2013

The Grammar Comic Book PBL [9th grade]

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In the wake of the new state test (EOC/STAAR), students are being commanded not only to write three coherent essays in four hours, but also to employ effective syntax, diction, grammar, and punctuation in their writing. It's a brilliant ideal that, in reality, more than half of ninth grade students across the state are struggling to meet. The question that surfaces, then, is why are so many students unable to write effectively? And, how can teachers help these struggling students gain the confidence and skills to write well?

Most teachers know that in order for students to become good writers, they also need to be good readers. But to become both a good writer and reader, students must understand the basic foundations of the English language: grammar. Grammar—from the basic parts of speech, syntax, diction, to tenses—advances writing, speech, and reading comprehension. It is the building blocks of language, just as DNA is the building block of life; without understanding grammar, we will struggle to understand and correctly employ the English language.

Unfortunately, grammar remains a component of English Language Arts curriculum that has been divested and neglected, perhaps because its importance and relevancy has been overlooked and devalued for too many years. But as teachers, we can change that by beginning to weave grammar back into the curriculum. And this grammar unit attempts to do just that.
### Stage 1—Desired Results

#### Transfer

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>Students will be able to independently use their learning to... What kinds of long-term independent accomplishments are desired?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA 1 TEKS</td>
<td>• Manipulate their writing to convey meaning in an advanced way&lt;br&gt;• Evaluate their own and others’ writing to identify correct grammar usage.&lt;br&gt;• Create effective sentences and use accurate punctuation to convey meaning in an engaging story.&lt;br&gt;• Transfer grammar rules to their own writing.</td>
</tr>
</tbody>
</table>

#### Meaning

<table>
<thead>
<tr>
<th>UNDERSTANDINGS Students will understand that... What specifically do you want students to understand? What inferences should they make?</th>
<th>ESSENTIAL QUESTIONS Students will keep considering... What thought-provoking questions will foster inquiry, meaning-making, and transfer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Grammar is language; it is the rules and framework of languages that allows us to communicate with each other.&lt;br&gt;• Grammar can change the form of words by joining them into sentences; it is the building block of language.&lt;br&gt;• Using correct grammar helps us to accurately express our ideas in speech and writing; it helps us convey meaning and communicate our ideas effectively.&lt;br&gt;• Using correct punctuation helps writers convey the correct message in their writing.&lt;br&gt;• Identifying the different parts of speech helps writers have a better command of language, giving them a better idea of how to correctly use punctuation and manipulate sentences.</td>
<td>• What is grammar?&lt;br&gt;• Why is grammar relevant and necessary?&lt;br&gt;• Why is punctuation necessary in our writing?&lt;br&gt;• Why do we need to know different parts of speech?</td>
</tr>
</tbody>
</table>

#### Acquisition

<table>
<thead>
<tr>
<th>Students will know...</th>
<th>Students will be skilled at...</th>
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<tbody>
<tr>
<td>• The definitions of the basic parts of speech: noun, verb, pronoun, adjective, adverb, preposition, conjunctions, and interjections.&lt;br&gt;• Definitions of more advanced-parts of speech: gerunds, infinitives, participles, restrictive and non-restrictive clauses, and reciprocal pronouns.&lt;br&gt;• The different types of sentence structures: simple sentences, compound sentence, complex sentences, and compound-complex sentences.&lt;br&gt;• The definition of subjunctive mood</td>
<td>• Identifying and using different parts of speech in writing.&lt;br&gt;• Creating different types of sentences to improve writing: simple sentences, compound, complex, compound-complex.&lt;br&gt;• Capitalizing appropriate words: proper nouns, the beginning of sentences, after a quotation mark.&lt;br&gt;• Identifying and using correctly the subjunctive moods&lt;br&gt;• Crafting a story using correct grammar and punctuation.</td>
</tr>
</tbody>
</table>
### Stage 2 — Evidence

**Code**
- All transfer goals
- All meaning goals
- Evaluative criteria
  - Well-crafted
  - Creative
- Accuracy and precision
- Deliberate and specific
- Comprehension skills
- Application skills

**PERFORMANCE TASK(S): Students will show that they really understand by evidence of...**

- How will students demonstrate their understanding (meaning-making and transfer) through complex performance?

- Create a comic book that has at least 10 sentences that contain each of the grammar rules we cover in class: sentence types, parts of speech, and subjunctive mood. The comic books must be creative, include pictures, and a “Key” at the back of the book includes all of the sentences they wrote—identifying the parts of speech, sentence types, and subjunctive mood that is required of them. Students will have the option to work in pairs or independently. They can also create their comic books on any theme, but must be appropriate and approved by teacher.

- Peer Feedback: Depending on whether the students are working in pairs or individually, they’ll be split into groups of 4-6 and go through a “critical feedback” session. Students will be given the rubric by which teacher will grade them; each group will “grade” each other’s and give “warm” and “cool feedback.”

