

# Chapter 3

## Nouns

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
21	Common & Proper Nouns	50–51	41–42	14		<i>noun</i> <i>common noun</i> <i>proper noun</i> <i>compound noun</i> <i>abbreviation</i> <i>appositive</i> <i>singular noun</i> <i>plural noun</i>	<ul style="list-style-type: none"> <li>Identify nouns and compound nouns</li> <li>Distinguish between common and proper nouns</li> <li>Identify nouns used as simple subjects, objects of prepositions, and direct objects</li> <li>Capitalize proper nouns</li> <li>Use proofreading marks to correct capitalization errors</li> </ul>
22	Capitalizing Proper Nouns	52–53, S10	43–44	15		<i>root word</i> <i>prefix</i> <i>suffix</i> <i>singular possessive noun</i> <i>plural possessive noun</i>	<ul style="list-style-type: none"> <li>Capitaliz and punctuate names of poems, stories, and books correctly</li> <li>Write abbreviations of months, days, titles, times, and metric and customary measurement units</li> <li>Identify appositives</li> <li>Combine and expand sentences using an appositive</li> <li>Form plural nouns by adding <i>s</i> or <i>es</i> to singular nouns</li> <li>Write plural forms of proper nouns and nouns ending in <i>y</i>, <i>o</i>, and <i>f</i></li> <li>Identify nouns that form their plurals by changing their spellings and nouns that do not change their spellings</li> <li>Identify and write the possessive forms of singular nouns</li> <li>Combine sentences using singular or plural possessive nouns</li> <li>Identify and write the possessive forms of plural nouns</li> <li>Determine the meaning of a word by looking at its Greek word parts</li> </ul>
23	Abbreviations	54–55, S11	45–46	16	<ul style="list-style-type: none"> <li>Items containing abbreviations of times, personal titles, and measurement units (optional)</li> </ul>	<i>root word</i> <i>prefix</i> <i>suffix</i> <i>singular possessive noun</i> <i>plural possessive noun</i>	
24	Appositives	56–57	47–48	17			
25	Singular & Plural Nouns	58–59	49–50	18			
26	Singular Possessive Nouns	60–61	51–52	19	<ul style="list-style-type: none"> <li>A few items belonging to the students</li> </ul>		
27	Plural Possessive Nouns	62–63	53–54	20			
28	Language Link: (Vocabulary) English Words from Greek Word Parts	64–65	55–56	21			
29	Chapter 3 Review	66–67	57–58	22–23			
30	Cumulative Review	68–69	59–60				
	Bridge: Visiting Science Museums	70	61				

## Learning CENTER

### Circle It

**Materials:** paper, pencils, felt-tip pens

**Preparation:** Make several copies of the Declaration of Independence.

**Student Directions:**

1. Read a copy of the Declaration of Independence.
2. Use a pencil to circle all the nouns that name a person, place, or thing.
3. Use a felt-tip pen to circle the nouns that name an idea or a feeling.

## Learning CENTER

### Bible Nouns

**Materials:** colored felt-tip pens, Bible

**Preparation:** Make a large grid on light-colored poster board. Fill in one example for each category to get the students started (e.g., People—Israelites; Places—temple; Things—fish). Provide about fifty rows under each heading. Display the grid in a learning center.

People	Places	Things

**Student Directions:** Write a common or proper noun from the Bible on the grid with a colored felt-tip pen.



# Theme Information

Machines and scientific inventions make our lives easier. Though we use machines every day, many of us have no idea how they work! Science museums help us to appreciate and understand the work of inventors who have contributed to our lives.

One hundred fifty years ago, most of the machines we use today did not exist. However, around 1900, hundreds of inventions were patented! During this “age of invention,” inventors developed many important things, including the airplane, the telephone, and the light bulb.

At a museum of science or invention, you can see the simplest and earliest model of a machine, learn how it worked, and see how it was improved through the years.

There are museums that specialize in one type of machine, such as the calculator or computer. There are also museums about certain areas of technology, such as communications or automotives. You may even see some original inventions, such as Edison’s first phonograph or Eli Whitney’s first cotton gin.

Famous inventors, ancient inventions, industrial machines, and even female inventors have their own museums. There are Internet “museums” as well that deal with science, inventions, and machines.

How did Thomas Edison invent the light bulb? How does sound travel, and what does a computer chip do? Find answers to your questions by visiting a museum of invention or science.

**Can You Invent the Plural?**

- Biplane:** Add s to most nouns.
- Glasses:** Add es to nouns ending in s, sh, ch, ss, x, or z.
- Clock:** Some nouns do not change at all.
- Car:** Some special nouns change spellings.
- Phone:** If a noun ends in a vowel + o, add s.
- Computer:** If a noun ends in a consonant + y, change the y to i and add es.
- Lightbulb:** For some nouns ending in f, change the f to v and add es.
- Calculator:** For some nouns ending in f, add s.
- Proper nouns:** Proper nouns follow the rules for common nouns except that they don't change spellings.

Cover the board with white paper and attach a bright border. Use black letters for the title, “Can You Invent the Plural?” Attach inventions or large colorful pictures of inventions (e.g., eyeglasses, car, light bulb, cell phone, airplane). Write the spelling rules for nouns as shown.

Write each of these example words on a numbered index card. (**Note:** Answers are given in parentheses. You may want to make an answer key for self-checking.)

duck (**ducks**); train (**trains**); ship (**ships**); shoe (**shoes**); ear (**ears**);  
flower (**flowers**); snake (**snakes**); home (**homes**); rocket (**rockets**)  
cross (**crosses**); fox (**foxes**); peach (**peaches**); bus (**buses**); toothbrush  
(**toothbrushes**); grass (**grasses**); church (**churches**); class (**classes**); box  
(**boxes**)  
day (**days**); monkey (**monkeys**); boy (**boys**); key (**keys**); toy (**toys**)

baby (**babies**); cherry (**cherries**); party (**parties**); city (**cities**); lady  
(**ladies**); daisy (**daisies**); gallery (**galleries**); strawberry (**strawberries**);  
puppy (**puppies**); mystery (**mysteries**)

wife (**wives**); elf (**elves**); half (**halves**); wolf (**wolves**); knife (**knives**); leaf  
(**leaves**); scarf (**scarves**); calf (**calfes**)

rodeo (**rodeos**); video (**videos**); radio (**radios**); studio (**studios**)  
reef (**reefs**); chief (**chiefs**); belief (**beliefs**); grief (**griefts**)

man (**men**); mouse (**mice**); child (**children**); woman (**women**); ox  
(**oxen**); goose (**geese**); foot (**feet**); tooth (**teeth**)  
sheep, deer, scissors, trout, moose, elk

**Objective:** Direct each student to choose an index card and to write the plural noun next to the singular noun. Allow the students to check their answers with the answer key before putting the index card on the bulletin board.

## Worktext pages 41–42, 61

## Objectives

- Identify nouns
- Distinguish between common and proper nouns
- Identify compound nouns
- Identify the use of a noun in a sentence: simple subject, object of the preposition, or direct object

## Note

This interactive lesson incorporates Worktext page 41 into the Teach for Understanding section.

## Theme Info.

**Discuss the theme.** Read the theme information about science museums on page 49. Direct attention to the photographs on Worktext page 61.

## Introduction

## Listening

**Identify nouns.** Remind the students that a noun names a person, place, thing, or an idea or feeling. Explain that nouns that name ideas or feelings name things that you cannot experience with your senses. Draw a chart on the board with four columns labeled *Person*, *Place*, *Thing*, and *Idea/Feeling*. Read aloud these sentences, directing the students to write in the correct column each noun that they hear.

We picked blackberries. (*blackberries, Thing*)

Jared is filled with excitement. (*Jared, Person; excitement, Idea/Feeling*)

Watch out for thorns! (*thorns, Thing*)

Dan will make jam. (*Dan, Person; jam, Thing*)

Sarah bakes pies. (*Sarah, Person; pies, Thing*)

We brought a cake to church. (*cake, Thing; church, Place*)

It is a joy to give. (*joy, Idea/Feeling*)

## Teach for Understanding

## A Distinguish between common and proper nouns.

- Tell the students that all nouns are either common nouns or proper nouns. Explain that *common nouns* name general people, places, things, ideas, and feelings. *Proper nouns* name specific people, places, things, and ideas. Proper

## Common &amp; Proper Nouns

Name \_\_\_\_\_



**Nouns** name people, places, or things. They also name ideas and feelings.

Helen talked to the lady at the store.

**Common nouns** name general people, places, things, ideas, and feelings.

The boys ran up the bleachers.

**Proper nouns** name specific people, places, things, and ideas. They are always capitalized.

Benjamin Franklin grew up in Boston.

**Compound nouns** are made of more than one noun. They may be spelled as one word, as two words, or as two or more hyphenated words.

Ben Franklin invented the lightning rod.

Nouns may be found in the subject or the predicate of a sentence. They may be subjects, direct objects, or objects of a preposition.

*Ben Franklin | discovered electricity.*

*Franklin experimented (with sound) too.*

Nouns may also be found in a dependent clause in a complex sentence.

dependent clause

*S LV*

*PN*

*PN*

*(Although Franklin enjoyed science,) he | was also an ambassador and a politician.*

## Guided Practice

- Write **C** if the underlined noun is a common noun. Write **P** if the underlined noun is a proper noun.

**P** 1. Franklin was a signer of the Constitution.

**C** 2. Ben Franklin often used humor in his writing.

- Write **S** if the underlined noun is a simple subject, **OP** if it is the object of a preposition, or **DO** if it is a direct object.

**OP** 3. Franklin was born in Boston.

**S** 4. The Pennsylvania Gazette hired him as a writer.

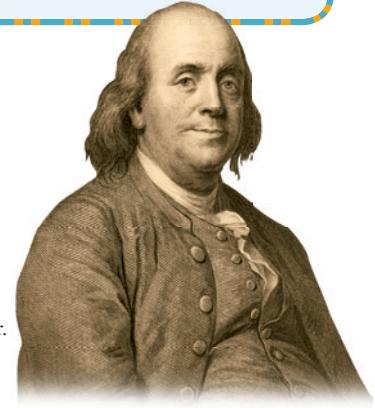
**DO** 5. Later he studied science.

- Underline the four nouns in each sentence.

6. Franklin conducted experiments to prove that lightning is electricity.

7. Although the method was dangerous, Franklin flew a kite in a thunderstorm.

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nouns are always capitalized. Direct attention to the examples of common and proper nouns on Worktext page 41.

- Select a volunteer to circle the proper nouns on display. (*Jared, Dan, Sarah*)

## B Identify compound nouns.

- Explain that a *compound noun* is a noun made up of more than one noun. Direct attention to the compound noun example on Worktext page 41.
- Direct the students to give examples of compound nouns and write them for display. Point out that some compound nouns are written as one word, some are written as two words, and some are hyphenated.

Encourage the students to consult a dictionary when in doubt about how to write a compound noun.

