

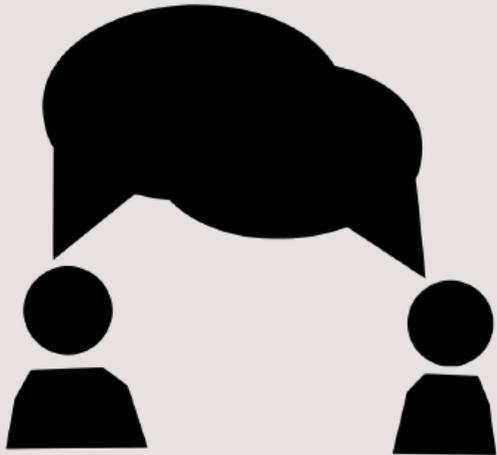


# THE GLAMOUR OF GRAMMAR

2025 AMI-EAA  
REFRESHER COURSE

J. McKeever

*How different grammar will seem to the young pupil, if, instead of being the cruel assassin that tears the sentence to pieces so that nothing can be understood, it becomes the amiable and indispensable help to 'the construction of connected discourse'.*



Maria Montessori, *THE ADVANCED MONTESSORI METHOD II*



*The bridge between the words glamour and grammar is magic. According to the OED, glamour evolved from grammar through an ancient association between learning and enchantment. There was a time when grammar described not just language knowledge but all forms of learning, which in a less scientific age included things like magic, alchemy, astrology, even witchcraft.*

**Roy Peter Clark: *The Glamour of Grammar***

*“Glamour” and “Grammar” are essentially the same word. In classical Greek and Latin, “grammar”, (from the Greek “grammatikos,” meaning “of letters”) covered the whole of arts and letters, i.e., high knowledge in general. In the Middle Ages, “grammar” was generally used to mean “learning,” which at the time included, at least in the popular imagination, a knowledge of magic. The narrowing of “grammar” to mean “the rules of language” was a much later development, first focusing on Latin, and only in the 17<sup>th</sup> century extended to the study of English and other languages.*

*Meanwhile, “grammar” had percolated into Scottish English (as in “gramarye”), where an “l” was substituted for an “r” and the word eventually became “glamour,” used to mean specifically knowledge of magic and spells.*

*Evan Morris*

*Quoted by Roy Peter Clark: **The Glamour of Grammar.***

# WORD STUDY



# suffixes

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## DERIVATIONAL

- SOMETIMES CHANGE ONE PART OF SPEECH TO ANOTHER
  - NOUNS TO VERBS (-FY,)
  - NOUNS TO ADJECTIVES (-FUL, -LIKE)
  - ADJECTIVES TO ADVERBS (-LY)
  - VERBS TO ADJECTIVES (-ABLE, -IBLE)
- SOMETIMES THE WORD REMAINS IN THE SAME WORD CLASS
  - (-HOOD, -ISM)

## INFLECTIONAL

- DO NOT CHANGE THE PART OF SPEECH
  - VERBS
    - TENSE ENDINGS
    - PRESENT PARTICIPLE
    - PAST PARTICIPLE
  - NOUNS
    - PLURALITY
  - ADJECTIVES AND ADVERBS
    - COMPARATIVE AND SUPERLATIVE

# WORDS DERIVED FROM Latin and Greek

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- 60 percent of English vocabulary
- 90 percent of scientific vocabulary
- From Latin: 90 percent of all multi-syllable words
- From Greek: the other 10 percent

Denise Eide: UNCOVERING THE LOGIC OF  
ENGLISH

# LATIN PREFIXES

prefix	meaning	prefix	meaning
ad-	to, toward	sub-	under
bi-	two	ab-, abs-	off
con-	with	re-	back, again
in-	into		
intro-	within		

# LATIN ROOTS

<u>root</u>	<u>meaning</u>	<u>root</u>	<u>meaning</u>
-cis-	cut	-fid-	faith
-ped-	foot	-spec-	look
-voc-	call	-cid-	kill
-cogn-	know	-dic-, -dict-	say, speak
-hom-	man	-pond-	a weight
-prob-	prove	-sed-	seat
-ten-, -tens-	stretch	-tract-	draw
-vert-, -vers-	turn		

# GREEK PREFIXES

<u>prefix</u>	<u>meaning</u>	<u>prefix</u>	<u>meaning</u>
auto-	self	eu-	good
hydr-	water	micro-	small
ortho-	right, straight	sym-	together
tri-	three		

# GREEK ROOTS

<u>root</u>	<u>meaning</u>	<u>root</u>	<u>meaning</u>
-astr-, -aster-	star	-chir-	hand
-dox-	opinion	-geo-	earth
-graph-	write	-nomy-	law
-phobia-	dread of	-pod-	foot
-log-	speech, science of something	-phon-	sound



**MICHAEL  
MCINTYRE**

MICHAEL MCINTYRE'S 25TH  
YEAR STAND-UP SPECIAL



**LENT LETTER DAY**

*...the analytical study of parts of speech, the passionate lingering over words, is not for children of all ages. It is the children between five and seven who are the word lovers. It is they who show a predisposition toward such study.*

*Children should begin the study of grammar between the ages of five and a half and seven and half, or eight.*

Maria Montessori,

*THE ADVANCED MONTESSORI METHOD II*

# PARTS OF SPEECH

CLASSIFICATION  
OF WORDS  
ACCORDING TO  
FUNCTION



# SEQUENCE

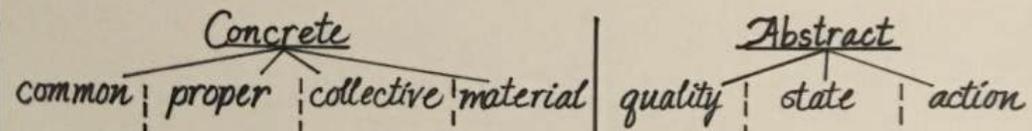
1. ORAL INTRODUCTION
2. CARD ACTIVITY
3. SUBSTITUTION
4. QUESTIONING
5. SYMBOLIZING
6. IDENTIFICATION
7. REPETITION
8. EXPLORATION
9. PERMUTATION/TRANSPOSITION
10. MORE REPETITION
11. MORE EXPLORATION

# NOUN

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- From late Middle English: from Anglo-Norman French:
- From Latin *nomen*, name.
- Classifications
  - *Number*
  - *Common/proper*
  - *Gender*
  - *Concrete / abstract*
  - *Collective / material*

# Noun ~



# article

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- Middle English: from Old French, from Latin *articulus*, small connecting part, diminutive of *artus* ‘joint’.

