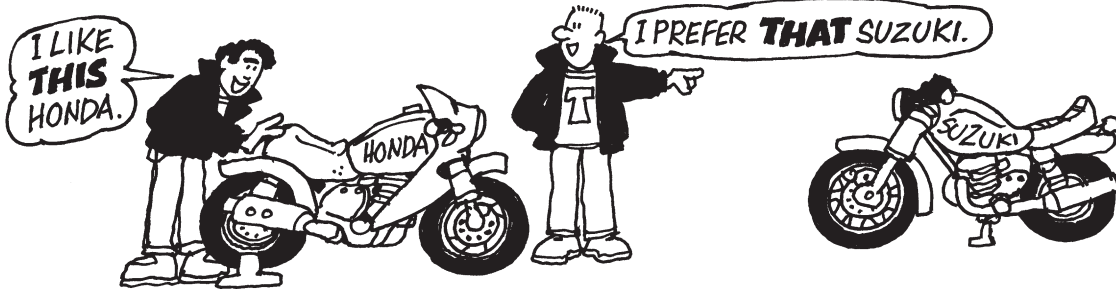


### Demonstratives: *this/these* or *that/those*?

*I like these jeans but I don't like those. This jacket is nice, but I don't like that shirt.*

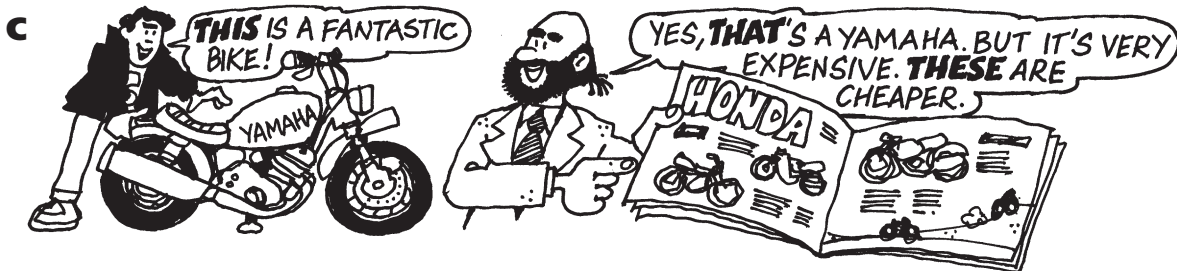
**A** Sam wants to buy a motorbike. He's with his friend Tom.



- 1 Is Sam talking about *a* one motorbike or *b* two?
- 2 Is the Honda near him? *a* Yes or *b* No
- 3 Is the Suzuki further away? *a* Yes or *b* No



- 1 Is Sam talking about *a* one or *b* two Ducatis?
- 2 Are the Ducatis near the boys? *a* Yes or *b* No
- 3 Are the Kawasakis also near them? *a* Yes or *b* No
- 4 Do we use *this, that, these, those* only with things? *a* Yes or *b* No



- 1 Can we use *this, that, these* and *those* on their own, without a noun? *a* Yes or *b* No

**REMEMBER!**

Complete these rules.

- 1 We use ..... + a singular noun for something near.
- 2 We use ..... + a singular noun for something which is further away.
- 3 We use ..... + plural nouns for things which are near.
- 4 We use ..... + plural nouns for things which are further away.
- 5 You can use *this, that, these* and *those* with people and .....
- 6 We can use *this, that, these* and *those* with or without a .....

## Demonstratives: *this/these* OR *that/those*?

*I like these jeans but I don't like those. This jacket is nice, but I don't like that shirt.*

**The problem:** Students often confuse the forms of the demonstratives.  
 Typical mistakes: *How long have you been in ~~that~~ country?*  
*Shall we sit at ~~this~~ table over there?*  
*Did you write to ~~these~~ people we met on holiday?*  
*Look at ~~these~~ birds up there.*

- **This/that** Put your bag on your desk in front of you. Tell a student at the back of the class to put his/her bag on the desk in front of him/her.  
 Say: *This is my bag and that bag is Marco's.* (Point as you say *that bag*.)  
 Ask Marco to do the same. *This is my bag and that bag is yours.*  
 Ask: *What's the difference between **this** and **that**?*  
 Elicit the answer: *We use **this** for something which is near us and **that** for something which is further away.* Write on the board: THIS ► HERE  
 THAT ► THERE  
 Indicate other things which students in the class have and then point to individual students.  
 Get them to say, for example: *This is my jacket and that's Paulo's.*  
 Ask: *When we use **this** and **that**, are we talking about one thing or many things? (One.)*
- **These/those** Borrow a pair of shoes from a student (or use your own!). Put them on your desk. Hold them up. Say: *These are Stefan's (OR my) shoes.*  
 Indicate another student. Ask him/her to take his/her shoes off.  
 Say: *Those are Gabbi's shoes.*  
 Write on the board: THESE ► HERE  
 THOSE ► THERE  
 Ask: *When we use **these** and **those**, are we talking about one thing or many things? (Many.)*  
 Tell students that you can use *this*, *that*, *these* and *those* for things and people.  
*This bag belongs to that boy. These bags belong to those girls.*