**OTHER EVIDENCE:**

- Journals: Writing sentences throughout the weeks of instruction that exemplify the different sentence structures, parts of speech, and moods we go over. After each lesson, students will create independently these sentences in their notebooks. By the end of the grammar instruction, the students will have a well-organized “book” of their own sentences that meet the grammar criteria. Quiz grade. Students will receive teacher feedback prior to writing their comic books.
- Homework grade: complete worksheets for homework and/or in class on grammar.
- Quiz: on grammar rules and identifying sentences; re-teach commonly missed grammar rules.
- Test: on grammar rules and identifying sentences.

### Stage 3 — Learning Plan

**Code**

**What pre-assessment will you use to check student’s prior knowledge, skill levels, and potential misconceptions?**

<table>
<thead>
<tr>
<th>Learning Events</th>
<th>Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student success at transfer, meaning, and acquisition depends upon...</strong></td>
<td></td>
</tr>
<tr>
<td>• Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?</td>
<td></td>
</tr>
<tr>
<td>• Does the learning plan reflect principles of learning and best practices?</td>
<td></td>
</tr>
<tr>
<td>• Is there tight alignment with Stages 1 and 2?</td>
<td></td>
</tr>
<tr>
<td>• Is the plan likely to be engaging and effective for all students?</td>
<td></td>
</tr>
</tbody>
</table>

1. **Lesson 1 (1-2 weeks): The basic parts of speech.** Using FLIPPED INSTRUCTION (maybe), students will review the basic parts of speech—Noun (proper and common); verb (action, being); article; pronoun; adjective; adverb; preposition; conjunction (coordinating, correlative, subordinating); interjection. Students will complete guided notes at home—one part of speech per night; for each part of speech, they will be given “guided notes” and complete the guided notes while watching the flipped instruction or taking notes on PowerPoint (look at teacher’s notes for grammar that is attached). **Model how to complete the first guided notes with the students; go over it multiple times so they don’t forget.”** The next day in class, we will review the part of speech given for homework by reviewing the “daily warm ups” on the guided notes and completing worksheets (optional) with partners (Look at HOLT GRAMMAR practice sheets). After the two weeks, students will have a quiz on all of the parts of speech. This

- *Formative assessment and informal feedback by instructor as students work together in class to complete worksheet, create their own worksheets, and turn in notes for homework. Teacher will give formative feedback on student-generated sentences and worksheets; informal feedback during class time, when students ask questions or are progressing on their work.

- *Look at, plan for, and predict any misconceptions the students might have. Based on students’ work in class, re-teach any concepts that might be confusing (i.e., the difference between gerunds and infinitives). Determine confusions via discussion, tests/quizzes, and homework/classwork.

- *Read journals*  

- *Group work and class participation*
1. **Lesson 1:** A short look at gerunds. Inductive lesson—example vs. non-example. The "example" side will be all gerunds (verbs that act like nouns and end in "ing"). The non-example will be everything else.

   Students will then reveal the answer (everything in left column is a "gerund"). Review homework—make sure students understand the definition of gerunds (popsicle sticks, think-pair-share questions). Then, differentiate between gerunds and participles (verbs that act as adjectives and end in "ing"). Provide a number of sentences with gerunds and participles; in pairs, students will decide which are gerunds and which are participles.

2. **Lesson 2:** Write driving questions of project on the board and give students entry document to Grammar PBL. Do a K-W-L on these driving questions and the document they received. What do they know about the project? What do they need to know in order to complete it? Keep this project in the back of your mind—I’ll be due in a few weeks.

   Read the "Dear John" letter with pairs—analyze the meaning of the first one (correctly using punctuation/commas/etc) vs. the version that misses the punctuation. **Journal #1** What is the effect of using punctuation, then? What are the implications for your own writing? Look at your own writing (anything you’ve done, from writing in class to texting to writing an e-mail). How does your writing look? What do you want to improve about it?

3. **Lesson 3 (2-3 days): What are verbs?** **Homework:** Students take notes on PowerPoint/flippped instruction that differentiates gerunds, infinitives, and participles.

   **DAY 1:** A closer look at gerunds. Inductive lesson—example vs. non-example. The "example" side will be all gerunds (verbs that act like nouns and end in "ing"). The non-example will be everything else.

   Students will then reveal the answer (everything in left column is a "gerund"). Review homework—make sure students understand the definition of gerunds (popsicle sticks, think-pair-share questions). Then, differentiate between gerunds and participles (verbs that act as adjectives and end in "ing"). Provide a number of sentences with gerunds and participles; in pairs, students will decide which are gerunds and which are participles.

   **DAY 2:** Discuss infinitives ("to" + verb). In notebooks, students create 9 sentences—3 that are gerunds, 3 that are participles, and 3 that are infinitives. With each sentence, students explain why they’re the correct part of speech. **Journal #2** Then, students reflect on the importance of these parts of speech in writing. What if they didn’t use gerunds, infinitives, or participles? (another option: students choose favorite piece of writing—can be songs—have them identify gerunds, participles and infinitives in this piece of writing)

4. **Lesson 4 (1-2 days): Restrictive and non-restrictive phrases**

   **Homework:** Students take guided notes on restrictive and non-restrictive phrases.

   **DAY 1:** In class, individually complete worksheets on restrictive and non-restrictive phrases, appositives; then, check answers with a partner. Review in class. Differentiate between the two, when and why we use them.

