Grammar Basics:
The Harold Syntax
Guide to Nouns

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THE HAROLD SYNTAX GUIDE TO NOUNS

From the
Grammar Basics Series
Grades 7-12

Viewing Time: 17:22

INTRODUCTION

Background

The Harold Syntax Guide to Nouns is the second program in the **Grammar Basics** series. The program's target audience is language arts/grammar students in grades 7-12. The program's goal is to significantly enhance student comprehension of the main topics almost always covered when nouns are studied at the middle school and high school levels: (a) the function of nouns, (b) concrete and abstract nouns, (c) common and proper nouns, (d) plural formations and (e) noun cases.

Curriculum Correlation

This video helps students meet Standard Six of the National Council of Teachers of English (NCTE), which states, "Students (should be able to) *apply knowledge of language structure…"*

Moreover, the program's topics closely parallel those of almost all major language arts texts. An online review of school district scope and sequence charts also indicates that the program's teaching points correspond to grammar concepts currently taught in middle school and high school language arts programs.

Program Summary

In the first section of the program, animated character Harold Syntax, world's foremost authority on the English language, explains that nouns were perhaps the first words spoken by humans. He then defines concrete and abstract nouns, the latter devised by Syntaxacles, a notable on the Syntax family tree. The second part of the program shows the differences between common and proper nouns and the third section discusses singular a plural constructions. The final part of the program covers noun cases – nominative, objective, possessive and vocative. Interactive sequences within each segment give students practice applying the information presented.

Preparation and Pretest

Before presenting the lessons suggested below, we encourage you to preview the program, as well as review this guide and the accompanying blackline master activities in order to familiarize yourself with their content.

In addition, you may wish to give the ***Pre-Test*** before starting your instruction. This brief quiz is an assessment tool intended to gauge student comprehension of the program's key concepts. If you give the ***Pre-Test***, explain to your students that they are not expected to answer all the questions correctly, but they are expected to do their best. You can remind them that the questions point to key

concepts they should focus on while watching the program. After you evaluate your students' answers, as well as review the materials presented in this guide, you may find it necessary to make some changes, additions or deletions to meet the specific needs of your class. We encourage you to do so; for only by tailoring this program to your students will they obtain the maximum instructional benefits afforded by the material.

STUDENT OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Define and give examples of concrete and abstract nouns.
2. Tell the differences between common and proper nouns.
3. State at least five rules for making plural nouns.
4. Identify nominative, objective, possessive and vocative case nouns in sentences.

PREPARATION

Materials Needed

Students will need a pencil for the handout material. If possible, duplicate all handout material before beginning the unit.

Viewing Strategies

Several viewing strategies may be employed. You may find it useful to show the program in its entirety, then play it segment by segment, using each segment as a basis for a single lesson or multiple lessons, depending on the level of student comprehension. A final review screening, fast-forwarding through stop points, undoubtedly will help reinforce student understandings.

On-Screen Type

Main words are capitalized when used as titles or headings. This capitalization improves readability and follows commonly accepted rules of grammar.

SUGGESTED LESSON PLAN

Introduce the Program

Write "noun" on the chalkboard and ask the class to define the word. Undoubtedly, the old standby "person, place and thing" definition will be mentioned. Tell your students that while that definition is certainly used, at this level, as the class will discover, there's more to the noun than simply that. The class will now see a program that gives much more information about nouns.

Alternately, if your class has seen the first program in this series, you may pick up the conceptual thread by mentioning that they will now see a program that gives more information on words – this time, on a kind of word known as the noun.

Pre-Viewing Activities
Segment 1: Concrete & Abstract Nouns

Tell the class they will see the first part of the program, which talks about two classifications of nouns – concrete and abstract. Make certain that there is no misunderstanding of the word "concrete," which some may think is a building material. Have the students look up this word in a dictionary. Which definition is appropriate? Now, show the first segment.

