

EXERCISES IN ENGLISH

grammar
workbook

LEVEL
F



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Teacher
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1 Singular Nouns and Plural Nouns

A **noun** is a name word. A **singular noun** names one person, place, thing, or idea. A **plural noun** names more than one person, place, thing, or idea. Add -s to form the plurals of most nouns. Add -es to form the plurals of most nouns ending in *s*, *x*, *z*, *ch*, or *sh*. Some plural nouns are not formed by adding -s or -es. Check a dictionary if you are not sure of a plural form.

SINGULAR

boat
man

PLURAL

boats
men

SINGULAR

fox
fish

PLURAL

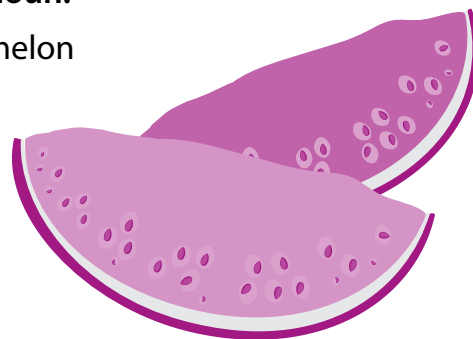
foxes
fish

A Write the plural form of each word.

- | | | | |
|-------------|-------|--------------|-------|
| 1. batch | _____ | 11. computer | _____ |
| 2. cow | _____ | 12. compass | _____ |
| 3. moose | _____ | 13. house | _____ |
| 4. bush | _____ | 14. trout | _____ |
| 5. tooth | _____ | 15. series | _____ |
| 6. princess | _____ | 16. ox | _____ |
| 7. foot | _____ | 17. rabbit | _____ |
| 8. ditch | _____ | 18. mouse | _____ |
| 9. woman | _____ | 19. book | _____ |
| 10. mile | _____ | 20. tax | _____ |

B Complete each sentence with the plural form of the noun.

- piece 1. Pack both _____ of watermelon in the cooler.
- child 2. Many _____ begin their education in preschool.
- box 3. How many moving _____ did your family buy?
- sheep 4. We saw six _____ at the fair.
- refugee 5. The _____ fled to a neighboring country.





2 More Singular Nouns and Plural Nouns

If a noun ends in *y* preceded by a vowel, form the plural by adding *-s*. If a noun ends in *y* preceded by a consonant, change the *y* to *i* and add *-es*.

SINGULAR
valley

PLURAL
valleys

SINGULAR
colony

PLURAL
colonies

If a noun ends in *o* preceded by a vowel, form the plural by adding *-s*. If a noun ends in *o* preceded by a consonant, form the plural by adding *-es*. There are exceptions to this rule, so consult a dictionary to be sure.

SINGULAR
radio
video

PLURAL
radios
videos

SINGULAR
tomato
taco

PLURAL
tomatoes
tacos

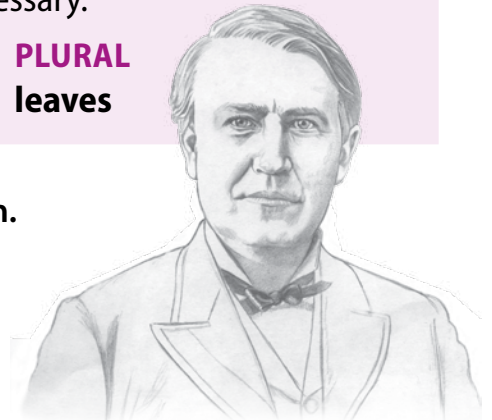
For most nouns ending in *f* or *fe*, form the plurals by adding *-s*. For some nouns ending in *f* or *fe*, change the *f* or *fe* to *ves*. Check a dictionary if necessary.

SINGULAR
roof

PLURAL
roofs

SINGULAR
leaf

PLURAL
leaves



Complete each sentence with the plural form of the noun.

