



# Chapter 6

## Nouns and Pronouns

### CHAPTER SUMMARY

**OBJECTIVE:** Nouns are the basic tools for giving names to and talking about things and concepts. Learners need usage ability of not only nouns, but also of associated words, such as pronouns, adjectives, and prepositions.

**APPROACH:** This chapter seeks to provide an acquaintance with basic noun structures and related terms in English grammar. It explains how these structures fit into the fundamental patterns of the simple sentence in English. It also provides students with ample practice recognizing and producing the various structures. This practice will allow students to gain confidence when using nouns and associated parts of speech so that they can self-correct as needed.

**TERMINOLOGY:** Some books use the term “noun adjunct” for the word *vegetable* in *vegetable garden*. This text, however, simply calls this type of noun “a noun used as an adjective.” A distinction is made between “possessive pronouns” (for example: *my*) and “possessive adjectives” (for example: *mine*).

□ **EXERCISE 1.** What do I already know?  
Page 146  
Time: 5–10 minutes

For this exercise, you will need to supply an elementary understanding of the concepts these grammar terms present. Some students will be quite familiar with these terms, and some students will not be, in which case this exercise should highlight what they need to learn in this chapter.

When discussing this exercise, you can use the following explanations after first seeing if students can provide you with working definitions of their own.

*Noun: person, place, or thing*

*Pronoun: a word that takes the place of a noun*

*Preposition: a word that goes in front of a noun and gives information about place, time, direction, and other relationships*

*Adjective: a word that both precedes a noun and describes it*

- Have the students take turns reading the first four sentences and the related parts of speech aloud.

- Put each part of speech on the board as it comes up and ask students what they can tell you about it.
- Write any thoughts or notes students provide you with on the board.
- Have students complete the remainder of the exercise as a class. Add to the working definitions on the board as new information comes up.

□ **EXERCISE 2.** Warm-up. Page 146  
Time: 5–10 minutes

- Write the terms *singular* and *plural* on the board.
- Ask students to define both. Write their definitions underneath the terms. For example:

*SINGULAR*  
*one*

*PLURAL*  
*more than one, many*

□ **CHART 6-1.** Plural Forms of Nouns. Page 147  
Time: 10–15 minutes

You may wish to model the nouns in (a) to illustrate the three different pronunciations of final /s/ and /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 (for example: *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 one adds -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 two words in section (i) are difficult vocabulary for most students at this level. You might want to add that these rather unusual noncount nouns are in the process of being Anglicanized; that is, they are often spoken with more regular forms, for example: *one bacteria*. In formal writing, however, the forms in this chart are still preferred.

- Remind students to add -s to third person verbs and that certain spelling rules apply for doing so.
- Explain that special spelling rules apply when making singular nouns plural and that the nouns presented in (b), (c), and (f) are similar to verbs that also end in the same consonants, vowels, or blends.
- Ask students to take turns reading each section of the chart aloud. After they have read the examples provided in the text, give your own example of a noun for students to make plural and write this on the board.
- After you have read through the chart with students, ask them to help you create an abbreviated chart of (a)–(f) on the board for immediate review.
- Instruct students to keep their books closed while doing so, and be ready to give them prompts. For example:

(a) most nouns + -s

*book* ⇒ *books*

(b) nouns ending in -sh, -ch, -ss, -x: + -es

*guess* ⇒ *guesses*

Etc.

- Explain to students that (g)–(i) simply need to be memorized because there is no obvious pattern.
- Tell students that their first job is to simply recognize that these nouns do not follow the patterns above. Then they can practice the patterns in exercises.

#### □ EXERCISE 4. Looking at grammar.

Page 148

Time: 10 minutes

- Redraw this chart on the board, just as it is in the book.
- Give students an opportunity to look through the list of nouns. Then hand out chalk or markers.
- Assign each student one word from the list of singular nouns.
- Tell them to transform the singular nouns to plural forms and add them to the correct column on the board.
- When the board version of the chart is complete, review it as a class.

**Expansion:** Create index cards with categories on them. Each phrase on the card should describe an entire category. For example:

*things people eat at breakfast*

*places people can swim*

*good birthday gifts*

*cute animals*

Prepare enough different index cards to allow every two students to work with two unique cards with sets of descriptive phrases. Divide students into pairs and give each pair two category cards. Carefully explain directions for the activity. You can also write directions on the board.

