

Chapter 15

Sentences, Phrases & Clauses

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
141	Parts of Speech	328–29, S7	275–76	85	• Eight 4" × 6" index cards	<i>noun</i> <i>pronoun</i> <i>action verb</i> <i>linking verb</i> <i>adjective</i> <i>adverb</i> <i>preposition</i> <i>coordinating conjunction</i> <i>subordinating conjunction</i> <i>compound subject</i> <i>compound predicate</i> <i>appositive</i> <i>compound sentence</i> <i>complex sentence</i> <i>independent clause</i> <i>dependent clause</i> <i>relative pronoun</i> <i>sentence fragment</i> <i>run-on sentence</i> <i>misplaced modifier</i>	<ul style="list-style-type: none"> Define the parts of speech and identify them in a sentence Identify prepositions, objects of prepositions, and prepositional phrases Choose the correct verb to agree with the subject in a sentence containing a prepositional phrase Combine sentences with prepositional phrases
142	Prepositional Phrases	330–31, S38	277–78	86			
143	Appositives	332–33	279–80	87	• Several pictures of any type		
144	Compound Subjects & Predicates	334–35, S39	281–82	88	• Three paper plates or cups		
145	Compound Sentences	336–37, S40	283–84	89			
146	Complex Sentences	338–39	285–86	90	• Five 3" × 5" index cards		
147	Writing Complex Sentences	340–41	287–88	91			
148	Sentence Errors	342–43	289–90	92			
149	Chapter 15 Review	344–45, S41	291–92	93–94	• Materials for optional Science Connection		
150	Cumulative Review	346–47	293–94				
	Bridge: Viewing Bridges	348	295				

Learning CENTER

Name That Sentence!

Materials: index cards, paper, pencils, and a copy of Supplement page S35, "Name That Sentence!"

Preparation: Cut apart the sentences from Supplement page S35, "Name That Sentence!" and attach a separate sentence to each index card. Make a chart listing these three sentence types:

1. Sentence with an appositive
2. Compound sentence
3. Complex sentence

Student Directions:

1. Choose an index card and read the sentence.
2. Look at the Three Sentence Types chart and choose which type fits your sentence.

Learning CENTER

Sentence Cleanup

Materials: three paper lunch bags, paper, pencils, and a copy of Supplement page S37, "Sentence Cleanup"

Preparation: Label the three bags with one of the following labels: *sentence fragment*, *misplaced modifier*, *run-on sentence*. Cut apart the sentences from Supplement page S37 and put them in the appropriate bags. Write the following directions on the appropriate bag:

Correct a *sentence fragment* by filling in a missing subject or predicate.

Correct a *run-on sentence* by writing it as two separate sentences, a compound sentence, or a complex sentence.

Correct a *misplaced modifier* by moving the modifier close to the word that it modifies.

Student Directions:

1. Choose a bag and pull out a sentence.
2. Read the sentence and correct the error orally or by writing the correction on a sheet of paper.



Theme Information

Modern bridges must be strong, sturdy, and large enough to accommodate heavy traffic. The six types of modern bridges are beam, arch, truss, cantilever, suspension, and cable-stayed.

The simplest bridge type, a beam bridge, has a beam with posts on either end. Several beam bridges can be linked together to form a continuous-span bridge.

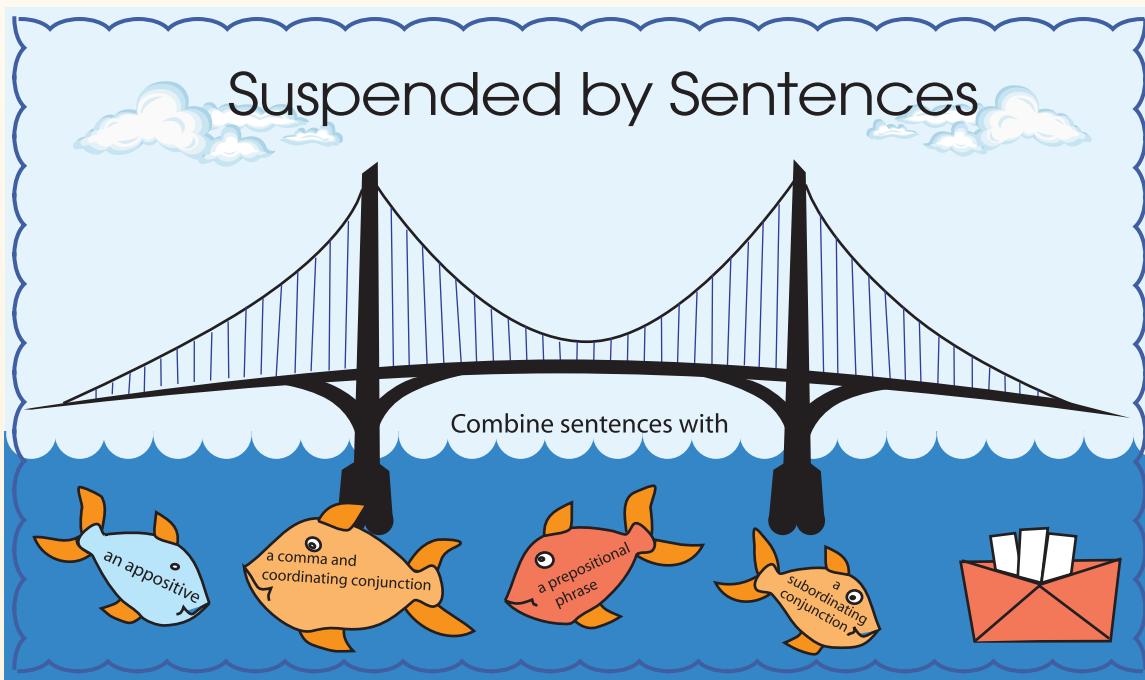
The Romans built arch bridges that distribute weight along the arch to supports at either end. Some arch bridges have trusses, vertical supports that help hold up the arch, but others are freestanding.

Truss bridges are beam bridges reinforced by steel triangle structures. They span short distances and can support heavy vehicles such as trains. The cantilever bridge is a type of truss bridge that can span longer distances.

Suspension bridges span the longest distances. They distribute weight by running cables attached to the roadway up to a tower, then back down to the ground to be anchored in concrete or bedrock.

Cable-stayed bridges look a lot like suspension bridges, but they support weight differently. Instead of being run over towers and then anchored to the ground, the cables are attached only to the towers.

Engineers build different types of bridges for different situations. Suspension bridges work well in a place where many boats go back and forth. A strong cantilever may be chosen for a railroad bridge. A beautiful arch bridge might be the best choice for a scenic parkway. The next time you drive over a bridge, think about how it works and why it was built there.



Cover the bulletin board with light blue paper, a wave border, and the title "Suspended by Sentences." Attach black electrical tape or yarn to make a bridge frame as shown. Attach pieces of yarn across the top of the bridge as cable wires. Under the bridge, write "Combine sentences with." Attach four large paper fish in the water labeled as shown. Attach an envelope of index cards on which are pairs of sentences cut from Supplement page S36, "Suspended by Sentences." Direct the students to choose a card and combine the two sentences.

Answer Key

1. Jamie and Jan, our cousins, play London Bridge together.
2. The Tower Bridge, a famous bridge in London, has big stone towers.
3. Bridges, important traffic links, are different shapes and sizes.
4. My dad is an architect for a new bridge, and I will watch each stage of the project.
5. The new bridge may look like the original, or it may have a modern look.
6. I like the design of the old bridge, but my dad likes a different design.
7. Bridges are necessary for everyday travel.
8. Covered bridges in our country are scarce. or Covered bridges are scarce in our country.
9. Engineers build bridges with a variety of materials.
10. Because a tourist had a camera, he took a picture of my family by the covered bridge.
11. Although the suspension bridge swayed in the wind, it was very safe.
12. We walked across a long, narrow rope bridge when we hiked to the other side of the mountain.

Objective

- Define the parts of speech and identify them in a sentence

Materials

- Nine 4" × 6" index cards
- Overhead transparency (or a copy for each student) of Supplement page S7, "Preposition Song"

Note

During Lesson 152 students will be required to submit a poem to a publisher. In preparation for this lesson, you will need to use the local library or the Internet to locate names and addresses of publications to which students could submit their work. Most libraries contain reference books of market information for writers, and writer's markets are readily available through Internet searches. Your local newspaper may also have a page that publishes children's writing. You may make copies of this information and supply your students with specific resources to choose from during that lesson.

Theme Info.

Discuss the theme. Read the theme information about bridges on page 327. Direct attention to the pictures on Worktext page 295.

Introduction

Review prepositions. Write this sentence for display:

A beautiful boat with a colorful sail glided under the bridge.

Remind the students that a *preposition* is a word that shows the relationship between its noun or pronoun object and another word in the sentence. Lead in singing "Preposition Song" with the students.

► **What are the prepositions in the displayed sentence? Circle them. (with and under)**

Teach for Understanding**A Define the parts of speech.**

1. Write each of these parts of speech in bold colors on an index card:

noun **preposition**

pronoun **coordinating conjunction**

verb **subordinating conjunction**

adjective **interjection**

adverb

Parts of Speech

Name _____



A **noun** is the name of a person, place, or thing. It also names an idea or feeling.

The famous Brooklyn Bridge was built in New York in 1883.

A **pronoun** takes the place of a noun.

We crossed the mile-long bridge yesterday on the way to church.

A **verb** is the main word in the predicate of a sentence. It tells what the subject does or is. An action verb tells what the subject does. A linking verb tells what the subject is by linking the subject to a noun or an adjective in the predicate.

The bridge joins the boroughs of Manhattan and Brooklyn.

The bridge is wide.

An **adjective** modifies or describes a noun or pronoun and tells what kind or how many. Special adjectives include articles, proper adjectives, and demonstratives.

John A. Roebling, a talented engineer, designed this bridge.

An **adverb** modifies or describes a verb, an adjective, or another adverb. Adverbs answer

the questions *how?* *when?* *where?* or *to what extent?* Adverbs often end in *ly*.

The construction process went slowly.

A **preposition** shows the relationship between a noun or pronoun and other words in the sentence. A preposition usually comes before the noun or pronoun.

After his father's death, Washington Roebling became the chief engineer.

A **subordinating conjunction** introduces a dependent clause. A **coordinating conjunction** is a word such as *and*, *but*, *or*, *nor* that joins words, phrases, or simple sentences.

When Washington became ill, he supervised the bridge building from his apartment with the help of his wife and his workers.