Classifications

Definite

Indefinite

# ADJECTIVE

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- late Middle English: from Old French *adjectif*, *-ive*,
  - from Latin *adject-* ‘added’,
  - from the verb *adicere*, from *ad-* ‘towards’ + *jacere* ‘throw’.
  - The term was originally used in the phrase *noun adjective*, translating Latin *nomen adjectivum*, a translation of Greek *onoma epitheton* ‘attributive name’.
- Classifications
    - *Descriptive / Qualitative*
    - *Quantitative*
    - *Demonstrative*
    - *Possessive*
  
    - *Degree*



# Adjective ~

Possessive



Definite

Quantitative

Indefinite

Ordinal

Interrogative



Demonstrative

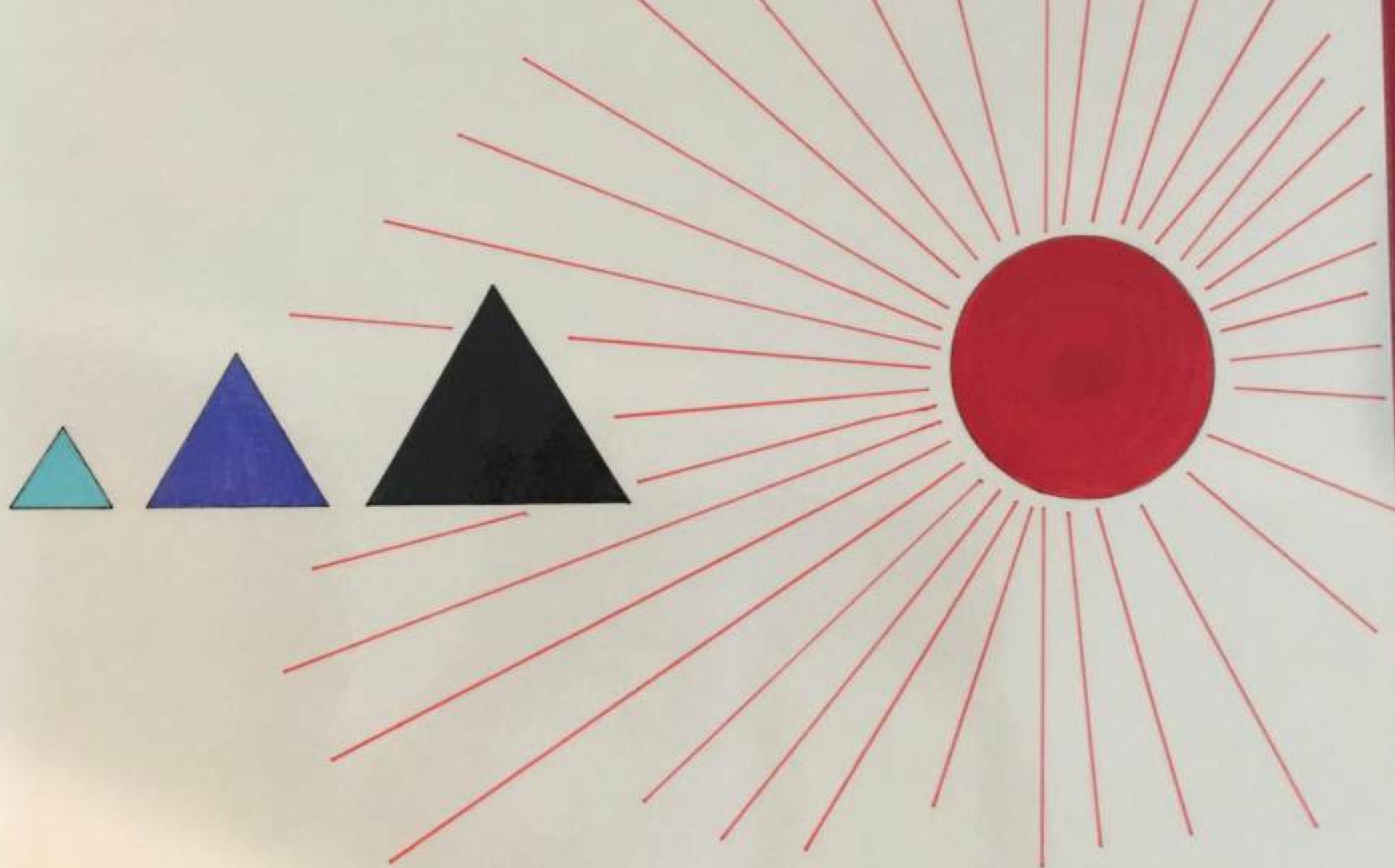


Qualitative

# THE ORDER OF ADJECTIVES

(determiner) opinion, size, age, shape, color, origin, material, purpose

the comfortable large old lumpy orange Turkish terry-cloth dog-drying towel



# ADVERB

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- late Middle English:
- from Latin *adverbium*, from *ad-* 'to' (expressing addition) + *verbum* 'word, verb'

## Classifications

- ADVERBS OF FREQUENCY
- ADVERBS OF TIME
- ADVERBS OF MANNER
- ADVERBS OF DEGREE
- CONJUNCTIVE ADVERBS

*...there occurred among the children a veritable explosion into a new kind of activity. They insisted on making up commands themselves. They invented them and then read them aloud to their companions or got their companions to interpret the slips which they had written. All were most enthusiastic in performing these commands and they were rigorously scrupulous in acting them out down to the minutest detail. The execution came to be a literal, intensely real dramatization: if a word was inexact or incorrect, the interpretation of the command threw the error into noisy relief, and the child who had written it saw before him an action quite different from what he had in mind.*

Maria Montessori, *THE ADVANCED MONTESSORI METHOD II*

# PREPOSITION

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- late Middle English: from Latin *praepositio(n-)*, from the verb *praepondere*, from *prae*, ‘before’ + *ponere*, ‘to place’

- Classifications

# PRONOUN

- late Middle English: from pro- ‘on behalf of’, + noun, suggested by French *pronom*, Latin *pronomēn*(from *pro-* ‘for, in place of’ + *nomen* ‘name’).

