

# Pillars Of English



Practice Language  
Speakers  
Books Vocabulary Know  
Start Life Learning  
Prag Everyday Time  
Fluency skill makers  
Reading enjoy Need  
Knowledge Listening easy  
communication Process

*Divya Reddy Meda*

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# Areas Of Teaching

Upper and lower case alphabets

1. Nouns
2. Pronouns
3. Adjective
4. Comparatives and superlatives
5. Verbs
6. Adverbs
7. Prepositions
8. Conjunctions
9. Interjections
10. Articles
11. Basic sentence structure
12. Sentence fragments
13. Clauses
14. Run-on sentences and comma splices
15. Sentence type and purpose
16. Subject-verb agreement
17. Consistent verb tenses

18. Avoiding modifier problems

19. Would, should, could

20. Punctuations

21. Tenses

Appendix

# Alphabets

## Upper case

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

## Lower case

a b c d e f g h i j k l m n o p q r s t u v w x y z

## Activity

Write two words for every letter

Ex:- A - apple; B - ball; C - cat; ..... Z - zebra.

## Parts Of Speech

The mechanics of language can help us understand the different sorts of words and how they function.

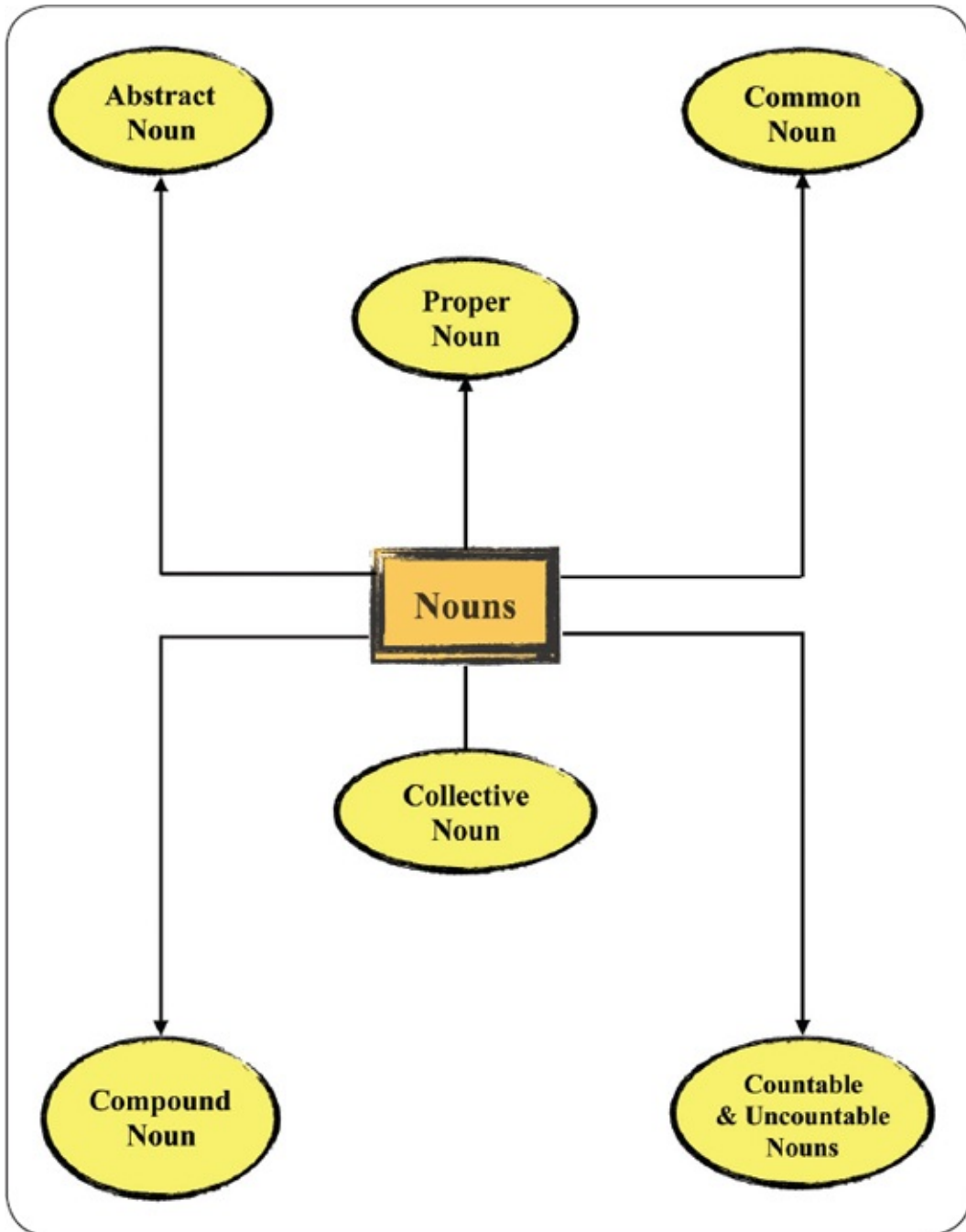
Some words have simple functions, like describing or saying what happened, whereas others can be used for many different purposes. Take the word 'round' for example:

A *round* building; the third *round* of the match; come *round* for a chat.

In each case, the word 'round' is performing a different function (describing, naming, being part of an action). The technical term used to describe these functions are called '**parts of speech**'.

There are eight parts of speech. They are as follows:

1. Noun
2. Pronoun
3. Adjective
4. Verb
5. Adverb
6. Preposition
7. Conjunction
8. Interjection



# 1. Nouns

A **noun** is the name of a person, place, thing, or idea:

**People:** farmer, mechanic, father, Professor Haskins, editors, Marcia

**Place:** ocean, Canada, porch, Spain, classroom

**Thing:** scissors, giraffe, pen, smiles, tugboat, skateboard, braces, drill

**Idea:** love, inspiration, courage, anxiety, eagerness, happiness

**All nouns are either common or proper nouns:**

- A **common noun** names any person, place, or thing that can be directly seen, heard, touched or smelt.

Examples are *basketball, video, wizard, coin, woman, and coach.*

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

Examples are *Winston Churchill, Babe Ruth, Mr. Richard Turner, and Chicago.*

***Know the difference between a common and a proper noun:***

Common Nouns	Proper Nouns
Hospital	Mercy General Hospital
Women	Aria Ross
School	South High Middle School
Newspaper	The New York Times

**Here are some specific types of nouns:**

- A **collective noun** names a group of people or things.

Examples of collective nouns are jury, herd, flock, family, fleet, club, class, and group.



- A **compound noun** is a noun consisting of more than a single word. It could be separate words such as *social studies*, *physical education*, and *dining room*. It could be two words joined by a hyphen such as *merry-go-round*, *thirty-three*, *sister-in-law*, and *great-grandmother*. It could be a combined word such as *schoolteacher*, *bookkeeper*, *landlord*, and *headmaster*.
- An **abstract noun** maybe a quality, state of mind, attitude, idea or action that does not refer directly to the senses.

Examples of abstract nouns are intelligence, happiness, laziness, democracy, violence, philosophy.

- **Countable nouns** are those that refer to something that can be counted.

Examples are 2 cats, dozen eggs, 3 fish, etc.

**Uncountable nouns** are that cannot be counted.

Examples are stars, water, information, etc.

