

CHAPTER

7

Pronouns

7.1 PRONOUNS

- Concentration
- Possessives
- Mixed-up Answers
- Fill in the Blanks
- Songs
- Crossword
- What's the Answer?

7.1

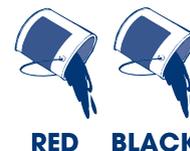
PRONOUNS

1. CONCENTRATION

Materials: Board and markers or chalk

Dynamic: Groups

Time: 25 minutes



- Procedure:**
1. Draw a blank grid on the board. Keep a copy of the filled-in grid on a piece of paper. Divide the class into groups of four or five.
 2. Each team takes turns calling out two numbers, trying to make a match between subject and object pronouns, or subject and possessive pronouns, etc. Tell the students before the game begins what they are expected to match. As the team calls out the numbers, write the word that corresponds to that square on the board.
 3. If the words are a match, draw a line through the words, but leave them on the grid, and give that team a point and an extra turn. If it is not a match, erase the words.
 4. This is a memory game, so no one may write during the game. Team members may talk together to make a match, but only one student should call out the numbers.

On the board:

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

Your paper copy:

1	I	2	ours	3	theirs	4	you	5	they
6	she	7	we	8	X	9	its	10	he
11	it	12	mine	13	yours	14	hers	15	his

2. POSSESSIVES

Materials: Worksheet 45

Dynamic: Teams

Time: 10 minutes



- Procedure:**
1. Divide the class into two teams and have them stand in lines.

- Using the worksheet, read a sentence to the first student in Team 1. The student must change the possessive adjective and noun to a possessive pronoun.

Example: This is my pen. —> This is mine.

- If the student answers correctly, he/she scores a point for the team. In either case, the student goes to the end of the line. Read the next sentence to the first student on Team 2.
- The team with the most points at the end of the game wins.

3. MIXED-UP ANSWERS

Materials: Board, two pieces of chalk or markers

Dynamic: Teams

Time: 10 minutes

Procedure:

- Divide the class into two teams and have them form two lines on either side of the board.
- Divide the board in half and write the same short answers on each side, but not in the same order. It does not matter if you write a *yes* or a *no* answer for a question, but you should not write both. If you ask a question such as “Is Jim home?” you should have either “Yes, he is” or “No, he isn’t”—but not both.

Example:	Yes, he is.	Yes, we are.
	No, she doesn't.	No, it isn't.
	No, we don't.	No, she doesn't.
	Yes, we are.	Yes, he is.
	Yes, they are.	No, we don't.
	No, it isn't.	Yes, they are.

Have the first two students in line come to the board. Read out a question.

- Since the focus of this activity is pronouns, do not use pronouns in your questions. Use nouns that the students need to match with the correct pronoun in the answer. Also be sure you do not read questions in the order of the answers on either side of the board. The students need to search for the correct answers.

Example questions for the above answers:

- Is your father retired?
- Does Madonna live in Chicago?
- Do you and your sister live together?
- Are you and your family happy here?
- Are all your relatives still in Japan?
- Is that your dog?



4. Stress that speed is important. The first student who checks the correct answer gets a point for his/her team.
5. You can write as many answers as you want on the board. Again, make sure there is only one correct response to your questions. You may want to keep all the questions in the same tense, or you can mix tenses, which will allow you more answers. Since the focus is on pronouns, it does not matter what tense you use, as long as it is one your class knows.

NOTE: *To make this activity more relevant to your class, try to use the names of students in the class in your questions where possible.*

4. FILL IN THE BLANKS

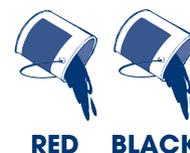
Materials: Worksheets 46A and 46B

Dynamic: Pairs

Time: 10 minutes

- Procedure:**
1. Use the worksheets or create your own story. Divide the class into pairs and give each pair one of the worksheets. Have the students fill in the blanks in the story with the correct pronouns.
 2. When all pairs have finished, go over the story together.

SUGGESTION: *For stories, use fairy tales, fables, summaries of stories the students are reading in other classes, summaries of TV shows or movies, or make up your own.*



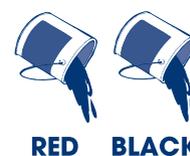
5. SONGS

Materials: Worksheet 47A or 47B or other song lyrics
Tape player and recorded song (optional)

Dynamic: Pairs

Time: 15 minutes

- Procedure:**
1. Make copies of song lyrics with the pronouns deleted. You may want to put a list of pronouns above the song, as in Worksheet 47A.
 2. If it is clear what the pronoun should be from the text, have the students work in pairs to provide missing pronouns. Then play the song for the students to check their work.