Post-Viewing Activities
Segment 1

Ask the class why it would more likely that humans would first use concrete nouns, rather than abstract nouns. Help

them understand that thinking about abstractions requires higher-level thinking, and that brain development in humans needed to progress to a certain point before abstractions could be conceptualized. Hand out *Concrete and Abstract Nouns* and go over the instructions with the class. This handout may be assigned as homework, or the class may complete it as individual seatwork or in small groups. Or it may be done orally, as a class exercise. Go over the answers with the class after this exercise has been completed.

Pre-Viewing Activities
Segment 2: Common & Proper Nouns

Review the first section of the program if you feel it will help your students. Then discuss the concept of categories versus specifics within a category. Label three circles on the chalkboard as "students," "cities" and "cars." Have the class put in specific items or names into each circle. Explain that the broad categories "students," "cities" and "cars" are one kind of noun and the items and names inside the circles are another kind of noun. Tell them that the second segment of the program discusses the two different kinds. Now show the second part of the program.

Post-Viewing Activities
Segment 2

Have a "Common and Proper" Competition to help cement your students' understanding of these two kinds of nouns. Divide the class into two or more groups. Orally name five to ten common nouns and then have groups list ten corresponding proper nouns. Which team names all the corresponding proper nouns first? Were all the proper nouns capitalized? One variation of this game finds individual students competing at the chalkboard. Now hand out the worksheet *Common & Proper Nouns.* This handout may be assigned as homework, or the class may complete it as seat work or in small groups. Or it may be

done orally, as a class exercise. When completed, go over the answers, explaining each word in detail.

Pre-Viewing Activities
Segment 3: Plural Constructions

Briefly review the first and second segments if you feel it will be beneficial to your class. Ask for theories as to why language was developed. Help the class understand that it is a method for people to tell others what they see, hear, and think about. In other words, language is used to reflect reality. One reality is that persons, places, and things come in numbers – one and more than one. Our language provides a way to reflect this fact. Explain that grammarians call it "number," which is what the third part of the program discusses. Now show the third segment.

Post-Viewing Activities
Segment 3

After the class views the third segment, ask for some additional examples of nouns that have irregular plural constructions. Then hand out ***Plural Constructions***. This handout may be assigned as homework, or the class may complete it as seatwork or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers.

Pre-Viewing Activities
Segment 4: Noun Case

Briefly review the first three segments if you feel it will be beneficial to your class. Write the following sentence, or a similar sentence with a subject and object, on the chalkboard or overhead projector: *The cat jumped over the fence.* Ask the class to identify the two nouns in the sentence.   What is the sentence about?   The cat?   What

about the other noun, "fence?" Explain that nouns perform various jobs in the sentence and that grammarians place nouns into what are called "cases" to show what nouns do. Write the four cases – nominative, objective, possessive and vocative – on the chalkboard or overhead projector and tell the class that the four cases will be discussed in the final section of the program. Now show the fourth segment.

Post-Viewing Activities
Segment 4

Ask the class if anything in the fourth segment needs clarification. Then, have your students go the chalkboard and write sentences about a school activity or sports event and label the nouns and cases in each sentence. Finally, hand out *Noun Cases*. This handout may be assigned as homework, or the class may complete it as seatwork or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers.

After all the handouts have been completed, conduct a final review of the concepts covered in the program. Then show the program one more time, in its entirety, before giving the *Post Test.* After the post-test has been graded, go over the answers with the class and clear up any misunderstandings that have been revealed in the test.

DESCRIPTION OF BLACKLINE MASTERS

PRE-TEST – An assessment tool intended to gauge student comprehension of the objectives prior to viewing the program.
CONCRETE & ABSTRACT NOUNS – An activity designed to reinforce understanding of concrete and abstract nouns.
COMMON & PROPER NOUNS – An exercise that gives students practice using common and proper nouns.

