

Exercise 2 (Grammar and Usage)

Nouns Are Naming Words

Words that name people, animals, places, or things are called **nouns**.

EXAMPLE: *people: my brother, John Franklin, that detective, our coach*
animals: several jellyfish, Snoopy, a shark, a fat caterpillar
places: the bakery, Kelowna, our basement, Ontario
things: my ballpoint, a cold winter, the last bus, these pickles
ideas or feelings: beauty, joy, wisdom, happiness, loneliness

A. Circle the nouns in the following sentences. The number in parentheses tells you how many nouns are in each sentence.

1. The firetrucks and the ambulance roared across the bridge and around the corner. (4)
2. Sophia dropped the camera into the river when the boat hit the dock. (5)
3. The skunk finished drinking the saucer of milk and crawled under the bed. (4)
4. All week the trapper searched the valley for the missing hunters. (4)
5. The train moved slowly into the station and stopped with a loud screech. (3)
6. For two hours the astronomer watched the strange red star through her powerful telescope. (4)
7. Under the sink the detective found a broken cup and a rusty fork. (4)



B. Add at least five nouns to each of these lists.

1. Things you might find in the kitchen, such as *forks, spoons, toaster*

2. Things you could hear, such as *wind, sirens, explosions*

3. Things you might use at school, such as *notebooks, pens, desks*

Exercise 5 (Grammar and Usage)

Common, Proper, and Collective Nouns

A noun that names a particular person, animal, place, or thing is called a proper noun. Notice that proper nouns always start with capital letters.

EXAMPLE: After crossing the Atlantic, Columbus landed at San Salvador.

A noun that does not name a particular person, animal, place, or thing is called a **common noun**. A common noun does not have a capital letter unless it is the first word in a sentence.

EXAMPLE: After crossing the ocean, the explorer landed on an island.

A noun that names a *group* of persons, animals, places, or things is called a **collective noun**.

EXAMPLE: The cowboys drove the herd of cattle across the river.

A. Write a proper noun for each of these common nouns.

Example: girl Jennifer

- | | |
|------------------|--------------------|
| 1. month _____ | 5. city _____ |
| 2. teacher _____ | 6. continent _____ |
| 3. street _____ | 7. car _____ |
| 4. country _____ | 8. language _____ |

B. Fill in the blank in each phrase with the correct collective noun from the list below. Use your dictionary if you are not sure of the answer.

- | | | | | |
|-------|-------|--------|--------|-------|
| grove | pack | flock | school | herd |
| team | class | litter | deck | pride |
-
- | | |
|------------------------|------------------------|
| 1. a _____ of turkeys | 6. a _____ of puppies |
| 2. a _____ of players | 7. a _____ of wolves |
| 3. a _____ of antelope | 8. a _____ of students |
| 4. a _____ of trees | 9. a _____ of salmon |
| 5. a _____ of lions | 10. a _____ of cards |

C. What animals would you see if you watched the following groups?

1. an aerie _____ 2. a gaggle _____ 3. a covey _____

Exercise 11 (Grammar and Usage)

Singular and Plural Nouns: Part 1

Nouns that name *only one* person, animal, place, or thing are called **singular nouns**.

EXAMPLE: carpenter hotel boxcar

Nouns that name *more than one* person, animal, place, or thing are called **plural nouns**.

Here are some rules for making singular nouns plural.

1. Most singular nouns can be made plural by adding *-s*.

EXAMPLE: carpenters hotels boxcars

2. Nouns that end in *s*, *x*, *z*, *ch*, and *sh* are hard to pronounce if only *-s* is added. To make these nouns plural, add *-es*.

*EXAMPLE: glass – glasses box – boxes bunch – bunches
waltz – waltzes bush – bushes*

3. Singular nouns that end in *y* are made plural in one of two ways:

a. If a vowel comes before the *y*, simply add *s*.

EXAMPLE: donkey – donkeys holiday – holidays

b. If a consonant comes before the *y*, change the *y* to *i* and add *-es*.

EXAMPLE: city – cities candy – candies

Make the following singular nouns plural.

