

CHAPTER SUMMARY

OBJECTIVE: To become familiar with pronouns and their use.

APPROACH: The chapter reviews most aspects of personal pronoun use and emphasizes particularly challenging aspects, such as agreement, agreement with collective nouns, and the use of *other* as both a pronoun and an adjective. The chapter includes a section on common expressions with *other*.

TERMINOLOGY: This text uses the term “possessive adjective” for *my, your, his/her, our, and their*, and they are followed by nouns. Because these pronoun forms function as determiners, students should be advised that other texts may call these “possessive determiners.” To avoid confusion, make it clear to students that possessive adjectives come before nouns but that possessive pronouns (*mine, yours, his/hers, ours, theirs*) are not followed by nouns. Possessive pronouns stand alone and take the place of possessive adjectives + the nouns they describe. Students will also encounter the term “antecedent.” As always, steer student’s attention away from terminology for its own sake, and ensure they understand what particular grammatical structures mean and how they are used. Function is key in these explanations.

PRETEST. What do I already know? Page 139. Time: 5 minutes

- Ask students each item aloud, taking turns. Remind students that reading to themselves and hearing sentences at least in their heads will help them develop strong auto-correction skills.
- Review as a class, and ask students to articulate what makes the incorrect sentences ungrammatical and how to fix these sentences.

► **EXERCISE 1.** Warm-up. Page 139. Time: 5 minutes

This exercise highlights the importance of knowing and using correct pronouns. Explain to students that while most verb tense errors do not affect whether students are understood or not (as usually, there are enough context cues that listeners can assume the right time / tense), pronoun errors can be truly confounding. Pronouns take the place of nouns and thus, it is critical that pronoun reference be established.

- Work through this exercise as a class.
- Ask students if they have had conversations in English where the noun referred to (the antecedent) is not clear.

Expansion

You can begin this expansion by telling students that they are very likely to all have already studied all the pronouns English has. This chapter is largely review. However, as students do often confuse subject, object, possessive pronouns, and possessive adjectives, give students opportunities to show what they do know, starting with subject pronouns.

Have a contest to see which student can repeat all the names of the other students in class. Use subject pronouns to start these sentences. Write on the board:

We are ... (names).

You are ... (names).

They are ... (names).

In stating the members of each pronoun group, ask the student taking this challenge to say who is included in the group and who is being spoken to. For example:

We are ... (speaker is part of the group and includes herself in it).

You are ... (speaker is talking to the rest of the class and does not include himself in the group).

They are ... (speaker is talking to the teacher and does not include himself in the group).

This expansion provides a practice template for any of the four pronoun forms. You will need to create a different template sentence to suit object pronouns, possessive pronouns, and possessive adjectives.

CHART 8-1. Pronouns and Possessive Adjectives. Page 140. Time: 10–15 minutes

The contents of this chart will be very familiar to most of your students. Remind them of this frequently, and remind them that subject and object pronouns were among the first words they learned in English. Tell students that they can use the chart as a reference and that like all the charts in this text, they are not expected to memorize it, but rather to be very familiar with the chart. Knowing the categories well will help students self-correct before they make pronoun errors.

In keeping students' focus on function, the role of the antecedent mentioned in the chart notes for (a) is very important. Students cannot select the correct pronoun form if they do not clearly know which noun they are seeking to replace with a pronoun.

Highlight the critical difference between possessive pronouns and possessive adjectives. Possessive pronouns take the place of the noun altogether, while the possessive adjectives always come before a noun. This distinction should be mentioned frequently, as students often confuse these forms.

- Announce that because this is review, students will supply you with the forms and complete the chart with you on the board before looking at the chart in the book.
- Have students close their books.
- Begin with subject pronouns, and list both singular and plural forms under the heading *Subject Pronouns*. Repeat for the other headings and pronouns in Chart 8-1.
- Ask students for example sentences for each of the four categories, and write these on the board once that category's column is complete.
- If your students have a hard time creating a sentence to illustrate one form's use, present it to them as a cloze sentence.
- Lastly, have students open their books and review the explanatory notes on the right side of the chart.
- If your students are advanced enough to show some mastery over pronouns already, you may want them to do a few exercises at a time from Exercises 2 to 10 and then review them together.

► **EXERCISE 2.** Looking at grammar.
Page 141. Time: 5–10 minutes

Again, the challenge of pronoun use is to show a clear reference. Remind students of the term “antecedent” presented in Chart 8-1 before having them work through this exercise.

- Have a student read the example item aloud.
- Ask the class how they know that *He* refers back to *Robert*. (Because *promotion* would be an *it*).
- Give students time to complete the exercise as seatwork.
- Correct as a class.

