

**Teach & Study**  
*English as a Foreign Language*

**- UNIT 4 -**  
**German Edition**

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## Unit 4

Teaching focus: Polite phrases; Personal pronouns;  
Possession with 's, s', of ...; Whose

### 1. Polite/Standard Phrases

A. Write the heading Polite/Standard Phrases on the board and by means of specific questions such as those below, elicit the following polite/standard phrases from your class:

#### Polite/Standard Phrases

##### Speaker A

- **Nice/Pleased to meet you.**  
(*Nett./Freut mich, Sie/dich kennen zu lernen.*)
- **Hello, nice to see you.**  
(*Hallo, schön Sie/dich zu sehen.*)
- **How are you? / How are things?**  
  
(*Wie geht es Ihnen/dir? / Wie geht's denn so?*)
- **Would you like to have dinner with me?**  
(*Möchten Sie/Möchtest du mit mir zu Abend essen?*)
- **Come in.**  
(*Komm herein/Kommen Sie herein.*)
- **Have a seat.**  
(*Setz dich./Nehmen Sie Platz.*)
- **Make yourself at home.**  
(*Mach es dir gemütlich./Fühlen Sie sich wie zu Hause.*)
- **Would you like a drink?**  
(*Möchten Sie/Möchtest du etwas trinken?*)
- **Could you pass me the sugar, please?**  
(*Könnten Sie/Könntest du mir bitte den Zucker reichen?*)
- Thanks./Thank you.  
(*Danke.*)
- **Cheers! / Here's to you! / Your health!**  
(*Prost! / Zum Wohl! / Auf dich/Sie! / Prosit!*)
- **I'm sorry! / I beg your pardon!**  
(*Entschuldigung! / Tut mir Leid!*)
- **Pardon? / Sorry?**  
(*Wie bitte?*)
- **After you.**  
(*Nach Ihnen.*)
- **Have a nice time/day/evening (etc)**  
(*Viel Vergnügen. / Einen schönen Tag/ Abend noch.*)
- **Goodbye. / Bye-bye. / Bye. / See you. / See you soon. / See you later.**  
(*Auf Wiedersehen. / Tschüs. /Bis dann/bald/später.*)

##### Speaker B

- Nice/Pleased to meet you, too.**
- Nice to see you, too.**
- Fine, thanks. And you?/And with you? / Very well, thanks. / Not bad, thanks. And you?**  
(*Gut, danke. Und Ihnen/dir?*)
- I'd love to. / I'm afraid I can't today, I have to ...**  
(*Ja, sehr gern. / Leider kann ich heute nicht, ich muss ...*)
- Thanks./Thank you.**
- Yes, please. / No, thanks./No, thank you.**  
(*Ja, bitte. / Nein, danke.*)
- Certainly. Here you are.**  
(*Selbstverständlich. Bitte sehr. (Not 'please'!)*)
- You're welcome. / My pleasure. / Don't mention it.**  
(*Bitte.*)
- Cheers! / Here's to you! / Your health!**
- It's OK. / No problem. / It doesn't matter. / Never mind.**  
(*Kein Problem. / Macht nichts.*)
- I said, ...**  
(*Ich sagte, ...*)
- Thank you.**
- Thanks, (the) same to you. / Thanks, you too.**  
(*Danke, gleichfalls.*)
- Goodbye. / Bye-bye. / Bye. / See you. / See you soon. / See you later.**

Questions to elicit polite/standard phrases:

1. You: You meet a person for the first time. What do you say as you shake his/her hand?  
Student: *Nice to meet you. / Pleased to meet you.*  
You: What does (s)he say?  
Student: *Nice to meet you, too. / Pleased to meet you, too.*

Note:

Inform the class that we shake hands in greeting when we meet a person for the first time and when we haven't seen a person for a long time. We do not shake hands with one and the same person every time we see him/her.

2. You: You meet a friend or acquaintance in the street. How do you greet him/her?  
Student: *Hi. / Hello. Nice to see you. How are you? / How are things? / How's it going?*  
You: What is the standard response to this greeting?  
Student: *Hi. / Hello. Nice to see you, too. Fine, thanks. And you? / Not bad, thanks. And you?*
3. You: You want to invite your friend to lunch. What do you say?  
Student: *Would you like to have lunch with me?*  
You: Unfortunately, your friend can't have lunch with you. What does (s)he say?  
Student: *I'm sorry, I have no time today. (Maybe next time.)  
I'm afraid I can't today. I have to be home by two o'clock.*

Note:

Inform the class that in English-speaking countries it is considered impolite to decline an invitation without offering an explanation or excuse.

- You: This time your friend wishes to accept your invitation. What does (s)he say?  
Student: *I'd love to. Thanks.*
4. You: You go to a restaurant with your friend. What does the waiter/waitress say as (s)he passes you the menu?  
Student: *Here you are, madam/sir.*  
You: And how do you reply?  
Student: *Thank you.*  
You: What is the standard reply to *Thank you*?  
Student: *You're welcome. / My pleasure.*
5. You: The waiter/waitress brings your order, which includes a bottle of wine. Raise your glass and propose a toast to your friend.  
Student: *Here's to you! / Here's to your (very good) health! (formal) / Cheers!*  
You: What do you say before you begin your meal?  
*We don't usually say anything, although it is becoming fashionable to use the*

French expression 'Bon appétit', or to simply say 'Enjoy'. A waiter/waitress often says 'Enjoy your meal'.

