

EXERCISES IN ENGLISH

grammar
workbook

LEVEL
D

Teacher
Edition

LOYOLA
PRESS.

Contents

PROGRAM OVERVIEW	OV-4	26 Concrete Nouns and Abstract Nouns	27
SENTENCES		27 Nouns as Subjects	28
1 Sentences—Part I	1	28 Nouns as Direct Objects	29
2 Sentences—Part II	2	29 Nouns as Subject Complements	30
3 Question Words	3	30 Reviewing Nouns	31
4 Sentences—Part III	4		
5 Four Kinds of Sentences	5	PRONOUNS	
6 Subjects and Predicates	6	31 Personal Pronouns	33
7 Simple Subjects	7	32 First Person Pronouns	34
8 Simple Predicates	8	33 Second Person Pronouns	35
9 Compound Subjects	9	34 Third Person Pronouns	36
10 Compound Predicates	10	35 Singular Pronouns and Plural Pronouns	37
11 Direct Objects	11	36 Subject Pronouns	38
12 Subject Complements	12	37 Pronouns in Compound Subjects	39
13 Compound Sentences	13	38 Pronouns as Direct Objects	40
14 Run-on Sentences	14	39 Possessive Pronouns	41
15 Reviewing Sentences	15	40 Possessive Adjectives	42
		41 Pronouns and Antecedents	43
NOUNS		42 <i>I</i> and <i>Me</i>	44
16 Nouns	17	43 <i>We</i> and <i>Us</i>	45
17 Common Nouns and Proper Nouns	18	44 Pronouns and Contractions	46
18 Singular Nouns and Plural Nouns	19	45 Reviewing Pronouns	47
19 More Singular Nouns and Plural Nouns	20		
20 Irregular Plural Nouns	21	ADJECTIVES	
21 Singular Possessive Nouns	22	46 Descriptive Adjectives	49
22 More Singular Possessive Nouns	23	47 More Descriptive Adjectives	50
23 Plural Possessive Nouns	24	48 Proper Adjectives	51
24 More Plural Possessive Nouns	25	49 Articles	52
25 Collective Nouns	26	50 Demonstrative Adjectives	53

51	Adjectives That Tell How Many	54
52	Subject Complements	55
53	Adjectives That Compare	56
54	Irregular Adjectives That Compare	57
55	<i>More, Most</i>	58
56	<i>Less, Least and Fewer, Fewest</i>	59
57	Position of Adjectives	60
58	Reviewing Adjectives	61

VERBS

59	Action Verbs	63
60	More Action Verbs	64
61	Being Verbs	65
62	Linking Verbs	66
63	Helping Verbs	67
64	Verb Phrases	68
65	Principal Verb Parts	69
66	Irregular Verbs	70
67	<i>Begin, Beginning, Began, Begun</i>	71
68	<i>Know, Knowing, Knew, Known</i>	72
69	<i>Break, Breaking, Broke, Broken; Choose, Choosing, Chose, Chosen</i>	73
70	<i>Do, Doing, Did, Done</i>	74
71	<i>Teach, Teaching, Taught, Taught</i>	75
72	Simple Present Tense	76
73	Simple Past Tense	77
74	Future Tenses	78
75	Present Progressive Tense	79
76	Past Progressive Tense	80
77	Present Perfect Tense	81
78	Past Perfect Tense	82
79	Future Perfect Tense	83
80	Subject-Verb Agreement; <i>Is, Am, Are, Was, Were</i>	84

81	Subject-Verb Agreement; <i>Do and Does</i>	85
82	<i>There Is and There Are</i>	86
83	Reviewing Verbs	87

ADVERBS AND CONJUNCTIONS

84	Adverbs of Time	89
85	Adverbs of Place	90
86	Adverbs of Manner	91
87	Kinds of Adverbs	92
88	Adverbs That Compare	93
89	More Adverbs That Compare	94
90	<i>Good and Well; Negatives</i>	95
91	Coordinating Conjunctions	96
92	Reviewing Adverbs	97