3. If it is not clear what the pronoun should be (if the answer could be *she* or *he*), do this activity as a listening activity. The students fill in the blanks individually as they listen to the song. Then, with a partner, they check their answers and discuss why the pronouns they chose are appropriate. (Even though they listened to the song, sometimes it is not easy to hear what the pronoun was—*he*, *she*, *we* can all sound alike, but the context should make the choice clear.) Go over the lyrics as a class.

SUGGESTION: *Although you will probably want to use lyrics for which you have the music, another song that works well for this activity is “Running Scared” (Roy Orbison).*

6. CROSSWORD

Materials: Worksheet 48

Dynamic: Pairs

Time: 10 minutes

- Procedure:**
1. Divide the class into pairs, and give each pair a copy of the worksheet.
 2. The first pair that successfully completes the crossword wins.



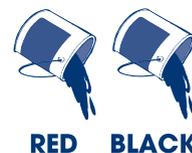
7. WHAT'S THE ANSWER?

Materials: Worksheet 49

Dynamic: Pairs

Time: 15 minutes

- Procedure:**
1. Divide the class into pairs and give each pair a copy of the worksheet. The students choose the correct pronoun forms. Once they choose, the instructions on the worksheet direct them where to go next.
 2. The first pair to finish the worksheet successfully wins.





Worksheet 45: POSSESSIVES

1. I have your books.
2. Is she your baby?
3. Do you have my dictionary?
4. That new car is their car.
5. This is your jacket; it isn't my jacket.
6. This is my test paper.
7. Did you bring his ID?
8. Those aren't our tickets. We have our tickets.
9. Did you see her project?
10. My purse is leather; her purse is straw.
11. Your car is nice, but our car is nicer.
12. The winning science project is my project.
13. I like your sweater better than my sweater.
14. His experience was worse than her experience.
15. May I borrow your pencil? I broke my pencil.
16. Those brownies are their brownies.
17. The books on the table are their books.
18. I sold my computer.
19. That cocker spaniel is our dog.
20. Their shoes are outside.



Worksheet 46A: FILL IN THE BLANKS

A GROUP OF FRIENDS

I have a friend named John who is a student. John has two brothers. _____ older brother, Tad, now lives in San Francisco. _____ is a beautiful city, as you know. I met _____ (the two brothers) when _____ were all working at the mall after school. John and Tad's younger brother, Paul, lives in Austin, Texas. _____ is a swinging, single guy with two girlfriends. One girlfriend is a singer, and _____ sings every night with _____ twin sister. The other girlfriend lives in an apartment with _____ pet dog. _____ is a huge German shepherd. This dog likes to go camping with _____, so _____ take _____ with them every chance _____ get. _____ is pretty much a "people" dog. By that, I mean _____ doesn't like to be left alone. Now that _____ know a little bit about John, _____ two brothers, and _____, read on to find out more about _____.



Worksheet 46B: FILL IN THE BLANKS

NUISANCE

Once upon a time, there was a tomcat named Nuisance. _____ lived with a wonderful woman named Lisa, but for some reason, _____ seemed to like everyone but _____. The harder Lisa tried to please _____, the more Nuisance thought of things _____ could do to annoy _____. One day Lisa's friend brought over a beautiful hanging plant. _____ hung _____ in _____ bedroom window. Then the two friends went out to dinner. When _____ returned, _____ found the plant on the floor. "What happened to _____?" asked _____ friend, but Lisa knew, and _____ do too, don't _____? That Nuisance! Another time, _____ ran away and was gone for three months. Lisa asked the people in the apartment building to help search for _____. _____ all agreed to help, but no one found Nuisance. Just when _____ had given up hope, _____ turned up. Nuisance spent _____ whole life doing things like this to Lisa, but she always forgave _____.



Worksheet 47A: SONGS

Choose a pronoun from the list to fill in each blank as you listen.

Subject pronouns

I it
you we
he they
she

Object pronouns

me it
you us
him them
her

Possessive adjectives

my its
your our
his their
her

"He Stopped Loving Her Today"

_____ said _____ 'll love _____ 'till _____ die.

_____ told _____, "_____ 'll forget in time."

As the years went slowly by,

_____ still preyed upon _____ mind.

He kept _____ picture on _____ wall

And went half crazy now and then.

But _____ still loved _____ through it all,

Hoping _____ 'd come back again.

Kept some letters by _____ bed

Dated nineteen-sixty two.

_____ had underlined in red

Every single "_____ love _____."

_____ went to see _____ just today.

But _____ didn't see no tears.

All dressed up to go away.

First time _____ 'd seen _____ smile in years.

REFRAIN:

_____ stopped loving _____ today.

They placed a wreath upon _____ door.