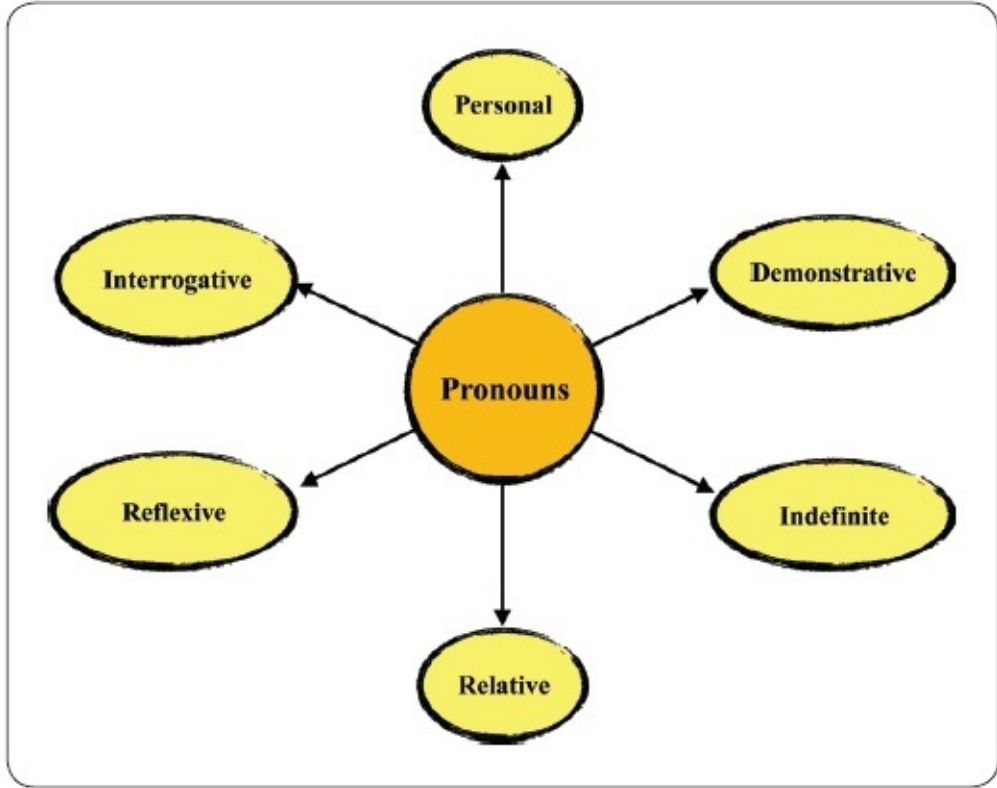
## Activity

### I Spy and I'm Thinking Of Someone Who...

These two games are great for teaching nouns. You could choose either of them, do them on different days, or maybe do one for common nouns, and one for proper nouns.

For I Spy...Find an item from the classroom to "Spy" and then give clues like "I spy something green (plant), or I spy something moving (clock). Guess the noun you described. Simple!

In I'm Thinking of Someone Who (or of a place that...) for proper nouns, you can describe students in the classroom using clothing or physical appearance kinds of clues, or you could describe them using things you know about them, like which musical instruments the child plays or which sports he/she enjoys. You could also expand this to include well known historical characters like George Washington or Martin Luther King, Jr. Famous or not, your clues might be, "I'm thinking of someone (in our classroom or famous) who wears glasses/has a yellow shirt/plays lacrosse/plays the flute/was the first president..."



## 2. Pronouns

A **pronoun** is a word used in place of one or more nouns.

We use pronouns to:

- Refer to a noun (called its antecedent) that usually comes before the pronoun
- Make our writing clearer, smoother, and less awkward

In the sentence, “Roberto feels that he can win the race,” *he* is the pronoun, and *Roberto* is the antecedent.

In the sentence, “Terry and Jim know that they are best friends,” *they* is the pronoun, and *Terry* and *Jim* are the noun antecedents.

- **Personal pronouns** refer to people and things. They are divided into three categories called

*first person* (referring to the person who is speaking) **I went to the mall.**

*second person* (referring to the person spoken to) **Joey, can you see the bus?**

*third person* (referring to anyone or anything else) **Bob saw us take this test.**

The pronouns in the two example sentences above are personal pronouns.

