

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**



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KHÓA LUẬN TỐT NGHIỆP

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**HAIPHONG PRIVATE UNIVERSITY
FOREIGN LANGUAGES DEPARTMENT**

GRADUATION PAPER

**A STUDY ON POSSESSIVE DETERMINERS IN
ENGLISH AND ITS EQUIVALENTS IN
VIETNAMESE**

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Class:

NA1004

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HAI PHONG - 2010

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

Nhiệm vụ đề tài tốt nghiệp

Sinh viên: Mã số:.....

Lớp:.....Ngành:.....

Tên đề tài:

.....

Nhiệm vụ đề tài

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

(về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI

Người hướng dẫn thứ nhất:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Người hướng dẫn thứ hai:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Đề tài tốt nghiệp được giao ngày 12 tháng 04 năm 2010

Yêu cầu phải hoàn thành xong trước ngày 10 tháng 07 năm 2010

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Người hướng dẫn

Hải Phòng, ngày tháng năm 2010

HIỆU TRƯỞNG

GS.TS. NGUYỄN Trần Hữu Nghị

PHẦN NHẬN XÉT TÓM TẮT CỦA CÁN BỘ HƯỚNG DẪN

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:

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2. Đánh giá chất lượng của khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...):

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3. Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):

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.....

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Hải Phòng, ngày ... tháng ... năm 2010

Cán bộ hướng dẫn
(họ tên và chữ ký)

NHẬN XÉT ĐÁNH GIÁ
CỦA NGƯỜI CHĂM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP

1. Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu thập và phân tích tài liệu, số liệu ban đầu, giá trị lí luận và thực tiễn của đề tài.

2. Cho điểm của người chấm phản biện :

(Điểm ghi bằng số và chữ)

Ngày..... tháng..... năm 2010

Người chấm phản biện

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Nguyen Thi Thao Ly

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SYMBOLS AND ABBREVIATIONS

E.g	For example
NP	Noun phrase
Prep P	Prepositional Phrase
Rel.cl	Relative clause
N	Noun
H.N	Head Noun
P.Ds	Possessive determiners

Square brackets [] enclosing a number indicate the number of the example used.

The symbol \longrightarrow indicates the transfer from the first sentence or structure to the second one.

PART ONE: INTRODUCTION

I. Rationale

Nowadays, English become an international language that is used widely in all fields of life such as: economy, science, tourism, sports and international conferences. Studying English has become more and more popular to the youth especially to students. It is considered as a necessary language for each student during the process of studying and working, especially, students of foreign language departments.

Like any other languages, when using English in communication including both using spoken and written English, we should pay more attention to grammar because without grammar we are not able to write and speak English perfectly.

During the process of the learning basic grammar, I myself find it necessary to understand and distinguish the possessive determiners in English and Vietnamese. Hence, with the hope to help English learners understand more deeply about using possessive determiners.

The things mentioned above are the reasons why “A study on possessive determiners in English and its equivalents in Vietnamese” is chosen for my graduation paper.

II. Aims of the study

For the reasons mentioned above, the study is aimed at:

- Elaborating types, functions, usages of possessive determiners
- Giving the description and features English possessive determiners and their equivalent realization in Vietnamese to illustrate the differences and similarities of possessive determiners in the two languages.
- Showing common mistakes made by Vietnamese learners and suggesting some solutions.
- Suggesting some exercises on possessive determiners to overcome the problem of learners' errors.

III. Scope of the study

In every sentence you are likely to find at least one determiner. Determiners are classified into many kinds. It can be concluded easily that these words are very essential if you want to understand English, and speak or write it proficiently. Due to the limitation of time, knowledge and experience, the writer only focuses the study on analyzing English possessive determiners, and comparing between possessive determiners in English and Vietnamese equivalences. Besides, the writer also discusses common mistakes made by Vietnamese learners and suggests some solutions.

IV. Method of the study

- Collecting method related “English possessive determiners” as grammar books, web pages and dictionaries.
- Analyzing data and giving a lot of examples to help the learners develop further understandings about this study.
- Pointing out various mistakes of different levels during the study.
- Specifying the technique of contrastive analysis to bring out the similarities and differences between possessive determiners of the English and Vietnamese.

With such methods, the writer hopes that suitable methods are used in order that the study will get good results.

V. Design of the study

This study consists of three main parts:

- ❖ Part one, the Introduction, outlines the rationale, aims, method, scope and the design of the study.
- ❖ Part two, the Development, is divided in three chapters:

Chapter I is theoretical background referring to knowledge related to the study, gives some theoretical background of noun phrase, pre-modification of noun phrase, closed-system pre-modification and its element (definition, type, structure, using ways) relating to “possessive determiners” in English.

Chapter II is designed to provide the knowledge about “English possessive determiners”. It is the main part of my study, so my focus is studying on possessive determiners in English.

Chapter III, entitled “English possessive determiners in comparison with Vietnamese possessive determiners” analyzes the similarities and differences. In addition, I mention common mistakes made by Vietnamese learners and some suggestions in order to help learners understand them when using English possessive determiners and some solutions are suggested.

❖ Part three is Conclusion summarizing the main points of the study.

PART TWO : DEVELOPMENT

Chapter I

THEORETICAL BACKGROUND

I. Noun phrase

1. Definition

A noun phrase is considered as one of the most important and complex parts of English grammar. English noun phrase has been defined in many different ways.

Noun phrase consists of a noun or pronoun, or is expanded with determiners, adjectives, etc. in a complex sentence. The Noun phrase may itself include a relative clause.

[1] The house is dirty. It must be cleaned.
 NP NP

→ The dirty house must be cleaned.
 NP

[2] The girl who lives next door is now in Scotland.
 Head N Rel.Cl

[3] He who laughs last laughs best
 Head N Rel.Cl

Nguyen Hoa Lac, (An Outline of Syntax, 53) defined that: “A noun phrase is a group of words with a noun or pronoun as the main part (the HEAD). The noun phrase may consist of only one word, for example, “Gina” in:

[4] Gina arrived yesterday
 H.N

or it may be long and complex, for example, all the words before must in:

[5] The students who enrolled late and who have not yet filled in their cards

H.N

must do so by Friday.

According to **R. Quirk, (A University Grammar of English, 59)**, A noun phrase typically functions as subject, object, complement of sentences and as complement in prepositional phrases. They are used to refer to things that people want to talk about: people, objects, processes and all kind of entities.

[6]

Consider the different subjects in the following example:

- | | | |
|---|--|-----------------------|
| <p>(a) The <u>boy</u>
H.N</p> <p>(b) The handsome <u>boy</u>
H.N</p> <p>(c) The handsome <u>boy</u> in the corner
H.N</p> <p>(d) The handsome <u>boy</u> who appeared quiet
H.N</p> | <div style="display: inline-block; width: 1px; height: 100px; border: 1px solid black;"></div> | <p>→ is my nephew</p> |
|---|--|-----------------------|

(Randolph Quirk, 1973, 59)

In conclusion, there are many different definitions of English noun phrase that we cannot mention all here. However, to understand better and more clearly, we would like to introduce the syntactic functions and the structures of the noun phrase.

