TEACHER'S EDITION

English 6

Writing and Grammar

Second Edition





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ENGLISH 6 Teacher's Edition Second Edition

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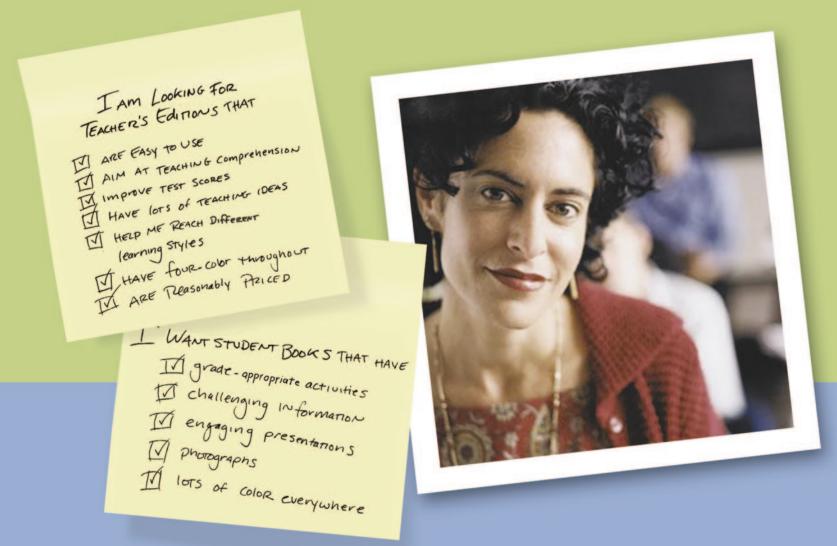
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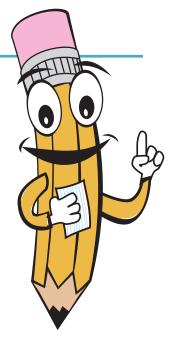


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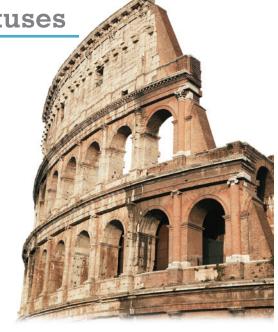


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Teaching Goals for English 6

- Foster an appreciation of language as a gift from God
- Develop the correct use of English grammar in written and oral communication
- Use the Writing Process to teach different types of compositions
- Encourage clear and effective writing
- Develop study and reference skills
- Improve listening and speaking skills
- Encourage enjoyment through chapter themes and connections to other subject areas

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Instructional Materials

Student Worktext

The Student Worktext provides guided practice and independent practice for the students to complete. A chapter review and a cumulative review are included at the end of each chapter. The Writing Handbook, located at the back of the worktext, contains a thesaurus, graphic organizers, writing models, a list of time-order words, and a list of commonly misspelled words for the student to refer to while writing. The Grammar Handbook contains common abbreviations, contractions, prefixes, suffixes, prepositions, homophones, and diagramming models.

Teacher's Edition

The Teacher's Edition contains 160 lessons divided into sixteen chapters. Each chapter consists of 10 lessons (for approximately two weeks). Grammar chapters and writing chapters alternate. The grammar lessons provide easy instructions about how to teach grammar for understanding. The writing lessons explain how to teach writing using the Writing Process. A rubric is provided for grading each writing project. A study and reference skills chapter develops practical skills for the students to use as they read fiction and nonfiction and as they use their textbooks and reference materials.

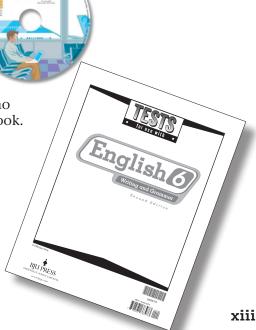
The Teacher's Edition also includes many optional activities to aid the teacher in teaching and reviewing English skills (e.g., bulletin board ideas, learning center ideas, and activities for an English word wall). The lessons contain reduced copies of the Student Worktext pages, the Extra Practice pages, and the Keeping Up transparency masters.

Teacher's Toolkit CD

The Teacher's Toolkit CD-ROM contains reproducible pages to supplement the lessons. Extra Practice pages may be used to practice or review grammar lessons. Keeping Up activities may be used to review grammar during the writing lessons. The Activity pages and Writing Rubrics are provided for teachers who find it easier to print the pages than to photocopy them from the book. See page S89 for the CD-ROM installation instructions.

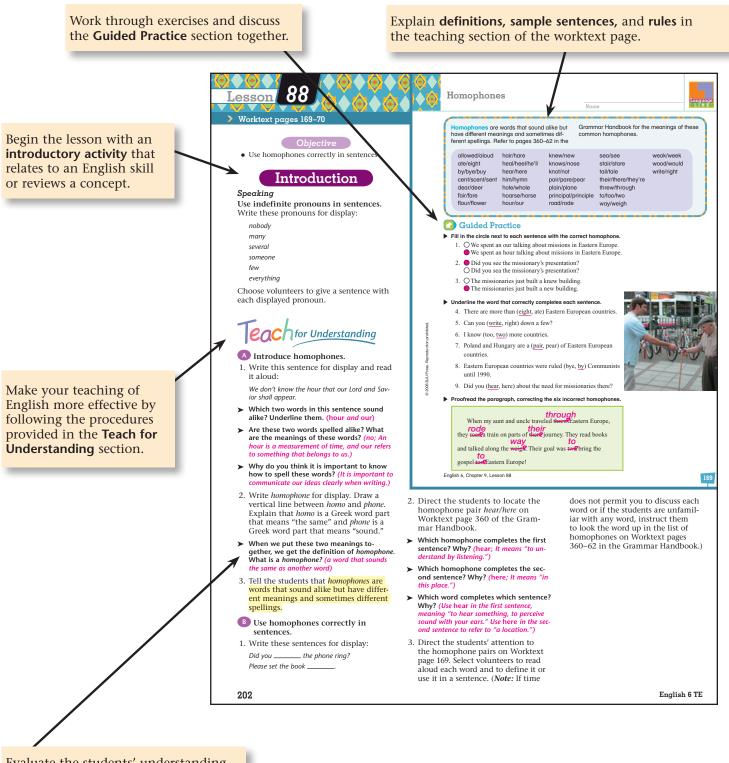
Tests

The test packet includes a test for each of the sixteen chapters. An answer key for the tests is packaged separately.



