Subject and Object Pronouns

Subject	I	you	he	she	we	they
Object	me	you	him	her	our	them

SUBJECT	Subject pronouns replace the subject of a sentence.	Object pronouns serve as the object of a verb.	OBJECT
I	know John.	John knows	me.
You	know John.	John knows	you.
He	knows John.	John knows	him.
She	knows John.	John knows	her.
We	know John.	John knows	us.
They	know John.	John knows	them.

Air her me you it us

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

Come along and let us play together.

1) Complete with the correct subject pronoun. (I, you, he, she, it, we, they).

1. Does .... speak French? Yes, she does.
2. How is your Mum? .... is better, thanks.
3. How are ....? ....'m fine, thanks.
4. How old is your brother? .... is 10.
5. Where is the teacher from? .... is from Belgium.
6. Is this your book? No, ... isn't.
7. What are the children doing? .... are playing in the garden.
8. Where is Bob? .... is watching TV with his sister.
9. Where are your keys? .... are in my pocket.
10. .... enjoys going to school.

2) Complete with the correct object pronoun. (me, you, him, her, it, them).

1. Maria never eats **sweets**. She doesn't like ....
2. We're going to a restaurant. Do you want to come with ....
3. I want that book. Please give it to ....
4. I never watch **TV**. I don't like ....
5. I don't know that man. Do you know .... ?
6. I don't eat meat. I don't like ....
7. We're going to a party. You can come with ....
8. I hate dogs. I'm afraid of ....
9. Where is Daddy ? I want to talk to ....
10. Where are the airplane tickets? I can't find ....

3) Circle the correct pronoun for each sentence.

1. I don't want to talk to you, please, don't call ....
   - a. me
   - b. my
   - c. you
   - d. us
2. Who is that woman? Why are you looking at .... ?
   - a. her
   - b. you
   - c. she
   - d. them
3. Do you know that girl? Yes, ... is in my class..
   - a. her
   - b. he
   - c. she
   - d. his
4. My brother likes music. .... plays the guitar.
   - a. her
   - b. she
   - c. he
   - d. his
5. I love gardening and like to help my uncle in .... garden.
   - a. him
   - b. ours
   - c. her
   - d. his

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documented variants of linguistic features in the speech of Spanish speakers and underlining the sociohistorical reasons why some varieties come to be considered prestigious while others are not Using naturally occurring speech from data in research corpora Gram tica espa ola examines multiple grammatical features that vary depending on factors such as place social group and situation Students are introduced to specialized terminology that gives them the ability to identify categories and grammatical constructions providing them with an in depth understanding of how sociolinguistic factors influence Spanish grammar This unique textbook is designed for students at level B1 or higher on the Common European Framework for Languages and Intermediate High to Advanced High on the ACTFL proficiency scale   Novisima gramática inglesa Antonio Bergnes de Las Casas,1864   **Gramática castellana** Everett Ward Olmsted,Arthur Gordon,1911 It is the aim of this grammar to offer a practical and thorough course in Spanish suitable alike for schools and colleges and to make the presentation of the subject conform to the most advanced methods of teaching a living language Preface   *Gramática inglesa y método para aprenderla* Eduardo Benot,1878   Gramática inglesa. 2 secc. [in 3 pt.]. (Método de Hossfeld). Tomás Enrique Gurrin,1890   *Mira Express 1 Teacher's Guide* Anneli McLachlan,Tracy Traynor,2006-12-14 The UPSILONMira Express Teacher s Guides support the Pupil Books and match all activities to Framework objectives and National Curriculum levels Photocopiable worksheets are kept to a minimum to make lesson preparation easier Teacher s Guides provide concise teaching notes and grids for all your planning The CD ROMs which come with the Teacher s Guides contain customisable schemes of work It means you have comprehensive support in your short medium and long term planning   *Gramática para la composición* M. Stanley Whitley,Luis González,2016-01-01 E Textbooks are now available to purchase or rent through VitalSource com Please visit VitalSource for more information on pricing and availability As of January 1 2021 Smart Sparrow Companion Websites are no longer available for any of our textbook programs New companion websites are coming soon and will be hosted by Lingco Instructors may sample the new companion websites now by visiting GUPTextbooks com companionwebsites The full websites will be available for fall 2021 course adoption Until the new companion websites become available eBook Workbooks with exercises from the Smart Sparrow Electronic Workbook are available for purchase on the GUP website and VitalSource com as are Workbook Answer Keys They will both be sold in eBook format only About Gram tica para la composici n tercera edici n This best selling textbook guides advanced students through progressively more complex types of writing by organizing the grammar lessons on a functionalist basis around the needs of composition This innovative approach to teaching Spanish grammar and composition promotes systematic language development and enables students to strengthen their expressive and editing skills in the language in order to write more effectively and confidently Refined by years of classroom testing and analysis of the problems students encounter Gram tica para la composici n features the following A colorful design helps students navigate the book more easily and engage visual learning strategies Readings for major composition exercises that stress authentic connected discourse A Workbook with all of the

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available for free online reviews teaching and grading methodology for writing intensive courses offers suggestions for syllabus organization and for teaching each lesson and provides additional exercises and activities To download this free PDF visit www press georgetown edu Free website created by authors contains self checking exercises at www gramaticaparalacomposicion com   Novísima gramática inglesa Antonio Bergnes de las Casas,1864   *Discourse Markers in Early Modern English* Ursula Lutzky,2012 This volume provides new insights into the nature of the Early Modern English discourse markers marry well and why through the analysis of three corpora A Corpus of English Dialogues 1560 1760 the Parsed Corpus of Early English Correspondence and the Penn Helsinki Parsed Corpus of Early Modern English By combining both quantitative and qualitative approaches in the study of pragmatic markers innovative findings are reached about their distribution throughout the period 1500 1760 their attestation in different speech related text types as well as similarities and differences in their functions Additionally this work engages in a sociopragmatic study based on the sociopragmatically annotated Drama Corpus of almost a quarter of a million words to enhance our understanding about their use by characters of different social status and gender This volume therefore constitutes an essential piece of the puzzle in our attempt to gain a full picture of discourse marker use

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