



Period I

Grammar: Nouns and Pronouns**Learning Objectives****Upon completion of this topic, learners will:**

1. construct sentences using nouns and pronouns correctly,
2. distinguish nouns from pronouns in different types of compositions, and
3. use nouns and pronouns effectively in oral and written English.

1. NOUNS

In previous grades, we have read that **noun** is a naming word. Words used to name persons, places, things, processes, animals/ living beings, feelings, etc., are termed as **nouns**. Let us revise.

*Read the following paragraph and identify **nouns**.*

Mrs Cooper, my next-door neighbor, happens to be a very quarrelsome lady. Often, she picks a quarrel with any of my other neighbors. Just a few days ago, I witnessed a noisy quarrel between her and another neighbor in the street by my house. It all started with a petty issue. A boy was playing with a ball and, by chance, the ball got hit towards Mrs Cooper's house and broke her windowpane. Mrs Cooper came out of her house fuming, and without showing any sign of mercy, began to thrash the poor boy who started crying at the top of his voice. Hearing the cries of the boy, his mother came running. The two furious women started to quarrel noisily. Very soon, their husbands also pitched in. However, instead of adding fuel to the fire, they tried hard to pacify the women. Thus, after some time, the quarrel, thankfully, came to an end. But the quarrelsome nature of Mrs Cooper had further been established.

As you can make out,

- in the paragraph, the words—**Mrs Cooper, neighbor, lady, boy, mother, women** and **husbands**—refer to *persons*; **street** and **house**, to *places*; **ball** and **windowpane**, to *things*; **voice, quarrel** and **cries**, to *abstractions*; **fuel**

and **fire**, to *matter*; **days** and **end**, to *time*; **top**, to *level*; and **issue**, **chance**, **sign**, **mercy** and **nature**, to *feelings* or *concepts*.

Therefore, all these words are **nouns**.

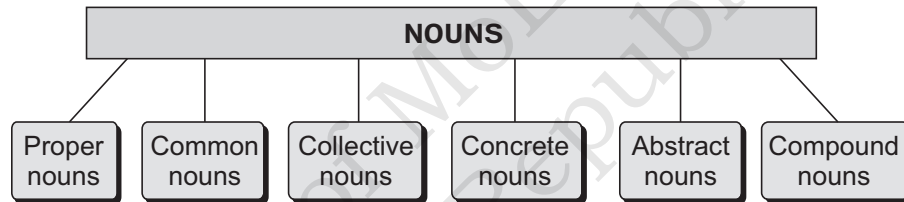
MARK THIS...

- ♦ In a sentence, a **noun** can take the place of the subject (of a **verb**) or object (of a **verb/preposition**) or show possession and can be a part of an **adverbial phrase**.

Now, let us learn about the salient features and kinds of **nouns**.

Kinds of Nouns

The diversity in the various tangible and intangible components of the universe—people, places, things, living beings, feelings, professions, castes/groups, material, etc.—has influenced the categorization of nouns as under:



Let us see how the above categories of **nouns** are different from one another.

(a) Proper and Common Nouns

Proper Nouns

Proper Nouns are a category of words representing the names of particular persons, places, things, and so on.

Persons : Nelson Mandela, Francis Doe, Prayer, etc.

Places : Liberia, Monrovia, Africa, etc.

Things : Samsung, Fiat, Apple, etc.

REMEMBER...

- **Proper nouns** always start with a capital letter.
- A **proper noun** is unique, hence, it is impractical to change the number and gender of a **proper noun**.
- Names of days, months, monuments, books, periodicals, rivers, mountains or any other distinctive things are all **proper nouns**.
- **Proper nouns** have no plural forms but we can say Sundays, Mondays, and so on.

1 Read the following write-up. Underline the *proper nouns* and rewrite them correctly in your notebook.

Example: henry — **Henry**

One morning henry woke up late. He had to hurry to get ready for school. Oh! What he would do now? His school van would have gone. His school, agakhan high school, was very far from his house. He picked up his library book, charlotte's web, and tucked it into his backpack with his homework. He almost forgot his soccer uniform. He had to practice with the black devils, his soccer team, after school. In the bathroom he brushed his teeth with minty max toothpaste and ran a comb through his hair. There was only time for a few bites of his favorite cereal, captain crunchies. He ran to the car with his mom, and they drove to school. Standing there and waiting for him was his best friend, james. Both of them hurried to mrs anderson's classroom, and sat down in their seats as the tardy bell rang.

Common Nouns

Words naming the categories or kinds of persons, living beings, places, things, etc., are called **common nouns**.

<i>Persons</i>	:	mother, woman, lad, young man, etc.
<i>Places</i>	:	library, school, hospital, church, etc.
<i>Things</i>	:	mug, gun, flower, guava, etc.
<i>Living beings</i>	:	ant, lion, snake, dinosaur, etc.
<i>Professionals</i>	:	engineer, nurse, shopkeeper, driver, etc.

REMEMBER...

- **Common nouns** represent members of various groups in general.
- They can undergo change in number as well as in gender.

Difference between a *Proper Noun* and a *Common Noun*

We conclude that

- the name given to
 - o a particular person, place, or thing which is only one of its kind, is a **proper noun**.
 - o in common to every person, place, or thing of the same class or kind, is a **common noun**.

2 Identify the *common nouns* and write your answers in your notebook.

The Happy Day

The vacation had begun. Jennifer and James, two friends, decided to go for an outing. First, they went to the zoo. They saw many animals there. Then they went to watch a movie, which was in the news those

days. They enjoyed it a lot. Finally, they had a tasty meal in a restaurant. When they came back, they were very tired. But their day was full of enjoyment. They had a good sleep.

(b) Collective and Compound Nouns

Collective Nouns

Collections or contingents of persons, places, things, etc., are termed as **collective nouns**.

- fleet, army, people, flock, bunch, crew, jury, herd, team, crowd, swarm, population, etc.

Now look at the following table.

