



Chapter 8

Pronouns

CHAPTER SUMMARY

OBJECTIVE: To become familiar with pronouns and their use.

APPROACH: This chapter reviews most aspects of personal pronoun use, with emphasis on the problem areas of agreement and the use of *other* as both a pronoun and an adjective. The chapter finishes with a summary of the material presented in Chapters 6–8.

TERMINOLOGY: A “possessive adjective” (for example, *my, your, her*) is a pronoun (a noun substitute) that functions as a determiner. Some grammars call it a “possessive determiner” or a “determinative possessive pronoun.” The terminology may be confusing for students because a possessive adjective is indeed a pronoun, but the term “possessive pronoun” (for example, *mine, yours, hers*) is used in this text and most others refer to an independent possessive pronoun that is used alone as a noun substitute.

In an effort to minimize grammatical terminology, the text does not use the term “determiner,” finding others ways to present these function words (such as *a / an / the, one, no, this / that / these / those, many, other, my / your / her, some / any*). If you are comfortable with the term “determiner” and find it useful, by all means introduce it to your class and explain that what this text calls a “possessive adjective” may be called a “possessive determiner.”

□ **EXERCISE 1.** What do I already know?
Page 135
Time: 5–10 minutes

When appropriate, emphasize that mistakes with pronouns lead to ambiguity. Sometimes, as in item 1, this ambiguity (Did the speaker eat his friends?) can be humorous. Exploiting this humor can help students appreciate the importance of correct reference.

□ **EXERCISE 2.** Warm-up. Page 135
Time: 10–15 minutes

Give students plenty of time to complete both parts of the warm-up since they both elicit natural use of pronouns and can help students realize how much they already know about pronouns while also gaining speaking practice.

You may want to put student in small groups for this exercise.

Part I

Expansion: Have a contest to see which student can repeat all the names of the other students in the class, using clauses starting with pronouns. For example, write on the board:

We are . . .

Our names are . . .

They are . . .

Their names are . . .

You are . . .

Your names are . . .

The student who is able to use one of the sentence starters to correctly name all of his/her classmates without making any mistakes at all wins.

Part II

Expansion: Write very specific questions on index cards or prepare a handout on the topic beforehand. You may want to make different sets of questions for different groups and then ask that the groups report back on the topic they were given.

Specific questions include:

Is it common for names in your culture to have specific meanings? Are these meanings abstract or concrete?

Is it common for children to be named for their parents, famous people, or saints? Are there any taboos related to giving children the same name as a dead relative in your culture? In the U.S., some people have the exact same name as a parent but with a number after it (III, IV) or the word “Junior.” Is this common in your country?

Who decides the name of the child in your culture? Is it simply the parents, or is this honor given to an older member of the parents’ families (for example, a grandparent or great aunt?)

Are there special naming ceremonies in your culture? If so, what are these ceremonies like? When do they occur and who is present?

Some cultures celebrate name days as well as birthdays. Is this true where you are from?

We all know that famous people often choose stage names or other names that they believe sound better than their own names. Students of languages sometimes do this too. If you were to pick a name in English for yourself, what would it be?

What are some of the most common names in your country? What do you think are some of the most common English names in the U.S.? What American names do you find strange or silly?

What kinds of names are given to pets in your country? Are farm animals given names or just house pets?

In some families in the U.S., children call their parents by their first names. Is this common in your country?

Most people have a nickname, and some people have many. Are nicknames common in your culture? Do you have one? How did you get it?

CHART 8-1. Personal Pronouns. Page 136

Time: 10–20 minutes

Most of this information should be familiar to students, but they can use the chart as a reference.

Note the definition of “antecedent” in (a). Keep students’ focus on the importance of making sure they can identify which noun each pronoun refers to.

Pay attention to possessive pronouns vs. possessive adjectives, pointing out that adjectives occur with a noun, but possessive pronouns occur without a noun.

Give additional examples of *its* vs. *it’s*; this is a frequent source of errors (for native speakers too.)

