

Chapter 5

Verbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
41	Action Verbs & Linking Verbs	96–97, S15	79–80	26		<i>action verb</i> <i>linking verb</i>	<ul style="list-style-type: none"> Differentiate action verbs and linking verbs
42	Predicate Nouns & Predicate Adjectives	98–99	81–82	27	• Football helmet, football, football uniform, or any other kind of football equipment	<i>predicate noun</i> <i>predicate adjective</i>	<ul style="list-style-type: none"> Identify sensory verbs and forms of <i>be</i> used as linking verbs Identify predicate nouns and predicate adjectives
43	Direct Objects	100–101	83–84	28		<i>sensory words</i> <i>preposition</i> <i>prepositional phrase</i>	<ul style="list-style-type: none"> Diagram sentences with action verbs and sentences with linking verbs Identify prepositional phrases Identify direct objects and indirect objects
44	Indirect Objects	102–3	85–86	29		<i>object of the preposition</i> <i>direct object</i> <i>indirect object</i>	<ul style="list-style-type: none"> Diagram sentences with direct objects and indirect objects Identify and label sentence patterns: <i>S V</i>, <i>S V DO</i>, <i>S V IO DO</i>, <i>S LV PA</i>, <i>S LV PN</i>
45	Sentence Patterns	104–5, S16	87–88	30		<i>sentence pattern</i>	<ul style="list-style-type: none"> Identify adverbs that come between the main verb and the helping verb Use the correct verb form to agree with the simple subject of a sentence
46	More Sentence Patterns	106–7	89–90	31		<i>main verb</i> <i>helping verb</i>	<ul style="list-style-type: none"> Identify the correct verb form to agree in number with a compound subject joined by <i>and</i>, <i>or</i>, <i>either/or</i>, or <i>neither/nor</i> Use the correct forms of <i>sit/set</i>, <i>imply/infer</i>, <i>rise/raise</i>, and <i>can/may</i> in writing and in speech
47	Subject/Verb Agreement	108–9	91–92	32		<i>simple subject</i> <i>compound subject</i>	
48	Language Link: (Usage) Confusing Verbs	110–11	93–94	33			
49	Chapter 5 Review	112–13	95–96	34–35			
50	Cumulative Review	114–15	97–98				
	Bridge: Playing Football	116	99				

Learning CENTER

Verb Match

Materials: felt-tip pens, two different colors of index cards, rubber bands, pencils

Preparation: Write the subjects on cards of one color and the verbs on cards of another color. Make two stacks of cards.

Subjects—Grandma, Grandpa, baby, principal, teacher, brother, aunt, sister, policeman, firefighter, Mom, Dad, carolers, campers, twins, athletes, neighbors, puppies, kittens, students, relatives, paramedics, friends

Verbs—bakes, gardens, giggles, talks, helps, rescues, knits, shouts, whispers, plays, cries, finds, visit, are hiking, were celebrating, have been playing, work, are helping, jump, run, study, are singing, were traveling

Shuffle each stack of cards and secure with a rubber band.

Student Directions:

- Place the stacks of cards face down. Player 1 flips over one card from each stack and uses both words in a sentence.
- If the subject and verb agree, he has a match and may keep the cards. If they do not agree, he must return the cards to the bottom of the correct stack. Continue in the same way with the next player(s).

Answer Key: Singular subjects will match any singular verb listed. Plural subjects will match any plural verb listed.

Learning CENTER

To Be or Not to Be

Materials: copy of Supplement pages S13–S14, “To Be or Not to Be,” index cards, rubber band

Preparation: Duplicate Supplement pages S13–S14. Cut apart the sentences as indicated. Write these linking verbs on separate index cards and secure with a rubber band.

am	felt	smells	taste
are	look	smelled	tastes
is	looks	sound	tasted
feel	looked	sounds	was
feels	smell	sounded	were

Student Directions:

- Choose a sentence strip.
- From the pile of index cards, find the correct linking verb to fill in the blank. Check your answers with the answer key.

Answer Key:

- | | |
|------------------------------|---------------------------------|
| 1. <i>is/was/looks/feels</i> | 9. <i>is/was/smells/tastes</i> |
| 2. <i>is/was/looks</i> | 10. <i>are/were</i> |
| 3. <i>am/was/feel</i> | 11. <i>are</i> |
| 4. <i>sounds/was/is</i> | 12. <i>is/was/smells</i> |
| 5. <i>is/was</i> | 13. <i>is/was/smells/tastes</i> |
| 6. <i>Are/Were</i> | 14. <i>is/was/looks/smells</i> |
| 7. <i>was/is</i> | 15. <i>is/was/looks/smells</i> |
| 8. <i>are/were</i> | |



Theme Information

According to legend, one day William Webb Ellis, a student at Rugby School in England, picked up the ball in a game and ran with it. The idea caught on. The new game, "rugby," was the forerunner of American football.

The game of rugby was introduced in America in the mid-1800s by a Canadian team. Americans loved the new game and drew up their own rules in 1894 to establish American football.

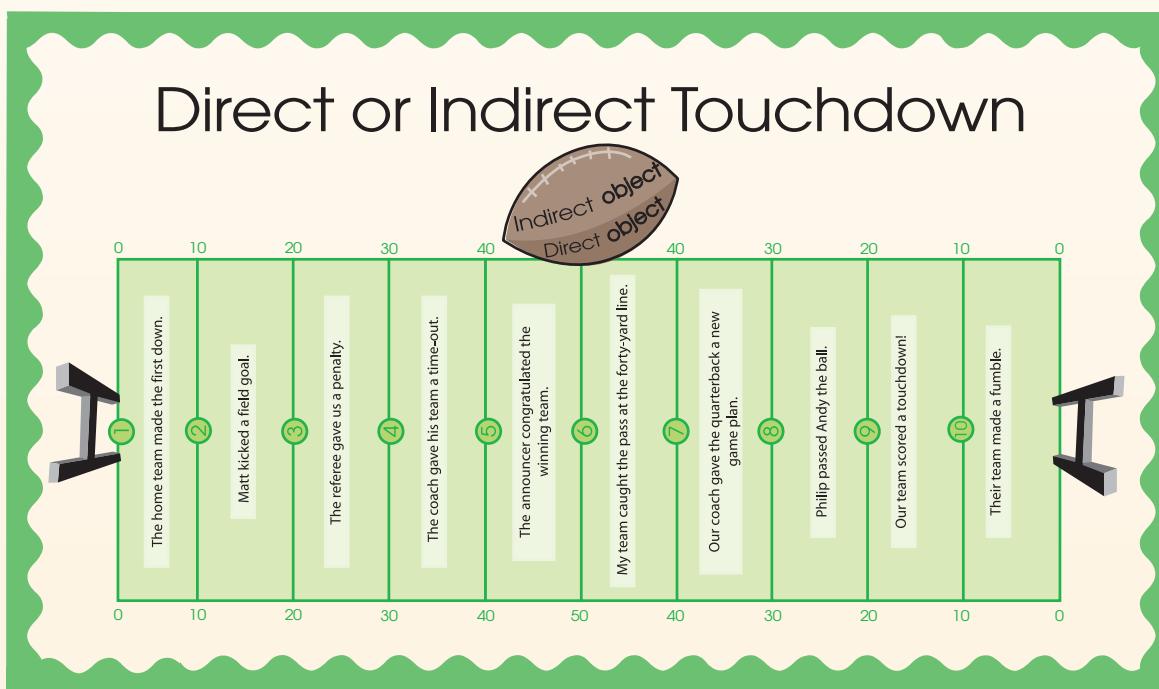
The object of football is for one team to get a leather ball past the goal line of the other team. Players can earn a touchdown by running with the ball past the goal line. They can earn a field goal by kicking the ball between the branches of the other team's goal post.

There are eleven players from each team on the football field at a time. Each team gets four chances, called

"downs," to travel with the ball ten yards toward the opposing goal. If the team doesn't gain ten yards in four downs, they lose the ball to the other team. A down ends when the ball carrier is tackled or the other team takes the ball. To begin a new down, both teams line up where the ball last touched the ground and face off for the "scrimmage."

You may have played a nontackle version called "touch" football. Professional football is a full-contact sport. Players wear helmets and thick padding to protect themselves.

Football is one of the most popular spectator sports in the United States. Professional football games, first played in the 1890s, now attract millions of fans. Football has come a long way since its early days at Rugby School!



Cover the bulletin board with white paper and border it with sports figures or a green edging. Use black letters for the title "Direct or Indirect Touchdown." Cut out one large football and label one half "Direct object" and the other half "Indirect object." Write the sentences below on green construction paper strips and attach each strip vertically to the board to resemble a football field. Number each sentence strip so that students can check their answers on an answer key. Number the yard markers. Use straws to make goal posts.

Sentences:

1. *The home team made the first down. (DO = down)*
2. *Matt kicked a field goal. (DO = goal or field goal)*
3. *The referee gave us a penalty. (DO = penalty; IO = us)*
4. *The coach gave his team a time-out. (DO = time-out; IO = team)*
(DO = direct object; IO = indirect object)
5. *The announcer congratulated the winning team. (DO = team)*
6. *My team caught the pass at the forty-yard line. (DO = pass)*
7. *Our coach gave the quarterback a new game plan. (DO = game plan or plan; IO = quarterback)*
8. *Philip passed Andy the ball. (DO = ball; IO = Andy)*
9. *Our team scored a touchdown! (DO = touchdown)*
10. *Their team made a fumble. (DO = fumble)*

Objective: Read a sentence from the football field and label the direct or indirect object in that sentence. Check your answers with the answer key. Challenge: Diagram the sentence.

Objectives

- Differentiate action verbs and linking verbs
- Diagram sentences with action verbs and sentences with linking verbs
- Identify sensory verbs and forms of *be* used as linking verbs
- Identify predicate nouns and predicate adjectives

Materials

- Copy of Supplement page S15, "Letter to Parents," for each student

Theme Info.

Discuss the theme. Read the theme information about football on page 95. Direct attention to the pictures on Worktext page 99.

Note

Send a copy of Supplement page S15, "Letter to Parents," home with each student, telling about the upcoming project for Chapter 6.

Introduction

Discuss verbs. Introduce this chapter about verbs by discussing these questions together:

- **What is a sentence? (a group of words that has a subject and a predicate and expresses a complete thought)**
- **What is the main word of the subject of a sentence? (simple subject; noun or pronoun)**
- **What is the main part of the predicate of the sentence? (simple predicate; verb)**

Teach for Understanding

A Differentiate action verbs and linking verbs.