People	Animals	Things/Places
1. A class of students/merchants	A catch/haul/shoal of fish	A group of islands
2. A n / A a r m y / regiment of soldiers	An/A army/colony of ants	A galaxy of stars
3. A choir of singers	A flight/flock of birds	A wad of notes
4. A crew of sailors	A host of sparrows	A forest/clump/grove of trees
5. An eloquence of lawyers	A clutter of cats	A stack of wood
6. A bunch of crooks	A flock of sheep	A fleet of ships
7. A crowd of people/spectators	A herd of deer/cattle/elephants/goats/buffaloes	A string of pearls
8. A gang/pack of thieves	A siege of cranes	An album of stamps/autographs/photographs
9. A group/troupe of dancers/artists	A litter of cubs	A hedge of bushes
10. A team of players	A pack of hounds	A set of clubs/clothes
11. A staff of employees	A culture of bacteria	A basket of fruit
12. A tribe of natives	A troop of lions	A cloud of dust
13. An audience of listeners	A zoo of wild animals	A suite of furniture
14. A panel of experts	A pack of wolves	A pair of shoes
15. A gang of laborers	A litter of puppies/kittens	A bouquet/bunch of flowers
16. A flock of tourists	A swarm of bees/ants/rats/flies	A bunch of keys

17. A board of directors	A team of horses/ ducks/oxen	A chest of drawers
18. A mob of disorderly people	A murder of crows	A pack of lies/cards
19. A congregation of priests	A kennel of dogs	A range of mountains

REMEMBER...

- **Collective nouns** refer to gatherings of **common nouns**.
- They can undergo change in number.

3 Fill in the blanks each with one of the following *collective nouns*, making *plural* if necessary. Some *nouns* can be used more than once. Write your answers in your notebook.

- flock • herd • bundle • mob • suite • flight • audience • swarm
- shoal • pack • bouquet • clump • bunch • crew • set • crowd
- gang • fleet • congregation • stack

1. The _____ of the army of that country is very strong.
2. Disease reduced the farmer's _____ of cows.
3. She was attacked by a _____ of wasps.
4. A _____ of violent people overturned cars, set the fire to shops and attacked the police station.
5. The ministers occupied a _____ of rooms at the hotel.
6. Angry spectators in the _____ came in the playground.
7. I bought a _____ of bananas.
8. The priest was unable to understand as to why his _____ was getting smaller week by week.
9. Fishing boats employ modern equipment to locate the _____ of fish.
10. She lost her balance and fell down a _____ of steps.
11. He was the leader of a notorious _____ of criminals.
12. We rested under the shade of a _____ of trees.
13. In spring _____ of birds return to Britain after spending the winter in Africa.
14. He was attacked by a _____ of white ants.
15. They gave their teacher a _____ of flowers.
16. British Airways is equipped with a _____ of 26 Boeing 747s.
17. She gave a _____ of old clothes to a charity organization.
18. The _____ applauded the new play zealously.
19. Have you seen a _____ of keys?

20. I need a _____ of clubs to play golf.
21. Arrange my books in a _____, one on the top of the other.
22. How much is this leather three-piece _____ —a sofa and two armchairs?
23. Who's got a _____ of cards?
24. That cruise ship is going to carry 155 passengers and a _____ of 89.
25. It is difficult to control this _____ of sheep.
26. I gifted her a _____ of cutlery (12 knives, 12 spoons, 12 forks,) etc.

Compound Nouns

A **compound noun** is formed using two or more **nouns**.

- watermelon, snowman, sailboat, basketball, sister-in-law, etc.

- **Compound nouns** can also be formed using the combination of words given below.
 - (a) NOUN + NOUN: tooth + paste = toothpaste
 - (b) NOUN + VERB: hair + cut = haircut
 - (c) ADJECTIVE + NOUN: monthly + pass = monthly pass
 - (d) PREPOSITION + NOUN: under + ground = underground
 - (e) VERB + NOUN: bath + tub = bathtub

Difference between a Collective Noun and a Compound Noun

We conclude that

- a **collective noun** is a single word which refers to a collection of persons, places, or things.
- a **compound noun** is made up of more than one word which refers to a single persons place, or thing.

4 Identify the *compound nouns* and write your answers in your notebook.

1. I was overjoyed to get away out of that quiet country-side.
2. They are rich and respected gentlefolk.
3. 'Davie, Davie,' I thought, 'was ever seen such black ingratitude?'
4. I had never had much doubt of; sure enough it was a little Bible, to carry in a plaid-neuk.
5. My washing machine is not working properly.
6. Drink a spoonful or two as there is occasion.
7. I came on the green drove-road running wide through the heather.
8. On the forenoon of the second day, I came to the top of a hill.
9. There was something strange about the Shaws itself.
10. What sort of a gentleman you are!

11. Presently it brought me to stone uprights.
12. Bats flew in and out like doves out of a dovecote.
13. ‘From whom is it?’ asked the man with the blunderbuss.
14. ‘Well,’ was the reply, ‘ye can put it down upon the doorstep, and be off with ye.’
15. I heard the blunderbuss rattle on the windowsill.

ACTIVITY 1

TARGETED COMPETENCY: Grammar Skills

Let learners be assigned to point out that words that name persons, things, or ideas are **nouns**. They will list the different kinds of **nouns** in a given piece of work.

WRITING

TARGETED COMPETENCIES: Grammar and Writing Skills

Write a paragraph on one of your favorite topics and identify the different kinds of nouns.

Example: As per Shakespeare, “Beauty is in the eye of the beholder.”...
Shakespeare: **Proper noun**; Beauty: **Abstract noun**; eye: **Common/Concrete noun**; beholder: **Common/Concrete noun**

(c) Concrete and Abstract Nouns

Concrete Nouns

When a **noun** refers to a place or thing which is made up of matter, having a material body which occupies space, or which we can see and touch, or when a **noun** refers to a person, the **noun** referred to is **concrete**.

- woman, notebook, flower, water, etc.

REMEMBER...

- **Concrete** nouns have concrete body.
- Every **concrete noun** is a **common noun**.
- Every **common noun** is not a **concrete noun**.

Abstract Nouns

Names assigned to emotions/feelings, qualities, processes, ideas, states, etc., which do not have concrete form, are termed as **abstract nouns**. Generally, they can neither be seen nor can be shown; they can only be felt or understood.

- happiness, sincerity, determination, denial, sweetness, surprise, effectiveness, etc.

- **Abstract nouns** can be formed from other **nouns**, **adjectives**, and **verbs**.

From nouns

<i>Nouns</i>	<i>Abstract Nouns</i>	<i>Nouns</i>	<i>Abstract Nouns</i>
child	childhood	nation	nationhood
minister	ministry	slave	slavery
leader	leadership	martyr	martyrdom

From adjectives

<i>Adjectives</i>	<i>Abstract Nouns</i>	<i>Adjectives</i>	<i>Abstract Nouns</i>
honest	honesty	long	length
kind	kindness	high	height
poor	poverty	beautiful	beauty

From verbs

<i>Verbs</i>	<i>Abstract Nouns</i>	<i>Verbs</i>	<i>Abstract Nouns</i>
clean	cleanliness	obey	obedience
grow	growth	think	thought
starve	starvation	succeed	success

REMEMBER...