PLURAL CONSTRUCTIONS – An exercise that helps students understand both regular and irregular plural constructions.
NOUN CASES – A written activity that bolsters comprehension of the four noun cases.
POST TEST – An assessment tool intended to gauge student comprehension of the program's objectives after completing the unit.
DISCUSSION QUESTIONS – Provides questions to be asked after each segment of the program.

ANSWER KEY

Video Quiz

 1. c   2. F   3. particular   4. woman   5. cacti, ladies, glasses, thieves, boxes, men, parades   6. rag
7. nominative   8. Nemesis   9. 's   10. near the end

Pronoun Pre-Test

1. T   2. F   3. F   4. T   5. F   6. T   7. F
8. F   9. T   10. T   11. F   12. T   13. F
14. T   15. T

Concrete & Abstract Nouns

1. A   2. C   3. C   4. A   5. C   6. A   7. C
8. A   9. C   10. A   11. N   12. C   13. C
14. A   15. C

Common & Proper Nouns

Proper nouns (circled, starting with the title):
Ghana, Accra, Ghana's, August, Kwame Owusu, Kwame, Akropong, Akropong, Jeanne
Common nouns (underlined, starting with the 1st paragraph): city, day, thing, density, air, humid, knife, guide, gate, sign, names, line, passengers, eye, face, smile, suitcases, SUV, hours hotel, time, chief, permission,

studies, festivals, practices, hotel, air conditioning, heat, weather, rains, uplands, weather, equator.

Plural Constructions

1. deer   2. children   3. women   4. plastics
5. shelves   6. safes   7. consciences   8. cities
9. professionals   10. sports   11. strifes   12. trout
13. cycles

Noun Cases

1. Mark, vocative; suitcases, objective   2. Felicia, nominative; Ramon, nominative; pet, objective   3. Leslie's, possessive; car, nominative; pet, objective
4, owl, nominative; mouse, objective;   5. Einstein's, possessive; theory, nominative; relativity, objective; science, objective   6. group, nominative; home, objective; David, vocative   7. salt, objective; pepper, objective   8. medicine, nominative; sleep, objective
9. stars, nominative; autographs, objective   10. candidates, nominative; speeches, objective   11. Judy's, possessive; mother, nominative; cake, objective
12. Lee, nominative; trout, objective   13. Pamela, nominative; presents, objective   14. Duke, vocative; store, objective

Noun Post Test

Part I   1. F   2. F   3. F   4. T   5. F
Part II   1. beef or beeves   2. oxen   3. women
4. surgeons   5. cliffs   6. safes   7. elves
8. spies   9. generations   10. teens
Part III   1. Bill, nominative; papers, objective
2. Sammy, nominative; dog, objective
3. Danise's, possessive; computer, nominative
4. exhibit, nominative; Detroit, objective
5. Abraham Lincoln, nominative; Springfield, objective

Part IV Proper nouns (in order): Margarete, Jason, Jason, Mr. Morrison, Central Food Market, Margarete, Big Show Talent Agency, Jackie Milton, Margarete, Twinkling Toesies, Margarete, Ian Tarter Band. Common nouns (in order): party, months, food, drinks, grocer, people, estimate, money, committee, list, selections, committee, meeting, bands, bands collection, CDs, decision, agent, decesion, bands, meeting, group, evening CDs, night.

TRANSCRIPT OF THE VIDEO

Hi ho, again. Lord Syntax here. Today, I have an absolutely fascinating tidbit of information for you.

As you may know – or may not know, as the case may be – we Syntaxes trace our ancestry back to the beginnings of time.

Here, look at this. That, my dear friends, is the very first Syntax.

Now, that may not thrill you, but what I find at least moderately interesting is that that Syntax was the very first person in our family to speak a noun.

And, in fact, the noun – that most impressive of word types – was, in all likelihood, the first part of speech ever spoken.