# PRONOUNS: CLASSIFICATIONS

- 
- *Personal Pronouns*  
(Subjective Objective - DO IO, OP)
  - *Reflexive* (DO, IO)
  - *Possessive*
  - *Interrogative* (*who? whose? what? which?*)
  - *Indefinite* (*any\_, every\_, no\_, some\_ + body, one, thing*)
  - *Relative* (*subjective, objective, possessive*)
  - *Reciprocal* (*e.g., one another, each other*)
  - *Demonstrative* (*this, that, these, those*)

# CONJUNCTION

- late Middle English: -
- via Old French, from Latin *conjungere*,
- from *con-* 'together' + *jungere* 'to join'

# CONJUNCTION CLASSIFICATIONS

- ***Coordinating:*** connecting elements of equal value – for, and, nor, but, or, yet, so; (fanboys)
- ***Subordinating:*** connecting independent clause with subordinate or dependent clause. These can be phrases instead of single words: after, as long as, if, even though, unless, when, and more.
- ***Correlative:*** come as a pair of words and are separated by other elements that are compared in the sentence – either/or, neither/nor, both/and, and more.

# CONJUNCTIVE ADVERBS

## DESCRIBE OF MODIFY FULL CLAUSES

- ADD IDEAS TO YOUR SENTENCE (also, besides, furthermore, in addition, moreover)
- SHOW CAUSE AND EFFECT (consequently, hence, then, therefore, thus)
- CLARIFY YOUR POINTS (for example, for instance, namely)
- COMPARE TWO DIFFERENT IDEAS TO EACH OTHER (conversely, likewise, similarly)
- CONCEDE A POINT YOU'VE ALREADY MADE (again, granted, of course)
- IDENTIFY CONTRASTING IDEAS (however, instead, nevertheless, rather, regardless)
- EMPHASIZE A POINT THAT'S IMPORTANT TO MEANING (again, certainly, indeed, moreover)
- SHOW A SEQUENCE OF IDEAS OR EVENTS IN ORDER (first, second, next, finally)
- SUMMARIZE OR REITERATE YOUR IDEA (in conclusion, in summary)
- SHOW TIMING IN RELATION TO OTHER IDEAS (beforehand, meanwhile, now, since)

# INTERJECTION

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- late Middle English:
- via Old French
- from Latin *interjectio(n-)*,  
from the verb *interjicere*:
- from *inter-* ‘between’  
+ *jacere* ‘to throw’.
- Classifications