- Write these sentences for display:
Caleb threw the football.
He is a good player.
- Point out that these two verbs do different things in these sentences.
- Which verb shows the action of the subject? (*threw*)

Action Verbs & Linking Verbs

Name _____

**Objectives**

A **verb** is the main word in the predicate of a sentence. The verb tells what the subject does or is. An **action verb** tells what the subject *does*.

The football sailed through the air.

Simple Subject	Action Verb
football	sailed

A **linking verb** tells what the subject *is* by linking the subject to a noun or an adjective in the predicate of the sentence. A **predicate noun** renames the subject. A **predicate adjective** describes the subject.

Caeden is a football player.

The uniforms were clean.

Notice that the slanted line points the predicate noun or predicate adjective back toward the subject.

Simple Subject	Linking Verb	Predicate Noun
Caeden	is	\ player

Simple Subject	Linking Verb	Predicate Adjective
uniforms	were	\ clean

Some verbs are **sensory words**. These include *smell*, *taste*, *look*, *sound*, and *feel*.

Some sensory words can be action verbs.

The quarterback looks for the receiver.

Some sensory words can be linking verbs.

The green field looks beautiful.

These forms of the verb *be* are often used as linking verbs: *am*, *is*, *are*, *was*, and *were*. This chart shows how the forms of *be* agree with their pronoun subjects.

Guided Practice

- Underline the simple subject once. Underline the verb twice. If the verb is a linking verb, draw an arrow linking the subject with the predicate noun or predicate adjective.

1. We are fans of the Tigers' football team.

2. My brother plays football for his high school.

3. He is content with his teammates.

4. Last year's state champions were the Crusaders.

Simple Subject	Present Tense of Be	Past Tense of Be
singular subject pronouns: <i>he, she, it</i>	is	was
plural subject pronouns: <i>we, you, they</i>	are	were
<i>I</i>	am	was



English 6, Chapter 5, Lesson 41

79

- Which verb links the subject to a noun that renames it? (*is*)

- What is the noun in the predicate of the second sentence that renames the subject, *He*? (*player*)

- Explain that a **linking verb** tells what the subject *is* by linking it to a noun or adjective in the predicate of the sentence. A linking verb functions almost like an equal sign (e.g., *He = player*).

- Discuss the difference between action verbs and linking verbs.

- What does an action verb do? (*shows the action of the subject*)

- What does a linking verb do? (*links the subject to a noun or adjective in the predicate of the sentence*)

- **B Diagram sentences with action verbs and sentences with linking verbs.**

- Draw a diagramming frame, explaining that a sentence diagram shows how the words in a sentence relate to each other. Direct attention back to the first sentence. Choose a student to write the simple subject and verb on the diagram frame.

Caleb *threw*

- Draw another diagram frame. Explain that a diagram of a sentence with a linking verb includes the predicate adjective or predicate noun that links to the subject. Direct attention to the second sentence. Diagram it, pointing out

Independent Practice

► Underline the simple subject once. Underline the verb twice. If the verb is a linking verb, draw an arrow linking the subject with the predicate noun or predicate adjective.

1. Football is an American sport.
2. American football evolved from the British games rugby and soccer.
3. College football was popular first.
4. Early professional football players earned little pay.
5. The first teams had twenty-five players on the field at once!
6. The earliest footballs were round.

► Write the simple subject and verb on each diagram. Draw the vertical line to separate the subject and verb. If the verb is a linking verb, draw a slanted line and write the predicate adjective or predicate noun.

7. Early football rules were different from today's rules.



8. A touchdown was two points!



9. Few players wore protective pads.



10. The teams looked very sloppy.



© 2006 BJU Press. Reproduction prohibited.

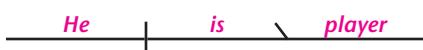
Apply and Write

► Write two sentences about a sport you like to watch or play. Write one sentence using an action verb and one sentence using a linking verb.

English 6, Chapter 5, Lesson 41

80

that a slanted line is drawn after the verb to point the predicate adjective or predicate noun back toward the subject.



C Identify forms of *be* used as linking verbs.

1. Explain that forms of the verb *be* may be used as linking verbs. Point out the different forms of *be* on Worktext page 79.
2. Explain that *be* verbs get that name because they express the subject's *state of being*. *Be* verbs do not show action; they show what the subject *is* or *was*. (*Note*: The forms of *be* in this lesson are used only as linking verbs.)

D Identify sensory verbs used as linking verbs.

1. Explain that verbs that describe senses may also be linking verbs. Write *smell*, *taste*, *look*, *sound*, and *feel* for display.
2. Write these sentences for display:

Grandma tasted the fudge.
The fudge tastes sweet.

Explain that in the first sentence the sensory verb *tasted* shows the action of Grandma's tasting the fudge. Diagram the sentence (optional).



Explain that in the second sentence the sensory verb *tastes* is a linking verb because the fudge is not tasting anything.

Teach for Understanding—Continued

Sweet is a predicate adjective, describing how the fudge tastes. Diagram the sentence (optional).



Worktext page 79

Guided Practice

Worktext page 80

Independent Practice: Apply and Write

ESL

To reinforce action verbs, play charades. Direct the students to guess what verb is being demonstrated.

For linking verbs, make an arched arrow out of poster board. Make word cards for the subjects, linking verbs, predicate nouns, and predicate adjectives in the lesson examples. Select volunteers to put the words in the order of each sentence. Add the arrow to show the relationship of the words.

ESL students may have difficulty dividing the subject and predicate in diagrams. Because of their limited vocabulary, these students will have difficulty deciding whether the verb sounds incorrect.

Teacher's Toolkit, page 26

extra PRACTICE

Action Verbs & Linking Verbs

Name _____

► Underline the simple subjects once. Underline the verbs twice. If the verb is a linking verb, draw an arrow linking the subject with the predicate noun or predicate adjective.

1. Victoria was queen of England from 1837 to 1901.
2. She had the longest reign of any British monarch.
3. She inherited the throne at age eighteen.
4. By that time, England was a constitutional monarchy.
5. Great Britain was a powerful empire during her reign.
6. Victoria married Prince Alfred at age twenty.
7. She was kind to her family.
8. Alfred shared her values.
9. Together they raised nine children.
10. They had concern for the welfare of the lower classes.



► Write the simple subject and verb on each diagram. Draw a vertical line to separate the subject and the verb. If the verb is a linking verb, draw a slanted line and write the predicate adjective or predicate noun.

11. London **was** a busy city in the 1850s.
12. The city **smelled** terrible.
13. Many people **lived** in poverty.
14. Conditions **improved** gradually during the 1800s.

► Worktext pages 81–82

Objectives

- Identify linking verbs
- Identify predicate nouns and predicate adjectives
- Identify prepositional phrases
- Identify sentence patterns: *S LV PA*, *S LV PN*

Materials

- Football helmet, football, football uniform, or any other kind of football equipment

Note

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

This interactive lesson incorporates Worktext page 81 into the Teach for Understanding section.

Introduction

Writing

Write sentences and identify verbs. Hold up an item of football equipment. Select volunteers to make up sentences about it. Write the students' sentences for display; then direct volunteers to help you identify whether the sentences contain action verbs or linking verbs. Choose volunteers to underline each subject once and each verb twice in these sentences.

Teach for Understanding

A Identify linking verbs.

- Write these sentences for display:

Jaden sounds happy about tomorrow.

He is a fan of the Packers.

- What is the subject in each sentence? (*Jaden, He*) Underline each subject once.
- What is the verb in each sentence? (*sounds, is*) Underline each verb twice.

- Remind the students that a *linking verb* tells what the subject is by linking it to a noun or adjective in the predicate of the sentence.

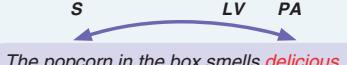
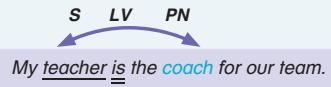
Predicate Nouns & Predicate Adjectives

Name _____

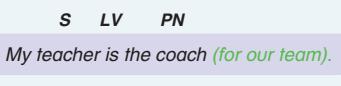


A linking verb tells what the subject is by linking the subject to a noun or an adjective in the predicate of the sentence.

A **predicate noun** renames the subject. A **predicate adjective** describes the subject.



Remember that a **prepositional phrase** begins with a preposition, ends with the object of the preposition, and includes all the words between them. Prepositional phrases never contain an important sentence part.



The patterns for sentences with linking verbs are *S LV PA* and *S LV PN*.

Guided Practice

- Put parentheses around the prepositional phrases. Label the simple subjects, linking verbs, and predicate nouns or predicate adjectives. Then write the sentence pattern on the line.

S LV PA

1. The students were very eager(for the game.) *S LV PA*

S LV PN

2. The first football teams were college teams(from Princeton and Rutgers College.) *S LV PN*

S LV PA

3. The players look weary(at halftime.) *S LV PA*

S LV PA

4. (After the game)their uniforms are dirty. *S LV PA*

English 6, Chapter 5, Lesson 42

81

Remind the students that an *action verb* shows the action of the subject.

- Is the verb used in each of these sentences an action verb or a linking verb? (*linking verb*)

B Identify predicate nouns and predicate adjectives.

- Direct attention to the displayed sentences.

- Which words are linked to the subject of each of these sentences? Explain. (*Happy is an adjective that describes how Jaden sounds. Fan is a noun that renames He.*)

- Draw an arrow with points on both ends connecting *happy* with *Jaden*. Draw another arrow connecting *fan* with *He* as you restate that a linking verb links the subject to a noun or adjective in the predicate of the

sentence. Therefore, the noun in the predicate that renames the subject is called a **predicate noun**, and the adjective in the predicate that describes the subject is called a **predicate adjective**.

C Identify prepositional phrases.

- Read and discuss the information about prepositional phrases on Worktext page 81. Point out that the displayed sentences have prepositional phrases that could be confusing as they identify the predicate noun or predicate adjective.

- With what does a prepositional phrase begin? (*a preposition*)
- With what does it end? (*object of the preposition*)

Independent Practice

► Put parentheses around the prepositional phrases. Label the simple subjects, linking verbs, and predicate nouns or predicate adjectives. Then write the sentence pattern on the line.

S LV PN
1. Football is a popular sport. **S LV PN**

S LV PN
2. Football was a sport (for the first time) around 1869. **S LV PN**

S LV PA
3. The first game (of football) was very violent.