   **Day 2:** Students can write their own sentences on a topic using restrictive and non-restrictive phrases, and/or they can look up artists who use restrictive/non-restrictive phrases (teacher could provide famous examples). **Journal #3**—what is the purpose of restrictive/non-restrictive phrases? How do they contribute to the grammar world and your own writing? Find an example in the media where a writer correctly uses restrictive and non-restrictive phrases.

5. **Lesson 5 (2-3 days): Reciprocal pronouns and parallel structure**

   **Homework:** Students take notes on reciprocal nouns and parallel structure.

   **DAY 1:** Reciprocal pronouns and parallel structure with words/phrases (i.e., gerunds and infinitives). Look at examples as a class, students complete worksheets in pairs.

   **Day 2:** Parallel structure with clauses. Worksheets. Create own sentences. Check with teacher.

   **Day 3:** Parallel structure—subject and verb agreement. Students can look up examples in their own writing/other’s writing. **Journal #4**—what is the purpose of parallel structure? Why do writers and speakers need to be conscious of this? Same with subject/verb agreement. Look up your favorite song (should be appropriate) and find where the artist has used parallel structure or subject/verb agreement. If the artist used these rules correctly, what effect does it have on the song? If the artist didn’t use these rules correctly, why do you think s/he did that—what effect does it have on the song?
THE GRAMMAR PBL

Driving Question: why is grammar relevant and necessary?

Your task is to write a comic book that uses punctuation and grammar correctly. You and a partner will write a story on a topic of your choice that includes each of the following grammar rules below. The best projects are those that are creative and authentic, neat and organized, and include sentences that meet the following grammar criteria:

1. Simple Sentence
2. Compound sentence
3. Complex sentence
4. Compound-complex sentence
5. Gerund
6. Infinitive
7. Participle (present or past)
8. Interjection
9. Reciprocal pronouns
10. Restrictive phrase
11. Non-restrictive phrase
12. Subjunctive mood to express wishes
13. Avoiding run-on-sentences: correctly using semi-colons

Students must also be aware of spelling, use correct capitalization and periods, and coherence in the story.

Requirements:

• 1. Your comic book needs at least 10 sentences that meet the above criteria.
• 2. KEY: When you submit your comic books, you also must submit a “Key” that includes identifies the grammar rule and the sentence from you comic book that meets the grammar rule.
• 3. You will work with a partner. You will be graded on your group participation and individual accountability.
• 4. A “PROGRESS DRAFT” of this project will be due _____; you will receive peer-feedback with this draft. It is a quiz grade.
• 5. You may create your comic book use online or digital media (websites, Power Points, other technology that supports comic books), but you can also create one by hand.
• 6. The sentences and story line of your comic book MUST BE APPROPRIATE and APPROVED BY ME.
• 7. This project will be due ____. No exceptions.
• 8. Must be creative and coherent; don’t write a story that is inappropriate, incoherent, and/or nonsensical.

How you’ll be graded:

• Creating at least 10 sentences that include all of the grammar rule criteria.
• Typed KEY
• Correct use of spelling, capitalization, and punctuation.
• Creativity, organization, and clarity
• Turned in on time
• Participation with partner
Rubric for Grammar PBL

GRAMMAR—5 points each (check indicates that student “meets standard”)

1. _____ Simple Sentence
2. _____ Compound sentence
3. _____ Complex sentence
4. _____ Compound-complex
5. _____ Gerund
6. _____ Infinitive
7. _____ Participle
8. _____ Interjection
9. _____ Reciprocal pronoun
10. _____ Restrictive phrase
11. _____ Non-restrictive
12. _____ Subjunctive mood
13. _____ Semi-colon
14. _____ Capitalization

Total grammar points earned: _______/70

<table>
<thead>
<tr>
<th>OTHER CRITERIA</th>
<th>ABOVE AND BEYOND (15 POINTS)</th>
<th>MEETS EXPECTATIONS (10 POINTS)</th>
<th>BELOW EXPECTATIONS (0 POINTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEY</td>
<td>_____ student creates a key that is organized, coherent, and accurate</td>
<td>_____ student creates a key that, for the most part, is coherent and organized.</td>
<td>_____ student either does not create a key or does create one, but it is unclear, disorganized, and inaccurate.</td>
</tr>
<tr>
<td>CREATIVITY</td>
<td>_____ Student’s comic book is original, authentic, and entertaining.</td>
<td>_____ students’ comic book is somewhat authentic, but perhaps not original.</td>
<td>_____ student’s comic book is neither authentic nor original. Clear they spent little time on comic book</td>
</tr>
</tbody>
</table>

Total “other criteria” points earned: _______/30

FINAL GRADE:

COMMENTS:
Dear John:
I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feelings whatsoever when we're apart. I can be forever happy--will you let me be yours?
Jane