Tell students that this activity will give them opportunities to practice using and comprehending plural nouns. Then, explain to students that each student will look at his/her card and begin giving his/her partner clues to the category simply by giving

examples (in plural nouns) of the category described. Each student needs to be prepared to give enough plural noun examples so that their partner can guess the category. For example, for the categories given a student might say (possible examples in italics):

things people eat at breakfast

*toast, eggs, bacon, pancakes, waffles, cereal*

places people can swim

*lakes, ponds, public swimming pools, private swimming pools, beaches, rivers*

birthday gifts

*gift cards, money, dinners out, clothes, books*

cute animals

*puppies, kittens, bunnies, guinea pigs*

#### □ EXERCISE 6. Warm-up: listening.

Page 149.

Time: 5 minutes

- Before students listen, ask them to pay attention to the different pronunciations of final -s / -es.
- When reviewing with students, ask them to share their observations about the differences they have noticed.

#### CHART 6-2. Pronunciation of Final -s / -es.

Page 149

Time: 10 minutes

Final -s / -es is challenging for most ESL and 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 over the tongue and through the 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 sounds like /əz/ and is called a “schwa.”

- Write three separate columns on the board and label them as follows:

1. /s/      2. /z/      3. /əz/

- Go through each set of words (a)–(c) with students.
- Explain voiceless and voiced sounds, and ask your students to put their hand on their voice box (larynx) in their neck.

- Make sure that your students can really feel the vibrations or the lack thereof, depending on which sounds students are making.
- Explain to students that though they may often have trouble with these three endings and how to pronounce them, it is easy to recognize why certain words are pronounced in certain ways.
- To demonstrate this, ask students to attempt to pronounce one of the plural examples in this chart with the wrong ending.
- As students try to use the wrong pronunciation for different endings, they will quickly realize that the existing pronunciation has developed because it is hard work to pronounce certain combinations. For example, if a student were to try to pronounce a word ending in /t/, a voiceless sound with the /z/ version of -s, they would find it nearly impossible to do so.
- Ask students to suggest different words to try out with each of the three endings. As they do so, write these new examples under the appropriate column headings. For example:

1. /s/	2. /z/	3. /əz/
slots	eggs	watches
ships	kids	ages

□ **EXERCISE 7.** Listening. Page 150  
Time: 5–10 minutes

- Play the audio and ask students to circle the sound they hear.
- After reviewing the exercise, read through nouns again and ask students to repeat the correct pronunciation of each item after you.
- Look at each item again and ask students to come up with other nouns that have the same ending sounds.

□ **EXERCISE 9.** Listening and pronunciation. Page 150  
Time: 5–10 minutes

Reinforce the information in Chart 6-2 by asking students to define voiced and voiceless sounds. For example, point out that the 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.

□ **EXERCISE 11.** Warm-up. Page 150  
Time: 5 minutes

You may want to make lists of your own and model the task by writing an abbreviated list for each item on the board.

**Part III**

- Lead the discussion by asking students the questions in items 1–4.
- Ask students to define *subjects* and *objects*, and write on the board any examples or definitions given.

**CHART 6-3.** Subjects, Verbs, and Objects. Page 151  
Time: 5–10 minutes

This chart contains a simplified explanation of the simple sentence. Students only need a basic understanding of subjects, verbs, and objects. Many students will already have some understanding of the basic patterns.

You may want to delay a discussion of intransitive vs. transitive 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.*, *V*, *I*, and transitive verbs as *v.t.*, *V + O*, or *T*.

- Create a sentence or two using students' names and/or real lives to show the subject of a sentence. For example:

*Bo Young wrote a letter.*

*Manuel rode his bicycle to class today.*

- Explain that the subject of a sentence does not simply come before the verb, but in fact is the “doer” of the verb’s action.
- After you have written these sentences on the board, ask your students to help you label the subject and verbs of these sentences. For example:

**S            V**

*Bo Young wrote a letter.*

**S            V**

*Manuel rode his bicycle to class today.*

- When reviewing the above sentences, emphasize that it is the subject that does the action of the verb.
- Next, illustrate the role of the object by asking questions. For example:

Ask: *What did Bo Young write?*

Answer: *a letter*

Ask: *What did Manuel ride to class?*

Answer: *his bicycle*

- Explain that the subject of the verb does the action, but the object of the verb receives or feels the effect of the action.

