

UNIT 1: NOUNS

Lesson 1: Identifying nouns

Nouns are commonly defined as words that refer to a person, place, thing, or idea. How can you identify a noun?

Quick tip 1.1

If you can put the word *the* in front of a word and it sounds like a unit, the word is a noun.

For example, *the boy* sounds like a unit, so *boy* is a noun. *The chair* sounds like a unit, so *chair* is a noun. Compare these nouns to **the very*, **the walked*, **the because*. *Very*, *walked*, and *because* are not nouns. While you can easily put *the* and *very* together (for example, *the very tall boy*), *the very*, by itself, does not work as a unit while *the chair* does. So, *chair* is a noun; *very* is not. (There is one kind of noun that cannot always have *the* in front of it; see Lesson 6 later in this unit.)

Test yourself 1.1

Which of the following words are nouns? See if they sound like a unit when you put them here: *the* _____. Check the appropriate column.

	<i>Noun</i>	<i>Not a noun</i>
Sample: always x

Getting started (answers on p. 20)

- | | | |
|----------|-------|-------|
| 1. tree | ..... | ..... |
| 2. when | ..... | ..... |
| 3. beds | ..... | ..... |
| 4. glass | ..... | ..... |
| 5. said | ..... | ..... |

More practice (answers on the website)

- | | | |
|------------|-------|-------|
| 6. slowly | ..... | ..... |
| 7. factory | ..... | ..... |
| 8. ticket | ..... | ..... |
| 9. boxes | ..... | ..... |
| 10. almost | ..... | ..... |

Test yourself 1.2

Underline the nouns in these phrases. Test each word to see if it sounds like a unit when you put it here: *the* _____.
Sample: all my friends

Getting started (answers on p. 20)

- | | |
|---------------------|---------------------------------|
| 1. your red sweater | 4. many digital photos |
| 2. those boxes | 5. his very interesting article |
| 3. a few men | |

More practice (answers on the website)

- | | |
|---------------------------|-----------------------------|
| 6. their carpets | 9. our psychology professor |
| 7. a hand-painted plate | 10. two interesting museums |
| 8. the court stenographer | |
-

Lesson 2: Concrete and abstract nouns

Here's an unusual sentence: *He smelled the marriage*. What makes this sentence unusual is that we don't generally think of the noun *marriage* as something that can be smelled. Some nouns are **concrete**: they can be perceived by our senses – they are things that we can see, hear, smell, taste, or touch. Those nouns that are not concrete are **abstract**. *Marriage* is something abstract, so it's odd to say it's being perceived by one of our senses, our sense of smell.

The nouns in Lesson 1 were all concrete nouns. Other nouns, such as *marriage*, are abstract; this means that they refer to things that you cannot perceive with your senses, things you cannot see, smell, feel, taste, or touch. Here are some more concrete and abstract nouns:

<i>Concrete</i>	<i>Abstract</i>
newspaper	love
heel	honesty
glass	culture
jewelry	mind

Quick tip 2.1

Concrete nouns refer to things we can perceive with one of our senses. Abstract nouns cannot be perceived by our senses.

Test yourself 2.1

Decide if each noun is concrete or abstract.

Sample: discussion abstract

Getting started (answers on p. 20)

- muffin
- violin
- freedom
- elegance
- train

More practice (answers on the website)

- friend
- friendliness
- economics
- dormitory
- capitalism

Test yourself 2.2

Which of the following words are nouns? See if they sound like a unit when you put them here: *the* _____. The nouns will all be abstract nouns. Check the appropriate column.

	<i>Noun</i>	<i>Not a noun</i>
Sample: confusion	<u>×</u>

Getting started (answers on p. 20)

1. concept
2. shockingly
3. wrote
4. conversation
5. interview

More practice (answers on the website)

6. ran
7. secret
8. her
9. death
10. job

An abstract noun is sometimes easier to identify if you create a sentence with it. For example, *the happiness* is a unit, as can be seen in *The happiness on her face delighted him*. Thus, *happiness* is a noun. Here are some other abstract nouns in sentences; the nouns are underlined.

1. It was not the complaint which bothered him.
2. They were attempting to stop the abuse.
3. The joy which they felt was obvious.

Another easy way to identify a noun, especially an abstract noun, is to put the word *his* (or other words like it – see Lesson 21) in front of it and see if it sounds like a unit. For example, *his complaint*, *his happiness*, *his concern* all are units; therefore, *complaint*, *happiness*, and *concern* are nouns.

