












# What We Do (by) Ourselves

Ref: EN\_PI\_2



## Introduction

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 <b>Description</b>	<p>In this English lesson, students develop grammar awareness, comprehension, and collaborative skills through structured activities focused on reflexive pronouns. Following the Processing Instruction approach, learners are guided to notice the grammatical forms and their agreement with the subject, activating strategies that help convert input into intake. Through referential and affective activities, students read, match, perform, and discuss sentences, reinforcing accurate use of reflexive pronouns in meaningful contexts. Pair and group work promote active engagement, self-monitoring, and confidence in expressing actions performed by or for oneself.</p>		
 <b>Age</b>	10-12 years	 <b>Language Area</b>	Reflexive pronouns – agreement of reflexive pronouns
 <b>Proficiency Level</b>	A1-A2	 <b>Authors</b>	Eleni Agathopoulou
 <b>Subject</b>	Language	 <b>Duration</b>	1 teaching hour (45')
 <b>Links with Language Curriculum</b>	Grammar: Reflexive pronouns – agreement of reflexive pronouns		
 <b>Rationale</b>	<p>The rationale of this protocol is to employ the Processing Instruction approach, which focuses on the manipulation of the input, so that the learners notice the grammatical phenomenon under instruction and activate psycholinguistic strategies and mechanisms in converting input into intake. The “noticing” is realized by means of structured input activities (referential and affective).</p>		

# Introduction



## Aims

It is expected that students will:

- Develop connections between the form of reflexive pronouns and their meanings.
- Will understand that reflexive pronouns refer to the subject of the sentence and agree with it in person and number.
- Will understand that when the subject and the indirect object refer to the same person, you can use a reflexive pronoun as the indirect object.

These aims are achieved by means of:

- Three referential activities (Activities 1, 2 and 3 of the Appendix), which draw learners' attention to the aforementioned properties, and
- One affective activity (Activity 4 of the Appendix), which further practices the meaning of reflexive pronouns, while the learners are engaged in communicative tasks.



## Equipment and Material Needed

- Copies (A4 paper size) with referential and affective activities

## Instructions Step by step development of the activity (preparation, implementation, summing up, reflection)



### 01 | Introduction (10')

The teacher writes on the board the reflexive pronouns in sentences with the verb *did*

- I did it myself.
- You did it yourself.
- He did it himself.
- She did it herself.
- It did it itself.
- We did it ourselves.
- You did it yourselves.
- They did it themselves.



and explains that reflexive pronouns are used to clarify that the object of a verb is the same person or thing as the subject of the verb. The teacher points out that the suffix -self or -selves is attached to the pronoun's prenominal possessive or object form depending on person and number. The teacher may also tell learners that often reflexive pronouns are objects of a preposition, e.g., "I did it (*by*) *myself* / He looked *at himself* in the mirror". It should also be pointed out that reflexive pronouns are commonly used for emphasis, e.g., compare "I did it *myself*" with "I did it". Depending on the learners' level of English proficiency, the teacher may add that with ditransitive verbs you can use a reflexive pronoun as the indirect object if it refers to the same person, e.g. "He got *himself* a car".

The teacher may also write on the board verbs often used with reflexive pronouns, e.g., hurt, cut, blame, ask, introduce, deceive...

Last, to illustrate the difference between reflexive and object pronouns, the teacher can also make use of the sentence with the two pictures provided in the "Introduction" of the Appendix.



## 02 | Structured Input Activities (35')

The teacher provides the students with a worksheet that includes all four Activities (3 Referential & 1 Affective) which will be completed during the lesson. The teacher provides clarifications if needed as the learners complete the activities. The Activities are provided in the Appendix.

### Activity 1 (Referential Activity - 5')

This activity aims to draw learners' attention to the form of the reflexive pronouns in contrast with object pronouns. The learners read each sentence and are asked to indicate whether the sentence has a reflexive or an object pronoun. The teacher asks the learners to provide their answers and provides feedback.

### Activity 2 (Referential Activity - 5')

In this activity we ask learners to indicate whether the action of the underlined nouns (people, animals) concern the same or others, thus linking forms with meanings without employing grammatical terminology as in Activity 1. The teacher asks the learners to provide their answers and provides feedback.

### Activity 3 (Referential Activity) (10')

The aim of this activity is to make the learners pay attention to the form of pronouns again in order to match each sentence with the correct picture. The teacher asks the learners to provide their answers and provides feedback.

### Activity 4 (Affective Activity - 15')

The aim of this activity is to personally engage the learners in actions involving reflexive pronouns and further reinforce form-meaning connections. The teacher asks the learners to provide their answers and provides feedback. During the provision of feedback, the teacher may respond to the students' answers showing interest in what they do/ do not do themselves.

## Useful Tips

01

When the learners complete each referential activity, they read their answers. The teacher corrects if necessary and provides feedback. The correction can be done either after each activity or after each sentence of the activity. The second option may be more beneficial in terms of learning benefits but also in terms of time and classroom management.

02

An alternative procedure is that the learners can exchange their sheets with the referential and the affective activities and correct the answers of their peers.

03

Depending on learners' proficiency level and age, they can work with more sentences, more difficult sentences, or both. The teacher can increase the number of the sentences in each activity taking into consideration the learners' needs.