Set 1

- actress _____
- story _____
- alligator _____
- tax _____
- monkey _____
- bathtub _____
- sky _____
- daisy _____
- needle _____
- mattress _____

Set 2

- fox _____
- valley _____
- lawyer _____
- lily _____
- walnut _____
- dish _____
- baby _____
- army _____
- bench _____
- donkey _____

Exercise 12 (Grammar and Usage)

Singular and Plural Nouns: Part 2

Here are rules for nouns that end in *o*, *f*, or *fe*.

1. Nouns ending in *o*

Many singular nouns that end in *o* are made plural by adding *-s*.

EXAMPLE: piano – pianos radio – radios

Some singular nouns that end in *o* are made plural by adding *-es*.

EXAMPLE: potato – potatoes mosquito – mosquitoes

A few nouns that end in *o* can be made plural by adding either *-s* or *-es*.

EXAMPLE: volcano – volcanos or volcanoes zero – zeros or zeroes

2. Nouns ending in *f* or *fe*

Some singular nouns that end in *f* or *fe* are made plural by adding *-s*.

EXAMPLE: cliff – cliffs chief – chiefs

Other nouns that end in *f* or *fe* change the *f* or *fe* to *v* and add *-es*.

EXAMPLE: leaf – leaves shelf – shelves

A few can be made plural either by adding *-s* or changing the *f* or *fe* to *v* and adding *-es*.

EXAMPLE: wharf – wharfs or wharves dwarf – dwarfs or dwarves

Make each of the following singular nouns plural. Check those you are not sure of in your dictionary.

Set 1

1. hero _____
2. burro _____
3. knife _____
4. scarf _____
5. rodeo _____
6. calf _____
7. cargo _____
8. handkerchief _____
9. giraffe _____

Set 2

1. wife _____
2. tomato _____
3. hoof _____
4. torpedo _____
5. cuckoo _____
6. roof _____
7. half _____
8. gulf _____
9. avocado _____

Exercise 17 (Grammar and Usage)

Singular and Plural Nouns: Part 3

A few nouns change their spelling when they become plural.

EXAMPLE: goose – geese man – men child – children

Some nouns have the same form in the singular and the plural. Most of these are the names of animals.

EXAMPLE: deer – deer sheep – sheep aircraft – aircraft

Write the plurals of each of these nouns. Then use your dictionary to see whether you are correct. Some of these words follow the rules you learned in Exercises 11 and 12.

Set 1

1. candy _____
2. tooth _____
3. tomato _____
4. box _____
5. moose _____
6. piano _____
7. life _____
8. mystery _____
9. kiss _____
10. monkey _____
11. blanket _____
12. foot _____
13. chief _____
14. echo _____
15. waltz _____
16. family _____
17. fireman _____
18. scratch _____

Set 2

1. solo _____
2. enemy _____
3. shelf _____
4. turkey _____
5. mouse _____
6. radish _____
7. country _____
8. hero _____
9. reef _____
10. chimney _____
11. volcano _____
12. fox _____
13. trout _____
14. leaf _____
15. march _____
16. butterfly _____
17. guess _____
18. potato _____

Exercise 19 (Grammar and Usage)

Understanding Verbs: Part 1

Nouns are words that name persons, animals, places, or things. **Verbs** are usually action words, such as *jump*, *crawl*, *shout*, or *stagger*. They explain what the nouns are doing.

*EXAMPLE: Almost immediately the tiger **attacked**.*

Sometimes verbs explain what is happening in someone's mind.

*EXAMPLE: Sergeant Pellizari **recognized** the car instantly.
Mark and I **studied** science last night.*

Some verbs that we use all the time do not show action. These verbs tell us that something *is*, *was*, or *will be*.

*EXAMPLE: Both Hannah and Sakina **are** in this race.
My brother **will be** sixteen tomorrow.*

The most common nonaction verb is *be*. This verb has many different forms, such as *am*, *is*, *are*, *was*, *were*, *shall be*, *will be*, *have been*, *has been*, and *had been*. Remember that every sentence must have at least one verb.

Circle the verb in each sentence.

1. All night the young coyote searched for its mother.
2. Instantly the eagle pounced on the young rabbit.
3. We scrambled quickly to the top of the rocky slope.
4. The explosion rattled the windows in the cabin.
5. Last night I dreamed about a flight in a space ship.
6. Gradually the strange machine squeaked to a stop.
7. My sister and her friends were in the middle of the mud puddle.
8. Suddenly a large rock crashed through the kitchen window.
9. The first helicopter landed within five minutes.
10. Erica and Alex played chess until ten o'clock.
11. The two elephants collided with a tremendous thud.
12. Without a sound the snake slithered into the tall grass.



