What Is a Pronoun?

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**, such as *I, we, he,* and *them*, 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.

### Personal Pronouns

<table>
<thead>
<tr>
<th></th>
<th>Subject</th>
<th>Object</th>
<th>Possessive</th>
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</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Person</td>
<td>I</td>
<td>me</td>
<td>my, mine</td>
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<tr>
<td>Second Person</td>
<td>you</td>
<td>you</td>
<td>your, yours</td>
</tr>
<tr>
<td>Third Person</td>
<td>he, she, it</td>
<td>him, her, it</td>
<td>his, her, hers, its</td>
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<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
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<tr>
<td>First Person</td>
<td>we</td>
<td>us</td>
<td>our, ours</td>
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<tr>
<td>Second Person</td>
<td>you</td>
<td>you</td>
<td>your, yours</td>
</tr>
<tr>
<td>Third Person</td>
<td>they</td>
<td>them</td>
<td>their, theirs</td>
</tr>
</tbody>
</table>

### Finding Personal Pronouns

Underline each personal pronoun in the following sentences.

1. My favorite vacation is a trip to Williamsburg.
2. Williamsburg is a special place that reflects our colonial history.
3. You feel as though you are living long ago.
4. The people dress the way they did in colonial times.
5. Ladies wear their long skirts and gowns.
6. Men carry three-cornered hats with them.
7. You might watch a cook as she stirs her stew at the fireplace.
8. Candlelight casts its soft glow over the kitchen.
9. You may notice a coachman as he moves his coach skillfully down the street.
10. Several taverns allow us to sample colonial food.
11. They use recipes from the early settlers.
12. Your family can listen to music played on unusual instruments.
13. We can try our luck at tooting a tin whistle.
14. To me, touring the Governor’s Mansion is a treat.
15. Think about visiting it sometime.
A. Finding Personal Pronouns

Underline each personal pronoun in the following sentences.

1. Have you ever been to Jamestown?
2. It was the first permanent English settlement in our country.
3. The first colonists were men and boys who thought they would find gold.
4. Their dream of finding treasure never came true.
5. A man had to use all his skills just to survive.
6. Life was very hard for them.
7. When women joined the colony, they brought other skills with them.
8. They tended the garden and preserved its produce.
9. A mother would teach her children to read and write.
10. She would spin and weave to make cloth.
11. Each child had his or her chores to do.
12. Perhaps a child would help his or her mother in the family garden.
13. He or she might help make candles.
14. Parents then, just like parents now, had high hopes for their children.
15. Jamestown is a special place for us.

B. Using Personal Pronouns

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

Squanto was a Pawtuxet Indian man who came to the aid of the Pilgrims at Plymouth Colony. The (1) Pilgrims were near starvation after a very bad winter. Squanto taught the (2) Pilgrims how to plant corn. (3) Squanto showed the Pilgrims the best places to hunt and fish. (4) Squanto's ability to speak English came in quite handy for the Pilgrims. Squanto acted as the (5) Pilgrims' interpreter with the Indian chief Massasoit when the two groups were working out a treaty. (6) Squanto proved (7) Squanto's friendship with the Pilgrims many times. The (8) Pilgrims were grateful.

1. _________________________ 5. _________________________
2. _________________________ 6. _________________________
3. _________________________ 7. _________________________
4. _________________________ 8. _________________________
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.

Food was plentiful in the colonies. Food came from many sources. The colonists grew grains, fruits, and vegetables on the colonists’ farms. The colonists raised cattle, hogs, and chickens as well. A man could hunt for wild game in the fields or a man could fish in the river or ocean. Usually, a woman used ground wheat or corn to make bread. A woman selected herbs from a nearby garden. A woman’s kitchen was filled with delicious aromas.

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B. Using Personal Pronouns in a Diary

Historians tell us what daily life was like in colonial times. Someday, historians will study the everyday events of today too. Write a diary entry for a typical day in your life right now. Be sure to use a variety of personal pronouns.

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Lesson 2

Subject Pronouns

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

Subject Pronouns

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<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>we</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he, she, it</td>
<td>they</td>
</tr>
</tbody>
</table>

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 The Wright brothers liked bicycles. They were also interested in flying. (They replaces The Wright brothers.)

Part of compound subject Wilbur and he were willing to try almost anything.

Use the subject case for predicate pronouns. A predicate pronoun follows a linking verb and renames, or refers to, 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 Great friends were they.

A. Identifying Subject Pronouns

Underline all the subject pronouns in the following sentences.

1. Even when the Wright brothers were boys, they were interested in mechanics.
2. Did you know that Orville built a printing press?
3. He and Wilbur also made bicycles in their small shop.
4. They became interested in flying after reading about glider pioneer, Otto Lilienthal.
5. Soon it became their primary interest.
6. After Wilbur and Orville’s first attempts at flying failed, they did not quit.
7. We have written records about their experiments with airplane wings.