Optional Vocabulary

| | |
|-----------|---------|
| promotion | infant |
| adopted | surgery |

► **EXERCISE 3.** Looking at grammar.
Page 141. Time: 5–10 minutes

- Have students complete this exercise, choosing the correct completion as they take turns reading each item aloud.

- After a student has completed a sentence correctly, ask other students to explain how they knew which noun was the antecedent.

► **EXERCISE 4.** Looking at grammar.
Page 141. Time: 5–10 minutes

Remind students that because the third person object pronouns and possessive adjectives are exactly the same words—*his* and *her*—students need to look for a noun to see whether a possessive adjective is needed.

- Give students time to complete this exercise as seatwork.
- Review as a class.
- Create similar examples for those items that prove challenging, and put them on the board for class review.

► **EXERCISE 5.** Looking at grammar.
Page 142. Time: 5–10 minutes

Before students begin this exercise, let them know that the scope of the exercise only includes a comparison between possessive pronouns and possessive adjectives.

- Even if it seems “silly,” ask students what must always follow a possessive adjective (a noun), and write the following reminder on the board.
A possessive adjective must always be followed by a noun.
- Give students time to complete the exercise.
- Correct as a class.

► **EXERCISE 6.** Let's talk. Page 143.
Time: 10–15 minutes

- Put students into pairs.
- Students can follow the direction line as written, but if performing before the class does not seem right for your group, have each pair complete each discussion by having both partners take A and B roles, alternately.
- Correct as a class by having students read completions aloud.

Expansion

Guided conversation questions can be used to give students additional practice with target grammar. Exercise 6 focuses on commonly confused pronouns and contractions. It asks students to distinguish differences between *its* and *it's*, *their* and *they're*, *my* and *mine*. By picking a topic and providing students with questions designed to elicit this pronoun use, you create more spontaneous speaking opportunities that also serve grammar mastery.

You can either write questions on the board or prepare handouts beforehand. Students will be using lots of pronouns in this discussion. Ask them to be aware of pronoun reference and thus be very clear in first establishing antecedents.

Names and Naming

Do most names in your culture have a specific and well-known meaning? If so, what are some common names like this?

Are children often named for their parents or relatives, saints, or famous people?

Are there any taboos on giving children the names of people who have died?

In the U.S., there is a tradition of giving children exactly the same name as a male parent but with a number after it, e.g., William James Hall IV. Is this common in your country?

Who decides the name to give a new baby? Is it just the parents, or do other relatives have this honor?

Are there name days or special naming ceremonies in your culture?

Do you like your name? Have you ever thought of changing it?

Do you have a nickname? How did you get it?

What are some of the most popular or common names in your country?

Shakespeare said, "A rose by any other name would smell as sweet." What does this statement mean?

Celebrities often take stage names (e.g., Lady Gaga). Sometimes English language students do something similar; they may take an American name. If you had to choose an American name for yourself, what would it be?

► **EXERCISE 7.** Looking at grammar. Page 143. Time: 10 minutes

- Lead this exercise.
- Ask students to explain why the responses in the example are correct.
- Ask one student to read the Speaker A sentences and correct answers and other students to explain why the correct items are grammatical.

► **EXERCISE 8.** Looking at grammar. Page 143. Time: 10 minutes

- Ask a student to explain the difference between *it's* and *its*.
- Complete this exercise and Exercise 9 as a class.

► **EXERCISE 9.** Looking at grammar. Page 144. Time: 10 minutes

- Have students complete as a class.

► **EXERCISE 10.** Listening. Page 144. Time: 10 minutes

- Ensure you are completely provisioned with the audio ready to play.

- Model relaxed, reduced, and rapid speech with your students. Demonstrate how pronouns may sound and how the sound /h/ may be dropped. Remind students that they will not always hear carefully pronounced English in some contexts.
- Play the audio through while students complete the cloze.
- Review and correct as a class, referring to the listening script as needed.

► **EXERCISE 11.** Warm-up. Page 144. Time: 5 minutes

- Have a student read the direction line aloud.
- Discuss the options given and discuss why sentence 4 is the best choice.

CHART 8-2. Agreement with Generic Nouns and Indefinite Pronouns. Page 145. Time: 10–15 minutes

Traditionally, English used male pronouns when speaking of people in general.

For example: *A doctor treats his patients kindly.* This sentence sounds as though no doctors were or are women. This custom has changed in the last decades and particularly as women have gained representation in all professional fields as well as in every aspect of social life. It has, accordingly, become more and more common to use *his* or *her* instead of simply a male pronoun. However, because this grammar is a bit awkward, many general statements are simply made using plural pronouns: *Doctors treat their patients kindly.*

It is important to emphasize that language changes with changes in society. Not so long ago, it would have been unthinkable for any educated English speaker to use the pronoun *their* (plural) in reference to a singular but unspecified antecedent (such as *someone*). Today, this use has become the norm rather than the exception in spoken English. It avoids a feminine / masculine pronoun problem, but it is very clear that the antecedent is singular. However, it remains important to know correct and standard pronoun and antecedent agreement.

