

7 **Resources**
are both printed and digital and include preassessments, instructional aids, concept reinforcements, differentiated instruction pages, videos, resources on AfterSchoolHelp.com, and helpful websites available in BJU Press Trove.

8 **Materials**
identify items to collect or prepare for the lesson.

9 **Teaching Cycle**
offers a path through the lesson and consists of ideas to engage, teaching strategies to instruct, exercises to apply, and assessments to gauge what has been learned.

10 **Background Notes**
provide additional explanation or information to supplement the lesson.

11 **Clarifying Notes**
provide clarifications to aid the teacher.

12 **Differentiated Instruction**
helps struggling students and English Language Learners, challenges advanced students with additional activities, or provides enrichment activities to supplement the concepts taught.

LESSON 19
Workbook pages 12–43

LESSON OBJECTIVES

- 19.1 Distinguish among prepositions, conjunctions, and interjections in sentences.
- 19.2 Differentiate between coordinating and correlative conjunctions.

PRINTED RESOURCES

- Individualized All for Comprehend/Read Prepositions
- Supplemental Exercise: Prepositions, Conjunctions, and Interjections (p. 43)

DIGITAL RESOURCE

- AfterSchoolHelp.com: Prepositions, Conjunctions, and Interjections

MATERIALS

- Worksheet packet

OVERVIEW

A preposition shows the relationship between an object and another word in the sentence. Conjunctions join words, phrases, and clauses. This lesson covers identifying and using prepositions. Subordinating conjunctions will be covered in Lesson 19. Interjections express strong feeling, agreement or disagreement, greeting or leave-taking, pleasure, surprise, or exclamation, and have no grammatical function in the sentence.

ENGAGE

Reading Parts of Speech
Direct the students to complete a **Read Along**. Instruct them to underline what they think are all prepositions, conjunctions, and interjections.

INSTRUCT

Prepositions, Conjunctions, and Interjections
Use direct instruction to explain how prepositions, conjunctions, and interjections function. Begin the students by introducing All for Comprehend/Read to help them easily identify prepositions in sentences.

AP • Lesson 19

Writing & Grammar 10

PREPOSITIONS, CONJUNCTIONS, AND INTERJECTIONS

Prepositions
Prepositions show the relationship between an object and another word in the sentence. Conjunctions join words, phrases, and clauses. Interjections express strong feeling, agreement or disagreement, greeting or leave-taking, pleasure, surprise, or exclamation, and have no grammatical function in the sentence.

Types of Prepositions

Prepositional Phrases
A prepositional phrase is a group of words that begins with a preposition and ends with its object. The object can be a noun or pronoun.

Conjunctions
Conjunctions join words, phrases, and clauses. They are divided into coordinating conjunctions and subordinating conjunctions.

Interjections
Interjections express strong feeling, agreement or disagreement, greeting or leave-taking, pleasure, surprise, or exclamation, and have no grammatical function in the sentence.

Background Note
Interjections in writing are generally reserved for informal writing or for writing dialogue. Academic writing rarely expresses the types of emotions shown by interjections.

AP • Lesson 19

Writing & Grammar 10

LESSON 28
Workbook pages 100–127

LESSON OBJECTIVES

- 28.1 Analyze the writing craft needed in the expository text.
- 28.2 Identify the characteristics of expository writing.
- 28.3 Identify the benefits and problems that result from becoming variables by publishing information on the Internet.

ARISTOTLE: WRITING CRAFT

Assignment (Arithmetic) On-line publishing provides great opportunities for exposure at the end of prepositions and interjections (p. 127).

OVERVIEW

This lesson introduces the students to a new unit on writing habits. The students that present will be introduced to become variables. The first chapter of this unit teaches the students how to write a persuasive writing article.

ENGAGE

Direct Question
Direct the students to complete a **Think-Pair-Write** to answer the Essential Question for the unit opener. Instruct them to write more than one sentence in this question. Allow and encourage them to share their writing. Encourage them to look for any powerful message, strong good practices, or being effective engagement and promote communication methods.