B. Using Subject Pronouns

Underline the correct pronoun to complete each sentence.

1. Although the Wright brothers went to Kitty Hawk in September, (them, they) made their first successful flight in December.
2. When Orville first flew the plane, (him, he) stayed airborne for 12 seconds.
3. At first, (we, us) in America did not pay much attention to this flight.
4. Later, Wilbur and (him, he) made hundreds of flights in their new machine.
5. Living in the age of jets and rockets, you and (me, I) should appreciate the Wright brothers’ contributions to flight.
Subject Pronouns

A. Using Subject Pronouns
In each sentence, underline the pronoun that completes each sentence correctly.

1. (We, Us) know that the idea of flying goes back thousands of years.
2. You and (me, I) have heard the Greek myth about Icarus.
3. His father and (him, he) flew with feather and wax wings.
4. The Chinese invented kites; (they, them) were so large they could lift a person off the ground.
5. In the 1800s (it, its) was considered a milestone when two Frenchmen floated over Paris in a hot air balloon.
6. Inventors worked on gliders, but (they, them) could not carry passengers or cargo.
7. When Samuel P. Langley built a steam-powered airplane, both the pilot and (he, him) were sure it would fly.
8. Unfortunately for Mr. Langley, (us, we) know that the Wright brothers were the first to successfully fly a motor-powered airplane.
9. During the early 1900s airplanes improved; soon (they, them) were traveling great distances.
10. Although Charles Lindbergh made the first nonstop flight across the Atlantic, (he, him) was in the air 33 and one-half hours.
11. Amelia Earhart also flew nonstop across the Atlantic; the first woman to do so was (her, she).

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. May Beth and _____________ help with the decorations?
2. If you ask Paul and Dave, _____________ will be glad to fix your computer.
3. _____________ went to the skating rink with our friends.
4. Are Stephanie and _____________ singing in the school concert?
5. When the streets got wet, _____________ became very slippery.
6. The starting quarterback will be either Marcus or _____________.
7. Brendan and _____________ wrote an interesting report on reptiles.
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 \( \rightarrow \) and write the correct pronoun above it.

Can you and me imagine what the Wright brothers’ first flight was like? Wilbur and Orville had read everything available about airplanes. Wilbur and him had built a wind tunnel and experimented with different types of airplane wings. They had contacted the Weather Bureau to find the ideal place for their trials. When the brothers arrived at Kitty Hawk in September 1903, severe storms and other problems kept them from flying their new airplane. Finally, everything was set. The flight was to be on December 17, 1903. When Orville took off, he flew 120 feet. Taking turns flying three more times that day were Wilbur and him. One of Wilbur’s flights was the longest. Only five people watched this first flight of an engine-powered flying machine. Us cannot be sure exactly what happened because the few newspaper stories about the flight were not accurate. However, you and me can be grateful to two mechanically minded brothers from Dayton, Ohio.

B. Using Pronouns in Writing

Imagine that you have just taken a plane trip. On the plane, you saw all kinds of people traveling with you. Write a paragraph about the people you saw on the trip. Be sure to use at least four subject pronouns correctly.

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Object Pronouns

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

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<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>us</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>him, her, it</td>
<td>them</td>
</tr>
</tbody>
</table>

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  People liked P. T. Barnum because he entertained them.  
(Whom did he entertain? them)

Indirect object Barnum showed them fascinating objects. (To whom did he show the objects? them)

Object of the preposition Many people worked for him. (For is the preposition.)

A. Identifying Object Pronouns

Underline all the object pronouns in the following sentences.

1. P. T. Barnum was a one-of-a-kind person; some called him a showman.
2. Others had a different name for him; they called him a fake.
3. Once, he charged people to see a person he said was George Washington’s mother, but he was just fooling them.
4. The woman he showed them had never even seen George Washington or talked to him.
5. Many people happily paid to see her anyway.
6. Barnum not only fooled people; he entertained them.

B. Using Object Pronouns

Underline the correct pronoun to complete each sentence.

1. When P. T. Barnum found Tom Thumb, he asked the little man to work for (he, him).
2. People were delighted with (he, him) because he was only about two feet tall.
3. Barnum told Tom’s parents that he would bring (he, him) back home soon.
4. Even people in England were amazed when Barnum showed (they, them) little Tom Thumb.
5. People even paid to see the Feejee Mermaid. No one could believe in (she, her).
A. Using Object Pronouns

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

1. When P. T. Barnum told a lie, it probably made (he, him) rich.
2. People called (he, him) the “Prince of Humbug.”
3. Who could believe (him, he) when he said that he had found George Washington’s mother?
4. Some cynics said that she was just a robot, and people stopped paying good money to see (her, she).
5. Barnum began to advertise oddities like the “Wild Man of Borneo.” How much would you pay to see (he, him)?
6. Barnum never thought people were very smart. He knew that he could fool (they, them) easily.
7. Barnum sewed a monkey’s head to a fish’s body and called (she, her) the Feejee Mermaid.
8. People actually paid to see (she, her) too.
9. If Barnum had told them he had brought back aliens from Mars, some people probably would have believed (him, he).
10. Most people probably knew Barnum was fooling (they, them).
11. They were glad to pay (he, him) because he made (they, them) laugh and surprised (they, them).

