

**UNDERSTANDING
AND USING**

**ENGLISH
GRAMMAR**

Second Edition

WORKBOOK Volume B



UNDERSTANDING AND USING ENGLISH GRAMMAR

Second Edition

WORKBOOK Volume B



Betty Schramper Azar
Donald A. Azar

Chief contributor: Rachel Spack Koch
Contributors: Susan Jamieson
Barbara Andrews
Jeanie Francis



PRENTICE HALL REGENTS
Englewood Cliffs, New Jersey 07632

Editorial/production supervision: *Janet Johnston*
Interior design: *Ros Herion Freese*
Illustrations: *Don Martinetti*
Cover design: *Joel Mitnick Design*
Manufacturing buyer: *Ray Keating*



© 1990 by Prentice-Hall, Inc.
A Division of Simon & Schuster
Englewood Cliffs, New Jersey 07632

All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher.

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

ISBN 0-13-944000-3

Prentice-Hall International (UK) Limited, *London*
Prentice-Hall of Australia Pty. Limited, *Sydney*
Prentice-Hall Canada Inc., *Toronto*
Prentice-Hall Hispanoamericana, S.A., *Mexico*
Prentice-Hall of India Private Limited, *New Delhi*
Prentice-Hall of Japan, Inc., *Tokyo*
Simon & Schuster Asia Pte. Ltd., *Singapore*
Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*

PRENTICE HALL REGENTS
Englewood Cliffs, New Jersey 07632



Contents

*To Chelsea,
with all our love.*

	xi
UNIT 5: SINGULAR AND PLURAL	
PRACTICE	PAGE
1—SELF-STUDY: Final -s/-es	157
2—SELF: Plural nouns	158
3—SELF: Irregular form in plurals	159
4—SELF: Possessive nouns	159
5—SELF: Using apostrophes	160
6—GUIDED STUDY: Using apostrophes	161
7—SELF: Using nouns as modifiers	161
8—SELF: Using nouns as modifiers	162
9—SELF: Using nouns as modifiers	162
10—SELF: Count and noncount nouns	163
11—SELF: Count and noncount nouns	164
12—GUIDED: Count and noncount nouns	164
13—SELF: Count and noncount nouns	165
14—GUIDED: Count and noncount nouns	165
15—SELF: Much vs. many	166
16—SELF: Expressions of quantity	167
17—SELF: Using a few/a few, a little/a little	168
18—SELF: Using of in expressions of quantity	169
19—GUIDED: Using of in expressions of quantity	170
20—GUIDED: Writing	171
21—SELF: Using one, each, every	171
22—GUIDED: Expressions of quantity	172
23—SELF: Subject-verb agreement	172
24—GUIDED: Subject-verb agreement	173
25—SELF: Agreement of pronouns	175
26—SELF: Reflexive pronouns	175
27—SELF: Impersonal pronouns	177
28—GUIDED: Singular/plural	177
29—SELF: Forms of other	178
30—GUIDED: Forms of other	179
31—GUIDED: Forms of other	180
32—SELF: Error analysis	180
33—GUIDED: Error analysis	181
34—GUIDED: Writing	181
35—SELF: SELF A—SELF: Singular and plural	181
36—GUIDED: SELF A—GUIDED: Singular and plural	183



Preface

This ESL grammar workbook accompanies *Understanding and Using English Grammar (Second Edition)*. It is a place for students to explore and practice structures on their own. At the same time, the workbook provides supplementary teaching materials for the teacher to select as needed. The exercises are designated (1) SELFSTUDY PRACTICES or (2) GUIDED STUDY PRACTICES:

(1) The SELFSTUDY PRACTICES are designed for independent out-of-class use by the students, who can correct their own work by referring to the Answer Key Booklet at the back of the workbook. The SELFSTUDY PRACTICES allow students ample opportunities to clarify their understandings, explore structures at their own pace, assess their proficiency, and expand their usage ability as well as their vocabulary.

(2) The GUIDED STUDY PRACTICES, for which the answers are not given, are intended primarily as additional material for the teacher to use as s/he sees the need. They can be used for classwork, homework, or individualized instruction.

