



#10152

THE SPLIT-INFINITIVE WORLD OF ENGLISH GRAMMAR: PROGRAM 4

CEREBELLUM CORPORATION, 2001
Grade Level: 8-13+
25 mins.

DESCRIPTION

Focuses on simple, compound, and complex sentences. Explains how each is constructed, and uses examples for emphasis. Also discusses different kinds of phrases (verb, appositive, and prepositional) and objects (direct, indirect, predicate nominative, and others). Points out the flexibility of the English language and its syntax in both its written and spoken forms.

ACADEMIC STANDARDS

Subject Area: Language Arts–Writing

- Standard: Uses grammatical and mechanical conventions in written compositions
 - ♦ Benchmark: Uses simple and compound sentences in written compositions (See INSTRUCTIONAL GOALS 2.)
 - ♦ Benchmark: Uses complex and compound-complex sentences in written compositions (See INSTRUCTIONAL GOALS 2.)

INSTRUCTIONAL GOALS

1. To review the meaning and purpose of grammar.
2. To illustrate the formation and usage of simple, compound, and complex sentences.

BACKGROUND INFORMATION

This video begins with Part Five which is a continuation of a discussion begun in CMP #10159, *The Split-Infinitive World of English Grammar: Program 3*.

VOCABULARY

- | | | |
|----------------------|-----------------|-----------------|
| 1. clause | 6. grammar | 11. predicate |
| 2. command | 7. linking verb | 12. preposition |
| 3. complex sentence | 8. noun | 13. punctuation |
| 4. compound sentence | 9. object | 14. subject |
| 5. conjunction | 10. phrase | 15. syntax |

BEFORE SHOWING

1. Review the following parts of speech: noun, verb, and conjunction. List examples.

2. Discuss the symbols and usage for the following punctuation marks: colon, semicolon, and dash.

AFTER SHOWING

Discussion Items and Questions

1. Discuss grammar.
 - a. What is *grammar*? What is *syntax*? How are grammar and syntax useful?
 - b. At what stage in the writing process should a writer worry about grammar?
 - c. Why are current grammar rules different now than 50 years ago? Will grammar rules be different 50 years from now? Why does language change over time?
2. Discuss simple sentences.
 - a. What two parts make a simple sentence?
 - b. What is a *subject*? A *simple subject*? A *complete subject*? An *implied subject*?
 - c. What is a *predicate*? A *simple predicate*? A *complete predicate*? An *implied predicate*?
3. Discuss phrases and objects.
 - a. What is a *phrase*? How does it differ from a sentence? Describe the following phrases: an appositive phrase, a verb phrase, and a prepositional phrase.
 - b. What is an *object*? Describe the three most common objects: direct object, indirect object, and object of the preposition.
 - c. Define the three nouns found in a sentence that are not objects: predicate nominative, nouns of address, and an appositive.
4. Discuss compound sentences.
 - a. What is a *compound sentence*?
 - b. What is a *clause*? What two clauses combine to form a compound sentence?
 - c. What are the four ways to combine clauses to make a compound sentence?
 - d. What is a sentence fragment? How is it often formed?
5. Discuss complex sentences.
 - a. How is a complex sentence formed?
 - b. What is the difference between a dependent clause and an independent clause? How does a dependent clause compare to a sentence fragment?

Applications and Activities

1. Write one or more examples of the following. Clearly label each part.
 - a. A simple sentence with a subject and predicate.
 - b. A simple sentence with an implied subject.
 - c. A simple sentence with an implied predicate.
 - d. A simple sentence with an appositive phrase.
 - e. A simple sentence with a verb phrase.
 - f. A simple sentence with a prepositional phrase and an object of the preposition.
 - g. A simple sentence with a direct object and an indirect object.
 - h. A simple sentence with a predicate nominative.
 - i. A simple sentence with a noun of direct address.

C a p t i o n e d M e d i a P r o g r a m

- j. A compound sentence that uses a conjunction to link together the two independent clauses. Use a colon, a semicolon, and a dash.
 - k. A sentence fragment.
 - l. A complex sentence.
2. Write a rough draft of a short paragraph telling a story.
 - a. Label the simple, compound, and complex sentences.
 - b. Use peer feedback for revision that includes at least two of each sentence type.
 3. View the CMP video #9990, *Punctuation: Program 10—Hyphens, Apostrophes, Slashes, and Ellipses*. Practice using appropriate punctuation marks to combine two independent clauses into compound sentences.

CMP RELATED RESOURCES

- [The Perfect Sentence #9346](#)
- [The Split-Infinitive World of English Grammar: Program 6 #10154](#)
- [Punctuation: Program 10—Hyphens, Apostrophes, Slashes, and Ellipses #9990](#)

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

• STANDARD DEVIANTS: ENGLISH GRAMMAR

http://standarddeviants.com/pls/brain/cerebellum.show_subject?p_subject_id=20

Includes downloadable tests, interactive quizzes, puzzles, games, and helpful grammar cards.

• THE BLUE BOOK OF GRAMMAR AND PUNCTUATION

<http://www.grammarbook.com/>

This award-winning site created by Jane Strauss includes printable grammar exercises and tests.

• GUIDE TO GRAMMAR AND WRITING

<http://webster.commnet.edu/grammar/>

This searchable site includes in-depth information on word and sentence-level grammar and punctuation. Includes quizzes.