

Lesson
1**Kinds of Nouns****Teaching**

A **noun** is a word that names a person, place, thing, or idea. Examples are *leader*, *Virginia*, *colony*, and *exploration*.

A **common noun** is a general name for a person, place, thing, or idea. A **proper noun** is the name of a particular person, place, thing, or idea. For example, *settler* is a common noun; *John Alden* is a proper noun. Only proper nouns need to be capitalized.

A **concrete noun** names a thing that can be seen, heard, smelled, tasted, or touched. An **abstract noun** names an idea, feeling, quality, or characteristic. Examples of concrete nouns are *cabin* and *log*; examples of abstract nouns are *danger* and *bravery*.

A **collective noun** is a word that names a group of people or things, such as *crew*.

A. Identifying Nouns

Underline all the nouns in the following sentences. Every sentence has more than one.

1. Ms. Enriquez believes wealth cannot bring happiness.
2. Baseball is sometimes called the game of summer.
3. The jury awarded money to the victims of the crime.
4. Does Tim live in a house or an apartment?
5. In the movie, a band of outlaws rustled the herd of cattle.

B. Identifying Proper and Common Nouns

Underline all the nouns in the following sentences. Write P above the proper nouns. Write **C** above the common nouns.

C C P C

EXAMPLE The disappearance of settlers on Roanoke Island remains a mystery.

1. A group of explorers from Spain settled in St. Augustine, Florida.
2. Sir Francis Drake of England sailed around the world in a small ship called the *Golden Hind*.
3. Queen Isabella had high hopes for the success of Christopher Columbus.
4. The Aztecs, Incas, and Mayas lived within large empires.
5. One important accomplishment was the exploration of the Mississippi River.

C. Identifying Types of Nouns

Review the underlined nouns in the sentences in the above exercises. Find and list the nouns requested on the lines below.

1. Two collective nouns in Exercise A, sentence 5 _____
2. Two common, concrete nouns in Exercise B, sentence 2 _____
3. Two common, abstract nouns in Exercise B, sentence 3 _____

Lesson 1

Kinds of Nouns

More Practice

A. Identifying Nouns

Underline all the nouns in each of the following sentences. On each line below, write one of the nouns that match the description in parentheses.

1. The colony at Plymouth faced many dangers during the first winter.

(proper) _____ (common) _____

2. The story of Pocahontas and her brave act may not be entirely factual.

(concrete) _____ (abstract) _____

3. The congregation of Puritans longed for religious freedom.

(collective) _____ (proper) _____

4. Some tribes shared common beliefs with the settlers.

(collective) _____ (abstract) _____

5. William Bradford worked with Massasoit to insure peace.

(proper) _____ (abstract) _____

B. Using Nouns

Rewrite the following sentences, replacing each boldfaced common noun with a proper noun. Each new noun should reflect the same idea or subject as the boldfaced noun. You may need to change some words, such as *a*, *an*, and *the*.

EXAMPLE Did you see a boy in a red T-shirt skate down **the street**?
Did you see a boy in a red T-shirt skate down Hill Street?

1. My friend is looking forward to seeing a **film** at the Garden Theater.

2. Our social studies teacher showed us maps of the **country**.

3. Kate took an express train to a large **city**.

4. That store is a good place to buy the **newspaper**.

5. A celebration of the **holiday** was held at Central Park.

**Lesson
1**

Kinds of Nouns

Application

A. Finding Nouns

Underline the noun or nouns described in parentheses after each sentence. Also, identify every proper noun by writing the capital letter over the first letter of the word.