A further note: Since the last edition of this text, there has been a move to establish non-binary pronouns (*they / them / their*) in order to allow people who do not identify as either gender to be referred to without a gender-specific pronoun. While this is not common in every part of the United States, this trend is becoming more common and shows students how language changes to adapt to the changing needs of society.

Expansion

Lead a brief discussion on the social implications of pronoun use. Many languages have very specific norms and grammatical forms for addressing people of different social backgrounds.

You can either write questions on the board or prepare handouts beforehand.

Changing Language

Do you think grammar should be flexible? Why or why not?

Can you think of ways in which your native language uses particular grammatical forms to show a degree of respect and/or formality?

People say, with regard to grammar, "You need to learn the rules before you break them." What does this mean and do you agree with it?

Do you think that using masculine pronouns when a singular, non-specific pronoun is needed is wrong? Why or why not?

In most languages, the type of language you use (which includes grammar, pronunciation, accent, vocabulary, idioms, dialect, and even intonation) communicates far more than just the words you say. The way you speak shows other people a bit about your background as well. Is this true in your country and of your language? Is this a good or bad thing?

Does it make sense that spoken grammar is more flexible than written grammar? Why or why not?

- Tell your class that a number of pronouns can be used in agreement with a generic noun.
- Have students close their books, and write the heading *A student should . . .* on the board.
- Ask students to complete the beginning of the sentence with their advice, based on their experience.
- Give students board markers so that they can write their suggestions on the board.
- Once students' advice is on the board, correct their use of pronouns as needed. The goal of having students write their suggestions on the board is to elicit natural use of possessive adjectives. However, you may have to ask leading questions in order to make this happen. For example:

Student: *A student should bring books to class.*

You: *Whose books should a student bring to class?*

Student: *A student should bring his or her books to class.*

You: *Is there another way to say this?*

Other Students: *Students should bring their books to class.*

- Have a student read (a) and (b) from Chart 8-2 aloud, and discuss the notes to the right in the chart.
- Ask another student to read (c), (d), and (e) aloud, and discuss generic nouns. Write additional examples on the board and review the explanatory notes
- Remind students that the grammatical way to avoid using *his or her* is to choose a plural version of a generic noun.
- Ask a third student to read (f) aloud and review the notes.
- Have students read through the list of indefinite pronouns, and remind them that indefinite pronouns (even those that begin with *every*) have singular grammar.
- Proceed with items (g)–(i) in the same manner, and ask students if they have any questions.

► EXERCISE 12. Looking at grammar.

Page 145. Time: 10 minutes

- Read the direction line aloud.
- Have students complete the exercise. Write any challenging items on the board.
- Reiterate the convenience of simply using plural generic nouns.

Optional Vocabulary

| | | |
|---------|---------|-----------|
| borrow | judge | willingly |
| lecture | primary | juries |

► EXERCISE 13. Looking at grammar.

Page 146. Time: 10 minutes

- Put students in pairs and have them read through the direction line.
- While students are working, circulate and assist pairs as needed.
- Correct as a class, writing on the board as necessary.

Optional Vocabulary

| | |
|-----------|----------|
| effective | motivate |
|-----------|----------|

► EXERCISE 14. Warm-up. Page 146.

Time: 5 minutes

- Ask students to take turns reading the sentences aloud.
- Discuss why the first sentence uses a plural pronoun, but the second sentence uses a singular one.

CHART 8-3. Personal Pronouns: Agreement with Collective Nouns. Page 146.

Time: 10 minutes

It is the speaker's view of the collective unit that determines the grammatical usage of the pronouns in this chart. The English language is somewhat flexible on this point. If the speaker wants to emphasize unity or wholeness, the collective noun will be singular, and this number will influence both the pronoun and the verb. On the other hand, if the speaker wants to emphasize the individuals within the group, the collective noun will be considered plural (but it will not add *-s / -es*).

Other collective nouns not included in this chart: *army, community, company, crew, media, enemy, gang, herd, press.*

- Write the two example sentences (a) and (b) on the board, showing that *family* can agree with both plural personal pronouns and singular ones.
- Highlight the singular personal pronoun *It* used in (a) by underlining it in the same color as *My family*. It is a singular unit.
- Highlight the plural pronoun *They* used in (b) by underlining it in the same color as *My family*. In this case, *family* emphasizes various people, and so a plural pronoun is used.

► **EXERCISE 15.** Looking at grammar.
Page 146. Time: 10 minutes

The purpose of this exercise is to help students develop an understanding of the difference between singular and plural uses of collective nouns. In general, the singular usage is impersonal or statistical, while the plural usage emphasizes the actual people involved.