- | | |
|-----------|------------------------------------------------------------------------------------------------------------------|
| inventor | 1. Thomas Edison is one of America's most important _____. |
| life | 2. His inventions changed people's _____. |
| assistant | 3. Edison had a team of _____. |
| supply | 4. He provided the _____ they needed to work. |
| movie | 5. Edison invented the cameras, film, and projectors that made _____ possible. |
| battery | 6. He also developed a better way to make _____. |
| factory | 7. Edison designed and built many kinds of _____. |
| torpedo | 8. During World War I, he helped the U.S. military forces build _____. |
| key | 9. One of the _____ to Edison's success was reading. Before he began a project, he read a lot about the subject. |
| day | 10. Three _____ after Edison died, much of America dimmed its lights for one minute in his honor. |

Thomas Edison always read as much as he could before he started a new project. Give an example of a way you can use reading to help yourself.

3 Concrete Nouns and Abstract Nouns

A **concrete noun** names a thing that can be seen or touched.

The Greek temple is at the top of a mountain.

An **abstract noun** expresses a quality or a condition. It names something that cannot be seen or touched. Abstract nouns can be formed from other words by adding suffixes such as *-dom*, *-hood*, *-ion*, *-tion*, *-ity*, *-ment*, *-ness*, *-ry*, *-ship*, *-th*, and *-ty*.

Democracy had its origin in ancient Greece.

A Underline the concrete nouns in each sentence. Circle the abstract nouns.

1. People in ancient times had differing values and beliefs.
2. Some Greek kingdoms valued toughness and discipline.
3. All authority in these governments was held by the king.
4. The army was extremely important in keeping order.
5. Slaves and peasants farmed the land and had few rights.
6. Other Greek societies believed in freedom and democracy.
7. They valued truth, beauty, and order.
8. Their citizens erected beautiful buildings and statues.
9. Plato, a Greek philosopher, wrote about democratic principles.
10. His most famous book is *The Republic*.



B Write an abstract noun for each word by adding a suffix.

- | | |
|-----------------|---------------------|
| 1. good _____ | 6. leader _____ |
| 2. brave _____ | 7. entertain _____ |
| 3. friend _____ | 8. appreciate _____ |
| 4. king _____ | 9. accomplish _____ |
| 5. grow _____ | 10. honest _____ |

4 More Concrete Nouns and Abstract Nouns

A **concrete noun** names a thing that can be seen or touched. An **abstract noun** expresses a quality or a condition. It names something that cannot be seen or touched.

A Circle each concrete noun. Underline each abstract noun.

1. The ancient Aztecs valued beauty and nature.
2. Farmers in the highlands used their skill to grow corn.
3. They traded their crops for things from the lowlands.
4. Artisans took pleasure in making jewelry.
5. Potters put thought into the clay jars they made.
6. The Aztecs did not have an alphabet for written communication.
7. They used pictographs to write stories.
8. The Aztecs studied the sun, the moon, and the stars.
9. They showed great ability in developing a calendar based on these bodies.
10. Their wisdom helped complete a calendar that had 365 days in a year.
11. The people used their creativity to plant gardens on islands made of mud.
12. Through education, they learned to plant trees to hold the soil together.
13. The Aztecs built magnificent temples in honor of their gods.
14. The temples were in the shape of pyramids.
15. People today show admiration and appreciation for these accomplishments.



B Complete each sentence with a noun. Write **C** if it is a concrete noun or **A** if it is an abstract noun.

- _____ 1. Farmers in my state raise _____.
- _____ 2. A factory near here manufactures _____.
- _____ 3. I often buy _____ at the supermarket.
- _____ 4. I wish I had the _____ to bake my own bread.
- _____ 5. I like to eat _____.

5 Nouns Used as Subjects

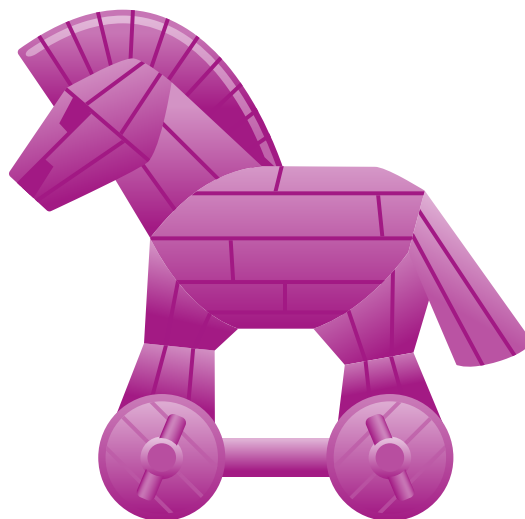
A noun can be the subject of a verb. The **subject** tells what the sentence is about.