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. The soldier at the gate saluted Jimmy and ________________.
2. When will you send ________________ the yellow yarn?
3. The host of the party greeted ________________ and ________________ at the door.
4. The stranger asked ________________ for directions.
5. Uncle Irving told ________________ a funny story.
6. Luckily, Jason taught ________________ the Heimlich maneuver.
Object Pronouns

A. Proofreading

The following story contains several errors in the use of object pronouns. As you read, you will probably be able to pick out the errors right away because they sound really wrong. When you find a pronoun used incorrectly, cross it out. Then insert this proofreading symbol → and write the correct pronoun above it.

P. T. Barnum was born in 1810. When he grew up, he realized that people needed something to entertain they. So he offered they some strange sights. He decided that they would like to see a tiny person that he had found. Charles Stratton (Barnum renamed he General Tom Thumb) was only five years old when Barnum found him. What was amazing about him was his size. He weighed only about 15 pounds and was less than two feet tall. In the United States and England, people paid to see Tom and marvel at he. With the money Barnum made showing Tom and other acts, he started a circus. He called his circus “The Greatest Show on Earth.”

B. Using Object Pronouns in Writing

Imagine yourself at the circus. You would see many people in the acts and in the stands. Write a paragraph about the people you could see on the trip. Use at least five object pronouns in your paragraph.

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Possessive Pronouns

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>my, mine</td>
<td>our, ours</td>
</tr>
<tr>
<td>your, yours</td>
<td>yours</td>
</tr>
<tr>
<td>her, hers, his</td>
<td>their, theirs</td>
</tr>
</tbody>
</table>

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 future could be exciting.
Some people’s ideas of the future are scary. I think mine are interesting.

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  It’s a dream of mine to travel in the future.
Possessive What will happen to our city? Its future is cloudy.

A. Identifying Possessive Pronouns

Underline all the possessive pronouns in the following sentences.

1. When your great-grandparents were children, space travel was just a dream.
2. By the time their grandchildren were born, satellites were circling Earth.
3. Today, scientists talk of flights to Mars. Would you like to walk on its surface?
4. The exploration of space will be just one exciting element in our future.
5. Iris and Rob are friends of mine.
6. Their images of the future are quite different from each other.
7. In her mind, the best thing about the future is its endless possibilities.
8. His vision of the future includes dangers such as more pollution and crime.
9. How do their visions of the future compare to yours?

B. Using Possessive Pronouns

Underline the correct pronoun or word to complete each sentence. Be careful not to confuse contractions and possessive pronouns.

1. How we see the future tells us something about how we see (our, your) present.
2. (It’s, Its) a sure bet that the future will hold surprises we can’t imagine today.
3. Jack’s family made a time capsule for (their, they’re) future grandchildren to see.
4. If you worry too much about (your, you’re) future, you may not enjoy the present.
5. Ellen has just won a piano competition, and (her, hers) future looks bright.
A. Using Possessive Pronouns

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

1. With more than six billion people in the world, (our, ours) future may be crowded.
2. (My, Mine) hope for the future is that we find a cure for cancer.
3. Some people are frightened by the future. They are afraid of (its, it's) uncertainty and (it's, its) dangers.
4. A friend of (my, mine) is eager for the future.
5. She has no doubt about (her, its) role in the 21st century. She is convinced she will be president!
6. Some people believe that (their, they’re) chances of living 200 years in the future are excellent.
7. At school last week, a speaker reminded the students that the future was (their, theirs).
8. Sam’s vision of the future sounds like a video game. (Yours, your) seems to be more realistic.
9. Carla entered an essay contest about the future. (Hers, Her) was judged to be the best essay on life in the 21st century.
10. In the essay, she shares (her, she) dream of living in an underwater city.
11. Even though you didn’t win a prize, (your, you’re) painting of the family space shuttle of the future was amazing.
12. We can only imagine robots and computers that do all (our, their) work and thinking for us.

B. Choosing Possessive Pronouns

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

1. For several days the oriole prepared a nest for ____________ young.
2. Is _______________ latest album out yet?
3. _______________ newspaper was wet, so _______________ pages stuck together.
4. The maple tree lost _______________ leaves.
5. His saddle shoes are newer than _______________.
6. Their national anthem is easier to sing than _______________.
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.