Part I

- Write the two item 1 sentences on the board for comparison.
- Discuss the different emphasis in each sentence.
- In sentence (a), we are thinking about the family as a group of individuals who are loved. *Them*, in this case, is the appropriate pronoun.
- In sentence (b), we are thinking of the family as a demographic unit. No consideration is given to people as individuals. Thus, it is appropriate to use the singular pronoun *it*.
- As a class, discuss the sentences in item 2, and ask students to tell you which key words inform the pronoun choice.

Part II

- Give students time to work through this exercise as seatwork.
- Correct as a class, asking students to explain their answers and identify the key words that informed their pronoun choices.

► **EXERCISE 16.** Warm-up. Page 147.
Time: 10 minutes

If you wish, supply drawing paper and colored pencils or crayons. Reassure those students who believe they cannot draw by first drawing your own self-portrait. This should be a simple, fun drawing that requires no artistic talent and serves as an intro into reflexive pronoun use.

Before completing the three items in this warm-up, you may want to introduce reflexives in the following way, by asking students questions such as these.

You can either write questions on the board or prepare handouts beforehand.

Self!

Have you ever cut your hair yourself?

Would you go to the movies by yourself?

Have you eaten in a restaurant or traveled by yourself?

Do you live by yourself? How old are people in your country when they first move away from the family home to live by themselves?

How often do you look at yourself in the mirror?

Do you notice when people look at themselves when they pass a glass storefront?

What have you taught yourself?

Often people have a hard time seeing themselves clearly. They either take no responsibility or feel responsible for everything that happens. Which category would you put yourself in?

Shakespeare said, "To thine own self be true." What does this mean, and are you true to yourself?

- Ask students to take turns reading the items aloud and completing them as best they can.
- Review as a class.

Optional Vocabulary

proud

in good shape

CHART 8-4. Reflexive Pronouns. Page 147.
Time: 15–20 minutes

Reflexive pronouns are overused and incorrectly used in spoken English. People incorrectly substitute reflexive pronouns for object pronouns frequently. It is useful to point this error out to students and help them avoid it.

Incorrect: Nan Jeong gave the wine to Kara and myself.

Correct: Nan Jeong gave the wine to Kara and me.

To some degree, reflexive pronouns can be appropriately used to add emphasis. This use of reflexive verbs is considered by some to be affected, incorrect, or nonstandard and to others, it is acceptable. As with any structure added for emphasis, it ceases to emphasize if it is overused.

Incorrect: Luka, himself, fixed his bike by himself.

Correct: Luka fixed his bike himself.

The following examples are acceptable uses of reflexive pronouns for emphasis:

What happened between my husband and myself is not your business.

No one on the train spoke any English at all other than a few Turkish students and ourselves.

In the vast majority of instances, reflexive pronouns cannot be substituted for object pronouns.

Incorrect: Fernanda sits in the fourth row, directly behind myself.

Correct: Fernanda sits in the fourth row, directly behind me.

As with any other grammar structure, idiomatic use of reflexive pronouns develops with time and experience. Grammar basics can be taught and provide a good foundation for development, but

idiomatic, nuanced usage grows with time spent speaking the language and immersing oneself in it. Students often ask for rules for every structure they will encounter, and this approach is neither practical nor desirable. In any language, there are some uses and practices which simply are and do not lend themselves to clear explanation. By pointing these uses out to students, and instructing them to keep an ear out for what sounds right, students will eventually gain the skills to self-correct effectively.

An exception regarding the use of object pronouns is included in the chart footnote. In each chart, the text presents basic patterns, but it also anticipates questions students may have about exceptions they observe. Remind students of the saying “There is an exception for every rule.” Advanced grammar students will experience the truth of this.

- Write the example sentences (a) and (b) on the board as is, or have students close their books first, and invent two similarly contrasting sentences using students’ names. For example:

Inez looked at Diego. She stared at him intently.

Inez looked at herself in the mirror. She stared at herself intently.

- Explain that the only time a reflexive pronoun is required in the place of an object noun is when the subject of the verbs or preposition and the object of the verb or preposition are the same person.
- Create a scenario in which students can imagine wanting to emphasize their role in an activity. An easy example arises from suggesting a student did not do his or her own work.

Wait, I thought you got that from the Internet. I didn’t realize you wrote it yourself.

I myself programmed the new database functions. The coders did not.

► **EXERCISE 17.** Grammar and speaking.
Page 148. Time: 10–15 minutes

Part I

- Read the direction line to students.
- Remind students, again, that in this case the subject and the object of the verb or preposition are the same.
- Have students work through the exercise independently.
- Review as a class.

