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TRADUÇÃO**

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**SOME FEATURES OF THE AUDIOLINGUAL METHOD OBSERVED IN AN 8TH
GRADE ENGLISH BOOK.**

FORTALEZA

2019

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Trabalho de Conclusão de curso apresentado ao Curso de Letras-Inglês do Departamento de Estudos da Língua Inglesa, suas Literaturas e Tradução da Universidade Federal do Ceará, como requisito à obtenção de título de Licenciado em Letras – Inglês.

Orientador (a): Dra. Lídia Amélia de Barros Cardoso.

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RESUMO

Este estudo deseja verificar se um livro de inglês da 8ª série apresenta atividades com as técnicas do método audiolingual (ALM) e como elas são abordadas. O objetivo é tentar entender como essas características contribuem para o ensino de idiomas. Este artigo será conduzido através de pesquisa bibliográfica na qual serão analisadas algumas atividades do livro didático de inglês *Way to English for Brazilian Learners*. Além de verificar o livro mencionado acima, também serão identificadas algumas atividades encontradas no livro audiolingual *English this way*, número 2. Este estudo busca encontrar semelhanças entre as atividades apresentadas nos dois livros. Para atingir esse objetivo, as seguintes etapas serão seguidas: Identificar traços do método audiolingual no livro didático de inglês *Way to English for Brazilian Learners*; Identificar atividades que usam recursos do método audiolingual e analisar essas atividades e sua relevância. Três atividades foram selecionadas e analisadas com o objetivo de mostrar como as técnicas audiolinguais são abordadas no livro de inglês da 8ª série e refletir sobre como essas técnicas contribuem para o ensino de idiomas. Os resultados foram tabelas de resumo, atividades de dramatização e atividades de compreensão e interpretação de textos. Tais atividades são importantes para reforçar pontos gramaticais, ajudar a memorizar estruturas gramaticais e desenvolver o pensamento crítico. As técnicas do método audiolingual se apresentam úteis quando se considera a idade dos alunos. Alguns aspectos desse método como a repetição de frases e tabelas de resumo, parecem oferecer boas oportunidades de aprendizado para o ensino de idiomas.

Palavras-chave: Método audiolingual. Análise de material. Ensino da língua inglesa.

ABSTRACT

This study wants to verify if an 8TH grade English book presents activities with the audiolingual method (ALM) techniques and how they are approached. The purpose is to try understanding how these characteristics contribute to language teaching. This article will be conducted through bibliographic research which some activities of the English textbook *Way to English for Brazilian Learners* will be analyzed. In addition to verifying the book mentioned above, also some activities found in the audiolingual book *English this way*, number 2, by English Language Service, are identified. This study aims at finding similarities the activities presented in both books have. To achieve this purpose, the following steps will be followed: To identify traces of the Audiolingual Method in English textbook *Way to English for Brazilian Learners*; To identify activities that use audiolingual method features and to analyze these activities and their relevance. Three activities were selected and analyzed with the purposes of showing how audiolingual techniques are approached in an 8th grade English book and reflect on how these techniques contribute to language teaching. The findings were summary tables, role-play activities and text comprehension and interpretation activities. They are important to reinforce grammatical points, to help memorization of grammar structures and to develop critical thinking. The ALM techniques present themselves as useful when considering the age of students. Some aspects of this method such as and repetition of sentences and summary tables seem to provide good learning opportunities for language teaching.

Keywords: audiolingual method, material analysis, English language teaching.

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1. INTRODUCTION

Currently, some teaching materials that claim to use the communicative approach use some Audiolingual method (ALM) techniques. This method is still used today despite having received some criticism such as students get tired of exhaustive repetitions and repetition of sentences without emphasis on meaning. In this scenario, this study seeks to verify if an eighth-grade book from a public school presents activities with audiolingual method (ALM) techniques and how they are approached in this material.

This article intends to investigate if there are audiolingual method characteristics in the 8th grade English textbook *Way to English for Brazilian Learners* by Claudio Franco and to try understanding how these characteristics contribute to language teaching. To achieve this purpose, the following steps will be followed: To identify traces of the Audiolingual Method in English textbook mentioned above, to identify activities that use audiolingual method features and to analyze these activities and their relevance. This article aims to answer the following questions: Are there traces of the Audiolingual Method in English textbook? Are there tasks or activities based on the Audiolingual Method proposed in English textbook? What is the importance of these tasks to language teaching?

This research is justified by the importance of the method employed in initial stages, considering that some strategies based on this method can improve foreign languages teaching. Some techniques used by the audiolingual method are repetition of sentences and focus on pronunciation. The first technique used in ALM may help students remember some structures and the second one may help students to improving speaking.

2. LITERATURE REVIEW

The Audiolingual Method (ALM) was developed in the United States of America during World War II because the country had been involved in the conflict and needed to communicate with their allies and enemies. Existing foreign language methods which were grammar and translation and the direct method did not focus on developing students' speaking, because of that, the American army performed courses focused on listening and speaking skills. They called these courses as "the Army Specialized Training Program" (ASTP). It is better known as "Army Method".

In the 1950s after some of the army method adaptations emerged the audiolingual method. The ALM focuses on listening and speaking abilities, after that, it develops reading and writing abilities.