Think-Pair-Write Students think about a topic or question, get up to discuss it with a partner, and then write individual responses.

DIFFERENTIATED INSTRUCTION

Background
Encourage the students to research the life of the inventor. Help to ensure fully understand how they can bring good out of trials and suffering.

AP • Lesson 28

Writing & Grammar 10

UNIT OPENER FEATURES

UNIT 1

CREATING A MASTERPIECE

How do I create something beautiful?

Leonardo da Vinci—to the minds of most people, the name is synonymous with his indefinable masterpiece, *The Last Supper* and the *Mona Lisa*. Chances are that if you closed your eyes right now, you could envision *The Last Supper*. Christ, the central figure, beamed left and right by his disciples at a table, agonized, responding to

His dedication that one of them would betray him. One can almost hear the buzz and murmur among the 14 artists and apprentices then. In this large mural, painted on the wall of what was originally a chapel, Leonardo captured in detail the various facial expressions as the disciples

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MENTOR TEXT

Leonardo was brilliant and well-regarded in so many ways that he was Leonardo, a genius. He was a very slow painter, and he often did not finish what he had started, but he managed to create some of history's most famous paintings, such as the *Mona Lisa* and *The Last Supper*. He also had an impact on many other artists—both in his time and today. Art experts have identified more than 20 paintings that are definitely by Leonardo or in Leonardo's hand. The fact that he kept repeating in a particular way about his nearly unmatched artistic imagination and skill.

Why did Leonardo keep so many of his paintings unfinished? There are several reasons, but the primary one is the large amount of time he consumed in planning and preparing for each project, including conducting research and creating numerous preliminary sketches and notes.

In an effort to make his works appear more realistic, Leonardo kept experimenting with new ideas and approaches. This resulted in the development of two techniques that revolutionized the art of painting.

First, young Leonardo noticed that the farther away an object is from a viewer, the more it has depth toward the blue end of the spectrum. (This is because over a distance it emits more visible wavelengths and reflects the colors making up a blue light.) Leonardo also noticed that over a distance, the strongest colors become much less. The depiction of these atmospheric effects in his background landscapes became known as aerial perspective.

The second important technique Leonardo developed is called sfumato (from the Italian word *sfumato*, meaning “to fade away”). It is an oval-shaped tool, it has almost unnoticeable fine lines especially over facial features, but also over landscapes. In this way, Leonardo created the over-the-top precision and softness of earlier portraits. You’ve heard you can see another, and the landscape works with the human figure, the contrast with Leonardo’s Leonardo used these and other techniques to great effect in a number of his best works, with particularly amazing results in his masterpieces the *Mona Lisa* and *The Last Supper*.

- 1 Unit Theme** connects the chapters in the unit around a central idea.
- 2 Essential Question** challenges the students to think more deeply about the unit content.

- 3 Mentor Text** models effective writing related to the unit theme.

CHAPTER OPENER FEATURES



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CHAPTER 5

Stringing Words Together

Sentences

How do I turn ideas into sentences?

Words from all the eight parts of speech can be arranged in an infinite variety of ways to capture and communicate meaning, just as the different arrangement of musical notes can produce limitless compositions. Nouns and most verbs, adjectives, and adverbs, known as content words, usually contain most of a speaker's meaning. On the other hand, prepositions, pronouns, and conjunctions (as well as helping verbs, determiners, and qualified, called function words, tie together the content words. When content words and function words combine, they form meaningful units called sentences.

For clear communication, certain elements must appear in a sentence.

However, the choice of words and the way in which they are combined make the difference between the artist and the amateur. Great writers have a distinct writing style by which they can be identified. You yourself are developing your unique writing style. It is important that you be able to craft effective sentences, if you are a Christian, never forget that your identity as a Christian should be reflected in the content and style of your writing. Reflecting Christ's generous and character demands, via effective, to the master text below, to what does Constantine (the Roman emperor) do? And what, according to him, gives it "nobility and grace"?