The Trojan War, fought by two ancient city-states, is the subject of a famous legend.

During the war, Greek soldiers from Sparta attacked Troy.

A Underline the subject in each sentence.

1. Menelaus was the king of Sparta.
2. His wife's name was Helen.
3. His wife fell in love with a prince from Troy and followed him there.
4. According to legend, the Greeks started a war against Troy.
5. The war lasted more than 11 years.
6. Finally, a Greek soldier suggested a tactic.
7. His plan was to build a large wooden statue of a horse.
8. Greek soldiers hid inside the horse.
9. The Greek army left the horse near the gates of Troy and sailed away.
10. The people found the statue and took it into the city.
11. A woman of Troy tried to warn the people about the statue.
12. Cassandra's warnings were ignored.
13. The ships carrying the Greeks returned that night.
14. The troops inside the horse emerged and opened the city gates.
15. Troy lost the war because of this surprise attack by the Greeks.



B Use each noun as the subject of a sentence.

1. Greece _____
2. Troy _____
3. legend _____
4. Cassandra _____
5. the Trojan horse _____



6 Nouns Used as Subject Complements

A noun can be used as a subject complement. A **subject complement** is a noun that completes the meaning of a linking verb in a sentence. It renames the subject. The most common linking verbs are forms of the verb *be* (*is, am, are, was, were, and so on*).

Japan is a country in Asia. (country = Japan)

A Underline each subject complement.

1. Japan is a country of islands.
2. Korea, China, and Russia are the nearest neighbors of Japan.
3. The capital of Japan is Tokyo.
4. Tokyo is a large, densely populated city.
5. The official language of the country is Japanese.
6. In the Japanese language, the name of the country is not Japan.
7. The name in Japanese is Nippon.
8. Of Japan's four major islands, the biggest is Honshu.
9. Many of the Japanese people are farmers and fishermen.
10. Rice is an important crop in Japan.
11. Fish, both fresh and canned, is an important product.
12. Japan, however, is not primarily an agricultural country.
13. Japan is a major industrial country.
14. It is a notable producer of cars, electronics, and machines.
15. In fact, Japan is a major economic power.

B Circle the subject in each sentence. Underline the subject complement.

1. Japan is a mountainous country.
2. Some of its mountains are volcanoes.
3. The most famous volcano in Japan is Mount Fuji.
4. This mountain is the subject of many works of art.
5. A climb to the top of Mount Fuji is an important goal of many Japanese.

7 Nouns Used as Direct Objects

A noun can be used as the direct object of a verb. A **direct object** answers the question *whom* or *what* after an action verb.

VERB DIRECT OBJECT

VERB DIRECT OBJECT

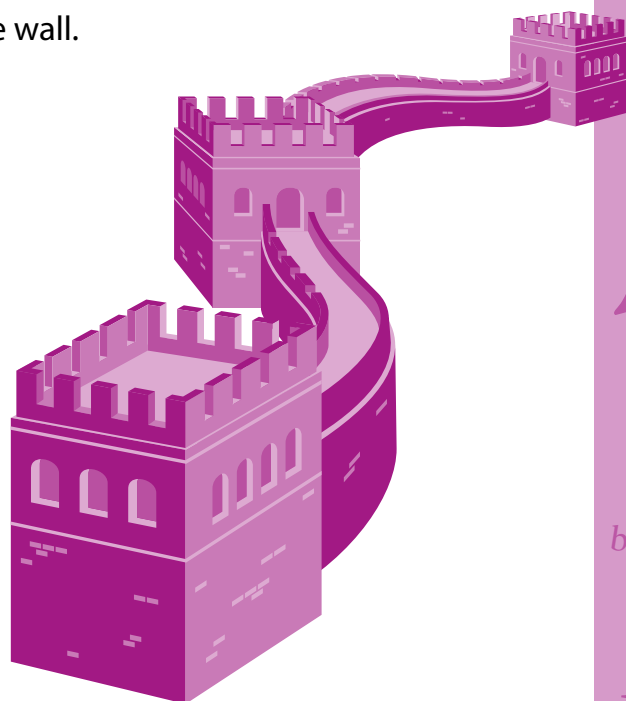
Britain acquired Hong Kong in the 1800s. It ruled the colony until 1997.