6. You: As you are leaving the restaurant, you inadvertently knock against another guest's table. What do you say?

Student: Sorry! / I'm terribly sorry! / I beg your pardon!

You: What does the guest (usually!) say in reply?

Student: It's OK. / No problem. / Never mind. / It doesn't matter. / No harm done.

7. You: Say goodbye to the waiter/waitress and wish him/her a nice day.

Student: Goodbye. Have a nice day.

You: What is the standard reply to *Have a nice day*?

Student: Thank you. The same to you. / You too.

8. You: You reach the door before your friend and signal to him/her to exit first. What do you say?

Student: After you.

9. You: Your friend invites you back to his/her house for a *digestif*. How does (s)he invite you into the house?

Student: Come in.

You: (S)he offers you a seat and a drink. What does (s)he say?

Student: Have a seat. What would you like to drink?

You: You don't quite catch the question *What would you like to drink?* What do you say?

Student: Pardon? / I beg your pardon? / Sorry? (*I didn't quite catch that. / What was that?*)

You: Your friend wants you to feel at ease in his/her home. How does (s)he express this?

Student: Make yourself at home.

10. You: It's late and you decide to go home. Say goodbye to your friend in various ways.

Student: Bye for now. / Bye-bye. / See you. / See you soon. / See you later.

- B. Request that your students open their books at Unit 4, where they are asked to prepare a dialogue based on a visit from a friend or stranger (see *Photocopiable Materials – Student's Book, Exercise F* below). When they have practised their dialogues until they no longer need the help of their notes, request that they present them to their fellow students from the front of the class. If possible, record the dialogues and view them together later.
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## 2. Personal Pronouns

Nominative Case (the subject)	Objective Case (the object)	Possessive Adjective	Possessive Pronoun
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her (+ noun)	hers (no noun)
it	it	its	its
we	us	our	ours
you	you	your	yours
they	them	their	theirs

### A. Possessive Adjectives

Write the heading Possessive Adjectives on the board. Specify an object belonging to you and state:

*This is **my** pen/bag/book (etc).*

Write

    **my**    

\_\_\_\_\_

*It is \_\_\_\_\_ pen/bag/book.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

on the board and elicit the other possessive adjectives (also referred to as *personal pronouns*, *possessive case*) from your students by indicating various objects in the class and ascertaining to whom these objects belong.

Example:

You: *Whose pen is this?*

Student: It's **your** pen.

You: *Whose book is that?*

Student: It's **his** book.

You: *Whose dictionary is that?*

Student: It's **her** dictionary.

You: (draw dog on board) *Whose tail is this?*

Student: It's **its** tail.

You: *Whose classroom is this?*

Student: It's **our** classroom.

You: *Whose desks are these?*

Student: They're **your** desks.

You: *Whose notes are those?*

Student: They're **their** notes.

Complete the chart on the board and call attention to the fact that **Possessive Adjectives are linked to a noun:**

It is my pen/bag/book.  
your  
his  
her  
its  
our  
your  
their

B. Possessive Pronouns

Inform the class that if we wish to omit the noun in answers to 'whose-questions', we use a *Possessive Pronoun* rather than a Possessive Adjective.

Explain that with the exception of the first person singular (*I* → *mine*)

**possessive pronouns are made by adding -s to the possessive adjective**

(if the possessive adjective does not already end in -s), and demonstrate this by asking similar questions to those in exercise A above:

You: *Whose pen is this?*  
Student: It's **yours**.  
You: *Whose book is that?*  
Student: It's **his**.  
You: *Whose dictionary is that?*  
Student: It's **hers**.  
You: (draw dog on board) *Whose tail is this?*  
Student: It's **its**.  
You: *Whose classroom is this?*  
Student: It's **ours**.  
You: *Whose desks are these?*  
Student: They're **yours**.  
You: *Whose notes are those?*  
Student: They're **theirs**.  
You: *Whose bottle is that?*  
Student: It's **mine**.

Write the Possessive Pronouns, too, on the board and stress the fact that

**Possessive Pronouns are used *without a noun*:**

Possessive Adjectives

Possessive Pronouns

It's my pen/bag/book.  
your  
his  
her  
its  
our  
your  
their

It's mine.  
yours.  
his.  
hers.  
its.  
ours.  
yours.  
theirs.

C. Practise the possessive adjectives and pronouns by weaving the question

*Whose \_\_\_\_ is this/that? / Whose \_\_\_\_ are these/those?*

Request that your students volunteer two answers, one with a possessive adjective and one with a possessive pronoun, as follows:

Student A: Whose dictionary is that?

Student B: *It's **her** dictionary. It's **hers**.*

Whose flasks are those?

Student C: *They're **their** flasks. They're **theirs**.*

Whose folder is that?

Student D: *It's **my** folder. It's **mine**.*

Whose pencils are these?