## C Identify nouns used as simple subjects, objects of prepositions, and direct objects.

- Tell the students that a noun may be used as a simple subject of a sentence or as an object of a preposition or direct object in the predicate part of a sentence.
- Direct attention to the examples on Worktext page 41.
- Remind the students that the object of a preposition usually follows the preposition in the sentence and answers the question *whom?* or *what?*

## Independent Practice

- Write **C** if the underlined noun is a common noun.  
Write **P** if it is a proper noun.
- P** 1. Franklin was the first important inventor in America.
- C** 2. His inventions show intelligence and practicality.
- C** 3. He discovered that lightning is electricity.
- P** 4. His ideas were popular in France.
- C** 5. Ben Franklin had patents for more than one thousand inventions.



- Write **S** if the underlined word is a simple subject, **OP** if it is the object of a preposition, and **DO** if it is a direct object.

- S** 6. Franklin first used the word battery.
- DO** 7. He discovered positive and negative charges.
- DO** 8. His lightning rod brought safety to many homes and buildings.
- OP** 9. His inventions were famous in Europe and America.
- S** 10. The Franklin stove was better than a fireplace.
- OP** 11. Franklin spent much of his life in Philadelphia.

- Underline the nouns in each sentence. Remember to look for compound nouns.

12. When glass is rubbed with silk, static electricity is produced. (3 nouns)
13. After Ben saw this demonstration on static electricity, he wanted to try his own experiments. (4 nouns)
14. When he was in his forties, Franklin was both nearsighted and farsighted. (2 nouns)
15. If Franklin needed to see a faraway object, he had to change his glasses. (3 nouns)
16. To avoid changing his glasses, Ben made new glasses with split lenses. (4 nouns)
17. Because the idea worked so well, bifocals are still used! (2 nouns)
18. His inventions also include the rocking chair, streetlamp, and swim fin. (4 nouns)



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## Apply and Write

- Write two sentences describing an invention in your house.  
Underline the nouns.

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4. Write these sentences for display:

Max peered into the window.

The player hit a home run.

Grandma went to the dentist.

5. Point out that all the nouns are underlined. Select a volunteer to circle the prepositions and to identify the underlined nouns that are used as objects of prepositions. (window; dentist)

6. Select a volunteer to identify the underlined noun that is used as a direct object. (home run)

7. Remind the students that a direct object follows the verb in the sentence and receives the action of the verb. A direct object answers the question *whom?* or *what?*

8. Remind the students that the simple subject is the main word of the subject part of the sentence.

- What are the simple subjects in the displayed sentences? (Max, player, Grandma)

## Worktext page 42

### Independent Practice: Apply and Write

## ESL

ESL students may have difficulty naming nouns in English because of their limited vocabulary. Use a box of picture flashcards to help. Allow an English-speaking student or a more proficient ESL student to review the cards with beginning ESL students for a few minutes every day. Labeling items in the classroom, such as *desk* and *board*, is helpful. ESL students may have difficulty with nouns representing ideas or feelings because these nouns are more abstract. An illustration will help these students understand the concepts better. Explain that compound nouns do not have the same meaning as the individual words in the compound noun.

Some students' native languages use no capital letters. Remind them that all proper nouns in English are capitalized and that the first word of a sentence is capitalized.

## Teacher's Toolkit, page 14

### extra PRACTICE

#### Common & Proper Nouns

Name \_\_\_\_\_

- Write **C** if the underlined noun is a common noun.  
Write **P** if the underlined noun is a proper noun.

- P** 1. Henry Ford began manufacturing cars around 1900.
- C** 2. His Model T was the most popular car in the early part of the twentieth century.
- P** 3. His factory was the first company in America to use assembly line production.
- C** 4. Each worker built only one part of the car.
- C** 5. Before this time every worker built an entire car by himself!



- Write **S** if the underlined noun is a simple subject, **OP** if it is the object of a preposition, and **DO** if it is a direct object.

- OP** 6. Before the invention of the assembly line, cars were very expensive.
- S** 7. Most Americans could not afford to own one.
- DO** 8. Because cars were built faster with an assembly line, factories could increase production.
- S** 9. With more available cars, the cost of owning an automobile decreased.
- OP** 10. By the mid-1920s many American families were the proud owners of this new form of transportation.
- DO** 11. A great idea had changed life in the United States forever!

- Underline the nouns in each sentence. Remember to look for compound nouns.

12. Most Americans own a car. (2 nouns)
13. Many families have two cars or trucks. (3 nouns)
14. After the invention of the automobile, the United States became a mobile society. (4 nouns)
15. Americans depend upon cars for transportation to their jobs instead of using public transportation. (5 nouns)
16. Many families live in different regions of the country, and they use cars to visit their relatives. (5 nouns)
17. Interstate highways were built because Americans wanted a faster way to travel to places. (4 nouns)

Worktext pages 43–44

**Objectives**

- Capitalize proper nouns
- Use proofreading marks to correct capitalization errors
- Capitalize and punctuate names of poems, stories, and books correctly

**Materials**

- Overhead transparency of Supplement page S10, "Game Spinner"

**Note**

This interactive lesson incorporates Worktext page 43 into the Teach for Understanding section.

**Introduction**

**Review common and proper nouns.** Divide the class into two teams. Cut out the spinner from Supplement page S10, "Game Spinner." Direct a student from one team to place a paper clip in the center of the spinner, hold the end of the pencil firmly in the center, and flick the paper clip. Instruct the student to say a proper noun that corresponds with the common noun that the spinner points to. Continue the activity with a player from the other team. A player earns a point for his team by saying a corresponding proper noun.

**Teach for Understanding****A Capitalize proper nouns.**

1. Remind the students that all nouns are either common nouns or proper nouns. A common noun names a general person, place, thing, idea, or feeling, and a proper noun names a specific person, place, thing, or idea.

2. Write this sentence for display:

*Mr. davis and josh went to atlanta to see the braves play at turner field.*

► **What is wrong with this sentence? Explain.** (*The words Davis, Josh, Atlanta, Braves, Turner, and Field need to be capitalized because they are proper nouns that name specific people, places, and things.*)

3. Explain that proper nouns are always capitalized. In the English language, words are capitalized to show their importance. Direct attention to Worktext page 43. Discuss the capitalization rules and examples together.

**Capitalizing Proper Nouns**

Name \_\_\_\_\_

A proper noun names a specific person, place, thing, or idea. Proper nouns are always capitalized. Capitalize the following:

- 1 Names and initials of people; titles of respect and their abbreviations

*Henry Brown Gen. Washington E. B. White Miss Carey*

- 2 Names of official groups and organizations

*Boy Scouts Miami Dolphins NBA Salvation Army*

- 3 Days, months, and their abbreviations; holidays

*Wednesday Wed. March Mar. Christmas*

- 4 Streets, cities, states, and countries and their abbreviations; nationalities and languages

*Plum St. Oakland, Ohio England Spanish Hebrew*

- 5 First and last words and main words in titles of stories, poems, and books. Place quotation marks around the title of a story or poem. Underline or italicize (when using the computer) the title of a book.

*(story) "Feathers in the Wind" (poem) "Mr. Nobody" (book) Medallion*

- 6 Names of God, names for the Bible, and the books of the Bible

*Lord Jesus Christ God's Holy Word Revelation*

The same word may be a different part of speech, depending on its use.

*He is from the North. (proper noun: a specific region in the United States)*

*There is a mall north of here. (adverb: showing direction)*

**Guided Practice**

► Use the proofreading mark **E** to show which nouns should be capitalized.

- In 1436 johannes gutenberg invented the movable type printing press.
- He lived in mainz, germany, where he printed many bibles.

► Underline the noun that correctly completes each sentence.

- Gutenberg's (Father, father) was a German nobleman.
- Have you heard about the International Gutenberg (society, Society)?

► Write the letter of each correct group of words.

- |                                     |  |
|-------------------------------------|--|
| <b>A</b><br><hr/> <b>B</b><br><hr/> | 5. A. "The Pied Piper of Hamelin" (poem)      B. "the pied piper of Hamelin" (poem)<br><br>6. A. Travel East on Highway 85.      B. Travel east on Highway 85. |
|-------------------------------------|--|

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4. Write these words for display, directing the students to tell why each word is capitalized.

*Danielle Reardon (proper noun naming a specific person)*

*President Cline (proper noun naming a specific person)*

*Dunmore Ave. (proper noun naming a specific place)*

*Philadelphia (proper noun naming a specific place)*

*New Zealand (proper noun naming a specific place)*

*Sunday (proper noun naming a specific thing)*

*April (proper noun naming a specific thing)*

*Nov. (abbreviation of a proper noun naming a specific thing)*

**B Capitalize names of poems, stories, and books.**

1. Write these titles for display, omitting capital letters and punctuation.

*the adventures of alexander selkirk*

*pilgrim's progress*

*there is a fountain*

2. Tell the students that the displayed titles are written incorrectly. Titles of stories, poems, and books are capitalized because they are proper nouns naming a specific thing. Capitalizing titles helps us recognize that the group of words is a title. The first word, the last word, and the main words are capitalized. Small words such as *a, an, the, of, and with* are not capitalized unless they are first in the title.

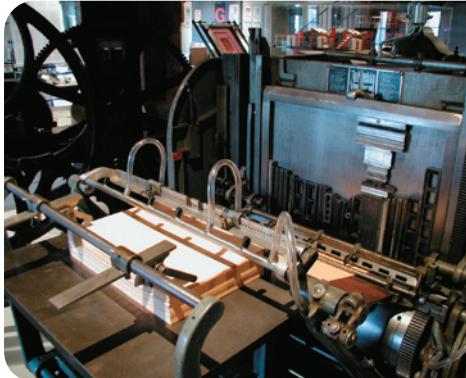
## Independent Practice

- Use the proofreading mark  to show which nouns should be capitalized.

1. Block printing was brought from china to italy by marco polo. 
2. However, gutenberg invented reusable block letters. 
3. The gutenberg bible was printed in latin and greek. 
4. Later, william tyndale translated god's word into english. 
5. Gutenberg's bibles helped many people come to know jesus christ. 

- Underline the word that correctly completes each sentence.

6. Gutenberg invented a special ink that contained (copper, Copper).
7. In ten years his printing press spread (southeast, Southeast) to Italy.
8. In fifteen years people were using the printing press in (paris, Paris), France.
9. Gutenberg's friend, (dr., Dr.) Konrad Homery helped him financially.
10. Someone gave (King, king) George III of England a Gutenberg Bible.
11. Now this beautiful copy is in the (British, british) Museum.



- Write the letter of the phrase that uses correct capitalization.

- |   |                                      |
|---|--------------------------------------|
| <u>A</u> 12. A. July 15, 1436                     | B. july 15, 1436                     |
| <u>B</u> 13. A. "The sun is Stuck" (poem)         | B. "The Sun Is Stuck" (poem)         |
| <u>A</u> 14. A. vacationing in the Southwest      | B. vacationing in the southwest      |
| <u>A</u> 15. A. <i>The Shadow of Night</i> (book) | B. <i>The shadow of night</i> (book) |
| <u>B</u> 16. A. Grace Christian academy           | B. Grace Christian Academy           |

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## Apply and Write

- Invent a name for a club. Write two sentences about the club, using correct capitalization.

