouns
is the **OBJECT** pronouns:

*me, you, him, her, them, it,
us, you, them*

ASSIGNMENT:
Memorize, then do
a speed challenge:

ME - object!
SHE - subject!
US - object!

These lists **MUST**
be memorized. If
you cannot use
pronouns correctly,
then you cannot write
academic English.



Subject and object pronouns
are used for different things.

Subject pronouns are for grammar subjects.

I, you, he, she, they, it, we, you, they

Object pronouns are for grammar objects.

me, you, him, her, them, it, us, you, them

You must memorize
these two groups of pronouns.
Repeat them until
they will be **in your mind forever.**

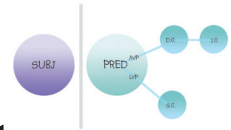
We will discuss this later,
but notice the pronouns
in this sentence:

The first glimpse:
subjects are made
of subject pronouns,
and objects are made
of object pronouns.
That is why they are
called what they are
called.

I saw him, and he saw me,
but she gave him and her the tomatoes.

Level Two: The Parts of the Sentence





So, how do the eight kinds of words work together?

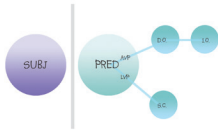
Usually the noun, pronoun, and adjective say what we are talking about, and the verb, adverb, conjunction, preposition, and interjection say something about it. This complete, two-part idea is called a *SENTENCE*.

Here grammar shows us that our thinking is binary. This is the meaning of CLARITY, to know what you are talking about and what you are saying about it.

Every sentence has two parts: what it is about, called the **SUBJECT**, and what we say about the subject, called the **PREDICATE**.

These two parts must make a complete thought, or else it is not a sentence but only a sentence *fragment*.

FRAGMENT:
"If you go to the park..."



Do you remember
 that the noun and the verb
 are the two main parts of speech?
 Well, now we see these two in a new way.
 In a sentence the noun or its pronoun
 becomes the basis of the subject, and
 the verb becomes the basis of the predicate.

SUBJECT

Carlos
 Angelena
 The old priory
 The blue cab
 The water supply
 The canal
 His countenance
 The blue sky

PREDICATE

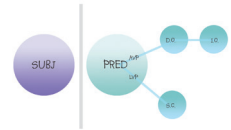
is the owner of the shop.
 walked down Main Street.
 is a huge building.
 stopped at the corner
 comes from the mountain.
 was good for commerce.
 seemed grim and tragic.
 looked serene.

Notice that the verb is always in the predicate.

We call the verb the *simple predicate*.

The *complete predicate* is the verb and all
 other words that talk about the subject.

When we say *predicate*, we usually will mean
 simple predicate—the verb.



Now we can examine a sentence
in two different ways.

If we want to see what kinds of words
are in the sentence and what each
word is doing, we look at the parts
of speech, but if we want to understand
the whole idea in action,
what the idea is about, and what we are saying
about it, then we look at **Level Two**,
the parts of the sentence,
which are in two sides:
the subject side and the predicate side.

The	tall	boy		rode	his	bicycle	down	the	path.
adj.	adj.	n.		v.	adj.	n.	prep.	adj.	n.
subject				predicate					

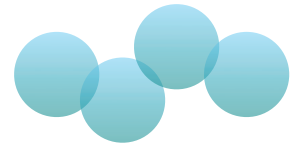
In this sentence the complete subject is *The tall boy*, and the complete predicate is *rode his bicycle down the path*. The simple subject is the noun *boy*, and the simple predicate is the verb *rode*. Remember that when we talk about the subject and the predicate, we usually will mean the simple subject and the simple predicate.

Level Three: Phrases



A phrase is a *group* of words,
but it *acts like one* word,
like a single part of speech.
It can act like an adjective,
or an adverb, or a noun.

Phrases do not contain
subjects and verbs,
though sometimes
an entire phrase can be a subject.



Three Kinds of Phrases

Prepositional Phrases

Prepositional phrases always begin with prepositions, and they act like modifiers (like adjectives or adverbs).

Like an adjective: the bus **at the corner**

Like an adverb: they swam **after school**

Like an adjective: the letter **for him and her**

Appositive Phrases

Appositive phrases are interrupting definitions that are put (*pos*) beside (*apo*) what they define. They act like nouns or adjectives.

Robert, *the new student*, arrived late.

The viaduct, *an old Roman design*, was still in use.

Verbal Phrases

Verbals are verby words that are not used as verbs.

There are three kinds of verbals: gerunds, participles, and infinitives.

Gerunds: nouns made out of *-ing* verbs

Thinking is fun.

Participles: adjectives made out of verbs

Thinking quickly, the ice cream man filled the cone.

Completely *broken*, the gate swung freely.

Infinitives: nouns or modifiers made from the *to* form of the verb

To think is fun. (noun)

The man *to see* is Howard. (adjective)

He lived *to read*. (adverb)

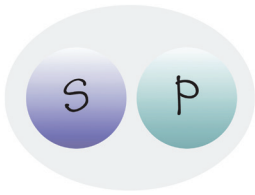
Note: We think of the infinitive as one word.

Example: *To think* is regarded as one word.

Do not fall prey to the evil stereotypes about how difficult the phrases are. The verbal phrases are learnable; there are only three kinds, and each one can be defined in one sentence. Students learn harder things than this every day in math. The verbals are critical to understanding the other three levels of grammar.

A watercolor illustration of a cityscape. In the foreground, a river flows from the bottom right towards the center. A small boat with a striped canopy is on the left side of the river. A bridge with two arches spans the river in the middle ground. In the background, there are several buildings of varying heights and colors, including a tall, thin tower on the left. The sky is a deep, textured blue. The overall style is artistic and painterly.

Level Four: Clauses



Follow the trail....

First we learned that
the noun and the verb are
the two most important parts of speech.

Then we learned that
the noun and verb become
the subject and predicate,
the most important parts of the sentence.

Then we learned that
the subject/predicate
is exactly what is never in a phrase.

Now we see where it leads:
the noun and verb pair
is the nucleus that
is the heart of every clause.
It is as though the noun/verb pair
is always the key
in all four levels of grammar.