	<b>Singular</b>	<b>Plural</b>
First person (the person speaking)	I, my, mine, me	We, our, ours, us
Second person (the person spoken to)	you, your, yours	you, your, yours
Third person (some other person or thing)	he, his, him, she, her, hers, it, its	they, their, theirs, them

- **Reflexive pronouns** are formed by adding *-self* or *-selves* to certain personal pronouns. Examples of reflexive pronouns are **myself, himself, herself, itself, ourselves, themselves, yourself, and yourselves**. *Hissself* and *theirselves* are NOT real words. The sentence, “**I found it myself,**” contains the personal pronoun ‘I’ and the reflexive pronoun ‘myself’.
- **Interrogative pronouns** are used to ask a question. These pronouns are **which, who, whom, and whose**.
- **Demonstrative pronouns** is used to point out a specific person or thing. These pronouns include **this, that, these, and those**. In the sentence, “**Theresa, is this yours?**” **this** is the demonstrative pronoun, and **yours** is the personal pronoun.
- **Indefinite pronouns** often do not refer to a specific or definite person or thing. They usually do not have a definite or specific antecedent as a personal pronoun does. In the sentence, “***Everybody will select another to help with everything,***” the three italicized words are all indefinite pronouns since they take the place of a noun and do not refer to a specific or definite person or thing.

all	each	more	one
another	either	most	other
any	everybody	much	several
anybody	everyone	neither	some
anyone	everything	nobody	somebody
anything	few	none	someone
both	many	no one	

- **Relative pronouns** are so called because, as well as acting as pronouns, they relate or join groups of words. These pronouns include **who, whose, what, whom, that**.

**Note:** Make sure that your pronouns are clear so that readers will not be confused. In the sentence, “John told Fred that he had been invited to Lucy’s party,” do we

know who he is? Not really! Set up the situation preceding that sentence so that it is clear who he is.

## Exercise

1. Name four three-letter pronouns:
2. Name four pronouns that start with the letter t:
3. Name six indefinite pronouns:
4. Name three pronouns that end with -elves:
5. Name four pronouns that end with -self:

### Rules on the usage of pronouns:

**Rule 1:** Subject pronouns are used when the pronoun is the subject of the sentence. You can remember subject pronouns easily by filling in the blank subject space for a simple sentence.

Ex:- I, he, she, we, they, who, whenever, etc. \_\_\_\_\_ did the job.

**Rule 2:** They are used to rename the subject. They will follow to be verbs such as: is, are, was, were, am, will be, had been, etc.

Ex:- It is he; This is she speaking; It is we who are responsible, etc.

**Rule 3:** When 'who' refers to a personal pronoun (I, you, he, she, we, they), it takes the verb that agrees with that pronoun.

Ex:- It is I who am sorry; It is you who are mistaken, etc.

**Rule 4:** In addition to subject pronouns, there are also object pronouns, more specifically known as direct and indirect objects. Object pronouns include me, him, himself, her, herself, us, them, themselves.

Ex:- John saw him; Give her the book; Are you talking to me?, etc.

**Rule 5:** The pronouns 'who', 'that' and 'which' become singular or plural depending on the subject. If the subject is singular, use a singular verb and if it is plural then the verb is plural.

Ex:- He is one of those men who are always on time, etc.

**Rule 6:** To decide whether to use the subject or object pronoun after the words 'than' or 'as' mentally complete the sentence in your mind.

