

Lesson  
1

# What Is a Pronoun?

*Teaching*

A **pronoun** is a word that is used in place of a noun or another pronoun. The word that a personal pronoun refers to is called its **antecedent**.

Personal pronouns change their forms to reflect **person, number, and case**.

**Person** Personal pronouns have different forms for first person, second person, and third person.

**Number** Pronouns can be singular or plural.

**Case** Personal pronouns change their forms depending on how they are used in a sentence. Each pronoun has three cases: subject, object, and possessive.

		Subject	Object	Possessive
Singular	First Person	I	me	my, mine
	Second Person	you	you	your, yours
	Third Person	he, she, it	him, her, it	his, her, hers, its
Plural	First Person	we	us	our, ours
	Second Person	you	you	your, yours
	Third Person	they	them	their, theirs

## Finding Personal Pronouns

Underline each personal pronoun in the following sentences.

- We enjoy many stories from Greek mythology.
- You may have heard about Persephone and how the Greeks explained the changes of the seasons.
- She was the beautiful daughter of Demeter, the goddess of agriculture.
- One day as she was picking flowers in the meadow, the ground opened.
- Hades, the god of the dead, kidnapped her.
- He took her to the underworld to be queen of his kingdom.
- "Where is my daughter?" cried Demeter.
- She became angry with the gods for allowing her daughter to be kidnapped.
- She refused to allow their crops to grow.
- The gods begged Zeus to help them.
- Zeus asked Hades to return Persephone to her mother.
- "But I have eaten pomegranate seeds as a sign of my marriage to Hades," said Persephone.
- They finally came to an agreement.
- Persephone would spend part of the year with her mother; this time would be our spring, summer, and fall.
- She would live in the underworld the rest of the time; this time would be our winter.

**Lesson**  
**1**

# What Is a Pronoun?

## More Practice

### A. Finding Personal Pronouns

Underline each personal pronoun in the following sentences.

1. Greek writers and artists often called on the Muses to help them in their work.
2. They were nine goddesses of the arts and sciences.
3. Their father was Zeus, the king of the gods.
4. A poet would call on Calliope, Erato, or Euterpe to help him or her compose the perfect poem.
5. Writers of tragedy or comedy invoked Melpomene or Thalia to aid them.
6. Singers and dancers directed their pleas to Polyhymnia and Terpsichore.
7. Clio was another goddess; she was the Muse of history.
8. Urania helped scientists because her specialty was astronomy.
9. The Muses had melodic voices and often used them to sing in a chorus.
10. They lived on Mount Olympus with their leader, Apollo.
11. He, like them, remained young and beautiful forever.
12. Our words *music* and *museum* are derived from the Greek word *muse*.

### B. Using Personal Pronouns

Replace the underlined nouns in this paragraph with personal pronouns. Write the pronouns on the lines below.

Two brothers, Prometheus and Epimetheus, were members of a race of giant gods called Titans. The Titans assigned **(1)** Prometheus and Epimetheus the job of giving certain powers to the animals. Prometheus was angered when no gifts were left for people. **(2)** Prometheus stole fire from the gods and gave **(3)** fire to the poor people. Zeus punished Prometheus by chaining **(4)** Prometheus to a huge rock. Every day an eagle came and tore out **(5)** Prometheus' liver. At night **(6)** the liver would grow back.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Lesson**  
**1**

# What Is a Pronoun?

*Application*

## A. Using Personal Pronouns

Rewrite this paragraph, using personal pronouns to replace some of the nouns that have been used too often. Write your revised paragraph on the lines below.

Pan was the Greek god of pastures and woods. Pan protected sheep and shepherds. Pan’s body was half-man and half-goat. Ancient Greeks believed that Pan lived in lonely places, such as caves or mountains. Ancient Greeks thought Pan had a wild nature. According to ancient Greeks, Pan could fill humans with sudden terror. Pan was famous for inventing the reed panpipe. Pan played beautiful music on the panpipe.

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## B. Using Personal Pronouns in a Familiar Story

In your own words, retell a familiar folktale, fable, or myth that you know well, and write your version on the lines below. Be sure to use a variety of personal pronouns.

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**Lesson 2** **Subject Pronouns**

*Teaching*

A **subject pronoun** is used as the subject of a sentence or as a predicate pronoun after a linking verb.

Singular	Plural
I	we
you	you
he, she, it	they

**Subject Pronouns**

Use the **subject case** of a pronoun when the pronoun is the subject of a sentence. Remember that a pronoun can be part of a compound subject.

Subject                                      Susan B. Anthony believed in equal rights. She worked with others for the right to vote. (*She* replaces *Susan B. Anthony*.)

Part of compound subject      Susan and they won this right.

Use the subject case for predicate pronouns. A **predicate pronoun** follows a linking verb and renames the subject. Remember that the most common linking verbs are forms of the verb *be* and include *is, am, are, was, were, been, has been, have been, can be, will be, could be, and should be*.

Predicate pronoun                      A suffragist was she.

**A. Identifying Subject Pronouns**

Underline all the subject pronouns in the following sentences.

1. Have you ever heard of Susan B. Anthony?
2. A leader in the woman suffrage movement was she.
3. *Suffrage* is an unusual word, but it simply means the right to vote.
4. In colonial times landowners could vote, but they were usually adult men.
5. As a landowner, he could vote in every election, but a woman could not.
6. Many women suffragists declared, "We deserve the right to vote!"

**B. Using Subject Pronouns**

Underline the correct pronoun to complete each sentence.

1. When Susan B. Anthony met Elizabeth Cady Stanton, (them, they) decided to work together.
2. Both Stanton and (her, she) strongly believed in equal rights.
3. (Us, We) know the two women edited a book called *History of Woman Suffrage*.
4. Close friends were (they, them).
5. Susan B. Anthony voted in the 1872 election, but (she, her) was arrested.
6. Although the judge fined her \$100, (him, he) took no further action against her.
7. You and (me, I) have probably seen a one-dollar coin in honor of Ms. Anthony.