ALM is a method based on structuralism and behaviorism theories. According to the structuralist view, it is important to study languages structure and for the behaviorists, learning of languages happens through habit formation. In other words, under a specific frequency of study learning should occur. Through repetition, knowledge is stored because repetition maximizes chances for knowledge to move from short memory to long term memory.

The behaviorist-structural theory leans on two pillars: one linguistic and one psychological. The first refers to the concept of language as a set of structures and the second to learning as the formation of automatic habits. Thus, to acquire a language is to acquire automatic linguistic habits and this is done through repetition basic structures of the language. (PAIVA, 2014, p. 21)

This method is focused on spoken language. The purpose is to improve mainly listening and speaking skills and after that to develop reading and writing skills. The Audiolingual Method was important and useful in past years and it is still used nowadays. Some important techniques are repetition of sentences and drills.

The ALM characteristics can be summarized in the following list:

(Adapted from PRATOR & CELCE-MURCIA, 1979, apud BROWN, 2007, p. 23)

1. New material is presented in dialogue form.
2. There is dependence on mimicry, memorization of set phrases, and overlearning.
3. Structures are sequenced by means of contrastive analysis and taught one at a time.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation. Grammar is taught by inductive

analogy rather than by deductive explanation.

6. Vocabulary is strictly limited and learned in context.
7. There is much use of tapes, language labs, and visual aids.
8. Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teachers is permitted.
10. Successful responses are immediately reinforced.
11. There is a great effort to get students to produce error-free utterances.
12. There is a tendency to manipulate language and disregard content.

Based on the characteristics listed, some key aspects are summarized:

- Role play activities.
- Teacher as the model.
- Use of visual aids.
- Repetition of sentences in drills.
- There is little or no explicit grammatical explanation.
- Great focus is given to pronunciation.
- Errors should be avoided.
- Very little use of the mother tongue.

So with the notions of the Audiolingual method, the teacher is a model and should be imitated. “The audiolingual method demands a lot from the teacher. It requires almost perfect articulation and intonation, since the teacher will be the model for repetitive exercises.” (RIVERS, 1975, p. 47)

There is little use of the mother tongue, and the target language is used most often. There is a focus on students’ pronunciation and the production of sentences. River thinks:

“Through repetition and memorization techniques and practice of structural patterns, students receive perfect training in the production and manipulation of structural elements that they should learn to use later without conscious attention to their systematic characteristics.” (RIVERS, 1975, p. 43)

Usually in the audiolingual lessons is first presented vocabulary with visual aids, second are presented some sentences with words learned previously, third a dialog is introduced by teacher or an audio recorded by native speakers. Students should repeat it many times until they get produce it correctly. To reproduce the dialogue the teacher can divide class into several groups and then into smaller and smaller groups and after that students will perform drills. “Drill is an activity that practices a particular skill and often involves repeating

the same thing several times.” (CAMBRIDGE DICTIONARY)

There are many types of drills, which may focus on pronunciation, others that ask to transform statements into questions, answer the questions and fill in the blanks.

To illustrate the drills, here are two frequent formats found:

SUBSTITUTION DRILL: It is a substitution of a specific word by another in the same place in the sentence.

Teacher: I'd like a cup of coffee. **Tea.**

Students: I'd like a cup of **tea.**

Teacher: I'd like a cup of tea. **Milk.**

Students: I'd like a cup of **milk.**

TRANSFORMATION DRILL: It is a complex substitution in which the replacement of one word requires modifications in other words. Ex: To replace the subject and to inflexion the verb.

Teacher: I eat breakfast every day. **He.**

Students: **He eats** breakfast every day.

Teacher: He eats breakfast every day. **They.**

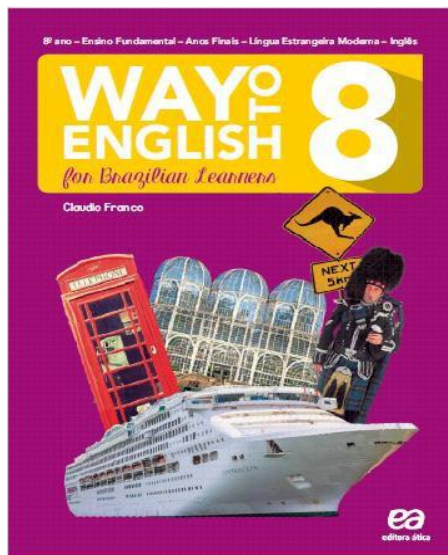
Students: **They eat** breakfast every day.

source: <https://www.fluentu.com/blog/educator/audio-lingual-method/>

“The audiolingual techniques aim to give student automatic control of foreign language structures similar to the mother tongue. So free from worrying about structure student can focus on the essence of the communication that he or she wants to establish.” (RIVERS, 1975, p. 37)

Nowadays, despite most English textbooks do not use the ALM they may use some strategies used by this method to improve language teaching. This study would like to highlight that the Audiolingual method is still used currently, despite it has received some criticism such as repetition of sentences without emphasis on the meaning that boring students.

