



# CHAPTER 14

## Nouns and Modifiers

### Overview

This chapter deals with many ways to modify a noun. It begins with the terminology “adjective” and “noun”; then it shows that a noun can modify another noun. Students learn the order of nouns and their modifiers, some of which come before and some of which follow the noun. Next, students practice using multiple modifiers and learn some new vocabulary. This is followed by practice with phrases of quantity that modify nouns. Students then study how to solve subject-verb agreement problems that arise when they use these phrases. Indefinite pronouns and the use of *every* follow. Finally, students are introduced to the way adjectives are used with linking verbs and how common adverbs are contrasted with adjectives.

#### □ EXERCISE 1, p. 405. Noun and adjective practice.

This exercise is a quick review of what students already know about nouns and adjectives. It can be done in class. Its purpose is to check on students’ understanding of the grammar terms “noun” and “adjective” before proceeding with the chapter.

ANSWERS: 3. ADJ 4. NOUN 5. NOUN 6. NOUN 7. ADJ 8. NOUN  
9. ADJ 10. NOUN 11. ADJ 12. NOUN

#### CHART 14-1: MODIFYING NOUNS WITH ADJECTIVES AND NOUNS

- The word *modify* is explained in Chart 6-2, p. 161, in the student book.
- One unusual feature of English is that a noun can modify another noun. These nouns are called “noun adjuncts” and do not add any letters or sounds. Call attention to the incorrect example in (c) where the modifier has been given a plural form. Making a noun adjunct plural is a common error. (The explanation in the text says that a modifying noun is *always* singular. The authors should, and indeed do, know better than to use *always* or *never* when explaining English grammar! There are exceptions, of course, one of which is *sports* in *a sports car*, *a sports jacket*, etc.)
- The order of modifiers is shown in Chart 14-2, p. 410, in the student book.
- WORKBOOK: For additional exercises based on Chart 14-1, see *Workbook Practices* 1–6.

□ EXERCISE 2, p. 406. Sentence practice. (Chart 14-1)

Whether students do this exercise in class or as homework, they may encounter new vocabulary, so check students' comprehension as you review the answers.

ANSWERS:

ADJ		NOUN
2. wise	→	woman
3. native	→	language
4. busy	→	waitress
empty	→	cup
5. young	→	man
heavy	→	suitcase
6. uncomfortable	→	chair
7. international	→	news
front	→	page
8. wonderful	→	man

□ EXERCISE 3, p. 406. Sentence practice. (Chart 14-1)

Nouns modifying other nouns (noun adjuncts) are a common feature in English. Exercises 3–7 give plenty of practice with these modifiers. Exercise 3 can be done in class or assigned as homework.

In a related structure, a noun adjunct is attached to the noun it modifies, resulting in a compound noun (e.g., *bookstore*, *textbook*, *moonlight*, *mailman*). The student book does not deal with compound nouns, but you may choose to mention this phenomenon. If students want to know if a word such as *bookstore* is one word or two words, they simply need to consult their dictionaries.

The following examples are fun — but they can be confusing.

*Chocolate milk is a delicious drink. (Chocolate modifies milk.)*

*Milk chocolate is a delicious kind of candy. (Milk modifies chocolate.)*

ANSWERS:

ADJ		NOUN
2. new	→	CDs
music	→	store
3. train	→	station
4. Vegetable	→	soup
5. movie	→	theater
furniture	→	store
6. lunch	→	menu
7. traffic	→	light
8. business	→	card

□ EXERCISE 4, p. 406. Listening. (Chart 14-1)

You may need to play the audio more than once.

*EXPANSION:* Write some of the nouns on the board: *chicken*, *car*, etc. Ask students to brainstorm other noun-adjective or noun-noun combinations with the given words.

ANSWERS: 1. ADJ 2. NOUN 3. NOUN 4. ADJ 5. ADJ 6. NOUN  
7. ADJ 8. ADJ 9. NOUN 10. ADJ

□ EXERCISE 5, p. 407. Sentence practice. (Chart 14-1)

You may want to do this exercise orally in class and then have students write it as homework. Point out that the modifier is not plural even though the noun it modifies may be plural. Also, the modifier is usually spoken with more stress (higher pitch) than the noun.

