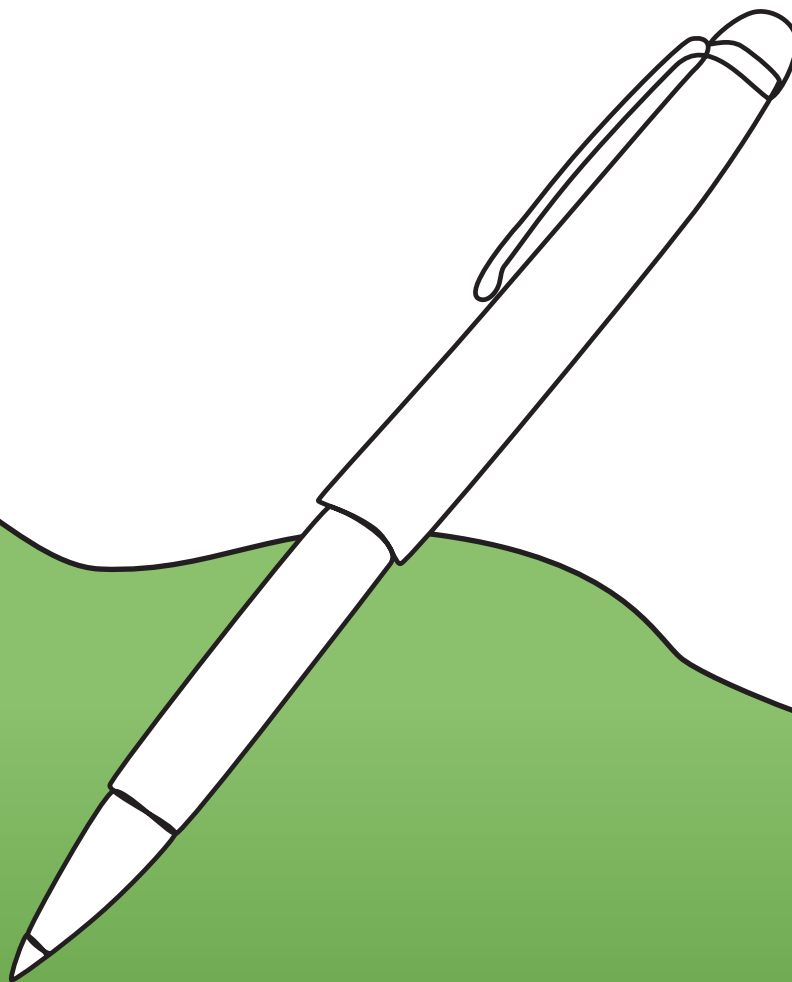


**3**

# **ANALYTICAL GRAMMAR®**

**Parts of Speech  
Sample**



## Lesson 2

# Pronouns

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### Instructor Notes

Pronouns play an important role in our language, and they fall into different categories that fill different jobs in English. While it is not necessary for students to memorize the lists provided, it is important that they are very familiar with these words. Remind them to refer to their lesson notes and look at the lists if they are not sure whether a word is a pronoun. For this lesson, they do not need to identify different kinds or cases of pronouns. It is enough that they can recognize a pronoun when they see one.

Students should learn to use the word **antecedent** correctly. Rather than saying, “*it* stands for *bird*,” for example, students should say, “*It* is a pronoun, and the antecedent of *it* is *bird*.” This word becomes important in ensuring agreement between the antecedent and pronoun in the usage lessons in Level 5, so students should become comfortable with it now.

While they are verbalizing the steps, students should first identify the nouns in the sentence, then the adjectives and articles, then the pronouns. Since some pronouns can act as adjectives, identifying pronouns after the other parts of speech will help to avoid confusion. Pronouns acting as adjectives will have already been labeled prior to identifying the pronouns in the sentence. Focus on correct identification of the parts of speech that should be marked, and don't worry if your student marks words that should not be. This will sort itself out as new parts of speech are introduced and mastered.

### A Tip for Instructors

If your student confidently completes Exercise A independently and without error, you may skip Exercises B and C and give them the option of taking the assessment early. If they score at least an 80% on the assessment, they are ready to move on. Decide with your student whether to jump into the next lesson immediately, or take a short break and wait for the following Monday. Either way, your student should still complete that lesson's Application & Enrichment activity before moving on.

## Lesson 2: Pronouns

A **pronoun** is a word that takes the place of one or more nouns with their modifiers. A pronoun can do anything a noun can do. Sometimes it even has its own modifiers! (These are usually adjectives; you won't often find a pronoun with an article as a modifier.) Here are a couple of definitions that will help us to talk about pronouns.