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English 6, Chapter 3, Lesson 22

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3. Select a volunteer to correct the displayed capitalization errors. ("*The Adventures of Alexander Selkirk*," "*Pilgrim's Progress*," "*There Is a Fountain*")

- Why wouldn't we capitalize *a* in "There Is a Fountain"? (*It is not a main word.*)
- Why is *The* capitalized in the first title? (*It is the first word in the title.*)

### C Punctuate titles of books, stories, and poems.

1. Explain that we recognize book titles because they are underlined when handwritten or italicized when printed. Italic is a style of printing with the letters slanting to the right. Point out an example of italic print. Tell the students that the second title is the name of a book. Select a student to underline it.

2. Tell the students that the first title is a story and the last title is a poem. Quotation marks are used to identify the titles of stories and poems. Select a student to place quotation marks around the first title and the third title.

## Worktext page 44

### Independent Practice: Apply and Write

## ESL

In some languages days of the week are not capitalized, and the day is written *before* the month in the date. Extra practice with a twelve-month calendar will help ESL students learn the days and months in English. American holidays may be unfamiliar. Display pictures representative of each holiday as you discuss it. Remember that word order may be different in other languages. For example, Spanish speakers would say "the street of Main" instead of "Main Street." Be aware that some languages do not capitalize titles or use quotation marks in the same way that English does.

### Teacher's Toolkit, page 15

**extra PRACTICE** Capitalizing Proper Nouns Name \_\_\_\_\_

► Use the proofreader's mark  to show which nouns should be capitalized.

1. In 1860 president abraham lincoln was elected to lead the united states of america.
2. He left his law practice in springfield, illinois, to lead a divided nation.
3. Some states in the south had already seceded when they learned of his election.
4. From maine to california, the nation and its families became bitterly divided.
5. The first shots of the civil war were fired at fort sumter, south carolina, on april 12, 1861.

► Underline the word that correctly completes each sentence.

6. Lincoln believed the (nation, Nation) should be preserved.
7. He prayed for (god, God) to guide him in making the right decisions.
8. The (war, War) dragged on for four years.
9. Lincoln was discouraged about the pain and suffering of all (americans, Americans).
10. When the war was over, (president, President) Lincoln had been killed, and a new (president, President) was in place to help heal the nation's wounds.

► Write the letter of the phrase that uses correct capitalization and punctuation.

<u>B</u> 11. A. christmas eve	B. Christmas Eve
<u>A</u> 12. A. Rev. Jacob White	B. rev. Jacob White
<u>A</u> 13. A. learning to speak French	B. learning to speak french
<u>A</u> 14. A. Thursday, May 10, 2004	B. Thursday, may 10, 2004
<u>B</u> 15. A. girl scouts of America	B. Girl Scouts of America
<u>B</u> 16. A. lakeview drive	B. Lakeview Drive
<u>A</u> 17. A. "The Happiest Birthday" (poem)	B. The Happiest Birthday (poem)
<u>B</u> 18. A. My Dad drove to Ohio	B. Dad drove to Ohio.



## Worktext pages 45–46

## Objectives

- Write abbreviations of months, days, titles, times, and metric and customary measurement units
- Identify correctly written abbreviations

## Materials

- Overhead transparency of Supplement page S11, "Capitalizing Proper Nouns"
- Items containing abbreviations of times, personal titles, and measurement units (optional)

## Note

This interactive lesson incorporates Worktext page 45 into the Teach for Understanding section.

## Introduction

## Writing

**Capitalize proper nouns.** Display the overhead transparency of Supplement page S11, "Capitalizing Proper Nouns." Select volunteers to use proofreading marks to correct the punctuation errors and capitalization errors.

## Teach for Understanding

## A Abbreviate months of the year and days of the week.

1. Explain that sometimes we call a person by a nickname because it is shorter to say. For example, we might call someone named Benjamin, "Ben" or someone named Kathryn, "Kate." Sometimes we write abbreviations because they are shorter to write. An *abbreviation* is a shortened form of a word or group of words. Most abbreviations end with a period. Abbreviations of proper nouns begin with a capital letter.

2. Direct attention to the examples in the table on Worktext page 45.

► Where might you see or write abbreviations for months of the year or days of the week? (*Possible answers include on a calendar, a day planner, a homework paper, a letter, a weather page, and a TV weather report.*)

3. Display items containing abbreviations for months of the year and days of the week (optional).

► Why do you think the names of the months of May, June, and July are not abbreviated? (*They are short words.*)

## Abbreviations

Name \_\_\_\_\_

An abbreviation is a shortened form of a word. Most abbreviations end with a period. Abbreviations for proper nouns begin with a capital letter.

Months and days may be abbreviated. Titles may be abbreviated.

<b>Months*</b>	Jan.	Feb.	Mar.	Apr.	Aug.	Sept.	Oct.	Nov.	Dec.
<b>Days</b>	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.		
<b>Titles</b>	Mr.	Ms.	Mrs.	Rev.	Dr.	Jr.	Sr.	Gen.	

*(May, June, and July are not abbreviated.)*

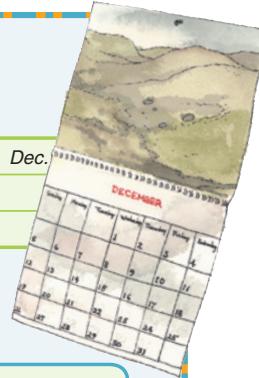
Words for times, metric measurement units, and customary measurement units may be abbreviated. Do not add an s to most plural abbreviations.

Times	Metric Measurement Units	Customary Measurement Units
*a.m.	m meter(s)	in. inch(es)
*p.m.	cm centimeter(s)	ft. foot (feet)
BC	mm millimeter(s)	yd. yard(s)
*AD	g gram(s)	lb. pound(s)
min(s).	kg kilogram(s)	oz. ounce(s)
sec(s).	I or L liter(s)	gal. gallon(s)
hr(s).	ml or mL milliliter(s)	

*\*Latin: a.m. = ante meridiem, "before noon"*

*p.m. = post meridiem, "after noon"*

*AD = anno Domini, "in the year of our Lord"*



Place AD before the year it describes.

Place BC after the year it describes.

AD 2005  
2000 BC

## Guided Practice

► Write the correct abbreviation for each underlined word.

1. Thursday, June 2 Thurs.      3. next September Sept.  
2. the Tuesday before last Tues.      4. Doctor Bradley Dr.

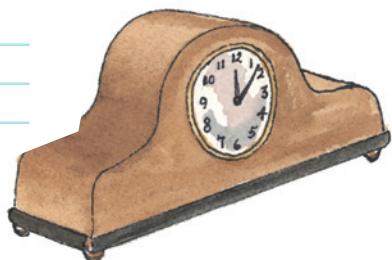
► Underline the abbreviation that is written incorrectly in each phrase. Write the abbreviation correctly.

5. 12 oz. of water after the 100 yard dash yd.  
6. 5 mn. early for my 8 a.m. appointment mins.  
7. 2 ft. long and weighed 9 pd. lb.

► Underline each correct abbreviation.

8. 6 (in, in.) long mirror in Isaac Newton's telescope  
9. 6 (met., m) long mirror in Russian telescope in 1975

English 6, Chapter 3, Lesson 23



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4. Explain that abbreviations for the months of the year and days of the week are not used in formal writing, such as in a research report.

## B Abbreviate titles of people.

1. Direct attention to the abbreviated titles on Worktext page 45. Explain that a title tells something about the person.

2. Write these titles for display:

Dr. Venezia

Eric Floyd Jr.

Ms. Ames

► What does the first title tell about this person? (*This person is a doctor.*)

► What does the second title tell about this person? (*It is a male who has been named after his father.*)

► What does the third title tell about this person? (*It is a woman who may or may not be married.*)

► Where might you see or write an abbreviated title for a person? (*Possible answers include in the telephone book, in a letter, on an envelope, on signs, in office buildings, and at a school.*)

3. Display items with abbreviated titles for people (optional).

4. Tell the students that the first letters of titles are always capitalized.

## C Abbreviate times.

1. Direct attention to the abbreviated times on Worktext page 45.

2. Point out that the abbreviations with an asterisk are abbreviations for Latin words. These words are al-

## Independent Practice

- Write the correct abbreviation for each underlined word.

1. Mr. Michael Bennett Senior Sr.
2. February 26 Feb.
3. Sunday, October 20 Sun.
4. Reverend George Price Rev.
5. 70 before Christ BC

- Underline the abbreviation that is written incorrectly. Write the abbreviation correctly.

6. Mar. 16 or Ap. 10 Apr.
7. 1 m = 100 cm. cm
8. 1 Lit. = 1000 mL L or l
9. 1 gall. = 128 oz. gal.
10. 1 cm = 10 mm. mm

- Underline the correct abbreviations.

11. up until 2 or 3 (Am, a.m.) studying the night sky
12. 6 (hrs., hrs) this week on homework
13. 1500 (g, gr.) for the telescope's weight
14. ran the relay in 3 mins. and 17 (sns, secs.)

## Apply and Write

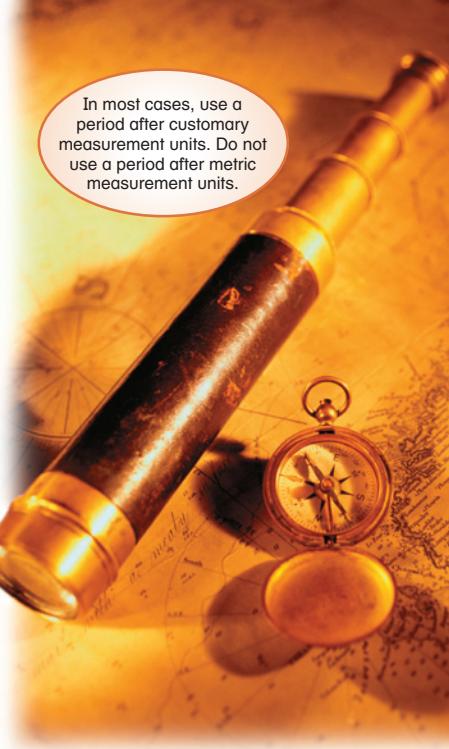
- Combine the two sentences, using abbreviations whenever possible.

Mister Blake told us that Mister Isaac Newton's birthday was on December 25.

Mister Blake told us that Craig's birthday was on December 25.

**Mr. Blake told us that (both) Mr. Isaac Newton's birthday and Craig's birthday were (both) on Dec. 25.**

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English 6, Chapter 3, Lesson 23

ways abbreviated, and some are capitalized. Point out that the method of identifying years is based on Christ's birth [BAT: 1a Understanding Jesus Christ].

- Where might you see or write abbreviations for times? (Possible answers include in a history textbook, on the weather page or sports page, on TV, in a church bulletin, and on a stopwatch.)
3. Display items with abbreviations for times (optional).