That is because early humans – even we Syntaxes – were not sufficiently advanced in the brain department to give a name to anything other than tangible, concrete objects – which is precisely what a noun is: a thing, such as a club; a place, such as Stoneville; or a person, such as Oog – all concrete objects.

That is, they can be touched, or seen, or smelled, or heard or tasted, or any combination of those.

Now, we move up the family tree…here, to Syntaxacles, the first human to think of and to speak another kind of noun – the abstract type.

As with other philosophers who followed in his footsteps, Syntaxacles thought very long and hard about a very large

assortment of things.

Syntaxacles: What is Love? What is Beauty? What is Liberty?

Syntax: As you can see, these abstract nouns name feelings, qualities, and ideas.

Now, with the help of my trusted assistant, Nemesis, we'll briefly review what a noun is.

It's a word that names a person, place or thing – a concrete noun; or it is a word that expresses a feeling, quality or idea – an **abstract** noun.

Nemesis will now flip the board.

Now, you work mentally on the words by classifying them as abstract or concrete nouns.

Here are the answers.

Nemesis, being the rogue that he is, threw in a non-noun, "atomic."

"Atomic" is not a person, place, thing, feeling, quality or idea. It is classified as another part of speech we will discuss at another time.

STOP ONE

Now, in addition to being classified into concrete and abstract categories, nouns also are classified as either proper or common.

Common nouns name a general category of person (such as "girl"), place (such as "city"), thing (such as "car")…or abstraction (such as "truth").

On the other hand, proper nouns name a particular person, place, thing or abstraction and are capitalized. Roberta is a particular person. London is a particular place. Rolls-Royce is a particular brand of car.

When we speak of the Truth as the absolute Truth into which all truths fall, it is a proper noun and so it is capitalized.

STOP TWO

Now, since we are talking about proper nouns, I would, if I may, like to show you two very proper persons – little Sylvester and Sidney, the very first identical twins in the Syntax lineage…which leads us to the following observations.

There may be one person – or thing or place – or there may be more than one.

We humans – clever as we are – have put together a grammatical method, called "number," to make certain the differences between the two are clearly understood.

In English, a noun's number may be singular, thus naming one person – one boy – (or one place, thing or idea); or the noun may be plural – two or more. Two or more boys, for example.

There are, as you probably know, various ways of constructing plural nouns.

The regular formation is, of course, to merely add an "s" to the end of the word.

Another way is to add "e-s," which is generally placed after nouns ending in "ss," "x," "ch," and "sh."

A third way is employed when the noun ends in a consonant and a "y." One drops the "y"…or, as the case here, erases the "y" and adds "i-e-s."

And when a singular noun ends in "l-f"… or a long vowel, plus "f-e"…then one drops (or erases) the "f" or "f-e" and adds v-e-s." There are, however, exceptions to this rule – for example, the word "belief."

Aside from being a terrible nuisance, exceptions tend to keep one on ones toes! Right, Nemesis?

Hmm. Quite possibly wrong. Anyway, if you will, look at the list

of singular nouns on the board. Take a little time to see if you can follow the rules we've just mentioned to construct their plural forms.

Here are the answers.

Aren't getting any younger, are we old boy?

STOP THREE

It's a very good idea, then, to know what the noun is (a word that names a person, place, thing or abstraction), and how to construct its various plural forms. One must know these things in order to write our language correctly.

But knowing what nouns are – and how to construct their plurals – simply is not enough because nouns seldom sit alone.

They are parts of sentences, which, as we all know, are two or more words which express a complete thought.

In other words, nouns do things in the sentences in which they appear.

For example, the noun in this sentence tells what the sentence is about. It's about the automobile.

When a noun tells what or whom the sentence is about, we say that the noun is nominative – or, more specifically, in the nominative case.

Here are a few examples of some other nominative case nouns. The first two are underlined. See if you can name the nominative case noun in the third sentence. That's right. It's "cattle."