A Circle the direct object(s) in each sentence. The verbs are italicized.

1. Hong Kong *includes* some 200 islands off the south coast of China.
2. Britain *leased* this territory from China in 1898.
3. Hong Kong *reclaimed* land from the sea to gain more space.
4. Hong Kong *traded* goods with the rest of China until 1949.
5. At that time Britain *forbade* trade with Communist China.
6. Since the 1960s Hong Kong *has manufactured* many goods for trade.
7. For more than 30 years, China *requested* the return of Hong Kong.
8. Britain officially *returned* the land to China on July 1, 1997.
9. Now the People's Republic of China *governs* Hong Kong.
10. By Chinese law, Hong Kong *will have* a capitalist economy for several decades.

B Underline the verb in each sentence. Circle each direct object.

1. An emperor of China, Qin Shi Huang, began the Great Wall in 221 BC.
2. The builders used brick, stone, and soil for the wall.
3. The wall protected the country's border.
4. It kept enemies out of China.
5. Guards on the wall built fires.
6. Smoke from a fire warned people about enemies in the area.
7. Through the use of satellites, scientists studied the wall.
8. With the satellite data, they discovered more sections below ground.
9. The Chinese government has plans for wall repairs as necessary.
10. Today the wall amazes tourists from all over the world.





8 Nouns Used as Indirect Objects

A noun can be used as the indirect object of a verb. An **indirect object** tells *to whom*, *for whom*, *to what*, or *for what* the action is done.

VERB	INDIRECT OBJECT	DIRECT OBJECT
Iris <u>taught</u>	the old <u>dog</u>	new <u>tricks</u> .



A Underline the verb in each sentence. Circle the indirect object. The direct object is italicized.

1. The hospital volunteer read the patient a *story*.
2. The school committee awarded Marjorie a *prize* for her essay.
3. Mrs. Jones bought her son a new *bicycle*.
4. I sent the editor a *letter* about a new park for our neighborhood.
5. The museum offered the owner a million *dollars* for the painting.
6. The soloist sang the audience a beautiful *ballad*.
7. Mrs. Williamson told the children a *story* about visiting the Kremlin.
8. The music teacher taught the class a patriotic *song*.
9. George Washington told people the *truth*.
10. Tyrone gave his mother some *roses* on Mother's Day.

B Complete each sentence with a noun used as an indirect object. Underline the direct object.

1. The teacher gave _____ their homework assignment.
2. The U.S. Constitution guarantees _____ the right to vote.
3. The movie star sent _____ an autographed picture.
4. Their father promised _____ pizza for dinner.
5. Ms. Gibbs was pleased with the service at the hotel, so she wrote _____ a complimentary letter.
6. The press secretary handed _____ a copy of the president's speech.
7. Mr. Glass sent _____ an order for 10 books.
8. The instructor taught _____ the rules of the road.
9. The guide showed _____ the desk where the president worked.
10. The usher offered _____ a program with information about the play.

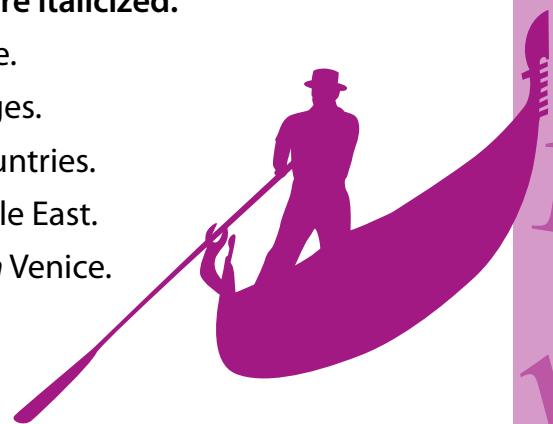
9 Nouns Used as Objects of Prepositions

A noun can be used as the object of a preposition. **Prepositions** show time, direction, place, and relationship. Some common prepositions are *in, into, on, to, by, for, from, at, with, and without*. The noun that follows a preposition in a prepositional phrase is called the **object of the preposition**; it answers *whom* or *what* after the preposition.

