



CHAPTER 6

Nouns and Pronouns

Overview

This chapter begins with the basic parts of a simple sentence, leading students to identify the parts with the traditional grammatical terms “subject,” “verb,” “object,” “preposition,” and “object of a preposition.” These terms are used in the charts and exercises in the rest of the student book. The basic notions of countability and plurality are introduced, as well as some commonly used irregular forms.

□ EXERCISE 1, p. 158. Let’s talk: small groups.

If you don’t have much time, shorten the exercise or limit the number of nouns to three per item.

EXPANSION: You could make this a game by dividing students into teams and giving them just one minute per item to come up with a list of nouns. The team with the highest number of correct nouns wins.

CHART 6-1: NOUNS: SUBJECTS AND OBJECTS

- The purpose of this section is to introduce basic terms that will be used throughout the rest of the book. Most grammar books use these same terms. There are two types of terms: “categories” and “functions.” “Noun” is a grammatical category; “subject” is one of the functions (or uses) of a noun in a sentence. “Verb” is both a category and a function; verbs are further divided into types such as “transitive” and “intransitive,” which are usually identified in dictionaries. “Prepositions” and “prepositional phrases” are categories which have a variety of functions, but those functions are not important in this lesson.
- The important point for learners is that these grammatical units work together to communicate meanings from one person to another. They follow a certain predictable order in English that students benefit from learning and understanding.
- **WORKBOOK:** For additional exercises based on Chart 6-1, see *Workbook* Practices 1–7.

□ EXERCISE 2, p. 159. Noun practice. (Chart 6-1)

This is a quick review of nouns, verbs, and adjectives. Students should not have trouble with this. If there are questions, take a few minutes to review Charts 1-1 and 1-6 with your class.

NOUNS: dog, eyes, English, mathematics, flowers, juice, Paris

□ EXERCISE 3, p. 159. Sentence practice. (Chart 6-1)

Initially, some learners may be confused by this exercise because it can present them with a completely different way of looking at a sentence. They might like to work it out in small groups and talk over their solutions. This is an excellent way to deepen everyone's understanding. A thorough understanding of the grammar in this exercise will greatly benefit students as they work their way through the rest of the text — and the mysteries of English. You may want to work through items 1–7 in class and assign the rest as homework.

This exercise sneaks in the concept of parallel structure (in items 8, 9, 10, and 12). Point out that two nouns connected by *and* can function as a subject or object.

EXPANSION: For further practice, make up your own simple sentences, using only simple present and present progressive verbs.

ANSWERS:

3. | Children | like | candy | (none) | (none) |
 subj. verb obj. of verb prep. obj. of prep.
4. | The teacher | is erasing | the board | with | her hand |
 subj. verb obj. of verb prep. obj. of prep.
5. | Mike | lives | (none) | in | Africa |
 subj. verb obj. of verb prep. obj. of prep.
6. | The sun | is shining | (none) | (none) | (none) |
 subj. verb obj. of verb prep. obj. of prep.
7. | Robert | is reading | a book | about | butterflies |
 subj. verb obj. of verb prep. obj. of prep.
8. | Tom and Ann | live | (none) | with | their parents |
 subj. verb obj. of verb prep. obj. of prep.
9. | Monkeys | eat | fruit and insects | (none) | (none) |
 subj. verb obj. of verb prep. obj. of prep.
10. | Mary and Bob | help | Sue | with | her homework |
 subj. verb obj. of verb prep. obj. of prep.
11. | Ships | sail | (none) | across | the ocean |
 subj. verb obj. of verb prep. obj. of prep.
12. | Water | contains | hydrogen and oxygen | (none) | (none) |
 subj. verb obj. of verb prep. obj. of prep.

CHART 6-2: ADJECTIVE + NOUN

- “Adjective” is another grammatical category; its function is the modification of nouns. Most adjectives in English come before a noun, which may be different from the word order in your students’ languages. The other normal location for an adjective is after the main verb *be*; in this case, *be* is a “linking verb” which links the subject noun with its adjective modifier; *be* is like the equals sign (=) in an equation: *The weather = cold.*
- Students were introduced to the term “adjective” in Chapter 1. This chart expands upon that information a bit. It includes many of the adjectives used in Chapter 1 and also introduces some new vocabulary. Students will encounter adjectives again in Chapter 14.
- Note that the first two columns of “common adjectives” in Chart 6-2 are pairs with opposite meanings. Take time to discuss any unfamiliar words in this list. Demonstrate them or use them in sentences for the students. Ask them leading questions using adjectives, such as “What is your favorite food?” or “What color is a ripe banana?”
- See if the class can come up with a few other adjectives to add to the list.
- **WORKBOOK:** For additional exercises based on Chart 6-2, see *Workbook* Practices 8–13.