### Antecedents

An **antecedent** is the noun or nouns that the pronoun stands for. Some pronouns don't have stated antecedents, because the antecedents are understood from **context**. Sometimes you will find the antecedent in a previous sentence.

### Context

For our purposes, **context** is the setting or meaning of a word, sentence, or paragraph. When we are reading, we consider all words in their context, whether they are familiar or unfamiliar, by looking at their relationship to other words around them. If the words are unfamiliar, or, as with a pronoun, they are standing in for another word, we look for clues from the surrounding text to figure out what the word means. If a reader isn't able to figure out the antecedent of a pronoun from context, the sentence probably should be rewritten!

*pn*      *pro*

**Example:** Jasmine said she was tired.      The word **Jasmine** is the **antecedent** for **she**.

You don't need to memorize the following lists of pronouns, but you do need to read these lists and definitions carefully to be sure you can recognize a pronoun when you see one. You also should be aware that different kinds of pronouns are used in different situations. We'll learn more about those situations later. Right now, just focus on identifying them.

There are five main categories of pronouns in the English language.

### Personal Pronouns

These pronouns occur in four "cases." Don't worry about when these cases are used yet. Just become familiar with the pronouns, enough so that you can recognize them when you see them. Personal pronouns should have clear antecedents, or they can cause confusion.

	Subjective	Objective	Possessive	Reflexive/Intensive*
<b>Singular</b>	I	me	mine	myself
	you	you	yours	yourself/yourselves
	he	him	his*	himself
	she	her*	hers	herself
	it	it	its	itself
<b>Plural</b>	we	us	ours	ourselves
	they†	them†	theirs†	themselves†

†The pronouns on the last row—*they*, *them*, *theirs*, and *themselves*—are also used as gender-neutral singular pronouns when the antecedent's gender is unknown or not relevant to the context of the sentence. For example, instead of saying, "*He* or *she* should go to the bus stop after school," we should say, "*They* should go to the bus stop after school."

## Indefinite Pronouns

Indefinite pronouns are those with unknown or nonspecific antecedents. We don't know what noun these pronouns are replacing. "Someone left the water running." "Does anyone really like pineapple on pizza?" "Several have yellow flowers." It's not the quantity that's indefinite (for example, "somebody" always takes the singular form of the verb—we'll get to that later!); it's the antecedent. So when we hear, "He ate three of them!" we are unsure what he ate—cheeseburgers? apples? entire pizzas?—but we know there were three. In this example, then, *three* is an indefinite pronoun.

Singular	Plural	Either
another*	both*	all*
anybody	few*	any*
anyone	many*	more*
anything	most*	none
each*	others	some*
either*	several*	
everybody	two*, three*, etc. (all cardinal numbers can be indefinite pronouns)	

The following are only **singular** and have no plural:

everyone	no one	other*
everything	nobody	somebody
much	nothing	someone
neither	one*	something

## Demonstrative Pronouns

Think of pointing at something in the store display case: "What do you want?" "I want *that*." Demonstrative pronouns point something out or set it apart. These pronouns usually do not have antecedents.

Singular	Plural
that*	those*
this*	these*

## Interrogative Pronouns

Have you ever heard of someone being *interrogated*? That's when someone is asked a lot of questions, usually in a formal investigation. That's where the name *interrogative pronouns* comes from—these are pronouns that are used to ask questions. They usually come in cases like the personal pronouns. These pronouns don't have antecedents and can be singular or plural.

Subjective	Objective	Possessive	No Case
who	whom	whose*	which, what
whoever	whomever	whosever*	whichever, whatever

## Relative Pronouns

Relative pronouns, along with the adjective clauses they introduce, answer the questions “Who?” “What?” “Which?” about a noun. They are words you already know, and we will talk about them in Level 4 when we learn about adjective clauses. These are all the relative pronouns:

who/whom	what	which	that*
----------	------	-------	-------

\*Remember that we said that parts of speech have one name but can have many jobs? Note that several of the pronouns listed have asterisks next to them. The pronouns with the asterisks can act as adjectives at times. That’s why it’s best to follow the suggested order when you are parsing sentences. If you have already marked one of these words as an adjective in the sentence (if it answers the question “which?”), then it isn’t acting as a pronoun in the sentence. Look at this example:

*pn*            *pro adj*    *n*

**Example:** Jack loaned me his book.

*Note that **his** is being used as an adjective in this sentence: Which book? **His** book.*

*pn*            *art*    *n*            *pro*

**Example:** Jack said the book was his.

*Note that **his** is being used as a pronoun in this sentence. Its **antecedent** is “Jack’s book.”*

Many words that are similar to some of the pronouns you’ve just studied (such as *my, your, our, their*) can **only** be used as adjectives. That’s why they aren’t listed with the personal pronouns. Some grammar books call these words “possessive pronouns.” In this program, however, we will simply call them adjectives, since they are doing an adjective’s job.