Now, when a noun in the sentence has something done to it, or to him, or her or them, we way that it is objective, or in the objective case.

In this sentence, the word windshield is in the objective case because something is being done to it – it's being wiped.

Let's look at some additional examples. In the first two

sentences, the objective case nouns, which are underlined, have something done to them. The ball is thrown. The cake is baked.

Now, can you name the objective case noun in the third sentence? Right. It's plane. It's flown by the pilot. That's what is done to the plane.

Now, on to the third case. When a noun shows ownership or possession, it is in the possessive case.

In the sentence, "The automobile's finish shines brightly," "automobile's" is an example.

And here are some others.

Nemesis, would you please drive the car back to the garage?

Ah! An example of a vocative case noun, which occurs when the noun is the person spoken to – here, Nemesis – or rarely, a thing spoken to.

You'll find some more vocative and possessive case nouns exemplified here.

By the way, you'll notice that possessive case nouns generally end in an apostrophe "s." That's the tip-off.

Now can you name the vocative and possessive case nouns in the third sentence? Yes. "Mary" is vocative. "Sun's" is possessive.

Now, dear friends, you may be saying to yourself, "All those cases may be jolly well good, but who really cares? I mean, what difference does it really make," you may ask, "whether a noun is in the nominative, objective, possessive or vocative case?"

Well, in point of fact, it makes a great deal of difference if one wishes to write or speak a sentence properly.

All languages have patterns, and if one conforms to those patterns when writing or speaking sentences, one writes or speaks with what is called proper syntax – named after you-know-whom -- and thus can be easily understood.

And, after all, that is a primary purpose of communication – to make oneself easily understood.

And so, here is the normal pattern of noun usage in most English sentences:

Nominative case nouns are generally near the front, as are vocative case nouns.

Objective case nouns more often than not are somewhere near the back.

And possessive case nouns normally are found near the front and/or middle.

Now, see if you can determine the cases of "Nemesis" and "car" in the first sentence, and "Harold" and "sister's" in the second. Here are the answers. Did you correctly name them?

And so, dear friend, let's review our perspective on nouns.

If you recall, nouns are words which name a thing, place or person. Those are concrete nouns.

Abstract nouns name feelings, qualities and ideas.

Common nouns are those which fall into a general category, while proper nouns generally name a particular person, place, or thing and are capitalized.

The plural form of nouns is constructed in various ways, although the regular construction is formed merely by adding an "s" to the end of the word.

And last, but most certainly not least, nouns do something in the sentence – they perform a certain function. And depending on that function, they are either in the nominative, objective, vocative or possessive case.

And those cases often can help one construct sentences with proper syntax.

And so, from Syntaxshire Castle, this is Lord Harold Syntax, and, of course, Nemesis, bidding you a very good day.

STOP FOUR
VIDEO QUIZ

Web Resources

http://webster.commnet.edu/grammar/nouns.htm

http://www2.actden.com/writ_den/tips/sentence/nouns.htm

http://www.uottawa.ca/academic/arts/writcent/hypergrammar/nouns.html

Other Programs in the *Grammar Basics Series*

The Harold Syntax Guide to Words
The Harold Syntax Guide to Pronouns
The Harold Syntax Guide to Verbs
The Harold Syntax Guide to Modifiers
The Harold Syntax Guide to Interjections,
Conjunctions & Prepositions
The Harold Syntax Guide to Sentences, Part I
The Harold Syntax Guide to Sentences, Part II

Name _____

Directions: In the blank space, write a "T" if the statement is true and an "F" if the statement is false.