In the past, people have imagined what theirs lives would be like in the future. Some of their predictions look funny to us now. Our planet has not been taken over by Martians. People don’t spend your days flying in rockets to the moon. The planet has not seen all it’s natural beauty destroyed by nuclear war. However, many things that people in the past imagined for ours world today have come true. Helicopters, television, and automobiles were first predicted by science-fiction writers. Jules Verne was one of these writers. He looked at its world and saw its future over 100 years ago. In books such as Twenty Thousand Leagues Under the Sea and From the Earth to the Moon, he predicted submarines and travel to other planets.

B. Using Possessive Pronouns in Writing

Picture yourself in the future. You will use many new machines and ways of getting around. You will wear different clothes from the ones you wear today. Think of ways in which your life will change and write a paragraph about your life in 50 years. Use at least five possessive pronouns in your paragraph.

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Reflexive and Intensive Pronouns

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.

The climbers warned themselves to be prepared for anything. (Themselves refers to climbers.)

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

I myself would like to climb a high mountain someday. (Myself refers to I.)

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. The mountain itself is quite a challenge.
2. He hurt himself while he was climbing.
3. My sister climbed the mountain herself.
4. We started giving ourselves more breaks as we got closer to the top.
5. Tell yourself you can make it to the top.
6. In my dreams, I saw myself climbing the most challenging mountain.

B. Using Reflexive and Intensive Pronouns
Underline the correct pronoun to complete each sentence.
1. When you climb a mountain, you challenge (you, yourself) to accomplish things you didn’t think were possible.
2. Every successful climber is proud of (himselves or herself, him or her) for facing fear and accomplishing worthwhile goals.
3. Even such excellent climbers as Sir Edmund Hillary and Tenzing Norgay (them, theirselves) can be humbled by the experience of climbing Mt. Everest.
4. The climb (itself, theirselves), not just reaching the top, proves your ability to conquer your fears.
5. You should never climb a mountain by (yourself, itself).
Reflexive and Intensive Pronouns

A. Identifying Reflexive and Intensive Pronouns
In each sentence, decide if the boldfaced pronoun is reflexive or intensive. Write R for reflexive or I for intensive on the line.

1. You **yourself** are your own best friend up in the mountains. ________
2. You can protect **yourself** from harm by taking a few important precautions. ________
3. Climbers risk exposing **themselves** to hypothermia and altitude sickness. ________
4. For that reason, wear protective clothes and remind **yourself** not to rush into high altitudes too quickly. ________
5. When we **ourselves** are careless, we put ourselves and others in danger. ________
6. Beware! An avalanche can propel **itself** to speeds of over 100 miles per hour. ________
7. To protect **yourself** against falling while ice climbing, you should place a screw in the ice every five to ten meters. ________
8. Even though he is a fine climber, Reinhold Messner **himself** takes the dangers of climbing seriously. ________
9. To prepare to climb, I enrolled **myself** in a rock climbing gym to experience climbing in a safe and controlled setting. ________
10. We **ourselves** determine whether we are successful climbers or not. ________

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. Let’s give ______________ a fighting chance to win this game. ________
2. If left alone, the problem may just solve ______________. ________
3. I ______________ will testify if it will help your case. ________
4. Be careful you don’t cut ______________ on that sharp blade. ________
5. It is we______________ who must speak out about the cheating. ________
6. Mr. Bacon ______________ told us that the pool was closed. ________
A. Proofreading
Proofread the following page from a journal about a rock climbing experience. The writer wants to publish it in a magazine, but there are several reflexive and intensive pronoun errors. When you find a pronoun used incorrectly, cross it out. Then insert this proofreading symbol ^ and write the correct pronoun above it.

We had prepared us for months for the climb. Many of the team members theirselves practiced every day by bouldering. Whenever possible, we all practiced our moves on large boulders. However those boulders were only several feet off the ground. This was going to be different. Our trainer told us, “You must increase your strength, endurance, flexibility, and balance to succeed, but you also need to prepare you mentally for the climb.” He was quite an experienced climber hisself. We always used ropes to protect us from falling. We used nuts, screws, and other tools to support us. Then the big day came. We started climbing a real cliff. It was difficult, but it was worth the effort. We congratulated us when we reached the top. We knew that we ourselves had what it took to be rock climbers.

B. Using Reflexive and Intensive Pronouns in Writing
What challenges have you overcome in your life? What lessons and skills have you learned in the process? Write a paragraph about a time when you faced a challenge and gained knowledge because of it. Use at least four reflexive or intensive pronouns in your paragraph.

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Interrogatives and Demonstratives

An interrogative pronoun is used to introduce a question.

<table>
<thead>
<tr>
<th>Interrogative Pronoun</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>who, whom</td>
<td>refers to people</td>
</tr>
<tr>
<td>what</td>
<td>refers to things</td>
</tr>
<tr>
<td>which</td>
<td>refers to people or things</td>
</tr>
<tr>
<td>whose</td>
<td>indicates ownership or relationship</td>
</tr>
</tbody>
</table>

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

- **Subject** Who was president during the Civil War?
- **Predicate pronoun** The winner is who?

Whom is always used as an object.