## Pronouns: Exercise A

### Directions

In this exercise, the focus is on personal pronouns. Personal pronouns have antecedents, although they may not be found in the same sentence. Look back a sentence or two, if needed. Pronouns are easier to identify if you find all of the nouns and their modifiers first.

**Step 1:** Find all of the nouns. Write **n** over each common noun and **pn** over each proper noun. (Don't forget the "wings," if necessary!)

**Step 2:** Ask yourself "which?" about each noun. Write **adj** over each adjective and **art** over each article. Use "wings" to include all of the words that are part of a proper adjective. Be on the lookout for pronouns that are doing the adjective job!

**Step 3:** Find all of the personal pronouns and write **pro** over each one. Below each sentence, write each pronoun and its antecedent.

*pn art adj n pro pro*

**Example:** 1) David aimed at the distant target, but he just couldn't hit it.

*he = David it = target*

*pro art n pro art n pro \* pro pn*

2) "I know the reason you missed the target, but do you know what it is, David?"

*pn*  
asked Marina.

*I = Marina you, you = David it = reason*

*\*What is not parsed in this activity because it is an interrogative pronoun; the focus of this activity is personal pronouns. If your student marks what but can't find the antecedent, show them in the notes that it is an interrogative pronoun and doesn't have one.*

*pn pn pro adj n \* pro*

3) David looked at Marina, but he had no idea what she meant.

*he = David she = Marina*

*pn pn adj n pn adj n pro*

4) Jacob and Tom, both friends of David, were puzzled by her question themselves.

*themselves = Jacob and Tom*

*pn pro pro art n adj adj n*

5) David muttered to himself, "Seems to me the problem must be this old slingshot."

*himself, me = David*

2 EXERCISE A

*pn adj n pro pro pro*

- 6) When Marina heard his response, she chuckled to herself about it.

*she, herself = Marina it = response*

*pro pn pro pro art n pro pro*

- 7) She said to David, "If you think you can hit the target, you will hit it."

*She = Marina you, you, you = David it = target*

*pro \* art adj n art adj n*

- 8) She knew that just thinking a positive thought could have a large impact on whether

*art n pro*

he hit the target or missed it.

*She = Marina he = David it = target*

*\*That is not parsed in this activity because it is a relative pronoun; the focus of this activity is personal pronouns. If your student marks that but can't find the antecedent, show them in the notes that it is a relative pronoun and doesn't have one.*

*pn pro pro art n pro*

- 9) David realized she was right and wished he had thought of the idea himself!

*she = Marina he, himself = David*

*pn adj adj n art n art n*

- 10) David raised his loaded slingshot, thought about the bullseye, and placed a marble

*art n pro*

in the center of it.

*it = bullseye*

**Fill in the blank**

- 11) A pronoun is a word which takes the place of a \_\_\_\_\_.

*noun*

## Pronouns: Exercise B

### Directions

In this exercise, the focus is on demonstrative and interrogative pronouns, although it also includes some personal pronouns. Since demonstrative and interrogative pronouns don't usually have antecedents, you won't have to look for them.

**Step 1:** Find all of the nouns. Write **n** over each common noun and **pn** over each proper noun. (Don't forget the "wings," if necessary!)

**Step 2:** Ask yourself "which?" about each noun. Write **adj** over each adjective and **art** over each article. Use "wings" to include all of the words that are part of a proper adjective.

**Step 3:** Find all of the pronouns and write **pro** over each one. Remember to check the list if you're not sure if a word is a pronoun. (Be on the lookout for pronouns that are doing the adjective job! They are probably already marked as adjectives.)

———*pn*———      *art*    *adj*      *adj*      *n*      *pro*                      *art*    *n*    *pro*

- 1) Johnny Carson was a late-night television host, but he once made a joke that caused

*adj*      *n*                      *pro*

some trouble for him.

*pro*    *pro*                                      *pro*                      *art*    *n*                      *adj*      *n*                      *adj*      *n*

- 2) What he claimed was that there was a shortage of paper towels in this country.

