

1 Nouns

Get set

Fill in this box with details about yourself.

your name: _____

your home: _____

your birth month: _____

your likes: _____

your dislikes: _____

your biggest fear: _____

favourite song: _____

favourite book: _____

favourite food item: _____

favourite colour: _____

dream holiday destination: _____

Paste your photograph here.

Let us read

Read the passage about a doctor and a horse. Note the italicised and underlined words.

One day a *plow-horse* was brought to John Dolittle; and the poor *thing* was terribly glad to find a *man* who could talk in *horse-language*.

"You know," said the *horse*, "that *vet* over the *hill* knows nothing at all. He has been treating me six *weeks* now. What I need is *spectacles*. I am going blind in one *eye*. There's no *reason* why *horses* shouldn't wear *glasses*, the same as *people*."

plow-horse: a horse used to pull a plow, a large digging tool, in farms

"Of course," said the *doctor*. "I'll get you some at once."

"I would like a pair like yours," said the *horse*—"only green. They'll keep the *sun* out of my eyes while I'm plowing the Fifty-Acre Field."

"Certainly," said the *doctor*. "Green ones you shall have. I'll have them for you next week. Come in again Tuesday—*Good morning!*"

excerpt from *The Story of Doctor Dolittle* by Hugh Lofting

In the extract, the italicised words are common nouns, the underlined words are proper nouns and the word *pair* is a collective noun.

A **common noun** is a general name for a person, a place, an animal, a thing or an idea.

Examples: • vet (person) • hill (place) • horse (animal) • spectacles (thing) • education (idea)

A **proper noun** is a special name for a person, a place, an animal or a thing. A proper noun always begins with a capital letter.

Examples: • John Dolittle (person) • Fifty-Acre Field (place) • Royal Bengal Tiger (animal) • *War and Peace* (thing)

A **collective noun** is a name for a collection of people, animals or things.

Examples: • a choir of singers (people) • a herd of deer (animals) • a pair of spectacles (things)

A collective noun can be used by itself or in a phrase.

Examples: • She put together *a band of musicians* to play at the event.
 • Have you heard this *band* play before?

Let us practise

A. Fill in the blanks to complete the clues of the crossword. Mention the type of nouns as well. Then fill in the crossword given on the next page.

Down

- The contestants of the dance show will be chosen by a panel of judges.
 type of noun: collective
- A movie has been made about the famous incident of a ship sinking in 1912, named _____.
 type of noun: _____
- A person who studies _____, an extinct group of reptiles, is called a palaeontologist.
 type of noun: _____
- _____ was once considered the ninth planet in our solar system, but now is called a dwarf planet.
 type of noun: _____

