

# UNIT 11

## Pronouns

7 Days

Lesson 1 - Different Types of Pronouns - 1 Day

Lesson 2 - Subject and object forms of pronouns - 2 Days

Lesson 3 - Conjugating with pronouns - 1 Day

Lesson 4 - Foreign language pronouns - 2 Days

Lesson 5 - Common pronoun mistakes - 1 Day

Vocab	Terms
	Personal Pronoun
	To Conjugate

## Unit 11 - Pronouns

### Lesson 1 - Different types of pronouns

#### Discuss

- Introduce the derivation of the word pronoun by starting class with a seemingly unrelated controversial topic.  
e.g. *wearing uniforms to school, having separate schools for boys and girls.*
- After a short discussion, ask for a vote. Who is **pro** and who is **con, contra, or anti**
- Now that they know what pro means, ask what pronoun means.  
Something that stands for a noun, in place of a noun.
- Ask them to think of what they would say in the following situations.  
You are telling a story about Bob. Bob did this. Bob did that. Bob did the other thing. Would you keep repeating Bob, or would you use a pronoun?  
You are talking to a baby, trying to teach him names. Mommy loves Douglas. Mommy and Daddy love Douglas. As the child grows older, would you continue to use the names, or would you substitute pronouns for the names. I love you. We love you.

#### Activity

- Pairs of students write two English sentences to share with the class. There should be at least four nouns, people and things, in each sentence.
- Ask students in turn to come forward to write a sentence on the board.
- Play with the sentences, taking out nouns and replacing them with pronouns. Generate a list of personal and interrogative pronouns.  
e.g. *The girl and her family ate spaghetti with meatballs for dinner.*  
*She and they ate it for dinner.*  
*Who ate what with what for what?*
- Make up some of your own sentences to show how reflexive and relative pronouns stand for nouns. Choose whether or not you want to introduce them to the terms reflexive, relative, interrogative, and personal at this point. This unit is mainly about personal pronouns. Interrogative pronouns will be brought up again in the unit on interrogatives.

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#### Homework

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## Unit 12 - Pronouns

### Lesson 2 - Subject and object forms of pronouns

#### Day 1:

#### Activity

1 sg.	1 sg.
2 sg.	2 sg.
3 sg.	3 sg.
1 pl.	1 pl.
2 pl.	2 pl.
3 pl.	3 pl.

- Whenever a personal pronoun is mentioned from the homework, put it on the board in the list. Put subject forms in the first list and object forms in the second but do not label the lists. Keep asking for sentences until you have filled in the list, but do not tell them what you are doing.
- Before class write the subject forms of the personal pronouns on 8" x11" cards or poster board. Write the object forms on the backs of the cards.  
I - me  
you - you  
he - him  
she - her  
it - it  
we - us  
you pl. - you pl.  
they - them
- Put two chairs in the front of the room, facing the rest of the class. One is for you. Choose a student to sit in the other. Keep the I - me card for yourself. Give the we - us card to the student sitting next to you in the front of the class. Hand out the rest of the cards to other students.
- You are going to recreate the activity you did with your class prop (my frog) when you introduced subjects and direct objects. People with cards will do an action to the frog, such as hit the frog, while you narrate. First hit the frog yourself. I am hitting the frog.  
Have your partner join you in hitting the frog. We are hitting the frog.  
Give the frog to the two people holding the they card. They are hitting the frog.

Talk directly to the person holding the you card. You are hitting the frog.

Have a book hit the frog. It is hitting the frog.

- Have people hold up their cards as you narrate the sentences.
- Now change the action. Walk around to the people with the cards and make the frog hit them.
- Ask them to turn their cards over as you narrate the new sentences.

The frog is hitting me.

The frog is hitting him, her, them, us, you, it.

## Discuss

- The two sides of the cards are performing different functions. One side was a subject, the other was an object form of the same word.
  - These are called personal pronouns.
  - English is an inflected language too.
  - Some pronouns look as if they have come directly from the Latin accusative case: him, them.
  - In English we use the predicate nominative after linking verbs too, so we have to use the subject form of a pronoun after the verb "to be."  
e.g. *This is she.*
  - We memorize the subject pronouns in the order and label them 1st person singular to 3rd person plural.
  - Give examples of a book written in the 1st person or a person who speaks only in the 3rd person, like Elmo.
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## Homework

page 82-83

memorize subject pronouns in order

## Terms

personal pronoun

## Day 2:

### Discuss

#### [PowerPoint game](#)

Put cards of pronouns from last lesson on the floor. Play in teams or just individually.

Display a sentence from the PowerPoint. The team has to find the correct pronoun from the pile of cards that is named by person and number in the sentence. They can run and hold them up to the screen.

Instead of using this PowerPoint game, you could have teams write their own sentences and label blanks with person and number. You can check as they write them, write the PowerPoint on the spot in class, and play the game at the end.