3. METHODOLOGY



This article will be conducted through bibliographic research which some activities of the English textbook *Way to English for Brazilian Learners* will be analyzed. In addition to verifying the book mentioned above, also some activities found in the audiolingual book *English this way*, number 2, by English Language Service, are identified. In doing so, this study aims at finding the similarities the activities presented in both books. Also, the audiolingual method techniques used in *Way to English for Brazilian Learners* will be identified. After that, will be selected and analyzed some activities which the audiolingual techniques are applied as to reflect on how these techniques contribute to language teaching.

The book analyzed was *Ways to English for Brazilian Learners* By Claudio Franco. The book was developed for 8th grade and it was Published by ática in 2015. There are eight units in the book and there is a review at the end of two units. There are two projects, the first one proposes to students make a book trailer and the second one proposes to students make a presentation, it can be a play or a musical. There are the following grammar topics in the book: Present Simple, Present Continuous, Future with Will, Comparative and superlative form, Past Simple and Past Continuous. At the beginning of the book there are two sections. The first one is “*tips into practice*” which gives many tips to students such as pay attention in words that are similar to Portuguese, pictures and search sources. The second one gives tips about how to research on the internet. There are some sections at the end of the book which are “*vocabulary corner*” that helps students to increase vocabulary, “*language reference in context*” is a review of the units and it explains grammar rules. Also, there are “*glossary*”, “*index* and “*bibliography.*” Units are presented in the following order: *warming up* which helps students to remember previous knowledge, *before reading* which there are some questions about text- related subjects, *reading* which there is a text, after that, there are *reading for general comprehension*, *reading for detailed comprehension* and *reading for critical thinking*, in those sections students should answer questions about text.

After that there is *vocabulary study* which there is a group of words related to a common topic, In the section *Taking it further* there are another text related to the first one and some questions. *Language in use* is another section, which there are some examples of the use of language and sometimes there is a frame with grammar rules. At the end of the book, there are the following sections *listening and speaking*, *writing* and *looking ahead*. The last one gives a topic for discussion related to the unit.

4. RESULTS AND DISCUSSIONS

This study would like to point out some similarities between the activities presented in the *English this way* and in the *Way to English for Brazilian Learners*. The four abilities are worked in different ways in the books. In the book *English this way* first develops listening and speaking abilities and after one year develops reading and writing abilities. Therefore in the early years, it focuses on listening and speaking abilities like was pointed out by this study previously this is one of the audiolingual method characteristics. In the book *Way to English for Brazilian Learners* works four abilities in an integrated way, but the focus is develops reading ability.

This work would like to show how grammatical aspects are presented in both books. The Explanation below is in *English this way*, book 7, on page 6:

GRAMMAR POINT: 1 Parts of the sentences

Most sentences have two parts: a **subject** and a **predicate**.

The **subject** tells who (or what) does the action of the verb. Sometimes the subject is just one word, but most of the time it is more than one word. These sentences all have the same verb, but they have different subjects.

Birds sing.

They sing.

Those boys sing.

Those people over there sing.

Bill and his father sing.

The subject consists of a noun and its modifiers.

The **predicate** is the “action” part of the sentence. It consists of the verb and its modifiers and complements (words that change or complete its meaning). The following sentences all have the same subject, but different predicates:

Birds sing.

Birds sing beautifully.

Birds sing beautifully early in the morning.

Birds sing many beautiful songs.

EXERCISE

Underline the subject of these sentences with one line. Underline the predicate with two lines.

1. Mr. and Mrs. Wilson live in a big white house.
2. The young soldiers were marching down the street.
3. I am a student.
4. That big brown box weighs fifty pounds.
5. We left the house at 2 o'clock.

The explanation presented above brings the subject and predicate definition, after that, it gives some examples. So it brings an exercise in which students have to identify subjects and predicates.

The following exercise was found in *Way to English for Brazilian Learners*.

Making comparisons (The Comparative Form)

Read the fragments below from the text on page 54 and do exercises 1 and 2.

- I. The book is always **better than** movie.
- II. Even your friends say that the movie **isn't as good as** the book.

1. Which two elements are being compared in fragments I and II?
2. Mark the sentence below that is equivalent in meaning to fragment II.

Even your friends say that the movie is better than the book.

Even your friends say that the book is better than the movie.

This activity has no grammatical explanation. It shows examples of comparisons whose way of making comparisons is in bold. After that, there are two questions, in the first, students should identify the elements being compared, and in the second, mark the sentence that has the same meaning as fragment II.

The grammatical explanation presented in the audiolingual book is not a short explanation and it has no traces of the audiolingual characteristics cited by Brown. The grammatical explanation presented in *English this way* is presented at the end of the course and in the book *Way to English for Brazilian Learners* grammatical explanations are at the end of the book too. It means that both books teach grammar inductively at first, they avoid explain grammar at the beginning and explain it only when students are in the advanced levels.

Below there is a summary table which contains rules to change adjectives and use them in the comparative form. It was founded in *Way to English for Brazilian Learners*:

Regras ortográficas para formar adjetivos no grau comparativo		Exemplos
Adjetivos curtos	A maioria dos adjetivos: adjetivo + er	strong + er → stronger old + er → older
	Adjetivos terminados em e : adjetivo + r	wise + r → wiser nice + r → nicer
	Adjetivos terminados em consoante + vogal + consoante : adjetivo + última consoante + er	fat + t + er → fatter big + g + er → bigger
	Adjetivos terminados em consoante + y : adjetivo - y + ier	angry - y + ier → angrier funny - y + ier → funnier
Adjetivos longos	more + adjetivo	difficult → more + difficult important → more + important
Formas irregulares	good → better bad → worse far → farther / further	

It is important to highlight that on page 26 there is a summary table from the book *English this way*. It was noticed that in both books there are summary tables with short grammatical explanations and to give little explanations. It is one of the features of the audiolingual method cited by Brown. These summaries are important to call attention to a specific grammar topic which has been studied before and they help students to learn grammar aspects.

