



# Chapter 6

## Nouns and Pronouns

### CHAPTER SUMMARY

**OBJECTIVE:** In this chapter, students learn about the different functions of nouns in sentences—as subjects of verbs, objects of verbs, and objects of prepositions. The chapter also focuses on how nouns are modified by adjectives and teaches the pronouns (subject, object, possessive) that nouns refer to and are replaced by. The chapter teaches plural forms for regular nouns and nouns that have irregular plural forms. Mastering nouns and pronouns allows students to move from simply naming items to using nouns in more sophisticated ways. Students become adept at speaking about their own and others' actions in a way that naturally includes the people, places, and things in their lives.

**APPROACH:** The chapter begins by introducing the important distinction between subject nouns and object nouns, and accordingly, the distinction between transitive and intransitive verbs. It also teaches the distinction between the noun as object of a verb and the noun as object of a preposition. Students then learn that subject and object pronouns can be used in place of subject and object nouns. The chapter goes on to present the function and position of adjectives in a sentence and then possessive adjectives and possessive pronouns. Finally, *whose* is introduced, as its use allows students to speak more autonomously about nouns, enabling them to ask what noun belongs to what person.

**TERMINOLOGY:** The text teaches grammar terminology when doing so is helpful for students. For example, since *transitive* and *intransitive* remain the most meaningful words to describe verbs that can or cannot be followed by an object, this terminology is taught in the first chart. *Subject* and *object* are equally functional terms, and their use serves students' understanding. However, when grammar terminology does not support students' understanding, it is avoided. Accordingly, when *whose* is introduced, the term *interrogative possessive pronoun* is not used, because this lengthy phrase would not promote greater understanding on the part of beginning students.

□ **EXERCISE 1.** Warm-up. Page 159  
Time: 10–15 minutes

Beginners are likely to know many names of objects and somewhat fewer names of categories of objects. In order to engage students maximally, think of additional categories of which they can name members. As much as possible, help them show the many words they do know.

- Put students into small groups of three or four.
- Ask students if they can explain what a noun is.
- Write the students' (or your) explanation on the board, and give an example of a person, place, or thing. For example:

*A noun is a person (a grammar teacher), a place (a classroom), or a thing (a grammar book).*

- With students sitting in groups, have them write as many nouns for each category as possible and give those groups who work fastest additional categories. For example:

*Name kinds of meat (beef, chicken, pork, etc.).*

*Name kinds of vegetables (carrots, beets, potatoes, etc.).*

- Walk around the room, monitor progress, and encourage students and groups who appear stuck.
- Review as a class by having group members give their nouns for each category and writing these on the board.

### CHART 6-1. Nouns: Subjects and Objects.

Page 159

Time: 10–15 minutes

There are several important concepts here, and by using simple language and clear examples, you will help your students grasp them. Be prepared to reiterate the idea of the *doer* of an action and the *receiver* of an action. Beginners may be able to explain what a subject does but will probably have more difficulty articulating and perhaps even understanding what an object is.

- Write the chart title on the board.
- Ask students if they can explain what a subject is.
- Put students' ideas on the board and include related ideas.
- Explain that some traits of subjects are often, but not always, true. For example:

*does the action*

*A subject: is a person or a thing*

*comes in front of the verb*

*controls the verbs*

*Jeanne broke the window.*

*The cat is watching the birds.*

- Have a student read example sentence (a) from the chart and discuss the explanatory notes with the class.
- Ask another student to read example sentence (b) from the chart and discuss the notes with your students.
- Write on the board:

*“receives” the action*

*An object: feels the effects of the verb  
answers the question “What” in many cases (for example: Tom broke his leg. What did he break?)  
is controlled by the verb (which is controlled by the subject)*

- Explain that not every verb is followed by an object.
- Explain that a verb that is followed by an object is called a transitive verb, because the action of the verb goes from the subject (who / which does the action) to the object (who / which receives the action).
- Write and draw the following illustration on the board, and reiterate the point made above.

Transitive Verb

S ⇒⇒⇒⇒⇒⇒⇒⇒⇒ O

V

*Meg is holding her book*

- Explain that with a transitive verb, the action moves (is transferred) from the subject to the object.
- Ask students if they know what *intransitive* means.
- Explain that if a verb is intransitive, the action stays with the subject. It does not move to an object.
- Write and draw the following illustration on the board, and reiterate the point made above.