- Start by re-creating the list of pronoun categories at the top of Chart 8-1.
- Write on the board the following headings:

<i>Subject Pronoun</i>	<i>Object Pronoun</i>
<i>Possessive Adjective</i>	<i>Possessive Pronoun</i>

- Students will probably be quite familiar with the first two categories, so go through each person in a verb conjugation and have students give you both the subject and object pronoun as review. For example, say:

Okay, first person singular . . . The subject pronoun is ____.

(You can write a sample sentence leaving out the subject pronoun to help elicit it, e.g., ____ am a teacher.)

Students supply the subject pronoun *I*.

The object pronoun is ____.

(You can again write a sample sentence to elicit the appropriate object pronoun, e.g., Help ____ teach.)

Students provide the pronoun *me*.

- Explain that a possessive pronoun takes the place of a noun altogether and is not followed by a noun.

- Write a sample sentence to elicit the possessive pronoun for first person singular. For example,

These keys are ____.

Students supply the word *mine*.

- Follow this technique to elicit the possessive adjective. Remind students that the possessive adjective must also be followed by a noun. For example, write:

These are ____ keys.

- Continue completing the chart on the board, with your students giving you pronouns as appropriate.
- Draw students’ attention to the special notes for (j)–(m).
- Write two sentences on the board — one that shows the use of *its* as a possessive pronoun and one that shows *it’s* as a subject pronoun + verb contraction.

□ EXERCISE 4. Looking at grammar.

Page 137

Time: 5 minutes

- Explain to students that object pronouns follow verbs but that as the note in the text states, even native speakers make mistakes with object pronouns after *and*.
- Remind your students that as in item 2, prepositional phrases are followed by the object form of the pronoun.
- Tell your students that one way to decide which form should come after *and* is to cover the first pronoun and conjunction to see if the sentence is correct. For example, in the sentence:

You and I / me like the same kind of music.

Have students cover up *You and*. Then have them decide which pronoun fits best in the sentence.

- Instruct students to try this approach if needed while they complete the exercise.
- Review answers as a class.

□ EXERCISE 7. Let’s talk. Page 138

Time: 5–10 minutes

- Model the example with one student.
- Continue to model each of the six items, and ask a different student to repeat each one, pointing and using the possessive pronouns correctly.

□ EXERCISE 8. Looking at grammar.

Page 138

Time: 5 minutes

- Write 1. *its* and 2. *it’s* on the board. (Since both words sound the same, instruct students to use either *number one* or *number two* when discussing the words.) Then ask a student or students to explain the difference between the two.
- Give students time to complete their answers individually.

- To review the answers, read through each item, pausing at each blank. Instruct students to call out *number 1* or *number 2* for their answers.

□ EXERCISE 9. Looking at grammar.

Page 139

Time: 10 minutes

- Give students time to circle the correct form of the word in italics on their own first.
- Have students take turns saying the completed sentences aloud.
- Correct students' pronunciation as well as pronoun choice.
- Ask students some simple comprehension questions about the passage, such as:

Where does the anhinga bird live?

What does the anhinga bird eat?

Where does it feed?

Does it go under the water while eating the fish or just to catch it?

Optional Vocabulary

dive	pointed
spear	bill
prey	emerging

□ EXERCISE 10. Listening. Page 139

Time: 10–15 minutes

- Explain that hearing pronouns in spoken English can be challenging because they are often unstressed and the /h/ sound is usually dropped.
- Model this for students by putting a few sentences on the board and then reading them as a native speaker would. For example:

Is he a good singer? [*iz-ee a good singer?*]

This is her notebook. [*This iz-er notebook.*]

We saw him last night. [*We saw-im last night.*]

- Play the audio through once without stopping.
- Play the audio a second time, stopping after each sentence.
- Have students compare their answers with a partner, and then review the answers as a class.
- Play the audio again so that students can hear the correct answers.

□ EXERCISE 11. Warm-up. Page 140

Time: 5 minutes

- Ask students which sentence they find most clear.
- Because all are correct, students are welcome to debate the merits of each. You can let your students know that debates are encouraged within academic communities.