An **interjection** expresses a strong feeling. It can stand alone before or after the sentence. An interjection is often followed by an exclamation point.

Examples: *ouch, whew, yes, no, thanks, oh, uh, wow, oops, hey*

Yikes! I'm falling!

Guided Practice

► Label the part of speech above each underlined word.

- The workers completed the **bridge** in **fourteen** years.
- Men **spent** hours **under** the **water** inside airtight caissons.
- Although the explosives in the **caissons** were dangerous, **they** were necessary for excavating the river before laying foundations **for** the piers.

CODE

N	= Noun
Pro	= Pronoun
V	= Verb
Adj	= Adjective
Adv	= Adverb
Prep	= Preposition
CC	= Coordinating Conjunction
SC	= Subordinating Conjunction
I	= Interjection

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2. Give the nine index cards to nine volunteers. Direct each student to stand and hold up his card when his part of speech is being defined.

- Which part of speech names a person, place, thing, idea, or feeling? Give three examples. (**noun; Nouns given will vary.**)
- Which part of speech takes the place of a noun? Give three examples. (**pronoun; Pronouns given will vary.**)
- Which part of speech is the main word in the predicate of a sentence and tells what the subject is or does? Give three examples. (**verb; Verbs given will vary.**)
- Which part of speech modifies or describes a noun and tells what kind or how many? Give three examples. (**adjective; Adjectives given will vary, but remind the students that special adjectives**)
- Which part of speech joins words, phrases, or simple sentences? Give three examples. (**coordinating conjunction; and, but, and or**)
- Which part of speech introduces a dependent clause? (**subordinating conjunction; Subordinating conjunctions given will vary.**)

include articles, proper adjectives, and demonstratives.)

► Which part of speech describes a verb, an adjective, or an adverb and often ends in *ly*? Give three examples. (**adverb; Adverbs given will vary.**)

► Which part of speech usually comes before a noun or pronoun and shows the relationship between the noun or pronoun and another word in the sentence? Give three examples. (**preposition; Prepositions given will vary.**)

► Which part of speech joins words, phrases, or simple sentences? Give three examples. (**coordinating conjunction; and, but, and or**)

► Which part of speech introduces a dependent clause? (**subordinating conjunction; Subordinating conjunctions given will vary.**)

Independent Practice

► Label the part of speech above each underlined word.

Adj N Prep

1. Twenty people died during the building of the bridge.

CC N V

2. Washington Roebling and several men contracted decompression sickness.

SC Adj Pro

3. When divers are under water for long periods, they may experience pain or cramps (decompression sickness) if they resurface too quickly.

N

4. From his apartment, Washington observed **Adj** the construction through a telescope and **V** sent messages by his wife to the crew.

I V

5. Wow! This bridge was the first steel-wire **N** bridge in the country.

6. A suspension bridge hangs from very **Adj** strong cables over two towers.

Prep

7. The cable wires on the bridge look like a **Adj N** giant hammock.

8. Engineers build suspension bridges across **Adj** long distances.



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Apply and Write

► In 1983 the United States Postal Service made a twenty-cent stamp featuring the Brooklyn Bridge. Write three or four sentences about a stamp you would like to design.

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► Which part of speech shows strong feeling and can stand alone before or after a sentence? Give three examples. (*Interjection; Interjections given will vary.*)

B Identify the parts of speech in a sentence.

1. Write these sentences for display, omitting the parts of speech labels:

Adj N V Prep Adj N CC

That family drove across the bridge and **V Adj N Prep Adj N** watched the lake for several miles.

Adj Adj N Prep Adj N V Adv

The dark water below the bridge looked very **Adj CC Pro V Adj Prep Adj N** cold, but she felt warm inside the car.

I Pro Adv V Adj N Prep

Wow! They finally reached the end of **Adj N** the bridge!

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Worktext page 275

Guided Practice

Worktext page 276

Independent Practice: Apply and Write

Share Extra Information (optional).

ExtraInfo

The Brooklyn Bridge, completed in

1883, was the longest suspension bridge in the world at the time. The building of the bridge was difficult. Its designer, John A. Roebling, died of an injury sustained while working on the project. Workers laying the foundation of the bridge were lowered in huge barrel-shaped cement caissons, and some suffered from decompression sickness (the "bends") when they came to the surface too quickly. Roebling's own son, Washington, who took on the project after his father's death, was crippled by decompression sickness. His wife, Emily, finished the project capably and intelligently under her husband's direction.

ESL

Write *interjection = show of strong feeling or emotion* on sentence strips. Give ESL students sentences containing interjections, such as *Oh, I forgot my homework!* Instruct them to act out the sentence, using facial expressions.

Although this lesson reviews all the parts of speech previously taught, the volume of information presented might be overwhelming to ESL students. You may modify this assignment to meet the needs of the students and their abilities.

Teacher's Toolkit, page 85

extra PRACTICE Parts of Speech

Name _____

► Label the part of speech above each underlined word.

Adj V Prep

1. Many inventions are the results of mistakes.

Adj N

2. The microwave oven is one of those **inventions**.

Prep V N

3. During World War II, Allied pilots detected enemy **planes** with radar.

Adj N

4. Dr. Spencer, an engineer, worked with magnetrons and microwave radiation.

V Prep N

5. Radar waves melted the candy bar in **his pocket**.

Pro Prep

6. He performed other experiments and made discoveries **about** microwaves.

SC N Adj

7. Although the first commercial **microwave** was **bulky** and **expensive**, it was popular.

SC V Prep

8. When Armana introduced its Radarange in 1967 **for home** use, housewives exclaimed, "Oh! This is wonderful!"

V

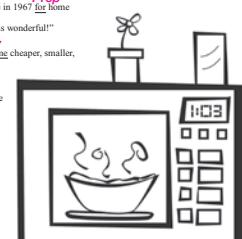
9. Over the years, microwave ovens **became** cheaper, smaller, and really convenient.

Adv V

10. Today, the microwave oven is one of the **most popular** kitchen appliances in America.

CODE

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Objectives

- Identify prepositions, objects of prepositions, and prepositional phrases in sentences
- Choose the correct verb form to agree with the subject in a sentence containing a prepositional phrase
- Combine sentences with prepositional phrases
- Diagram a sentence containing prepositional phrases (optional)

Materials

- Overhead transparency (or a copy for each student) of Supplement page S38, "Diagramming Prepositional Phrases" (optional)

Introduction**Listening**

Review prepositions.

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

Step by step, read aloud the following list of instructions for the students to follow, emphasizing the prepositions. Pause after each instruction for a volunteer to name the preposition(s) in that step.

- Stand **beside** your chair. Place your hands **on** your hips.
- Slowly straighten your arms and lift them **over** your head. Stretch **toward** the ceiling.
- Now, bend forward **from** your waist, keeping your arms straight.
- Stretch and touch your toes **with** your hands. Swing back **into** position, standing tall.
- Sit **in** your chair. Listen as I talk **about** prepositional phrases.

Teach for Understanding

- A** Identify prepositions, objects of prepositions, and prepositional phrases in sentences.

1. Write these sentences for display:

Our boat would not fit.

It would not fit under the bridge.

The bridge opened.

It opened in the middle.

- Is there a preposition in the first sentence? If so, what is it? (*no*)

Prepositional Phrases

Name _____

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

Two sentences can sometimes be combined by adding the prepositional phrase from one

sentence to the other sentence. Prepositional phrases often come between the subject and verb of the sentence. The verb in the sentence must agree with the subject of the sentence, not with the object of the preposition.

Movable bridges are very important.

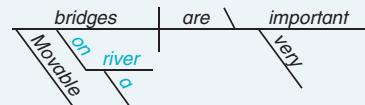
This kind of bridge is on a river.

S V

Movable bridges (on a river) are very important.

Bridges is the subject, not *river*.

See the list of common prepositions in the Grammar Handbook on page 359.

**Guided Practice**

- Put parentheses around each prepositional phrase. Underline each simple subject once and each correct verb form twice.

- The second-oldest type(of bridge)is the stone arch bridge.
- Many examplesof stone arch bridgesstill stand, stands.
- Informationabout arch bridgesis, are available.
- Bridgesof concrete or steelis, are common.
- Two graceful archesof the Natchez Trace Parkway Bridgesupport, supports the roadway.
- The steel arch bridgeover New River Gorgeis, are the world's longest single-arch bridge.
- The forty-minute drivearound oneof America's oldest riversnow take, takes only one minute.

- Combine the pair of sentences using a prepositional phrase.

- Dad took photographs. The photographs were of us on the pier.

Dad took photographs of us on the pier.

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- Is there a preposition in the second sentence? If so, what is it? (*yes; under*) Circle it.

- Which noun or pronoun answers the question *under what?* or *under whom?* (*bridge*)

Explain that *bridge* is the object of the preposition.

- Review that a **prepositional phrase** begins with a preposition, ends with the object of the preposition, and includes all the words between them. A prepositional phrase can be at the beginning, middle, or end of a sentence.

- What is the prepositional phrase in the second sentence? (*under the bridge*) Put parentheses around it.

- Is there a preposition in the third sentence? If so, what is it? (*no*)

- Is there a preposition in the fourth sentence? If so, what is it? (*yes; in*) Circle it.

- Which noun or pronoun answers the question *in what?* or *in whom?* (*middle*)

- What function does the noun *middle* perform in this sentence? (*It is the object of the preposition.*) Select a volunteer to put parentheses around the prepositional phrase. (*in the middle*)

- B** Combine sentences with prepositional phrases.

Explain that two sentences can sometimes be combined when one of them contains a prepositional phrase. That prepositional phrase can be included in one sentence, eliminating the need for the second sentence.

Independent Practice

- Put parentheses around each prepositional phrase. Underline each simple subject once and each correct verb form twice.

1. Trusses (in a bridge) (contain, contains) many triangular beams.
2. A truss (under a bridge) (support, supports) a great amount (of weight).
3. Cars (on the bridge) (pass, passes) through the trusses.)
4. Many railroad bridges (across the country) (use, uses) a truss design.
5. One truss bridge (in Quebec) (has, have) a span (of 549 meters.)

- Combine each pair of sentences using a prepositional phrase.

6. Michael designed a bridge. He designed it for a contest.

Michael designed a bridge for a contest.

7. He built the bridge. He built it with craft sticks.

He built the bridge with craft sticks.

8. He won the contest. The contest was at the local college.

He won the contest at the local college.

- Choose one of your new sentences from above and diagram it.

