



UNIT

9

Nouns

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9.1

Kinds of Nouns

Look at the incomplete sentence below. Decide which of the words in the box that follows can complete the sentence.

The inventor created many new .

across	processes	dramatic	the
goes	products	things	machines

The words *processes*, *products*, *things*, and *machines* can complete the sentence. These words are called nouns.

■ A **noun** names a person, place, thing, or idea.

There are two basic kinds of nouns: proper nouns and common nouns.

■ A **proper noun** names a *specific* person, place, thing, or idea.

■ A **common noun** names *any* person, place, thing, or idea.

The first word and all other important words in proper nouns are capitalized.

Nouns can be either concrete or abstract.

■ **Concrete nouns** name things that you can see or touch.

■ **Abstract nouns** name ideas, qualities, or characteristics.

KINDS OF NOUNS		
PROPER NOUNS	COMMON NOUNS	
	Concrete	Abstract
Thomas Edison	inventor	idea
Naples, Florida	city	progress
Monday	calendar	time
African American	trumpet	culture

Exercise 1 Identifying Nouns, Capitalizing Proper Nouns

Write each noun that appears in the following sentences. Indicate whether each is a *common noun* or a *proper noun*. Remember to capitalize each proper noun.

1. Guglielmo marconi sent the first electronic signals through the air.
2. With his equipment, marconi sent the first signals across the atlantic ocean.
3. Reginald fessenden was the first person to transmit his voice on radio.
4. The radio was first used for communication between ships at sea.
5. Messages on the radio helped save many victims of disasters at sea.
6. Radios were used to help rescue survivors from the shipwrecked *titanic*.
7. The first musical broadcast occurred two years earlier.
8. The broadcast was from the metropolitan opera house in new york city.
9. The program starred enrico caruso, a famous singer from naples, italy.
10. A station in pittsburgh announced the results of the 1920 presidential elections.
11. The first commercial station was started in that same year.
12. Franklin roosevelt often spoke to the nation on the radio.
13. Radio was once the most popular entertainment in the united states.
14. Fred allen, jack benny, and bob hope had popular comedy shows on the radio.
15. A beam from a radio was able to guide a plane from cleveland to new york.
16. Later, radar helped locate planes or ships in dark or stormy weather.
17. Then police began to use radar to locate cars that were speeding.
18. Radios were first used by soldiers during world war II.
19. People can now call from a phone inside a car, a boat, or other places.
20. A personal pager, or “beeper,” can tell a person to call the office or home.

Exercise 2 Identifying Nouns

Write the nouns you find below in two lists: *concrete nouns* and *abstract nouns*.

1. People with imagination have been inventing things from the earliest time.
2. The first inventions were based on the need for food and protection.
3. Early tools were created from natural things—wood, bone, stone, and hides.
4. The discovery by early people that heated metal could be shaped was important.
5. Our entire industrial civilization grew out of this important knowledge.
6. With the improvement in vehicles, people began to travel to other lands.
7. These travelers traded goods and brought back knowledge of new inventions.
8. The creation of new inventions has not always been greeted with enthusiasm.
9. New inventions have often caused anger among workers in factories.
10. The workers had the great fear that machines might replace them.



9.2

Compound Nouns

Some nouns consist of more than one word. The noun *hometown*, for instance, is made up of the two words *home* and *town*. These nouns are called compound nouns.

■ **Compound nouns** are nouns that are made up of two or more words.

Compound nouns can be written as one word—*hometown*—or as more than one word—*ice cream*. Other compound nouns are written as two or more words joined by hyphens—*mother-in-law*. If you're unsure of how to write a compound noun, check a dictionary.

Compound Nouns	
One word	doorknob, homeroom, strongbox, bookmark, fireplace
Hyphenated	age-group, runner-up, great-grandmother, kilowatt-hour
More than one word	dining room, motion picture, maid of honor, music box

Most nouns can be singular or plural. A singular noun names one person, place, thing, or idea. A plural noun names more than one. Most plural nouns are formed by adding *-s* or *-es* to the singular form of the noun.

To write the plural forms of some compound nouns, however, you need to know special rules.