- Generally, **abstract nouns** are singular in form; however, some such **nouns** are functional in plural forms also.

Difference between a Concrete Noun and an Abstract Noun

We conclude that

- a **concrete noun** refers to a place or thing which is made up of matter, having a material body which occupies space, or which we can see or touch; or refers to a person.
- an **abstract noun** (said to possess abstract qualities) refers to a thing which has no solidity, shape, or dimension and which occupies no space or which we cannot see or touch.

5 Identify whether the underlined noun is concrete or abstract and write your answers in your notebook.

A look of being most earnestly hand-made, as a child's drawing, a thing created out of need, love, patience, and strained skill in the innocence of a race. Nowhere one ounce or inch spent with ornament, not one trace of relief or of disguise: a matchless monotony, and in it a matchless variety and this again throughout unrestrained, held rigid: and of all this, nothing which is not intrinsic between the materials of structure, the earth, and the open heaven.

(From "The Gudger House" in *Let Us Now Praise Famous Men* by James Agee and Walker Evans)

6 Write the suitable *abstract nouns* for the following *concrete nouns* and write your answers in your notebook.

Example: teacher — dedication

- soldier • martyr • water • child • boy • house • man • book
- banana • mother

7 Write the suitable *concrete nouns* for the following *abstract nouns* and write your answer in your notebook.

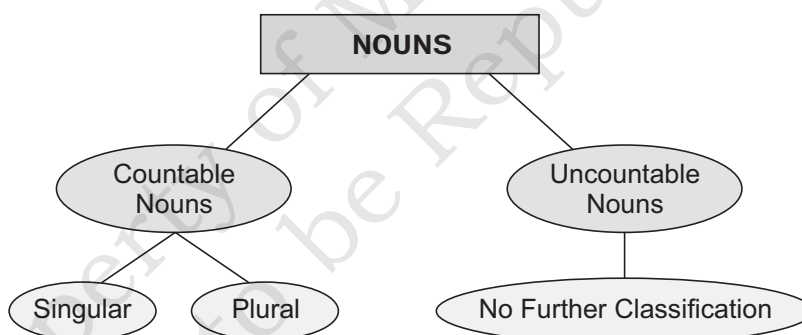
Example: intelligence — student

- bravery • loyalty • eloquence • convenience • goodness
- beauty • illiteracy • adolescence • adulthood • education

Number of Nouns

By **number**, we mean the count of (a) **noun(s)** as being one or more than one.

The existence or lack of the capacity to be counted puts **nouns** under two major heads:



(a) Countable Nouns

These are the **nouns** which can be counted. **Countable nouns** are **singular** or **plural**.

Singular: It is the form (spelling) of a **countable noun** that represents only one member of a kind.

- story, brick, page, mat, lady, etc.

Plural: It is the form (spelling) of a **countable noun** that represents more than one member of a kind.

- babies, boxes, books, women, studios, etc.

KEEP IN MIND...

- Conversion of **singular** to **plural** is governed by certain rules.
- When a **singular noun** ends with *-ch, -sh, -o, -x, -ss*, its **plural** takes *-es* at the end.
- *-y* mostly changes into *-ies* in **plurals**.
- Some **plurals** are formed by suffixing *-s* only.
- Some **plurals** are formed by a change of vowels in their respective **singular** forms.

(b) Uncountable Nouns

These are the **nouns** which cannot be counted.

- love, sugar, air, beauty, hair, information, etc.

MARK THIS...

- All **abstract nouns** are **uncountable nouns**.
- **Uncountable nouns** can be treated as **countable** in some peculiar or exceptional cases.

8 Read the following sentences and identify the *nouns* appearing in them as *countable* or *uncountable*. Also change their *number*, where possible and write your answers in your notebook.

1. Flies were hovering over the uncovered sweets displayed for sale.
2. The cattle grazed by the canal and the cowherd kept a watch on them.
3. These days, Samsung is bringing out some useful home appliances.
4. The children had made bunches of leaves and flowers.
5. Two women were discussing their household issues while drawing water from the well.
6. His head had lost all its hair.
7. Sudden change in the temperature gives rise to viral diseases.
8. After emptying the pot of milk, the cat licked its lips clean.
9. The scenic beauty of the valley attracts tourists from all corners of the world.
10. The crowd followed the newly-elected leader everywhere.

9 Fill in the blanks as directed in the brackets and write your answers in your notebook.

1. Some _____ stood at the bus-stop waiting for the bus to come.
(plural of *man*)
2. The officer commanded the _____ to start marching.
(plural of *soldier*)
3. The popular _____ had met with a serious accident in her hey days.
(noun form of *dancing*)

4. A large number of _____ are sacrificed on Eid every year.
(plural of *goat*)
5. Humans are blessed with two _____ to perform daily tasks.
(arms/arm)
6. _____ is added to tea to make it taste sweet. (uncountable noun)
7. The _____ of two countries of the world seldom have the same national language.
(plural form of *people*)
8. Your _____ of English words is not satisfactory.
(abstract noun of *pronounce*)
9. My mouth began to water on seeing _____ being sold in the marketplace.
(plural of *cherry*)
10. Data is the _____ of datum.
(plural/singular)

2. NARRATION: AUTOBIOGRAPHICAL WRITING

We have read in previous grades that **narration** is giving an account of events in speech or writing. You can narrate a story, an autobiography, etc.

Read the following write-up carefully and observe how it is narrated.

My name is Melvin. I was born on March 1, 2001, at MSF Pediatric Hospital in Monrovia, Liberia. My mother named me after Melvin M. Salse, a doctor who saved my elder sister, Juliet. She had cancer and he helped her recover this ailment. I live with my mother, Hawa Korleh. She is a school teacher at St. Edward Catholic High School, Monrovia. My father is a personnel manager at Lockheed Martin Corp., Monrovia. They both like to go rock climbing. My ten-year-old brother, Peter and I do not get along. He always tries to get me in trouble. Once he ate an entire pan of brownies that my mom baked for church. Then he took the dirty empty plate and planted it in my room. My mom caught him though. She knew I had been at sports practice since school got out and Peter was the only one who could have possibly eaten the brownies. One of my favorite things to do is paint. My elder sister is an art student in college and she started helping me learn about painting when I was a sixth grader. I met my best friend Teta, when we were just fourth graders. Since then we were partners and have been inseparable. My life changed forever on May 10, 2004 when my little brother Peter was born at MSF Pediatric Hospital. I was no longer the baby of the family. In 2008, when I was seven, I vividly remember being very proud of myself for finally learning to swim. I remember going to a lake with my best friend's family. We rowed in a small boat to the middle of the lake and his father threw me into the water. I have many memorable school experiences. One of my favorite memories of school is that every other Friday in fifth grade, we played football for thirty minutes in the school playground.

