

ADVANTAGE Grammar

Grade

7

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Introduction

The **Advantage Grammar** series for grades 3–8 offers instruction and practice in key writing skills, including

- grammar and usage
- capitalization and punctuation
- spelling
- writing good sentences
- writing good paragraphs
- editing your work

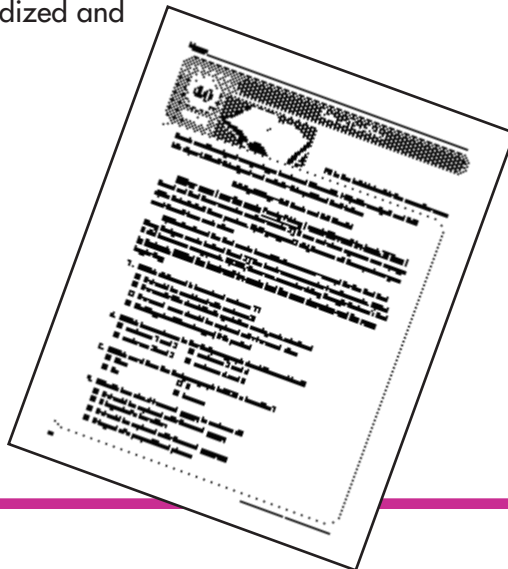
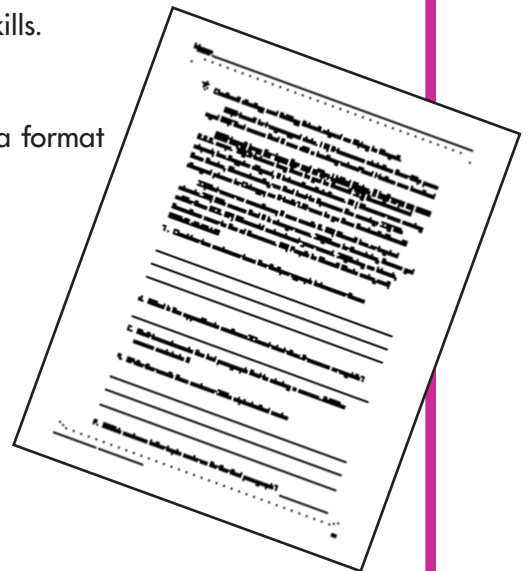
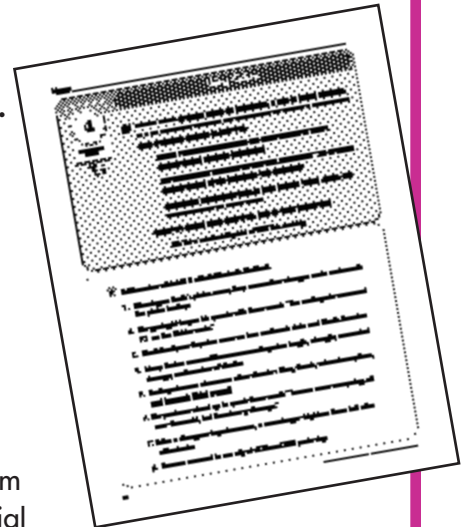
Take a look at all the advantages this grammar series offers . . .

Strong Skill Instruction

- The teaching component at the top of each lesson provides the support students need to work through the book independently.
- Plenty of skill practice pages will ensure students master essential skills they need to become competent writers.
- Examples, models, and practice activities use content from across the curriculum so students are learning about social studies, science, and literature as they master writing skills.

Editing Your Work pages provide for mixed practice of skills in a format that supports today's process approach to teaching writing.

Take a Test Drive pages provide practice using a test-taking format such as those included in national standardized and proficiency tests.



LESSON

Reviewing Nouns and Pronouns

1

ANCIENT
CIVILIZATIONS
OF ASIA



Nouns and pronouns have the same function: they name things.

A noun is a word that names a person, place, thing, or idea. A common noun is not specific and is lowercased. A proper noun is specific and is uppercased.

Person:	emperor, Genghis Khan	Thing:	palace, Taj Mahal
Place:	continent, Asia	Idea:	religion, Buddhism

A pronoun is a word that is used in place of a noun.

The girl gave Genghis Khan the message and then stared at **him**.
(*Him* is used in place of *Genghis Khan*.)

In sentences, nouns and pronouns are used as subjects and objects.

The **girl** (*subject*) gave **Genghis Khan** (*indirect object*)
the **message** (*direct object*).

She (*subject*) handed **it** (*direct object*) to the **emperor** (*object of preposition*).

A Underline the nouns in each sentence. Circle any pronouns you find.