*pro*    *pro*    *art*                      *n*                      *adj*      *n*    *pro*

- 3) He went on to describe what the consequences of this shortage might be, which alarmed

*adj*      *n*      *pro*    *pro*

many people who listened to him.

*art*                      *n*                      *adj*      *n*                      *pro*      *n*    *adj*      *n*

- 4) The implication of this joke was that people had better stock up on paper towels quickly

*art*                      *n*

or face the consequences.

*pro*                      *art*      *adj*      *n*                      *pro*    *pro*                      *art*      *n*                      *adj*      *n*

- 5) This was a humorous skit to those who knew a shortage of paper towels did not exist.



## 2 EXERCISE B

*n art adj n pro*

- 6) Within days, however, a real shortage developed, which was surprising!

*pro pro art adj n pro*

- 7) Those who did not realize there was not a real shortage went out and bought up all of

*art adj n pro*

the paper towels they could find.

*pro art adj n pro n pro*

- 8) This disrupted the normal distribution, which created shortages for whoever really needed

*adj n*

paper towels.

*pro art n pro adj n*

- 9) Whoever believed the shortage to be true acted on it and, by their actions, caused

*art n*

the belief to become true.

*pro adj n art adj n pro*

- 10) This is another example of a self-fulfilling prophecy which came about because of

*pro n*

what people thought.

### Fill in the blank

- 11) A pronoun is a word which \_\_\_\_\_ of a noun.

*takes the place*

- 12) A noun is the name of \_\_\_\_\_.

*a person, place, thing, or idea*

- 13) An adjective \_\_\_\_\_.

*modifies or describes a noun*

- 14) An antecedent is \_\_\_\_\_.

*the noun the pronoun takes the place of*

## Pronouns: Exercise C

### Directions

This exercise is designed to give you practice with the indefinite pronouns, but all of the other pronouns are included, too. Remember to refer to your notes if you need help.

**Step 1:** Find all of the nouns. Write **n** over each common noun. Write **pn** over each proper noun. Use wings to include all of the words that are part of a proper noun, if necessary.

**Step 2:** Ask yourself “which?” about each noun. Write **adj** over each adjective and **art** over each article. Use wings to include all of the words that are part of a proper adjective.

**Step 3:** Find all of the pronouns and write **pro** over each of them. Be careful—there is one pronoun that needs wings!

*pro pro pro pro n art adj adj n*

- 1) Many who are successful at what they do in life have a positive mental attitude.

*pro pro n adj n adj adj n*

- 2) Everyone knows that students in our school have positive and creative attitudes.

*pro pro adj n art n pro pro art n pro*

- 3) All of us believe our school is the best, and, because we think it is the best, we act

*n pro pro art n*

in ways that make it the best.

*pro pro adj n art adj adj n n*

- 4) Everyone who visits our school is impressed by the friendly, helpful students and faculty.

*pro pro adj n n pro pro*

- 5) All of us work to keep our halls and cafeteria clean so everyone can enjoy them

*pro pro*

as much as we do.

## 2 EXERCISE C

*pro pro pro adj n pro*

- 6) When we see someone who is careless about our school, we remain positive and do

*pro pro art n*

whatever we can to correct the problem.

*pro n adj adj n —pro— pro*

- 7) Hundreds of people watch our sports teams, but no one has ever accused us of

*adj n*

poor sportsmanship.

*pro pro art n n n art n art n*

- 8) Anyone who has a question or problem can always get help from a teacher, a counselor,

*art n*

or a principal.

*pro pro adj n pro adj n art n*

- 9) We cannot manage everything at one time, so we manage one thing at a time.

*pro pro pro pro pro*

- 10) Often, if someone believes they can do something, they will do it!

### Fill in the blank

- 11) A pronoun \_\_\_\_\_.

*takes the place of a noun*

- 12) The three articles are \_\_\_\_\_.

*a, an, and the*

## Application & Enrichment

### Paraphrasing Activity 2

We learned a little about paraphrasing in the Application & Enrichment activity in Lesson 1. It is an essential skill to be able to process information and put it into your own words, because using other writers' words is called **plagiarism**. Plagiarism is taking someone else's words or ideas and presenting them as your own. This can include just changing words while keeping the structure of the sentence. That's why it is so important to read and read and read a passage until you understand it and can put it into your own words. Look at the following example from Mark Twain's *A Connecticut Yankee in King Arthur's Court*:

“It was in Warwick Castle that I came across the curious stranger whom I am going to talk about. He attracted me by three things: his candid simplicity, his marvelous familiarity with ancient armor, and the restfulness of his company—for he did all the talking. We fell together, as modest people will, in the tail of the herd that was being shown through, and he at once began to say things which interested me.”