Dear John:
I want a man who knows what love is. All about you are generous, kind, thoughtful people, who are not like you. Admit to being useless and inferior. You have ruined me. For other men, I yearn. For you, I have no feelings whatsoever. When we're apart, I can be forever happy. Will you let me be?
Yours,
Jane
<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Definition</th>
<th>Subtypes (define subtypes)</th>
<th>Examples (use your words, draw a picture, or write in a sentence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOUN</td>
<td>A person, place, thing, or idea</td>
<td>1. Proper—nouns that need to be capitalized 2. Common—nouns that don't need to be capitalized</td>
<td></td>
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<tr>
<td>PRONOUN</td>
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<tr>
<td>ARTICLES</td>
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<tr>
<td>VERBS</td>
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<tr>
<td>ADJECTIVES</td>
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<tr>
<td>ADVERBS</td>
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<tr>
<td>INTERJECTIONS</td>
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<tr>
<td>PREPOSITIONS</td>
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<tr>
<td>CONJUNCTIONS</td>
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</tbody>
</table>
Parts of Speech

Directions: For homework, you will complete guided notes. A blank space (_____) means you need to fill in the blank with the correct answer, and the colon (:) indicates that you need to define the word preceding the colon. You also need to provide examples next to each word you define. Whenever you see the word “exercise,” that means you need to complete the exercise.

There are _____ parts of speech. They are:

I. The Noun:

- Concrete nouns:
- Abstract nouns:

Exercise: underline all the nouns in these sentences:

1. Susan B. Anthony, a leader in the American movement for suffrage for women, was born on a farm in Massachusetts in 1820.
2. As a child, she was taught the religious tenets of the Quakers.

The Proper Noun and the Common Noun: nouns are divided into two classes:

1. Proper Noun:
2. Common Noun:

<table>
<thead>
<tr>
<th>Proper Noun</th>
<th>Common Noun</th>
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<tbody>
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</tbody>
</table>

Note: compound nouns are:

Some are written as ________ (examples: ___________), some are written as _______________ (ex: ___________), and some with ________ ( ex: ___________)

Exercise: For each of the following common nouns, write a proper noun after the corresponding number:

Example: 1. River 1. Mississippi River

1. Novel
2. Mountain
3. Car
4. War
5. State
6. Magazine
The Parts of Speech

The Noun: a word used to name a person, place, thing, or idea.

A noun names something. Your own name is a noun. The name of your school is a noun. *House* is a noun.
- There are concrete nouns: things you can touch (*table, friend, house*)
- There are abstract nouns: things or ideas that you cannot touch (*compassion, freedom, length, kindness, justice, equality*)

**Exercise**: underline all the nouns in these sentences:
1. Susan B. Anthony, a leader in the American movement for suffrage for women, was born on a farm in Massachusetts in 1820.
2. As a child, she was taught the religious tenets of the Quakers.

The Proper Noun and the Common Noun: nouns are divided into two classes:

1. **Proper Noun**: This noun names a particular person, place or thing.
2. **Common Noun**: This noun names a class of things

<table>
<thead>
<tr>
<th>Proper Noun</th>
<th>Common Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>London, Asia, Lake Michigan</td>
<td>City, continent, lake</td>
</tr>
<tr>
<td>Emily Dickinson, George Orwell</td>
<td>Poet, novelist</td>
</tr>
<tr>
<td>Dallas Zoo, Golden Gate Bridge</td>
<td>Zoo, bridge</td>
</tr>
</tbody>
</table>

**Note**: compound nouns are composed of two or more words put together to form a single noun. Some are written as one word (*volleyball, baseball*), some are written as two or more words (*high school*), and some with hyphens (*brother-in-law*)

**Exercise**: For each of the following common nouns, write a proper noun after the corresponding number:

Example: 1. River  1. Mississippi River

1. Novel  4. War
2. Mountain  5. State
The Pronoun:

<table>
<thead>
<tr>
<th>Personal</th>
<th>Possessive</th>
<th>Relative</th>
<th>Reflexive</th>
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<tbody>
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</tbody>
</table>

1. Personal Pronouns:

Example:

2. Possessive Pronouns:

Example:

3. Relative pronouns:

Example:

4. Reflexive pronouns:

Example:

Note: never write or say _______ or ____________.

5. Indefinite pronouns:

Example:

- all, another, any, anybody, anyone, anything, both
- each, either, everybody, everyone, everything, few, many
- more, most, much, neither, nobody, none, no one.
- One, other, several, some, somebody, someone, such
**Exercise:** Underline all the pronouns in the sentences below. Look at the chart above and at the indefinite list above that to figure out if a word is a pronoun.

1. Everybody enjoys going to the amusement park, and some of us really love it.

2. Our group decided to try the roller coaster, although a few of the timid raised objection to this.

3. One of the ticket sellers called out, “Hurry! Hurry! Step up, all of you, for the most thrilling ride in the park.”
The Parts of Speech

**The Pronoun:** a word used in place of one or more nouns.

<table>
<thead>
<tr>
<th>Personal</th>
<th>Possessive</th>
<th>Relative</th>
<th>Reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>His</td>
<td>Who</td>
<td>Myself</td>
</tr>
<tr>
<td>Me</td>
<td>Hers</td>
<td>Whose</td>
<td>Yourself</td>
</tr>
<tr>
<td>He</td>
<td>Its</td>
<td>That</td>
<td>Himself</td>
</tr>
<tr>
<td>She</td>
<td>Yours</td>
<td>Which</td>
<td>Herself</td>
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<tr>
<td>It</td>
<td>Ours</td>
<td>Whoever</td>
<td>Ourselves</td>
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<tr>
<td>Him</td>
<td>Theirs</td>
<td>Whichever</td>
<td>Themselves</td>
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<td>Her</td>
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<td>Whatever</td>
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<td>You</td>
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<td>We</td>
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<td>What</td>
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<td>They</td>
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<tr>
<td>Them</td>
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</table>

1. **Personal Pronouns:** Personal pronouns are used in place of a common or proper noun.
   Example: *He* is not staying.