Lesson  
2**Subject Pronouns****More Practice****A. Using Subject Pronouns**

In each sentence, underline the pronoun that completes each sentence correctly.

1. In the early 1800s some men and women called for equal voting rights, but (they, them) had little success at first.
2. When Lucretia Mott and Elizabeth Cady Stanton held a convention, (it, its) attracted public attention.
3. At the convention, Lucretia and (her, she) helped write a Declaration of Sentiments.
4. A suffrage organization was formed by Lucy Stone and her husband, Henry Blackwell; (they, them) wanted states to allow women to vote.
5. Later, Lucy and (him, he) joined with other suffrage groups.
6. (Us, We) might remember Susan B. Anthony's work in the temperance movement.
7. Once at a temperance meeting run by men, (she, her) was not allowed to speak.
8. (She, Her) continued to encourage other women in temperance groups to speak out on voting rights.
9. She and (them, they) made voting rights a goal of the temperance movement.
10. When Susan B. Anthony saw that some Western states began giving women the right to vote, (she, her) was encouraged.
11. An amendment to the Constitution was introduced in Congress, but (it, its) took 40 years to pass.
12. Now, you and (I, me) can read the 19th Amendment in the Constitution granting women the right to vote.

**B. Choosing Subject Pronouns**

Fill in the blanks in the following sentences with appropriate subject pronouns. Vary the pronouns you use, and do not use the pronoun *you*.

1. Pat and \_\_\_\_\_ like to play math games.
2. Did Maurice or \_\_\_\_\_ win the spelling contest?
3. A great dancer is \_\_\_\_\_.
4. As the sound got louder, \_\_\_\_\_ hurt my ears.
5. \_\_\_\_\_ did the warm-up exercises in a group.

Lesson 2

# Subject Pronouns

## Application

### A. Proofreading

Proofread the following story to make sure that subject pronouns have been used in the right places. When you find a pronoun used incorrectly, cross it out. Then insert this proofreading symbol ↖ and write the correct pronoun above it.

Susan B. Anthony was born in 1820 to a Quaker family in Massachusetts. She was taught by her parents to respect everyone. Both her and them believed that men and women should have equal rights. A man could vote and could own property. A woman could do neither. When Susan got older, her and other women became active in the suffrage movement. They marched and demonstrated for a woman's right to vote. Elizabeth Cady Stanton and her wrote about woman suffrage. Often them spoke out on women's equality with men. When a few states in the West began granting women the right to vote, Susan saw a glimmer of hope. Unfortunately, she died 14 years before the 19th Amendment, granting women equal voting rights with men, was ratified. Us as Americans honored Susan B. Anthony with a special coin.

### B. Using Pronouns in Writing

Imagine that you are seeing people come into a school gym to vote. Think about all the kinds of people you might see there and write about them in a paragraph. Be sure to use subject pronouns correctly.

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Lesson  
3**Object Pronouns***Teaching*

Object pronouns are personal pronouns used as direct objects, as indirect objects, or as the objects of prepositions.

**Object Pronouns**

Singular	Plural
me	us
you	you
him, her, it	them

As a **direct object**, the pronoun receives the action of a verb and answers the question *whom* or *what*. As an **indirect object**, the pronoun tells *to whom* or *what* or *for whom* or *what* an action is performed. As an **object of a preposition**, the pronoun follows a preposition such as *to*, *from*, *for*, *against*, *by*, *between*, or *about*.

- |                           |   |
|---------------------------|---|
| Direct object             | The workhouse chefs made soup, and Oliver Twist thanked <u>them</u> . (Whom did he thank? them)               |
| Indirect object           | The server had the soup, and Oliver gave <u>her</u> his empty bowl. (To whom did he give his empty bowl? her) |
| Object of the preposition | The chef didn't give any more to <u>him</u> .   |

**A. Identifying Object Pronouns**

Underline all the object pronouns in the following sentences.

- Oliver Twist, a character in Charles Dickens's novel, didn't have any parents; you could call him an orphan.
- His workhouse, the place where he lived, treated him badly.
- Because of the horrid conditions at the workhouse, he ran away from it.
- He met a man named Fagin who promised him a place to live.
- Fagin took care of other boys as well, but in return, he expected them to steal.
- Oliver got caught stealing, but the end of the book will surprise you.

**B. Using Object Pronouns**

Underline the correct pronoun to complete each sentence.

- David Copperfield's mother dies, and she leaves (him, he) with a cruel stepfather.
- The stepfather knows of a shabby workhouse and sends the boy to (them, it).
- Later Mr. Micawber gives (he, him) a home, but Mr. Micawber is soon imprisoned for debt.
- David has an aunt and eventually goes to live with (she, her).
- If you look at the lives of Charles Dickens and the fictional David Copperfield, you will see the similarities between (them, him).
- Dickens's father's imprisonment for debt forced (he, him) to labor in a workhouse.

**Object Pronouns****More Practice****A. Using Object Pronouns**

In each sentence, underline the pronoun that completes each sentence correctly.

1. Ebenezer Scrooge was a crabby old man who had one clerk working for (him, he).
2. Scrooge owned a money-changing house, and therefore many people owed (he, him) money.
3. No matter what the circumstances, Scrooge was never nice or generous to (them, it) about paying the money back.
4. One night the ghost of his dead partner comes to see (him, he).
5. Scrooge sees the ghost but doesn't want to believe (it, them).
6. His dead partner warns (him, he) that he has to change his ways.
7. The ghost of Christmas Past arrives, and Scrooge goes with (she, it) to his youth.
8. The ghost of Christmas Present shows (he, him) his less fortunate clerk's family.
9. Scrooge watches (him, them) celebrate Christmas, even though they are poor.
10. The ghost of Christmas Future presents (he, him) with the shadows of what may yet come.
11. When he wakes up, Scrooge goes to the clerk's family and brings presents and food to (her, them) because, as he says, "The spirits have changed (I, me)."
12. Every year people tell this story; it reminds (they, them) about their responsibility to help their neighbors.

