

Lesson 5

More About Patterns

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Patterns are important in long selections. As you read an article, you should adjust your reading to the different patterns you find. If you understand how a writer has arranged information in a selection, you will be better able to remember what you have read.

Exercise A

The following paragraphs discuss life in ancient Egypt. As you read look for the patterns used by the author.

(A) From Aswan in the south to the Mediterranean Sea in the north, the Nile River Valley is 560 miles (900 kilometers) long. Along its banks is a fertile strip of land 6 to 9 miles (10 to 15 kilometers) wide. Desert rises on both sides of this rich river valley. Near its mouth, the Nile splits into two main branches. The split forms a triangle-shaped area that the Greeks called the Delta, after a letter of the alphabet.

(B) Most ancient Egyptians lived in the Nile Valley. The first people to settle there arrived about 5500 B.C. Their economy was based mainly on farming. Egyptians grew grains such as barley and emmer wheat. They raised cattle, sheep, goats, and pigs. Every year, farmers looked forward to the flooding of the Nile, for this assured a rich harvest.

1. How does the author show time order in paragraph B?

The author shows time order by saying "The first people to settle..." and "5500 B.C."

2. What other patterns does the author use in paragraph B?

The other patterns are listing and cause-effect.

3. What cause and effect does the author give in paragraph B?

The cause and effect is "Every year, farmers looked forward... for this assured a rich harvest."

(C) In July, monsoons drenched the highlands of East Africa. The rainwater flowed northward into tributaries of the Nile, making the river overflow. As the water flooded the farmers' fields, it deposited a thin layer of rich topsoil.

(D) In November, as the water receded, men and women turned up the soil with simple, wooden plows. They planted grain by stamping it into the ground with their feet. In some areas, they piled up long mounds of earth to trap the rich floodwaters. They also dug canals to bring precious water into the desert. In the warm climate, grain ripened quickly. Most years, people could grow a second crop using irrigation.

4. What pattern does the author use in paragraphs C and D? How do you know?

The patterns used are cause-effect and time order
 The cause-effect is shown by water flooded/deposited ^{top} so
 and time order is shown with "In July," and "In November"

(E) Besides grain, Egyptians grew melons, beans, lettuces, and onions. They planted date and fig trees. Vineyards in the Nile Delta produced grapes to eat and to make into wine. Egyptians also drank a nourishing, low-alcohol beer made from barley, water, and yeast. There was no sugar. Food was sweetened with honey or fruits such as dates and grapes.

(F) Flax was grown and made into linen cloth, thread, and rope. The papyrus plant, which grew in the marshes of the Delta, was made into a kind of writing paper.

(G) Compared to other ancient lands, Egypt was a rich country. Harvests were usually abundant. When neighboring countries suffered famines, Egypt sometimes sold or gave them grain.

5. What pattern is used in paragraphs E and F? Give an example.

The pattern used in paragraphs E and F is
 An example is

6. What pattern is used in paragraph G?

The pattern used in paragraph G is

Exercise B

The article on the next page describes the history of mountain lions in the United States and what is being done to protect them. Read the article and answer the questions about patterns.

Lesson 9**Direct Objects and Subject Complements**

A direct object is a noun or pronoun that follows an action verb. A subject complement is a noun, pronoun, or adjective that follows a linking verb and refers to the subject.

A direct object is a noun or pronoun that follows an action verb and tells who or what receives the action of the verb. Look at these examples.

Marvin collects baseball cards.

He trades and sells **them** to his friends.

He owns **boxes and boxes** of cards.

In the first sentence the direct object *cards* tells what Marvin collects. The direct object *them* in the second sentence tells what Marvin trades and sells. The third sentence has a compound direct object: *boxes and boxes*.

A subject complement is a noun, a pronoun, or an adjective that follows a linking verb and identifies or describes the subject. Study these examples.

Louise is an actress in New York.

The starring role in that play is hers.

Her costume looked regal and beautiful.

In the first sentence the noun *actress* is the subject complement. It identifies the subject *Louise*. A noun used as a subject complement is called a predicate noun. The subject complement in the second sentence is a pronoun: *hers*. An adjective used as a subject complement is called a predicate adjective. *Regal and beautiful* is the compound predicate adjective in the third sentence. The adjectives describe *costume*.

Exercise A

In each sentence below, underline the direct object or the subject complement. Write DO above each direct object and SC above each subject complement.

Example: She won the leading role.

DO

Answer: She won the leading role.

1. She is a good actress.
2. The audience applauded her.
3. She appeared quite young.

Exercise B

Write S over each subject, V over each verb, and DO over each direct object in the sentences on the next page.

Example: Hobbies offer pleasure to many people.

S . . . V . . . DO

Answer: Hobbies offer pleasure to many people.

