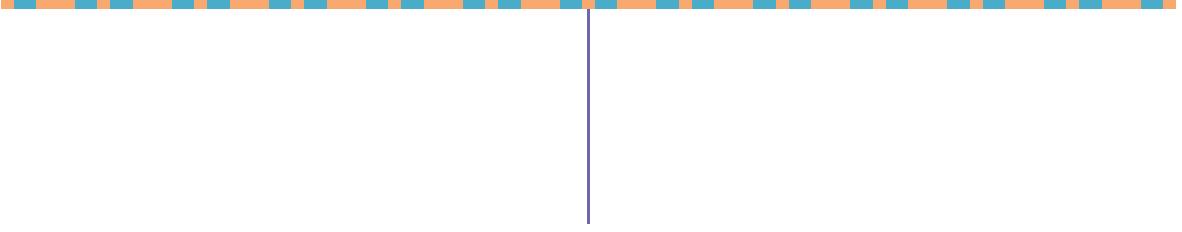


.. Lesson .. Plans



Chapter 1

Sentences

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
1	Types of Sentences	4–5	1–2	1		<i>declarative sentence</i>	<ul style="list-style-type: none"> Write, identify, and punctuate declarative, imperative, interrogative, and exclamatory sentences
2	Subjects & Predicates	6–7	3–4	2	• Four sentence strips	<i>interrogative sentence</i>	<ul style="list-style-type: none"> Change sentence types
3	Compound Subjects & Predicates	8–9 S3–S4	5–6	3		<i>imperative sentence</i>	<ul style="list-style-type: none"> Identify simple and complete subjects and predicates for all sentence types
4	Compound Sentences	10–11, S5	7–8	4		<i>exclamatory sentence</i>	<ul style="list-style-type: none"> Combine sentences using compound subjects and compound predicates
5	Subordinating Conjunctions	12–13, S6	9–10	5		<i>subject</i>	<ul style="list-style-type: none"> Diagram simple subjects and simple predicates for all four types of sentences
6	Complex Sentences	14–15	11–12	6		<i>predicate</i>	<ul style="list-style-type: none"> Diagram compound sentences and sentences with compound subjects and compound predicates
7	Simple, Compound & Complex Sentences	16–17	13–14	7		<i>compound subject</i>	<ul style="list-style-type: none"> Combine simple sentences into a compound sentence by adding a comma and coordinating conjunction (<i>and</i>, <i>but</i>, <i>or</i>) or by adding a semicolon
8	Prepositions	18–19, S7	15–16	8	• Four sentence strips	<i>compound predicate</i>	<ul style="list-style-type: none"> Identify subordinating conjunctions in dependent clauses
9	Prepositional Phrases	20–21, S7	17–18	9		<i>compound sentence</i>	<ul style="list-style-type: none"> Combine two simple sentences into a complex sentence
10	Chapter 1 Review	22–23, S8	19–20	10–11	• Paper grocery bag and newspaper • Items for optional Science Connection	<i>complex sentence</i>	<ul style="list-style-type: none"> Separate a complex sentence into two simple sentences Differentiate simple, compound, and complex sentences Identify dependent and independent clause patterns: 1 IC, 2 IC, 1 DC + 1 IC
	Bridge: Exploring Specialty Farms	24	21			<i>semicolon</i> <i>independent clause</i> <i>dependent clause</i> <i>coordinating conjunction</i> <i>subordinating conjunction</i> <i>preposition</i> <i>object of the preposition</i> <i>prepositional phrase</i>	<ul style="list-style-type: none"> Identify prepositions, objects of prepositions, and prepositional phrases in sentences Expand sentences by adding prepositional phrases to a sentence Use a comma after an introductory dependent clause, after a long introductory prepositional phrase, and in a compound sentence

Learning CENTER

Popsicle Sentences

Materials: containers, popsicle sticks, felt-tip pens, paper, pencils

Preparation: Label each of five containers with a different part of speech: *Noun*, *Verb*, *Adjective*, *Adverb*, and *Preposition*. Use a different-colored felt-tip pen to write examples of each part of speech on popsicle sticks (e.g., blue for all nouns, green for all verbs, purple for all adjectives, etc.). Place the noun sticks in the container labeled *Noun*, the verb sticks in the *Verb* container, and so on.

Student Directions:

- Choose a stick from each container; then use all the chosen words to make a sentence.
- Write your sentence; then return each popsicle stick to its container.

Learning CENTER

Sentence Spinners

Preparation: Make a spinner with these eight sections:

<i>compound sentence with a coordinating conjunction</i>	<i>complex sentence with a subordinating conjunction</i>
<i>prepositional phrase</i>	<i>simple sentence</i>
<i>compound subject</i>	<i>imperative sentence</i>
<i>compound predicate</i>	<i>exclamatory sentence</i>

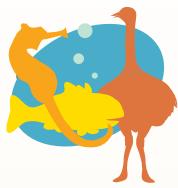
Write these types of conjunctions on two index cards:

Coordinating Conjunctions—*and*, *but*, *or*

Common Subordinating Conjunctions—*after*, *although*, *as*, *because*, *before*, *if*, *since*, *though*, *unless*, *until*, *when*, *whenever*, *where*, *while*

Student Directions:

- Work with a partner to spin the spinner. Write a sentence of the type indicated. Choose a conjunction from the appropriate list if needed.
- Exchange sentences to check for correct usage.



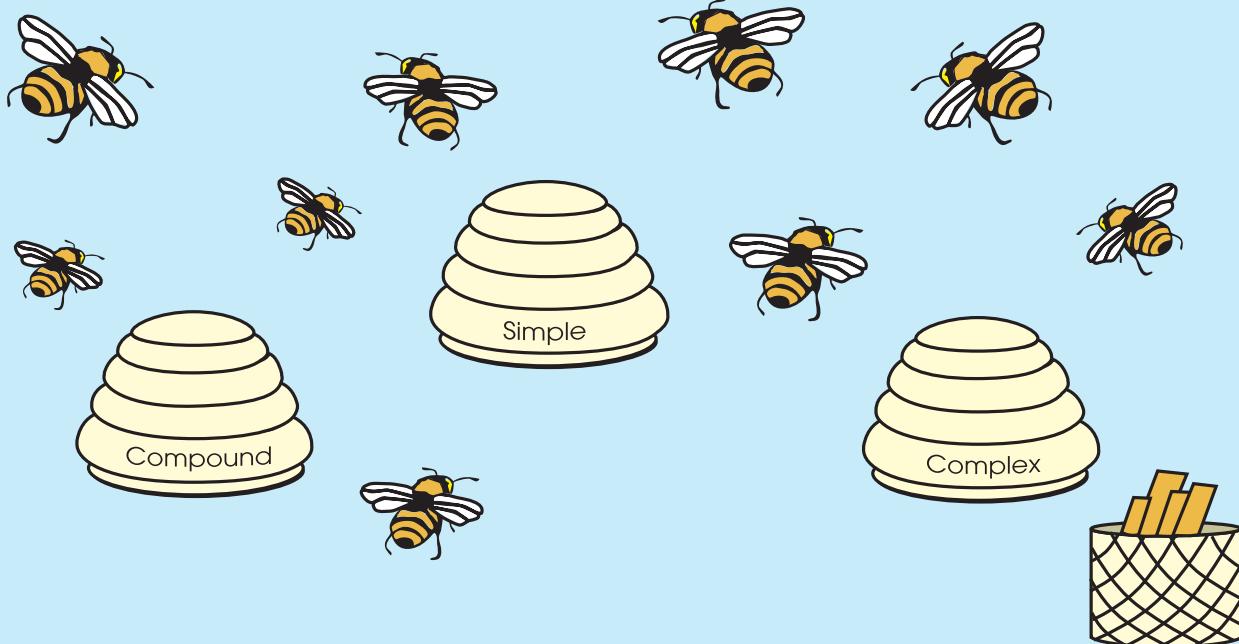
Theme Information

Farms manage and nurture many things that are useful to people. Though we may think of cows, pigs, or chickens when we hear the word *farm*, there are many other types of farms in the world. Almost anything that grows can be farmed—including bees, ostriches, seahorses, pearls, fish, llamas, peacocks, worms, and trees!

A farmer is a scientist. He learns everything he can about what he is farming and tries to make a good environment for its growth. The farmer must also know about political issues, environmental concerns, and government regulations related to his farm.

Can you think of some other products in the world that might be produced on unusual farms?

Buzzing over Sentences



Cover the bulletin board with light blue paper and border it with a bright color. Use black letters for the title “Buzzing over Sentences.” Make yellow paper bumblebees with small white tissue-paper wings. Make three large beehives and label them *Simple*, *Compound*, and *Complex*. Write the following sentences on sentence strips and place them in a basket at the bottom of the board.

Simple Sentences

The salad dressing and candles were made from honey.
Ostriches can kick to defend themselves.
Mother and father seahorses care for their babies.
The baby llama was so cute!
The peacock sleeps in a tree at night.
I put a slimy worm on my fishhook.
My sister and I play under our sugar maple tree in the front yard.

Compound Sentences

Not only do bees produce honey, but they also pollinate flowers.
The zoo purchased two more ostriches, and many people came to see them.
I have never seen a seahorse in the ocean, but I keep looking for one.
We can visit the llama farm this weekend, or we can go camping.
The peacock was seeking the attention of the peahens, but he did not impress any of them.
My dad took me fishing, and then we ate lunch by the lake.
Maple sap is so sticky, but it certainly does taste sweet.

Complex Sentences

Making honey is a team effort since each bee has a specific job.
Although an ostrich has unusually small eyes, it has exceptional eyesight.
When you find a seahorse in the ocean, it may be a different color from other seahorses you've found.
Llamas make wonderful pets because they have gentle dispositions.
While we visited the farm, a peacock paraded his magnificent tail feathers.
After we caught fish, we cooked them for dinner.
We cannot hang buckets on our sugar maple trees until the temperature is just right.

Objectives

- Identify and punctuate declarative, imperative, interrogative, and exclamatory sentences
- Change sentences from one type to another

Theme Info.

Discuss the theme. Read the theme information about unusual farms on page 3. Direct attention to the pictures on Worktext page 21.

Introduction**Listening**

Review ending punctuation. Instruct each student to fold and tear a sheet of notebook paper in thirds. Guide the students in drawing a large period on one section, a large question mark on another, and a large exclamation point on the third section. Slowly read aloud each of the following sentences, directing each student to hold up the correct ending punctuation sign for that sentence.

*My family chose beekeeping for a hobby.
(period)*

Will bees sting us? (question mark)

Guess the answer. (period)

*We ordered a bee package through the mail.
(period)*

*We bought a bee veil and leather gloves.
(period)*

Hooray, our package came today! (exclamation point)

*Will our bees make lots of honey this year?
(question mark)*

Wait and see. (period)

(Note: If your students do not remember the four types of sentences, repeat this activity at the end of the lesson.)

Teach for Understanding**A Identify and punctuate declarative, imperative, interrogative, and exclamatory sentences.**

- Review the four types of sentences, reminding the students that every sentence begins with a capital letter and ends with a punctuation mark. A *declarative sentence* makes a statement

Types of Sentences

Name _____



A **declarative sentence** makes a statement and ends with a **period**.

Some people have chosen beekeeping as an occupation.

An **imperative sentence** gives a command or makes a request and usually ends with a **period**. The subject is usually understood to be *you*.

*Please stay away from the beehives.
Put on your protective gear.*

An **interrogative sentence** asks a question and ends with a **question mark**.

Do you know any beekeepers?

An **exclamatory sentence** shows strong feeling and ends with an **exclamation point**.

That bee stung me!

**Guided Practice**

- Use the code to label each sentence. Add the correct ending punctuation.

Dec.

1. Honeybees' wings stroke over eleven thousand times per minute.

Int.

2. Are bees some of the hardest workers in the insect world?

Dec.