1. The first settlement in america was not at plymouth rock. (common)
2. A desire for wealth lured the first spaniards to america. (abstract)
3. One band of adventurers founded the town of st. augustine, florida. (collective)
4. The union of the lands claimed by spain and england came much later. (abstract)
5. Visitors to that town in florida can see houses built in the old style. (concrete)
6. On a chilly day in december, a group of pilgrims landed at plymouth. (collective)
7. Their courage is admired by americans even today. (abstract)
8. Do you know who taught the settlers how to plant corn? (concrete)
9. The pilgrims hoped for friendship with the natives but were not always fair to them. (abstract)
10. Pocahontas was captured by the english and given a new name. (common)

B. Using Nouns

First write at least two nouns of each type identified. Then write a sentence using the nouns. Underline all the nouns in your sentence.

EXAMPLE common and abstract *liberty, bravery*
Americans enjoy liberty because of the bravery of early colonists.

1. proper and concrete _____

2. collective _____

3. common and concrete _____

4. common and abstract _____

5. proper _____

Lesson 2

Singular and Plural Nouns

Teaching

A **singular noun** names one person, place, thing, or idea. A **plural noun** names more than one person, place, thing, or idea.

One inventor had an outlandish suggestion. (singular nouns)

Several inventors had outlandish suggestions. (plural nouns)

This chart shows the usual ways to form the plurals of nouns.

Singular	Rule	Sample Plural
desk, chair	Add -s to most nouns.	desks, chairs
brush, box	Add -es to nouns ending in <i>s, sh, ch, x, or z</i> .	brushes, boxes
radio, stereo echo, hero	Add -s to most nouns that end in <i>o</i> . Add -es to a few nouns that end in <i>o</i> .	radios, stereos echoes, heroes
hobby, fly monkey, day	Change the <i>y</i> to an <i>i</i> and add -es to most nouns ending in <i>y</i> . If a vowel comes before the <i>y</i> , add -s .	hobbies, flies monkeys, days
shelf, knife roof, cuff	Change the <i>f</i> to a <i>v</i> and add -es to most nouns that end in <i>f</i> or <i>fe</i> . Add -s to a few nouns that end in <i>f</i> or <i>fe</i> .	shelves, knives roofs, cuffs
sheep, tuna	Some nouns keep the same spelling.	sheep, tuna
woman, foot	The plural forms of some nouns are irregular.	women, feet

CHAPTER 2

A. Identifying Plural Forms of Nouns

In each sentence, underline only the plural nouns.

- Do you see the dark puffs of smoke coming from those chimneys?
- Signs warn motorists of deer on the road.
- Farmers had a good crop of cherries this year.
- Small inns and farmhouses dotted the roads.
- Miguel pointed out monuments honoring heroes of the war.

B. Correcting Errors in Plural Nouns

In each sentence, the boldfaced plural has been formed incorrectly. Write the correctly spelled plural on the line.

- How beautiful to see the **leafs** changing colors! _____
- We stopped at a picnic area to eat our **sandwichs**. _____
- Mom cut up fresh **tomatos** from a farmer's fruit stand. _____
- Some country bridges are only ten **foots** high. _____
- Truck **driveres** could have problems on those bridges. _____

**Lesson
2**

Singular and Plural Nouns

More Practice

A. Identifying Plural Forms of Nouns

In each sentence, underline only the plural nouns.

1. Many sheep and horses grazed in the fields.
2. There were cows and calves near the fence.
3. We looked out the windows at the healthy crops.
4. Look at that flock of geese across the road!
5. Some farmers sell potatoes and other vegetables.
6. You don't hear stereoes and the sounds of beeping horns in the country.

B. Correcting Errors in Plural Nouns

In each sentence, find and underline the plural that has been formed incorrectly. Write the correctly spelled plural on the line.

1. We will have many storys to tell after our camping trips. _____
2. Several deers approached our campsites. _____
3. Do the buzzs of those bees frighten you? _____
4. Fred and Lisa took many photoes with their new cameras. _____
5. Dad was hoping to catch several bass and trouts for our suppers. _____
6. I hope our stereoes don't frighten the animals. _____
7. Let's keep our food items several foots above the ground. _____
8. Where are the three boxs of potato chips? _____
9. The berries on those bushes look good for eating. _____
10. Our motheres will be pleased if we bring back enough for some pies. _____

C. Using Plural Nouns

Form the plural of the given nouns. Then use all three plurals in a single sentence.