1. Baseball cards give many statistics about players.
2. Young hobbyists trade the cards among themselves.
3. Some people file their collections by teams.
4. One collector owned twenty thousand cards.
5. Old cards bring the most money.
6. Mistakes on the cards increase their value tremendously.
7. Collectors love any errors in printing.

Exercise C

Write **S** over the subject and **LV** over the linking verb. Write **PN**, **PP**, or **PA** over the subject complement to tell if it is a predicate noun, a predicate pronoun, or a predicate adjective.

Example: Amusement parks are major locations for haunted houses at Halloween.

Answer: **S** **LV** **PN**
Amusement parks are major locations for haunted houses at Halloween.

1. My friend became an expert on monster costumes.
2. My friend's talent is rare.
3. His creatures grow scarier all the time.
4. His elaborate costumes look unearthly.
5. Rubber masks are the heads.
6. My friend's work appears real.
7. He is helpful to people giving parties.
8. His dreadful outfits are works ~~of art.~~
9. It is he underneath those fake scars and bandages.
10. I feel sure about his future success.

Lesson 10

Indirect Objects

An indirect object is a noun or pronoun that tells to whom or for whom the action of the verb is done.

Many times a sentence that contains an action verb and a direct object also contains a noun or pronoun that acts as an indirect object. An indirect object tells to whom or for whom the action of the verb is done. Look at the following sentences.

The judge gave the signal.

The judge gave Sam the signal.

Both sentences contain an action verb, *gave*, and a direct object, *signal*. The second sentence also contains an indirect object, *Sam*. The indirect object tells to whom the signal was given. Now look at these sentences.

The audience made Sam a path.

The audience made a path for Sam.

In the first sentence, the word *Sam* is an indirect object. In the second sentence, the word *Sam* is the object of the preposition *for*. An indirect object cannot be the object of a preposition. The indirect object always comes before the direct object. If a word is preceded by *to*, *for*, or another preposition, it is not an indirect object.

Pronouns can also be used as indirect objects, as in the following sentences.

The audience made him a path.

The judge gave them ballots.

In these sentences, the pronouns *him* and *them* are indirect objects.

Exercise A

Check the sentences that have indirect objects.

- _____ 1. Sam sang a song for us.
_____ 2. He sang us a new song.
_____ 3. Sam entered his song in a contest.
_____ 4. The judge quickly gave Sam an entry.

Exercise B

Rewrite each sentence, changing the prepositional phrase to an indirect object.

Example: Shari gave a sheet of music to Joe.

Answer: Shari gave Joe a sheet of music.

1. The guitarist showed the music to Sam.
- _____

Name _____

Class _____

Date _____

2. The guitarist hummed some notes for the pianist.

3. Ushers found seats for people.

4. The ushers could not offer seats to some spectators.

5. Other workers handed programs to people.

6. Sam gave a nod to the leader of the band.

7. Then Sam sang his song for the audience.

8. Everyone gave their full attention to the performance.

9. The audience gave a big hand to Sam.

10. Sam sang two more songs for the crowd.

Exercise C

In each sentence, label the subject S, the verb V, the indirect object IO, and the direct object DO.

S V IO DO

Example: The contest offered people some fun.

1. The whistlers gave the listeners some surprises.
2. The contest gave everyone a chance.
3. Different categories offered contestants many opportunities.
4. Senior citizens taught the youngsters old tunes.
5. This unusual event brought Carson City recognition.
6. The judges promised each entrant an award.

Name _____ Date _____

Vocabulary Practice 4: Prefixes

Prefixes: *con-*, *com-*, *col-*

A prefix is a word part that is added to the beginning of a base word. A prefix changes the meaning of a word.

Example: The prefixes *con-*, *com-*, and *col-* mean "together" or "with." Adding *con-* to the root *cur*, which means "to run," makes *concur*, which means "to act together for a common purpose" or "to agree."

A. Think about the meanings of each prefix and base word. Then, write a definition for the word printed in bold type. Check your definitions in a dictionary.

1. *col-* + *laborate* (to labor) = **collaborate**

Definition _____

2. *col-* + *lusion* (to play a game) = **collusion**

Definition _____

3. *com-* + *bine* (two by two) = **combine**

Definition _____

4. *com-* + *mend* (to entrust) = **commend**

Definition _____

5. *com-* + *merce* (merchandise) = **commerce**

Definition _____

6. *con-* + *form* (to form) = **conform**

Definition _____

7. *con-* + *serve* (to keep) = **conserve**

Definition _____

8. *con-* + *fide* (trust) = **confide**

Definition _____

9. *com-* + *munity* (state of service) = **community**

Definition _____

10. *con-* + *vene* (to come) = **convene**

Definition _____

B. On a separate sheet of paper, write a sentence using each of the following words.

confide

convene

conform

collusion

commend