As you can make out,

- this write-up is a short narration by a boy about himself. The information given in this paragraph exclusively belongs to the life of Melvin. Such a narration by an individual about his life is known as his **autobiography**. The above paragraph is a short **autobiography** of Melvin. We observe that he has given the information about his name and birth date, parents, brothers and sisters, hobby, friend, unforgettable experience, achievement and one of his memorable school experiences.

*When you narrate your **autobiography**, you can give the following information as Melvin has above:*

Name and Birth Date: It includes your name and how you got it, the month, the day, and the year you were born, as well as the location, and any other interesting information regarding your birth.

Parents: It includes your parents' names/any important or interesting information about them—this may include where they work, interesting things they have done in their lives, their interests, etc.

Brothers/Sisters: It includes their names, age, interests, memorable experiences you have shared with them, and some information about the relationship you have with them.

Hobbies/Interests: It includes virtually anything such as playing video games, collecting comic books, paintings, and performing magic tricks.

Friends: It includes information about your best friend—how you met, how long you have known each other, what you like to do together, why you are such good friends, etc.

Life Changing or Unforgettable Experiences: This could be virtually any experience that has changed the way you look at the world.

Achievements: It includes anything you have done that is special—this may include, but is not limited to, awards you have received.

School Experiences: It includes best, worst, or most memorable school experiences.

REMEMBER...

- An **autobiography** is an account of a person's life which is narrated by that person in speech, or writing.
- A **biography** of a person's life is written by someone.

The **autobiography** can also be of an object, for example read the following **autobiography**.

A Tree's Autobiography

I am a tree. I am 55-year-old. Proud and firm, I stand in the forest. The animals rest under me. Birds make their nest in my branches. The tigress feeds her cubs under my shadow in the afternoon and then they start playing. I like all the animals and the people in the forest and especially the concerned officers for the care and concern they show me.

I still remember the time when I was young, slim and trim. With the passage of time I grew and gave shelter to everybody. Today I have fully grown. When it rains, I am in high spirits. I feel fresh and after the rain when the sun shines, it is a pleasant sight I enjoy.

One day I saw a woodcutter approaching me. Suddenly he shouted, "Wow! Such a big tree." Then Goldy woke up. Goldy was the most powerful and the strongest tiger in the whole forest. As the woodcutter took out a huge axe and moved towards me to cut me, Goldy jumped at the woodcutter and made him fall on the ground. Finally Goldy killed him. Since then every woodcutter stopped cutting the trees and started planting the trees.

10 Write your *autobiography* in your notebook. Narrate all important events.

11 Given below is the profile of Mrs Angela, a school principal. Write her *autobiography* on her behalf with the help of the clues given below.

Birth	1 March, 1974
Age	48 years
Height/weight	5 feet 4 inches, slim
Residence	Monrovia
Experience	Seven years as principal
Family	Husband, two children—a boy and a girl
Friend	Linda, together since 1990
Hobbies	Fond of traveling, coin collection, and reading
Qualities	Very responsive positive outlook, cheerful, kind yet firm
Memorable event	The day selected for the post of Principal

12 Write the *autobiography* of any of the following.

pen, book, school

13 You are a student. Write a student's *autobiography*.

ACTIVITY 2

TARGETED COMPETENCIES: Writing, Reading and Teamwork Skills

Work with your friend. Write a **biography** of each other. Then exchange it and convert into an **autobiography**, modifying it. Read out the final draft in your class.

3. PRONOUNS AND THEIR ANTECEDENTS

In previous grades, we have read that the words which can replace **nouns** are termed as **pronouns**; and **antecedents** are words referred back to by **pronouns**. Let us revise.

Read the following extract and identify the **pronouns** and **their antecedents**.

I am **Prayer**. I am a student. **Miss David** is my favorite teacher. She is quite intelligent and has good command of her teaching subject. She teaches us Science and her method of explanation is very interesting. All the other teachers praise her ways and methods of dealing with the students. **All the students of the school**, on their part, respect her very much. They are always motivated by her to excel at studies and other co-curricular activities. One of my friends, **Momolu**, lives in her neighborhood. He receives additional **help** from her whenever he asks her for it. She often tells her students, “Do your best and leave unto God the rest. But, you should always remember that you yourselves are the architects of your destinies.” These words of hers are indeed inspiring. We all are fortunate to have a lady of noble ideas and principles for our teacher. I hope, she continues to guide all students through difficulties and hurdles. Truly, she is a role model for us.

As you can make out,

- the word(s)—*I* refers to **Prayer**; *We* and *us* refer to **Prayer and her classmates**; *she*, *her* (only in predicative use) and *hers*, to **Miss David**; *you*, *yourselves*, and *they*, to **the students whom Miss David teaches**; *he* refers to **Momolu**; and *it*, to **help**. That is to say, the words—*I*, *we*, *us*, *she*, *her*, *hers*, *you*, *yourselves*, *they*, *he* and *it*—have replaced the **nouns**—**Prayer, Miss David, the students, Momolu** and **help**—and are, therefore, **pronouns**.
- *I* refers back to **Prayer**. *She* and *her* refer back to **Miss David**; and *they* refers back to **students**. *We* and *us* refer back to **Prayer and her classmates**. So, **Prayer, Miss David, students**, and **Prayer and her classmates** are **antecedents** of the **pronouns** *I*, *she*, *they* and *we*.

KEEP IN MIND...

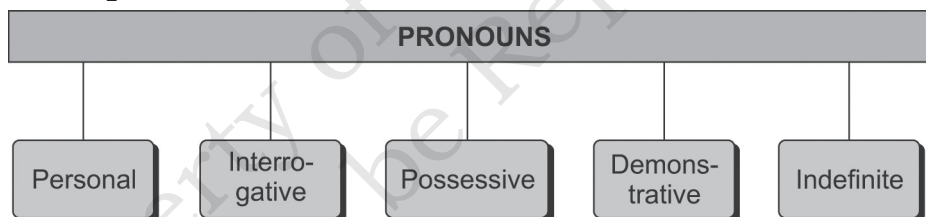
- **Pronouns** replace the **nouns** at their second appearance, and thereafter, in the sentence or paragraph.
- The words—*my*, *our*, *your*, *his*, *her* (in attributive use) and *their*—are not **pronouns**. They are, in fact, **possessive adjectives** as they always appear before **nouns**, thereby qualifying them.
- An **antecedent** is a word which is referred back to by a **pronoun**.