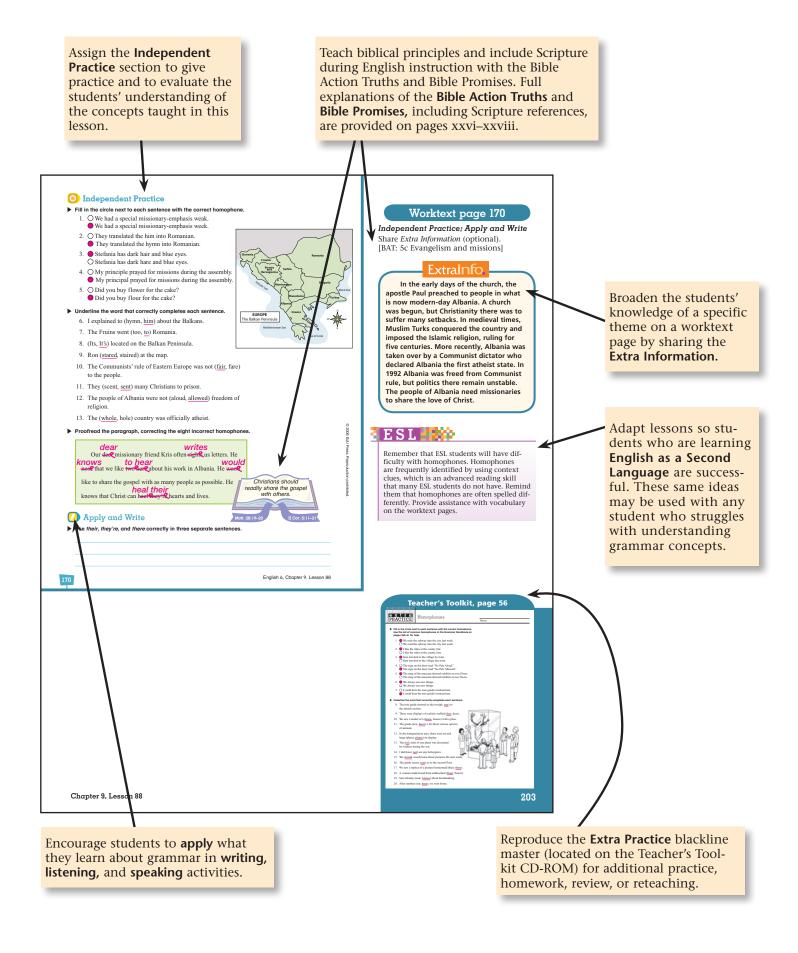
English

Grammar Lesson



Evaluate the students' understanding of concepts by asking questions and discussing examples.

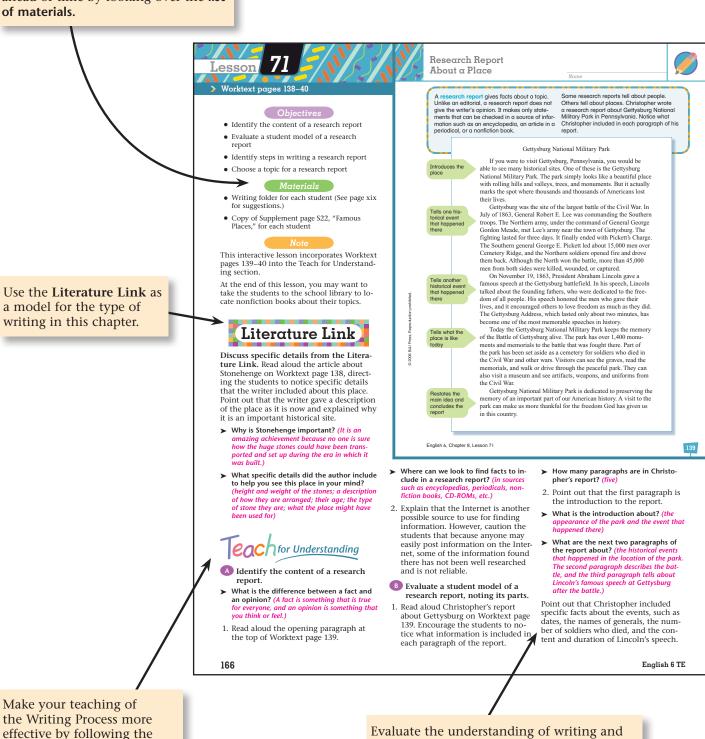
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Grammar Lesson xv

Writing Lesson

Know what items to collect or prepare ahead of time by looking over the **list** of materials