CHART 8-2. Personal Pronouns: Agreement with Generic Nouns and Indefinite Pronouns.

Page 140

Time: 10–15 minutes

The English language traditionally used only male pronouns when speaking of people in general, e.g., *A doctor treats **his** patients kindly*, as though no women were doctors (which, in fact, was true during certain periods of Western history). Language reflects social change; today women have more equal representation in language usage because they do in society in general. Now English speakers try to use *he* or *she*, *him* or *her*, *his* or *hers*, etc. The easiest way to avoid the question of which form to use is to use a plural rather than a singular generic noun so that *they / them / their* (which are neither masculine or feminine) may be used, for example, *Doctors treat their patients kindly*.

Not so long ago, it would have been unthinkable for an educated speaker to use *their* (a plural pronoun) to refer to *someone* (singular). Today it seems to have become the norm rather than the exception in spoken English, and it avoids a feminine/masculine pronoun problem. However, singular pronouns are still expected in formal writing. Discuss with your class guidelines for feminine / masculine and singular / plural pronoun usage.

- Tell the class that there are a number of options for indefinite pronouns when these must agree with a generic noun.
- Tell students you will need their help in showing these options, and that to that end, they should be prepared to give advice to a student studying American English, beginning with *A student should. . .*
- Write their advice on the board, and underline indefinite pronoun options that reflect (c), (d), and (e) in the chart. Point out the different options (c), (d), and (e) as you record students' ideas. For example:
 - A student should not be afraid to use his English with strangers.*
 - A student should listen to English conversations.*
 - A student should read his or her favorite book or magazine in English before going to bed each night.*
 - Students should ask their teachers a lot of questions.*
- Ask students to refer to points (f), (g), and (h) in the chart along with the list that precedes it.
- Remind students that the indefinite pronouns in the list have singular grammar even when the idea they refer to is certainly plural (for example, *everybody*, *everyone*).

Expansion: If your class is interested, take this opportunity to facilitate a discussion of language as a tool that both reflects and shapes society. Discuss some of the characteristics valued in language and ask students to prioritize them: clarity, brevity, accuracy, descriptiveness, thoroughness. While students are discussing these topics in small groups, circulate and correct pronunciation usage.

Possible discussion questions include:

How important is it to avoid having to use both a female and/or male pronoun? Is it too lengthy to use both?

Can you understand why some people may feel the exclusive use of the masculine pronoun is offensive?

Are there similar issues in your language that have changed the accepted grammar over time, the way the need to reflect women's roles and existence has fostered the use of "their" with singular nouns?

Many languages actually have masculine, feminine, and neutral nouns. Do you think this fact affects the way the cultures speaking those languages have developed?

EXERCISE 12. Looking at grammar.
Page 140
Time: 10 minutes

Optional Vocabulary

manual
jury
lecturer

EXERCISE 13. Looking at grammar.
Page 141
Time: 10 minutes

The principal purpose of this exercise is to provide material for discussion of the usage problems in Chart 8-2. Students will want your advice.

- Write two sentences on the board.
Every student needs their own notebook to keep track of new vocabulary.
Every student needs his or her own notebook to keep track of new vocabulary.
- Ask your students which sentence they find more formal, and discuss why singular pronouns may seem more formal than their plural counterparts.
- Have students complete the exercise individually.
- Discuss and review as a class, and ask students which sentences and pronouns they find to be more formal.
- Because other languages have both formal and familiar pronouns, you may want to ask students about what parts of speech in their languages signify more and less formal terms of address.

Optional Vocabulary

effective
corporate
motivate

CHART 8-3. Personal Pronouns: Agreement with Collective Nouns. Page 142
Time: 5–10 minutes

The speaker's view of the collective unit determines the grammatical usage of the words in this chart. The English language is somewhat flexible on this point. If the speaker wants to emphasize unity or wholeness, the collective noun will be singular, and this number will influence both the pronoun and the verb. On the other hand, if the speaker wants to emphasize the individuals within the group, the collective noun will be considered plural (but it will not add -s / -es).