Intransitive Verb

←  
↓ S ↑ V  
⇒

*Ali smiled.*

- Give more examples of transitive and intransitive verbs to help students understand this distinction. Have students tell you which words play the roles of subject, verb, and object in each sentence.
- Point out that words may follow intransitive verbs but that these are not objects.
- Write illustrative examples on the board. For example:

Transitive Verb

<i>Subject</i>	<i>Verb</i>	<i>Object</i>
<i>Kieko</i>	<i>loves</i>	<i>chocolate.</i>

Intransitive Verb

<i>Subject</i>	<i>Verb</i>	<i>Adjective</i>
<i>Bella</i>	<i>is</i>	<i>happy.</i>

□ **EXERCISE 2.** Looking at grammar.

Page 160

Time: 5–7 minutes

- Ask students to take turns reading the words in the list aloud.
- As each student reads a word, ask if it is a noun or not. If the word is not a noun, see if other students can say what kind of word it is.

□ **EXERCISE 3.** Looking at grammar.

Page 160

Time: 10 minutes

- Explain the direction line.
- Ask students to circle the subject of each sentence, in addition to considering whether the sentence contains an object or no object and what the object is.
- Give students time to complete this exercise as seatwork.
- Review as a class, having students read aloud. Provide immediate correction.

□ **EXERCISE 4.** Looking at grammar.

Page 160

Time: 10 minutes

- Give students time to complete this exercise as seatwork.
- Review as a class by having students read items aloud. Provide immediate correction.

**Optional Vocabulary**

school subjects	whiskers
juice	scratch
catch	memorize
purr	

□ **EXERCISE 5.** Warm-up. Page 161

Time: 5–10 minutes

- Remind students that they have been using nouns as objects of prepositions since the previous chapter.
- Have students look at the picture, complete each item, and then read the completed items aloud.
- Reiterate that a noun that follows a preposition is also an object, but the object of the preposition itself, not the object of the verb.

**CHART 6-2.** Nouns as Objects of Prepositions. Page 161

Time: 10–15 minutes

- Write the chart title on the board.
- Ask students to tell you prepositions they already know, and write these on the board. For example:

<i>at</i>	<i>under</i>
<i>on</i>	<i>between</i>
<i>in</i>	<i>near</i>
<i>over</i>	

- Ask the class to help you make a sentence describing the location of an object that is visible to everyone in the class. For example:

*The map is on the wall.*

- Have students tell you which noun is the subject and which word is the verb and label these. For example:

<i>Subject</i>	<i>Verb</i>		
<i>The map</i>	<i>is</i>	<i>on</i>	<i>the wall.</i>

- Explain that the noun following the preposition is an object but it is an object of a preposition, not the object of a verb.

- Have a student read the diagrammed example sentence (a) aloud while you write it on the board.
- Ask students to read the label for each part of the sentence. Write the labels on the board below the corresponding words. Review the notes on the right side of the chart with the class.
- Repeat the sequence above for example sentence (b).

### □ EXERCISE 6. Looking at grammar.

Page 162

Time: 5–10 minutes

- Lead the class in completing this exercise on sight.
- Explain that a phrase is a group of related words and write this definition on the board.
- Explain that each numbered item in this exercise is a phrase but that not all of the phrases are prepositional phrases.
- Have students identify the prepositional phrases (preposition and object, as explained in the direction line).
- Ask students to describe the other phrases they see, in terms of their function.

### □ EXERCISE 7. Looking at grammar.

Page 162

Time: 5–10 minutes

- Read the direction line aloud and review the completed example item.
- Give students time to work through the items as seatwork.
- Review the items as a class, having students take turns reading aloud.
- Correct clearly and immediately and use the board to identify parts of speech further.

### □ EXERCISE 8. Looking at grammar.

Page 163

Time: 10 minutes

This exercise requires students to become familiar with the process of creating a sentence diagram in which the function of each word or phrase in the sentence is identified. Emphasize that not just single words but whole phrases (more than one word—for example, a verb phrase) can play a single function in a sentence.