Quick tip 2.2

If you can put *his* in front of a word and it sounds like a unit, the word is a noun.

Test yourself 2.3

Which of the following words are nouns? See if they sound like a unit when you put them here: *his* _____. The nouns will all be abstract nouns. Check the appropriate column.

	<i>Noun</i>	<i>Not a noun</i>
Sample: obligation	x	

Getting started (answers on p. 20)

1. jumped
2. appropriate
3. popularity
4. emotions
5. real

More practice (answers on the website)

6. closed
7. celebration
8. their
9. news
10. spoken

Test yourself 2.4

Which of the following words are nouns? These are a mix of concrete and abstract nouns. Check the appropriate column.

	<i>Noun</i>	<i>Not a noun</i>
Sample: while		x

Getting started (answers on p. 21)

1. repair
2. intelligence
3. a
4. skis
5. us

More practice (answers on the website)

6. obstruction
7. pounds
8. disgraceful
9. complicated
10. since

Test yourself 2.5

Underline the nouns in the sentences below. In this exercise, the nouns will all have *the* or *his* in front of them. Some will be concrete and some will be abstract. Some sentences have more than one noun.
Sample: His answer wasn't helpful.

Getting started (answers on p. 21)

1. She read the play over again.
2. The actions became monotonous.
3. He felt that his marriage, his relationship with her, was strong.
4. The time had finally come to confess the truth.
5. He's the boy who delivers the paper.

More practice (answers on the website)

6. The glitterati always like to follow the fashion of the day.
7. They will repair his stove.
8. The arrangement was good for all of them.
9. The audience stared at the screen, fascinated by the action they were seeing.
10. The definition was in his dictionary.

The nouns are underlined in the following sentences:

4. This author lives with her husband.
5. Do most people proceed contentedly through life?
6. Your photograph of that child sleeping won you a prize.

As you can see from these sentences, while *the* _____ or *his* _____ are ways to test a word to see if it's a noun, a noun doesn't necessarily have *the* or *his* in front of it in every sentence. Since we can say *the author*, *the husband*, *the people*, *his life*, *the photograph*, *his child*, and *his prize*, the underlined words in sentences 4–6 are each nouns.

Test yourself 2.6

Underline the nouns in the sentences below. In this exercise, the nouns will not all have *the* or *his* in front of them. Just test each word to see if it can be a noun.

Sample: The repair of my camera went smoothly.

Getting started (answers on p. 21)

1. I wrote every word of the letter.
2. The house was near the city.
3. Why did he get on an elevator?
4. She has my phone.
5. Your younger brother was busy.

More practice (answers on the website)

6. A group of three generals sent the troops away.
7. The flag was near your desk.
8. My mother acted in a play.
9. He called the house every day.
10. You have to give her salary and benefits.

It's important to realize that the same word can often be used as more than one part of speech. For example, *repair* can be used as a noun (example: *The repair was relatively inexpensive*), as an adjective (example: *The repair manual was not very helpful*), or as a verb (example: *He needs to repair the washing machine*). We'll talk about verbs and adjectives in Units 2 and 4, respectively.

Lesson 3: Singular and plural nouns

What's the difference between *cat* and *cats*? The noun *cat* is used when it refers to only one cat; its form is **singular**. The noun *cats* is used when it represents more than one cat; its form is **plural**. Thus, the singular and plural forms tell us about **number**. Below are some nouns in their singular and plural forms.

<i>Singular</i>	<i>Plural</i>
box	boxes
bed	beds
kite	kites
day	days
country	countries
man	men
child	children

Test yourself 3.1

Underline each noun in the sentences below and indicate whether it is singular (SG) or plural (PL). There may be more than one noun in a sentence.

Sample: They used her computer (SG) to download the files (PL).

Getting started (answers on p. 21)

1. He had a few good ideas.
2. The boys spoke in a quiet whisper.
3. The tourists greeted the queen with attitudes of respect.
4. My neighbor is a neurologist.
5. The exterminator found bugs in the office.

More practice (answers on the website)

6. Sharks live in water.
7. Yesterday, I caught a big trout.
8. There are many beautiful homes on this block.
9. Visitors to this country must obtain visas.
10. His cousin fought in a brutal battle to free ninety hostages.

Regular and irregular plurals

Usually, we pluralize a noun by adding an "s" to it, as in *books*; these nouns are called **regular**. There are a handful of nouns that are pluralized in other ways; these nouns are called **irregular**.