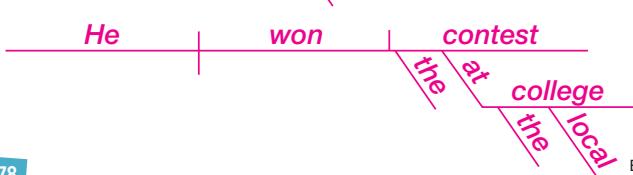
9. Sentence _____:



Sentence 7:



Sentence 8:



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Guided Practice

Worktext page 278

Independent Practice

(Note: Diagramming the new sentence is optional. You may allow all or a few students to skip this section.) Share *Extra Information* (optional).

ExtraInfo

There are two main types of bridges: fixed bridges and movable bridges. Fixed bridges are permanent structures. Movable bridges use machinery that raises and lowers portions of the bridge to allow ships to pass. Movable bridges are useful when there is not enough clearance or space for a higher bridge. However, they are less time efficient for motorists, who must wait at a stoplight until the tall ship or barge can pass through.

ESL

Instruct ESL students to place parentheses around the prepositional phrase(s) and to underline words that are similar when there are two sentences to combine.

- How could we combine the first pair of sentences? (by including the prepositional phrase **under the bridge** in the first sentence: Our boat would not fit under the bridge.)
- How could we combine the second pair of sentences? (by including the prepositional phrase in the middle in the first sentence: The bridge opened in the middle.)

C Distinguish the subject of a sentence from the object of a preposition.

1. Write this sentence for display:

The bridges on the canal were green.

2. Choose a student to put parentheses around the prepositional phrase **on the canal**. Explain that when a prepositional phrase comes between the subject and the verb in a sentence, the

verb must agree with the subject, not with the object of the preposition.

- Could we say "The bridges on the canal was green"? Why? (no; Bridges is a plural subject. Canal is the object of the preposition on. The verb must be the plural form to agree with bridges.)

D Diagram sentences with prepositional phrases (optional).

1. Display the overhead transparency of Supplement page S38, "Diagramming Prepositional Phrases," or give a copy of the page to each student.
2. Guide the students in diagramming all the words in the sentences. (Note: Prepositional phrases are placed under the word that they modify.)

Teacher's Toolkit, page 86

extra PRACTICE

Prepositional Phrases

Name _____

- Combine each pair of sentences using a prepositional phrase.

1. Explorer James Cook lived in England. He lived during the 1700s.

Explorer James Cook lived in England during the 1700s.

2. Young James was an apprentice. He was apprenticed to a seafaring family.

Young James was an apprentice to a seafaring family.

3. James served in the Royal Navy. He was a navigator.

James was a navigator in the Royal Navy.

4. Cook took a scientific journey. The journey took him to Tahiti.

Cook took a scientific journey to Tahiti.

5. Later Cook went on another mission. He went to a new continent.

Later Cook went on another mission to a new continent.

6. He sailed southwest. He sailed toward the present-day nation of New Zealand.

He sailed southwest toward the present-day nation of New Zealand.

7. Cook sailed further. He sailed to the land of Australia.

Cook sailed further to the land of Australia.

8. King George III honored Cook. He honored Cook for his accomplishments.

King George III honored Cook for his accomplishments.

Objectives

- Identify an appositive phrase in a sentence
- Combine sentences with an appositive

Materials

- Several pictures of any type

Introduction**Speaking**

Review nouns. Remind the students that a noun names a person, place, thing, or idea/feeling. Write these categories for display. Next, show one of the pictures to the class to generate ideas. Guide the students to look at the picture and name nouns that they see. As they say each noun, tell them to determine its correct category: person, place, thing, or idea/feeling. Write each noun under the correct category.

- Why are no nouns listed in the category for idea/feeling? (*You cannot easily show an idea/feeling in a picture.*)

Teach for Understanding**A Identify an appositive phrase in a sentence.**

1. Write these sentences for display:

The Natchez Trace Bridge, a beautiful arch bridge in Tennessee, is the winner of many awards.

Let's hear some applause for our contest winner, the beautiful Natchez Trace Bridge.

2. Review that an appositive is a noun or noun phrase that renames another noun in a sentence. An appositive can rename a noun in any part of the sentence, but it comes immediately after the noun it renames. Commas are used to set off most appositives from the rest of the sentence. (*Note:* Exceptions to this comma rule would be constructions such as *my friend Nathan*, where the appositive *Nathan* is necessary to identify a particular friend. Such exceptions are not included in these lessons.)
3. Explain that an appositive can expand a sentence and clarify its meaning.

- What is the appositive phrase in the first sentence? (*a beautiful arch bridge in Tennessee*)
- What noun does the appositive phrase rename? (*Natchez Trace Bridge*)

Appositives

Name _____

An **appositive** is a noun or noun phrase that renames or gives more information about a **noun**. An appositive comes immediately after the noun it renames and can expand a

sentence or clarify its meaning. Commas are used to set off an appositive from the rest of the sentence.

**Guided Practice**

- Underline the appositive phrase in each sentence; then draw an arrow to the noun that it renames.

1. A beam bridge, the simplest type of bridge, is a horizontal beam with a vertical post on either end.
2. The arch bridge, a stronger kind of bridge with sturdy side supports, stands up well under the force of traffic.
3. Suspension bridges, bridges with powerful cables, are more flexible.
4. The sides of another bridge, the cantilever bridge, extend beyond its supports.



- Combine the pair of sentences using an appositive phrase. **Answers will vary. Possible answer is given.**

5. The Romans were the inventors of concrete. They were master bridge builders.

The Romans, the inventors of concrete, were master bridge builders.

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- What is the appositive phrase in the second displayed sentence? (*the beautiful Natchez Trace Bridge*)

- What noun does the appositive phrase rename? (*winner*)

- What is different about the location of the appositive phrase in each sentence? (*In the first sentence the appositive renames the subject and comes near the beginning of the sentence. In the second sentence the appositive renames the object of a preposition and comes at the end of the sentence.*)

- What is the same about the location of the appositive phrase in each sentence? (*The appositive phrase comes immediately after the noun it renames and is set off by a comma or commas.*)

B Combine sentences using an appositive phrase.

1. Write these sentences for display:

The movable bridge is an ideal design for the passage of tall boats.

The movable bridge opens up or moves apart.

- How could we combine these two sentences? (*The movable bridge, an ideal design for the passage of tall boats, opens up or moves apart.*)

- What is the appositive phrase in the new sentence? (*an ideal design for the passage of tall boats*)

- What kind of phrase is part of that appositive phrase? (*the prepositional phrase, for the passage of tall boats*)

- What noun does the appositive phrase rename? (*bridge*)

Independent Practice

► Underline the appositive phrase in each sentence.

1. Texas, the state with the most bridges, has nearly fifty thousand of these connectors.
2. The Congress Avenue, a bridge in Texas, serves as a home for over one million bats from March through November.
3. The longest bridge in the world, Lake Pontchartrain Causeway in Louisiana, is almost twenty-four miles long.
4. The highest bridge over water, the Royal Gorge Bridge in Colorado, hangs over one thousand feet in the air.
5. The Charles River Bridge, a wide bridge in Boston, carries ten lanes of traffic.



► Combine each pair of sentences by using an appositive phrase. *Answers will vary.*

6. Steel is a strong and durable material. It is used in most modern bridges.

Steel, a strong and durable material, is used in most modern bridges.

7. Piers are the supports beneath a bridge. Piers hold the bridge up.

Piers, the supports beneath a bridge, hold the bridge up.

8. Wind and ice are severe weather conditions. Wind and ice can affect the safety of a bridge.

Wind and ice, severe weather conditions, can affect the safety of a bridge.

9. A lightweight suspension bridge collapsed in a windstorm. The suspension bridge was the Tacoma Narrows Bridge.

A lightweight suspension bridge, the Tacoma Narrows Bridge, collapsed in a windstorm.

Apply and Write

► Write two sentences describing what kind of bridge you would design if you were a bridge engineer. Use an appositive in one sentence.

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2. Point out that the appositive phrase is not necessary for the sentence to be complete. Reread the sentence, omitting the appositive phrase to demonstrate.

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Guided Practice

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Independent Practice: Apply and Write

ESL

Remind ESL students that a sentence will make sense if its appositive is omitted. Instruct ESL students to locate the comma, cover up the words after the comma or between the commas, and then reread the sentence to check for clarity. Due to the difficulty of the vocabulary and the length of the sentences, some ESL students may need to have the sentences read aloud to them.

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Teacher's Toolkit, page 87

extra PRACTICE Appositives

Name _____

► Combine each pair of sentences by using an appositive phrase. *Answers will vary.*

1. The Sons of Liberty was a group of Patriots. The Sons of Liberty worked for freedom during the Revolutionary War.

The Sons of Liberty, a group of Patriots, worked for freedom during the Revolutionary War.



2. The Sons of Liberty was an organization against British rule. It opposed the Stamp Act and other unfair laws.

The Sons of Liberty, an organization against British rule, opposed the Stamp Act and other unfair laws.

3. Paul Revere was a member of the Sons of Liberty. He was also a spy for the Patriots.

Paul Revere, a member of the Sons of Liberty, was also a spy for the Patriots.

4. Paul was an excellent horseman. He frequently served as a courier and relayed messages to Patriot leaders.

Paul, an excellent horseman, frequently served as a courier and relayed messages to Patriot leaders.

5. "Paul Revere's Ride" is a poem by Longfellow. It celebrates Revere's midnight warning about the British.

"Paul Revere's Ride," a poem by Longfellow, celebrates Revere's midnight warning about the British.

6. Today we still honor the memory of Paul Revere. He is a Revolutionary War hero.

Today we still honor the memory of Paul Revere, a Revolutionary War hero.

Objectives

- Identify compound subjects and compound predicates in sentences
- Combine sentences with compound subjects and compound predicates
- Diagram sentences with compound subjects and compound predicates: S S V, S V V, S S V V (optional)

Materials

- Three paper plates
- Overhead transparency (or a copy for each student) of Supplement page S39, "Diagramming Compound Subjects & Predicates" (optional)

On each paper plate, write one of these terms:

Simple Subject

Simple Predicate

Sentence

Introduction**Speaking**

Review simple subjects and simple predicates. Play a quick, quiet game of "Speak Up." Seat the class in a circle and give each of the three plates to a different student. At your signal, direct the students to pass the plates to their left until you say "stop." Direct the student holding the *Simple Subject* plate to give a simple subject. Direct the student holding the *Simple Predicate* plate to give a simple predicate. Then direct the student holding the *Sentence* plate to use that simple subject and predicate in a sentence. As a variation, you could use music to start and stop the passing of the plates as in a game of musical chairs.