### D Abbreviate metric and customary measurement units.

1. Direct attention to the measurement abbreviations on Worktext page 45.

► What is the difference between the way metric measurements are punctuated and the way customary measurements

in the United States are punctuated? (Each customary measurement abbreviation contains a period, and each metric abbreviation does not.)

- Why do you think customary measurement abbreviations need a period at the end? (The abbreviation for inch could be mistaken for the word in, and the abbreviation for gallon is gal, a slang word for girl.)
- Where could you see or write metric abbreviations? (Possible answers include on food or drink labels, on a ruler, and on the sports page of a newspaper.)
- Where could you see or write customary abbreviations? (Possible answers include in a recipe or cookbook, on food or drink labels, on a ruler, on the sports page of a newspaper, and on a scale.)
2. Display items with measurement abbreviations (optional).

## Worktext page 46

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

## ExtraInfo

Isaac Newton was born in England on Christmas Day in 1642. He died in 1727 at age eighty-eight. This great Christian mathematician and scientist invented the reflecting telescope and formulated the Laws of Motion, or "Newton's Laws." He was the first to write out the system for scientific inquiry that we use today, the scientific method.

Legend says he discovered gravity when an apple fell from a tree. While this is just a story, Newton did formulate a theory of gravity. He also invented calculus and studied optics. Newton believed that only a powerful God could create the beauty and order he saw in the world [Bible Promise: I. God as Master].

## ESL

See note in Lesson 22 concerning writing dates. ESL students will probably be familiar with the metric system since it is used extensively in most parts of the world. Bringing in actual examples of abbreviations for time, such as a church bulletin or a TV program page, will help ESL students.

## Teacher's Toolkit, page 16

### extra PRACTICE Abbreviations

Name \_\_\_\_\_

- Write the correct abbreviation for the underlined words.

1. Doctor David Palmer Dr.
2. Friday, October 11 Fri.
3. 90 seconds secs.
4. August 25 Aug.
5. 9:45 in the morning a.m.
6. six inches in.
7. anno Domini 1520 AD
8. Wednesday Wed.

- Underline each correct abbreviation.

9. 16 (g, gm)

10. two (lb., pds.) of bananas

11. in a (min., mte.)

12. seven pounds and six (ou., oz.)

13. 12 (cent., cm)

14. in the summer of (AC, AD) 1620



- Underline the abbreviation that is written incorrectly. Write the abbreviation correctly.

15. Mr. Quentin Thomas Jur Jr.
16. Tues., Sep. 14 Sept.
17. 1000 mm = 1 mt m
18. 3 ft. = 1 yd.
19. Rx and Mrs. Brad Barton Rev.
20. summer months of Jun., July, and Aug. June
21. 1000 L = 1 ML ml or mL

## Worktext pages 47–48

## Objectives

- Identify appositives
- Combine sentences using an appositive
- Expand sentences using appositives

## Note

This interactive lesson incorporates Worktext page 47 into the Teach for Understanding section.

## Introduction

## Writing

**Review abbreviations.** Write these phrases for display, selecting volunteers to write an abbreviation for each underlined word.

Monday, August 2, 2005 (Mon., Aug.)

1 hour, 10 minutes, and 30 seconds (hr., mins., secs.)

2 liters of soda (l or L)

5 feet tall (ft.)

# Teach for Understanding

## A Identify appositives.

- Explain that an **appositive** is a noun or noun phrase that comes right after another noun and renames it or gives more information about it. Most appositives are set off from the rest of the sentence by commas or by a comma and the ending punctuation mark.
- Direct attention to the first example on Worktext page 47. Point out that the appositive phrase *my friend from Georgia* gives more information about the noun *Courtney Wilson*. The appositive phrase tells who Courtney is. (*Note:* The appositive is the noun *friend*.)
- Explain that an appositive or appositive phrase can expand a sentence or clarify its meaning. Point out that the appositive phrase in the second example expands the sentence and gives more information about the noun *team*.
- Tell the students that the appositive phrase is not necessary for the sentence to be complete. Read aloud the second example, omitting the appositive phrase to demonstrate this point: *There is my favorite team.*

## Appositives

Name \_\_\_\_\_

An **appositive** is a noun or noun phrase that renames or gives more information about a **noun**. An appositive can expand a sentence or clarify its meaning. An appositive comes immediately after the noun it renames. Commas are used to set off an appositive from the rest of the sentence.

Noun                      Appositive

*Courtney Wilson, my friend from Georgia, will be at the game.*

Noun                      Appositive

*There is my favorite team, the Cardinals.*

Noun

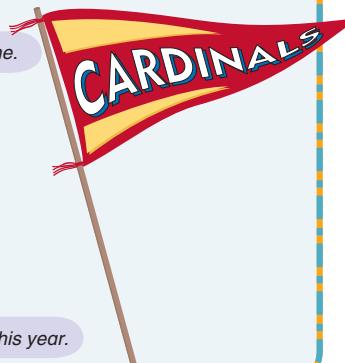
*The Cardinals were the division champs this year.*

Noun

*The Cardinals won the World Series this year.*

Noun                      Appositive

*The Cardinals, the division champs, won the World Series this year.*



### Guided Practice

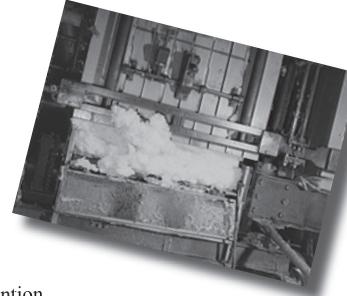
► Underline the appositive phrase in each sentence.

- Eli Whitney, the inventor of the cotton gin, was born in 1765.
- America, a young country, needed money to develop and grow.
- Cotton, a worthless crop in the 1700s, became a major source of money in the 1800s.
- The gin, a machine that removed cotton seeds, made cotton products much easier to manufacture.

► Combine the pair of sentences using an appositive phrase.

- The gin could do a day's work in an hour. The gin was Eli's invention.

*The gin, Eli's invention, could do a day's work in an hour.*



► Rewrite each sentence, adding an appositive or appositive phrase to expand its meaning. *Answers will vary.*

- James is my brother.

- Mrs. Kammer plants a garden each spring.

English 6, Chapter 3, Lesson 24

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## B Combine sentences using an appositive.

- Explain that using appositives can help make writing more readable.
- Direct attention to the third and fourth examples on Worktext page 47. Select a volunteer to read aloud these two sentences.
- What are some problems that you notice? (*These sentences repeat information and sound wordy.*)
- Read aloud the last example on Worktext page 47, which combines the two previous sentences using an appositive phrase.

## C Expand sentences using appositives.

- Write this sentence for display: *Jenna broke her glasses.*
- Tell the students that this sentence could include more information if an appositive or appositive phrase were added.
- Write this sentence for display: *Jenna, my next-door neighbor, broke her glasses.*
- Select volunteers to tell additional ways to expand the sentence, using other appositives or appositive phrases.

## Independent Practice

► Underline the appositive phrase in each sentence.

1. Eli Whitney, a talented boy, could put a watch together by himself when he was eight.
2. Yale, one of the best schools in America at the time, was the university Eli attended.
3. He did not accept his first job offer, a schoolteaching position in Georgia.
4. A friend, Phineas Miller, agreed to take Eli on as a partner.
5. Removing seeds, the major problem in cotton farming, was quickly solved.
6. Gin, a short word for engine, was the name Eli gave his invention.
7. Unfortunately, Eli's patent, the paper that proved he was the inventor, was ignored by farmers.



► Combine each pair of sentences using an appositive or an appositive phrase.

8. Whitney's next project was more financially successful. His next project was a rifle factory.

***Whitney's next project, a rifle factory, was more financially successful.***

9. Eli Whitney was the inventor of the cotton gin. He changed life in the South.

***Eli Whitney, the inventor of the cotton gin, changed life in the South.***

► Rewrite each sentence, adding an appositive or an appositive phrase to expand its meaning. **Answers will vary.**

10. Spike is my dog. \_\_\_\_\_
11. Lena is our neighbor. \_\_\_\_\_
12. My uncle lives in Georgia. \_\_\_\_\_

## Apply and Write

► Write two sentences describing something that is made of cotton. Use an appositive in one sentence.

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English 6, Chapter 3, Lesson 24

5. Repeat the procedure, using this sentence:

*Quan ran three laps around the track.*

**(Possible sentence: Quan, an excellent runner, ran three laps around the track.)**

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## Worktext page 48

### Independent Practice: Apply and Write

## ESL

Remind ESL students that a sentence will still make sense if its appositive or appositive phrase is omitted. Direct them to locate the comma, cover up the words after the comma or between the commas, and then reread the sentence to check for clarity.

## Teacher's Toolkit, page 17

### extra PRACTICE Appositives

Name \_\_\_\_\_

► Underline the appositive phrase in each sentence.

1. Rice, an edible grain, is considered a dietary staple.
2. Rice, the main ingredient in many Asian recipes, is sticky and white.
3. Ethiopia, an African nation, receives rice from other countries to help feed starving citizens.
4. Louisiana, a major exporter of rice, is located in the southern United States.
5. The chief river of the United States, the Mississippi River, empties into the Gulf of Mexico in Louisiana.
6. Rice farming, a prosperous occupation in Louisiana, requires flooding of the silty soil.



► Combine the pairs of sentences using an appositive phrase.

***Cajun food, a Louisiana trademark, includes spicy rice dishes.***

8. Saffron is added to rice in India. Saffron is a spice.

***Saffron, a spice, is added to rice in India.***

9. Rice is a popular food in Hawaii. Rice is the main ingredient in many Polynesian dishes.

***Rice, the main ingredient in many Polynesian dishes, is a popular food in Hawaii.***

► Rewrite each sentence, adding an appositive or appositive phrase to expand its meaning. **Answers will vary.**

10. Chocolate-covered insects are interesting.

\_\_\_\_\_

11. Fred came to our house.

\_\_\_\_\_

12. Joey likes fried grasshoppers.

\_\_\_\_\_

## Worktext pages 49–50

## Objectives

- Form plural nouns by adding *s* or *es* to singular nouns
- Write plural forms of proper nouns
- Write plural forms of nouns ending in *y*, *o*, and *f*
- Identify nouns that form their plurals by changing their spellings and nouns that do not change their spellings

## Note

This interactive lesson incorporates Worktext page 49 into the Teach for Understanding section.

## Introduction

## Speaking

**Name singular and plural nouns.** Direct the students to name things they use now that were not invented two hundred years ago. Write the singular nouns that the students say in one column and the plural nouns in another column.

## Teach for Understanding

**A** Form plural nouns by adding *s* or *es* to singular nouns.

- Remind the students that a *singular noun* names one person, place, thing, idea, or feeling. A *plural noun* names more than one person, place, thing, idea, or feeling. Select a student to identify the list of singular nouns on display, label that column *Singular*, and then identify the plural nouns and label that column *Plural*.
- Explain that most nouns form their plurals by adding an *s*, but some words form their plurals by adding *es*. Read aloud Rule 1 and its examples on Worktext page 49.