2. **Possessive Pronouns:** Possessive pronouns show ownership.
   Example: this is *his* book

3. **Relative pronouns:** this pronoun links a pronoun to another noun or links two pronouns together
   Example: *Bob* is the man *who* built this house.

4. **Reflexive pronouns** (the –*self, --selves*, forms of the personal pronouns). Oftentimes, reflexive pronouns are used when the object of the sentence is the same as its subject.
   Example: *I* did not want to hurt *myself*

   **Note:** never write or say *hisself* or *theirselves*
5. **Indefinite pronouns** (not referring to a definite person or thing)
Example: Does *anybody* know if unicorns actually exist?

- all, another, any, anybody, anyone, anything, both
- each, either, everybody, everyone, everything, few, many
- more, most, much, neither, nobody, none, no one.
- One, other, several, some, somebody, someone, such

<table>
<thead>
<tr>
<th>Personal</th>
<th>Possessive</th>
<th>Relative</th>
<th>Reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>His</td>
<td>Who</td>
<td>Myself</td>
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<td>Me</td>
<td>Hers</td>
<td>Whose</td>
<td>Yourself</td>
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<td>Her</td>
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<td>Whatever</td>
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<tr>
<td>You</td>
<td></td>
<td>Whom</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td></td>
<td>What</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Them</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exercise:** Underline all the pronouns in the sentences below. Look at the chart above and at the indefinite list above that to figure out if a word is a pronoun.

1. Everybody enjoys going to the amusement park, and some of us really love it.

2. Our group decided to try the roller coaster, although a few of the timid raised objection to this.

3. One of the ticket sellers called out, “Hurry! Hurry! Step up, all of you, for the most thrilling ride in the park.”
3. **Articles:**

1. **Indefinite articles:**

   Examples:

   Use **A** before words with ____________ (aka _______).

   Exceptions:

   Use **AN** before words that start with ____________ (_______).

   Exceptions:

2. **Definite articles:**

   Examples:

   **Exercise:** In the sentences below, add the appropriate articles to the words.

   1. With Halloween nipping at our heels, all of _____ ghouls, vampires, witches, and other scary creatures are beginning to awaken from _____ dead to haunt us all.

   2. _____ little girl begged her mom, “Pleasssee! Please lemme wear _____ unicorn costume this year!” Disgusted, her mom replied, “You need to be something cute. You should be _____ pumpkin or ____ witch.” Upset, the little girl wept and dreamed of _____ better universe.
The Parts of Speech

**Articles:** The most frequently used adjectives are *a, an, and the.* These little words are called articles.

1. **Indefinite articles: A, AN** - these refer to one of a general group

Example:  
*a* woman won the prize  
*An* otter slid down the bank  
*We* waited *an* hour

Use **A** before words with a consonant sound (non-vowels). Exceptions: with the consonant *h*, when *h* is not pronounced (hours)

Use **AN** before words that start with a vowel (*a, e, i, o, u*). Exceptions: with long-u vowels (like *unicorn* or *universe*), use “*a*” for the article.

2. **Definite articles: THE**—this article refers to someone or something in particular.

Example:  
*The* woman won the prize  
*The* otter slid down the bank  
*The* hour for our departure finally arrived.

**Exercise:** In the sentences below, add the appropriate articles to the words.

1. With Halloween nipping at our heels, all of ____ ghouls, vampires, witches, and other scary creatures are beginning to awaken from ____ dead to haunt us all.  
2. ____ little girl begged her mom, “Pleassseeeeee! Please lemme wear ____ unicorn costume this year!” Disgusted, her mom replied, “You need to be something cute. You should be ____ pumpkin or ____ witch.” Upset, the little girl wept and dreamed of ____ better universe.
Grammar
Guided Notes #4—The verb

**IV. The Verb:** a verb is a word that expresses action or otherwise helps to make the statement.

1. **Action verbs**

Examples:
- A.
- B.

2. **Linking verbs:** Linking verbs help to make a statement, but by serving as a link between two words. It’s not “action.”

Example:

Types of linking verbs:

   A. **Being Verbs:**

**Note:** Being verbs aren’t very good for writing. In the academic world, we like to call them “lazy verbs.” You can usually replace a “being” verb with a better action verb.

