



Expansion Activities
Understanding and Using English Grammar, 3rd Edition
Chapter 8: Pronouns

Activity: Analyzing Authentic Pronoun Use

Materials needed: An authentic article with a good selection of pronouns, such as the one provided below. Except for personal pronouns and many indefinite pronouns, you will have to pre-highlight or underline the pronouns for the students. To avoid confusion, it would be best for you to highlight all the pronouns.

Description: Students read the article in small groups and analyze the use of pronouns. Using their knowledge of pronouns and their grammar text, they can identify antecedents and different types of pronouns. It's important to use authentic text not written for ESL/EFL students so students can see how antecedents are often not directly stated, and other grammar realities. To keep students focused, you may want to set a list of tasks like --

1. Find a sentence that uses a singular, possessive pronoun. Is it masculine or feminine?
2. What is the antecedent for the plural reflexive pronoun?

Setting the tasks will send them flipping through their grammar books to confirm what they need to know in order to address the tasks.

The article below features:

- subject personal pronouns
- object personal pronouns
- possessive personal pronouns
- relative pronouns
- an indefinite pronoun
- the word "most" functioning as a pronoun when not in front of a noun
- a reflexive pronoun
- a reciprocal pronoun (each other)
- the word *one* to indicate a single part of a vaguely defined group



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Exchange Students: Promoting Cross-Cultural Understanding

Washington, D.C.
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Representing nations from Morocco to Bangladesh, some 300 students spent **their** first day in the United States at an orientation session outside Washington.

For some, the trip proved a challenge. Israel's bombing of Hezbollah positions in southern Lebanon complicated the departure of Lebanese students, including 15-year-old Mohamed.

"**We** left in a helicopter, because there is no airport [open in Beirut]. **We** left to Cyprus, then to London, then here. **We** had a really tiring flight," **he** said.

For **most**, **this** is **their** first time away from home. Much of what **they** encounter is new and unfamiliar. Perhaps not surprisingly, many students initially clustered together with compatriots to speak **their** native tongues, which range from Arabic to Bangla to Urdu. After the initial orientation, **they** were taken on a tour of Washington, including stops at the White House and the Jefferson Memorial.

The students' excitement and sense of anticipation was palpable to **anyone who** saw **them**. Among a large contingent from Bangladesh is 16-year-old Faizun.

"**It** is a lifetime opportunity to come here, to know the [American] culture, to have a close look at the people here, to live with a host family, attend high school. **I** think **it** is really nice. **It** is awesome," Faizun said.

The **Youth Exchange and Study** program, called "YES," is operated by a consortium of non-profit organizations with the backing and support of the State Department. Launched in the aftermath of the September 11, 2001 terrorist attacks, the program has brought more than 1,000 students, most of **them** Muslim, to the United States over the last four years.

From Washington, the youths are sent to host families in dozens of American communities, large and small, urban and rural, across the nation.



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What do **they** hope to accomplish during **their** year in the United States?

"**We** want to know more about America and its culture, and **we** want American people to know more about **our** culture," said 16-year-old Khalil of Yemen.

But Khalil acknowledges **he** has some apprehensions about challenges **he** will face. "**I** think [**I** may get] homesick, and the language [English]. **I** think **it** will be difficult at first. But then **we** will be staying here for 10 months. **I** think **we** will improve **our** English," **he** said.

Several students said **they** want to combat stereotypes some Americans may have about Muslims. Seventeen-year-old Tareq of Jordan said, "Muslims and Middle Easterners are not [all] terrorists. Really. **You** have to know that **we** are people. **We** can think. **We** are not animals or something."

What good can person-to-person cross-cultural contact accomplish in a world often torn apart by violence and prejudice? No one is pretending that student exchange programs can, by **themselves**, change the world. But **they** can and do have an impact, according to an administrator of the YES program, Mary Karam.

"Change happens on a very personal and local level. And this program is **one** of those opportunities for change, **one** of those opportunities to take what is going on globally and bring **it** to a more personal level -- so that people can interact one-on-one and really learn about **one another**, learn about one another's cultures, and make a difference and move things forward to help build peace in a region **that** is struggling," said Karam.

Many Americans agree on the need for better understanding among peoples of the world. Margery Silverson of Maryland was at the Jefferson Memorial when the exchange students arrived. "**I** do not think **they** [Muslims] are all terrorists and **I** do not think **they** should think of Americans as greedy and only out for the dollar [to make money]," **she** said.

YES administrators say the program can have a lifelong impact on students and **their** host families. Already, some students from previous years have returned to visit **their** American families and applied to go to college in the United States. Several host families have also journeyed to visit students in **their** home countries.

Story found at:

<http://www.voanews.com/english/archive/2006-08/2006-08-29-voa73.cfm>