7. Ustad Zakir Hussain is a famous musician who plays the _____.
 type of noun: _____

Across

2. The man climbed the tree swiftly and chopped down a _____ of coconuts.

type of noun: _____

5. India has the second-highest _____ after China.

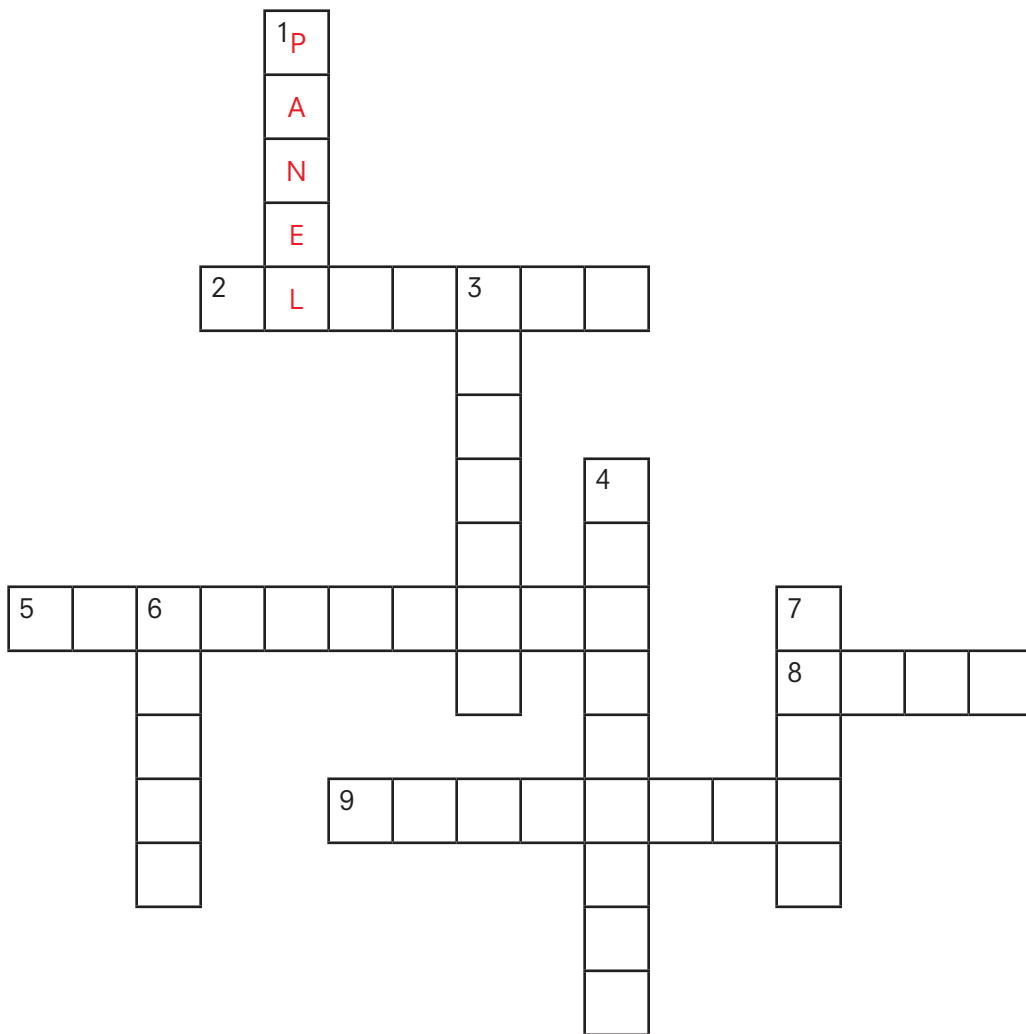
type of noun: _____

8. We did not clean the kitchen counter and by morning it was covered with an _____ of ants.

type of noun: _____

9. This monument in Agra is considered to be one of the Seven Wonders of the World. It is the _____.

type of noun: _____



Common nouns can be further classified into concrete nouns and abstract nouns.

A **concrete noun** names something that can be felt by at least one of our five senses touch, smell, hearing, sight and taste.

Examples: • cake • song • dust • star • blood

An **abstract noun** names something that can only be felt. It cannot be perceived by our five senses.

Examples: • knowledge • language • thought • honesty • pain

B. Classify these nouns and write them in the correct columns. Remember to capitalise wherever required.

police, wisdom, albert einstein, june, decade, coffee, scientist, science, health, thread, cash, india gate, music, galaxy, theory, sun, family, team, island, shock, new delhi, pacific ocean, floor, jury, judge, egypt, class, amazon river, *david copperfield* , faculty, assembly

proper noun	common noun		collective noun
	abstract noun	concrete noun	
Albert Einstein			

An abstract noun can be formed from common nouns, adjectives and verbs. We do so by adding suffixes. Sometimes we change the spelling of the words a little after adding the suffixes.