PREPOSITION	OBJECT	PREPOSITION	OBJECT
Venice is located <u>on</u>	<u>islands</u>	that are <u>in</u> the	<u>Adriatic Sea.</u>

A Circle each object of a preposition. The prepositions are italicized.

1. Venice is a city *in* Italy, a country *in* southern Europe.
2. Venice was an important port *during* the Middle Ages.
3. Venetian merchants traded *with* many different countries.
4. Venetian ships traveled *between* Italy and the Middle East.
5. Marco Polo, the famous explorer *of* China, was *from* Venice.
6. Today Venice is famous *for* beautiful buildings.
7. The Rialto Bridge passes *over* the Grand Canal *in* the center *of* the city.
8. Cars cannot be driven *into* Venice, so *outside* the city are parking lots.
9. People travel *through* the city *on* vaporettos, which are water buses.
10. Tourists ride *in* gondolas, small boats paddled *by* large oars.



B Complete each sentence with prepositions.

1. _____ 1271 Marco Polo traveled _____ China.
2. _____ the trip he passed _____ Turkey, Iran, and Afghanistan.
3. His party traveled _____ boat, _____ foot, and _____ camels.
4. Marco Polo stayed _____ China _____ 17 years.
5. He met people _____ China, India, Mongolia, and other countries.
6. He worked _____ the emperor _____ China, Kublai Khan.
7. After returning _____ Italy, he wrote a book _____ the trip.
8. Many people _____ Italy didn't believe his amazing stories _____ China.
9. Marco Polo's book has been translated _____ many languages.
10. He may be the most famous traveler _____ the history _____ the world!

10 Possessive Nouns

A **possessive noun** expresses possession or ownership. The singular possessive is formed by adding -'s after the singular noun. The plural possessive is formed by adding an apostrophe after the final s of a regular plural noun or by adding -'s after an irregular plural noun.

The pyramid is actually a ruler's tomb.

A For each noun write these forms: singular possessive, plural, and plural possessive. Use a dictionary if necessary.

	SINGULAR POSSESSIVE	PLURAL	PLURAL POSSESSIVE
1. turkey	_____	_____	_____
2. neighbor	_____	_____	_____
3. driver	_____	_____	_____
4. sheep	_____	_____	_____
5. child	_____	_____	_____
6. fox	_____	_____	_____
7. teacher	_____	_____	_____
8. woman	_____	_____	_____
9. man	_____	_____	_____
10. sister-in-law	_____	_____	_____

B Rewrite each phrase, using a possessive noun.

- the orders of the coach _____
- a delay of an hour _____
- the home of my parents _____
- the books of the teacher _____
- the toys of the children _____



11 More Possessive Nouns

Notice how the singular and plural possessives are formed.

	SINGULAR	PLURAL
REGULAR	student's desk	students' desks
IRREGULAR	man's car	men's cars

A Complete each sentence with the possessive form of the noun.

1. A _____ training requires long hours of hard study.
2. _____ running shoes are in the upstairs closet.
3. We listened to the rhythmic sound of the _____ feet as the group marched.
4. Tina and Sue washed _____ car.
5. The _____ books are in their backpacks.
6. _____ coats are on sale this week.
7. Did you find _____ in-line skates?
8. On Thanksgiving Day we tasted my _____ special sweet potatoes.
9. The _____ large antlers show that it is quite old.
10. The security _____ office is near the exit.



B Rewrite each phrase, using a possessive noun.

1. the request of the librarian _____
2. the work of three scientists _____
3. the diagnosis of the doctor _____
4. the bicycles of the girls _____
5. the cell phones of the workers _____
6. the shouts of our children _____
7. a pen of Mr. James _____
8. the red feathers of the cardinals _____
9. the statements of some witnesses _____
10. the suitcases of my guests _____



12 Nouns Showing Separate and Joint Possession

Separate possession occurs when two or more people own things independently. To show separate possession, put -'s after each noun. **Joint possession** occurs when two or more people own something together. To show joint possession, put -'s after the last noun only.

SEPARATE Carl and Peter each did a project. Carl's and Peter's projects are completed.

JOINT Mary and Lisa did a project together. Mary and Lisa's project is completed.

A Read each sentence. On the line write **S** if separate possession is shown or **J** if joint possession is shown.

