



CHAPTER 15

Possessives

Overview

This chapter explains the ways possession changes the form of nouns and pronouns. The use of the apostrophe with singular/plural and regular/irregular nouns is outlined. Possessive pronouns are introduced, followed by the possessive question word *whose*. The chapter ends with a contrast of *whose* and *who's*.

CHART 15-1: POSSESSIVE NOUNS

- Apostrophe /ə'pɑstrəfi/ or /ə'pɒstrəfi/.
- The pronunciation of the possessive *-s* ending follows the same rules as the *-s* ending on nouns and verbs. (See Charts 3-5 and 3-8, pp. 61 and 66, in the student book.)
- **WORKBOOK:** For additional exercises based on Chart 15-1, see *Workbook* Practices 1–6.

EXERCISE 1, p. 436. Punctuation practice. (Chart 15-1)

You may want to work through items 1–6 with the class and assign the rest as homework.

TEACHING SUGGESTION: Students might check their homework answers with a partner the next day, after which you could review the answers with the class.

ANSWERS: 2. Bob's 3. teachers' 4. mother's 5. parents' (two people) OR parent's (one person) 6. father's 7. girl's 8. girls' 9. Tom's
10. Anita's 11. Alex's 12. students' 13. elephant's 14. monkey's
15. Monkeys'

EXERCISE 2, p. 437. Sentence practice. (Chart 15-1)

This exercise should be done in class so the pronunciation of the *-s* ending can be practiced. The pronunciation of names in their English possessive forms may be difficult, but students should follow the usual rules for pronouncing *-s* endings.

NOTE: If a person's name ends in *-s*, there are two possible ways of writing the possessive form: (1) by adding an apostrophe + *-s*, as in *Charles's last name is Smith*, and (2) by adding only an apostrophe, as in *Charles' last name is Smith*.

□ EXERCISE 3, p. 438. Let's talk: small groups. (Chart 15-1)

TEACHING SUGGESTION: Ask for volunteers to share some of their answers with the class. You may want them to write their answers on the board so you can check the placement of the apostrophes.

□ EXERCISE 4, p. 438. Listening. (Chart 15-1)

At this level, many students have trouble hearing the *-s* ending, whether as a possessive or other marker. You will probably need to play the audio more than once. If your students have a lot of trouble with these sentences, you may want to create more exercises of this type to provide additional practice.

ANSWERS: 1. Bob's 2. Bob 3. teacher's 4. teacher 5. friend
6. friend's 7. manager's 8. cousin

□ EXERCISE 5, p. 438. Sentence practice. (Chart 15-1)

TEACHING SUGGESTION: It might be helpful to draw a diagram of family relationships to review some of the vocabulary needed in this exercise.

PRONUNCIATIONS: niece /nis/; nephew /nefyu/

ANSWERS: 2. brother 3. mother 4. children 5. sister 6. mother
7. wife 8. mother . . . father 9. daughter 10. son

□ EXERCISE 6, p. 439. Sentence practice. (Chart 15-1)

You may choose to use this as a practice quiz to check students' understanding of possessive nouns and the correct placement of apostrophes.

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

CHART 15-2: POSSESSIVE: IRREGULAR PLURAL NOUNS

- Punctuation of possessive nouns is very complicated in English. Some of your students may not be especially interested in these finer points of punctuation.
- Pronunciation of the final *-s* follows the usual rules. (See Charts 3-5 and 3-8, pp. 61 and 66, in the student book.)
- **WORKBOOK:** For additional exercises based on Chart 15-2, see *Workbook* Practices 7–9.

□ EXERCISE 7, p. 440. Sentence practice. (Chart 15-2)

Work through this exercise as a class.

TEACHING SUGGESTION: Ask students for the answers and write the correct possessive forms on the board.

ANSWERS: 2. my friend's 3. my friends' 4. the child's 5. the children's
6. the woman's 7. the women's

□ EXERCISE 8, p. 440. Sentence practice. (Chart 15-2)

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

ANSWERS: 2. girl's 3. girls' 4. women's 5. uncle's 6. person's
7. people's 8. Students' 9. brother's 10. brothers' 11. wife's
12. dog's 13. dogs' 14. men's 15. man's . . . woman's 16. children's

□ EXERCISE 9, p. 441. Punctuation practice. (Chart 15-2)

TEACHING SUGGESTION: You might want to do this exercise in the form of a game. See Chapter 12, Exercise 31, of this *Teacher's Guide* for further information.

ANSWERS: 2. Yuko's 3. classmates' 4. roommate's 5. parents' (*two people*) OR parent's (*one person*) 6. people's 7. husband's 8. men's
9. children's 10. father's 11. Rosa's 12. women's

CHART 15-3: POSSESSIVE PRONOUNS: MINE, YOURS, HIS, HERS, OURS, THEIRS

• Languages vary in their ways of indicating possession with pronouns. Learners continue to make mistakes with these English forms for a long time.

• You may want to point out that the *-s* on *yours, hers, ours,* and *theirs* does not depend on a singular or plural reference:

That book is hers. → Those books are hers.
When does your class begin? → When does yours begin?

• **WORKBOOK:** For additional exercises based on Chart 15-3, see *Workbook Practice 10*.

□ EXERCISE 10, p. 442. Sentence practice. (Chart 15-3)

TEACHING SUGGESTION: This exercise can be confusing. Give students time to think before they respond. You may want to have them give the answers orally in class and write them later as homework.

ANSWERS: 2. them . . . their . . . theirs 3. you . . . your . . . yours 4. her . . . her . . . hers 5. him . . . his . . . his 6. us . . . our . . . ours

□ EXERCISE 11, p. 443. Sentence practice. (Chart 15-3)

Remind students that every answer must be a possessive noun or a possessive pronoun.