**B. Choosing Object Pronouns**

Fill in the blanks in the following sentences with appropriate object pronouns. Vary the pronouns you use, and do not use the pronoun *you*.

1. That much exercise really tires \_\_\_\_\_.
2. Tell \_\_\_\_\_ about your recent good fortune.
3. The tour guide showed \_\_\_\_\_ around the White House.
4. My brother gave \_\_\_\_\_ his binoculars.
5. We grilled hamburgers for \_\_\_\_\_.
6. Are you going with \_\_\_\_\_ to the recycling center?
7. Remind \_\_\_\_\_ that we are eating dinner early.



**Lesson  
3**

# Object Pronouns

*Application*

## A. Proofreading

The following story contains several errors in the use of object pronouns. When you find a pronoun used incorrectly, cross it out. Then insert this proofreading symbol ↖ and write the correct pronoun above it.

Charles Dickens wrote *Great Expectations*, the story of a poor boy named Pip. One day Miss Havisham, a strange, rich woman, calls he to her house. She takes care of a beautiful girl named Estella, and she wants Pip to play with she. He visits them throughout his childhood. However, they don't treat him very well. Surprisingly, when Pip becomes old enough, he inherits a great deal of money. Because Miss Havisham is the only rich person he knows, he assumes the money came from she. He becomes a proper gentleman in London, and the rest of the book shows he in his new lifestyle. Later, he learns that his money came from an escaped convict he helped when he was younger. Pip had helped the convict only because he had been afraid of he. Read the classic story to find out what happens next.

## B. Using Object Pronouns in Writing

Think about a character, real or fictional, whom you admire. How does that person show the qualities you admire most? Write a short description of a real or imaginary meeting with him or her. Use at least four object pronouns in your paragraph.

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**Lesson**  
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# Possessive Pronouns

*Teaching*

**Possessive pronouns** are personal pronouns used to show ownership or relationship.

## Possessive Pronouns

Singular	Plural
my, mine	our, ours
your, yours	your, yours
her, hers, his, its	their, theirs

The possessive pronouns *my, your, her, his, our,* and *their* come before nouns. The possessive pronouns *mine, ours, yours, his, hers,* and *theirs* can stand alone in a sentence.

My tennis serve is powerful but not very accurate.

My teammate's legs are stiff and sore from running, but mine feel fine.

Some possessive pronouns sound like contractions (*its/it's, your/you're, their/they're*). Don't confuse these pairs. Remember that possessive pronouns never use an apostrophe. Contractions always use an apostrophe.

Contraction You're never going to hit his fastball.

Possessive Your fastball is hard to hit, but his is impossible.

### A. Identifying Possessive Pronouns

Underline all the possessive pronouns in the following sentences.

1. The athletes at our school should be proud of their performances this year.
2. Her backstroke is improving, and she really excels in the butterfly.
3. They had to win this game so their team could go to the state championships.
4. Cross-country was our school's best athletic event.
5. When he hit the golf ball, he could see its flight was heading straight to the hole.
6. They had worked hard to earn the trophy, and now the glory was theirs.

### B. Using Possessive Pronouns

Underline the correct pronoun to complete each sentence.

1. (Their, they're) dedication to the game could be seen in how well they played.
2. Even the judges were amazed at (her, hers) performance in the gymnastics competition.
3. Public speaking was not (his, its) best talent, but he did well on the debate team.
4. John's track meet last year was a disaster. (Your, Yours) turned out much better.
5. The basketball team had a tough year, but (its, it's) hopes are high for next year.
6. Those cheerleaders are gymnasts too. (Your, You're) cheerleaders could learn some routines from them.
7. When (they're, their) scores were posted, the athletes cheered.

Lesson  
4**Possessive Pronouns***More Practice***A. Using Possessive Pronouns**

In each sentence, underline the pronoun that completes each sentence correctly.

1. Someone should have tried to block (her, its) shot. It was the game winner!
2. Lewis found the chess meet to be tougher than (his, its) football game.
3. It was (my, mine) proudest moment when I won the diving competition.
4. (Your, You're) football team should score a lot of points this year.
5. You can give up or try harder. It's (you're, your) choice.
6. The runners dropped the baton in the 800-meter relay. (It's, Its) handle was too slippery.
7. When we fumbled on the five-yard line, we suddenly knew that victory was (their, theirs).
8. The news article said that it was (her, hers) determination that made Kelly into a world-class skier.
9. Has the principal seen the students' petition? They want (they're, their) school to have a speed skating team.
10. No one who watched Kevin play golf could believe (his, its) luck in sinking that 40-foot putt.
11. Paula had worked hard, and everyone expected (her, hers) project to win first prize at the science fair.

**B. Choosing Possessive Pronouns**

Fill in the blanks in the following sentences with appropriate possessive pronouns. Vary the pronouns you use.

1. The theater gave free passes to \_\_\_\_\_ staff.
2. \_\_\_\_\_ idea for the experiment might work.
3. They are picking up \_\_\_\_\_ uniforms now.
4. Have you made up \_\_\_\_\_ mind about going?
5. Are these your gym shoes or \_\_\_\_\_?
6. His voice carries farther than \_\_\_\_\_.
7. After the game, the twins asked us over to \_\_\_\_\_ house.

**Lesson**  
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## Possessive Pronouns

*Application*

### A. Proofreading

Proofread the following story to make sure that possessive pronouns have been used in the right places. When you find a pronoun used incorrectly, cross it out. Then insert this proofreading symbol ↗ and write the correct pronoun above it.

This was probably the biggest weekend in they're school's history.

Jennifer knew it was the biggest weekend of her life. The baseball team was playing it's semifinal games on Saturday. If they won, their players would go to the regional playoffs. "My brother's pitching, and your is catching," she said to her friend Aya on the phone. "I wish we could be there." Jennifer and Aya had their own competition to attend. They were both on the varsity track team, and its final meet of the season was also on Saturday. "I really hope we win," said Aya. "I know you'll do your best, and I'll do my." Another big event would happen on Sunday. "I can't believe you're sister is performing in the national finals for piano," Jennifer remarked to Aya. "What a weekend!"