___ 1. The part of speech early humans probably spoke first was the noun.

___ 2. Abstract nouns name persons, places and things.

___ 3. Beauty, liberty and love are examples of proper nouns.

___ 4. An example of a concrete noun is the word "village."

___ 5. Concrete nouns are always capitalized.

___ 6. Adding an "s" is one way to make a regular plural formation.

___ 7. When a noun in a sentence tells what the sentence is about, that noun is in the objective case.

___ 8. When a noun in a sentence has something done to it, it is in the nominative case.

___ 9. When a noun shows ownership it is in the possessive case.

___ 10. When a noun is a person spoken to in the sentence, it is in the vocative case.

___ 11. Vocative case nouns normally are placed at the end of the sentence.

___ 12. Objective case nouns are normally found at the end of the sentence.

___ 13. Nominative case nouns normally have no specific placement in a sentence.

___ 14. Possessive case nouns are found in the front, middle or end of a sentence.

___ 15. All language have patterns.

Concrete & Abstract Nouns

☞ **Prof. Syntax reminder: Concrete nouns can be seen, touched, smelled, tasted, heard – or any combination of those. Abstract nouns name feelings, qualities or ideas.**

Directions: Write an "A" next to each word if it is an abstract noun, a "C" if the noun is concrete, and an "N" if the word is not a noun.

___ 1. independence

___ 2. sandwich

___ 3. statue

___ 4. cranky

___ 5. Manuel

___ 6. folly

___ 7. soccer

___ 8. sadness

___ 9. jury

___ 10. socialism

___ 11. into

___ 12. Houston

___ 13. toaster

___ 14. truth

___ 15. fritters

Common & Proper Nouns

☞**Prof. Syntax reminder: Common nouns name a general category of persons, places, things or abstractions. Proper nouns name a specific person, place, thing or abstraction and are always capitalized.**

Directions: In the paragraph below, circle all common nouns and underline all proper nouns.

Going to Ghana

Our plane landed in Accra, Ghana's capital city, on a sweltering day in mid-August. The first thing we noticed was the density of the air. It was so humid, it seemed as if we practically could cut it with a knife.

Kwame Owusu, our guide, met us at the gate. He held a small sign with our names on it and carefully scrutinized the line of passengers as we disembarked. When we caught his eye, his face broke into a huge smile.

We gathered our suitcases and Kwame swept them into the waiting SUV. "It will take us about two hours to get to Akropong," he said. "I'll take you directly to the hotel. You'll have time to freshen, and then we'll see the village chief. We need his permission before you can begin your studies of our village festivals and our traditional religious practices."

Our small hotel in Akropong had no air conditioning. Jeanne and I wondered if we would be able to sleep in the oppressive heat. Surprisingly, however, the weather turned pleasant as soon as the afternoon rains ended. We were in the uplands, well away from the coastal area, where the weather, we discovered, was quite tolerable – despite our being so close to the equator.

Plural Constructions

☞**Prof. Syntax reminder: Add an "s" to the end of the noun when the regular formation is required. When the noun ends in "ss," "sh," "ch," and "x," add an "es" to construct the plural. When the noun ends in a consonant and a "y," drop the "y" and add "ies" to form the plural. When the noun ends in "lf" or a long vowel, plus "fe," the plural is formed by dropping the "f" or "fe" and adding "ves." Irregular plural formations require memorization.**

Directions: Write the plural form for the nouns listed below.

1. deer _____

2. child _____

3. woman _____

4. plastic _____

5. shelf _____

6. safe _____

7. conscience _____

8. city _____

9. professional _____

10. sport _____

11. tax _____

12. trout _____

13. cycle _____

Name _____

Noun Cases

☞**Prof. Syntax reminder: Nominative case nouns, normally found near the front of the sentence, tell what the sentence is about. Objective case nouns, usually found near the back, have something done to them. Possessive case nouns, found in various places, show ownership. Vocative case nouns, often found at the front, are the person (or thing) spoken to.**

Directions: Circle the nouns in the sentences below. Above the noun, write its case.