Irregular nouns form their plural in different ways. Here are some common patterns:

1. changing a vowel: *man/men*, for example
2. adding "ren" or "en": *child/children*, for example
3. adding nothing: *fish/fish*, for example
4. changing "f" to "v" and then adding "s": *knife/knives*, for example

Test yourself 3.2

Underline each plural noun in the sentences below and indicate if it is regular (REG) or irregular (IRREG) in terms of how it is pluralized.

Sample: The women (IRREG) received their education at some exclusive schools (REG).

Getting started (answers on p. 21)

1. The doctor treated most of the patients who were waiting.
2. The geese crossed the road near my car.
3. She set a trap to catch the mice that had invaded her kitchen.
4. You will have to feed the oxen most afternoons.
5. Whenever I travel to the countryside, I see many sheep, ducks, deer, and cows.

More practice (answers on the website)

6. Those husbands and wives lead interesting lives.
 7. Her feet have grown since last year.
 8. The back window of my apartment overlooks about a dozen roofs.
 9. The salesmen surrounded me in the showroom.
 10. Kenneth had to buy two bottles of disinfectant to get rid of the lice in his bathroom.
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To enhance your understanding

What is the plural of the “word” *blun*? Even though you’ve probably never seen this nonsense word, you’re likely to say its plural is *bluns*. That’s because we don’t have to memorize the ending of regular plurals; we simply use our plural formation rule: “add *s*.” But the forms for irregular plural words, like *children* and *men*, need to be memorized since they don’t follow a consistent pattern.

To further enhance your understanding

Earlier we said that we usually pluralize a noun in English by adding an “*s*” to it. There’s actually more to it than that, when one examines the pronunciation of regular nouns more closely.

Here are some regular English nouns:

A	B
cat	dog
lip	bee
myth	car
laugh	deal

Say each word in column A out loud, adding its plural ending. (Don’t whisper, or this won’t work.) You’ll notice that, as you expect, you’re adding an [s] sound to each word. (Symbols in square brackets [] indicate sounds rather than letters.) Now say each word in column B out loud, adding its plural ending. If you listen carefully, you’ll notice that you’re not adding an [s] sound to each word to make it plural. You’re actually adding a [z] sound! (If English is not your native language, you may not be doing this.)

It turns out that we learned, when we were acquiring English as children, that it is the last *sound*, and not *letter*, of a regular noun that determines whether we add [s] or [z]. Some sounds (voiced sounds) are made with our vocal cords vibrating, like the strings of a guitar. Try this: hold your hand touching your throat, about where a man’s Adam’s apple is, while you say and hold a [v] sound ([v v v v v . . .]). You’ll feel the vibration of your vocal cords.

Other sounds (voiceless sounds) are made with our vocal cords not vibrating. Now touch your hand to your throat again and this time say and hold an [f] sound ([f f f f . . .]); you will notice the lack of vibration.

So how do we know whether to say the plural with an [s] or [z] sound? If the last sound of a word is a voiceless sound, we add an [s] sound to make it plural. If the last sound of a word is a voiced sound, we add a [z] sound to make it plural. This is not a rule that someone has ever taught us, but part of our unconscious knowledge of English.

Notice that having an [s] sound after voiceless sounds makes sense: [s] itself is voiceless. By the same reasoning, having a [z] after voiced sounds also makes sense: [z] itself is voiced. So what you can see is that the last sound of the noun and the sound of the regular plural share the same voicing characteristic: either the vocal cords vibrate for both sounds, or they don't.

You may have noticed that there's actually a third type of regular noun. Say the following words out loud, adding the plural ending to each:

glass	garage
maze	church
wish	judge

These words all already end in sounds (again, not letters) that are either [s] or [z] or sounds very similar to them. They are all "noisy" sounds. For the plural forms of these words, we add a vowel sound (written with the letter *e*) followed by a [z] sound (but written with the letter *s*): glasseses, mazeses, wisheses, garageses, churcheses, judgeses. If you think about it, pronouncing a vowel between the noisy sound at the end of the noun and the noisy sound [z] of the plural makes sense: without that vowel, we would have two noisy sounds in a row, something that would be harder for the listener to hear clearly.

Wow! You may want to just pause for a moment here and contemplate the complexity of what you know about your language. And you knew how to do this before you even went to kindergarten! You just haven't known that you know it.

Lesson 4: Animate and inanimate nouns

Take a look at the following sentence:

1. *The postcard saw the mailman.*

What's strange about this sentence? What's strange is that we don't expect a postcard, which is not alive, to be able to see something; only things that are alive have the ability to see. Nouns that refer to things that are alive are called **animate**, while nouns that refer to things that are not alive are called **inanimate**. *Postcard* is an inanimate noun and using it as an animate one makes for a very unusual sentence.