### B. Using Possessive Pronouns in Writing

Write a letter to an athlete you admire. Tell him or her the reasons for your admiration by pointing out what you like best about how he or she plays or lives life. Use at least five possessive pronouns in your paragraph.

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CHAPTER 3

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Lesson  
5**Reflexive and Intensive Pronouns***Teaching*

Pronouns that end in *-self* or *-selves* are either **reflexive** or **intensive** pronouns.

**Reflexive and Intensive Pronouns**

myself	yourself	herself, himself, itself
ourselves	yourselves	themselves

A **reflexive pronoun** refers to the subject and directs the action of the verb back to the subject. Reflexive pronouns are necessary to the meaning of a sentence. Without them the sentence doesn't make sense.

Explorers cannot stop themselves from taking chances. (*Themselves* refers to *explorers*.)

An **intensive pronoun** emphasizes the noun or pronoun within the same sentence. Intensive pronouns are not necessary to the meaning of the sentence.

The queen herself asked Ponce de León to find the fountain of youth. (*Herself* refers to *the queen*.)

Remember that *hisself* and *theirselves* are not real words. Never use them. Use *himself* and *themselves* instead.

**A. Identifying Reflexive and Intensive Pronouns**

Underline all the reflexive and intensive pronouns in the following sentences.

1. Juan Ponce de León had heard tales of a fountain of youth and wanted to find it for himself.
2. The fountain of youth itself was said to be located on an island called Bimini in the Bahamas.
3. It is possible that the Native Americans themselves believed that the fountain of youth existed.
4. Supposedly, if you drank the fountain water, you would find yourself restored to youth.
5. Do you yourself believe that a fountain of youth exists somewhere?

**B. Using Reflexive and Intensive Pronouns**

Underline the correct pronoun to complete each sentence.

1. Although Ferdinand Magellan (him, himself) did not live to complete the journey, he led the first expedition to sail around the world.
2. Unbelievably, only 18 crewmen out of the 250 who began the difficult trip were able to bring (theirselves, themselves) back home safely.
3. On an island in the Pacific, the crew found (themselves, them) in a bloody war.
4. In fact, Magellan (hisself, himself) was killed in a battle on the island.
5. Do you ever ask (you, yourself) whether you could have been an explorer?

**Lesson**  
**5**

# Reflexive and Intensive Pronouns

## More Practice

### A. Recognizing Reflexive and Intensive Pronouns

Underline the reflexive or intensive pronoun in each sentence. On the line, write **R** if the pronoun is reflexive and **I** if it is intensive.

1. Have you yourself ever traveled to Africa? \_\_\_\_\_
2. Mary Henrietta Kingsley made three journeys to West Africa all by herself, becoming the first European to visit some parts of Africa. \_\_\_\_\_
3. Many people considered it improper for a woman to travel alone, and Kingsley was forced to explain herself over and over again. \_\_\_\_\_
4. On a journey like this one, you can find yourself in many difficult situations. \_\_\_\_\_
5. Travelers themselves must think of ways to survive. \_\_\_\_\_
6. Africans themselves could not quite understand this outspoken young woman. \_\_\_\_\_
7. Kingsley put herself in danger again when she tended wounded soldiers during the Boer War. \_\_\_\_\_
8. There, this adventurer put aside her own dreams of travel and helped soldiers who could not help themselves. \_\_\_\_\_

### B. Choosing Reflexive and Intensive Pronouns

Fill in the blanks in the following sentences with appropriate reflexive or intensive pronouns. On the line to the right, write **R** for reflexive or **I** for intensive.

1. The doctor \_\_\_\_\_ came out to greet her patients. \_\_\_\_\_
2. Steve accompanies \_\_\_\_\_ on the guitar. \_\_\_\_\_
3. Terry, repeat to \_\_\_\_\_ those words of encouragement. \_\_\_\_\_
4. The movie \_\_\_\_\_ was boring, but the cartoon was hilarious. \_\_\_\_\_
5. We churned butter \_\_\_\_\_ when we lived on the farm. \_\_\_\_\_
6. Carol taught \_\_\_\_\_ how to play the piano. \_\_\_\_\_

**Lesson  
5**

# **Reflexive and Intensive Pronouns**

## *Application*

### **A. Proofreading**

Proofread the following story to make sure that reflexive and intensive pronouns have been used correctly. When you find a pronoun used incorrectly, cross it out. Then insert this proofreading symbol ↗ and write the correct pronoun above it.

Have you ever heard of Marco Polo? He hisself, along with his father and uncle, was one of the first Europeans to travel into China. His father and uncle were theirselves great travelers. These two Venetian merchants had traveled from Italy all the way to China. They brought home fascinating stories about foreign customs and treasures. The next time they went, they brought young Marco with them. The Mongol ruler of China hisself, Kublai Kahn, became their host. Marco spent 17 years traveling around China by himself. Later, Marco entertained the khan by telling stories about what he had seen and done. His travel accounts were recorded in a journal, although it is possible he didn't write it hisself. Reading Marco Polo's journal theirselves, Europeans got an exciting glimpse into a different world. Today, when we see the world becoming closer and more connected, we should remind us that at one time, few people traveled far from their homes.

### **B. Using Reflexive and Intensive Pronouns in Writing**

Everyone has lost an important item at one time or another. Tell about a time when you or someone you know searched high and low for something lost. Use at least four reflexive or intensive pronouns in your story.

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# Interrogatives and Demonstratives

*Teaching*

An **interrogative pronoun** is used to introduce a question. The interrogative pronouns are *who*, *whom*, *what*, *which*, and *whose*.

*Who* is always used as a subject or a predicate pronoun.

<b>Subject</b>	<u>Who</u> has the suntan lotion?
<b>Predicate pronoun</b>	The lifeguard is <u>who</u> ?

*Whom* is always used as an object.