- child + -hood – childhood
- friend + -ship – friendship
- achieve + -ment – achievement
- attend + -ance – attendance
- prefer + -ence – preference
- expand + -sion – expansion
- examine + -tion – examination
- approve + -al – approval
- discover + -y – discovery
- vacant + -cy – vacancy
- absent + -ce – absence
- certain + -ty – certainty
- possible + -ity – possibility
- brave + -ry – bravery
- fail + -ure – failure
- great + -ness – greatness
- waste + -age – wastage
- weigh + -t – weight

- grow + -th – growth
- bore + -dom – boredom
- believe + -f – belief
- race + -ism – racism

C. Make abstract nouns from these words.

1. construct construction
2. calm _____
3. kind _____
4. conclude _____
5. convenient _____
6. democratic _____
7. satisfy _____
8. king _____

D. Use the abstract nouns from the previous exercise to fill in the blanks.

1. There is a lot of dust in my house because of the _____ next door.
2. Although there was _____ in the room, I felt uneasy.
3. Please return my call at your _____.
4. Aziz is known for the _____ he shows towards the street dogs.
5. The enemy forces attacked the king as soon as he stepped out of his _____.
6. The _____ of the essay was weak because it did not add to the strong points you had made in the earlier paragraphs.
7. India is a _____ because it has a government of the people, by the people, and for the people.
8. After working hard for two days, the painter finally looked at the finished painting with _____.



Abstract and concrete nouns can also be countable or uncountable.

Countable nouns are those that can be counted. Their quantity can be expressed with numbers.

Examples: • ten marks • thirty roses • thousand soldiers (concrete nouns)
 • one suggestion • five errors • seven skills (abstract nouns)

Uncountable nouns are those that cannot be counted.

Examples: • sand • ink • wood (concrete nouns)
 • joy • air • secrecy (abstract nouns)

Their quantity cannot be expressed with numbers. Instead, we use quantifiers to express their quantity.

Examples: • a lot of sand • a little ink • plenty of wood • much joy • less air • no secrecy

When we have to use a number with an uncountable noun, we use a countable noun as well.

Examples: • one bucket of sand • two bottles of ink • several stacks of wood • a few bundles of joy

We can use quantifiers with countable nouns as well.

• a number of apples
 • a few pieces

E. Circle the countable nouns and underline the uncountable nouns in these sentences.

- “Is there any evidence that he is lying?” asked the teacher.
- Please follow the rules. They are for your safety.
- You will need to do a lot of research to write a good speech.
- Can you look after your brother for an hour?
- I cannot listen to the podcast because my headphones are not working.
- My grandparents gave me sound advice about what I should do.
- Measure 100 grams of flour, a sprinkle of salt, half a cup of butter and enough water.
- Is there any accommodation in this village?
- To whom can I make a complaint about my lost luggage? I cannot find two suitcases and a handbag.
- This experiment looks like it needs a lot of concentration and effort.



Watch Out!

We can use some nouns as both countable and uncountable nouns.

Examples: • This box is made of recycled *paper*.
 • Do you have the required *papers*?

Some nouns are always used in their plural forms. This means that although they denote only one object, they are always used in the plural form.

Examples: • My *trousers* are loose.
 • His *belongings* have been taken away.
 • My *headphones* are not working.

F. Read each sentence. Is the italicised noun used as a countable noun or an uncountable noun? Write C for countable and U for uncountable.

- Can you bring me a clean *glass* please? C
- Be careful! That figure is made of *glass*.

podcast: a digital audio file available on the Internet which can be downloaded on any device

3. How much *time* did it take you to finish this question?
4. Have you watched this film many *times*?
5. I have to finish all the *work* before 6 p.m.
6. Can you name three *works* of Sudha Murty, who writes for children?

Let us listen

Listen to the birthday song. Then fill in the blanks to complete it.

Happy birthday to you,

Happy birthday to you,

Happy birthday, dear _____,

Happy birthday to you!

From good _____ and true,

From old _____ and new,

May good _____ go with you,

And _____ too.

One more _____ to light,

On your birthday _____,

Hope your _____ all come true,

Now let's celebrate.



Let us speak

Work in pairs. Take turns to ask and answer questions. Then identify the nouns and their types in the answers.