# Grammar Symbols



Noun



Proper Noun



Abstract Noun



Spiritual Noun



Gerund



Article



Adjective



Pronoun



Adverb



Conjunction



Preposition



Interjection



Verb



Intransitive Verb



Auxiliary Verb



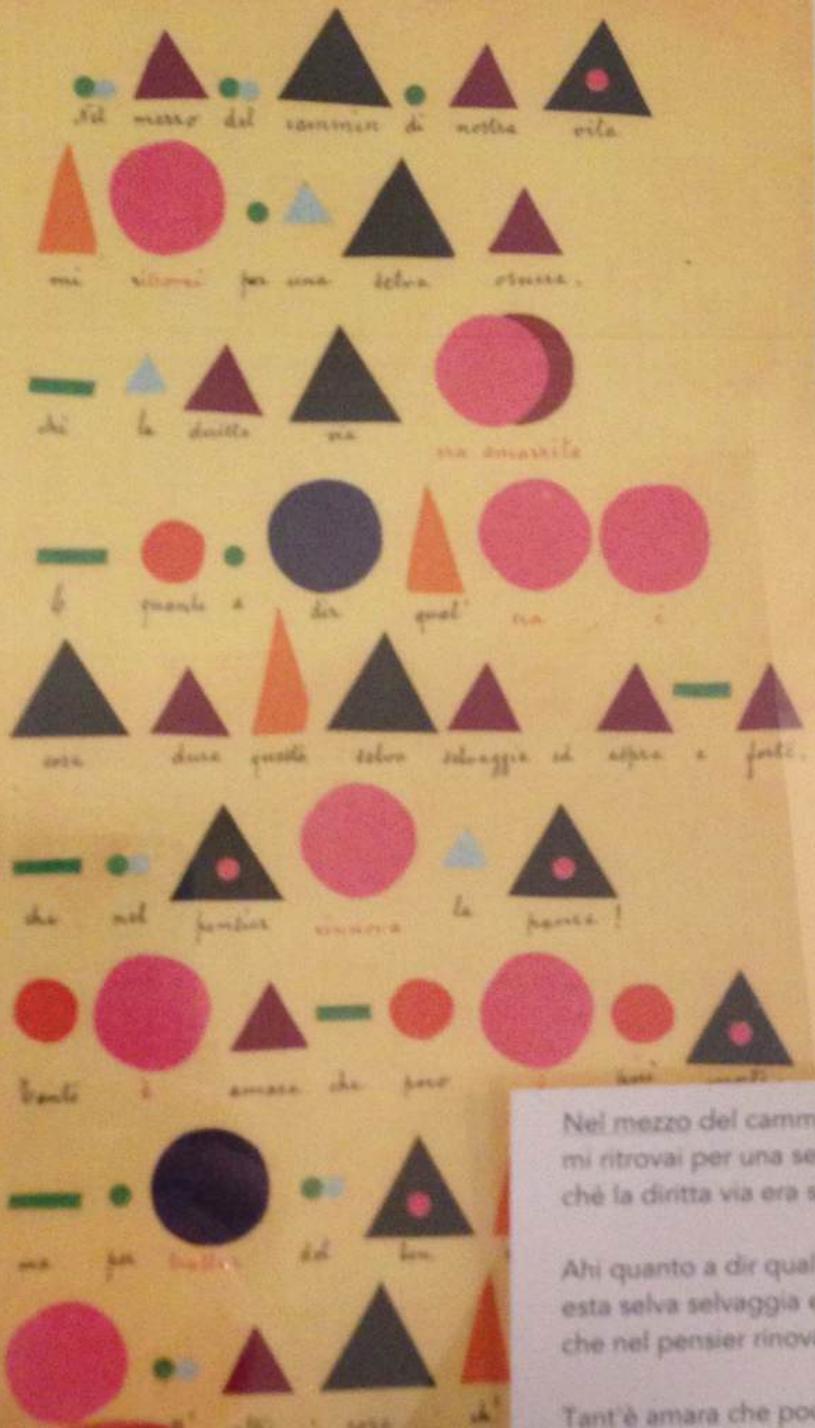
Linking Verb



Infinitive



Participle








  
 Nel mezzo del cammin di nostra vita







  
 mi ritrovai per una selva oscura.

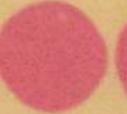





  
 Ah! la diritta via era smarrita.





  
 Oh! quanto a dir qual'era è questa selva









  
 e questa selva selaggia e aspra e faticosa.







  
 che nel pensier rinova la paura!









  
 Tanto è amara che poco è più morte.







  
 ma per tutto del ben m'è accorto.






  
 e un'altra selva m'è parsa.

Nel mezzo del cammin di nostra vita  
 mi ritrovai per una selva oscura  
 ch  la diritta via era smarrita.  
 Ah! quanto a dir qual'era   questa  
 selva selaggia e aspra e faticosa  
 che nel pensier rinnova la paura!  
 Tanto   amara che poco   pi  morte.

Teaching words in isolation is the equivalent of teaching students to memorize number sentences such as *three plus two is five* without ever teaching them how to add.

Students who learn how to analyze words will excel in their ability to master technical vocabularies of science, medicine, and law. They are well prepared to comprehend and skillfully use the English language.

Denise Eide: UNCOVERING THE LOGIC OF  
ENGLIS

Grammar is a system of systems, within which we make choices that convey meanings and effects. It should never be studied in isolation from the other properties of language that contribute to meaningful and effective communication – in particular, the perspectives provided by semantics and pragmatics. It is these that show us how to relate structures and uses, take grammar beyond the basic level of ‘naming the parts’ and mechanical parsing, and point us in the direction of explanations of our grammatical behavior that are intellectually stimulating and emotionally appealing. In a word, they give grammar its glamour.

# gRAMMAR

- We begin to understand each other clearly and precisely, thanks to grammar, because grammar is the study of how sentences work.
- Grammar is the study of the way we bring words together in order to make sense.
- Of all the constructions that we can make, the one that dominates the history of grammar is the sentence.
- According to Ben Jonson (1572 -1637): *Grammar is the art of true and well-speaking a language.*