S LV PA
4. The players were often unsafe (without protective helmets). **S LV PA**

S LV
5. The length (of a football field) is one hundred yards. **S LV PN**

S LV PA
6. (In football history,) Kurt Burris is famous.

S LV PA
7. He was a center (for the Oklahoma Sooners)

S LV PN
8. (On the field,) his tackles were fierce. **S LV PA**

S LV PN
9. Terry Bradshaw was a quarterback (for Louisiana Tech). **S LV PN**

S LV PA
10. (During football season,) the weather feels very cold! **S LV PA**



CODE

S = Simple Subject
LV = Linking Verb
PN = Predicate Noun
PA = Predicate Adjective

Worktext page 82

Independent Practice: Apply and Write
Share Extra Information (optional).

ESL

Students learn best when they have a visual to associate with a task. Make sample diagrams for display in the classroom so that the students can refer to them. For additional practice with linking verbs, play charades that depict emotions (e.g., anger, happiness, surprise). Then construct sentences using linking verbs (e.g., Sarah is angry. Ben is scared). Add other sentences that rename the student (e.g., Josh is a pilot). On the worktext pages, you might choose to mark the prepositional phrases for ESL students to avoid making them do two tasks in one sentence.

ExtraInfo.

Because the game of American football evolved from the international game of rugby, it took many years for the rules of football to become those we know today. In early American football, the game began with both teams huddled around the ball. They kicked at the ball until it popped free and one team claimed it.

The football could then be passed from player to player by foot or hand as the team traveled toward the end goal. The football itself was underinflated and often lopsided, making a passing game almost impossible.

Many early players were severely injured because of the lack of protective equipment. No pads or helmets were required.

© 2006 BJU Press. Reproduction prohibited.

Apply and Write

► Write a sentence about your favorite season of the year using these sentence patterns: **S LV PN** and **S LV PA**.

S LV PN _____

S LV PA _____

English 6, Chapter 5, Lesson 42

82

► What are the prepositional phrases in the displayed sentences? (*about tomorrow; of the Packers*) Put parentheses around each prepositional phrase.

2. Tell the students that if they identify the prepositional phrases in a sentence *before* identifying the predicate noun or adjective, they will avoid confusing the predicate noun or adjective with the object of the preposition.

D Identify sentence patterns.

1. Refer the students again to the instructional paragraphs on Worktext page 81. Point out the labels for sentence patterns.

2. Direct volunteers to label the subject, linking verb, and predicate adjective or predicate noun of the displayed sentences.

S LV PA

Jaden sounds happy *about* tomorrow.

S LV PN

He is a fan *of* the Packers.

3. Explain that the labels can tell the patterns of these sentences: **S LV PA** and **S LV PN**.

Teacher's Toolkit, page 27

extra PRACTICE

Predicate Nouns & Predicate Adjectives

Name _____

► Put parentheses around the prepositional phrases. Label the simple subjects, linking verbs, predicate nouns, and predicate adjectives. Then write the sentence pattern on the line.

S LV PN

1. The platypus is an unusual animal. **S LV PN**

S LV PA

2. It looks different from any other animal. **S LV PA**

S LV PA

3. It is a mammal (with a ducklike bill). **S LV PA**

S LV PA

4. (To many Europeans,) it was the strangest animal ever seen. **S LV PA**

S LV PA

5. These egg-laying mammals are unique. **S LV PA**

S LV PA

6. Their tails are flat. **S LV PA**

S LV PA

7. Their feet are webbed. **S LV PA**

S LV PA

8. They are good swimmers. **S LV PA**

S LV PA

9. The shy, nocturnal platypus looks harmless. **S LV PA**

S LV PA

10. It looks clumsy on the land. **S LV PA**

S LV PA

11. However, naturalists are careful around the male's leg spurs. **S LV PA**

S LV PA

12. The poisons in the spur are very dangerous. **S LV PA**

S LV PA

13. Eastern Australia is the home (of the platypus). **S LV PA**

S LV PA

14. This little animal is a great example (of God's creative power). **S LV PA**



Objectives

- Differentiate action verbs and linking verbs
- Identify prepositional phrases
- Define and identify direct objects
- Identify and label sentence patterns: *S V, S V DO*
- Diagram sentences with direct objects (optional)

Introduction**Listening**

Review predicate nouns and predicate adjectives. Demonstrate American Sign Language for *A* and *N*, allowing the students to practice making these signs. Read aloud these sentences, directing each student to make the sign for *A* when the sentence includes a predicate adjective or the sign for *N* when the sentence includes a predicate noun.



A



N

This pie is delicious. (*predicate adjective*)

My grandma was the cook. (*predicate noun*)

Sarah feels ready to run. (*predicate adjective*)

Paul is the class president. (*predicate noun*)

His report about China was very good. (*predicate adjective*)

© 2006 BJU Press. Reproduction prohibited.

Teach for Understanding**A Differentiate action verbs and linking verbs.**

- Write these sentences for display:

The green frog looks slimy.

The green frog caught a bug.

- What is the subject of each sentence? (*frog, frog*) Underline each subject once.
- What is the verb in each sentence? (*looks, caught*) Underline each verb twice.
- What is the difference between these two verbs? Explain. (*The first verb is a linking verb because it links the adjective slimy to frog; the second verb is an action verb because it tells the action of the frog.*)

Direct Objects

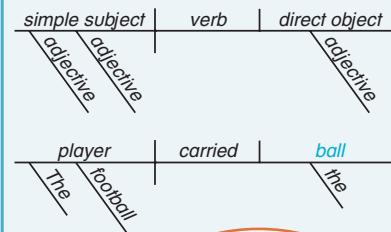
Name _____

An action verb tells what the subject did, does, or will do. Many sentences with action verbs have direct objects. A **direct object** is most often a noun that receives the action of the verb. The direct object answers the question *whom?* or *what?* about the verb.

If you put parentheses around the prepositional phrases in the sentences, it may help you to identify the subject and the direct object. Prepositional phrases never contain an important sentence part.

S V DO
The football player carried the ball (into the end zone.)

In this sentence, *ball* is the direct object because it receives the action of the verb. *Ball* is the answer to the question *the player carried what?*



Notice the short vertical line. It separates the action verb from the direct object but does not cross the base line.

Guided Practice

- Put parentheses around the prepositional phrases. Label the simple subjects **S** and the action verbs **V**. If there is a direct object, label it **DO**.

S V DO
1. My family visits the College Football Hall of Fame (in the summer.)

S V DO
2. We like the practice field (behind the hall.)

S V DO
3. Daring visitors tackle the stuffed dummies

(on the field.)

S V DO
4. (On the other end) (of the field) some visitors kick
field goals.

S V DO
5. Later, players (in green uniforms) run (onto the field.)

S V DO
6. Players (in blue) enter (from the other side.)

S V DO
7. A referee blows his shrill whistle.

S V
8. Then the scrimmage begins.

- Diagram the simple subject, verb, and direct object in Sentence 3.

9. **visitors** | **tackle** | **dummies**

English 6, Chapter 5, Lesson 43



The College Football Hall of Fame located in South Bend, Indiana

83

- Remind the students that a linking verb is always followed by a predicate adjective or predicate noun.

B Identify prepositional phrases.

- Write these sentences for display:

Kyle reads his Bible in the morning.

The deer in the garden ate our corn.

- What is the simple subject of each sentence? (*Kyle, deer*) Underline each subject once. (Note: The following discussion will help anyone who underlines *garden* as the subject.)
- What is the verb of each sentence? (*reads, ate*) Underline each verb twice.
- What kind of verbs are in these sentences? Explain. (*action verbs; They tell the action of the subject.*)

- Point out that these displayed sentences have prepositional phrases.

- With what does a prepositional phrase begin? (*a preposition*)
- With what does it end? (*an object of the preposition*)
- What are the prepositional phrases in these sentences? Put parentheses around each phrase. (*in the morning; in the garden*)

Remind the students to identify prepositional phrases *first* to avoid confusing them with other words that serve other functions. Prepositional phrases are like decorations in a sentence.

C Define and identify direct objects.

- Tell the students that many sentences with action verbs have **direct objects**. A direct object is most often

Independent Practice

- Put parentheses around the prepositional phrases. Label the simple subjects **S** and the action verbs **V**. If there is a direct object, label it **DO**. Then write the sentence pattern on the line.

1. Football players exercise constantly (for their game season.)
S V

2. Their coach plans a strict program (of exercise) (for each player.)
S V DO

3. Players run (around the track) every day.
S V

4. They strengthen their muscles (by weight training.)
S V DO

5. Serious players eat healthful foods (at every meal.)
S V DO

6. The team practices (before its first game.)
S V

7. Each player (on the team) learns the secret team codes
 (for the plays.)
S V DO

8. All players wear thick protective foam pads (on their shoulders) and (on their legs.)
S V DO



Diagram Sentences 5, 7, and 8.

9. Sentence 5 **players** | **eat** | **foods**
 10. Sentence 7 **player** | **learns** | **codes**
 11. Sentence 8 **players** | **wear** | **pads**

Apply and Write

- Write two sentences about how to score points in a sport of your choice. Use action verbs and direct objects in each sentence.

English 6, Chapter 5, Lesson 43

84

a noun that receives the action of the verb. The direct object answers the question *whom?* or *what?* after the verb. (Note: A direct object can be a pronoun, but it is most often a noun.)

2. Write *direct object* for display.

► Which word in the first sentence receives the action of the verb? Explain. (*Bible; It answers the question Kyle reads what?*)

► Which word in the second sentence receives the action of the verb? Explain. (*corn; It answers the question deer ate what?*)

3. Tell the students that not all sentences with action verbs have direct objects.

Remember

The direct object answers the question *whom?* or *what?* after the verb.

Teach for Understanding—Continued

write the simple subject and verb on the diagram frame for each sentence.

Kyle | **reads**

deer | **ate**

2. Explain that when you diagram a sentence with an action verb and a direct object, you also write the direct object on the base line. Add *Bible* to the diagram, pointing out that a short vertical line is drawn after the verb to divide the verb from the direct object. The vertical line does not cross the base line.

Kyle | **reads** | **Bible**

3. Choose a volunteer to complete the diagram for the second sentence.

deer | **ate** | **corn**

© 2006 BJU Press. Reproduction prohibited.

Worktext page 84

Independent Practice: Apply and Write

ESL

Assist ESL students in identifying the action verb. Some beginning ESL students may need the sentences read aloud to identify the direct object.