Now will be presented how reading is approached in the *English this way* and in the book *Way to English for Brazilian Learners*.

Below is presented an audiolingual text found in *English this way*:

Bill's trip to the seashore (1)

It was the last week of the holidays. Bill wanted to take a trip. His uncle George lived at the seashore. Bill wanted to visit him.

"It will be my last chance to go swimming in the ocean this year", Bill said to his parents. "Next month it will be too cold."

"I don't know, Bill," his mother said. "It's a long way." She looked at her husband. "What do you think, Harry?"

"Oh, let him go, Alice," Mr. White said. "He's fifteen years old. He's not a baby, you know."

"I know he's not a baby," said Mrs. White. "But there are so many connections to make. He has to take a bus and a train and then another bus."

"Please, Mother", said Bill. "I've made the trip with you and Dad a lot of times. I know the way. I won't have any trouble"

"Let him go, Alice" said Mr. White again. "It will be a good experience for him. He won't get lost."

Mrs. White finally said yes. Bill was very happy. He packed his suitcase. He counted his money. He had twenty dollars. Then he called his friends on the telephone. He told them he was going to the seashore to visit his uncle.

His sister Sally came home. Bill told her he was going to visit their uncle George at the seashore.

"Oh, Mother, I want to go, too," Sally said. "Please let me go with Bill."

"No, Sally," her mother said. "You're only thirteen. You're too young to go on a trip without your parents."

Sally was very disappointed. Mrs. White said, "I'm sorry you're disappointed, dear, but you'll feel better tomorrow. Would you like to have a picnic with some of your friends on Sunday? We can drive out to the lake and go swimming there" [...]

After that reading students should answer 25 questions about the story, but for this study, it was chosen five questions:

1. Which day was a holiday?
2. What did Bill want to do?
3. Where did Bill's uncle live?

4. Why can't he go swimming next month?
5. Why didn't Mrs. White want Bill to go?

After the text, there are some questions about the text. The audiolingual method brings only text comprehension questions. The readings may be used as oral reading exercises or for class discussion and conversation.

Below there are some activities and a text from the book *Way to English for Brazilian Learners*:

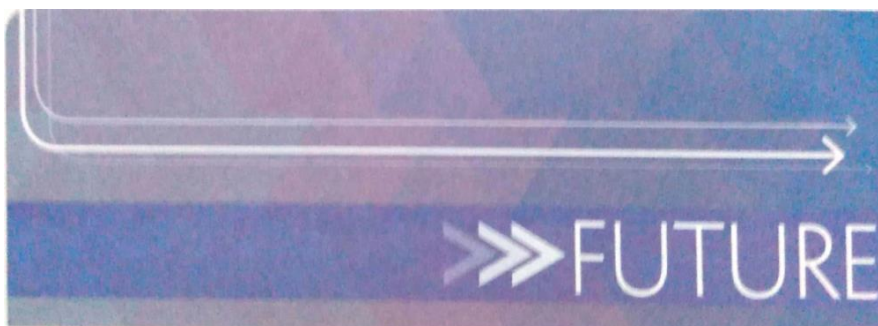
Before reading:

In our country, we learn English as a foreign language. In your opinion, is it an easy or difficult language to learn? Why?

1. Before reading the following text, take a look at its title, picture and source. What do you expect to read about?

Reading

Now read the text below to check your predictions.



Future English

Johnson: Simpler and more foreign

SEVERAL weeks ago, Johnson discussed his debate with Nicholas Ostler about the lingua franca of the future. Johnson thinks that English has a very long run ahead of it. Mr. Ostler sees English's time as coming to an end, to be replaced by machine-translation tools that will remove the need for people to learn to speak, read and write a lingua franca. But we agreed that whatever the long run might look like, the next few decades are set. No language has anything like a chance of displacing English.

Interestingly, about two-thirds of English-speakers are not first-language speakers of English. To put it another way: English no longer belongs to England, to superpower America, or even to the English-speaking countries generally. Rather, English is the world's language. What

happens to a language when it becomes everybody's? Shaped by the mouths of billions of non-native speakers, what will the English of the future look like?

A look into the past can give an idea. English is of course not the first language learned by lots of non-natives. When languages spread, they also change. (...) English may simplify because it is spreading. But it is spreading because it is expressive and useful. Most of the world's languages would love to have the problems that English has.

Reading for General Comprehension

Based on the author's point of view, mark the correct statement about the future of English.

- English will never grow in usage and variety.
- English may simplify because it is being used by more and more people.

Reading for Detailed Comprehension

2. According to the text, mark the terms below that can be used to refer to English.

- "lingua franca" "belongs to England"
- "world's language" "belongs to superpower America"
- "expressive and useful"

Reading for Critical thinking

Discuss the questions below with your classmates.