3. Each bee has a specific job.

Exc.

4. A swarm of bees chased me!

Imp.

5. Wear tan or white clothing around bees.

Int.

6. Do you know the two main benefits of bees?

Dec.

7. Beekeepers will develop a tolerance for bee venom over time.

Imp.

8. Stay away from bees.

CODE

Dec. = Declarative
Int. = Interrogative
Imp. = Imperative
Exc. = Exclamatory

- Using the indicated sentences from above, change the declarative sentences to interrogative sentences and the interrogative sentences to declarative sentences. Remember to write complete sentences.

9. Sentence 2

Bees are some of the hardest workers in the insect world.

10. Sentence 3

Does each bee have a specific job?

11. Sentence 6

You [do] know the two main benefits of bees.

12. Sentence 7

Will beekeepers develop a tolerance for bee venom over time?

English 6, Chapter 1, Lesson 1

1

and usually ends with a period. An **interrogative sentence** asks a question and ends with a question mark. An **imperative sentence** gives a command or makes a request and ends with a period. The subject *you* is often understood. An **exclamatory sentence** shows strong feeling and ends with an exclamation point.

- Write these sentences for display, omitting the ending punctuation marks:

Bees provide us with over three hundred different kinds of honey.

Eat some honey every day.

Have you seen a beehive?

Here comes a swarm of bees!

- What kind of sentence is the first sentence? What is the ending punctuation mark? (*declarative; a period*)
- What kind of sentence is the second sentence? (*imperative*)
- What is the subject of most imperative sentences? (*the understood you*)

(Note: Other indefinite pronouns such as *everyone* and *somebody* can be used as subjects of imperative sentences as in [*Everyone*] Please get in line. Indefinite pronouns will be discussed in Grade 7.)

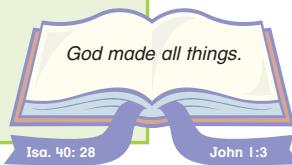
- What kind of sentence is the third sentence? What is the ending punctuation mark? (*interrogative; a question mark*)
- What kind of sentence is the fourth sentence? What is the ending punctuation mark? Read the sentence aloud. (*exclamatory; an exclamation point*)

Independent Practice

► Read the following paragraph. Add the correct ending punctuation and label each sentence *Dec.*, *Int.*, *Imp.*, or *Exc.*. Then, in the box on the right, write how many sentences you found of each type.

Beekeepers find quality pastures for their bees. *Dec.* Why is good pasture important? *Int.* Bees need plenty of food. *Dec.* Bees produce honey and pollinate flowers. *Dec.* Have you ever noticed the hair on a bee's body? *Int.* Pollen grains stick to these hairs. *Dec.* The grains rub off onto crops or flowers. *Dec.* Oh, how we can see God, our Creator, in this beautiful process! *Exc.* Read more about these fascinating creatures. *Imp.*

Dec.	5
Int.	2
Imp.	1
Exc.	1



► Use the code to label each sentence. Add the correct ending punctuation.

- Dec.* 1. Beekeepers open the hives and stack extra boxes on top of them.
- Dec.* 2. They fill these boxes with frames of empty combs.
- Imp.* 3. Wear canvas gloves and a bee veil.
- Exc.* 4. What a sticky mess!
- Dec.* 5. Blades inside a container remove the wax.
- Dec.* 6. The frames of honey-filled combs go into large stainless steel barrels.
- Int.* 7. Have you seen the barrels?
- Exc.* 8. Hooray! We can now buy the barrels of honey!

CODE	
Dec.	= Declarative
Int.	= Interrogative
Imp.	= Imperative
Exc.	= Exclamatory



© 2006 BJU Press. Reproduction prohibited.

Apply and Write

► Would beekeeping interest you? Write two sentences explaining why. Above each sentence write *Dec.*, *Int.*, *Imp.*, or *Exc.*.

English 6, Chapter 1, Lesson 1

2

B Change sentences from one type to another.

1. Point out that most declarative sentences can be changed to interrogative sentences and vice versa.
2. Write these sentences for display:

Beekeeping is a good hobby.

Does this appeal to you?

Select a volunteer to change the declarative sentence to an interrogative sentence and the interrogative sentence to a declarative sentence. (*Is beekeeping a good hobby? This does appeal to you. or This appeals to you.*)

C Write a particular type of sentence about a topic.

- What is an imperative sentence about homework? (*Sentences will vary.*)

Chapter 1, Lesson 1

Worktext page 1

Guided Practice

Discuss the page together, emphasizing the main points of the lesson. Work through the examples on the page.

Worktext page 2

Independent Practice

Read and explain the directions. Direct the students to complete the exercises [Bible Promise: I. God as Master].

Apply and Write

Read and discuss the directions for the *Apply and Write* section. Invite the students to suggest possible sentences. Allow time for the students to write; then select volunteers to read their sentences aloud.



For further review of sentence types, pair ESL students with English-proficient students and give each ESL student three index cards labeled with a question mark, an exclamation point, and a period, as in the Introduction. The other student orally reads sentences written on index cards. The ESL student holds up the card that shows the correct ending punctuation.

Oral practice using English is important for ESL students to learn the sounds of the language. To assist ESL students in changing sentence forms between interrogative and declarative, ask questions that can be answered using part of the question asked. For example, *Are you ten years old? Yes, I am ten years old.*

Teacher's Toolkit, page 1



Types of Sentences

Name _____

► Use the code to label each sentence. Add the correct ending punctuation.

- | | |
|-------------|---|
| <i>Dec.</i> | 1. The oceans contain many different creatures. |
| <i>Int.</i> | 2. How will you learn about ocean life? |
| <i>Dec.</i> | 3. The library is an excellent resource. |
| <i>Imp.</i> | 4. Ask the librarian for help. |
| <i>Dec.</i> | 5. Books, magazines, and videotapes provide good information. |
| <i>Imp.</i> | 6. Investigate websites on the library's computers. |
| <i>Dec.</i> | 7. A detailed search is most helpful. |
| <i>Int.</i> | 8. Are you more interested in plant life or animal life? |
| <i>Int.</i> | 9. Is this research a class assignment? |
| <i>Exc.</i> | 10. The ocean is truly a wonderful place! |

CODE
Dec. = Declarative
Int. = Interrogative
Imp. = Imperative
Exc. = Exclamatory

► Change each of the declarative sentences you found above to an interrogative sentence. Remember to write complete sentences.

11. *(Sentence 1) Do the oceans contain many different creatures?*
12. *(Sentence 3) Is the library an excellent resource?*
13. *(Sentence 5) Do books, magazines, and videotapes provide good information?*
14. *(Sentence 7) Is a detailed search most helpful?*



Objectives

- Identify simple and complete subjects and predicates for all four types of sentences
- Diagram simple subjects and simple predicates for all four types of sentences

Materials

- Four sentence strips

Write each of these sentences on a separate sentence strip. Then cut each one between the subject and the predicate.

My dog | ate our hamburgers on the picnic table.

The thunderstorm | knocked down tree limbs in our yard.

The President of the United States | visited our city today.

The traffic on the freeway | moved very slowly.

Introduction**Writing**

Match sentence parts. Mix up the sentence parts that you prepared and display them at the front of the classroom. Select three volunteers, one at a time, to make a sentence by joining two sentence strips; then direct them to read the sentences aloud.

Teach for Understanding**A Identify simple and complete subjects and predicates.**

- Write these sentences for display, omitting the ending punctuation:

Ostriches live for thirty or more years.

That ostrich is huge!

Have you seen an ostrich?

Taste this ostrich meat.

- Review the fact that every sentence has a subject and a predicate. All the words in the subject that tell whom or what the sentence is about make up the **complete subject**. A **simple subject** is the main word or words in the complete subject. The complete subject and the simple subject can be the same.

- Review the fact that all the words that tell what the subject *is* or *does* make up the **complete predicate**. A simple predicate is the main word or words in the complete predicate. The simple predicate is always a verb.

- **What kind of sentence is the first sentence? (declarative)**

Subjects & Predicates

Name _____



Every sentence has a subject and a predicate. All the words that tell whom or what the sentence is about make up the **complete subject**. A **simple subject** is the main word or words in the complete subject.

All the words that tell what the subject *is* or *does* make up the **complete predicate**. A

Declarative sentence

South Africa had the first ostrich farm.

South Africa		had
--------------	--	-----

Exclamatory sentence

Wow, that bird is eight feet tall!

bird		is
------	--	----

Imperative sentence

Please stand away from the ostrich fence.

(You)		stand
-------	--	-------

To find the subject of an **interrogative sentence**, ask *who* or *what* does the action.

Interrogative sentence

Has your family visited an ostrich farm?

family		has visited
--------	--	-------------

Guided Practice

- Draw a line between the **complete subject** and the **complete predicate**. Underline the **simple subject** once.

- Many ostrich farmers | raise ostriches for their healthful meat.
- Ostrich meat | contains little fat and few calories.

- Draw a line between the **complete subject** and the **complete predicate**. Underline the **simple predicate** twice.

- Ostriches | are the tallest and heaviest birds on earth.
- Ostriches | have two toes on each foot.

- Use the code to label each sentence. Add the correct ending punctuation. Underline or write the **simple subject** of each sentence.

Imp. 5. Order ostrich meat sometime at a restaurant. (You)

Exc. 6. This ostrich egg is huge!

Int. 7. Will ostriches survive for a long time without water?

CODE

Dec. = Declarative
Int. = Interrogative
Imp. = Imperative
Exc. = Exclamatory

English 6, Chapter 1, Lesson 2

3

Direct a volunteer to draw a line between the **complete subject** and **complete predicate** and add the ending punctuation. (*Ostriches | live for thirty or more years.*)

- **What kind of sentence is the second sentence? (exclamatory)**

Direct a volunteer to draw a line between the **complete subject** and **complete predicate** and add the ending punctuation. (*That ostrich | is huge!*)

- **What kind of sentence is the third sentence? (interrogative)**

- **What is its correct ending punctuation? (question mark)**

- Remind the students that they can change most interrogative sentences to declarative sentences to help identify the subject and the verb.

- **Can you change the third sentence to a declarative sentence? Read the new sentence aloud. (yes; You have seen an ostrich.)**

- **What are the simple subject and verb in this new sentence? (you; have seen)**

- **What kind of sentence is the fourth sentence? (imperative)**

- **What is its correct ending punctuation? (period)**

- **What is the verb in the fourth sentence? Underline it twice. (taste)**

- **What is the simple subject? Write it in parentheses before the verb. (you)**

- Review that in an imperative sentence, *you* is usually the subject. The person doing the action is understood to be *you*. The word *you* may or may not be in the sentence.

Objectives

- Identify and combine sentences using compound subjects and compound predicates
- Diagram compound subjects and compound predicates

Materials

- Overhead transparency of Supplement page S3, "Simple Subject or Simple Predicate?"
- Overhead transparency of Supplement page S4, "Compound Subjects & Predicates"

Introduction**Writing**

Review simple subjects and predicates. Display the overhead transparency of Supplement page S3, "Simple Subject or Simple Predicate?"

Select a volunteer to read aloud the first sentence, filling in the blank. Invite the class to identify the word in the blank as a simple subject or a simple predicate. Continue in this manner to complete the remaining sentences.

Teach for Understanding**A Combine sentences using compound subjects and predicates.**

- Review that a **compound subject** has two or more simple subjects that share the same predicate. They are joined by the coordinating conjunction *and* or *or*.
- Review that a **compound predicate** has two or more simple predicates that share the same subject. They are joined by the coordinating conjunction *and*, *but*, or *or*.
- Point out that in sentences with compound subjects and compound predicates, a comma is *not* needed between the compound parts. By using compound subjects and compound predicates, we can combine sentences to avoid repetition and eliminate extra words in our writing.
- Display the overhead transparency of Supplement page S4, "Compound Subjects & Predicates."
 - How are the first two sentences alike? (The sentences share the same introductory phrase and the same subject—Grandma.)**

Compound Subjects & Predicates

Name _____



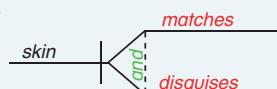
A **compound subject** has two or more simple subjects that share the same predicate. They are joined by the coordinating conjunction *and* or *or*.