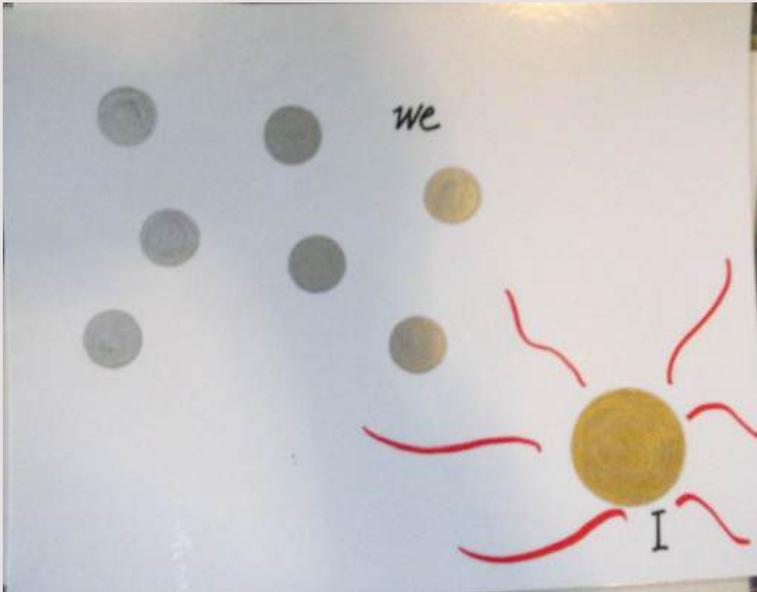
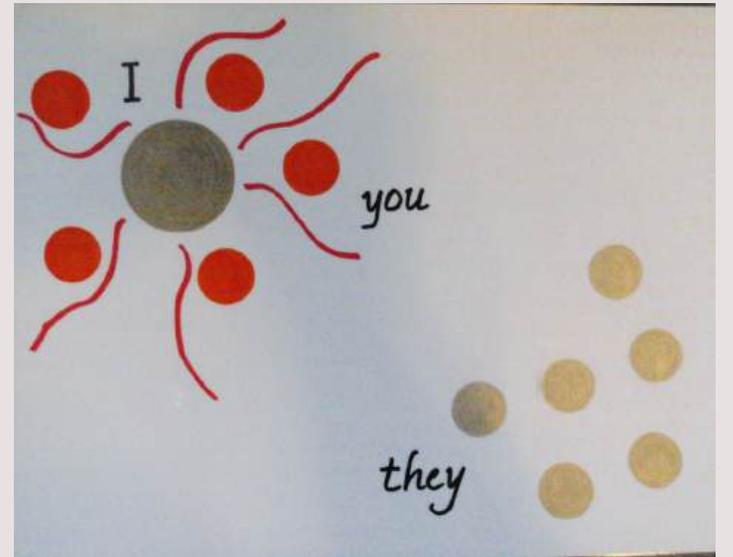
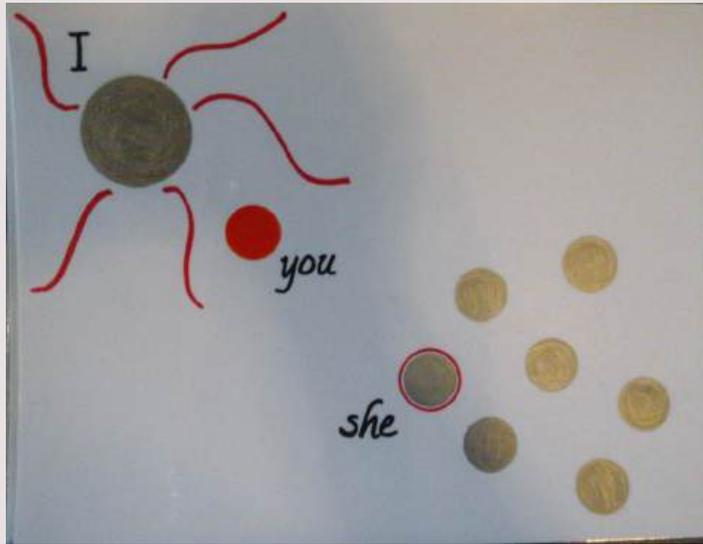
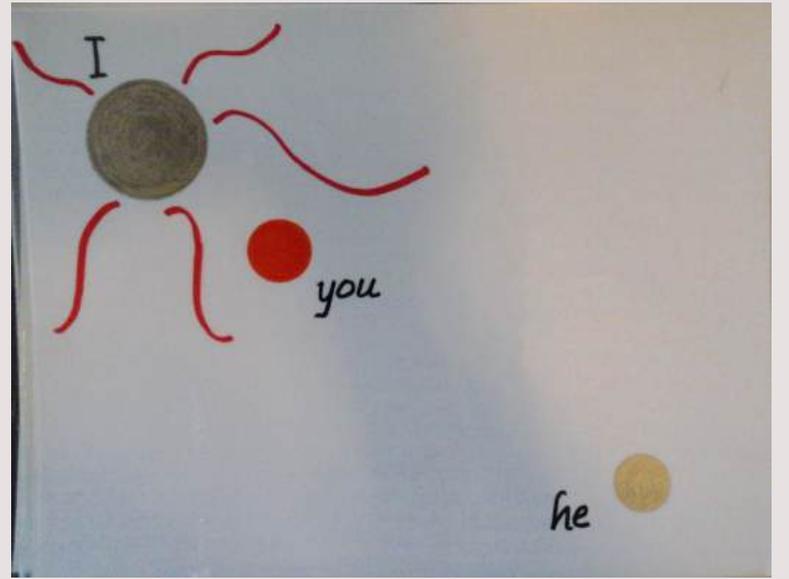
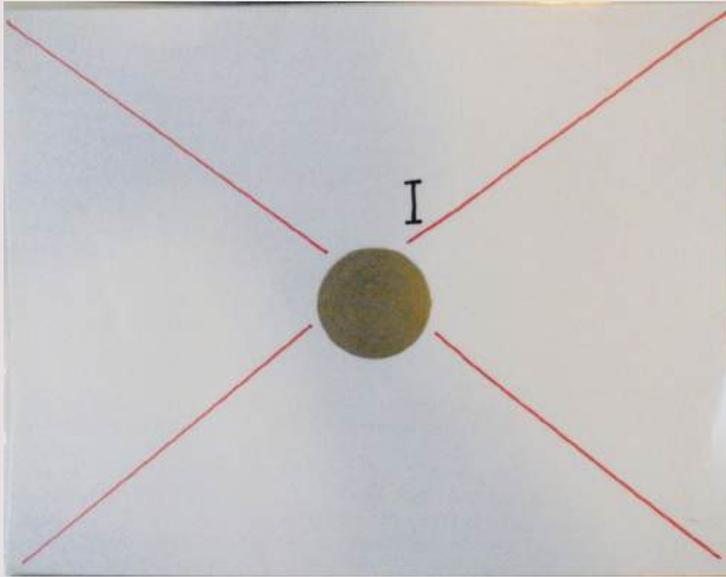
# SYNTAX

- The chief characteristic of English grammar is the way words are arranged within sentences, and the technical term for this process is *syntax*.
- Derived from the Greek *syntoksis*: ‘orderly arrangement’.

• David Crystal, MAKING SENSE

A system of rules for arranging words into sentences.  
We adopt rules we need them and discard them when  
we don't, so the rules are always changing.

Patricia T. O'Connor, WOE IS I



# VERB TENSES

- SIMPLE TENSES

- PRESENT

- Indicates a situation occurring at the moment of speaking or writing. Also use this tense if something is true regardless of time. *I work.*
    - Uses auxiliary *do/does* for emphasis; with negative *not* for negation. *I do work. I do not work.*

- PAST

- Indicates an action or situation that occurred at a definite time in the past. *I worked.*
    - Uses auxiliary *did* for emphasis and questions; with negative *not* for negations. *I did work. I did not work.*

- FUTURE

- Indicates an event or situation is to occur in the future.
    - Is formed with non-conjugated auxiliary *will* or *shall* *You will work.*
    - In current usage, use *will* for all regardless of person or number, except for questions when *shall* is used for first person singular and plural, and *will* for second and third. *Shall we work together? Will you work with me?*

# PERFECT TENSES

- Indicate a completion of an action or situation relative to another definite time
  - Present Perfect: indicates an event begun at some time in the past but has some relationship to the present moment or has just been completed.
    - Constructed with present tense of to have and past participle of principle verb.
      - *I have worked ...*
    - Past Perfect: indicates an event begun at some time in the past and completed at some other definite time in the past.
      - Constructed with past tense of *to have* and past participle of principle verb.
        - *I had worked ...*

Future Perfect: indicates an event will be completed before some definite time in the future.