<b>Direct object</b>	<u>Whom</u> did the lifeguard rescue?
<b>Indirect object</b>	He gave <u>whom</u> a lecture about safety?
<b>Object of preposition</b>	With <u>whom</u> will you walk on the beach?

Don't confuse *whose* with *who's*. *Who* is a contraction that means *who is*.

<u>Who's</u> the fastest swimmer?
<u>Whose</u> are these sandals?

A **demonstrative pronoun** points out a person, place, thing, or idea. The demonstrative pronouns—*this*, *that*, *these*, and *those*—are used alone in a sentence. Never use *here* or *there* with a demonstrative pronoun.

<b>Singular</b>	<u>This</u> is our blanket. <u>That</u> is yours.
<b>Plural</b>	<u>These</u> are your waterwings. <u>Those</u> are hers.

## A. Using Interrogative Pronouns

Underline the pronoun that correctly completes each sentence.

1. (Who, Whom) will the choir director choose?
2. The winner was (who, whom)?
3. (Who, Whom) discovered the valuable Hope Diamond?
4. The mail carrier brought (who, whom) that big package?
5. For (who, whom) was the house built?
6. (Who, Whom) makes the best apple strudel?
7. (Whose, Who's) are these mittens?

## B. Using Demonstrative Pronouns

Underline the correct pronoun to complete each sentence.

1. (That, Those) are the rules of the game.
2. (This, These) are the kinds of mistakes that I keep making.
3. (This here, This) is the second day in a row of record-breaking heat.
4. For all I know, (that, that there) might have been your last chance.
5. Give (these, these here) a try; I think you'll like them.
6. I can see the titles of these paintings, but I can't see the titles on (those, those there).



Lesson  
6**Interrogatives and Demonstratives***More Practice***A. Using Interrogative Pronouns**

In each sentence, underline the pronoun that completes each sentence correctly.

1. The director chose (whom, who) for the role?
2. (Who, Whom) was the 16th president of the United States?
3. For (who, whom) was the message intended?
4. (Who's, Whose) are these notebooks?
5. (Who, Whom) wrote the play *Driving Miss Daisy*?
6. By (whom, who) was the mural painted?
7. (Who, Whom) supplied the refreshments for the dance?
8. (Who's, Whose) is this tape recorder?
9. Your favorite quarterback is (who, whom)?
10. (Who's, Whose) is the scarf on the top shelf?
11. (Who, Whom) are the people in the photograph?
12. For (who, whom) are we waiting?

**B. Choosing Demonstrative Pronouns**

Fill in the blanks in the following sentences with appropriate demonstrative pronouns.

1. \_\_\_\_\_ was a very nice thing to do.
2. \_\_\_\_\_ are the movies that always give me bad dreams.
3. \_\_\_\_\_ are Julie's earrings here on the dresser.
4. Arrange \_\_\_\_\_ in a vase, please.
5. \_\_\_\_\_ is our school, across the field.
6. \_\_\_\_\_ on the shelf are my sister's CDs.
7. \_\_\_\_\_ is my homework assignment for tomorrow.
8. \_\_\_\_\_ are the newest books from the library.
9. \_\_\_\_\_ is my baseball card collection.
10. Mom told us to pick tomatoes, but \_\_\_\_\_ aren't ripe yet.
11. May I see your sketches? \_\_\_\_\_ are mine.
12. I want a comfortable chair, and \_\_\_\_\_ seems perfect.

**Lesson 6**

# Interrogatives and Demonstratives

## Application

### A. Writing Sentences with Interrogative Pronouns

Write a question to go with each of these answers. Use the interrogative pronoun *who*, *whom*, or *whose* in each question.

**EXAMPLE** Answer: *Who rang the bell?*  
Question: Nicole rang the bell.

1. Question: \_\_\_\_\_

Answer: Our next-door neighbor is Mr. Kolar.

2. Question: \_\_\_\_\_

Answer: The plants on the roof are his.

3. Question: \_\_\_\_\_

Answer: Mr. O'Connor baked the cookies for his grandchildren.

4. Question: \_\_\_\_\_

Answer: I will e-mail my friend Colin.

5. Question: \_\_\_\_\_

Answer: Colin gave his e-mail address to me.

### B. Using Pronouns in Writing

Imagine that you are a detective investigating the theft of an expensive pair of sneakers. Write five questions you would ask suspects and witnesses. Use one of the interrogative pronouns *who*, *whom*, or *whose* in each question.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

Lesson  
7**Pronoun-Antecedent Agreement***Teaching*

The **antecedent** is the noun or pronoun that a pronoun refers to or replaces. Pronouns must agree with their antecedents in number, person, and gender.

**Number** Use a singular pronoun to refer to a singular antecedent. Use a plural pronoun to refer to a plural antecedent.

Settlers moved to the American West and found that it was a huge and wild land.  
When the settlers got together, they told stories with huge and wild heroes.

**Person** The **person** (first person, second person, third person) of a pronoun must be the same as the person of the antecedent. Avoid switching from one person to another in the same sentence or paragraph.

**First Person** We read tall tales that are a part of our American heritage.

**Second Person** You can make up your own tall tale.

**Third Person** The students shared their stories.

**Gender** The **gender** of a pronoun must be the same as the gender of its antecedent. Personal pronouns have three gender forms: masculine (*he, him, his*), feminine (*she, her, hers*), and neuter (*it, its*). Don't use only masculine or feminine pronouns when you mean to refer to both genders.

Marlene told her story to the class.

Haydon drew pictures to accompany his tall tale.

Each student had his or her favorite story.

**Identifying Pronouns and Their Antecedents**

In each sentence, underline the personal pronoun once and its antecedent twice.