In item 1, *vases* = AmE /vesəz/; BrE /vazəz/.

ANSWERS: 3. a newspaper story. 4. hotel rooms. 5. an office worker.  
6. a price tag. 7. a computer room. 8. airplane seats. 9. a park bench.  
10. bean soup.

□ EXERCISE 6, p. 407. Let's talk: small groups. (Chart 14-1)

In item 5, the noun *official* is spoken with more stress. In all other items, it is the modifier that is spoken with more stress.

ANSWERS: 2. store. 3. class. 4. race. 5. official. 6. soup.  
7. program. 8. trip. 9. keys. 10. tickets. 11. room. 12. number.

□ EXERCISE 7, p. 409. Sentence practice. (Chart 14-1)

You could work through a few of the items in class and assign the rest as homework. This exercise helps students learn to differentiate between noun-noun combinations and adjectives. Point out that the adjective precedes both nouns.

ANSWERS: 2. good television program. 3. dangerous mountain road. 4. bad automobile accident.  
5. interesting magazine article. 6. delicious vegetable soup.  
7. funny birthday card. 8. narrow airplane seats.

### CHART 14-2: WORD ORDER OF ADJECTIVES

- When more than one adjective modifies a noun, English prefers a specific sequence. This chart and the following exercises introduce that sequence.
- In the authors' experience, the word order of adjectives is not a major problem for students in their spontaneous usage, but the teaching of this word order can sometimes force errors. The authors are not sure how to avoid this, other than to treat this unit as "information you can reference" as opposed to "information you must memorize."
- The term "opinion adjective" is used in this textbook. Other grammar books may use other terms for this, such as "descriptive" or "evaluative" adjective. The point to learn is that such adjectives express the speaker's/writer's opinion. *Beautiful* is an opinion; *red* is not.
- Adjectives can be divided into eighteen or more categories, but the six in this chart are the most useful to learn.
- Note that commas are not used between adjectives in different categories. However, more than one adjective in a category can modify a noun; in that case, commas are necessary between the adjectives within that same category, e.g., *She bought a beautiful, expensive old glass vase.*
- WORKBOOK: For additional exercises based on Chart 14-2, see *Workbook* Practices 7 and 8.

□ EXERCISE 8, p. 410. Adjective practice. (Chart 14-2)

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

*TEACHING SUGGESTIONS:* If done in class, give students enough time to work out their answers; then have them check their answers with a partner and discuss any questions that arise. Remind them that nationalities begin with a capital letter. It's a good idea for everyone to say these phrases aloud; you may want to lead the class in choral repetition of the answers.

**ANSWERS:** 2. delicious Thai 3. small red 4. big old brown 5. narrow dirt  
6. serious young 7. beautiful long black 8. famous old Chinese 9. thin  
brown leather 10. wonderful old Native American

□ EXERCISE 9, p. 411. Sentence practice. (Chart 14-2)

This exercise can be done in class or assigned as homework. The choice of *a* or *an* in items 4, 5, 7, and 8 depends on the first sound of the word following the article.

**ANSWERS:** 2. Asian 3. leather 4. an unhappy 5. a soft 6. brick  
7. an important 8. a polite 9. coffee 10. Canadian

□ EXERCISE 10, p. 412. Sentence practice. (Chart 14-2)

You may want your class to work in small groups. Students can use their imagination to add interesting words to these items. The sample completions here are only some possibilities. Your students may think of other answers that are just as good.

The choice of *a* or *an* in items 2, 6, and 9 depends on the first sound of the word following the article.

□ EXERCISE 11, p. 413. Sentence practice. (Chart 14-2)

This is a review of structures taught thus far in Chapter 14. You may want to do a few items in class and assign the rest as homework. Remind students that some sentences have no mistakes. Ask for volunteers to write the sentence corrections on the board.

In item 1, *wood* could also be the adjective form *wooden*.