Forming Plural Compound Nouns		
	To Make Plural	Examples
One word	Add -s to most words. Add -es to most words that end in ch, sh, s, or x .	fireplaces s , bookmarks s , strongboxes
Hyphenated	Make the most important part of the word plural.	runners s -up, mothers s -in-law, great-grandmothers s
More than one word	Make the most important part of the word plural.	music boxes es , dining rooms, maids of honor

Exercise 3 Making Compound Nouns Plural

Write the plural form of each compound noun below.

- | | | | |
|-----------------|-----------------------|----------------|-------------------|
| 1. steam engine | 6. jack-of-all-trades | 11. chainsaw | 16. baby-sitter |
| 2. wheelbarrow | 7. governor-general | 12. dishwasher | 17. basketball |
| 3. housekeeper | 8. father-in-law | 13. cotton gin | 18. public school |
| 4. ice skate | 9. box seat | 14. mailbox | 19. great-aunt |
| 5. headache | 10. stepsister | 15. home team | 20. go-cart |

Exercise 4 Making Compound Nouns Plural

Write each sentence. Use the plural form of the compound noun in parentheses to complete each sentence.

- The new spaper gave all the reporters new _____. (personal computer)
- The reporters used _____ to interview their subjects. (tape recorder)
- Because of heavy use, the _____ kept breaking down. (copy machine)
- The paper's _____ never stopped running. (printing press)
- The city's major newspapers were invited to witness the launching of the two _____. (space probe)
- The four _____ decided to attend with their staffs. (editor in chief)
- The _____ of several countries were present. (vice president)
- All reporters carried _____ to keep in touch with the office during the blizzard. (cellular phone)
- Several local _____ predicted a record snow fall. (weather bureau)
- Half the town's _____ broke down during the storm. (snow plow)
- All the _____ at a nearby ski resort were even shut down. (ski lift)
- Both _____ opposed the mayor's reelection. (political action committee)
- The _____ were sealed before the votes were recounted. (ballot box)
- The new mayor presented the city with five new _____. (fire engine)
- Two _____ escaped injury when they interrupted a robbery. (attorney-at-law)
- Detectives went to _____ all over the city looking for one injured suspect. (emergency room)
- The other robbers were stopped at one of the _____ outside of town. (roadblock)
- Photographers were asked to make _____ of the ceremony. (videotape)
- Four retired _____ stood while the monument was dedicated. (sea captain)
- The general's two _____ also attended the ceremony. (great-granddaughter)



9.3

Possessive Nouns

A noun can be singular, naming only one person, place, thing, or idea; or it can be plural, naming two or more. A noun can also show ownership or possession of things or qualities. This kind of noun is called a possessive noun.

■ A **possessive noun** names who or what owns or has something.

Possessive nouns can be common or proper nouns. They can also be singular or plural. The following pairs of sentences show how possessive nouns are formed.

Miko owns a book about inventions.

Miko's book is about inventions.

Several **books** have indexes.

Check several **books'** indexes.

Possessive nouns are formed in one of two ways. To form the possessive of most nouns, you add an apostrophe and *-s* (*'s*). This is true for all singular nouns and for plural nouns not ending in *-s*. To form the possessive of plural nouns already ending in *-s*, you add only an apostrophe. These rules are summarized in the chart below.

Forming Possessive Nouns		
Nouns	To Form Possessive	Examples
Most singular nouns	Add an apostrophe and -s ('s) .	a girl—a girl 's coat Wichita—Wichita 's population
Singular nouns ending in -s	Add an apostrophe and -s ('s) .	Joseph Ives—Joseph Ives 's clock Alexis—Alexis 's book
Plural nouns ending in -s	Add an apostrophe (').	boys—boys ' shoes the Wrights—the Wrights ' plane
Plural nouns not ending in -s	Add an apostrophe and -s ('s) .	children—children 's toys women—women 's organization

Exercise 5 Forming the Possessive

Write the possessive form of each underlined word below.