- **Direct object** Whom did you choose for your running mate?
- **Indirect object** You told whom our secret?
- **Object of preposition** For whom did the caller ask?

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

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.

- **Singular** This is your last chance. That is the right answer.
- **Plural** These are my favorite slippers. Those are too small.

A. Using Interrogative Pronouns

Underline the pronoun that correctly completes each sentence.

1. (Who, Whom) was the first man to walk on the moon?
2. To (who, whom) am I speaking?
3. (Who, Whom) did Abraham Lincoln choose as the general of the Union Army?
4. By (who, whom) was that song written?
5. (Who, Whom) will you invite to your birthday party?
6. (Who, Whom) went with Robert Peary to the North Pole?

B. Using Demonstrative Pronouns

Underline the correct pronoun to complete each sentence.

1. (That, Those) are the players with real talent.
2. (These, This) is one movie that could have been shortened.
3. (This here, This) is the row where our seats should be.
4. I’d have to say (that, that there) was a perfect cartwheel.
5. Did you know (that, those) was the first time I ever played that game?
6. I’m pretty good at card tricks. Let me try (these, these here).
A. Using Interrogative Pronouns

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

1. (Who, Whom) was the first to find a pass through these mountains?
2. (Who, Whom) did you ask to feed the cats while we are away?
3. Do you know (who, whom) the secretary of state is?
4. (Who, Whom) did the British elect as prime minister?
5. (Who, Whom) holds the world record in the pole vault?
6. For (who, whom) did you say you bought those earrings?
7. (Who, Whom) painted that big mural in the post office?
8. You gave (who, whom) your locker combination?
9. Your hero is (who, whom)?
10. By (who, whom) was the symphony composed?
11. (Who, Whom) did you just call on the phone?
12. With (who, whom) are you going to the dance?

B. Choosing Demonstrative Pronouns

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

1. ________ is the building I was describing to you.
2. ________ are the recipes I got from my grandmother.
3. Look on the wall over the fireplace. ________ are pictures of my family.
4. Whenever ________ happens, I have to laugh.
5. If you gave me a choice, I would choose ________.
6. ________ are the moves that will make you a great player.
7. ________ is the reason why I keep an extra pair of shoes in my locker.
8. ________ are the mice I am training to go through the maze.
9. I know you want a CD player for your birthday, but ________ is too expensive.
10. Renee asked me to buy her some gloves, but ________ seem too small for her.
11. I’d like to join you on Sunday, but ________ is the day we visit my grandmother.
12. Your last dessert was good, but ________ tastes absolutely heavenly.
A. Writing Sentences with Interrogative and Demonstrative Pronouns

Write a sentence that you could use in the following situations. Follow the instructions in parentheses to write your sentence.

1. You want to know the name of the school principal. (Use who.)

__________________________________________________________________________________________

2. You want to know who wrote a certain book. (Use whom.)

__________________________________________________________________________________________

3. You want to know which team is playing your school team on Friday. (Use who.)

__________________________________________________________________________________________

4. You want to know whom the principal chose to be hall monitor. (Use whom.)

__________________________________________________________________________________________

5. You want to know to whom a letter should be sent. (Use who or whom.)

__________________________________________________________________________________________

B. Using Pronouns in Writing

Imagine that you have moved to a new school. You would have many questions. Write five questions you would ask when you got to the school. Use interrogative pronouns both as subjects and as objects.

1. _______________________________________________________________________________________

__________________________________________________________________________________________

2. _______________________________________________________________________________________

__________________________________________________________________________________________

3. _______________________________________________________________________________________

__________________________________________________________________________________________

4. _______________________________________________________________________________________

__________________________________________________________________________________________

5. _______________________________________________________________________________________

__________________________________________________________________________________________
Pronoun Agreement

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.

- The sun warms the earth with its energy.
- The stars sent out their light years ago.

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 I enjoy watching stars through my telescope.

Second Person You can record your experiences in a journal.

Third Person Kari recognizes her favorite constellations.

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). Do not use only masculine or feminine pronouns when you mean to refer to both genders.

- Mr. Harcourt gets out his telescope on clear nights.
- Mrs. Lopez remembers the stars over her childhood home.
- An astronomer often records his or her observations.

Identifying Pronouns and Their Antecedents

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

1. Take some time to look up at the stars. They are beautiful and fascinating.
2. Look at that constellation. Do you see that its stars, when connected, look like a hunter?
3. Some people can see a queen sitting on a throne when they look at a group of stars called Cassiopeia.
4. Gary says that he can’t see how anyone could think these groups of stars look like queens or hunters.
5. Anna has studied the history of constellations, and she says that the ancient Greeks are the ones who named these groups of stars.
6. When the Greeks looked up, they told stories about the stars.
7. The arrangement of the stars reminded Greeks of characters in the stories they had told for years.
8. For example, the story connected to the constellation Cassiopeia tells of a vain queen. The gods chained her to a rock.
9. Orion, the great hunter, can be seen in the sky along with his faithful dog.
A. Identifying Pronouns and Their Antecedents
In each sentence, draw an arrow to connect each pronoun with its antecedent.