Exercise 23 (Grammar and Usage)

Understanding Verbs: Part 2

Sometimes a verb is made up of more than one word. The verb parts that come before the main verb are called **helping verbs**.

*EXAMPLE: My uncle **is** flying to Hong Kong on Saturday.
Martika and I **should** finish our project tomorrow.*

Some sentences have two or three helping verbs before the main verb.

*EXAMPLE: The Edmonton Eskimo game **will be** played on Monday.
The boat **should have been** painted yesterday.*

Sometimes the helping verb and the main verb are separated by words that are not verbs.

*EXAMPLE: We **should probably have** brought rubber boots.
He **had not** seen the jewels.*

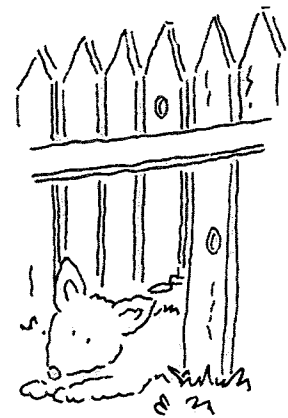
The following verbs are often used as helping verbs:

am	was	be	has	do	must	can	will	shall
is	were	been	have	does	may	could	would	should
are			had	did	might			

In the following sentences there are ten main verbs (one in each sentence) and fifteen helping verbs. Draw a circle around each main verb. Underline the helping verbs.

EXAMPLE: In a flash the fox had slipped under the fence.

1. The carpenters would have repaired the roof yesterday.
2. My grandfather was standing on the steps.
3. Your shoes will not be finished before five o'clock.
4. The snake must have wriggled farther back into the hollow tree.
5. The lock will probably open more easily now.
6. Within seconds the police had completely surrounded the building.
7. The apples under the tree were covered with wasps.
8. Several of the girls are not going to Glenwood tomorrow.
9. Those doors should have been locked before six o'clock.
10. An enormous pot was boiling on the stove



Exercise 30 (Grammar and Usage)

Verb Tense

In a sentence the verb is the action word that explains what the subject does.

*EXAMPLE: The large skunk **marched** into the principal's office.*

Verbs also tell us *when* the action happened. They have different forms to show whether the action takes place in the present, in the past, or in the future. The different forms of a verb are called **tenses**. The word *tense* means "time."

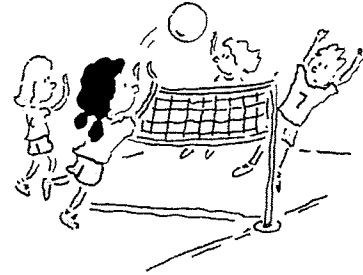
*EXAMPLE: Today the girls **play** Cedarville. (present tense)*

*Yesterday the boys **played** Pickford. (past tense)*

*Tomorrow both teams **will play** Kenton. (future tense)*

Forming the past tense of most verbs is not difficult if you remember these rules:

1. If the present tense ends in *e*, add *-d*.
(*snore – snored*)
2. If the present tense does not end in *e*, add *-ed*.
(*cook – cooked*)
3. If the present tense ends in *y*, change the *y* to *i* and add *-ed*. (*carry – carried*)
4. If the present tense has only one vowel and ends in a single consonant, double the consonant before adding *-ed*. (*chop – chopped*)



Verbs that form the past tense by adding *-d* or *-ed* are called **regular verbs**.

Write the past tense form of these regular verbs. In parentheses after each past tense form, write the number of the rule that you used to get the correct answer.

EXAMPLE: scurry scurried (3)

- | | | | |
|-----------|-------|--------------|-------|
| 1. hunt | _____ | 8. cry | _____ |
| 2. brag | _____ | 9. drop | _____ |
| 3. smile | _____ | 10. save | _____ |
| 4. worry | _____ | 11. shop | _____ |
| 5. drown | _____ | 12. discover | _____ |
| 6. plan | _____ | 13. hurry | _____ |
| 7. arrive | _____ | 14. snag | _____ |

Exercise 40 (Grammar and Usage)

Irregular Verbs: Part 1

Regular verbs add *-d* or *-ed* to make their past tense forms. A few verbs, however, do not follow this pattern. They are called **irregular verbs**. The **past participle** form of the verb is used after the helping verbs *has*, *have*, or *had*.