14 Fill in the blanks with suitable *pronouns* and write your answers in your notebook.

1. My uncle is an NRI. _____ is currently based in the USA.
2. Blessing can drive her car herself. _____ knows driving.
3. My friends and _____ are going to watch a football match live.
4. The children are happy as _____ are out on a picnic today.
5. Birds and reptiles respire as we do. After all, oxygen is necessary for _____ too.
6. Welcome! _____ should feel at home here.
7. _____ love fighter planes. I want to become a commissioned officer in the SAAF.
8. The kite detached from the thread and was blown away by the wind. Soon, _____ was torn to pieces.
9. Suah and Joy are studious. _____ finished their assignments on time.
10. God is everywhere. It is believed that _____ saves his devotees from the devils.

Kinds of Pronouns

An analysis of the full range of **pronouns** brings to the fore many kinds of **pronouns**. Some of them are as follows:



An **antecedent** must agree in number, gender, and person with its **pronoun**, for example,

antecedent	referent
President Lincoln delivered his Gettysburg Address in 1963.	
_____ singular • masculine • third person	

We have already read about **personal pronouns**, **demonstrative pronouns**, and **indefinite pronouns** and their **antecedents**. Here we will discuss some more new **pronouns** with their **antecedents**.

(a) Personal Pronouns

Personal Pronouns are the words which replace the names of persons. *I, We, You, He, She, It* and *They* are **Personal Pronouns**.

1. My name is *Goma*. **I** am ten years old.

2. *Lamie* and *I* are brothers. **We** are students.
3. *Zoe*, be cautious. **You** might be hit by some vehicle.
4. *The shopkeeper* is not honest. **He** charged extra money for this product.
5. *Sania* participated in the dance competition. **She** also won a prize for her good presentation.
6. *The barking dog* chased the thieves. **It** terrified the cat as well.
7. *Some people* have gathered at the square. **They** are looking on as the accident victims are being attended to.

The words—**I, We, You, He, She, It** and **They**—have replaced the nouns—*Goma, Lamie and I, Zoe, the shopkeeper, Tania, the barking dog* and *some people*—in the second set of sentences, respectively. They are acting as the **personal pronouns** for their respective **nouns** (called **antecedents**).

Personal pronouns are categorised under three heads:

Persons	Personal Pronouns	
	Singular	Plural
First Person	I	We
Second Person	You	You
Third Person	He/She/It	They

- First person refers to the **pronouns** (*I* and *we*) used for the speaker(s).
- Second person refers to the **pronoun** (*you*) used for the listener(s) or the person(s) spoken to.
- Third person refers to the **pronouns** (*he, she, it* and *they*) used for the **noun(s)** being spoken of.

Personal pronouns may appear in sentences in different cases. Let us study about them.

Cases of Personal Pronouns

Person	Sub.		Obj.		Poss.	
	Sing.	Pl.	Sing.	Pl.	Sing.	Pl.
1 st	I	we	me	us	my, mine	ours
2 nd	you	you	you	you	your, yours	yours
3 rd	he	they	him	them	his	theirs
	she		her		her, hers	
	It		it		×	

Subjective pronouns act and **objective pronouns** receive the actions. Let us study the use of the **subjective pronouns** and **objective pronouns**.

Use of I

(Subjective)

- **I** am *Anne*.

I is used to refer to *yourself*.

- **I** found **my** lost pen.

(Objective)

Give it to **me**.

Use of You

You is used to refer to the person(s) being spoken to. **You** is used for the singular and the plural.

(Subjective)

- How are **you**, *Daniel*? (singular)
- *Boys*, **you** don't study when **you** are together. (plural)

(Objective)

I was searching **you**.

Use of He, She (Singular)

He and **she** are used for a male and a female person respectively.

(Subjective)

- *My father* is on leave. **He** is not feeling well. We took **him** to the doctor. (1)
- *Mary* has left. **She** was packing **her** bag. (2)

(Objective)

- Where is *Frank*? We saw **him** in the morning. (3)
- Where is *Mariam*? We met **her** yesterday. (4)

Use of It (Singular)

(Subjective)

It is used for lifeless things.

- Have you seen *this movie*? **It** is really interesting.
- *The Interesting Tales* is my book. But **it** has lost **its** cover.

It is used to refer to an animal when its gender is unknown.

- There is *a puppy* in the ground. **It** is a furry puppy.

It is used for a young child when the sex is not mentioned.

- *The child* is sleeping. **It** is running a fever.

It is used to emphasize a *noun* or *pronoun* coming after it.

- **It** is *you* who helped me through thick and thin.
- **It** is *Monrovia in Liberia* that is the centre of attraction for the tourists.

Here *you* and *Monrovia in Liberia* are the *antecedents* of the pronoun **it**.

It can be used to refer to a statement going before.

- *They are leaving for the US* and we know **it**.

Here *they are leaving for the US* is the *antecedent* of the pronoun **it**.

It can be used as a temporary subject of the verb *to be*.

- **It** is immoral to steal.

It is/It was does not change even when followed by a plural *noun* or *pronoun* and the *verb* in the following clause takes after the *noun* or *pronoun*.

- **It was** *your parents* who were against you.
- **It is** *your friends* who are going to cheat you.

(Objective)

- This is *a good book*. Have you read **it**? (1)
- This is *my pet*. Don't hit **it**. (2)
- *The child* was playing in the ground. A snake bit **it**. (3)

Here *a good book*, *my pet*, and *the child* are the *antecedents* of the pronoun **it**.

Use of We (Plural)

(Subjective)

We is used to refer to a group of persons including the speaker.

- When shall **we** go out? **We** want our freedom back.

We is used to refer to the speaker, the person(s) being spoken to, and the person(s) absent at the time of speaking.

- **We** shall all go out, *you*, *I*, and *they*.

We is used to refer to the speaker and one or the other people, and excludes the person(s) being spoken to.

Here *I* and *he* are the *antecedents* of the pronoun **we**.

- *I* want this shirt; *he*, too, wants this shirt; **we** are fighting.

We is used to refer to a group in general including the speaker.

- **We** can't survive without water.

(Objective)

- *We* went to our aunt. She gave **us** beautiful gifts.

Use of They (Plural)

(Subjective)

They is used for a group of things, or a group of people excluding the speaker and the listener.