MENTOR TEXT

I like to imagine a sentence as a boat. Each sentence, after all, has a distinct shape, and it comes with something that makes it unique based on the way it's written, a sail, a motor, or a pair of oars. There are so many kinds of sentences as there are essentially words: nouns and verbs, adjectives and adverbs, participles, infinitives, and all the other bits and pieces that make up the language. But then there are the important, often and primary verbs that hold the sentence together, the verbs that hold the sentence together, the verbs that hold the sentence together, the verbs that hold the sentence together.

Mark more than "everything between the capital letter and the period." The sentence tells who did what to whom. It has shape, so beginning an end, and a dramatic end, and if the author looks or speaks, if it's well made, it also has energy.

To craft a sentence that makes heads turn with its darkness and grace, we need to bring various elements together so that— even when the sentence has a rather well-recognized end— the whole thing has unity as well as purpose.

—Constantine, *For and From Rome to Christ*, Michael Card Press

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1 Full-Page Illustrations

open each chapter, visually engaging the students with the chapter content.

2 Essential Question

challenges the students to think more deeply about the chapter content.

3 Mentor Text

explains a grammar concept and/or models effective writing craft.

4

VERB MOOD

The mood of a verb refers to the attitude of the speaker or writer. The three moods of verbs are indicative, imperative, and subjunctive.

Indicative

The verb conveys facts or the **indicative mood**. Sentences in the indicative mood convey facts or information. Use the following examples to see how the indicative mood is used in the following mood.

Imperative
Sentences in the imperative mood give direct commands. Use the imperative form of the verb with no helping verb. Observe the subject in imperative sentences, although the subject is often not explicitly stated.

Subjunctive
Sentences in the subjunctive mood often represent the idea that something is untrue, though it might be true. Use the subjunctive mood in a wish or a condition that is not true. These are clauses that begin with *if*, *if only*, *as if*, and *as though*. Use the subjunctive mood in a wish or a condition that is not true. These are clauses that begin with *if*, *if only*, *as if*, and *as though*. Use the subjunctive mood in a wish or a condition that is not true. These are clauses that begin with *if*, *if only*, *as if*, and *as though*.

Identifying
The verb mood of a sentence is often indicated by the words that surround it. Use the following examples to see how the indicative mood is used in the following mood. Use the imperative form of the verb with no helping verb. Observe the subject in imperative sentences, although the subject is often not explicitly stated. Use the subjunctive mood in a wish or a condition that is not true. These are clauses that begin with *if*, *if only*, *as if*, and *as though*.



Practice the Skill

Identify the mood of each italicized verb as indicative, imperative, or subjunctive.

1. My cousin *thinks* that he is heading to England.
2. Marla *travels* around a country from the mountains to the beach. She *loves* to visit the beach. She *loves* to visit the beach.
3. The judge *ordered* the attorney to file the lawsuit by the end of the month.
4. The judge *suggested* that the attorney file the lawsuit by the end of the month.
5. The judge *ordered* the attorney to file the lawsuit by the end of the month.
6. Marla *travels* around a country from the mountains to the beach. She *loves* to visit the beach. She *loves* to visit the beach.
7. Marla *travels* around a country from the mountains to the beach. She *loves* to visit the beach. She *loves* to visit the beach.
8. Marla *travels* around a country from the mountains to the beach. She *loves* to visit the beach. She *loves* to visit the beach.
9. Marla *travels* around a country from the mountains to the beach. She *loves* to visit the beach. She *loves* to visit the beach.
10. Marla *travels* around a country from the mountains to the beach. She *loves* to visit the beach. She *loves* to visit the beach.