- Explain that this exercise will help students identify the function of each word and phrase within a sentence.
- Tell students that identifying the function of each word and phrase in a sentence will help them better understand and use simple English sentence structure.
- Review the two completed examples with students by having them read the sentences aloud while you ask for the parts of the sentence.
- Give students time to complete the items as seatwork.
- Review by having students read the nouns aloud and label the words and phrases according to the prompts below each sentence, in the diagram format.

### Optional Vocabulary

parachute  
phrase  
erase  
shining  
filmmaking

### □ EXERCISE 9. Warm-up. Page 164

Time: 5 minutes

- Have three students read the items aloud and tell you whether they circled *yes* or *no*.

**Expansion:** Ask students what *raw* means. Expand the discussion to include other food adjectives and invite students to tell you any adjectives they know.

Ask students to describe what *opposite* means and ask them to tell you other adjectives for food, and their opposites.

To help students activate their passive knowledge, name certain food items and see if students can describe the taste. For example:

*What is the taste of ice cream?*

*What is the taste of plain white rice?*

*What is the taste of peppers?*

*What is the taste of potato chips?*

*hot—cold*

*fresh—stale*

*spicy (hot)—mild*

*raw—cooked*

*sweet—sour—salty—bitter*

- Ask students to say what kinds of foods they like, using adjectives and nouns together.
- Write students' responses on the board, in the third person. For example:

*Ming, Chang, and Lisette like spicy food.*

*Jessie and Andrew love sweet food.*

*Martina does not like stale bread.*

*Chuming and Zara like fresh fruit.*

### CHART 6-3. Adjectives with Nouns.

Page 164

Time: 10–15 minutes

The list of adjectives in the chart contains many words and pairs of words that beginners have some familiarity with. Use this as an opportunity to get students speaking and showing what they know.

- Write the chart title on the board.
- Tell students they have been using sentences with adjectives since Chapter 1. Write a sentence with the verb *be* + adjective on the board. For example:  
*We are intelligent.*
- Elicit other similar statements with *be* + adjective.

- Ask students to say where the adjectives in these sentences appear—before or after the nouns they describe?
- Explain that adjectives can also come directly before the nouns they describe, or *modify* them.

**Expansion:** Ask students to make observations about other class members, and write these on the board, underlining the adjectives.

*Gino is a tall man.*

*Tanya is an intelligent woman.*

*Fariah is a hardworking student.*

- Ask a student to read example sentence (a) from the chart aloud.
- Write the sentence on the board. Ask other students to say what parts of speech are included, and label these.
- Repeat the step above for the remaining example sentences, (b)–(d), and review the notes from the chart.

**Expansion:** Go through the list of adjectives and spot-check students' understanding of their meaning by asking them to give you specific examples of certain adjectives. For example:

*Name a beautiful thing.*

*A flower.*

*Name a small animal.*

*A mouse.*

*Name a bright thing.*

*The sun.*

*Name a dangerous activity.*

*Rock climbing.*

### □ EXERCISE 10. Looking at grammar.

Page 164

Time: 10 minutes

- Read the direction line and completed example aloud.
- Ask students to read the sentences on sight and say which noun each adjective describes.

### □ EXERCISE 11. Let's talk: small groups.

Page 165

Time: 15 minutes

- Put students into small groups of three or four.
- Explain the direction line and tell each group to use at least three adjectives for each item.
- Tell students to find out why their group members hold the opinions they do.
- Circulate and meet briefly with each group, asking all group members to say more about their likes and dislikes. For example:

*Mohammed and Sebastian don't like small cities. Why?*

*They don't have their own airports.*

### □ EXERCISE 12. Let's talk: small groups.

Page 165

Time: 15 minutes

#### Part I

- Have students remain in the same small groups. Alternatively, have one member rotate out of each group and into another small group, depending on whether the momentum is dragging or not.
- Explain the direction line and encourage students to fill in the blanks with countries and nationality adjectives they know.

#### Part II

- Ask each group to use the questions in this part to find out the most popular ethnic foods in their groups and in the class.
- Take an informal poll of which foods are favorites and write these on the board. For example:

*Most of the class loves Japanese food.*

*An example of this kind of food is sushi.*

#### Part III

- Lead the class in naming and writing on the board as many nationality adjectives as they know.