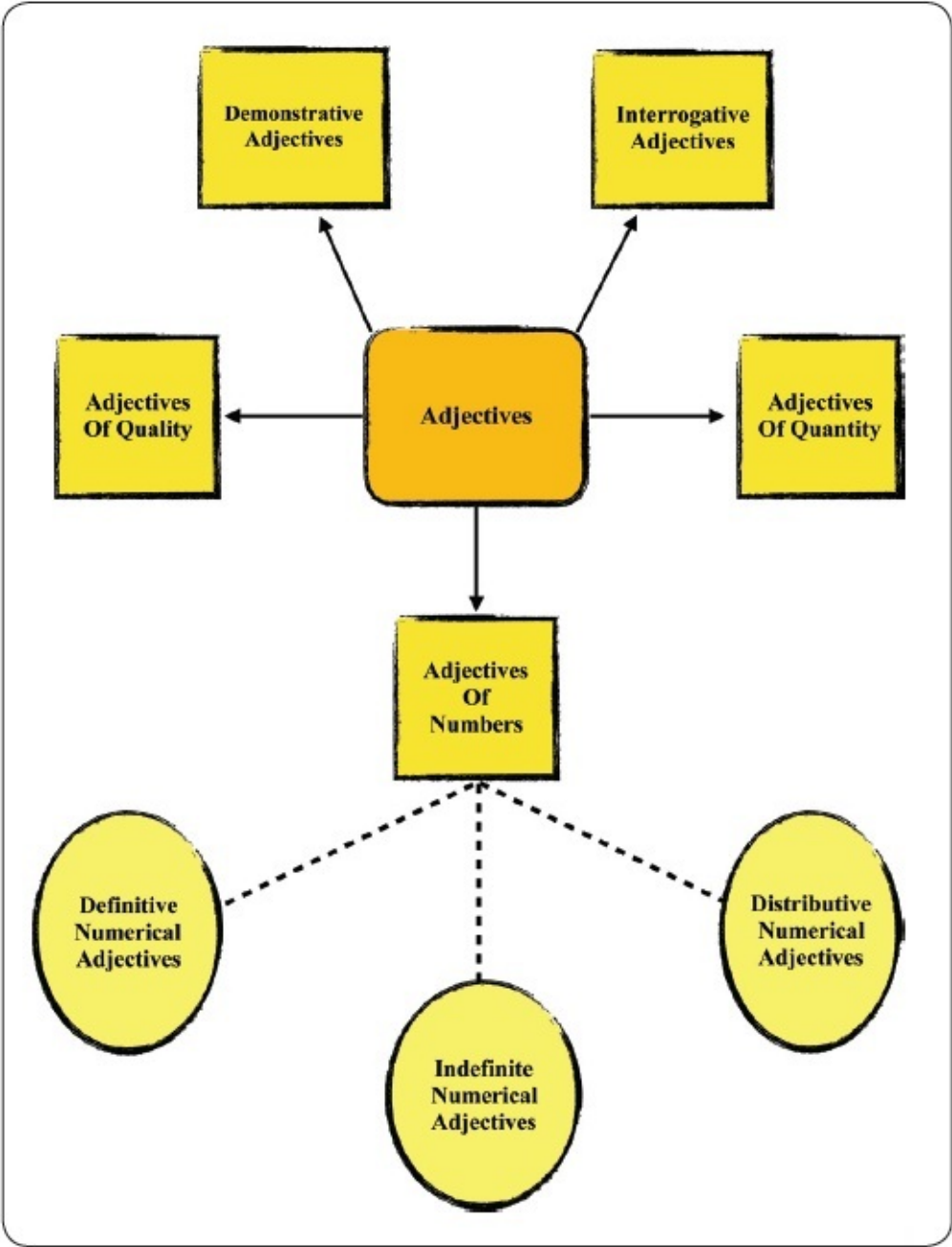
Ex:- Emma is as smart as she / her; Zoey is taller than I / me.

**Rule 7:** Reflexive pronouns are used when both the subject and the object of a verb are the same person or thing.

Ex:- Joe helped himself; My brother and I did it; You saw me being myself, etc.

**Rule 8:** When a pronoun is linked with a noun by 'and', mentally remove the 'and + noun phrase' to avoid trouble.

Ex:- She and her friend came over; I invited him and his friend, etc.



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