2. Syntactic functions of Noun phrase

Noun phrase can function as sentence elements

+ A noun phrase can function as a **subject**

[7] *This new magazine* was bought this morning.

+ A noun phrase can function as an **object**

- Direct object:

[8] My sister has got *a modern cellphone*.

- Indirect object:

[9] My parent bought me a new laptop

Oi

Od

+ A noun phrase can function as a **complement**

- Subject complement

[10] She is a good pupil

- Object complement

[11] I consider her my teacher

- Prepositional complement

[12] I listened to Mozart on the radio

- Adjectival complement

[13] He looks like his father

+ A noun phrase can function as an **adverbial**

[15] We will come back hometown next week

+ A noun phrase can function as an **appositive**

[16] Jennifer Eccles, a rather clever young lady, is coming here today

3. Structure of noun phrase

The noun phrase in English is composed potentially of three parts. The central part of the noun phrase, the **head**, is obligatory: it is minimal requirement for the occurrence of a noun phrase. The other two parts are optional occurring. The head may be preceded by some **pre-modification** (pre-mod), and it may be followed by some **post-modification** (post-mod).

[17]

The pretty girl

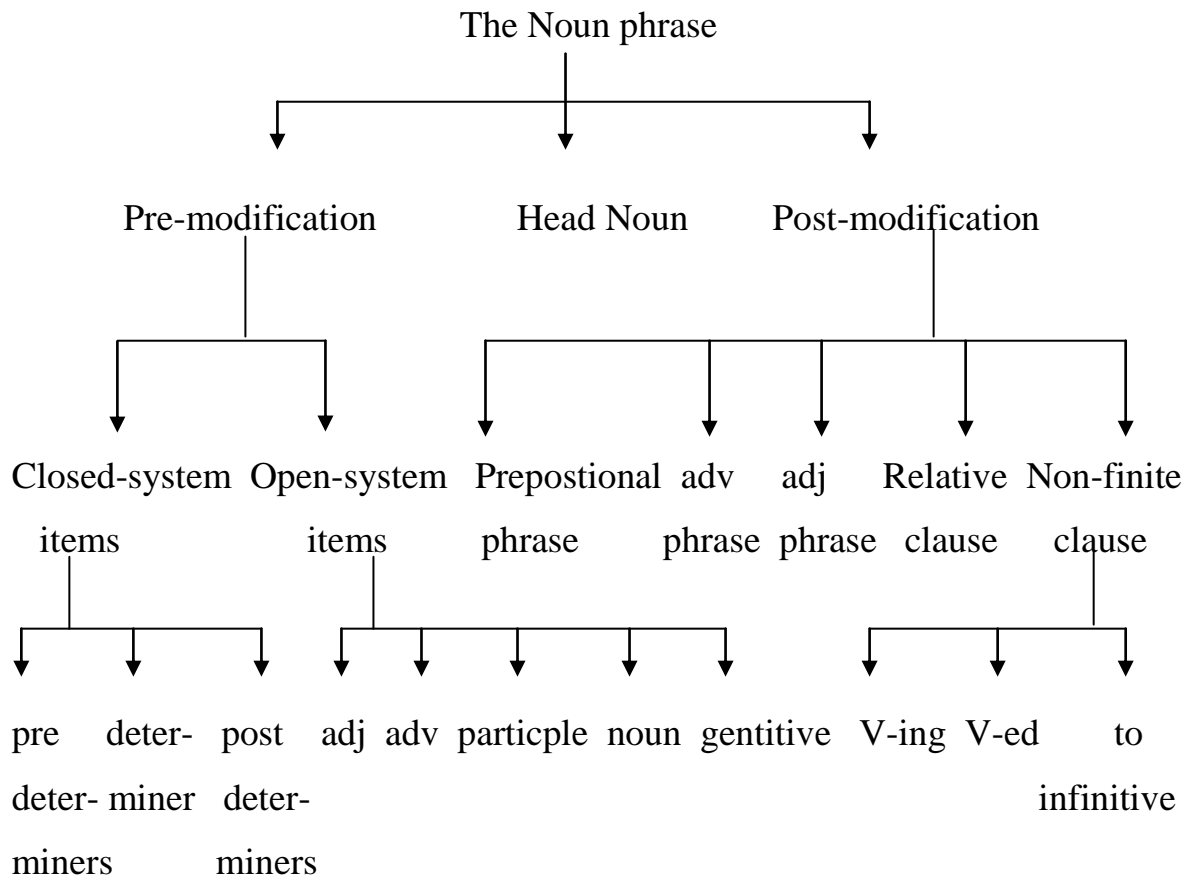
Pre-mod H.N

[18]

The girl in the far corner of the room

Pre-mod H.N post-mod

+ Look at the diagram of noun phrase:



II. Pre-modification of noun phrase

❖ **Definition:**

Pre-modification is a component preceding the head and modifying the head in a noun phrase.

We start this section by quoting a definition from the Longman Dictionary of Language and Culture which says, modifiers before the head are called premodifiers.

(Richards, J, 1992, 234)

In fact, many grammarians give a somewhat similar concept of premodification. Margaret Berry says that a modifier is any word and which comes before the headword.

(Berry. M, 1991, 66)

Halliday in his *An Introduction to Functional Grammar* explains that Premodifiers and Postmodifiers are distinguished by their positions used in the NPs. The distinction is not a functional one, but depends, as noted above, on the rank of the modifying item.

Compare:

[19]

Those two splendid old electric trains

Premodifier

Head

[20]

An old electric train with pantographs

Premodifier

Head

postmodifier

(Halliday, M.A.K, 1985, 170)

One of the good definitions may be that given by Randolph Quirk. He says pre-modifiers are all the items placed before the head, notably, adjectives and nouns, for present purpose we may add determiners to these pre-head items. Pre-modification can be restrictive or non-restrictive. First with respect to restrictiveness. Although there are few formal cues as to whether a pre-

modification is restrictive or not, it may be noted that, by their improvised nature itself.

(Quirk, 1972, 904)

[21]

I visited his far-away cottage (a)

(His cottage is far away)

I visited his what-do-you-call-it cottage (b)

(a) and (b) tend to be restrictive and to be given more prosodic prominence than the head of the NP. Now, it is a general rule that, where there is no post-modification, it is the head of NP that is given prosodic prominence. Although restrictive pre-modifiers need not affect this rule, it is interesting to note that where prominence is given to a pre-modifier, the items concerned must be restrictive.

