Kinds of Nouns

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

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

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

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

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

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

B. Identifying Proper and Common Nouns
Underline all the nouns in the following sentences. Write P above the proper nouns. Write C above the common nouns.

C

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

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

C. Identifying Types of Nouns
Review the underlined nouns in the sentences in the above exercises. Find and list the nouns requested on the lines below.

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

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

1. The colony at Plymouth faced many dangers during the first winter.
   (proper) __________________________ (common) __________________________
2. The story of Pocahontas and her brave act may not be entirely factual.
   (concrete) ________________________ (abstract) _________________________
3. The congregation of Puritans longed for religious freedom.
   (collective) ______________________ (proper) _________________________
4. Some tribes shared common beliefs with the settlers.
   (collective) ______________________ (abstract) _________________________
5. William Bradford worked with Massasoit to insure peace.
   (proper) __________________________ (abstract) _________________________

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

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

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

   ______________________________________

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

   ______________________________________

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

   ______________________________________

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

   ______________________________________

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

   ______________________________________
Kinds of Nouns

A. Finding Nouns

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

1. The first settlement in America was not at Plymouth Rock. (common)
2. A desire for wealth lured the first Spaniards to America. (abstract)
3. One band of adventurers founded the town of St. Augustine, Florida. (collective)
4. The union of the lands claimed by Spain and England came much later. (abstract)
5. Visitors to that town in Florida can see houses built in the old style. (concrete)
6. On a chilly day in December, a group of pilgrims landed at Plymouth. (collective)
7. Their courage is admired by Americans even today. (abstract)
8. Do you know who taught the settlers how to plant corn? (concrete)
9. The pilgrims hoped for friendship with the natives but were not always fair to them. (abstract)
10. Pocahontas was captured by the English and given a new name. (common)

B. Using Nouns

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

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

1. proper and concrete ____________________________________________________________
2. collective ___________________________________________________________________
3. common and concrete __________________________________________________________
4. common and abstract _________________________________________________________
5. proper______________________________________________________________________
A singular noun names one person, place, thing, or idea. A plural noun names more than one person, place, thing, or idea.

One inventor had an outlandish suggestion. (singular nouns)
Several inventors had outlandish suggestions. (plural nouns)

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

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

A. Identifying Plural Forms of Nouns
In each sentence, underline only the plural nouns.
1. Do you see the dark puffs of smoke coming from those chimneys?
2. Signs warn motorists of deer on the road.
3. Farmers had a good crop of cherries this year.
4. Small inns and farmhouses dotted the roads.
5. Miguel pointed out monuments honoring heroes of the war.

B. Correcting Errors in Plural Nouns
In each sentence, the boldfaced plural has been formed incorrectly. Write the correctly spelled plural on the line.
1. How beautiful to see the leaves changing colors! ________________
2. We stopped at a picnic area to eat our sandwiches. ________________
3. Mom cut up fresh tomatoes from a farmer’s fruit stand. ________________
4. Some country bridges are only ten feet high. ________________
5. Truck drivers could have problems on those bridges. ________________
A. Identifying Plural Forms of Nouns

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

B. Correcting Errors in Plural Nouns

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

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

C. Using Plural Nouns

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

1. wife ___________________ city ___________________ potato ___________________
   __________________________________________________________________________

2. boy ___________________ sandwich ___________________ loaf ___________________
   __________________________________________________________________________

3. goose ___________________ field ___________________ grass ___________________
   __________________________________________________________________________
A. Identifying Uses of Plural Nouns

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

1. The three fishermens caught at least eight tunas.

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

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

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

B. Using Plural Nouns

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

1. man ___________________ animal ___________________ leash ___________________

2. radio ___________________ shelf ___________________ hobby ___________________

3. team ___________________ box ___________________ coach ________________

C. Using Nouns

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

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

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

You may use possessive nouns in place of longer phrases.

Did you attend the concert of the scout troop?

Did you attend the scout troop’s concert?

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Rule</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular:</td>
<td>bird Add an apostrophe and -s</td>
<td>bird’s family</td>
</tr>
<tr>
<td>Plural ending in -s:</td>
<td>eggs Add an apostrophe</td>
<td>eggs’ colors</td>
</tr>
<tr>
<td>Plurals not ending in -s:</td>
<td>men Add an apostrophe and -s</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. The children’s chorus held a performance in the gymnasium. ____

2. Several classes’ gym periods had to be canceled. ____

3. We listened to our music teacher’s introduction. ____

4. James’s mother offered to find volunteers to work the after-concert reception. ____

5. Two men’s coats were misplaced at the reception. ____

6. One soloist’s voice stood out above all the rest. ____

B. Using Possessive Nouns

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

1. Two ________________ guitar strings broke during the rehearsal. (musicians)

2. I would like to learn to play several ________________ work. (pianists)

3. Everybody seems to enjoy ________________ music. (Mozart)

4. One ________________ voice was particularly beautiful. (soprano)

5. Several famous orchestra ________________ batons were on display. (leaders)

6. Reporters printed many ________________ reactions to the concert. (people)
A. Identifying Possessive Nouns
Underline the possessive noun in each sentence. If a possessive has been formed incorrectly, write the correctly spelled word on the line. If a possessive has been spelled correctly, write C.