- **They** are *my friends*. **They** want **their** treat. (1)
- I have *some guests* at home. **They** are having lunch. (2)
- *Some women* want to meet you. **They** are awaiting outside. (3)

They is used to refer to animals and non-living things.

- *Animals* are not foolish; but **they** can't speak.
- Where are my *papers*? **They** are very important.

They is used to refer to people in general.

- **They** know **they** have to die.

They is also used to refer to a group of people whose identity is reflected through the content.

- **They** must treat **their** students affectionately.

(Objective)

- *Prayer and John* are brilliant students. The teachers praise **them** very much.

As you can make out, in above sentences,

- **pronouns** in bold and their **antecedents** in italics agree in number, gender, and person, and
- **antecedents** are the **nouns/pronouns** which refer back to the **pronouns**.

REMEMBER...

- An **antecedent** of a **pronoun** can be a **noun**, or a **pronoun**. A **pronoun** must agree in **number**, **gender**, and **person** with its **antecedent**.
- The **pronouns** *I, we, he, she, they* are **subjective pronouns**.
- The **pronouns** *me, him, her, us, them*, are **objective pronouns**.
- The **pronouns** *you* and *it* are **subjective** and **objective pronouns** respectively.

15 Fill in the blanks with the correct *pronouns* from the brackets and write your answers in your notebook.

1. Momolu called his brother to play with _____. (*he, him, his*)
2. _____ are sorry for their misbehavior. (*You, They, We*)
3. The girl holding a doll in her hand began to play with _____. (*them, her, it*)
4. Everyone applauded _____ for his hard-fought victory over his opponents in the election. (*my, he, him*)
5. The award for _____ was announced in the morning assembly. (*yours, me, my*)

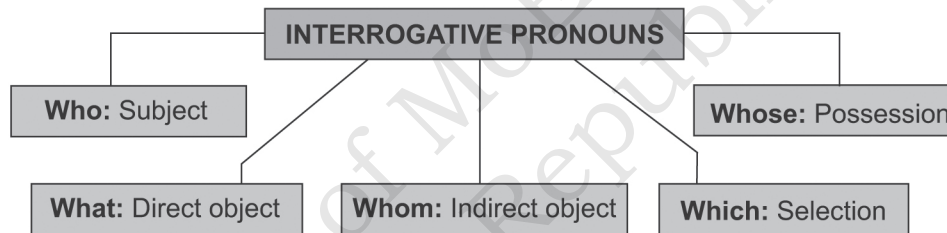
6. Jim, _____ have become irresponsible these days. (she, they, you)
7. How dare she call _____ an idiot? (his, they, her)
8. My sister vouched for the fact that _____ never lied. (I, yourself, my)
9. Altaf is going with us. _____ will return next week. (we, he, our)
10. _____ are not responsible for any wrong done. (Them, They, Us)

16 Pick out the *pronouns* and their *antecedents* in the previous exercise, and write your answers in your notebook.

Example: **pronoun:** him; **antecedent:** Momolu

(b) Interrogative Pronouns

Interrogative pronouns refer to those *wh*-family words which are placed at the beginning of sentences to ask questions that can be answered in **nouns**. They can be classified as follows:



Each of these question-words **pronouns** represents a different element of the sentence.

1. **Who** is the head girl of the school? (Subject)
2. **What** would you prefer in lunch? (Direct object)
3. **Whom** did the government appoint the ombudsman? (Indirect object)
4. **Whose** is this book? (Possession)
5. **Which** is your pen? (Selection)

REMEMBER...

- **Interrogative pronouns** 'who' and 'whom' refer to people but 'who' sometimes refers to animals.
- 'Whose' may refer to persons, animals or things.
- We can also use an **interrogative** form to ask a direct question:
 - o Ask him **what** he knows.
- *Wh*-family words essentially begin with 'wh,' the only exception being 'how' in which 'w' and 'h' are separated by 'o.'

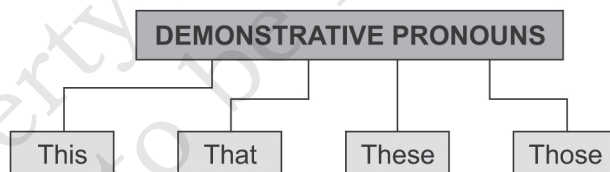
- Some more questions can be framed using these **interrogative pronouns** in combination with some **prepositions** and **nouns**.
- **Interrogative pronouns** have no **antecedents**.

17 Fill in the blanks with the most appropriate *interrogative pronouns* and write your answers in your notebook.

- _____, do you think, will clock the best time in today's race?
- I don't remember the person _____ I had met there.
- _____ is this breathtaking painting?
- _____ of you is not guilty?
- _____ is this motorcycle parked at our gate?
- _____ has dared to question his decision?
- Tell me _____ this is.
- Will you tell me _____ you are going?
- _____ of these men is your father?
- _____ was driving the car while talking on the phone?
- _____ color is your favorite?
- _____ is this letter lying at my door?

(c) *Demonstrative Pronouns*

Demonstrative pronouns are the words which are used to indicate or demonstrate some **noun(s)**. They can be classified as follows:



- This** is a *guava tree*.
- That** is the *General Post Office*.
- These** cannot be true *stories*.
- Those** were the *days of joy and pleasure*.

Here italicised words refer to the **antecedents** of the **pronouns** in bold.

- *That* and its plural *those* can be used as **pronouns** to avoid repetition of a preceding **noun**.
The climate of my city is hotter than *that* of your city.
These streets are more crowded than *those* ones.
- We use *this* and *that* instead of singular **countable noun** or an **uncountable noun**.
This is Mr and Mrs Juneja.
That was nonsense.

- When two things already mentioned are referred back, *this* stands for the last and *that* the first.
Fire and water have opposite traits; *this* (water) comes down, *that* (fire) goes up.

KEEP IN MIND...

- *This* and *these* indicate nearness.
- *That* and *those* indicate distance or remoteness.
- *This, that, these, those* followed by **nouns** are **demonstrative adjectives**.

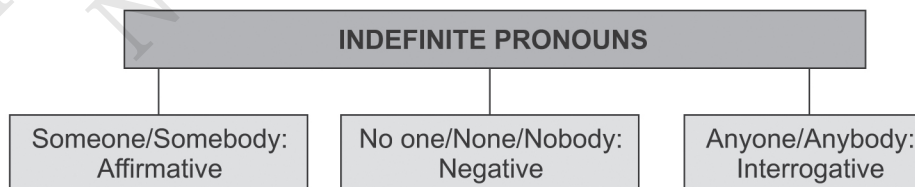
18 Fill in the blanks with the appropriate *demonstrative pronouns* and write your answers in your notebook.