- | | | |
|---------------------------------|---------------------------------|----------------------------|
| 1. <u>Marie Curie</u> discovery | 8. <u>Queen Isabella</u> policy | 15. <u>library</u> books |
| 2. <u>scientist</u> experiments | 9. <u>principals</u> offices | 16. <u>turkey</u> feathers |
| 3. <u>Gus</u> house | 10. <u>men</u> store | 17. <u>Henry</u> music |
| 4. <u>Ellie</u> jacket | 11. <u>Hawaii</u> climate | 18. <u>boss</u> office |
| 5. <u>machines</u> designers | 12. <u>Alice Ross</u> address | 19. <u>brothers</u> room |
| 6. <u>monkeys</u> tails | 13. <u>children</u> plans | 20. <u>cow</u> milk |
| 7. <u>coach</u> speech | 14. <u>skiers</u> clothing | |

Exercise 6 Identifying Singular and Plural Possessives

Write the possessive nouns. Add or insert apostrophes where needed, and label each possessive noun as *singular* or *plural*.

- Benjamin Franklin was one of Americas greatest citizens.
- Among Franklins many occupations were printer, publisher, author, scientist, and statesman.
- Although this mans interests were many, he probably liked science best.
- The weathers many changes interested Franklin.
- Electricitys mysteries were of particular interest to this inventive scientist.
- One of Franklins experiments led to the invention of the lightning rod.
- The inventors idea came during a violent thunderstorm.
- Franklin sailed a silk and metal-tipped kite into a stormy clouds interior.
- Soon a spark of electricity traveled down the kites string.
- A metal key hanging from the kite string attracted the electrical charges, and Franklins nearby hand drew sparks.
- Lucks fortune was with Franklin that day.
- Others who tried it did not escape the sparks danger and were killed.
- Franklin was sure of his experiments meaning—that lightning is electricity!
- Cities buildings are safer because of the lightning rod.
- Placed on a buildings highest point, a metal rod connects to a heavy wire that leads to another rod deep in the ground.
- Lightnings electricity is attracted to the rod.
- It is then guided into the ground, ensuring the peoples safety.
- Lightning rods have also protected many ships crews from storms at sea.
- At one time, lightning storms destroyed many citizens homes.
- Lightning rods even saved the Franklin familys home.



9.4

Distinguishing Plurals, Possessives, and Contractions

It can be easy to confuse plural nouns and possessive nouns. Most plural nouns and possessive nouns end with the letter *-s*. They sound alike, but their spellings and meanings differ.

Plural and Possessive Nouns		
	Example	Meaning
Plural Noun	The scientists met.	more than one scientist
Plural Possessive Noun	The scientists' discovery was important.	the discovery of the scientists
Singular Possessive Noun	This scientist's photograph is in the newspaper.	the photograph of one scientist

Notice that plural nouns do not have apostrophes. Plural possessive nouns end with an apostrophe. Singular possessive nouns end with an apostrophe and an *-s*.

An apostrophe is also used to indicate where letters have been left out in a contraction.

- A **contraction** is a word made by combining two words into one by leaving out one or more letters.

In the sentence *Elaine's going to the exhibit*, the word *Elaine's* is a contraction. It is made by combining the singular proper noun *Elaine* and the verb *is*. The apostrophe takes the place of the letter *i*. The contraction *Elaine's* sounds the same and is spelled the same as the singular possessive form of the proper noun *Elaine*.

Possessive Nouns and Contractions		
	Example	Meaning
Possessive	Elaine's invention is a new bell.	the invention by Elaine
Contraction	Elaine's going to the exhibit.	Elaine is going

Exercise 7 Using Contractions

Write the sentence in each pair that contains a contraction. Underline the contraction; above it, write the two words that have been combined.

1. This article's topic is space flight. This article's about space flight.
2. The satellite's an invention with many uses. The satellite's uses are many.
3. Russia's the first nation with a space satellite. Russia's satellite was *Sputnik*.
4. A rocket's used to launch satellites. A rocket's launch is exciting to watch.
5. Rockets break free of earth's atmosphere. Earth's beautiful from space.
6. Space flight's technology grows in the 1960s. Space flight's always in the news.
7. Our nation's first manned space flight is May 5, 1961. The nation's happy!
8. Shepard's the first American in space. Shepard's flight lasts fifteen minutes.
9. Russia's first astronaut traveled earlier. Russia's ahead in the space race!
10. The next decade's filled with flights. At decade's end, men walk on the moon!