Other collective nouns not included in Chart 8-2: *army, community, company, crew, enemy, gang, herd, media, press.*

- Write the two example sentences (a) and (b) on the board showing that *family* can agree with both plural personal pronouns and singular ones.
- Highlight the singular personal pronoun used in (a) by underlining it in the same color as *My family* (singular, impersonal unit).
- Highlight the plural pronoun used in (b) by underlining it in the same color as *My family* (plural pronouns, indicating various members).

EXERCISE 15. Looking at grammar.
Page 142
Time: 10 minutes

The purpose of this exercise is to help students develop an understanding of the difference between singular and plural uses of collective nouns. In general, the singular usage is impersonal or statistical, while the plural usage emphasizes the actual people involved.

Optional Vocabulary

exceeded motorcade
enthusiastically overflowing
premier

EXERCISE 16. Warm-up. Page 143
Time: 5–10 minutes

If you wish, supply drawing paper and colored pencils or crayons. Reassure those students who believe they can't draw by first drawing a self-portrait of yourself — a drawing that is simple and funny, requiring no special artistic skills. The self-portraits should be a fun task.

- The questions in the book are simply suggestions for the teacher. You can also ask other questions to prepare students for the use of reflexive pronouns. For example:
Have you ever cut your hair yourself?
Have you ever taken photographs of yourself?

Do you travel to class by yourself or with friends?
How often do you look at yourself in the mirror?
How old are young adults in your country when they first
live by themselves (not with their families)?

CHART 8-4. Reflexive Pronouns. Page 143
Time: 10–15 minutes

In informal English, reflexive pronouns are sometimes substituted for object pronouns, especially in prepositional phrases. To some degree, the reflexive pronoun adds emphasis. This use of reflexive pronouns is variously deemed to be incorrect, nonstandard, questionable, or perfectly acceptable.

Informal Usage:

*She gave the gift to Bob and **myself**.*

Preferred Usage:

(a) *She gave the gift to Bob and **me**.*

(b) *I gave a gift to **myself**.*

Other examples:

*What happened between my girlfriend and **myself** is no one's business.*

*No one on the bus spoke English except a few Italians and **ourselves**.*

In the vast majority of instances, reflexive pronouns cannot be substituted for personal pronouns as objects.

*I sit in the front row in class; Mustafa sits behind **me** (not myself).*

*When Tom arrived, Alice spoke to **him** (not himself).*

As with any other grammar structure, idiomatic use of reflexive pronouns develops as learners gain experience with the language. Grammar basics can be taught and provide a good foundation for growth, but idiomatic usage ability grows with time and exposure. Engaging in lots of reading, listening, and communicative interaction is essential for second language learners. The study of grammar is but a foundation and springboard; it is neither desirable nor possible to explain every possible structure in the English language. Students who believe they need to know a “rule” for every possible variation of an English structure should be disabused of that notion — and encouraged to go to a movie or make an English-speaking friend.

Some other exceptions are given in the chart footnote. The text focuses on the basic patterns of any given structure but also tries to anticipate questions students may have about exceptions that they note. The old saying about there being an exception to every rule is a good one for students of language to keep in mind.

- Contrast the example sentences (a) and (b) by writing them on the board.
- Make sure that students understand the mistake in (c) is not possible, and that *I saw me in the mirror* is ungrammatical.
- Explain that when *myself* is used for emphasis, it is usually because it is surprising that the actual subject (as opposed to another person) performed the action.

□ **EXERCISE 19.** Looking at grammar.
Page 145
Time: 10–15 minutes

- Explain that certain phrases such as those in the list are often followed by reflexive pronouns.
- Give students time to complete the sentences. Remind them they will be choosing appropriate phrases from the list and adding reflexive pronouns.
- Review as a class, discussing the meanings of phrases from the list as needed.

