

The Noun

Nouns, Compound Nouns

2a. A **noun** is a word or word group that is used to name a person, a place, a thing, or an idea.

PERSONS grandmother, police officer, Albert Einstein, Mrs. Evans

PLACES valley, day care, Gulf of Mexico, country, Cornerstone Books

THINGS Valentine's Day, highway, dozen, Internal Revenue Service

IDEAS happiness, self-interest, thought, unity

TIP To decide whether a word is a noun, try placing the word in the blank in one of the following sentences. If the word makes sense in the sentence, then the word is probably a noun.

EXAMPLES I got a new _____. or I like _____.
I got a new computer. I like honesty.

Did you notice that some nouns are made up of more than one word? A **compound noun** is a single noun made up of two or more words. The compound noun may be written as one word, as a hyphenated word, or as two or more words.

ONE WORD bookcase, basketball, hourglass

HYPHENATED WORD brother-in-law, great-uncle, warm-up

TWO OR MORE WORDS lieutenant governor, San Diego Zoo, parking lot

EXERCISE A Underline the nouns in each of the following sentences.

Example 1. The twelve-year-old carried two bags from Ed's Groceries to the car. [*Twelve-year-old* is a person, *bags* are things, *Ed's Groceries* is a place, and *car* is a thing, so all four of these are nouns.]

- Jenna slid the pocketbook into the drawer. [Are there any people in this sentence? any things? any places? any ideas?]
- Save your money for a rainy day.
- Oh, no! The pigs have knocked the fence down again.
- Is Kendra planning on a career in technology?
- Mr. Jenson is a teacher at Jefferson High School.

Common Nouns and Proper Nouns

As you may have noticed, some nouns begin with capital letters and others do not. A **common noun** names any one of a group of persons, places, things, or ideas. Common nouns are not capitalized. A **proper noun** names a particular person, place, thing, or idea. Proper nouns are capitalized.

COMMON NOUNS person, car, store, state**PROPER NOUNS** Dr. Linda Cartwright, Corvette, Ralph's Bike Shop, New Hampshire

TIP To identify a proper noun, try placing *a* or *an* in front of the noun. If *a* or *an* does not make sense in front of the noun, the noun is probably a proper noun. For example, *a Mount Rushmore* doesn't make sense. Therefore, *Mount Rushmore* is a proper noun.

EXERCISE B For each underlined noun in the following sentences, write *C* above each *common noun* and *P* above each *proper noun*.

Example 1. That saw is made by Butler Tools and is available. [*Saw* is common noun because it names any one of a group of saws. *Butler Tools* is a proper noun because it names a particular company.]

6. Our Niceville Tennis Club meets every Saturday for two hours at these courts.
7. A string of diamonds glittered in the window of the shop.
8. The Atlas Mountains border on the Sahara.
9. Mrs. Chase gave a party for our class at Riverside Middle School.
10. Do you know the stories of King Arthur and his knights?

Concrete and Abstract Nouns

Many nouns name people, places, and things. Other nouns name ideas. A *concrete noun* names a person, place, or thing that can be perceived by one of the senses (sight, hearing, taste, touch, and smell). An *abstract noun* is a word that names an idea, a feeling, a quality, or a characteristic.

CONCRETE NOUNS sand, Fido, man, roar**ABSTRACT NOUNS** love, truth, loyalty, evil

EXERCISE C Write *A* on the line next to each *abstract noun* and *C* next to each *concrete noun*.

- Example** C 1. family [*Family* is a concrete noun because a family is a thing that can be seen.]
- | | |
|---|---------------------------------|
| _____ 11. team [Is a team a thing
that can be seen?] | _____ 16. Empire State Building |
| _____ 12. joy | _____ 17. house |
| _____ 13. pencil | _____ 18. fingernail |
| _____ 14. kindness | _____ 19. choir |
| _____ 15. group | _____ 20. intensity |

The Pronoun

2h. A **pronoun** is a word used in place of one or more nouns or pronouns.

Writers and speakers often use pronouns to avoid repeating a name or a word.

EXAMPLES Will Kendra walk Kendra's dog this afternoon? [Repeating the name *Kendra* sounds awkward.]

Will Kendra walk **her** dog this afternoon? [The pronoun *her* replaces *Kendra's*.]

The twins congratulated the twins because the twins' basketball team won the championship. [Repeating the word *twins* sounds awkward.]

The twins congratulated **themselves** because **their** basketball team won the championship. [The pronouns *their* and *themselves* replace *twins*.]

EXERCISE A Circle the underlined word that is a pronoun in the following sentences. Each sentence has two words underlined, and *only one of them is a pronoun*.

Example 1. Mel and Chi helped themselves to a plate of spaghetti. [The word *themselves* is a pronoun because it is used in place of *Mel* and *Chi*.]