□ EXERCISE 4, p. 161. Sentence practice. (Chart 6-2)

You may want to work through a few of these with your class and assign the rest as homework.

Some students may recall that *my* (item 2) and *her* (item 4) are possessive adjectives (see Chart 2-5, p. 33, in the student book). This category is not included in this exercise, but you might want to remind students of it.

ANSWERS:

- | | |
|---|---|
| 2. sister = <i>noun</i>
beautiful = <i>adjective</i>
house = <i>noun</i> | 8. Heavy = <i>adjective</i>
traffic = <i>noun</i>
noisy = <i>adjective</i>
streets = <i>noun</i> |
| 3. Italian = <i>adjective</i>
restaurant = <i>noun</i> | 9. Poverty = <i>noun</i>
serious = <i>adjective</i>
problems = <i>noun</i>
world = <i>noun</i> |
| 4. Maria = <i>noun</i>
favorite = <i>adjective</i>
songs = <i>noun</i>
shower = <i>noun</i> | 10. Young = <i>adjective</i>
people = <i>noun</i>
interesting = <i>adjective</i>
ideas = <i>noun</i>
modern = <i>adjective</i>
music = <i>noun</i> |
| 5. Olga = <i>noun</i>
American = <i>adjective</i>
hamburgers = <i>noun</i> | |
| 6. sour = <i>adjective</i>
apples = <i>noun</i>
sweet = <i>adjective</i>
fruit = <i>noun</i> | |
| 7. Political = <i>adjective</i>
leaders = <i>noun</i>
important = <i>adjective</i>
decisions = <i>noun</i> | |

□ EXERCISE 5, p. 162. Let's talk: small groups. (Chart 6-2)

Give students a few minutes to think of some opinions before you ask for their responses. If giving an opinion seems embarrassing to them, give them permission to say what "some people" think, or allow them to not tell the truth.

In items 5, 6, and 8 there is a choice between *a* and *an*. This was explained in Chart 1-1, but students may need to be reminded of the difference.

SAMPLE COMPLETIONS: 2. hot, spicy, cold, frozen, fried, broiled, Italian, Thai, etc.
3. honest, strong, generous, intelligent, courageous, trustworthy, truthful, etc.
4. Rude, impolite, unkind, cruel, dishonest, selfish, etc. 5. large/big, serious, common, widespread, significant, undeniable, etc. 6. good, bad, terrible, funny, wonderful, odd, strange, terrific, unforgettable, interesting, etc. 7. large/big, noisy, polluted, dirty, crowded, impoverished, ugly, etc. 8. early, late, delicious, quick, frozen, Greek, horrible, marvelous, great, etc.

□ EXERCISE 6, p. 162. Sentence practice. (Chart 6-2)

You can work through a few of the items in class and assign the rest as homework.

The "use" of a noun is its grammatical function in a sentence.

ANSWERS: 2. Jack = a noun used as the subject; radio = a noun used as the object of the verb "have"; car = a noun used as the object of the preposition "in" 3. Monkeys, apes = nouns used as the subject; thumbs = a noun used as the object of the verb "have" 4. Janet = a noun used as the subject; office = a noun used as the object of the preposition "in" 5. Scientists = a noun used as the subject; origin = a noun used as the object of the preposition "on"; earth = a noun used as the object of the preposition "of" 6. Egypt = a noun used as the subject; summers, winters = nouns used as objects of the verb "has" 7. farmers = a noun used as the subject; villages = a noun used as the object of the preposition "in"; fields = a noun used as the object of the preposition "near" 8. cities = a noun used as the subject; problems = a noun used as the object of the verb "face" 9. problems = a noun used as the subject; poverty, pollution, crime = nouns used as objects of the verb "include" 10. hour = a noun used as the subject; minutes = a noun used as the object of the preposition "of"; day = a noun used as the subject; minutes = a noun used as the object of the preposition "of" [Yes, there are 1440 minutes in a day. $60 \times 24 = 1440$.]