And soon _____ 'll carry _____ away,

_____ stopped loving _____ today.

_____ came to see _____ one last time,

_____ all wondered if _____ would.

And _____ kept running through _____ mind

This time, _____ 's over _____ for good.

REFRAIN

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Worksheet 47B: SONGS

Fill in the blanks with the appropriate pronoun or adjective.

"The Erie Canal"

I've got a mule, _____ name is Sal,
Fifteen miles on the Erie Canal.
_____ 's a good ol' worker and a good ol' pal,
Fifteen miles on the Erie Canal.
_____ 've hauled some barges in our day,
Filled with lumber, coal and hay.
And _____ know every inch of the way
From Albany to Buffalo.

REFRAIN:

Low bridge, everybody down!
Low bridge, for _____ 're coming to a town!
And _____ 'll always know _____ neighbor,
_____ 'll always know _____ pal,
If _____ 've ever navigated on the Erie Canal.
_____ better get along on our way, ol' gal,
Fifteen miles on the Erie Canal.
'Cause _____ bet _____ life
_____ 'd never part with Sal,
Fifteen miles on the Erie Canal.
Get up there, mule, here comes a lock
_____ 'll make Rome about six o'clock,
One more trip and back _____ 'll go,
Right back home to Buffalo.

REFRAIN



Fill in the blanks with an appropriate pronoun.

“Red River Valley”

From this valley they say you are going,
We will miss _____ bright eyes and sweet smile,
For _____ say _____ are taking the sunshine,
That brightens _____ pathway awhile.

REFRAIN

Come and sit by _____ side if _____ love me,
Do not hasten to bid me adieu,
But remember the Red River Valley
And the girl that has loved _____ so true.
Won't _____ think of the valley _____'re leaving?
Oh, how lonely, how sad _____ will be,
Oh, think of the fond heart _____'re breaking,
And the grief _____ are causing _____.

REFRAIN

From this valley _____ say _____ are going,
When _____ go, may _____ darling go, too?
Would _____ leave _____ behind unprotected?
When _____ loves no other but _____?

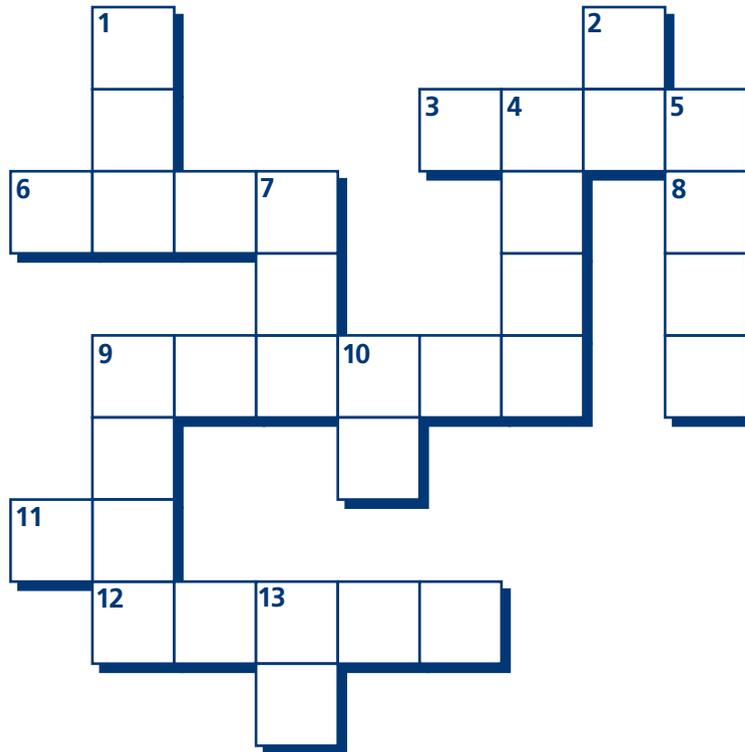
REFRAIN

I have promised _____, darling, that never
Will a word from _____ lips cause _____ pain;
And _____ life, _____ will be _____ forever
If _____ only will love _____ again.

REFRAIN



Worksheet 48: CROSSWORD



ACROSS

3. Third person plural object pronoun.
6. That book belongs to us. It is _____.
8. Subject pronoun that corresponds to *me*.
9. Third person plural possessive pronoun.
11. Object pronoun that corresponds to *I*.
12. If it belongs to you, it is _____.

DOWN

1. "Where do _____ live?"
2. Refers to my brother.
4. Goes along with *she*.
5. If it belongs to me, it's _____.
7. Subject pronoun that goes along with *her*.
9. As a subject, refers to my brother and sister.
10. Neutral pronoun.
13. If we want something, we'll ask you to give it to _____.

