

## Chapter 6: NOUNS AND PRONOUNS

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## General Notes on Chapter 6

- Nouns are the basic tools for giving names to and talking about things and concepts. Learners need usage ability of not only nouns but associated words, such as pronouns, adjectives, and prepositions. The chapter seeks to provide an acquaintance with these basic structures and terms in English grammar and how they fit into the fundamental patterns of the simple sentence in English.
- **TERMINOLOGY:** Some books use the term “noun adjunct” for the word *vegetable* in the phrase *vegetable garden*, but this text simply calls it “a noun used as an adjective.” A distinction is made between “possessive pronouns” (e.g., *my*) and “possessive adjectives” (e.g., *mine*).

### □ EXERCISE 1, p. 156. Preview: grammar terms. (Chapter 6)

This exercise depends upon the teacher to supply an introductory understanding of the concepts these grammar terms represent. Some students will be quite familiar with these terms, and some students will not be, in which case this exercise should catch their attention as to what they need to learn in this chapter.

When you discuss Exercise 1, you might use the following explanations.

In item 1: *shirt* is a thing. The traditional definition of a noun as a “person, place, or thing” can be useful to students. A noun can also be defined as a word that functions as a subject or object in a sentence. In this item, *shirt* is grammatically the object of the verb *wear* in the basic structure of a simple sentence: *subject + verb + object*. (See Charts 6-3 and 6-4 for explanations of subjects and objects.)

Item 2: *in* is a “little word” called a preposition. Prepositions are usually placed in front of nouns (or pronouns) and give information about place, time, and other relationships. Ask the students how many prepositions they can name (without looking at Chart 6-4).

Item 3: a pronoun refers to, and has the same meaning as, a noun. *He* and *Steve* are the same person in this item.

Item 4: an adjective describes (i.e., adds information about) a noun or pronoun; *thirsty* describes the subject *I*. If you say *Ali is thirsty*, then *thirsty* describes *Ali*. (Note: Some languages do not require a verb in this kind of statement, but English requires *be*.)

This preview contains basic simple sentences. If your students want to analyze them, they will find:

- All three patterns with main verb *be*:
  - be* + *prepositional phrase of place* (items 2, 3, and 13)
  - be* + *adjective* (item 4)
  - be* + *noun phrase* (items 11 and 12)
- *Be* as auxiliary verb (item 3, second verb)
- Basic S + V + O in items 1, 5, 6, 9, 10, 14, 15
- Basic S + V (intransitive verb) in items 7 and 8

**EXPANSION:** Knowing some of the basic grammar terminology presented in this chapter will help students use dictionaries more effectively, where words are identified as nouns, pronouns, prepositions, adjectives, etc. Perhaps at the conclusion of this exercise, or at some later point in this unit, students could investigate in their own dictionaries where and how these grammar terms are used.

#### ANSWERS:

- |                |                 |
|----------------|-----------------|
| 5. noun        | 11. noun        |
| 6. noun        | 12. adjective   |
| 7. adjective   | 13. preposition |
| 8. preposition | 14. noun        |
| 9. noun        | 15. pronoun     |
| 10. adjective  |                 |

## CHART 6-1: PRONUNCIATION OF FINAL -S/-ES

- Final *-s/-es* is troublesome for all ESL/EFL students. Paying special attention to its pronunciations can be helpful. In a way, students need to train themselves to be aware of hearing *-s/-es* as an aid to using it correctly in their own production, both spoken and written.
- Explain and model the pronunciation of the examples.
- To explain voiceless vs. voiced, tell the students to put their hand to their voice box to feel vibrations. A voiceless sound such as /t/ or /s/ comes from air being pushed through the tongue and teeth; a voiced sound such as /d/ or /z/ emanates from the voice box.
- Point out that in voiceless-voiced pairs such as /s/ and /z/, the tongue and teeth are in the same position. The only difference is the addition of the voice box to the /z/ sound.
- Some other voiceless vs. voiced pairs are /t/ and /d/, /p/ and /b/, /f/ and /v/.
- Define “buzz” (the sound a bee makes).
- The upside down “e” in the symbol /əz/ is called a “schwa.”

### □ EXERCISE 2, p. 157. Pronunciation of final -S/-ES. (Chart 6-1)

Clarify the information in Chart 6-1 by identifying voiced and voiceless sounds. For example, point out that final *-s* is pronounced /z/ in item 1 because /m/ is a voiced sound and pronounced /s/ in item 2 because /k/ is a voiceless sound.