Some jewelers and craftsmen decorate jewelry with dried sea horses.



A **compound predicate** has two or more simple predicates that share the same subject. They are joined by the coordinating conjunction *and*, *but*, or *or*.

A sea horse's skin matches color and disguises the sea horse.



A sentence may contain *both* a compound subject and a compound predicate.

Vietnam and the Philippines established and developed sea horse farms.

**Guided Practice**

- Draw a line between the complete subject and the complete predicate. Underline the simple subjects once and the simple predicates twice.

- Camouflage hides and protects sea horses from larger enemies in the sea.
- A horselike head and a tail are two distinguishing features of a sea horse.
- A nail or a paperclip is the size of a baby sea horse.

- Combine each pair of sentences by making a compound subject or predicate, using *and*, *but*, or *or*.

- A sea horse sleeps in an upright position. A sea horse swims in an upright position.

A sea horse sleeps and swims in an upright position.

- Sponges are a favorite hiding place for sea horses. Coral reefs are a favorite hiding place for sea horses.

Sponges and coral reefs are favorite hiding places for sea horses.

English 6, Chapter 1, Lesson 3

5

- How are they different? (*They have different predicates.*)
- How could we combine these two sentences into one sentence? (*For every grandchild's birthday, Grandma bakes a cake and buys a new puzzle for a gift.*)
- What connects the two predicates? (*the coordinating conjunction and*)
- How is the second pair of sentences alike? (*The sentences share the same predicate—like coconut cake.*)
- How are they different? (*They have different subjects—Our parents and Our grandparents.*)
- How could we combine these two sentences into one sentence? (*Our parents and our grandparents like coconut cake.*)
- What connects the two subjects? (*the coordinating conjunction and*)
5. Remind the students that a sentence may contain both a compound subject *and* a compound predicate.
6. Direct attention to the third pair of sentences on the transparency.
- Do they have the same subject? (*no*)
- Do they have the same predicate? What is it? (*yes—plays the piano and sings the birthday song*)
- How could we combine these two sentences into one sentence? (*Dad and Mary play the piano and sing the birthday song.*)
- What changes did we have to make in the predicate? (*The verbs had to be plural [play and sing] because the compound subject is plural.*)
- What connects the two subjects? (*the coordinating conjunction and*)

Independent Practice

- Read the following paragraph and underline the compound subjects once and the compound predicates twice. Circle each coordinating conjunction.

Sea horses and other fish have fins for swimming. But sea horses usually swim standing up! They wave their back fins and glide forward, backward, or up and down. They escape larger prey and swim speedily with their heads first.

- Draw a line between the complete subject and the complete predicate in each sentence. Underline the compound subjects once and the compound predicates twice.

1. Fishermen capture and kill millions of sea horses each year for various uses.
2. Chinese doctors and nurses treat disease with these unique creatures.

- Combine each pair of sentences by making a compound subject or predicate, using *and*, *but*, or *or*.

3. Worms are good food for sea horses. Crustaceans are good food for sea horses.

Worms and crustaceans are good food for sea horses.

4. These gentle sea horses do not bite anyone. These gentle sea horses do not sting anyone.

These gentle sea horses do not bite or [and] sting anyone.

5. These friendly animals eat from your hand. These friendly animals grab at your fingers.

These friendly animals eat from your hand or [and] grab at your fingers.

Apply and Write

- Write two sentences about your favorite sea creature. Use a compound subject, compound predicate, or both.

English 6, Chapter 1, Lesson 3

6

- What is the compound subject in the new sentence? (*Dad and Mary*)
► What is the compound predicate? (*play the piano and sing the birthday song*)

B Diagram compound subjects and compound predicates.

Direct attention to the transparency. Select volunteers to diagram the subject(s) and predicate(s) in each displayed sentence; then direct them to label each sentence pattern.



The “or” is technically a coordinating conjunction as well, but should not be marked wrong if circled or not, because the student will not learn this use of coordinating conjunction until the next lesson, Lesson 4.

Worktext page 5

Guided Practice

Discuss the page together, emphasizing the main points of the lesson. Work through the examples on the page.

Worktext page 6

Independent Practice

Read and explain the directions for each section. Direct the students to complete the exercises. Share *Extra Information* (optional).

Apply and Write

Read and discuss the directions for the *Apply and Write* section. Direct the students to suggest possible sentences. Allow time for the students to write; then select volunteers to read their sentences aloud.

ExtraInfo

Seahorses are some of the oddest sea creatures. They have gills but no scales, no teeth, and no stomach. They have a hard outer skeleton and a grasping tail. Strangest of all, the males carry the females' eggs in their pouches until the eggs hatch.

Seahorses mate for life. Each morning they greet each other with a special dance and twine their tails together. They spend most of the day eating. They eat hundreds of tiny brine shrimp each day.

Seahorses are fragile creatures, easily killed by storms and pollution. They are also in demand for use in traditional Chinese medicine. Some seahorse farms breed the seahorses and sell them as pets. They try to preserve these creatures that could disappear without special care.

ESL

The introductory activity may be confusing for ESL students since they may have difficulty identifying compound subjects and compound predicates. As you teach the lesson, underline the subjects once and the verbs twice to help ESL students recognize sentence patterns and the location of subjects and verbs in most sentences. You may also choose to adjust the assignment to focus on compound subjects one day and compound predicates the next day.

Teacher's Toolkit, page 3

extra PRACTICE	Compound Subjects & Predicates	Name _____
► Draw a line between the complete subject and the complete predicate in each sentence. Underline the compound subject and/or compound predicate in each sentence. Circle the coordinating conjunction.		
1. Honeydew <u>and</u> cantaloupe are in the melon family.		
2. Melons <u>grow</u> on vines <u>and</u> need lots of room for growth.		
3. Sunshine <u>and</u> sufficient water are necessary for all melons.		
4. Watermelons <u>flower</u> and <u>grow</u> best in sandy soil.		
5. Watermelon <u>and</u> honeydew have a sweet taste.		
6. Farmers <u>and</u> merchants <u>raise</u> <u>and</u> <u>sell</u> melons in the southern United States.		
► Combine each pair of sentences using a compound subject or predicate and a coordinating conjunction: <i>and</i> , <i>but</i> , or <i>or</i> .		
7. Some farmers raise chickens. Some farmers grow vegetables. <u>Some farmers raise chickens and/or grow vegetables.</u>		
8. Oranges grow on trees. Apples grow on trees. <u>Oranges and apples grow on trees.</u>		
9. Farmers plant in the spring. Farmers water crops in the spring. <u>Farmers plant and water crops in the spring.</u>		
10. Jason picked many blueberries. Jason ate many blueberries. <u>Jason picked and ate many blueberries.</u>		



Objectives

- Identify an independent clause as a simple sentence
- Combine simple sentences into a compound sentence by adding a comma and coordinating conjunction (*and, but, or*)
- Combine simple sentences into compound sentences by adding a semicolon
- Diagram compound sentences

Materials

- Overhead transparency (or a copy for each student) of Supplement page S5, "Conjunction Poem"

Introduction

Speaking

Review how to correct sentence fragments.

- **What is a fragment?** (*a group of words that does not express a complete thought but is punctuated as if it were a sentence*)

Read aloud these sentence fragments, selecting volunteers to add a missing part to each fragment to make it a complete sentence. (*Answers will vary.*)

- | | |
|-----------------------------|----------------------------|
| Snorkeled in the ocean. | The brightly colored fish. |
| A baby crab. | Walked along the beach. |
| A huge jellyfish. | My favorite seafood. |
| The dark blue water. | |
| Found a beautiful seashell. | |

Teach for Understanding

A Develop an understanding of coordinating conjunctions.

Explain that a *coordinating conjunction* is a word that joins words, phrases, or simple sentences. Coordinating conjunctions join parts that are the same—two or more subjects, predicates, adjectives, adverbs, and so on. The coordinating conjunctions *and* and *or* are also used in a series such as “red, white, and blue” or “one, two, or three.” In addition, the coordinating conjunctions *and*, *but*, and *or* are used to combine simple sentences to form a compound sentence.

B Combine simple sentences into a compound sentence.

- Write these sentences for display:

*Pearl farmers place their oysters in salt water.
Pollution affects the growth of the pearls.*

Compound Sentences

Name _____

A **simple sentence** has a subject and a predicate and expresses a complete thought. It is an independent clause.

Pearl farming requires many months of care.

A **compound sentence** contains two or more simple sentences (independent clauses) joined by a comma and coordinating conjunction (*and, but, or*). It has two or more subject-predicate pairs.

Mollusks live in salt water and fresh water.

Saltwater mollusks produce the higher-quality pearls.

Mollusks live in salt water and fresh water, but saltwater mollusks produce the higher-quality pearls.

Remember
Coordinating conjunctions (*and, but, and or*) join simple sentences. A comma is placed before the coordinating conjunction when it joins the two parts of a compound sentence.

Mollusks	live	<i>[but]</i>
mollusks	produce	

Some compound sentences that are not connected by a conjunction have a **semicolon** instead of a comma.

Workers remove pearls from the oysters; they sell the pearls to manufacturers of jewelry.

Guided Practice

- Write **S** for each simple sentence. Write **C** for each compound sentence.

- | | | | |
|----------------------|--|----------------------|--|
| C
S | 1. Natural pearls are rare, and divers face danger in the ocean.
2. Pearl farms solve these two problems. | S
C | 3. Trained technicians place a tiny bead of nacre and a piece of living mantle tissue into a baby oyster.
4. Most oysters die during this process; some other oysters may produce imperfect pearls. |
|----------------------|--|----------------------|--|

- Combine each pair of simple sentences into one compound sentence. Add a comma and the coordinating conjunction that shows the correct meaning.

5. Pearl farmers lower implanted oysters in nets into salt water, and the mantle then begins its special work.

and but or

The mantle then begins its special work.

Pearl farmers lower implanted oysters in nets into salt water, and the mantle then begins its special work.

6. The temperature and salt in the water affect the pearl inside. The oysters need constant care for many years.

The temperature and salt in the water affect the pearl inside, and the oysters need constant care for many years.

English 6, Chapter 1, Lesson 4

7

- Explain that a **simple sentence** is a group of words that expresses a complete thought. It has a subject and a predicate. (*Note:* A compound subject, a compound predicate, or a compound subject with a compound predicate may be present in a simple sentence as long as the sentence expresses only one complete thought.)
- Explain that a **compound sentence** contains two or more simple sentences joined by a comma and coordinating conjunction (*and, but, or*). It has two or more subject-predicate pairs. Show the students an easy way to identify a compound sentence: Cover the conjunction with your finger. Read the sentence on each side of your finger. If each

part is a complete sentence, you have a compound sentence.

- Review that a *coordinating conjunction* (*and, but, or*) joins simple sentences. A comma is placed before the conjunction in a compound sentence. Explain that the conjunction *and* is used when the second sentence gives more information; *but* is used to show a contrast or difference; and *or* is used to show a choice.
 - Direct attention to Supplement page S5 and read the poem together several times.
- How could we combine these simple sentences into one compound sentence? What connects the two sentences? (*Pearl farmers place their oysters in salt water, but the pollution in the ocean affects the growth of the pearls; but*)

Independent Practice

- Read the following paragraph. Write **S** after each simple sentence. Write **C** after each compound sentence. In the box on the right, write how many sentences you found of each type.