- _____ 1. Jim and Karen's project was a model of an Aztec pyramid.
- _____ 2. Laura's and Tom's projects are on the table in the hall.
- _____ 3. Ken and Susan's report is on Benjamin Franklin.
- _____ 4. Leo and Pablo's assignment was a map of the Oregon Trail.
- _____ 5. Lou's and Marta's presentations were excellent.

B Read each pair of sentences. Combine each pair into a single sentence that shows separate or joint possession.

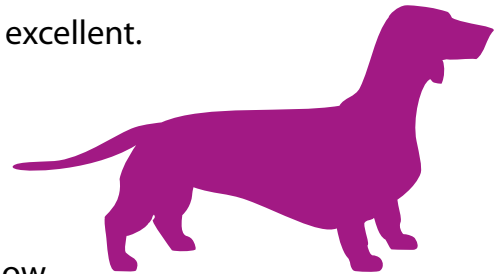
1. Ron and Ella have a poodle. It won the dog show.

2. Misha and Harriet each have a dachshund. They were the friendliest dogs in the show.

3. That Labrador retriever belongs to Chris and Jason. It won Best of Breed.

4. Elizabeth and Matt each had a cocker spaniel. Those dogs were playful.

5. Allison and Nicole each brought a beagle. The dogs chewed on their toys.





13 Appositives

An **appositive** is a word that follows a noun and renames the noun or explains its meaning. An **appositive phrase** is an appositive and its modifiers. A **nonrestrictive** appositive or appositive phrase is not essential to the meaning of the sentence. It is set off by commas. A **restrictive** appositive or appositive phrase is necessary to the meaning of a sentence. It is not set off by commas.

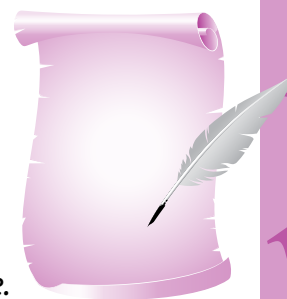
NONRESTRICTIVE The American flag, a symbol of our country, is red, white, and blue.

(The appositive is not necessary to know what color the flag is.)

RESTRICTIVE The seamstress Betsy Ross is said to have made the first flag.

(The appositive is necessary to know who the seamstress was.)

Circle each noun used as an appositive. Underline the noun(s) it renames or describes. On the line write **N** if the appositive is nonrestrictive or **R** if it is restrictive.



- _____ 1. The Continental Congress, a group of American patriots, played a key role in America's fight for independence.
- _____ 2. The Philadelphia patriot Thomas Paine wrote *Common Sense*.
- _____ 3. The Boston politician Samuel Adams opposed the British tax on tea.
- _____ 4. Thomas Jefferson, a patriot from Virginia, wrote much of the Declaration of Independence.
- _____ 5. John Hancock, the president of the Continental Congress, was the first signer of the Declaration of Independence.
- _____ 6. The printer and inventor Benjamin Franklin also signed the document.
- _____ 7. George III, the king of England, sent troops to the colonies.
- _____ 8. The Battle of Lexington, the first armed fight of the American Revolution, took place on April 19, 1775.
- _____ 9. George Washington, the first president of the United States, had commanded an army during the Revolutionary War.
- _____ 10. The Polish officer Casimir Pulaski fought at the Battle of Brandywine.
- _____ 11. The French aristocrat the Marquis de Lafayette also traveled to America to help the colonists.
- _____ 12. The silversmith Paul Revere warned the people that British troops were going to attack soon.
- _____ 13. The redcoats, the British soldiers, could not defeat the colonists.
- _____ 14. The British leader General Cornwallis lost several battles.
- _____ 15. Yorktown, the last important battle of the war, was won by the Americans.



14 More Appositives

A subject, a subject complement, a direct object, an indirect object, or an object of a preposition can have an appositive.

Thomas Jefferson, a lawyer, held many public offices.

Jefferson became minister to France, the successor of Benjamin Franklin.

He designed his own home, Monticello.

The Continental Congress gave Thomas Jefferson, a good writer, the job of drafting the Declaration of Independence.

I am reading about Thomas Jefferson, our third president.

Underline each appositive. Circle the noun it explains.