Besides, pre-modification can be temporary or permanent. Generally speaking, nouns and adjectives are stative and verbs are dynamic. It follows that, as modifiers, most adjectives and nouns describe permanent characteristics while most participles describe temporary ones. Pre-head position in the NP is strongly associated with relatively permanent characteristics, and this further presupposes that pre-modification by adjectives and nouns is rarely subject to constraints, while pre-modification by participles is frequently constrained. There are the following types of pre-modifying items:

- Adjective: I visited *his delightful* cottage
- Participles: I visited *his crumbling* cottage
- 's genitive: I visited *his fisherman's* cottage
- Noun: I visited *his country* cottage
- Adverbial phrase: I visited *his far-away* cottage
- Sentence: I visited *his what-do-you-call-it* cottage

(Quirk, 1972, 902)

III. Closed-system pre-modification

Closed-system items are the sets of items closed in the sense that they can not normally be extended by the creation of additional members”

(Quirk, 1973, 19)

Closed-system items consist of:

- Pre-determiner (Pre-det)
- Determiner (Det)
- Post-determiner (Post-det)

1. Pre-determiner

1.1. Definition

Pre-determiners are a group of words which may occur before the determiners except quantitative determiners: *every, either, neither, each, some, any, enough*, for they also have a quantifier reference.

1.2. Types

Pre-determiners are classified into:

- Inclusive: **all, both, half**
- Multipliers: **twice, double, three times, four times...**
- Fraction: **one-third, two-fifths...**

• Inclusive : **all, half, both** have of – constructions which are optional with nouns and obligatory with personal pronouns

[22]

<i>all</i> (of) the meat	<i>all</i> of it
<i>Both</i> (of) the students	<i>both</i> of them
<i>Half</i> (of) the time	<i>half</i> of it

With a quantifier following, the **of**-construction is preferred

[23]

All of the many boys

All / both / half can be used pronominally

[24]

All / both / half passed their exams.

“**all**” and “ **both** ” (but not **half**) can occur after the head either immediately or within the predication

[25]

The students	$\left. \begin{array}{c} \{ \\ \} \end{array} \right\}$	$\left. \begin{array}{c} all \\ both \end{array} \right\}$	were allowed to go out
They			

Before certain singular temporal nouns and especially in adjunct phrase, **all** is often used with the zero article in variation with the definite article all (the day/ morning/ night), as in:

[26]

I haven't seen him *all* day.

- Fraction : **one-third, two-thirds, three-thirds** used with non – count, singular count nouns, plural count nouns can also be followed by determiners and have the alternative **of**-construction

one-third (of) the student

Four-fifths (of) the area

[27]

He did it in *one-third* (of) the time it took me

(Quirk, 1973, 65)

One-third of the population lives on the coast.

- Multipliers: **double, twice, three / four...times** occurs with non – count, plural count nouns, singular count noun, denoting numbers, amount, etc.

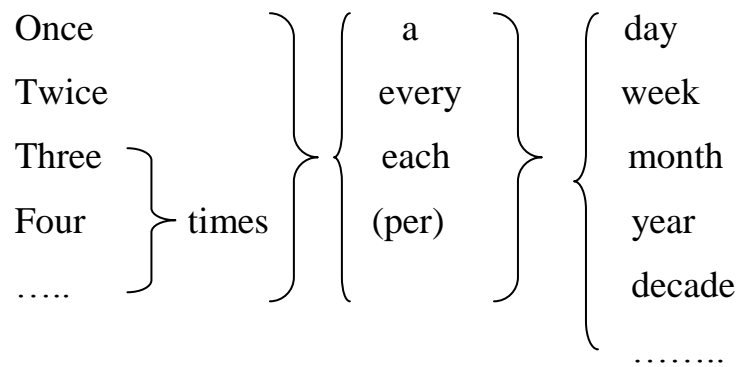
[28]

Twice a week

Double their salaries

Three times his amount

“ **Three/ four.....times** ” as well as “ **once** ” can occur with determiners **a, very, each** and (less commonly) **per** to form “ distributive ” expressions with a temporal noun as head :



(Randolph Quirk, 1973, 63)

2. Determiner

2.1. Definition

A determiner is the noun modifier that expresses the reference of a noun or noun phrase. Determiners make it clear, for example, which particular things we are referring to or how much of a substance we are talking about.

(L.G. Alexander, 1988:55)

2.2. Function

In terms of the meaning, they help to “determine” the noun. That is, they relate the noun to the context in which speech or writing takes place, they determine what a noun in one particular case is referring to:

❖ They relate nouns to the speakers (or writer) and listener (or reader) in terms of nearness of distance (“**this**”, “**that**”, “**these**”, “**those**”).

[29]

These games are a lot of fun.

That restaurant is really good.

❖ They relate noun to people through the idea of possession or some other close association (“**my**”, “**your**”, “**their**”, etc...)

[30]

I walked down the street where I talk *their* house should be.

❖ They identify the quantity of something, either in precise terms using a number or fraction, or in vague terms with words like “**some**”, “**many**”, or “**few**”.

[31]

Many shops in the capital are closed.

(Collins Cobuild, 1998, 12)

The reason why determiners come first in the noun group is that they carry information for the reader or listener which will help them to identify what the writer or speaker is talking about. In addition, determiners are the words which allow people to use again the same nouns endlessly for countless situations, to talk about countless different things.

2.3. Position in the noun group

Determiners have two important, related features. In terms of structure, they are the first part of a noun group, that is, they come before any of the other words that go with a noun.

[32]

About *fifty* students attended *this* course inside the hall.

Sometimes there is no determiner with a noun

[33]

Money was never important to her.

My friend lives in *China* now.

(Collins Cobuild, 1998, 11)

2.4. Types of determiners

2.4.1. Definite and indefinite articles

An article combines with a noun to indicate the type of reference being made by the noun and may also specify the volume or numerical scope of that reference. The articles in the English language are “*the*” and “*a*” (the latter with variant form *an*). Articles are traditionally considered to form a separate part of speech. Linguists place them in the category of determiners.

❖ Definite articles (*the*)

In English, a definite article is mostly used to refer to an object or person that has been previously mentioned.

[34]

An elephant and a mouse fell in love.
The mouse loved *the elephant's* long trunk,
And *the elephant* loved *the mouse's* tiny nose
(english4today.com)

“*A mouse*” in the first sentence became “*the mouse*” and because “*a mouse*” had been previously introduced into narrative. And no other mouse was involved in the paragraph. Only previously introduced subjects, and unique subjects, where the speaker can assume that audience is aware of the identity of the reference typically take definite articles in English.

The word “***the***” the only definite article in English. It is also the most frequently used word in English. The articles “***the***” is used with singular and plural, countable and uncountable nouns when both the speaker and listener know the thing or idea already.

The articles “***the***” is often used as the very first part of a noun phrase in English

[35]

The first of time begins now.

Here, “the first of time” is a noun phrase. “***The***” signals that the reference is a specific and unique instance of the concept (such as person, object, or idea) expressed in the noun phrase. Here, the implication is that there is one first of time, and that is has arrived.

[36]

The time is 10 a.m.

There are many times, but the meaning here is the time “now” of which (at the moment the sentence was produced) there is only.

“***The***” is used in sentences or clauses where we definite or identity a particular person or object:

[37]

“which car did you scratch?