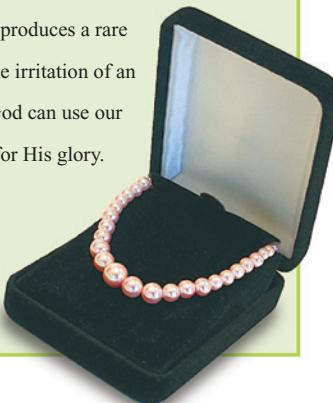
Simple	6
Compound	4

An oyster makes pearls by a fascinating process. **S** Water enters through the open shell, but sand or parasites also sneak in with the water. **C** The oyster becomes annoyed and does not want this debris inside its little body. **S** Its shell and soft body surround a layer of mantle. **S** With its mantle tissue, the oyster secretes a clear gluey material. **S** This shiny material is called mother-of-pearl or nacre. **S** Over months, layers of mother-of-pearl cover the debris inside the shell. **S** A round pearl forms

over time, but the nacre must completely and equally cover the debris. **C** Most pearls will not be round and perfect; their shape and color usually contain defects.

C God produces a rare pearl from the irritation of an oyster, and God can use our weaknesses for His glory.

C



- Write **S** for each simple sentence.
Write **C** for each compound sentence.

- S** 1. Pearls come from sea mollusks.
S 2. Oysters, clams, and mussels are different types of mollusks.
C 3. Color, size, shape, and texture affect the value of a pearl, and one pearl can cost thousands of dollars.

- Combine the pair of simple sentences into one compound sentence. Add a comma and the coordinating conjunction that shows the correct meaning.
4. Pearls come in many shapes and colors. The black pearl is the most valuable pearl.

Pearls come in many shapes and colors, but [and] the black pearl is the most valuable pearl.

Apply and Write

- Write one simple sentence and one compound sentence using a coordinating conjunction in each sentence.

English 6, Chapter 1, Lesson 4

8

- What should be placed before the conjunction? (*a comma*)

- C** Combine simple sentences into compound sentences by adding a semicolon.

1. Write this sentence for display:

Some pearls are round on one side and flat on another; they are pearl buttons.

- What connects the two sentences? Circle it. (*a semicolon*)

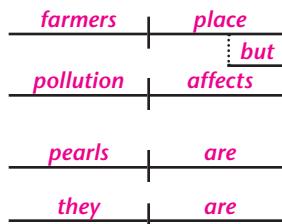
- Which type of clause is in this sentence? Which kind of sentence is this? (*two independent clauses; a compound sentence*)

- Must you have a comma and a conjunction to make a compound sentence? Explain. (*no; A semicolon can be used sometimes.*)

2. Explain that some compound sentences that are not connected by a conjunction use a semicolon instead of a comma. A semicolon may be used when the second simple sentence reinforces the first simple sentence.

D Diagram compound sentences.

1. Draw two diagrams for display.
2. Select volunteers to diagram the displayed compound sentences.



Worktext page 7

Guided Practice

Discuss the page together, emphasizing the main points of the lesson. Work through the examples on the page.

Worktext page 8

Independent Practice

Read and explain the directions for each section. Direct the students to complete the exercises [Bible Promise: I. God as Master].

Apply and Write

Read and discuss the directions for the *Apply and Write* section. Direct the students to suggest possible sentences. Allow time for the students to write; then select volunteers to read their sentences aloud.

ESL

© 2006 BJU Press. Reproduction prohibited.

If you chose to adjust the assignment in Lesson 3 to focus on compound subjects one day and compound predicates the next day, you might opt not to test ESL students on this skill until later in the year. If you feel the ESL student is overwhelmed with too many "compound" terms at once, introduce compound sentences now and review them periodically until this skill is taught again. Avoid overwhelming ESL students with too many similar terms at the same time. If you are not changing the assignment, instruct ESL students to underline the joining words *and*, *but*, and *or* in compound sentences. Then check for the comma to help determine whether the sentence is compound or simple. ESL students may have difficulty diagramming sentences. Pair them with English-proficient students to complete the worktext pages.

Teacher's Toolkit, page 4

extra PRACTICE	Compound Sentences	Name _____
► Write S for each simple sentence. Write C for each compound sentence.	C 1. Polyhedrons are three-dimensional geometric figures, but plane figures are two-dimensional figures. S 2. Plane figures include squares, triangles, and rectangles. S 3. Squares and rectangles are both quadrilaterals. C 4. An obtuse triangle has an angle larger than ninety degrees, and an acute triangle has three small angles. S 5. A polygon is a plane figure with three or more sides. C 6. A circle is a plane figure, but it is not a polygon.	
► Combine each pair of simple sentences into one compound sentence. Add a comma and the coordinating conjunction that shows the correct meaning.	A rectangular prism has six faces, but a triangular prism has five faces. A rectangular prism has eight vertices, and it is shaped like a shoebox. Rectangular prisms can have all rectangular faces, or they can have both square and rectangular faces. An isosceles triangle has two congruent sides, but a scalene triangle has no sides of the same length.	
8. A rectangular prism has eight vertices. It is shaped like a shoebox.	<i>A rectangular prism has eight vertices, and it is shaped like a shoebox.</i>	
9. Rectangular prisms can have all rectangular faces. They can have both square and rectangular faces.	<i>Rectangular prisms can have all rectangular faces, or they can have both square and rectangular faces.</i>	
10. An isosceles triangle has two congruent sides. A scalene triangle has no sides of the same length.	<i>An isosceles triangle has two congruent sides, but a scalene triangle has no sides of the same length.</i>	

Objectives

- Differentiate dependent and independent clauses
- Identify subjects and verbs in independent clauses
- Identify subordinating conjunctions in dependent clauses

Note

This interactive lesson incorporates Worktext page 9 into the Teach for Understanding section.

Materials

- Overhead transparency of Supplement page S6, "Coordinating Conjunctions"

Introduction

Review coordinating conjunctions.

- What kind of sentences do coordinating conjunctions join? (*simple*)

Display the overhead transparency of Supplement page S6, "Coordinating Conjunctions." Direct attention to each sentence, selecting volunteers to choose the better coordinating conjunction for each sentence. Then select a volunteer to tell what meaning the coordinating conjunction gives to the sentence by saying *joins together*, *shows choice*, or *shows contrast*.

Teach for Understanding**A Define clauses.**

Read aloud the definitions and example sentences for independent clause and dependent clause on Worktext page 9.

B Define subordinating conjunctions.

- Direct attention to the common subordinating conjunctions on the page. Read the list together.
 - Compare subordinating conjunctions with trains.
- What is the most important car on a train? Why? (*the engine; It pulls all the other cars.*)
- What are the other parts of the train? (*the cars and the caboose*)
- Are these parts of the train more important or less important than the engine? Why? (*less important; They are dependent on the engine.*)

Explain that *subordinate* means "to make one part less important than another."

Subordinating Conjunctions

Name _____



Fish farmers raise many types of fish.

Because customers demand fish year round.

An **independent clause** contains a subject and a verb. It has a complete thought, so it can stand alone as a sentence.

A **dependent clause** contains a subject and a verb, but since it does not have a complete thought, it cannot stand alone as a sentence. It can come at the beginning of the sentence or at the end of the sentence. It contains an introductory or connecting word that makes it express an incomplete thought.

Subordinating conjunctions are introductory words that make a clause dependent. A dependent clause relies on an independent clause for its complete meaning.

Independent Clause Subordinating Conjunction Dependent Clause

Fish farmers raise many types of fish because customers demand fish year round.

Because is the subordinating conjunction that connects the two clauses. When the dependent clause is at the beginning of a sentence, a comma usually follows it.

Subordinating Conjunction Dependent Clause Independent Clause
Because customers demand fish year round, fish farms raise many types of fish.

Common Subordinating Conjunctions

after because since until where
although before though when whenever
as if unless when while

Guided Practice

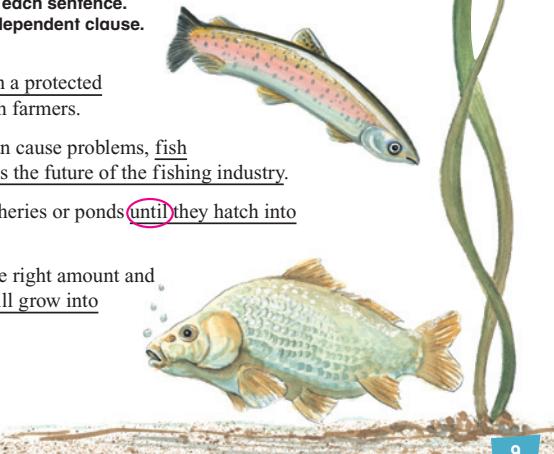
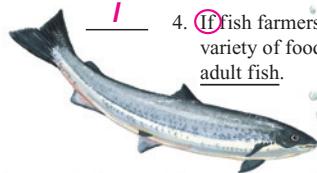
- Circle the subordinating conjunction in each sentence. Write *I* if the underlined clause is an independent clause. Write *D* if it is a dependent clause.

D 1. When people grow fish in a protected environment, they are fish farmers.

I 2. Since deep-sea fishing can cause problems, fish farming, or aquaculture, is the future of the fishing industry.

D 3. Fertilized eggs lie in hatcheries or ponds until they hatch into baby fish, called fry.

I 4. If fish farmers provide the right amount and variety of food, the fry will grow into adult fish.



English 6, Chapter 1, Lesson 5

Subordinating conjunctions connect a dependent clause to an independent clause. The dependent clause is similar to the other train cars because they are all less important parts. The dependent clause is dependent on the independent clause. The independent clause acts like the train engine.

C Identify dependent and independent clauses.

- Write this sentence for display:

We can learn from the Chinese since they have been successful fish farmers for over two thousand years.

- Explain that an independent clause can stand alone as a sentence. A dependent clause can come at the beginning, in the middle, or at the

end of the sentence but cannot stand alone as a sentence.

► What is the independent clause in this sentence? Why? (*We can learn from the Chinese; It can stand alone as a sentence because it is a complete thought.*)

► What is the dependent clause in this sentence? Why? Underline it. (*since they have been successful fish farmers for over two thousand years; It has a subject and predicate, but it cannot stand alone as a complete thought.*)

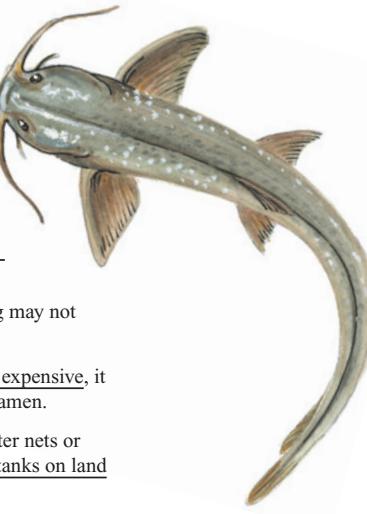
D Identify subordinating conjunctions in dependent clauses.

- Point out that a *subordinating conjunction* comes at the beginning of a dependent clause.

Independent Practice

► Circle the subordinating conjunction in each sentence. Write **I** if the underlined clause is an independent clause. Write **D** if it is a dependent clause.

- D** 1. Deep-sea fishing provided our seafood before fish farming grew into a thriving industry.
- I** 2. Because overfishing and pollution have become problems, our oceans are not supplying as many wild fish now.
- D** 3. As the world population grows, deep-sea fishing may not provide a steady supply of fish year round.
- D** 4. Because deep-sea fishing can be dangerous and expensive, it requires specially equipped boats and trained seamen.
- I** 5. While some farmers place their fish in underwater nets or cages, many farmers prefer small lakes or steel tanks on land for their fish.
- I** 6. Farmers take large amounts of wild fish from the ocean since their farm fish need food.
- D** 7. If farms use too many ocean fish for food, dolphins, turtles, and other sea animals will die.
- D** 8. Although fish farming has many advantages, biologists find some serious problems.
- I** 9. Although certain antibiotics prevent disease in fish, they can be toxic to humans.
- D** 10. Disease and pollution can spread whenever infected farm fish escape to the open sea.