**ANSWERS:** 3. famous Chinese landmark 4. an honest young man 5. an  
interesting newspaper article 6. (*no change*) 7. cold mountain stream  
8. favorite Italian food 9. (*no change*) 10. comfortable old brown leather shoes  
11. tiny black insects 12. brown cardboard box 13. (*no change*)  
14. handsome middle-aged man . . . short brown hair 15. an expensive hotel room

□ EXERCISE 12, p. 414. Let's talk: pairwork. (Chart 14-2)

Divide the class into pairs.

*TEACHING SUGGESTIONS:* Go through the examples first. Remind partners to switch A and B roles after item 20 and to work quickly. Students should be pleasantly surprised by how easily they can think of typical completions, e.g., *a kitchen table, a kitchen knife, a kitchen door*.

□ EXERCISE 13, p. 415. Listening. (Chart 14-2)

*TEACHING SUGGESTION:* Be prepared to explain why the uncircled words do not work for each sentence.

**ANSWERS:** 1. cake 2. keys 3. jeans; shoes 4. test 5. games  
6. article; story

**CHART 14-3: EXPRESSIONS OF QUANTITY: ALL OF, MOST OF, SOME OF, ALMOST ALL OF**

- Use the illustration in the chart to discuss the expressions used in (a)–(d).

**NOTE:** In the picture, Rita is the mother, Mike is the father, Susie is their daughter, and Matt is their son. Tell the class (for the purpose of discussion) that Matt's plate is clean except for the small amount of food they see to his left.

- Example (d) illustrates a common mistake made by learners: confusing *most of* with *almost all of*. The phrase \**almost of* is not possible.
- In this chapter, the phrase *all of* is learned and practiced. Speakers often omit *of* after the word *all*: *She ate all (of) her food*. It is not possible to omit *of* after the words *most* or *some*, so it is a good idea to teach the preposition *of* with all three of these quantity words at this level.
- **WORKBOOK:** For additional exercises based on Chart 14-3, see *Workbook Practice 9*.

□ EXERCISE 14, p. 416. Sentence practice. (Chart 14-3)

Do this exercise in class with your students. They may prefer to work in small groups before giving their answers.

Items 1–5 use the words *odd* and *even* to describe numbers. Students should find this a useful concept.

Items 6–9 use present progressive (*are flying*) to describe the action in a picture.

Items 10–13 should reflect the situation in your class.

**ANSWERS:** 2. All of 3. Most of 4. Some of 5. Almost all of  
6. Almost all of 7. Most of 8. All of 9. Some of 10.–13. (*free response*)

**CHART 14-4: EXPRESSIONS OF QUANTITY: SUBJECT-VERB AGREEMENT**

- Not all expressions of quantity follow the subject-verb agreement rule, as the next charts explain.
- **WORKBOOK:** For additional exercises based on Chart 14-4, see *Workbook Practices 10 and 11*.

□ EXERCISE 15, p. 417. Sentence practice. (Chart 14-4)

You may want to work through a few of the items in class, and assign the rest as homework.

*TEACHING SUGGESTION:* The drawing in item 8 illustrates a common saying: “An optimist sees the glass and says it is half full, but a pessimist sees the same glass and says it is half empty.” Point out that this shows opposite ways of interpreting the same information.

In items 5 and 6, point out that *word* is a count noun, but *vocabulary* is a noncount noun.

ANSWERS: 2. are 3. was 4. were 5. are 6. is 7. are . . . are  
8. is 9. is 10. are 11. arrive 12. arrives

□ EXERCISE 16, p. 418. Listening. (Chart 14-4)

*TEACHING SUGGESTION:* If necessary, review the range of percentages with the class: 100% = *all of* and 40% = *some of*.

ANSWERS: 1. 100% 2. 30% 3. 50% 4. 90% 5. 70% 6. 85%

**CHART 14-5: EXPRESSIONS OF QUANTITY: ONE OF, NONE OF**

- Using *one of* causes students a lot of singular-plural agreement problems. Common errors:  
\**One of my friend is coming. One of my friends are coming.*
- You could make a circle on the board and draw several smaller circles inside it. The small circles represent *your friends* in example (a). Label one of the circles to represent *Sam*. Point to the filled-in circle as you explain example (a).
- The footnote below Chart 14-5, p. 419, in the student book, explains the usage of examples (c) and (d).
- **WORKBOOK:** For additional exercises based on Chart 14-5, see *Workbook Practices* 12–16.