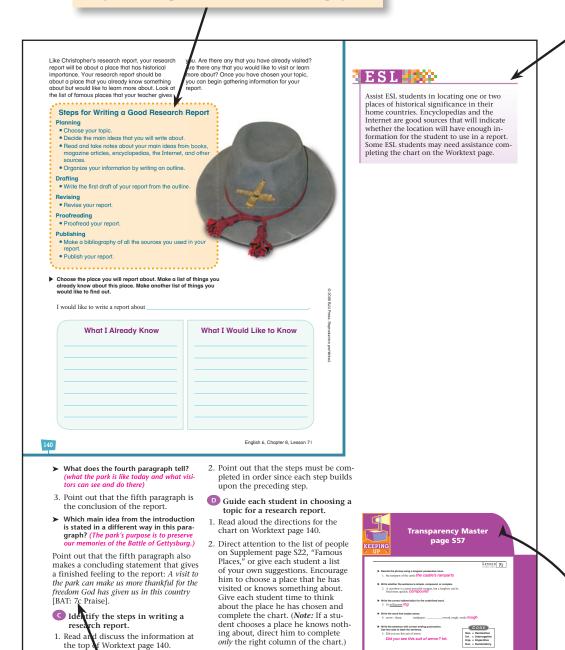


the Writing Process more effective by following the procedures provided in the Teach for Understanding section.

of the writing stages by **asking questions** and **discussing examples**.

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Encourage students as they plan their writing, using the ideas provided on the worktext pages.



students who are learning English as a Second Language are successful. These same ideas may be used with any student who struggles with understanding grammar concepts.

Adapt lessons so

Teach biblical principles and include Scripture during English instruction with the Bible Action Truths and Bible Promises. Full explanations of the **Bible Action Truths** and **Bible Promises**, including Scripture references, are provided on pages xxvi–xxviii.

Chapter 8, L

Reproduce the **Keeping Up** transparency master (located in the Supplement of this Teacher's Edition and on the Teacher's Toolkit CD-ROM) for a brief grammar review or a language arts center activity.

Writing Lesson xvii

Teaching Tips

Scheduling Your English Lessons

This program consists of 160 lesson days and 16 test days. Some teachers may find it necessary to combine or skip lessons to finish the book. The following are recommended ideas for helping you complete the book.

- Assign the Cumulative Review pages as seatwork instead of using the fifteen Cumulative Reviews as fifteen lessons.
- On test days, after administering the test, teach the first lesson of the next chapter.

Planning Your English Lessons

- 1. Read all the lessons for the chapter. Notice the objectives and any needed materials. Notice the items on the Chapter Review since they are similar to what will be on the chapter test. If this is a writing chapter, look over the rubric so that you are aware of how the student writing will be assessed.
- 2. Decide how you will use the Cumulative Review pages.
- 3. Determine whether you will use any of the additional grammar activities: Extra Practice or Keeping Up pages (optional).
- 4. Prepare the bulletin board and/or learning centers that correlate with the new chapter (optional).
- 5. Add the vocabulary words for the new chapter to the English word wall (optional).

Teaching Grammar

Grammar chapters and writing chapters alternate in the book to provide a strong link between these two areas of language arts. Grammar is foundational to good writing, but grammar skills alone do not develop good writers. Each grammar chapter focuses on the development and practice of grammar skills, but the chapter also includes writing, speaking, and listening activities.

Each grammar chapter begins with an introduction to the theme of the chapter. Information about the theme is provided in the Chapter Overview. This information will provide a background for the topics that the students will learn about on some of their practice pages.

The introductions to grammar lessons often include a listening or speaking activity. Other introductions review a grammar concept taught in a previous lesson.

The teacher explains the grammar concept through an interactive discussion of examples displayed on a chalkboard, a dry erase board, an overhead transparency, or chart paper. Questions are provided as an aid for the teacher. (*Remember:* The interactive teaching process promotes understanding.)

Next, the teacher reads and discusses the definitions, examples, and any rules that are in the teaching box(es) on the worktext page. The *Guided Practice* allows the teacher to work with the students as they practice the skill. The teacher can quickly assess students who are having difficulty with that skill and who may need additional help with the *Independent Practice* assignment.

Connecting grammar skills to the other language arts areas is important. After the *Independent Practice*, there is an application section that provides an opportunity for students to use the grammar skills they are learning in a brief writing, listening, or speaking assignment.

The Extra Practice blackline masters, located on the Teacher's Toolkit CD-ROM, provide the teacher with additional pages for further practice or review of the grammar skills taught in the lessons. One Extra Practice page is provided for each grammar lesson.

The Grammar Handbook, pages S41–S55, contains lists of common abbreviations, contractions, prefixes, suffixes, and homophones. The diagramming models provide explanations and examples for students to refer to.

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Teaching Writing

A writing chapter follows each grammar chapter, providing a strong link between the two areas. The teaching of grammar is important to good writing, but good writing will not happen without specific instruction in the area of writing. The Writing Process is the stages that a writer follows as he writes:

- Planning
- Drafting
- Revising
- Proofreading
- Publishing

At each stage, the writer has a specific task to complete before moving to the next stage. Sometimes a writer repeats the early stages until he is satisfied with his writing. Refer to the Writing Handbook, pages S3–S40, for specific information about the Writing Process.

In each writing chapter, the teacher guides the students through the writing stages. Students work on their own writing projects only after new elements have been introduced.

Special attention is given to teaching students how to effectively plan for different types of writing. Instruction includes using a graphic organizer specifically designed to help students organize their ideas before they write their first drafts. Good planning makes writing the first draft easier. For specific information about graphic organizers, see pages S22–S30.

An essential part of the Writing Process is the revision stage. Time is spent teaching students how to improve the content of a piece of writing. Students are taught to use the thesaurus in the back of their worktexts to find more exact or more colorful words to add to their writing. They are instructed to read to see whether the details of their writing are in order and to notice whether any details are missing. When students write multiple paragraphs, they are taught to look for details that do not belong with the paragraph topic. Students are taught to make improvements to their writing during the revising stage. Then they proofread their writing to look for capitalization, punctuation, and spelling errors.