## □ EXERCISE 12. Looking at grammar.

Page 151

Time: 5–10 minutes

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

- Explain to students that this exercise allows them to analyze a sentence and separate out each of its parts.
- Explain that some verbs cannot be followed by an object at all, and that later in this book these intransitive verbs (as they are called) will be discussed at length.
- Tell students that some verbs can be followed by an object, but this is not necessary. To illustrate this, write the following examples on the board.

*Our teacher is eating.*

*Our teacher is eating a sandwich.*

- Ask students to label each part of the sentences on the board.
- Give students time to complete the exercise as seatwork and then review as a class.

## □ EXERCISE 13. Looking at grammar.

Page 152

Time: 5–10 minutes

You might want to discuss the sentence structure of some of these items. Ask students how they know that the italicized word is a noun or a verb, and ensure that they look beyond where the word is placed in the sentence.

### Optional Vocabulary

name . . . after	vacant
relatives	express
runways	hobby

## CHART 6-4. Objects of Prepositions.

Page 153

Time: 10–15 minutes

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 structures and function in the examples and exercises.

Unit C in the Appendix 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 the Appendix into your class syllabus following the study of this unit. Students might use the Appendix to study one group of prepositions a week for the rest of the term.

- Explain that prepositions are used in combination with nouns. When used in this way, they give more information about where, when, how often, and in what way the action of the sentence takes place.
- Ask students to tell you any prepositions that they know, and write these on the board.
- Then ask for very basic questions that will call forth a response including a preposition, and write these on the board. For example:

*Where do you keep your cell phone?*

*Where did you put your book?*

- Write the answers on the board, and label the parts of speech in the sentences. For example:

**S V O P Obj. of P**

*I keep my cell phone in my backpack.*

**S V O P Obj. of P**

*I put my book on my desk.*

- Look through the chart with your students and ask them which, if any of the prepositions included, are not familiar to them.
- Have students “try out” prepositions by generating new sentences with a few of them.

## □ EXERCISE 17. Let’s talk. Page 154

Time: 5–10 minutes

Have the students physically demonstrate the spatial relationships described by prepositions of place. This exercise can be very effective, but it is necessary that students understand what is expected of them so be sure to model a few sentences.

## □ EXERCISE 18. Game: trivia. Page 154

Time: 10–15 minutes

Make copies of maps beforehand so that students can correct their answers independently.

## □ EXERCISE 19. Reading. Page 155

Time: 10–15 minutes

- Ask students to first read the passage and answer the questions independently.
- Ask students what the passage is about and write their answers on the board.
- Read the passage aloud, having different students take turns every few sentences.

- Make sure to correct students' pronunciation of the endings of nouns.
- Review the questions in items 1–5 as a class and ask students to locate key words in the passage that helped them respond directly.
- Please see the Teaching Suggestions at the front of this book for additional ideas for working with Reading passages.

### Optional Vocabulary

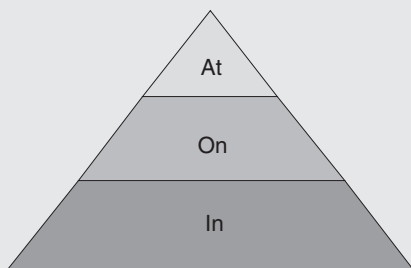
rainforest	vines
habitats	surface
layers	common

### EXERCISE 20. Warm-up. Page 156 Time: 5–10 minutes

**Expansion:** Ask students to line up according to their calendar birthdays. The students whose birthday falls closest to January 1st should be first in line and other students should place themselves accordingly. The student whose birthday falls as close to December 31st should be last in line. This expansion can be fun and requires that students exchange the information they have completed about themselves in the Warm-up.

### CHART 6-5. Prepositions of Time. Page 156 Time: 10–15 minutes

Your students might remember these prepositions of time with the help of a triangle written on the board.



