Personal pronouns

Lesson 1: I / He / They  me / him / them

Grammar in context

1. A pronoun is a word that stands instead of a noun. Examples of personal pronouns are he, him, them. We use pronouns to avoid repeating nouns.

   • Mr Chan is a teacher. Mr Chan is 35 years old.
     ⇒ Mr Chan is a teacher. He is 35 years old.

   • What present will you buy for James?
     ⇒ What present will you buy for him?

2. A personal pronoun is a pronoun that represents the person or thing that you are talking about. There are three types of personal pronouns:
   i. First person — the speaker(s). We use I (singular) or we (plural).
   ii. Second person — the person(s) the speaker is directly talking to. We use you (both singular and plural).
   iii. Third person — a person or thing that the speaker is talking about. We use he (male, singular), she (female, singular), or it (thing, or gender not mentioned, singular) or they (plural).

3. Subject and object pronouns

<table>
<thead>
<tr>
<th></th>
<th>Subject</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>I / we</td>
<td>me / us</td>
</tr>
<tr>
<td>2nd person</td>
<td>you / you</td>
<td>you / you</td>
</tr>
<tr>
<td>3rd person</td>
<td>he / she / it / they</td>
<td>him / her / it / them</td>
</tr>
</tbody>
</table>

The subject comes before the verb.
• I am happy when I am playing on my computer.
• Can you switch the television off, please?

The object comes after the verb.
• Please help me.  • Don’t tell us yet.
Lesson 2: it / one / you I / me they / them

Grammar in context

1. We use the subject *it* to:
   i. talk about the weather.
      • *It’s* raining again.
   ii. talk about time.
      • *It’s* 3:00 p.m.
   iii. talk about a distance.
      • *It’s* 200 metres to the bus stop.
   iv. identify people.
      • Who’s at the door? *It’s* me!
   v. describe an event or situation.
      • Our money got stolen and *it* ruined our holiday!

2. We can use *one* or *you* to refer to people in general.
   *One* is formal and used in written English.
   • Education can bring *one* important knowledge.

   *You* is used more generally.
   • If *you* are feeling tired, then go out for a walk.

Note

The subject should be used before verbs:
• My friend and *I* (*NOT* me) *can* come.

The object should be used after verbs and prepositions:
• They have invited *my* mother, *my* father and *me* (*NOT* I) to the party.
• Best wishes *from* Mary and *me* (*NOT* I).

Note

We can also use *they* and *them*, *their* and *theirs* (see Day 3 Lesson 2) to refer to a person:
• Anyone can learn a foreign language if *they* want to.

We sometimes use *she* to talk about boats or ships.
• The Titanic never arrived. *She* sank after hitting an iceberg.
Grammar in Practice

I. Fill in the blanks with the correct forms of the verbs in brackets. Time: 5 min

1. Sue ___________ (watch) television last night.
2. Harry ___________ (go) to London when he was eight.
3. I ___________ (tell) him yesterday not to come.
4. I ___________ (know) he was wrong.
5. I ___________ (get) up at 7:00 a.m. this morning.
6. I ___________ (see) my cousins in Shanghai last year.
7. Dad ___________ (cook) lunch for us on Saturday.
8. I ___________ (take) my new friends to the party.
9. They ___________ (think) of buying a red car.
10. My aunt ___________ (come) to our house a month ago.

II. Write a story of about 100 words using the following words. Put them in any order you like. Use the simple past tense. The beginning has been given to you. Time: 10 min

We lived in a house by a river.

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Grammar in Practice

I. You hear a conversation between Mary and Jane. Circle the correct words to complete the following dialogue. 

Mary: Did you meet (1. anyone / someone) nice at the party?
Jane: Yes. I met this nice guy. He’s a great dancer, and he taught me how to dance.
Mary: Did you go (2. anywhere / somewhere) after the party?
Jane: Yes, he invited me to have (3. any / some) dessert at a café.
Mary: He sounds fantastic — has he got (4. any / some) brothers?
Jane: No, I don’t think he has (5. any / some) brothers.

II. Kathy is unsure whether to use any or some in the following sentences. Help her circle the correct words.

1. We’ve hardly got (any / some) yoghurt left in the fridge.
2. Mr Lam lived in Taiwan for (any / some) 10 years.
3. I can hear someone outside: ‘Is (anyone / someone) there?’
4. I can still hear an odd noise: (anything / something) strange is going on.
5. I’ll take my friends (anywhere / somewhere) they want.
6. I will ask my parents if I have (any / some) questions.
7. Mrs So worked 15 hours a day and raised six children. That was (any / some) tough woman!
8. Mary’s grandmother passed away (any / some) years ago.