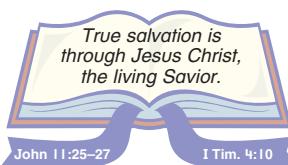


Apply and Write

► Read Luke 24:42. When the disciples first saw Christ after His Resurrection, what did they give to Him? Write your answer in a complete sentence using a subordinating conjunction.

Possible answer:

When the disciples first saw Christ, they gave Him broiled fish and honeycomb.



© 2006 BJU Press. Reproduction prohibited.

English 6, Chapter 1, Lesson 5

10

2. Remind the students that an independent clause will become a dependent clause if a subordinating conjunction is added to it.
- In the displayed sentence, what is the subordinating conjunction that connects the dependent and independent clauses? Circle it. (**since**)
- Where is the dependent clause in the sentence? (**at the end**)
- Is a comma needed in this sentence? Explain. (**no; The dependent clause is not at the beginning of the sentence.**)
3. Write this sentence for display, omitting the comma:
When Chinese farmers are starting a fish farm they dig ponds around the rice paddies.

- What is the independent clause in this sentence? (**they dig ponds around the rice paddies**)
- What is the dependent clause? (**When Chinese farmers are starting a fish farm**)
- What is the subordinating conjunction in this sentence? Circle it. (**When**)
- Is a comma needed with the dependent clause? Why? If so, where should it be placed? (**yes; The dependent clause is at the beginning of the sentence; after farm**)

Worktext page 10

Independent Practice

Read and explain the directions for each section. Direct the students to complete the exercises [BAT: 1a Understanding Jesus Christ; Bible Promise: E. Christ as Sacrifice].

Apply and Write

Read and discuss the directions for the *Apply and Write* section. Direct the students to suggest possible sentences. Allow time for the students to write; then select volunteers to read their sentences aloud.

ESL

As sentence length increases in lessons, some ESL students will need the sentences read orally. ESL students may have difficulty differentiating clauses, phrases, fragments, and complete sentences. On sentence strips for display, write *dependent clause = subject + predicate that cannot stand alone as a sentence*, and *independent clause = subject + predicate that can stand alone as a sentence*, and *subordinating conjunction = connecting word*. Remind ESL students that sentences with subordinating conjunctions consist of an independent clause and at least one dependent clause.

For additional review with ESL students, write dependent clauses on sentence strips. Pair ESL students together. Direct them to identify the subordinating conjunction and to make the dependent clause into a sentence.

Teacher's Toolkit, page 5

extra PRACTICE

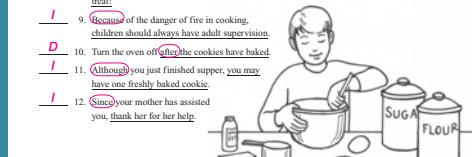
Subordinating Conjunctions

Name _____

► Circle the subordinating conjunction in each sentence. Write **I** if the underlined clause is an independent clause. Write **D** if it is a dependent clause.

Common Subordinating Conjunctions							
after	because	since	until	where			
although	before	though	when	wherever			
as	if	unless	whenever	while			

1. You can make chocolate chip cookies easily if you follow a recipe.
2. When you are at the store, you should choose semisweet or milk chocolate chips.
3. Before you begin, you should gather all the ingredients.
4. Do not add the eggs until you have mixed the butter and sugar together.
5. After you have mixed these ingredients well, add the dry ingredients.
6. The last ingredient is the chocolate chips unless you add nuts also.
7. When the cookies have baked for about eight minutes, remove them from the oven.
8. Drink a glass of cold milk when ever you enjoy your delicious treat.
9. Because of the danger of fire in cooking, children should always have adult supervision.
10. Turn the oven off after the cookies have baked.
11. Although you just finished supper, you may have one freshly baked cookie.
12. Since your mother has assisted you, thank her for her help.



Objectives

- Identify subordinating conjunctions
- Identify dependent and independent clauses in a complex sentence
- Identify subjects and verbs in complex sentences
- Use a comma after an introductory dependent clause
- Separate a complex sentence into two simple sentences
- Combine two simple sentences into a complex sentence

Introduction**Writing**

Review dependent clauses and subordinating conjunctions.

- What is a **dependent clause?** (a phrase that contains a subject and a verb but cannot stand alone as a sentence)
- What is a **subordinating conjunction?** (a word that comes at the beginning of a dependent clause)

Write these sentences for display; then slowly read aloud each sentence, selecting volunteers to underline each dependent clause and to circle each subordinating conjunction.

Since female llamas don't have any upper teeth, they spit. When a llama spits at you, you will need a very large towel.

(Note: These sentences are adapted from *Llamas on the Loose* by Jeri Massi. The book is available from JourneyForth, a division of BJU Press.)

Teach for Understanding

- A** Identify dependent and independent clauses in a complex sentence.

- Write this sentence for display:

Sometimes llamas lie down when they are refusing a command.

- Review that a simple sentence can also be called an independent clause and can stand alone as a sentence. A dependent clause can come at the beginning or at the end of a sentence but cannot stand alone as a sentence.

- Explain that a sentence containing an independent clause and one or more dependent clauses is called a **complex sentence**.

Complex Sentences

Name _____



An **independent clause** contains a subject and a verb and can stand alone as a sentence. A simple sentence is an independent clause.

Llamas are friendly and gentle animals.

A **dependent clause** contains a subject and a verb but cannot stand alone as a sentence because it does not express a complete thought. A dependent clause can come at the beginning or end of a sentence. An independent clause becomes a dependent clause when it begins with a **subordinating conjunction**.

Subordinating Conjunction Dependent Clause Independent Clause
Because *customers demand fish year round*, *fish farms raise many types of fish*.

Common Subordinating Conjunctions
after because since until where
although before though when wherever
as if unless whenever while

Guided Practice

- Circle the subordinating conjunction in each sentence. Write **I** if the underlined clause is an independent clause. Write **D** if it is a dependent clause.

- I** 1. We will see more llama farms as these animals become more popular.

- D** 2. When you drive across the Midwest, you may see several llama farms.

- D** 3. While horses and cows are choosier eaters, llamas are usually content with hay.

- Underline the independent clause in each sentence; then circle its simple subject and verb.

4. Since llama wool is a high-quality fiber, farmers sell it for weaving and knitting.

5. Llama fiber is very light because it lacks natural oils.

- Combine two simple sentences into a complex sentence by using a subordinating conjunction. Use a comma when necessary. **Answers will vary.**

6. Llamas are protective of other animals. They will often guard sheep and goats.

Because llamas are protective of other animals, they will often guard sheep and goats.

English 6, Chapter 1, Lesson 6



- What is the independent clause in the displayed sentence? Explain. (**Sometimes llamas lie down; It can stand alone as a sentence because it is a complete thought.**)

- What is the dependent clause in the displayed sentence? Explain. Underline it. (**when they are refusing a command; It has a subject and a verb, but because of the word when, it is not a complete thought.**)

- Where is this dependent clause located in the sentence? (**at the end**)

- Is a comma needed in this sentence? Why? (**no; because the dependent clause is not at the beginning of the sentence**)

- What is the subordinating conjunction in this dependent clause? Circle it. (**when**)

- What is this type of sentence called? (**complex**)

- B** Identify subjects and verbs in complex sentences.

1. Explain that the main subject and verb of a complex sentence are located in the independent clause of that sentence.

- What are the subject and verb in the independent clause on display? (**subject = llamas; verb = lie**)

2. Remind the students that an independent clause becomes a dependent clause when it begins with a subordinating conjunction.

- C** Separate a complex sentence into two simple sentences.

Explain that to change a complex sentence into two simple sentences, you remove the subordinating conjunction

Independent Practice

- Read the following paragraph. Underline the independent clause in each sentence; then circle its simple subject and verb.

Llamas are useful burden bearers, guards, and wool providers. If hikers have too much gear, llamas can carry their heavy items for them. When small children are weary, these gentle animals will carry them on their backs. Llamas are wonderful with handicapped children and senior citizens because they have affectionate and patient personalities.



- Circle the subordinating conjunction in each sentence. Write I if the underlined clause is an independent clause. Write D if it is a dependent clause.

- I 1. Llamas do not usually bite or kick, although they sometimes scream.
- D 2. Until you hear a llama's hum, you may not believe it.

- Combine two simple sentences into a complex sentence by using a subordinating conjunction. Use a comma when necessary. **Answers will vary.**

3. Farmers open their llama farms for school tours. They can provide educational information about llamas.

If [When, Whenever] farmers open their llama farms for school tours, they can provide educational information about llamas.

- Separate the complex sentence into two simple sentences.

4. While our family hiked down the long trail, the affectionate llama carried eighty pounds of our camping equipment.

Our family hiked down the long trail. The affectionate llama carried eighty pounds of our camping equipment.

Apply and Write

- Why do you think llamas hum? Write a complex sentence to answer this question.

© 2006 BJU Press. Reproduction prohibited.

English 6, Chapter 1, Lesson 6

12

from the dependent clause. The independent clause can already be written as a sentence that can stand alone.

- How can you change this complex sentence into two simple sentences? (*Sometimes llamas lie down. They are refusing a command.*)

- D Combine two simple sentences into a complex sentence.

1. Write these sentences for display:

A llama spits. It is defending itself.

2. Call attention to the subordinating conjunctions on Worktext page 11.

- How can you combine these two simple sentences into a complex sentence? (*Make one sentence a dependent clause by adding a subordinating conjunction.*)

- What would the complex sentence be if the first sentence were a dependent clause? Write these sentences for display. (*When a llama spits, it is defending itself. Whenever a llama spits, it is defending itself. If a llama spits, it is defending itself.*)

- What would the complex sentence be if the second sentence were a dependent clause? Write these sentences for display. (*A llama spits when it is defending itself. A llama spits whenever it is defending itself. A llama spits if it is defending itself.*)

- Why does a comma come between the dependent and independent clauses in the first sentences? (*A comma usually comes between a dependent and an independent clause when the dependent clause is at the beginning of the sentence.*)

Worktext page 11

Guided Practice

Discuss the page together, emphasizing the main points of the lesson. Work through the examples on the page.

Worktext page 12

Independent Practice

Read and explain the directions for each section. Direct the students to complete the exercises. Share *Extra Information* (optional).

Apply and Write

Read and discuss the directions for the *Apply and Write* section. Direct the students to suggest possible sentences. Allow time for them to write; then select volunteers to read their sentences aloud.

ExtraInfo

Although llamas make a loud "scream" when they are angry, they communicate mostly by humming. Different pitches can communicate worry, hunger, or contentment. Llama trainers quickly learn to interpret the different sounds. Llamas communicate with their young and other llamas in this way.

ESL

Write *complex sentence = independent clause + dependent clause* on a chart or sentence strip. See ESL note for Lesson 5.

Teacher's Toolkit, page 6

extra PRACTICE

Complex Sentences

Name _____

- Circle the subordinating conjunction in each sentence. Write I if the underlined clause is an independent clause. Write D if it is a dependent clause.

- D 1. Pollution is dangerous because it has harmful effects on your body.

- I 2. Whenever an abundance of air pollution is present, people with allergies and respiratory problems should stay indoors.

- I 3. Although many forms of air pollution come from factories, cars are a source of air pollution in large cities.

- D 4. People usually do not think about noise pollution unless the noise is extremely loud.

- I 5. While some noise is normal, continuous load noise can damage your eardrums.

