

SITUATION 2: *I'm not feeling well. I think I'd better stay home today.*

8. My friends and \_\_\_\_\_ were planning to volunteer at our local food bank\* today.
9. The food bank often asks my friends and \_\_\_\_\_ to help them with various projects.
10. But my friends will have to go without \_\_\_\_\_.
11. I'd better call \_\_\_\_\_ friend Sami to tell him I can't come today.
12. Could I use your cell phone? I don't have \_\_\_\_\_ with \_\_\_\_\_.

□ **Exercise 6. Looking at grammar.** (Chart 8-1)

Choose the correct words in *italics*.

1. This is my / *mine* umbrella. Your / *Yours* umbrella is over there.
2. This umbrella is *my* / *mine*. The other one is *your* / *yours*.
3. Mary and Bob have *their* / *theirs* books. In other words, Mary has *her* / *hers*, and Bob has *his* / *him*.
4. *Our* / *Ours* house is almost the same as *our* / *ours* neighbors' house. The only difference in appearance is that *our* / *ours* is gray and *their* / *theirs* is white.



□ **Exercise 7. Let's talk.** (Chart 8-1)

Place a pen or pencil on your desk. Your teacher will say a sentence. One student will repeat the sentence, indicating the person(s) the sentence refers to. Close your book for this activity.

*Example:*

TEACHER: This one is mine, and that one is hers. Ahmed?

AHMED: (*Ahmed points to his pen and gestures toward himself*): This one is mine. (*Ahmed points to another pen and gestures toward Anita*): And that one is hers.

1. This pen is mine, and that pen is yours.
2. This pen is hers, and that pen is his.
3. These are ours, and those are theirs.
4. This one is yours, and that one is his.
5. Their pens are there, and her pen is here.
6. This isn't hers. It's his.

□ **Exercise 8. Looking at grammar.** (Chart 8-1)

Complete the sentences with *its* or *it's*.

1. Are you looking for the olive oil? It's on the top shelf.
2. A honeybee has two wings on each side of \_\_\_\_\_ body.

\**food bank* = a place that receives donations of food and gives them away to needy people.

3. Tom has a pet. \_\_\_\_\_ name is Squeak. \_\_\_\_\_ a turtle. \_\_\_\_\_ been his pet for several years.
4. A nation that does not educate \_\_\_\_\_ children has no future.
5. All of us can help create peace in the world. Indeed, \_\_\_\_\_ our responsibility to do so.

**Exercise 9. Looking at grammar.** (Chart 8-1)

Choose the correct words in *italics*.

When I was in Florida, I observed an interesting bird called an aninga. *(It's)* / *Its* a fish eater. *It* / *They* *dives* / *dive* into the water and *spears/spear* *its* / *it's* prey on *its* / *it's* long, pointed bill. After emerging from the water, *it* / *they* *tosses* / *toss* the fish into the air and *catches* / *catch* *it* / *them* in mid-air, and then *swallows* / *swallow* *it* / *them* headfirst. *Its* / *It's* interesting to watch aningas in action. I enjoy watching *it* / *them* a lot.



**Exercise 10. Listening.** (Chart 8-1)



Pronouns can be hard to hear in spoken English because they are usually unstressed. Additionally, if the pronoun begins with "h," the /h/ sound is often dropped in rapid, relaxed speech. Complete each conversation with the words you hear.

1. Where's Kim?

A: I don't know. I haven't seen \_\_\_\_\_ this morning.

B: I think \_\_\_\_\_ in the restroom.

C: I'm looking for \_\_\_\_\_ too.

D: Ask \_\_\_\_\_ assistant. He'll know.

E: Have you tried looking in \_\_\_\_\_ office? I know \_\_\_\_\_ not there much, but maybe \_\_\_\_\_ surprise you.

2. The Nelsons are giving their daughter a motorcycle for graduation.

A: Hmmm. \_\_\_\_\_ like motorcycles that much?

B: Really? \_\_\_\_\_ a motorcycle rider?

C: That's an odd gift. I wonder what \_\_\_\_\_ were thinking.

D: That's what the Smiths gave \_\_\_\_\_ son. I think \_\_\_\_\_ already had an accident.

E: I'm not a fan of motorcycles. Cars just don't see \_\_\_\_\_ in traffic.

F: I think \_\_\_\_\_ a wonderful gift! I've had \_\_\_\_\_ for years, and \_\_\_\_\_ been great.