

# **Grammar Mastery for Better Writing**

## Unit 3

### Nouns: Person, Gender, Number

---

For information about this and other Center for Learning teaching resources, please contact Customer Service at 800.767.9090 or [customerservice@centerforlearning.org](mailto:customerservice@centerforlearning.org).

---

© The Center for Learning. The worksheets in this book may be reproduced for academic purposes only and not for resale. Academic purposes refer to limited use within classroom and teaching settings only.

\*AP and Advanced Placement Program are registered trademarks of the College Entrance Examination Board, which was not involved in the production of and does not endorse this product.

# Unit 3

## Nouns

### Objective

Pages 56–89;  
Exercises 52–80

- To understand all the components of nouns, their uses, and relationships

Most students understand person, gender, and number of nouns from elementary school, so this section should not take too much time.

### Case

Nouns in many languages change form when they are used differently. A noun in the nominative case would have a different ending from a noun in the objective case. Nouns that have different endings are called *inflected*. When nouns do not change forms, they are called *noninflected*. Our nouns are noninflected; they do not change when used differently in a sentence. Because this is true, the number of words that rhyme in our language is very limited. Write the word *love* on the board. Ask students to give words that rhyme (*shove, dove, above*). Do this exercise with other words, for example, *friend* (*end, send, fend, rend*). When languages are inflected, it is easier to find rhymes.

Before studying the explanation in the book, write the following sentence on the board.

Shirley, a good volleyball player, received a college scholarship.

Ask a student to underline all the nouns in this sentence. Ask the class, from your study of Unit 1, does each noun have the same use in this sentence? How is *Shirley* used? (*Subject*) Is *player* used the same way? (No) They are the same person, but their use in the sentence is different. What about *scholarship*? *college*?

This sentence shows that nouns are used differently, but they do not change their form. The nouns are noninflected. The way a noun is used in a sentence is called *case*. Nouns have different cases because they have different uses.

Students should have little difficulty with the nominative case. Start objective case as soon as you think the students understand nominative case. Case is reviewed during the study of pronouns.

Drill troublesome prepositions, especially *angry at a thing / with a person, different from, and need of* using Exercises 60–65.

For Exercise 64, part B, have students read their original paragraphs in groups. Put the best ones on the overhead.

Poems can also be used to teach grammar. The poem “Fog” by Carl Sandburg is a good example. Write the poem on a transparency. Have students find the prepositional phrases. Note: The last *on* is not a preposition. Why? Ask students how these phrases add to the meaning of the poem. Briefly discuss the content of the poem.

Possessive case is explained thoroughly in the workbook. Do the exercises orally and in small groups. Exercise 66 is effective as an oral drill.

## Capitalization of Nouns

### Mini-Drill Suggestions

Teach a few rules at a time and review often using **Exercises 70–73**.

The study of subject-verb agreement is very important and requires frequent drills. **Exercises 74–80** reinforce each set of rules, but the difficulty for students is remembering. Using transparencies frequently is the best way to drill this material.

1. To drill material already studied, put about four sentences with errors to correct on the board each day.
2. Have students write four or five sentences with errors and read them to the class. Instruct the class to correct the errors.
3. Have a student-taught lesson. Students should turn in their lesson plans for approval a day or two before the lesson. With special certificates or rewards for teaching a good lesson, students will be more willing to volunteer.

Student: Today I am going to teach possessive case. Possessive case shows ownership. For a noun to show ownership, the apostrophe is used. If a plural noun ends in *s*, add an apostrophe. If a noun does not end in *s*, add an apostrophe *s*. (Demonstrate on board.) For joint ownership, the last person receives the apostrophe. For separate ownership, each is given the apostrophe.

Look at the following words. Where would you put the apostrophe? (The student could have these words on the board before class.)

window	children	day
fence	desks	hour
computer	sheep	Tom and Joe bookstore (joint ownership)
ladies	mice	Peter and Mike cars were in the race.
child	enemy	

Short Quiz: The student-teacher passes out papers with the following sentences. Quizzes could be student-teacher or class corrected.