Optional Vocabulary

shocked	encounter
supervision	careless
self-pity	impatient

□ **EXERCISE 20.** Listening. Page 146
Time: 5–10 minutes

- Tell students that they will not hear the reflexive pronoun, so they will need to pay attention to the personal pronouns (subject pronouns) that they will hear at the start of each sentence.
- Play the audio through once without stopping. Then play it again, stopping the audio so that the class can provide the correct reflexive pronoun.

□ **EXERCISE 21.** Looking at grammar.
Page 146
Time: 10–15 minutes

This exercise provides a cumulative review of subject-verb agreement (Chapter 6), nouns (Chapter 7), and pronouns (Chapter 8).

Optional Vocabulary

penguins	evolved	harsh
creatures	flippers	offspring
adapted	hatch	endurance

CHART 8-5. Using *You, One, and They* as Impersonal Pronouns. Page 147
Time: 10 minutes

Point out that when a speaker is using impersonal *you*, the *you* does not refer specifically to the listener. For example:

A: *What are some of the customs in your country about touching another person?*

B: *Well, **you** shouldn't touch someone else's head.*

Speaker B means “people in general” should not do this. She is not giving personal instructions to the listener; the *you* does not refer specifically and/or only to Speaker A.

- Elaborate on the background notes above by creating and eliciting examples your students can easily relate

to. For example, ask your students:

What are some cultural rules or practices you have learned about the United States?

Possible answers may include (and if necessary, you can lead your students to the following):

You can eat in public.

You should arrive on time for most things.

You don't need to wear formal clothes most of the time.

- Explain that *one* is more formal and is becoming an increasingly less common impersonal pronoun than *you*.
- Tell students that *they* is used when the noun it refers to is understood. *They* is commonly used in reference to an organization or groups of people.

□ EXERCISE 23. Looking at grammar.

Page 147

Time: 10–15 minutes

- Arrange students into small groups of three or four.
- Ask them to discuss the use of impersonal pronouns in Exercise 23, deciding which pronouns refer to an actual subject or listener, and which refer to an impersonal subject.
- Review this exercise as a class.

Optional Vocabulary

generosity

depleted

Expansion: While students are still in small groups, ask them to decide on the most important suggestions they can give future students who will be studying English in the same school/setting. They should use impersonal pronouns to write their suggestions.

Possible sentences/suggestions include:

Don't worry if you can't understand every word you hear.

You will learn best if you try to listen for the main ideas when you are having conversations with native speakers.

Americans may seem rude or impatient sometimes, but they may just be nervous that they can't understand you. Also, they tend to work very long hours, so they are often very busy and rushed.

Alternatively, you can write up index cards with descriptions of challenging situations. Distribute one to each group. Together students need to come up with generalizations and advice about this situation, using impersonal pronouns as modeled in Chart 8-5. Remind students that they can use *you*, *one*, and *they* and that *they* will come in particularly handy when referring to others in each situation.

Possible situations include:

You have to meet your boyfriend's or girlfriend's family or parents.

You have a job interview.

You are traveling to a new place all by yourself.

You are going skiing, skating, sailing, swimming, etc., for the first time.

You have to make dinner for a special occasion, but you aren't an experienced cook.

You are going to babysit for a friend's child.

You are applying for a passport or visa and have to go the consulate or embassy.

□ EXERCISE 24. Let's talk. Page 148

Time: 10 minutes

- In groups, have students try to guess the meaning of each of the common English sayings.
- Ask students whether they have similar expressions which convey similar “truths” in their languages. Write any on the board and discuss what they mean.

CHART 8-6. Forms of *Other*. Page 148

Time: 10 minutes

The use of forms of *other* is a common source of errors. Emphasize that *other* has a final *-s* only when it is used as a pronoun and never when it is used as an adjective. Point out that this is consistent with the fact that English adjectives never take a final *-s* when they come in front of plural nouns.

Point out that *another* is a combination of the article *an* with *other*, so *the* never precedes *another* (because it already has an article). *The* and *a/an* are never used together. (A common mistake is, for example, *I bought the another book*.)