Here is a “paraphrase” that is actually plagiarism:

It was in Warwick Castle that I met the odd fellow whom I am going to tell you about. He fascinated me by three characteristics: his honest directness, his amazing acquaintance with old armor, and the peacefulness of his presence—for he did all the speaking. We ended up together, as humble folk will, at the end of the line that was being taken on the tour, and he immediately started to speak of things that intrigued me.

The sentences are all the same; they just have a few different words! Now look at this paraphrase of the same passage:

I met the unusual man that I want to tell you about while I was visiting Warwick Castle. Both of us, not being the pushy type, were hanging to the back of the tour group when he began to give interesting commentary on what we were seeing. I was fascinated with his wealth of knowledge about ancient armor, and his straightforwardness and pleasantness made me like him right away, even though I couldn't get a word in.

It is clearly the same passage, but the sentence structure, word choice, and even the sequence that the information is presented in is different from the original.

### Directions

In Lesson 1's Application & Enrichment, you replaced the adjectives and nouns in the following sentence to make it different. Mark all of the nouns (**n**), adjectives (**adj**), and articles (**art**) again, and mark any pronouns (**pro**), too. Next, reread the sentence until you are sure you know what it says. Finally, cover the sentence and rewrite it in your own words. You can change words, sentence structure, or anything else you would like, as long as you try to provide the same information in your rewritten sentence as is given in the original.

——adj——    n                    art    n                    adj            n                    adj            n

Mark Twain's effort to umpire a game of old-fashioned baseball on Saturday afternoon at

art    —————pn—————                    art    n                    adj            n

the Maple Avenue Park was not unmixed with an element of good-natured humbuggery.

## Pronouns: Assessment

### Directions

Mark all of the nouns (**n**), proper nouns (**pn**), adjectives (**adj**), articles (**art**), and pronouns (**pro**). Be sure to use wings, if necessary. Remember that you can look at the notes pages if you need help.

*pn*                      *pro*   *pn*      *pro*                      *pro*                      *pro*      *pro*

$\frac{\quad}{8}$  1) Sofia once said to me, “Aya, if you think something is true, even if it isn’t, you can

*pro*

make it become true.”

*adj*    *n*                                      *adj*    *n*                                      *pro*                      *pro*

$\frac{\quad}{7}$  2) Many people have accomplished impossible things simply because they thought they

*pro*

could do them.

*n*                      *n*                      *adj*    *n*      *pro*                      *adj*    *n*                      *pro*

$\frac{\quad}{9}$  3) Humans love stories of everyday people who do impossible things because they

*pro*

believe in themselves.

*pro*    *art*    *adj*    *n*                      *n*                      *n*    *art*    *adj*    *n*                      *adj*    *n*

$\frac{\quad}{15}$  4) This is a popular theme of folktales and fables: the brave hero or lucky fool

*pro*                      *art*    *adj*    *n*

who accomplishes an impossible task.

*pro*                      *pro*    *art*    *n*                      \*                      *pro*

$\frac{\quad}{8}$  5) Because they did not believe that the task was impossible, they thought creatively

*art*    *n*                      *pro*

and found a way to do it.

—<sub>8</sub> 6) Folktales are full of characters who are given impossible tasks to complete and

*pro* *pro* *pro*  
who refuse to believe they can't do them.

—<sub>9</sub> 7) King Arthur didn't know that he shouldn't have been able to pull the sword from

*art n* *pro* *pro*  
the stone, so he tried and he succeeded.

—<sub>12</sub> 8) Greek mythology has many stories of human heroes who were given impossible tasks

*pro* *pro* *pro*  
by those who hoped they would fail.

—<sub>13</sub> 9) Japanese folklore tells of two sisters who found a way to wrap fire and wind

*n* *pro* *adj* *n*  
in paper so they could earn their freedom.

—<sub>15</sub> 10) Every country in the world has stories of brave heroes and lucky fools who succeed

*adj* *n* *pro* \* *pro* *pro*  
at impossible tasks because they are positive they can do it!

==  
104 \* **Note:** Three words are marked with asterisks. These words are adjectives, but they are predicate adjectives, which your student will not learn for several lessons. If your student identifies these words as adjectives, give them a bonus point! They are paying very close attention to the jobs that words are doing in the sentence. If they do not recognize them as adjectives, do not count them incorrect. Only adjectives that are placed before the noun are counted as part of the total score.