D Identify sentence patterns.

1. Direct attention to the instructional box on Worktext page 83. Point out the labels over the subject, verb, and direct object.
2. Select volunteers to label the main sentence parts in the displayed sentences.

S V DO
Kyle reads his Bible in the morning.

S V DO
The deer in the garden ate our corn.

E Diagram sentences with direct objects (optional).

1. Draw two diagramming frames. Direct attention back to the *S V DO* sentences. Choose two students to

Teacher's Toolkit, page 28

extra PRACTICE Direct Objects

Name _____

- Put parentheses around the prepositional phrases. Label the simple subject **S** and the action verb **V**. If there is a direct object, label it **DO**.
1. Charles Haddon Spurgeon lived (during the 1800s)
S V
 2. He preached his first sermon (at age fifteen)
S V DO
 3. Many people still read his sermons.
S V
 4. He spoke (in a plain manner).
S V
 5. He had a good sense (of humor).
S V
 6. Thousands (of worshippers) came (to his services) (at the Metropolitan Tabernacle).
S V DO
 7. He founded a large orphanage.
S V
 8. His clear, direct sermons brought revival (to many hearts).
S V DO
 9. He wrote helpful books too.
S V
 10. Many people worshiped Christ.



- Diagram Sentences 5, 7, 8, and 10.

11. Sentence 5
He | **had** | **sense**
 12. Sentence 7
He | **founded** | **orphanage**
 13. Sentence 8
sermons | **brought** | **revival**
 14. Sentence 10
people | **worshiped** | **Christ**

**Objectives**

- Define and identify indirect objects
- Label sentence parts with subjects, action verbs, direct objects, and indirect objects
- Diagram sentences with indirect objects

Introduction**Listening**

Review direct objects. Write *what?* and *whom?* for display. Read aloud the following sentences, directing the students to identify the direct objects. Then select another volunteer to give the question that the direct object answers.

Holly threw the paper in the trash can. (*paper*; *Paper answers the question Holly threw what?*)

The dog with floppy ears ate the scraps from the floor. (*scraps*; *Scraps answers the question the dog ate what?*)

Emma called Eileen about the party. (*Eileen*; *Eileen answers the question Emma called whom?*)

Ken climbed the giant tree. (*tree*; *Tree answers the question Ken climbed what?*)

Teach for Understanding**A Define and identify indirect objects.**

- Write these sentences for display:

The baby handed his brother the toy.

Chris sold his neighbor the bicycle.

Marla gave him a birthday gift.

- What is the simple subject of each sentence? (*baby, Chris, Marla*) Underline each subject once.
- What is the verb in each sentence? (*handed, sold, gave*) Underline each verb twice.
- What is the direct object in each sentence? (*toy, bicycle, gift*) Label each direct object *DO*.
- How did you identify the direct objects? (*Toy answers the question the baby handed what?; Bicycle answers the question Chris sold what?; Gift answers the question Marla gave what?*)

- Point out that sentences with action verbs and direct objects may also have *indirect objects*. Write *indirect object* for display. An indirect object is a noun or pronoun that comes between the verb and the direct object. The indirect object answers the question *to whom?* or *to what?* or *for whom?* or *for what?* about the verb and the direct object.

Indirect Objects

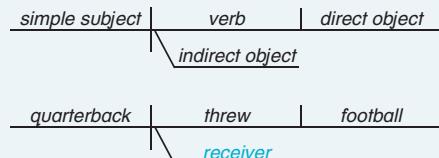
Name _____

Some sentences with action verbs and direct objects also have indirect objects. An **indirect object** is a noun or pronoun that comes between the verb and the direct object. The indirect object answers the question *to whom?* or *to what?* or *for whom?* or *for what?* about the verb and the direct object.

S V IO DO

The quarterback threw the receiver the football (in the end zone).

In this sentence, *football* is the direct object because it answers the question *the quarterback threw what?* *Receiver* is the indirect object because it answers the question *the quarterback threw the football to whom?*



It may help you to put parentheses around the prepositional phrases in the sentences. Prepositional phrases never contain an important sentence part.

In the diagram, a short vertical line separates the action verb from the direct object. The indirect object is written on a horizontal line beneath the verb. It is connected to the verb by a slanted line.

Guided Practice

- Put parentheses around the prepositional phrases. Label the simple subjects *S*, the verbs *V*, and the direct objects *DO*. Label any indirect objects *IO*.

1. Coach handed my brother the team trophy (at the ceremony.)

2. (In the stands,) Eli sold the fans hot popcorn.

3. The cheerleader (in the red uniform) gave the mascot her megaphone.

Diagram Sentence I.

4. Coach | handed | trophy
 | brother

English 6, Chapter 5, Lesson 44

85

- What is the simple subject and verb of the first sentence? (*baby, handed*) Label them *S* and *V*.

- Is there a direct object in this sentence? If so, what is it? (*toy*) Label it *DO*.

- Is there an indirect object in the sentence? If so, what is it? (*yes; brother*) Label it *IO*.

- Direct the students to repeat these questions in relation to the second and third sentences, labeling each part as it is identified. (*In second sentence, S = Chris; V = sold; DO = bicycle; IO = neighbor. In third sentence, S = Marla; V = gave; DO = gift; IO = him.*)

- Tell the students that not all sentences with action verbs and direct objects have indirect objects; however, a sentence cannot have an indirect object without a direct object.

B Identify sentence patterns.

- Point out the sentence pattern labels over the subject, verb, direct object, and indirect object for the displayed sentences.

- Explain that this new sentence pattern is *S V IO DO*. Select volunteers to label the sentence pattern parts in the displayed sentences.

C Diagram sentences with indirect objects.

- Draw three diagramming frames. Choose three students to write the simple subject, verb, and direct object on the frame for each sentence.

<i>baby</i>	<i>handed</i>	<i>toy</i>
-------------	---------------	------------

<i>Chris</i>	<i>sold</i>	<i>bicycle</i>
--------------	-------------	----------------

English 6 TE

Independent Practice

- Put parentheses around the prepositional phrases. Label the simple subjects **S**, the verbs **V**, and the direct objects **DO** in each sentence. Label any indirect objects **IO**.

S V IO DO

1. Andrew tossed Mason his football cleats.

S V IO DO

2. Our coach sent the parents a letter (about the fundraiser.)

S V IO DO

3. My parents bought themselves two tickets (to the game.)

S V IO DO

4. The weatherman (on Channel 2) predicted thunderstorms

(for tonight's game.)

S V IO DO

5. (At the rainy game,) my friends brought me a large umbrella.

S V DO

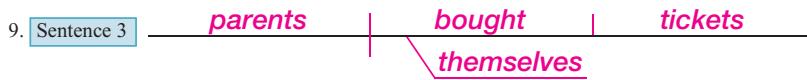
6. The players tackled their opponents (in the mud puddles.)

S V IO DO

7. The announcer (in the round booth) gave Caeleigh the microphone

(for the national anthem.)

► Diagram Sentences 2, 3, and 7.

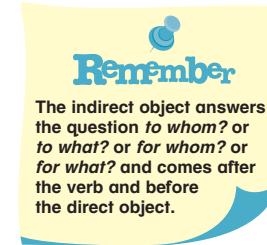


Worktext page 86

Independent Practice: Apply and Write

ESL

Assist the students in identifying the direct objects and prepositional phrases. Circle the indirect object in examples with a different color chalk or dry erase marker. ESL students will probably need assistance on the work-text pages.



© 2006 BJU Press. Reproduction prohibited.

Apply and Write

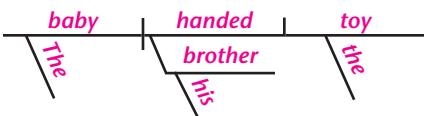
- Write two sentences describing a sports game. Use an action verb, a direct object, and an indirect object in each sentence.

English 6, Chapter 5, Lesson 44

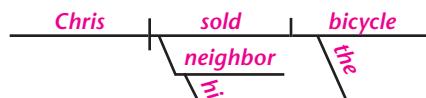
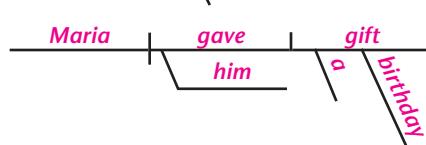
86

Maria | **gave** | **gift**

2. Explain to the students that when you diagram a sentence with an indirect object, the indirect object is written on a horizontal line beneath the verb. It is connected to the verb by a slanted line. Direct attention to the first diagram. Add brother to the diagram beneath the verb.

baby | **handed** | **toy**


3. Select a volunteer to complete the diagram for the other sentences (optional).

Chris | **sold** | **bicycle**

Maria | **gave** | **gift**


Teacher's Toolkit, page 29

extra PRACTICE

Indirect Objects

Name _____

- Put parentheses around the prepositional phrases. Label the simple subjects **S**, verbs **V**, and direct objects **DO** in each sentence. Label any indirect objects **IO**.

1. Anne of Green Gables tells the story (of an orphan girl.)

S V IO DO

2. Julianne gave me a copy of the book.)

S V DO

3. The author wrote many novels (about the people.)

S V IO DO

4. Her book (about Anne) soon brought the Canadian island worldwide fame.

S V IO DO

5. Lucy Maud Montgomery described the rural beauty (of the islands) in her books.)

S V IO DO

6. Many people pay a visit (during the summer.)

S V IO DO

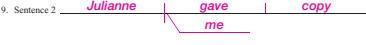
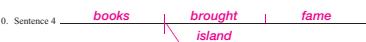
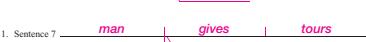
7. A man (from the town of Cavendish) gives people guided tours of Green Gables.)

S V IO DO

8. Islanders today make a living (from tourism, fishing, and farming.)

S V IO DO

- Diagram Sentences 2, 4, and 7.

9. Sentence 2 **Julianne** | **gave** | **copy**

10. Sentence 4 **books** | **brought** | **fame**

11. Sentence 7 **man** | **gives** | **people**




Worktext pages 87–88

Objective

- Identify and label sentence patterns: *S V, S V DO, S V IO DO, S LV PN, S LV PA*

Materials

- Overhead transparency of Supplement page S16, "Sentence Patterns"

Note

This interactive lesson incorporates Worktext page 87 into the Teach for Understanding section.