Student E: *They're **our** pencils. They're **ours**.*

D. Possession with 's, s', of ...

1. 's

- a. Indicate a book belonging to one of your students and ask the question

*Whose book is that?*

This time elicit the *name* of the student in question and write the sentence on the board.

Example:

*It's Mary's book. / It's Mary's.*

Call attention to the use of 's to denote possession and the fact that we can use 's without a subsequent noun (*It's Mary's/Harry's/Jodie's*. etc).

Now write five pairs of singular nouns such as the following (5 people/animals, 5 objects) on the board and select a student to answer the question *Whose \_\_\_\_ is this?* in each case. Elicit the correct position of the apostrophe from your student before you write it on the board.

Example:

girl/doll

boy/tractor

woman/career

man/file

dog/collar

You: Whose doll is this?

Student: *It's the girls doll.*

You: Good. Where's the apostrophe?

Student: *After 'girl'.*

You: Right - *It's the **girl's** doll.*

Whose tractor is this?

Student: *It's the boys tractor.*

You: Where's the apostrophe?

Student: *After 'boy'.*

You: Yes - *It's the **boy's** tractor (the **woman's** career / the **man's** file / the **dog's** collar etc).*

Write the rule for possession manifest in these examples on the board:

- 's:    **a) for people and animals**  
          **b) after a singular noun**

- b. Write *James/car* on the board and ask *Whose car is this?*  
 Explain that if a person's name ends in *-s*, pronounced /z/, we can write either *-s* or *'*.  
 Thus, we can say *It's James's car.* or *It's James' car.*  
 If the final *-s* is pronounced /s/, however, we need *-s* (exception: Jesus → **Jesus'** (not *Jesus's*)). Provide one or two examples to demonstrate this.

Examples:

- That's **Tess's** (not *Tess'*) house.
- She's Mr **Hoss's** (not *Hoss'*) aunt.

- c. Inform the class that we also write *'s* after more than one noun, and with time phrases and periods of time (singular) and add these situations (together with some example sentences for each) to the rule for possession on the board:

- 's:
- a) for people and animals
  - b) after a singular noun
  - c) after more than one noun
  - d) with time phrases and periods of time (singular)

Examples:

- We are **Stephanie and Carol's** cousins.
- Paul is **Paddy and Patty's** son.
- That's **yesterday's** news.
- This is a **month's** salary.
- It's a **day's** march from here to there.

## 2. s'

- a. Now change the five pairs of singular nouns on the board into Plurals and select a student to answer the question *Whose \_\_\_ are these?* in each case. Again elicit the correct position of the apostrophe from your student before you write it on the board.

Example:

girls/dolls  
 boys/tractors  
 women/careers  
 men/files  
 dogs/collars

- You: Whose dolls are these?  
 Student: *They're the girls dolls.*  
 You: Where's the apostrophe?  
 Student: *After 'girls'.*  
 You: Yes – *They're the **girls'** dolls.*  
**The apostrophe follows the plural word, whether the plural word ends in *-s* or not.**  
 Whose tractors are these?  
 Student: *They're the boys tractors.*  
 You: Where's the apostrophe?  
 Student: *After 'boys'.*  
 You: Yes - *They're the **boys'** tractors.*  
 Whose careers are these?  
 Student: *They're the womens careers.*  
 You: Where's the apostrophe?  
 Student: *After 'women'.*  
 You: Yes - *They're the **women's** careers.*  
 Whose files are these?

Student: *They're the mens files.*  
 You: Where's the apostrophe?  
 Student: *After 'men'.*  
 You: Good - *They're the **men's** files.*  
 Whose collars are these?  
 Student: *They're the dogs collars.*  
 You: Where's the apostrophe?  
 Student: *After 'dogs'.*  
 You: Yes - *They're the **dogs'** collars.*

Elicit the rule for possession demonstrated in these examples from a student and write it on the board:

' for people and animals **if the plural word already ends in -s** (*girls, boys, dogs*)  
's for people and animals **if the plural word does *not* end in -s** (*women, men*)

Stress the fact that

**The apostrophe follows the plural word:**

- two children → the children's toys
- two doctors → the doctors' patients

- b. Inform your students that we also write s' with periods of time (plural) and provide some example sentences to illustrate this.

Examples:

- You have two **months'** notice.
- That's three **weeks'** work.
- I get six **hours'** sleep a night.

### 3. **of ...**

- a. Indicate your legs and ask the question *Whose legs are these?* Elicit the answer

*They're your/the teacher's/Hilary's (etc) legs.*

Now signify the legs of a table or chair, ask the question *What are these?* and elicit the answer

*They're the legs **of** the table/chair.*

Indicate your back and ask the question *Whose back is this?*, then the back of the chair – *What is this?* and elicit the answers *It's your back* and *It's the back **of** the chair* respectively.

Signify a student's foot and ask *Whose foot is that?* and elicit the answer *It's Claude's/Sarah's (etc) foot.* Draw a bed on the board, indicate the end of the bed and ask *What's this?* Elicit the answer *It's the foot **of** the bed.*

Explain that

**we use the structure *of ... (not 's / s')* for things**

- b. Inform the class that we can use **of ... or 's** (singular)/**s'** (plural)
- i. to refer to an organisation, as organisations are composed of people
  - ii. to talk about places

and write one or two examples on the board to illustrate this.