The content of the exercises often seeks to inform, challenge, and pique the curiosity of students as they practice their English language skills. In addition, the workbook contains suggestions for various language-learning activities such as discussions, games, and writing topics.

There are two workbooks. *Workbook Volume A* has exercises for Chapters 1–4 and Appendix 1. *Workbook Volume B* contains exercises for Chapters 5–10. The workbooks are coordinated with the main text. The heading for each practice refers the students to the charts in the main text that contain explanations of the grammar being practiced. The *Teacher's Guide* that accompanies the main text includes suggestions for using the workbooks, plus answers to the GUIDED STUDY PRACTICES.

The answer key to the SELFSTUDY PRACTICES is on perforated pages. The students can remove it to construct their own separate Answer Key Booklet. The students can write in the workbook and then place the Answer Key Booklet next to the workbook to make it easy for them to correct their answers.

DONALD A. AZAR
Langley, Washington



CHAPTER 5 Acknowledgments

My thanks go to all who have made this project possible. First of all to Don, an experienced ESL teacher and administrator, who at my urging turned his hand to writing. The enjoyment he took in his task is evident in the lively spirit of the workbook.

I also thank the contributors—Shelley Koch, Susan Jamieson, Jeanie Francis, and Barbara Andrews—for the wonderful materials they provided us to work with. They are experienced teachers who understand their students. Their understandings have greatly enhanced the workbook.

My mom and dad are also due great thanks. My mom keyboards and holds me to account for every word and punctuation mark, and my dad contributes a plethora of ideas for contexts. My thanks also to Chelsea for her help in the office and to Joy Edwards for her able and valued assistance.

And, of course, no book is possible without thoughtful editors: thanks go to Tina Carver, Ros Herion, Sylvia Moore, Janet Johnston—and all the support circle at Prentice Hall Regents.

BETTY S. AZAR
Langley, Washington

First, foremost, and above all, I want to express my appreciation to Betty. Although we worked together teaching ESL for many years, collaboration on this writing project brought our work lives together in a very different way. Her patience, her guidance, and her incredible expertise kept me from roaming too far afield from our objective. She taught me a great deal.

I also want to express my gratitude to our contributing writers: Rachel Spack (Shelley) Koch, Susan Jamieson, Barbara Andrews, and Jeanie Francis. They worked with me in developing draft material and did their part well. I also thank them for adapting to any inconsistencies in communications and schedule.

And finally, there's Chelsea Parker. She went through it all with us, and she'll have to do it again. Our work, and we, are all the better for that.

DONALD A. AZAR
Langley, Washington



Contents

PREFACE	xi
Chapter 5 SINGULAR AND PLURAL	
PRACTICE	PAGE
◇ 1—SELFSTUDY: Final -s/-es	157
◇ 2—SELF: Plural nouns	158
◇ 3—SELF: Irregular foreign plurals	159
◇ 4—SELF: Possessive nouns	159
◇ 5—SELF: Using apostrophes	160
◇ 6—GUIDED STUDY: Using apostrophes	161
◇ 7—SELF: Using nouns as modifiers	161
◇ 8—SELF: Using nouns as modifiers	162
◇ 9—SELF: Using nouns as modifiers	162
◇ 10—SELF: Count and noncount nouns	163
◇ 11—SELF: Count and noncount nouns	164
◇ 12—GUIDED: Count and noncount nouns	164
◇ 13—SELF: Count and noncount nouns	165
◇ 14—GUIDED: Count and noncount nouns	166
◇ 15—SELF: <i>Much</i> vs. <i>many</i>	166
◇ 16—SELF: Expressions of quantity	167
◇ 17—SELF: Using <i>a few/few</i> ; <i>a little/little</i>	168
◇ 18—SELF: Using <i>of</i> in expressions of quantity	169
◇ 19—GUIDED: Using <i>of</i> in expressions of quantity	170
◇ 20—GUIDED: Writing	171
◇ 21—SELF: Using <i>one, each, every</i>	171
◇ 22—GUIDED: Expressions of quantity	172
◇ 23—SELF: Subject-verb agreement	172
◇ 24—GUIDED: Subject-verb agreement	174
◇ 25—SELF: Agreement of pronouns	175
◇ 26—SELF: Reflexive pronouns	175
◇ 27—SELF: Impersonal pronouns	177
◇ 28—GUIDED: Singular-plural	177
◇ 29—SELF: Forms of <i>other</i>	178
◇ 30—GUIDED: Forms of <i>other</i>	179
◇ 31—GUIDED: Forms of <i>other</i>	180
◇ 32—SELF: Error analysis	180
◇ 33—GUIDED: Error analysis	181
◇ 34—GUIDED: Writing	181
◇ PRACTICE TEST A—SELF: Singular and plural	181
◇ PRACTICE TEST—GUIDED: Singular and plural	183