□ EXERCISE 17, p. 419. Sentence practice. (Chart 14-5)

Students may work in pairs or do this exercise as homework.

*TEACHING SUGGESTION:* When you lead your class through the answers, check to see or hear that the *-s* is added where it’s required.

ANSWERS: 2. ( . . . ) is one of my classmates. 3. One of my books is red.  
4. One of my books has a green cover. 5. ( . . . ) is one of my favorite places in the world. 6. One of the students in my class always comes late. 7. ( . . . ) is one of my best friends. 8. One of my friends lives in ( . . . ). 9. ( . . . ) is one of the best programs on TV. 10. ( . . . ) is one of the most famous people in the world.  
11. One of my biggest problems is my inability to understand spoken English.  
12. ( . . . ) is one of the leading newspapers in ( . . . ). 13. None of the students in my class speaks/speak ( . . . ). 14. None of the furniture in this room is soft and comfortable.

□ EXERCISE 18, p. 420. Let's talk. (Chart 14-5)

Students should write their answers and then compare them with their classmates' answers. The freedom to use their own ideas can produce interesting responses.

□ EXERCISE 19, p. 421. Sentence practice. (Chart 14-5)

Work through a few of the items in class and assign the rest as homework. The map belongs with item 9.

ANSWERS: 2. are 3. is 4. are 5. is 6. is 7. have 8. has  
9. live 10. lives 11. is/are 12. is

□ EXERCISE 20, p. 421. Sentence practice. (Chart 14-5)

Work through a few of the items in class and assign the rest as homework.

ANSWERS: 2. are 3. is 4. are 5. is 6. are 7. is 8. is  
9. are 10. is

□ EXERCISE 21, p. 422. Listening. (Chart 14-5)

Students need to pay attention to the quantity words as well as the word *of* and any plural noun endings.

ANSWERS: 1. Some of the homework 2. One of the books 3. None of the children  
4. All of the students 5. Half of the class 6. Almost all of the food  
7. A lot of the exercises 8. Most of the movie

□ EXERCISE 22, p. 422. Listening review. (Chart 14-5)

*TEACHING SUGGESTIONS:* Before you play the audio, make sure your students know the following words: *mustache, smile, frown, sunglasses, and hat*. Point these out in the illustrations. After playing the audio for one item, give students enough time to scan the illustrations and circle their answers before continuing to the next item.

ANSWERS: 1. yes 2. no 3. yes 4. yes 5. no 6. no 7. no  
8. yes

□ EXERCISE 23, p. 423. Let's talk: class activity. (Chart 14-5)

*TEACHING SUGGESTIONS:* Tell students that you don't want an exact number in their answers unless the number is very small. They'll spend too much time counting! In items 1, 4, and 5, you can substitute some familiar (or similar) words for those in the parentheses.

### CHART 14-6: INDEFINITE PRONOUNS: *NOTHING* AND *NO ONE*

- Learners must understand that there are often two or more correct ways to state an idea. This chart presents one example of this.
- It might be useful to point out that only one “no-word” can be used in a correct sentence in English: either *not* or *nothing/no one/nobody*, but not both.
- Strange developments in historical English produced the following: *no* is pronounced /no/ in *no one* and *nobody*, but *nothing* is pronounced /nəθɪŋ/.
- In AmE, *no one* is written as two words; in BrE, it is usually hyphenated: *no-one*.
- **WORKBOOK:** For additional exercises based on Chart 14-6, see *Workbook* Practices 17 and 18.

#### □ EXERCISE 24, p. 423. Sentence practice. (Chart 14-6)

Students could work through items 1–9 in class (perhaps in pairs) and do the rest as homework.