1. Some tall tales are about real people, but the stories about them are exaggerated.
2. Other characters in tall tales are imaginary, but they are fascinating!
3. For example, steel-drivin' man John Henry challenged a steam drill to a contest and beat it.
4. Johnny Appleseed planted apple seeds with the hope they would sprout, grow, and provide fruit for new settlers.
5. Everyone remembers Sweet Betsy from Pike and her travels across the wide prairie.
6. Davy Crockett bragged that he was half horse, half alligator.
7. Slaves, yearning for freedom, told stories of a time when they could fly.
8. The stories about Mike Fink tell of his life as King of the Keelboatmen, the men who worked on cargo boats on the Mississippi River.
9. Sally Ann Thunder Ann Whirlwind claimed she could defeat a grizzly bear and make a lasso out of six rattlesnakes.
10. And who could forget giant lumberjack Paul Bunyan and his companion, Babe the Blue Ox?

## Pronoun-Antecedent Agreement

*More Practice*

### A. Identifying Pronouns and Their Antecedents

In each sentence, draw an arrow to connect each pronoun to its antecedent.

1. Stories about Pecos Bill claim that he was America's greatest cowboy.
2. Old coyotes can remember when Bill was little and lived with them.
3. Bill tamed a wild mustang and named him Widow-Maker.
4. Some people say that Bill once caught a cyclone and rode it around the country.
5. Bill finally married. His bride's name was Slue-Foot Sue.
6. When Bill met Sue, she was riding a catfish as big as a whale.
7. Stories say that Bill died laughing when he tried to answer a city slicker's foolish questions about cowpunching.

### B. Making Pronouns and Antecedents Agree

Write a pronoun that correctly completes each sentence. Then underline the antecedent of the pronoun.

1. A spotted coat helps the leopard hide from \_\_\_\_\_ prey.
2. Snow covered the ballpark earlier, but \_\_\_\_\_ melted.
3. Ken came by and picked up \_\_\_\_\_ baseball before supper.
4. Many artists build \_\_\_\_\_ studios in old warehouses.
5. Greta could help if \_\_\_\_\_ set the table for dinner.
6. Silicon is important because \_\_\_\_\_ is used to make computer chips.
7. Jay opened the envelope, and \_\_\_\_\_ found nothing in it.
8. The brothers wanted to buy a stereo, but it was too expensive for \_\_\_\_\_.
9. Manuel's friends love to ski; \_\_\_\_\_ go skiing often.
10. Paul lent Sandi \_\_\_\_\_ bicycle because hers was broken.

**Lesson**  
**7**

# Pronoun-Antecedent Agreement

*Application*

## A. Making Pronouns and Antecedents Agree in Writing

Read the following paragraph. Look especially for errors in agreement between pronouns and their antecedents. On the lines below, write the numbers of the sentences with agreement errors. Then write each of those sentences correctly.

(1) When loggers got together on winter evenings, they often talked about the biggest lumberjack of all, Paul Bunyan. (2) Shortly after Paul was born, it weighed 80 pounds. (3) It was so big, he knocked down a mile of trees just by rolling over in their sleep. (4) Her parents used a wagon pulled by a team of oxen as its baby carriage. (5) Years later, Paul rescued Babe, the Blue Ox, and they were never apart. (6) She worked cutting down trees, and Babe pulled it to the sawmill. (7) Paul hired many men to work with him. (8) The men liked working with Paul because he made sure she always had enough to eat. (9) Paul's cook made pancakes on a griddle so large that 50 men with bacon slabs tied to its feet skated around the griddle to grease him. (10) They were glad the cook made stacks of pancakes for them.

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## B. Writing with Pronouns

On the lines below, rewrite a familiar folktale or write an original tall tale. If you write a tall tale, use plenty of imagination and exaggeration. Be sure to include at least four personal pronouns with clear antecedents in your story.

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**Lesson**  
**8**

# Indefinite Pronoun Agreement

*Teaching*

An **indefinite pronoun** does not refer to a specific person, place, thing, or idea. Indefinite pronouns often do not have antecedents.

Indefinite pronouns can be singular, plural, or either singular or plural.

## Indefinite Pronouns

Singular				Plural	Singular or Plural	
another	each	everything	one	both	all	none
anybody	either	neither	somebody	few	any	some
anyone	everybody	nobody	someone	many	most	
anything	everyone	no one	something	several		

Use a singular personal pronoun to refer to a singular indefinite pronoun. Use *his* or *her* when the antecedent could be either masculine or feminine.

Everyone turned his or her eyes to Cape Canaveral for the liftoff.

Use a plural personal pronoun to refer to a plural indefinite pronoun.

Several of the witnesses covered their eyes in fear.

Some indefinite pronouns can be singular or plural. Often, the phrase that follows the indefinite pronoun tells you whether the indefinite pronoun is singular or plural.

All of the flight went according to its schedule. (singular)

All of the flights went according to their schedules. (plural)

## Using Indefinite Pronouns

In each sentence, underline the correct pronoun choice.

- All of the astronauts take (his or her, their) training seriously.
- Each of the program instructors is expert in (his or her, their) specialty.
- Everybody in the space program was chosen for (their, his or her) abilities.
- Many are eager for (their, his or her) chance to prove they have the right stuff.
- Each of the astronauts should know how to handle (his or her, their) ship in case of trouble.
- Both of the first astronauts accepted (his, their) country's gratitude.
- Neither of the astronauts was ashamed of (his, their) performance.
- Someone waved (his or her, their) gloved hand to the crowd and then stepped aboard the space shuttle.
- Some missions of the space program have had (its, their) share of tragedies.
- Everyone alive during the explosion of the *Challenger* remembers how (he or she, they) heard the terrible news.
- All of Christa MacAuliffe's students remember (his or her, their) teacher with gratitude and admiration.

**Lesson**  
**8**

# Indefinite Pronoun Agreement

*More Practice*

## A. Identifying Indefinite Pronouns

Underline the indefinite pronoun in each sentence. Then underline the correct pronoun in parentheses.

