## 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
6. noun
7. adjective
8. preposition
9. noun
10. adjective
11. noun
12. adjective
13. preposition
14. noun
15. pronoun

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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. /az/
4. /z/ 10. /z/ 16. /az/
5. /s/ 11. /s/ 17. /az/
6. /z/ 12. /az/ 18. /az/
7. /s/ 13. /az/ 19. /az/
8. /z/ 14. /az/

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

**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:

| 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. |
| 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:

1. **Noun:** We walked home in the rain.
   **Verb:** It rained yesterday.
2. **Noun:** Paint can be very expensive.
   **Verb:** I will paint my bedroom this weekend.
3. **Noun:** I wore the tie you bought me.
   **Verb:** I tied a string around the package.
4. **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)*
5. **Noun:** I bought my dress at a little shop in Los Angeles.
   **Verb:** We shopped for furniture.
6. **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.
7. **Noun:** We couldn’t drink the water because the stream was polluted.
   **Verb:** I watered the vegetable garden this morning.
8. **Noun:** My sister drew a circle around the correct answer.
   **Verb:** I will circle the correct answer to that question.
9. **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:

1. S V PREP O of PREP
2. Sara looked at the pictures.
3. Emily waited for her friend at a restaurant.
4. The sun rises in the east.
5. Sue lost her ring in the sand at the beach.
6. The moon usually disappears from view during the day.
7. Eric talked to his friend on the phone for thirty minutes.
8. Children throughout the world play with dolls.
10. A woman in a blue suit sat beside me until the end 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.

```
  at
   
 on

in
```

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
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 . . . )

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 speak = 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 speak = 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 have = V 14. (Every) students = S have = 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
3. big
4. sharp
5. Dark . . . small
6. funny
7. Sensible . . . comfortable
8. soapy
9. local . . . stolen . . . illegal
10. primitive . . . wild

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
3. television program
4. bean soup
5. vacation plans
6. newspaper articles
7. automobile factory
8. history lesson
9. mountain villages
10. flag poles
**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.
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 . . . dogs . . . chimpanzees . . . seas, oceans . . . rivers, whales
3. (4) fish . . . Fish . . . eggs . . . offspring . . . Mammals . . . birth
4. (5) offspring . . . kinds . . . whales . . . whales . . . creatures . . . (7) whales . . . whales . . . feet . . . meters . . . length
5. (8) tons . . . kilograms . . . whales . . . elephants
6. (9) dinosaurs . . . heart . . . whale . . . (10) size . . . car . . . vessel . . . aorta
7. (11) person
8. (12) beings . . . whales . . . times
9. (13) people . . . whales . . . enemies . . . people
10. (14) hunting . . . whales

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

### 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’
4. baby’s
5. caller’s
6. receptionist’s . . . callers’
7. yesterday’s . . . today’s
8. The pilots’
9. earth’s
10. Mosquitoes’
11. mosquito’s
12. animals’
13. animal’s

### 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

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**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.*
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:**
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 Cuisenaire 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

3. The others

4. The other

5. The other

6. The others

7. The others

8. The other

9. Other ... others

10. The other

11. The others

12. a. Other

13. The other ... The others

14. Others

15. other ... others ... the other ... 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

3. Others

4. Other

5. Others ... other ... other

6. The other

7. another ... others

8. another

9. The other

10. The others

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.