Quick tip 4.1

Animate nouns refer to things that are alive; inanimate nouns refer to things that are not alive.

Test yourself 4.1

Decide if each noun is animate or inanimate.

Sample: apple inanimate

Getting started (answers on p. 21)

1. word
2. lizard
3. glasses
4. calendar
5. baby

More practice (answers on the website)

6. criminal
7. furniture
8. doctor
9. mouse
10. truck

Now take a look at the following sentence:

2. *The dog wrote a best-selling novel.*

Again, there's something strange here. We know that *dog* is animate. However, only a special type of animate noun has the ability to write a best-selling novel: a **human** noun. The following sentence is fine, since *teacher* is a human animate noun: *My teacher wrote a best-selling novel*. On the other hand, since *dog* is a **nonhuman** animate noun, sentence 2 does not sound right.

To summarize: nouns may be human animate (*teacher*), nonhuman animate (*dog*), or inanimate (*postcard*).

Test yourself 4.2

Decide if each noun is animate or inanimate. If a noun is animate, decide if it is human or nonhuman.

Sample: chair inanimate

Getting started (answers on p. 21)

1. dinner
2. pet
3. friend
4. child
5. spider

More practice (answers on the website)

6. tablecloth
 7. recipes
 8. assassin
 9. shark
 10. freedom
-

Lesson 5: Count and noncount nouns

Let's take a closer look at the noun *hand*. Notice that you can say the following:

the hand a hand hands

Here are some other nouns which demonstrate the same pattern:

the store a store stores
the idea an idea ideas
the tissue a tissue tissues

Let's compare *hand* to the noun *furniture*. As with *hand*, we can say *the furniture*. But we can't say **a furniture* or **furnitures*. Here are some other nouns which demonstrate the same pattern as *furniture*:

the dust *a dust *dusts
the energy *an energy *energies
the biology *a biology *biologies

Thus, there are some nouns that can be counted, and so we can use *a* or *an* with them and can also make them plural. These nouns are called, appropriately, **count** nouns. *Hand* is a count noun. So are *store*, *idea*, and *tissue*.

There are other nouns that typically are not counted, and so we do not use *a* or *an* with them and do not typically make them plural. These nouns are called, also appropriately, **noncount** nouns. (Another name for a noncount noun is a **mass** noun.) *Furniture* is a noncount noun. So are *dust*, *energy*, and *biology*.

You may well be saying to yourself, "Wait a minute. I can count furniture. I can say something like: three couches and three chairs make six pieces of furniture." And of course, you'd be right. But notice that in this sentence, the words *couch* and *chair* can be made plural, but not the word *furniture*. And the word *piece* can be made plural, but, again, not the word *furniture*.

Quick tip 5.1

If you can pluralize a noun in a sentence, it is functioning as a count noun.

Note that a noun is considered to be a count noun if it can be made plural, even if it's not plural in a particular sentence. Thus, in the sentence *I ate a cookie*, *cookie* is a count noun because one could pluralize it to *cookies* without changing its basic meaning.

Test yourself 5.1

For each underlined noun in the sentences below, indicate if it is count (C) or noncount (NC). Use the plural test to help you.

Sample: Her hairstyle (C) clearly revealed her face.

Getting started (answers on p. 22)

1. The lights () of the city () twinkled.
2. I love eating rice ().
3. His anger () was barely under control.
4. Her job () was rather demanding.
5. Many types of information () are available at the library ().

More practice (answers on the website)

6. The police () will be here in a moment.
7. He leaned on the handle () and cursed.
8. I was so thirsty, I needed three glasses () of water ().
9. How much money () do you make in an hour ()?
10. By 11P.M., the train-station () was nearly empty.

There is also another good way to decide if a noun is count or noncount. Take a look at the use of the words *much* and *many* in the following sentences.

1. He has many children.
2. That man has many interests.
3. That will take too much time.
4. They have many lights on in the house.
5. We have much furniture in our store.
6. I wonder how much wealth is in Silicon Valley.

As you may have noticed, *many* is used with count nouns, *much* is used with noncount nouns.

Quick tip 5.2

If you can use *many* with a noun (when it is pluralized), it's a count noun. If you can use *much* with a noun, it's a noncount noun.

And we have still another way to distinguish count from noncount nouns:

7. He has fewer children than I do.
8. That man has fewer interests than he used to.
9. That will take less time than I thought.
10. They have fewer lights on in the house.
11. We have less furniture in our store.
12. I don't have less money in my purse than you have.