- a. According to Nicholas Ostler, English is "to be replaced by machine-translation tools that will remove the need for people to learn to speak, read and write a lingua franca." In your opinion, can digital tools completely replace the need for people to learn a lingua franca like English? Why (not)?
- b. The text mentions language simplification as one of the consequences of the global spread of the English language. In your opinion, does the spread of English bring more advantages or disadvantages? Why?

In eighth grade English book, there are some questions about the subject present in the text. It brings a question about English learning and asks students to look at some elements in the text, like title and pictures, and ask them what they hope to find in the text.

The audiolingual method first presents a text and asks students to answer questions about the text. The book *Way to English for Brazilian learners* develops reading in a different way because it adds a section before reading and another one called reading for critical thinking. On the one hand the audiolingual only discusses questions about the text and on the

other hand the book *way to English for Brazilian Learners* discusses questions beyond the text and tries to take students to develop critical thinking.

At this point, this study would like to present one role-play activity found in *Way to English for Brazilian Learners*.

7 Interview your classmates to find out about their resolutions to improve their English. Complete the chart below with your classmates' names when their answer is affirmative. Ask extra questions and take turns as in the following example.

Find someone who will...	Classmates' names
listen to songs in English.	_____
read comic strips in English.	_____
practice English with friends.	_____
watch movies with subtitles in English.	_____
read blogs, online newspapers and magazines.	_____
_____	_____
_____	_____

Student A: Will you listen to songs in English?
Student B: Sure! I love music! How about you?
Student A: I hope so. Sometimes I listen to rock songs in English.
Student B: Cool. Will you read comic strips in English?

Think about it!
 Quais estratégias de aprendizagem você já coloca em prática? Quais você gostaria de adotar ou utilizar mais frequentemente?

In the role-play activity above, students should learn how to ask questions in the future using auxiliary “will”, they need to memorize the structure “Will you”. In this case, they should create more two questions and should ask their classmates for personal information. Despite this activity has been adapted, it presents a trace of the audiolingual method because it comes from a role-play activity.

The audiolingual method brings role-play activities in which students take turns in changing roles. There is an example of this type of activity on page 18 which students should not ask personal information and they should not add more questions. These activities are presented in both books. They have the purpose of making students memorize grammar structures.

3. CONCLUSION

The purposes of this study were to investigate if there were characteristics of the audiolingual method in 8th grade English textbook and understand how these activities may contribute to language teaching.

The audiolingual techniques found in *Way to English for Brazilian Learners* were summary tables, role play activities and reading with a focus on aspects mentioned in the text. Summary tables found in the 8th grade book are more elaborated than those ones found in the audiolingual method. However, this tool in both cases intends to call attention to some grammatical aspect and to reinforce it.

Reading in *Way to English for Brazilian Learners* contains comprehension and interpretation activities leading students to develop critical thinking about themselves and world issues. However, the audiolingual method contains just text comprehension activities, in other words, it asks students information that is present in the text.

The role play activities in 8th grade English book are interesting because they ask students to complete some parts of the dialogue with aspects of their own lives and to ask information to their classmates. These types of activities are useful because students can learn new sentences when they ask information many times to their classmates. The learning process happens through repetition, but with role play activities that ask to personal information it is not tiring or boring.

The audiolingual techniques presented in *Way to English for Brazilian Learners* are important to reinforce grammatical points, to help memorization of grammar structures and to develop critical thinking. Moreover, it is important considering that something antique such as the audiolingual techniques may be adapted and used again to improve language teaching. It is helpful to focus on the good aspects and use them in the teaching process.

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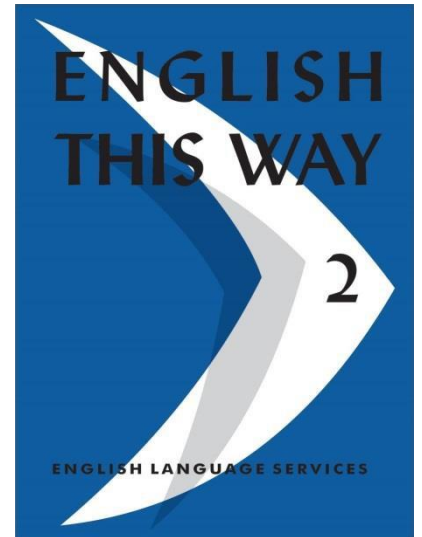
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ANNEXE

Below is presented the unit two of the book *English this way*, number 2, by English Language Service, it is an audiolingual course composed of twelve books. This unit has purpose of presenting some activities of the audiolingual method.



