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A **proper noun** names a **particular** person, place, or thing. It begins with a **capital letter**.

For each of the following common nouns, write an appropriate proper noun on the right.

Example: book—Bible

- | | |
|------------------|--------------------|
| 1. country _____ | 5. tree _____ |
| 2. poem _____ | 6. church _____ |
| 3. month _____ | 7. building _____ |
| 4. ocean _____ | 8. newspaper _____ |

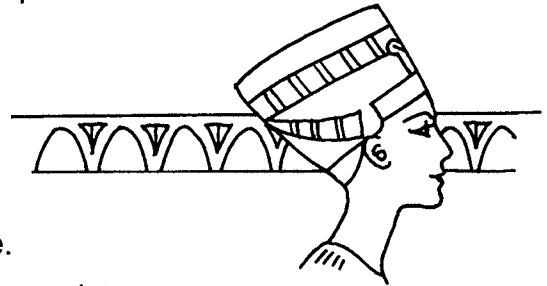
For each of the following proper nouns, write an appropriate common noun on the right.

Example: Sphinx—statue

- | | |
|-----------------|------------------------|
| 1. Nile _____ | 5. Tutankhamen _____ |
| 2. Egypt _____ | 6. Sahara _____ |
| 3. Africa _____ | 7. Mediterranean _____ |
| 4. Cairo _____ | 8. Arabic _____ |

In the following sentences, draw one line under the proper nouns and two lines under the common nouns.

- Queen Nefertiti was a beautiful woman.
- The Egyptian Museum has many fine treasures.
- The Royal Scribes were favorites of the court.
- Thebes was an important city in 1400 B.C.
- The Rosetta Stone held the key to an ancient language.



In the following sentences, fill in the blanks with an appropriate proper or common noun.

- The _____ Canal allows oceangoing _____ to sail between the Red Sea and the Mediterranean Sea.
- _____, the capital of Egypt, is the largest _____ in Africa.
- _____, which can go without water for a long time, are very useful in the _____ Desert.

Each of the following phrases is the name of a particular place. Write it correctly on the line at the right. Write a sentence containing each phrase on a separate paper. Add the correct capitalization and punctuation.

- | | |
|--------------------------------|-------|
| 1. ministry of foreign affairs | _____ |
| 2. museum of modern art | _____ |
| 3. arab republic of egypt | _____ |
| 4. aswan high dam | _____ |
| 5. Nile river valley | _____ |

In the following table, fill in the blanks with appropriate proper and common nouns for persons and things.

Persons		Things	
Proper	Common	Proper	Common

An **abstract noun** names something that cannot be seen or touched. A **concrete noun** is something real.

Put an **A** in front of each abstract noun and a **C** in front of each concrete noun. Use each noun in a sentence.

1. ___ dream _____
2. ___ pride _____
3. ___ ship _____
4. ___ sickness _____
5. ___ food _____
6. ___ sadness _____
7. ___ guitar _____
8. ___ fear _____

Change each verb or adjective into an abstract noun.

- | | |
|-------------------|------------------|
| 1. truthful _____ | 6. fail _____ |
| 2. quick _____ | 7. silly _____ |
| 3. honest _____ | 8. faint _____ |
| 4. ill _____ | 9. helpful _____ |
| 5. please _____ | 10. happy _____ |



At the end of the following paragraph, list all the abstract nouns.

Egyptians have long known the importance of families. Ancient paintings on tombs show the parents' joy in their children. They often took their children to the nearby rivers to fish and gather rushes. Sometimes, they gave a child a name like Beautiful Dawn as a remembrance of the day she was born. Today, family ties are still strong in the villages. Husbands and wives work in the fields all day. When the children get home from school, they all help with the chores. Many generations of a family often live in the same house.

Write a concrete noun for each of the following modifiers. Example: barking dog

- | | |
|--------------------|------------------------|
| 1. running _____ | 6. twenty _____ |
| 2. beautiful _____ | 7. open _____ |
| 3. hungry _____ | 8. rare _____ |
| 4. tall _____ | 9. distinguished _____ |
| 5. easy _____ | 10. interesting _____ |

Draw a line under each concrete noun in the following paragraph.

Egyptian boys with unusual talent sometimes went to a special school. They learned how to write on papyrus scrolls with brushes. The boys made their own paints by grinding pigments on a large stone. Then they added enough water to make the paint smooth. When the boys left this school for scribes, they found good jobs because of their skills. They became clerks, letter-writers, and paymasters for the government.

In the following sentences, change the words in boldfaced type to plural nouns. Rewrite the sentences on the lines below.

1. Camel **taxi** carry tourists miles to the many **oasis**.

2. **Thief** have stolen much treasure from ancient Egyptian **tomb**.

3. The **child** wrote on papyrus with **brush**.

4. Egyptians built their **city** on the **shore** of the Nile River.

5. Artisans carved beautiful ornamental **box** with **knife**.

6. **Horse, goose, sheep, and duck** were kept on the farm by Egyptian **family**.

Rewrite the following group of words so there is one possessive noun in each phrase.
Example: the treasure of the tomb—the tomb's treasure

1. the hair of the lady _____
2. the hair of the ladies _____
3. the valley of the Kings _____
4. the head of the Sphinx _____
5. the art of the craftsmen _____
6. the death of a hero _____



In the following table, fill in the missing forms of the nouns. Follow the example.

Singular Example: cat	Singular Possessive cat's	Plural cats	Plural Possessive cats'
1. desert	_____	_____	_____
2. quarry	_____	_____	_____
3. woman	_____	_____	_____
4. dynasty	_____	_____	_____
5. flood	_____	_____	_____
6. document	_____	_____	_____

Fill in the blocks inside the pyramid with the correct forms of the following nouns.

- TREASURE —plural
- CUP —singular
- SPEAR —plural possessive
- HAT —singular possessive
- CARTOUCHE—singular possessive