As you've probably figured out from these examples, we use *fewer* with count nouns and *less* with noncount nouns.

Quick tip 5.3

If you can use *fewer* with a noun (when it is pluralized), it's a count noun. If you can use *less* with a noun, it's a noncount noun.

Test yourself 5.2

For each underlined noun in the sentences below, indicate if it is being used as a count (C) or noncount (NC) noun in that sentence. Use the plural, *much/many*, or *fewer/less* tests to help you.

Sample: Their new album (C) was a huge hit.

Getting started (answers on p. 22)

1. Algebra () was one of my worst subjects () in high school ().
2. I had no idea that there were various theories (), such as Euclidean and fractal.
3. The smoke () rose through the chimney ().
4. Bread () is a staple in many societies ().
5. She decided to push the issue () further.

More practice (answers on the website)

6. People () are funny sometimes.
7. The government () of the United States has three branches ().
8. Senators () can spend money () unnecessarily.
9. It takes effort () to get a good grade () in Mr. Goodman's class ().
10. The reporters () wrote the story ().

To enhance your understanding

Many nouns can be used as either count nouns or as noncount nouns, depending on how they are being used in a specific sentence. Let's look at the following sentence containing the word *sugar*:

13. The *sugar* is spilling onto the floor.

In this sentence, is *sugar* being used as a count or noncount noun? Would you say: *The sugars are spilling onto the floor?* or *Many sugars are spilling onto the floor?* Probably not. So *sugar*, in sentence 13, is a noncount noun.

Now take a look at another sentence with *sugar*:

14. This gourmet shop has *sugars* I've never even heard of.

In this sentence, is *sugar* being used as a count or noncount noun? First, notice that *sugar* here is pluralized. Second, notice that you can say *This gourmet shop has many sugars I've never even heard of*. So *sugar*, in sentence 14, is a count noun. In terms of meaning, what is important here is that the sentence is talking about different types of sugars, say, brown sugar, white sugar, confectioners' sugar, etc.

And one more sentence type with *sugar*:

15. The *sugar* that works best in this recipe is brown sugar.

Here, *sugar*, while not pluralized, could be pluralized and refers, in fact, to a kind of sugar. For example, you could say: *The sugars that work best in this recipe are brown sugar and white sugar*. For these reasons, *sugar* is being used here as a count noun.

Here are some more examples of sentences with nouns which, like *sugar*, are typically used as noncount nouns but can also be used as count nouns.

- 16a. I like to drink milk. (*milk* used as noncount noun)

- 16b. That store has milks with different kinds of flavoring: chocolate, vanilla, mocha, and strawberry. (*milks* used as count noun)

- 16c. The milk that is the healthiest is nonfat milk. (*milk* used as count noun)
- 17a. A plentiful supply of water is important for a community's survival. (*water* used as noncount noun)
- 17b. There are different kinds of gourmet waters on the market these days. (*waters* used as count noun)
- 17c. The water I usually order in restaurants is imported. (*water* used as count noun)

Lesson 6: Proper and common nouns

Do the following sentences look a little strange?

1. Mrs. smith took the 10th grade class of lincoln high school to france for a trip.
2. The class visited paris and was thrilled to see the eiffel tower.

Normally, we capitalize the first letter of nouns that are actual names, no matter where they are in a sentence. Let's look at the same sentences with the names capitalized:

3. Mrs. Smith took the 10th grade class of Lincoln High School to France for a trip.
4. The class visited Paris and was thrilled to see the Eiffel Tower.

Nouns that are actual names are called **proper** nouns; nouns that are not names are called **common** nouns. Notice that not only people have names: places (*Rome*), companies (*IBM*), and books (*Gone With the Wind*), among others, can have names, too.

Quick tip 6.1

Nouns that are actual names, for example *Mary*, are called proper nouns. Nouns that are not names are called common nouns, e.g. *girl*.

Quick tip 6.2

One way to identify a proper noun is to ask yourself: is this a noun I would capitalize, no matter where it is in a sentence? If so, it's a proper noun.

Test yourself 6.1

For each noun below, determine if it is a proper noun or common noun. For this exercise, the proper nouns are not capitalized.