Teach for Understanding**A Identify compound subjects and compound predicates.**

- Write these sentences for display:

The Thames River has flowed underneath the London Bridge.

The Colorado River has flowed underneath the London Bridge.

We will walk across the famous bridge.

We will drive across the famous bridge.

- How is the first pair of sentences similar? (*They have the same predicate.*)

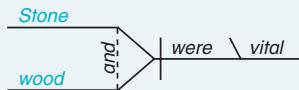
- How are these sentences different? (*They have different subjects.*)

Compound Subjects & Predicates

Name _____

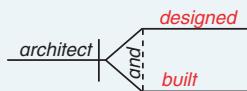
A **compound subject** has two or more simple subjects that share the same predicate. They are joined by the coordinating conjunction *and* or *or*.

Stone and wood were vital to the construction of the early London Bridges.



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*.

In 1831 an architect designed and built the bridge with five wide arches.



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

The present London Bridge and the Millennium Bridge span the Thames River and provide access to different parts of London.

**Guided Practice**

- Combine each pair of sentences using a compound subject or predicate and a coordinating conjunction: *and*, *but*, or *or*. (One sentence should contain both a compound subject and a compound predicate.)

- In 1962 the London Bridge fell down. In 1962 the London Bridge sank into the Thames River.

In 1962 the London Bridge fell down and sank into the Thames River.

- Heavy stones caused the problem. Increased traffic caused the problem.

Heavy stones and increased traffic caused the problem.

- Robert McCulloch and his colleague, C. V. Wood, placed a bid of \$2.46 million for the bridge. The two men won.

Robert McCulloch and his colleague, C. V. Wood, placed a bid of \$2.46 million for the bridge and won.

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- How is the second pair of sentences similar? (*They have the same subject.*)

- How are these sentences different? (*They have different predicates.*)

- Remind the students that a **compound subject** is two or more simple subjects in one sentence that share the same predicate. Compound subjects are joined by the coordinating conjunction *and* or *or*.

- What is a **compound predicate**? (*two or more simple predicates that share the same subject*)

- Remind the students that compound predicates are joined by the coordinating conjunction *and*, *but*, or *or*.

- B** Combine sentences with compound subjects and compound predicates.

- Explain that by using a coordinating conjunction to make compound subjects or predicates, we can combine sentences. This avoids repetition and helps to eliminate extra words in our writing. Commas are not needed between the two parts of a compound subject or predicate. Point out that sometimes it is necessary to change the form of the verb in the sentence to agree with a plural subject.

- How could we combine the first pair of sentences? (*The Thames River and the Colorado River have flowed underneath the London Bridge.*)

Independent Practice

► Combine each pair of sentences using a compound subject or predicate and a coordinating conjunction: *and*, *but*, or *or*.

- McCulloch bought the London Bridge in 1968. He moved it to Arizona in 1968.

McCulloch bought the London Bridge and moved it to Arizona in 1968.

- People laughed at the idea at first. People later changed their minds.

People laughed at the idea at first but later changed their minds.

- Workers labeled individual stones. Workers removed individual stones.

Workers labeled and removed individual stones.

- The heavy stones traveled by boat to the United States. The heavy stones were hauled by truck to Arizona.

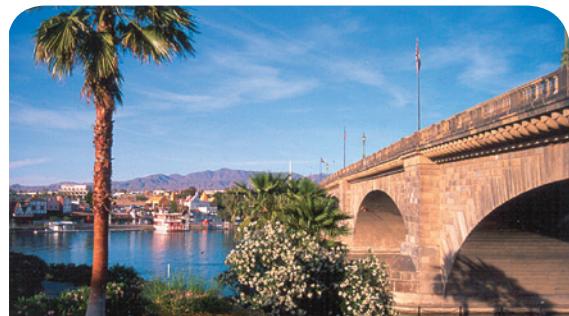
The heavy stones traveled by boat to the United States and were hauled by truck to Arizona.

- The Lord Mayor of London attended the special ceremony. The Lord Mayor of London laid the cornerstone for the bridge.

The Lord Mayor of London attended the special ceremony and laid the cornerstone for the bridge.

- Workers assembled the stones. Workers rebuilt the bridge in 1971.

Workers assembled the stones and rebuilt the bridge in 1971.



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- What connects the two subjects? (*the coordinating conjunction and*)
 - How could we combine the second pair of sentences? (*We will walk or drive across the famous bridge.*)
 - What connects the two predicates? (*the conjunction or*)
2. Write these sentences for display:
- Allison and Bethany jumped rope during recess.
- Allison and Bethany sang "London Bridge Is Falling Down" during recess.
3. Point out that a sentence may contain both a compound subject and a compound predicate.
- How could we combine these two sentences? (*Allison and Bethany jumped rope and sang "London Bridge Is Falling Down" during recess.*)

- What connects the two subjects and the two predicates? (*The coordinating conjunction and connects both the subjects and the predicates.*)

- C Diagram sentences with compound subjects and compound predicates: *S S V, S V V, S S V V* (optional).

1. Display the overhead transparency of Supplement page S39, "Diagramming Compound Subjects & Compound Predicates," or give a copy of the page to each student.
2. Select volunteers to diagram the sentences on the overhead transparency. Check the sentences together.

Worktext page 281

Guided Practice

Worktext page 282

Independent Practice

Share Extra Information (optional).

ExtraInfo

Throughout history many bridges have spanned London's Thames River. The "London Bridge" nursery rhyme most likely dates back to the early Middle Ages when Vikings pulled a wooden bridge down to make way for their ships. The London Bridge we are familiar with from history books and stories was built in 1209. The stone structure was large enough to support many buildings and shops. By the year 1763, though it was still sturdy, the bridge underwent renovations to make it wider. Finally, in 1831, the entire bridge was demolished, and a new one was put in its place. This new bridge, however, was too heavy and began to sink into the soft riverbed. It was dismantled, reerected in Arizona, and replaced by a modern bridge in 1972. Today's London Bridge in England is an unremarkable concrete slab structure.

ESL

The length of the sentences and the complexity of the skills in this lesson will be difficult for ESL students. Many students will need to have the sentences read aloud to them. Pair ESL students with English-proficient students to complete the worktext pages. You may choose to shorten the assignment so that ESL students are not frustrated.

Teacher's Toolkit, page 88

extra PRACTICE	Compound Subjects & Predicates	Name _____
► 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> . (One sentence should contain both a compound subject and a compound predicate.)		
1.	Tacos will taste good at our party. <i>Tacos and [or] pizza would taste good at our party.</i>	
2.	We must write the invitations. We must mail the invitations. <i>We must write and mail the invitations.</i>	
3.	Can you make the piñata? Can you buy the candy for it? <i>Can you make the piñata and [or] buy the candy for it?</i>	
4.	Karla will bring tortilla chips and dip. Shaquanda will bring tortilla chips and dip. <i>Karla and [or] Shaquanda will bring tortilla chips and dip.</i>	
5.	Shane swung hard. Shane missed the piñata. <i>Shane swung hard but missed the piñata.</i>	
6.	Crystal's stick hit the piñata. Crystal's stick knocked a hole in the piñata. <i>Crystal's stick hit and knocked a hole in the piñata.</i>	
7.	The boys ran toward the candy on the ground. The girls ran toward the candy on the ground. <i>The boys and [the] girls ran toward the candy on the ground.</i>	

Objectives

- Identify a simple sentence as an independent clause
- Combine two simple sentences into a compound sentence
- Diagram a compound sentence (optional)

Materials

- Overhead transparency (or a copy for each student) of Supplement page S40, "Diagramming Compound Sentences" (optional)

Introduction**Speaking**

Review complete subjects and predicates. Play an add-on game by directing a volunteer to give a complete subject and another student to add a predicate to complete the sentence. Go around the class and continue until all students have given a sentence part. (Example: *The tired cook* _____. *The tired cook grilled hundreds of hamburgers for lunch today.*)

Teach for Understanding**A Identify a simple sentence.**

- Write these sentences for display:

Our family visited our grandparents in California.

We traveled across the Golden Gate Bridge on the way.

Whitney and I could return with our parents after one week.

We could stay for an extra week with Nana and Papa.

- **What is the simple subject and simple predicate in each sentence? Draw one line under the simple subject and draw two lines under the simple predicate (verb).** (*family visited; We traveled; Whitney and I could return; We could stay*)

- Remind the students that a simple sentence is a group of words that has a subject and a predicate and expresses a complete thought. Explain that an independent clause is a group of words that has a subject and a predicate and expresses a complete thought. An independent clause can stand alone as a sentence. Point out that even though the third displayed sentence has a compound subject, it is still a simple sentence because it has only one subject-predicate pair.

Compound Sentences

Name _____

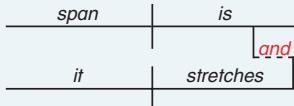


A **simple sentence** has a subject and a predicate and expresses a complete thought. It is an independent clause.

A famous suspension bridge connects San Francisco and Sausalito.

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

The main span of the Golden Gate Bridge is 4,200 feet long, and it stretches over the channel between San Francisco Bay and the Pacific Ocean.



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

The bridge has six lanes of traffic; some lanes can reverse for ease of traffic flow.

Remember

Use *and* when the second sentence gives more information. Use *but* to show a contrast or difference between the two sentences. Use *or* to show a choice.

**Guided Practice**

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

- The Golden Gate Bridge contains eighty-three thousand tons of steel. It can sway more than twenty feet from side to side.

The Golden Gate Bridge contains eighty-three thousand tons of steel, but [and] it can sway more than twenty feet from side to side.

- On opening day, only pedestrians could cross the bridge. Over thirty-two thousand vehicles drove across on the second day.

On opening day, only pedestrians could cross the bridge, but over thirty-two thousand vehicles drove across on the second day.

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B Combine simple sentences into a compound sentence.

- **What is a compound sentence? (a sentence containing two or more simple sentences, or independent clauses, joined by a comma and a coordinating conjunction)**

Point out that a compound sentence has two or more subject-predicate pairs.

- Review that a **coordinating conjunction** is a word such as *and, but, or* that joins words, phrases, or 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. The conjunction *but* is used to show a contrast or difference between the

two sentences. The conjunction *or* is used to show a choice.