Exercise 8 Using Plural and Possessive Nouns

Write each sentence, choosing the correct word in parentheses.

1. Modern (rockets, rockets') carry satellites into orbit around Earth.
2. Some of the (satellites, satellites') equipment is powered by sunlight.
3. Ground (stations, stations') antennae send signals to satellites.
4. These (stations, stations') also receive signals from satellites.
5. (Farmers, Farmers') crops need good weather.
6. Satellites in space send weather (reports, reports') back to earth.
7. Some satellites take photographs of distant (galaxies, galaxies') stars.
8. Other (satellites, satellites') relay telephone calls between countries.
9. My friend in Omaha can speak to her (friend's, friends) relatives in Australia.
10. The goal of the space (probes, probes') was to explore the solar system.
11. The Soviet (Unions, Union's) *Venera* probes were the first to land on Venus.
12. The *Viking* (rockets, rockets') purpose was to explore the planet Mars.
13. After two (year's, years') travel, *Pioneer 10* left the solar system.
14. *Voyager 1* took (pictures, pictures') of the rings of Saturn.
15. *Voyager 2* flew by the (planets, planets') Jupiter, Saturn, Uranus, and Neptune.
16. (Plans, Plans') called for *Voyager 2* to fly past Jupiter first.
17. It took ten (years, years') time for *Voyager 2* to reach Neptune.
18. Of all the space (probes, probes'), *Helios 1* came closest to the sun.
19. The (scientists, scientists') next project was to build space shuttles.
20. The (shuttles, shuttles') goals were to launch and repair satellites.



9.5

Collective Nouns

Certain nouns name a group made up of a number of people or things. These nouns are called *collective nouns*.

- A **collective noun** names a group of individuals.

Collective Nouns

committee	audience	swarm	club
family	team	crowd	orchestra
flock	class	jury	herd

Nouns and verbs in sentences must always show agreement. Collective nouns, however, present special agreement problems. Every collective noun can have either a singular meaning or a plural meaning. If you are speaking about the group as a unit, then the noun has a singular meaning. If you want to refer to the individual members of the group, then the noun has a plural meaning.

The whole **flock** enters the meadow through a gate.
[a unit, singular]

The **flock** enter by different gates. [individual members, plural]

The entire **audience** applauds the performers. [a unit, singular]

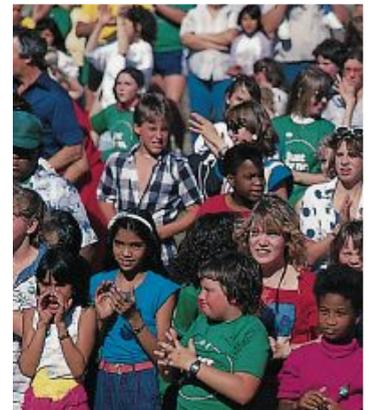
The **audience** take their seats. [individual members, plural]

When the collective noun is a single unit, use a singular verb. When the collective noun refers to the individual members of the group, use a plural verb. Other words in the sentence can help you tell whether a collective noun is singular or plural.

The **family** begins its trip. [its, singular]

The **family** eat their sandwiches. [their, plural]

The entire **audience applauds** the performers.



The **audience strain** their necks to see.

Exercise 9 Identifying Collective Nouns

Write each sentence. Underline each collective noun and write whether its meaning is *singular* or *plural*.

1. The crowd shakes the stadium with its school cheer.
2. The crowd leave their seats.
3. The committee argue with one another over the rules.
4. The committee holds its first meeting tonight.
5. The class give their various opinions about the issue.

Exercise 10 Using Collective Nouns

Write each sentence. Underline each collective noun and write whether its meaning is *singular* or *plural*. Use the verb form in parentheses that agrees with the collective noun.