1. The singers warmed up their voices before the show. [Which word is used in place of *singers*?]
2. Dr. Ito said, "Where did I put my glasses?"
3. When you are finished, please put the book back on the shelf where you found it.
4. Steve, did you finish your art class at the community college yet?
5. Nelson and I laughed when we saw the remote-controlled car jump over the ramp.

Personal Pronouns

A **personal pronoun** refers to the one speaking (*first person*), the one spoken to (*second person*), or the one spoken about (*third person*).

FIRST PERSON **We** wanted to cook **our** own dinner. [The personal pronouns *We* and *our* refer to the people speaking.]

SECOND PERSON Are **your** muscles still sore from the soccer game yesterday? [The personal pronoun *your* refers to the person to whom someone is speaking.]

THIRD PERSON Joanie is the club's treasurer; **she** likes to keep track of money. [The personal pronoun *she* refers to the person, *Joanie*, about whom someone is speaking.]

EXERCISE B Underline each personal pronoun in the sentences that follow. Some sentences have more than one personal pronoun.

Example 1. Teresa, would you like to demonstrate your science project to the class? [The second person pronouns *you* and *your* replace *Teresa*.]

6. When Deb and Roland ran for the student council, they both won. [Which word is used in place of *Deb and Roland*?]
7. What a good speaker she was!
8. Jennifer Gonzales just said, “I would like to volunteer at the clothing drive this weekend.”
9. Because the cat was sleepy, it took its nap after dinner.
10. Justin asked his uncle to check the spark plugs and change them.

Antecedents

The word that a pronoun stands for (or refers to) is called the pronoun’s *antecedent*. The antecedent can come before or after a pronoun.

ANT PRON

BEFORE PRONOUN As for **Ryan**, **he** wants a new bike helmet. [The pronoun *he* stands for *Ryan*.

Ryan is the antecedent of *he*.]

PRON ANT

AFTER PRONOUN For **himself**, **Ryan** wants a new bike helmet. [The pronoun *himself* stands for

Ryan, even though *himself* comes first. *Ryan* is the antecedent of *himself*.]

Sometimes the antecedent is not stated.

EXAMPLES I will meet **you** at the library. [*I* refers to the speaker, and *you* refers to the person spoken to.]

Who is the new neighbor? [The speaker doesn’t know who *who* is.]

Somebody needs to shut the door before the dog escapes! [The indefinite pronoun *Somebody* does not have an antecedent.]

EXERCISE C Underline the pronoun in each of the following sentences. Then, draw an arrow to the pronoun’s antecedent. If a pronoun does not have an antecedent, write *none* on the line.

Example _____ 1. Yes, Tim did all the research himself. [*Himself* is a pronoun because it refers to another word, *Tim*. *Tim* is the word that *himself* refers to, so *Tim* is the antecedent of *himself*.]

- _____ 11. Will Rosa be playing first violin tonight, or will she be out of town? [Which word is used in place of another word? Which word is being replaced by another word?]
- _____ 12. The moon has craters on its surface.
- _____ 13. What is black and white and read all over?
- _____ 14. During the ceremony, the president himself cut the ribbon.
- _____ 15. Kangaroos carry their young in a special pouch.

Reflexive and Intensive Pronouns, Demonstrative Pronouns, and Interrogative Pronouns

Reflexive and Intensive Pronouns

- 2j.** A **reflexive pronoun** refers to the subject and functions as a complement or the object of a preposition.

S **REFLEXIVE PRONOUNS** I addressed the envelope to **myself**. [*Myself* is a reflexive pronoun that refers to *I*. *Myself* is the object of the preposition *to*.]

IO
Give **yourself** a break. [*Yourself* is a reflexive pronoun that refers to the subject *you*. Even though *you* does not appear in the sentence, it is understood to be the subject. *Yourself* is an indirect object of the verb *Give*.]

- 2k.** An **intensive pronoun** emphasizes a noun or another pronoun.

INTENSIVE PRONOUNS Dad **himself** told the story. [The intensive pronoun *himself* emphasizes *Dad*.]

The twins made this whole mess **themselves**. [The intensive pronoun *themselves* emphasizes *twins*.]

Notice that reflexive and intensive pronouns take the same form.

FIRST PERSON myself, ourselves

SECOND PERSON yourself, yourselves

THIRD PERSON herself, himself, itself, themselves

TIP If you're not sure whether a pronoun is reflexive or intensive, use this test:

- (1) Read the sentence aloud, leaving out the pronoun.
- (2) Ask yourself whether the basic meaning of the sentence stayed the same.
- (3) If the meaning stayed the same, the pronoun is probably intensive. If the meaning changed, the pronoun is probably reflexive.