1. wife _____ city _____ potato _____

2. boy _____ sandwich _____ loaf _____

3. goose _____ field _____ grass _____

CHAPTER 2

Lesson
2

Singular and Plural Nouns

Application

A. Identifying Uses of Plural Nouns

In the following sentences, decide whether each noun is in the correct form, singular or plural. If the noun should be plural, has the plural been formed correctly? Rewrite every sentence with the correct noun forms.

1. The three fishermens caught at least eight tunas.

2. We tasted several dish from countrys around the world at the cookout.

3. Tanya changed the recipe by substituting tomatos and bay leafs.

4. Fay and Ken used little knives to cut ten peach.

B. Using Plural Nouns

Form the plural of the given nouns. Then use all three plurals in a single sentence.

1. man _____ animal _____ leash _____

2. radio _____ shelf _____ hobby _____

3. team _____ box _____ coach _____

C. Using Nouns

Suppose that your class is making a time capsule for people to open in 50 years. What items would you like people in the future to see so they would have an idea of how you live your life today? Write a short paragraph describing what you would put in the box. Underline at least six plural nouns in your paragraph.

Lesson
3

Possessive Nouns

Teaching

The **possessive form** of a noun shows ownership or relationship. For example, *wren's nest* (ownership); *Mom's friend* (relationship).

You may use possessive nouns in place of longer phrases.

Did you attend the concert of the scout troop?

Did you attend the scout troop's concert?

The following chart shows the usual ways to form possessive nouns.

	Noun	Rule	Possessive
Singular:	bird	Add an apostrophe and -s	bird's family
Plural ending in -s:	eggs	Add an apostrophe	eggs' colors
Plurals not ending in -s:	men	Add an apostrophe and -s	men's hats

A. Identifying Possessive Nouns

Underline each possessive noun. On the blank, write **S** if that noun is singular or **P** if it is plural.

- The children's chorus held a performance in the gymnasium. _____
- Several classes' gym periods had to be canceled. _____
- We listened to our music teacher's introduction. _____
- James's mother offered to find volunteers to work the after-concert reception. _____
- Two men's coats were misplaced at the reception. _____
- One soloist's voice stood out above all the rest. _____

B. Using Possessive Nouns

Complete each sentence with the possessive form of the word shown in parentheses.

- Two _____ guitar strings broke during the rehearsal. (musicians)
- I would like to learn to play several _____ work. (pianists)
- Everybody seems to enjoy _____ music. (Mozart)
- One _____ voice was particularly beautiful. (soprano)
- Several famous orchestra _____ batons were on display. (leaders)
- Reporters printed many _____ reactions to the concert. (people)

Lesson 3

Possessive Nouns

More Practice

A. Identifying Possessive Nouns

Underline the possessive noun in each sentence. If a possessive has been formed incorrectly, write the correctly spelled word on the line. If a possessive has been spelled correctly, write **C**.

- 1. A clarinets' keys make it look complicated. _____
- 2. I bought a harmonica with last weekses' allowance. _____
- 3. Mom's opinion is that loud music will harm my hearing. _____
- 4. A musicians' day is filled with hours of practice. _____
- 5. Many songwriteres' incomes come from royalties. _____
- 6. That songs' popularity has made it a holiday classic for decades. _____
- 7. I can't get that tunes' melody out of my mind. _____
- 8. Mr. Ross's nephew will play the song at the winter concert. _____
- 9. Peoples's opinions about music can vary. _____
- 10. Stores such as Sam's Music Mart carry many kinds of recordings for all tastes. _____

B. Using Possessive Nouns in Sentences

On the line to the right, rewrite the given phrase as a possessive noun. Then use the possessive in a sentence.