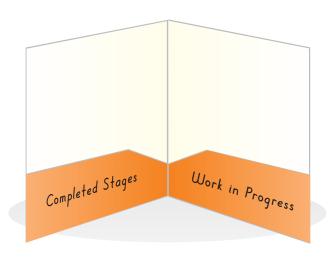
The writing conference enables the student to receive feedback about his writing from the teacher or a peer. Students are introduced to conferences by role-playing a conference with the teacher. First, the student reads his paper aloud. The teacher offers positive comments concerning strengths in the paper. He asks constructive questions that would encourage the student to elaborate or clarify his ideas. Conferences with the teacher may be conducted with small groups or individuals. A peer conference with another student encourages each student to sharpen his own writing skills while assisting his peer in writing improvement.

A writing rubric is a tool to help you evaluate each student's final draft and his use of the Writing Process. You may choose to give each student a copy of the rubric to do a self-evaluation of his work before he turns it in.

A writing folder is a good tool for a student to use to organize his writing. It is important that a student's ideas, graphic organizers, and notes taken during the planning stage be kept until he completes the piece of writing. All drafts should also be kept. As the student completes each stage of the Writing Process, he moves his paper according to the organization of his folder. The student can see each stage and can easily keep up with his work. The teacher stores the writing folders in a basket or box in the classroom.

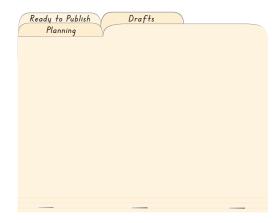
Writing folder ideas include

• The pocket folder—Label the pockets of a two-pocket folder *Completed Stages* and *Work in Progress*.



Teaching Tips

• The double folder—Use two file folders with differently positioned tabs. Place one folder inside the other folder. Staple the folders together along the fold. Label the sections *Planning, Drafts,* and *Ready to Publish*. Staple to the inside of the first folder a copy of the Rubric or a checklist.



A writing portfolio is an excellent way to show a student's writing progress throughout the year. A portfolio may include each published writing project or samples from throughout the year. The teacher may choose to include earlier stages of the Writing Process with the writing samples to track the student's development in those stages. During parent conferences, a portfolio provides parents a clear picture of student growth over time. A separate file folder may be used for each student, or an accordion-style folder may be used with a section labeled for each student. At the end of the year, return the writing samples to the students.

Teaching Study & Reference Skills

Some lessons are devoted to the development of study and reference skills. Students can apply these skills as they use their textbooks and reference materials and as they read fiction and nonfiction. Additional skills are taught while students research and take notes for a research report.

Study and reference skills include the following:

- Using a dictionary
- Understanding parts of a book
- Using a library
- Using an encyclopedia
- Using a periodical
- Using an atlas
- Taking notes
- Writing an outline

Teaching Listening Skills

Listening skills are an important part of language development. Children process language first through their auditory senses. Listening to a language being spoken leads to discrimination between sounds and helps in the formation of words for a particular language. Lessons that include listening skills help students develop an ear for grammatical errors. As these errors are reviewed and discussed, students learn to identify and independently correct mistakes in their own speech. *Apply and Listen* sections give students opportunities to use the grammar skills in a listening assignment.

There are different purposes for listening: to distinguish sounds, to enjoy a story, to understand a speaker's message, or to evaluate a speaker's message. Students should think about what they hear so that they can understand the message. Tips on how to be a good listener are taught.

Teaching Speaking Skills

Speaking skills are important in language development to provide application of learning to everyday life. *Apply and Speak* sections give students the opportunity to use the grammar skills in a speaking assignment. Speech is classified as formal or informal.

 Formal speaking activities involve an oral presentation. Students are given opportunities to read their poems and book reports to the class. Tips on how to be a good speaker are taught.

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Informal speaking activities consist of conversations and discussions. Students may be involved in discussions during the lessons, in writing conferences, and through contributions to class writing activities.

Teaching Vocabulary

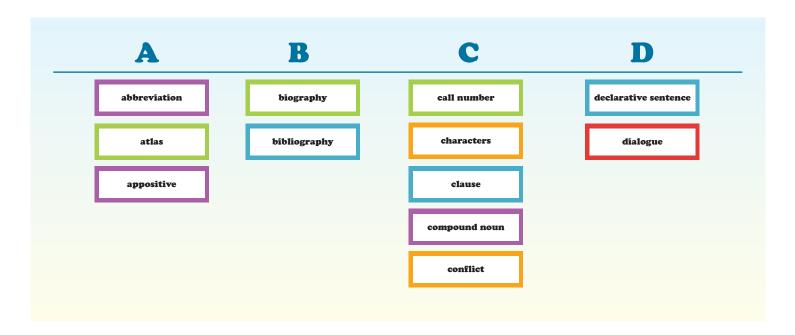
Vocabulary development is assisted through the use of a thesaurus, the expansion of dictionary skills, the teaching of word-attack skills (prefixes, suffixes, homophones), and through the use of an English word wall. The thesaurus is introduced as a writing tool in the beginning of the year to develop the use of more exact and more colorful words in student writing. Dictionary skills explain multiple definitions and sample sentences. Word-attack skills integrate and reinforce strategies taught in the development of independent readers.

English Word Wall

The purpose of the English word wall is to review and reinforce concepts presented throughout the year in English class. The wall should be activityoriented and not just a list of vocabulary words from each chapter. The word wall may be organized alphabetically or by chapter content. The chart in the Chapter Overview contains the vocabulary words for the chapter. Each student should be able to see the word wall from his seat.