Chapter 6 ADJECTIVE CLAUSES

PRACTICE	PAGE
◇ 1—SELFSTUDY: Basic patterns of adjective clauses	185
◇ 2—SELF: Basic patterns of adjective clauses	186
◇ 3—SELF: Basic patterns of adjective clauses	187
◇ 4—SELF: Adjective clause patterns	188
◇ 5—SELF: Adjective clauses: using <i>whose</i>	189
◇ 6—SELF: Adjective clauses	189
◇ 7—SELF: Adjective clauses: subject-verb agreement	190
◇ 8—SELF: Error analysis	190
◇ 9—SELF: Adjective clauses: using <i>where</i> and <i>when</i>	191
◇ 10—GUIDED STUDY: Writing adjective clauses	192
◇ 11—GUIDED: Writing	192
◇ 12—SELF: Punctuation of adjective clauses	192
◇ 13—SELF: Punctuation of adjective clauses	193
◇ 14—SELF: Punctuation of adjective clauses	194
◇ 15—SELF: Punctuation of adjective clauses	194
◇ 16—SELF: Expressions of quantity in adjective clauses	195
◇ 17—SELF: Using <i>which</i> to modify a sentence	195
◇ 18—GUIDED: Special adjective clauses	196
◇ 19—GUIDED: Writing adjective clauses	196
◇ 20—SELF: Adjective phrases	197
◇ 21—SELF: Punctuation of adjective phrases	198
◇ 22—SELF: Adjective phrases	198
◇ 23—GUIDED: Adjective phrases	199
◇ 24—GUIDED: Speaking and writing	200
◇ 25—GUIDED: Adjective clauses and phrases	200
◇ 26—SELF: Error analysis	201
◇ 27—GUIDED: Error analysis	201
◇ 28—GUIDED: Writing game	202
◇ 29—GUIDED: Writing	202
◇ PRACTICE TEST A—SELF: Adjective clauses	202
◇ PRACTICE TEST B—GUIDED: Adjective clauses	204

Chapter 7 NOUN CLAUSES

◇ 1—SELFSTUDY: Questions and noun clauses that begin with a question word	206
◇ 2—SELF: Questions and noun clauses that begin with a question word	206
◇ 3—SELF: Forms of information questions and noun clauses	207
◇ 4—SELF: Questions and noun clauses that begin with a question word	208
◇ 5—GUIDED STUDY: Information questions and noun clauses	210
◇ 6—SELF: Changing yes/no and information questions to noun clauses	210
◇ 7—SELF: Error analysis	212
◇ 8—SELF: Question words and <i>whether</i> followed by infinitives	212
◇ 9—GUIDED: "That clauses"	213
◇ 10—SELF: Using <i>the fact that</i>	214
◇ 11—SELF: Quoted speech	214
◇ 12—SELF: Reported speech	216
◇ 13—SELF: Reported speech	216
◇ 14—SELF: Reported speech	217
◇ 15—GUIDED: Reported speech	219
◇ 16—GUIDED: Reporting speech	220
◇ 17—GUIDED: Reporting speech	220

PRACTICE	PAGE
◇ 18—SELF: Error analysis	221
◇ 19—GUIDED: Error analysis	221
◇ 20—SELF: Using the subjunctive	221
◇ 21—SELF: Using <i>-ever</i> words	222
◇ PRACTICE TEST A—SELF: Noun clauses	223
◇ PRACTICE TEST B—GUIDED: Noun clauses	224