- **How could we combine the first pair of simple sentences into a compound sentence? (Our family visited our grandparents in California, and we traveled across the Golden Gate Bridge on the way.)**

- **What connects these two sentences? Why? (the conjunction and because the second sentence gives more information)**

- **How could we combine the second pair of simple sentences into a compound sentence? (Whitney and I could return with our parents after one week, or we could stay for an extra week with Nana and Papa.)**

- **What connects the two sentences? Why? (the conjunction or because the sentences give a choice)**

Independent Practice

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

1. Workers completed the Golden Gate Bridge in 1937. It opened for traffic in May of that year.

**Workers completed
the Golden Gate
Bridge in 1937, and it
opened for traffic in
May of that year.**

2. Joseph Strauss was the bridge engineer. He wrote a poem about the bridge upon its completion.

**Joseph Strauss was the bridge engineer, and he wrote a
poem about the bridge upon its completion.**

3. At certain times of day, carpoolers can cross the bridge without a fee. At all other times they must pay a toll.

**At certain times of day, carpoolers can cross the bridge
without a fee, but at all other times they must pay a toll.**

4. Ironworkers keep the bridge in good repair. They must constantly fight the hazards of wind, fog, and sea air.

**Ironworkers keep the bridge in good repair, but [and] they
must constantly fight the hazards of wind, fog, and sea air.**

5. High salt levels in the air cause rust. Workmen protect the steel with paint.

**High salt levels in the air cause rust, but workmen protect
the steel with paint.**



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► What comes before the conjunction? (*a comma*)

2. Write this sentence for display:

My dad is an engineer, and he designs bridges.

Show the students an easy way to identify a compound sentence: Cover the conjunction and the comma with your finger and read the sentence on each side of your finger. If each sentence is a complete thought, then you have a compound sentence.

3. Review with the students that some compound sentences use a semicolon as the connector instead of a comma and a conjunction.

C Diagram compound sentences (optional).

1. Display the overhead transparency of Supplement page 40, "Diagramming Compound Sentences," or give a copy of the page to each student.
2. Guide the students in diagramming the sentences.

Worktext page 283

Guided Practice

Worktext page 284

Independent Practice

ESL

Instruct ESL students to circle 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.

Teacher's Toolkit, page 89

extra PRACTICE

Compound Sentences

Name _____

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

1. Butterflies fly during the day. Moths are nocturnal.
Butterflies fly during the day, but moths are nocturnal.



2. Butterflies always have knobbed antennae. Moths have feathery or straight antennae.
Butterflies always have knobbed antennae, and [but] moths have feathery or straight antennae.

3. Butterflies can hold their wings together vertically. They can spread their wings horizontally.
Butterflies can hold their wings together vertically, or they can spread their wings horizontally.

4. Moth bodies are plump and hairy. Butterfly bodies are slim.
Moth bodies are plump and hairy, but butterfly bodies are slim.

5. Butterflies often lay their eggs on the underside of leaves. The leaves provide food for the hatched caterpillar.
Butterflies often lay their eggs on the underside of leaves, and the leaves provide food for the hatched caterpillar.

6. Tiny, overlapping scales make brilliant colors on butterflies' wings. They also help raise body temperatures.
Tiny, overlapping scales make brilliant colors on butterflies' wings, and they also help raise body temperatures.

7. The yellowish green luna moth is a beautiful specimen. The adult lives only about one week.
The yellowish green luna moth is a beautiful specimen, but the adult lives only about one week.

Objectives

- Identify dependent and independent clauses in a complex sentence
- Identify subordinating conjunctions in dependent clauses

Materials

- Five 3" × 5" index cards

Write one of these subordinating conjunctions on each index card: *if, when, whenever, although, though*.

Introduction

Review subjects and predicates. Write these sentences for display, selecting volunteers to underline each simple subject once and each simple predicate twice. (**Note:** Point out that *covered bridge* is a compound word.)

Our family went to the Covered Bridge Festival in Ohio.

Most covered bridges cross creeks or rivers.

The Windsor Mills Bridge is listed in the National Register of Historic Places.

Complex Sentences

Name _____



An independent clause has a subject and a predicate and expresses a complete thought. It can stand alone as a sentence.

The Lake Pontchartrain Causeway became the longest highway bridge in the world.

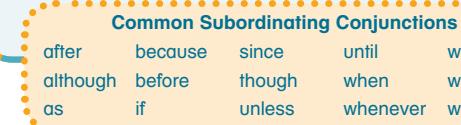
A dependent clause has a subject and a predicate, but it also has an introductory word called a **subordinating conjunction** that makes it an incomplete thought.

when workers completed it in 1956

A sentence that has an independent clause and one or more dependent clauses is called a complex sentence. If the dependent clause comes at the beginning of a **complex sentence**, it is followed by a comma.

*The Lake Pontchartrain Causeway became the longest highway bridge in the world **when** workers completed it in 1956.*

Before people travel across the bridge, they pay a fee of three dollars.



Lake Pontchartrain Causeway

Guided Practice

► Underline the simple subject once and the simple predicate twice in each clause. Circle the subordinating conjunction that introduces the dependent clause.

- The Lake Pontchartrain Causeway is a beam bridge because it is flat, straight, and horizontal with piers on each end.
- When the original causeway opened to traffic, it was a two-way, two-lane bridge.
- A second two-lane bridge opened in 1969 because traffic had increased greatly.
- Although over thirty thousand cars cross the bridge daily, the two-part bridge handles the traffic safely.
- Since each bridge carries two lanes of traffic, vehicles travel south on one bridge and north on the other.

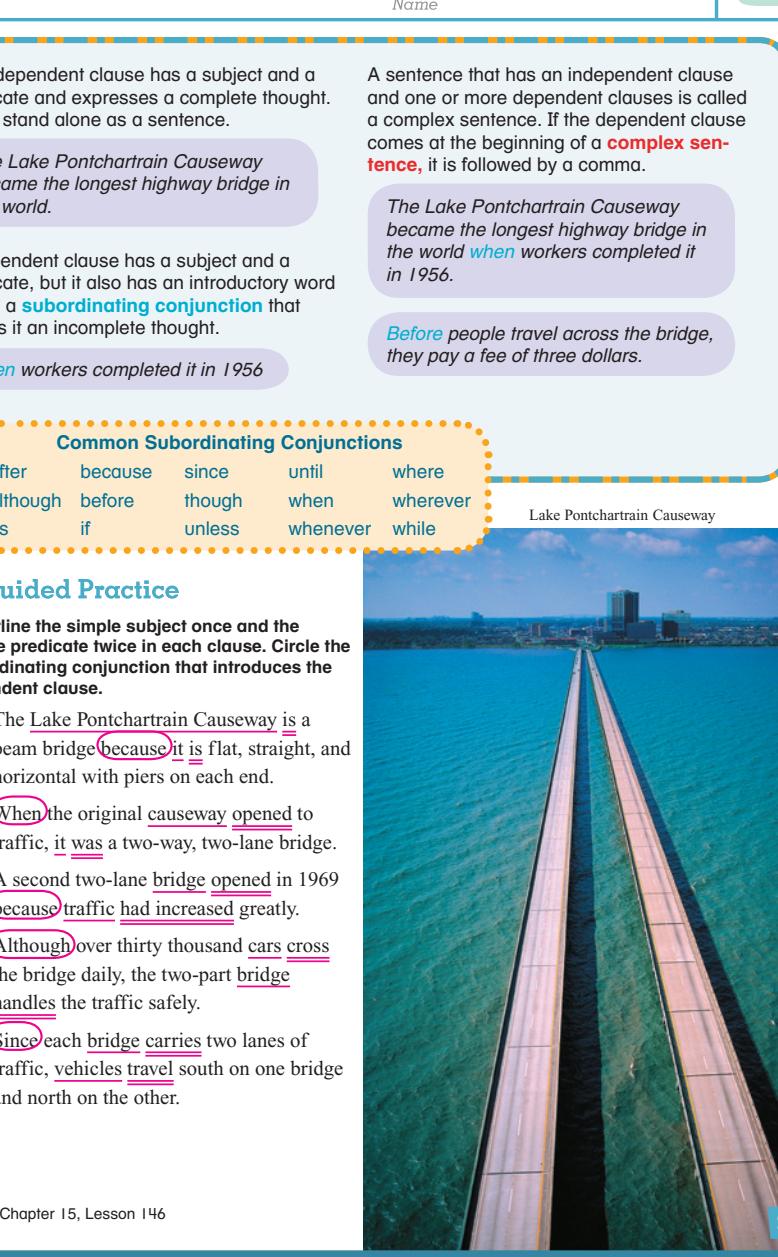
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Teach for Understanding**A Identify dependent and independent clauses in a complex sentence.**

- Review that an *independent* clause, or simple sentence, can stand alone as a sentence. A *dependent* clause contains a subject and a predicate but is dependent, or *subordinate* to the independent clause. It can come at the beginning or at the end of the sentence, but it cannot stand alone as a sentence.
- Write this sentence for display, omitting the comma:

Since we are learning about bridges, this lesson tells us about the longest highway bridge in the world.

- What is the independent clause in this sentence? Why is it independent? (*This lesson tells us about the longest highway bridge in the world. It can stand alone as a sentence because it is a complete thought.*)
- What is the dependent clause in this sentence? Underline it. Why is it dependent? (*Since we are learning about bridges; It has a subject and predicate, but it is not a complete thought because of the introductory word Since.*)



► Which type of sentence contains both an independent and dependent clause? (**a complex sentence**)

- Point out that a complex sentence contains one independent clause and one or more dependent clauses.

B Identify subordinating conjunctions in dependent clauses.

- Review that a *subordinating conjunction* joins a dependent clause to an independent clause.
- Give the conjunction cards to volunteers. Write these sentences for display, omitting the commas:

Our dog enjoys long walks with the family _____ he prefers the indoors most of the time. (*although, though*)

Major stands beside his bowl, he wants his supper. (*If/When/Whenever*)

Direct each volunteer who received an index card to find the correct sentence for his subordinating conjunction and to stand in front of the correct display. Now read each sentence aloud and guide the class to decide whether each volunteer chose the correct match.

- Remind the students that when the dependent clause is at the beginning of a sentence, a comma follows it.

► Is a comma needed in the first sentence? Explain. (*no; The subordinating conjunction joins the two thoughts.*)

► Is a comma needed in the second sentence? Explain. (*yes; A comma is needed after a dependent clause at the beginning of a sentence.*)

Independent Practice

► Underline the simple subject once and the simple predicate twice in each clause. Circle the subordinating conjunction that introduces each dependent clause. (One sentence contains two dependent clauses.)