Part II

- Put students into pairs.
- Engage students in the topic by writing the word *selfies* on the board.
- Circulate among pairs, facilitating discussion and providing vocabulary support and correction while students discuss each item.
- Discuss the statements as a class, and ask students to report on their partners’ opinions.

Optional Vocabulary

appropriate

weird

► **EXERCISE 18.** Grammar and speaking.
Page 148. Time: 10–15 minutes

Part I

- Give students time to complete the conversations on their own as seatwork.
- Review as a class, having students read their completions aloud.
- Put any challenging items on the board.

Part II

- Have students split into pairs.
- Before setting students to this task or reading the direction line, have them remind you of the uses of reflexive pronouns.
- Brainstorm a few on the board as a class. For example:
 - Someone is accused of cheating or not completing a task and needs to explain that he completed a task himself.*
 - Someone cut their own hair or performed a service most people don’t usually do themselves.*
 - Someone lives on their own at a very young or a very old age.*
 - Someone travels a far distance or completes a project that requires lots of professional assistance without help.*
- After you have discussed situations that call for the target grammar, have students work in pairs to create and then perform their conversation.

Expansion

If your group is sophisticated / advanced enough, you may encourage them to create conversations without highly definitive vocabulary. They should hold a conversation that hints at the exact situation but without explaining what the exact situation is. Other students have to guess what the exact situation is. You can model an example for the class with a student first. For example:

You: *She’s only getting older and more absent-minded. Also, she cannot walk very well anymore. She needs a walker.*

Student: *That is true, but since her husband died, she has been alone and she has managed just fine. She can still drive a car and go to the grocery store, and she values her independence. Her sense of independence is very important to her.*

You: *If she moves in with us, we can watch out for her and make sure she eats enough and doesn’t fall. What if she falls and cannot get up?*

Student: *What if she becomes depressed because she isn’t in her own surroundings?*

You: *What is the situation?*

Student: *Two adult children are trying to decide if their elderly mother can continue to live by herself.*

► **EXERCISE 19.** Reading, grammar, and speaking. Page 149. Time: 10–15 minutes

- Write the term *body language* on the board and ask students what it means.
- Before reading the direction line to students, ask them to share any words they already know that describe body language, and write these words on the board.

Words could include:

| | |
|---------------------------|----------------------|
| <i>blush</i> | <i>nod</i> |
| <i>closed position</i> | <i>open position</i> |
| <i>cross arms</i> | <i>posture</i> |
| <i>facial expressions</i> | <i>shake head</i> |
| <i>frown</i> | <i>shrug</i> |
| <i>furrow your brow</i> | <i>smile</i> |
| <i>gesture</i> | <i>stance</i> |
| <i>grimace</i> | <i>wince</i> |
| <i>grin</i> | |

- As all these words can readily be demonstrated, show them as you discuss them.

Part I

- Have students read the article on their own, and have them draw an arrow to each antecedent from each pronoun.

Part II

- Have students discuss the questions on page 150 in small groups.
- Circle back and address these questions and any others that may naturally arise, writing as much vocabulary on the board as you can.
- Remember that among the best ways to keep students interested in learning grammar is to ask students to use the target grammar in new and spontaneous speech. The more you can create ways for students to use the target language, the more quickly they master it.

Expansion

Play Simon Says with your students using the vocabulary you have just discussed. One person is designated Simon; the others are the players. Standing in front of the group, Simon tells players what they must do. However, the players must only obey commands that begin with the words *Simon says*. If Simon says *Simon says frown*, then players frown. But if Simon simply says *frown*, without first saying *Simon says*, players must not frown. Those that do frown are out.

Optional Vocabulary

| | | |
|------------|------------|------------|
| go viral | expand | hormone |
| stance | raise | dominant |
| hunch over | lean | measurable |
| avoid | confidence | |

► **EXERCISE 20.** Looking at grammar. Page 150. Time: 10–15 minutes

- Give students ample time to complete as seatwork.
- Correct as a class, with students reading correct completions aloud.

Optional Vocabulary

| | |
|-------------|----------|
| supervision | shocked |
| committed | careless |

► **EXERCISE 21.** Listening. Page 151. Time: 10 minutes

- Be provisioned with audio ready.
- Explain that students will hear the beginning of each sentence (and thus need to listen for the subject pronoun).
- Play the audio while students circle the appropriate reflexive pronoun.
- Have the listening script in hand for ready correction.

► **EXERCISE 22.** Warm-up. Page 151. Time: 5 minutes

- Have students find any pronouns that refer to an actual person.
- Discuss why *you*, *they* and *one* are useful.

CHART 8-5. Using *You*, *One*, and *They* as Impersonal Pronouns. Page 151.