PUNCTUATION AND CAPITALIZATION

93	Periods	99
94	Question Marks and Exclamation Points	100
95	Capital Letters	101
96	Titles of Works	102
97	Abbreviations	103
98	Personal Titles	104
99	Commas—Part I	105
100	Commas—Part II	106
101	Commas—Part III	107
102	Reviewing Commas	108
103	Apostrophes in Possessives	109
104	Apostrophes in Contractions	110
105	Addresses	111
106	Direct Quotations	112
107	Reviewing Punctuation and Capitalization	113

DIAGRAMMING

108	Subjects, Verbs, and Direct Objects	115
109	Possessives and Adjectives	117
110	Adjective Complements	119
111	Noun Complements	121
112	Adverbs	123
113	Compounds—Part I	125
114	Compounds—Part II	127
115	Compounds—Part III	129
116	Compounds—Part IV	131
117	Compound Sentences	133
118	Diagramming Practice	135

HANDBOOK OF TERMS	137
--------------------------	-----

SCOPE AND SEQUENCE	T-148
---------------------------	-------



1 Sentences—Part I

A **sentence** is a group of words that expresses a complete thought. Every sentence begins with a capital letter. A sentence has a subject and a predicate. The **subject** is who or what the sentence is about. The **predicate** tells what the subject is or does.

SUBJECT

Most rain forests

PREDICATE

grow in the tropics.

A Read each example. Write **S** if the group of words is a sentence. Put a period at the end of each sentence.

- _____ 1. Most rain forests are hot and humid
- _____ 2. Many kinds of plants and animals live in rain forests
- _____ 3. Hundreds of different kinds of birds
- _____ 4. The birds eat seeds, fruit, and insects
- _____ 5. Nests in the tall trees



B Make sentences by matching the words in the first column with the words in the second column. Write the correct letter on the line. Use each letter once.

- | | |
|--------------------------------|------------------------------------|
| 1. The sun shines _____ | a. contains solar energy. |
| 2. Plants use _____ | b. to get energy. |
| 3. The food in plants _____ | c. every day on the rain forest. |
| 4. There is solar energy _____ | d. sunshine to make food. |
| 5. Animals eat plants _____ | e. in leaves, stems, and roots. |
| 6. An insect _____ | f. by eating insects. |
| 7. A bird can get energy _____ | g. eats a leaf and gets energy. |
| 8. Some snakes eat _____ | h. are all part of the food chain. |
| 9. All animals get _____ | i. energy from food. |
| 10. Plants and animals _____ | j. birds to get energy. |

2 Sentences—Part II

A **declarative sentence** makes a statement. It ends with a period.

Gold is a valuable metal.

An **interrogative sentence** asks a question. It begins with a question word or with a verb. It ends with a question mark.

Do you know how gold is mined?



A Decide whether each sentence is declarative or interrogative. Write your answer on the line.

- _____ 1. What happened on January 24, 1848?
- _____ 2. Gold was found at the edge of a river in California.
- _____ 3. By May the streets of San Francisco were almost empty.
- _____ 4. Where had everyone gone?
- _____ 5. Almost everyone had headed for the gold fields.
- _____ 6. In 1849 about 90,000 Americans journeyed to California.
- _____ 7. Were they called forty-niners?
- _____ 8. The discovery of gold changed California's history.
- _____ 9. People came from all over the world to find riches.
- _____ 10. How many do you think were disappointed?

B Decide whether each sentence is declarative or interrogative. Write your answer on the line. Add the correct end punctuation.

- _____ 1. Where is gold usually found
- _____ 2. Gold can be found in veins in rocks
- _____ 3. Sometimes gold is found in rivers or creeks
- _____ 4. Why is gold so expensive
- _____ 5. Gold is a very rare metal

3 Question Words

A question can begin with *who, what, when, where, why, or how*.

Potatoes are an important crop in Idaho.

What is an important crop in Idaho?

Where are potatoes an important crop?

Rewrite each declarative sentence as a question.

Use the question word given.