The triangle above shows that the preposition *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 and least specific period of time (*in the evening, in 1997, in the 21st century*). Some phrases, however, do not fit as well into this scheme (for example: *at the present, in a few minutes, in the afternoon* vs. *on Monday afternoon*). Special attention should be paid to these cases.

- Draw the above triangle.
- Explain that *at* generally refers to the most specific point of time—the actual clock hour (*at 1:50 P.M.*)—and put the *at* example at the point of the triangle.

- Explain that *on* refers to a slightly less specific time—the day or date (*on November 22nd, 2000*)—and label this example to the side of the triangle, where it is less narrow than the point.
- Tell students that *in* refers to more general periods of time—years, months, centuries, etc. (*in 2000, in November, in the 21st century*) and write this example at the widest point of the triangle, its base.
- Remind students that preposition usage is not necessarily logical or predictable, and that while the triangle explanation above can be helpful, it is not a “rule.”
- Review the examples in the chart by having students read the phrases aloud, and draw students' attention to the notes on the right-hand side of the chart.
- Respond to any questions that students may have and remind them to refer to this chart as often as needed.

### EXERCISE 23. Warm-up. Page 157 Time: 5 minutes

- After students have checked all the grammatically correct sentences, have them take turns reading all the sentences aloud, as they are written.
- Ask students how they know that *b* in item 1 and *c* in item 2 are incorrect. Point out their skill in recognizing that these sentences sounded wrong.

### CHART 6-6. Word Order: Place and Time. Page 157 Time: 10–15 minutes

“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 / her structure for stylistic reasons, or to clarify a long and complicated sentence.

Students should learn that, in general, prepositional phrases are either at the beginning or the end of a sentence. Stress that *subject + verb + object* is the basic word order and that prepositional phrases can come before or after this basic pattern.

Stress that the reason *subject + verb + object* is not interrupted is because the *subject* does the action of the *verb*; the *verb* then impacts the *object*.

- Explain to students that the action should not be interrupted by place or time expressions.
- Draw the following on the board:

S ⇒ V ⇒ O

S ⇒ V ⇒ O

Hasan sold his CD collection.

- Now, ask students to add to this with a prepositional phrase explaining place.

**S ⇒ V ⇒ O P**  
*Hasan sold his CD collection at the yard sale.*

- Finally, ask students to provide even more information by giving a time phrase. Add it to the sentence on the board, with appropriate grammatical labels.

**S ⇒ V ⇒ O P T**  
*Hasan sold his CD collection at the yard sale on Saturday.*

- Explain to students that place phrases generally go in front of time phrases, and that both come either at the beginning or the end of the sentence.
- Read through the chart with your students and answer any questions that come up.

## CHART 6-7. Subject-Verb Agreement.

Page 158

Time: 10–15 minutes

Singular-plural agreement can be 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. (For example: *There's some books on the desk.*) It certainly wouldn't hurt to mention this peculiarity as well as the fact that students should acquire the correct form before departing from it. This usage is dealt with in the more advanced text in this series, *Understanding and Using English Grammar*.

- Begin by having students help you come up with a simple sentence and write it on the board. For example:

**S V O**  
*The book describes the author's life.*

- Expand on the sentence above and add in a long prepositional phrase with additional nouns. Write this on the board. For example:

*The book on the table between the two couches describes the author's life.*

- Explain to students that in order to identify the real subject of any sentence, they should look for the first preposition in the sentence, and then locate the noun to its left.
- Ask a student to go to the board and locate the first preposition and then find the noun that precedes it. For example:

**S**  
*The book on the table between the two couches describes the author's life.*

- Ask the student at the board or another student to locate the verb of the sentence.
- Explain that the prepositional phrase between the subject and its verb describes the subject but does not constitute essential information.
- Ask a student to cover up the prepositional phrase with paper or erase it and see what remains. In doing

so, students will see that the original sentence exists and the basic meaning is unchanged.

**S**  
*The book on the table between the two couches*  
**V O**  
*describes the author's life.*

- Explain to students that the most important step in achieving agreement between subject and verb is simply to locate the subject among other nouns in the sentence.
- Ask students to take turns reading the example sentences (a)–(j).
- Explain the notes included on the right-hand side of the chart.
- Pay special attention to (g), (h), (i), and (j). Students often find it hard to make these phrases agree with verbs. Remind them that *each* and *every* are always singular.