Common Subordinating Conjunctions			
after	if	when	
although	since	whenever	
as	though	where	
because	unless	wherever	
before	until	while	



- Combine two simple sentences into a complex sentence by using a subordinating conjunction. Use a comma when necessary. **Answers will vary.**

6. Pollution damages streams and rivers. Many fish die in polluted waters.

- Because pollution damages streams and rivers, many fish die in polluted waters.*

7. Polluted water can cause illness or death in humans. It is cleaned properly.

- Polluted water can cause illness or death in humans unless it is cleaned properly.*

8. Christians should be good stewards of the environment. The Lord returns.

- Christians should be good stewards of the environment until the Lord returns.*

Chapters should be	stewards of the earth.
Gen. 9:3	I Cor. 10:31

Objectives

- Identify dependent and independent clause patterns within sentences: 1 IC, 2 IC, IC + DC
- Differentiate simple, compound, and complex sentences
- Identify the simple subject and simple predicate in simple, compound, and complex sentences

Introduction**Writing**

Review complex sentences.

- What is a **complex sentence**? (*a sentence with an independent clause and one or more dependent clauses*)

Pair each student with a partner. Lead a discussion about taking care of a pet. Direct each pair of students to write a complex sentence that would be helpful to someone who is considering getting a pet. Direct a member of each pair to read their sentence aloud; then select volunteers to identify the independent clause in the sentence.

Simple, Compound & Complex Sentences

Name _____



A **simple sentence** gives a complete thought. It has a subject and a predicate.

A simple sentence is one *independent clause*.

Peacocks belong to the pheasant family.

Independent Clause = 1 IC

A **compound sentence** contains two or more independent clauses joined by a comma and a coordinating conjunction (*and, but, or*). Some compound sentences that are not connected by a conjunction use a semicolon instead of a comma. A compound sentence has a subject-predicate pair on either side of the coordinating conjunction or semicolon.

The male birds are peacocks, but the female birds are peahens.

2 Independent Clauses = 2 IC

A **complex sentence** has an independent clause and one or more dependent clauses. Words that introduce or come at the beginning of a dependent clause are called **subordinating conjunctions**. When the dependent clause is at the beginning of a sentence, a comma usually follows it.

When people use the word peafowl, they are referring to male, female, and baby birds.

When people compare the peacock to other animals, they draw attention to its long train of colorful feathers.

Independent Clause + 1 (or more)
Dependent Clause = IC + DC

**Guided Practice**

- Underline the independent clause(s) and identify the clause pattern in each sentence.

- God gives peacocks a colorful spray of feathers in spring and summer, and He provides them with winter feathers for the colder seasons.
 IC 2 IC IC + DC
- Some birds can do unique tricks.
 IC 2 IC IC + DC
- Peafowl make noisy, fun pets, though they are not very intelligent animals.
 IC 2 IC IC + DC
- Peafowl stay near the ground during the day, but they roost in trees at nighttime.
 IC 2 IC IC + DC

- Underline the independent clause(s) in each sentence. Write the letter of the type of sentence in the blank.

- | | |
|----------|---|
| B | 5. Peafowl can fly, but they can run fast too. |
| A | 6. The baby birds are peachicks. |
| C | 7. Peacock feathers are a popular decoration since they are so unusual. |

- A. Simple
B. Compound
C. Complex

English 6, Chapter 1, Lesson 7

side is a complete sentence, you have a compound sentence.

A Relate sentences to clause patterns.

- What is a **simple sentence**? (*a group of words with a subject and verb that expresses a complete thought*)
- What is another name for a simple sentence? (*independent clause*)

- Point out that the clause pattern for a simple sentence is 1 IC. Write 1 IC for display.
- What is a **compound sentence**? (*a group of words that contains two or more independent clauses joined by a semicolon or by a comma and coordinating conjunction, such as and, but, or or*)
- Point out that the clause pattern for a compound sentence is 2 IC. Write 2 IC for display.
- Remind the students that a comma is not needed between compound subjects and compound predicates. Caution them not to confuse a simple sentence that contains a compound subject or predicate with a compound sentence. A good test is to cover the conjunction with your finger and read what is written on each side of your finger. If each

- What kind of word comes at the beginning of a dependent clause? (*subordinating conjunction*)

- If the dependent clause is at the beginning of a sentence, which punctuation mark usually follows it? (*a comma*)

4. Point out that the clause pattern for a complex sentence is IC + DC. Write IC + DC for display.

B Classify sentences by identifying clause patterns.

1. Write this sentence for display:

The peacocks and peahens gathered around each other.

- What is the independent clause in this sentence? (*The peacocks and peahens gathered around each other.*)

- Are there any dependent clauses? If so, what are they? (*no*)

- What is the clause pattern for this sentence? (*1 IC*)

- Is this sentence a simple, compound, or complex sentence? (*simple sentence*)

2. Write this sentence for display:

As the peacocks made loud noises, they fanned their long tails.

Repeat the questions from above to identify each clause, the clause pattern, and the type of sentence. (*IC—they fanned their long tails; yes; DC—As the peacocks made loud noises; IC + DC; complex sentence*)

Independent Practice

► Underline the independent clause(s) and identify the clause pattern in each sentence.

1. A peacock has grown his full tail feathers by age three.
 IC 2 IC IC + DC
2. When peacocks begin their search for mates, they all huddle in a group.
 IC 2 IC DC + IC
3. The males call loudly, and then they wait for the females.
 IC 2 IC IC + DC
4. The peacocks show off their tail feathers until they win the attention of a peahen.
 IC 2 IC IC + DC
5. The female chooses the peacock with the most eyemarks on his tail.
 IC 2 IC IC + DC
6. While the peacock is beautiful, he is an irritable bird.
 IC 2 IC DC + IC

► Underline the independent clause(s) in each sentence. Write the letter of the type of sentence in the blank.

- B** 7. Blue peafowl originate in India, but green peafowl come from Thailand.
- A** 8. King Solomon's ships sailed to Tarshish.
- B** 9. The king's ships sailed back every three years, and they carried many unusual things.
- C** 10. When the ships returned, they brought peacocks for Solomon.
- A** 11. The ships also brought him gold, silver, ivory, and apes.

- A. Simple
B. Compound
C. Complex



14

English 6, Chapter 1, Lesson 7

3. Write this sentence for display:

One peacock attracted a peahen, but the other peahens walked away.

Repeat the previous questions to identify each clause, the clause pattern, and the type of sentence. (**IC**—One peacock attracted a peahen; **IC**—the other peahens walked away; **no; 2 IC, compound sentence**)

Punctuate with a comma.

Direct attention to the three displayed sentences.

► Why is there a comma after *noises* in the second sentence? (As the peacocks made loud noises *is a clause because it has a subject and verb [peacocks made], and it is a dependent clause because its introductory word, as, makes it unable to stand alone. It comes before the independent clause, so it must be followed by a comma.*)

► Why is there a comma before *but* in the third sentence? (*It comes before the conjunction to separate two independent clauses in a compound sentence.*)

► Why isn't there a comma before *and* in the first sentence? (*The and joins the two subjects.*)

ESL

ESL students with little English background will have difficulty distinguishing between these three types of sentences. Make a chart for display that includes examples of each type of sentence. Underline the subjects and verbs in different colors.

Worktext page 13

Guided Practice

Discuss the page together, emphasizing the main points of the lesson. Work through the examples on the page.

Worktext page 14

Independent Practice

Read and explain the directions for each section. Direct the students to complete the exercises.

Apply and Write

Read and discuss the directions. Allow time for the students to write [BATs: 3a Self-concept, 3b Mind, 3c Emotional control, 3d Body as a temple; Bible Promises: H. God as Father, I. God as Master].

ExtraInfo.

Peafowl have been popular ornamental birds for thousands of years. They originated in India and became favorite pets of the ancient Egyptians and Greeks. Wealthy Romans and medieval Europeans enjoyed them as pets as well as for food. Peacocks are still considered sacred in India.

Peacock farmers raise the birds for their feathers, for their meat, and for sale as pets. Peacock breeders have produced many beautiful varieties of peafowl, from pure white to speckled.

Peacocks are good animals to have in parks and gardens because they will not roam far when left to run free. They are also easy to care for. If you don't mind its loud, screaming cry, a peacock can make a good pet!

Teacher's Toolkit, page 7

extra PRACTICE			Simple, Compound & Complex Sentences	Name _____
► Underline the independent clause(s) and identify the clause pattern in each sentence.				
1. Restaurant chains often build near malls although food is available within most malls. <input checked="" type="radio"/> 1 IC <input type="radio"/> 2 IC <input checked="" type="radio"/> IC + DC				
2. Some restaurants serve fast food, but <u>other restaurants prepare each meal individually</u> . <input type="radio"/> 1 IC <input checked="" type="radio"/> 2 IC <input type="radio"/> IC + DC				
3. Fast-food restaurants usually serve burgers, chicken, or fish. <input checked="" type="radio"/> 1 IC <input type="radio"/> 2 IC <input type="radio"/> IC + DC				
4. Ethnic restaurants are often popular. <input checked="" type="radio"/> 1 IC <input type="radio"/> 2 IC <input type="radio"/> DC + IC				
5. Wherever there are hungry people, <u>restaurants will compete for business!</u> <input type="radio"/> 1 IC <input type="radio"/> 2 IC <input checked="" type="radio"/> DC + IC				
► Underline the independent clause(s) in each sentence. Write the letter of the type of sentence.				
A 6. A mall contains a variety of stores in a central location. B 7. Department stores are usually the largest stores, but <u>malls also include smaller shops</u> .				
C 8. If a mall is large, <u>it often has a food court with different types of food</u> .				
C 9. While people shop, the aroma of food draws them to the food court.				
A 10. Shoppers will find gift shops, shoe stores, and bookstores at our local mall.				
A 11. Most malls close at nine or ten o'clock at night.				
B 12. Some people do not shop at a mall, but they will visit a mall at Christmastime!				

Objectives

- Identify prepositions, objects of prepositions, and prepositional phrases in sentences
- Insert missing prepositions into a sentence

Materials

- Overhead transparency (or a copy for each student) of Supplement page S7, "Preposition Song"
- Stuffed toy fish or paper fish
- Box

Note

Encourage the students to begin memorizing the most common prepositions, such as *about, at, by, for, from, in, into, of, on, to, until, with*. Emphasize these twelve common prepositions first since other prepositions relating to position seem easier for students to identify. Direct attention to Worktext page 359 of the Grammar Handbook for a more complete list of prepositions to learn.

Introduction**Speaking**

Review prepositions. Display the fish and the box. Select volunteers to tell the location of the fish in relation to the box as you demonstrate various positions (e.g., in the box, on the box, under the box, beside the box). As students give the prepositions, direct another student to write them for display.

Teach for Understanding**A Identify prepositions, objects of prepositions, and prepositional phrases in sentences.**

1. Write this sentence for display:

A red worm from my can of bait crawled toward my lunch.

2. Explain that a *preposition* is a word that shows the relationship between its noun or pronoun object and another word in the sentence. The preposition always comes before the noun or pronoun. Some sentences may have more than one preposition or no prepositions at all.

3. Lead in singing "Preposition Song" with the students.

- What are the prepositions in this sentence? Circle them. (*from, of, and toward*)

Prepositions

Name _____



A **preposition** is a word that shows the relationship between its noun or pronoun object and another word in the sentence. The preposition usually comes before its object.

A pound (of worms) will eat eight ounces (of food) daily.

The **object of the preposition** is the noun or pronoun that usually follows the preposition in a sentence. To find the object of the preposition, say the preposition and ask "what?" or "whom?"

Much (of a worm's food) comes (from waste products).

A **prepositional phrase** begins with a **preposition**, ends with the **object of the preposition**, and includes all the words between them.

Worms like dark, damp homes (under the soil).

Common Prepositions

about	by	on
above	down	onto
across	except	out
after	for	outside
along	from	over
around	in	through
at	inside	to
before	into	under
behind	near	until
below	of	up
beside	off	with

Guided Practice

- Circle the preposition and underline the object of the preposition in each sentence.

1. A worm's dropping, or casting, is rich in nitrogen.
2. Casting provides a natural fertilizer for the soil.
3. We get the best fertilizer from red worms.
4. Fertilizer of this type is called compost.