Examples:

- The **concern's** decision was overruled. *or*  
The decision **of the concern** was overruled.
- These **clubs'** expenses are high. *or*  
The expenses **of these clubs** are high.
- The capital **of Canada** is Ottawa. *or*  
**Canada's** capital city is Ottawa.

- All the states' interests were discussed. *or*  
The interests **of all the states** were discussed.

4. Select a student to summarise the use of 's, s' and *of* ... to denote possession. Then distribute Exercise 4.1 below and request that your students do the exercise individually. Correct the answers together.

### Summary

1. 's:
  - a) for people and animals
  - b) after a singular noun (*the lady's business*)
  - c) after Plurals that do not end in -s (*the people's choice*)

*also*

  - d) after more than one noun (*Sharon and Stephen's house*)
  - e) for an organisation/group of people (singular) (**or of ...**)  
(*the team's performance / the performance of the team*)
  - f) with *time phrases* and *periods of time* (singular)  
(*the year's end; in a week's time*)
  - g) for places (singular) (**or of ...**) (*in Dublin's fair city / in the fair city of Dublin*)
  
2. s':
  - a) for people and animals
  - b) for Plurals that already end in -s (*the students' exams*)

*also (see e, f, g above:)*

  - c) for organisations/groups of people (plural) (**or of ...**)  
(*the teams' performance / the performance of the teams*)
  - d) with *time phrases* and *periods of time* (plural)  
(*several years' experience; in three weeks' time*)
  - e) for places (plural) (**or of ...**) (*the countries' respective infrastructures / the respective infrastructures of the countries*)
  
3. of...: for things, ideas etc. (*at the end of the day; the result of the discussion*)

## Exercise 4.1

### Possession - 's, s', of ...

Join the two nouns. Use 's, s' or of ... as appropriate

Examples:    phone number / the woman            *the woman's phone number*  
                  phone number / the library            *the phone number of the library*

1. back / the horse
2. back / the chair
3. hands / the clock
4. hands / the girls
5. address / the surgery
6. address / Monica
7. face / the watch
8. faces / the children
9. legs / the spider
10. legs / the stool
11. eye / the hurricane
12. eyes / Mark and Louise
13. hearts / the lovers
14. heart / the matter
15. keys / the car
16. keys / the prison officer
17. names / the gentlemen
18. name / the game
19. title / the book
20. titles / the ladies
21. drive / a day
22. drive / our neighbours
23. daughter / Horis
24. success / the company
25. streets / San Francisco
26. tail / the cat
27. work / the women
28. hopes / the people
29. bottle / the baby
30. cover / the magazine

## Exercise 4.1

### Possession - 's, s', of ... - Solutions

Join the two nouns. Use 's, s' or of ... as appropriate

Examples:    phone number / the woman            *the woman's phone number*  
                  phone number / the library            *the phone number of the library*

1. back / the horse                                    *the horse's back*
2. back / the chair                                   *the back of the chair*
3. hands / the clock                                *the hands of the clock*
4. hands / the girls                                 *the girls' hands*
5. address / the surgery                         *the address of the surgery*
6. address / Monica                                *Monica's address*
7. face / the watch                                 *the face of the watch*
8. faces / the children                            *the children's faces*
9. legs / the spider                                 *the spider's legs*
10. legs / the stool                                 *the legs of the stool*
11. eye / the hurricane                            *the eye of the hurricane*
12. eyes / Mark and Louise                     *Mark and Louise's eyes*
13. hearts / the lovers                             *the lovers' hearts*
14. heart / the matter                             *the heart of the matter*
15. keys / the car                                 *the keys of the car*
16. keys / the prison officer                   *the prison officer's keys*
17. names / the gentlemen                     *the gentlemen's names*
18. name / the game                              *the name of the game*
19. title / the book                                *the title of the book*
20. titles / the ladies                             *the ladies' titles*
21. drive / a day                                 *a day's drive*
22. drive / our neighbours                    *our neighbours' drive*
23. daughter / Horis                             *Horis's daughter*
24. success / the company                     *the success of the company / the company's success*
25. streets / San Francisco                    *the streets of San Francisco / San Francisco's streets*
26. tail / the cat                                 *the cat's tail*
27. work / the women                           *the women's work*
28. hopes / the people                         *the people's hopes*
29. bottle / the baby                            *the baby's bottle*
30. cover / the magazine                     *the cover of the magazine*

## E. Personal Pronouns in the Objective Case

1. Write the heading Personal Pronouns on the board, together with the pronouns **I – they** and demonstrate by means of some examples that pronouns in the *nominative case* identify the subject of a (finite) verb.

Examples:

### Personal Pronouns

#### Subject

<b>I</b>	<i>drive</i> a Rolls Royce.
<b>you</b>	<i>love</i> books.
<b>he/she</b>	<i>works</i> hard.
<b>it</b>	<i>gets</i> on my nerves.
<b>we</b>	<i>play</i> a musical instrument.
<b>you</b>	<i>write</i> fairytales.
<b>they</b>	<i>get up</i> early every morning.