1. Mark, please carry the suitcases.

2. Felicia and Ramon bought a new pet.

3. Leslie's car bumped Harry's tree.

4. The owl, swooping down, caught the field mouse.

5. Einstein's theory of relativity changed science forever.

6. Did the group go home, David?

7. He uses salt and pepper.

8. The medicine induced sleep.

9. Sports stars often sign autographs.

10. Both presidential candidates gave speeches tonight.

11. Judy's mother slowly ate the cake.

12. Lee caught seventeen trout.

13. Pamela bought the presents.

14. Duke, run to the store.

Noun Post-Test

Part I

Directions: In the blank space, write a "T" if the statement is true and an "F" if the statement is false.

___ 1. Abstract nouns name persons, places and things.

___ 2. Ugliness, servitude and hatred are all examples of concrete nouns.

___ 3. Concrete nouns are always capitalized.

___ 4. One regular formation of plural nouns is made by adding an "s" to the singular form of the word.

___ 5. When a noun shows ownership it is in the vocative case.

Part II

Directions: Write the plural form for the nouns listed below.

1. beef _____

2. ox _____

3. woman _____

4. surgeon _____

5. cliff _____

6. safe _____

7. elf _____

8. spy _____

9. generation _____

10. teen _____

Noun Post-Test, Page 2

Part III

Directions: Circle the nouns in the sentences below. Above the noun, write its case.

1. Bill, take the papers.

2. Sammy walked his dog.

3. Denise's computer fell.

4. The exhibit moved to Detroit.

5. Abraham Lincoln lived in Springfield.

Part IV

Directions: In the paragraph below, circle all common nouns and underline all proper nouns.

Magarete and Jason planned the graduation party for several months. Jason was responsible for the food and drinks. He called Mr. Morrison at Central Food Market, told the grocer how many people were attending, and gave him an estimate of how much money the graduation party committee intended to spend. Mr. Morrison faxed over a 12-page list of possible selections, which the committee voted on at its May meeting.

Meanwhile Margarete visited the Big Show Talent Agency to find out about bands. Jackie Milton, who booked the bands, took out a collection of CDs and said Margarete could play them there, or listen to them elsewhere and call in a decision. "However," the agent cautioned, "you'll need to make a decision soon. The best bands, like the Twinkling Toesies, will be booked quickly. Margarete quickly called an entertainment committee meeting and the small group spent the evening listening to the CDs. They chose the Ian Tarter Band, which luckily was available for the big night.

Name _____

Discussion Questions

Part I: Concrete & Abstract Nouns

1. What are concrete nouns? (Words that name persons, places, things)
2. Give five examples of concrete nouns. (Answers will vary.)
3. What are abstract nouns? (Words that name feelings, qualities, ideas)
4. Name five examples of concrete nouns. (Answers will vary.)
5. What was probably the first part of speech ever spoken? (Noun)

Part II: Common and Proper Nouns

1. What is a common noun? (A noun that names a general category of persons, places things and abstractons)
2. Give five examples of common nouns. (Answers will vary.)
3. What is a proper noun? (A noun that names a particular person, place, thing or abstraction)
4. Give five examples of proper nouns. (Answers will vary.)
5. Give five examples of common nouns and then five corresponding examples of proper nouns. An example would be "car" and "Rolls-Royce." (Answers will vary.)

Part III: Plural Constructions

1. What is the normal way to form a plural noun? (Add an "s" to the end of the word.)
2. When should you add an "es" to the end of the word to form its plural? (When it ends in an "x," "sh," "ch," and "ss.")
3. How is the plural formed when the noun ends in a consonant and a "y?" (Drop the "y" and add "ies.")
4. How is the plural formed when the noun ends in "lf," or a long vowel and "fe?" (Drop the "f" and add "ves.")

Part IV: Noun Cases

1. Give an example of a sentence with a nominative case noun. (Answers will vary.)
2. Give an example of a sentence with a objective case noun. (Answers will vary.)
3. Give an example of a sentence with a possessive case noun. (Answers will vary.)
4. Give an example of a sentence with a vocative case noun. (Answers will vary.)