- This point lends itself to a visual demonstration using the members of your class. First ask students to chat with each other about the weekend. Encourage them to stand and walk around if they like. You may want to play background music for a few minutes while they circulate.
- Stop the music and ask everyone to stay where they are. Some will still be standing, and some will probably be seated.
- Ask the students to look at you. Then write the following sentences on the board. (Of course, these sentences will need to be adapted to the configuration of your class.) Highlight the use of *others* and *another* by underlining or using another color. For example:

There are twenty students in this class.
Some are standing right now.
Others are sitting.
- Now refer to just two students by pointing to one area of the room. It is best if one student is standing near another who is sitting. If the students don't happen to be in an ideal position, use their clothing to distinguish one from another.
- Describe the stance or clothing of one by writing on the board:

On that side of the room, one student is sitting.
 OR
On that side of the room, one student is wearing a black T-shirt.
- Now go on to write about an additional student's stance or clothing, using *another*.

Another is standing.
 OR
Another is wearing a red T-shirt.

- Explain that when using the forms of *other* demonstrated above, the meaning is either one additional one (in the case of *another*) or some additional ones (in the case of *others*).
- Ask the three students, by name, to stand. Write a group of sentences to describe this on the board. For example:
There are twenty students in this class.
Ariane, Maki, and Jorge are standing.
The others are sitting.
- Explain that in this case, *the others* refers to all of the additional ones, and we use a definite article because we know who these people are.
- Go over the chart, putting the sentences from the chart on the board if you feel your students require additional examples.

□ EXERCISE 26. Looking at grammar.

Page 149

Time: 10 minutes

- Begin this exercise by having one student read item 1 aloud.
- Lead students through a discussion of items 2 and 3.
- In items 2 and 3, your students will use their hands to understand the difference between *another* and *the other*. Explain that in item 2, there is a finite, known number of fingers.
- To show your students how *another* is used in a series of items in an unknown, indefinite quantity you can go around the room saying (while pointing to or touching objects) *This is a book*. Then go on to each other book you see and say *This is another*. *This is another*. *This is another*.
- You can then go on to contrast this again with a series in a known, finite quantity.
- Ask five students to use their books to demonstrate. Stack textbooks on your desk, saying again *This is a book*. *This is another*. *This is another*. *This is another*. Before you stack the last book on top, emphasize that this final book (of the five) is *the other* (the remainder, rest, or last of a finite quantity.)
- Have students complete the remaining items as a class and discuss as a group.

□ EXERCISE 30. Listening. Page 151

Time: 10 minutes

- Before playing the audio, have students read through the exercise and predict which form of *other* will be required in each item.
- Play the audio through once without stopping. Then play it once more, stopping after each item.
- Review as a class, and then listen once more so students can hear the correct answers.

CHART 8-7. Common Expressions with *Other*. Page 152

Time: 10–15 minutes

When the phrase *every other* means “alternate,” the vocal emphasis is on *every*; for example, *I receive that magazine **every other** month.*

When *every* is used as an expression of quantity that happens to be followed by *other*, the stress is on *other*: for example, *George is the **only** student who missed the test; **every other** student took it last Friday.* In this instance, *every* has the meaning of *each* or *all*: *All of the other students took it last Friday.*

Forms of *other*, especially the reciprocal pronouns in (a), can be used to show possession, in which case an apostrophe is used; for example, *They enjoy each other's company.*