2. Now explain that pronouns in the *objective case* identify the object of a (finite) verb and elicit the pronouns **me – them** from a more advanced student by indicating the pronouns *I – they* individually and requesting that (s)he complete the sentence *I/You know \_\_\_\_\_* with the corresponding pronoun.

Example:

You (specify the pronoun <i>I</i> ):	You know _____?
Student:	<i>You know me.</i>
You (specify the pronoun <i>you</i> ):	I know _____?
Student:	<i>I know you.</i>
You (specify the pronoun <i>he</i> ):	I know _____?
Student:	<i>him.</i>
You (specify the pronoun <i>she</i> ):	I know _____?
Student:	<i>her.</i>

etc.

Write the pronouns **me – them** on the board.

<u>Subject</u>		<u>Object</u>
<b>I</b>	→	<b>me</b>
<b>you</b>	→	<b>you</b>
<b>he</b>	→	<b>him</b>
<b>she</b>	→	<b>her</b>
<b>it</b>	→	<b>it</b>
<b>we</b>	→	<b>us</b>
<b>you</b>	→	<b>you</b>
<b>they</b>	→	<b>them</b>

Define the terms **subject** and **object** (subject: *the person or thing that ‘performs’ an action*; object: *the person or thing ‘to whom/which something is done’*). See also Appendix 2 - *The Parts of a Sentence*, and demonstrate by means of several examples that

**if a pronoun follows a preposition, it is invariably in the objective case\*:**

- She screamed *at* (I) → **me**
- You work *for* (Trevor) → **him**
- They always come *with* (Sally) → **her**
- The Smiths live *above* (Jo and I) → **us**
- I seldom speak *to* (Mark and Paula) → **them**

\*Exception:

We say *friends/colleagues* etc **of mine/yours/his/hers/its/ours/theirs**, NOT ... *of me/you/him/her* etc:

<i>He is a friend of hers.</i>	<b>NOT</b>	<i>He is a friend of her.</i>
<i>They are colleagues of his.</i>	<b>NOT</b>	<i>They are colleagues of him.</i>

If we substitute a noun for the pronouns *hers* and *his* in the above sentences, we need a 'double' genitive:

<i>He is a friend of hers.</i>	→	<i>He is a friend of my mother's.</i>
<i>They are colleagues of his.</i>	→	<i>They are colleagues of Mr Smith's.</i>

3. Request that your students write five sentences, each with a personal pronoun in the objective case in German. When they have done this, instruct them to present their sentences to a fellow student for translation. Weave the questions round the class.

Example:

Student A:	Ich mag <b>dich</b> .
Student B:	<i>I like you.</i>
Student A:	Du rufst <b>mich</b> an.
Student B:	<i>You phone/ring me.</i>
Student A:	Er sieht <b>uns</b> .
Student B:	<i>He sees us.</i>
Student A:	Sie braucht <b>ihn</b> .
Student B:	<i>She needs him.</i>
Student A:	Wir arbeiten für <b>euch</b> .
Student B:	<i>We work for you.</i>
	Sie haben <b>es</b> .
Student C:	<i>They/you have it.</i>

4. Distribute Exercise 4.2 below and request that your students translate the sentences individually. Correct the answers together.

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Read through Unit 4 of the Student's Book together (see *Photocopiable Materials – Student's Book*). Students do the exercises individually, either in class or as homework. Correct together.

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Begin your next lesson by alternating a recitation of the irregular verbs with the personal pronouns. Include the oral translation activity *Supplementary Exercises, Unit 4 – Personal Pronouns* in this exercise.

Example:

You:	John, the three parts of the verb 'to fly', please.
John:	<i>fly, flew, flown</i>
You:	'to wear'
John:	<i>wear, wore, worn</i>

(Continue with the other irregular verbs assigned as homework)

- You: Maria, can you give me the list of possessive adjectives, please, beginning with 'my'.
- Maria: *my, your, his, her, its, our, your, their*
- You: Good. Now the possessive pronouns. Mine ...
- Maria: *mine, yours, his, hers, its, ours, yours, theirs*
- You: Good. What's the difference between the possessive adjectives and the possessive pronouns?
- Maria: *The possessive adjectives are followed by a noun.*
- You: Good. And now the list of pronouns used as objects – Me ...
- Maria: *me, you, him, her, it, us, you, them*
- You: Good. Alice, the three parts of the verb 'to fly' (etc), please.
- OK. Betty, translate the following sentences into English, please.
1. Du gibst ihm ein Buch. (*You give him a book.*)
  2. Ich sehe dich. (*I see you.*)
  3. Wir hören euch. (*We hear you.*)
  4. Sie (*plural*) schreiben ihnen einen Brief. (*They write them a letter.*)
  5. Er ruft sie (*singular*) an. (*He phones/rings/calls her.*)
  6. Sie liest uns eine Geschichte vor. (*She reads us a story.*)
  7. Ihr singt ein Lied für sie. (*You sing a song for her/them.*)
  8. Er fragt mich. (*He asks me.*)
  9. Wir bringen ihm ein Geschenk mit. (*We bring him a present.*)
  10. Du magst ihn. (*You like him.*)