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

B. Using Possessive Nouns in Sentences
On the line to the right, rewrite the given phrase as a possessive noun. Then use the possessive in a sentence.

EXAMPLE  the music of Johann Bach  Johann Bach’s music  My father likes Johann Bach’s music.

1. music skills of my teacher ___________________
2. audience of the choral group ___________________
3. voices of some jazz singers ___________________
4. giggling of children ___________________
Possessive Nouns

A. Using Possessive Nouns in Sentences
Underline each phrase that can be rewritten using a possessive noun. Then rewrite the sentences using those possessive nouns.

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

__________________________________________________________________________________________

2. The nickname of Louis Armstrong was “Satchmo.”

__________________________________________________________________________________________

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

__________________________________________________________________________________________

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

__________________________________________________________________________________________

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

__________________________________________________________________________________________

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

__________________________________________________________________________________________

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

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

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

Compound nouns can be written in one of three ways:

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

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

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

### A. Identifying Compound Nouns

Underline every compound noun in the following sentences.

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

### B. Using Plural Compound Nouns

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

1. Two carwashs are located on Main Street.

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

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

4. In our state, 16-years-old cannot drive alone.
A. Identifying Compound Nouns

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

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

B. Using Compound Nouns

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

1. airplane _______________________
   airport _______________________
   luggage cart _______________________

2. thunderstorm _______________________
   raincloud _______________________
   brother-in-law _______________________

3. president-elect _______________________
   swimsuit _______________________
   swimming pool _______________________

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

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

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

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

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

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

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

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

B. Using Compound Nouns in Writing
Write a news article reporting on a contest in which there was one winner and two runners-up. Describe the activities in the contest, where the contest took place, and the prizes that were awarded. Use at least five compound nouns in your article. Underline each compound noun that you use.
In sentences, **nouns** have different jobs.

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

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

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

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

**Identifying Nouns Used as Subjects and Complements**

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

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

Nouns as Subjects and Complements

A. Identifying Nouns as Complements

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

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

B. Using Nouns as Subjects and Complements

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

**Example**

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

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

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

EXAMPLE Mrs. Petros told ____________ a good story about her trip. IO

1. The city of Athens is an exciting ____________ to visit. ____________
2. It has many ancient ____________, such as the Acropolis. ____________
3. Greece is a ____________ in eastern Europe, bordering the Mediterranean Sea. ____________
4. One beautiful ____________ was built at the top of a hill overlooking the city. ____________
5. People climb many ____________ to get to the top of the hill. ____________
6. Some tourists take a ____________ from downtown Athens to the Parthenon. ____________
7. Theodore sent ____________ a postcard from Rhodes, Greece. ____________
8. Most ____________ love the warm weather in Greece. ____________

B. Using Nouns as Complements in Writing

Write a letter to a pen pal who lives in another city or country. Invite that person to come for a visit to your hometown. Describe some sights you would like to show him or her. In your letter, include at least two predicate nouns, two nouns used as direct objects, and one noun used as an indirect object. Underline those nouns in your letter and label them by writing PN, DO, or IO above each one.

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

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

Dina enjoys cooking food **from other countries**.

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

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

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

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

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

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

**Identifying Nouns Used as Objects of Prepositions and Appositives**

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

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

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

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

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

1. around the rice
   _____________________________________________
2. throughout dinner
   _____________________________________________
3. between courses
   _____________________________________________
4. a familiar ice cream flavor
   _____________________________________________
5. a special dessert
   _____________________________________________
A. Using Nouns in Phrases
Write a sentence using each noun as the object of a preposition or as the noun in an appositive phrase. Follow the directions in parentheses.

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

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

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

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

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

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

   ______________________________________________________________________________________

   ______________________________________________________________________________________

   ______________________________________________________________________________________

   ______________________________________________________________________________________

   ______________________________________________________________________________________

   ______________________________________________________________________________________

   ______________________________________________________________________________________

   ______________________________________________________________________________________

   ______________________________________________________________________________________