**Expansion:** Ask students the nationality adjectives for the following countries:

*Holland*

*Iceland*

*Thailand*

#### Optional Vocabulary

Adjectives in Chart 6-3 (page 164)

modify  
experience  
ethnic  
popular

### □ EXERCISE 13. Warm-up. Page 166

Time: 5–10 minutes

- Read the direction line and have students complete the exercise independently as seatwork.
- Explain that all the words in the shaded gray box are pronouns.
- Have students read their completions aloud. Discuss if they have included a subject pronoun instead of an object pronoun in item 1 or 2 (other than *it*, which can be either).

### CHART 6-4. Subject Pronouns and Object

Pronouns. Page 166

Time: 10–15 minutes

Some beginners are familiar with both sets of pronouns, but many may use the subject pronoun for objects as well as subjects. As this is a difficult habit to break, correct this common error overtly and immediately, but supportively. This will help students break themselves of the habit before it becomes fossilized.

- Write the chart title on the board.
- Ask a student to remind you of the differences between subjects and objects and write basic notes on the board. For example:

*Subjects: do the action  
come before the verb*

*Objects: receive the action  
follow the verb*

- Explain that pronouns also have subject forms and object forms, and warn students that it is easy for them to use the subject pronoun accidentally when they need the object pronoun, usually because subject pronouns are the pronouns they learned first.
- Have students read example sentences (a)–(h), reading both sentences for each. Write the pronouns for each item as they are read.
- Ask students to read example sentences (i)–(j) aloud. Point out in the additional information on the right that a pronoun refers to a noun and has the same meaning as the noun.
- Have a student read (k), and point out that *it* refers to the phrase *a red book*.

#### □ EXERCISE 14. Looking at grammar.

Page 166

Time: 10 minutes

- Read the direction line and review the completed example.
- Give students an opportunity to work through this exercise independently as seatwork.
- Have different students read the completions aloud and correct clearly and immediately.

#### □ EXERCISE 15. Looking at grammar.

Page 167

Time: 10 minutes

- Read the direction line and review the completed example.
- Stress that students need to replace both the subject and the object with subject and object pronouns.
- Give students an opportunity to work through this exercise independently as seatwork.
- Have different students read the circled completions aloud and correct clearly and immediately.

#### □ EXERCISE 16. Let's talk: interview.

Page 167

Time: 10–15 minutes

- Explain the direction line and tell the students that they should get up and move around in order to talk to one another.
- Model Student A's, B's, and C's roles with students, and review the content.
- Tell students to ask each other the questions they see in items 1–8 and to replace each noun with an object pronoun once they receive a *yes* response.
- Review by asking these questions with the class and comparing responses.

**Expansion:** Ask additional follow-up questions. Engage students further in spontaneous speaking; help them to use the target grammar (object pronouns) in their responses. For example:

*Where do you do your homework?  
Where do you visit your friends? Do you visit them at their houses? Do you meet them at restaurants or bars?  
Where do you watch TV? Do you watch it in your room?  
Do you watch it on your computer?  
Where do you use your laptop? Do you use it in cafés?*

#### □ EXERCISE 17. Looking at grammar.

Page 168

Time: 10 minutes

- Have students complete this exercise on their own as seatwork.
- Correct by having students read their completed responses aloud.

#### □ EXERCISE 18. Listening. Page 168

Time: 10 minutes

- Before starting the listening, have the CD player ready and the track prepared.
- Read the direction line to your students.
- Write the words *her*, *him*, and *them on the board* and model reduced pronunciation of these pronouns.
- Play the CD track through.
- Have students try to say each sentence aloud by using the pronunciation they hear.

#### □ EXERCISE 19. Listening. Page 169

Time: 10 minutes

- Have the CD player prepped and the track ready.
- Tell students that they will complete the items with words they hear on the CD.
- Have students read their completions aloud.
- Read from the CD script if students have remaining questions about what they heard.

