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2013

# The Grammar Comic Book PBL [9th grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: The Grammar Comic Book PBL

Grade Level: 9

Subject/Topic Area(s): English Language Arts

Designed By: Kristina Ford

Time Frame: 6 weeks

School District: Richardson ISD

School: Berkner STEM Academy

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### **Brief Summary of Unit** (Including curricular context and unit goals):

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**

**Established Goals**

ELA 1 TEKS

(13) Writing Process:  
 A. plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;  
 C. Revise drafts to improve style, word choice, (and grammar)  
 (D) Edit drafts for grammar, mechanics, and spelling; and  
 (E) Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.  
 (17)  
 A. Use and understand parts of speech  
 (i) Active and passive tenses, verbals—gerunds, infinitives, participles  
 (ii) restrictive and non-restrictive clauses  
 (iii) reciprocal pronouns (each other, one another)  
 B. Identify subjunctive mood to express doubts, wishes, and possibilities  
 C. Use a variety of correctly structured sentences—

*Students will be able to independently use their learning to . . .* What kinds of long-term independent accomplishments are desired?

- Manipulate their writing to convey meaning in an advanced way
- Evaluate their own and others' writing to identify correct grammar usage.
- Create effective sentences and use accurate punctuation to convey meaning in an engaging story.
- Transfer grammar rules to their own writing.

**Meaning**

**UNDERSTANDINGS** *Students will understand that . . .* What specifically do you want students to understand? What inferences should they make?

- Grammar is language; it is the rules and framework of languages that allows us to communicate with each other.
- Grammar can change the form of words by joining them into sentences; it is the building block of language.
- Using correct grammar helps us to accurately express our ideas in speech and writing; it helps us convey meaning and communicate our ideas effectively.
- Using correct punctuation helps writers convey the correct message in their writing.
- 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.

**ESSENTIAL QUESTIONS** *Students will keep considering . . .* What thought-provoking questions will foster inquiry, meaning-making, and transfer?

- What is grammar?
- Why is grammar relevant and necessary?
- Why is punctuation necessary in our writing?
- Why do we need to know different parts of speech?

**Acquisition**

*Students will know . . .*

- The definitions of the basic parts of speech: noun, verb, pronoun, adjective, adverb, preposition, conjunctions, and interjections.
- Definitions of more advanced-parts of speech: gerunds, infinitives, participles, restrictive and non-restrictive clauses, and reciprocal pronouns.
- The different types of sentence structures: simple sentences, compound sentence, complex sentences, and compound-complex sentences.
- The definition of subjunctive mood

*Students will be skilled at . . .*

- Identifying and using different parts of speech in writing.
- Creating different types of sentences to improve writing: simple sentences, compound, complex, compound-complex.
- Capitalizing appropriate words: proper nouns, the beginning of sentences, after a quotation mark.
- Identifying and using correctly the subjunctive moods
- Crafting a story using correct grammar and punctuation.

compound, complex, and compound-complex		
(18) Capitalization and Punctuation.		

**Stage 2—Evidence**

<p><b>Code</b> All transfer goals</p> <p>All meaning goals</p> <p><b>Evaluative criteria</b></p> <p>Well-crafted</p> <p>Creative</p> <p>Accuracy and precision</p> <p>Deliberate and specific</p> <p>Comprehension skills</p> <p>Application skills</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand by evidence of . . .</i> How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.”</li> </ul>
	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by . . .</i> What other evidence will you collect to determine whether Stage 1 goals were achieved?</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Homework grade: complete worksheets for homework and/or in class on grammar.</li> <li>• Quiz: on grammar rules and identifying sentences; re-teach commonly missed grammar rules.</li> <li>• Test: on grammar rules and identifying sentences.</li> </ul>

**Stage 3—Learning Plan**

<p><b>Code</b></p> <p><b>M, T</b></p> <p><b>A</b></p>	<p>What pre-assessment will you use to check student’s prior knowledge, skill levels, and potential misconceptions?</p>	
	<p>Learning Events</p> <p><i>Student success at transfer, meaning, and acquisition depends upon . . .</i></p> <ul style="list-style-type: none"> <li>• Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul> <p>1. <b>Lesson 1</b> (1-2 weeks): <b>The basic parts of speech.</b> Using FLIPPED INSTRUCTION (maybe), students will review the basic parts of speech—<b>Noun (proper and common); verb (action, being); article; pronoun; adjective; adverb; preposition; conjunction (coordinating, correlative, subordinating); interjection.</b> <i>Students will complete guided notes at home—1 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).</i>  <i>**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</i></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>* 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.</li> <li>* Read journals</li> <li>* Group work and class participation</li> </ul>