**ANSWERS:** 1. anything 2. nothing 3. anyone 4. no one 5. nothing  
6. anything 7. anything 8. nothing 9. nothing 10. anyone 11. No one  
12. nothing 13. No one 14. anyone 15. A: anything B: nothing

### CHART 14-7: INDEFINITE PRONOUNS: *SOMETHING, SOMEONE, ANYTHING, ANYONE*

- You could also introduce indefinite pronouns with *-body* if you wish: *somebody* and *anybody*.
- Note the parallel uses in Charts 14-6 and 14-7. Point these out to your students.
- **WORKBOOK:** For additional exercises based on Chart 14-7, see *Workbook* Practices 19–21.

#### □ EXERCISE 25, p. 425. Sentence practice. (Chart 14-7)

Students could work through items 1–9 in class (perhaps in pairs) and do the rest as homework. Point out the information in the footnote on p. 425 of the student book: *Someone* and *somebody* have the same meaning; *anyone* and *anybody* have the same meaning.

**ANSWERS:** 2. something/anything 3. anything 4. something 5. anything  
6. something/anything 7. someone 8. anyone 9. someone  
10. someone/anyone 11. something 12. anything 13. something/anything  
14. someone 15. anyone 16. anything (*also possible: anyone*) 17. anyone  
18. Someone 19. someone/anyone 20. anything



### CHART 14-8: USING *EVERY*

- Learners sometimes ask why *everyone*, *everybody*, and *everything* are written as one word, but *every day*, *every person*, etc., are written as two words. This is just a tradition in English. (Note here that *everyday* is spelled as one word when it is used as an adjective: *everyday life*, *everyday experiences*, *everyday food*, etc.)
- **WORKBOOK:** For additional exercises based on Chart 14-8, see *Workbook* Practices 22–24.

#### □ EXERCISE 26, p. 426. Sentence practice. (Chart 14-8)

Students could work through items 1–8 in class (perhaps in pairs) and do the rest as homework. Items 11–14 are questions.

**ANSWERS:** 2. book . . . is    3. students are    4. student is    5. teacher . . . gives  
6. teachers . . . give    7. child . . . likes    8. children . . . know    9. people . . . are  
10. wants    11. Do . . . students    12. Does . . . person    13. Do . . . people  
14. Does    15. city . . . has    16. students . . . is

#### □ EXERCISE 27, p. 427. Review: error analysis. (Charts 14-1 → 14-8)

This exercise contains some of the most frequent mistakes that learners make. It is important to review them carefully.

**TEACHING SUGGESTION:** You might make this exercise a game. See Chapter 12, Exercise 31, in this *Teacher’s Guide* for further information.

**ANSWERS:** 1. I work hard every day.    2. I live in an apartment with one of my friends.  
3. We saw a pretty flower garden in the park.    4. Almost all of the students are in class today.  
5. Every person in my class is studying English.  
6. All of the big cities in North America have traffic problems.    7. One of my cars is dark green.  
8. Nadia drives a small blue car.    9. Istanbul is one of my favorite cities in the world.  
10. Every ~~of~~ student in the class has a grammar book.  
11. The work will take a long time. We can’t finish everything today.    12. Everybody in the world wants peace.

### CHART 14-9: LINKING VERBS + ADJECTIVES

- This chart introduces a few common linking verbs. Other common linking verbs not presented here are *appear*, *become*, *grow*, *seem*, and *stay*.
- **WORKBOOK:** For additional exercises based on Chart 14-9, see *Workbook* Practices 25 and 26.

#### □ EXERCISE 28, p. 428. Let’s talk: pairwork. (Chart 14-9)

With a partner, students can take turns responding. In Part I, they might say, “I feel good today” or “I don’t feel good today.” In Part II, they make truthful sentences about their opinions, such as “Pineapples taste good.” In Part III, they express opinions, such as “The floor looks very clean.”

□ EXERCISE 29, p. 429. Let's talk. (Chart 14-9)

Students can work in pairs or small groups.

*TEACHING SUGGESTIONS:* You might ask for volunteers to portray an emotion to the whole class. Lead them through the example first. This exercise can lead to a lot of laughter.