- Ask a student to tell you someone who loves them. They may say a parent, spouse, or other family member. Then ask the student if they love this person in return. Write this information on the board using *each other*, and underline *each other*. For example:
Rafaella and her mother love each other.
 Draw an arrow to show the connection between the subjects and *each other*.
- Then ask another student who he/she misses right now. Using the information the student gives you, involve the whole class in writing a similar sentence using the verb *miss* and the phrase *one another*. Underline *one another*. For example:
Baek Jin and his girlfriend miss one another.
 Draw an arrow to show the connection between the subjects and *one another*.
- Ask a question that will lead to an answer with alternate times, such as:
How often do you call your parents/spouse?
How often do you check your personal email?
How often do you weigh yourself?
How often do you go to the gym?
How often do you take cash out of an ATM?
- If an answer doesn't naturally present itself, offer one from your own life that involves alternate-day frequency. For example:
I go running every other day.
 If your students need more demonstration, you can show them what it means to write on every other line, simply by drawing lines on the board and doing so.
- Explain the remaining expressions included in Chart 8-7. Whenever possible, ask questions that will elicit use of the expressions. Use students' lives to create examples and write these on the board.

□ **EXERCISE 32.** Looking at grammar.

Page 152

Time: 10–15 minutes

Optional Vocabulary

cactuses
nearsighted
farsighted

□ **EXERCISE 33.** Looking at grammar.

Page 154

Time: 5 minutes

Expansion: Have students write their complete sentences (including their chosen words in the appropriate places) on a separate sheet of paper. Tell students that they should try to be as creative as possible and use unusual nouns / verbs / adjectives whenever they can. Collect the sentences and read them aloud to the class. Ask the class to guess which set of sentences was written by which classmate, or have students vote on which sentence for each of the five options is the most creative.

□ **EXERCISE 35.** Check your knowledge.

Page 154

Time: 10–15 minutes

Exercise 35 can be led as a game or worked through as a practice test, depending on the needs and preferences of your students.

- Game Approach: Divide the students into competing groups for this exercise, set a time limit (about five minutes for advanced classes and eight to ten minutes for intermediate students.)
- The group that identifies and corrects the most errors is declared the winner.
- Deduct one point for each error students overlook, for each word that they mistakenly identify as an error, and for each error that they correct in an unacceptable way. You may decide how to reward the winners.

□ **EXERCISE 36.** Let's write. Page 155

Time: 15 minutes

One of the purposes of this kind of writing assignment is to reduce the students' hesitation to write freely by challenging them to write quickly on a broad topic. This sort of practice is especially good for those students who, unsure of themselves before now, have written only laboriously, wrestling with each word, afraid of making mistakes. Assure them that mistakes are not the end of the world and that even English teachers make changes in their own paragraphs. No one can write perfectly on the first attempt. All writers need to do their own proofreading ("error analysis"), rewording, and reorganizing.

In terms of grammar, the main purpose of this exercise is to let the students see if their old habits of singular-plural misuse remain in their writing. If so, they need to be especially aware of these problems when they monitor their writing and speech.

Many students tend to proofread another's writing more assiduously than they do their own; point out that they need to apply the same care and effort to their own writing. It is simply part of the writing process for everyone.

This type of exercise, designed to develop speed and fluency as well as to improve proofreading skills, can be repeated periodically throughout the term with topics of your or the students' choosing. You can set the time limit from two to ten minutes. In marking, you may choose to focus only on the target grammar points you have recently taught in class.

- Tell students to write as much as they can on the topic they choose, as quickly as they can. Ask students to try to write as many as 100 words in ten minutes, but tell them not to count their words as they write.
- When they finish, they should exchange their paragraphs or writing with classmates for peer correction.
- As the students correct each other's papers, ask them to look especially for errors in singular and plural usage.

□ **EXERCISE 37.** Let's write and talk.

Page 156

Time: 15–30 minutes

This exercise is principally for fun, with a focus on pronoun awareness. The paragraphs should use the simple present tense. Probably there is no reason for you to mark them because the real test of their effectiveness is whether the class can identify the object described. You could spread this activity over several days.

- In order to get students started, prepare a sample paragraph to share with your class (either on a handout or on the board). The paragraph should describe your chosen object's characteristics (starting with more general ones and becoming increasingly specific).
- Have students guess what the object is, and give them further clues until they get it.
- Explain that they need to prepare such a paragraph for an object of their choosing. Give them time to do so in class and for homework.
- Students can correct each other's use of pronouns as these paragraphs are read aloud and discussed and the correct object is discovered.