ANSWERS:

- |        |          |          |
|--------|----------|----------|
| 3. /z/ | 9. /z/   | 15. /əz/ |
| 4. /z/ | 10. /z/  | 16. /əz/ |
| 5. /s/ | 11. /s/  | 17. /əz/ |
| 6. /z/ | 12. /əz/ | 18. /əz/ |
| 7. /s/ | 13. /əz/ | 19. /əz/ |
| 8. /z/ | 14. /əz/ |          |

### □ EXERCISE 3, p. 157. Preview: plural nouns. (Chart 6-2)

This preview exercise is intended to call students' attention to singular and plural nouns. Students using this text are already familiar with much of the grammar in this exercise, but some of the grammar is probably new to them (e.g., the use of the word *offspring*).

*EXPANSION:* This practice can also be used in class discussion to identify the basic structures of the simple sentence.

S + V + O in items 1, 2, 3, 5, 7, 8, 9, 10

S + V + PrepPhr (of place) in item 4

S + *be* + Noun in items 6 and 10

ANSWERS: 2. Boxes have six sides. 3. Big cities have many problems.  
4. Bananas grow in hot, humid areas. 5. Insects don't have noses. 6. Lambs are the offspring of sheep. 7. Libraries keep books on shelves. 8. Parents support their children. 9. Indonesia has several active volcanoes/s. 10. Baboons are big monkeys. They have large heads and sharp teeth. They eat leaves, roots, insects, and eggs.

## CHART 6-2: PLURAL FORMS OF NOUNS

- You may wish to model the nouns in (a) to illustrate the three different pronunciations of final *-s/-es*: *birds* = *bird* + /z/; *streets* = *street* + /s/; and *roses* = *rose* + /əz/.
- In section (f), you may point out that *-s*, not *-es*, is added to nouns that end in *-o* when the noun is a shortened form (e.g., *auto* instead of *automobile*), when the noun is related to a musical term, and when the noun ends in two vowels. Or you can simply say that sometimes one adds *-s* and sometimes *-es*; when in doubt, look it up.
- Section (i) is included simply to inform the students that some oddities in the formation of plural nouns do exist. Words with foreign plurals are not emphasized in this text; they are dealt with more fully in *Understanding and Using English Grammar*. The four words in section (i) are difficult vocabulary for most students at this level. They will encounter the word *phenomena* again in Chapter 11 in the discussion of phenomena of nature that are used as noncount nouns. (You might want to note that these rather unusual nouns are in the process of being Anglicized; that is, they are often spoken with more regular forms: e.g., one bacteria, two cactuses, one phenomena. In formal writing, however, the forms in this chart are still preferred.)

### □ EXERCISE 4, p. 159. Plural nouns. (Chart 6-2)

#### ANSWERS:

- |               |                   |                          |
|---------------|-------------------|--------------------------|
| 2. libraries  | 12. flashes       | 22. butterflies          |
| 3. children   | 13. tomatoes      | 23. categories           |
| 4. leaves     | 14. teeth         | 24. mosquitoes/mosquitos |
| 5. wishes     | 15. halves        | 25. sheep                |
| 6. fish       | 16. taxes         | 26. wolves               |
| 7. opinions   | 17. possibilities | 27. stitches             |
| 8. mice       | 18. thieves       | 28. feet                 |
| 9. sandwiches | 19. heroes        | 29. pianos               |
| 10. men       | 20. geese         | 30. beliefs              |
| 11. women     | 21. attorneys     |                          |

## CHART 6-3: SUBJECTS, VERBS, AND OBJECTS

- This is, of course, a simplified explanation of the simple sentence, but the students need only a basic understanding of subjects, verbs, and objects.
- You may want to delay a discussion of intransitive vs. transitive verbs until Chapter 10, where the distinction is dealt with in connection with the passive form. If you decide to introduce the terminology here, you could point out that dictionaries might label intransitive verbs as **v.i.** or **V** or **I** and transitive verbs as **v.t.** or **V + O** or **T**.

□ **EXERCISE 5, p. 160. Subjects, verbs, and objects. (Chart 6-3)**

This is a simple exercise, but the grammar it demonstrates is essential for students of this text to understand.

ANSWERS:

	<b>S</b>	<b>V</b>	<b>O</b>
3.	Cows	eat	grass.
4.	My dog	barked.	
5.	The dog	chased	the cat.
6.	Steam	rises.	
7.	Accidents	happen.	
8.	Most birds	build	nests.
9.	Our guests	arrived.	
10.	Teachers	assign	homework.
11.	My roommate	opened	the window.
12.	Jack	raised	his hand.
13.	Irene	is watching	her sister's children.

□ **EXERCISE 6, p. 160. Nouns and verbs. (Charts 6-2 and 6-3)**

You might want to discuss the sentence structure of some of these items. Ask the students how they know the italicized word is a noun or a verb.