TEACHING SUGGESTION: You might divide the class into pairs and ask partners to take turns completing the items. Partners can check each other's answers.

ANSWERS:

- | | |
|---------------------|---------------------|
| 2. a. ours | 6. a. my |
| b. theirs | b. yours |
| c. Our | c. Mine . . . my |
| d. Theirs | d. Yours . . . your |
| 3. a. Tom's | 7. a. Our |
| b. Mary's | b. Theirs |
| c. His | c. Ours |
| d. Hers | d. Their |
| 4. a. mine | 8. a. Ann's |
| b. yours | b. Paul's |
| c. Mine . . . my | c. Hers . . . her |
| d. Yours . . . your | d. His . . . his |
| 5. a. Jim's | |
| b. Ours | |
| c. His | |
| d. Ours | |

□ EXERCISE 12, p. 444. Sentence practice. (Chart 15-3)

TEACHING SUGGESTION: Lead the class in the first two items. Then have students work with partners to read the dialogues as they complete the exercise.

ANSWERS:

- | | |
|-----------------------|----------------------|
| 2. hers | 8. A: your |
| 3. A: your | B: yours . . . yours |
| B: my . . . Mine | A: Mine |
| 4. yours | 9. A: your |
| 5. theirs. Their | B: yours |
| 6. A: our . . . yours | A: Yours |
| B: Ours | B: hers |
| 7. A: your | A: My . . . His |
| B: his | |

CHART 15-4: QUESTIONS WITH *WHOSE*

- In examples (a) and (b), *whose* is like a possessive adjective followed by a noun. In examples (c) and (d), *whose* is like a possessive pronoun.
- Learners often confuse *whose* with *who's* (*who is* or *who has* when *has* is used as the auxiliary in the present perfect). The illustration in Chart 15-4, p. 446, in the student book shows the difference in these two words.
- The word *whose* is the same for singular and plural references, as in examples (c) and (d).
- **WORKBOOK:** For additional exercises based on Chart 15-4, see *Workbook* Practices 11–15. For more exercises on personal pronouns and apostrophes (found in *Workbook* Charts 15-A and 15-B), see *Workbook* Practices 16–20.

☐ EXERCISE 13, p. 446. Sentence practice. (Chart 15-4)

Lead the class through this exercise slowly so that everyone hears the correct answers. Discuss any questions that arise about singular/plural forms.

ANSWERS: 2. are those 3. is this 4. is that 5. are those 6. are these

☐ EXERCISE 14, p. 447. Let's talk: pairwork. (Chart 15-4)

TEACHING SUGGESTION: After pairs have had time to ask and answer several questions, ask students to perform a few of their exchanges for the class.

☐ EXERCISE 15, p. 447. Sentence practice. (Chart 15-4)

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

TEACHING SUGGESTIONS: If done in class, you or your students can write the correct answers on the board, or students can hold up index cards that you have passed out. Each card contains one word: *Whose* or *Who's*.

ANSWERS: 2. Whose 3. Who's 4. Who's 5. Whose 6. Who's

☐ EXERCISE 16, p. 447. Listening. (Chart 15-4)

TEACHING SUGGESTIONS: Do the first two items as a class before asking students to finish the exercise. Play the audio more than once if necessary. Correct the answers with the class by writing them on the board.

ANSWERS: 1. Who's 2. Whose 3. Who's 4. Who's 5. Whose
6. Whose 7. Who's 8. Whose 9. Whose 10. Who's

☐ EXERCISE 17, p. 447. Chapter review: error analysis. (Chapter 15)

Although this exercise is short, it is very challenging. After students have completed it, go over each sentence carefully so they have a good understanding of the corrections.

ANSWERS: 1. Who's that woman? 2. What are those people's names? 3. Mr. and Mrs. Swan like their apartment. 4. The two students study together in the library every afternoon. 5. Whose book is this? 6. Those shoes in the bag are theirs, not ours. 7. My father's sister has M.D. and Ph.D. degrees. 8. Did you meet your children's teacher? 9. This is my pillow and that one is yours.

☐ EXERCISE 18, p. 448. Let's talk: review of Chapters 14 and 15.

This logic puzzle reviews nouns, adjectives, noun-noun combinations, a few quantity expressions, and possessives. As students work through the puzzle, they will be practicing these structures without realizing they are doing so; in other words, using English authentically. At first glance, this task may look difficult, but you will find students very engaged in trying to figure out the answers.

NOTE: Explain that an “unnecessary clue” is simply additional information — it won't help students solve the puzzle. It just makes the puzzle more challenging.

The girls' names are: Jill, Julie, Joan, and Jan. Although *Jan* is occasionally a boy's name, it is not used so here.

ANSWERS:

<i>Engaged</i>	JACK	JIM	JAKE	JOHN	JILL	JULIE	JOAN	JAN
<i>yes</i>			X					X
<i>no</i>	X	X		X	X	(X)	X	

2. It can't be Joan. She's already married.
3. Clues 3 and 4 work together. It can't be Jill or Jack because they met at Jill's sister's wedding one year ago. The Facts in the student book say that the engaged couple met just five months ago.
4. See Clue 3. So far, the answers are "no" for Julie, Joan, Jill, and Jack. Since there is only one woman left, Jan must be the engaged woman.
5. Clues 5 and 7 work together. Jan's boyfriend is a medical student, so that rules out Jim (a computer-science student).
6. (*unnecessary clue*)
7. See Clue 5.
8. (*unnecessary clue*)
9. It can't be John, since Jan doesn't love him. The only man left is Jake. Jan and Jake are the engaged couple.