1. The chorus (agrees, agree) about which song it will sing.
2. The chorus (sings, sing) its five favorite songs.
3. The baseball team (plays, play) its first game of the season tonight.
4. The school of dolphins (attacks, attack) their enemies, the sharks.
5. The musical group (performs, perform) its latest hit.
6. The crew of volunteers (tosses, toss) their shovels onto the truck bed at sundown.
7. The family (cleans, clean) their rooms.
8. The jury (sits, sit) in its special section of the courtroom.
9. The enthusiastic audience (shows, show) its approval with a standing ovation.
10. After the intermission, the audience (straggles, straggle) toward their seats.
11. Each political party (works, work) untiringly for its candidate.
12. After a month's preparation, the class (presents, present) their projects.
13. When a dog disturbs them, the flock of blackbirds (scatters, scatter) in many directions.
14. In fall the flock (flies, fly) south to its winter home in Florida.
15. Every summer before school starts, the band (attends, attend) summer camp.
16. The water polo club (swims, swim) their laps on empty stomachs after school.
17. The pack of hyenas (forages, forage) near their den for food.
18. The President's cabinet (attends, attend) the State of the Union address.
19. The U.S. Congress (meets, meet) in the Capitol in Washington, D.C.
20. The herd of cows (chews, chew) their cud under the gathering rain clouds.



9.6

Appositives

- An **appositive** is a noun placed next to another noun to identify it or add information about it.

Nicolas-François Appert, **a chef**, made an important discovery.

The noun *chef* identifies *Nicolas-François Appert*, the noun next to it. *Chef* tells what Appert was. In this sentence, *a chef* is an appositive.

An appositive is sometimes accompanied by other words.

The noun *chef* still identifies Appert, as it did in the original sentence. Here, however, the word *French* is used to describe the word *chef*. The words *a French chef* form an appositive phrase.

Nicolas-François Appert, **a French chef**, made an important discovery.

- An **appositive phrase** is a group of words that includes an appositive and other words that describe the appositive.

You always use an appositive or appositive phrase together with another noun. An appositive phrase can come at the beginning, middle, or end of a sentence, as long as it appears next to the noun it identifies.

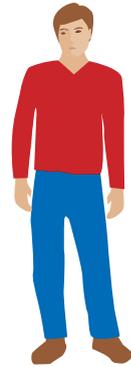
An **expert on food**, Appert worried about food spoilage.

Appert, **an expert on food**, worried about food spoilage.

The government gave Appert, **an expert on food**, a cash award.

A simple solution had occurred to Appert, **an expert on food**.

Usually, appositives are set off from the nouns they identify by commas. Notice that a single comma follows an appositive that appears at the beginning of a sentence. A comma is used before an appositive that appears at the end of a sentence. Two commas set off an appositive in the middle of a sentence.



Ken



Ken, **John's friend**



Ken, **the artist**

Exercise 11 Identifying Appositives

Write each sentence. Underline each appositive or appositive phrase and add commas where needed. Circle the noun the appositive identifies.

1. Nicolas-François Appert a French chef found a method for preserving food.
2. Food spoilage a serious social health problem was causing disease.
3. A prize a large sum of money was the government's reward for a solution.
4. A determined person Appert worked on the problem for years.
5. Finally, Appert discovered an answer a rather simple method.
6. His method included packing food into containers wide-mouthed glass bottles.
7. Each bottle had its own tight seal cork and wire.
8. A cloth sack one more protection was wrapped around each bottle.
9. Next the bottles were lowered into a boiler a large pot of boiling water.
10. The large boiling pot a giant water bath was covered with one more lid.
11. Appert's idea worked, but his theory protection from air proved incomplete.
12. The sealed jars an important contribution did help preserve the foods.
13. Another contribution the tin can was invented around the same time.
14. The inventor of this container Peter Durand was English.
15. No one knew why Appert's method use of sealed containers worked so well.
16. Then Louis Pasteur a French scientist found an explanation.
17. Pasteur discovered bacteria the real cause of food spoilage.
18. It was bacteria an invisible enemy in the air that caused foods to spoil.
19. Appert's high heating method had destroyed the bacteria the source of disease.
20. Bacteria the food spoilers could not enter when the containers were sealed.