An alphabetical word wall builds throughout the year. The advantage of this format is that all subject content may be reviewed continually. This display will need a large wall space.

- 1. Cut individual alphabet letters from construction paper and laminate if desired.
- 2. Mount the letters on the wall in a linear fashion. (*Note:* You may make more than one row, but be sure that the letters read horizontally, not vertically, for easier reading.)
- 3. Make each word on white paper as you study a chapter. The words may be printed from a computer, hand-written, or made with stencils.
- 4. Mount the words on a different color of construction paper for each chapter. By color coding the chapters, students can easily recognize the words as they are used in activities. Picture clues may be added for some words if desired. For example, a question mark might be drawn beside the word question.



Teaching Tips xxi

A word wall that is organized by chapters should display only two chapters at a time. The advantage of this format is that less display area is needed.

- 1. Each vocabulary word within the chapter should have a different colored background. Add words to the wall as they are discussed in the chapter.
- 2. After Chapter 2 is completed, remove the words from Chapter 1 to make room for the Chapter 3 words.
- 3. Continue in the same manner for the remainder of the year to review two chapters at a time.

The activities for the word wall are limited only by the teacher's imagination. The following activities may be used with the word wall:

- **Review Keywords**—Ask questions such as *What is a noun? Who can name a noun? Who can use a noun in a sentence?*
- Guess a Word—Tell the students that you are thinking of a word on the wall but do not identify the word. Give the students five clues to help them identify the word. The clues should range in difficulty from hardest to easiest. The students will choose a word from the wall based on the clues given and write their guesses on notebook paper numbered from 1 to 5. Each added clue will help the students narrow the focus to the correct word. A student may change his word with each clue if he feels that his chosen word no longer fits the criteria. The last clue should be easy enough for the students to guess the word. For example, if the mystery word is *envelope,* the following clues could be used:

Clue #1—This word has eight letters.

Clue #2—This word begins and ends with a vowel.

Clue #3—This word is an object.

Clue #4—It is used when you mail a letter.

Clue #5—You put a stamp on it. Who can guess the word?

- Three in a Row—Direct each student to draw lines on notebook paper to form a grid with nine boxes. Tell each student to choose nine words from the wall to write in the boxes. Call out the words in random order or from a stack of word cards as the students cross out the words with a crayon. The first person to get three in a row wins. Review the winning words with the whole class and award a prize to the winning student (optional).
- Word Wall Baseball—Divide the class into two teams. Assign four areas around the room to represent bases and home plate. (*Note:* Home plate should be in the same area as the word wall so that the student's back will face the wall on his turn.) This activity may be used to review the spelling of the words (optional) in addition to the meanings. As each student takes a turn, ask, "What is a/an __?" If the student gives a correct answer, he may advance to first base. If he spells the word correctly (optional), he scores a double and moves to second base. Play continues among members of the same team until three outs are made. If a team has all its players giving correct answers in an inning, change teams so that all the players have an equal amount of turns. Keep score if you wish.

Working with One Student

A teacher working with one student will want to modify the review games so that the student answers the questions orally. A point or small treat may be given for each correct answer.

Instead of writing a class essay, the teacher may choose to model the writing of the essay for the student or work with the student to write the essay. The student and the teacher would take turns contributing a sentence until the essay is complete.

The writing conferences may consist of the student with the teacher, a family member, or a friend.

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Working with ESL Students

Students with English as a second language are identified as those students whose native language is not English. Although most of these students are born outside the United States, an ESL student could have been born into an ethnic community in the United States where English is rarely spoken, or he could have parents with little or no English background.

Most ESL students are eager to learn English and work diligently to attain the level of their peers. Teachers of ESL students need to recognize cultural differences that affect teaching language arts to these students. Beginning ESL students may need assignments modified or replaced while they are learning foundational skills. These students need much oral practice and benefit from being paired with English-proficient students to work on assignments. As ESL students progress, accountability in assignments should increase. Suggestions for working with ESL students are included in many lessons.

Teaching Tips xxiii

Review Features

The purpose of review is to encourage the retention of grammar and writing skills. This program provides a systematic review while still giving the teacher many options.

1. The grammar chapters are sequenced to provide review. Some topics are divided into two chapters so that they are taught twice per year. In the second chapter, the topic is reviewed as skills are expanded.

Chapter 1 Sentences Chapter 3 Nouns Chapter 5 Verbs

Chapter 7 Study & Reference Skills

Chapter 9 Pronouns Chapter 11 More Verbs

Chapter 13 Adjectives & Adverbs Chapter 15 More About Sentences

2. A Cumulative Review lesson is contained in each chapter beginning with Chapter 2. The Cumulative Review pages include skills from several chapters that have been taught previously.

- 3. The Keeping Up transparency masters, located in the Supplement of the Teacher's Edition, provide a short, five-item review of grammar skills, punctuation, alphabetical order, and analogies. One Keeping Up activity page is provided for use with each writing lesson.
- 4. The Extra Practice blackline masters, located on the Teacher's Toolkit CD, may be used on a delayed schedule to review a previous lesson instead of to practice the current lesson. One Extra Practice page is provided for each grammar lesson.
- 5. The Learning Center ideas, located in the Chapter Overviews, may be made and used to actively review skills throughout the year.
- 6. Maintaining an English word wall with the vocabulary words from each chapter systematically reviews English concepts taught throughout the year. (For ideas of activities, see pages xxi–xxii.)