□ EXERCISE 30, p. 429. Sentence practice. (Chart 14-9)

Students could work in pairs to complete this exercise. Before they begin, take time to discuss new vocabulary.

In item 1, *terrific* = very wonderful (informal); *it sounds* + adjective = it seems (adjective) to me.

In item 3, *the community theater* = the theater that a small town or neighborhood owns; amateur theatrics.

In item 4, *overpopulation* = too many people living in one area, causing a strain on resources and facilities.

In item 11, *darling* and *honey* = names that lovers or spouses call each other; terms of endearment for children.

In item 12, *I sure do* = Yes, I most certainly smell it (informal); the footnote on p. 430 of the student book explains the meaning of *pyew*.

□ EXERCISE 31, p. 430. Let's talk. (Chart 14-9)

*TEACHING SUGGESTION:* You might make this exercise a game. The team with the longest (and most correct) list for each item is the winner.

### CHART 14-10: ADJECTIVES AND ADVERBS

- This chart is an introduction to adverbs of manner. Emphasize that adverbs modify verbs (i.e., give information about verbs), whereas adjectives modify nouns. Students need to understand what an adverb is before they study the comparative and superlative forms of adverbs in the following charts.
- A few adjectives end in *-ly*, for example, *friendly, lovely, kindly* (e.g., *a friendly person, a lovely day, a kindly gentleman*). These adjectives should not be confused with adverbs that end in *-ly*.
- **WORKBOOK:** For additional exercises based on Chart 14-10, see *Workbook* Practices 27–31. For more exercises on nouns (found in *Workbook* Charts 14-A and 14-B), see *Workbook* Practices 32–35.

□ EXERCISE 32, p. 431. Sentence practice. (Chart 14-10)

*TEACHING SUGGESTION:* Discuss the functions of the adjectives and adverbs with your students. Ask them to identify the noun or verb being modified by the completion.

**ANSWERS:** 3. clearly    4. clear    5. careless    6. carelessly    7. easy  
8. easily    9. good    10. well

□ EXERCISE 33, p. 432. Sentence practice. (Chart 14-10)

You could work through a few of the items with your class and assign the rest as homework. Spelling is important in this exercise. Review the answers carefully.

ANSWERS: 1. carefully 2. correct 3. correctly 4. fast 5. quickly  
6. fast 7. neat 8. neatly 9. hard 10. hard 11. honestly  
12. slowly 13. quickly 14. careless 15. early 16. early 17. loudly  
18. slowly . . . clearly

□ EXERCISE 34, p. 433. Sentence practice. (Chart 14-10)

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

This exercise is more difficult than Exercise 33 because it contains linking verbs. If necessary, review linking verbs with the class before assigning the exercise.

ANSWERS: 1. well 2. fast 3. quickly 4. fast 5. softly 6. hard  
7. late 8. easily 9. quietly 10. beautiful 11. good 12. good  
13. fluently

□ EXERCISE 35, p. 434. Review. (Chapter 14)

This exercise could be used as a quick review quiz to see how much your class has learned in this chapter.

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

□ EXERCISE 36, p. 434. Chapter review: error analysis. (Chapter 14)

You might divide the class into small groups to discuss the corrections that need to be made; then review the answers as a class.

ANSWERS: 1. Everybody wants to be happy. 2. One of the buildings on Main Street is the post office. 3. I didn't see anybody at the mall. OR I saw nobody at the mall. 4. At the library, you need to do your work quietly. 5. I walk in the park every day. 6. Mr. Jones teaches English very well. 7. The answer looks clear. Thank you for explaining it. 8. Every grammar test has a lot of difficult questions.

□ EXERCISE 37, p. 435. Review: small groups. (Chapter 14)

This is a test of vocabulary for both the student who describes the item and the classmates who have to guess the noun.

*TEACHING SUGGESTION:* Give everyone in the groups five minutes to think of a noun and the clues before you begin the game.

□ EXERCISE 38, p. 435. Review. (Chapter 14)

*TEACHING SUGGESTION:* If all of your students are from the same place, you could bring items to the class. Choose old or unusual items that most young people would not necessarily be familiar with.