## Exercise 4.2

### Personal Pronouns

Translate the following sentences into English

1. Dies ist mein Wörterbuch – es ist meins.
2. Das ist sein Job. Ja, es ist seiner.
3. Es ist ihres.
4. Gib mir deins.
5. Du interessierst mich.
6. Du trägst es jeden Tag.
7. Er gibt es euch.
8. Er gibt ihr sein Bericht.
9. Er ist ein Freund von mir.
10. Er kocht für dich.
11. Er kennt die Firma – er kennt sie.
12. Er liebt seine Familie.
13. Er singt ein Lied für uns.
14. Du kommst mit mir.
15. Er mag sie (*plural*).
16. Ich höre ihn.
17. Du hast es gegessen.
18. Ich wasche dich.
19. Ihr helft meiner Schwester.
20. Ihr rennt mit mir.
21. Ihr seht uns.
22. Ihr tanzt mit ihnen.
23. Sie kennt seinen Namen.
24. Nimm meins.
25. Sie geht mit ihm.
26. Sie schwimmt mit mir.
27. Du tust es.
28. Du buchstabierst deinen Namen.
29. Sie trinken es.
30. Sie trägt eine Bluse für ihn.
31. Er sieht dich.

32. Sie sieht sie (*singular*).
33. Sie sind unsere Freunde.
34. Ich zeichne ein Bild für euch.
35. Sie mag es.
36. Vergiss ihn.
37. Wir benutzen es.
38. Er isst mit uns.
39. Wir kennen eure Eltern.
40. Wir nehmen die Zeitung von ihm.
41. Wir rufen euch an.
42. Sie schreibt mir einen Brief.
43. Das ist nicht dir – es ist mir!
44. Wir sind höflich zu ihr.
45. Das ist das Wort des Jahres.
46. Das sind die Bücher von John.
47. Das sind die Akten der Sekretärinnen.
48. Das sind die Freunde der Mädchen.
49. Ich kenne den Namen des Hundes.
50. Das ist die Titelseite der Zeitschrift.
51. Das ist die Adresse der Firma.
52. Das sind die Klienten der Männer.

## Exercise 4.2

### Personal Pronouns - Solutions

Translate the following sentences into English

- |   |  |
|---|--|
| 1. Dies ist mein Wörterbuch – es ist meins. | <i>This is my dictionary – it's mine.</i>  |
| 2. Das ist sein Job. Ja, es ist seiner.     | <i>That's his job. Yes, it's his.</i>      |
| 3. Es ist ihres.                            | <i>It's hers.</i>                          |
| 4. Gib mir deins.                           | <i>Give me yours.</i>                      |
| 5. Du interessierst mich.                   | <i>You interest me.</i>                    |
| 6. Du trägst es jeden Tag.                  | <i>You wear/carry it every day.</i>        |
| 7. Er gibt es euch.                         | <i>He gives it to you.</i>                 |
| 8. Er gibt ihr sein Bericht.                | <i>He gives her his report.</i>            |
| 9. Er ist ein Freund von mir.               | <i>He is a friend of mine.</i>             |
| 10. Er kocht für dich.                      | <i>He cooks for you.</i>                   |
| 11. Er kennt die Firma – er kennt sie.      | <i>He knows the company – he knows it.</i> |
| 12. Er liebt seine Familie.                 | <i>He loves his family.</i>                |
| 13. Er singt ein Lied für uns.              | <i>He sings a song for us.</i>             |
| 14. Du kommst mit mir.                      | <i>You come with me.</i>                   |
| 15. Er mag sie ( <i>plural</i> ).           | <i>He likes them.</i>                      |
| 16. Ich höre ihn.                           | <i>I hear him.</i>                         |
| 17. Du hast es gegessen.                    | <i>You have eaten it.</i>                  |
| 18. Ich wasche dich.                        | <i>I wash you.</i>                         |
| 19. Ihr helft meiner Schwester.             | <i>You help my sister.</i>                 |
| 20. Ihr rennt mit mir.                      | <i>You run with me.</i>                    |
| 21. Ihr seht uns.                           | <i>You see us.</i>                         |
| 22. Ihr tanzt mit ihnen.                    | <i>You dance with them.</i>                |
| 23. Sie kennt seinen Namen.                 | <i>She knows his name.</i>                 |
| 24. Nimm meins.                             | <i>Take mine.</i>                          |
| 25. Sie geht mit ihm.                       | <i>She goes with him.</i>                  |
| 26. Sie schwimmt mit mir.                   | <i>She swims with me.</i>                  |
| 27. Du tust es.                             | <i>You do it.</i>                          |
| 28. Du buchstabierst deinen Namen.          | <i>You spell your name.</i>                |
| 29. Sie trinken es.                         | <i>They drink it.</i>                      |
| 30. Sie trägt eine Bluse für ihn.           | <i>She wears a blouse for him.</i>         |
| 31. Er sieht dich.                          | <i>He sees you.</i>                        |