#### Optional Vocabulary

refer to	convertible
purse	formula
invitation	suburbs

#### □ EXERCISE 20. Warm-up. Page 170

Time: 5 minutes

- Have students read each item on the left aloud.
- Ask students to determine whether the noun describes one item (singular) or two or more items (plural).

**Expansion:** Ask students where the nouns in the Warm-up are usually found. For example:

*Where are cups, usually? In kitchens.  
Where are classes, usually? In schools.*

Continue with other examples:

*Where are leaves, usually?*     *On trees.*  
*Where are keys, usually?*     *In pockets. In purses.*  
*Where are shoes, usually?*     *On feet.*

**CHART 6-5.** Nouns: Singular and Plural  
Forms. Page 170  
Time: 10–15 minutes

Many beginners are familiar with adding -s to make most nouns plural. Some students may also try to make adjectives plural, so watch for this and help students autocorrect.

- Write the chart title on the board.
- Ask students to look around the room and tell you what they see, using plural nouns.
- Write the words they produce on the board. For example:
  - I see desks.*
  - I see books.*
  - I see pens.*
  - I see students.*
  - I see cell phones and laptops.*
- Have students read the singular and plural nouns in example (a).
- Put examples on the board and remind students that adding an -s is the simplest way to make nouns plural but that not every noun can be made plural this way.
- Have students read examples (b)–(f) aloud.
- Write examples on the board along with the corresponding spelling rules so that students can copy these notes. For example:
  - baby    babies    ending in consonant + y = add -ies*
  - wife    wives    ending in f or fe = change f to v and add -es*
  - dish    dishes    ending in -sh, -ch, -ss, -x = add -es*
  - tomato    tomatoes    ending in consonant + o = add -es*
- Be ready to correct students' pronunciation. Many of the nouns ending in consonant blends are challenging for students to spell and pronounce correctly.

**EXERCISE 21.** Looking at grammar.  
Page 170  
Time: 10–15 minutes

- Explain the direction line, telling students they will need to change the appropriate words in each separate box for Parts I, II, and III from singular to plural.
- Give students time to complete the exercise as seatwork.
- Review by having students read the completed items aloud. Correct pronunciation and discuss spelling changes.

**EXERCISE 22.** Listening. Page 172  
Time: 10 minutes

- Have the CD player and track ready.
- Explain the direction line to students, telling them that they should circle the word they hear in each item.
- Correct the items with your students, using the script as needed.

**EXERCISE 23.** Listening. Page 173  
Time: 10 minutes

- Have the CD player and track ready.
- Explain the direction line to students, telling them that in this exercise they will hear entire sentences containing one of the words in each item. Explain that they should circle which of the two words in each item they hear.
- Correct the exercise with your students, using the script as needed.

**EXERCISE 24.** Grammar and speaking.  
Page 173  
Time: 10–15 minutes

- Explain the direction line to students.
- Review the completed example with students and remind them that if no ending is needed, they should write Ø.
- Have students work through the exercise as seatwork and remind them to circle *yes* or *no*, depending on whether they agree with the statement.
- Correct by having students read their completions aloud and discuss whether they agree or disagree.
- Ask students questions related to the content of the items, to give students opportunities to speak spontaneously.

*What foods do you eat every day?*  
*What is your favorite animal?*  
*What animals are cute?*  
*What are the most comfortable ways to travel?*  
*Are English grammar exercises easy?*

**Optional Vocabulary**

pocket	taxes
compositions	cockroach
citizens	scare

**EXERCISE 25.** Warm-up. Page 174  
Time: 5 minutes

- Read the direction line.
- Have students tell you which words can be preceded by *a*.

## CHART 6-6. Nouns: Irregular Plural Forms.

Page 174

Time: 10–15 minutes

Stress that as they expand their vocabulary, students will encounter more nouns with irregular plural forms. Rather than worrying about learning all or most of these nouns at once, students should focus on recognizing that these irregular plural forms exist in English so that they can be ready to use them as they learn.

- Write the chart title on the board.
- Have students take turns reading examples (a)–(f) on the left side of the chart and the corresponding example sentences on the right aloud.
- Explain that certain nouns do not have a plural form; they keep the same form as the singular.
- Have students read examples (g) and (h) and the example sentences aloud.
- Explain that (i), *people*, is always plural.
- Write notes and examples on the board as appropriate.