Exercise 12 Using Appositives

Rewrite the sentences, using the appositives and inserting commas correctly.

1. Johann Gutenberg invented movable type. (the basis of the printing press)
2. Alexander Graham Bell invented the telephone. (a former speech teacher)
3. Kirkpatrick Macmillan is given credit for the bicycle. (a Scottish blacksmith)
4. The zipper was invented by W. L. Judson. (a slide fastener)
5. The inventor of the elevator was Elisha G. Otis. (a device for vertical lifting)
6. The stethoscope was developed by René Laënnec. (a French physician)
7. J. H. Loud is given credit for the ballpoint pen. (an American inventor)
8. The Wright brothers flew a biplane. (the first successful flying machine)
9. X rays were discovered by Wilhelm Roentgen. (the basis of the X-ray machine)
10. Van Leeuwenhoek made a successful microscope. (a lens for seeing tiny things)



UNIT 9

Grammar Review

NOUNS

In this passage, Anne Morrow Lindbergh, a veteran of many historic airplane flights, describes the launching of *Apollo 8*, the first crewed spacecraft to orbit the moon. The craft took off from Cape Kennedy, Florida, early on the morning of December 21, 1968. The passage has been annotated to show some of the kinds of nouns covered in this unit.

Literature Model

from *Earth Shine*
by Anne Morrow Lindbergh

With the morning light, *Apollo 8* and its launching tower become clearer, harder, and more defined. One can see the details of installation. The dark sections on the smooth sides of the *rocket*, marking its stages, cut up the single fluid line. Vapor steams furiously off its side. No longer stark and simple, this *morning* the rocket is complicated, mechanical, earth-bound. Too weighty for flight, one feels.

People stop talking, stand in front of their cars, and raise *binoculars* to their eyes. We peer nervously at the launch site and then at our *wrist watches*. Radio voices blare unnaturally loud from car *windows*. “Now only thirty minutes to launch time . . . fifteen minutes . . . six minutes . . . thirty seconds to go . . . twenty . . . T minus fifteen . . . fourteen . . . thirteen . . . twelve . . . eleven . . . ten . . . nine . . . Ignition!”

A jet of steam shoots from the pad below the rocket. “Ahhhh!” The *crowd* gasps, almost in unison.

Proper noun

Singular noun

Common noun

Concrete noun

Compound noun

Plural noun

Collective noun

Review: Exercise 1 Identifying Nouns

The following sentences are about the life of Anne Morrow Lindbergh, the author of *Earth Shine*. Find all the nouns in the sentences and write them in lists. First, list all *proper nouns*, capitalizing them correctly. Then list the *common nouns*.

SAMPLE In *Earth Shine*, Anne Morrow Lindbergh talks about fear.

ANSWER *Earth Shine*, Anne Morrow Lindbergh; fear

1. Anne morrow married charles lindbergh.
2. Lindbergh had already gained fame for his solo flight from new york to paris.
3. Anne morrow lindbergh soon shared his love of aviation.
4. Anne accompanied her husband on many expeditions as copilot and navigator.
5. Anne came to share Charles's great enthusiasm for adventure.
6. After they were married, Anne joined charles on a flight to south america.
7. The lindberghs also spent some time in hollywood with amelia earhart.
8. Anne lindbergh became a successful author, writing many articles and books.
9. Anne won praise from critics and gained huge popularity among readers.
10. Biographer dorothy herrmann paints a vivid picture of this remarkable woman.

Review: Exercise 2 Forming the Possessive

Write the possessive form of each underlined noun.

1. Anne Morrow Lindbergh book
2. husband flight
3. critics praise
4. airplane pilot
5. lawyers case
6. crowd gasp
7. Charles airplane
8. Anne biographer
9. couple wedding
10. friends congratulations
11. children pictures
12. parents encouragement
13. sisters letters
14. Franklin Roosevelt presidency
15. women opinions
16. brother house
17. Paris liberation
18. astronauts explorations
19. Ciardi criticism
20. Kennedys compound

Review: Exercise 3 Using Possessives and Contractions

The following sentences are based on the *Apollo 8* mission. Rewrite each sentence, inserting apostrophes where needed in the possessive nouns and contractions.