Chapter 8 SHOWING RELATIONSHIPS BETWEEN IDEAS—PART I

◇ 1—SELFSTUDY: Parallel structure	226
◇ 2—SELF: Parallel structure	226
◇ 3—SELF: Paired conjunctions, subject-verb agreement	227
◇ 4—SELF: Paired conjunctions	227
◇ 5—GUIDED STUDY: Parallel structure	228
◇ 6—GUIDED: Parallel structure	229
◇ 7—SELF: Combining independent clauses: periods and commas	230
◇ 8—GUIDED: Using parallel structure	230
◇ 9—SELF: Adverb clauses	231
◇ 10—SELF: Periods and commas	231
◇ 11—GUIDED: Periods and commas	231
◇ 12—SELF: Verb tenses in adverb clauses of time	232
◇ 13—GUIDED: Verb tenses in adverb clauses of time	233
◇ 14—SELF: Using adverb clauses to show time relationships	234
◇ 15—GUIDED: Using adverb clauses to show time relationships	235
◇ 16—SELF: Cause and effect	235
◇ 17—SELF: Using adverb clauses to show cause and effect relationships	236
◇ 18—SELF: Using <i>because</i> and <i>because of</i>	237
◇ 19—GUIDED: Using <i>because</i> and <i>therefore</i>	237
◇ 20—SELF: Using <i>because</i> and <i>therefore</i>	238
◇ 21—SELF: Showing cause and effect	238
◇ 22—SELF: Using <i>such . . . that</i> and <i>so . . . that</i>	239
◇ 23—GUIDED: Using <i>such . . . that</i> and <i>so . . . that</i>	240
◇ 24—SELF: Using <i>so that</i>	241
◇ 25—GUIDED: Using <i>so that</i>	242
◇ 26—GUIDED: Cause and effect	242
◇ 27—SELF: Reduction of adverb clauses to modifying phrases	243
◇ 28—SELF: Modifying phrases	244
◇ 29—SELF: Reduction of adverb clauses to modifying phrases	244
◇ 30—SELF: Modifying phrases	245
◇ 31—SELF: Modifying phrases	246
◇ 32—GUIDED: Modifying phrases	247
◇ 33—SELF: Modifying phrases with <i>upon</i>	247
◇ 34—SELF: Modifying phrases	248
◇ 35—GUIDED: Modifying phrases	249
◇ 36—SELF: Error analysis: modifying phrases	250
◇ 37—SELF: Error analysis	251
◇ 38—GUIDED: Speaking	252
◇ 39—GUIDED: Writing	252
◇ PRACTICE TEST A—SELF: Showing relationships between ideas	252
◇ PRACTICE TEST B—GUIDED: Showing relationships between ideas	253

Chapter 9 SHOWING RELATIONSHIPS BETWEEN IDEAS—PART II

PRACTICE	PAGE
◇ 1—SELFSTUDY: Using <i>even though</i> vs. <i>because</i>	255
◇ 2—GUIDED STUDY: Using <i>even though</i> vs. <i>because</i>	256
◇ 3—SELF: Showing opposition	256
◇ 4—SELF: Showing opposition: punctuation	257
◇ 5—SELF: <i>Despite/in spite of</i> vs. <i>even though/although</i>	258
◇ 6—SELF: Using <i>in spite of/despite</i> and <i>even though/though/although</i>	259
◇ 7—SELF: Direct opposition	260
◇ 8—GUIDED: Direct opposition	260
◇ 9—SELF: Cause/effect and opposition	260
◇ 10—GUIDED: Cause/effect and opposition	262
◇ 11—GUIDED: "If clauses"	263
◇ 12—GUIDED: Using <i>whether or not</i> and <i>even if</i>	263
◇ 13—SELF: Using <i>in case</i> and <i>in the event that</i>	264
◇ 14—SELF: Using <i>unless</i> vs. <i>if</i> and <i>only if</i>	264
◇ 15—SELF: Using <i>if</i> , <i>only if</i> , <i>unless</i> , and <i>provided/providing that</i>	265
◇ 16—SELF: Using <i>only if</i> vs. <i>if</i> ; subject-verb inversion	266
◇ 17—GUIDED: Expressing conditions	266
◇ 18—SELF: Using <i>otherwise</i>	267
◇ 19—SELF: Expressing conditions	267
◇ 20—GUIDED: Summary of relationship words	268
◇ 21—SELF: Summary of relationship words	268
◇ 22—GUIDED: Summary of relationship words	270
◇ 23—GUIDED: Summary of relationship words	270
◇ 24—GUIDED: Punctuation	271
◇ 25—GUIDED: Showing relationships	272
◇ 26—GUIDED: Showing relationships	274
◇ 27—GUIDED: Giving examples	274
◇ 28—SELF: Continuing the same idea	275
◇ 29—GUIDED: Error analysis	276
◇ PRACTICE TEST A—SELF: Showing relationships between ideas	277
◇ PRACTICE TEST B—GUIDED: Showing relationships between ideas	278