Present Tense (Today I)	Past Tense (Yesterday I)	Past Participle (Since last week I)
bring	brought	(have) brought
come	came	(have) come
do	did	(have) done
eat	ate	(have) eaten
give	gave	(have) given
go	went	(have) gone
see	saw	(have) seen
take	took	(have) taken

A. Complete each sentence with the correct form of the verb in parentheses. Remember to use the past participle after all the helping verbs.

1. The guinea pigs have _____ (eat) all their food.
2. Have you _____ (see) Courtney Roberts play goalie?
3. Jolene and I have often _____ (go) hiking in Manning Park.
4. Several of the boys had _____ (bring) their cameras.
5. Finally the mouse _____ (come) out from under the bathtub.
6. My sister had _____ (take) all the extra towels.
7. Richard had already _____ (do) most of the dishes.

B. Use each of the following verb forms correctly in a sentence.

1. has given _____

2. went _____

3. had eaten _____

Exercise 41 (Grammar and Usage)

Irregular Verbs: Part 2

Here are more irregular verbs to learn.

Present Tense (Today I)	Past Tense (Yesterday I)	Past Participle (Since last week I)
begin	began	(have) begun
drink	drank	(have) drunk
ring	rang	(have) rung
run	ran	(have) run
sing	sang	(have) sung
sink	sank (or sunk)	(have) sunk
swim	swam	(have) swum

Complete each sentence with the correct form of the verb in parentheses. Remember to use the past participle after all helping verbs. Do not use the present tense.

1. Dylan and Kayla have not _____ (sing) that song before.
2. Before we reached Point Funston, the wind _____ (begin) to blow from the southeast.
3. The cat _____ (drink) the milk while we were out.
4. Probably the boat _____ (sink) during last night's storm.
5. Mario has often _____ (swim) across Whitefish Lake.
6. The bells in the tower had not _____ (ring) in ten years.
7. Before Haley could take the picture, the deer _____ (run) into the underbrush.
8. Has Zachary _____ (drink) all his chocolate milk?
9. The sheep had just _____ (begin) to enter the cave when Julie saw the wolf.
10. Within minutes the pirates had _____ (sink) the Spanish galleon.



Exercise 45 (Grammar and Usage)

Pronouns: Substitutes for Nouns

A **pronoun** is a word that takes the place of a noun. The word *pronoun* is made up of *pro*, meaning "for," and *noun*. Words such as *I*, *you*, *they*, and *hers* are pronouns. By using pronouns, we can talk about someone or something without repeating the same noun.

EXAMPLE: Lauren's uncle promised that Lauren's uncle would take Lauren for a ride in Lauren's uncle's plane.

Lauren's uncle promised that he would take her for a ride in his plane.

Notice how the second sentence is much smoother and easier to understand.

The word that a pronoun stands for, or replaces, is called its **antecedent**. In this sentence the antecedent of the pronouns *he* and *his* is the noun *uncle*. The antecedent of the pronoun *her* is the noun *Lauren*.

List the pronouns in the following sentences. After each pronoun, write its antecedent.

EXAMPLE: During the game Jamie lost his watch. The referee returned it to him later.

it - watch his - Jamie him - Jamie

1. The ground squirrels darted for their burrows when they saw the coyote.

2. "Tiffany said she would come with me," replied Sarah.

3. Jacques got a bicycle for his birthday, but he can't ride it yet.

4. "Do you know where my books are?" asked Louise. "I put them on the window ledge," said Adam.

5. Leah left her project at school, but Tyler and Sergio took theirs home.

Exercise 46 (Grammar and Usage)

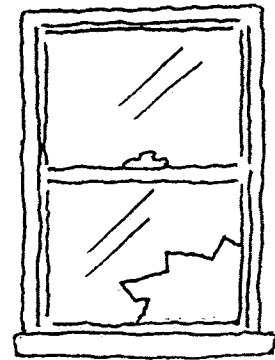
Irregular Verbs: Part 3

Still more irregular verbs to learn. (For others, see Exercises 40 and 41.)