SAMPLE The announcers voice breaks the silence.

ANSWER The announcer's voice breaks the silence.

1. "Wow, that rockets tall," said a boy in the crowd.
2. The rockets height is 465 feet.
3. The mens families anxiously await the launch.
4. The rockets engines ignite following the countdown.
5. The peoples eyes follow the spaceship as it lifts off the launch pad.
6. At last the spacecrafts on its way to the Moon.
7. The first stage of the rockets called the booster stage.
8. The boosters power, called its thrust, is 7,500,000 pounds.
9. Its been about two and one-half minutes since the booster began firing.
10. By then the rockets speed is 6,100 miles per hour.
11. Its height above Earths about thirty-eight miles.
12. The second stages burn is about six and one-half minutes.
13. Now the rockets speed is about 15,000 miles per hour.
14. The third stage fires, and the rockets in orbit around Earth.
15. While the spacecrafts in orbit, the crew checks the equipment.
16. The third stage fires again, and the rockets headed for the Moon.
17. "Earths so beautiful," exclaims one astronaut.
18. The lunar craters shadows lie across the moon.
19. The firing of the crafts retro-rockets slows it into an orbit around the Moon.
20. The spacecraft comes within sixty-nine miles of the Moons surface.
21. The main rocket fires, and now the crafts headed for home.
22. The crafts surface becomes very hot as it reenters the atmosphere.
23. Now a parachutes opened to slow the fall of the spacecraft.
24. "I can see the capsules parachute!" a sailor shouts.
25. The spacecrafts parachute lowers it gently to the water for the splashdown.

Review: Exercise 4 Using Collective Nouns

Rewrite each sentence, using the form of the verb in parentheses that agrees with the collective noun.

SAMPLE A group of reporters (follow, follows) the president wherever he goes.

ANSWER A group of reporters follows the president wherever he goes.

1. The crew aboard the spacecraft (prepares, prepare) their vehicle for flight.
2. The team (hopes, hope) its mission will be successful.
3. One astronaut's family (stands, stand) together to watch the liftoff.
4. The crowd (holds, hold) its breath as the rocket pushes into the sky.
5. After the launch, the crowd (heads, head) quietly back to their cars.

Review: Exercise 5 Using Appositives

Rewrite each sentence below, inserting the appositive or appositive phrase in parentheses. Remember to add commas where needed.

SAMPLE *Apollo 8* orbited the Moon ten times. (a highly sophisticated spacecraft)

ANSWER *Apollo 8*, a highly sophisticated spacecraft, orbited the Moon ten times.

1. Frank Borman, James Lovell, and William Anders took pictures of the Moon. (the crew of *Apollo 8*)
2. They were the first to see the Moon's far side. (a cold, forbidding place)
3. Borman was a veteran space explorer. (the commander of the crew)
4. During a Christmas Eve broadcast, half a billion people listened to an incredible dialogue. (a conversation between the crew and mission control)
5. The *Apollo 8* crew marveled over their view. (bright Earth in a black sky)
6. The astronauts said Earth was beautiful. (a bright royal blue disk)
7. Control Houston announced that *Apollo 8* was orbiting the Moon. (the backup crew on Earth)
8. They wished the astronauts a safe journey in *Apollo 8*. (the "best bird" they could find)
9. Houston's view of the Moon could not compare with the view from *Apollo 8*. (beautiful Earth)
10. For the first time, human beings had orbited another celestial body. (the Moon)

Review: Exercise 6

Proofreading



The following passage is about the space shuttle *Challenger*, the subject of the work below. Rewrite the passage, correcting the errors in spelling, grammar, and usage. Add any missing punctuation. There are ten errors.

Challenger's Last Flight

¹In the center of this painting, artist Robert McCall pays tribute to the final mission of *Challenger* the ill-fated space shuttle. ²Just seconds after liftoff on January 28, 1986, an explosion teared the space shuttle apart, killing it's seven crew members. ³The shuttles destruction was not the space programs first tragedy. ⁴During a test of the *Apollo 1* command module, three astronauts died in a fire on the luanching pad. ⁵Nonetheless, scientist's continued to improve the spacecraft. ⁶It was less than three year later that two men Neil Armstrong and Edwin Aldrin, walked on the moon. ⁷McCalls painting celebrates the human spirit.