Introduction

Listening

Review indirect and direct objects. Explain that each of the following sentences has an indirect object and a direct object. Direct the students to listen carefully as the sentences are read aloud; then choose volunteers to identify the direct objects and indirect objects after each sentence is read.

The newspaper allowed Mr. Fields its front-page spot for his gardening article. (IO = Mr. Fields; DO = spot)

Mr. Fields gave my aunt a beautiful orchid. (IO = aunt; DO = orchid)

My aunt knitted him a blue sweater. (IO = him; DO = sweater)

I bought the couple a wedding gift. (IO = couple; DO = gift)

Teach for Understanding

A Identify and label sentence patterns.

- Display the overhead transparency of Supplement page S16, "Sentence Patterns." Select volunteers to underline the simple subjects once and the verbs twice in each sentence.
- Why is it a good idea to put parentheses around the prepositional phrases in a sentence before marking any other words? (*It will help you to avoid confusing the preposition and object of the preposition with other words that serve different functions in the sentence.*)

Select volunteers to put parentheses around the prepositional phrases in the displayed sentences.

- Explain that a **sentence pattern** is the way words are put together to form a complete thought. Tell the students that they have learned five sentence patterns. Point out the instructional

Sentence Patterns

Name _____

A **sentence pattern** is the way words are put together to form a complete thought. You have learned five sentence patterns: *S V, S V DO, S V IO DO, S LV PN, and S LV PA*.

Sentences with **action verbs** may have these sentence patterns: *S V, S V DO, and S V IO DO*.

S V *The team jogged (around the track).*

S V DO *Dad threw the ball.*

S V IO DO *Chayton gave Andrew the helmet (before the game).*

S = Simple Subject

V = Verb

LV = Linking Verb

PA = Predicate Adjective

PN = Predicate Noun

DO = Direct Object

IO = Indirect Object

Sentences with **linking verbs** may have these sentence patterns: *S LV PA and S LV PN*.

S LV PA *The uniforms were red.*

S LV PN *The Bears are the champions.*

Do not forget that putting parentheses around prepositional phrases in a sentence will help you to identify the direct object, indirect object, predicate noun, or predicate adjective. None of those sentence parts are found in a prepositional phrase.

Guided Practice

- Put parentheses around the prepositional phrases. Label the simple subjects, linking verbs, predicate nouns, and predicate adjectives. Then write the sentence pattern on the line.

S V
1. We travel (to our games.) *S V*

S V DO
2. Our school plays many games (during the football season.) *S V DO*

S V IO DO
3. Some players gave their families tickets (for the game.) *S V IO DO*

S LV PN
4. (In our league) the Bulldogs are the best team. *S LV PN*

S LV PA
5. Their coach is famous (for his coaching abilities.) *S LV PA*

English 6, Chapter 5, Lesson 45

87

box on Worktext page 87. Refer the students to the key for labeling sentence patterns.

- Which sentences have linking verbs? Read them aloud. (*Sentences 4 and 5: The services are very profitable. My favorite speaker was a pastor from Kansas.*)
- Which two sentence patterns can sentences with linking verbs have? (*S LV PA or S LV PN*)
- What are the sentence patterns for Sentences 4 and 5? (*S LV PA; S LV PN*)
- As time allows, select volunteers to give sentences for you to write for display; then label the sentence patterns together.
- What is the sentence pattern for Sentence 1? (*S V DO*)
- What is the sentence pattern for Sentence 2? (*S V*)
- What is the sentence pattern for Sentence 3? (*S V IO DO*)

Independent Practice

► Fill in the circle next to each correct answer.

- A sentence that has a word that answers the question *whom?* or *what?* about the verb has a(n) _____.
 adjective indirect object direct object
- A sentence with a linking verb and a word after the verb that describes the subject has a _____.
 predicate noun predicate adjective direct object
- A sentence that has a word that answers the question *to whom?* or *to what?* between the verb and the direct object probably has a(n) _____.
 predicate noun indirect object predicate adjective
- A sentence with a linking verb and a word after the verb that renames the subject probably has a _____.
 predicate noun predicate adjective direct object
- A word that describes a noun in a sentence is usually a(n) _____.
 direct object predicate noun adjective

► Put parentheses around the prepositional phrases. Label the simple subjects, linking verbs, direct objects, indirect objects, predicate nouns, and predicate adjectives. Then write each sentence pattern on the line.

S 6. The Downtown Athletic Club(**V** of New York City) presents **DO** **S V DO**
the Heisman Memorial Trophy.

S LV PN 7. John W. Heisman was an exceptional football player.

S V IO DO 8. The Athletic Club presented Jay Berwanger the first trophy(in 1935.)

S V 9. He played(for Chicago.)

S LV PA 10. Award-winning Hershel Walker was also famous.



Sentence Patterns

S V	S LV PA
S V DO	S LV PN
S V IO DO	

Apply and Write

► Write several sentences about an award that could be given for one of your favorite organizational sports. Which sentence pattern did you use most often?

English 6, Chapter 5, Lesson 45

88

Worktext page 88

Independent Practice: Apply and Write

An *organizational sport* is any physical group activity with rules, team members, competition between teams, and a goal for which team members strive. Some examples of organizational sports include baseball, hockey, basketball, football, and soccer.



ESL students will probably need assistance with the worktext pages due to limited vocabulary and directions involving several tasks. Depending upon the level of your ESL students, you may choose to modify the assignment by focusing on only one skill or choose to pair those students with English-proficient students.

© 2006 BJU Press. Reproduction prohibited.

Teacher's Toolkit, page 30

extra PRACTICE Sentence Patterns

Name _____

► Put parentheses around the prepositional phrases. Use the code to label the words indicated. Then write each sentence pattern on the line.

S V IO DO 1. We give Christopher Columbus credit for the discovery of America(in 1492.)

S V 2. However the Vikings arrived(in 1000.)

S V DO 3. The Vikings(**of** Norway and Iceland) were good sailors.

S V DO 4. Many scholars give credit to Leif Erikson(**for** the

discovery of the New World.)

S V IO DO 5. Leif Erikson gave the new land a name.

S LV PA 6. "Vinland"(in AD 1000) was full of resources.)

S V DO 7. Some Vikings started a colony there.

S V 8. The colony failed(after only thirty-five years.)

S LV PA 9. The new land was too far from supplies.)

S LV PA 10. Settlers were scarce.

S V 11. After that, the Vikings returned(**to** Vinland) occasionally(**for** timber.)

S LV PA 12. The discovery(**of** Vinland) was unknown(**in** most(**of** Europe))

CODE

S = Simple Subject
V = Verb
LV = Linking Verb
DO = Direct Object
IO = Indirect Object
PN = Predicate Noun
PA = Predicate Adjective





Worktext pages 89–90

Objectives

- Identify sentence patterns: *S V*, *S V DO*, *S V IO DO*, *S LV PA*, *S LV PN*
- Identify adverbs that come between the helping verb and the main verb in a sentence

Introduction

Review sentence patterns. Write the following sentences for display. Direct the students to identify each sentence pattern.

*The trees wore lovely colors. (*S V DO*)*

*Leaves fell to the ground. (*S V*)*

*The sun was a golden ball. (*S LV PN*)*

*The day was perfect for a game. (*S LV PA*)*

Teach for Understanding

A Label parts of a sentence and identify the sentence pattern.

- Write this sentence for display:

Eric will pass Matt the ball.

► What is the subject of this sentence? (*Eric*) Underline it once.

- Explain that this sentence has a helping verb and a main verb.

► What is the complete verb in the sentence? (*will pass*) Underline it twice.

- Remind the students that a sentence pattern is the way words are put together to form a complete thought.

► How would we label the other parts of this sentence? (*Label Matt as indirect object [IO] and ball as direct object [DO].*)

► Which sentence pattern describes this sentence? (*S V IO DO*)

- Remind the students that when a sentence contains one or more prepositional phrases, it is helpful to put parentheses around the phrases to avoid confusing words in a phrase with other words that serve different functions in the sentence.

B Identify adverbs that come between the helping verb and the main verb.

- Write this sentence for display:

Eric will usually pass Matt the ball.

► What part of speech is the word *usually*? Explain. (*adverb; It modifies the verb by describing when Eric will pass the ball.*)

More Sentence Patterns

Name _____

You have learned that a **sentence pattern** is the way words are put together to form a complete thought. You have worked with five sentence patterns: *S V*, *S V DO*, *S V IO DO*, *S LV PN*, and *S LV PA*.

Some sentences may have **adverbs** such as *usually*, *often*, *sometimes*, *also*, *even* or *not* that come between the **helping verb** and the **main verb**. These words also tell about the action of the main verb and may change the meaning of the sentence. They are not part of the sentence pattern.

S V DO

Players will often lift weights.

S V

They may even run (before sunrise.)

S V IO DO

Coach will probably give Aaron the award.

Guided Practice

- Put parentheses around the prepositional phrases. Underline the simple subjects once and the complete verbs twice. Label any direct objects *DO*, indirect objects *IO*, predicate adjectives *PA*, and predicate nouns *PN*.

If an adverb comes between a helping verb and main verb, circle it. Write the sentence pattern on the line.

Sentence Patterns

<i>S V</i>	<i>S LV PA</i>
<i>S V DO</i>	<i>S LV PN</i>
<i>S V IO DO</i>	

1. My cousin has often refereed(at our neighborhood football games.) *S V*

2. Thirteen-year-olds may not referee games(in most states.) *S V DO*

3. Caleb is one of the referees(for our next football game.)
S LV PN

4. Alicia will probably give Emma her old referee uniform.
S V IO DO

5. Emma seems excited(about her new job.)
S LV PA

English 6, Chapter 5, Lesson 46



89

Point out that *usually* comes between the helping verb and the main verb in the sentence but is not part of the verb.

- Read aloud the two displayed sentences.

► How does adding the adverb *usually* change the meaning of the sentence? (*The first sentence is a statement that Eric will pass the ball to Matt, but in the second sentence, usually tells when or how often Eric passes Matt the ball.*)

C Identify sentence patterns.

Write the following sentences for display. Choose volunteers to identify the sentence patterns and write them next to each sentence. Instruct the students to circle the adverb in each sentence. Remind them to put parentheses around any prepositional phrases

before identifying the sentence pattern [BATS: 3c Emotional control, 5d Communication, 6a Bible study, 8b Faith in the power of the Word of God].