- Write a preposition from the box to complete each sentence. Use each preposition only once. Check to see whether the preposition makes sense in the sentence. **Answers will vary.**

5. Worm compost is a good fertilizer in/on gardens or houseplants.
6. Some gardeners prefer worm compost over/to store-bought fertilizers.
7. A fisherman can grow his own worms for bait.
8. Night crawlers are the favorite worms of many bass fishermen.



for
in
of
on
over
to

English 6, Chapter 1, Lesson 8

15

4. Explain that the **object of the preposition** is the noun or pronoun that follows the preposition in a sentence. To find the object of the preposition, say each preposition and ask the question *what?* or *whom?*

- Which noun or pronoun follows each preposition? Underline them. (*can, bait, lunch*)

5. Explain that a **prepositional phrase** begins with a preposition and ends with the object of the preposition and includes all the words between them. A prepositional phrase can be at the beginning, in the middle, or at the end of a sentence. Some sentences have more than one prepositional phrase.

- What are the prepositional phrases in this sentence? Put parentheses around each one. (*from my can; of bait; toward my lunch*)

- What information do the prepositional phrases add to this sentence? (*They tell where and which one.*)

- B Insert missing prepositions into a sentence.**

1. Write these sentences for display:

I needed a fishing rod and bait ____ my fishing trip. (for, on, during)

I put a big slimy worm ____ the hook. (on, onto)

I threw my fishing line ____ the water. (in, into)

____ the lake I saw God's beauty. (Around, Beside, By, At)

Independent Practice

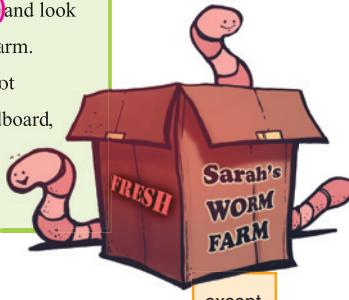
- Put parentheses around the fourteen prepositional phrases. Underline the preposition and circle the object of the preposition in each sentence. Some sentences have more than one prepositional phrase, and some have none at all.

Worm farmers must learn (about) light, moisture, and food. These factors affect red worms. Wooden crates or plastic bins make great farms (for worms). The cracks or holes in each bin give the worms plenty (of space). Worms (at the bottom) of the farm can wiggle (through the bins). They will often crawl (to the top) and look (for food). Newspaper (on the uppermost bin) darkens the farm.

You should spray the worms lightly (with water). Do not feed the worms a diet (of meat or dairy foods). Paper, cardboard, leaves, hair, and fruit and vegetable scraps are some (of the favorite foods) of healthy worms.

- Write a preposition from the box to complete each sentence. Use each preposition only once and make sure that it makes sense in the sentence. **Answers will vary.**

- Red wigglers is another name for red worms.
- Many gardeners use worm compost in their gardens.
- Worms eat our garbage and give fertilizer back to us.
- Worms eat any fruits and vegetables except onions and citrus fruits.
- God has given us many benefits from these tiny creatures.



except
for
from
in
of
to

© 2006 BJU Press. Reproduction prohibited.

Apply and Write

- Tell about a fishing experience that you had or heard about. Use at least three prepositional phrases.

English 6, Chapter 1, Lesson 8

16

- Direct attention to the list of common prepositions on Worktext page 15 or in the Grammar Handbook on Worktext page 359.
- Select volunteers to complete each displayed sentence with a preposition. Some sentences may have more than one correct preposition.

- Where do the prepositional phrases appear in these displayed sentences?
(first three sentences—at the end; last sentence—at the beginning)

Worktext page 15

Guided Practice

Discuss the page together, emphasizing the main points of the lesson. Work through the examples on the page.

Worktext page 16

Independent Practice

Read and explain the directions for each section. Direct the students to complete the exercises [Bible Promise: I. God as Master].

Apply and Write

Read and discuss the directions. Allow time for the students to write.

ESL

For extra practice using prepositions, write prepositional phrases, such as *in the desk*, on sentence strips. Play charades with the students acting out the prepositional phrases. Write the vocabulary words *preposition*, *object of the preposition*, and *prepositional phrase* on sentence strips. For additional practice using prepositional phrases, give ESL students simple sentences such as *The dog ran*. Direct the students to add prepositional phrases. Then tell them to practice moving the prepositional phrase, reading the sentence aloud each time.

Teacher's Toolkit, page 8

extra PRACTICE Prepositions

Name _____

Common Prepositions							
about	around	beside	from	of	outside	until	
above	at	by	in	off	over	up	
across	before	down	inside	on	through	with	
after	behind	except	into	onto	to		
along	below	for	near	out		under	

► Circle each preposition and underline each object of the preposition in the sentences. Some sentences have two prepositional phrases, and one sentence has three prepositional phrases.

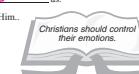
- Circle soccer is a good game for outdoor recess.
- All the players stand in a circle.
- One team kicks the ball across the circle to the other team.
- Players cannot touch the ball with their hands.
- Mike kicked the ball over the players' heads.
- Teams score points when they kick the ball outside the circle between the other team's players.
- The team with the most points at the end of the game is the winner.



► Write a preposition from the box to complete each sentence. Use each preposition only once. Be sure the preposition makes sense in the sentence.

- Good sportsmanship is important in any game.
- Christians should be a good testimony to others at all times.
- An unsaved person might be on the sidelines.
- Some of the other players may also need Christ.
- A good attitude displays the love of Christ through us.
- God is pleased when we live for Him.

for
in
through
of
to



Prov. 25:29

Objectives

- Identify prepositions, objects of prepositions, and prepositional phrases in sentences
- Expand sentences by adding prepositional phrases at the beginning, in the middle, or at the end of a sentence
- Use a comma after a long introductory prepositional phrase

Materials

- Overhead transparency (or a copy for each student) of Supplement page S7, "Preposition Song"

Introduction

Speaking

Review prepositional phrases and objects of prepositions. Direct the students to play I Spy by silently choosing an item in the classroom. Tell one student to give clues of his item's location by sharing sentences with prepositional phrases, such as "I spy something beside the window, under Andrew's desk, or in the cupboard.") After about five clues, allow another volunteer to name the object that the student is referring to. As time permits, play the game again with different students giving clues.

Prepositional Phrases

Name _____



A **preposition** is a word that shows the relationship between its noun or pronoun object and another word in the sentence. The preposition usually comes before its object.

Coffee farmers harvest coffee in different ways.

The **object of the preposition** is the noun or pronoun that usually follows the preposition in a sentence. To find the object of the preposition, say the preposition and ask "what?" or "whom?"

The type of coffee varies from country to country.

A **prepositional phrase** begins with a preposition, ends with the object of the preposition, and includes all the words between them.

A coffee tree grows only between fifteen and twenty feet.

If a long introductory prepositional phrase is used, a comma follows it. An introductory prepositional phrase is usually considered long when it has at least five words. The introduction may contain more than one prepositional phrase.

For a small coffee tree, full growth requires five years.

Guided Practice

- Put parentheses around each prepositional phrase. Some sentences have more than one prepositional phrase. Insert any commas that are missing after long introductory phrases.

- Some coffee farmers still use donkeys and mules (on trips) (to the market.)
- The best-tasting coffee comes (from South America.)
- (After the Boston Tea Party) coffee replaced tea (in America.)
- A coffee tree can produce coffee (over a span) (of thirty years.)

- Add a prepositional phrase to this sentence. **Answers will vary.**

- The coffee shop was busy. _____

- Use this prepositional phrase to write a sentence. **Answers will vary.**

- throughout the coffee farm _____

English 6, Chapter 1, Lesson 9

17

- Which noun or pronoun follows each preposition? Underline them. (*In is followed by chair, and from is followed by mug.*)

- Should there be punctuation following this prepositional phrase? Where? (*yes; a comma after chair*)

- What are the prepositional phrases? Put parentheses around them. (*In the comfortable old leather chair; from a big blue mug*)

- C Expand sentences by adding prepositional phrases.

1. Write these sentences for display:
I smelled coffee.

My cup spilled.

The coffee farmers talked.

2. Point out that these sentences give little information and are not very interesting.

3. Explain that prepositional phrases add details and make writing more interesting. They tell how, when, where, what kind, or which one. They can be at the beginning, in the middle, or at the end of a sentence.

- B Use a comma after a long introductory prepositional phrase.

Explain that a comma is used after a long prepositional phrase at the beginning of a sentence. An introductory prepositional phrase is usually considered long when it has at least five words.

- What is the prepositional phrase that begins the sentence? (*In the comfortable old leather chair*)



Teach for Understanding

English 6, Chapter 1, Lesson 9

A Identify prepositions, objects of prepositions, and prepositional phrases.

- Lead in singing "Preposition Song" with the students.
- Write this sentence for display, omitting all the commas:

In the comfortable old leather chair my grandfather drinks coffee from a big blue mug.

- **What is a preposition?** (*a word that shows the relationship between its noun or pronoun and another word in a sentence*)

- Remind the students that the preposition usually comes before its object. The object of the preposition is the noun or pronoun that follows the preposition in a sentence unless the sentence is interrogative. To find the object of the preposition, say each preposition and ask the question *what* or *whom*?

- **What are the prepositions in the displayed sentence? Circle them.** (*in, from*)

Independent Practice

- Put parentheses around each prepositional phrase. Some sentences have more than one prepositional phrase. One sentence does not have any prepositional phrases. Insert any commas that are missing after long introductory phrases.

1. Coffee trees grow (in subtropical climates) and produce sweet-smelling white flowers.
2. (Within a few short months) you will see a bright red fruit.
3. God put two coffee bean seeds (inside each red fruit.)
4. Farmers remove the skin and pulp (around the seeds.)
5. Then they soak the beans (in water) (for twenty-four hours.)
6. Next, the beans must dry (on a flat surface) (in the sun) (for many days)
7. Workers sort the beans (by size) and grade them (by hand.)
8. Finally, special machines roast the coffee.

- Add a prepositional phrase to this sentence. **Answers will vary.**

9. We planted a coffee tree. _____

- Use this prepositional phrase to write a sentence. **Answers will vary.**

10. above the ground _____

Apply and Write

- Would you like to work on a coffee farm? Why? Use one long introductory prepositional phrase and two other prepositional phrases in your answer.

© 2006 BJU Press. Reproduction prohibited.

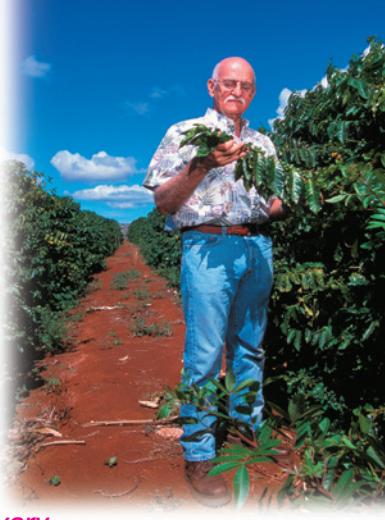
English 6, Chapter 1, Lesson 9

18

- What prepositional phrase could we add at the beginning, in the middle, or at the end of these sentences? (**Answers will vary.**)

Write several example sentences for display with different prepositional phrases in various positions in the sentence.

- What information does the prepositional phrase add to each sentence? (**Answers will vary. It will tell how, when, where, what kind, or which one.**)



Worktext page 17

Guided Practice

Discuss the page together, emphasizing the main points of the lesson. Work through the examples on the page.

Worktext page 18

Independent Practice

Read and explain the directions for each section. Direct the students to complete the exercises.

Apply and Write

Read and discuss the directions. Allow time for the students to write.

ESL

For extra practice using prepositions, see the ESL note in Lesson 8.

Teacher's Toolkit, page 9

extra PRACTICE

Prepositional Phrases

Name _____

- Put parentheses around each prepositional phrase. Some sentences have more than one prepositional phrase. Insert any commas that are missing after long introductory phrases.