□ EXERCISE 7, p. 163. Let's talk: small groups. (Chart 6-2)

This exercise can be as short or as long as you want. At the end, students will have a list of countries and the adjective for each country. Students enjoy talking about foods, and this is a natural context for use of the adjective.

EXPANSION: You could also have students make a list of languages for the countries they name. In some cases, the language is the same as the adjective; in other cases it's different (e.g., *Egypt = Arabic; Mexico = Spanish*).

SAMPLE ANSWERS: 2. (Mexico)/Mexican
3.–8. France/French Japan/Japanese
Egypt/Egyptian Korea/Korean
Indonesia/Indonesian Malaysia/Malaysian
Italy/Italian America/American

CHART 6-3: SUBJECT PRONOUNS AND OBJECT PRONOUNS

- The pronouns are listed in the traditional order: (a) and (b) first-person singular; (c) and (d) second-person singular; (e)–(j) third-person singular; (k) and (l) first-person plural; (m) and (n) second-person plural; (o) and (p) third-person plural. The term “first person” indicates the speaker/writer; the “second person” is someone who is spoken/written to; the “third person” is someone spoken/written about.
- Speakers of some languages may find it odd that English uses *he* for male and *she* for female but only *they* for the plural form with no distinction between the genders.
- **WORKBOOK:** For additional exercises based on Chart 6-3, see *Workbook* Practices 14–21.

□ EXERCISE 8, p. 164. Sentence practice. (Chart 6-3)

This exercise can be done in class or assigned as homework. Ask students to identify the antecedents. You could introduce the term “antecedent” if you wish, or simply use the verb *refer* to ask leading questions (e.g., “In item 1, what nouns do *he* and *her* refer to?”).

ANSWERS: 2. She . . . him 3. They . . . her 4. They . . . him 5. He . . . her
6. She . . . them 7. He . . . them 8. They . . . them

□ EXERCISE 9, p. 165. Sentence practice. (Chart 6-3)

This exercise can be done in class or assigned as homework. In this exercise, you may need to tell students if a name is for a male or a female. The text uses a core of common English names that students will encounter over and over, but at this point they may be unfamiliar with some of the names.

ANSWERS: 2. them 3. it 4. He 5. him 6. her . . . She . . . I
7. them. They 8. us 9. It 10. We . . . it

□ EXERCISE 10, p. 165. Let’s talk: find someone who (Chart 6-3)

Point out that *it* and *them* are not optional and cannot be omitted here.

QUESTIONS: When do you . . . 1. do it? 2. visit them? 3. read them?
4. talk to her? 5. watch it? 6. buy them? 7. wear them? 8. use it?

□ EXERCISE 11, p. 166. Sentence practice. (Chart 6-3)

This exercise can be done in class or assigned as homework.

ANSWERS: 2. it . . . It 3. we . . . I . . . you 4. they . . . They . . . them
5. it. It 6. he . . . him

□ EXERCISE 12, p. 166. Listening practice. (Chart 6-3)

It’s more important that students hear these reduced forms than pronounce them. In fact, in the early stages of language learning, it can sound strange for students to use reduced speech because they haven’t yet grasped the basics of stress and rhythm of English (which is integral to reduced speech).

NOTE: In item 4 (*There's Bill and Julie*), notice that “There’s” + a plural subject is frequently heard in spoken English. Although very common, it is generally not considered to be grammatically correct. It has been included to give students more exposure to authentic spoken discourse.

□ EXERCISE 13, p. 167. Listening. (Chart 6-3)

Words like *her* and *him* may at first glance appear easy to understand, but when spoken with reduced speech, they are actually quite difficult to hear clearly (even for more proficient students). Encourage your students not to give up. Hearing these words accurately will take lots of exposure to and practice with English.