## EXERCISE 27. Looking at grammar.

Page 159

Time: 5–10 minutes

The grammar dealt with in this exercise can be troublesome for students and represents frequent sources of errors. It is helpful to spend ample time encouraging students to explain why the errors they see are incorrect and how to fix them.

## EXERCISE 28. Listening. Page 159

Time: 5–10 minutes

### Optional Vocabulary

sweat	chest
fur	flap
panting	mud
paw	roll

## EXERCISE 29. Warm-up. Page 160

Time: 5–10 minutes

- Begin by asking a number of questions about when students first went to school and met their first teacher. For example:

*How old were you when you first went to school?*

*How did you like your first day of school? Were you frightened or excited?*

*Was your first teacher a man or a woman?*

*Was he or she young or old?*

*How did your first teacher treat you?*

- As students share their memories of their first teachers with you, write student-generated sentences on the board. For example:

*Juan's first teacher was a young woman. She was very friendly.*

*Kwon Jung's first teacher was a middle-aged man. He was serious but patient.*

### Optional Vocabulary

elderly  
patient  
impatient

### CHART 6-8. Using Adjectives to Describe Nouns. Page 160 Time: 10–15 minutes

The emphasis of this chart is on the terminology “adjective” and its function and form.

Some languages inflect adjectives by changing their form for number, gender, or some other category. However, adjectives never change their form in English, and there are no singular or plural versions, and therefore no inflected endings.

- Explain that adjectives are words used to describe or modify nouns.
- Tell students that adjectives usually come immediately before nouns, and that subjects and objects can both be modified by adjectives.
- Think of a familiar noun, such as *vacation*, and write it on the board.
- Now ask students to think of adjectives that can describe or even define the noun above.
- Write a sentence on the board using the adjectives students have given you. For example:  
*Maya went on a long, relaxing, fun vacation.*
- Read through the chart with students and ask students to read examples (a)–(h) aloud.
- Stress that adjectives usually precede (rather than follow) the noun they modify.
- Next, explain that adjectives can also follow the verb *to be*.
- Write the word *ice cream* on the board and ask students to call out adjectives that describe ice cream.
- Create a sentence using the adjectives students have given you. For example:  
*Ice cream is a cold, sweet, delicious dessert.*
- Point out that adjectives do not change depending on the form of the nouns that follow them, and remind students that adjectives have no plural form.

### □ EXERCISE 30. Looking at grammar. Page 160 Time: 3–5 minutes

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

Before beginning the exercise, ask students where they can find adjectives in a sentence and remind them that adjectives come before nouns or after the verb *to be*.

### □ EXERCISE 31. Looking at grammar. Page 160 Time: 5–10 minutes

The emphasis here is on the placement and function of adjectives. In addition, the sentences created should be meaningful.

- After students have had a chance to read through the exercise, ask them to take turns writing their sentences on the board.
- Instruct the students who have not gone to the board to evaluate the sentences on the board to see if all are correct.
- If students have made unexpected sentences, discuss whether the sentences and adjectives used also make sense.

### □ EXERCISE 32. Looking at grammar. Page 161 Time: 15–20 minutes

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

This type of activity is usually called a Mad Lib. Mad Libs were invented in 1953 by Leonard Stern and Roger Price, who published the first *Mad Libs* book themselves in 1958. Mad Libs books are still published by Price Stern Sloan, an imprint of Penguin Group, cofounded by Price and Stern.

#### Part I

- Put students into small groups.
- Instruct students to cover Part II below with a sheet of paper while completing Part I.
- Encourage students to be creative when thinking of answers.

#### Part II

- Explain to students that they will be completing Part II with the word chosen for the blank with the same number in Part I.
- Have students take turns reading the completed sentences aloud. Discuss which responses make the most sense and which are the silliest.

## CHART 6-9. Using Nouns as Adjectives.

Page 162

Time: 10–15 minutes

Nouns in this structure can be called “noun adjuncts” or simply “nouns that are used as adjectives.”

Common problems that arise with this structure are:

- 1) making the noun adjunct possessive, for example:

*INCORRECT: flower's garden*

- 2) making the noun adjunct plural, for example:

*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 definitive rule to predict the form.)