1. Tubers are part of the underground stem system of a potato plant.
What _____ ?
2. Potato plants store food in the tubers.
Where _____ ?
3. The tuber is the edible part of the potato plant.
What _____ ?
4. Ancient people of Peru developed a technique to freeze-dry potatoes.
Who _____ ?
5. Europeans first saw potatoes in the 1500s in South America.
When _____ ?
6. Spanish conquistadors took potatoes from South America to Europe.
Who _____ ?
7. Later, European settlers brought potatoes to North America.
Who _____ ?
8. Thomas Jefferson served French fries in the White House.
What _____ ?
9. Today the potato is the world's fourth-most-important food crop.
What _____ ?
10. Potatoes are grown in some 130 countries around the world.
Where _____ ?

eat



Sentences

w

coat

i

r

large

eye

t

big

r

4 Sentences—Part III

An **imperative sentence** gives a command or makes a request. It usually ends with a period. The subject is generally you, which is often not stated.

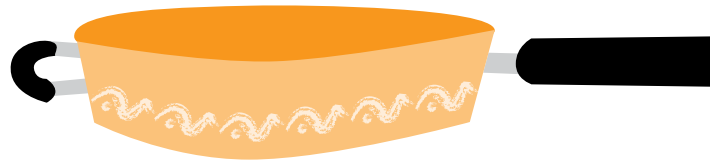
Try to eat a healthful diet.

An **exclamatory sentence** expresses strong or sudden emotion. It ends with an exclamation point.

Stir-fried food is delicious!

A Decide whether each sentence is imperative or exclamatory. Write your answer on the line. Add the correct end punctuation.

- _____ 1. Chop meat and vegetables into bite-sized pieces
- _____ 2. Jason, be careful
- _____ 3. Heat a small amount of oil in a skillet
- _____ 4. Stir in the meat and vegetables
- _____ 5. Miranda, don't burn yourself



B Rewrite each declarative sentence as an imperative sentence.

1. You can bake a potato with the rays of the sun on a very hot day.

2. You have to get a potato and a small basket.

3. You should line the basket with foil.

4. I wonder if I should set the potato in the basket in full sun.

5. You should turn the basket to face the sun as it moves across the sky.

5 Four Kinds of Sentences

A sentence can be declarative, interrogative, imperative, or exclamatory.

Put the correct punctuation mark at the end of each sentence.

1. Ida B. Wells was a schoolteacher in Tennessee
2. On May 4, 1884, she got on a train to go to work
3. The conductor told her to move out of the first-class coach
4. He said black people had to ride in the smoking car
5. Wells was absolutely furious
6. What could she do to help other black people
7. She decided to become a newspaper reporter
8. In 1892 some friends of hers were lynched by a mob
9. How horrible that was
10. Wells wrote articles against lynching
11. She made speeches all over the United States and in England
12. Did her work have any effect
13. The federal government took action to protect black people
14. Wells also worked for the suffrage movement
15. She wanted all citizens to be able to vote



Ida B. Wells worked tirelessly for equal justice for all. Give an example of how you can help ensure that everyone is treated fairly.

6 Subjects and Predicates

Every sentence has a subject and a predicate. The **complete subject** includes the name of the person, place, or thing the sentence is about and all the words that go with it. The **complete predicate** includes the verb and all the words relating to it. It describes what the subject is or does.

COMPLETE SUBJECT

The Pony Express

COMPLETE PREDICATE

was a mail service between Missouri and California.

A Draw a vertical line between the complete subject and the complete predicate in each sentence.

1. More than 180 men rode for the Pony Express.
2. The Pony Express route was almost 2,000 miles long.
3. Each Pony Express rider covered 75 to 100 miles.
4. A fresh horse was provided every 10 to 15 miles.
5. The original cost of mailing a letter was \$5.00 per one-half ounce.

B Underline the complete subject of each sentence once. Underline the complete predicate twice.

1. A riderless horse galloped into the Pony Express station in Sacramento.
2. Its rider had been killed by Indians.
3. Eleven-year-old Bronco Charlie Miller caught the horse.
4. The boy jumped on the horse.
5. He carried the mail to Placerville.
6. Bronco Charlie was the youngest Pony Express rider.
7. Buffalo Bill put Charlie in his Wild West Show.
8. Charlie rode from New York to San Francisco many years later.
9. The ride commemorated the 70th anniversary of the Pony Express.
10. Bronco Charlie Miller lived to be 105 years old.