The red one

“**The**” is used to refer to objects we regard as unique:

[38] *The* moon, *the* sun, *the* world

“**The**” is used with adjectives, to refer to a whole group of people:

[39] *The* Japanese, *the* old

“**The**” is used before superlatives and ordinal numbers:

[40] *The highest* building, *the first* page, *the last* chapter

“**The**” is used with names of geographical areas and oceans:

[41] *The* Caribbean, *the* Sahara, *the* Atlantic

“**The**” is used with decades, or group of years:

[42] She grew up in the seventies.

(english4today.com)

❖ Indefinite articles (a, an)

The indefinite article is just the opposite of the definite article. In English, the Indefinite articles are “**a, an**”. They are “indefinite” because they do not refer to a particular thing as “**the**” does, but simply refer to an object or person in a non-specific way, that is. We don’t specify exactly to which person or object we are referring to:

[43]

She bought *a* new shirt yesterday.

I looked up and saw *a* plane (mentioned for the first time – you don’t know which plane I mean)

2.4.2. Demonstrative (**this, that, these, those**)

The demonstratives show where an object or person is in relation to the speaker (singular: **this, that**; plural: **these, those**). The general meanings of the two sets can be stated as “near” by (this, these) and “distant” reference (that, those).

[44] *this* centre

[45] *those* cars

“**this**” and “**these**” are used to talk about people or things that are very obvious in the situation that you are in. Therefore, we use “**this**” and “**these**”

to distinguish these people or things from others of the same kinds. For example, if you are inside a house, you can refer to it as “*this* house”, if you are holding some keys in your hand you can refer to them as “*these* keys”.

[46] I’ll come as soon as *these* men have finished their work

[47] I like *this* University

(Collin Cobuild, 1990, 48)

We can use “**that**” and “**those**” when we are talking about things or people that we can see but that are not close to us:

[48] How much is it for *that* big box?

[49] Who owns *that* car?

2.4.3. Quantifiers

Quantifiers are words or phrases like few, little, plenty (of)...., which often modify nouns and show how many things or how much of something we are talking about. Some quantifiers combine with countable nouns, some with uncountable nouns and some with both kinds.

There are two small groups of closed-system quantifiers:

(1). **Many**, **(a) few**, and **several** co-occur only with plural count nouns:

[50]

There are a *few* eggs in the fridge.

The *few* words he spoken were well chosen

(Quirk, 1973, 66)

(2) **Much**, **(a) little** co-occurs only with non-count nouns:

[51]

We have very *little* information.

I don’t have very *much* sugar.

(Collin Cobuild, 1990, 58)

[52]

There hasn’t been *much* good weather recently.

(Quirk, 1973, 66)

In case of **few** and **little** there is a positive/negative contrast according as the indefinite article is or is not used:

[53]

He took a *few* biscuits (=several)

He took *few* biscuits (=not many)

Exact indication of quantity can be conveyed by means of numbers. Cardinal numbers can be used as quantifiers (two apples) or pronouns (I bought two). The number one can combine with any noun used as single countable noun:

[54]

We've got *one micro* and two electric typewriters in our office.

All other numbers combine with plural countable nouns:

[55]

They want to buy *twelve oranges and two cabbages*.

2.4.4. Interrogative determiners (*which, what, whose*)

They stand for one of the other determiners in a question:

[56]

A: *which* wedding dress did you choose?

B: I choose this wedding dress.

“**which**” and “**what**” has slightly different uses: **which** is when the options are clear, **what** is when the options are not constrained, “**whose**” is both interrogative and genitive.

2.4.5. Possessive determiners

2.4.5.1. Definition

Possessive determiners show possession, i.e. that someone or something belongs to somebody. Possessive determiners answer the question whose? In English, the possessive determiners must always be used in front of a noun. Their form is regulated by the possessor, not by the thing possessed. Such as: “His” refers to possession by a male: John’s daughter (=his daughter). “Her” refers to possession by a female: Jane’s son (= her son).

(L.G. Alexander, 1988, 81)

[57] *Jane's brother* is married to *John's sister*.

→ *Her brother* is married to his sister.

We use possessive determiners to show who owns or “possesses” something

The possessive determiners are:

My, your, his, her, its, our, their

Number	Person	Gender	Possessive Determiners	Example sentence
Singular	1 st	Male/female	My	This is my book.
	2 nd	Male/female	Your	I like your hairs.
	3 rd	Male	His	His name is “John”.
		Female	Her	Her name is “Mary”.
		Neuter	Its	The dog is licking its paw.
Plural	1 st	Male/female	Our	We have sold our paw.
	2 nd	Male/female	Your	Your children are lovely.
	3 rd	Male/female /neuter	Their	The student thanked their teacher.

2.4.5.2. Usage

“**My**” relates a noun group to the speaker (or writer), “**our**” to the speaker and someone else. “**Your**” relates a noun group to the listener (or reader) or to a number of listeners. **His, her, its** (singular), **their** (plural) relate

noun groups to people who are neither speakers nor listeners but who can be identified in some way.

[58]

The woman removed *her* wig.

Your trash is *my* treasure.

Whose child smashed into *their* car?

(www.brightclub.com)

❖ No changes in form

Possessive determiners have the same form whether the noun group is singular or plural, and count and uncount. There are no changes in form as in some languages.

[59]

She is using *my* telephone.

It urged the government to follow *his* advice.

❖ Not as pronouns

Unlike most determiners, possessive determiners cannot be used as pronouns, except in the case of “*his*”, where the determiner and pronoun are the same. In other cases there are different words, showing in possessive pronoun (mine, yours, hers, ours and theirs)

[60]

Is it his money or *hers*?

He looked up and saw which window was *his*.

They were in the room next to *mine*.

❖ “My” before “ing”

What form to use before the “**ing**”-form of verbs when they are used as nouns (sometimes referred to as gerunds). Possessive determiners are used.

[61]

She doesn't mind *my hanging* round the kitchen.

(Collins Cobuild, 1998, 46)

I'm angry about *his missing* the meeting.

Do you mind *my coming*?

I am sure *my handling* of the situation was correct.

(www.english-grammar-lessons.com)

❖ After “all”, “both”, “half”

Possessive determiners can come after “**all, both or half**”, or after a quantifier + of (there is no changes in meaning).

(EAJ, 1994, 213)

all her money

all of my friends

half my tapes

both of his hands

[62]

All my other patients are fine.

❖ Genitive’s

There is one more form which likes possessive determiners. This is *genitive’s*, which is used with noun group to give the same idea of “possession”.

[63]

The boy’s room decorates with many nice pictures

That is *George’s camera*.

Moreover, *genitive’s* can also be used without following nouns.

[64]

The dictionary was her *sister’s*

(my.opera.com)

3. Post-determiners

3.1. Definition

Post-determiners are items which must follow determiners but precede adjectives in the pre-modification structure include numerals (ordinal and cardinal) and quantifiers.

3.2. Types

There are two kinds : numerals and quantifiers

➤ Numerals :

- Cardinal numerals : (**one, two, three.....**)

Apart from one, which can occur with singular count nouns, all cardinal numerals (two, three) co-occur only with plural count nouns.

[65] I have *one* brother and *two* sisters

The *two* blue cars belong to me

(Quirk, 1973, 65)

[66]

the *three* young man

All *three* candidates are coming to Black pool later this.