ANSWERS:

3. n.	7. n.	11. n.
4. v.	8. v.	12. v.
5. v.	9. v.	13. v.
6. n.	10. n.	14. n.

□ **EXERCISE 7, p. 161. Nouns and verbs. (Charts 6-2 and 6-3)**

This practice requires a good understanding of the fundamental structure of the simple sentence and the grammatical functions of nouns and verbs. Students who are unable to complete it successfully may need extra help before they proceed in the chapter. Students who can't identify nouns and verbs will be at a great disadvantage throughout the rest of the text.

SAMPLE SENTENCES:

- Noun:* We walked home in the rain.  
*Verb:* It rained yesterday.
- Noun:* Paint can be very expensive.  
*Verb:* I will paint my bedroom this weekend.
- Noun:* I wore the tie you bought me.  
*Verb:* I tied a string around the package.
- Noun:* The phone kept ringing last night, but I didn't get out of bed to answer it.  
*Verb:* I'll phone you in the morning. (*an informal use*)
- Noun:* I bought my dress at a little shop in Los Angeles.  
*Verb:* We shopped for furniture.
- Noun:* His face was familiar, but I couldn't remember his name.  
*Verb:* I can't face my boss after the terrible mistake I made at work.
- Noun:* We couldn't drink the water because the stream was polluted.  
*Verb:* I watered the vegetable garden this morning.
- Noun:* My sister drew a circle around the correct answer.  
*Verb:* I will circle the correct answer to that question.
- Noun:* There's a fly on the ceiling.  
*Verb:* I'm going to fly to Rome next week.

## CHART 6-4: OBJECTS OF PREPOSITIONS

- What is a preposition? A simplified definition: A preposition is a word that occurs most often in front of nouns (or pronouns) to give information about place, time, and other relationships.
- Prepositions can also be humorously defined as “little words that cause second language learners a lot of trouble!”
- A definition may not be necessary or desirable. The text approaches recognition of prepositions (1) by supplying a list and simply telling the students that these words are prepositions, and (2) by demonstrating their grammatical structure and function in the examples and exercises.
- Appendix 2 contains preposition combinations with verbs and adjectives, with a reference list and exercises. The combinations are broken into small groups as an aid to learning. You may want to incorporate lessons from Appendix 2 into your class syllabus following the study of this unit. Students might use Appendix 2 to study one group of prepositions a week for the rest of the term.

### □ EXERCISE 8, p. 162. Subjects, verbs, and objects. (Charts 6-3 and 6-4)

Ask the students to analyze (i.e., parse) the sentences prior to class discussion. They can work alone, in pairs, or in groups. It is important in using this textbook that learners be able to identify the basic elements of a simple sentence. (You might ask older or somewhat advanced students to think of how their own language connects the elements that are in these simple sentences. This might help them remember the differences in English.)

ANSWERS:

**S V PREP O of PREP**

2. Sara looked at the pictures.

**S V PREP O of PREP PREP O of PREP**

3. Emily waited for her friend at a restaurant.

**S V PREP O of PREP**

4. The sun rises in the east.

**S V O PREP O of PREP PREP O of PREP**

5. Sue lost her ring in the sand at the beach.

**S V PREP O of PREP PREP O of PREP PREP O of PREP**

6. The moon usually disappears from view during the day.

**S V PREP O of PREP PREP O of PREP PREP O of PREP**

7. Eric talked to his friend on the phone for thirty minutes.

**S PREP O of PREP V PREP O of PREP**

8. Children throughout the world play with dolls.

**S V PREP O of PREP PREP O of PREP**

9. Astronauts walked on the moon in 1969.

**S PREP O of PREP V PREP O of PREP PREP O of PREP**

10. A woman in a blue suit sat beside me until the end

**PREP O of PREP**

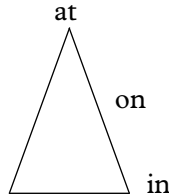
of the meeting.

□ **EXERCISE 9, p. 162. Prepositions of place. (Chart 6-4)**

Have the students physically demonstrate the spatial relationships described by prepositions of place.

**CHART 6-5: PREPOSITIONS OF TIME**

- Your students might remember these prepositions with the help of a triangle written on the chalkboard or a large piece of heavy paper.



This triangle shows that *at* is related to the smallest, most specific point in time (*at 9:30, at noon, etc.*); *on* is related to a single day; and *in* is related to the longest, most general period of time (*in the evening, in 1997, etc.*). Some phrases, however, do not fit as well into this scheme (e.g., *at present, in the present, in a few minutes, in the afternoon* vs. *on Monday afternoon*); special attention should be paid to these.