7 Simple Subjects

Every sentence has two important parts. These parts are called the subject and the predicate. The **subject** names the person, place, or thing talked about in the sentence. The most important word in the subject is usually a noun. This noun is the **simple subject**. To find the subject, ask the question *who* or *what* before the predicate.

COMPLETE SUBJECT

The cool, fresh air is made up of matter. (What is made up of matter?)

SIMPLE SUBJECT

This matter is a mixture of gases. (What is a mixture of gases?)

Underline the simple subject in each sentence.

1. Air is tasteless and odorless.
2. Our precious air is also invisible.
3. Gases make up air.
4. All gases take up space and have weight.
5. Gases are made up of tiny particles.
6. These tiny particles are called molecules.
7. The molecules are moving constantly.
8. Nitrogen makes up most of the air, about 78 percent.
9. Oxygen makes up about 21 percent of the air.
10. Other gases make up 1 percent of the air.
11. Earthly life is possible because of these gases.
12. Plants use carbon dioxide and sunlight to make food.
13. This process is called photosynthesis.
14. Oxygen is produced during photosynthesis.
15. All people need oxygen to breathe.



8 Simple Predicates

The predicate of a sentence describes what the subject does or is.

The predicate always contains a verb. The verb is the **simple predicate**.

COMPLETE PREDICATE

Explorers travel to other lands.

SIMPLE PREDICATE

They often write about their adventures.

Underline the simple predicate in each sentence.

1. Marco Polo lived in Venice, Italy, about 700 years ago.
2. He wanted a life of adventure.
3. In 1271 he, with his father and his uncle, started an overland journey to China.
4. After many new and strange experiences, they reached China in 1275.
5. The ruler, Kublai Khan, welcomed the Polos to his kingdom.
6. Kublai Khan appointed Marco to high positions in the government.
7. In China, Marco saw paper money for the first time.
8. The Polos stayed in Kublai Khan's court for 17 years.
9. They returned to Venice in 1295 with a treasure of gold and jewels.
10. Later Marco captained a ship against one of Venice's enemies.
11. The foes captured Marco during the battle.
12. While a prisoner, he wrote an account of his travels and adventures.
13. The book immediately became a best seller.
14. It paved the way for thousands of travelers after him.
15. Marco Polo died a rich man in 1324.



9 Compound Subjects

A **compound subject** has two or more simple subjects. The subjects are joined by *and* or *or*.

SIMPLE SUBJECT

A moose eats twigs and leaves.

COMPOUND SIMPLE SUBJECT

Moose and deer eat twigs and leaves.



A Underline each noun in the subject.

1. Biologists and zoologists observe animal life.
2. Walruses, whales, and sea lions are large mammals.
3. Seals, reindeer, and elephants live in family groups called herds.
4. Sharks and piranhas attack with their sharp teeth.
5. Female wallabies and koalas keep their young in pouches.
6. Gophers and badgers live in burrows under the ground.
7. Snails and clams are both classified as mollusks.
8. Frogs, toads, and salamanders live in wet environments.
9. Oysters and mussels have protective hard shells.
10. Penguins and polar bears have adapted to very cold climates.

B Combine each group of sentences into one sentence with a compound simple subject. Add correct end punctuation.

1. Dodos are now extinct. Auks are now extinct.

2. Dogs can dream. Cats can dream.

3. Spiders are not insects. Centipedes are not insects.

4. Hamsters are often kept as pets. Gerbils are often kept as pets.

5. Horses have hooves. Donkeys have hooves. Mules have hooves.

10 Compound Predicates

A **compound predicate** has two or more simple predicates. They are joined by *and*, *but*, or *or*.

SIMPLE PREDICATE

A teacher instructs students.

COMPOUND SIMPLE PREDICATE

A tailor cuts and sews cloth.



A Underline the compound simple predicate twice in each sentence.

1. A gardener weeds and waters plants.
2. A nurse cleans and bandages wounds.
3. A scientist conducts and reports experiments.
4. A rodeo cowboy rides and ropes animals.
5. An administrative assistant answers the phone, sends faxes, or types letters.