ANSWERS:

1. A: I are going . . . with us
B: I are going . . . We need to
2. B: It's . . . know her? She's from
A: know her . . . with her
B: we enjoy . . . visit us . . . you
A: I'd like
3. they do . . . them . . . He's . . . him

CHART 6-4: NOUNS: SINGULAR AND PLURAL

- In Chapter 3, students learned the spelling and pronunciation of verbs that end in *-s/-es*. This chart presents the spelling of nouns that end in *-s/-es*. Examples (d) and (f) present new information. The other examples represent spelling rules students were introduced to in Chapter 3.
- The pronunciation of final *-s/-es* follows the same rules presented in Chapter 3 in Charts 3-5, 3-6, and 3-8. In (a), point out the two pronunciations of final *-s*: /z/ and /s/ (pen/z/, apple/z/, cup/s/, elephant/s/). Example (e) gives the third possible pronunciation of final *-s/-es*: /əz/.
- **WORKBOOK:** For additional exercises based on Chart 6-4, see *Workbook* Practices 22–25.

□ EXERCISE 14, p. 168. Sentence practice. (Chart 6-4)

This exercise can be done in class or assigned as homework. Discuss the meaning, spelling, and pronunciation of each answer when you correct the exercise.

LIST A ANSWERS: 2. countries 3. babies 4. keys 5. cities 6. parties
7. trays 8. dictionaries 9. ladies 10. Cowboys

LIST B ANSWERS: 11. leaves 12. wives 13. lives 14. thieves 15. knives

LIST C ANSWERS: 16. glasses 17. sexes 18. dishes 19. taxes
20. bushes 21. matches 22. tomatoes 23. potatoes 24. sandwiches
25. classes 26. zoos

□ EXERCISE 15, p. 170. Pronunciation practice. (Chart 6-4)

TEACHING SUGGESTIONS: Review the meaning of “voiced” and “voiceless” sounds. You could model one or two examples in each list and then play the audio (or simply have the class repeat the words after you). Unless you have an advanced beginning class, it’s more important that your students be able to produce an ending that approximates /s/ and /z/ rather than pronounce it like a native speaker.

□ EXERCISES 16 and 17, pp. 171–172. Listening. (Chart 6-4)

Both exercises test students’ ability to hear plural noun endings. Exercise 16 requires them to listen to single words for plural noun endings, whereas in Exercise 17 they are asked to identify the plural nouns within a sentence. Your students may want to practice the pronunciation, but accuracy in pronunciation should not be the emphasis; it’s more important at this stage that they hear the endings correctly.

EX. 16 ANSWERS: 2. table 3. face 4. hats 5. offices 6. boxes
7. package 8. chairs 9. edge 10. tops

EX. 17 ANSWERS: 2. places 3. sandwich 4. sentences 5. apple
6. exercise 7. pieces 8. roses 9. bush 10. college

□ EXERCISE 18, p. 172. Pronunciation practice. (Chart 6-4)

This exercise has two parts: (1) identifying plural nouns, and (2) pronouncing them correctly. In item 7, *people* and *feet* are also plural nouns, but have not been included here because they’re irregular. Irregular plural nouns will be explained in Chart 6-5.

TEACHING SUGGESTIONS: In class, students can work in pairs, but you should review the plural nouns with the whole group so that everyone can check the pronunciations.

If you have a language lab, you could record these sentences so that students could practice their pronunciation.

PLURAL NOUNS: 1. students /s/ . . . books /s/ . . . backpacks /z/ 2. stores /z/ . . . sizes /əz/ . . . clothes /z/ 3. cats /s/ . . . dogs /z/ 4. teachers /z/ . . . offices /əz/
5. Engineers /z/ . . . bridges /əz/ 6. tigers /z/, monkeys /z/, birds /z/, elephants /s/, bears /z/ . . . snakes /s/ 7. ears /z/ . . . eyes /z/ . . . arms /z/ . . . hands /z/ . . . legs /z/
8. tables /z/ . . . tables /z/ . . . edges /əz/ 9. pages /əz/ 10. apples /z/, bananas /z/, strawberries /z/ . . . peaches /əz/ 11. cockroaches /əz/

CHART 6-5: NOUNS: IRREGULAR PLURAL FORMS

- The most frequent irregular forms are given in this chart.
- Another common plural that fits into the category with (g) *sheep* and (h) *fish* (no change for the plural) is *deer*.
- The word *people* seems difficult for many learners to use correctly. In English, this is a plural word like *women*, *children*, or *men*. It has no singular form. In the singular, one would use *a man*, *a woman*, *a child*, *a person*.

