

Lesson 1

Kinds of Nouns

More Practice

A. Identifying Nouns

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

1. Gina, was your sister Angela in the play at school?

(proper) _____ (common) _____

2. The audience was amazed by the beauty of the set.

(concrete) _____ (abstract) _____

3. The cast presented a gift to their director, Mrs. Wells.

(collective) _____ (proper) _____

4. Our class gave a special show that was a huge success.

(collective) _____ (abstract) _____

5. As the orchestra took their seats, there was silence.

(concrete) _____ (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*, or *the*, or delete adjectives.

EXAMPLE The girl at that table lives in a small **town**.

The girl at that table lives in Cherry Valley.

1. The department store closed on the **holiday**.

2. That **restaurant** serves the best hamburgers.

3. Our city won an **award** for its flowers.

4. The train doesn't stop at the next **town**.

5. My two friends met at the **shopping mall**.

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Lesson
1

Kinds of Nouns

Application

A. Using Nouns

Underline all the nouns in each sentence. On the line, write a new sentence using the boldfaced noun.

1. Aunt Shirley suggests that we show more **emotion** in our voices.

2. The **committee** gave an award to Mandy Emerson for her performance.

3. We need a choreographer for our **dance**.

4. Most **audiences** show their enthusiasm with applause.

5. Can you hum any **songs** written by George Gershwin?

B. Using Nouns

First write one noun of each type listed below. Then write a sentence using the nouns. Underline all the nouns in your sentence.

EXAMPLE common and abstract *children, care*
People who care for children use creativity to keep them busy.

1. collective and proper _____

2. proper and abstract _____

3. common and concrete _____

4. proper and concrete _____

5. common and abstract _____

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 student had an interesting suggestion. (singular nouns)

Several students had interesting suggestions. (plural nouns)

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

Singular	Rule	Sample Plural
lamp, table	Add -s to most nouns.	lamps, tables
inch, fox	Add -es to nouns ending in <i>s, sh, ch, x, or z</i> .	inches, foxes
radio, stereo	Add -s to most nouns that end in <i>o</i> .	radios, stereos
echo, hero	Add -es to a few nouns that end in <i>o</i> .	echoes, heroes
melody, fly	Change the <i>y</i> to an <i>i</i> and add -es to most nouns ending in <i>y</i> .	melodies, flies
monkey, day	If a vowel comes before the <i>y</i> , add -s .	monkeys, days
thief, half	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> .	thieves, halves
roof, cuff	Add -s to a few nouns that end in <i>f</i> or <i>fe</i> .	roofs, cuffs
corn, tuna	Some nouns keep the same spelling.	corn, tuna
woman, foot	The plural forms of some nouns are irregular.	women, feet

A. Identifying Plural Forms of Nouns

In each sentence, underline only the plural nouns.

- Most parks have several benches.
- Students needed to sit to give their feet a rest.
- The artists brought their sketch pads and pencils.
- Ellen drew pictures of two deer near some trees.
- Classes listened to their radios as they ate.
- Flies buzzed around the bags filled with sandwiches.

B. Correcting Errors in Plural Nouns

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

- My brother and cousin are **freshmans** in high school. _____
- Their **class** begin at eight o'clock. _____
- Some **dayes** they stay late for band practice. _____
- One day they went looking for **mysterys** at the library. _____
- The high **shelfs** had books by their favorite author. _____
- Brad reached them easily because he is six **feets** tall. _____

CHAPTER 2

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**Lesson
2**

Singular and Plural Nouns

More Practice

A. Identifying Plural Forms of Nouns

In each sentence, underline only the plural nouns.

1. We help the women in the cafeteria on Mondays.
2. Terry and I use brushes to clean the vegetables.
3. Potatoes and carrots both need scrubbing.
4. Fresh loaves of bread are delivered on trays.
5. The sandwiches we make are called heroes.
6. French fries are one of the most popular foods in school cafeterias.