**B** Write the plural forms of nouns ending in *y*.

- Read aloud Rules 2–3 and their examples.
- Write *boy* and *mercy* for display.
- What is the plural form of *boy*? (*boys*) Write it for display.
- Why did you add *s*? (*The letter before the y is a vowel.*)
- What is the plural form of *city*? (*cities*) Write it for display.

## Singular &amp; Plural Nouns

Name \_\_\_\_\_



A **singular noun** names one person, place, thing, idea, or feeling. A **plural noun** names more than one person, place, thing, idea, or feeling.

- 1 Add **s** to form the plural of most nouns. Add **es** to form the plural of nouns ending in **s**, **sh**, **ch**, **ss**, **x**, or **z**.

*ear, ears*      *home, homes*  
*bus, buses*      *class, classes*  
*box, boxes*

- 2 If a noun ends in a **vowel + y**, add **s**.

*monkey, monkeys*  
*key, keys*  
*toy, toys*

- 3 If a noun ends in a **consonant + y**, change the **y** to **i** and add **es**.

*lady, ladies*  
*daisy, daisies*  
*gallery, galleries*

- 4 For most nouns ending in **f** or **fe**, add **s**.

*reef, reefs*  
*chief, chiefs*  
*safe, safes*

- 5 For some nouns ending in **f** or **fe**, change the **f** to **v** and add **es**.

*leaf, leaves*  
*wife, wives*  
*half, halves*

- 6 The plurals of proper nouns usually follow the rules for common nouns.

*Jones, the Joneses*  
*Smith, the Smiths*

- 7 If a noun ends in a **vowel + o**, add **s**.

*rodeo, rodeos*  
*video, videos*  
*studio, studios*

- 8 If a noun ends in a **consonant + o**, add **s** or **es**.

*silo, silos*      *piano, pianos*  
*hero, heroes*      *echo, echoes*

- 9 Some nouns have a special plural form.

*child, children*      *man, men*  
*foot, feet*      *ox, oxen*

- 10 Some nouns have the same singular and plural form.

*one sheep*      *five sheep*  
*one moose*      *nine moose*

Always use the article *the* with the plural of a last name.  
 Correct: *The Joneses* are going.  
 Incorrect: *Joneses* are going.

## Guided Practice

- Underline the correct plural form of each noun.

- Samuel Morse's telegraph carried (messages, messages) through a wire.
- The (Morse's, Morses) lived near Boston, Massachusetts.
- In his youth Samuel Morse painted in art (studios, studios).
- Experimenting with electricity became one of Sam's (hobbies, hobbies).
- Morse's telegraph system is still used in some (countries, countries).

- Write the correct plural form of each noun.

6. calf calves      7. bush bushes

English 6, Chapter 3, Lesson 25



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- Why did you change the **y** to **i** and add **es**? (*The letter before the y is a consonant.*)

**C** Write the plural forms of nouns ending in *f*.

- Read aloud Rules 4–5 and their examples.
- Write *life* for display.
- What is the plural of *life*? (*lives*) Write it for display.
- Explain that sometimes saying the plural form aloud helps to determine the correct spelling.
- Which form is correct? *God is changing our lifes*, or *God is changing our lives*. (*lives*)
- Read aloud these sentences.

*Set the knives on the table.*  
*Set the knife on the table.*

- Which pronunciation of the plural of *knife* is correct? (*knives*)

**D** Write plural forms of proper nouns.

Read aloud Rule 6 and its examples. Point out that the plural of a last name should not be used without the article *the*. (*Note:* An exception to Rule 6 is with nouns that change spelling to form the plural as in *Barry*, *Barrys*, and *Lightfoot*, *Lightfoots*.)

**E** Write the plural forms of nouns ending in *o*.

- Read aloud Rules 7–8 and their examples.
- Write *volcano* and *patio* for display.
- What is the plural of *volcano*? (*volcanos* or *volcanoes*) Write them for display.

## O Independent Practice

► Underline the correct plural form for each noun.

1. Marcia told me (storys, stories) about Alexander Graham Bell.
2. Today, men and (womans, women) everywhere use his invention.
3. Parents and (childs, children) saw Bell's invention at the Exhibition of 1876.
4. (Ladys, Ladies) came in their fancy (dress', dresses).
5. Everyone was amazed at Mr. Bell's talking (boxes, box's)!
6. Eventually many (Americans, Americanes) had telephones.

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

7.  I checked two librarys for information about Alexander Graham Bell.  
 I checked two libraries for information about Alexander Graham Bell.
8.  Bell believed that important discoverys came from thinking hard.  
 Bell believed that important discoveries came from thinking hard.
9.  The Bell's were from Scotland, but they moved to America.  
 The Bells were from Scotland, but they moved to America.
10.  We watched two videoes about inventions.  
 We watched two videos about inventions.
11.  Mr. Morse and Mr. Bell are heroes in the field of communication.  
 Mr. Morse and Mr. Bell are heros in the field of communication.

► Write the plural form of each noun.

12. sketch sketches
13. wife wives
14. sheep sheep
15. Mexican Mexicans
16. donkey donkeys

## 2 Apply and Write

► Think of some machines that help us communicate. Write two sentences about them, using at least two plurals. Underline the plurals.



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English 6, Chapter 3, Lesson 25

► What is the plural of *patio*? (*patios*)  
Write it for display.

F Identify nouns that form their plurals by changing their spellings.

Read aloud Rule 9 and its examples.

► Which is correct? *All the childs went home*, or *All the children went home*. (*All the children went home*.)

G Identify nouns that do not change spellings to form their plurals.

1. Explain that a few nouns have the same spelling whether they are singular or plural. The context of the sentences gives us clues about whether the noun is singular or plural. Read aloud Rule 10 and its examples.

2. Read aloud this sentence:

*The shepherd found the one lost sheep.*

► Does this sentence sound correct? (*yes*)  
How many sheep did the shepherd find? (*one*)

► Is the word *sheep* in this sentence a singular or plural noun? (*singular*)

3. Read aloud this sentence:

*All we like sheep have gone astray.*

► Does this sentence sound correct? (*yes*)  
How many sheep have gone astray? (*all or more than one*)

► Is the word *sheep* in this sentence a singular or a plural noun? (*plural*)

## Worktext page 50

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

## ESL

Write *singular = one* and *plural = more than one* on sentence strips. ESL students may become easily confused with irregular plural nouns. For words ending in *y* or *o*, instruct ESL students to circle the letter that precedes the final letter. For practice with nouns that do not change spelling, make a matching game using sets of cards with vocabulary and pictures with one animal on one card and two or more on another card (e.g., one sheep/two sheep, one moose/two moose).

## ExtraInfo.

In 1837 Samuel Morse, a portrait painter, found a way to communicate using long and short electrical impulses sent through a wire.

His invention affected the development of the American West. It changed the way wars were fought, made business easier, and allowed families to stay in touch.

Though the telegraph was eventually outdated by Bell's telephone, one aspect of Morse code is still recognized today. The Morse code for "SOS" ("Save Our Ship") is an international distress signal. Morse code is made up of short and long electrical impulses (dits and dahs), written as dots and dashes.

## Teacher's Toolkit, page 18

**extra**  
**PRACTICE** Singular & Plural Nouns

Name \_\_\_\_\_

► Underline the correct plural form of each noun.

1. Quilt-making is one of the most popular (hobbies, hobby's) in the United States today.
2. Quilting (class', classes) are taught in many places.
3. You can also purchase (videos, video's) to teach yourself how to quilt.
4. Many quilt patterns include flowers, such as (daisies, daisy's).
5. (Leaves, Leaves') of different colors and designs can be found on some quilts.

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

6.  Stories are often told about quilting bees in American history.  
 Stories are often told about quilting bees in American history.
7.  In fact, pioneer ladies seldom had time for such luxuries.  
 In fact, pioneer ladies seldom had time for such luxuries.
8.  Most of their time was spent taking care of the home and the children.  
 Most of their time was spent taking care of the home and the children.
9.  Except for church, women in pioneer times had little social contact with one another.  
 Except for church, women in pioneer times had little social contact with one another.
10.  With the production of cheaper textiles in the 1840s, wives could begin quilting as a hobby.  
 With the production of cheaper textiles in the 1840s, wives could begin quilting as a hobby.

► Write the plural form of each noun.

11. scissiors scissors
12. baby babies
13. box boxes
14. piano pianos
15. ox oxen
16. toy toys
17. Smith (the) Smiths
18. hearth hearts



## Worktext pages 51–52

## Objectives

- Identify singular possessive nouns
- Write the possessive form of singular nouns
- Combine sentences using singular possessive nouns

## Materials

- A few items belonging to the students

## Introduction

## Writing

**Review singular and plural nouns.**

Group the students into teams. Write these singular nouns for display:

wish ( <i>wishes</i> )	cliff ( <i>cliffs</i> )
buzz ( <i>buzzes</i> )	radio ( <i>radios</i> )
anxiety ( <i>anxieties</i> )	mess ( <i>messes</i> )
sheep ( <i>sheep</i> )	spoon ( <i>spoons</i> )
foot ( <i>feet</i> )	potato ( <i>potatoes</i> )
dictionary ( <i>ictionaries</i> )	video ( <i>videos</i> )
block ( <i>blocks</i> )	calf ( <i>calves</i> )
monkey ( <i>monkeys</i> )	woman ( <i>women</i> )
ray ( <i>rays</i> )	march ( <i>marches</i> )
life ( <i>lives</i> )	deer ( <i>deer</i> )

Remind the students that a singular noun names one person, place, thing, idea, or feeling and a plural noun names more than one person, place, thing, idea, or feeling. Direct a student from each team to write the plural form of a displayed noun. Give each team a point for each correctly spelled plural form. The team with more points wins.

## Teach for Understanding

## A Write the possessive forms of singular nouns.

- Explain that a *possessive noun* shows ownership or belonging. A singular noun may be changed to a singular possessive noun by adding an apostrophe and s to the end of the noun, as in "Alex's pencil" and "Sandra's book."
- Write these phrases for display:  
*the keys owned by Marissa*  
*the tires belonging to the car*
- Point out that there is a shorter way of communicating the displayed phrases.

## Singular Possessive Nouns

Name \_\_\_\_\_

A **singular possessive noun** shows that one person, place, or thing owns something.

Singular possessive nouns are made by adding 's to the end of the noun.