UNIT TWO

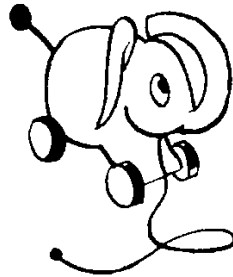
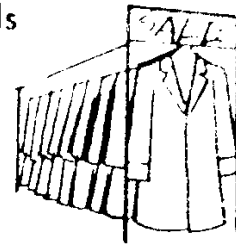
CONVERSATION

Repeat the Words



boy

buy



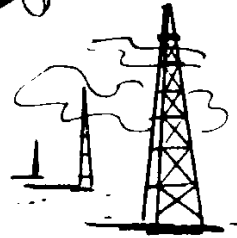
toy

tie



foil

file



oil

isle



1. John is a good boy.
2. That coat is a good buy.
3. Here is a new toy.

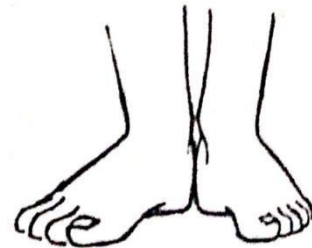
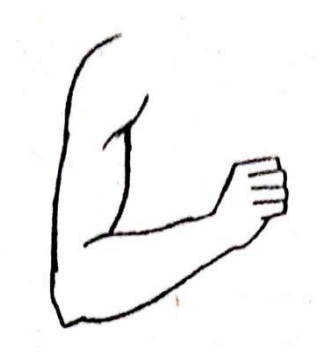
4. His tie is new.
5. This is a sharp foil.
6. That is a sharp file.
7. There is oil here.
8. The isle is small.

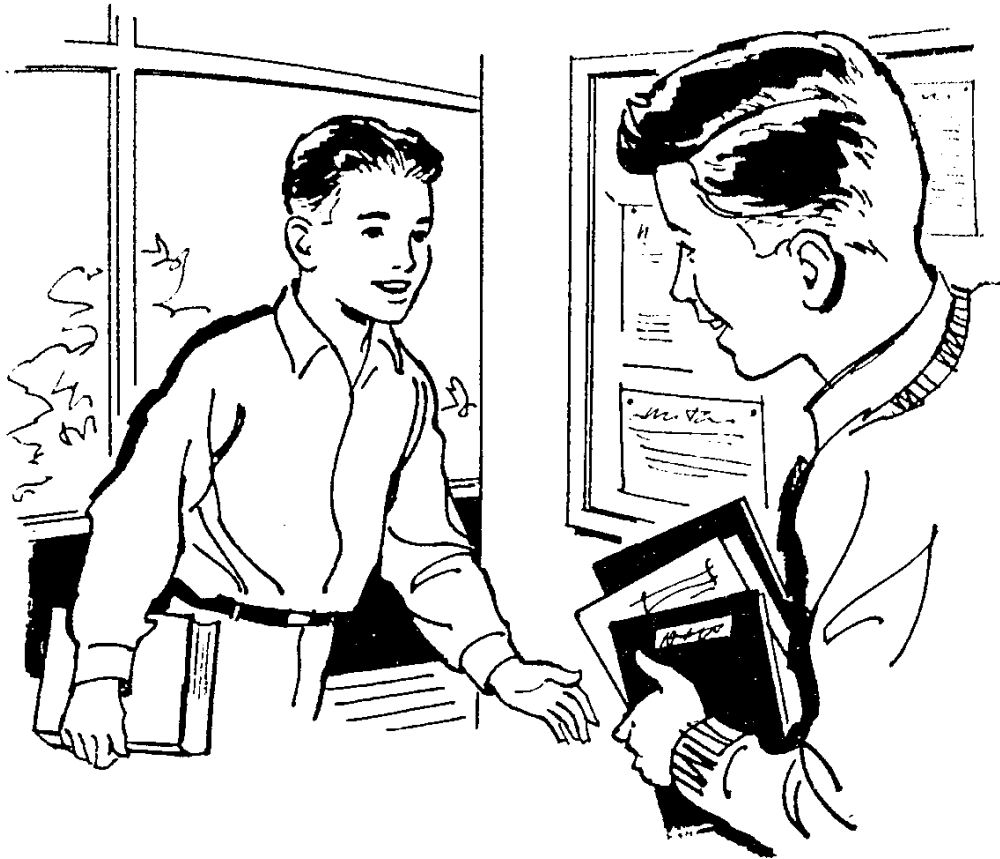
Practice saying these words that you already know. They have the same sounds as the words on page 13.

1. I like to write.
2. The boy arrived on time.
3. The child is tired.

What are they?

1. These are my shoulders.
His shoulders are strong.
2. This is his back.
3. He has two arms.
This is his left arm.
This is his right arm.
4. He has two elbows.
5. These are my hands.
I have two hands.
There are five fingers on a hand.
This is a thumb.
The thumb is a finger.
6. This is my right leg.
This is my left leg.
7. The man has long legs.
8. The little boy has short legs.
9. There are my knees.
10. This is my left ankle.
11. I have two feet.
12. There are five toes on a foot.





There You Are

HARRY: Oh, there you are.

FRED: Here I am. Why?

HARRY: Mr. Grant is going to talk to us.

FRED: Not to me.

HARRY: Yes, to you to.

FRED: About what?

HARRY: About our homework for yesterday.

FRED: When?

HARRY: In thirty minutes.

FRED: What time is it now?

HARRY: It's 3:15.

FRED: Well, good-bye.

HARRY: Where are you going?

FRED: To the library. I'm going to finish my homework.