Chapter 10 CONDITIONAL SENTENCES

◇ 1—SELFSTUDY: Conditional sentences	280
◇ 2—SELF: Conditional sentences, present/future	281
◇ 3—SELF: Conditional sentences, past time	282
◇ 4—SELF: Conditional sentences	283
◇ 5—SELF: Conditional sentences	284
◇ 6—GUIDED: Conditional sentences	284
◇ 7—GUIDED: Conditional sentences	285
◇ 8—SELF: Using progressive forms and mixed time in conditional sentences	285
◇ 9—SELF: Using progressive forms and mixed time in conditional sentences	286
◇ 10—SELF: Using <i>could</i> , <i>might</i> , and <i>should</i> in conditional sentences	286
◇ 11—SELF: Omitting <i>if</i>	287
◇ 12—GUIDED: Omitting <i>if</i>	288
◇ 13—SELF: Implied conditions	288
◇ 14—SELF: Conditional sentences	289
◇ 15—GUIDED: Expressing conditions	291
◇ 16—GUIDED: Conditional sentences	292
◇ 17—GUIDED: Conditional sentences	292

PRACTICE	PAGE
◇ 18—SELF: Using <i>wish</i>	293
◇ 19—SELF: Using <i>wish</i>	293
◇ 20—GUIDED: Using <i>wish</i>	294
◇ 21—SELF: <i>As if/as though</i>	295
◇ 22—GUIDED: <i>As if/as though</i>	295
◇ 23—GUIDED: Conditionals	296
◇ PRACTICE TEST A—SELF: Conditional sentences	297
◇ PRACTICE TEST B—GUIDED: Conditional sentences	298

This ESL grammar workbook accompanies *Understanding and Using English Grammar (Second Edition)*. It is a place for students to explore and practice structures on their own. At the same time, the workbook provides supplementary teaching materials for the teacher to select as needed. The exercises are designated (1) SELFSTUDY PRACTICES or (2) GUIDED STUDY PRACTICES:

(1) The SELFSTUDY PRACTICES are designed for independent out-of-class use by the students, who can correct their own work by referring to the Answer Key Booklet at the back of the workbook. The SELFSTUDY PRACTICES allow students ample opportunities to clarify their understandings, explore structures at their own pace, assess their proficiency, and expand their usage ability as well as their vocabulary.

(2) The GUIDED STUDY PRACTICES, for which the answers are not given, are intended primarily as additional material for the teacher to use as s/he sees the need. They can be used for classwork, homework, or individualized instruction.

The content of the exercises often seeks to inform, challenge, and pique the curiosity of students as they practice their English language skills. In addition, the workbook contains suggestions for various language-learning activities such as discussions, games, and writing topics.

There are two workbooks. *Workbook Volume A* has exercises for Chapters 1–4 and Appendix 1. *Workbook Volume B* contains exercises for Chapters 5–10. The workbooks are coordinated with the main text. The heading for each practice refers the students to the charts in the main text that contain explanations of the grammar being practiced. The *Teacher's Guide* that accompanies the main text includes suggestions for using the workbooks, plus answers to the GUIDED STUDY PRACTICES.

The answer key to the SELFSTUDY PRACTICES is on perforated pages. The students can remove it to construct their own separate Answer Key Booklet. The students can write in the workbook and then place the booklet over the answers to correct their answers.