□ **EXERCISE 10, p. 163. Prepositions of time. (Chart 6-5)**

In items 3, 4, and 5, you may have to explain the difference between *in the present* (meaning *not in the past nor in the future*), *at present* (meaning *now, nowadays, for the time being*), and *at the present time* (meaning *for the time being, temporarily*). Using the triangle, show that *in* is more general than *at* in these phrases.

ANSWERS:

- |        |                 |
|--------|-----------------|
| 2. in  | 13. in          |
| 3. in  | 14. in          |
| 4. At  | 15. in          |
| 5. at  | 16. on          |
| 6. at  | 17. on          |
| 7. in  | 18. in          |
| 8. in  | 19. in . . . In |
| 9. in  | 20. On . . . On |
| 10. at | 21. On          |
| 11. at | 22. at          |
| 12. at |                 |

□ **EXERCISE 11, p. 164. Prepositions of time. (Chart 6-5)**

ANSWERS:

- |       |                 |
|-------|-----------------|
| 1. in | 7. on           |
| 2. at | 8. in           |
| 3. in | 9. in           |
| 4. in | 10. at          |
| 5. on | 11. on          |
| 6. in | 12. at . . . in |

## CHART 6-6: WORD ORDER: PLACE AND TIME

- “Place before time” is a helpful phrase for students to know.
- For the most part, time expressions are placed at the beginning of a sentence if the writer wants to emphasize the time element, to vary his sentence structure for stylistic reasons, or to clarify a long and complicated sentence.

### □ EXERCISE 12, p. 164. Word order: place and time. (Chart 6-6)

ANSWERS: 1. Alex works at his uncle’s bakery on Saturday mornings. (OR: On Saturday mornings, Alex . . . .) 2. I often take a walk in the park in the evening. (OR: In the evening, I . . . .) 3. My plane arrived at the airport at six-thirty in the morning. (OR: At six-thirty in the morning, my plane . . . .)

## CHART 6-7: SUBJECT-VERB AGREEMENT

- Singular–plural agreement is often a troublesome area for students. This chart presents only a few basics of subject–verb agreement.
- In (h): With *there + be*, nowadays a singular verb is common (informally) even when the subject is plural: *There’s some books on the desk*. It certainly wouldn’t hurt for the teacher to mention this peculiarity. This usage is dealt with in the more advanced text in this series, *Understanding and Using English Grammar, Third Edition*, Chart 6-4.

### □ EXERCISE 13, p. 165. Subject-verb agreement. (Chart 6-7)

The grammar dealt with in this exercise is troublesome for students and represents frequent sources of errors.

ANSWERS: 3. My mother = S speaks = V 4. My aunt and uncle = S speaks = V (*no error*) 5. Oscar = S speaks = V (*no error*) 6. The students = S speaks = V 7. Every student = S speaks = V 8. (There) are = V five students = S 9. There’s = V apartment = S (*no error*) 10. Does = aux V people = S like = V 11. The people = S speaks = V 12. (There) are = V kinds = S [As mentioned above, in informal spoken English one often hears *There is*, even among educated speakers: *There’s many different kinds of fish . . .* A singular verb here is not, however, generally considered correct grammar.] 13. The neighbors = S ~~is~~ are = V 14. (Every) student = S ~~have~~ has = V

## CHART 6-8: USING ADJECTIVES TO DESCRIBE NOUNS

- The emphasis of this chart is on the terminology “adjective” and its function and form.
- Some languages inflect adjectives, i.e., change their form for number, gender, or some other category. Be sure to make clear that an adjective in English is neither singular nor plural and has no inflected endings.



□ **EXERCISE 14, p. 166. Adjectives. (Chart 6-8)**

This exercise can be done quickly as a class or in groups. The goal is to make sure everyone in the class understands what an adjective is. The concept of adjectives will be revisited in the chapters on adjective clauses and comparisons.

Ask the students to identify the noun each adjective modifies.

ANSWERS:

- |                     |                                     |
|---------------------|-------------------------------------|
| 2. dry              | 7. Sensible . . . comfortable       |
| 3. big              | 8. soapy                            |
| 4. sharp            | 9. local . . . stolen . . . illegal |
| 5. Dark . . . small | 10. primitive . . . wild            |
| 6. funny            |                                     |

□ **EXERCISE 15, p. 167. Using adjectives with nouns. (Chart 6-8)**

The emphasis here is on the placement and function of adjectives.

EXPECTED SENTENCES: 1. Red roses are beautiful flowers. 2. Cold rain fell from the dark clouds. 3. The waiter poured hot coffee into my empty cup. 4. The young girl in the blue dress was looking for a telephone. 5. Annie sleeps on a soft bed in a quiet room. 6. Mrs. Fox gave the hungry children some fresh fruit. 7. After we finished our delicious dinner, Frank helped me with the dirty dishes. 8. When Tom was getting a haircut, the inexperienced barber accidentally cut Tom's right ear with the scissors.

