

## Grade 11 NTI Day #4 ELA

Teacher: Mrs. Lee

### Nouns Worksheets

- Activity 1 – Nouns
  - Practice A – Identifying Nouns
  - Practice B – Labeling Nouns
  - Writing and Speaking Application (paragraph writing only!)
- Activity 2 – Pronouns
  - Practice A Identifying Pronouns and Antecedents
  - Practice B – Identifying Possessive, Reflexive, and Intensive Pronouns
  - Writing and Speaking Application (paragraph writing only!)

### Important:

This assignment will also be available in Google Classroom. Please feel free to contact Mrs. Lee with any questions via email: [andrea.lee@pineville.kyschools.us](mailto:andrea.lee@pineville.kyschools.us)

# 1 NOUNS

**A noun is the part of speech that names a person, a place, a thing, or an idea.**

There are different types of nouns. See the examples below.

<b>Common Noun</b>	any one of a class of people, places, things, or ideas	sister, state, hour
<b>Proper Noun</b>	specific person, place, thing, or idea (usually capitalized)	Maria, San Francisco, Wednesday
<b>Concrete Noun</b>	something you can see, touch, taste, hear, or smell	couch, pizza, whistling, perfume
<b>Abstract Noun</b>	something you can't perceive through your senses	anger, peace, success

## PRACTICE A Identifying Nouns

Read each sentence. Then, underline all the nouns in each sentence.

**Example:** Her friend was driving that car.

**Answer:** Her friend was driving that car.

- The ball is in the grass.
- Please go to the store for milk.
- Dinner is in the oven.
- Call your friend to get the assignment.
- The weather in Phoenix is hot in July.
- Jamal went to the library.
- Your group will make the poster.
- Success requires hard work.
- My family visited the beach on Sunday.
- The dishes are in the cabinet above the sink.

## PRACTICE B Labeling Nouns

Read each sentence. Then, on the line provided, identify whether each underlined noun is (1) common or proper and (2) concrete or abstract.

**Example:** Dad is making dinner.

**Answer:** Dad — proper, concrete; dinner — common, concrete

- Your bravery was very impressive. \_\_\_\_\_
- Grandpa went to the garage. \_\_\_\_\_
- Please finish your homework. \_\_\_\_\_
- My cousin lives in Chicago. \_\_\_\_\_
- An old house needs a lot of maintenance. \_\_\_\_\_
- My bicycle gives me the freedom to explore our neighborhood. \_\_\_\_\_
- My belief is that Sam will be fine. \_\_\_\_\_
- Have you read Hamlet by Shakespeare? \_\_\_\_\_
- His understanding grew all week. \_\_\_\_\_
- No river is as inspiring as the Mississippi. \_\_\_\_\_

## Writing and Speaking Application

Write a two-sentence description of your classroom, using at least six nouns. Circle the nouns. Then, read your sentences to a partner. Your partner should listen for and name the nouns in your sentences. Then, switch roles with your partner.

## 2 PRONOUNS

**A pronoun is a word that stands for a noun or another pronoun.**

Pronouns get their meaning from the words they stand for. These words are called the pronouns' *antecedents*. This chart shows several common types of pronouns.

<b>Personal Pronouns</b>	refer to the person speaking, the person spoken to, or the person, place, thing, or idea spoken about	I, me, we, us, you, it, he, him, she, her, they, them
<b>Possessive Pronouns</b>	indicate ownership or possession	my, mine, our, ours, your, yours, its, his, her, hers, their, theirs
<b>Reflexive Pronouns</b>	end in <i>-self</i> or <i>-selves</i> and indicate that someone or something in the sentence acts for or on itself	myself, ourselves, yourself, yourselves, itself, himself, herself, themselves
<b>Intensive Pronouns</b>	end in <i>-self</i> or <i>-selves</i> and add emphasis to a noun or pronoun in the sentence	

### PRACTICE A Identifying Pronouns and Antecedents

Read each sentence. Then, write the pronoun and its antecedent.

**Example:** Did Keisha forget her wallet?

**Answer:** pronoun: her; antecedent: Keisha

- Issa just completed her first marathon. \_\_\_\_\_
- When the car started, it made a rattling sound. \_\_\_\_\_
- Ahmed displayed his artwork with pride. \_\_\_\_\_
- After Zoe graduated from college, she began law school. \_\_\_\_\_
- Nicholas left right after his lesson. \_\_\_\_\_
- The plane circled the runway before it landed. \_\_\_\_\_

### PRACTICE B Identifying Possessive, Reflexive, and Intensive Pronouns

Read each sentence. Then, write the pronoun and label it possessive, reflexive, or intensive.

**Example:** After he ate dinner, Demarcus began studying.

**Answer:** he—personal

- |   |  |
|---|--|
| 1. Lela gave herself a pat on the back.<br>_____    | 6. Mrs. Ortiz repainted the room herself.<br>_____         |
| 2. Emily went to her appointment.<br>_____          | 7. Ryan did the laundry himself.<br>_____                  |
| 3. Felix himself spoke to the group.<br>_____       | 8. The house seems to make its own mess.<br>_____          |
| 4. Madison forgot to charge her phone.<br>_____     | 9. Elijah always takes his time.<br>_____                  |
| 5. Olivia poured herself a glass of juice.<br>_____ | 10. Kira and Seth themselves organized the event.<br>_____ |

### Writing and Speaking Application

Write five sentences that include pronouns. Circle the pronouns and draw arrows to their antecedents. Read your sentences to a partner, who will identify the pronouns and their antecedents. Then, switch roles with your partner.