   B. **Helping Verbs:**

Example:

**Exercise:** Write about what you did this weekend without using being verbs. Write at least 4 sentences.
The Parts of Speech

**The Verb:** a verb is a word that expresses action or otherwise helps to make the statement.

1. **Action verbs:** words like *come, tell, go,* and *dance* are action verbs. Some action verbs express an action that cannot be seen, like *think, believe, estimate, consider.*

   Examples:
   - She **designed** the flag (the action of the verb *designed* is directed towards the flag).
   - The eagle **soars**

2. **Linking verbs:** Linking verbs help to make a statement, but by serving as a link between two words.

   Examples:
   - Rosa feels happy outside (linking verb—happy Rosa)
   - Rosa feels the hot air outside (action verb, because it doesn’t describe Rosa’s feelings)

A. **Being Verbs:** These are linking verbs, but better known as “being verbs”:
   - be, being, am, is, are, was, were, has.

   **Note:** Being verbs aren’t very good for writing. In the academic world, we like to call them “lazy verbs.” You can usually replace a “being” verb with a better action verb.

B. **Helping Verbs:** commonly used helping verbs:
   - will, shall, have, has, had, can, may, might, do, does, did, must, ought, should, would, and being verbs.
   - Example: he **is coming** home tomorrow
   - Ann **will drive**

**Exercise:** Write about what you did this weekend without using being verbs. Write at least 4 sentences.
V. The Adjective:

1. An adjective may __________________ by telling __________:
   ____ hair ____ ideas ______ weather

2. An adjective may indicate ______________
   ____ hat ______ coats _____ car

Note: yes: this, those, that ARE pronouns! But, when placed in front of a noun, they’re called modifying adjectives.

Note: Possessive pronouns will always be possessive pronouns, whether or not there are placed in front of a noun (my friend; his brother; etc).

Exercise: For each sentence, indicate whether the bolded word is a pronoun or an adjective. Remember, an adjective modifies a noun while a pronoun takes the place of a noun.

1. What’s that bear eating?
2. Look over there! I see Madonna!
3. Did you eat those unicorn cookies?
4. I went to see Nicki Minaj in concert last night. Did you see her?
5. Her horse stepped on a snake and ate an apple.
6. Where’s our group?
7. That pony is a stubborn beast
8. That is a stubborn beast.

3. An adjective may tell __________.
   __________ trombones _________ people

But, an adjective is not always __________________. It may be separated from the word it modifies by other words:

   The coat was very **expensive** (expensive describes coat)

   The report sounds **dull** (dull report)

Note: An adjective modifying a ____________ is ______________ separated from the ____________.

She looked **old** 

They seemed **heavy**
Exercise: Mad Libs. In the paragraph below, add appropriate adjectives.

Berkner High school, one of the _______ schools in the district, was attacked by _______ zombies last night. The first reporting of the _______ attack came in _______ morning, after the zombies had turned nearly _______ students into one of them. Reporters say that these _______ creatures accessed the school through the _______ gates, where the zombies used their _______ teeth and _______ strength to gnaw through the metal. Shortly after their destruction of the gates, the zombies swarmed the school, attacking the _______ students.

One freshman, however, did survive. According to _______ (not an adjective, I know...), the zombies “have ruined my _______ life.”
The Parts of Speech

**The Adjective:** a word used to modify a noun or a pronoun. Adjectives are used to make a noun or pronoun more definite.

1. An adjective may modify a noun or pronoun by telling *what kind*:

   **Red** hair   **new** ideas   **warm** weather

2. An adjective may indicate *which one*

   **This** hat   **those** coats   **that** car

**Note:** yes: **this, those, that** ARE pronouns! But, when placed in front of a noun, they’re called modifying adjectives.

**Note:** **Possessive pronouns** will always be possessive pronouns, whether or not there are placed in front of a noun (*my* friend; *his* brother; etc).

**Exercise:** For each sentence, indicate whether the bolded word is a pronoun or an adjective. Remember, an adjective *modifies* a noun while a pronoun takes the place of a noun.

1. What’s **that** bear eating?
2. Look over **there**! I see Madonna!
3. Did you eat **those** unicorn cookies?
4. I went to see Nicki Minaj in concert last night. Did you see **her**?
5. **Her** horse stepped on a snake and ate an apple.
6. Where’s **our** group?
7. **That** pony is a stubborn beast
8. That is a stubborn beast.
3. An adjective may tell how many

**Seventy-six** trombones  **two** boys  **many** people

But, an adjective is not always placed next to the word it modifies. It may be separated from the word it modifies by other words:

The coat was very **expensive** (expensive describes coat)

The report sounds **dull** (dull report)

**Note:** An adjective modifying a pronoun is almost always separated from the pronoun.

She looked **old**
They seemed **heavy**

**Exercise: Mad Libs.** In the paragraph below, add appropriate adjectives.

Berkner High school, one of the ______ schools in the district, was attacked by ______ zombies last night. The first reporting of the ______ attack came in ______ morning, after the zombies had turned nearly ______ students into one of them.

Reporters say that these ______ creatures accessed the school through the ______ gates, where the zombies used their ______ teeth and ______ strength to gnaw through the metal. Shortly after their destruction of the gates, the zombies swarmed the school, attacking the ______ students.