□ **EXERCISE 16, p. 167. Adjectives and nouns. (Chart 6-8)**

With any luck, your students will create very funny passages to read aloud.

(The author remembers doing exercises like this years ago but doesn't remember the source of the idea. She would like to thank those who invented this format. It's a fun way to provide students with practice opportunities.)

**CHART 6-9: USING NOUNS AS ADJECTIVES**

- Nouns in this structure can be called “noun adjuncts” or simply referred to as “nouns that are used as adjectives.”
- Common problems that arise with this structure are:
  - (1) making the noun adjunct possessive: e.g., INCORRECT: *a flowers' garden*; and
  - (2) making the noun adjunct plural: e.g., INCORRECT: *the shoes store*.
- Sometimes a noun describing another noun becomes a single compound noun: *firefighter, doorbell, earphone*, etc. Tell the students to use their dictionaries when in doubt about spelling a noun–noun combination as one word or two. (There is no hard-and-fast rule to predict the form.)

□ **EXERCISE 17, p. 168. Using nouns as adjectives. (Chart 6-9)**

ANSWERS:

- |                       |                       |
|-----------------------|-----------------------|
| 2. vegetable garden   | 7. automobile factory |
| 3. television program | 8. history lesson     |
| 4. bean soup          | 9. mountain villages  |
| 5. vacation plans     | 10. flag poles        |
| 6. newspaper articles |                       |

□ **EXERCISE 18, p. 169. Using nouns as adjectives. (Chart 6-9)**

ANSWERS:

3. Airplanes
4. (no change)
5. (no change)
6. languages
7. Bicycles . . . Automobiles
8. (no change)

□ **EXERCISE 19, p. 169. Review: nouns. (Charts 6-1 → 6-9)**

Students have to be alert to catch all the nouns that need to have a final *-s/-es* and to recognize those that do not because they are noun adjuncts. (Noun adjuncts are noted in brackets in the answers below.)

Students need time to prepare this exercise. They might enjoy putting their heads together and working in groups.

Note the pronunciation of final *-s/-es* during class discussion.

ANSWERS:

2. There are around 8,600 kinds of birds in the world.
3. Birds hatch from eggs. Baby [noun adjunct: birds that are babies are baby birds] birds stay in their nests for several weeks or months. Their parents feed them until they can fly.
4. People eat chicken [noun adjunct] eggs. Some animals eat bird [noun adjunct] eggs.
5. Foxes and snakes are natural enemies of birds. They eat birds and their eggs.
6. Some birds eat only seeds and plants. Other birds eat mainly insects and earthworms.
7. Weeds are unwanted plants. They prevent farm [noun adjunct] crops or garden [noun adjunct] flowers from growing properly. Birds help farmers by eating weed [noun adjunct] seeds and harmful insects.
8. Rats, rabbits, and mice can cause huge losses on farms by eating stored crops. Certain big birds like hawks help farmers by hunting these animals.
9. The feathers of certain kinds of birds are used in pillows and mattresses. The soft feathers from geese are often used for pillows and quilts. Goose [noun adjunct] feathers are also used in winter [noun adjunct] jackets.
10. The wing [noun adjunct] feathers from geese were used as pens from the sixth century to the nineteenth century, when steel [noun adjunct] pens were invented.

□ **EXERCISE 20, p. 170. Review: nouns. (Charts 6-1 → 6-9)**

Allow students time to do this as homework. (It might be best to have everyone write the whole exercise on paper.) Class discussion can be in groups as the students compare their analyses. Each student can read a sentence aloud and point out the changes, or write a corrected sentence on the chalkboard. Pay attention to pronunciation of final *-s/-es*.

ANSWERS: (1) Whales . . . fish . . . fish . . . mammals . . . **Mice** . . . tigers (2) beings . . . examples . . . mammals . . . Whales . . . animals (3) dogs . . . chimpanzees . . . seas, oceans . . . rivers, whales (4) fish . . . Fish . . . eggs . . . offspring . . . Mammals . . . birth (5) offspring (6) kinds . . . whales . . . whales . . . creatures (7) whales . . . whales . . . feet . . . meters . . . length (8) tons . . . kilograms . . . whales . . . elephants (9) dinosaurs . . . heart . . . whale (10) size . . . car . . . vessel . . . aorta (11) person (12) beings . . . whales . . . times (13) people . . . whales . . . enemies . . . people (14) hunting . . . whales