1. Many of Rembrandt’s paintings have lost (its, their) original colors.
2. Each of the boys prepared (his, their) report independently.
3. All of the salespeople sold (his or her, their) goods at the convention.
4. Nobody expects to hear (his or her, their) name on the radio.
5. If anyone wants to be a doctor, tell (him or her, them) to volunteer for hospital work.
6. Neither of the cats had (its, their) nails clipped.
7. Everyone had a chance to state (his or her, their) opinions.
8. None of the medicine was labeled with (their, its) expiration date.
9. Anyone in the choir can bring (his or her, their) family to the concert.
10. Somebody has left (his or her, their) wallet on my desk.
11. Many of the rescue workers wore (his or her, their) own safety gear.
12. The skaters were choosy; several insisted on selecting the music for (his or her, their) programs.

## B. Using Pronouns Correctly

In each sentence below, decide whether the pronouns agree with their antecedents. If the sentence is correct, write **Correct** on the line. If it contains a pronoun that does not agree with its antecedent, rewrite the sentence correctly on the line.

1. Everyone was glued to the television set after they heard the news.

\_\_\_\_\_

2. Some of the networks changed its programming.

\_\_\_\_\_

3. Everyone was shocked by what they had heard.

\_\_\_\_\_

4. Most of the witnesses couldn’t believe their eyes.

\_\_\_\_\_

5. Nobody who saw the explosion could get it out of their mind.

\_\_\_\_\_

**Lesson**  
**8**

# Indefinite Pronoun Agreement

## *Application*

### A. Proofreading for Indefinite Pronoun Agreement

Proofread the following paragraph. When you find pronoun-antecedent error, cross out the pronoun. Then insert this proofreading symbol ↗ and write the correct pronoun or pronouns above it.

How would you like to be an astronaut? Everybody, even an astronaut in space, must take care of their body. Without healthy bodies, people can't function at peak level. To make sure the astronauts stay healthy, the space program has provided them with some basic necessities. None of the astronauts' food (some of which comes from a tube) tastes as good as their counterpart on Earth, but dietitians have made them nutritious and easy to eat. All of the astronauts need his or her sleep time. For that reason, each of the astronauts has their own sleeping couch. This couch is probably not too comfortable, and an astronaut has to strap himself or herself to it to keep from floating away. Could you stand these conditions for weeks? The sad truth is that even though almost everyone dreams about the adventure of space travel, they may not have the willpower to face its uncomfortable realities.

### B. Using Indefinite Pronouns in Writing

Imagine that you are one of six astronauts aboard a space shuttle. Write a diary entry about part of a day in space. Tell what you did and what others in your group did and said. Use at least four indefinite pronouns. Be sure that any personal pronouns agree with their indefinite pronoun antecedents in number.

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# Pronoun Problems

*Teaching*

## *We and Us with Nouns*

The pronouns *we* and *us* are often followed by a noun that identifies the pronoun (*we* workers, *us* workers).

Use *we* when the noun is a subject or a predicate noun. Use *us* when the noun is an object.

We workers were tired after the job. (*We* were tired.)

The supervisor gave us workers a break. (The supervisor gave *us* the break.)

## Unclear Reference

Be sure that each personal pronoun refers clearly to only one person, place, or thing.

**Confusing** Laurie and Susan care about the environment. She has volunteered to clean up the park. (Who has volunteered?)

**Clear** Laurie and Susan care about the environment. Laurie has volunteered to clean up the park.

## A. Choosing the Correct Pronoun

In each sentence, underline the correct pronoun form.

1. (We, Us) visitors paid five dollars to enter the old house.
2. The price increase is not popular with (we, us) comic book readers.
3. (We, Us) artists are showing our work at the school.
4. Mrs. Watson chose (we, us) eighth graders to be library aides.
5. If (we, us) quilters get together, we can make a beautiful quilt.
6. The city requires (we, us) dog owners to keep our dogs on leashes.
7. To (we, us) experienced climbers, this climb was quite easy.
8. (We, Us) marchers waved to the crowds on the sidewalk.

## B. Avoiding Unclear Reference

In each set, circle the letter of the sentence that is stated more clearly.

1. **a.** Kim and Rita take long walks every day, but Kim walks farther than Rita.  
**b.** Kim and Rita take long walks every day, but she walks farther than she.
2. **a.** Lewis is bringing both running shoes and sandals. He says they look better, but they feel better.  
**b.** Lewis is bringing both running shoes and sandals. He says the sandals look better, but the running shoes feel better.
3. **a.** Joann and Georgia wear glasses. She is getting contact lenses.  
**b.** Joann and Georgia wear glasses. Georgia is getting contact lenses.

Lesson 9

# Pronoun Problems

## More Practice

### A. Choosing the Correct Pronoun

In each sentence, underline the correct pronoun form.

1. (Us, We) volunteers were happy to see the park looking good again.
2. Are (we, us) students invited to the concert?
3. Just as (we, us) campers got our tents up, it started to rain.
4. (We, Us) doctors are concerned about the possibility of infection.
5. The pool is open to (we, us) swimmers after 10 o'clock.
6. The driver announced each bus stop to (we, us) passengers.
7. Mom met (we, us) travelers at the airport gate.
8. The bill's supporters are contacting (we, us) voters.
9. The most worried people in the world were (we, us) suspects.
10. (We, Us) learners all take in information in different ways.

### B. Avoiding Unclear Reference

Rewrite each of these sentences to make them clear.

1. When Justin and Tony watch TV together, he refuses to share the remote.

\_\_\_\_\_

2. Both Susan B. Anthony and Elizabeth Cady Stanton were active in the women's rights movement, but most people remember only her.

\_\_\_\_\_

3. Miko and Anne are interested in travel. She and her family are going to Japan this summer.

\_\_\_\_\_

4. The van and the truck reached the intersection at the same time, but it pulled away more quickly.

\_\_\_\_\_

5. Carol and Tracy went to the restaurant, and she ordered a chef's salad.

\_\_\_\_\_

6. Whenever Simon and Brad get into an argument, he always apologizes first.

\_\_\_\_\_

**Lesson**  
**9**

# Pronoun Problems

## Application

### A. Using Pronouns Correctly

Use each of the phrases printed below in an original sentence.