### □ EXERCISE 26. Looking at grammar.

Page 175

Time: 10–15 minutes

- Explain the direction line to the students.
- Give students time to complete the items as seatwork.
- Correct by having students read the completed items aloud. Ask students to spell their completions and correct their pronunciation.
- Write any particularly challenging items on the board for additional review.

### □ EXERCISE 27. Reading and grammar.

Page 176

Time: 10–15 minutes

#### Part I

- Have students take turns reading parts of the story aloud.
- Ask students to explain vocabulary and paraphrase sentences to give them speaking practice.
- Review the new vocabulary items listed in the yellow flag as well as familiar vocabulary in the paragraph. Ask students to paraphrase parts of the text.

#### Part II

- Have students complete the sentences that follow the reading with the appropriate ending or Ø.
- Correct the completions while having students take turns reading them aloud.

### □ EXERCISE 28. Looking at grammar.

Page 176

Time: 10–15 minutes

- Have students read the explanations of *complete* and *incomplete sentences* aloud.
- Write the following notes on the board:

*complete sentence: has a subject + verb*

*incomplete sentence: does not have a subject + verb*

- Read the remaining direction lines to your students.
- Review the changes that have been made in items 1 and 3 to make these sentences complete.
- Have students discuss why item 2 is marked *NC*.
- Have students complete the remaining twelve items as a class.
- Ask students to come to the board to write the items on the board, by way of correction.
- Discuss all the changes needed for each possible complete sentence and highlight what is missing for those that remain *NC* (not complete).

### □ EXERCISE 29. Looking at grammar.

Page 177

Time: 10 minutes

- Lead this exercise on sight.
- Explain that students need to select the correct pronouns from choices a–d for each item.
- Ask students to take turns reading and completing aloud.
- When a student selects the wrong pronoun, discuss it and involve others in explaining why the pronoun would not work, in each case.

#### Optional Vocabulary

sore	cavity
blowing bubbles	fit
checking	

### □ EXERCISE 30. Warm-up. Page 178

Time: 5 minutes

Near beginners will know many possessive pronouns but may make mistakes using them. Be ready to help students correct errors when using these possessive pronouns so these errors don't become fossilized.

- Have students complete items 4, 5, and 6.
- Ask students to read each item and the completion aloud.

## CHART 6-7. Possessive Pronouns: *Mine, Yours, His, Hers, Ours, Theirs*. Page 178

Time: 10–15 minutes

- Write the chart title on the board.
- Have students take turns reading the example sentences (a)–(c) on the left.
- Write the list of possessive adjectives and corresponding possessive pronouns on the board. For example:

<i>my</i>	<i>mine</i>
<i>your</i>	<i>yours</i>
<i>her</i>	<i>hers</i>
<i>his</i>	<i>his</i>
<i>our</i>	<i>ours</i>
<i>your</i>	<i>yours</i>
<i>their</i>	<i>theirs</i>

- Explain that possessive adjectives, like other adjectives, go before the noun.
- Explain that possessive pronouns replace the possessive-adjective-and-noun combination.

□ **EXERCISE 31.** Looking at grammar.

Page 178

Time: 10 minutes

- Lead this exercise with the class as a whole.
- Have different students read each item and complete it aloud, on sight.
- Provide immediate correction.
- Help students pronounce the end sound of the possessive pronouns so that the -s is clearly heard. Remind students that *mine* does not end in -s.

□ **EXERCISE 32.** Looking at grammar.

Page 179

Time: 10–15 minutes

- Read through the direction line aloud and review the completed examples, highlighting that students have to produce the object pronoun, the possessive adjective, and the possessive pronoun.
- Have students work through this exercise, individually.
- Circulate and help students as needed.
- Correct by having students read the completed items aloud. Remind students to emphasize the ending of each form when speaking so that others can distinguish the possessive adjective from the pronoun.

□ **EXERCISE 33.** Looking at grammar.

Page 180

Time: 10–15 minutes

- Explain the direction line.
- Have students complete the items, individually.
- Correct the exercise by having students read completions aloud.
- Put any particularly challenging items on the board for further discussion.