- Constructed with future tense of *to have* and past participle of principle verb.
  - *I will have worked ...*

# PROGRESSIVE

(or CONTINUOUS)

- Indicates a continuing action or situation. Formed by using conjugated form of *to be* with present participle ('ing' formation) of the principal verb.
- For the perfect tenses, construct with perfect conjugation of *to be* and present participle of principle verb.
  - *I am working; I was working; I will be working; I have been working; I had been working; I will have been working.*

# CONDITIONAL

- Indicates a predicted event or situation using the auxiliary *would* (or *should* or *could*) and an explicit or implied *if* clause.
- *Would*: willingness or desire
- *Could*: ability or potential
- *Should*: correct choice or action
  - *I would work*
  - Conditional progressive: *I would be working*
  - Conditional perfect: *I would have worked*
  - Conditional perfect progressive: *I would have been working*

# INTENSIVE

(or EMPHATIC)

- Gives extra force or adds emphasis to the main verb
- Constructed with present or past tense of *to do*: *do / does / did*
  - *I do work...*
  - *I did work...*
  - *She does work ...*

# SENTENCE ANALYSIS

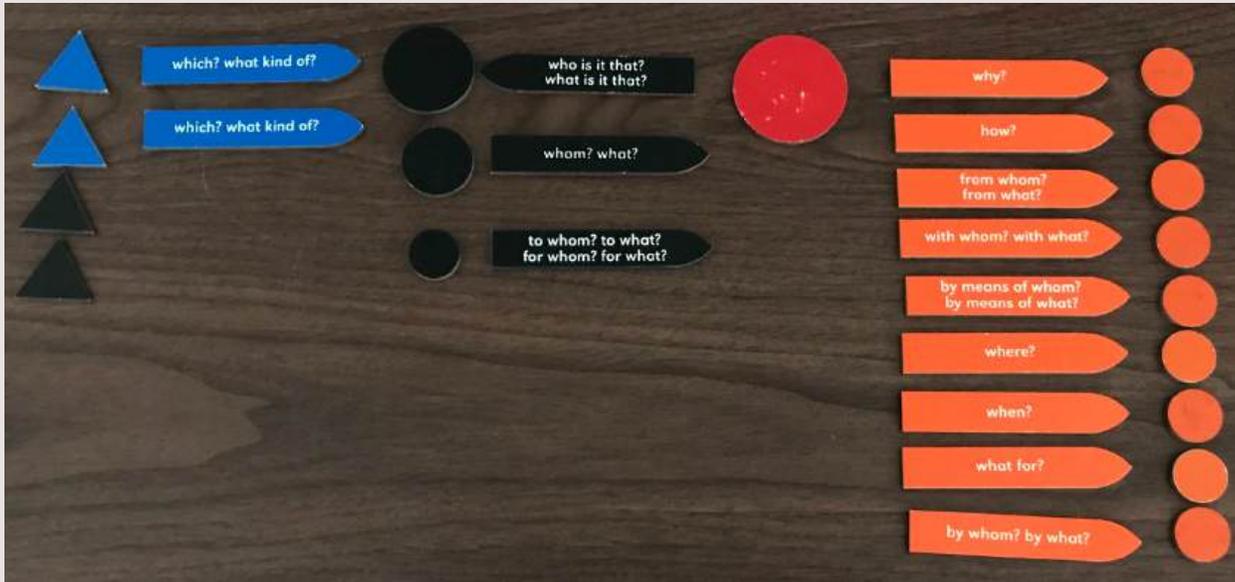


# PREDICATE

- late Middle English (as a noun):
- from Latin *praedicatum* ‘something declared’, neuter of *praedicatus* ‘declared, proclaimed’,
- past participle of the verb *praedicare*, from *prae* ‘beforehand’ + *dicare* ‘make known’.

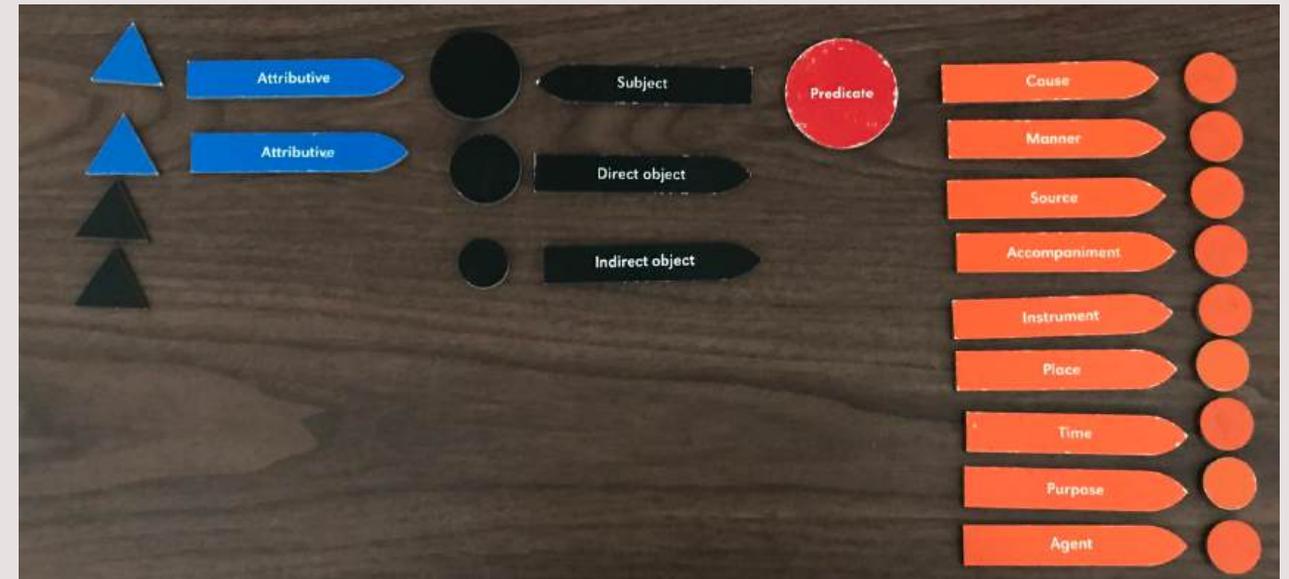
# subject

- *Grammar.* (in many languages, such as English) one of the two main parts of a sentence, containing a noun or pronoun and all of its modifiers, which generally refers to the one performing an action, experiencing a condition, or being in a state expressed by a verb.
- Middle English (in the sense '(person) owing obedience'): from Old French *suget*, from Latin *subjectus* 'brought under', past participle of *subicere*, from *sub-* 'under' + *jacere* 'throw'. Senses relating to philosophy, logic, and grammar are derived ultimately from Aristotle's use of *to hupokeimenon* meaning 'material from which things are made' and 'subject of attributes and predicates'.