CHAPTER 5

Singular and Plural

◇ PRACTICE 1—SELFSTUDY: Final -s/-es. (Charts 5-1 and 5-2)

Directions: Add final **-s/-es** where necessary. Do not change, add, or omit any other words in the sentences.

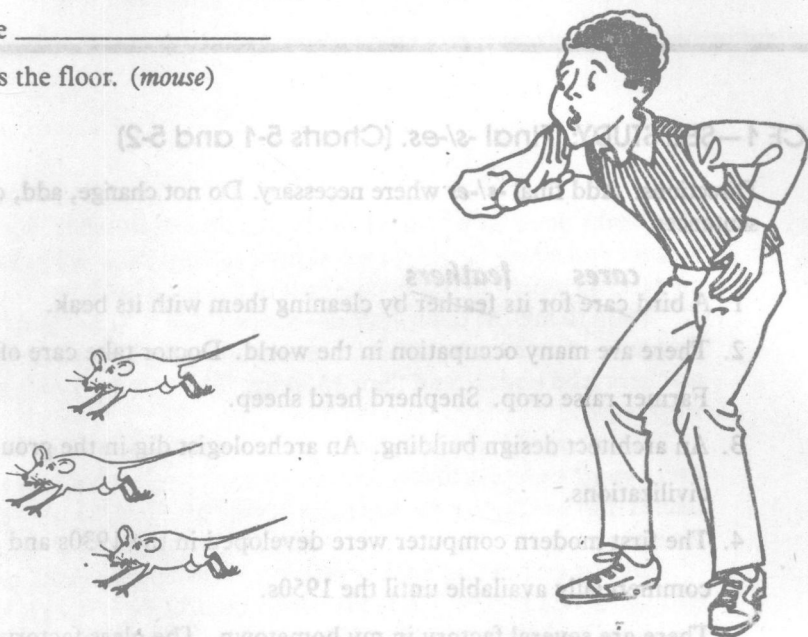
cares feathers

1. A bird care for its feather by cleaning them with its beak.
2. There are many occupation in the world. Doctor take care of sick people. Pilot fly airplane.
Farmer raise crop. Shepherd herd sheep.
3. An architect design building. An archeologist dig in the ground to find object from past civilizations.
4. The first modern computer were developed in the 1930s and 1940s. Computer were not commercially available until the 1950s.
5. There are several factory in my hometown. The glass factory employ many people.
6. Kangaroo are Australian animal. They are not found on any of the other continent, except in zoo.
7. Mosquito are found everywhere in the world, including the Arctic.
8. At one time, many people believed that tomato were poisonous.
9. Bird, fish, insect, and mammal are different species. Each group of these life form shares physical characteristic.
10. Most of the creature in the world possess the five sense of sight, hearing, touch, taste, and smell. However, these sense are often more highly developed in one species than another.
Bird have a highly developed sense of sight. For instance, an eagle can spot a small lizard from high in the air. The lizard would be undetectable by a human being from the same distance. Animal that hunt by following a trail on the ground may have poor eyesight but a keen sense of smell. For example, dog see a blurred, gray world because they are nearsighted and cannot see colors. However, they can smell thousands of times better than human being can.

◇ PRACTICE 2—SELFSTUDY: Plural nouns. (Charts 5-1 and 5-2)

Directions: Write the correct form of the nouns in parentheses.

1. I met some interesting men at the meeting last night. (*man*)
2. The farmer loaded his cart with boxes of fresh vegetables to take to market.
His cart was pulled by two oxen. (*box, ox*)
3. The baby got two new teeth. (*tooth*)
4. I need some matches to light the fire. (*match*)
5. Alex saw some mice
running across the floor. (*mouse*)



6. We cooked some potatoes for dinner. (*potato*)
7. The north side of the island has no beaches. There are only steep cliffs. No one can climb these steep walls of rock. (*beach, cliff*)
8. If a houseplant is given too much water, its lower leaves turn yellow. (*leaf*)
9. Before Marie signed the contract, she talked to two attorneys. (*attorney*)
10. New scientific discoveries are made every day in laboratories throughout the world. (*discovery, laboratory*)
11. I caught several fish in the lake. (*fish*)
12. On our trip in the mountains, we saw some mountains, and wild animals. (*wolf, fox, deer, sheep*)
13. When the children were playing a game, they hid behind some bushes. (*child, bush*)
14. When I was at the park, I saw some ducks and geese swimming in a pond. (*duck, goose*)
15. When we spoke in the cave, we could hear echoes of our voices. (*echo*)
16. The music building at the university has 27 pianos. Students need to sign up for practice times. (*piano*)