B Write complete sentences with compound simple predicates.

1. An artist _____

2. A farmer _____

3. A basketball player _____

4. A student _____

5. I _____



11 Direct Objects

The **direct object** is the noun or pronoun that completes the action of the verb. Many sentences need a direct object to complete their meaning. To find the direct object of a sentence, ask *whom* or *what* after the verb. A sentence with more than one direct object has a **compound direct object**. The direct objects are connected with *and* or *or*.

DIRECT OBJECT

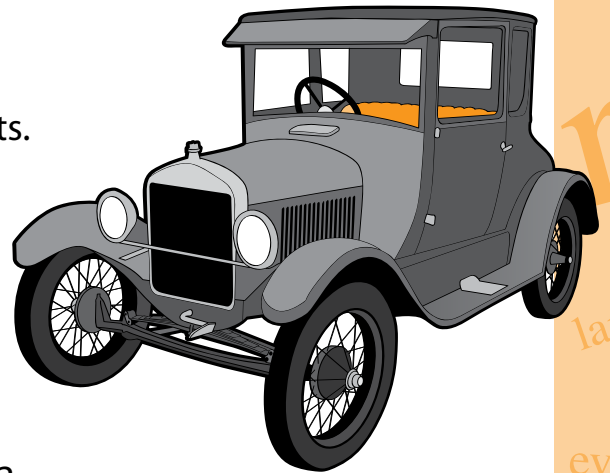
The first cars scared many people. (Cars scared *whom*?)

COMPOUND DIRECT OBJECT

Travelers once used horses and buggies. (Travelers used *what*?)

A Circle the direct object in each sentence.

1. The first cars worried townspeople.
2. Some towns soon passed speed-limit laws.
3. Cars could not exceed those limits.
4. Towns did not have street signs or stoplights.
5. Officials installed signs right away.
6. Henry Ford loved the idea of cars.
7. Happily he watched other people in cars.
8. One day people would buy cars.
9. Ford opened a factory to build cars.
10. He started the Ford Motor Company in 1903.



B Complete each sentence with a direct object from the list. Use each term once.

car method Model T cars step time

1. In Ford's factory, workers built _____.
2. One worker did not build an entire _____.
3. Instead, each person on the assembly line completed just one _____ in the process.
4. One worker's repetition of the same job saved _____ and money.
5. Now most factories use the assembly-line _____.

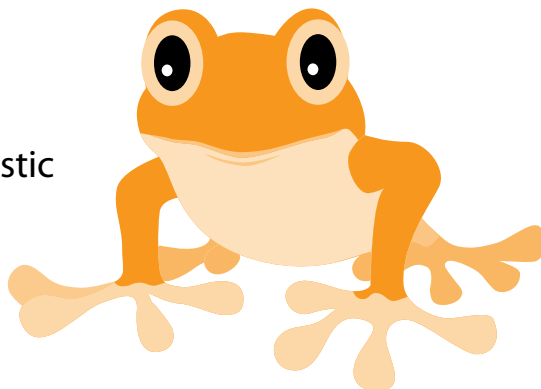
12 Subject Complements

A **subject complement** is usually a noun or an adjective that tells more about the subject. It follows a linking verb, such as the verb *be* and its various forms (*am, are, is, was, were*). Two simple subject complements joined by *and, but, or* form a **compound subject complement**.

SUBJECT	LINKING VERB	SUBJECT COMPLEMENT	
Rain forests	are	home	to many animals.
A rain forest	is	humid	all year.

Underline the simple or compound subject complement in each sentence.

1. The red-eyed tree frog is a very colorful animal.
2. The frog's most startling characteristic is its huge red eyes.
3. Its body is mostly green.
4. Some parts of the body are blue and yellow.
5. The frog's upper legs are usually bright blue.
6. Its feet are bright orange or red.
7. They are important for the animal's survival.
8. Suction-cup toe pads are useful for climbing trees.
9. The red-eyed tree frog is a carnivore.
10. Leaf frog is another name for this rain-forest animal.