One freshman, however, did survive. According to ________ (not an adjective, I know...), the zombies “have ruined my ________ life.”
The Adverb:

Adverbs ________ the meaning of words they modify; they tell _____, _____, _____, or ______________.

1. Adverbs modifying verbs

Example: the word “_____” may be modified by such words as ________, ________, _______, ________, etc. The word “_____” may be modified by ________, ________, _______, ________, etc.

Examples:
- The cat walked there (where did it walk?)
- The cat walked then (when did it walk?)
- The cat walked slowly (how did it walk?)
- The cat walked far (to what extent did it walk?)

Exercise: provide two adverbs for each of the following verbs. Don’t use the same adverb twice!

1. March  5. Finished  8. Draw
3. Read    7. Write    10. Learn
4. Arrived

Note: if you’re trying to distinguish between a ________ and an ________, ask—is this ________ describing how? If so, then it’s an ________. If it’s describing ________, it’s probably an ________.

In these sentences below, which one’s an adverb? Which one’s an adjective? And why?

Example: Kindly
1. John had a kindly manner
2. John spoke kindly
The Parts of Speech

**The Adverb**: a word used to modify a verb, and adjective, or another adverb.

Adverbs qualify the meaning of words they modify; they tell *how, when, where, or to what extent*.

1. Adverbs modifying verbs

Example: the word *dance* may be modified by such words as *gracefully*, *awkwardly*, *slowly*. The word *run* may be modified by *quickly, fast, far, rapidly*, etc.

Examples:
- The cat walked *there* (where)
- The cat walked *then* (when)
- The cat walked *slowly* (how)
- The cat walked *far* (to what extent)

**Exercise**: provide two adverbs for each of the following verbs. Don’t use the same adverb twice!

1. March 5. Finished 8. Draw
3. Read 7. Write 10. Learn
4. Arrived

**Note**: if you’re trying to distinguish between a verb and an adjective, ask—is this verb describing how? If so, then it’s an adverb. If it’s describing what kind, it’s probably an adjective.

Example: Kindly
1. John had a kindly manner
2. John spoke kindly

**In these sentences above, which one's an adverb? Which one's an adjective?**
Conjunctions:

There are ____ types of conjunctions. They are:

1. Coordinating Conjunctions: (define)

   There are _____ coordinating conjunctions. They are:

   2 Sentence Examples:
   1. 
   2. 

   Note: In a compound sentence joined by a conjunction, the _____ is preceded by a _____.

2. Correlative Conjunctions: (define)

   There are ______ pairs of correlative conjunctions. They are:

   2 Sentence Examples:
   1. 
   2. 

Circle the conjunction. Underline the words connected by the conjunction. Write whether the conjunction is coordinating or correlative in the blank.

An octopus has eight tentacles and three hearts. ________________

Not only does our team lack relief pitchers, but it also lacks experienced coaches. __________

Neither Sasha nor her sister could locate the car. _____________________
Is Mom cooking dinner or ordering pizza? _________________________

The brontosaurus weighed thirty tons, but it had a tiny brain. _________________________

3. Subordinating Conjunctions: (define)

Examples:

<table>
<thead>
<tr>
<th>after</th>
<th>as though</th>
<th>in order that</th>
<th>that</th>
<th>when</th>
</tr>
</thead>
<tbody>
<tr>
<td>although</td>
<td>because</td>
<td>provided</td>
<td>though</td>
<td>where</td>
</tr>
<tr>
<td>as</td>
<td>before</td>
<td>since</td>
<td>till</td>
<td>whereas</td>
</tr>
<tr>
<td>as if</td>
<td>how</td>
<td>so that</td>
<td>unless</td>
<td>while</td>
</tr>
<tr>
<td>as long as</td>
<td>if</td>
<td>than</td>
<td>until</td>
<td>why</td>
</tr>
</tbody>
</table>

2 Sentence Examples:

1.

2.

Note: The dependent clause is _________________. When the dependent clause __________, a _______ MUST follow the dependent clause.

4. Conjunctive Adverbs: (define)

Commonly Used Conjunctive Adverbs

- accordingly
- also
- besides
- consequently
- finally
- furthermore
- hence
- however
- instead
- nevertheless
- otherwise
- similarly
- still
- therefore
- thus

Sentence example:
Conjunction Notes

Conjunction- A conjunction is a word that connects words or groups of words.

A. Coordinating conjunctions- A coordinating conjunction connects ideas of equal importance. Coordinating conjunctions form compounds subjects, compound subjects, compound objects, compound verbs, and compound sentences.

Coordinating Conjunctions

and but for nor or so yet

E.g.: Compound Subject Did the Italians or the Chinese invent pasta?
     Compound Object We will visit New York or Miami in June.
     Compound Verb Simon overslept and missed soccer practice.
     Compound Sentence The deadline is next week, so you still have time.

Note: In a compound sentence joined by a conjunction, the conjunction is preceded by a comma.

B. Correlative conjunctions- A correlative conjunction joins similar groups of words, but correlative conjunctions are always used in pairs.

