

# Exercises in Grammar

Grade 7

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# Table of Contents

## **PART A: THE PARTS OF SPEECH**

Introductory Activity .....	4
Nouns .....	5
Pronouns .....	17
Verbs .....	24
Adjectives .....	34
Adverbs.....	43
Prepositions .....	54
Conjunctions .....	60
Interjections .....	62

## **PART B: THE PARTS OF THE SENTENCE**

Subject and Predicate.....	66
Completing the Predicate .....	73
Principal and Subordinate Clauses .....	82
Kinds of Sentences .....	91

**The Exercises in Grammar program has been devised to introduce a new “back-to-basics” curriculum. This resource emphasizes the teaching of the fundamentals of grammar and the rules needed to implement it.**

**Recognizing that many teachers, particularly new teachers, may have gone through a school system which did not teach formal grammar, this resource attempts to simplify the grammatical process as much as possible.**

**This resource is the second of a series of three books called Exercises in Grammar. This books cover the grammar objectives for grades 6, 7 and 8. Teachers may wish to purchase the grade 6 book to provide additional exercises for students who are having difficulty, or the grade 8 book to provide enrichment. Each of these books reviews the grammar taught in the earlier grades and integrates the new work into this review. The major new work in grade 7 is a study of the parts of a sentence, with follow-up work on subordinate clauses, taught at the grade 6 level. The lessons are set up through overheads, followed by exercises, followed by tests.**

**These books should be used in conjunction with the current Language texts that are being used in the classroom so that the grammar study may be integrated with the writing.**

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## PART A: THE PARTS OF SPEECH

Overhead #1

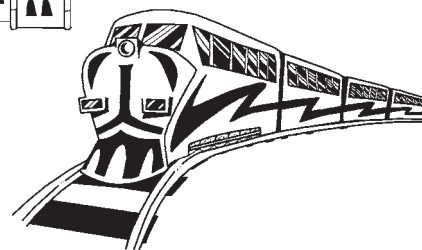
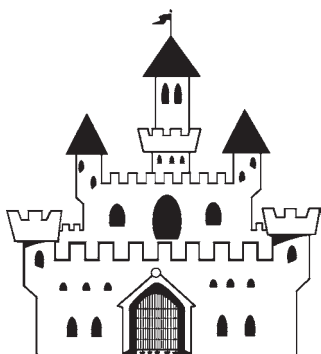
### NOUNS

What is a noun?

A noun is a word that **NAMES** a person, place, thing or idea.

What are some examples of nouns?

Person	Place	Thing	Idea/Quality
Peter an American teacher sister	London town river moon	palace train frog desk	truth imagination hope sympathy



**How to spot a noun:**  
except for the names of persons, places or animals  
you can put the words “the”, “a” or “an” before a noun  
and it will still make sense.

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## PART A: THE PARTS OF SPEECH

### EXERCISE 1: NOUNS

What follows is a passage from Treasure Island, by Robert Louis Stevenson. It contains 21 nouns. Find each noun and write it in the space provided in the order you find it.

I stood straight up against the wall, my heart still going like a sledge-hammer, but with a ray of hope now shining in my bosom. Silver leant back, his arms crossed, his pipe in the corner of his mouth, as calm as though he had been in church; yet his eye kept wandering furtively, and he kept the tail of it on his unruly followers. They grew gradually together towards the far end of the blockhouse, and the low hiss of their whispering sounded in my ear continuously like a stream.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_

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**PART A: THE PARTS OF SPEECH**

Overhead #2

**NOUNS: KINDS OF NOUNS**

**All nouns are either COMMON or PROPER.**

**What is a PROPER noun?**

**A PROPER NOUN NAMES A PARTICULAR  
PERSON, PLACE or THING.**

**PROPER NOUNS ALWAYS BEGIN WITH  
A CAPITAL LETTER.**

**EXAMPLES:**

**Mr. Smith  
California  
Mars**

**A COMMON NOUN DOES NOT NAME A PARTICULAR  
PERSON, PLACE, THING OR IDEA.**

**ALL NOUNS THAT ARE NOT PROPER NOUNS  
ARE COMMON NOUNS.**

**EXAMPLES:**

**man  
state  
planet**

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## **PART A: THE PARTS OF SPEECH**

### **EXERCISE 2: COMMON AND PROPER NOUNS**

Fill in the following chart. In Column A, identify the noun as **COMMON** or **PROPER**. In Column B, write a corresponding common noun for each proper noun or a corresponding proper noun for each common noun.

<b>Noun</b>	<b>A</b>	<b>B</b>
<b>1. singer</b>		
<b>2. Uncle Ron</b>		
<b>3. teacher</b>		
<b>4. King Street</b>		
<b>5. queen</b>		
<b>6. Pluto</b>		
<b>7. actor</b>		
<b>8. Japan</b>		
<b>9. athlete</b>		

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## **PART A: THE PARTS OF SPEECH**

Overhead #3

### **PLURALS OF NOUNS**

**1. Most nouns in English form the plural by adding *s*:**

**Examples:** girl – *girls*, car – *cars*, feather – *feathers*

**2. Nouns ending in *s*, *x*, *ch* or *sh* form the plural by adding *es*:**

**Examples:** mass – *masses*, box – *boxes*, beach – *beaches*,  
dish – *dishes*

**3. Nouns ending in *y* preceded by a consonant form the plural by changing the *y* to *i* and adding *es*:**

**Examples:** lady – *ladies*, sky – *skies*, library – *libraries*

**4. Nouns ending in *y* preceded by a vowel form the plural by adding *s*:**

**Examples:** key – *keys*, donkey – *donkeys*

**5. Some nouns change the vowel to form a plural or even add letters:**

**Examples:** man – *men*, child – *children*, goose – *geese*

**6. There are exceptions to most of these rules.**