Use the Skill

11. Write a sentence in the imperative mood.
12. Write a sentence in the indicative mood.
13. Write a sentence in the subjunctive mood.
14. Write a sentence in the imperative mood.
15. Write a sentence in the indicative mood.
16. Write a sentence in the subjunctive mood.

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CHAPTER REVIEW



Analyzing Sentence Patterns

Label the sentence patterns used in the following sentences.

1. The ancient Egyptians built the pyramids.
2. The ancient Egyptians built the pyramids.
3. The ancient Egyptians built the pyramids.
4. The ancient Egyptians built the pyramids.
5. The ancient Egyptians built the pyramids.
6. The ancient Egyptians built the pyramids.
7. The ancient Egyptians built the pyramids.
8. The ancient Egyptians built the pyramids.
9. The ancient Egyptians built the pyramids.
10. The ancient Egyptians built the pyramids.

Identifying Errors

11. The ancient Egyptians built the pyramids.
12. The ancient Egyptians built the pyramids.
13. The ancient Egyptians built the pyramids.
14. The ancient Egyptians built the pyramids.
15. The ancient Egyptians built the pyramids.
16. The ancient Egyptians built the pyramids.
17. The ancient Egyptians built the pyramids.
18. The ancient Egyptians built the pyramids.
19. The ancient Egyptians built the pyramids.
20. The ancient Egyptians built the pyramids.

STUDY HACKS A Minute to get it

Plan with SMART Goals. Have you ever set a goal? SMART goals are Specific, Measurable, Attainable, Relevant, and Time-bound. Use the following examples to see how SMART goals are used in the following mood.

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4 Teaching Box provides terms, definitions, rules for instruction, and example sentences.

5 QR Code links to AfterSchoolHelp.com to provide additional help with grammar concepts.

6 Practice the Skill allows the students to practice and strengthen skills taught in the chapter.

7 Use the Skill applies grammar concepts to a real-life writing exercise.

8 Chapter Review assesses readiness for a chapter grammar test.

9 Study Hacks guide students in developing effective study routines. This feature also appears in the writing chapters.

WRITING CHAPTER FEATURES

4

BEING DESCRIPTIVE

Let's say that you find yourself walking toward the center of a quiet street on a sunny afternoon. An elderly woman is waiting to cross suddenly, a male corner store owner is leaning against the door, and a dog is barking in the distance. You can't see her, but you know who she is. When the police arrive, they need a description of the thief. Now your process of observation is being challenged. They want to know his age, his build, his hair, his hair color, his height, his features, anything that will enable them to identify him. It's challenging to take in identifying details in a matter of seconds, even when your attention is heightened. The accurate records, however, that these are practical reasons to have your ability to observe and describe.

Painting with Words

Think of the analogy in Chapter 1 between painting and writing; a writer creates a picture with words. Description is speech or writing that paints a picture (in mind) of a person, place, or thing. As image theorists of the Camera Obscura have no trouble doing for canvas, and Chaucer should come to create a way that glorifies God. The short story writes an invisible description scene or location as which the story is set, whether a rambling three-story Victorian house overlooking a lake righting in the breeze or the workshop of a budding town-city girl at lunchtime. A good writer puts the reader into the scene so that he can experience the setting for himself—a check revealed by the house or sun toward by the shadowy back of robes to the kitchen.

Sensory Images and Vivid Language

Each reality is achieved through sensory images that engage the reader's five senses—sight, hearing, taste, touch, and smell. Sensory details bring descriptions to life.

Good descriptions and vivid, precise language further make believable the characters who populate short stories and novels. Descriptions in also quite at home in scientific writing, where the writer shares vivid experiences and colorful people with his reader, who gets to know their hearts only. A writer can bring an inner or position home for the reader by profiling an individual affected by it, or a writer can persuade by including an anecdote characterized by vivid description. Good descriptive can make a reader to bond or to document history in the reading.

1.86 Lesson 46 Writing & Grammar 10

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MENTOR TEXT

IS EVOLUTION A Religion?