## Unit 11 - Pronouns

### Lesson 3 - Conjugating with pronouns

#### Discuss

The following lesson is all outlined in the attached [PowerPoint](#) and also on pp.84-85. Refer to charts of conjugations in these two places.

- Have a student name all of the subject forms of the personal pronoun. List them on the board in order with the labels 1 sg. - 3 pl.
- If these are subjects, then they must be able to do verbs. Write the verb "to see" after each pronoun.

1 sg.	I see
2 sg.	you see
3 sg.	he see
1 pl.	we see
2 pl.	you pl. see
3 pl.	they see

- This is called conjugating: joining together in a list all of the people who do the verb. It is from the same root as conjunction.
- If you were to write a story in the 3rd person, you would use he, she, they. A story in the 1st person would use I, we.
- One of the conjugated forms of "to see" has a different ending: 3sg.
- What would happen if you took away the personal pronouns from the conjugation? You would know that sees is 3 sg., but you would not know who was doing the other forms. The pronoun tells us who the subject is.
- Conjugate the verb "to be" on the board. "I am" to "they are." Take away the pronoun. Only the form am is unambiguous.

**Conclusion: the subject pronouns are completely necessary when conjugating an English verb to tell who is doing the action.**

Conjugate videre in Latin using the Latin personal pronouns.

1 sg.	video
2 sg.	vides
3 sg.	videt
1 pl.	videmus
2 pl.	videtis
3 pl.	vident

What happens if you take away the pronouns? Nothing. They are not needed. They are used only for emphasis.

**Conclusion: Latin is highly inflected. English is only slightly inflected.**

Conjugate the verb "to see" in Italian, Spanish, French, and German. Underline the inflections.

- In Latin, Spanish, and Italian the verbs forms all have different endings, so if the pronoun were not there, you would still be able to see that different people are doing the verb. The subject is in essence built into the inflection.  
In these languages, using personal pronouns as subjects is not necessary.
- In German and English, some of the forms have identical endings, so there would be confusion about who is doing the action if there were no personal pronoun.  
In these languages, using personal pronouns is necessary.
- In French, almost all of the forms look different, but many of them sound identical when spoken, even though they look very different.  
vois, voit, voient sound exactly the same  
In this language, using the personal pronoun is necessary, because four forms sound identical.

**Conclusion: In any given language, if the verb inflections not only look but also sound completely different, then there is no need to use personal pronouns.**

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Homework  
pages 84-85

Term  
to conjugate

# Unit 11 - Pronouns

## Lesson 4 - Foreign language pronouns

### Day 1

#### Activity

Students in groups look for and write down linguistic similarities in 1 sg personal pronouns in the six languages used in the previous lesson.

Then the 2 sg. pronouns, and so on.

As a class, take note of the ones that are similar.

Refer to pronoun chart on p.86.

#### Discuss

1st sg.: note the -o sound at the end of several with g-y-j before them; English and German capital I's

2nd sg.: dentals, voiced and unvoiced

3rd sg.: Latin and Spanish she sound identical whereas Spanish and Italian look identical

1st pl.: again English and German although the different w sounds

2nd pl.: same patterns across Romance languages as in 1st pl.

3rd pl.: note masculine and feminine forms of all but English and German

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#### Homework

pages 86

or do this in class

## Day 2

### Activity

Review pronunciation of pronouns in different languages. Refer to pronunciation tips on p.86. Have every student choose two languages besides English in which they will memorize the list of personal pronouns. Give them time to practice with classmates in class, and homework time, then test each student orally.

The goal is to get them into the rhythm of what a conjugation will sound like and to make the point that every language uses the same pattern of 1 sg. to 3 pl.

### Play

**Pronoun Galaxy** on the website. Play as a class or set them up in the lab for the day to practice pronouns

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### Homework

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Pronoun Galaxy

## Unit 11 - Pronouns

### Lesson 5 - Common pronoun mistakes

#### Discuss

- Talk about the pronoun whom. When should it be used? Does anyone use it? How can you tell from what you know about Latin that it is an object form?
- Are we watching language changing right in front of us? Is whom disappearing? Should we try to preserve it? Will the pronoun them disappear too?
- Pronoun mistakes are very common, but if you understand the difference between a subject and an object, you will not make these mistakes.

#### Activity

Name five types of common pronouns mistakes and see if the students can generate sentences with these mistakes in them.

1. object form used as a subject  
e.g. *Me and my brother went to the beach.*
2. object form after a linking verb  
e.g. *It's him.*
3. over-correction, subject form in a prepositional phrase  
e.g. *This is just between you and I.*
4. whom ignored  
e.g. *Who do you love?*
5. Reflexive not referring back to anything  
e.g. *He gave the answer to John, Katie, and myself.*

Ask them to look and listen for these mistakes in writing or in conversation. (A short conversation on when and where not to correct people might be appropriate!)

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**Homework**  
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