NOTE: The subject-verb agreement in the footnote under Chart 6-5, p. 173, in the student book might be confusing. *People is always plural* means the word *people*. The word *people* is one item; therefore, the verb in the footnote is singular. However, when we are talking about *people* (many persons), then the verb must be plural.

- The spelling of *woman* and *women* changes in the second syllable. However, the pronunciation changes in the first syllable: *woman* /wʊmən/; *women* /wɪmən/. This strange phenomenon is the result of changes during the historical development of the English language.
- **WORKBOOK:** For additional exercises based on Chart 6-5, see *Workbook* Practice 26.

□ EXERCISE 19, p. 173. Game. (Chart 6-5)

This game can challenge your more advanced and competitive students while still being fun for the less advanced.

Students can work in small groups or alone. They can use their dictionaries or not, as you wish.

TEACHING SUGGESTIONS: During discussion, you could have students simply call out answers. Or you could have groups write their lists on the board. Another possibility would be to have students first work alone, then form groups where they pool their answers and try to come up with a noun for as many letters of the alphabet as possible. The group that has the most answers “wins.”

Be sure to stress that all the answers students come up with are called “nouns.” At this point, students should be quite familiar and comfortable with that term.

□ EXERCISE 20, p. 175. Let’s talk: class activity. (Chart 6-5)

TEACHING SUGGESTIONS: For variation, you could divide the class into two halves and have them alternate in responding to your cues: one half answering items 1, 3, 5, etc., and the other half answering items 2, 4, 6, etc.

Another possibility would be pairwork or small groups, with one student in each group acting as leader with his/her book open.

ANSWERS:

- | | | |
|---------------|-------------------|----------------------------|
| 2. two women | 10. two bananas | 17. two knives |
| 3. two teeth | 11. two children | 18. two sexes |
| 4. two feet | 12. two desks | 19. two girls |
| 5. two men | 13. two sentences | 20. two exercises |
| 6. two mice | 14. two men | 21. two teeth |
| 7. two fish | 15. two oranges | 22. two women |
| 8. two pages | 16. two feet | 23. two boys and two women |
| 9. two places | | |

□ EXERCISE 21, p. 175. Review. (Chapter 6)

TEACHING SUGGESTION: You could call out the grammatical term, and a student could say the word(s) that has/have that particular function in the sentence.

ANSWERS:

2. | Anita | carries | her books | in | her backpack |
subj. verb obj. prep. obj. of prep.
3. | Snow | falls | (none) | (none) | (none) |
subj. verb obj. prep. obj. of prep.
4. | Monkeys | sleep | (none) | in | trees |
subj. verb obj. prep. obj. of prep.
5. | The teacher | is writing | words | on | the chalkboard |
subj. verb obj. prep. obj. of prep.
6. | I | like | apples | (none) | (none) |
subj. verb obj. prep. obj. of prep.

□ EXERCISE 22, p. 176. Review. (Chapter 6)

All along, your students have been learning what a “complete sentence” is in English. Now they have a term for it. Define the word *complete* for them.

- ANSWERS: 4. This class ends at two o'clock. 5. *Inc.* 6. My mother works.
7. *Inc.* 8. My mother works in an office. 9. Does your brother have a job?
10. *Inc.* 11. Rain falls. 12. My sister lives in an apartment. 13. *Inc.*
14. The apartment has two bedrooms. 15. *Inc.* 16. *Inc.*

□ EXERCISE 23, p. 177. Review. (Chart 6-3)

This is a review of subject and object pronouns.

- ANSWERS: 2. B 3. C 4. C 5. C 6. A 7. D 8. B 9. B
10. A

□ EXERCISE 24, p. 178. Chapter review: error analysis. (Chapter 6)

Most students enjoy the challenge of using their knowledge of English grammar to correct errors in this kind of exercise.

- ANSWERS: 2. Our teacher gives difficult tests. 3. Alex helps Mike and me.
4. Babies cry. 5. Mike and Tom live in an apartment. 6. There are seven women
in this class. 7. There are nineteen people in my class. 8. Olga and Ivan have
three children. 9. There are twenty classrooms in this building. 10. Mr. Jones is
our teacher. I like him very much.