◇ PRACTICE 3—SELFSTUDY: Irregular foreign plurals. (Chart 5-2)

Directions: Use the correct plural form of the nouns in the list to complete the sentences. Use each word only one time.

bacterium	curriculum	medium	phenomenon
crisis	datum	memorandum	stimulus
criterion	hypothesis	oasis	✓ thesis

- Graduate students are often required to write long papers in which they state an opinion and give evidence to support it. These papers are often referred to as theses.
- Thunder and lightning are _____ of nature.
- Before the students began their chemistry experiments, they stated theories to explain what was going to happen in their experiments. In other words, they made _____.
- The government of that country is unstable. The country has faced many political _____ in the last ten years. It has had to face one problem after another.
- The office supervisor, Ms. Hall, is well known for the large number of _____ she sends to her staff. She believes it is necessary to write many notes to remind the staff of things that need to be taken care of.
- People get most of their news about the world through the mass _____ (that is, through radio, television, newspapers, and magazines).
- The teacher wanted to make sure the students understood the standards by which she would make her judgments. She carefully explained the _____ she would use to judge the students' work.
- All of the departments at the university provide descriptions of their _____ in the school catalog. Look there to find out what courses the departments offer.
- Certain factors cause plants to grow. These _____ are light, water, and fertile soil.
- Very small living things that can cause disease are called germs. Germs are forms of _____.
- In a desert, there are places where water is available and a few plants grow. These areas are called _____.
- The researcher assembled numerous facts through months of investigation. She used the _____ she had gathered to write a report for a scientific journal.*

◇ PRACTICE 4—SELFSTUDY: Possessive nouns. (Chart 5-3)

Directions: Make the italicized nouns possessive by adding *apostrophes* and final *-s/-es* as necessary.

- I enjoy visiting *friend s'* houses.
- When I was in Chicago, I stayed at a *friend's* house.

*In very formal English, *data* is considered plural, but more typically it is used as a singular noncount noun. Typical use: **This data is not correct.** Formal use: **These data are not correct.**

3. My uncle is my *father* brother.
4. I have four aunts. All of my *aunt* homes are within walking distance of my *mother* apartment.
5. Tom's *aunt* oldest son is a violinist.
6. There were five astronauts aboard the space shuttle. The *astronaut* safe return to earth was a welcome sight to millions of television viewers.
7. The *children* favorite part of the circus was the elephant act.
8. When the *child* toy broke, I fixed it.
9. I borrowed the *secretary* pen to finish filling out the application form.
10. It is the *people* right to know what the city is going to do about the housing problem.
11. *Bill* wife is a factory worker.
12. *Bess* husband is a housepainter.
13. There are quite a few diplomats in the city. Almost all of the *diplomat* children attend a special school.
14. A *diplomat* work almost invariably involves extensive traveling.

◇ PRACTICE 5—SELFSTUDY: Using apostrophes.
(Chart 5-3; Appendix 1, Charts A-7 and A-8)

Directions: Add apostrophes as necessary to mark a possessive noun or a contraction.

Mary's

He's

1. *Mary's* father works at the Northgate Medical Center. *He's* a dentist.
2. Jacks parents live in Georgia. His parents home is in Atlanta.
3. Our teachers last name is Wells. Shes one of the best teachers in the school.
4. Our teachers last names are Wells, Hunt, and Moore. Theyre all good teachers.
5. Ms. Wells husband is also a teacher. Ms. Hunts husband is an engineer.
6. Its well known that a bear likes sweet food. Its favorite food is honey.
7. Anns telephone number is 555-8989. Ours is 555-9898. People often confuse hers with ours, so we get frequent calls for her.
8. The tiger is a beautiful animal. Its coat is orange and white with black stripes. Although its found in the wild only in Asia, people throughout the world appreciate its beauty and power. Even though tigers are protected by laws, many scientists predict their extinction within twenty to thirty years. How much poorer our childrens and grandchildrens lives will be when the earth no longer has a place for tigers, elephants, wolves, and numerous other animals whose fates rely upon the wisdom and compassion of humankind.