Student A: **What do your parents do?**

Student B: **My father is a doctor. My mother is an editor.**
common nouns: father, doctor, mother, editor

You can use some of these questions:

- What do you like to do when it is raining?
- Who is your best friend?
- What kind of books do you read?
- What games do you like to play?



Let us write

Choose any Indian monument and write a paragraph about it. Try to use as many different types of nouns as you can. Make a note of them once you have completed the paragraph.



Include these following details:

- location of the monument
- why it is famous
- the history behind it, if any
- if you have visited it
- what your opinion is about it
- the number of visitors it attracts

Activity

Work in pairs and play the noun game.

Flip a coin to decide who starts first. Look around the classroom. Say a noun. Your partner will say another noun beginning with the last letter of the noun you mentioned. Then you will say another noun that begins with the last letter of the noun your partner had said and so on.

Example: you: Mr Das

your partner: swing

you: grass

your partner: sunshine

The game ends when one of you cannot find and say a new noun or repeat one that has already been mentioned earlier.



I can recognise, understand and do the activities on the different kinds of nouns.



2

Pronouns

Get set

Read this joke.

Teacher: Say a pronoun and then make a sentence with it.

Mannat: Her

Teacher: Okay. Make a sentence now.

Mannat: Give her her book. It's hers.

Teacher: Excellent! Sid, you say a pronoun now.

Sid: Him

Teacher: Sentence?

Sid: Give him him book. It's hims.

Why is the joke funny?

Let us read

Read the passage and notice the italicised words.

Dorothy Gale lived on a farm in Kansas, with her Aunt Em and her Uncle Henry. *It* was not a big farm, nor a very good one, because sometimes the rain did not come when the crops needed *it*, and then everything **withered** and dried up. Once a **cyclone** had carried away Uncle Henry's house, so that *he* was **obliged** to build another; and as *he* was a poor man, *he* had to **mortgage** his farm to get the money to pay for the new house. Then his health became bad and *he* was too **feeble** to work. The doctor ordered *him* to take a sea **voyage** and *he* went to Australia and took Dorothy with *him*. That cost a lot of money, too.

excerpt from *The Emerald City of Oz* by L Frank Baum

In the passage, the italicised words are pronouns. **Pronouns** replace nouns.

withered: decayed

cyclone: a violent and destructive storm in which the wind moves very fast in a circular direction

obliged: be forced to do something

mortgage: offer something of value in order to borrow money from a bank or a similar organisation

feeble: very weak

voyage: a long journey

Pronouns are of different kinds.

A **personal pronoun** is used to refer to people, animals and things. It can be the subject or object in a sentence.

- Examples: • *I* am happy to meet *you*. • *It* is a magic trick.

A **possessive pronoun** indicates that something belongs to someone.

- Examples: • *Hers* is the red bag. • That book might be *mine*.

A **reflexive pronoun** is used to refer back to the subject.

- Examples: • I am making this cup of tea for *myself*.
 • The syrup will dissolve by *itself*.

Remember

Possessive pronouns are different from possessive adjectives as pronouns are not used before nouns.

- Examples: • This is *his* bag. (adjective)
 • This bag is *his*. (pronoun)

Reflexive pronouns are different from emphatic pronouns.

Emphatic pronouns place emphasis on the subject and are not essential to the sentence whereas reflexive pronouns are essential to bring out the meaning in a sentence.

- Examples: • She hurt *herself* while playing. (reflexive)
 • She *herself* admitted to her mistake. (emphatic) [This sentence will make the same sense if we remove *herself*.]

		personal pronouns		possessive pronouns	reflexive pronouns
		subject	object		
singular	first person	I	me	mine	myself
	second person	you	you	yours	yourself
	third person	he, she, it	him, her, it	his, hers	himself, herself, itself
plural	first person	we	us	ours	ourselves
	second person	you	you	yours	yourselves
	third person	they	them	theirs	themselves