Kinds of Nouns

A noun is a word that names a person, place, thing, or idea. Examples include actor, building, ticket, and delight.

A common noun is a general name for a person, place, thing, or idea. A proper noun is the name of a particular one. For example, theater is a common noun; Palace Theater is a proper noun. Only proper nouns need to be capitalized.

A concrete noun names a thing that can seen, heard, smelled, tasted, or touched. An abstract noun names an idea, feeling, quality, or characteristic. For example, script and villain are concrete nouns, while excitement and dishonesty are abstract nouns.

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 noun.

1. Julie played the part of the rabbit in the play.
2. Carlos has created beautiful settings with wood and paint.
3. Mrs. Bernard guides the students who are sewing costumes.
4. Do you prefer musical productions or serious plays?
5. Appreciation for the theater begins at home.

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.

EXAMPLE A new play opens at the Varieties Theater on Thursday.

1. Our class wrote their own play based on the story of King Midas.
2. Children need to use their imaginations watching Peter Pan.
3. What a surprise when Peter was pulled up by wires!
4. The Sound of Music tells the story of the Trapps, a family of singers.
5. On Friday somebody in the audience created a disturbance.
6. The entire cast wore costumes on Monday.

C. Identifying Types of Nouns

Review the underlined nouns in the sentences in Exercise B. Write the noun requested on the lines below.

1. An abstract noun in sentence 2
2. A concrete noun in sentence 5
3. A collective noun in sentence 6
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.
Kinds of Nouns

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 ____________________________________________
   ________________________________________________________________
Singular and Plural Nouns

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.

### A. Identifying Plural Forms of Nouns

In each sentence, underline only the plural nouns.

1. Most parks have several benches.
2. Students needed to sit to give their feet a rest.
3. The artists brought their sketch pads and pencils.
4. Ellen drew pictures of two deer near some trees.
5. Classes listened to their radios as they ate.
6. 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.

1. My brother and cousin are freshmans in high school. _______________________
2. Their classs begin at eight o’clock. _______________________
3. Some dayes they stay late for band practice. _______________________
4. One day they went looking for mysterys at the library. _______________________
5. The high shelfs had books by their favorite author. _______________________
6. Brad reached them easily because he is six feets tall. _______________________
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 dishs 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 knifes 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 branchs. _________________

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 _________________
________________________________________________________________________________________
________________________________________________________________________________________
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 activities 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 feet for more than two hours.

4. Last week two classes debated: “Should we stop trading with some countries?”

5. A woman from the mayor’s office gave two speeches at our school.

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

7. One boy said there should be more heroes in government service.

8. We could send faxes to our state senators.

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.
Possessive Nouns

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.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Rule</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bird</td>
<td>Add an apostrophe and -s</td>
<td>bird's family</td>
</tr>
<tr>
<td>Plural ending in -s:</td>
<td>eggs</td>
<td>eggs' colors</td>
</tr>
<tr>
<td>Plurals not ending in -s:</td>
<td>men</td>
<td>men's hats</td>
</tr>
</tbody>
</table>

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.
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 sentry’s stance. ___________________

C. Using Possessives in Sentences
Form a possessive for each noun given. Then use it in a sentence.

1. scientists _______________________
   ____________________________________________________________________________________

2. citizen _________________________
   ____________________________________________________________________________________
Possessive Nouns

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’ 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) ___________________________________________________
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.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Rule</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>One word</td>
<td>townhouse mailbox Add -s to most words mailboxes</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Identifying Compound Nouns

Underline every compound noun in the following sentences.

1. The farmhouse of my great-uncle was being remodeled.
2. Summertime is my favorite season to spend weekends together.
3. I helped my uncle build a new henhouse and pigsty.
4. Dad let me use tools like the screwdriver and handsaw.
5. 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.

1. The messiest job was cleaning the paintbrushs.

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

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

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

5. They asked me to wash some breadboxs with a hose.
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 _______________________
   __________________________________________________________
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 _______________

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

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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 *to whom* or *what* or *for whom* or *what* 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**?
Nouns and Their Jobs

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

\textbf{Example}: There were several players chosen for the \textbf{tournament}. \textbf{tournament}

1. The bicycle in the garage has had a flat tire for two weeks.
   \hspace{1cm} \hspace{1cm}  \\
2. Before class Lindsay did 50 sit-ups on the gym mat.
   \hspace{1cm} \hspace{1cm}  \\
3. Outside the stadium, loyal fans lined up by the box office.
   \hspace{1cm} \hspace{1cm}  \\
4. We saw a picture of Babe Ruth in that magazine.
   \hspace{1cm} \hspace{1cm}  \\
5. Can we jog among the walkers at the park?
   \hspace{1cm} \hspace{1cm}
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**.
   - **Special Olympics**

2. Some horses give **trainers** many problems.
   - **trainers**

3. Baxter Junior College offered Dana a **scholarship**.
   - **scholarship**

4. Last summer Mom gave **Phil** a mitt for his birthday.
   - **Phil**

5. Clarise wrote Sam a **letter** about her vacation.
   - **letter**

6. The whole outdoors was our **classroom** for the day.
   - **classroom**

7. Juan was our **guide** for the annual Open House.
   - **guide**

8. Parents brought the **teachers** a platter of cookies.
   - **teachers**

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 _______________________
   - ________________________________