By Dr. Nancy Mitchell and Dr. Mary Alice

What technique does the author use to capture the reader's attention at the beginning of this article?

Notice that the thesis is not stated but rather implied. What would you say is the thesis of this article?

We can start that most people will find the question posed in the title... a little strange. Surely, evolution is about the origin and development of life forms on earth—what has this got to do with religion? Evolution is science, isn't it? And we can hold that it has got to be separate from religion, because it's based on the classroom. Well, let's see if evolution (in the field) as a true science or approved by a religious belief. In order to do so, we must define some terms.

What Is Science?

Scientists are often accused of being unscientific or pseudo-scientific, while at the same time those who promote evolution accuse the results of "real scientific," but what is science anyway? According to The American Heritage Dictionary, science is "the observation, identification, description, experimental investigation, and theoretical explanation of phenomena" (The American Heritage Dictionary of the English Language "Science"). Or put more simply, science involves observing things in the real world and trying to explain how they work. The key word here is observation.


185 Lesson 28 Writing & Grammar 10

- 1 Full Mentor Text**
models what the students are to accomplish in the writing chapter.
- 2 Highlighting**
draws attention to part of the text.
- 3 Call-Out Boxes**
match the highlighting in the mentor text to analyze writing craft.

- 4 Writing Lessons**
present overviews of writing assignments and emphasize appropriate writing craft.
- 5 Writing Strategies**
enable students to improve their writing craft.

PUBLISHING THE EYEWITNESS REPORT

In Chapter 18 you learned to give a speech. However, as with writing, public speaking is a skill that can be improved only through practice. You will therefore have the opportunity to continue practicing your oral communication skills by presenting the eyewitness report as a speech. Go back through Chapter 18 and review the principles and techniques of giving an effective speech.



Create a Slideshow

To make your speech more interesting, create a slideshow containing visuals that refer to your speech. This will help your audience stay engaged. Use the following guidelines to be sure your slideshow is appealing.

- Include a professional background.
- Avoid having too much text. Multiple lines of text will distract your audience. Try to have no more than one point per slide.
- Be sure text is large enough so your audience members at the back of the room can read it. The text should be at least 36-point font, and the supporting points should be at least 18-point font.
- Be sure pictures and graphics are clear.
- Do not include fancy transitions or sound effects between slides. These tend to be distracting to the audience.

Reflection

Write in your journal the things you learned from this project. Use the following questions to guide your thinking:

- What is the value of eyewitness accounts? What are the drawbacks?
- To what extent should someone with a biblical worldview treat eyewitness accounts?

Chapter 18: 1809 Your Own Testimony: The Eyewitness Report Lessons 176-177 457

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Narrative Essay Rubric

Content and Organization	Excellent	Good	Fair	Poor
Purpose and Audience Have I met the expectation of a narrative essay? Have I written with a specific audience in mind?				
Organization Is my essay organized effectively demonstrating a sound structure? Do I have a clear thesis, whether stated or implied?				
Narrative Techniques Is my essay written in first person? Is my essay well-paced? Does my essay contain a plot, sufficiently drawn characters, and effective dialogue? Does my essay incorporate sensory imagery?				
Worldview Does my essay reflect the values of Christ and His character? Have I used good judgment to communicate ideas that are aligned with biblical principles?				
Writing Quality				
Grammar/Usage Does my writing follow the conventions of correct grammar and usage, including spelling, capitalization, and punctuation?				
Style Does my writing capture and hold the reader's attention with a clear and engaging style?				

Chapter 18: 1810 That Our Tale: The Narrative Lessons 81-88 247

6 Steps in the Writing Process guide the students through each phase of their writing projects.

7 Reflection invites the students to evaluate their performance of major writing assignments and often involves reflecting on biblical worldview shaping.

8 Rubrics and Checklists provide criteria for teacher assessments, self-evaluations, and peer reviews of writing assignments.