# ANALYSIS OF SIMPLE SENTENCES

INCLUDING  
EXTENSIONS  
AND  
MULTIPLE  
EXTENSIONS



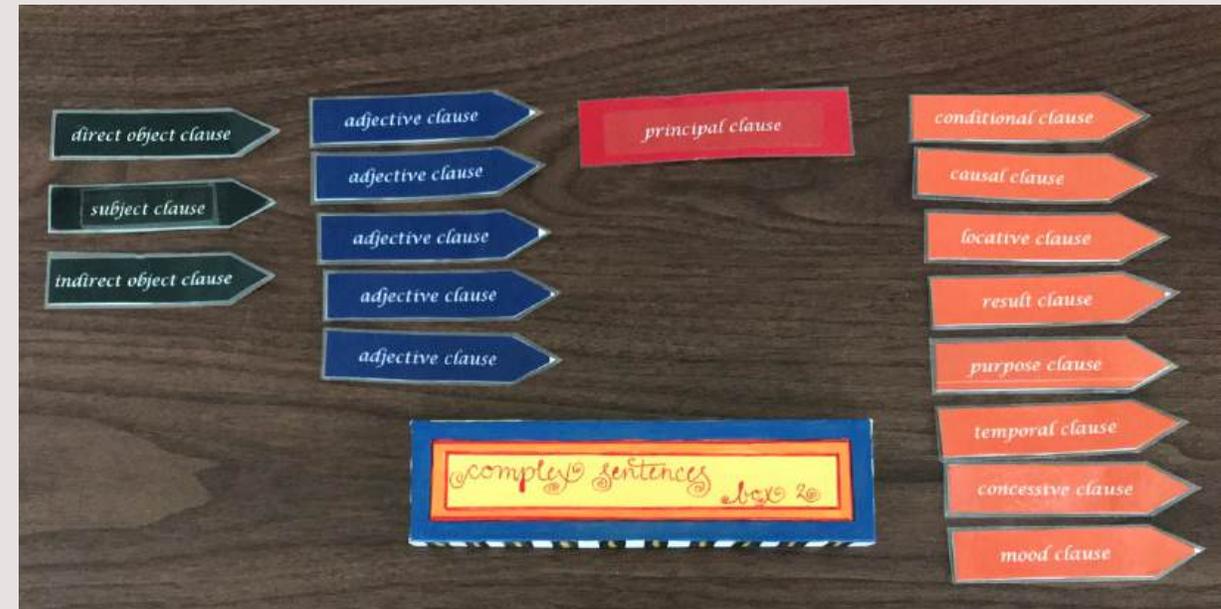
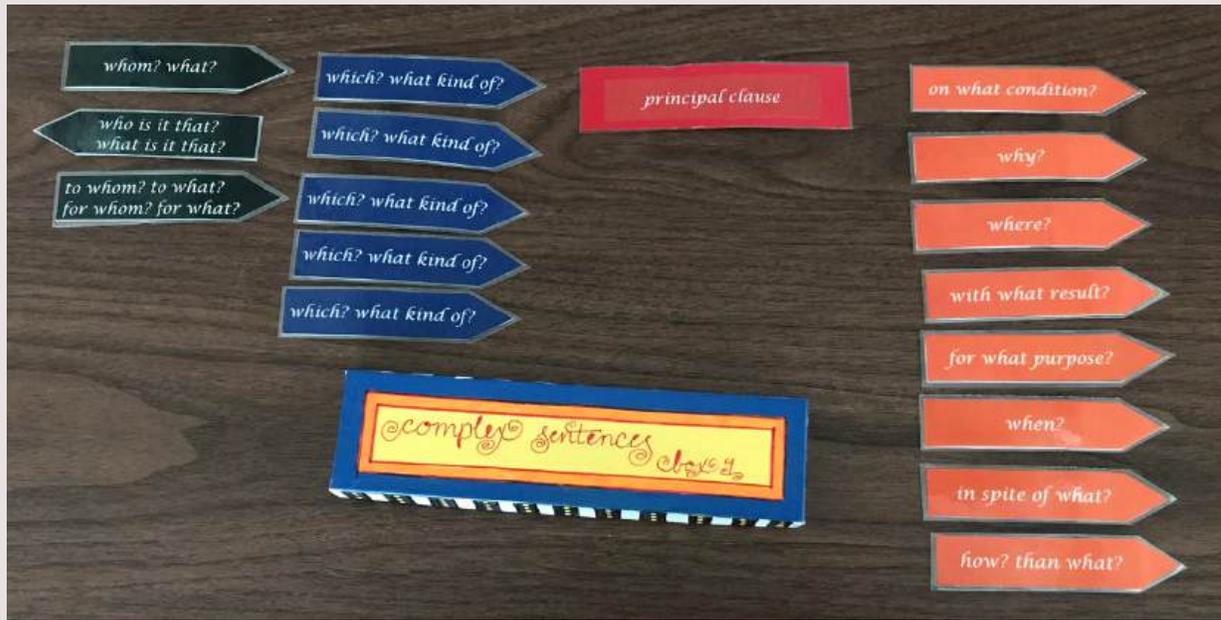
## CHART FOR STAGE 2

<p><b>PREDICATE</b></p> <p>The verb or verb and predicate complement</p>	<p>who is that? what is it that?</p> <p><b>SUBJECT</b></p>
<p>whom? what?</p> <p>Direct object</p>	<p>to whom? to what? for whom? for what?</p> <p>Indirect object</p>
<p>by whom? by what?</p> <p>Agent</p>	
<p>when?</p> <p>Time</p>	<p>where?</p> <p>Place</p>
<p>from what? from where?</p> <p>Source</p>	<p>how?</p> <p>Manner</p>
<p>why?</p> <p>Cause</p>	<p>what for?</p> <p>Purpose</p>
<p>by means of whom? by means of what?</p> <p>Instrument</p>	<p>with whom? with what?</p> <p>Accompaniment</p>
<p>Attributive</p>	<p>Noun of direct address</p>