*the camera belonging to Ed (singular)* → *Ed's camera*

*the wheels on the bus (singular)* → *the bus's wheels*

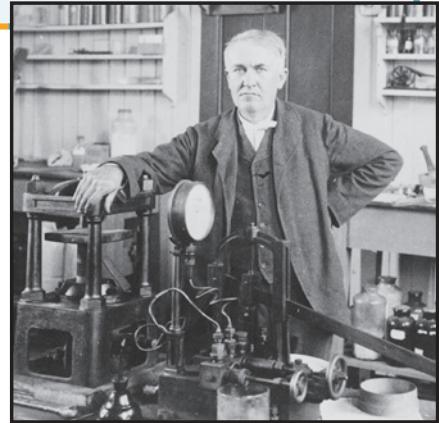
*the exhibits at the museum (singular)* → *the museum's exhibits*

*the string belonging to the kite (singular)* → *the kite's string*

## Guided Practice

## ► Underline the word that correctly completes each sentence.

- (Thomas Edisons, Thomas Edison's) birthday is February 11, 1847.
- Edison holds the world record for the most (inventions, invention's).
- The (Edisons, Edison's) lived in Michigan.
- Edison did not do well under his first (teachers, teacher's) instruction.



## ► Rewrite each phrase using a singular possessive noun.

- the glow of the lamp *the lamp's glow*
- the project belonging to the class *the class's project*
- the experiment belonging to Chris *Chris's experiment*

## ► Underline the incorrect word and write it correctly.

- Edison learned more quickly under his mothers teaching. *mother's*
- She discovered the boys interest in books about science. *boy's*
- When he was fifteen, Edison pulled a little boy from the train tracks and saved the toddlers life. *toddler's*
- To thank Edison, the childs father gave him a job working with telegraph machines. *child's*

English 6, Chapter 3, Lesson 26

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► What is another way to say that the keys are owned by Marissa? (*Marissa's keys*) Write it for display.

► What is another way to say that the tires belong to the car? (*the car's tires*) Write it for display.

- Display one at a time the items that you borrowed from students. Direct the students to communicate ownership of the items by using singular possessive nouns. Direct them to say and write each possessive noun.

## B Combine sentences using singular possessive nouns.

► What is a *singular possessive noun*? (*a noun that names one person, place, thing, idea, or feeling and shows ownership of something*)

1. Tell the students that using possessive nouns can improve their writing by making it less wordy.

2. Write these sentences for display, selecting a volunteer to explain how to combine the sentences with singular possessive nouns.

*Mrs. Lindsay graded the homework belonging to Charise.*

*Mrs. Lindsay graded the test belonging to Matt.*

*(Mrs. Lindsay graded Charise's homework and Matt's test.)*

## Independent Practice

► Underline the word that correctly completes each sentence.

1. Edison had an (inventor's, inventors) mind.
2. He was always looking for ways to improve a (machines, machine's) usefulness.
3. The (governments, government's) reward for one of his inventions was forty thousand dollars.
4. (Edison's, Edisons) plan was to build an "invention factory" with the money.
5. He hired several (scientists, scientist's) to help him invent.
6. Edison sometimes worked twenty (hour's, hours) a day!



► Rewrite each phrase using a singular possessive noun.

7. the many inventions of Edison Edison's many inventions

8. the coils on the battery the battery's coils

9. the tools belonging to the worker the worker's tools

► Underline the incorrect word and write it correctly.

10. Edison showed how one mans ideas could change the world. man's

11. He made the light bulbs filaments from bamboo strips. light bulb's

12. He built a movie projectors parts by hand. projector's

13. He helped improve the telephones usefulness. telephone's

14. We appreciate this inventors work. inventor's

## Apply and Write

► Combine these sentences using possessive nouns.

We could see the car belonging to Kim following us.  
We could see the van belonging to Matt following us.

**We could see Kim's car and Matt's van following us.**

## Worktext page 51

### Guided Practice

## Worktext page 52

### Independent Practice: Apply and Write

## ESL

Some languages, such as Spanish, write the owner's name *after* the object. To reinforce word order, make two sets of noun cards, with one of these being items that can be owned. Make a card with 's. Call out sentences such as *The cat has a tail*. Direct ESL students to choose the cards that would form the possessive noun.

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## Teacher's Toolkit, page 19

### extra PRACTICE

#### Singular Possessive Nouns

Name \_\_\_\_\_

► Underline the word that correctly completes each sentence.

1. (Haydens, Hayden's) older brother plays on a football team.
2. His (brother's, brothers) position is quarterback.
3. Several (teams, team's) play in their league.
4. Their (teams, team's) name is the Tigers.
5. Last season, the (coaches, coach's) taught the players new strategies.
6. This (seasons, season's) game statistics improved.

► Rewrite each phrase using a singular possessive noun.

7. the leather of the football (the) football's leather
8. the numbers on the scoreboard (the) scoreboard's numbers
9. the uniform belonging to my brother (my) brother's uniform
10. the refreshments from the concession stand (the) concession stand's refreshments

► Underline the incorrect word and write it correctly.

13. The crowds cheers were heard as the team entered the field. crowd's
14. The game's kickoff sailed high into the air. game's
15. A players fumble allowed the home team to score. player's
16. The running backs touchdown kept the Tigers ahead. running back's
17. The defensive blockers tackle prevented the team from scoring again. blocker's
18. The coach's advice helped the team play well. coach's
19. The visiting teams players finally scored. team's
20. The ending play's score caused the team to celebrate. play's

Worktext pages 53–54

**Objectives**

- Identify plural possessive nouns
- Write the possessive forms of plural nouns
- Combine two sentences using plural possessive nouns

**Introduction****Speaking**

Review singular possessive nouns.

- **What is a singular possessive noun?** (*a noun that names one person, place, thing, idea, or feeling and shows ownership or belonging*)

Read these phrases aloud, directing the students to use singular possessive nouns to make each phrase more concise. Write for display each possessive noun given.

*petals of the flower (the flower's petals)  
shoe belonging to the boy (the boy's shoe)  
crop belonging to the farmer (the farmer's crop)  
machine of the inventor (the inventor's machine)  
light bulb of Thomas Edison (Thomas Edison's light bulb)  
feathers belonging to the bird (the bird's feathers)  
people of the country (the country's people)*

**Teach for Understanding****A** Write the possessive form of plural nouns.

- Remind the students that a plural noun names more than one person, place, thing, idea, or feeling.
- Remind the students that a **possessive noun** shows ownership or belonging. Explain that plural nouns may be changed to plural possessive nouns by adding either an apostrophe or an apostrophe and *s*. If the plural noun ends in an *s* or *es*, add an apostrophe. If the plural noun does not end in *s*, add an *'s*.
- Write these plural nouns for display:

teachers	babies
dogs	heroes
oxen	leaves

- **What could belong to teachers?** (*Possible answers include desks, students, or classrooms.*)

**Plural Possessive Nouns**

Name \_\_\_\_\_

A **plural possessive noun** shows that more than one person, place, or thing owns something.

If the plural noun ends in **s** or **es**, simply add an apostrophe.

*plants' names  
the Joneses' house*

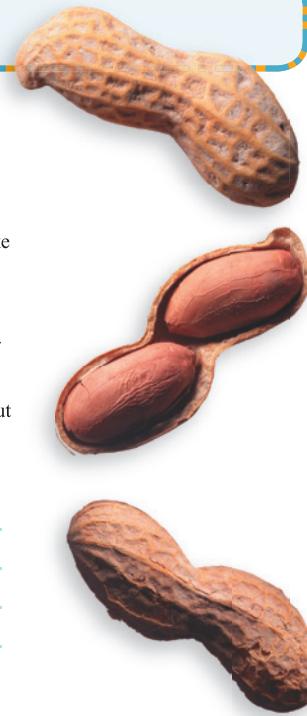
*foxes' tails  
the Smiths' garage*

If the plural noun does not end in **s**, add '**s**'.

*men's uniforms  
children's museum*

*women's party  
geese's necks*

**Remember**  
Add **'s** to a noun that  
ends in **s** to make it  
plural.  
*Jones  
Joneses*

**Guided Practice**

- Underline the word that correctly completes each sentence.

- Some (scientists, scientists') help us enjoy better health.
- Other (scientists, scientists') ideas make our lives easier.
- George Washington Carver helped (farmers, farmer's) make a better living.
- Cotton (plants, plants') took away nutrients from the soil.
- After a while, the (farmers', farmers) fields were no longer fertile.
- Dr. Carver knew that growing (peanuts, peanuts') would put nutrients back into the soil.

- Rewrite each phrase using a plural possessive noun.

- labels of the boxes boxes' labels
- farm of the Fosses Fosses' farm
- wages of the men men's wages
- prices of the crops crops' prices

- Underline the incorrect word and write it correctly.

- Often slaves took their owners last names. owners'
- George was born as one of the Carvers slaves. Carvers'
- Young George was a good gardener who could cure plants illnesses. plants'

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- How could you make the plural noun **teachers** possessive? (*Add an apostrophe.*) Add an apostrophe to **teachers** and complete the phrase. (*teachers' desks*)

Follow the same procedure for the remaining displayed plural nouns. (*Possible answers include dogs' leashes, oxen's plows, babies' cribs, heroes' medals, and leaves' colors.*)

**B** Combine two sentences using plural possessive nouns.

- What is a plural possessive noun? (*a noun that names more than one person, place, thing, idea, or feeling and shows ownership or belonging*)

- Tell the students that using possessive nouns can improve their writing by making it less wordy.

- Write these sentences for display, selecting a volunteer to combine the sentences with plural possessive nouns.

*The tree branches of the Bakers fell in the storm.*

*The tree branches of the Shaws fell in the storm. (**The Bakers' and Shaws' tree branches fell in the storm.**)*

## Independent Practice

► Underline the word that correctly completes each sentence.

1. The (slaves', slaveses') bondage ended with the Civil War.
2. George and his brother stayed with the Carvers, who helped with the (boys, boys') reading lessons.
3. George had many (talents, talents'), including singing and painting.
4. After several (years', year's) time, George finished high school and went to college.
5. He wanted to improve (others', other's) lives.



► Rewrite each phrase using a plural possessive noun.

6. the garden that belongs to the Innisses the Innisses' garden
7. the soccer game of the women the women's soccer game
8. the pasture of the horses the horses' pasture
9. the noses of the sheep the sheep's noses

► Underline the incorrect word and write it correctly.

10. In college, George studied botany, the science of plant's growth and health. plants'
11. After finishing his degree, he helped educate other African Americans'. African Americans
12. He challenged his students minds. students'
13. Carver found many ways to use peanuts' chemicals as well as sweet potatoes chemicals. sweet potatoes'
14. Crops' that were good for the soil were also worth money! Crops
15. George helped to improve many peoples' lives. people's

## Apply and Write

► Combine these sentences using possessive nouns.

The leaves of flowers soak up sunshine.  
The leaves of trees soak up sunshine.

Flowers' and trees' leaves soak up sunshine.

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English 6, Chapter 3, Lesson 27

## ESL

Some languages, such as Spanish, write the owner's name *after* the object. To reinforce word order, make two sets of noun cards, with one of these being items that can be owned. Make a card with 's and another with s'. Call out sentences such as *The dog has some bones*. Direct ESL students to choose the cards that would form the possessive noun.