Keep going!
### List of tests and related topics:

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<th>Test</th>
<th>Related topic</th>
<th>Day</th>
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<td></td>
<td>Possessive nouns, possessive adjectives and</td>
<td>3 (p.10)</td>
</tr>
<tr>
<td></td>
<td>possessive pronouns</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Simple present tense</td>
<td>2 (p.6)</td>
</tr>
<tr>
<td></td>
<td>Simple past tense</td>
<td>4 (p.14)</td>
</tr>
<tr>
<td>3</td>
<td>Simple present tense</td>
<td>2 (p.6)</td>
</tr>
<tr>
<td></td>
<td>Simple past tense</td>
<td>4 (p.14)</td>
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<td></td>
<td>Present continuous tense</td>
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<td></td>
<td>Simple future tense</td>
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<td>6</td>
<td>Adjectives</td>
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<td></td>
<td>Adverbs of manner and degree</td>
<td>13 (p.50)</td>
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<td>7</td>
<td>Gerunds and to-infinitives</td>
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<td>8</td>
<td>Quantifiers</td>
<td>12 (p.46)</td>
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<td>9</td>
<td>Conjunctions</td>
<td>14 (p.54)</td>
</tr>
</tbody>
</table>

### Test 1

Jeff has visited friends in London. He is now back home in Hong Kong and is writing an e-mail to thank his host family for looking after him during his visit. Unfortunately he is unsure whether to use the personal pronouns (e.g. *I, me, you*), possessive nouns (e.g. *Jeff’s*), possessive adjectives (e.g. *my, his*) or possessive pronouns (e.g. *mine, hers*). Help him underline the mistakes and write the correct words above them. The first one has been done for you.

I am writing to **me** to say thank **him** very much for showing **I** such a good time when us visited you in London. We made you very welcome in his flat and us had a great time. She especially enjoyed visiting all of the sights: the London Eye, Tower Bridge and the British Museum. Londons’ sights are so many that its’ impossible for visitors to see they all in two weeks. Mine hope that me can visit you again soon and see more of London.

**Time limit: 7 min**

**Score:** _______ / 13
Test 8

Madge and Robert want to redecorate their living room, so they go to a DIY shop. Read the dialogue between them and the shopkeeper. Circle the correct words.

Robert: Do you have (1. some / any) pearl-effect paint, please? We want to redecorate our living room.

Shopkeeper: I’m sorry we haven’t got (2. some / any), but we have (3. any / some) pearl spray paint. Is that OK?

Madge: No, we want pearl-effect paint. We saw a programme on television that said how good it was. Where do you think we can get (4. some / any)?

Shopkeeper: I’m not sure whether (5. any / some) paint manufacturers still make that kind of paint. Most paint shops don’t have (6. any / some).

Test 9

Amy is writing a passage but she is unsure whether to use and, or or but in the sentences. Help her fill in the correct words.

The output of factories in Country X continues to increase, (1) ______________ the increase shows no signs of stopping. Last year, output increased by 5%, (2) ______________ this year managers say that output may reach 8%. This means that consumers are now faced with the two products (3) ______________ need to decide whether to choose product A (4) ______________ product B.

Self-assessment

Check your scores from Tests 1-9 and find out how well you have done.
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### Day 2  Simple present tense

#### Subject Verb to be

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb to be</th>
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<tbody>
<tr>
<td>I</td>
<td>am / 'm</td>
</tr>
<tr>
<td>You / We / They</td>
<td>are / 're</td>
</tr>
<tr>
<td>He / She / It</td>
<td>is / 's</td>
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#### Singular & Plural

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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>I look</td>
<td>we look</td>
</tr>
<tr>
<td>2nd person</td>
<td>you look</td>
<td>you look</td>
</tr>
<tr>
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<td>he / she / it looks</td>
<td>they look</td>
</tr>
</tbody>
</table>

#### Verb Action Example

<table>
<thead>
<tr>
<th>Ending in -ch, -sh, -ss, -zz, -x</th>
<th>+ -es</th>
<th>teach ⇒ teaches</th>
<th>wash ⇒ washes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ending in -y</td>
<td>-y + -s</td>
<td>kiss ⇒ kisses</td>
<td>buzz ⇒ buzzes</td>
</tr>
<tr>
<td>Ending in consonant + -y</td>
<td>-y ⇒ + -ies</td>
<td>fix ⇒ fixes</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th></th>
<th></th>
<th>study ⇒ studies</th>
<th>cry ⇒ cries</th>
</tr>
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</table>