(Collin Cobuild, 1990, 116)

One may be regarded as a stressed form of the indefinite articles:

[67]

I would like *a/one* large cigar

• Ordinal numerals : (**first, second, third.....**) have a one-for-one relation with the cardinals (*fourth-four, twentieth-twenty*), we consider here items like *next, last, (an)other, additional* , which resemble them grammatically and semantically ordinal numerals, except first, co-occur only with nouns. All ordinals usually precede any cardinal numerals in the noun phrase:

[68]

The *first three* planes were American

(Quirk, 1973, 66)

[69] The *first two* years have been very successful.

(Collin, Cobuild, 1990, 116)

In addition, having general ordinals, however, may be used freely before or after cardinals, according to the meaning required:

[70]

His $\left\{ \begin{array}{l} \text{last two} \\ \text{two last} \end{array} \right\}$ books were novels

(Quirk, 1973, 66)

➤ Quantifiers :

- Closed system quantifiers : **many, (a) few, several, much, (a) little**

[71]

There are *several* different types of adjectives.

They went to Japan for *a few* days.

John is having *much* trouble

- Opened class quantifiers : **a lot of, a great deal of, plenty of**

[72]

The room contained $\left\{ \begin{array}{l} a \text{ lot of} \\ \text{plenty of} \end{array} \right\} \left\{ \begin{array}{l} \text{students} \\ \text{furniture} \end{array} \right\}$

The room contained *a great deal of* money.

(Randolph Quirk, 1973, 67)

Chapter II:

POSSESSIVE DETERMINERS IN ENGLISH

I. Possessive determiners with noun indicating relationship between the noun and the person involved in

1. Object in sb's possession or ownership

Possessive determiners are used with noun to show the owner of thing involved.

[73]

That is *my folder*

“*my*” is possessive determiner showing that *I am the owner of the folder*

Subject pronoun	Possessive determiner
I	My
You	Your
He	His
She	Her
It	Its
We	Our
They	Their

Note:

A possessive determiner is similar or identical to a possessive pronoun; however, it is used as modification for a noun and noun phrase.

[74] I can't complete *my* assignment because I don't have the textbook.

* In this sentence, the possessive determiner “*my*” modifies the noun “assignment”.

[75] What is *your* phone number?

* Here the possessive determiner “*your*” is used to modify the noun phrase “phone number”.

[76] The cat chased *its* ball down the stairs and into the backyard.

* In this sentence, the possessive determiner “*its*” modifies “ball”.

(www.englishlanguageguide.com)

2. Body parts

We use possessive determiners with nouns denoting body parts and clothes. Such as possessives with people’s head, arms, legs etc...

[77]

What’s the matter? ~ I’ve hurt *my back*

(Not: I’ve hurt *the back*)

Both climbers broke *their legs*

Brain just stood there with *his hands* in his pocket

(EAJ, 1994, 214)

[78]

“I saw a UFO last night?”

“What was it like”?

“Well, I only saw a bright light; and heard such a grating sound that I had to cover *my ears*”

(www.polseguera.org)

- **Body parts with “the”**

There are some cases, however, the definite article can be used in this pattern (before words referring to body parts in the following examples).

	Verb	Person	Prepositional phrase
The stone	Hit	the policeman	<i>on the shoulder</i>
Mary	Patted	her	<i>on the head</i>
He	Took	her	<i>by the hand</i> and led her into the next room
Someone	Pushed	me	<i>in the back</i>

(EAJ, 1994, 214)

This normally happens when there is also a preposition (“*on*”, “*by*”, “*in*”) in front, which shows that the body part is a location. Moreover, it must be clear

who the “possessor” is (for example, “the policeman”, “her”, “me” in these examples above). It would be unnecessary, repetitive even, to say “hit the policeman on his shoulder”, “took her by her hand” and “pushed me in my back” and so on. What is possible, though, is to say “took her hand”, “patted her head” or “pushed my back”.

In the other cases, “**the**” won’t be used in order to substitute possessive determiners. This is not possible when the body part is affected as a whole.

[79] - Katy broke *her* arm mountain climbing.

(Not: *Katy broke the arm...*)

- He stood there, *his eyes* closed and *his hands* in his pockets, looking half asleep.

(Not: *the eyes closed and the hands in the pockets...*)

(S.W.M, 1980, 443)

3. Personal involvement

This category includes a whole range of possibilities where a person is involved with something in general away.

[80]

You cannot go into *our classroom*.

Tell them how *your day* has been.

She knew the reality that was *her Tokyo*.

(Collin Cobuild, 1998, 51)

In the example above, “his Tokyo” refers to this experience or perception of Tokyo, or to the parts of Tokyo he knew well.

4. Personal feelings and thoughts

Possessive determiners use for feelings and thoughts to the person.

[81]

Too many people blame *their failings* and *their unhappiness* on luck.

Scientists have taken a great interest in *his ideas*.

(Collin Cobuild, 1998, 51)

Glow-worms are *my favourite* insects, since they produce a bewitching green light at night.

She told me that she had sworn on her mother's grave that she would never marry again, but that she had broken *her promise* when she married me.

He loved my niece a lot, and now he can't get her out of *his mind*.

(www.polseguera.org)

5. Personal relationships

Nouns referring to personal relationships, including family members, we use possessive determiners to mention the person who is related.

[82]

Our boss is a fresh air fanatic.

Your doctor may be able to help.

(Collin Cobuild, 1998, 50)

My aunt visits her cousins one a year.

They saw *their friend* on television.

My niece studies for all her tests but *my nephew* refuses to study for his.

I have bought for *your sister* a modern laptop.

(www.polseguera.org)

Children begin by loving *their parents*, after a time they judge them, rarely, if ever, do they forgive them (Oscar Wilde)

“boss”, “doctor”, “sister”, “parents”, “aunt”... show that the relationship is close among members.

6. Personal attributes

Personal attributes such as age, height and weight to a person.

[83]

He was sensitive about *his height*.

She wants to ask for *your age*.

(Collin Cobuild, 1998, 50)

I could be your father, Diana. I have got a daughter about *your age*

(www.polseguera.org)

II. Possessive determiners with nouns indicating actions or events used as.

The noun following a possessive determiner can be related to a verb which indicates an action or event.

Indicating an action as a noun group allows us to talk about it easily, such as making it possible to thank someone for it.

[84]

Thank you for *your call*

“call” indicates action of anyone.

1. Subject

Possessive determiners show that the person would be the subject of the verb.

[85]

We thanked him for *his cooperation*.

He sent a telegram announcing *her arrival*.

“his cooperation” or “her arrival” imply that he cooperated, is cooperating, will cooperate, or she arrived, is arriving, will arrive. Therefore, the person referred to by the possessive determiner does something: calls, arrives, cooperates.

2. Object

The person would be object of the verb.

[86]

Everybody congratulated him on *his election*.

If they want to demonstrate, it will mean more than *their dismissal*.

The person referred to with the possessive determiner has something done to them: someone elects, dismisses.