## Worktext page 53

### Guided Practice

## Worktext page 54

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

### ExtraInfo

George Washington Carver was born a slave near the end of the Civil War. His mother died when he was just a baby, and he was raised by his former owners, the Carver family. At a young age, he showed a talent for gardening. Having a great desire to learn, he left home at twelve to attend a school for blacks and worked his way through school doing chores. He studied botany at Iowa State and, after teaching there for a few years, joined the faculty at Tuskegee Institute. He saw his work there as a way to improve the lives of his people, many of whom were poor farmers. He encouraged them to improve the soil by growing peanuts. He then found over one hundred uses for the peanut plant. Carver was a godly man as well as a brilliant scientist who measured his worth by how much he served others [BAT: 3a Self-concept].

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## Teacher's Toolkit, page 20

### extra PRACTICE Plural Possessive Nouns

Name \_\_\_\_\_

► Underline the word that correctly completes each sentence.

1. (Mail carriers, Mail carriers') routes today differ greatly from routes 160 years ago.
2. Western (settlers', settler) letters were delivered only once or twice a month.
3. (Letters, Letter's) routes might include a trip around South America.
4. These early (pioneers, pioneers') were upset with this system.
5. They wanted prompt, consistent (services', services).
6. In 1857, Congress listened to these (Westerners, Westerners') complaints.

► Rewrite each phrase using a plural possessive noun.

7. the horses of the stagecoaches (the) stagecoach's horses
8. the experiences of the drivers (the) drivers' experiences
9. the miles of the routes (the) routes' miles
10. the harnesses belonging to the horses (the) horses' harnesses
11. the lands belonging to the American Indians (the) American Indians' lands

► Underline each incorrect word and write it correctly.

12. John Butterfield had worked in the stage business and knew drivers responsibilities. drivers'
13. He contracted with the government to move the settlers mail for six years. settlers'
14. His stagecoach routes followed the southwestern states to California. stagecoach's
15. His way stations locations were scattered across the route. way stations'
16. By 1859 the pony express, with its young riders speed, had replaced the Butterfield Overland Express Company. riders'



## Worktext pages 55–56

## Objectives

- Identify Greek word parts
- Identify the meaning of Greek word parts
- Determine the meaning of a word by looking at its parts

## Note

This interactive lesson incorporates Worktext page 55 into the Teach for Understanding section.

As students work with these root words, they may suggest words that are actually from Latin and are not dealt with here. Consult a good dictionary to check the etymology of additional words.

## Introduction

## Writing

**Review singular and plural possessive nouns.** Write these phrases for display, selecting volunteers to demonstrate how to rewrite the singular or plural possessive nouns.

warmth of the sun (*sun's warmth*)

waves of the ocean (*ocean's waves*)

flip-flops belonging to Wendy (*Wendy's flip-flops*)

sand castle belonging to the children (*the children's sand castle*)

boat belonging to the Lucases (*the Lucases' boat*)

## Teach for Understanding

**A** Identify Greek word parts.

Direct attention to the opening paragraph on Worktext page 55 and read it aloud. Select volunteers to read aloud the Greek word parts with their meanings and example words. (See also the Grammar Handbook on Worktext page 358.)

**B** Determine the meaning of a word by looking at its word parts.

1. Write *biology* for display.

► What is the prefix of *biology*? (*bio*)

2. Tell the students that the suffix *ology* means “the study of” or “the science of.” Direct the students to refer to the list on Worktext page 55 to determine the meaning of *biology*.

► What does *bio* mean? (*life*)

► What does *biology* mean? (*the study or science of life*)

Some Greek word parts are used so often at the beginning of English words that we call them *prefixes*; others are used so often at the end of words that they are called *suffixes*. The word part that carries the main meaning of the

word is the *root*. Often Greek word parts are combined to form new words.

Learning the meanings of some common Greek word parts can help you understand the meaning of unfamiliar words.

Greek Word Parts	Meaning	Examples
auto	self, same	automatic; autopilot
bio	life	biology; biopsy
chron	time	chronicle; synchronize
dem	people	democracy; endemic
geo [also seen as ge]	earth	geography; geology
graph	written or drawn	autograph; telegraph
log [also seen as logue]	speech	monologue; dialogue
meter [also seen as metry]	measure	geometry; perimeter
micro	small	microscope
path	feeling, suffering	apathy; sympathy
ped	children	pediatrician
phone	sound	telephone

## Guided Practice

► Write a Greek word part from each of the following words.

- biography *bio* or *graph*
- sympathy *[sym]* or *path*
- microchip *micro*

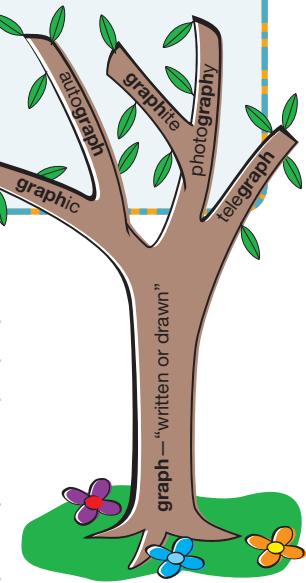
► Underline the word in each sentence that has a Greek word part. Write the Greek word part and its meaning.

- Our reflexes are automatic. *auto*; *self*
- The policeman ran a polygraph test on the murder suspect. *[poly]*; *many* and *graph*; *written*

► Fill in the circle next to the definition that makes sense based on the meaning of the Greek word part(s).

- |  |  |
|--|--|
| 6. demography  | 7. apathetic                                     |
| <input type="radio"/> groups of ten                            | <input checked="" type="radio"/> lacking emotion |
| <input checked="" type="radio"/> study of the human population | <input type="radio"/> a trail in the woods       |

English 6, Chapter 3, Lesson 28



- Guide the students in completing the rest of Worktext pages 55 and 56, referring to the list of Greek word parts as necessary.

## Independent Practice

- Write a Greek word part from each of the following words.

1. phonograph phone or graph
2. geography geo or graph
3. chronometer chron or meter
4. antibiotics [anti] or bio
5. autobiography auto, bio, or graph
6. microbe micro

- Underline the word in each sentence that has a Greek word part. Write the Greek word part and its meaning.

7. Another name for a teacher is a pedagogue. ped; child
8. The bacteria is microscopic. micro; small
9. Beethoven wrote nine symphonies. phone; sound
10. The tour guide presented a travelogue about Hawaii. log or logue; speech
11. They measure distances in kilometers, not miles. meter; measure

- Fill in the circle next to the definition that makes sense based on the meaning of the Greek word part(s).

- |                   |   |   |
|-------------------|---|---|
| 12. geode         | <input type="radio"/> a type of poem                        | <input checked="" type="radio"/> a type of rock                                   |
| 13. microfilament | <input type="radio"/> high-speed photo film                 | <input checked="" type="radio"/> extremely tiny fibers of a cell                  |
| 14. perimeter     | <input type="radio"/> underwater camera                     | <input checked="" type="radio"/> the measurement of the distance around something |
| 15. pediatrics    | <input checked="" type="radio"/> medicine treating children | <input type="radio"/> circus tricks   |
| 16. homophones    | <input type="radio"/> words that are spelled alike          | <input checked="" type="radio"/> words that sound alike                           |
| 17. anachronism   | <input type="radio"/> ten grams                             | <input checked="" type="radio"/> something happening out of time order            |

If you know the meaning of the root of a word, you can often use its context to figure out what the other parts of the word mean.

## Apply and Speak

- Work with a partner to use root words and context clues to make a literal definition for each underlined word.

People used to think that centipedes had one hundred feet.

**"one hundred feet"**

The astronaut traveled to Venus in his spaceship. (Hint: *nautical* means "navigating.")

**"star navigator"**

The scientist spent hours in the lab looking at microorganisms.

**"tiny organisms" or "small creatures"**

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## Language

L I N K :

## Worktext page 56

### Independent Practice: Apply and Speak

## ESL

This lesson will be difficult for ESL students because they are dealing with three different languages (English, Greek, and a native language) instead of just English and a native language. If the student's native language is Latin based, such as French, he may be able to recognize the connections between the languages. Instruct ESL students to circle the root in each word to assist him in determining the meaning of the word.

## Teacher's Toolkit, page 21



English Words from  
Greek Word Parts

Name \_\_\_\_\_

- Write a Greek word part for each of the following words.

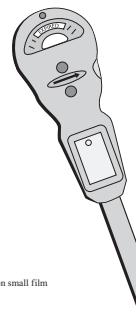
1. phoneme phone
2. micrometer micro or meter
3. automobile auto
4. biosphere bio or [sphere]
5. empathetic path
6. geothermal geo or [therm]

- Underline the word in each sentence that has a Greek root word. Write the Greek root word and its meaning.

7. Dr. Hargis is a professor of phonetics. phone; sound
8. Dad measures the instrument with his micrometer. micro; small or meter; measure
9. Geophysics is the study of the earth with its oceans and skies. geo; earth or [physic; nature]
10. The author was signing autographs at the bookstore. auto; self or graph; written or drawn
11. The Ten Commandments are sometimes called the Decalogue. log; speech
12. That book is ten centimeters wide. meter; measure

- Fill in the circle next to each definition that makes sense, based on the meaning of the Greek word part.

13. autobiography  a type of book  a car part
14. geode  a hollow rock with crystals  a test
15. democratic  a type of parking meter  of or for the people
16. microfilm  film about bacteria  print or photographs stored on small film
17. apathy  lack of feeling or concern  chemistry of things on earth



**Objectives**

- Classify nouns
- Capitalize proper nouns
- Write abbreviations
- Identify appositives
- Form plural nouns
- Write the possessive forms of singular and plural nouns
- Determine the meaning of a word by looking at its root

**Note**

This lesson reviews concepts to prepare students for the Chapter 3 Test (optional). Extra Practice pages 22–23, located on the Teacher's Toolkit CD, make an excellent study guide.

## Check for Understanding

**Chapter 3 Review**

**Play a review game.** Group the students into three teams. Choose which version of the game you will play: board game or seatwork game. Explain the procedures of the game. Use the following questions, adding additional questions if necessary.

**Board Game:** Allow one member from each team to take his place at the board and pick up a marker or piece of chalk. Direct the students to face you while you read the question. When you say "Go!" they are to turn to face the board, write their answers on the board, and turn around to face you again. The team with the fastest time and the correct answer receives two points. Every team with the correct answer gets one point. Follow the same procedures with the next team members and a new question.

**Seatwork Game:** Read each question aloud, 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.

- A noun names a person, place, thing, or \_\_\_\_\_. (*idea or feeling*)
- Write a common noun that names a place.
- Write a proper noun that names a place.
- Write a compound noun.
- Write the following name and title using an abbreviation for the title: *Doctor Ted Harris*. (*Dr. Ted Harris*)

**Chapter 3 Review**

Name \_\_\_\_\_

**A. Underline the nouns in each sentence. Remember to look for compound nouns.**

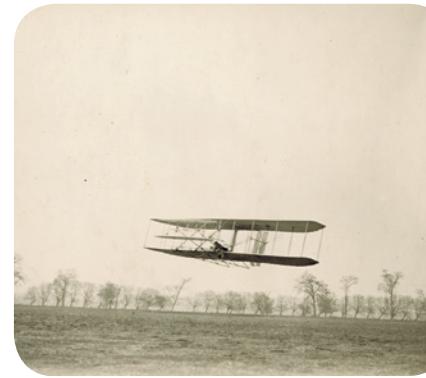
1. Although many people had tried to make flying machines, the Wrights were the first inventors to succeed. (4 nouns)
2. Before they began their experiments, the brothers repaired bicycles. (3 nouns)
3. Fifty years passed after the first flight of the Wright brothers before airplanes were commonly used. (4 nouns)

**B. Use the proofreading mark [ ] to show which nouns should be capitalized.**

4. "adventures of isabel"
5. I saw uncle Bill and my mom waiting for me.
6. The national society for hot air ballooning meets today.
7. Did you know that the third Monday in February is president's day?