EXAMPLE the music of Johann Bach *Johann Bach's music*
My father likes *Johann Bach's music*.

- 1. music skills of my teacher _____

- 2. audience of the choral group _____

- 3. voices of some jazz singers _____

- 4. giggling of children _____

Lesson
3

Possessive Nouns

Application

A. Using Possessive Nouns in Sentences

Underline each phrase that can be rewritten using a possessive noun. Then rewrite the sentences using those possessive nouns.

1. The preference of my piano teacher is classical music.

2. The nickname of Louis Armstrong was "Satchmo."

3. How did audiences respond to the songs of Satchmo?

4. The cheers of the audience tell you how well received his music was.

5. The voice of a soprano is higher than the voice of an alto.

6. The success of a musician does not happen overnight.

B. Using Possessive Nouns in Writing

You are the chairperson of a toy drive for needy children. Imagine that you have a committee of five students working with you. Tell how the toys will be collected and who will receive them. Underline at least five possessive nouns in your paragraph.

Lesson 4

Compound Nouns

Teaching

A **compound noun** is made up of two or more words used together as a single noun.

Compound nouns can be written in one of three ways:

- One single word: *windshield*
- Two or more separate words: *air bag*
- A hyphenated word: *two-seater*

The following chart shows the usual ways to form the plurals of compound nouns.

	Singular	Rule	Plural
One word	townhouse	Add -s to most words	townhouses
	hairbrush	Add -es to words that end in <i>ch, sh, s, x, or z</i> .	hairbrushes
Two or more words or hyphenated words	traffic light mother-in-law	Make the main noun plural.	traffic lights mothers-in-law

A. Identifying Compound Nouns

Underline every compound noun in the following sentences.

1. Did you see the moving van parked in our neighbor’s driveway?
2. The school board voted for safety belts on buses.
3. My sister-in-law recently bought a car so she could drive it to her new job at the department store.
4. You can catch the cable car at a stop on Market Street.
5. The steering wheel on that car is covered with cowhide.

B. Using Plural Compound Nouns

Underline the compound nouns that are spelled incorrectly. Rewrite the sentences, using the correct plural form of those nouns.

1. Two carwashes are located on Main Street.

2. Dad’s brother-in-laws both have red sports cars.

3. Some mother-to-bes are interested in buying antique high chairs for their babies.

4. In our state, 16-years-old cannot drive alone.

Lesson
4

Compound Nouns

More Practice

A. Identifying Compound Nouns

Underline every singular compound noun once. Underline every plural compound noun twice.

1. The moonlight glistened off the lake.
2. Do your grandparents own a bed-and-breakfast?
3. The snowstorm left the travelers stranded with only farmhouses in sight.
4. They waited until after dinnertime to ask the homeowners if they could use their telephone.
5. The attendant at the gas station said he would send a towtruck.
6. The travelers slept in small bunkbeds at a motel until their car was repaired.
7. Days later, they were glad to see the skyline of their city and all the skyscrapers that meant home to them.

B. Using Compound Nouns

Write the plural forms for each set of compound words. Then use all three plural compounds in a single sentence.

1. airplane _____

airport _____

luggage cart _____

2. thunderstorm _____

raincloud _____

brother-in-law _____

3. president-elect _____

swimsuit _____

swimming pool _____

Lesson 4

Compound Nouns

Application

A. Using Compound Nouns

Rewrite the following sentences, replacing each boldfaced phrase with a compound noun. You will need to drop some words to be sure your new sentences sound right.

EXAMPLE Our neighbor owns a *van used for moving*.
Our neighbor owns a moving van.