- It is likely that students have already come across a number of nouns used as adjectives, and, therefore, you can introduce the topic by asking students if they know any.
- Write any appropriate nouns that students come up with, and if they cannot produce any, help them get started by writing a few of your own on the board, such as:

<i>bus stop</i>	<i>yoga mat</i>
<i>school bus</i>	<i>textbook</i>
<i>wine glass</i>	<i>yearbook</i>
<i>water bottle</i>	<i>toothpaste</i>

- Explain that these kinds of nouns are common and that students should realize that the first noun acts as an adjective and does not become plural when modifying another noun.
- Explain to students that they cannot always predict when such nouns will be formed from two separate words and when these words will be combined; occasionally both forms are expected.

**Expansion:** Prepare index cards that each have one noun on them. Choose these nouns by taking a list of noun-noun combinations and writing one noun on each card. Distribute one card per student and instruct students to “combine” their words with as many other nouns as make sense. Review all the possibilities as a group.

### □ EXERCISE 37. Warm-up. Page 163

Time: 5 minutes

- Before beginning this Warm-up, ask students to give you very basic definitions of the parts of speech they have recently been studying.
- Write the following notes (hopefully generated by students) on the board:

*subject = doer of action; verb = action*  
*object = receiver of action*

## CHART 6-10. Personal Pronouns: Subjects and Objects. Page 164

Time: 15–20 minutes

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 38, using it as an additional preview for the chart.

In examples (e) and (f), teachers should be aware that the use of *I* as an object pronoun rather than *me* (as in *Eric and me*) seems to be gaining in popularity in spoken English. One can hear a lot of sentences like *Ann met Eric and I at the museum*, even from educated speakers of English. You might mention to your students that they might hear native speakers misusing subject pronouns in this way in spoken English. However, students should know that this usage, no matter how often they hear it, is still incorrect and not accepted in formal English.

Along the same lines, *everyone* being followed by the possessive adjective pronoun *their* has become accepted in recent years. Unlike the use of a subject pronoun where an object is needed, using *their* as a possessive adjective to agree with *everyone* does reduce clumsiness. This combination now occurs in spoken English more commonly than does *everyone . . . his / her* and for good reason. This change allows people to avoid using the awkward *his / her* that gained popularity in the 1980s in an attempt to be more inclusive.

- Because students are likely to be familiar with both subject and object pronouns, begin by simply having students take turns reading the sample sentences (a)–(i).
- Using either a sample sentence from the chart or one that students create, write a sentence on the board and have other students identify and label the parts of speech by coming to the board. For example:

**S V O**

*Nadia greeted Aiko and me at the train station.*

- Have students transform every proper name they can into personal pronouns and write the resulting sentence.

**S V O**

*She greeted us at the train station.*

- Remind students that pronouns must agree in person and number with the subjects or objects they replace.
- Review all the notes for singular / plural pronouns as well as subject / object.

### □ EXERCISE 39. Looking at grammar.

Page 165

Time: 5–10 minutes

- Tell students that if compound objects are challenging for them, they can cover both the *and* and the noun preceding it to see if an object pronoun is still required.



- Demonstrate this on the board with a sentence based on students' lives. For example:

**S V O**

*Ali congratulated Ben and me on our engagement.*

#### □ EXERCISE 40. Looking at grammar.

Page 165

Time: 5–10 minutes

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.

#### Optional Vocabulary

borrowed	injure
returned	grain
intensity	invention

#### CHART 6-11. Possessive Nouns. Page 166

Time: 15–20 minutes

Proper placement of apostrophes in possessive nouns can be confusing, for native speakers as well as for second language learners. (Because the placement of apostrophes cannot be distinguished in spoken English, this is only a problem in written language and not in speech.)

Use plenty of examples to explain this chart, writing each on the board. 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 their pens 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 (for example: *isn't = is not*, with the "o" omitted).