13 Compound Sentences

Two short sentences that are related to each other can be combined into a **compound sentence**. To combine the sentences, add a comma followed by *and*, *but*, or *or*. The first word in the second part of the compound does not start with a capital letter unless it is *I* or the name of a person or place.

TWO RELATED SENTENCES

Sharks are fish. Whales are mammals.

COMPOUND SENTENCE

Sharks are fish, but whales are mammals.

A Write ***and***, ***but***, or ***or*** to complete each compound sentence.

1. A shark's skeleton is made of cartilage, _____ it has no real bones.
2. Most fish can swim backward, _____ sharks can swim only forward.
3. Sharks can be a few inches long, _____ they can be as big as a bus.
4. Great white sharks are rare, _____ they are being protected.
5. Sharks existed before the dinosaurs, _____ they are found all over the world.

B Combine each pair of sentences into a compound sentence. Use a comma and ***and***, ***but***, or ***or***.

1. Sharks may have 3,000 teeth. They do not usually chew their food.

2. Some sharks are fast swimmers. These sharks are fierce predators.

3. Sharks do not sleep as we do. They have active and inactive periods.

4. Sharks are intelligent. They can learn as quickly as rats and birds.

5. Almost all sharks are carnivores. They do not usually attack people.

14 Run-on Sentences

A **run-on sentence** results when two sentences are combined but not connected properly. The related sentences are separated by only a comma or by no connectors at all. To fix a run-on sentence, you can make a compound sentence with a comma and *and*, *but*, or *or*. If the sentence is very long, you can make two shorter sentences.

RUN-ON SENTENCE Redwoods grow in California, they are the tallest living trees.

CORRECTION Redwoods grow in California, and they are the tallest living trees.

RUN-ON SENTENCE Many redwoods are 600 years old some have lived for 2,000 years.

CORRECTION Many redwoods are 600 years old, but some have lived for 2,000 years.

Rewrite these run-on sentences as compound sentences.

1. Bristlecone pines grow in the West, they are some of the earth's oldest living things.

2. These trees live in six western states the oldest ones are in Colorado.

3. Spring arrives there in May, there are only three warm summer months.

4. The wind blows all the time some years only 10 inches of rain fall.

5. Few trees can live in these windswept places, bristlecone pines have adapted.



15 Reviewing Sentences

A Underline the simple subject in each sentence.

1. Elizabeth Blackwell was born in 1821 in Bristol, England.
2. Elizabeth had four sisters and four brothers.
3. At that time most girls did not receive a good education.
4. Elizabeth's father hired fine private tutors for her and her sisters.
5. Elizabeth's education would help her in the future.

B Underline the simple predicate in each sentence twice.

6. When Elizabeth was 11, her family moved to the United States.
7. After her father's death, the family needed money.
8. Elizabeth and her sisters gave music and English lessons to local children.
9. Elizabeth helped many people.
10. One day Elizabeth visited a sick woman.



C Circle the direct object in each sentence.

11. Elizabeth's sick friend had a secret.
12. Her male doctors didn't understand women well.
13. She presented an idea to Elizabeth.
14. Elizabeth would pursue a career in medicine.
15. Sixteen medical schools denied Elizabeth admission.

15 Reviewing Sentences, continued**D Underline the compound simple predicate in each sentence twice.**

16. Finally, she successfully argued and won her case for admission.
17. A college in New York explained the situation and asked its students to vote on admission for Elizabeth.
18. Probably as a joke, the all-male student body voted and accepted her.
19. Elizabeth studied hard and graduated from medical school.
20. She imagined and then founded the first women's medical college.

Elizabeth Blackwell fought for fair treatment of women. Give an example of something you can do to help society be fair to women.

Try It Yourself

Write four sentences about helping with a chore around the house. Include direct objects, at least one compound simple subject, and at least one compound simple predicate.

Check Your Own Work

Choose a piece of writing from your portfolio, a work in progress, an assignment from another class, or a letter. Revise it, using the skills you have reviewed. This checklist will help you.

- ✓ Do your sentences express complete thoughts?
- ✓ Have you used direct objects correctly?
- ✓ Were you able to use compound subjects or predicates in your sentences?