

Instructor: _____

Name: _____

SKILL: SENTENCE STRUCTURE**Goal: To study simple, compound, & complex sentences****Materials:*****Basic Sentence Structure and Building Sentences*** (computer)

- Print Worksheet 1 and Worksheet 2 from the WALH Assignments on the ESL website. They follow this page.
- Watch the Basic Sentence Structure video and complete Worksheet 1 and Worksheet 2.
- Work on this for at least 50 minutes.
- While you are studying, you can write some notes about what you have learned on the lines below, but most of your answers will be on Worksheet 1 and Worksheet 2.
- When you are finished, ask the instructor for the answer key for Worksheet 1 and 2. You may not have time to finish both worksheets.

To open this lesson:

1. Open the **ESL Resources** folder.
2. Open the **Grammar** folder.
3. Click on **Basic Sentence Structure**.
4. Scroll down until you see the Basic Sentence Structure and Building Sentences video.

2-4

Stamp and Signature

Instructor: _____

Name: _____

Basic Sentence Structure and Building Sentences: Worksheet 1

Prepositional phrases are generally made up of a preposition followed by a noun or pronoun. They add information that helps readers understand the sentence. Look at how these prepositional phrases are used in the following sentences.

In the classroom, students need to listen to the teacher.

Jonathon placed his glasses by the book on the table.

Kaitlyn likes to ski during her vacations from school.

Along rivers in the Rocky Mountains, you'll see a lot of people fly fishing.

Coordinating conjunctions or FANBOYS are one way writers add information to their sentences and show a relationship between two parts of the sentence. Each FANBOY has a different meaning.

Coordinating Conjunction	Meaning
for	reason/cause
and	additional information that is equal
*nor	two things or actions that are not true
but	contrast
or	choices or alternatives
yet	contrast
so	result

*Nor requires an additional explanation that is not covered on this worksheet.

Independent Clause	Comma	Coordinating Conjunction	Independent Clause 2
Jenna was exhausted last night	,	for	she had run a 10K in the morning.
Some parents pay for their children's gasoline	,	and	the children have to pay for the car insurance.
My dog ate my homework	,	but	I haven't told my teacher yet.
My family goes to the movies on Friday nights	,	or	we have dinner together at home.
I got an A on my last English essay	,	yet	I still have to work hard to get an A in the class.
Some cars have hybrid engines	,	so	they get good gas mileage.

Stamp and Signature

Instructor: _____

Name: _____

Subordinating conjunctions, like FANBOYS, are a way for writers to show a relationship between two parts of a sentence. Study the list of the most commonly used subordinating conjunctions and their meaning.

Subordinating Conjunctions	Meaning
after, as, as soon as, before, since, until, when, whenever, while	time
as, due to the fact that, because, since	reason/cause
although, despite the fact that, even though, in spite of the fact that, though	concession
whereas, while	contrast
so . . . that, such . . . that	result
so that, in order that	purpose
where, wherever	place

Practice: Follow the instructions on the video and use the space below to expand the sentence.

Students study.

1. Expand the subject.

2. Add a prepositional phrase.

3. Write a second sentence and connect to the original sentence with one of the FANBOYS.

4. Write another sentence and connect it to the previous sentence with a subordinating conjunction.

5. Reorder your sentence, beginning with the subordinating conjunction and clause.

Stamp and Signature

Instructor: _____

Name: _____

Basic Sentence Structure and Building Sentences: Worksheet 2**Part I.****Place each prepositional phrase in the correct location to create a logical sentence.**

in the beautiful garden	between December 24 and January 2	from my grandmother
by the playground across the street	along the busy highway	on top of the books next to the front door

1. _____, we are growing many vegetables and flowers.
2. Many cars break down _____.
3. _____, there is a lot of noise before and after school.
4. I inherited my blue eyes and blond hair _____.
5. Julie left a note for you _____.
6. _____, most employees have a week of vacation.

Part II.**Combine each pair of sentences with one of the FANBOYS (*for, and, nor, but, or, yet, so*).**

1. Kevin bought a new red car.
Red isn't his favorite color.

2. Jennifer drives to school.
Her sister drives home from school.

3. They installed solar panels on the roof of their home.
They can save money on their energy bill.

4. On Fridays, we have homemade pizza for dinner.
We go out for pizza at Dominos.

5. Jillian got a speeding ticket this morning.
She was going 20 miles an hour over the speed limit.

Stamp and Signature

Instructor: _____

Name: _____

Part III.

Combine each pair of sentences with a subordinating conjunction. Refer to worksheet 1 for a list of subordinating conjunctions.

1. We eat breakfast and make our lunch.
We take the bus to school.

2. Jenna loves creative projects like painting and acting.
Kenneth prefers to work on math and engineering projects.

3. I bought a Mac instead of a PC.
I can create graphics more easily on a Mac.

4. Most basketball players are almost seven feet tall.
The best player on the Lakers is only a little over six feet tall.

Stamp and Signature

Instructor: _____

Name: _____

SKILL: LISTENING**Goal: To improve college-level listening comprehension****Materials:** *TedTalks* (computer)

Ted Talks: “How to Spot a Liar”

- Listen to “How to Spot a Liar” by Pamela Meyer.

- While you are listening, in the space below, write notes about the content of the presentation.

This means you write what you have learned about how to spot a liar. The ESL lab instructor will ask you questions about your notes, so be prepared to answer those questions.

To open this program:

1. Go to the **ESL Resources Folder** and click on **Listening**.
2. Click on **ESL 184**.
3. Click on **Lecture 1 – Liars**.

2-4

Stamp and Signature

Instructor: _____

Name: _____

SKILL: READING / VOCABULARY**Goal: To increase reading fluency & comprehend new vocabulary in context****Materials:**

Any *Penguin Active Reader*, Level 4 (book + audio on the computer) ****Note:** You can listen to the audio while you are reading and try the computer exercises after you read!

Any *Penguin Reader*, Level 4 or higher (book only)

- Read a ***Level 4 Penguin Reader*** or ***Penguin Active Reader*** for 30 minutes, and then complete both the activities below.
- On the **Vocabulary Activity** worksheet on the next page, write the title of the book and the author's name at the top.
- Find 3 - 5 new or difficult words from the book. Write them on the worksheet. Copy the sentences they are in. Write the definition (from the dictionary), and then use them in your own sentences.

AND

- On the lines below, write five questions that you would like to ask the author of this book.

2 - 4

To listen to your book:

1. Open the **ESL Resources** folder.
2. Open the **Reading** folder.
3. Open **Penguin Active Readers**.
4. Click on **Level 4** and then click on the title of your book.

Stamp and Signature

Instructor: _____

Name: _____

Vocabulary Activity

Title: _____

Author _____

Word	Part of Speech (N., V., Adj., Adv. Etc.)	Sentence with the word from the book	Definition	Sentence that I created with the word

Stamp and Signature