- Read through examples (a)–(c) with your students.
- Write the following new examples on the board:
  - The girl's brother lives in Denmark.*
  - The girls' brother lives in Denmark.*
  - The woman's brother lives in Denmark.*
  - The women's brother lives in Denmark.*
- Ask a student or students to go to the board and write *Singular* or *Plural* over the possessive noun. For example:

**SINGULAR**

*The girl's brother lives in Denmark.*

**PLURAL**

*The girls' brother lives in Denmark.*

**SINGULAR**

*The woman's brother lives in Denmark.*

**PLURAL**

*The women's brother lives in Denmark.*

- Read through examples (d)–(g) with your students and respond to any questions.
- Write examples of contractions of the verb *to be* or *to have* with nouns and pronouns and point out that students need to attend to the entire sentence to ensure they know whether a possessive or a contraction is used.

#### □ EXERCISE 43. Looking at grammar.

Page 167

Time: 5–10 minutes

Students may not be familiar with the workings of a family tree. If so, take the time to talk through the family relationships in the image. You may want to even label it.

#### □ EXERCISE 45. Warm-up. Page 167

Time: 5 minutes

In this exercise, as in others, some students will be able to identify which forms are grammatically correct without being able to explain why they know this. Point out to students that their ability to recognize what does and does not sound correct shows how much their English skills are progressing.

#### CHART 6-12. Possessive Pronouns and Adjectives. Page 168.

Time: 10–15 minutes

The term "possessive adjective" can be confusing. *My, your, our, etc.*, are pronouns in that they are noun substitutes. However, they function as adjectives because they modify and precede nouns (for example: *my textbook, our textbooks*). In this way, they are different from *mine, yours, ours, etc.*, which the text labels "possessive pronouns."

The misuses of *it's* vs. *its* are common among native speakers as well as second language learners. Even educated native speakers often have to pause and figure out whether to use the apostrophe when they write **it + s**. Students might welcome the knowledge that even teachers have 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.*

- Write the example sentences (or an original version of them) on the board. For example:

*This textbook is mine. = possessive pronoun*  
*It's my textbook. = possessive adjective*

- Explain to students that the meanings of the above sentences are essentially the same.
- Ask students what differences they notice between the two forms. Write their observations underneath the forms, respectively. For example:

*This textbook is mine. = possessive pronoun*  
*Can follow verb to be*  
*Does not come in front of a noun*  
*It's my textbook. = possessive adjective*  
*Goes in front of a noun the way adjectives do*

- Ask students to take turns reading through (c)–(j). Elaborate on explanatory notes.
- Apart from *mine*, students should notice that all other possessive pronouns end in -s.
- Make sure students notice that there is no possessive pronoun for *it*.
- Spend ample time on (k)–(l) and (m)–(o) as these represent common errors for second language learners as well as native speakers.

**CHART 6-13.** Reflexive Pronouns. Page 169  
 Time: 10–15 minutes

Explain the form and meaning by using a mirror (a small pocket mirror will do). Incorporate the Warm-up above into the presentation of this chart. Explain to your students that *reflexive* actually 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 pinch yourself to make sure that what you are experiencing is real*) *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 their English.

- Using a mirror, demonstrate looking at yourself.
- With your students' input, write subject pronouns on the board as you would to conjugate a verb.
- Next to these, write the reflexive pronouns. Your students will soon catch on to the fact that they simply need to add -*self* / -*selves*. For example:

<i>I</i>	<i>myself</i>	<i>we</i>	<i>ourselves</i>
<i>you</i>	<i>yourself</i>	<i>you</i>	<i>yourselves</i>
<i>he / she / it</i>	<i>himself / herself / itself</i>	<i>they</i>	<i>themselves</i>

- Have students read the example sentences (i)–(k) aloud.
- Explain to your students that reflexive pronouns are also used for emphasis when expressing surprise or

pride that someone did not require help to complete a task.

- Write the following example (or one like it) on the board:

*I can't believe that Leila cut her hair herself! It looks beautiful and is very trendy!*

- You may want to explain that normally, people pay hairdressers to cut and style their hair.

**EXERCISE 50.** Let's talk: interview.  
 Page 170  
 Time: 10–20 minutes

The purpose of this exercise is to further familiarize students with common expressions in which reflexive pronouns are used and to get students using reflexive pronouns in a relaxed, natural way.

- Ask students to get up and move around the classroom, taking notes as they interview their peers.
- Move around the room and help students engage one another and ask follow-up questions.
- After students have gained information and anecdotes about their peers, discuss the questions as a whole and encourage students to compare their responses.