## CHART 6-10: PERSONAL PRONOUNS: SUBJECTS AND OBJECTS

- This chart contains a lot of information, but it is assumed students are already familiar with personal pronouns (subject vs. object, singular vs. plural). You may wish to proceed directly to Exercise 21, using it as a preview to the chart.
- In examples (e) and (f), the use of *I* instead of *me* after *and* as an object pronoun seems to have taken the English-speaking world by storm. One can hear a lot of sentences like *Ann met Eric and I at the museum*, even from educated speakers. It's really quite an interesting linguistic phenomenon. You might mention to your students that they might hear native speakers misusing subject pronouns in this way as it is a common occurrence, but it is not yet accepted in formal writing. Perhaps someday it will be?
- Likewise, the use of *everyone . . . their* has become common in recent years. It now occurs in spoken language more often than *everyone . . . his/her*. This change may be an attempt to supplant the cumbersome *his/her* (which was adopted in the 1980s as more inclusive than the sexist *his*).

### □ EXERCISE 21, p. 172. Personal pronouns: subjects and objects. (Chart 6-10)

ANSWERS:

- |         |                         |
|---------|-------------------------|
| 2. me   | 7. me . . . us . . . We |
| 3. I    | 8. them . . . They are  |
| 4. I    | 9. She . . . me         |
| 5. it   | 10. me . . . He . . . I |
| 6. them |                         |

### □ EXERCISE 22, p. 172. Personal pronouns. (Chart 6-10)

This gives practice in identifying an antecedent and supplying the correct pronoun. To do so, the students must consider function, meaning, and form (subject vs. object, singular vs. plural, and gender).

During class discussion, ask students why they chose their answers.

ANSWERS:

- |                                   |   |
|-----------------------------------|---|
| 3. They . . . her                 | 7. them . . . they                        |
| 4. it . . . it . . . him . . . he | 8. it                                     |
| 5. it                             | 9. it . . . It                            |
| 6. they . . . them . . . they     | 10. them . . . They . . . They . . . them |

## CHART 6-11: POSSESSIVE NOUNS

- Proper placement of apostrophes in possessive nouns can be confusing, for native speakers as well as for second language learners. (Obviously, this is a problem only in the written language, not in speech.)
- Use ample examples to explain this chart, writing each on the chalkboard. For example, demonstrate *boys'* vs. *men's* and *girls'* vs. *women's*. Ask three male students to place their pens on one desk and three female students to place theirs on another. Then use the pens to demonstrate the meaning and placement of the apostrophe: *This is a man's pen. These are the men's pens. These are the boy's pens.* Etc.
- You may wish to point out that the apostrophe has more than one meaning and use. In this chart, it expresses possession (and its placement indicates number). In contractions, it indicates the omission of letters (e.g., *isn't* = *is not*, with the "o" omitted).
- In (h): *Tom's* can also be the contraction for *Tom has* in the present perfect form: ***Tom's*** *been here for two weeks.*

### □ EXERCISE 23, p. 174. Possessive nouns. (Chart 6-11)

This exercise and Practice 21 in the *Workbook* survey the basic uses of the apostrophe with the possessive forms of regular nouns, irregular nouns, and nouns that end in *-y/-ies*.

ANSWERS:

- |               |                       |
|---------------|-----------------------|
| 3. daughter's | 11. earth's           |
| 4. daughters' | 12. elephant's        |
| 5. man's      | 13. teachers'         |
| 6. woman's    | 14. teacher's         |
| 7. men's      | 15. enemy's           |
| 8. women's    | 16. enemies'          |
| 9. people's   | 17. Chris's OR Chris' |
| 10. person's  |                       |

### □ EXERCISE 24, p. 174. Possessive nouns. (Chart 6-11)

Point out that there is no difference in pronunciation between *king's* and *kings'*, *babies'* and *baby's*, etc. They are different only in written form, not in spoken form.

ANSWERS:

- |                                  |                 |
|----------------------------------|-----------------|
| 3. Babies'                       | 9. earth's      |
| 4. baby's                        | 10. Mosquitoes' |
| 5. caller's                      | 11. mosquito's  |
| 6. receptionist's . . . callers' | 12. animals'    |
| 7. yesterday's . . . today's     | 13. animal's    |
| 8. The pilots'                   |                 |

### □ EXERCISE 25, p. 175. Review of nouns + -S/-ES. (Charts 6-1 → 6-11)

This exercise reviews final *-s* vs. *-es*, irregular noun plurals, and possessive nouns.

