Literary Element (page 210)
Author's Purpose
What Is a Knight?  JOHN FARMAN

The author's purpose is the intention the author had for writing a work. For example, an author might write to explain, to tell a story, to persuade, to amuse, or to inform. An author may also have more than one purpose for writing.

After you have identified the author's purpose, you can better understand a selection. You can also focus on what the author wants you to "get" from the selection. Remember that the author may have more than one reason for writing.

ACTIVITY
Directions: As you read "What Is a Knight?" look for clues that tell you the author's purpose. The first row is completed as an example.

<table>
<thead>
<tr>
<th>Author's Purpose</th>
<th>Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td>To inform</td>
<td>&quot;I'm going to try to tell you what knights were really like...&quot;</td>
</tr>
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</table>

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</tbody>
</table>
Reading Strategy (page 210)
Activate Prior Knowledge
What Is a Knight? John Farman

When you activate prior knowledge, you use information that you already know to help you understand what you read. Activating prior knowledge is important because it can help to deepen your understanding of a piece. Remembering what you have learned, seen, or experienced will help you to make sense of new information and predict what might happen next.

ACTIVITY
Directions: Think about what you already know about knights before you read “What Is a Knight?” What did they look like? What did they do? How did they live? In the circles below, fill in five details you know about knights.

ACTIVE READING GRAPHIC ORGANIZER
Keep track of how your knowledge about knights helps you read the selection. Ask your teacher for a copy of the Two-Column Table Graphic Organizer. In the first column, write down an example of your prior knowledge about knights. In the second column, explain how your prior knowledge helped you understand the selection.
Vocabulary Strategy (page 210)
Context Clues: Definition and Example
What Is a Knight?  JOHN FARMAN

“Everyone thinks they know about knights: rich guys in flashy armor tearing around the countryside . . . and knocking each other off of horses with long poles at special tournaments!”

—John Farman, “What Is a Knight?”

Connecting to Literature  The word tournaments may be unfamiliar to you, but you can determine its meaning based on the words around it. These other words provide context clues. Context is the sentence or group of sentences in which a word appears. Writers use several types of context clues to help readers.

Example: In tournaments, knights jostled by galloping at one another and using long poles to try and knock the other down.

The writer gives an example of what happens at tournaments to provide clues to what the word means.

Definition: Knights act with chivalry by following strict rules of behavior.

The writer provides a definition for what it means to act with chivalry: following strict rules of behavior.

ACTIVITY
Directions  Analyze the context clues in each sentence to figure out what the underlined word means. Write a short definition for each word.

1. His squire took care of his horses, polished his sword, and did other servant-like duties.

2. The proportion of dragons killed per village was dependent on the number of knights who lived nearby.

3. When the king ran out of money, he could conveniently send tax collectors out to take money from the villagers.

4. There was so much excess gold that the whole kingdom was rich.
Grammar Practice (page 210)
Verb Tenses: Present, Past, and Future
What Is a Knight? JOHN FARMAN

The tense of a verb tells when an action takes place.

The present tense of a verb names an action that is happening now or happens regularly. It can also express a general truth.

In the present tense of a verb, the base form of the verb is used with all subjects except singular nouns and he, she, or it. When the subject is a singular noun or he, she, or it, -s or -es is added to the verb.

Lou hears the airplane overhead. (happening now)
I speak to my uncle once a week. (happens regularly)

The president serves a four-year term. (expresses a general truth)

The past tense of a verb names an action that already happened. The past tense of many verbs is formed by adding -ed to the base form of the verb.

The teacher graded papers yesterday.

The future tense of a verb names an action that will take place in the future.
In the future tense the word will is used before the verb. Sometimes shall is used when the pronoun I or we is the subject.

They will see the play tomorrow night. We shall be late.

ACTIVITY
Directions In each sentence below, one verb is in italics. Write the tense of that verb, either present, past, or future, in each blank.

1. Most knights wear armor.
2. Knights rode horses.
3. There were many rules involved in being a knight.
4. Maybe I will learn to ride a horse like a knight.
5. Many people enjoy learning about knights.
Selection Quick Check (page 210)

What Is a Knight?  JOHN FARMAN

Read each of the following questions. Answer each question in a complete sentence.

1. Who was allowed to be a knight?

2. How were knights usually paid by their lord or king?

3. What is chivalry?

4. What are three examples of knights’ rules?

5. How could a knight avoid having to fight?
Genre Focus (page 220)

Informational Text

Informational text is nonfiction writing that presents facts and information. Newspaper and magazine articles, signs, schedules, how-to books, instruction manuals, and books on science and technology are examples of informational text.

The pattern of organization that writers use to convey the information is called text structure. Some text structures involve sequence—the writer organizes ideas in chronological order, spatial order, or in order of importance. Other kinds of text structures are cause-and-effect, compare-and-contrast, and problem-and-solution.

Text features help you understand informational text more fully. These features include graphics, titles, subheads, boldfaced terms, and footnotes.

Read these lines from “What Is a Knight?” by John Farman, noticing the text structure and text features he uses:

Career Knights

The first thing to remember is that knights were the very first mercenaries (paid soldiers). They were paid, usually with large plots of land, to fight for their lord or king.

The second thing to remember is that they were supposed to conduct themselves according to a strict code of behavior. This was called chivalry.

Last and most important, the knights were part of a way of life, called the feudal system, that existed in Europe. Basically the feudal system helped a king obtain thousands of men for the wars he always fought. His barons and earls, in exchange for vast areas of land, pledged to provide armies on request. These barons and earls gave smaller parcels of their land to knights who, in return, promised to supply men (peasants) to do the fighting.

Activities

1. What is the text structure used in the paragraphs above? How do you know?
2. List the text features used in the paragraphs on the previous page.


3. Compare and contrast the text structure and features of “What Is a Knight?” with another informational text selection from Unit 2. Label the circle on the right with the title of that selection. Use the Venn diagram below to record your observations.
English Language Coach, Part 2
Subject-Verb Agreement

When words in a sentence disagree, the sentence does not make sense. If the subject of a sentence is singular (*he, she, I, it*), then the verb must also be singular so that the subject and verb agree. Likewise if the subject of a sentence is plural (*they, we*), the verb must also be plural.

The **woman** **works** hard. (both singular)
The **women** **work** hard. (both plural)

**ACTIVITY**
**Directions** Circle the correct verb in parentheses to complete each sentence.

1. The predator **attacks/attack** quickly so that its victims have no chance of survival.
2. They **deprives/deprive** their victims of food.
3. The vicinity **stay/stays** quiet at night.
4. Each day, garbage **scatters/scatter** all over the city.
5. Parasites **latch/latches** onto their hosts.
6. Fires **devastates/devastate** an area that is unprepared.
7. My diploma **hang/hangs** on the wall in my bedroom.
8. The knights **practice/practices** chivalry.
9. The conspirator **runs/run** from the police.
10. That movie **contain/contains** lapses in dialogue.