**CHART 6-14.** Singular Forms of *Other*:  
*Another* vs. *The Other*. Page 171  
 Time: 10–15 minutes

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 English language learners erroneously put *the* in front of *another*. Point out that *another* is simply two words combined: *an* (meaning *one*) and *other*. *An* is an article. *The* is an article. You only use one article in front of a noun and 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***.

- Explain that both *another* and *the other* are singular forms and thus, both have singular grammar when combined with a verb.
- Put the following notes on the board:  
*Another* = *one more, one in addition*  
*The other* = *a remaining, or not yet chosen, one*
- Ask your students to take turns reading the notes for (a) and (b) aloud.
- Underline or highlight the *an* in *another* and the *the* in *the other*.  
*Another = one more, one in addition*  
*The other = a remaining, or not yet chosen, one*
- Create your own example sentences using your students' names and lives. If possible, have students create these sentences and discuss the difference between them. For example:

Marta asked for another piece of pizza. (There are many pieces left.)

Marta asked for the other piece of pizza. (There is only one piece left.)

- Remind students that *an* is an indefinite article and when you want *another*, you just want one more of whatever is already being offered.
- Remind students that *the* is a definite article and, therefore, when you want *the other*, you have a specific object in mind.
- Explain the notes from the chart in detail, and write additional examples on the board.
- Ask students to read (c) and (d) aloud. Stress that both *another* and *the other* can be used as pronouns.

### CHART 6-15. Plural Forms of *Other*:

*Other(s)* vs. *The Other(s)*. Page 173

Time: 10 minutes

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*.

- Explain to students that *other* is an adjective and they will recognize it as such when it precedes a noun. When *other* does not precede a noun, it is a pronoun and an *-s* can be added to make it plural.
- With the help of your students, create and write sample sentences on the board. For example:  
*Julio is carrying three books in his backpack. One book is this text and the other books are novels.*  
*Hye Jin put one of her four notebooks on the desk. She put the others beneath the desk.*
- Ask students to read the example sentence (a)–(f) in the chart aloud. Review the explanatory notes with students.

### □ EXERCISE 56. Let's read and write.

Page 175

Time: 15–25 minutes

#### Part I

- Give students an opportunity to read through the passage on their own.
- Then if time permits, have students take turns reading this passage aloud.
- As a class, respond to the comprehension questions and locate where these answers can be found.

#### Part II

- Provide time for your students to read and consider this passage, and answer any questions they might have.

#### Part III

- Give students a chance to use the model to start their own paragraph.
- Tell students to complete their writing assignment for homework. (Collect and then respond to students' passages at the next class meeting.)

### Optional Vocabulary

nervous	peaceful
anxious	inhaling
variety	exhaling
techniques	methods

### CHART 6-16. Summary of Forms of *Other*.

Page 176

Time: 10 minutes

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. For example:

INCORRECT: *I bought some others books.*

This unit on *other* does not deal with all the uses of *other*. See *Understanding and Using English Grammar* for more information.

- Explain to students that there are two basic ways to use the forms of *other*. Tell students that one of these ways is as an adjective.
- Ask students what kind of word follows all adjectives, and anticipate the response "noun."
- Write the following examples on the board and remind students that the uses immediately below are also as adjective.

*another student*

*another movie*

*another English class*

- Remind students that *another* is the same as *an* + *other*.
- Next, explain to students that *other* precedes a plural noun.

*other students*

*other movies*

*other English classes*

- Remind students that when they use *the other* as an adjective, *the other* is in contrast to a noun previously named.
- Write examples on the board to show the contrast between one item and the other. For example:

*I have two books here. One is War and Peace. The other book is Harry Potter.*

*We have a number of delicious dishes. Some were brought from a restaurant. The other dishes were made here.*

- Now explain to students that when using a pronoun version, no noun is used at all. As in all cases, the pronoun form takes the place of the noun itself.
- Using the examples from above, show how the pronoun is different from the *adjective* + *noun* form by changing the board examples accordingly. For example:

*I have two books here. One is War and Peace. The other is Harry Potter.*

*We have a number of delicious dishes. Some were brought from a restaurant. The others were made here.*