**Optional Vocabulary**

belong to	thoughtful
possess	flip phone
bouquet	smart phone

□ **EXERCISE 34.** Warm-up. Page 180

Time: 5 minutes

- Explain the direction line.
- Have students choose the grammatical items.
- Discuss why items 2 and 3 are not grammatical.

**CHART 6-8.** Possessive Nouns. Page 181

Time: 10–15 minutes

- Write the chart title on the board.
- Have students take turns reading the example sentences (a) and (b) aloud.

- Explain that nouns can be made possessive by adding an apostrophe (') and -s at the end of the noun.
- Write examples of this on the board:

*The book belongs to Olga. It's Olga's book.*

*That dog lives with Hiro. It's Hiro's dog.*

- Have students take turns reading example sentences (c) and (d) aloud.
- Explain that for a plural noun (which already ends with an added -s), the apostrophe follows the final -s.

□ **EXERCISE 35.** Looking at grammar.

Page 181

Time: 10 minutes

- Have students read the items aloud, on sight, and complete the sentences.
- Pick up a couple of items on students' desks and review *belongs to*.

□ **EXERCISE 36.** Looking at grammar.

Page 181

Time: 10 minutes

- Give students time to complete this exercise as seatwork.
- Review by having students read their completed items aloud and correct immediately and clearly.

□ **EXERCISE 37.** Looking at grammar.

Page 182

Time: 10–15 minutes

- Read the direction line to students.
- Encourage students to move around and look at one another in order to complete the items. Encourage them to have fun with their classmates.
- Correct by inviting different students to read and compare their completions.

□ **EXERCISE 38.** Game. Page 182

Time: 10–15 minutes

This is a challenging game for beginners, who may know family words but may mix them up.

- Put students into small groups or teams of three or four.
- Read and explain the direction line.
- Have teams work through the items as quickly as possible.
- Review by having students read their team's completions aloud. Write each team's score on the board.

**Expansion:** Have students bring one or two big photos of their extended family to class. Then have students go to the front of the class, show their photos, and explain who the people are. For example:

*This is my grandmother. She is my mother's mom.*

*This is my uncle Harry. He is my father's brother.*



□ **EXERCISE 39.** Looking at grammar.

Page 183

Time: 10–15 minutes

- Give students time to work through this exercise as seatwork.
- Correct by having students take turns reading items aloud.
- Ensure that students pronounce the ending of each targeted structure in order to make the form clear.

□ **EXERCISE 40.** Listening. Page 184

Time: 10 minutes

- Have the CD and track ready to go.
- Explain that students need to distinguish between the normal noun form and the possessive form and read the completed example.
- Play the CD track.
- Have students give the correct answers in turn.
- Review any disputed answers by referring to the script or playing the track again.

□ **EXERCISE 41.** Looking at grammar.

Page 184

Time: 10–15 minutes

- Explain the direction line to students.
- Give students time to complete the exercise as seatwork.
- Have students write their correct sentences (with apostrophes) on the board.
- Review as a class and model correct pronunciation.

**Optional Vocabulary**

messy	aunt / uncle
office	mother / father-in-law
uniform	sister / brother-in-law
crowded	grandmother / grandfather
schedule	cousin
borrow	gets x miles to the gallon
niece / nephew	

□ **EXERCISE 42.** Warm-up. Page 185

Time: 5 minutes

- Have students read the two items and possible answers aloud.
- Discuss as a class.

**CHART 6-9.** Questions with *Whose*.

Page 185

Time: 10–15 minutes

- Write the chart title on the board.
- Have students take turns reading the example questions (a) and (b) aloud.
- Write the chart's questions—or similar questions—on the board. For example:

*Whose watch is this?*

*Whose watches are these?*

- Have students give possible answers in possessive form.
- Explain that *whose* can come before a noun in a question and that it asks about possession.
- Have students read example questions (c) and (d) aloud.
- Explain that if the noun being referred to is clear, *whose* can be used without a noun.
- Have a student read question (e) aloud and explain that *who's* (the contraction of *who + is*) and *whose* sound exactly the same.

□ **EXERCISE 43.** Looking at grammar.