Robert McCall, *Challenger's Last Flight*, 1987

Review: Exercise 7

Mixed Review

Identify the underlined nouns in each sentence as *common*, *proper*, *compound*, *collective*, *possessive*, or *appositive*. More than one label may apply to a single noun.

1. Anne Morrow Lindbergh saw the dramatic launching of Apollo 8 from Cape Kennedy.
2. Twenty years before, she had visited Cape Canaveral, which was the former name of Cape Kennedy.
3. She and her family had camped behind the dunes next to an empty beach.
4. That was long before the great NASA space center was built there.
5. Now the once-empty shore is lined with the towers that launch rockets.
6. She and her husband, Charles Lindbergh, enjoyed lunch with the astronauts.
7. They spoke of Robert Goddard, who had the idea of multistage moon rockets.
8. Lindbergh was amazed at the amount of fuel used for an Apollo launching.
9. Just the first second used ten times as much fuel as his transatlantic flight.
10. The Lindberghs were impressed with the astronauts' courage and knowledge.
11. The astronauts knew the hazards but had faith in the technology.
12. The night before the launch, the Lindberghs decided to visit the site.
13. The roadside was already lined with a crowd of people.
14. From miles away, Apollo 8 shone like a blazing star in the dark night.
15. In the morning, within sight of the launching pad, the suspense grew.
16. With the last number of the countdown, the crowd gasped as one person.
17. Flames and smoke burst forth, and the rocket rose slowly.
18. Explosions thundered on and on, and the earth shook for a long time.
19. In sudden panic, a great flock of marsh birds rose up and filled the air.
20. With its mighty power, the rocket blasted upward and out of sight.
21. Within eleven minutes, Apollo 8 was already in Earth's orbit.
22. Anne Lindbergh was awed by the technology she observed that day.
23. However, the human beings, the people in control, mattered most to her.
24. After the launch, the Lindberghs explored NASA's nearby wildlife refuge.
25. Here, out of sight of the rocket towers, they found nature flourishing.



Writing Application

TIME

For more about the writing process, see **TIME Facing the Blank Page**, pp. 97–107.

Nouns in Writing

As he describes his encounter with a wolf in this passage from *Never Cry Wolf*, Farley Mowat uses nouns that enliven his writing and create a vivid picture. Note the italicized nouns.

My *head* came slowly over the crest—and there was my *quarry*. He was lying down, evidently resting after his mournful *singsong*, and his *nose* was about six *feet* from mine. We stared at one another in *silence*. I do not know what went on in his massive *skull*, but my *head* was full of the most disturbing *thoughts*. I was peering straight into the amber *gaze* of a fully grown *arctic wolf*, who probably weighed more than I did, and who was certainly a lot better versed in close-combat *techniques* than I would ever be.

Techniques with Nouns

Experiment with some of Farley Mowat’s writing techniques as you write and revise your own work.

- 1 Create more engaging images for readers by replacing general words with specific and vivid nouns. Compare the following:

GENERAL WORDS My head came slowly over the hill—and there was the wolf.

MOWAT’S VERSION My head came slowly over the *crest*—and there was my *quarry*.

- 2 Whenever possible, identify people, places, or things by the most specific name available. Notice the extra information Mowat gives in the following example.

GENERAL NOUN a fully grown wolf

MOWAT’S VERSION a fully grown *arctic wolf*

Nouns

Practice

Read the following passage, focusing especially on the underlined words. Practice the techniques discussed above as you revise the passage on a separate sheet of paper.

The girls climbed steadily up the trail, following the signs posted along their trail. As they wound around a curve, Jinnie called out, “Look, there’s a deer!” She quickly took off one pair of glasses and peered through her other glasses at the deer. “Wow, she’s a nice one! Here, you look,” she said, handing the glasses to her friend.