1. Although wooden bridges were popular in the past, they are rare today.
2. As agriculture developed in the northeastern United States in the 1800s, inland farmers needed transport over rivers and streams.
3. Uncovered wooden bridges often rotted after rain had soaked the wood over a number of years.
4. When builders added wooden covers, rain did not damage the wooden roadways.
5. Most covered bridges are red because iron ochre was an inexpensive pigment for a simple paint recipe.
6. No two covered bridges are exactly alike because builders constructed them by hand.
7. The Pleasantville Bridge in Pennsylvania was an open bridge before a builder covered it in 1856.
8. The longest covered bridge in the world crossed the Susquehanna River in Pennsylvania until ice and high water destroyed it in 1832.
9. Though many covered bridges allow traffic, only standard-sized automobiles fit on the narrow wooden roadways.
10. When one car has begun its drive across a covered bridge, a car from the other end must wait until the first car has exited.
11. If you like covered bridges, you will enjoy the Covered Bridge Festival in Bridgeton, Indiana.



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Apply and Write

► Write a complex sentence about a trip you have taken.

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4. Complete each sentence with a subordinating conjunction. Choose volunteers to underline the subject once and the verb twice in each clause and to circle each subordinating conjunction. (*first sentence: dog = subject, enjoys = verb, he = subject, prefers = verb, although or though = subordinating conjunction; second sentence: if, when, or whenever = subordinating conjunction, Major = subject, stands = verb, he = subject, wants = verb*)

5. Call attention to the subordinating conjunctions listed on Worktext page 285.

- In the first displayed sentence, what is the subordinating conjunction that introduces the dependent clause? Circle it. Where is the dependent clause? (*Since; at the beginning of the sentence*)

Worktext page 285

Guided Practice

Worktext page 286

Independent Practice: Apply and Write

Is a comma needed in this sentence?

(yes) Where? Explain. (Add a comma after bridges because the dependent clause is at the beginning of the sentence.)

Teacher's Toolkit, page 90

extra PRACTICE Complex Sentences

Name _____

► Underline the simple subject once and the simple predicate twice in each clause. Circle the subordinating conjunction that introduces each dependent clause.

1. If you eat a balanced diet, you will receive all the necessary vitamins.
2. The nutrition labels on food products are important because they list the vitamin content of the food.
3. Because water-soluble vitamins travel through the bloodstream, the body does not store them.
4. You receive vitamin A for eye health when you eat carrots.
5. Some people eat more oranges whenever they have a cold.
6. Our family eats dark green, leafy vegetables since those vegetables contain vitamins A and C.
7. Although I do not like cooked spinach, I like raw spinach in salads.
8. Unless someone has an allergy to dairy products, he will enjoy milk, cheese, and yogurt.
9. These foods are important because they provide vitamin D.
10. If you eat and drink dairy products every day, you probably get enough calcium.
11. Before you eat that candy bar, you should look at the label!
12. If the candy has no nutritional value, you could eat an apple instead.
13. When our family takes a trip, Mom packs a snack for us.
14. I will eat the whole thing unless my brother takes his share first!
15. Our dog watches carefully as we munch on carrots, celery sticks, and apple slices.
16. Will Taffy be a healthy dog if she eats healthful people food?

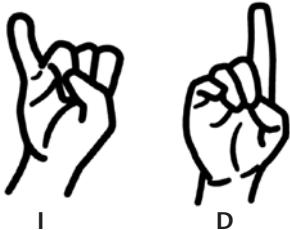


Objectives

- Identify dependent clauses in sentences
- Combine independent clauses to make a complex sentence

Introduction**Listening**

Review independent and dependent clauses. Play a quick, quiet game of “What’s Your Signal?” Teach American Sign Language for letters *I* and *D*. Explain that the object of the game is to distinguish between independent and dependent clauses. Slowly read aloud the following clauses, telling each student to sign an *I* when he hears an independent clause and a *D* when he hears a dependent clause. Then sign the correct answer to the students.



I really like sixth grade. (*I*)

When I lived in Denver. (*D*)

While I visited my cousin. (*D*)

I learned about many interesting things. (*I*)

As I studied science. (*D*)

My teacher taught us about God's love. (*I*)

She really cared about me. (*I*)

Teach for Understanding**A Identify dependent and independent clauses in a complex sentence.**

- Write this sentence for display:

If bridges fall into disrepair, they are unsafe.

- What is the independent clause in this sentence? (*They are unsafe.*)
- What is the dependent clause? (*If bridges fall into disrepair*)

- Review that an independent clause can stand alone as a sentence. A simple sentence is the same as an independent clause.

- Review that a dependent clause contains a subject and a predicate but is dependent, or *subordinate* to the independent clause. It cannot stand alone as a sentence.

Writing Complex Sentences

Name _____



Two sentences (independent clauses) can be combined to make a compound sentence by adding a comma and a coordinating conjunction.

Workers dismantled the largest double-swing-span bridge in the United States in the spring of 1995.

They replaced it in only nine days.

Workers dismantled the largest double-swing-span bridge in the United States in the spring of 1995, and they replaced it in only nine days.

Adding a **subordinating conjunction** to the beginning of an independent clause makes it dependent. When a dependent clause is combined with an independent clause, it becomes a complex sentence.

Remember that when the dependent clause comes at the beginning of a sentence, it is followed by a comma.

Common Subordinating Conjunctions

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

Guided Practice

- Combine each pair of sentences to make a complex sentence.

- Engineers completed the George P. Coleman Bridge in 1952.
It was the largest bridge of its kind in the United States. (*when*)

When engineers completed the George P. Coleman Bridge in 1952, it was the largest bridge of its kind in the United States.

- The bridge had a two-lane roadway. Its limit was no more than fifteen thousand vehicles a day. (*since*)

Since the bridge had a two-lane roadway, its limit was no more than fifteen thousand vehicles a day.

- The population around the bridge had increased greatly by 1955. The bridge became overcrowded. (*because*)

Because the population around the bridge had increased greatly by 1955, the bridge became overcrowded.

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- What do we call a sentence that contains an independent clause and one or more dependent clauses? (*a complex sentence*)

- Combine two sentences to make a complex sentence.

- Write these sentences for display:

John was in sixth grade.

He studied bridges.

- How do you change an independent clause into a dependent clause? (*Add a subordinating conjunction.*)

- Explain that two sentences can be combined into a complex sentence by making one of them a dependent clause.

3. Direct the students to the list of common subordinating conjunctions on Worktext page 287.

- What complex sentences can we make from these two sentences? (*Possible answers: John was in sixth grade when he studied bridges. While John was in sixth grade, he studied bridges.*)

- Is the information the same in our new sentences? Explain. (*yes; The dependent clause can be first or second in the sentence. These two subordinating conjunctions have similar meanings.*)

- Repeat the procedure as you write this new pair of sentences for display:

We crossed the long bridge.

We stopped at the souvenir shop.

Independent Practice

► Combine each pair of sentences to make a complex sentence. *Answers will vary. Possible answers are given.*

1. Engineers studied the problem. They discussed a number of plans. (after)

After engineers studied the problem, they discussed a number of plans.

2. Some people suggested a tunnel. Many favored a new bridge upstream. (although)

Although some people suggested a tunnel, many favored a new bridge upstream.

3. The engineers considered all the ideas. They agreed on reconstruction of the bridge. (as)

As the engineers considered all the ideas, they agreed on reconstruction of the bridge.

4. They built the new sections and floated them down the river. Crowds of people watched from the shore. (while)

They built the new sections and floated them down the river while crowds of people watched from the shore.

5. The sections reached the old bridge site. Heavy machinery locked them into place. (when)

When the sections reached the old bridge site, heavy machinery locked them into place.

6. The new bridge was more than twice as wide as the original. It provided space for four lanes of traffic. (since)

Since the new bridge was more than twice as wide as the original, it provided space for four lanes of traffic.

7. The new bridge weighs only 25 percent more than the original. The new spans are lightweight steel. (because)

The new bridge weighs only 25 percent more than the original because the new spans are lightweight steel.

Apply and Write

► Write a complex sentence about your family.

English 6, Chapter 15, Lesson 147

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Select volunteers to combine these sentences into a complex sentence by making one sentence a dependent clause.

(*Possible answers: After we crossed the long bridge, we stopped at the souvenir shop. Before we crossed the long bridge, we stopped at the souvenir shop.*)

Answers will vary. Possible answers are given.

Worktext page 287

Guided Practice

Worktext page 288

Independent Practice: Apply and Write

ESL

This lesson may be difficult for ESL students because it involves using skills relating to clauses, subordinating conjunctions, and complex sentences in the same sentence. ESL students may need to work with the teacher in a small group to complete the assignment.

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Teacher's Toolkit, page 91

extra PRACTICE

Writing Complex Sentences

Name _____

- Combine each pair of sentences to make a complex sentence. *Answers will vary. Possible answers are given.*
1. You need a new family pet. I have some suggestions for you. (if)
If you need a new family pet, I have some suggestions for you.
 2. Our family lived in a small apartment. We began with ants, the tiniest pets. (though)
Because our family lived in a small apartment, we began with ants, the tiniest pets.
 3. We gathered jars, dirt, and food scraps. We ordered the ants online. (before)
We gathered jars, dirt, and food scraps before we ordered the ants online.
 4. We tried geckos. The ants escaped from the jars. (after)
We tried geckos after the ants escaped from the jars.
 5. The geckos were very expensive. Our whole family liked the little lizards. (though)
Though the geckos were very expensive, our whole family liked the little lizards.
 6. We finally discovered hermit crabs. They became our favorite pets. (when)
When we finally discovered hermit crabs, they became our favorite pets.
 7. We kept lots of spare shells in the aquarium. These crabs switch to larger shells as they grow. (because)
We kept lots of spare shells in the aquarium because these crabs switch to larger shells as they grow.



Objective

- Identify and revise sentence fragments, run-on sentences, and sentences that contain misplaced modifiers

Note

This interactive lesson incorporates Worktext page 289 into the Teach for Understanding section.

Introduction**Speaking**

Review compound sentences. Write these three pairs of sentences for display:

The engineer has finished his design. The builders will construct the bridge. (**The engineer has finished his design, and the builders will construct the bridge.**)

Will the work begin now? Will it begin later?
(**Will the work begin now, or will it begin later?**)

Many like a traditional design. The bridge engineer chose a modern design. (**Many like a traditional design, but the bridge engineer chose a modern design.**)

Divide the class into three groups. Name each group after a coordinating conjunction (*and*, *but*, or). Explain that each pair of displayed sentences could be combined into a compound sentence using one of these conjunctions. Each group must decide in which pair of sentences their conjunction would fit as the joining word.