32. Sie sieht sie (*singular*).  
*She sees her.*
33. Sie sind unsere Freunde.  
*They are our friends.*
34. Ich zeichne ein Bild für euch.  
*I draw a picture for you.*
35. Sie mag es.  
*She likes it.*
36. Vergiss ihn.  
*Forget him.*
37. Wir benutzen es.  
*We use it.*
38. Er isst mit uns.  
*He eats with us.*
39. Wir kennen eure Eltern.  
*We know your parents.*
40. Wir nehmen die Zeitung von ihm.  
*We take the newspaper from him.*
41. Wir rufen euch an.  
*We phone/ring/call you.*
42. Sie schreibt mir einen Brief.  
*She writes me a letter./She writes a letter to me.*
43. Das ist nicht dir, es ist mir.  
*That's not yours, it's mine.*
44. Wir sind höflich zu ihr.  
*We are polite to her.*
45. Das ist das Wort des Jahres.  
*That's the word of the year.*
46. Das sind die Bücher von John.  
*Those are John's books.*
47. Das sind die Akten der Sekretärinnen.  
*Those are the secretaries' files.*
48. Das sind die Freunde der Mädchen.  
*Those are the girls' friends.*
49. Ich kenne den Namen des Hundes.  
*I know the dog's name.*
50. Das ist die Titelseite der Zeitschrift.  
*That's the cover of the magazine.*
51. Das ist die Adresse der Firma.  
*That's the address of the company.*
52. Das sind die Klienten der Männer.  
*Those are the men's clients.*

## SOLUTIONS

### Unit 4 – Polite Conversation with a lonely Neighbour

A. Polite Conversation with a lonely Neighbour. Answer the following questions on the text

1. Ms Redmond's doorbell rings.
2. Mr Darcy is (at Ms Redmond's door).
3. He/Mr Darcy is Ms Redmond's neighbour.
4. He's not too bad/not too bad at all.
5. The chocolate ones are. / The chocolate biscuits are nice.
6. No, it isn't. / No, the weather isn't awful. It's very mild.
7. No, it isn't. / No, Ms Redmond and Mr Darcy's conversation isn't interesting. (It's polite/boring.)
8. No, they haven't (got a lot to talk about).
9. Yes, she is (too polite to Mr Darcy). (She tells him he's welcome to come to dinner.) /  
No, she isn't (too polite to Mr Darcy). (As he is lonely, she should have invited him to dinner  
in the first place.)
10. No, she isn't (happy to have him to dinner).

B. me/my you/your him/his it/its us/our them/their

- |        |        |            |        |           |
|--------|--------|------------|--------|-----------|
| 1. him | 2. his | 3. our, us | 4. him | 5. my, my |
| 6. it  | 7. his | 8. them    | 9. our | 10. its   |

C. my/mine your/yours her/hers our/ours their/theirs

- |                |               |         |              |          |                 |
|----------------|---------------|---------|--------------|----------|-----------------|
| 1. your        | 2. my         | 3. ours | 4. her, hers | 5. their | 6. theirs, ours |
| 7. hers, yours | 8. your, mine | 9. hers | 10. our      |          |                 |

D. Change the following sentences. Use 's, s' or of

1. It's the man's back. / It's the back of the bus.
2. It's the poet's heart. / It's the heart of the city.
3. They're the inspectors' headquarters. / They're the headquarters of the company/the company's  
headquarters. (the company headquarters)
4. It's the child's ball. / It's the children's ball. / It's the footballers' ball.
5. It's the dog's food. / It's the cats' food. / It's the food of the year.
6. It's the lady's computer. / It's the ladies' computer.
7. They're the secretary's keys. / They're the secretaries' keys. / They're the keys of the keyboard.
8. It's the patient's foot. / It's the foot of the bed.
9. It's Tom's newspaper. / It's Monday's newspaper.
10. They're the girls' hands. / They're the hands of the clock.
11. It's the baby's bottom. / It's the bottom of the page.
12. They're the bosses' employees. / They're the boss's employees. / They're Caroline's employees.
13. That's the men's title. / That's the title of the film.
14. They're the lecturers' students' exams. / They're this year's exams.
15. It's the gentlemen's committee. / It's the teachers' committee.

E. Give the polite/standard responses to the following phrases

1. I'd love to. Thanks.
2. Yes, please.
3. Fine, thanks./Very well, thanks./Not bad, thanks. And you?
4. Cheers!
5. Pleased to meet you, too.
6. It's OK. / No problem. / It doesn't matter. / No harm done. / Don't worry about it.