- _____ may be the largest planet, Jupiter.
- _____ is strange behavior, I must say.
- This is the way _____ you need to take.
- Look here, _____ are the pictures that were painted in 1920.
- _____ who do not believe in God are called atheists.
- My shirt is cleaner than _____ of yours.
- White and black colors have opposite traits; _____ symbolizes evil, _____ does purity.
- _____ is my parents. Meet them.
- _____ was rubbish.
- He scored more marks than _____ you have.

19 Pick out the *pronouns* and their *antecedents* in the previous exercise and write your answers in your notebook.

(d) Indefinite Pronouns

Indefinite pronouns refer to the words which do not specify any **noun** or which indicate **nouns** in a general sense. They can be classified as follows:



Someone, somebody, no one (none), nobody, anyone, and anybody are **indefinite pronouns**.

- **Someone** and **Somebody** are used in an *affirmative sense*.
 - Someone** has run away with my suitcase.
 - Somebody** knocked at my door and vanished.

- **No one** (none) and **no body** express a *negative sense*.
 1. **No one** could resist tears on seeing the tragic occurrence.
 2. **No body** has shouldered the responsibility of the orphan child as yet.
 3. I wish to meet the boys, but there are **none**.

Here **boys** is the antecedent of the pronoun **none**.

- **Anyone** and **anybody** are used in an *interrogative sense*.
 1. Is there **anyone** who can show me the right path through the dark?
 2. Will **anybody** fetch me my medicines, please?
- **Anyone** can also be used when more than two persons are involved.
 1. She is more intelligent than **anyone** of her three friends.
 2. Here are the boys. You can select **anyone** of them for the team.

MARK THIS...

- **Indefinite pronouns** agree with the singular form of the **verbs**.

Following are some more **indefinite pronouns**:

• all • another • any • anybody • anyone • anything • both • each
 • either • many • none • one • others • several • someone • some
 • neither • no one • everybody • everyone • everything • few
 • nobody • nothing • somebody • something

- **One** has to be used throughout.

One must do this duty.
- However in present-day English, we need to use a plural **pronoun** to refer back to an **indefinite pronoun** when the sex is not indicated. In this case also the **verb** remains singular.

Everybody tried as hard as *they* could.
Everybody enjoyed *themselves*.
Everybody *was* watching *their* turn. (singular *verb*)
Everyone gave *their* own version of the incident.
 Ask **someone** if *they* can let you know.
- The **indefinite pronouns** ending in *-ing* are used to refer to things.

Will you have **anything**?
 Say **nothing**.
 I want to eat **something**.

REMEMBER...

- **None** is used to express **singular** or **plural** according to the content. Generally **indefinite pronouns** have no **antecedents**.

20 Read the following situations and write a sentence using *indefinite pronoun(s)*. Write your answers in your notebook.

1. You want to eat apples. But the basket is empty.
2. You went to your friends' hostel. But when you reached there, they were not there.
3. You are carrying some money. But when you reach home, you find no money in your pocket.
4. Your friend has got two pets. They are very cute.
5. There were twenty boys in your class. They were absent today.

21 Fill in the blanks each with 'some' or 'any' and write your answers in your notebook.

1. I have lost my pen. Do you have _____?
2. Give me _____ time for an assignment.
3. We have found _____ very interesting storybooks. Do you want _____?
4. I saw _____ good films last weekend.
5. I did not find _____ information about the missing documents.
6. I will see _____ friends of mine next Monday.

22 In each blank, tick the correct answers from the given options and write them in your notebook against the correct blank numbers.

1. Mathew : Okay, let's get started. I hope we can get _____ (*everything, anything, nothing*) ready in time. _____ (*somebody, something*) has to blow up all the balloons. Did _____ (*everything, anybody, anything*) bring any more balloons?
2. Christina : Can _____ (*everyone, someone*) help me carry the table into the garden?
3. Mathew : Are we missing _____ (*everything, anything, nothing*)? Because the shops are still open and if there is _____ (*everything, nothing, something*) missing, I could go and buy it.
4. Anne : No, I think we've got _____ (*everything, nothing, anything, something*).
5. Mathew : Was that the doorbell? Is _____ (*everybody, somebody, nobody*) at the door? Can you have a look, Jim?
6. Jim : No, there is _____ (*everybody, nobody, anybody*) there.

7. Mathew : OK, so we still have some time before _____ (*everyone, everything*) else arrives. I just hope we didn't forget _____ (*everything, anything, nothing*).
8. Jene : No, Mathew, there is _____ (*everything, nothing, anything, something*) you need to worry about. _____ (*everything, nothing, anything, something*) is all right. It's going to be a great birthday party!
9. Jim : I am sure we have prepared _____ (*everything, nothing, anything*) now. Would _____ (*everybody, nobody, anybody*) like a drink?

(e) Possessive Pronouns

You have looked at the table above showing the possessive case of **pronouns**.

Now read the following sentences.

- | | |
|--|--|
| 1. This <i>book</i> is mine | 2. This <i>school</i> is ours . |
| 3. That <i>house</i> is yours . | 4. This <i>pen</i> is his . |
| 5. This <i>notebook</i> is hers . | 6. This <i>computer</i> is theirs . |
| 7. <i>She</i> is a friend of mine . | 8. I am the cousin of his . |

As you can make out,

- *mine, ours, yours, his, hers, and theirs* are **pronouns** and refer to **nouns**, or **pronouns** (italicized), **antecedents** of their respective **pronouns**, and
- these **pronouns** indicate possession.

So they are called **possessive pronouns**.

REMEMBER...

- A **possessive pronoun** *mine, ours, yours, his, hers, or theirs* indicates possession.
- Each **possessive pronoun** is associated with a **personal pronoun**.
- It has no **possessive** case.

23 Fill in the blanks with the correct *pronouns* and write your answers in your notebook.

Romeo : Is this storybook yours?

Maria : Yes, this is 1. _____

Romeo : Where did 2. _____ buy 3. _____ from? 4. _____ is quite interesting.

Maria : There is a new shop nearby. I bought 5. _____ from there.

Romeo : Can you get 6. _____ one?

Maria : Why not? But why don't 7. _____ come with 8. _____?

Romeo : 9. _____ can come when it is a holiday. 10. _____ will buy more than one.

Maria : When is the holiday of **11.** _____?

Romeo : The school of **12.** _____ is closed tomorrow. **13.** _____ can come then.