*Our coach has always quoted us Scripture verses. (*S V IO DO; adverb—always*)*

*I will never forget those verses. (*S V DO; adverb—never*)*

*I will probably be a coach someday. (*S LV PN; adverbs—probably, someday*)*

*I should earnestly pray for a Christlike attitude in the game. (*S V; adverb—earnestly*)*

Independent Practice

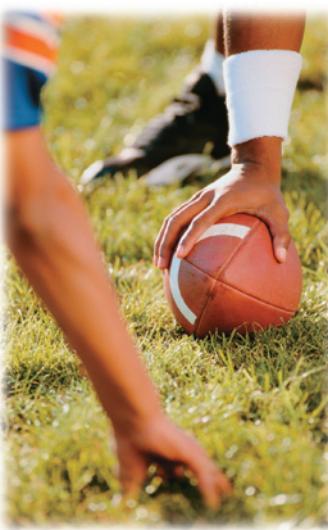
- Put parentheses around the prepositional phrases. Underline the simple subjects once and the complete verbs twice. Label any direct objects *DO*, indirect objects *IO*, predicate adjectives *PA*, and predicate nouns *PN*.

If an adverb comes between a helping verb and main verb, circle it. Write the sentence pattern on the line.

Sentence Patterns

S V	S LV PA
S V DO	S LV PN
S V IO DO	

- Pete's grandmother may never go (to another football game.) **S V**
- She is afraid (of footballs now) **S LV PA**
- She was hit (in the head) by a football! **S V**
- Mariah was a medical worker (at that game) **S LV PN**
- She could barely calm the older lady (after the incident) **S V DO**
- Pete's grandmother has always given him her support (at his games) **S V IO DO**
- She will probably be afraid (of footballs) for a long time. **S LV PA**
- Referees are important people (in the game) **S LV PN**
- The referees should consistently give the players fair calls. **IO DO S V IO DO**
- Players and fans are eager (for well-trained referees.) **PA S LV PA**



© 2006 BJU Press. Reproduction prohibited.

Apply and Write

- Write one sentence about a favorite sport using a helping verb with the main verb. Then add an adverb between the main verb and helping verb that will change the meaning of the verb in the original sentence.

90

English 6, Chapter 5, Lesson 46

Worktext page 89

Guided Practice

Worktext page 90

Independent Practice: Apply and Write

ESL

ESL students will probably need assistance with the worktext pages due to limited vocabulary and directions involving several tasks. Depending upon the level of your ESL students, you may choose to modify the assignment by focusing on only one skill or choose to pair those students with English-proficient students.

Teacher's Toolkit, page 31

extra PRACTICE

More Sentence Patterns

Name _____

► Put parentheses around the prepositional phrases. Use the code to label the words indicated. Circle any adverbs that come between a helping verb and main verb. Write the sentence pattern on the line.

- We will often see squirrels in our backyards. **S V DO**
- They build themselves nests in the trees. **S V IO DO**
- They can cleverly hide their food. **S V DO**
- A squirrel will always find this pile of nuts again. **S V DO**
- Different types of squirrels may live in your area. **S V**
- You will occasionally see a white squirrel. **S V DO**
- This white squirrel is an albino. **S LV PN S LVPN**
- Albino is the word for white. **S LV PN S LVPN**
- Flying squirrels will easily glide from tree to tree. **S V**
- I should get myself a cat! **S V IO DO S VIO DO**
- A frisky squirrel will often be an enjoyable animal. **S LV PN S LVPN**
- However, a squirrel on your birdfeeder is often troublesome. **S LV PA**

CODE	
S	= Simple Subject
V	= Verb
LV	= Linking Verb
DO	= Direct Object
IO	= Indirect Object
PN	= Predicate Noun
PA	= Predicate Adjective



Objectives

- Use the correct verb form to agree in number with the simple subject of a sentence
- Use the correct verb form to agree in number with a compound subject joined by *and*
- Use the correct verb form to agree in number with a compound subject joined by *or* or *nor*

Introduction

Review linking verbs. Write these linking verbs for display:

am	feel
are	look
is	smell
was	sound
were	taste

Direct the students to make up riddles, using the displayed linking verbs. Offer this riddle as an example: *I am sticky and golden. I taste sweet. I am Pooh's favorite treat. What am I? (honey)*

Teach for Understanding**A Use the correct form of a verb to agree in number with a simple subject.**

1. Write this sentence:

The birds _____.

► **What is the simple subject? (*birds*)**

► **Is *birds* singular or plural? (*plural*)**

► **Which present-tense verb form will agree in number with the subject? (*a plural form*)**

► **Which present-tense verbs can we use to complete the sentence? (*Possible answers include sing, fly, eat, and chirp.*)**

2. Change the word *birds* in the first sentence to *bird*.

► **How would we need to change the verb to agree with the subject *bird*? (*The verb would change to the singular form.*)**

► **Which present-tense verbs can we use now to complete this sentence? (*Possible answers include sings, flies, eats, and chirps.*)**

3. Direct the students to write a rule, using what they have learned about singular and plural subjects and their verbs. Then tell them to compare their rule with the ones on Worktext page 91.

4. Erase *The bird* and replace it with *I*.

Subject/Verb Agreement

Name _____

A present-tense verb must agree in number with the **simple subject** of the sentence.

A singular subject needs the singular form of a verb.

Joe plays football.

He plays football.

A plural subject needs the plural form of a verb.

The boys play football.

They play football.

The pronoun subjects *I* and *you* are exceptions.

I play football.

Remember

The singular subjects *I* and *you* are exceptions to the rule and take the plural form of a verb.

A **compound subject** joined by *and* uses the plural form of a verb.

My teacher and my coach go to my church.

When a compound subject is joined by *or* or *nor*, the verb form agrees with the subject closer to it.

*Either the owner or an employee closes the store.
Either the owner or his employees close the store.*

Guided Practice

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

1. The teams in the National Football League is my favorites.
2. The teams in the National Football League are my favorites.
3. The National Football League Hall of Fame attracts many visitors annually.
4. The National Football League Hall of Fame attract many visitors annually.
5. My dad and his brother visits often.
6. My dad and his brother visit often.
7. The Packers and the Chiefs play in the Super Bowl.
8. The Packers and the Chiefs plays in the Super Bowl.
9. The players run up and down the field.
10. The players runs up and down the field.
11. Fans and cheerleaders yell.
12. Fans and cheerleaders yells.
13. The quarterback catch the football.
14. The quarterback catches the football.
15. My favorite team wins by two points.
16. My favorite team win by two points.

English 6, Chapter 5, Lesson 47



► Which form of the verb *sing* should we use with the subject *I*? (*the plural form, sing*)

Point out that *I* and *you* are exceptions to the rule because they *always* take the plural form of the verb.

B Use the correct form of a verb to agree in number with a compound subject.

1. Write this sentence for display:

Trees and flowers grow.

► What is the compound subject in this sentence? (*Trees and flowers*)

2. Point out that these two subjects are joined by the word *and*. Explain that compound subjects joined by *and* always use the plural form of a verb.

3. Write this sentence for display:

The sun or the moon shines.

► What is the compound subject in this sentence? (*The sun or the moon*)

4. Point out that *sun* and *moon* are joined by *or*. Write the conjunctions *or* and *nor*. Explain that when a compound subject is joined by one of these words, the verb agrees in number with the subject closer to it.

► Which subject in our sentence is closer to the verb? (*moon*)

Point out that because *moon* is singular, the sentence takes the singular form of the verb, *shines*.

5. Erase *The sun or the moon* and change the subject of the sentence to *The moon or the stars*.

► Which subject is closer to the verb now? (*stars*)

Independent Practice

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

1. New balls and helmets arrive.
 New balls and helmets arrives.
2. The coach assign the numbers of the uniforms.
 The coach assigns the numbers of the uniforms.
3. The players practices with the new equipment.
 The players practice with the new equipment.
4. Jason kick a field goal.
 Jason kicks a field goal.
5. The coach tries some new plays.
 The coach try some new plays.

► Underline each simple subject once and its correct verb twice.

6. The National Football League (include, includes) thirty-two teams.
7. The league (require, requires) helmets.
8. Millions of fans (watch, watches) professional football games.
9. The Super Bowl trophy (is, are) a tribute to Vince Lombardi.
10. The NFL sometimes (add, adds) teams to its organization.
11. My mother (like, likes) the Cowboys and the Steelers.
12. Troy Aikman and Emmitt Smith (are, is) famous Dallas Cowboys players.
13. Neither Matt nor I (likes, like) the Cowboys.
14. NFL players (make, makes) millions of dollars each season.
15. Loyal fans of the Packers (wear, wears) orange foam hats shaped like cheese wedges on their heads.



© 2006 BJU Press. Reproduction prohibited.

Apply and Write

► Write two sentences describing a place you have visited or would like to visit. Use a compound subject with the conjunction *and* in one sentence and a compound subject with the conjunction *or* in the other sentence.

English 6, Chapter 5, Lesson 47

92

► How would this change affect the verb *shines*? (*It would change to the plural form, shine, to agree with stars.*)

must agree in number only with the subject.

C Discuss how compound direct objects affect the verb before them.

1. Write this sentence for display:

The sun gives light and warmth.

► Is the subject, *sun*, singular or plural? (*singular*)

► Which verb form is used with the singular subject? (*gives*)

2. Point out the compound direct object, *light* and *warmth*. Explain that the presence of a compound direct object in a sentence does not affect the form of the verb used. The verb

Worktext page 91

Guided Practice

Worktext page 92

Independent Practice: Apply and Write

ESL

Remember that ESL students will have difficulty distinguishing singular and plural forms of words due to limited vocabulary and may not be able to recognize that a sentence is grammatically correct by listening to it. These students may confuse adding *s* to the end of verbs with creating plural forms for nouns. For additional practice, make index cards with *s* written on one side. Students listen as the teacher reads *Kaitlyn walk the dog* and *Kaitlyn walks the dog*. If the sentence needs *s*, they hold up the *s* side. If it does not, they hold up the blank side. Repeat with similar sentences.

Teacher's Toolkit, page 32

extra PRACTICE

Subject/Verb Agreement

Name _____

► Fill in the circle of each correctly written sentence.

1. Jamie is from Singapore.
 Jamie are from Singapore.
2. She have pretty, straight black hair and beautiful black eyes.
 She has pretty, straight black hair and beautiful black eyes.
3. She is a fine designer at our company.
 She are a fine designer at our company.
4. Jamie displays her pottery downtown.
 Jamie display her pottery downtown.
5. She often win an award.
 She often wins an award.
6. We are proud of her.
 We is proud of her.
7. Jamie's grandmother still live in Singapore.
 Jamie's grandmother still lives in Singapore.
8. Jamie and her husband go there every five years.
 Jamie and her husband goes there every five years.