Homework

The quantity and types of assignments given as English homework are decisions that have been left for the teacher or school to determine. Although no exercises have been designated as specific homework assignments, there is ample material that may be assigned.

Possible homework assignments include

- Completing unfinished worktext pages
- Completing an Extra Practice page for the current lesson or for review of a lesson taught in a previous chapter
- Completing a Keeping Up activity
- Studying for English tests
- Reading a book for a book report

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English Grades

Ideas for Grading Grammar

- Choose worktext pages that reflect a skill that is not new. One or two times a week, use the *Independent Practice* section of the pages to record a grade.
- Extra Practice pages may be used for grades several days after the lesson is taught.
- A test is available for each grammar chapter.

Ideas for Grading Writing

- Rubrics are provided for evaluating each student's final draft, his use of the Writing Process, and various elements specific to a particular writing project. A rubric is located in the Chapter Overview of each writing chapter.
- A test is available for each writing chapter.
- Writing prompts are provided as an alternative or in addition to some of the chapter tests. The writing prompts are designed to prepare students for standardized writing tests.

Possible Grading Proportions

Grammar Pages	Writing Projects	Chapter Tests	Cumulative Reviews
50%	25%	25%	
33%	33%	33%	
25%	25%	25%	25%

English Grades xxv

Bible Action Truths

The quality and consistency of a man's decisions reflect his character. Christian character begins with justification, but it grows throughout the lifelong process of sanctification. God's grace is sufficient for the task, and a major part of God's gracious provision is His Word. The Bible provides the very "words of life" that instruct us in salvation and Christian living. By obeying God's commands and making godly decisions based on His Word, Christians can strengthen their character.

Too often Christians live by only vague guidance—for instance, that we should "do good" to all men. While doing good is desirable, more specific guidance will lead to more consistent decisions.

Consistent decisions are made when man acts on Bible principles—or Bible Action Truths. The thirty-seven Bible Action Truths (listed under eight general principles) provide Christians with specific goals for their actions and attitudes. Study the Scriptures indicated for a fuller understanding of the principles in Bible Action Truths.

Thousands have found this format helpful in identifying and applying principles of behavior. Yet there is no "magic" in this formula. As you study the Word, you likely will find other truths that speak to you. The key is for you to study the Scriptures, look for Bible Action Truths, and be sensitive to the leading of the Holy Spirit.

1. Salvation-Separation Principle

Salvation results from God's direct action. Although man is unable to work for this "gift of God," the Christian's reaction to salvation should be to separate himself from the world unto God.

- **a. Understanding Jesus Christ** (Matthew 3:17; 16:16; I Corinthians 15:3–4; Philippians 2:9–11) Jesus is the Son of God. He was sent to earth to die on the cross for our sins. He was buried but rose from the dead after three days.
- **b. Repentance and faith** (Luke 13:3; Isaiah 55:7; Acts 5:30–31; Hebrews 11:6; Acts 16:31) If we believe that Jesus died for our sins, we can accept Him as our Savior. We must be sorry for our sins, turn from them, confess them to God, and believe that He will forgive us.
- **c. Separation from the world** (John 17:6, 11, 14, 18; II Corinthians 6:14–18; I John 2:15–16; James 4:4; Romans 16:17–18; II John 10–11) After we are saved, we should live a different life. We should try to be like Christ and not live like those who are unsaved.

2. Sonship-Servant Principle

Only by an act of God the Father could sinful man become a son of God. As a son of God, however, the Christian must realize that he has been "bought with a price"; he is now Christ's servant.

- **a. Authority** (Romans 13:1–7; I Peter 2:13–19; I Timothy 6:1–5; Hebrews 13:17; Matthew 22:21; I Thessalonians 5:12–13) We should respect, honor, and obey those in authority over us.
- **b. Servanthood** (Philippians 2:7–8; Ephesians 6:5–8) Just as Christ was a humble servant while He was on earth, we should also be humble and obedient.

- **c. Faithfulness** (I Corinthians 4:2; Matthew 25:23; Luke 9:62) We should do our work so that God and others can depend on us.
- **d. Goal setting** (Proverbs 13:12, 19; Philippians 3:13; Colossians 3:2; I Corinthians 9:24) To be faithful servants, we must set goals for our work. We should look forward to finishing a job and going on to something more.
- **e. Work** (Ephesians 4:28; II Thessalonians 3:10–12) God never honors a lazy servant. He wants us to be busy and dependable workers.
- **f. Enthusiasm** (Colossians 3:23; Romans 12:11) We should do all tasks with energy and with a happy, willing spirit.

3. Uniqueness-Unity Principle

No one is a mere person; God has created each individual a unique being. But because God has an overall plan for His creation, each unique member must contribute to the unity of the entire body.

- **a. Self-concept** (Psalms 8:3–8; 139; II Corinthians 5:17; Ephesians 2:10; 4:1–3, 11–13; II Peter 1:10) We are special creatures in God's plan. He has given each of us special abilities to use in our lives for Him.
- b. Mind (Philippians 2:5; 4:8; II Corinthians 10:5; Proverbs 23:7; Luke 6:45; Proverbs 4:23; Romans 7:23, 25; Daniel 1:8; James 1:8) We should give our thoughts and minds to God. What we do and say really begins in our minds. We should try to think of ourselves humbly as Christ did when He lived on earth.
- **c. Emotional control** (Galatians 5:24; Proverbs 16:32; 25:28; II Timothy 1:7; Acts 20:24) With the help of God and the power of the Holy Spirit, we should have control over our feelings. We must be careful not to act out of anger.
- **d. Body as a temple** (I Corinthians 3:16–17; 6:19–20) We should remember that our bodies are the dwelling place of God's Holy Spirit. We should keep ourselves pure, honest, and dedicated to God's will.
- e. Unity of Christ and the church (John 17:21; Ephesians 2:19–22; 5:23–32; II Thessalonians 3:6, 14–15) Since we are saved, we are now part of God's family and should unite ourselves with others to worship and grow as Christians. Christ is the head of His church, which includes all believers. He wants us to work together as His church in carrying out His plans, but He forbids us to work in fellowship with disobedient brethren.