- ANSWERS: 3. leaves 4. mother's 5. Potatoes 6. birds . . . teeth  
7. Tom's 8. thieves . . . Mr. Lee's 9. Mountains . . . valleys 10. child's  
11. Children's toys 12. actors' names 13. Teachers . . . people's . . . ideas  
14. monkeys . . . thumbs . . . hands . . . feet . . . thumbs . . . hands

## CHART 6-12: POSSESSIVE PRONOUNS AND ADJECTIVES

- The term “possessive adjective” can be confusing. *My, your, our*, etc., are pronouns in that they are noun substitutes, but they function as adjectives, i.e., they modify nouns. In this way, they are different from *mine, yours, ours*, etc., which the text labels “possessive pronouns.”
- The misuse of *it’s* vs. *its* is common among native speakers as well as second language learners. If the author’s own experience is representative, even educated native speakers often have to pause and figure out whether to use the apostrophe when they write *it* + *-s*. Students would welcome the information that even their teacher has to be careful when using *its* and *it’s*.
- *It’s* can also be a contraction for *it has* in the present perfect form: *It’s been a long time since I last talked to him.*

### □ EXERCISE 26, p. 177. Possessive pronouns and adjectives. (Chart 6-12)

ANSWERS: 2. his 3. their 4. my . . . yours . . . mine . . . Yours . . . your 5. its . . . its 6. It’s 7. Hers 8. her 9. your . . . It is . . . you 10. a. They b. Their c. Our . . . theirs d. They’re . . . there . . . they’re . . . their 11. mine 12. yours

## CHART 6-13: REFLEXIVE PRONOUNS

- Explain the form and meaning by using a mirror (a small pocket mirror will do). Incorporate Exercise 27 into the presentation of this chart. Perhaps mention that *reflexive* means “to bounce back or reflect,” as light or images are reflected by a mirror.
- Briefly answer questions about the vocabulary listed at the bottom of the chart. Some notes:
  - *feel sorry for yourself* = engage in self-pity
  - *help yourself* = serve yourself (as in a cafeteria)
  - *pinch yourself* = (jokingly and figuratively) *I couldn’t believe my good fortune. I had to pinch myself to make sure it was real.*
  - *work for yourself* = be self-employed
- Remind students that talking to themselves is a good way to practice English.

### □ EXERCISE 27, p. 178. Reflexive pronouns. (Chart 6-13)

Use the idea of this exercise while talking about Chart 6-13. Vary the leading questions you ask so that you cover all of the pronouns, singular and plural: *myself, ourselves*, etc.

### □ EXERCISE 28, p. 179. Reflexive pronouns. (Chart 6-13)

ANSWERS:

- |  |                |
|--|----------------|
| 2. himself   | 8. yourself    |
| 3. yourself (also possible: yourselves) . . . themselves | 9. myself      |
| 4. ourselves   | 10. itself     |
| 5. herself   | 11. themselves |
| 6. himself   | 12. myself     |
| 7. yourselves  |                |

□ **EXERCISE 29, p. 179. Reflexive pronouns. (Chart 6-13)**

This practice illustrates typical contexts of some of the common expressions listed in Chart 6-13. Vocabulary development is part of the intention of the exercise.

ANSWERS:

- |                           |                              |
|---------------------------|------------------------------|
| 2. will cut yourself      | 8. wished myself             |
| 3. introduced myself      | 9. is taking care of herself |
| 4. was talking to himself | 10. believe in ourselves     |
| 5. work for ourselves     | 11. felt sorry for myself    |
| 6. taught themselves      | 12. help themselves          |
| 7. killed himself         |                              |

□ **EXERCISE 30, p. 181. Reflexive pronouns. (Chart 6-13)**

Orally, students can invent various sentences about themselves and their classmates. Encourage imaginative sentences. The exercise could also be written. The purpose is to further familiarize the students with common expressions in which reflexive pronouns are used.

**CHART 6-14: SINGULAR FORMS OF OTHER: ANOTHER vs. THE OTHER**

- The sole focus of this chart is to distinguish between *another* and *the other*. Additional forms of *other* are discussed in the next chart.
- Many learners erroneously put *the* in front of *another*. Point out that *another* is simply two words, *an* (meaning *one*) and *other*, written together. *An* is an article. *The* is an article. You use only one article in front of a noun, never two articles together. You can't say *This is the an apple*. Similarly, you can't put two articles together with *the* and *another*.

□ **EXERCISE 31, p. 182. Singular forms of OTHER. (Chart 6-14)**

- ANSWERS: 2. a. Another    b. The other    3. a. Another    b. Another  
c. Another    d. another    4. The other    5. Another . . . Another . . . Another . . .  
The other    6. another    7. the other    8. the other [Answer: in the Pacific Ocean  
(Hawaii)]    9. Another [Others are Switzerland, Germany, Luxembourg, and Belgium.]

**CHART 6-15: PLURAL FORMS OF OTHER: OTHER(S) vs. THE OTHER(S)**

- The key here is to distinguish between the use of *other(s)* as a pronoun and *other* as an adjective. Remind students that adjectives are not inflected: they have no added endings such as *-s/-es*.