3. Other events and states

Other events and states involving in people can be mentioned in sentence by using possessive determiners.

[87]

We have been watching TV together in *your absence*.

There was no cure for *his illness*.

In the above examples, the nouns may be derived from adjectives, the person was ill or absent.

III. Possessive determiners with “own” used

1. For contrast

“Own” can be used to contrast or compare on “possessor” with another. Therefore, “own” is used in following example:

[88]

A few days after *my own* arrival, Miss Lewis joined us.

In the example above, the contrast is with John’s arrival.

Sometimes the person being compared is not mentioned.

[89]

He thought of *his own* flat and how peaceful it was there.

The contrast is with another person’s flat (which she is probably standing in)

(Collins Cobuild, 1998, 55)

Note:

For “own” as a verb

Besides, “own” is used in one other important way: as a verb, with the meaning “possess”.

[90]

She used to *own* all the property round here.

It is possible to have both uses of “own” in the same sentence

[91]

One day you could *own* your *own* factory.

(Collins Cobuild, 1998, 58)

2. For distinguishing possessors

Own can be used to show who, the “possessor” is when there is more than one possibility, it picks out the subject of the sentence

[92]

Mark slipped him *his own* passport.

“Own” shows clearly that the money is Mark’s.

(Collins Cobuild, 1998, 56)

3. For emphasis

Extra emphasis can be given to the idea of possession by the addition of *own* to all possessive determiners (not pronouns)

So, *Own* can be put after the possessive determiners in order to emphasize them.

[93]

They will have lunch in *their own* apartment.

He had *his own* secret to keep.

All happy families resemble one another, but each unhappy family is unhappy in *its own* way. (Leo Tolstoy *Karenina*)

Further emphasis can be given with “*very*”:

[94]

I’d love to have *my very own room*.

(L.G. Alexander, 1988, 81)

Note:

In certain expressions “on my own” and “by my self”

On my own and by myself both mean “alone”:

On	my / your	own = by	myself / yourself (singular)
	His / her / its		himself / herself / itself
	Our /their		ourselves/ yourselves (plural)
			/ themselves

[95]

I like living *on my own / by myself*

Jack was sitting *on his own / by myself* in a corner the café

Learner drivers are allowed to drive *on their own / by themselves*

(Raymond Murphy, 1995, 255)

4. For pattern with “of”

Own must be used with a possessive determiner (or genitive's), “Own” cannot be used with other determiners. So we cannot say “an own room”. But if we want to give an idea of indefiniteness we can say “a room of my room” or “a room of her own”.

[96]

I'd love a flat of my own – **Not**...*an own flat*

| A dog of our own (= a dog belonging only to us)

| A dog of ours (= one of our dogs)

(EAJ, 1994, 215)

5. For idioms

There are also some idiomatic expressions with possessives

[97]

I'll do *my best* (= I'll do as well as I can)

We *took our leave* (= we said goodbye)

It was your fault we got lost (= you are to blame)

I've *changed my mind* (=I've changed the decision I made)

(EAJ, 1994, 215)

Chapter III

ENGLISH POSSESSIVE DETERMINERS IN COMPARISON WITH VIETNAMESE POSSESSIVE DETERMINERS

I. English possessive determiners in comparison with Vietnamese possessive determiners

In language study, the comparative has been considered as one of the most effective ways. This method is commonly used when linguists want to compare the different languages. Besides, it is especially important for learners of foreign languages in their studying process. Basing on result of making a comparison between two languages, the learners can foresee difficulties that can cause mistakes and then find ways to deal with them carefully.

With a variety of possessive determiners of English and Vietnamese one, the use of the method will certainly give high results in studying language. Understanding the differences between the two languages helps the learners avoid mistakes when they use foreign language for some purpose, especially for translation. By these methods, the learners will understand deeply about not only English which surprises them at its variety but Vietnamese-the native language as well.

Now we will refer to the similarities and the differences between English and Vietnamese possessive determiners.

1. Similarities

The most important similarity is that both English and Vietnamese have possessive determiners. Possessive determiners are modifier words and relate to noun or noun group. They typically function as determiners in sentence. Possessive determiners show possession i.e that someone or something belongs to somebody.

[98] She had to give up *her job*

 Cô ta phải từ bỏ *công việc của cô ấy*

“her job” means that a job belongs to “her”.

According to definition of “*Từ điển giải thích thuật ngữ ngôn ngữ học (1998, 304), - Nguyễn Như Ý*” said that: “Tính từ sở hữu biểu thị sự lệ thuộc của sự vật vào người, động vật hoặc sự vật khác. Tức là chỉ định vật sở hữu và có hệ biến hóa riêng”

Both English and Vietnamese possessive determiners point out “*objects in someone’s possession or ownership*”. The similarities between the two languages may be formulated as follows:

	Objects in someone’s possession or ownership
English	What’s <u>your cat</u> called?
Vietnamese	<u>Con mèo của anh</u> tên gì?

2. Differences.

❖ Possessive determiners and possessive pronouns can also be called possessive pronouns. These consist traditionally of two series: the attributive (my, your, his, their, etc) and the predicative, nominal (mine, yours, hers, theirs, etc). In our classification, however, the former series belongs to the determiners, since they are mutually exclusive with the articles.

[99] my house

*the my house

[100] their school

trường học của họ.

[101] Trees drop their leaves in Autumn.

(Oxford guide to English Grammar, 1995, 75)

Unlike many other languages, English possessive determiners refer to parts of the body and personal belongings, as well as in several other expressions.

[102]

He stood at the door with his hat in his hand.

Nó đứng cạnh cửa ra vào với chiếc mũ trong tay.

[103]

I've just taken one of these tablets, and *my head* is spinning round.

Tôi vừa uống một trong những viên thuốc này mà đầu óc tôi vẫn đau dữ dội.

[104]

She felt very excited when they put the crown on her head.

Cô cảm thấy xúc động khi họ trao vương miện lên đầu của cô ấy.

Therefore, when referring to “*a specific part of someone's body*”, by English and Vietnamese possessive determiners are normally used:

	Body parts
English	The sun was shining right into <u>our</u> <u>eyes</u>
Vietnamese	Mặt trời đang chiếu thẳng vào <u>mắt của</u> <u>chúng tôi</u>

❖ The biggest difference between possessive determiners in English and Vietnamese is the word order.

From a contrastive way we can see that arrangement of possessive determiners in English NP and Vietnamese NP is different. The following formula will illustrate them:

English	Possessive determiner + head noun <u>his</u> diary (preceding the head)
Vietnamese	Head noun + possessive determiner nhật kí <u>của hắn</u> (following the head)

Through the example above, we can realize that possessive determiners function as pre-modifier in English noun phrase but they function as post-

modifier in Vietnamese. English possessive determiners are used in front of nouns which refer to objects and things which can be owned.

[105]

Their children

Những đứa con của họ

In comparison with Vietnamese, English possessive determiners are used in many cases which Vietnamese are not used:

[106]

He put on his hat, and rushed his motorbike away

Hắn đội nón lên rồi phóng xe đi

[107]

They have changed their mind again!