1. People visit theme parks every year (in many parts) of the United States.)
2. You could buy a ticket (for several days) (of fun) at a theme park.)
3. Inside the theme park (there is a variety) (of activities) (for people) (of all ages.)
4. (For a really wild ride,) choose roller coasters that travel (at high speed.)
5. These roller coasters travel high (above the crowd.)
6. I always scream (throughout the ride.)
7. (At the end) (of the ride,) the roller coaster will stop (beside the exit.)
8. Do not ride these roller coasters soon (after lunch,) or you might regret it!
9. (Inside the many gift shops,) you can purchase souvenirs (of your adventures.)
10. Some people like hats or T-shirts (with the name) (of the theme park) (on them.)
11. Stuffed animals sit (in display) (near the door.)
12. (Around the store) are many small, inexpensive toys (for children.)
13. You should visit the souvenir shop (at the end) (of the day.)
14. Then you can take all your packages (to the car) and put them (into the trunk.)



- Use each prepositional phrase to write a sentence. **Answers will vary.**

15. from the lemonade stand _____
16. beside the roller coaster _____

Objectives

- Identify and punctuate all types of sentences
- Identify simple and complete subjects and predicates for all types of sentences
- Combine simple sentences into a compound sentence
- Differentiate independent and dependent clauses in sentences
- Identify subordinating conjunctions in dependent clauses
- Combine two simple sentences into a complex sentence
- Differentiate simple, compound, and complex sentences
- Identify dependent and independent clause patterns: 1 IC, 2 IC, 1 IC + 1 DC
- Identify prepositions, objects of prepositions, and prepositional phrases in sentences

Materials

- Overhead transparency of Supplement page S8, "Unusual Farms"
- Large paper grocery bag
- Newspaper
- Items for optional Science Connection

Note

This lesson reviews concepts to prepare students for the Chapter 1 Test (optional). Extra Practice pages 10–11, located on the Teacher's Toolkit CD, make an excellent study guide.

Check for Understanding

Chapter 1 Review

- Fill a large paper grocery bag with crumpled newspaper, leaving some space at the top. Fold over the top of the bag and tape it down, making a giant cube.
- Label two sides of the cube 100, two sides 200, and two sides 300.
- Divide the students into four teams, explaining that they will play a review game with Supplement page S8, "Unusual Farms." Begin the game with Player A on each team rolling the giant cube. When the cube stops, Player B reads Player A a question worth the number of points displayed on the cube. If Player A answers correctly, award that number of points to his team. If he answers incorrectly, deduct that number of points and

Chapter 1 Review

Name _____

**CODE**

Dec. = Declarative
Int. = Interrogative
Imp. = Imperative
Exc. = Exclamatory

- A. Use the code to label each sentence. Add the correct ending punctuation. Underline or write the simple subject of each sentence.

Int.

1. Have you ever wondered about the maple syrup on your pancakes?

Exc.

2. Those maple tree leaves are the most beautiful colors of orange, red, and yellow!

Imp.

3. Plant the baby maple tree in early spring.

(You)

- B. Draw a line between the complete subject and the complete predicate. Underline the simple subject once and the simple predicate twice.

4. The sugar maple tree is the state tree of Vermont, Wisconsin, New York, and West Virginia.

5. Sugar maple trees grow between seventy-five and one hundred feet in height.

6. Native Americans were the discoverers of the delicious sap from the sugar maple.

- C. Underline the compound subjects once and the compound predicates twice in each sentence. Circle each conjunction.

7. Sugar maple trees supply shade in the hot summer and provide quality wood for furniture.

8. Bowling pins, violins, and xylophones can be made of beautiful sugar maple wood.

- D. Combine each pair of simple sentences into one compound sentence. Add a comma and the coordinating conjunction that shows the correct meaning.

9. There are 148 different kinds of maple trees. Only two supply sap for maple syrup.

There are 148 different kinds of maple trees, but only two supply sap for maple syrup.

10. Harvest time is in the spring. Farmers must remove the sap in one week.

Harvest time is in the spring, and farmers must remove the sap in one week.

English 6, Chapter 1, Lesson 10



© 2006 BJU Press. Reproduction prohibited.

19

allow the other team to answer. The team with the most points wins.

4. Choose from these questions, adding more as needed:

► (100 pts.) Which sentence type is Sentence 1? (**declarative**)

► (100 pts.) Which sentence type is Sentence 2? (**interrogative**)

► (100 pts.) Which sentence type is Sentence 3? (**imperative**)

► (200 pts.) What are the simple subject and simple predicate of Sentence 1? (**We, have learned**)

► (200 pts.) What are the simple subject and simple predicate of Sentence 2? (**[you], Have visited**)

► (200 pts.) Which sentence has a compound predicate? Name the simple predicates. (**Sentence 5; voted, planned**)

► (200 pts.) Which sentence has a compound subject? Name the simple subjects. (**Sentence 7; llamas, ostriches**)

► (300 pts.) Name each independent clause in Sentence 1. Is the sentence simple, compound, or complex? (**We have learned about many unusual farms; simple**)

► (300 pts.) Name each independent clause in Sentence 4. Is the sentence simple, compound, or complex? (**You may find one of these farms; complex**)

► (300 pts.) Name each independent clause in Sentence 6. Is the sentence simple, compound, or complex? (**Mount Rushmore got the most votes; we also found a bee farm nearby; compound**)

► (300 pts.) What are the prepositional phrase and the object of the preposition in Sentence 7? (**at animal farms, farms**)

E. Circle the subordinating conjunction in each sentence. Write **I** if the underlined clause is an independent clause. Write **D** if it is a dependent clause.

- D** 11. If the temperature is just right, farmers may hang sap buckets on their trees.
I 12. Other farmers use long plastic tubing because it is faster and easier.

F. Underline the independent clause(s) in each sentence. Write the letter of the type of sentence in the blank.

- B** 13. Some young trees contain only one hole, but older trees hold up to four holes.
C 14. After it travels through the plastic tubing, the maple sap filters into a machine inside a small building.
A 15. Maple tree farmers store their sap in this sugar house.

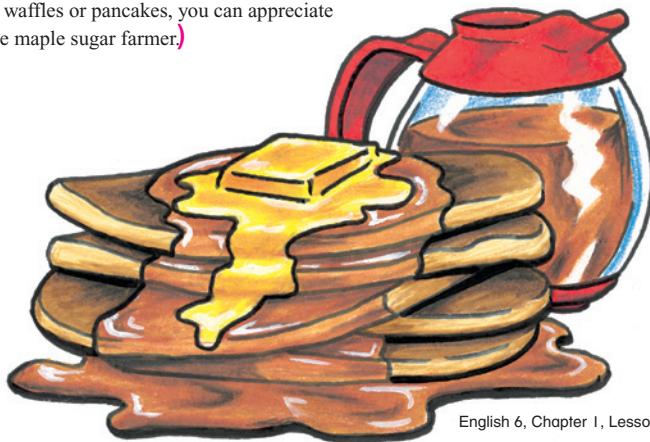
A. Simple
B. Compound
C. Complex

G. Underline each independent clause and identify the clause pattern in each sentence.

16. When farmers remove maple sap from the tree, they tap the tree.
 1 IC 2 IC 1 DC + 1 IC
17. Insects destroy acres of maple trees, and climate changes also affect the syrup industry.
 1 IC 2 IC 1 IC + 1 DC 1 IC + 2 DC

H. Put parentheses around the prepositional phrase(s) in each sentence.

18. (Below the sky) the gorgeous colored leaves show God's beauty.
19. Some maple trees reach a height (of only sixty feet.)
20. Farmers must boil syrup (at a high temperature) (for maple candy.)
21. When you eat waffles or pancakes, you can appreciate the work (of the maple sugar farmer.)



English 6, Chapter 1, Lesson 10

© 2006 BJU Press. Reproduction prohibited.

20

Worktext pages 19–20

Chapter 1 Review

Science Connection (optional)

Materials

- Wooden or plastic container (no more than 1½ feet deep) with a lid (**Note:** Ahead of time, drill ten to twelve holes in the bottom of the bin for airflow and drainage.)
- 1-inch strips of old newspaper
- Old newspaper or a large sheet of plastic
- Small amount of soil and water
- Red wiggler worms (also called tiger worms, dung worms, or striped worms)
- Several wooden blocks

Teacher's Toolkit, page 10

extra PRACTICE

Chapter 1 Review

Name _____

A. Use the code to label each sentence. Add the correct ending punctuation. Circle the simple subject in each sentence.

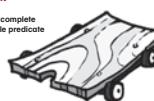
- Dec.** 1. My father built a skateboard with some old roller-skate wheels and some scrap wood.
Int. 2. Does @ work well?
Exc. 3. That skateboard can fly down the hill!

CODE

Dec. = Declarative
Int. = Interrogative
Imp. = Imperative
Exc. = Exclamatory

B. Draw a vertical line between the complete subject and the complete predicate. Underline the simple subject once and the simple predicate twice.

4. Many people enjoy woodworking as a hobby.
5. Woodworking projects include furniture, toys, and decorative items.
6. A good craftsman can build many things of excellent quality.



C. Underline the compound subject or compound predicate in each sentence. Circle the conjunctions.

7. Hammers, saws, and screwdrivers are only a few of a woodworker's tools.
8. Woodworkers measure wood to the correct size.
9. An accurate tape measure and a pencil are important.

D. Combine each pair of simple sentences into one compound sentence. Add a comma and a coordinating conjunction that shows the correct meaning.

10. A skateboard requires one piece of wood. That wood must be sturdy.
A skateboard requires one piece of wood, and that wood must be sturdy.
11. The wheels must be even. The skateboard will not work properly.
The wheels must be even, or the skateboard will not work properly.

Make a class worm farm.

1. Fill the container about three-fourths full of newspaper strips; add a handful of soil. Mix everything together and moisten it with water.
2. Squeeze a handful of the mixture. If you get more than a few drops of water, pour off some of the water or let the container dry out a little. Once the farm is settled, you should not need to add extra water. Too much water will cause the worms to drown.
3. Place the worms in the container and put on the lid.
4. Place the container on wooden blocks (for air circulation) with newspapers underneath it. The air temperature needs to be 55°F–77°F (13°C–25°C).
5. Feed the worms small amounts of food (e.g., fruit and vegetable scraps [except onions and citrus], coffee grounds, crushed eggshells, shredded paper, or tea leaves) each day in different sections of the container. Avoid feeding them meat, dairy products, and oily foods.
6. Remove the dark, crumbly castings from the top of the container about once a month since they are poisonous to the worms. Add fresh newspaper and soil about every four months. (**Note:** Place castings in soil, covered with mulch, or make liquid fertilizer by adding water to the castings until the mixture resembles weak tea. Use this special liquid fertilizer for African violets or other plants fed from the roots.)

Teacher's Toolkit, page 11

extra PRACTICE

Chapter 1 Review

Name _____

E. Circle the subordinating conjunction in each sentence. Write **I** if the underlined clause is an independent clause or **D** if it is a dependent clause.

- I** 12. Many people use neon paint for their skateboards because it glows in the dark.
D 13. Since all homemade skateboards are different, you can be original and creative in your designs.

F. Underline the simple subject once and the verb twice in each independent clause. Write the letter of the correct type of sentence.

- C** 14. You should wear a helmet and kneepads when you ride a skateboard.
A 15. Safety rules are always important.
B 16. A skateboard can be fun, but it can also be dangerous.

G. Underline the independent clause and identify the clause pattern in each sentence.

17. If you begin skateboarding on a flat area, you will learn the skill more easily.
 1 IC 2 IC 1 DC + IC
18. Control of a skateboard is difficult on a hilly surface.
 1 IC 2 IC 1 DC + IC
H. Put parentheses around the prepositional phrase(s) in each sentence.

19. A skilled skateboarder can ride (over bumps) (down steep hills, and up inclines.)
20. Your skateboarding skills will improve (with practice) (every day.)