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. Some communitys have ethnic food-tasting events. _____
2. It's fun to taste dishes from countries around the world. _____
3. The womens in Mom's club hold food fairs every year. _____
4. Tables and chaires are set up near the fieldhouse. _____
5. Our family donates boxs of paper goods. _____
6. Sharp knives were needed to cut the pizzas. _____
7. They try to keep the childrens busy with games. _____
8. Eight mans entertained guests with country music. _____
9. The melodys were familiar to most of the guests. _____
10. A few senior citizens sat in the shade under tree branches. _____

C. Using Plural Nouns

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

1. woman _____ costume _____ dance _____

2. party _____ home _____ sandwich _____

Singular and Plural Nouns

Application

A. Identifying and Using 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. One of my favorite activitys is being on the debating team.

2. They meet two Monday a month, except for two summer month.

3. I get tired when I stand on my feets for more than two hours.

4. Last week two classs debated: "Should we stop trading with some countrys?"

5. A women from the mayor's office gave two speeches at our school.

6. She said we need to prepare to be good citizenes.

7. One boys said there should be more heros in government service.

8. We could send faxes to our state senatores.

B. Using Nouns

You are setting up a poster display in a city park to teach about the animals and plants of your area. Write a short paragraph telling which animals and plants you want to write about and why. Underline at least five plural nouns in your paragraph.

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**Lesson
3**

Possessive Nouns

Teaching

The possessive form of a noun shows ownership or relationship. Use an apostrophe and -s to show possession. For example, *wren's nest* (ownership); *Mom's friend* (relationship).

You may use possessive nouns in place of longer phrases.

- Everybody met at the front gate of the museum.
- Everybody met at the museum's front gate.

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

1. Mrs. Cass's class took several field trips this year. _____
2. Their science unit's subject was animal homes. _____
3. Which trees' branches seem to attract more birds? _____
4. Karl's idea was to take pictures of some bird eggs. _____
5. Three students' cameras already had film in them. _____

B. Using Possessive Nouns

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

1. Two _____ backpacks were left in the picnic area. (children)
2. My _____ notebook got wet in the rain. (friend)
3. In one tree we saw evidence of a _____ home. (woodpecker)
4. _____ tape recorder came in handy. (Lisa)
5. We all kept quiet when she recorded some baby _____ chirps. (robins)

C. Using Possessives in Phrases

Rewrite the sentences, changing the boldfaced phrases to possessives.

1. The **reports of students** will be due next Friday morning.

2. David decided to compare **the nests of two birds**.

Possessive Nouns

More Practice

A. Identifying Possessive Nouns

Underline each possessive noun in these sentences. On the blank, write **S** for singular and **P** for plural. There are two possessives in each sentence.

- 1. Pigeons' roosts were on our building's window ledge. _____
- 2. In a year's time, I saw many pigeons' eggs in our flowerpots. _____
- 3. It was the owner's decision to remove my mother's pots. _____
- 4. Because of Mom's love of birds, we borrowed the Smiths' bird feeder. _____
- 5. We can't see the pigeons' roosts anymore, but we hope each bird's hunger is satisfied. _____

B. Correcting Errors in Possessive Nouns

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

- 1. Citie's skyscrapers are home to many birds. _____
- 2. In Baltimore, a peregrine falcons's nest was found on a roof. _____
- 3. Many scientist's studies stated that those birds were an endangered species. _____
- 4. Through many peoples' efforts, the falcon was able to breed. _____
- 5. In Argentina, several Quaker parakeet's nests are in one tree. _____
- 6. Up to 12 birds's nests may be in the same tree! _____
- 7. Some burrowing owls's burrows are guarded just like castles. _____
- 8. An owl at the front of the burrow imitates a sentrys' stance. _____

C. Using Possessives in Sentences

Form a possessive for each noun given. Then use it in a sentence.

- 1. scientists _____

- 2. citizen _____

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Lesson
3

Possessive Nouns

Application

A. Correcting Errors in Possessive Nouns

Check the boldfaced possessive nouns in these sentences. If the possessive is formed incorrectly, write the correct form on the blank. If it is correct, write **C**.