### Extensions

- **This/these** Tell students that we can also use *this* and *these* about things which are happening now or are about to happen (they are near in time).  
 Examples: *I'm not enjoying **this** film.* (They are watching the film when she says *this*.)  
*What shall we do **this** afternoon?*  
*Listen to **this**.*  
*What are you doing **these** days?*
- **That/those** We can use *that* and *those* about things, actions or situations which are finished.  
 Examples: *I didn't enjoy **that** film.* (The film has finished.)  
*Why did you do **that**?*  
*I was much younger in **those** days.*

### Answers to WHAT'S THE RULE? 5:

A 1a 2a 3a B 1b 2a 3b 4b C 1a

REMEMBER! 1 *this* 2 *that* 3 *these* 4 *those* 5 *things* 6 *noun*

## Demonstratives: *this/these* OR *that/those*?

*I like these jeans but I don't like those. This jacket is nice, but I don't like that shirt.*

### ● Whose is it?

Send one student (X) out of the room.

The other students in the class then make a pile of their personal possessions. Get a selection of singular and plural items (*a watch, a comb, a bag, glasses, rings, socks, etc.*).

Practise with the class the sort of questions they must ask X.

Examples:

Hold up a watch and say: *Whose is this watch?*

Move away from the pile, point and ask:

*Whose is that black bag?*

Student X comes back into the room and students ask questions like:

A: *Whose is that jacket?*

(X: *It's Juan's.*)

B: *Whose are these glasses?*

(X: *They're Maria's.*)

When all the items have been mentioned, student X should go through the pile again, saying who all the things belong to.

X: *This ring is Anna's.*

(Pointing) *Those shoes are Martin's.*

### ● Parts of the body

Students work in pairs. They take it in turns to indicate various parts of their face and body, their hands and feet, etc. At the same time they ask these questions:

*What's this?* OR *What are these?*

The other student answers:

*That's your (nose/neck/back, etc.).*

*Those are your (ears/knees, etc.).*

### ● Change a word

Write this sentence on the board:

*Is this your seat?*

Point to one student and ask him/her to repeat the sentence but with one word changed.

Example:

*Is this your bag?*

If this is the new sentence, he/she should make a gesture to indicate that *this* refers to a bag which is near and the question should be directed at another student.

Point to another student who should change one word in the same way.

Example:

*Is that your bag?*

Again, the student who produces this sentence should make a gesture to indicate that *that* refers to a bag which is further away.

Continue round the class in the same way.

Now write this sentence on the board:

*Do you like these jeans?*

Continue round the class in the same way.

### Answers to PRACTICE EXERCISES 5:

1 1 *this that* 2 *these those*

2 1 *this* 2 *that* 3 *those* 4 *those* 5 *that* 6 *These* 7 *those* 8 *that* 9 *those* 10 *these*

3 1 *This* 2 *these* 3 *this* 4 *those* 5 *that* 6 *those* 7 *that* 8 *this* 9 *that* 10 *this*

## Demonstratives: *this/these* OR *that/those*?

*I like these jeans but I don't like those. This jacket is nice, but I don't like that shirt.*

### 1 Complete these rules, using *this/these/that* or *those*.

- 1 We use ..... to talk about a person or a thing that is near us and ..... to talk about a person or a thing that is further away.
- 2 We use ..... to talk about people or things that are near us and ..... for people or things that are further away.

### 2 Complete the dialogue in a clothes shop, using *this/these/that* or *those*.



CAROLINE: I like (1) ..... *this* ..... black top.  
 ASSISTANT: Yes, (2) ..... style looks good on you.  
 CAROLINE: Can I try on (3) ..... black trousers over there?  
 ASSISTANT: Yes, (4) ..... will go well with (5) ..... black top.



ASSISTANT: (6) ..... boots would go well with (7) ..... trousers.  
 CAROLINE: Yes, you're right, and I like (8) ..... colour. What size are (9) ..... ?  
 ASSISTANT: Er, (10) ..... are 41.

### 3 Two people are sitting on sunbeds by a hotel swimming pool in Spain. Complete their conversation, using *this/these/that* or *those*.

STEVE: (1) ..... *This* ..... hotel's good, isn't it?  
 TONY: Yes, it is. And (2) ..... sunbeds are very comfortable. Have you stayed in (3) ..... hotel before?  
 STEVE: No, we came to Benidorm last year but we stayed in one of (4) ..... big hotels by the beach.  
 TONY: Where's your room?  
 STEVE: We're on the top floor of (5) ..... block over there.  
 TONY: One of (6) ..... rooms with the balconies?  
 STEVE: Yes, (7) ..... room at the end.  
 TONY: What are you doing (8) ..... evening?  
 STEVE: We're going to a restaurant called Pepe's. It's near (9) ..... clock tower in the centre of town. Do you want to come with us?  
 TONY: No, (10) ..... is our first night so I think we'll eat in the hotel, thanks.