Time: 10 minutes

- Explain that when a speaker uses the impersonal *you* pronoun, it is different than using *you* for typical second person. The *you* does not refer to the listener but rather to people, in general. For example:

A: *What are some of the customs about touching other people in your country?*

B: *Well, you shouldn't touch people on the head, and men and women should not touch one another.*

- In the case above, Speaker B means that people, in general, should not touch one another on the head. She is not giving personal instructions to Speaker A, the listener. The *you* refers to people in general, not to the listener.
- Illustrate the above notes by asking students what they can and cannot do in their country. Write more examples like the one above on the board. For example:

Mei says you shouldn't shake hands in Thailand.

Somaya says that you shouldn't give the thumbs up sign in Egypt.

- Ask students to also talk about what they should do in the U.S., based on their experience of U.S. culture. For example:

You should show up to most events on time.

You should shake hands when you meet people.

- Ask students if they are familiar with using *one* as an impersonal pronoun and in what contexts they have seen or heard this.
- Explain that using *one* is a bit formal for most Americans, but they may see this use in some situations.
- Tell students that *they* is commonly used when the noun referred to has already been mentioned and is understood by everyone. For example:

Private schools often have great facilities. They can offer students the chance to gain experience in fine arts, such as ceramics and painting.

► **EXERCISE 23.** Looking at grammar.
Page 151. Time: 10 minutes

- Read the direction line and give students time to complete the items as seatwork.
- Ask students to explain the use of *you* and *they*, and highlight that these two impersonal pronouns can both be used within the same paragraph, as in items 3 and 4.

Expansion

Have students get into groups of 3–4. Ask them to come up with the most important suggestions they can think of for anyone studying English as a foreign or second language in a setting similar to the one they are in. Ask them to use personal pronouns to write their suggestions on the board.

Possible suggestions include:

Don't worry if you can't understand every word you hear.
You will learn best if you try to listen for the main ideas when you are having conversations with native speakers.
Americans may seem rude or impatient, but they may just be nervous that they can't understand you.
Also, Americans tend to work very long hours, so they are often busy and rushed.

Alternatively, come up with a list of challenging situations that you want students to give advice for. Write each one on a different index card, then hand an index card either to each student or to each group of students. Students need to come up with generalizations and advice about the situation and they need to use impersonal pronouns to tell others what to do in each case. Remind students to complete suggestions using *you*, *one*, and *they*, and that *they* proves very useful when distinguishing groups already referred to.

Possible situations include:

You have to meet your boyfriend's or girlfriend's family for the first time.
You have a job interview.
You are traveling to a new place all by yourself.
You are going skiing, skating, or sailing for the very first time.
You have to make dinner for a special occasion, but you are not used to cooking.
You are going to babysit for a friend's child.
You are applying for a visa, and you have to go to an embassy for an interview.
You have to have dinner with your boyfriend's or girlfriend's boss, and you know you have very different political opinions.

Optional Vocabulary

| | |
|-----------|--------|
| corporate | wool |
| shrink | ruined |

► **EXERCISE 24.** Let's talk. Page 152.
Time: 10 minutes

- Have students guess the meaning of each English saying, while working in pairs or small groups.
- Ask students to paraphrase the meanings of each by using impersonal pronouns.

- Ask students to share similar sayings from their own language and compare meanings and contexts for use.

► **EXERCISE 25.** Reading, writing, and speaking. Page 152. Time: 15–20 minutes

Explain to students that academic English is very different from spoken English regarding personal *you* and *they*. When writing a paper, students need to use a third person impersonal pronoun rather than the informal *you*. Remind students that when speaking, it is normal to jump back and forth between the two.

Part I

- Have students take turns reading sentences aloud, and correct for intonation, pronunciation, and usage as they read the passage. Ask students about vocabulary and to paraphrase in their own words.

Part II

- Have students correct the informal *you* to third person impersonal pronouns.

Part III

- Ask students to discuss the disadvantages and advantages of social media.

Expansion

Give students the following discussion questions to help them talk about the passage. Ask students to share their group's thoughts with the class as a whole, while correcting their usage. Put their thoughts on the board so other students can compare.

Do you think Internet addiction is a real addiction? Can you give some examples from your own life?

Do you think that social media has improved human contact and the contact young people have with other young people?

Do you see that people who have grown up in this digital age have less of an ability to concentrate and use quiet time productively than those who grew up before the age of social media?

Are there advantages to young people being exposed to things they may not otherwise encounter in the course of their day? How is the information age positive for kids and teens?

What can parents do to control their kids' content and exposure on social media?

Optional Vocabulary

| | |
|-------------|---------------|
| barely | initiate |
| impact | engage |
| addiction | extended |
| anxious | isolated |
| concentrate | potentially |
| interaction | inappropriate |
| handle | monitor |

► **EXERCISE 26.** Warm-up. Page 153.