◇ PRACTICE 6—GUIDED STUDY: Using apostrophes. (Chart 5-3; Appendix 1, Charts A-7 and A-8)

Directions: Add apostrophes as necessary to mark a possessive noun or a contraction.

1. A polar bears sense of smell is keen. Its ability to smell prey over a mile away is important to its survival in the vast expanses of snow and ice where it lives.
2. Texas is a leading producer of petroleum and natural gas. Its one of the worlds largest storage areas for petroleum.
3. All of the performers in the play did well. The audience applauded the actors excellent performance.
4. Psychologists have developed many different kinds of tests. A "personality test" is used to evaluate an individuals personal characteristics, such as friendliness or trustworthiness.
5. Many mythological stories tell of heroes encounters with giants or dangerous animals. In one story, the heros encounter with a dragon saves a village from destruction.
6. Childrens play is an important part of their lives. It teaches them about their environment while theyre having fun. For instance, they can learn that boats float and can practice ways to make boats move across water. Toys are not limited to children. Adults have their own toys, such as pleasure boats, and children have theirs, such as miniature boats. Adults toys are usually much more expensive than childrens toys.

◇ PRACTICE 7—SELFSTUDY: Using nouns as modifiers. (Chart 5-4)

Directions: Complete the sentences with the nouns in the parentheses. Use the singular or plural form as appropriate.

1. They sell shoes at that store. It is a shoe store. (*shoe*)
2. I like tomato salads. I like salads that contain tomato. (*tomato*)
3. This soup is made from black bean. It is black bean soup. (*bean*)
4. People can buy special food in small jars for baby. It is called baby food. (*baby*)
5. I have a vegetable garden. I grow many different kinds of vegetable. (*vegetable*)
6. Some people are addicted to drug. They are drug addicts. (*drug*)
7. In tropical climates, sometimes it is necessary to hang a net over a bed to protect the sleeper from mosquito. It is called a mosquito net. (*mosquito*)
8. At a formal dinner, there are usually two forks on the table. The smaller fork is for salad. It is a salad fork. (*salad*)

◇ PRACTICE 8—SELFSTUDY: Using nouns as modifiers. (Chart 5-4)

Directions: Complete the sentences with the words in parentheses. Use the singular or plural form as appropriate. Include hyphens (-) as necessary.

1. (*two + hour*) The plane was late. We had a two-hour wait. We had to wait for two hours.
2. (*ten + year + old*) My brother is ten years old. I have a ten-year-old brother.
3. (*two + lane*) We drove down an old, narrow highway that had only _____. We drove down a _____ highway.
4. (*five + minute*) I gave a _____ speech in class. My speech lasted for _____.
5. (*sixty + year + old*) The Watkins live in a _____ house. Any house that is _____ usually needs a lot of repairs.
6. (*ten + speed*) Joe can shift his bicycle into _____ different _____. He has a _____ bike.
7. (*six + game*) The basketball team has won _____ in a row (i.e., they haven't lost one of their last six games). They have a _____ winning streak.
8. (*three + letter*) "Arm" and "dog" are _____ words. Each of them has _____.

◇ PRACTICE 9—SELFSTUDY: Using nouns as modifiers. (Chart 5-4)

Directions: What do you call the following?

1. someone who robs banks → *a bank robber*
2. someone who fights bulls → *a bullfighter**
3. someone who collects stamps → *a stamp collector†*
4. someone who trains animals
5. someone who tells stories*
6. someone who collects taxes†
7. something that opens cans
8. something that wipes a windshield
9. someone who earns wages
10. someone who manages an office
11. someone who programs computers
12. someone who keeps books*
13. something that removes spots
14. something that holds pots
15. someone who makes trouble*
16. someone who reads minds
17. something that dries hair
18. something that peels potatoes
19. someone who plays tennis
20. someone who fights fires*
21. someone who carries mail

*Usually spelled as one word.

†Spelled with *-or* instead of *-er*.