Page 185

Time: 10 minutes

- Have students choose the correct answer to each item on sight, reading the preceding question aloud.
- Reiterate when a simple noun is needed and when a possessive noun is needed, while correcting students.

□ **EXERCISE 44.** Looking at grammar.

Page 186

Time: 10 minutes

- Remind students that *Who's* already has the verb *be* in the contraction.
- Give students time to complete the sentences on their own.
- Correct and review as a class.

□ **EXERCISE 45.** Listening. Page 186

Time: 10 minutes

- Have the CD player and track ready to go.
- Explain the direction line to students.
- Play the CD track while students circle *Whose* or *Who's*.
- Have students take turns writing the answers on the board.

□ **EXERCISE 46.** Looking at grammar.

Page 186

Time: 10 minutes

- Read the direction line to students.
- Lead this exercise with the class, asking different students to complete items on sight.
- Correct immediately, reminding students that the number of the subject noun determines the singular or plural verb and the singular or plural demonstrative pronoun.

□ **EXERCISE 47.** Let's talk: pairwork.

Page 186

Time: 10 minutes

- Put students into pairs.
- Review the direction line with students.

- Model the example exchange with a student to prepare the pairs.
- Encourage students to include in their practice any objects they can see.
- Circulate around the room, helping students to speak fluidly.

**Optional Vocabulary**

bakery  
dirty

□ **EXERCISE 48.** Warm-up. Page 187

Time: 5 minutes

- Have students look at the illustration and discuss the correct answer.
- Ask students if they know other irregular plurals ( for example, *man-men*) and put these on the board.

**Expansion:** Ask students to look for signs that use the possessive as they travel to school. Ask them to take a photo of the sign they find to present in class or to write down what the sign says. Explain that sometimes signs will use the possessive incorrectly, so they should be on the lookout for any errors on the signs they find.

**CHART 6-10.** Possessive: Irregular Plural

Nouns. Page 187

Time: 10 minutes

- Write the chart title on the board.
- Have students read example sentences (a)–(d) on the board while you write just the irregular plural possessives.
- Remind students that because these irregular plurals do *not* have a final -s automatically added (the way regular plurals do), the apostrophe can go between the final letter of the irregular plural and the -s.
- Review the notes in the chart.

□ **EXERCISE 49.** Looking at grammar.

Page 187

Time: 5–10 minutes

- Lead this exercise with students.
- Have students complete each item on sight and ask them to spell the possessive form.

□ **EXERCISE 50.** Looking at grammar.

Page 188

Time: 10 minutes

- Read the direction line to students and review the completed example.
- Give students time to complete all the items as seatwork.
- Correct by having students read their completions aloud and ask them to spell their responses.

□ **EXERCISE 51.** Looking at grammar.

Page 188

Time: 5–10 minutes

- Lead this review exercise with the class as a whole.
- Have different students read the items aloud and specify which word they have chosen—a, b, or c.

□ **EXERCISE 52.** Check your knowledge.

Page 189

Time: 10 minutes

- Give students time to complete the review as seatwork.
- Circulate and help individuals as needed.
- Correct by having individual students read the corrected versions of the original sentences aloud.
- For clarity’s sake, have students put any particularly challenging items on the board.

□ **EXERCISE 53.** Grammar and writing.

Page 190

Time: 10–20 minutes

**Part I**

- Have students read the passage independently and label the boldface nouns either *S* or *P*, singular or plural.
- Ask students to read the sentences from the passage aloud and to say what they labeled the boldface nouns.
- Ask students to explain or paraphrase vocabulary to engage them in the topic.

**Part II**

- Read the direction line to students.
- Read the question *Where do you like to shop?* and the suggested places for shopping in the direction line. Explain that these suggestions will give students ideas for writing a passage similar to the one in Part I.
- Have students complete the five sentences (items 1–5) and then combine the sentences into a paragraph.
- Remind students to add additional adjectives and details to make the story as interesting as possible.

**Part III**

- Have students exchange their paragraphs with a partner.
- Ask students to use the checklist in Part III to edit and improve their partner’s writing.
- Have students give the paragraphs back to the original writers, who will finalize their changes.

**Optional Vocabulary**

biography	grocery store
sewing machine	ingredients
nickname	dishes (foods)
lawn mower	selection