7. You're welcome. / My pleasure. / Not at all. / Don't mention it.
  8. Certainly. Here you are.
  9. I'm afraid I can't on Saturday, I have to ... . But thanks for asking.
  10. The same to you. / You too. Thanks.
-

# Supplementary Exercises

## UNIT 4

### Oral Exercise – Personal Pronouns

Translate the following sentences into English

1. Du gibst ihm ein Buch.
2. Ich sehe dich.
3. Wir hören euch.
4. Sie (*plural*) schreiben ihnen einen Brief.
5. Er ruft sie (*singular*) an.
6. Sie liest uns eine Geschichte vor.
7. Ihr singt ein Lied für sie.
8. Er fragt mich.
9. Wir bringen ihm ein Geschenk mit.
10. Du magst ihn.
11. Ihr kocht für mich.
12. Sie zeichnet ein Bild für uns.
13. Es hilft mir.
14. Sie schauen dich an.
15. Sie küsst ihn.
16. Er arbeitet mit ihr (zusammen).
17. Sie liebt ihn und er liebt sie.
18. Wir kennen euch.
19. Er nimmt es von dir.
20. Ich rede mit ihm.
21. Wir sehen euch und ihr seht uns.
22. Er hat es in seiner Tasche.
23. Schau mich an, nicht sie.
24. Er will mit ihnen zu Abend essen.
25. Sie hört ihm zu.
26. Fahre mit ihr.
27. Du magst sie und sie mag deinen Bruder.
28. Wir trinken es.
29. Sie hassen sie (*singular*).
30. Sie arbeitet für mich.
31. Das ist das Gesicht des Mannes.
32. Dies ist das Zifferblatt der Armbanduhr.
33. Das ist die Telefonnummer von Tante Martha.
34. Dies ist die Telefonnummer des Hotels.
35. Das sind die Beine des Tisches.
36. Das sind die Beine der Fußballspieler.
37. Das sind die Hände der Kinder.
38. Das sind die Zeiger der Uhr.
39. Dies ist die Rückseite des Stuhles.
40. Dies ist der Rücken der Frau.

## UNIT 4

### SOLUTIONS

#### Oral Exercise – Personal Pronouns

Translate the following sentences into English

- |   |   |
|---|---|
| 1. Du gibst ihm ein Buch.                             | <i>You give him a book.</i>                     |
| 2. Ich sehe dich.                                     | <i>I see you.</i>                               |
| 3. Wir hören euch.                                    | <i>We hear you.</i>                             |
| 4. Sie ( <i>plural</i> ) schreiben ihnen einen Brief. | <i>They write them a letter.</i>                |
| 5. Er ruft sie ( <i>singular</i> ) an.                | <i>He phones/rings/calls her.</i>               |
| 6. Sie liest uns eine Geschichte vor.                 | <i>She reads us a story.</i>                    |
| 7. Ihr singt ein Lied für sie.                        | <i>You sing a song for her/them.</i>            |
| 8. Er fragt mich.                                     | <i>He asks me.</i>                              |
| 9. Wir bringen ihm ein Geschenk mit.                  | <i>We bring him a present.</i>                  |
| 10. Du magst ihn.                                     | <i>You like him.</i>                            |
| 11. Ihr kocht für mich.                               | <i>You cook for me.</i>                         |
| 12. Sie zeichnet ein Bild für uns.                    | <i>She draws a picture for us.</i>              |
| 13. Es hilft mir.                                     | <i>It helps me.</i>                             |
| 14. Sie schauen dich an.                              | <i>They look at you.</i>                        |
| 15. Sie küsst ihn.                                    | <i>She kisses him.</i>                          |
| 16. Er arbeitet mit ihr (zusammen).                   | <i>He works with her.</i>                       |
| 17. Sie liebt ihn und er liebt sie.                   | <i>She loves him and he loves her.</i>          |
| 18. Wir kennen euch.                                  | <i>We know you.</i>                             |
| 19. Er nimmt es von dir.                              | <i>He takes it from you.</i>                    |
| 20. Ich rede mit ihm.                                 | <i>I talk to him.</i>                           |
| 21. Wir sehen euch und ihr seht uns.                  | <i>We see you and you see us.</i>               |
| 22. Er hat es in seiner Tasche.                       | <i>He has it in his bag/pocket.</i>             |
| 23. Schau mich an, nicht sie.                         | <i>Look at me, not (at) her.</i>                |
| 24. Er will mit ihnen zu Abend essen.                 | <i>He wants to have dinner with them.</i>       |
| 25. Sie hört ihm zu.                                  | <i>She listens to him.</i>                      |
| 26. Fahre mit ihr.                                    | <i>Go with her.</i>                             |
| 27. Du magst sie und sie mag deinen Bruder.           | <i>You like her and she likes your brother.</i> |
| 28. Wir trinken es.                                   | <i>We drink it.</i>                             |
| 29. Sie hassen sie ( <i>singular</i> ).               | <i>They hate her.</i>                           |
| 30. Sie arbeitet für mich.                            | <i>She works for me.</i>                        |

31. Das ist das Gesicht des Mannes. *That's the man's face.*
32. Dies ist das Zifferblatt der Armbanduhr. *This is the face of the watch.*
33. Das ist die Telefonnummer von Tante Martha. *That's aunt Martha's telephone number.*
34. Dies ist die Telefonnummer des Hotels. *This is the telephone number of the hotel.*
35. Das sind die Beine des Tisches. *Those are the legs of the table.*
36. Das sind die Beine der Fußballspieler. *Those are the footballers' legs.*
37. Das sind die Hände der Kinder. *Those are the children's hands.*
38. Das sind die Zeiger der Uhr. *Those are the hands of the clock.*
39. Dies ist die Rückseite des Stuhles. *This is the back of the chair.*
40. Dies ist der Rücken der Frau. *This is the woman's back.*