4. Holiness-Habit Principle

Believers are declared holy as a result of Christ's finished action on the cross. Daily holiness of life, however, comes from forming godly habits. A Christian must consciously establish godly patterns of action; he must develop habits of holiness.

- **a. Sowing and reaping** (Galatians 6:7–8; Hosea 8:7; Matthew 6:1–8) We must remember that we will be rewarded according to the kind of work we have done. If we are faithful, we will be rewarded. If we are unfaithful, we will not be rewarded. We cannot fool God.
- **b. Purity** (I Thessalonians 4:1–7; I Peter 1:22) We should try to live lives that are free from sin. We should keep our minds, words, and deeds clean and pure.

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- **c. Honesty** (II Corinthians 8:21; Romans 12:17; Proverbs 16:8; Ephesians 4:25) We should not lie. We should be honest in every way. Even if we could gain more by being dishonest, we should still be honest. God sees all things.
- **d. Victory** (I Corinthians 10:13; Romans 8:37; I John 5:4; John 16:33; I Corinthians 15:57–58) If we constantly try to be pure, honest, and Christlike, with God's help we will be able to overcome temptations.

5. Love-Life Principle

We love God because He first loved us. God's action of manifesting His love to us through His Son demonstrates the truth that love must be exercised. Since God acted in love toward us, believers must act likewise by showing godly love to others.

- **a.** Love (I John 3:11, 16–18; 4:7–21; Ephesians 5:2; I Corinthians 13; John 15:17) God's love to us was the greatest love possible. We should, in turn, show our love for others by our words and actions.
- **b. Giving** (II Corinthians 9:6–8; Proverbs 3:9–10; Luke 6:38) We should give cheerfully to God the first part of all we earn. We should also give to others unselfishly.
- **c. Evangelism and missions** (Psalm 126:5–6; Matthew 28:18–20; Romans 1:16–17; II Corinthians 5:11–21) We should be busy telling others about the love of God and His plan of salvation. We should share in the work of foreign missionaries by our giving and prayers.
- **d. Communication** (Ephesians 4:22–29; Colossians 4:6; James 3:2–13; Isaiah 50:4) We should have control of our tongues so that we will not say things displeasing to God. We should encourage others and be kind and helpful in what we say.
- **e. Friendliness** (Proverbs 18:24; 17:17; Psalm 119:63) We should be friendly to others, and we should be loyal to those who love and serve God.

6. Communion-Consecration Principle

Because sin separates man from God, any communion between man and God must be achieved by God's direct action of removing sin. Once communion is established, the believer's reaction should be to maintain a consciousness of this fellowship by living a consecrated life.

- **a. Bible study** (I Peter 2:2–3; II Timothy 2:15; Psalm 119) To grow as Christians we must spend time with God daily by reading His Word.
- **b. Prayer** (I Chronicles 16:11; I Thessalonians 5:17; John 15:7, 16; 16:24; Psalm 145:18; Romans 8:26–27) We should bring all our requests to God, trusting Him to answer them in His own way.
- **c. Spirit-filled** (Ephesians 5:18–19; Galatians 5:16, 22–23; Romans 8:13–14; I John 1:7–9) We should let the Holy Spirit rule in our hearts and show us what to say and do. We should not say and do just what we want to, for those things are often wrong and harmful to others.
- **d. Clear conscience** (I Timothy 1:19; Acts 24:16) To be good Christians, we cannot have wrong acts or thoughts or words bothering our consciences. We must confess them to God and to those people against whom we have sinned. We cannot live lives close to God if we have guilty consciences.
- **e. Forgiveness** (Ephesians 4:30–32; Luke 17:3–4; Colossians 3:13; Matthew 18:15–17; Mark 11:25–26) We must ask

forgiveness of God when we have done wrong. Just as God forgives our sins freely, we should forgive others when they do wrong things to us.

7. Grace-Gratitude Principle

Grace is unmerited favor. Man does not deserve God's grace. However, after God bestows His grace, believers should react with an overflow of gratitude.

- **a. Grace** (I Corinthians 15:10; Ephesians 2:8–9) Without God's grace we would be sinners on our way to hell. He loved us when we did not deserve His love and provided for us a way to escape sin's punishment by the death of His Son on the cross.
- **b. Exaltation of Christ** (Colossians 1:12–21; Ephesians 1:17–23; Philippians 2:9–11; Galatians 6:14; Hebrews 1:2–3; John 1:1–4, 14; 5:23) We should realize and remember at all times the power, holiness, majesty, and perfection of Christ, and we should give Him the praise and glory for everything that is accomplished through us.
- **c. Praise** (Psalm 107:8; Hebrews 13:15; I Peter 2:9; Ephesians 1:6; I Chronicles 16:23–36; 29:11–13) Remembering God's great love and goodness toward us, we should continually praise His name.
- **d.** Contentment (Philippians 4:11; I Timothy 6:6–8; Psalm 77:3; Proverbs 15:16; Hebrews 13:5) Money, houses, cars, and all things on earth will last only for a little while. God has given us just what He meant for us to have. We should be happy and content with what we have, knowing that God will provide for us all that we need. We should also be happy wherever God places us.
- e. Humility (I Peter 5:5–6; Philippians 2:3–4) We should not be proud and boastful but should be willing to be quiet and in the background. Our reward will come from God on Judgment Day, and men's praise to us here on earth will not matter at all. Christ was humble when He lived on earth, and we should be like Him.