1. I left John book on the counter.
2. The boy record is very good.
3. Men hats are for sale.
4. The teacher report was accurate.
5. The woman reply came too late.
6. I sent Mary article to the paper.
7. Jim bought two dollar worth of candy.
8. Alice and Lisa bicycles were in the back of the room.
9. We plan to go on a week vacation.
10. Ted and Laura house is up for sale.

### Test

#### Level 1—Unit 3

#### Nouns

*This unit should complete the material for the second quarter.*

*Test*

*Level 1—Unit 3*

*Nouns*

Name \_\_\_\_\_

Date \_\_\_\_\_

**Part A.**

**Directions:** For each italicized word, write *N* for nominative case subject, *DO* for direct object, *IO* for indirect object, *SC* for subject complement (predicative nominative), or *OP* for object of the preposition.

During the war my brother was injured. 1. \_\_\_\_\_

1 2. \_\_\_\_\_

Twilight comes between daylight and darkness. 3. \_\_\_\_\_

2 3 4 4. \_\_\_\_\_

The cause of his failures was bad habits. 5. \_\_\_\_\_

5 6 6. \_\_\_\_\_

The horror movie gave my brother nightmares. 7. \_\_\_\_\_

7 8 8. \_\_\_\_\_

The class sent Bob a bouquet of flowers. 9. \_\_\_\_\_

9 10 10. \_\_\_\_\_

The store across the street remains open on Sundays. 11. \_\_\_\_\_

11 12 13 12. \_\_\_\_\_

Tom and Jim gave an excuse for their absence. 13. \_\_\_\_\_

14 15 16 17 14. \_\_\_\_\_

Judy has been captain of the volleyball squad for two years. 15. \_\_\_\_\_

18 19 20 16. \_\_\_\_\_

Outside the room Sylvia met with a little adventure. 17. \_\_\_\_\_

21 22 18. \_\_\_\_\_

Under the immense reading glass in the cartoon were 19. \_\_\_\_\_

23 24 20. \_\_\_\_\_

villainous-looking characters. 21. \_\_\_\_\_

25 22. \_\_\_\_\_

23. \_\_\_\_\_

24. \_\_\_\_\_

25. \_\_\_\_\_

**Part B.**

**Directions:** Write the letter of the correct answer.

- \_\_\_ 26. The jelly in these sandwiches (A. taste B. tastes) good.
- \_\_\_ 27. A shelf of books (A. was B. were) in her bedroom.
- \_\_\_ 28. The trees in our backyard (A. have B. has) many bird nests.
- \_\_\_ 29. The twins, as well as their sister, (A. attend B. attends) Washington High School.
- \_\_\_ 30. The safe with its contents (A. was B. were) damaged by the fire.
- \_\_\_ 31. A bunch of grapes (A. was B. were) in the basket.
- \_\_\_ 32. Two-thirds of the questions (A. was B. were) very difficult.
- \_\_\_ 33. A number of my friends (A. agrees B. agree) with me.
- \_\_\_ 34. The team (A. is B. are) leaving for the game at 2:00 P.M.
- \_\_\_ 35. The number of incorrect answers (A. annoys B. annoy) the teacher.
- \_\_\_ 36. Economics (A. is B. are) required for graduation.
- \_\_\_ 37. About half of the players (A. plans B. plan) to go to camp.
- \_\_\_ 38. Mathematics (A. is B. are) required for two years.
- \_\_\_ 39. A number of boys (A. expects B. expect) to receive an A.
- \_\_\_ 40. Twelve books (A. was B. were) lying on the desk.

**Part C.**

**Directions:** Write *C* if the words in each sentence are capitalized correctly; otherwise, write *I*.

- \_\_\_ 41. We met Ex-Governor Brown at the leadership convention in New York.
- \_\_\_ 42. We visited the President of the Kodak Company.
- \_\_\_ 43. When you travel west in the morning, you will not have the sun in your eyes.
- \_\_\_ 44. We are planning a barbecue on Labor Day.
- \_\_\_ 45. The President of the United States will visit Los Angeles in the near future.
- \_\_\_ 46. The freshman class of Liberty High School will elect their chairperson next week.
- \_\_\_ 47. Professor Jones, Professor of history, is a well-known historian.
- \_\_\_ 48. My parents want to visit the south in autumn.
- \_\_\_ 49. My mother is planning to return to college in the fall.
- \_\_\_ 50. My father once met the president of the United States.