Present Tense (Today I)	Past Tense (Yesterday I)	Past Participle (Since last week I)
break	broke	(have) broken
choose	chose	(have) chosen
freeze	froze	(have) frozen
speak	spoke	(have) spoken
tear	tore	(have) torn
wear	wore	(have) worn
blow	blew	(have) blown
grow	grew	(have) grown
know	knew	(have) known
throw	threw	(have) thrown

A. Complete each sentence with the correct form of the verb in parentheses. Remember to use the past participle after all helping verbs.

1. I've _____ (speak) to you before about throwing stones near those windows.
2. My parents have _____ (know) the Andersons for more than twenty years.
3. Bailey hasn't _____ (wear) her watch to school this week.
4. Several of the branches _____ (break) during the storm.
5. Has Ms. Simons _____ (choose) the winner of the contest?
6. After I had _____ (throw) the snowball, I saw Mr. Tanaka.



B. Write sentences of your own using each of the following verbs.

1. has blown _____
2. tore _____
3. have grown _____
4. froze _____

Exercise 49 (Grammar and Usage)

Making Pronouns Agree

Like nouns, pronouns can be either singular or plural. Here is a list of common pronouns. Notice that *you*, *your*, and *yours* may be either singular or plural.

	Singular Pronouns	Plural Pronouns
<i>Person speaking</i>	I, me, my, mine	we, us, our, ours
<i>Person spoken to</i>	you, your, yours	you, your, yours
<i>Another person, place, or thing</i>	he, him, his she, her, hers it, its	they, them, their, theirs

A pronoun must always **agree** with its antecedent. If the antecedent is singular, the pronoun must be singular. If the antecedent is plural, the pronoun must be plural.

*EXAMPLE: The robber darted into the alley when he heard the sirens.
The robbers darted into the alley when they heard the sirens.*

Be especially careful when the subject of a sentence uses *each*, *every*, or *one*. These words always take a singular pronoun.

*EXAMPLE: Every house on the street had its windows broken.
Each of the girls on the team should have her own key.
Not one of the boys had remembered to bring his lunch.*

Fill the blanks with *he*, *she*, *her*, *his*, *their*, or *its*. Draw an arrow from the pronoun to its antecedent.

1. Will one of your friends let you use _____ jacket?
2. Every player on the team must look after _____ own uniform.
3. The students in Mr. MacNeil's class are having _____ party on Friday.
4. Before a member of the crew can go ashore, _____ must check out.
5. Every car in the parking lot had _____ window broken.
6. When the alarm sounded, every pilot knew what _____ had to do.
7. One of the girls on the relay team lost _____ shoe.
8. The members of the winning team will receive _____ ribbons.
9. Has each of the boys in the play learned _____ lines?

Exercise 50 (Grammar and Usage)

Pronouns and Antecedents

Pronouns must point clearly to the nouns they stand for. Read the following sentence carefully. Which girl do you think should leave?

Kim-An told Emily that she should leave immediately.

In this sentence the antecedent of the pronoun *she* could be either *Kim-An* or *Emily*. Often sentences with vague antecedents can be corrected in more than one way. Here are two ways to make the meaning of this sentence clear.

Kim-An said, "Emily, I should leave immediately."

Kim-An told Emily to leave immediately.

In the following sentences the reader may not be able to tell who or what the pronoun in boldface type refers to. Rewrite the sentences to make the meaning clear.

UNIT
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1. As soon as the children got up from the tables, the janitor washed **them**.



2. My mother took the diamond necklace out of the box and gave **it** to my younger sister to play with.

3. Devin looked carefully at the man sitting across the table and then ate **his** hamburger.

4. Angela asked Melissa to look in **her** backpack.

Exercise 64 (Grammar and Usage)

Adjectives Add Details

Adjectives help give a clear picture of what you are describing. Notice how the adjectives in boldface type make the original sentence come to life.

EXAMPLE: These mice move by hopping.

*These **little grey** rodents have **long, rather stupid-looking** faces, **big semi-transparent** ears shaped like a mule's, and **long hind** legs on which they at times hop like **miniature kangaroos**.*

Rewrite each sentence using descriptive adjectives for each of the nouns in italics.

