

# *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

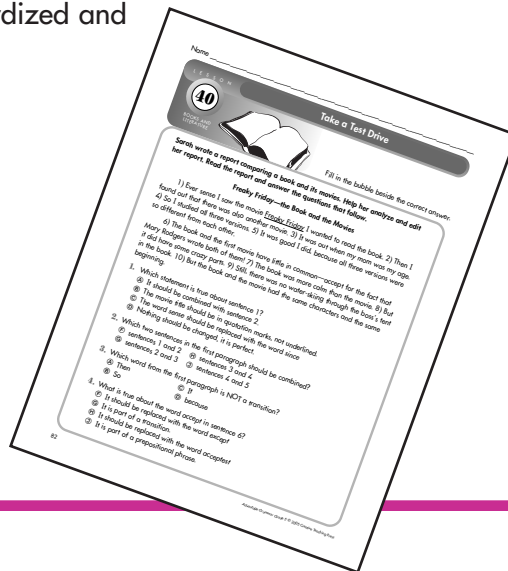
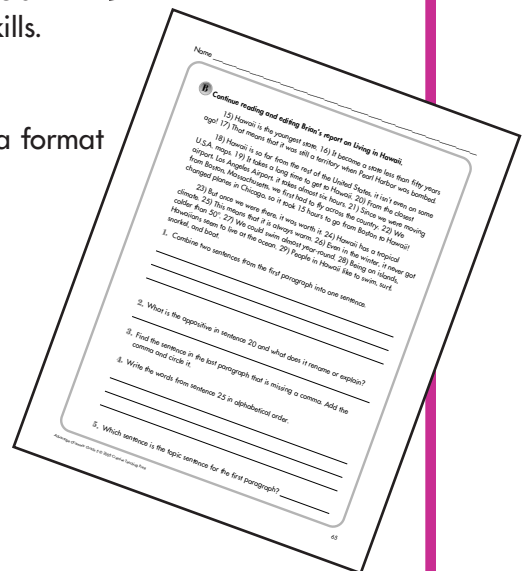
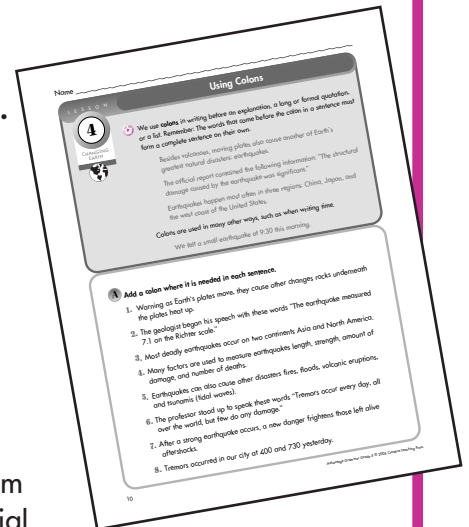
Take a look at all the advantages this grammar series offers . . .

## 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.**

- Genghis Khan was a ruler of the Mongols in the early 1200s.
- The Mongols lived in central Asia on treeless plains called steppes.
- They lived in clans related by kinship.
- Several clans made up a tribe.
- The chief of a tribe was elected based on courage, military ability, and leadership.
- If a chief was greatly admired, men from other tribes would swear loyalty to him.
- The Mongols developed amazing skill on horseback.
- Because they could hold on to a horse with just their feet, they could shoot their weapons while they were riding.
- Riding skill gave the soldiers a strong advantage in battle.
- 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

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★ **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? \_\_\_\_\_  
\_\_\_\_\_

LESSON

## Using Negatives

3

ANCIENT CIVILIZATIONS OF ASIA



★ **Negative words**, such as *not* and *never*, change the meaning of a verb. The verb tells what the action is; adding a negative word changes the meaning to the opposite.

I like computer games. I do **not** like computer games.

Here are some common negative words:

*not, nobody, none, nothing, hardly, can't, doesn't, won't, isn't, aren't*

To be clear and correct, use only one negative word in a sentence.

**Double negative** (incorrect)

He hardly never eats lunch out.

It doesn't make no difference.

Can't nobody hear me?

There is not nothing to do.

We won't never get there.

**Corrected**

He hardly ever eats lunch out.

It doesn't make any difference.

Can't anybody hear me?

Can nobody hear me?

There is nothing to do.

There isn't anything to do.

We won't ever get there.

We will never get there.