1. **Sams'** sketches are displayed near the school office. _____
2. It is a good way to compare several **birds'** habitats. _____
3. Most cliff **swallows's** nests are made of mud pellets. _____
4. You can observe their nests on a cliff or under a **buildings'** eaves. _____
5. Some **student's** reports are about the diets of various birds. _____
6. I read that a bald **eagles'** favorite food is salmon. _____
7. Victor taped the sound made by a **hummingbird's** wings. _____
8. Some **birds's** migration journeys can cover thousands of miles. _____
9. The **map's** key can help you figure the distance in miles. _____
10. On **Parents'** Night, we will present our bird projects. _____

B. Using Possessive Nouns in Sentences

Change each set of words in parentheses into a possessive phrase. Write a sentence using that phrase.

EXAMPLE (wings of the bird) *bird's wing*
The bird's wings had been clipped.

1. (interest of the children) _____

2. (visiting hours at the hospital) _____

3. (hobbies of my friend) _____

4. (speech of the museum guide) _____

Compound Nouns

Teaching

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

You might see compound nouns written in one of three ways:

One single word: *rooftop*

Two or more separate words: *window shade*

A hyphenated word: *brother-in-law*

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

Singular	Rule	Plural
One word townhouse mailbox	Add -s to most words Add -es to words that end in <i>ch, sh, s, or x</i> .	townhouses mailboxes
Two or more words or hyphenated words wind chime straw in the wind eight-year-old lady-in-waiting	Make the main noun plural. The main noun is the noun that is modified.	wind chimes straws in the wind eight-year-olds ladies-in-waiting

A. Identifying Compound Nouns

Underline every compound noun in the following sentences.

- The farmhouse of my great-uncle was being remodeled.
- Summertime is my favorite season to spend weekends together.
- I helped my uncle build a new henhouse and pigsty.
- Dad let me use tools like the screwdriver and handsaw.
- The mailbox and lawn mower needed fixing.

B. Using Plural Compound Nouns

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

- The messiest job was cleaning the paintbrushs.

- When I finished nailing wallboardes, I went out to the back yard.

- Morning glorys were climbing up the sides of the fence.

- My two greats-aunt, Lucy and Helen, carried kitchen utensils outdoors.

- They asked me to wash some breadboxs with a hose.

**Lesson
4**

Compound Nouns

More Practice

A. Identifying Compound Nouns

Underline every compound noun in these sentences. Above each compound noun, write **S** for singular or **P** for plural. Notice that each sentence has two compound nouns.

1. Our mail carrier brought me a letter that made me as excited as a bag of jumping beans!
2. My great-grandmother sent me an airplane ticket.
3. She's in a wheelchair because of her recent heart attack.
4. The airport was near the Twin Cities in Minnesota.
5. I was welcomed with bear hugs, muffins, and a glass of root beer.
6. How surprised I was to see her two sisters-in-law in the dining room!
7. They were setting some teaspoons on beautiful placemats.

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. baked bean _____
hot dog _____
paper plate _____

2. bluebird _____
sunflower _____
window box _____

3. brother-in-law _____
snowman _____
wristwatch _____

Compound Nouns

Application

A. Identifying Compound Nouns

Underline two or more compound nouns in each sentence. Then rewrite the sentences, changing the singular compounds to plurals. The words in parentheses can be deleted.

EXAMPLE My grandparent had a reunion with (a) schoolmate.
My grandparents had a reunion with schoolmates.

1. The girlfriend acted as bridesmaid at their wedding.

2. In those days it was common for (an) eighteen-year-old to be (a) newlywed.

3. Their brother-in-law, the groomsman, had the job of giving out (a) place card.

4. Lily-of-the-valley made (a) beautiful centerpiece on the tabletop.

5. For brunch they ate (a) pancake, (a) ladyfinger, and (a) blueberry.

6. The wedding gifts included (a) teapot, (an) ironing board, and (a) doormat.

B. Using Compound Nouns in Writing

Write a compound noun for each phrase listed below. Then use these compounds in a paragraph telling about an unusual or scary dream. Let your imagination take over.