□ **EXERCISE 32, p. 184. Forms of OTHER. (Charts 6-14 and 6-15)**

This exercise suggests ways for you to use the classroom context to communicate the meaning and use of forms of *other*, both singular and plural.

*EXPANSION:* Another technique is to use Cuisinaire rods—sticks of wood or plastic of varied colors and lengths. Give each group of students some rods and have them describe the rods to each other using *others*, *another*, *the other*, and *the others*. A variation of this is to give identical sets of rods to two groups. One group builds something that the other group can't see. Then the builders must describe it accurately to the second group, who must try to copy the design with their rods. (This also provides practice in the use of prepositions of place.)

*EXPECTED RESPONSES:* 2. This is one pen. This one is **another**. This one is **the other**.  
OR This is one pen. These are **the others**. 3. This is one hand. This is **the other**.  
4. A hand has a total of five fingers. One is the thumb. **Another** is the index finger.  
**Another** is the middle finger. The ring finger is **another**. And **the other** finger, the last of the five, is the little finger. 5. One of the names on the board is Anna. **The other** name is Roberto. 6. One of the names on the board is Anna. **The others** are W, X, Y, and Z.  
OR **Others** are W and X. OR **Another** is W.

□ **EXERCISE 33, p. 184. Plural forms of OTHER. (Chart 6-15)**

*ANSWERS:*

- |                       |  |
|-----------------------|--|
| 2. other              | 11. The others                                     |
| 3. The others         | 12. a. Other                                       |
| 4. The other          | b. Others  |
| 5. The other          | c. Others  |
| 6. The others         | d. Other   |
| 7. The others         | 13. The other . . . The others                     |
| 8. The other          | 14. Others   |
| 9. Other . . . others | 15. other . . . others . . . the other . . . other |
| 10. The other         |  |

**CHART 6-16: SUMMARY OF FORMS OF OTHER**

- The main point of this chart is to show when *other* has a final *-s* (i.e., only when it is a plural pronoun). A common problem is that learners add final *-s* to *other* when it is used as an adjective: e.g., INCORRECT: *I bought some others books.*
- This unit on *other* does not deal with all of its uses. See *Understanding and Using English Grammar, Third Edition*, Chart 8-6, for more information.

□ **EXERCISE 34, p. 186. Forms of OTHER. (Charts 6-12 → 6-16)**

*ANSWERS:*

- |                                   |                         |
|-----------------------------------|-------------------------|
| 2. the other                      | 7. another . . . others |
| 3. Others                         | 8. another              |
| 4. Other                          | 9. The other            |
| 5. Others . . . other . . . other | 10. The others          |
| 6. The other                      | 11. Other               |

□ **EXERCISE 35, p. 187. Forms of OTHER. (Charts 6-12 → 6-16)**

This exercise can be oral or written.

*SAMPLE RESPONSES:* 1. blue . . . the other is red. 2. Others ride the bus. 3. one glass of water . . . he drank another one. 4. several . . . Tagalog . . . the others are German and English. 5. like to watch TV . . . others don't. 6. two sisters . . . 30 . . . the other is 24. 7. Ms. Gray. The other is Mr. Halprin. 8. Juan and Pedro . . . Others are Maria and Luis. 9. Some . . . Japan. Other . . . China, Indonesia, Turkey, and Colombia. 10. soccer . . . Another . . . baseball. Others are tennis and golf.

□ **EXERCISE 36, p. 187. Error analysis: summary review of nouns and pronouns. (Chapter 6)**

As in other error-analysis exercises in the text, the sentences in this exercise are adapted from actual student writing and represent common problems.

*ANSWERS:* 2. I had some black **bean** soup for lunch. **It was** very good. 3. The highways in my country are **excellent**. 4. . . . **They're teachers**. 5. Today many **women** are **miners, pilots, and doctors**. 6. My wife likes all **kinds of flowers**. 7. We often read **stories in** class and try to understand all the new **words**. I can't remember all of **them**. 8. There are two **pools** at the park. One is for **children**. The **other** is for adults only. 9. My brother has an **apple tree** orchard. 10. The windows in our classroom **are** dirty. 11. . . . I heard some **other important** news this morning. 12. The population of my hometown in 1975 **was** about 50,000. Today **it is** more than 150,000. 13. . . . **It's** in a bad neighborhood. **There is** trash on both **sides** of the street. I'm going to move to **another** neighborhood. 14. **All** people **need** an education / Every **person needs** . . . . people can improve **their lives**. 15. **When** Alice was a child, **she** lived in . . . Today **it** is a very big city with many **buildings** and **large** highways.