1. Instantly the *owl* pounced on the *snake*.

2. The *dog* waddled across the *street*.

3. Leaving the *bike* in the *ditch*, she started to cross the *field*.

4. The *man* in the *overalls* was smoking a *cigar*.

5. Moving silently through the *grass*, the *tiger* crept toward the *antelope*.

6. At the corner the *woman* turned and disappeared into a *building*.

7. Suddenly a *flash* of lightning filled the *sky*.

8. Half an hour later the *stranger* reached the *cabin*.

Exercise 71 (Grammar and Usage)

Using Adverbs with Verbs

Adverbs do for verbs what adjectives do for nouns. An adverb adds to the meaning of a verb. Its job is to explain *when*, *where*, *how*, or *how often* something happened.

*EXAMPLE: The plane from Grande Prairie arrived **early**.*

The adverb *early* tells *when* the plane arrived.

*EXAMPLE: Andrew searched **everywhere** for the missing key.*

The adverb *everywhere* tells *where* Andrew searched.

*EXAMPLE: The snake slid **slowly** toward the trapped mouse.*

The adverb *slowly* tells *how* the snake slid.

*EXAMPLE: My father drives his truck to Charlottetown **daily**.*

The adverb *daily* tells *how often* he drives to Charlottetown.

Circle all the verbs in the following sentences. Some sentences have more than one verb. Then underline the single-word adverbs. Above each adverb write whether it tells *where*, *when*, or *how*. The number in parentheses tells you how many adverbs are in each sentence.

EXAMPLE: Jeremy skillfully ^{how} steered the shopping cart. (1)

1. We waited patiently for the light to change. (1)
2. The two girls immediately ran indoors. (2)
3. "Don't be silly!" replied Zev angrily. (1)
4. My parents give me my allowance weekly. (1)
5. Suddenly the man darted quickly into the old barn. (2)
6. Eventually the sun shone brightly. (2)
7. Mr. Petrovich straightened his tie nervously and then stepped outside. (3)
8. The detective approached the stranger cautiously. (1)
9. I watched helplessly as the strange creature slid slowly forward. (3)
10. We searched everywhere for Jessica's hamster. (1)

Exercise 74 (Grammar and Usage)

Finding Adverbs by Position

Let's review what you have learned about adverbs.

1. An adverb is a word that tells *when, where, how, or how often*.
2. Adverbs often end with the suffix *-ly*.

A third way to find out whether a word is an adverb is to try shifting it to a different spot in the sentence. Most adverbs can be moved from one place to another without changing the meaning of the sentence. Notice, for example, how easily the adverb *frequently* changes position in these sentences.

EXAMPLE: *Frequently* Andrew played quarterback.
Andrew *frequently* played quarterback.
Andrew played quarterback *frequently*.

A. Using the clues, circle all eleven adverbs in the following sentences.

1. The friendly dog came immediately when Rachel whistled.
2. Danielle eagerly opened the small package.
3. Carefully Yazeen moved the handle backwards.
4. The lonely child walked slowly homeward.
5. Then Cody angrily slammed the door.
6. Wash the sweater properly or it will shrink.
7. Yesterday the rain fell continuously.



B. Find the adverb in each sentence. Then rewrite each sentence, moving the adverb to a different position.

1. Jason eagerly played video games whenever he got the chance.

2. Cautiously the astronaut stepped outside the space module.

3. The clown juggled six flaming torches expertly.

4. Tinisha asked timidly for directions.

Exercise 76 (Grammar and Usage)

Problems with *Good* and *Well*

Two words that are often used incorrectly are *well* and *good*.

Well is used as an adverb to tell how something is done.

EXAMPLE: Olivia learned to dive well at camp.

Well may also be used as an adjective to mean "in good health."

EXAMPLE: On Tuesday Nicholas had a headache and didn't feel well.

Good is always an adjective and should never be used as an adverb.

EXAMPLE: Yesterday was a good day for skiing.

A. Fill in each blank with *good* or *well*.

1. Did you have a _____ time at the school picnic Friday?
2. Because Laura didn't study, she didn't do _____ on her science test.
3. Twenty out of fifty on a math test is not a _____ mark.
4. Although I practise the piano every day, I still don't play very _____.

B. Write an answer to each of these questions. Use *well* or *good* in each answer.

1. How did you sleep last night?

2. How do Mrs. Hillmer's pies taste?

3. How did the radio work after you fixed it?

4. How did Megan feel after eating ten pancakes?

C. In your notebook write three sentences of your own. In the first sentence use *good* as an adjective. In the second sentence use *well* as an adverb. In the third sentence use *well* as an adjective.