Maria : Ok.

ACTIVITY 3

TARGETED COMPETENCY: Grammar Skills

Each learner will write a **pronoun** one by one on the board and also frame a sentence.

SPEAKING: Pronouns

TARGETED COMPETENCIES: Grammar and Speaking Skills

Say five pronouns of each kind you have read currently and then say a sentence using that pronoun.

Example: They are my neighbors. they—**personal pronoun**

(Teacher’s Note: Ensure that each learner participates in this activity. Encourage the learners to speak confidently. Also try to correct the learners when mistakes are made.)

ACTIVITY 4

TARGETED COMPETENCIES: Teamwork and Grammar Skills

Let the class be divided into groups of three students each. The members of each group will give ten words to one another. They will identify whether the given words are **nouns** or **pronouns**—if **nouns**, which **nouns** they are; and if **pronouns**, which **pronouns** they are. After the work is over, they will get it checked by their respective teacher.

DISCUSSION

TARGETED COMPETENCIES: Grammar and Communication Skills

Have a class discussion on pronouns and their antecedents.

(Teacher’s Note: The teacher will lead the students into the above discussion. He or she will help learners to understand the concept of **pronouns** and their **antecedents**.)

4. NARRATION: SHORT STORY

We have read above what narration is. We learned how to narrate an autobiography. Now we are going to narrate a short story.

An Overview

A story is a description of related events. The narrator recounts a series of occurrences pertaining to a particular span of time by way of weaving words to recreate them in the mind of the reader.

Have you ever wondered, from where writers get ideas for their stories? Imagine how many ideas it takes to create a story, or for that matter, a novel! Writers don't always get all those ideas in one go; they get ideas from multiple sources and combine them all to make an original story.

Look for ideas in real life, such as funny situations, interesting people or incidents at school. You can also use elements from your favourite stories to make a new story.

Points to Remember while Writing Your Story

How to start: The first thing one can do to overcome the hurdle of getting started is writing down the main idea. Next, you may write down the key points about the main character, the conflict, the scenes, and especially, the opening. This exercise will enable you to make a start.

The middle: The middle of the story should include all such details that help the reader to visualise the story. It should be written in such a way as to connect the beginning and the ending of the story, thereby providing unity and logical progression to the story.

However, a word of caution here—do not give away too much beforehand to suggest the ending to the reader. Make sure that they do not know more than they should till you unravel the end of the story.

The ending: The ending of any story, however short, is very crucial. Sometimes, you may need to write the ending of the story more than once to get it right. Remember, a little twist or something unexpected in the end makes a story interesting.

The bottom line: You have to be satisfied enough to want to say, "Yes! This is the perfect ending to my story." If you like reading your story, somebody else will like it too.

Tips

- Use proper English.
- Do not use slang.
- Do not use short forms.
- Edit your story 3–4 times.
- Check for punctuation, grammatical and spelling errors, and correct them.

Elements of a Story

A story has six elements—**characters, setting, plot, conflict, climax,** and **theme**.

A **character** is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.

The **setting** of a short story is the time and place in which it happens. Authors often use a description of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting.

A **plot** is a series of events and character actions that relate to the central conflict.

The **conflict** is a struggle between two people or things in a short story. The main character is usually on one side of the central conflict. On the other side, the main character may struggle against another important character, against the forces of nature, against society, or even against something inside himself or herself (feelings, emotions, illness).

The **climax** is the solution to the conflict.

The **theme** is the moral or the message of the story.

So, when we start to narrate a story, we must take care of the above guidelines.

Example:

The Ship of Friendship

A voyaging ship was wrecked during a storm at sea and only two of the men on it were able to swim to a small, desert like island.

The two survivors who had been good friends, not knowing what else to do, agreed that they had no other recourse, but to pray to God. However, to find out whose prayer was more powerful, they agreed to divide the territory between them and stay on opposite sides of the island.

The first thing, they prayed for, was food. The next morning, the first man saw a fruit-bearing tree on his side of the land, and he was able to eat its fruit. The other man's parcel of land remained barren.

After a week, the first man was lonely and he decided to pray for a wife. The next day, another ship was wrecked, and the only survivor was a woman who swam to his side of the land. On the other side of the island, there was nothing.

Soon the first man prayed for a house, clothes, more food. The next day, like magic, all of these were given to him. However, the second man still had nothing.

Finally, the first man prayed for a ship, so that he and his wife could leave the island. In the morning, he found a ship docked at his side of the island. The first man boarded the ship with his wife and decided to leave the second man on the island.

He considered the other man unworthy to receive God's blessings, since none of his prayers had been answered.

As the ship was about to leave, the first man heard a voice from the heaven booming, "Why are you leaving your companion on the island?" "My blessings are mine alone, since I was the one who prayed for them," the first man answered. "His prayers were all unanswered and so he does not deserve anything."

"You are mistaken!" the voice rebuked him. "He had only one prayer, which I answered. If not for that, you would not have received any of my blessings."

“Tell me,” the first man asked the voice, “What did he pray for that I should owe him anything?”

“He prayed that all your prayers be answered.”

Moral: For all we know, our blessings are not the fruits of our prayers alone, but those of another praying for us (Congregational Prayer). Value your friends, don't leave your loved ones behind.

Submitted by: Velma, USA

Source: <http://iholdittrue.multiply.com>

- The **setting** of the story is a sea.
- The **plot** is the series of the events and actions of the two characters.
- The **characters** are two survivors, and God whose voice is introduced.
- The **theme** of the story is the moral given.
- The **conflict** is that the prayers of the second man remain unanswered.
- The **climax** comes when the first man comes to know that his prayers were answered because it was the prayer of the second man.

24 Narrate a short story, using the above guidelines. Also rewrite the same story, with some changes.

ACTIVITY 5

TARGETED COMPETENCIES: Teamwork and Narrative Skills

Work in pairs. Write a **story** using the above guidelines. Exchange and find out which **story** sounds interesting.

NARRATION

TARGETED COMPETENCY: Narrative Skills

Narrate a *short story* before your class. Speak with intonation. Use the guidelines you have read above.

5. VOCABULARY DEVELOPMENT

1. Define **noun**. How many kinds of **nouns** do you know about? Write names with examples.
2. Define **pronoun**. How many kinds of **pronouns** do you know about? Write names with examples.
3. Write ten **nouns** and ten **pronouns**, and make your own sentences using those **nouns/pronouns**.
4. You have read some write-ups in the current chapter. Read them again and identify **nouns/pronouns/antecedents**. Write in your notebook, specifying their kind.