► Underline each simple subject once and its correct verb twice.

9. Singapore and its islands (makes, make) up the most important port in Southeast Asia.
10. The British and the Dutch (were, was) both eager to gain this port in the 1800s.
11. We still (ses, see) strong British influences in Singapore today.
12. Historians (all, call) Sir Stamford Raffles the "founder of modern Singapore."
13. The population of Singapore (grows, grow) rapidly.
14. The country (has, have) one of the world's highest standards of living.
15. The people of Singapore (acquire, acquires) money through sea trade.
16. Neither crime nor unemployment (is, are) common in Singapore.
17. Most people (earn, earns) money in service-related jobs.
18. Electronic products from Singapore (provides, provide) much of the world with communications technology.

► Worktext pages 93–94

Objective

- Recognize and use the correct forms of *sit*/*set*, *lie/lay*, *imply/infer*, *rise/raise*, and *can/may* in writing and in speech

Introduction

Writing

Review subject/verb agreement. Write these words for display in two columns:

boys	is
cloud	sails
ships	flies
geese	roars
lion	plays

Direct the students to compose sentences that use a subject from the first column and a corresponding verb from the second column. Tell them to make sure that the form of the verb makes sense with the subject. Tell each student to write his sentence for display.

Teach for Understanding

A Recognize and use the correct forms of commonly confused verbs in writing.

- Tell the students that some pairs of action verbs in the English language can be confusing because their meanings are similar. Because of this, they are often used improperly.
- Write these sentences for display:

Ezekiel sits on the rock.

He sets his food on the rock.

- What is the subject in each sentence? (*Ezekiel, He*) Underline each subject once.
- What is the verb in each sentence? (*sits, sets*) Underline each verb twice.
- What is the difference in the meaning of these two verbs? (*Answers will vary. Lead students to conclude that sit means "to rest" and set means "to put something down." You may want students to check the dictionary.*)

Point out that when *set* is used, the subject is doing the action to something else. When *sit* is used, the subject is not acting upon an object. Point out that the second displayed sentence contains a direct object. The direct object receives the action.

- What is the direct object in the second sentence? (*food*)

Confusing Verbs

Name _____

Some pairs of verbs can be confusing because they have similar meanings.

Confusing Verbs	Definition	Past	Verb + have, has, or had	Sample Sentence
sit	"to rest as if in a chair"	sat	sat	Kai sits in the front row at church.
set	"to place or put something"	set	set	Jim set his football on the ground.
imply	"to suggest"	implied	implied	The tone of his voice implied his enthusiasm.
infer	"to come to a conclusion"	inferred	inferred	After smelling the meat, I inferred it was rotten.
rise	"to go upward"	rose	risen	The sun rises every morning.
raise	"to cause to go upward"	raised	raised	We raise the flag every morning.

The helping verbs *can* and *may* are also commonly misused.

can	"to be able to do something"	Peyton can climb that mountain.
may	"to be allowed or permitted"	Janae may borrow my coat.

Guided Practice

- Underline twice the correct form of the verb or helping verb to complete each sentence.

- Yesterday the sun (raised, rose) behind dark clouds.
- We always (sit, set) on our porch and watch the thunderstorms.
- From a look at the sky, Julie (implied, inferred) that she would need an umbrella.
- Her expression (implied, inferred) her displeasure.

English 6, Chapter 5, Lesson 48

Select volunteers to give sample sentences containing the verb *set* to see whether all the sentences need a direct object.

- Read and discuss the chart on Worktext page 93. Point out *sit* and *rise*. Explain that when these verbs are used, the subject is doing the action. Point out the second verb in each of these pairs (*set* and *raise*). Explain that when these verbs are used, the subject is doing the action to something or someone else so there must be a direct object in these sentences.
- Discuss *imply* and *infer*. Explain that these are used as opposite parts of the communication process. Lead the students to understand that to *imply* is to *communicate* something without directly stating it. To *infer* is

to *interpret a communication* in a way that was not directly stated by the communicator.

- Read and discuss the usage of the helping verbs *can* and *may* on Worktext page 93. Read aloud the example sentences from the chart, clarifying the meanings of these helping verbs.

Independent Practice

► Underline twice the correct form of the verb or helping verb to complete each sentence.

1. Please (set, sit) your dirty dishes in the sink.
2. Jesus (rose, raised) from the grave the third day after His death on the cross.
3. Her words (inferred, implied) her excitement about tomorrow's game.
4. We have (sat, set) in the bleachers for the last three games.
5. Jaden (may, can) sing very well.
6. I will (raise, rise) my hand during the question-and-answer time.
7. Our dog (set, sits) under the table during dinner.
8. (Can, May) I borrow your Bible?
9. Noticing his yawn, Micah (implied, inferred) that his friend was tired.
10. Grandma has (set, sat) her warm cookies on the counter to cool.
11. Bread dough (rises, raises) well near our wood stove.
12. The teacher (inferred, implied) that we would have homework tomorrow night.

► Choose the correct verb from the pair in parentheses to complete each sentence. Write it in the blank.

13. Extra study time raises the probability of receiving a good test grade.
(raises, rises)
14. The flower bulbs have sat in the sun all afternoon.
(set, sat)
15. Tasting the cookie, Allie inferred that Andrew was a good cook.
(inferred, implied)
16. Alicia set the cookies on a rack to cool.
(set, sat)

Apply and Write

► Choose a pair of confusing verbs from the chart on page 93. Write two sentences correctly using each verb.



94

English 6, Chapter 5, Lesson 48



Language

LINK

Worktext page 93

Guided Practice

Worktext page 94

Independent Practice: Apply and Write

ESL

ESL students may have difficulty choosing the correct form for these confusing verbs because context clues help determine the meaning. ESL students would benefit by completing the worktext pages in a small group, working with the teacher. Read aloud both answer choices and guide the students to evaluate the sentences, based on information in the chart on Worktext page 93.

Teacher's Toolkit, page 33



Confusing Verbs

Name _____

► Underline the correct form of the verb or helping verb twice to complete each sentence.

1. I (set, sit) my backpack on my desk.
2. I (rose, raised) my hand after the question.
3. I asked, "May, Can I be excused?"
4. The teacher (sat, set) the hall pass on her desk for me.
5. I returned to the classroom and (set, sat) in my seat.
6. In science class, we learned how bread (rises, rises).
7. It is baked after it has (risen, raised) completely.
8. I heard the bell ring and (inferred, implied) that class was over.
9. I (sat, set) my lunchbag on the cafeteria table.
10. Wow, Greg (can, may) eat very quickly!
11. We saw a cat on the playground and (inferred, implied) that it was hungry.
12. It often (sits, sets) on the steps of the cafeteria.
13. We (set, sat) a saucer of milk beside it.
14. Alison's yawn (inferred, implied) that she was bored.
15. The teacher said we (can, may) read a book after the test.
16. I (can, may) run faster than Kelly!

► Choose the correct verb from the parentheses to complete each sentence. Write it in the blank.

17. Jerry did not rise (raise, rise) early this morning.
18. He is too sick to sit (set, sit) in class all day.
19. His mom implied (inferred, implied) to us that he might like a visit later.
20. I can (can, may) explain the new math concepts to him with ease.



Objectives

- Identify simple subjects and verbs in sentences
- Differentiate action verbs and linking verbs
- Identify predicate nouns and predicate adjectives
- Recognize prepositional phrases
- Recognize direct objects and indirect objects
- Recognize an adverb that comes between a helping verb and a main verb
- Identify sentence patterns: *S V, S V DO, S V IO DO, S LV PA, S LV PN*
- Diagram simple subjects, verbs, direct objects, indirect objects, predicate nouns, and predicate adjectives
- Complete a sentence using the correct verb

Materials

- Materials for optional Math Connection

Note

This lesson reviews concepts to prepare students for the Chapter 5 Test (optional). Extra Practice pages 34–35, located on the Teacher's Toolkit CD, make an excellent study guide.

Check for Understanding

Chapter 5 Review

Play a review game. Divide the students into four or five teams. Choose which version of the game you will play—board game or seatwork game. Explain the procedures of the game.

Board Game: Allow one member from each team to take his place at the board and pick up a piece of chalk or a dry erase marker. Direct the students at the board to face you while you read the question. Tell each student to write his answer when you say, “Go!” and then turn around and face you again when he has finished. The team with the fastest time and the correct answer gets two points. Every team with the correct answer gets one point. Follow the same procedures with the next team member.

Seatwork Game: Read aloud the questions, asking for a verbal response or directing the students to write their answers on paper. Check the answers in class and award the team with the most correct answers. Use the following questions, adding additional questions if desired.

Chapter 5 Review

Name _____



- A. Underline the simple subject once. Underline the verb twice. If the verb is a linking verb, draw an arrow linking the subject with the predicate noun or predicate adjective.

- I read after school.
- My favorite author is Louisa May Alcott.
- She was famous for her book *Little Women*.
- Miss Alcott wrote many short stories and novels.

- B. Put parentheses around each prepositional phrase. Label the simple subject and verb in each sentence. Label any direct objects and indirect objects.

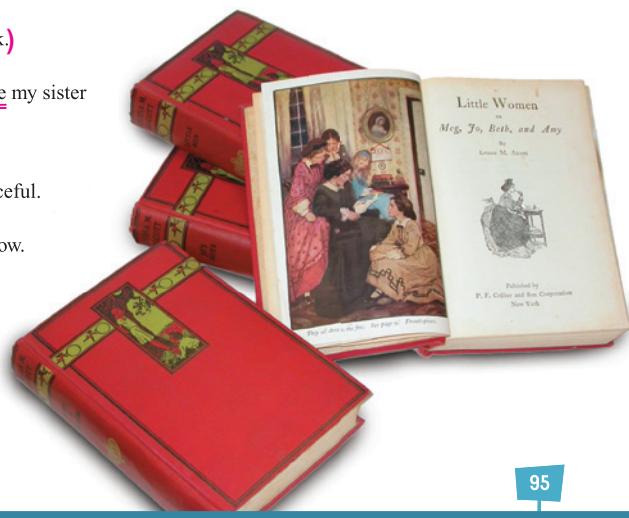
- | | | |
|----------|----------|-----------|
| <i>S</i> | <i>V</i> | <i>DO</i> |
|----------|----------|-----------|
- Alicia's family eats popcorn (after dinner) (on Friday nights.)
 - My cousin gave her a new board game (for Christmas.)
 - The moon shines brightly (over the water.)
 - The moon's reflection gives the water a dark hue.