To correct a double negative, replace one of the negative words with a positive word, or take away a negative word.

**A** Circle the word that correctly completes each sentence.

1. In the distance you (can, can't) barely see a tiny tower on top of the mountain.
2. Won't (anybody, nobody) come with me to see the movie *Shogun*?
3. There was barely (nobody, anybody) in the theater when we arrived.
4. The Mongols never used (no, a) written language.
5. Wasn't there (nothing, anything) the Chinese could do to stop the Mongol invaders?
6. None of us (ever, never) guessed that riding horses well was so important in battle.



**B** Read each sentence. If the sentence is correct, write *Correct* on the line. If it is incorrect, rewrite the sentence so that it uses negative words correctly.

1. This book doesn't contain any information on ancient Japan. \_\_\_\_\_

\_\_\_\_\_

2. Sam hardly has no energy to attend his kung fu class. \_\_\_\_\_

\_\_\_\_\_

3. Isn't nobody going to give a report on the samurai? \_\_\_\_\_

\_\_\_\_\_

4. It won't make no difference if they are five minutes late. \_\_\_\_\_

\_\_\_\_\_

5. We won't have no time to visit the Zen garden at the museum. \_\_\_\_\_

\_\_\_\_\_

6. I've never seen no Japanese tea ceremony before. \_\_\_\_\_

\_\_\_\_\_

7. No one in the class had never heard of Kublai Khan before. \_\_\_\_\_

\_\_\_\_\_

8. We will never finish this time line of the Mongol Empire if we don't start soon.

\_\_\_\_\_

**C** Select four of the phrases from the box. For each one, write a sentence about personal experiences, current events, or interesting things you have learned in social studies.

isn't anything	nobody was
any difference	hardly ever
none of us	will never

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Commas and Semicolons

4

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★ Both **commas** and **semicolons** can be used in compound sentences to join two independent clauses. Use a comma when the clauses are joined by a conjunction such as *and*, *but*, *or*, *nor*, *yet*, *so*, or *for*. The comma falls before the conjunction.

*Mountains and hills cover most of Japan, and it is surrounded by the sea.*

Use a semicolon to join two closely related independent clauses when they are not joined by a coordinating conjunction.

*Mountains and hills cover most of Japan; less than 20 percent of the land can be used for farming.*

A semicolon is also used when a conjunction such as *therefore*, *however*, *thus*, or *then* joins the two clauses.

*Hokkaido is the northernmost island; then, moving south, comes Honshu, Shikoku, and Kyushu.*

**A** Add a semicolon in the correct place in each sentence.

1. As an island, Japan was isolated from the world thus, it developed with little influence from other countries except China.
2. Japan is located on a very unstable part of the earth's crust therefore earthquakes are common there.
3. Typhoons are also frequent in Japan these are coastal storms with tree-bending winds and heavy rains.
4. For thousands of years, the sea has been Japan's greatest resource it has provided food and helped to shield the island from invasion.
5. A Japanese myth describes how the world began two sky gods decided to create the islands of Japan by dipping a jeweled spear into the ocean.
6. Some of the earliest inhabitants of Japan were the Jomon they probably came from Korea.
7. Early peoples believed in the power of spirits these spirits were called kami.
8. The Sun Goddess was the most powerful of the kami Japan's first emperor claimed to be descended from the Sun Goddess.

**B** Decide whether each sentence requires a comma or a semicolon. Add the appropriate punctuation mark to each sentence.

1. Hunter-gatherers lived in Japan in prehistoric times and the Ainu people of northern Japan may be related to them.
2. The Jomon developed a complex culture they used irrigation to create wet fields where they cultivated rice.
3. The next civilization, the Yayoi, was called the “tomb culture” for the Yayoi built huge graves.
4. The graves contained small clay figures of soldiers and horses these objects suggest that the Yayoi took part in wars and respected warriors.
5. Japan is an island but one of its main religions, Buddhism, comes from China.
6. Japan’s ruler in the 600s, Prince Shotoku, welcomed Buddhist priests they helped introduce the Chinese language and arts in Japan.
7. After Shotoku’s death, government leaders introduced Chinese-style reforms all land was made the property of the emperor.
8. These reforms reduced the power of the clan leaders however, the lives of everyday peasants did not change much.

**C** Write a paragraph about the early history of Japan. Include at least two compound sentences in which you join the main clauses with a comma or semicolon. Remember that clauses joined by a semicolon should be closely related in content.

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