Correlative Conjunctions

both…and                       neither… nor                      whether… or
either…or                       not only… but also              just as …so

E.g.: Both oak and walnut are used for furniture.
     Not only did Rosa win, but she also broke her record.
     The coach debated whether to kick or to run.

Circle the conjunction. Underline the words connected by the conjunction. Write whether the conjunction is coordinating or correlative in the blank.

An octopus has eight tentacles and three hearts. ____________________________

Not only does our team lack relief pitchers, but it also lacks experienced coaches. _____________

Neither Sasha nor her sister could locate the car. ____________________________

Is Mom cooking dinner or ordering pizza? ____________________________

The brontosaurus weighed thirty tons, but it had a tiny brain. ____________________________
C. **Subordinating conjunctions** - A subordinating conjunction begins clauses that can not stand alone and joins them to clauses that can stand alone.

after  as though  in order that  that  when  
although  because  provided  though  where  
as  before  since  till  whereas  
as if  how  so that  unless  while  
as long as  if  than  until  why  

The fans were quiet **while the golfer putted**.  
**Although I prefer peaches**, I also like strawberries.

**Listen up!!!** The subordinate clause (a.k.a. dependent clause) is not a complete sentence. When the subordinating clause begins a sentence, a comma follows the subordinate clause.

D. **Conjunctive adverbs** - A conjunctive adverb can join sentences. Conjunctive adverbs are usually preceded by a semicolon and followed by a comma.

**Commonly Used Conjunctive Adverbs**

accordingly  consequently  hence  nevertheless  still  
also  finally  however  otherwise  therefore  
besides  furthermore  instead  similarly  thus  

E.g.: The chemical leak polluted the town’s water; consequently, the town needed a new water supply.

Circle the subordinating conjunction or conjunctive adverb in each sentence. Write whether it is a subordinating conjunction or conjunctive adverb.

1. Exploring the sea had been Mel Fisher’s passion since he was a boy.__________________  
2. Fisher searched for the ship *Nuestra Senora de Atocha* in the waters south of Florida where it had sunk in 1622. __________________  
3. Because the *Atocha* was returning from conquests in the New World, the ship was full of silver.__________________  
4. Fisher told his crew every “Today’s…”

Interjections:

Notes: Interjections like _____ and _____ are also known as "________ ______". They are extremely common in English. People use them when ________________, or to indicate that they are ______________ what to say. You should learn to recognize them when you hear them and realize that they ______________.

The table below shows some interjections with examples.

<table>
<thead>
<tr>
<th>interjection</th>
<th>meaning</th>
<th>example</th>
</tr>
</thead>
</table>
| ah           | "Ah, that feels good."
              | "Ah, now I understand."
              | "Ah well, it can't be helped."
              | "Ah! I've won!" |
| alas         | "Alas, she's dead now." |
| dear         | "Oh dear! Does it hurt?"
              | "Dear me! That's a surprise!" |
| eh           | "It's hot today." "Eh?" "I said it's hot today." |
              | "What do you think of that, eh?"
              | "Eh! Really?"
              | "Let's go, eh?" |
| er           | "Lima is the capital of...er...Peru." |
| hello, hullo | "Hello John. How are you today?"
              | "Hello! My car's gone!" |
| hey          | "Hey! look at that!"
<pre><code>          | &quot;Hey! What a good idea!&quot; |
</code></pre>
<p>| hi           | &quot;Hi! What's new?&quot; |</p>
<table>
<thead>
<tr>
<th>Word</th>
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</tr>
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<tbody>
<tr>
<td>hmm</td>
<td>expressing hesitation, doubt or disagreement</td>
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</table>
**Interjection** is a big name for a little word. Interjections are short exclamations like *Oh!, Um* or *Ah!* They have no real grammatical value but we use them quite often, usually more in speaking than in writing. When interjections are inserted into a sentence, they have no grammatical connection to the sentence. An interjection is sometimes followed by an exclamation mark (!) when written.

Interjections like *er* and *um* are also known as "hesitation devices". They are extremely common in English. People use them when they don't know what to say, or to indicate that they are thinking about what to say. You should learn to recognize them when you hear them and realize that they have no real meaning.

The table below shows some interjections with examples.

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<td>asking for repetition</td>
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</tbody>
</table>
## Verbals Chart

<table>
<thead>
<tr>
<th>Verbal</th>
<th>Definition</th>
<th>Subtypes (define subtypes)</th>
<th>Examples (use your words, draw a picture, or write in a sentence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERUNDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARTICIPLES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFINITIVES</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Restrictive/non-restrictive phrase chart

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<th>Subtypes (define subtypes)</th>
<th>Examples (use your words, draw a picture, or write in a sentence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESTRICTIVE PHRASE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NON-RESTRICTIVE PHRASE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Sentence types chart

<table>
<thead>
<tr>
<th></th>
<th>Definition</th>
<th>Notes/rules/ways to remember:</th>
<th>Examples (use your words, draw a picture, or write in a sentence)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent clause</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dependent clause</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Simple sentence</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Compound Sentence</strong></td>
<td></td>
<td></td>
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<td><strong>Complex Sentence</strong></td>
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<td><strong>Compound-Complex Sentence</strong></td>
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