- C. Put parentheses around each prepositional phrase. Underline the simple subject once and the complete verb twice. If there is an adverb that comes between a helping verb and main verb, circle it.

- We will (probably) paint my sister's bedroom this weekend.
- I do not enjoy this kind (of work.)
- The clerk (in the paint store) gave my sister ideas (for colors.)
- The pale green paint looks peaceful.
- My sister is an expert painter now.

CODE

S = Simple Subject
V = Verb
DO = Direct Object
IO = Indirect Object



English 6, Chapter 5, Lesson 49

95

- Name the verb in this sentence and tell whether it is an action or linking verb: *Nancy cheered for her brother's football team.* (*cheered; action*)
- Name the verb in this sentence and tell whether it is an action or linking verb: *Scott looks tall in his uniform.* (*looks; linking*)
- A linking verb links the subject to a predicate adjective or a predicate noun.
- Name the predicate adjective in this sentence: *My younger brother is very quick on his feet.* (*quick*)
- What kind of word receives the action of a verb? (*direct object*)
- What is the direct object in this sentence? *Joe leaped and caught the ball in the end zone.* (*ball*)
- What kind of object answers the question *to whom or for whom?* (*indirect object*)
- What is the indirect object in this sentence? *Greg gave Germaine a high-five.* (*Germaine*)
- Identify this sentence pattern: *The players gathered into a huddle on the field.* (*S V*)
- Identify this sentence pattern: *The referee looked impatient.* (*SV PA*)
- Identify this sentence pattern: *Our team will probably lose the game.* (*S V DO*)
- Which verb (*was* or *were*) should be used in the following sentence? *The fans ___ disappointed about the call.* (*were*)
- Which word (*sit* or *set*) should be used in the following sentence? *Please ___ the tickets on the table.* (*set*)

D. Put parentheses around each prepositional phrase. Label each sentence pattern; then write it on the line.

S V DO
14. Savannah loves art class (in school). S V DO

S LV PN
15. She is a talented artist (for her age). S LV PN

S V IO DO
16. She gave Emily a colorful painting (of a dog). S V IO DO

S V
17. Emily also paints. S V

S LV PA
18. Her watercolor pictures (of landscapes) are beautiful. S LV PA



E. Diagram Sentences 14, 16, and 18. Include simple subjects, verbs, direct objects, indirect objects, predicate adjectives, and predicate nouns.

19. Sentence 14 Savannah | loves | class

20. Sentence 16 She | gave | painting
 | |
 Emily

21. Sentence 18 pictures | are | \ beautiful

F. Underline each simple subject once and its correct verb twice.

22. The planets (orbit, orbits) the sun.
23. Neither Jenny nor my brothers (own, owns) a telescope.
24. I (watches, watch) the stars every night from my window.
25. My happy expression (implied, inferred) my excitement about Mom's announcement.
26. We (stays, stay) up late to watch a video.
27. The bread (rises, rises) in the warm oven.
28. Elise and I (sit, set) on the couch and eat popcorn.

© 2006 BJU Press. Reproduction prohibited.

Worktext pages 95–96

Chapter 5 Review



The review game may be too difficult for some ESL students. As an alternative activity, provide practice in diagramming simple sentences. Give these students sentences with direct objects, such as *Jeff passed the football for a touchdown*. Instruct the students to illustrate the sentence and diagram it below the illustration.

Teacher's Toolkit, page 34



Chapter 5 Review

Name _____

A. Underline the simple subject once. Underline the verb twice. If the verb is a linking verb, draw an arrow linking the subject with the predicate noun or predicate adjective.

1. The Great Barrier Reef is a natural wonder.
2. The shallow reefs are full of marine life.
3. Thousands of tiny corals form huge reefs.
4. An individual coral looks quite small.

B. Put parentheses around each prepositional phrase. Label the subject and verb in each sentence. Label any direct objects DO and any indirect objects IO.

5. The northeast coast of Australia has miles of reefs.
6. People get themselves diving gear (on the mainland).
7. They see many wonderful creatures (in the water).
8. Some have given the Great Barrier Reef a nickname, the “Blue Outback.”

C. Put parentheses around each prepositional phrase. Use the code to label the words indicated. Circle any adverbs that come between a helping verb and main verb. Write the sentence pattern on the line.

9. Dugongs and dolphins swim (in the water).
10. The bright orange clownfish will usually hide itself (in anemones).
11. Jellyfish taste good (to sea turtles).
12. Jellyfish can often give people painful stings.
13. This colorful fish is an angelfish.



CODE	
S	= Simple Subject
V	= Verb
LV	= Linking Verb
DO	= Direct Object
IO	= Indirect Object
PN	= Predicate Noun
PA	= Predicate Adjective

Teacher's Toolkit, page 35



Chapter 5 Review

Name _____

D. Put parentheses around each prepositional phrase. Label the sentence pattern on the line.

S LV PN
14. Corals are tiny living animals. S LV PN

S V DO
15. They lay hard skeletons outside (of their bodies). S V DO

S V IO DO
16. The skeletons give the coral protection (from predators). S V IO DO

S V PA
17. At night the corals emerge (from their skeletons). S V PA

S LV PA
18. Corals are very colorful. S LV PA

E. Diagram Sentences 15, 16, and 18.

19. Sentence 15 they | have | \ skeletons

20. Sentence 16 skeletons | give | \ protection
 | |
 coral

21. Sentence 18 corals | are | \ colorful

F. Underline the simple subjects once and the correct verbs twice.

22. Lobsters (crawl, crawls) along the bottom.

23. A large crab (snatch, snatches) at his prey.

24. Colorful starfish (inch, inches) slowly across the ocean floor.

25. In its speech to us, the guide (implied, inferred) that the area was safe.

26. I (set, sat) the underwater camera in the boat.

27. The turtle (raised, rose) his head.

28. Several giant clams (set, sat) on the bottom.



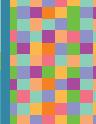
Math Connection (optional)

Materials

- Yardstick
- Several objects to use as markers (e.g., empty milk cartons, small flags)
- Ball of string
- Scissors

Measure the length of a football field.

Explain that a football field is 120 yards long. The playing area is 100 yards, and a 10-yard end zone at each end brings the total length to 120 yards. Take the students and the materials outside to a large open area. Direct the students to estimate how far away from their present position they would go if they ran the length of a football field. Choose two or three students to run out and place markers at what they estimate to be a 120-yard distance away. Then choose students to use the yardstick to measure and cut ten yards of string. Direct the students to lay the length of string on the ground and a student to stand at each end of the string. Explain that this equals the length of one end zone. Direct the students to use the string to measure 100 yards more (ten string lengths) plus the length of another end zone (one string length). Direct a student to stand as a place marker at every 10 yards. (Note: If there are not enough students, place the student markers at every 20 yards and another object at the 10-yard points between them.) When the entire length has been measured, give students time to observe the length of the field and to compare it to the estimated lengths represented by the markers.



Cumulative Review

Name _____

► Worktext pages 97–98

Objectives

- Combine two sentences into a complex sentence by using a subordinating conjunction
- Identify the correct plural form of a noun in a sentence
- Identify the simple subject, direct object, and object of the preposition
- Differentiate action verbs and linking verbs
- Answer questions about an editorial

- A. Combine the two simple sentences into a complex sentence by using a subordinating conjunction. Use a comma when it is necessary. (Chapter 1)**

1. We visited the Southwest. We saw adobe dwellings. (*when*)

When we visited the Southwest, we saw adobe dwellings.

2. They needed protection. The Anasazi built their homes high in the cliffs. (*because*)

Because they needed protection, the Anasazi built their homes high in the cliffs.

3. Some Native Americans planted crops and stayed in one place. Others moved about constantly. (*although*)

Although some Native Americans planted crops and stayed in one place, others moved about constantly.



- B. Underline the correct plural form of each noun. (Chapter 3)**

4. Aboriginal Canadians hunted (elks, elk).

5. (Dears, Deer) were plentiful in the eastern United States.

6. Native Americans fished for (trouts, trout) with spears.

7. Men and (women, womens) of the Plains depended on the buffalo for food.

8. (Horse, Horses) or dogs pulled the wooden travois.

- C. Mark an X in the box to identify whether each underlined noun is common or proper; then mark only one X in one of the last four columns to identify which type of singular or plural noun it is. (Chapter 3)**

9. Annie's new dress

10. new cars

11. Cherokees' heritage

Common	Proper	Singular	Plural	Singular Possessive	Plural Possessive
	X			X	
X			X		
	X				X

English 6, Chapter 5, Lesson 50

97

D. Identify the underlined nouns and pronouns in the sentence as simple subject *S*, direct object *DO*, or object of a preposition *OP*. Write the letters above each underlined word. (Chapter 5)

12. Farmers of the Mandan tribe built earth lodges.
S OP DO
13. The men built their wickup with brushwood.
S DO OP
14. The women of the tribe placed skins over the brushwood frame.
S OP DO
OP
15. The Iroquois built themselves longhouses and covered them with elm bark.
S IO DO
DO OP



E. Read these paragraphs from a newspaper editorial. Then fill in the circle next to the answer that better completes each sentence. (Chapter 4)

Think about the vegetables you eat. If someone asked you how they were grown, would you know the answer? Many people today have never had the chance to learn how plants grow and develop. Families that grow their own backyard vegetable gardens share an experience that is fun and educational.

Growing a vegetable garden can be a beneficial experience. Not only can you learn how plants grow, but you can also have the satisfaction of your own homegrown vegetables. Growing vegetables can be a good way to raise safe, pesticide-free food, with a good crop you can save grocery money and share produce with your friends.

16. How does the writer get attention in the introduction?
 with interesting quotations
 with a question
17. What would be helpful for the writer to add at the end of the second paragraph?
 a summary statement
 another reason
18. What is one fact or example that the writer uses to support his first reason?
 Many people do not know how plants grow.
 You can learn how plants grow.
19. What type of mistake did the writer make in the second paragraph?
 a spelling mistake
 a run-on sentence

© 2006 BJU Press. Reproduction prohibited.

Worktext pages 97–98

Cumulative Review

Use the exercises to review the concepts taught at an earlier time. You may choose to omit certain sections or to use them to reteach concepts to students who are having difficulty.