Time: 10 minutes

- Before you have students match the pictures to the sentences, remind them of how the definite article changes the meaning of a noun or pronoun.
- When students have matched the correct illustration with the correct sentence, ask them to explain how they knew, and write their ideas on the board. For example:

The others means “all of the group that are left.”

Others (without the definite article) means “any others.”

CHART 8-6. Forms of *Other*. Page 153.

Time: 10–15 minutes

Using *other* correctly can be challenging even for advanced students, and forms of *other* are a common source of errors. Emphasize that *other* has a final -s only when it is used as a pronoun (and standing alone) and never when it is an adjective preceding a noun. Explain that just like adjectives in front of plural nouns (e.g., *majestic horses*) do not add an -s, neither does the word *other* when it comes in front of a noun. Write examples on the board.

Explain that *another* is a combination of the article *an* with *other*. *The* can never come in front of *another* because *another* already has an article included in it. *The* and *a/an* are never used together because we either use a definite article *the*, an indefinite article *a / an / some*, or no article. Write examples on the board, crossing out impossible combinations. For example:

lovely sunsets NOT *lovelies sunsets*

other sunsets NOT *others sunsets*

another book. OR

the other book

NOT

~~*the another book*~~ (*This is a common error!*)

- This point lends itself to visual demonstration using the students in your class.
- Ask students to chat with each other about what they did last weekend. Encourage them to stand and walk around while doing so. You can even play background music while they are socializing.
- Stop the music and ask everyone to freeze right where they are. Some will be seated and some will be standing.
- Ask students to look at you. Then write appropriate versions of the following sentences on the board. (These sentences will need to be adapted according to the configuration of your actual class.) Highlight the use of *others* and *another* by using different colored markers for each.

There are 20 students in this class.

Some are standing up right now.

Others are sitting down.

- Now refer to just two students by pointing to one area of the room. It is best if one person is standing near another person who is sitting. If the students don't happen to be in ideal positions, you can use the colors of their clothing to distinguish them.
- Describe the stance or the clothing by writing on the board:

On one side of the room, one student is sitting.

OR

On one side of the room, one student is wearing a black T-shirt.

- Next, write a sentence about a different student's stance or clothing, using *another*.

Another student is standing near the window.

OR

Another student is wearing a red sweatshirt with a logo on it.

- Explain that when using the forms of *other* as demonstrated above, the meaning is either one additional one (as in *another*) or some additional ones (as in *others*).
- Ask three students, by name, to stand up, and ask everyone else to sit down.
- Write the following sentence on the board (change the names to match your students):

There are 20 students in this class.
Maki, Santuza, and Naif are standing.
The others are sitting down.
- Ask students how many students are sitting down. They should say 17 (or the correct number for your actual class), and they should understand that *the others* (like *the rest*) means all others not standing. We use a definite article because we know exactly who these people are.
- Review Chart 8-6, and put sentences from the chart or paraphrased examples onto the board.

► **EXERCISE 27.** Looking at grammar.

Page 154. Time: 10 minutes

- Reiterate the use of *another* before students start the exercise as seatwork.
- Put your book on a table or desk at the front of the room. Ask a student to put his/her book on top of yours.
- Write on the board:

There was one book. Now there is another.

- Have more students put their books on top of the pile, and with each one, say or write *Now there is another*.
- After the whole class but one has put a book on the pile, write the following sentence:

Almost all the books are in the pile. Where is the other / another?

- Ask students which is correct. Explain that because the books are a finite number and only one hasn't been put on the pile, the correct form is *Where is the other?*

- If the books were not finite, students could keep piling them on, and we could keep using *another* because the amount is unknown.
- Give students time to complete the exercise as seatwork.
- Have students take turns reading items aloud.
- Correct clearly and overtly by writing on the board. Provide clear explanations when students use the wrong form of *other*.

► **EXERCISE 28.** Looking at grammar.
Page 154. Time: 10 minutes

- Have students take turns reading the pairs of sentences, and then discuss the correct answer as a group.
- It will help your students to draw and write on the board. If you are familiar with Venn diagrams, these may help you visually show your students what *the others* are.

► **EXERCISE 29.** Let's talk. Page 155.
Time: 10 minutes

- Have students work with partners.
- Go around the room, helping students work through the sentence completions.
- Review as a class, illustrating and writing notes as needed.

► **EXERCISE 30.** Looking at grammar.
Page 155. Time: 10 minutes

- Do this exercise on sight, having students take turns reading and completing the sentences.
- Review random vocabulary items with your class as they occur, and ask students to explain their answers.
- Write challenging items on the board.