EXAMPLE a fence with chain links *a chain-link fence*

bill worth twenty dollars _____

bowl for fish _____

paper with news _____

Lesson 5

Nouns and Their Jobs

Teaching

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

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

Brian is getting ready for a baseball game. His **team** is in first place.

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

Predicate noun	renames or defines the subject after a linking verb	My sister is the captain .
Direct object	names the receiver of the action of the action verb	Hector kicked the football .
Indirect object	tells <i>to whom</i> or <i>what</i> or <i>for whom</i> or <i>what</i> an action is done	The coach gave the team their awards.

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

My uncle ran in the **marathon**. He competed for the **trophy**.

Identifying Subjects, Complements, and Objects of Prepositions

In each sentence, identify the word in bold type. On the blank, write **S** for subject, **PN** for predicate noun, **O** for object, **DO** for direct object, or **OP** for object of the preposition.

1. Nancy was the **goalie** for Monday's soccer game. _____
2. She threw the **ball** across the field. _____
3. Mr. Rollins gave the **student** a message for his parents. _____
4. He is the **teacher** in charge of bus transportation. _____
5. Our **class** sent the senator an invitation. _____
6. Our boat was severely damaged by **rocks**. _____
7. Mrs. Chin made **appetizers** for the reception. _____
8. Her son Robert was **president** of our class this year. _____
9. In the **winter**, bowling is Greg's favorite activity. _____
10. To save time, Coach Elliott gave the **team** their uniforms. _____
11. **New York City** is a city known for its sports teams. _____
12. Our friends carried **cushions** to sit on. _____
13. How many laps did Sandy swim at your **pool**? _____

Lesson 5

Nouns and Their Jobs

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. Dan will show the **visitor** the location of the lockers. _____
- 2. Today's goalie was the newest **person** on the soccer team. _____
- 3. The accident taught the swimmers an important **lesson**. _____
- 4. Our wrestling coach told the **players** the rules and regulations. _____
- 5. Vicky is a **manager** at Dad's health club. _____
- 6. Marty leads the **league** in home runs. _____
- 7. Ms. Casali mailed the new **students** registration forms. _____
- 8. The principal found my brother a summer **job**. _____
- 9. My uncle bought our **family** season tickets for the baseball games. _____
- 10. For two years Ronnie has been **treasurer** of the league. _____

B. Using Nouns as Objects of Prepositions

Underline every prepositional phrase in the sentences. On the blanks that follow, write each noun that is an object of the preposition.

EXAMPLE: There were several players chosen for the tournament. *tournament*

- 1. The bicycle in the garage has had a flat tire for two weeks.

- 2. Before class Lindsay did 50 sit-ups on the gym mat.

- 3. Outside the stadium, loyal fans lined up by the box office.

- 4. We saw a picture of Babe Ruth in that magazine.

- 5. Can we jog among the walkers at the park?

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Lesson
5

Nouns and Their Jobs

Application

A. Identifying Nouns Used as Complements

Underline each subject in the following sentences. Then identify every boldfaced word as a predicate noun (**PN**), a direct object (**DO**), or an indirect object (**IO**).

1. My cousin entered this year's **Special Olympics**. _____
2. Some horses give **trainers** many problems. _____
3. Baxter Junior College offered Dana a **scholarship**. _____
4. Last summer Mom gave **Phil** a mitt for his birthday. _____
5. Clarise wrote Sam a **letter** about her vacation. _____
6. The whole outdoors was our **classroom** for the day. _____
7. Juan was our **guide** for the annual Open House. _____
8. Parents brought the **teachers** a platter of cookies. _____

B. Using Nouns as Objects of Prepositions

For each phrase, write a noun as the object of the preposition. Then write a sentence using the entire phrase.

1. under a _____

2. into the _____

3. beyond the _____

4. across the _____

5. down the _____

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