5. SENTENCES

Learning New Words

1. I see Mr. Jones.
I see him
2. He's asking Mr. Grant a question.
He's asking him a question.
3. I'm talking to Fred.
I'm talking to him.
4. We're listening to the teacher.
We're listening to him.
5. I'm going to see Miss Wilton.
I'm going to see her.
6. They're listening to the woman.
They're listening to her.
7. I'm going to close the door.
I'm going to close it.
8. We're going to begin a new lesson.
We're going to begin it.
9. We're starting the new book.
We're starting it.
10. He's answering the question.
He's answering it.
11. John is giving the book to me.
You're going to talk to me.
They're listening to me.
He's asking me a question.



12. I'm going to talk to you.
They're listening to you.
He's going to see you.
He's going to ask you a question.
13. They see Fred and me.
They see us.
14. He's asking John and me a question.
He's asking us a question.
15. You're talking to Harry and me.
You're talking to us.
16. They're listening to Tom and me.
They're listening to us.
17. I see Mr. Williams and Mr. Jones.
I see them.
18. I'm talking to the boys.
I'm talking to them.
19. She's asking the girls a question.
She's asking them a question.
20. They're listening to the men.
They're listening to them.
21. They're listening to the women.
They're listening to them.
22. We're studying the new sentences.
We're studying them.
23. We're practicing the new words.
We're practicing them.
24. We're writing in the notebooks.
We're writing in them.



Use the New Words

A. Use one of the following words in place of the words in italics: him, her, it, them.

1. I'm going to see *Mr. Grant*.
2. They're talking to *the teacher*.
3. We're listening to *Miss Wilton*.
- 4 She's looking for *Ann*.
5. We need *the books*.

6. They're listening to *Harry and Tom*.
7. She's going to see *Miss Allen*.
8. I'm looking for *the book*.
9. They're listening to *Mr. Grant*.
10. We see *Mr. Grant and Mr. Williams*.

11. They're going to see *Mrs. Vance and Miss Wilton*.
12. I see *the pencils*.
13. We need *the ruler*.
14. They're looking for *the chairs*.
15. We see *Mr. Williams*.

16. I'm going to visit *Mr. Grant*.
17. Miss Wilton is calling *Miss Black*.
18. I'm looking for *the book*.
19. We're listening to *the teacher*.
20. He's looking for *the notebooks*.

21. The boys are erasing *the blackboard*.
22. He's looking for *Harry and me*.
23. He's going to close *the door*.
24. He's going to close *the window*.
25. Miss Wilton is talking to *Mrs. Williams*.
26. He's asking for *the eraser*.

27. I'm going to write to *Mr. Jones*.
28. I'm talking to *Mr. Jones and Mr. Smith*.
29. He's going to answer *the questions* tomorrow.
30. Give *the notebook* to Mr. Grant.

B. Change these sentences in three ways:

- 1. Change the subject (the first expression in italics) to a pronoun.**
- 2. Change the object (the second expression in italics) to a pronoun.**
- 3. Change both subject and object to pronouns.**

Example: Mr. Grant is listening to Mr. Williams.

He is listening to Mr. Williams.

Mr. Grant is listening to him.

He is listening to him.

1. *The boy* is listening to *Mr. Grant*.
2. *The boys* are listening to *the teacher*.
3. *The girl* is listening to *Miss Wilton*.
4. *Mr. Jones* is listening to *the girl*.
5. *Mr. Johnson and I* are listening to *Mr. Grant*.

6. *Fred and John* are listening to *the teacher*.
7. *The girls* are listening to *Fred and me*.
8. *Fred and John* are listening *Mr. Grant*.
9. *Mr. Johnson and I* are listening to *Miss Wilton*.
10. *The men* are listening to *the doctor*.

11. *The girl* is listening to *Harry and me*.
12. *Mr. Williams and Miss Wilton* are listening to *the students*.
13. *The boys* are listening to *Mrs. Vance*.
14. *Tom and I* are listening to *the man*.
15. *The students* are listening to *Mr. Williams and Miss Wilton*.

6. EXERCISES

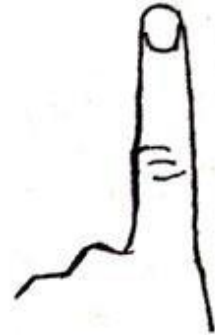
What's This?



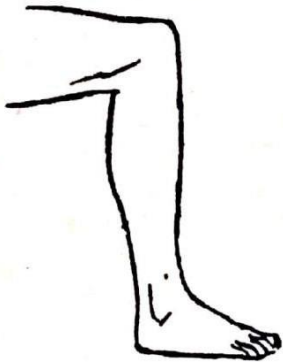
1. What's this?



2. What's this?



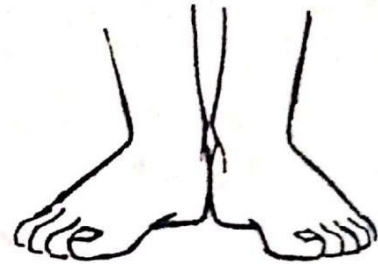
3. What's this?



4. What's this?



5. What's this?



6. What are these?

Who's This?

Answer the questions. Make your answers like the example.