**EXAMPLE** we bicyclists  
*We bicyclists signaled a left turn.*

1. we gardeners \_\_\_\_\_  
\_\_\_\_\_
2. us guests \_\_\_\_\_  
\_\_\_\_\_
3. us customers \_\_\_\_\_  
\_\_\_\_\_
4. we boaters \_\_\_\_\_  
\_\_\_\_\_

### B. Proofreading for Correct Pronoun Usage

The following paragraph is filled with unclear references. Rewrite the paragraph more clearly on the lines below.

Alfonso and Ed are doing a report on immigration into the United States during the early 20th century. In doing his research, he found some interesting information about Ellis Island. Many of them passed through the station on Ellis Island on their way into the United States. Then he found some photographs of Ellis Island and the immigrants who stopped there. Alfonso and Ed were both excited about the immigrant journals they found. He decided to work with him to make a slide show. He would read the words of the immigrants as the pictures were shown on the screen. Maybe he could find more photographs for the slide show. Both the boys set to work looking for more photos and more information about the immigrant experience.

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# More Pronoun Problems

*Teaching*

**Using Pronouns in Compounds** Use the subject pronouns *I, she, he, we* and *they* in a compound subject or with a predicate noun or pronoun. Use the object pronouns *me, her, him, us,* and *them* in a compound object.

Compound subject	<u>Marie and he</u> performed experiments.
Compound predicate pronoun	Amazing scientists were <u>Pierre and she</u> .
Compound object	They awarded <u>Marie and him</u> the Nobel Prize.

**Phrases That Interfere** Sometimes words and phrases come between a subject and a pronoun that refers to it. Be sure the pronoun agrees with the subject.

Marie Curie, unlike today's scientists, didn't understand the risk she was taking.  
(*She* refers to *Marie Curie*.)

## A. Using Pronouns in Compounds

Underline the pronoun that completes each sentence correctly.

- Marya Sklodowska was a brilliant science student in 1891 when she met Pierre Curie. Marya and (him, he) fell in love and were married in 1895.
- Great researchers were Pierre and (she, her).
- The search for radioactive elements fascinated Marya, now known as Marie, and (he, him).
- Pierre and (her, she) knew that uranium gave off strange rays.
- It seemed possible to Pierre and (her, she) that other elements could do the same.
- After many experiments, Marie and (he, him) discovered a radioactive element they called radium.
- Too bad they didn't know the harm it was causing Pierre and (she, her).
- In 1903, Marie and (he, him) won the Nobel Prize in physics.
- But radiation poisoning was already affecting Pierre and (her, she).

## B. Dealing with Phrases That Interfere

Draw arrows from the boldfaced pronouns to the words they modify.

- Pierre, who sometimes took radium from his pocket to show his friends, discovered that **his** health was failing.
- The muscles all over his body were losing **their** tone.
- His skin, which had touched radium for years, looked as if **it** had been burned.
- Pierre, greatly weakened by the disease, lost **his** life when he stepped in front of an oncoming cart.

**Lesson  
10**

# More Pronoun Problems

## More Practice

### A. Using Pronouns in Compounds

Underline the pronoun that completes each sentence correctly.

1. Were you and (they, them) the winners?
2. The teacher called on Stan and (her, she).
3. Between you and (I, me), I didn't really understand that joke.
4. (He, Him) and I are working on a science project.
5. Lily and (I, me) drew the cartoons for the newspaper.
6. A taxi is taking (they, them) and us to the airport.
7. The Jaspers and (she, her) are good friends.
8. Rosita borrowed the CD from my brother and (me, I).
9. The best dancers were Mimi and (him, he).
10. Will you drive the Breens and (we, us) to school)?

### B. Dealing with Phrases That Interfere

Decide if the pronouns in each sentence are used correctly. If the sentence has an error, rewrite the sentence on the line. If the sentence is written correctly, write **Correct** on the line.

1. The Curies, both great people of science, were ahead of its time.  
\_\_\_\_\_
2. Radium, with its radioactive rays, was more dangerous than the Curies thought they could be.  
\_\_\_\_\_  
\_\_\_\_\_
3. The shed they worked in was famous for its leaks and drafts.  
\_\_\_\_\_
4. Marie, unaware of the danger of radium, kept some of them by her bed so she could see by its constant light.  
\_\_\_\_\_  
\_\_\_\_\_
5. Marie, an excellent student in physics, earned their doctorate in 1903.  
\_\_\_\_\_

# More Pronoun Problems

## Application

### A. Proofreading

Proofread this paragraph. Look especially for errors in the use of pronouns. When you find an error, cross out the pronoun used incorrectly. Insert this symbol ↯ and write the correct pronoun above it.

One of the most famous teams in the history of science was Marie and Pierre Curie. To he and she we owe much of our understanding of radioactivity. For that knowledge, they sacrificed their lives. Marie and him spent countless hours in a drafty shed doing experiments. They were looking for an element that would give off radioactive rays. To Pierre and her, the search was fascinating. Once Pierre and her found the element radium, Marie was able to write about her findings and earn her doctorate. However, radium took its toll on the health of Pierre and she. They did not know that this element was dangerous, so Marie and him handled it freely, without even using gloves. Pierre and she both eventually died of radiation poisoning.

### B. Making Pronouns Agree with Their Antecedents

Below are the beginnings of several sentences. Each beginning contains the sentence's subject. For each sentence beginning, choose an ending from the list below. Write your ending on the line.

**EXAMPLE** Pierre enjoyed showing radium to his friends.

his chemicals	his friends
their prize	their work
her doctorate	its damage

- The scientists, with great determination, continued \_\_\_\_\_.
- Marie, unlike many other women during those years, wanted to earn \_\_\_\_\_.
- Pierre, a teacher, didn't have enough money to pay for \_\_\_\_\_.
- The Curies, after years of work, were proud of \_\_\_\_\_.
- Radium, one of the most dangerous substances on Earth, finally did \_\_\_\_\_ and killed Marie when she was 66 years old.