1. Stargazing has kept its fascination for centuries.
2. Around 200 B.C., Babylonians looked up at the sky to find their future.
3. According to the Babylonians, the stars were important because their movements influenced events on Earth.
4. Today scientists believe human events are not influenced by the position of stars or their movements.
5. The sun, however, does affect life on Earth. It provides heat and warmth.

B. Making Pronouns and Antecedents Agree
On the line write a pronoun that correctly completes each sentence. Also underline the antecedent(s) of the pronoun.

1. Uncle Jack is driving a new pickup truck. He just bought ___________________.
2. Marc should carry_________________ own backpack.
3. Istanbul is a city in Turkey. ___________________ former name was Constantinople.
4. Mandy brought her easel with ___________________.
5. A good hiker will always bring ___________________ first-aid supplies on a long hike.
6. Joyce and Traci go to the local gym because ___________________ can swim in the pool there.
7. Blake and Steve put ___________________ return bottles on the counter.
8. Mr. Lee moved ___________________ lawn sprinkler several times.
9. You shouldn’t forget ___________________ umbrella today.
10. The players are already on the bus. ___________________ have a game in Columbus today.
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. Use a separate piece of paper if necessary.

(1) Stars were Maria Mitchell's interest and their passion. (2) She was born in Nantucket, Massachusetts, in 1818. (3) When her father, who was interested in the stars, would study the sky on starry nights, he would join him. (4) Maria won fame in 1847, when it discovered a new comet. (5) In 1857, she went to Europe and had a chance to meet many famous astronomers. (6) Vassar College soon asked her to be her first professor of astronomy. (7) While Maria taught at Vassar, she refused to give your students grades because she didn’t believe in them. (8) She asked students to trust yourself and observe the sky every night. (9) She studied sunspots and photographed it. (10) Maria Mitchell was an extraordinary astronomer in an era in which women were not encouraged in science.

B. Writing with Pronouns

Have you ever spent time looking up at the sky on a clear night? What did you see there? Can you remember if you were alone or if someone else was with you? Write a description of such a night. Be sure to include at least four personal pronouns with clear antecedents.
Indefinite-Pronoun Agreement

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 singular or plural.

Indefinite Pronouns

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular or Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>another</td>
<td>both</td>
<td>all</td>
</tr>
<tr>
<td>anybody</td>
<td>few</td>
<td>none</td>
</tr>
<tr>
<td>anyone</td>
<td>many</td>
<td>most</td>
</tr>
<tr>
<td>anything</td>
<td>several</td>
<td></td>
</tr>
</tbody>
</table>

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

Everyone brought his or her special dish to the picnic.

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

Several of the students brought their baseball mitts. (plural)

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 food was still in its basket. (*Food is singular.*)

All of the students made their own sandwiches. (*Students is plural.*)

Using Indefinite Pronouns

In each sentence, underline the correct pronoun. Also underline its antecedent.

**EXAMPLE** All of the **teachers** will have (his or her, their) pictures taken now.

1. All of the students in the class enjoyed (his or her, their) time away from school.
2. Everybody brought (his or her, their) backpack with dry socks and shoes.
3. None of the students wanted to miss (his or her, their) walk to the lake.
4. Neither of the teachers on the picnic wanted (their, his or her) students to go home with wet feet.
5. Some of the students said that they knew (his or her, their) way to the lake.
6. Both of the teachers were happy with (her, their) classes’ behavior.
7. No one soaked (his or her, their) clothes in the lake.
8. Some of the lake pollution was down from (its, their) all-time high.
9. On the way back, everyone quickened (his or her, their) pace.
10. Each of the students wanted to save (his or her, their) place at the picnic tables.
11. Few in the group could resist (his or her, their) love for outdoor cooking.
12. Not surprisingly, all of the birds in the park wanted (its, their) fair share of the food too.
A. Identifying Indefinite Pronouns

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

1. Before the math test, anyone can look at (his or her, their) book.
2. All of the girls were at (her, their) best in the last swim meet.
3. Both of the boys inherited (his, their) mother’s red hair.
4. Sooner or later everyone must make (his or her, their) own decisions.
5. At the trial, each of the witnesses told (his or her, their) story.
6. Some of the students brought (his or her, their) own lunches.
7. Will anybody donate (his or her, their) time to the neighborhood cleanup?
8. Few in our class have reached (his or her, their) full height.
9. After lunch, everyone went (his or her, their) own way.
10. All of the speakers gave (his or her, their) talks in less than one hour.
11. Each of the cars had (its, their) headlights dimmed in the thick fog.
12. None of the perfume leaked out of (its, their) bottle.