1. Thomas Jefferson studied at the College of William and Mary, a school in Virginia.
2. He was appointed to the Second Continental Congress, the colonies' government, in 1775.
3. In 1776 Jefferson wrote the Declaration of Independence, a key document of American history.
4. The Declaration of Independence contained a long list of complaints about George III, the king of England.
5. In 1784 Jefferson agreed to succeed the U.S. ambassador to France, Benjamin Franklin.
6. Because Jefferson did not like to speak in public, as president he gave only two speeches, his inaugural addresses.
7. He even made the State of the Union address, the president's annual report to Congress, in writing.
8. Usually he did not meet in person with the cabinet, his political advisors.
9. Cabinet members sent him memos, summaries of their recommendations.
10. The Louisiana Purchase, the most important event in his presidency, took place in 1803.
11. Jefferson bought the territory from Napoleon, the leader of France.
12. Jefferson paid a low price, only \$15 million dollars, for the entire territory.
13. Jefferson ordered his private secretary, Meriwether Lewis, to explore the new land.
14. After he left the presidency, Jefferson turned his attention to another interest, architecture.
15. Jefferson designed two new projects, the campus of the University of Virginia and a house in Bedford, Virginia.



15 Words Used as Nouns and as Verbs

A noun is a naming word. A verb expresses action or being. Many words can be used both as nouns and as verbs.

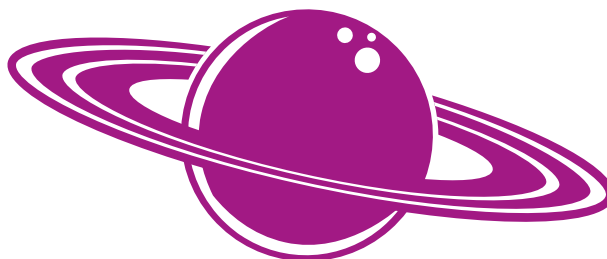
NOUN

The study of planets reveals surprising facts.

VERB

Scientists study the planets.

A Above each italicized word write **N** if the word is a noun or **V** if it is a verb.



1. The *rings* of Saturn are beautiful.
2. What material actually *rings* the planet?
3. Pieces of ice *form* the rings.
4. Some pieces are tiny ice particles, while others *reach* the size of icebergs.
5. In 1655 a Dutch astronomer first saw these round *forms* around Saturn.
6. Whenever possible, space probes *photograph* the rings up close.
7. Space probes can get close *views* of planets.
8. With telescopes, scientists could *view* only a few of Saturn's rings.
9. The *photographs* showed many rings around Saturn.
10. Space probes' photographs were a *surprise* to scientists.
11. What could *cause* Saturn's rings?
12. The *cause* may have been an explosion of one of Saturn's moons.
13. Forces slowly *pull* the ice in the rings down toward Saturn.
14. The *pull* of gravity is one of these forces.
15. New discoveries about planets may *surprise* scientists—and us—in the future.

B Use each word in a sentence as a noun or a verb. The part of speech is indicated.

1. study (noun) _____
2. surprise (verb) _____
3. photograph (noun) _____
4. cause (verb) _____
5. view (noun) _____



16 Words Used as Nouns and as Adjectives

A noun is a naming word. An adjective describes a noun. Some words can be used as nouns and as adjectives.

NOUN	ADJECTIVE	NOUN MODIFIED
A <u>bat</u> is a mammal.	Large <u>bat</u>	<u>colonies</u> are found in caves.

For each sentence, write **A** if the italicized word is used as an adjective or **N** if it is used as a noun.

- _____ 1. Many people are scared of bats, but bats do a great deal of *good*.
- _____ 2. For example, bats eat *insect* pests.
- _____ 3. In one hour a bat can eat between 600 and 1,000 *insects*.
- _____ 4. Therefore, bats are *good* for humans because they eliminate harmful insects.
- _____ 5. They are also important to some *plants*.
- _____ 6. Many *plant* species depend on bats for pollination.
- _____ 7. Bats often live in a *cave*.
- _____ 8. Bats may sleep in large groups, hanging from the *cave* ceiling.
- _____ 9. Some bats spend the *winter* months in caves.
- _____ 10. These bats sleep, or hibernate, during the *winter*.
- _____ 11. Bats are primarily *night* animals.
- _____ 12. They look for food during the *night* and sleep during the day.
- _____ 13. Bats use *sound* to guide their movements.
- _____ 14. The bats' *sound* emissions return to them as echoes, which enable the bats to detect objects ahead.
- _____ 15. The bones in a bat's wing are similar to the bones in a human *finger*.
- _____ 16. But the bat's *finger* bones are quite long.
- _____ 17. Bats' large wings are covered with *membranes*.
- _____ 18. The *membrane* structures of the wings allow bats to scoop insects in flight.
- _____ 19. *Migration* for the winter is characteristic of some bats, as it is for birds.
- _____ 20. Some of these *migration* flights take the bats from Mexico to the United States.