1. Carl's brother-in-law has a **throat that is sore**.

2. Please pull down the **shade for a window** near the front door.

3. A **storm with thunder** is predicted for this afternoon.

4. Which **grounds to camp on** are your family's favorites?

5. Those **shelves for books** may not hold these heavy volumes.

6. The **park filled with amusements** has a new, faster roller coaster.

B. Using Compound Nouns in Writing

Write a news article reporting on a contest in which there was one winner and two runners-up. Describe the activities in the contest, where the contest took place, and the prizes that were awarded. Use at least five compound nouns in your article. Underline each compound noun that you use.

Lesson
5

Nouns as Subjects and Complements

Teaching

In sentences, **nouns** have different jobs.

As the subject, a noun tells whom or what the sentence is about.

Marie reads the map on car trips. Vacations are fun for her family.

As the **complement**, a noun completes the meaning of the sentence. This chart shows how a noun may work as a **predicate noun**, a **direct object**, or an **indirect object**.

Nouns as Complements		
Predicate noun	renames or defines the subject after a linking verb	Mr. Morell is a pilot .
Direct object	names the receiver of the action of the action verb	Our family bought an atlas .
Indirect object	tells <i>to whom or what</i> or <i>for whom or what</i> an action is done	The airline sent the tourists their tickets.

CHAPTER 2

Identifying Nouns Used as Subjects and Complements

In each sentence, identify the word in bold type. On the blank, write **S** for subject, **PN** for predicate noun, **DO** for direct object, and **IO** for indirect object.

1. **Denmark** is a country in northern Europe. _____
2. Our teacher visited **Copenhagen** on his vacation. _____
3. Mr. Swanson showed the **class** slides of his trip. _____
4. The Tivoli is a huge **park** with restaurants and entertainment. _____
5. The **Swansons** saw a statue of the Little Mermaid. _____
6. She was a **character** in a story by Hans Christian Andersen. _____
7. Alex checked out some travel **books** from the library. _____
8. Mr. Langley is the **librarian** in charge of research. _____
9. He gave **Alex** some valuable advice about travel. _____
10. Laura chose some **videos** about Norway. _____
11. **Dad** was a sailor over 20 years ago, stationed in Europe. _____
12. Norway was one **country** that he visited at that time. _____
13. The whole family is planning next summer's **trip**. _____
14. Frank sent his **cousin** in Norway a letter. _____

Lesson 5

Nouns as Subjects and Complements

More Practice

A. Identifying Nouns as Complements

Underline the subject of each sentence. Then identify the complement in bold type. Write **PN** for predicate noun, **DO** for direct object, or **IO** for indirect object.

1. The capital of France is **Paris**. _____
2. The Wrights took an overseas **flight** that left Thursday evening. _____
3. Ted gave **Dad** his carry-on while we waited for the luggage. _____
4. A uniformed man was holding a **sign** with their name on it at the airport. _____
5. Our tour guide for the week was **Simone**. _____
6. The tourists loved the **sight** of the Eiffel Tower at night. _____
7. The Louvre is a world-famous art **museum**. _____
8. The guide gave **members** of the group their tickets for the boat ride. _____
9. Mom sent our cousins **postcards** of the Mona Lisa. _____
10. The Seine is a major **river** in France. _____

B. Using Nouns as Subjects and Complements

Complete each sentence with a noun. Then write **S** if the noun you have supplied is used as a subject; **PN** if it is used as a predicate noun; **DO** if it is used as a direct object; and **IO** if it is used as an indirect object.

EXAMPLE The library is located on the corner of Main and Elm. *S*

1. The principal gave _____ a certificate for perfect attendance. _____
2. The magician did a _____ that amazed his audience. _____
3. Basketball is a _____ that requires endurance. _____
4. After the rain, _____ crawled out onto the sidewalk. _____
5. The artist sold a _____ of the house where she grew up. _____
6. The bride threw her _____ her bouquet. _____
7. Sleeping Beauty is a very old _____ from Europe. _____

CHAPTER 2

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Lesson 6

Nouns in Phrases

Teaching

Nouns often appear in prepositional phrases and appositive phrases. These phrases add information to the sentence.