M, T	<p><i>portion could take anywhere between 1-3 weeks, depending on if the teacher wants to focus only on grammar or weave this unit into reading/literature. Students should also complete the attached chart for the different parts of speech—this should help keep them organized. Place this chart at the very beginning of the grammar section in notebooks.</i></p> <p>2. <b>Lesson 2:</b> 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—it'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 missuses the punctuation. <b>Journal #1:</b> 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?</p>	
M, T  A	<p>3. <b>Lesson 3</b> (2-3 days): <b>What are verbals?</b> <b>Homework:</b> students take notes on PowerPoint/flipped instruction that differentiates gerunds, infinitives, and participles. <b>DAY 1:</b> a closer look at gerunds. Inductive lesson—example vs. non-example. The "example" side will be all gerunds (verbals that act like nouns and end in "ing"). The non-example will be everything else. Students will play 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 (verbals 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. <b>DAY 2:</b> 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. <b>JOURNAL #2:</b> 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)</p>	
M, T  A	<p>4. <b>Lesson 4</b> (1-2 days): <b>Restrictive and non-restrictive phrases:</b> <b>Homework:</b> students take guided notes on restrictive and non-restrictive phrases. <b>DAY 1:</b> 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. <b>Day 2:</b> 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). <b>Journal #3</b>—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.</p>	
M, T  A	<p>5. <b>Lesson 5</b> (2-3 days): <b>Reciprocal pronouns and parallel structure:</b> <b>Homework:</b> students take notes on reciprocal nouns and parallel structure. <b>Day 1:</b> reciprocal pronouns and parallel structure with words/phrases (i.e., gerunds and infinitives). Look at examples as a class, students complete worksheets in pairs. <b>Day 2:</b> Parallel structure with clauses. Worksheets. Create own sentences. Check with teacher. <b>Day 3:</b> Parallel structure—subject and verb agreement. Students can look up examples in their own writing/others' writing. <b>Journal #4</b>—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?</p>	

## 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
14. Capitalization—proper nouns.

*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

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

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



## Parts of Speech Chart

Part of Speech	Definition	Subtypes (define subtypes)	Examples (use your words, draw a picture, or write in a sentence)
<b>NOUN</b>	A person, place, thing, or idea	1. Proper—nouns that need to be capitalized 2. Common—nouns that don't need to be capitalized	
<b>PRONOUN</b>			
<b>ARTICLES</b>			
<b>VERBS</b>			
<b>ADJECTIVES</b>			
<b>ADVERBS</b>			
<b>INTERJECTIONS</b>			
<b>PREPOSITIONS</b>			
<b>CONJUNCTIONS</b>			

## 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:**

Proper Noun	Common Noun

**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

4. War

2. Mountain

5. State

3. Car

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*)

you

**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

Proper Noun	Common Noun
London, Asia, Lake Michigan	City, continent, lake
Emily Dickinson, George Orwell	Poet, novelist
Dallas Zoo, Golden Gate Bridge	Zoo, bridge

**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    |
| 3. Car      | 6. Magazine |

## **The Pronoun:**

<b>Personal</b>	<b>Possessive</b>	<b>Relative</b>	<b>Reflexive</b>

### **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.**

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

**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

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

**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, “Pleassseeeee! 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, “Pleassseeeee! 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.

**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?
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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   |
| 2. Gave    | 6. Talked   | 9. Fell   |
| 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   |
| 2. Gave    | 6. Talked   | 9. Fell   |
| 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:

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

#### 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	consequently	hence	nevertheless	still
also	finally	however	otherwise	therefore
besides	furthermore	instead	similarly	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 putt**ed.

**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.

<b>interjection</b>	<b>meaning</b>	<b>example</b>
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!"
		"Hey! What a good idea!"
hi		"Hi! What's new?"

hmm	expressing hesitation, doubt or disagreement	"Hmm. I'm not so sure."
oh, o	expressing surprise	"Oh! You're here!"
	expressing pain	"Oh! I've got a toothache."
	expressing pleading	"Oh, please say 'yes!'"
ouch	expressing pain	"Ouch! That hurts!"
uh	expressing hesitation	"Uh...I don't know the answer to that."
uh-huh	expressing agreement	"Shall we go?" "Uh-huh."
um, umm	expressing hesitation	"85 divided by 5 is...um...17."
well	expressing surprise	"Well I never!"
	introducing a remark	"Well, what did he say?"

**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.

<b>interjection</b>	<b>meaning</b>	<b>example</b>
ah	expressing pleasure	"Ah, that feels good."
	expressing realization	"Ah, now I understand."
	expressing resignation	"Ah well, it can't be helped."
	expressing surprise	"Ah! I've won!"
alas	expressing grief or pity	"Alas, she's dead now."
dear	expressing pity	"Oh dear! Does it hurt?"
	expressing surprise	"Dear me! That's a surprise!"
eh	asking for repetition	"It's hot today." "Eh?" "I said it's hot today."
	expressing enquiry	"What do you think of that, eh?"
	expressing surprise	"Eh! Really?"
	inviting agreement	"Let's go, eh?"
er	expressing hesitation	"Lima is the capital of...er...Peru."
hello, hullo	expressing greeting	"Hello John. How are you today?"
	expressing surprise	"Hello! My car's gone!"
hey	calling attention	"Hey! look at that!"
	expressing surprise, joy etc	"Hey! What a good idea!"
hi	expressing greeting	"Hi! What's new?"
hmm	expressing hesitation, doubt or disagreement	"Hmm. I'm not so sure."



oh, o	expressing surprise	"Oh! You're here!"
	expressing pain	"Oh! I've got a toothache."
	expressing pleading	"Oh, please say 'yes!'!"
ouch	expressing pain	"Ouch! That hurts!"
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um, umm	expressing hesitation	"85 divided by 5 is...um...17."
well	expressing surprise	"Well I never!"
	introducing a remark	"Well, what did he say?"

## Verbals Chart

Verbal	Definition	Subtypes (define subtypes)	Examples (use your words, draw a picture, or write in a sentence)
<b>GERUNDS</b>			
<b>PARTICIPLES</b>			
<b>INFINITIVES</b>			

## Restrictive/non-restrictive phrase chart

	Definition	Subtypes (define subtypes)	Examples (use your words, draw a picture, or write in a sentence)
<b>RESTRICTIVE PHRASE</b>			
<b>NON-RESTRICTIVE PHRASE</b>			

## Sentence types chart

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