Họ lại thay đổi suy nghĩ

[108]

I have had my hair cut

Tôi đi hớt tóc

❖ Pre-determiners *all*, *both*, *half* are unique among the pre-modifiers in occurring before the main determiners. Possessive determiners (my, your, our...) come after the pre-determiners in NP. But in Vietnamese noun phrase, possessive determiners are placed at the end of the NP.

[109]

All their workers in the mine wear a helmet

Tất cả công nhân của họ trong hầm mỏ đều đội mũ bảo hiểm

[110]

He rested both his hands on the back of the chair

Ông ấy đặt cả hai bàn tay lên lưng ghế

[111]

Over half our sugar intake comes from snack foods

Hơn nửa lượng đường hấp thụ của chúng ta có được từ những thức ăn nhẹ

From the example above, this contrast may be shown in the following formula:

English	Pre-determiner + possessive determiners + head noun (<i>All/both/half</i>)
Vietnamese	Pre-determiner + head noun + possessive determiners (<i>toàn bộ/cả hai/một nửa</i>)

❖ “**Own**” always uses after all the possessive determiners in English to emphasize them.

[112]

I can find *my own* way out.

Tôi có thể *tự tìm ra cách của mình*.

[113]

It did have its own balcony.

Nó có *ban công riêng*.

[114]

He will be given *his own room* where he can study privately.

Anh ấy sẽ được cho *căn phòng riêng* để học.

The examples given above show that, “**Own**” with possessive determiners in English usually precede the head noun, but in Vietnamese they are often put after the head noun.

The table below formulates the contrast identified from the above analysis:

English	Possessive determiners with “Own” + head noun <i>My own</i> computer
Vietnamese	Head noun + Possessive determiners with Own Máy vi tính <i>riêng</i>

From the discussion above we can see that the essential differences between possessive determiners in English and Vietnamese are *word order, a specific part of someone's body*. Moreover, *possessive determiners come after the pre-determiners* and *"own" uses after all the possessive determiners*. It is the most essential because this difference can easily cause linguistic interferences when Vietnamese learners use possessive determiners in English. This is a negative transfer in using possessive determiners in English, and it leads to commit errors in this field, we can see in the following II part.

II. Common mistakes possibly made by Vietnamese learners when using "possessive determiners" and suggested solutions

When we want to master English- a quite complicated language, making mistakes is unavoidable. What is more, each person has his own way of thinking, habits of using words, his national customs and culture. That is why people often make mistakes in studying a foreign language.

So in this part, I would like to point out some common mistakes made by Vietnamese learners while using possessive determiners and some solutions to the problem.

1. Errors in word order of possessive determiners and the head noun

Word order has been one of the most intensively studied syntactic properties in linguistics, and in second language acquisition research there are now numerous studies of learners' word-order patterns. The study of the second language word order has been useful not only for a better understanding of transfer but also for understanding of discourse, syntactic typology and other factors affecting second language acquisition.

Therefore, the Vietnamese often make some mistakes while using possessive determiners. As we know, possessive determiners are used to pre-modify the head in English noun phrase but they are used to post-modify the head in Vietnamese.

Using incorrect word order of possessive determiners in English:

[115]

Alison is a new receptionist of our. This is first job of her.

Alison là nhân viên tiếp tân mới của chúng tôi. Đây là công việc đầu tiên của cô ấy.

It must be:

Alison is our new receptionist. This is her first job

This may be because of the interference between Vietnamese and English.

The words “*of her*”, “*of our*” in Vietnamese are set after the head, “công việc đầu tiên *của cô ấy*”, nhân viên tiếp tân mới *của chúng tôi*”.

Suggestion:

Errors should not occur if correct constructions become automatic and habitual; and habit comes from practice. Drill cannot be avoided if the teacher avoids it, the student must accumulate examples on his own account and try them over mentally in a drill of his own making. The process will be most effective if it is organized with thought and care. To help learners use possessive determiners in English correctly the teacher is expected to implement the following activities:

- Point out the differences between possessive determiners in English and Vietnamese, especially the position of word order between possessive determiners and the head noun in sentence “**possessive determiners + head noun**”, explain clearly to help learners distinguish these modifiers.
- Help learners practise by preparing some types of exercises (suit to their level of English) covering the areas of difficulty that learners may commit errors when learning and using possessive determiners in English.

2. Errors in using “a” and “the” in possessive determiners

In process of studying “possessive determiners”, Vietnamese learners made some misuses of using “a” and “the” in possessive determiners.

Possessive determiners are already definite and so we cannot use them with “a” (because it would be a contradiction) or with “the” (because it would be unnecessary)

Vietnamese learners often use:

She’s lost the her keys

It must be:

She’s lost her keys

Suggestion:

We cannot say “a my sister” or “the my sister”. However, if we want to give an indefinite idea, we can say “a friend of mine”, the plural would be “friends of mine” or “some friends of mine”

[116]

A friend of mine passed the English exam yesterday.

Some friends of hers traveled around the world.

A friend of mine has just invited me to Italy (Not: *a my friend*).

3. Errors in using “own”

3.1. After possessive determiners

Sometimes, Vietnamese learners often make some mistakes in using “own” because of the interference between Vietnamese and English.

Vietnamese learners often use:

Tom and Marry would like to have an own house

It must be:

Tom and Marry would like to have their own house

Suggestion:

“Own” must be used with a possessive determiner (of genitive’s), it can’t use with other determiners. Specially, “Own” can’t stand after “article”.

So we cannot say “an own car”. But if we want to give an idea of indefiniteness, we can say “a car of my own” or “a car of her own”

[117]

It’s nice if a child can have *her own room* (Not...*an own room*)

She likes to have things *her own way*

John obviously had *ideas of his own*

3.2. “Own” without a following noun

The learners made some mistakes in using “mine”, “yours”... with “own”.

I can only write with mine own

It must be:

I can only write with my own

Suggestion:

To avoid the mistakes, learners cannot be used “mine”, “yours...” with “own”. However, we can omit noun after my own, your own....

[118]

- Would you like to use *my dictionary*?

No, thanks

- She hurried out of the room and along the passage to *her own*

3.3. “Own” and “Self”

Emphatic pronoun and reflexive pronoun “myself”, “yourself...” don’t have a form of possession. In addition, we can use “my own”. So the learners make mistakes in using them:

I’ll do it my self, and I’ll do it in myself’s way

It must be:

I’ll do it my self, and I’ll do it my own way

Suggestion:

To avoid the mistakes, the learners should practice by making up sentences and do exercises about “own” and “self”.

[119]

- She can wash herself and brush *her own* hair now

(Not...*brush herself’s hair*)

- I always type my own letter

(Not...*myself’s letter*)

4. Errors in misunderstanding of “its” and “it’s”

- These words often misunderstand when some Vietnamese learners study English

Every country has it's traditions.

It must be:

Every country has its traditions.

- So “**its**” is possessive determiners (as my, your,...). There is not apostrophe in the possessive determiners “**its**”:

[120]

The street is around here somewhere but I’ve forgotten *its* name.