An **object of a preposition** is the noun or pronoun that follows the preposition.

Dina enjoys cooking food from other countries.

(The preposition is *from*; the object of the preposition is the noun *countries*; the prepositional phrase is *from other countries*.)

An **appositive** is a noun or pronoun that identifies or renames another noun or pronoun. An **appositive phrase** is made up of an appositive and its modifiers.

Biscotti, crisp cookies, are loved by children in Italy.

(The appositive is the noun *cookies*; the appositive phrase is *crisp cookies*.)

Appositive phrases that provide information that isn't essential to the understanding of the preceding noun should be separated from the rest of the sentence by commas.

Jake tried borscht, a Russian beet soup, at the party.

Identifying Nouns Used as Objects of Prepositions and Appositives

Identify each boldfaced noun as an object of a preposition or an appositive. Write **OP** or **APP** on the line to the right.

1. We planned an international party in the **neighborhood**. _____
2. On **Sunday** every family brought a special dish to share. _____
3. Pita, thin **bread**, was stacked on a platter. _____
4. Pierre brought Brie, a French **cheese**. _____
5. Our Japanese neighbors served tempura on a large **platter**. _____
6. Chicken, beans, and cheese are good fillings for **burritos**. _____
7. As a **topping** we used salsa and sour cream. _____
8. Our Italian neighbors provided antipasto, delicious **appetizers**. _____
9. Tandoori, a special cooking **method**, is used in India. _____
10. Our friends from **Greece** brought lamb shish kebabs. _____
11. The meat and vegetables were cooked on metal **skewers**. _____
12. Kasha, a coarsely ground **grain**, looked like porridge. _____
13. Everybody enjoyed apple strudel, a German **dessert**. _____
14. We are already planning another international food festival for next **summer**. _____

**Lesson
6**

Nouns in Phrases

More Practice

A. Identifying Nouns in Phrases

Each sentence below has either an appositive phrase or a prepositional phrase. Underline the phrase and circle its noun. On the line to the right, write **OP** if the underlined word is the object of a preposition or **APP** if it is the noun in an appositive phrase.

- 1. Curry, a deep yellow powder, is a popular Indian spice. _____
- 2. You can find curry in the spice section. _____
- 3. Pizza lovers have their choice of toppings. _____
- 4. Tortillas are often made from corn flour. _____
- 5. Quesadillas, cheese sandwiches, are Mexican specialties. _____
- 6. Appetizers are popular in every country. _____
- 7. Red, green, or yellow peppers can be filled with stuffing. _____
- 8. Baklava, a honey-soaked pastry, is a delicious dessert. _____
- 9. Making baklava takes a great deal of time. _____
- 10. Potiza, a Slovenian nutbread, is a delicious holiday treat. _____

B. Using Nouns in Phrases

Write sentences, using the prepositional phrases given in items 1, 2, and 3. Then use the phrases in items 4 and 5 as appositive phrases in original sentences.

- 1. around the rice

- 2. throughout dinner

- 3. between courses

- 4. a familiar ice cream flavor

- 5. a special dessert

Lesson 6

Nouns in Phrases

Application

A. Using Nouns in Phrases

Write a sentence using each noun as the object of a preposition or as the noun in an appositive phrase. Follow the directions in parentheses.

- 1. breakfast (Use in a prepositional phrase.)

- 2. bread (Use in a prepositional phrase.)

- 3. dessert (Use in an appositive phrase.)

- 4. mixture (Use in an appositive phrase.)

- 5. spoon (Use in a prepositional phrase.)

B. Writing Nouns in Phrases

Write a paragraph explaining how to make an easy dish. It can be something as simple as a fried egg or a sandwich. If you like, you can invent a dish to make. Describe the utensils and ingredients you need to prepare the dish. Use at least two prepositional phrases and two appositive phrases in your paragraph. Underline those phrases and label them by writing **PP** or **APP** above them.