Give each group a moment to confer and decide. Then read aloud each sentence. Group members should raise their hands if their conjunction fits the sentence pair being read. Choose a volunteer from that group to form a compound sentence using the conjunction. Allow the class to decide whether each new sentence is correct.

Teach for Understanding**A Identify and revise a sentence fragment.**

- Write this fragment for display:

Crossed a long bridge.

- Explain that a sentence fragment is a group of words that does not express a complete thought. A fragment is often missing a subject or a predicate.

Sentence Errors

Name _____



A **complete sentence** expresses a complete thought and contains both a subject and a predicate. A **sentence fragment** is a group of words that does not express a complete thought.

A **run-on sentence** incorrectly joins two complete sentences with only a comma or with no punctuation. A run-on sentence can

Incorrect: In 1879, seventy-five people died in a train bridge disaster a railway bridge across the Firth of Tay collapsed.

Correct: In 1879, seventy-five people died in a train bridge disaster when a railway bridge across the Firth of Tay collapsed.

Incorrect: A bay in Scotland.

Correct: The Firth of Tay is a bay in Scotland.

be corrected by being written as two separate sentences, as a complex sentence, or as a compound sentence.

Incorrect: The Scottish people demanded a stronger bridge, they hired John Fowler and Benjamin Baker as the engineers.

Correct: The Scottish people demanded a stronger bridge, and they hired John Fowler and Benjamin Baker as the engineers.

Incorrect: I read about the accident in the morning paper.

(Did the accident occur in the morning paper?)

Correct: I read in the morning paper about the accident.

(In the morning paper tells where I read about the accident.)

Guided Practice

- Fill in the circle next to the sentence that is written correctly.

- Newspapers in every state carried the story of the bridge's collapse.
 Newspapers carried the story of the bridge's collapse in every state.
- The east coast of Scotland has two bays their names can be tongue twisters.
 The east coast of Scotland has two bays. Their names can be tongue twisters.

- Revise the run-on sentence so that it is written correctly. **Answers will vary.**

- One is the Firth of Tay, the other is the Firth of Forth.

One is the Firth of Tay, and the other is the Firth of Forth.

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3. Direct attention to Worktext page 289. Read the sentence fragment example and its correction.

- **How can we correct the displayed fragment? (Answers will vary; elicit that a subject needs to be added.)**

4. Choose a student to correct the fragment.

- B Identify and revise a run-on sentence.**

1. Write these sentences for display:

Some people will like the new bridge, others will not like it at all.

Very few bridges have been built like this it is an expensive design.

2. Explain that a run-on sentence occurs whenever two or more sentences (independent clauses) are

incorrectly joined with a comma or with no punctuation. There are three ways to correct a run-on sentence: 1) Write it as two separate sentences. 2) Write it as a complex sentence. 3) Write it as a compound sentence.

3. Direct attention to Worktext page 289 and read aloud the run-on sentence examples.

- **How can we correct the first displayed sentence? (Possible answer: Make it a compound sentence. Some people will like the new bridge, but others will not like it at all.)**

- **How can we correct the second displayed sentence? (Possible answer: Make it a complex sentence. Very few bridges have been built like this since/because it is an expensive design.)**



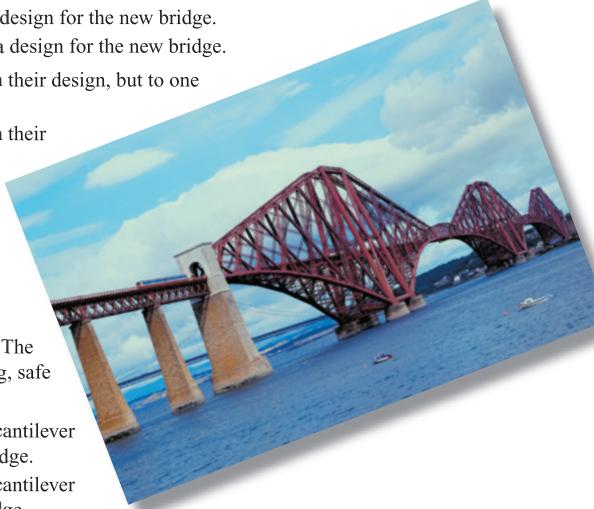
Independent Practice

► Fill in the circle next to each sentence that is written correctly.

1. Two engineers came up with a design for the new bridge.
 Two engineers. Came up with a design for the new bridge.
2. The engineers were happy with their design, but to one poet the bridge was very ugly.
 The engineers were happy with their design, to one poet the bridge was very ugly.
3. After the Tay Bridge disaster, appearance was not important, the Scottish people wanted a strong, safe bridge.
 After the Tay Bridge disaster, appearance was not important. The Scottish people wanted a strong, safe bridge.
4. The Firth of Forth Bridge is a cantilever bridge. It was the first steel bridge.
 The Firth of Forth Bridge is a cantilever bridge it was the first steel bridge.
5. Builders completed the famous Firth of Forth Bridge in 1890. After eight years of construction.
 Builders completed the famous Firth of Forth Bridge in 1890 after eight years of construction.
6. The workers with strong wires attached lights to the bridge.
 With strong wires, the workers attached lights to the bridge.

► Use proofreading marks to correct the run-on sentences in this paragraph. **Answers will vary. Possible answers are given.**

As
^ We crossed the long bridge, I looked at the glistening water below. I saw beautiful sailboats and a few fishing boats. I waved to the people below, they waved back to me. It would be fun to be in a boat now ^ it's fun to ride on the bridge too.



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(Note: Two sentences incorrectly joined with a comma are sometimes called a *comma splice*. A *fused sentence* joins sentences incorrectly without any punctuation.)

C Identify and revise a sentence that contains a misplaced modifier.

1. Write these sentences for display:

Volunteers served water to the workers in plastic bottles.

The designer showed his plan to the engineers on a chalkboard.

2. Explain that a *misplaced modifier* is a word, phrase, or clause that is placed so that it modifies the wrong word in a sentence. Misplaced modifiers can change the meaning of a sentence. To correct a misplaced modifier, ask

whether the sentence makes sense as it is. If it does not, move the modifier closer to the object that it should modify.

3. Direct attention to Worktext page 289 to read and discuss each of the misplaced modifier sentence examples and their corrections.

► **What is the misplaced modifier in the first displayed sentence? How could we correct this? (In plastic bottles is misplaced because it modifies workers rather than water; Volunteers served water in plastic bottles to the workers.)**

► **What is the misplaced modifier in the second displayed sentence? How could we correct this? (On a chalkboard is misplaced because it modifies engineers rather than showed; On a chalkboard, the designer showed his plan to the engineers.)**

Worktext page 290

Independent Practice

ESL

This lesson may be difficult for ESL students because it involves mastery of several skills relating to sentence errors in the same lesson. ESL students may need to work with the teacher in a small group to complete the assignment. Read each sentence aloud. Work together to determine the sentence error and the best way to correct it. ESL students may not be able to recognize when a modifier is misplaced because they lack the vocabulary and usage skills of a native speaker.

Teacher's Toolkit, page 92

extra PRACTICE Sentence Errors

Name _____

- Fill in the circle next to each sentence that is written correctly.
1. To the people of Canada, the Royal Canadian Mounted Police, on their beautiful horses, are a national symbol.
 To the people of Canada the Royal Canadian Mounted Police, on their beautiful horses.



2. The Canadian government formed the Mounties in 1873. The Mounties protected the native people from abuse by traders and settlers.
 The Canadian government formed the Mounties in 1873. The Mounties protected the native peoples from abuse by traders and settlers.

3. They were peacekeepers in a vast wilderness from Manitoba to the Rockies.
 Peacekeepers in a vast wilderness from Manitoba to the Rockies.

4. They had little water, diseased horses, and flimsy tents, but they were self-sufficient and hardy.
 They had little water, diseased horses, and flimsy tents, they were self-sufficient and hardy.

5. The Mounties built forts, and they began settlements.

6. The Mounties in their red uniforms were a familiar sight among the gold seekers during the Yukon gold rush of 1898.
 The Mounties were a familiar sight among the gold seekers in their red uniforms during the Yukon gold rush of 1898.

7. After their arrival in the West by railroad, Mounties also delivered mail, kept records, and gave farm advice to settlers.

8. Mounties also delivered mail, kept records, and gave farm advice to settlers after their arrival in the West by railroad.

9. Today the Mounties serve Canada at the local, provincial, federal, and international levels they are truly a national treasure for Canada!
 Today the Mounties serve Canada at the local, provincial, federal, and international levels. They are truly a national treasure for Canada!

➤ Worktext pages 291–92

Objectives

- Identify parts of speech in a sentence as nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections
- Combine sentences to form a compound or complex sentence
- Combine sentences using an appositive phrase or a prepositional phrase
- Identify correctly written sentences

Materials

- Copy of Supplement page S41, "Sentence - Review," for each student
- Materials for optional Science Connection

Note

This lesson reviews concepts to prepare students for the Chapter 15 Test (optional). Extra Practice pages 93–94, located on the Teacher's Toolkit CD, make an excellent study guide.

Check for Understanding

Chapter 15 Review

Divide the students into several teams. Give each team member a copy of Supplement page S41, "Sentence Review," directing him to mark each correct answer. After a reasonable amount of time, select volunteers to read aloud each question with the correct answer. Award points for each team member who had the correct answer. The team with the most points wins the game.

Answer Key

- architect; engineer*
- worked; completed*
- an arched structure*
- Andy*
- simple sentence*
- simple sentence*
- compound sentence*
- or*
- but*
- on the skyline; at night*
- complex sentence*
- when the bridge opens*
- run-on*

Chapter 15 Review

Name _____

A. Label the part of speech above each underlined word.

Pro **Adj** **Prep**

- We have learned about many different types of bridges.
SC **Adv** **V**
- Although bridges often look similar, they support weight differently.

B. Combine each pair of sentences by using a compound subject or predicate and a coordinating conjunction: *and*, *but*, or *or*. Underline each compound subject once and each compound verb twice.

- Twisted grass was used for early suspension bridge cables.
Iron chains were used for early suspension bridge cables.

**Twisted grass and iron chains were
used for early suspension bridge cables.**

- Cables rest on top of high towers. Cables are secured at each end by anchorages.