- Some Vietnamese learners made mistakes in using “**it’s**” :

Its raining again.

It must be:

It’s raining again

- So “**it’s**”: if there is an apostrophe, it is a short way of writing (to write the short form) of “it is” or “it has”.

[121]

Have you seen *my camera*? *It’s* disappeared (Not...*Its disappeared*)

It’s got a lot colder today, hasn’t it? (=it has)

Suggestion:

Note that no apostrophes are used here. Vietnamese learners should guard against the common mistake of writing the possessive **its** with an apostrophes. **it’s** (with an apostrophe) means “it is”, “it has”.

Comparison with:

[122]

The dog is in a good mood. *It’s* just had *its* breakfast
(Not...*it’s breakfast*)

5. Errors in using “plural” form

Vietnamese learners, they often make mistakes when they use uncountable noun with plural form in possessive determiners.

They were all anxious to increase their knowledges.

It must be:

They were all anxious to increase their knowledge.

Suggestion:

The learners should learn the use of uncountable noun with plural form in possessive determiners. So we cannot be used uncountable noun with plural form.

It is some mistakes made by Vietnamese learners. If we master their uses, it is not difficult to avoid those mistakes. I hope this work will help the learners understand and know how to use possessive determiners.

PART THREE: CONCLUSION

Thanks to the supportive help of my supervisors, teachers, friends and family. I have completed the study. Once more, I would like to express on readers the importance of English. When communicating with foreigners, English is a means of expressing thoughts, emotions, actions and so on. I try my best to research on possessive determiners in English and its equivalents in Vietnamese. I really hope that my study, to some extent, will help the readers who want to learn more about English grammar, especially possessive determiners with some knowledge.

In chapter one, I have given a definition, type, uses of noun phrase and pre-modification, relating to possessive determiners.

What I want to mention in chapter two is to analyze possessive determiners in English. It is necessary to carry out an analysis on some similarities and differences by making comparison between English and Vietnamese possessive determiners in chapter three. Moreover, I point out some common mistakes made by Vietnamese learners and find out effective solutions to help the learners avoid the mistakes and perfect their English language. Chapter two and three are considered as the most important parts of my study.

In conclusion, understanding the fields of possessive determiners as well as making much progress in English is not quite easy, but is also not impossible. The learners should spend much time practicing daily and keep on studying. I really would like readers to be interested in my study.

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APPENDIX

Suggested types of exercises on possessive determiners to overcome the problem of learners' errors.

The following types of exercises may be suggested to help learners practise making sentences using the head noun with possessive determiners.

Exercise 1. Fill in the blanks using possessive determiners

my / his / her / your / their / our / its.

1. A cat licks ____ paws in order to wash them.
2. I've finished my homework. Can I play with ____ friends, mummy?
3. When I was twelve, I had a crush on ____ history teacher.
4. I wish you wouldn't burst into ____ bedroom without knocking at the door.
5. ____ doctor first told her that she was carrying twins, but when she was told that she was carrying triplets, it left her speechless.
6. The first time ____ eyes met, we felt marvelous.
7. If we don't clip ____ wings, they will cause us a lot of trouble.
8. I like working on ____ own.
9. They say that they would love to live on ____ own, but that they can't, since they're under age.
10. "Would you like me to refresh ____ memory?"
"No, you don't have to."
11. My son always keeps ____ nose to the grindstone. He is beloved by his workmates and by his employer.
12. The gate swung noiselessly on ____ hinges.

Exercise 2. Choose the correct possessive determiners.

Hi Daniel,

____ name is John. This is ____ friend Jason. He's 12. ____ sister is nine. ____ pet is a budgie. ____ name is Dickens. Jason and I go to the same school. There are 450 boys and girls in ____ school. Jason's form teacher is Mrs. Peterson. She has got a pet, too. ____ pet is a tortoise. Our form teacher is Mr. Smith. I

like ____ lessons. He has two dogs. The dogs love to play in ____ garden. Now I have a question for you. What's ____ pet?

Yours,

John

Exercise 3. For each of the following sentences, fill in the blank with the possessive determiner which agrees with noun or pronoun shown in brackets. For example:

1. ____ barking kept us awake. (the dog)
2. ____ arriving on time was fortunate. (we)
3. ____ swooping and darting was a sign that it would rain. (the swallows)
4. ____ following the guidelines was a good idea. (you)
5. ____ agreeing to forward the mail was helpful. (the student)
6. ____ answering the questions so easily was unexpected. (he)
7. ____ driving the car saved a great deal of time. (I)
8. ____ speaking so forcefully impressed the audience. (the woman)
9. ____ entering the race was intended as a gesture of goodwill (we)
10. ____ chiming told us the time. (the clock)

Exercise 4. Find one mistake in the following sentence and correct it

1. I think he'll change the his mind.
2. Where's my own blue blouse, mum?
 "It is in the top drawer?
3. Don't give any money to her, as it burns a hole in their pocket.
4. We had a flat of ourself own.
5. To a my mind, Picasso is the best cubist painter. I like his paintings very much.
6. She says that your remarks are an insult to her intelligences.
7. Mr Evan poked her nose into my affairs. I detest curiosity
8. He likes being all on himself own.
9. The rain continued it's pattering on the roof.
10. Everyone is entitled to theirself's opinion.

KEY TO EXERCISES

Exercise 1:

- | | | |
|--------|----------|---------|
| 1. its | 6. our | 11. his |
| 2. my | 7. their | 12. its |
| 3. my | 8. my | |
| 4. my | 9. their | |
| 5. her | 10. your | |

Exercise 2:

Hi Daniel,

My name is John. This is **my** friend Jason. He's 12. **His** sister is nine. **Their** pet is a budgie. **His** name is Dickens. Jason and I go to the same school. There are 450 boys and girls in **our** school. Jason's form teacher is Mrs. Peterson. She has got a pet, too. **Her** pet is a tortoise. Our form teacher is Mr. Smith. I like **his** lessons. He has two dogs. The dogs love to play in **his** garden. Now I have a question for you. What's **your** pet?

Yours,

John

Exercise 3:

1. Its barking kept us awake.
2. Our arriving on time was fortunate.
3. Their swooping and darting was a sign that it would rain.
4. Your following the guidelines was a good idea.
5. Their agreeing to forward the mail was helpful.
6. His answering the questions so easily was unexpected.
7. My driving the car saved a great deal of time.
8. Her speaking so forcefully impressed the audience.
9. Our entering the race was intended as a gesture of goodwill.
10. Its chiming told us the time.

Exercise 4:

1. I think he'll change his mind.
2. Where's my blue blouse, mum?
 "It is in the top drawer?"
3. Don't give any money to her, as it burns a hole in her pocket.
4. We had a flat of our own.
5. To my mind, Picasso is the best cubist painter. I like his paintings very much.
6. She says that your remarks are an insult to her intelligence.
7. Mr Evan poked his nose into my affairs. I detest curiosity
8. He likes being all on his own.
9. The rain continued its pattering on the roof.
10. Everyone is entitled to their own opinion.