8. Power-Prevailing Principle

Believers can prevail only as God gives the power. "I can do all things through Christ." God is the source of our power used in fighting the good fight of faith.

- **a. Faith in God's promises** (II Peter 1:4; Philippians 4:6; Romans 4:16–21; I Thessalonians 5:18; Romans 8:28; I Peter 5:7; Hebrews 3:18–4:11) God always remains true to His promises. Believing that He will keep all the promises in His Word, we should be determined fighters for Him.
- **b. Faith in the power of the Word of God** (Hebrews 4:12; Jeremiah 23:29; Psalm 119; I Peter 1:23–25) God's Word is powerful and endures forever. All other things will pass away, but God's Word shall never pass away because it is written to us from God, and God is eternal.
- **c. Fight** (Ephesians 6:11–17; II Timothy 4:7–8; I Timothy 6:12; I Peter 5:8–9) God does not have any use for lazy or cowardly fighters. We must work and fight against sin, using the Word of God as our weapon against the Devil. What we do for God now will determine how much He will reward us in heaven.
- **d. Courage** (I Chronicles 28:20; Joshua 1:9; Hebrews 13:6; Ephesians 3:11–12; Acts 4:13, 31) God has promised us that He will not forsake us; therefore, we should not be afraid to speak out against sin. We should remember that we are armed with God's strength.

Bible Action Truths xxvii

Bible Promises

- A. Liberty from Sin—Born into God's spiritual kingdom, a Christian is enabled to live right and gain victory over sin through faith in Christ. (Romans 8:3–4—"For what the law could not do, in that it was weak through the flesh, God sending His own Son in the likeness of sinful flesh, and for sin, condemned sin in the flesh: that the righteousness of the law might be fulfilled in us, who walk not after the flesh, but after the Spirit.")
- **B. Guiltless by the Blood**—Cleansed by the blood of Christ, the Christian is pardoned from the guilt of his sins. He does not have to brood or fret over his past because the Lord has declared him righteous. (Romans 8:33—"Who shall lay anything to the charge of God's elect? It is God that justifieth." Isaiah 45:24—"Surely, shall one say, in the Lord have I righteousness and strength: even to him shall men come; and all that are incensed against him shall be ashamed.")
- C. Basis for Prayer—Knowing that his righteousness comes entirely from Christ and not from himself, the Christian is free to plead the blood of Christ and to come before God in prayer at any time. (Romans 5:1–2—"Therefore being justified by faith, we have peace with God through our Lord Jesus Christ: by whom also we have access by faith into this grace wherein we stand, and rejoice in hope of the glory of God.")
- D. Identified in Christ—The Christian has the assurance that God sees him as a son of God, perfectly united with Christ. He also knows that he has access to the strength and the grace of Christ in his daily living. (Galatians 2:20—"I am crucified with Christ: nevertheless, I live; yet not I, but Christ liveth in me: and the life which I now live in the flesh I live by the faith of the Son of God, who loved me, and gave himself for me." Ephesians 1:3—"Blessed be the God and Father of our Lord Jesus Christ, who hath blessed us with all spiritual blessings in heavenly places in Christ.")
- E. Christ as Sacrifice—Christ was a willing sacrifice for the sins of the world. His blood covers every sin of the believer and pardons the Christian for eternity. The purpose of His death and resurrection was to redeem a people to Himself. (Isaiah 53:4–5—"Surely he hath borne our griefs, and carried our sorrows: yet we did esteem him stricken, smitten of God, and afflicted. But he was wounded for

- our transgressions, he was bruised for our iniquities: the chastisement of our peace was upon Him; and with his stripes we are healed." John 10:27–28—"My sheep hear my voice, and I know them, and they follow me: and I give unto them eternal life; and they shall never perish, neither shall any man pluck them out of my hand.")
- F. Christ as Intercessor—Having pardoned them through His blood, Christ performs the office of High Priest in praying for His people. (Hebrews 7:25—"Wherefore he is able also to save them to the uttermost that come unto God by him, seeing he ever liveth to make intercession for them." John 17:20—"Neither pray I for these alone, but for them also which shall believe on me through their word.")
- G. Christ as Friend—In giving salvation to the believer, Christ enters a personal, loving relationship with the Christian that cannot be ended. This relationship is understood and enjoyed on the believer's part through fellowship with the Lord through Bible reading and prayer. (Isaiah 54:5—"For thy Maker is thine husband; the Lord of hosts is his name; and thy Redeemer the Holy One of Israel; The God of the whole earth shall he be called." Romans 8:38–39—"For I am persuaded, that neither death, nor life, nor angels, nor principalities, nor powers, nor things present, nor things to come, nor height, nor depth, nor any other creature, shall be able to separate us from the love of God, which is in Christ Jesus our Lord.")
- H. God as Father—God has appointed Himself to be responsible for the well-being of the Christian. He both protects and nourishes the believer, and it was from Him that salvation originated. (Isaiah 54:17—"No weapon that is formed against thee shall prosper; and every tongue that shall rise against thee in judgment thou shalt condemn. This is the heritage of the servants of the Lord, and their righteousness is of me, saith the Lord." Psalm 103:13—"Like as a father pitieth his children, so the Lord pitieth them that fear Him.")
- **I. God as Master**—God is sovereign over all creation. He orders the lives of His people for His glory and their good. (Romans 8:28—"And we know that all things work together for good to them that love God, to them who are the called according to his purpose.")

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