Example:

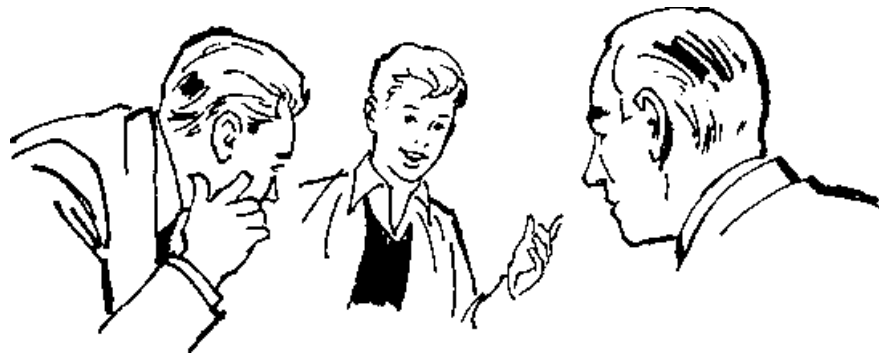
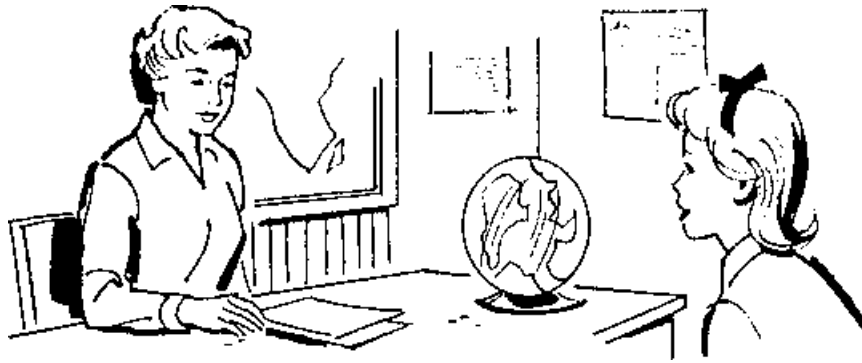
Who's Fred talking to?

He's talking to the man.

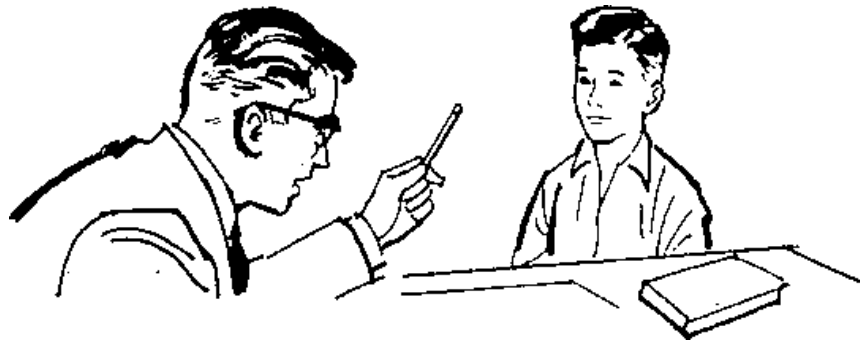
He's talking to him.



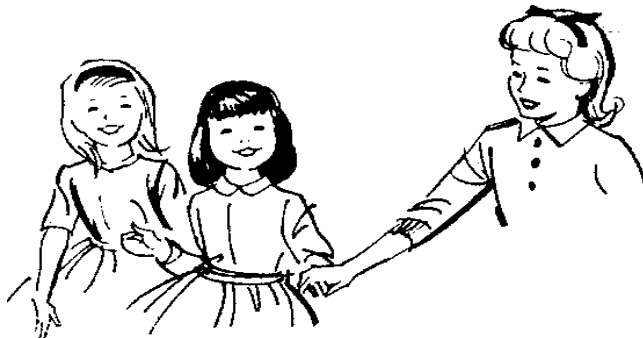
1. Who's Mary talking to?



2. Who's John talking to?



2. Who's Fred listening to?



4. Who's Mary walking with?

Change the Words

A. Change the words in italics to object pronouns.

Example: He's listening to *Fred*.

He's listening to him.

1. We're going to talk to *Mr. Grant*.
2. He's going to start *the new lesson* tomorrow.
3. The teacher is looking for *Henry and me*.
4. Answer *the questions*.
5. Answer *the question*.

6. He's asking *Miss Wilton* a question.
7. He's talking to *the men*.
8. She's listening to *the women*.
9. Please open *the windows*.
10. He's asking for *Mr. Jones and me*.

B. Change the words in italics to the correct subject and object pronouns.

Example: Fred is listening to *Mr. Grant*.

He's listening to him.

1. John and I are looking for the books.
2. Miss Wilton is going to talk to Jane and me.
3. Mr. Smith is closing the door.
4. Mr. Jones and Mr. Smith are asking for the pencil.
5. Fred is going to see Tom tomorrow.

6. The boys are sitting down on the chairs.
7. Jane and I are going to talk to Miss Wilton next week.
8. Mr. Grant is going to begin the new book next Saturday.
9. Miss Wilton is visiting Mrs. Williams.
10. The boys are laughing at Harry.

SUMMARY

A. Table of Pronouns

Subject Form Object Form

I	me
he	him
she	her
it	it
we	us
you	you
they	them

B. Sentences with Objects

Subject + I	Verb see	+ Object Robert.
Robert and Mary	see	me.
He	is studying	English.
We	are buying	some paper.
They	are going to buy	a ball.