**C. Write the correct abbreviation for each underlined word.**

8. Wednesday night Wed.
9. 5:45 ante meridiem a.m.
10. 2 kilograms kg
11. anno Domini 1420 AD

**D. Underline the appositive phrase in each sentence.**

12. The Wright brothers, Wilbur and Orville, enjoyed working together.
13. The brothers tried their first flight at Kitty Hawk, a town in North Carolina.
14. Their plane stayed in the air for twelve seconds, a record time.
15. Orville, the younger of the Wright brothers, lived to see airplanes change our world.

**E. Underline the correct plural form of each noun.**

16. My sister and I ride to school on different buses, bus's.
17. Howler (monkeys, monkies) have a very loud call.
18. (Daisys, Daisies) are springing up on our lawn.
19. Mina pressed the colorful (leaves, leafs) in an old book.
20. I could hear the (echoes, echos) of my footsteps in the cave.

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- Write the following sentence using correct capitalization: *Michael Jordan played for the Chicago Bulls.*
- Write the name of your favorite book. (Note: The title should be underlined.)
- Write the name of your city and state, using the postal abbreviation for the name of your state.
- Write your birth date using abbreviations. Include the month, day, and year.
- What is the abbreviation of *inch*? (*in.*)
- What is the abbreviation of *centimeter*? (*cm*)
- What is the abbreviation of *hour*? (*hr.*)
- Write the appositive in this sentence.  
*My mom, Meg Andrews, is a teacher.* (*Meg Andrews*)
- Write the correct plural form of these words.  
box (**boxes**)      baby (**babies**)  
deer (**deer**)      bush (**bushes**)  
woman (**women**)      knife (**knives**)
- Write a possessive singular noun for these phrases.  
*sleeves of the shirt* (**shirt's sleeves**)  
*words of the song* (**song's words**)  
*instruments of the doctor* (**doctor's instruments**)
- Write a plural possessive noun for these phrases.  
*leaves of the trees* (**trees' leaves**)  
*ideas of the students* (**students' ideas**)

**F. Underline the incorrect word; then write it correctly.**

21. I went to my sisters house last Thursday. sister's
22. That azalea bushes leaves are getting brown. bush's
23. The brushes bristles are falling out. brush's
24. He struck the matchs head on the box. match's
25. The foxs tail was big and fluffy. fox's

**G. Write each phrase using a plural possessive noun.**

26. the wings of the airplanes the airplanes' wings
27. the friendship of the brothers the brothers' friendship
28. the success of the inventors the inventors' success
29. the home of the Wrights the Wrights' home
30. the ideas of the inventors the inventors' ideas
31. the designs of the gliders the gliders' designs

**H. Fill in the circle next to the definition that makes sense.**

- |                 |  |   |
|-----------------|--|---|
| 32. centurion   | <input type="radio"/> a tax collector                            | <input checked="" type="radio"/> a soldier in charge of one hundred men |
| 33. biohazard   | <input checked="" type="radio"/> a substance that threatens life | <input type="radio"/> a road construction warning                       |
| 34. chronometry | <input type="radio"/> the study of numbers                       | <input checked="" type="radio"/> the scientific measurement of time     |

**I. 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.**

	Common	Proper	Singular	Plural	Singular Possessive	Plural Possessive
35. <u>Steve's</u> birthday		X			X	
36. red and blue <u>balloons</u>	X			X		
37. <u>Americans'</u> freedoms		X				X
38. many <u>presents</u>	X			X		
39. amazing <u>celebration</u>	X		X			

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English 6, Chapter 3, Lesson 29

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- What is the Greek word part of the word *biopsy*? (*bio*)
- What is the Greek word part of the word *apathy*? (*path*)

**Teacher's Toolkit, page 22**

**extra PRACTICE**

Chapter 3 Review



A. Underline the nouns in each sentence.

1. Some animals can be trained to perform tricks.
2. Trainers at carnivals spend hours with the animals.
3. Seals balance balls on their noses on command.
4. Whales learn to carry humans on their backs carefully.
5. Monkeys ride unicycles in the performances.

B. Use the proofreader's mark to show which words should be capitalized.

6. a day at the circus (book)
7. Dad brought grandma and my cousins with us to the circus.
8. We went on Friday, November 26, when school was out for Thanksgiving.

C. Write the correct abbreviation for each underlined word.

9. General Grant Gen.
10. Sunday morning Sun.
11. 12 ounces oz.
12. 35 kilometers km

D. Underline the opposite phrase in each sentence.

13. The Ringling brothers, famous circus owners, often had trained animals in their acts.
14. Animal acts, audiences' favorites, are still a part of today's circus.
15. Beautiful animals, dangerous tigers and roaring lions, can be found doing acts in three different rings.

E. Underline the correct plural form of each noun.

16. Animals can be trained to unlock boxe, boxs, or keye, keys.
17. Sometimes chickens play pianos, pianos in circus acts.
18. Animal babies, babys are dressed and treated like human babies.
19. Childrens, Children laugh at their antics.

**Worktext pages 57–58**

**Chapter 3 Review**



**Math Connection** (optional)

**Discuss the metric system.** Explain that the metric system was developed by a French scientist in the late 1700s and has been revised since then. The metric system measures distance in meters. The meter was based on the distance from the North Pole to the equator, through Paris and Barcelona. One meter was believed to be one ten-millionth of the distance. The metric system is based on the number 10. Units of measure increase or decrease by 10s. For example, there are 10 meters in a decameter and 10 decameters in a hectometer and so on. In the metric system, Greek prefixes are used to name larger units and Latin prefixes are used to name the smaller units. For example, *kilo* means "1,000" and a *kilometer* is "1,000 meters."

The United States is the only developed country that does not use the metric system as the standard measurement system for the general public. U.S. government agencies and many industries in the United States use the metric system.

**ESL**

The review game may be too difficult for some ESL students. It requires thinking and writing in English in a timed situation. Whenever possible, allow ESL students to compete against each other in this type of game. An alternative activity would be to allow the ESL students to use some of the previous activities in this chapter for review.

**Teacher's Toolkit, page 23**

**extra PRACTICE**

Chapter 3 Review

Name \_\_\_\_\_

Grade \_\_\_\_\_

F. Underline each incorrect word and write it correctly.

20. The elephant's trunk was enormous. elephant's
21. The clowns red nose squeaked when he pressed it. clown's
22. Ribbons were tied on that horses tail. horse's
23. The ringmasters voice boomed in the large arena. ringmaster's
24. The concession stands food was great! (concession) stand's or stands'

G. Write each phrase using a plural possessive noun.

25. the food belonging to the bears the bears' food
26. the whips of the lion tamers the lion tamers' whips
27. the bananas belonging to the monkeys the monkeys' bananas
28. the prices of the tickets the tickets' prices
29. the barks of the seals the seals' barks

H. Fill in the circle next to the definition that makes sense.

30. phonology
 

<input type="radio"/> study of counterfeit money
<input checked="" type="radio"/> study of speech sounds in language
31. biopsy
 

<input checked="" type="radio"/> examination of tissue sample from a living body for diagnostic purposes
<input type="radio"/> study of the eyes

I. 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.



	Common	Proper	Singular	Plural	Singular Possessive	Plural Possessive
32. students' cheers	X			X		
33. Edison's invention			X			X
34. Grandma's house	X		X			
35. Spartans' bravery		X				X

## ► Worktext pages 59–60

**Objectives**

- Differentiate simple sentences and compound sentences
- Differentiate common nouns and proper nouns
- Write abbreviations correctly
- Write possessives correctly
- Rewrite fragments as complete sentences

**A. Write S for each simple sentence.  
Write C for each compound sentence. (Chapter 1)**

- S** \_\_\_\_\_ 1. Frontier settlers depended on themselves for food and shelter.
- C** \_\_\_\_\_ 2. They spent much time preparing food, and they planned ahead for the winter.
- S** \_\_\_\_\_ 3. Pioneers kept livestock and hunted wild game.
- S** \_\_\_\_\_ 4. Families worked together to stay warm and fed.
- C** \_\_\_\_\_ 5. Pioneer children fed the animals, or they did chores around the house.

**B. Write C if the underlined noun is a common noun.  
Write P if the underlined noun is a proper noun. (Chapter 3)**

- C** \_\_\_\_\_ 6. Danger and hardship were constant on the frontier.
- P** \_\_\_\_\_ 7. Life in the West was often difficult and lonely.
- P** \_\_\_\_\_ 8. The Homestead Act gave pioneers free land if they could live on it for five years.
- C** \_\_\_\_\_ 9. Hunger and cold threatened the homesteaders.
- P** \_\_\_\_\_ 10. Some had to return to the East.

**C. Write the correct abbreviation for each underlined word. (Chapter 3)**

11. anno Domini 1840 **AD** \_\_\_\_\_ 15. a pound of bacon **lb.** \_\_\_\_\_
12. a very cold January **Jan.** \_\_\_\_\_ 16. five yards of calico cloth **yd.** \_\_\_\_\_
13. a cabin ten feet by twelve **ft.** \_\_\_\_\_ 17. six hours of work **hrs.** \_\_\_\_\_
14. 5:30 ante meridiem **a.m.** \_\_\_\_\_ 18. ten kilograms of water **kg** \_\_\_\_\_

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D. Underline the incorrect word and write it correctly. (Chapter 3)

19. This pioneer's house was made of sod. pioneer's
20. The family's main building material was thick prairie grass. family's
21. The grasses thick roots held clay, and it could be cut into blocks. grass's
22. The sod houses main advantage was that it was cool in summer and warm in winter. house's
23. However, in dry weather, dirt from the roof would often fall on a persons head! person's

E. Revise each fragment so that it expresses a complete thought. (Chapter 2) **Answers will vary.**

24. Chopped wood for the fire. Pa chopped wood for the fire.
25. Cooked breakfast for the family. Ma cooked breakfast for the family.
26. The hungry horses. The hungry horses waited in their stalls.
27. Fetched the bucket of feed from the barn. Bill fetched the bucket of feed from the barn.
28. The cows, chickens, and pigs. The cows, chickens, and pigs had been fed.



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English 6, Chapter 3, Lesson 30

## Worktext pages 59–60

### 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.

### ESL

ESL students may need assistance with vocabulary on the worktext pages.

