7.1 PRONOUNS

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
</tbody>
</table>

**Your paper copy:**

<table>
<thead>
<tr>
<th>1</th>
<th>I</th>
<th>2</th>
<th>ours</th>
<th>3</th>
<th>theirs</th>
<th>4</th>
<th>you</th>
<th>5</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>she</td>
<td>7</td>
<td>we</td>
<td>8</td>
<td>X</td>
<td>9</td>
<td>its</td>
<td>10</td>
<td>he</td>
</tr>
<tr>
<td>11</td>
<td>it</td>
<td>12</td>
<td>mine</td>
<td>13</td>
<td>yours</td>
<td>14</td>
<td>hers</td>
<td>15</td>
<td>his</td>
</tr>
</tbody>
</table>

2. POSSESSIVES

**Materials:** Worksheet 45  
**Dynamic:** Teams  
**Time:** 10 minutes  
**Procedure:**

1. Divide the class into two teams and have them stand in lines.
2. 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.

3. 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.

4. 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:**

1. Divide the class into two teams and have them form two lines on either side of the board.

2. 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.

3. 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:**
   a. Is your father retired?
   b. Does Madonna live in Chicago?
   c. Do you and your sister live together?
   d. Are you and your family happy here?
   e. Are all your relatives still in Japan?
   f. 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.
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.
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 ____________. 
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 _________ .
Choose a pronoun from the list to fill in each blank as you listen.

<table>
<thead>
<tr>
<th>Subject pronouns</th>
<th>Object pronouns</th>
<th>Possessive adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, it</td>
<td>me, you, him, he</td>
<td>my, our, his, his</td>
</tr>
<tr>
<td>you, we</td>
<td>you, us, him, her</td>
<td>your, our, her, their</td>
</tr>
<tr>
<td>he, they</td>
<td>him, them, her</td>
<td>his, their, her, her</td>
</tr>
</tbody>
</table>

"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
**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.
13. If we want something, we’ll ask you to give it to _______.

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Worksheet 49: WHAT’S THE ANSWER?

With your partner, choose the best answer and follow the instructions for your choice.

1. That book is ____________.
   a. I Go to # 3
c. mine Go to # 8
b. me Go to # 16
d. my Go to # 4

2. My friends are thoughtful. __________ always ask how I feel.
   a. they Go to # 5
c. him Go to # 16
b. them Go to # 16
d. he Go to # 11

3. No. This is a subject pronoun. Try again.
4. No. This is a possessive adjective. Try again.
5. Yes. Go to # 7.
6. No. The subject is neither male nor female. Try again.
7. John had a headache, so __________ stayed home today.
   a. I Go to # 18
c. her Go to # 16
b. they Go to # 10
d. he Go to # 14
8. Yes. Go to # 2.

9. See that book? Please give ____________ to me.
   a. him Go to # 6
c. her Go to # 6
b. it Go to # 19
d. them Go to # 10

10. No. The subject is singular. Try again.
11. No. The verb does not agree. Try again.
12. Do __________ know my name?
    a. he Go to # 11
c. I Go to # 21
    b. you Go to # 23
d. she Go to # 11
13. No. This is an object pronoun, but it does not make any sense here.
    Try again.
15. Yes. Fruit is neither masculine nor feminine. Go to # 22.
16. No. This is an object pronoun. Try again.
17. YES! You really know your pronouns! You have finished the quiz correctly.
18. No. This pronoun does not agree with the subject. Try again.
19. Yes. Go to # 12.
20. Eat fruit. __________ is good for you.
    a. it Go to # 15
c. they Go to # 11
    b. its Go to # 4
d. he Go to # 6

21. Grammatically OK, but a strange question to ask. Try again.
22. My sister asked to borrow my sweater, so I gave it to ____________.
    a. it Go to # 13
c. she Go to # 3
    b. her Go to # 17
d. me Go to # 13

23. Yes. Go to # 20.