**Cables rest on top of high towers and are secured at
each end by anchorages.**

C. Combine the pair of sentences using an appositive phrase.

- The beautiful Sunshine Skyway is a cable-stayed bridge.
The beautiful Sunshine Skyway opened in 1987 in Tampa, Florida.

**The beautiful Sunshine Skyway, a cable-stayed bridge,
opened in 1987 in Tampa, Florida.**

D. Combine the pair of simple sentences into a compound sentence. Add a comma and a coordinating conjunction.

- Suspension bridges have cables stretched over towers and anchored below. Cable-stayed bridges have cables anchored to towers.

**Suspension bridges have cables stretched over towers
and anchored below, but [and] cable-stayed bridges have
cables anchored to towers.**

English 6, Chapter 15, Lesson 149

CODE

N	= Noun
Pro	= Pronoun
V	= Verb
Adj	= Adjective
Adv	= Adverb
Prep	= Preposition
CC	= Coordinating Conjunction
SC	= Subordinating Conjunction
I	= Interjection



E. Combine each pair of sentences by using a prepositional phrase.

7. The Golden Gate Bridge has reversible lanes. They aid the flow of traffic during heavy commute hours and weekend tourist times.

Reversible lanes on the Golden Gate Bridge aid the flow of traffic during heavy commute hours and weekend tourist times.

8. The bridge's bright orange color sparkles. It sparkles above the blue water.

The bridge's bright orange color sparkles above the blue water.

F. Combine the pair of sentences into a complex sentence with an adverb clause. Use a comma when necessary.

9. A freighter collision damaged an earlier bridge. The Sunshine Skyway replaced that bridge. (after)

After a freighter collision damaged an earlier bridge, the Sunshine Skyway replaced it.

G. Underline the dependent clause in each sentence. Circle the subordinating conjunction that introduces each clause.

10. **After** Jean Muller designed a bridge in France, he designed the Sunshine Skyway.

11. **Because** the designer had an outstanding reputation, people expected a beautiful bridge.

12. Muller's design won everyone's approval **when** they saw it.

H. Fill in the circle next to each sentence that is written correctly.

13. Although a protection system for ships was built into the bridge.

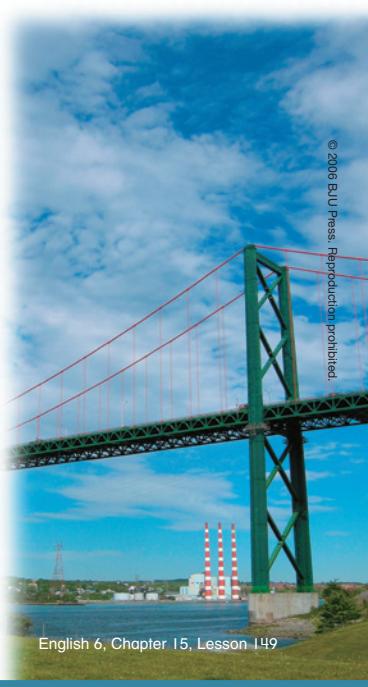
- A protection system for ships was built into the bridge.

14. This bridge won the Presidential Design Award from the National Endowment for the Arts, it has won numerous engineering awards as well.

- This bridge won the Presidential Design Award from the National Endowment for the Arts and numerous engineering awards as well.

15. The old bridge has now been converted into a fishing pier that collapsed in 1980.

- The old bridge that collapsed in 1980 has now been converted into a fishing pier.



ESL

The review game may be too difficult for many ESL students. Allow them to be scorekeepers for their teams or have them review Chapter 15 activities that can be done independently.

Teacher's Toolkit, page 93

extra PRACTICE

Chapter 15 Review

Name _____

A. Label the parts of speech above each underlined word.

1. In the United States, July 4 is Independence Day.
Prep **N** **V**
2. American citizens celebrate the signing of the Declaration of Independence in Philadelphia.
Adj **V** **Adj**
3. The thirteen American colonies were already fighting with Pro England when they signed this important document.
Adj **Adv** **Prep**

B. Combine the pair of sentences using a compound subject or predicate and a coordinating conjunction: *and*, *but*, or *or*.

4. The colonists were angry with the king. They wanted freedom of choice.
The colonists were angry with the king and wanted freedom of choice.

C. Combine the pair of simple sentences into a compound sentence. Add a comma and a coordinating conjunction.

5. The king passed new tax laws for products bought and sold in the colonies. The colonists would not buy the products.
The king passed new tax laws for products bought and sold in the colonies, but the colonists would not buy the products.

D. Combine the pair of sentences using an appositive phrase.

6. A militia trained in each colony. A militia is a group of minutemen.
A militia, a group of minutemen, trained in each colony.

CODE

N	= Noun
Pro	= Pronoun
V	= Verb
Adj	= Adjective
Adv	= Adverb
Prep	= Preposition
CC	= Coordinating Conjunction
SC	= Subordinating Conjunction
I	= Interjection



Worktext pages 291–92

Chapter 15 Review

Science Connection (optional)

Materials

- Several books
- Pennies
- Ruler
- Sheet of 8½" × 11" construction paper

Conduct an experiment about beam and arch bridges. To determine how strong your "bridge" is, do the following:

1. Place two stacks of books (about 4 inches tall) 4 inches from each other. Lay the piece of construction paper flat across both stacks of books. This is an example of a beam bridge.
2. Slowly put several pennies on the middle of the paper one at a time. How many did it hold?
3. Now make an arch bridge by bending the piece of paper into a curve.
4. Place the arch between the books and slowly place pennies on top of it one at a time. Which bridge held more pennies?
5. Now try moving the stacks of books 6 inches apart and doing the whole experiment again. Did the distance between the books make any difference? (*yes; The closer together the piers are, the stronger the bridge is.*) Which bridge was the strongest? (*the 4-inch arch bridge*)

Teacher's Toolkit, page 94

extra PRACTICE

Chapter 15 Review

Name _____

E. Combine each pair of sentences using a prepositional phrase.

7. One afternoon some British soldiers and colonists fought. They fought in Boston, Massachusetts.
One afternoon some British soldiers and colonists fought in Boston, Massachusetts.

8. The colonists shouted and threw rocks. They threw rocks at the armed soldiers.
The colonists shouted and threw rocks at the armed soldiers.

F. Combine the pair of sentences to make a complex sentence.

9. A colonist named Crispus Attacks was killed. The soldiers fired guns into the crowd and killed him. (where)
A colonist named Crispus Attacks was killed when the soldiers fired guns into the crowd.

10. Underline the dependent clause in each sentence. Circle the subordinating conjunction that introduces the clause.

10. **Because** the colonists wanted independence, they willingly sacrificed everything for freedom.

11. **After** the war for independence ended, many referred to it as the Revolutionary War.

12. Thomas Jefferson wrote the Declaration of Independence while he was a member of the Continental Congress.

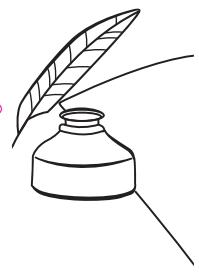
13. Jefferson began the study of Latin, Greek, and French when he was nine years old.

14. Representatives of each colony signed the document, the declaration was finally accepted on July 4, 1776.

- Representatives of each colony signed the document, and the declaration was finally accepted on July 4, 1776.

15. **•** John Hancock signed his name in large letters in the center of the page.

- John Hancock signed his name in large letters. In the center of the page.



Worktext pages 293–94

Objectives

- Identify the suffix and prefix in a word
- Recognize the meaning of a word with a suffix or a prefix
- Differentiate simple subjects, direct objects, predicate nouns, and objects of the preposition
- Identify prepositional phrases in sentences
- Recognize sentence patterns: *S V, S V DO, S V IO DO, S LV PN, S LV PA*
- Differentiate fragments, run-on sentences, and misplaced modifiers

Cumulative Review

Name _____

A. Circle the prefix or suffix in each word. Fill in the circle next to the meaning of the prefix or suffix. (Chapter 11)

- | | | |
|------------------|--|---|
| 1. redo | <input type="radio"/> colorful | <input checked="" type="radio"/> again |
| 2. undisciplined | <input checked="" type="radio"/> not | <input type="radio"/> beneath |
| 3. manageable | <input type="radio"/> similar to | <input checked="" type="radio"/> able to be |
| 4. graceful | <input type="radio"/> the state of | <input checked="" type="radio"/> full of |
| 5. artist | <input checked="" type="radio"/> one who | <input type="radio"/> in such a way |



B. Identify the underlined nouns in each sentence. Write the letters above each underlined word. (Chapter 5)

- OP S DO
6. In Rome, the senators made laws.
- S IO DO
7. Rome granted its citizens many privileges.
- S PN
8. Paul was a Roman citizen.
- S DO
9. Citizens voiced their opinions by voting.
- S OP
10. Anyone could apply for citizenship.

CODE

S = Simple Subject
DO = Direct Object
IO = Indirect Object
PN = Predicate Noun
OP = Object of the Preposition

C. Fill in the circle next to the sentence that is written correctly. (Chapter 1)

11. Ruled most of the known world.
 The Roman Empire ruled most of the known world.
12. Boys in Rome attended school few girls received an education.
 Boys in Rome attended school, but few girls received an education.
13. The well-organized and disciplined armies of Rome.
 The well-organized and disciplined armies of Rome were nearly unconquerable.

English 6, Chapter 15, Lesson 150

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D. Put parentheses around each prepositional phrase; then label the sentence pattern for each sentence. (Chapter 13)

S V
14. Romans traveled (on well-built roads.)

S LV PN
15. They were quite skillful builders.

S V
16. The Romans built (with concrete.)

S V DO
17. Towns (with aqueducts) had running water.

S V DO
18. Many important buildings had arches.

S V
19. Rome began (as a small village.)

S V
20. Legends tell (about Romulus and Remus.)

S LV PN
21. These twins were supposedly the founders (of Rome.)

S LV PA
22. Rome was victorious (in the Punic Wars.)

S V
23. The Roman Empire soon extended (beyond Rome.)

S V
24. The Roman Empire flourished (between 100 BC and
AD 500.)

S LV PA
25. The Roman law was effective (for many centuries.)

Sentence Patterns

S V	S LV PA
S V DO	S LV PN

Worktext pages 293–94

Cumulative Review

Use the exercises to review the concepts previously taught. You may choose to omit certain sections or to use them to re-teach concepts to students who are having difficulty.



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