Optional Vocabulary

| | |
|-------|-------------|
| lend | inflation |
| basic | instability |

► **EXERCISE 31.** Looking at grammar.
Page 156. Time: 10 minutes

- Be prepared to write notes on the board to illustrate which items are referred to as *the*.
- Have students take turns reading and discuss as a class.

► **EXERCISE 32.** Listening. Page 156.
Time: 10 minutes

- Have the audio ready to go and be provisioned for the listening.
- Ask students to write the form of *other* that they hear.
- Correct as a class and refer to the listening script as needed.

► **EXERCISE 33.** Warm-up. Page 156.
Time: 5 minutes

- Tell students that *the other day* means a random day in the near past.

- Have students read the T/F statements aloud.
- Determine, as a class, which statements are true.

CHART 8-7. Common Expressions with *Other*. Page 157. Time: 10–15 minutes

Most students will not be very familiar with these special phrases with *other*. Don't spend too much time on why these phrases have come to be. Rather, stress that these idiomatic uses are very common and have the potential to be confusing, so learning them now will help students in the future.

When the phrase *every other* means "alternate," the vocal emphasis is on *every*. For example:

I receive that magazine every other month.

When *every* is used as an expression of quantity that happens to be followed by *other*, the stress is on *other*. For example: *George is the only student who missed the test; every other student took the test last Friday.* In this sentence, *every* has the meaning of *each* or *all*: *All of the other students took the test last Friday.*

Forms of *other*, especially the reciprocal pronouns in (a) can be used to show possession. In this case, an apostrophe is used. For example:

They enjoy each other's company.

One common mistake that English language learners make is to talk about *one day* and then refer to what we call *the next day* as *the other day*. This chart provides a good opportunity to distinguish the use of *next* in sequences from the use of *other*.

- Ask a female student to tell you the name of someone who loves her. Write this sentence on the board (adapting the names):
Angelina loves her mother, Ramona.
- Ask the student if she also loves this person who loves her. When she says "yes," write the following sentences on the board:
Angelina loves her mother, Ramona.
Ramona loves her daughter, Angelina.
They love one another / each other.
- In the first sentence, draw an arrow from *Angelina* to *Ramona* and one from *Ramona* back to *Angelina*.
- Then ask a male student who he misses right now, and create the same examples. For example:
Amal misses his brother, Faisal.
Faisal also misses Amal.
They miss one another / each other.
- Draw an arrow going back and forth from *Amal* to *Faisal*, and remind students this relationship is reciprocal.
- Ask students questions that will result in answers showing alternate times. For example:
How often do you weigh yourself?
How often do you check your email?
How often do you call your parents / partner / spouse?

How often do you take cash out of the ATM?

How often do you go to the gym?

- If answers don't yield alternate times, offer some yourself and write them on the board. For example:

I go to the gym every other day.

I do yoga every other day.

- If your students need more demonstration of *every other*, show them what it means to write on *every other* line by drawing lines on the board and writing on every other line.
- Ask questions that will elicit use of the other phrases included in the chart. When you are introducing a new phrase, write it clearly on the board, and get students to try using it as soon as possible.

► **EXERCISE 34.** Looking at grammar.

Page 157. Time: 10–15 minutes

- Ask a student to read the example item aloud.
- Give students time to work through the other items as seatwork.
- Correct as a class, ensuring that any challenging items are written on the board and clearly explained / illustrated.

Optional Vocabulary

nearsighted talkative
farsighted

► **EXERCISE 35.** Let's talk. Page 158.

Time: 10 minutes

- Put students into small groups.
- Ask a student to read the example item aloud.
- Give students time so that everyone in each group can respond to all the items.
- Discuss as a class and compare responses.

► **EXERCISE 36.** Listening. Page 158.

Time: 10 minutes

- Have the audio ready to play.
- Explain to students that the correct answer will be the one that accurately paraphrases the meaning of the sentence, not the one that sounds most like it.

- Review the meaning of *other than* and *except* before you play the audio.
- Students choose answers.
- Correct as a class, referring to the listening script as needed.

Optional Vocabulary

engagement policies
wisely opponent
depend on

► **EXERCISE 37.** Check your knowledge.

Page 159. Time: 10 minutes

- Have students respond to each item, giving students turns to read aloud and locate errors.
- Ask students to provide correction and to articulate why the original was wrong.
- Put any particularly challenging items on the board for analysis.

► **EXERCISE 38.** Reading and writing.

Page 160. Time: 15–20 minutes

Part I

- Ask students to read quietly, skimming and scanning for content and comprehension.

Part II

- Discuss the four options as a class, and write brief notes on the board. Give students a chance to locate information.
- Tell students they will now choose one question to write about.

Part III

- Ask students to edit their own writing, or if practical, have students edit one another's work.

Optional Vocabulary

disrespectful
participate
resentful