17 Reviewing Nouns

A Identify the italicized nouns. In Column 1 write **S** if the noun is a singular noun or **P** if it is a plural noun. In Column 2 write **A** if the noun is an abstract noun or **C** if it is a concrete noun.

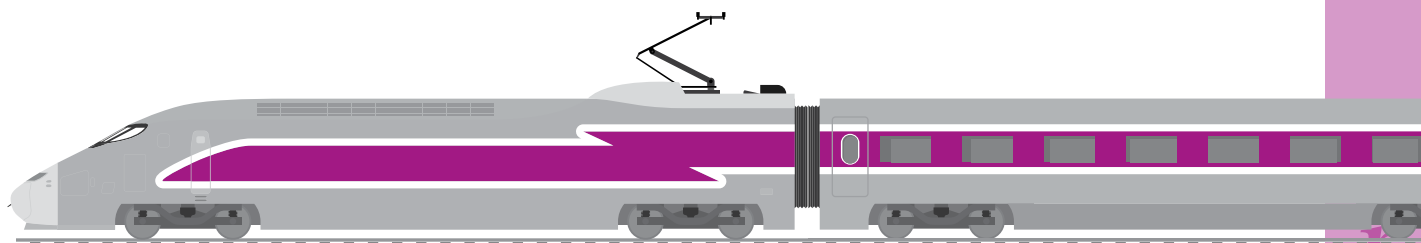
	COLUMN 1	COLUMN 2
1. Japan is a <i>democracy</i> .	_____	_____
2. <i>Rice</i> is a staple of the Japanese diet.	_____	_____
3. Japan has a large <i>fleet</i> of modern fishing boats.	_____	_____
4. Many <i>automobiles</i> are imported from Japan.	_____	_____
5. <i>Respect</i> for the elderly is an important Japanese value.	_____	_____

B Write the singular possessive and the plural possessive forms of each word.

	SINGULAR POSSESSIVE	PLURAL POSSESSIVE
6. country	_____	_____
7. child	_____	_____
8. citizen	_____	_____
9. sheep	_____	_____
10. emperor	_____	_____

C On the line write how each italicized noun is used. Use the key below.

	SUBJECT	SUBJECT COMPLEMENT	APPOSITIVE
	S	SC	A
_____	11. Tokyo is the <i>capital</i> of Japan.		
_____	12. Sapporo, a large <i>city</i> in northern Japan, is a popular resort for skiers.		
_____	13. Every day speedy bullet <i>trains</i> cross Japan.		
_____	14. The emperor of Japan is the <i>head</i> of state in name only.		
_____	15. The <i>prime minister</i> is the actual head of the government.		



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17 Reviewing Nouns, *continued*

D On the line write how each italicized noun is used. Use the key below.

DIRECT OBJECT	INDIRECT OBJECT	SUBJECT COMPLEMENT	APPOSITIVE
DO	IO	SC	A

- _____ 16. Fables are short *stories* that illustrate a lesson.
- _____ 17. The ancient Greek writer *Aesop* is the author of a number of fables.
- _____ 18. Aesop wrote "*The Fox and the Grapes*."
- _____ 19. Many parents read their *children* fables at bedtime.
- _____ 20. My favorite fable is "*The Crow and the Pitcher*."

Try It Yourself

Write three sentences about a country or a place that interests you. Be sure that each sentence has a subject. Try to use appositives.

Check Your Own Work

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

- ✓ Do all the sentences have subjects?
- ✓ Have you used the correct forms of plurals?
- ✓ Have you used apostrophes correctly in possessive nouns?
- ✓ Have you used commas correctly with appositives?