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. Everybody was ready for their meal by about six o’clock.
   _______________________________________________________________________________________
2. Some of the boys were still playing their ball game.
   _______________________________________________________________________________________
3. Linda labeled each of the dishes with their name so everyone knew what it was.
   _______________________________________________________________________________________
4. Have any of the containers lost their lids?
   _______________________________________________________________________________________
5. Nobody wanted their feast to end.
   _______________________________________________________________________________________
Indefinite-Pronoun Agreement

A. Proofreading for Indefinite-Pronoun Agreement

Proofread the following paragraph. When you find a pronoun-antecedent error, cross the pronoun out. Then insert this proofreading symbol † and write the correct pronoun or pronouns above it. If necessary, mark any verb that must agree with the changed pronoun to be changed.

Everybody likes a picnic. But, when somebody planned the picnic I just came back from, they made a few mistakes. First, everybody brought their own dish to share, but everybody brought watermelon. There was watermelon everywhere. Luckily, many of the picnickers had also packed his or her cars with soft drinks and snacks. One of the members of one family had brought enough hamburger for her family, but not for everyone. So after a hearty meal of soft drinks, chips, and watermelon, many of the picnickers decided he or she would take a hike through the woods. Nobody had put any insect repellent in their backpacks, however, and the mosquitoes had the best picnic of all on the hikers’ skin. When the hikers returned, they couldn’t find any of the game equipment, so they had nothing to play with. Most of the people headed back to his or her cars at that point. Anyone who plans next year’s picnic should make their preparations a little more carefully.

B. Using Indefinite Pronouns in Writing

Write a paragraph about a picnic you have attended. You may write about who was there and what you did and ate. Use at least four indefinite pronouns. Be sure that any personal pronouns agree with their indefinite-pronoun antecedents in number.

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
Pronoun Problems

We and Us with Nouns

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

Use we when the noun is a subject or a predicate noun.

- We earthlings saw the spaceship land. (We saw the space ship land.)

Use us when the noun is an object.

- The aliens showed us earthlings the inside of their ship. (They showed it to us.)

Unclear Reference

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

Confusing  Courtney and Ann are best friends. She is upset that she is moving.

(Who is upset? Who is moving?)

Clear  Courtney and Ann are best friends. Courtney is upset that Ann is moving.

A. Choosing the Correct Pronoun

In each sentence, underline the correct pronoun form.

1. (We, Us) fans waited outside the stadium.
2. When the coach saw (we, us) players, he asked us to carry the equipment bags.
3. (We, Us) customers waited in line for 15 minutes.
4. The bees stung (we, us) unlucky hikers.
5. The movie gave (we, us) inventors a good idea.
6. Once every summer, (us, we) neighbors get together for a block party.
7. To (we, us) couch potatoes, there’s nothing like a Saturday afternoon movie.
8. When (we, us) contestants arrived, we were asked to sign in.

B. Avoiding Unclear Reference

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

1. a. Bill and Noah went to the lake, and he fell in.
   b. Bill and Noah went to the lake, and Noah fell in.
2. a. When Mom and my sister went shopping, Mom couldn’t decide what to buy.
   b. When Mom and sister went shopping, she couldn’t decide what to buy.
3. a. Before the Johnsons and Garcias met at the party, they didn’t know they had just moved in down the street.
   b. Before the Johnsons and Garcias met at the party, the Garcias didn’t know the Johnsons had just moved in down the street.
A. Choosing the Correct Pronoun

In each sentence, underline the correct pronoun form.

1. (We, us) earthbound creatures look up at the sky and ponder one question.
2. Are (we, us) humans the only thinking beings in the universe?
3. Getting to other galaxies seems impossible to (we, us) humans.
4. (We, Us) scientists don’t believe anything that we can’t prove.
5. To (we, us) doubters there is no possibility of travel at the speeds necessary to get beings from one galaxy to the other.
6. (We, Us) science-fiction writers are not bound by the facts.
7. Don’t tell (we, us) dreamers that space travel between galaxies is not possible.
8. Maybe someone from outer space is trying to contact (we, us) believers right now.
9. To (we, us) futurists, the idea of space and time travel is fascinating.
10. No matter what scientists say, whenever (we, us) humans look out into space, we wonder.

B. Avoiding Unclear Reference

Rewrite each of these sentences to make them clear, not confusing.