Sample: england proper

Getting started (answers on p. 22)

1. seattle
2. crater lake national park
3. tissues
4. sofa
5. pepsi cola

More practice (answers on the website)

6. mediterranean sea
7. disneyland
8. company
9. british broadcasting company
10. television

To enhance your understanding

In Lesson 1 we said that words that can have *the* in front of them and sound like a complete unit are nouns. That still works. The reverse, however, is not true: not all proper nouns can have *the* in front of them. Compare the following proper nouns. Those on the left use *the*; those on the right do not.

- | | |
|--------------------------|-----------------------|
| 5. a. The United States | Great Britain |
| The Netherlands | France |
| b. The Holy See | Holy Cross University |
| c. The Jolly Green Giant | Big Foot |
| d. The Bronx | Manhattan |

Most proper nouns don't use *the* – just think of the names of people you know. Those few cases where a proper noun does use *the* are exceptions; we memorize those.

Answer keys: *Test yourself, Getting started* questions – Unit 1

Test yourself 1.1

	<i>Noun</i>	<i>Not a noun</i>
1. tree	.....x.....	.....
2. when	.....	.....x
3. beds	.....x.....	.....
4. glass	.....x.....	.....
5. said	.....	.....x

Test yourself 1.2

1. your red sweater
2. those boxes
3. a few men
4. many digital photos
5. his very interesting article

Test yourself 2.1

1. muffin concrete
2. violin concrete
3. freedom abstract
4. elegance abstract
5. train concrete

Test yourself 2.2

	<i>Noun</i>	<i>Not a noun</i>
1. concept	.....x.....	.....
2. shockingly	.....	.....x
3. wrote	.....	.....x
4. conversation	.....x.....	.....
5. interview	.....x.....	.....

Test yourself 2.3

	<i>Noun</i>	<i>Not a noun</i>
1. jumped	.....	.....x
2. appropriate	.....	.....x
3. popularity	.....x.....	.....
4. emotions	.....x.....	.....
5. real	.....	.....x

Test yourself 2.4

	<i>Noun</i>	<i>Not a noun</i>
1. repair	<u>x</u>	
2. intelligence	<u>x</u>	
3. a		<u>x</u>
4. skis	<u>x</u>	
5. us		<u>x</u>

Test yourself 2.5

1. She read the play over again.
2. The actions became monotonous.
3. He felt that his marriage, his relationship with her, was strong.
4. The time had finally come to confess the truth.
5. He's the boy who delivers the paper.

Test yourself 2.6

1. I wrote every word of the letter.
2. The house was near the city.
3. Why did he get on an elevator?
4. She has my phone.
5. Your younger brother was busy.

Test yourself 3.1

1. He had a few good ideas (PL).
2. The boys (PL) spoke in a quiet whisper (SG).
3. The tourists (PL) greeted the queen (SG) with attitudes (PL) of respect (SG).
4. My neighbor (SG) is a neurologist (SG).
5. The exterminator (SG) found bugs (PL) in the office (SG).

Test yourself 3.2

1. The doctor treated most of the patients (REG) who were waiting.
2. The geese (IRREG) crossed the road near my car.
3. She set a trap to catch the mice (IRREG) that had invaded her kitchen.
4. You will have to feed the oxen (IRREG) most afternoons (REG).
5. Whenever I travel to the countryside, I see many sheep (IRREG), ducks (REG), deer (IRREG), and cows (REG).

Test yourself 4.1

1. word inanimate
2. lizard animate
3. glasses inanimate
4. calendar inanimate
5. baby animate

Test yourself 4.2

1. dinner inanimate
2. pet nonhuman animate

- | | |
|-----------|-------------------------|
| 3. friend | <u>human animate</u> |
| 4. child | <u>human animate</u> |
| 5. spider | <u>nonhuman animate</u> |

Test yourself 5.1

1. The lights (C) of the city (C) twinkled.
2. I love eating rice (NC).
3. His anger (NC) was barely under control.
4. Her job (C) was rather demanding.
5. Many types of information (NC) are available at the library (C).

Test yourself 5.2

1. Algebra (NC) was one of my worst subjects (C) in high school (C).
2. I had no idea that there were various theories (C), such as Euclidean and fractal.
3. The smoke (NC) rose through the chimney (C).
4. Bread (NC) is a staple in many societies (C).
5. She decided to push the issue (C) further.

Test yourself 6.1

- | | |
|------------------------------|---------------|
| 1. seattle | <u>proper</u> |
| 2. crater lake national park | <u>proper</u> |
| 3. tissues | <u>common</u> |
| 4. sofa | <u>common</u> |
| 5. pepsi cola | <u>proper</u> |

 **FOR A REVIEW EXERCISE OF THIS UNIT, SEE THE WEBSITE.**