EXERCISE A Identify the underlined pronoun in each of the following sentences. Write *REF* on the line for each *reflexive pronoun* and *INTEN* for each *intensive pronoun*.

Example INTEN 1. The ninth-grade actors played all the major roles themselves.

[*Themselves* is an intensive pronoun because it emphasizes *actors*. The sentence would still make sense if *themselves* were left out.]

_____ 1. The biggest squirrel kept the best food for itself. [Would the sentence still make sense if *itself* were left out?]

_____ 2. Give yourself some credit, brother.

for CHAPTER 2: PARTS OF SPEECH OVERVIEW **pages 33–35** *continued*

- _____ 3. Juanita reminded herself to drink plenty of water before the soccer game.
- _____ 4. Actually, the motor itself is fine.
- _____ 5. My grandfather himself made this chair for Mom many years ago.

Demonstrative and Interrogative Pronouns

2l. A **demonstrative pronoun** points out a person, a place, a thing, or an idea.

DEMONSTRATIVE PRONOUNS this that these those

EXAMPLES Tim made **that**. [*That* points out a certain object in this sentence, so it is a demonstrative pronoun.]

This is Tim's sister. [*This* points out a certain person, so it is a demonstrative pronoun.]

2m. An **interrogative pronoun** introduces a question.

INTERROGATIVE PRONOUNS which who whom whose what

EXAMPLES **Which** is Tim's sandwich? [*Which* introduces a question, so it is an interrogative pronoun.]

Who made the sandwich? [*Who* introduces a question, so it is an interrogative pronoun.]

EXERCISE B Identify the underlined pronoun in each of the following sentences. Write *DEM* on the line for each *demonstrative pronoun* and *INTER* for each *interrogative pronoun*.

Examples INTER 1. What did you say? [*What* introduces a question.]

DEM 2. This was my first trip out of state. [*This* points out *trip*.]

- _____ 6. Manuel, isn't this our homework assignment? [Does the pronoun introduce a question or point out a noun?]
- _____ 7. What, of all things, is a zeppelin? [Does the pronoun introduce a question or point out a noun?]
- _____ 8. Actually, these are rather cool math problems.
- _____ 9. However did you think of that?
- _____ 10. Who let the cat out?
- _____ 11. Which of them looks better on me?
- _____ 12. Yes, those are the boxes for the sale.
- _____ 13. Whose are these coins on the floor?
- _____ 14. Where on earth did you find that, Kyle?
- _____ 15. Whom has the coach chosen this time?

Relative and Indefinite Pronouns

Relative Pronouns

2n. A **relative pronoun** introduces a subordinate clause.

RELATIVE PRONOUNS that which who whom whose

SUBORDINATE CLAUSES Hilda is the one **who broke the school record**. [The clause *who broke the school record* does not express a complete thought. *Who* is the subject of the clause, and *broke* is the verb.]

The road, **which has just been paved**, is not open. [The clause *which has just been paved* does not express a complete thought. *Which* is the subject of the clause, and *has been paved* is the verb.]

EXERCISE A Circle the relative pronoun in each of the following sentences. Hint: The subordinate clause has already been underlined for you.

Example 1. That island, which lies off the coast of Maine, is quite small. [*Which* is a relative pronoun because it introduces the subordinate clause *which lies off the coast of Maine*.]

1. Is that article about the person who invented the safety pin? [Which word introduces the subordinate clause?]
2. Locate the control key, which should be pressed with S.
3. A valve controls the water that flows into the reservoir.
4. Ladies and gentlemen, here is the man whom you have been waiting for all evening!
5. Wow! Those flamenco dancers must wear out every pair of shoes that they own.

EXERCISE B Underline the subordinate clause in each of the following sentences. Then, circle the relative pronoun.

Example 1. Do you know anyone who can fix a cassette tape? [The word group *who can fix a cassette tape* is a subordinate clause. It does not express a complete thought, but *who* is its subject and *can fix* is its verb.]

6. Wasn't Belva Ann Bennett Lockwood the first woman who pled cases to the Supreme Court? [Which word group begins with the relative pronoun *who* and does not express a complete thought?]
7. We studied the architect's model, which had been constructed of foam board.
8. Tina is the one whom we selected.
9. The boat that has the red sail is theirs.
10. Did first prize go to the science project that you and I liked best?

Indefinite Pronouns

- 2o.** An **indefinite pronoun** refers to a person, a place, a thing, or an idea that may or may not be specifically named.

COMMON INDEFINITE PRONOUNS

all	another	any	anybody	anything
both	each	either	everyone	everything
few	many	more	most	much
neither	nobody	no one	nothing	one
other	several	some	someone	something

EXAMPLE **Many** of the children had read the book. [*Many* does not refer to specific children.]

REMINDER ▶ Some words in the list of indefinite pronouns can also be used as adjectives. When you say *many children*, you are using *many* as an adjective.