1. Genghis Khan was a ruler of the Mongols in the early 1200s.
2. The Mongols lived in central Asia on treeless plains called steppes.
3. They lived in clans related by kinship.
4. Several clans made up a tribe.
5. The chief of a tribe was elected based on courage, military ability, and leadership.
6. If a chief was greatly admired, men from other tribes would swear loyalty to him.
7. The Mongols developed amazing skill on horseback.
8. Because they could hold on to a horse with just their feet, they could shoot their weapons while they were riding.
9. Riding skill gave the soldiers a strong advantage in battle.
10. The great Khan and his warriors conquered a huge amount of land between Beijing and the Caspian Sea.

B Next to each noun, write *person*, *place*, *thing*, or *idea* to show what it refers to. If it is a proper noun, write the word *proper*.

- | | |
|--------------------|-------------------|
| 1. warrior _____ | 6. feet _____ |
| 2. land _____ | 7. loyalty _____ |
| 3. courage _____ | 8. Khan _____ |
| 4. Asia _____ | 9. Beijing _____ |
| 5. advantage _____ | 10. Mongols _____ |

C Complete the chart by filling in an appropriate noun, proper noun, or pronoun.

	Common Noun	Proper Noun	Pronoun
1.	president		
2.		San Francisco	
3.			her
4.		India	
5.		Mongols	
6.	singer		
7.			it
8.			they

D Write a sentence using each noun. Include a pronoun in at least one of your sentences. Label each noun and pronoun as a *subject* or *object*.

1. chief

2. Asia

3. weapons

4. leadership

Reviewing Verbs

2

ANCIENT
CIVILIZATIONS
OF ASIA



Verbs are words that express action or a state of being. An action verb can express a physical or mental action. A state-of-being verb shows that something exists; it is always a form of the verb *to be*.

Action verbs: swim, soar, creep, say, have, think, know, wonder, seem

State-of-being verbs: am, is, are, was, were, has been, had been, will be, shall be, would be

Note: *To be* verbs often combine with, or “help,” action verbs, as in the verb phrases *will be swimming*, *is going*, and *had been thinking*.

An action verb can be either **transitive** or **intransitive** based on how it is used in the sentence. A transitive verb has a direct object, which receives the action of the verb. If the verb does not need an object to complete its meaning, it is intransitive. To know if the verb is transitive, ask *What?* or *Whom?* after the verb.

Transitive verbs: Darcy sang a song. (*Sang what?* Sang the song.)

The eagle saw me. (*Saw whom?* Saw me.)

Intransitive verbs: Darcy sang loudly.

The eagle flew over the trees. (The words after the intransitive verbs tell *how* or *where*.)

A Circle the verb or verbs in each sentence.

1. When I study ancient history, I feel like a time traveler.
2. Prehistory refers to the time before people began to write.
3. Archaeology is the scientific study of things that remain from human activity in the past.
4. These remains include things such as the ruins of buildings, stone tools, and even human bones.
5. Around 3000 B.C., writing developed in the Middle Eastern land of Mesopotamia.
6. Many written materials exist for archaeologists to study.
7. Scrolls, stone tablets, and wall inscriptions are three kinds of ancient writing.
8. In many later cultures, people produced maps, letters, documents, and books.

B Read each pair of sentences. One has a transitive verb; the other has an intransitive verb. Place a checkmark (✓) next to the sentence with a transitive verb.

1. a. _____ Martina read aloud to her father.
b. _____ Martina read the chapter on ancient Japan.
2. a. _____ Samurai warriors carried long swords.
b. _____ They carried on bravely from battle to battle.
3. a. _____ Some samurai served faithfully as officials in the provinces.
b. _____ The servants served tea to the respected officials.
4. a. _____ The warriors lived away from the court at Kyoto.
b. _____ They lived lives marked by discipline and courage.
5. a. _____ The exhibit of samurai armor held our attention.
b. _____ The speaker held on tight to the heavy sword.
6. a. _____ The Mongols threatened Japan in the late 1200s.
b. _____ They threatened by attacking from Korea across the Sea of Japan.
7. a. _____ After much fighting, a great storm rolled across the sea.
b. _____ The wind and rains rolled the Mongol ships on their sides.
8. a. _____ The storm stopped the Mongol invasion of Japan.
b. _____ We stopped briefly to look at a painting of the battle.

C Answer each question in a complete sentence. Underline all the action verbs or state-of-being verbs in your sentence.

1. How did you get to school this morning? _____

2. What is the most interesting thing you have learned today? _____

3. What have you been thinking about in the past hour? _____

4. Will you be at school tomorrow? _____