1. Mom and Aunt Rita were talking on the phone but she could hardly hear her.

2. Both the planet and the star are clearly visible through the telescope, but I can’t see it with the naked eye.

3. The brown horse and the white horse were running neck and neck, but suddenly it pulled ahead.

4. The Union soldiers and the Confederate soldiers battled for hours, but finally they started advancing.

5. I saw the movie and read the book, but I think I like it better.

6. Bob and Brian are going to the game. Today, he bought tickets for him.
A. Using Pronouns Correctly

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

**EXAMPLE**
We swimmers waited impatiently for the pool to open.

1. us fans

2. we mountain climbers

3. us winners

4. we readers

B. Proofreading for Correct Pronoun Usage

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

Anita and Marisa were in class together yesterday, when suddenly she wasn’t feeling well. She also felt sick. Their teacher sent them to the nurse’s office. First she asked her what her symptoms were. She said that she had a headache and a stomachache. When she asked her, she said she felt about the same as Anita. She asked when she had started feeling sick. She decided that it was right about when she sat down in the classroom next to the chemistry lab. She called up to the classroom. Sure enough, a few more people were feeling sick now too. She called the principal and the teacher, and they had the students evacuate the hall near the chem lab. It’s a good thing she had been there to put the clues together.
More Pronoun Problems

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

<table>
<thead>
<tr>
<th>Compound subject</th>
<th>Compound predicate pronoun</th>
<th>Compound object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florence and he</td>
<td>Great adventurers were Samuel and she.</td>
<td>Adventures were attractive to Samuel and her.</td>
</tr>
</tbody>
</table>

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.

The Bakers, like other explorers, were determined to reach their goal.
(Their refers to Bakers.)

A. Using Pronouns in Compounds
Underline the pronoun that completes each sentence correctly.
1. Florence and Samuel Baker explored Africa; Florence and (he, him) were determined to find the source of the Nile River.
2. Samuel and (her, she, he) set out on their journey in 1862.
3. For the first 1,000 miles, nothing but desert was visible to Samuel and (she, her).
4. Then a new problem confronted Florence and (he, him)—the swamp called the Sudd.
5. The group facing the challenge was Samuel, some helpers, and (her, she).
6. Mosquitoes attacked the couple and (them, they) as they slogged through the swamp.
7. Months later, Samuel and (she, her) became discouraged when they met someone who claimed to have already found the source of the Nile.
8. He told Florence and (he, him) that the source was Lake Victoria.
9. Florence and (he, him) weren’t sure, so they continued their search.

B. Dealing with Phrases That Interfere
Draw arrows from the boldfaced pronouns to the words they modify.
1. The explorers who had been through so much still kept their determination.
2. After months, when the Bakers found Lake Albert, Samuel wrote in his journal that they had found the source of the Nile.
3. Even though he was later proven wrong, Samuel was recognized for his efforts, while Florence was ignored for her part in the exploration.
More Pronoun Problems

A. Using Pronouns in Compounds

Underline the pronoun that completes each sentence correctly.

1. Billy and (she, her) went to the basketball game.
2. All the skiers followed Carolyn and (me, I) down the slope.
3. Between you and (I, me), this movie is not my favorite.
4. The most excited spectators were (we, us).
5. The dog trainer we admired the most was (she, her).
6. The audience had questions for Dr. Weiss and (he, him).
7. Dad gave Toshi and (he, him) a ride to the soccer game.
8. In Arizona, (she, her) and Carmen rode a dune buggy.
9. Mike and (I, me) stared at the hedgehog, and it stared back.
10. Janet made an ice sculpture for the twins and (we, us).

B. Dealing with Phrases That Interfere

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

1. The Bakers, in spite of this setback, never lost sight of its goal.

__________________________________________________________

2. Once, Samuel, trying to make a deal with a king in Africa, unknowingly agreed to exchange their wife for a guide.

__________________________________________________________

3. Florence, although sick along the way, often rescued its husband from danger.

__________________________________________________________

4. The canoe, while moving down the river, almost lost all its contents when a hippopotamus attacked.

__________________________________________________________

5. The Bakers, desperate with hunger, sometimes ate crocodile meat as its supper.

__________________________________________________________

6. Samuel, honored by a society of explorers, shared their reward with its wife.

__________________________________________________________
More Pronoun Problems

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.

Florence and Samuel Baker were not an ordinary couple. For one thing, European women in the 19th century were not known for their skill in canoeing down raging rivers, as Florence did. However, Samuel and her enjoyed the danger of exploration in Africa. To Samuel and she, the journey was serious business. Together, they planned a trip to find the source of the Nile River. Such a journey would be very dangerous. No one had done it before. In 1862, Samuel and she set out. On the way, they encountered many adventures. For example, the sight of a slave-trading center disgusted Florence and he. Civil wars slowed their progress. Samuel and her often became ill. Once, Florence lapsed into a coma, and Samuel thought that she would die. However, her and Samuel survived to become the first Europeans to stand at the shores of Lake Albert. Thanks to the efforts of Florence and he, the African continent became less mysterious to Europeans.

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, write an ending that contains a pronoun that refers to the subject of each sentence.

EXAMPLE The cat with long whiskers licked its fur.

1. The explorers in Africa often lost ________________________________.
2. The angry crocodile by the waterfall opened ________________________________.
3. Florence, although sick, rose from ________________________________.
4. Samuel, a good friend, was willing to share ________________________________.
5. The assistants, each one weighted down with a heavy load, picked up ________________.
6. Africa, a mysterious continent to many 19th-century people, was known for ________________.