EXERCISE C For each of the following sentences, underline each indefinite pronoun. Hint: Do not underline a word that is used as an adjective to describe another word.

- Examples**
- Everything depends on communication. [*Everything* is an indefinite pronoun because it refers to a thing that is not specifically named.]
 - Each word adds something to the ability to communicate. [*Something* is an indefinite pronoun because it refers to a thing that is not specifically named. *Each* has not been underlined because it is an adjective describing *word*.]
- Many of our English words come from other languages. [Which word refers to some things that are not specifically named?]
 - Each day, more of these words are added to the language. [Which word refers to some things that are not specifically named?]
 - No one knows all of them.
 - Everybody knows some, however.
 - Several came from Native Americans.
 - The Spanish language gave names to some of our cities.
 - Can you name any?
 - The French have contributed much as well.
 - Each of these loanwords teaches us more about the world.
 - The growth of the English language can be stopped by nothing.

Adjectives

The Adjective

2p. An **adjective** is a word that is used to modify a noun or a pronoun.

Nouns and pronouns name persons, places, things, and ideas.

To *modify* a word means to describe the word or to make its meaning more definite. An adjective modifies a noun or a pronoun by telling *what kind*, *which one*, *how much*, or *how many*.

WHAT KIND? **Canadian** flag, **bright** clouds, **black** paint

WHICH ONE OR ONES? **this** flag, **first** cloud, **those** paints

HOW MUCH? OR HOW MANY? **several** flags, **three** clouds, **no** paint

Notice that an adjective can come before or after the word it modifies.

ADJ *↔* **N**

BEFORE The **expensive** jacket was in the window. [The adjective *expensive* describes *jacket*.]

N *←* **ADJ**

AFTER The jacket in the window was **expensive**. [The adjective *expensive* describes *jacket*.]

More than one adjective can modify the same word.

ADJ **ADJ** *↔* **N** *↔* **ADJ**

EXAMPLE **That Italian** jacket is **expensive**. [The adjectives *That*, *Italian*, and *expensive* describe *jacket*.]

EXERCISE A Underline each adjective in each of the following sentences. Some sentences may contain more than one adjective. Do not underline *a*, *an*, or *the* in this exercise.

Examples 1. Several students had inquired about a new shop class. [*Several* describes *students*; *new* and *shop* describe *class*.]

2. After a few minutes, he was calm again. [*Few* describes *minutes*, and *calm* describes *he*.]

1. Who put an empty carton in the refrigerator? [Which word describes *carton*?]
2. Five goldfish swam around one lonely snail. [Which word describes *goldfish*? Which two words describe *snail*?]
3. Those children will run across the playground.
4. A sticky substance had been spilled on the laboratory table.
5. The clear light of the sea dazzled the weary sailors.
6. Get that wet, dirty dog off this clean floor!
7. A dozen elephants seemed happy in the muddy, shallow lake.

8. Few people understand every word in a Shakespearean play, Sharon.
9. Have you ever seen an electric violin?
10. The bay was rough and choppy on the stormy day.

Articles

The adjectives *a*, *an*, and *the* are called **articles**. *A* and *an* are called **indefinite articles** because they refer to any member of a general group.

- *A* is used before a word beginning with a consonant sound.
- *An* is used before a word beginning with a vowel sound.

EXAMPLES **A** plan has already been made. [*Plan* begins with a consonant sound.]

An earthworm slithered into the dirt. [*Earthworm* begins with a vowel sound.]

The anthill is like **a** universe of tiny creatures. [Even though *u* is a vowel, the word *universe* begins with a consonant sound. Do you hear the *y* sound?]

We all make **an** honest mistake every now and then. [Even though *h* is a consonant, the word *honest* begins with a vowel sound. The *h* is not pronounced.]

The is called the **definite article** because it refers to someone or something in particular.

EXAMPLES Unfortunately, **the** apples were green, sour, and hard. [A specific group of apples were green, sour, and hard.]

Did **the** mailbox have your letter in it today? [The speaker wants to know about a specific mailbox.]

EXERCISE B Underline all of the adjectives in the following sentences. Include articles *a*, *an*, and *the* in your underlining. Then, draw an arrow from each adjective to the word it describes. Some sentences may have more than one adjective.

Examples 1. A little antique vase stood on the counter. [*A* is an indefinite article that refers to a vase. *Little* and *antique* are adjectives that describe the vase. *The* is a definite article.]

2. I finally came up with the answer! [*The* is a definite article that refers to a particular answer.]

11. Several frogs lived in the pond with some fish.
12. Please raise a hand if you would like to volunteer.
13. Cool and dark were the secret caverns.
14. A furry, little dog barked at us through the screen door.
15. Can you eat with Japanese chopsticks?