04

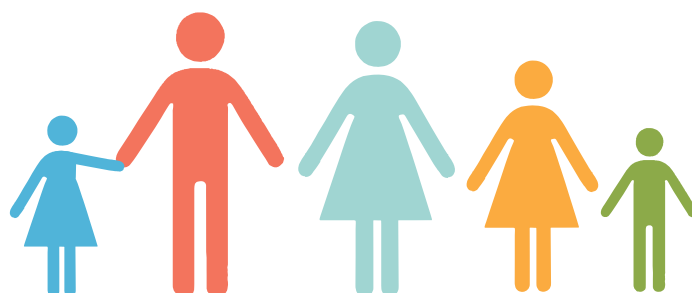
The activities are all presented in written form. However, the teacher may implement all or some of the activities orally. In this case, the teacher reads each sentence and the students provide their answers on the answer sheet. Alternatively, the teachers can read the sentences while the sentences are also given to the learners in their written form.



## 01 | Introduction

Introductory question: What happens in the following pictures;

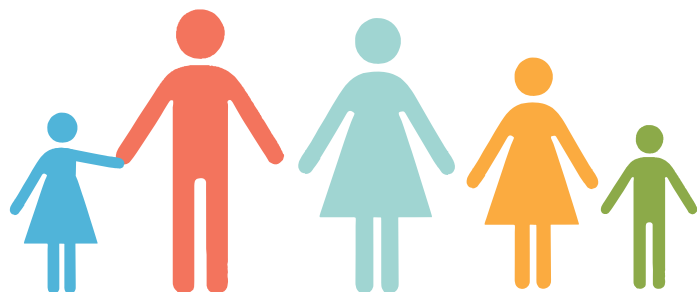
<b>Reflexive pronoun</b> She is washing herself.	<b>Object pronoun</b> She is washing her.
	



# Activities

01 | Answer by ticking one box next to each sentence.

	Reflexive Pronoun	Object Pronoun
(1) They play football and enjoy <b>themselves</b> .		
(2) A cat cleans <b>itself</b> .		
(3) The monkeys are funny, look at <b>them</b> .		
(4) Mary is talking to <b>herself</b> .		
(5) Be careful. You may cut <b>yourself</b> with this razor.		
(4) I fell and hurt <b>myself</b> .		
(5) She doesn't cook. Mary cooks for <b>her</b> .		
(6) Tom is only four years old and dresses <b>himself</b> .		
(7) Be careful with that knife. It may cut <b>you</b> .		
(8) I made a sandwich and the dog ate <b>it</b> .		
(9) Peter is five years old and my mother still dresses <b>him</b> .		



# Activities

## 02 | Does the action of the underlined nouns (people, animals) concern the same or others?

	WHO;	
	Same	Other (s)
<b>Example 1.</b> The <u>old lady</u> is covering herself.	x	
<b>Example 2.</b> <u>My father</u> is washing him.		x
(1) <u>The cat</u> is cleaning itself.		
(2) There is some chocolate on the floor and <u>the dog</u> is licking it.		
(3) <u>John</u> cut himself.		
(4) <u>Helen</u> admires her.		
(5) <u>The dancers</u> enjoyed them.		
(6) <u>Lisa</u> is looking at herself in the mirror.		
(7) <u>Both cats</u> are stretching themselves.		
(8) <u>My friend and I</u> introduced ourselves.		
(9) <u>The children</u> like them.		



# Activities

03 | a) Match each sentence with the correct picture by circling A or B.

b) Compare your choices with a classmate's.

	A	B
01. The cat is licking itself.		
02. The woman is dressing herself.		
03. The man is shaving him.		
04. The boy is wiping himself.		
05. He is talking to himself.		
06. He covers him with a blanket.		
07. She is washing herself in the bath.		



# Activities

03 | a) Match each sentence with the correct picture by circling A or B.

b) Compare your choices with a classmate's.

	A	B
08. She's proud of her.		
09. The children are looking at themselves.		
10. She bought herself a mobile phone.		
11. The teacher is shaving himself in the classroom.		
12. She put lipstick on herself.		
13. The dog is washing itself.		
14. He wipes him with a towel.		

## Activities

**04 | First read the following statements and tick one of the two boxes next to it.**

**Then compare your answers with your partner.**

	I do it.	I don't do it.
(1) My neighbor fixes his car himself.		
(2) I myself sometimes say things I don't mean.		
(3) Some children cook for themselves.		
(4) Maria repairs her bicycle herself.		
(5) Some times we are proud of ourselves.		
(6) Some children do their homework by themselves.		
(7) My friends often enjoy themselves.		
(8) I feel good about myself.		
(9) We cut our hair ourselves.		
(10) Gloria teaches herself a foreign language.		
(11) I look at myself in the mirror very often.		
(12) I buy myself new clothes.		
(13) She gets herself a new mobile phone every year.		
(14) He cooks himself an omelette every morning.		
(15) I ask myself several questions.		
(16) I often blame myself for not paying attention in the classroom.		
(17) Don't deceive yourself.		

# Answers

## Activity 1

(1) reflexive, (2) reflexive, (3) object, (4) reflexive, (5) reflexive, (6) reflexive, (7) object, (8) object, (9) object

## Activity 2

(1) same, (2) other, (3) same, (4) other, (5) others, (6) same, (7) same, (8) same, (9) others

## Activity 3

(1) A, (2) A, (3) A, (4) B, (5) B, (6) A, (7) B, (8) A, (9) A, (10) A, (11) A, (12) A, (13) B, (14) B



## Notes

[illegible]