REMEMBER:  
4 STAGES  
OF ANALYSIS



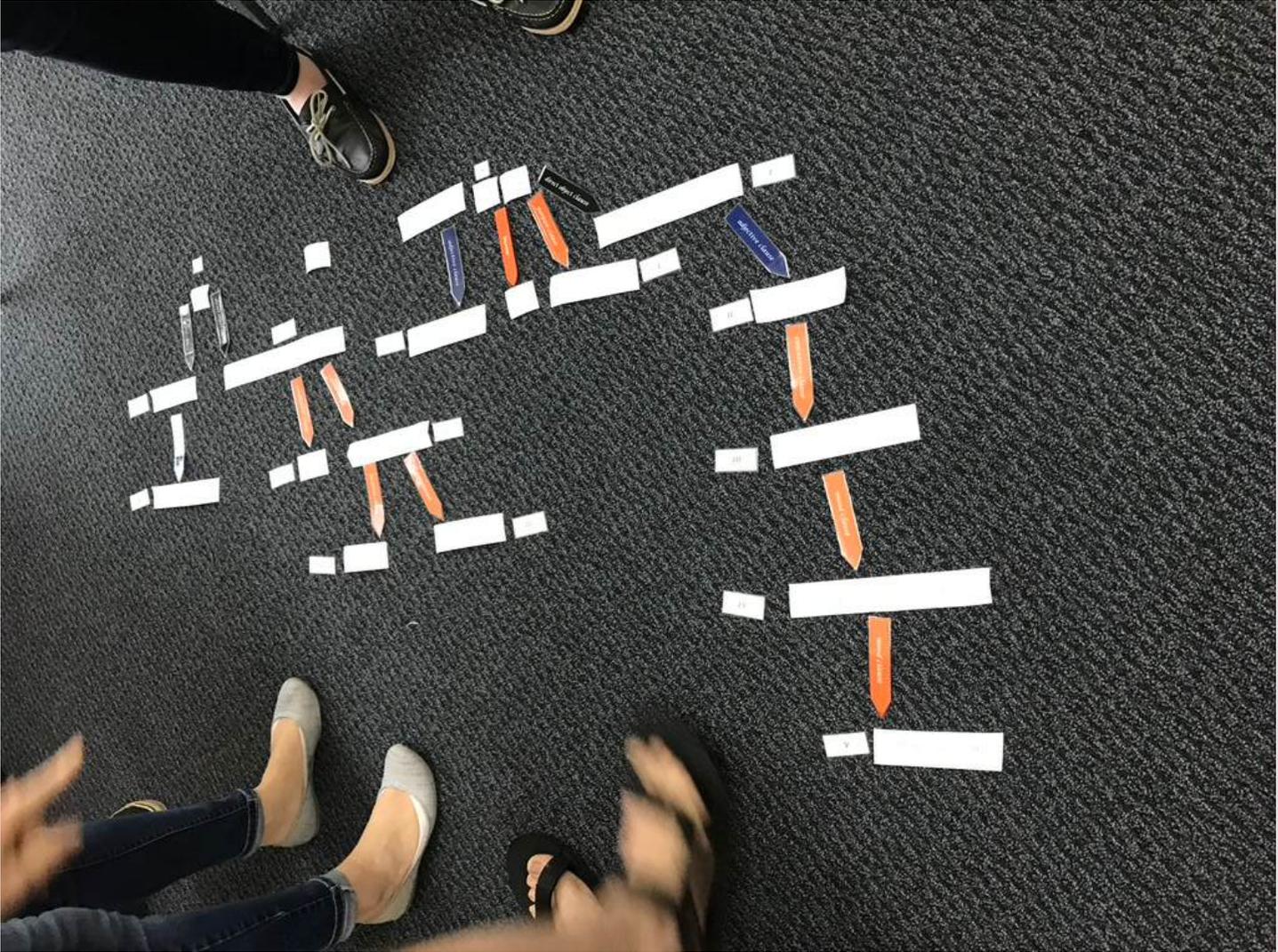
# ANALYSIS OF COMPOUND SENTENCES



PRINCIPAL CLAUSE	
Incidental Clauses	(Parenthetical Clauses)
Subordinate Attributive Clauses	Adjective or Relative Clauses
who is that...? what is it that...? Subordinate Subject Clause (SUBJECT CLAUSE)	whom? what? Subordinate Object Clause (OBJECT CLAUSE)
to whom? to what? for whom? for what? Subordinate Indirect Object Clause (INDIRECT OBJECT CLAUSE)	When? Subordinate Clause of Time (TEMPORAL CLAUSE)
where? Subordinate Clause of Place (LOCATIVE CLAUSE)	for what purpose? Subordinate Clause of Purpose (PURPOSE CLAUSE)
why...? for what cause? Subordinate Clause of Cause (CAUSAL CLAUSE)	how...? than what? Subordinate Clause of Manner and Comparison (MOOD CLAUSE)
on what condition? Subordinate Clause of Condition (CONDITIONAL CLAUSE)	in spite of what? Subordinate Clause of Concession (CONCESSIVE CLAUSE)
with what result? Subordinate Clause of Result (RESULT CLAUSE)	

# COMPOUND - COMPLEX ANALYSIS

DEGREES  
OF  
DEPENDENCY



# Grammar Revolution Documentary

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- "Grammar Revolution" will change the way you think about grammar. Join two former teachers as they explore grammar and grammar instruction. Why is grammar a controversial subject? Why has it faded out of many schools? Hear from teachers, students, grammarians, CEOs, and linguists, and discover why grammar is an important subject that needs to be reconsidered, reconceived, and revived. Featuring Bryan Garner, Noam Chomsky, Grammar Girl, Steven Pinker, Richard Lederer, Geoffrey Nunberg, John McWhorter, and more!

- <https://www.youtube.com/watch?v=U4UM7sHmQBQ>

# GLAMOUROUS GRAMMAR

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*... becomes the amiable  
and indispensable help  
to 'the construction of  
connected discourse'.*

*MARIA MONTESSORI*

J. MCKEEVER

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