**Fill in the blank**

11) A noun is the name of \_\_\_\_\_.  
1 *a person, place, thing, or idea*

12) A proper noun always begins with \_\_\_\_\_.  
1 *a capital letter*

12) A \_\_\_\_\_ noun can only consist of one word, but a  
2 \_\_\_\_\_ noun can be more than one word.  
*common, proper*

13) The articles are \_\_\_\_\_.  
3 *a, an, and the*

14) An adjective modifies \_\_\_\_\_ and \_\_\_\_\_.  
2 *nouns, pronouns*

15) A pronoun \_\_\_\_\_.  
1 *takes the place of a noun*

15) A pronoun \_\_\_\_\_.  
1 *takes the place of a noun*

16) An antecedent is \_\_\_\_\_.  
1 *the noun the pronoun stands for*

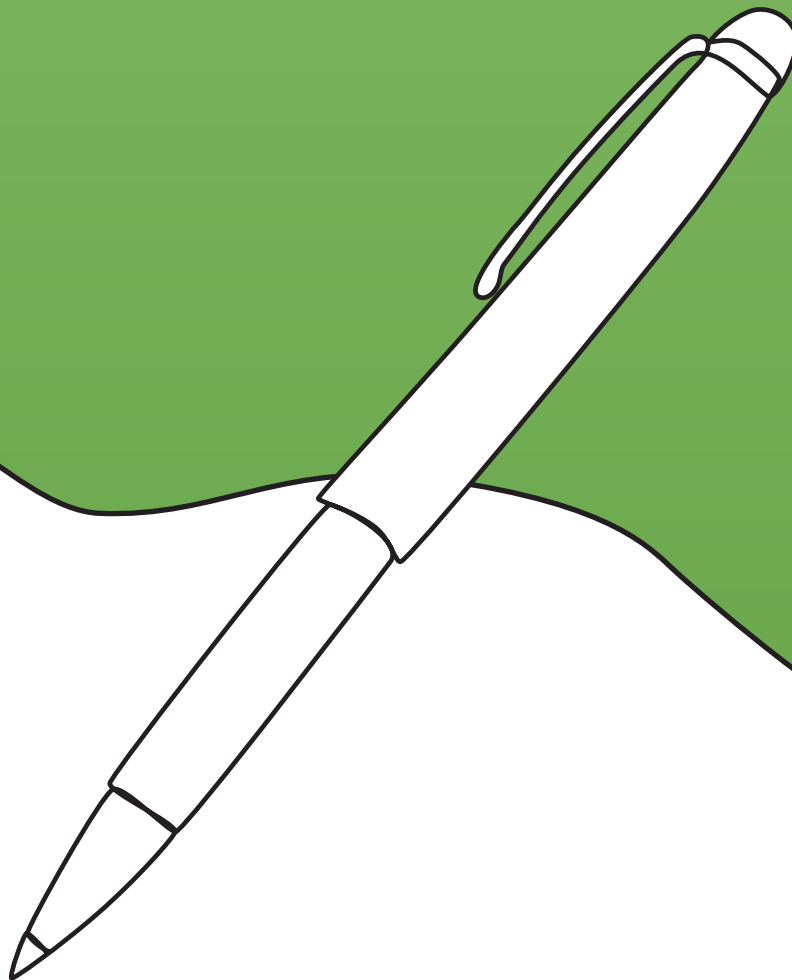
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11

== Total Points  $\frac{92}{115} = 80\%$

**3**

# **ANALYTICAL GRAMMAR®**

**Parts of Speech  
Sample**





**Lesson 2**

# **Pronouns**

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## Lesson 2: Pronouns

A **pronoun** is a word that takes the place of one or more nouns with their modifiers. A pronoun can do anything a noun can do. Sometimes it even has its own modifiers! (These are usually adjectives; you won't often find a pronoun with an article as a modifier.) Here are a couple of definitions that will help us to talk about pronouns.

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An **antecedent** is the noun or nouns that the pronoun stands for. Some pronouns don't have stated antecedents, because the antecedents are understood from **context**. Sometimes you will find the antecedent in a previous sentence.

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*pn*      *pro*

**Example:** Jasmine said she was tired.      *The word **Jasmine** is the **antecedent** for **she**.*

You don't need to memorize the following lists of pronouns, but you do need to read these lists and definitions carefully to be sure you can recognize a pronoun when you see one. You also should be aware that different kinds of pronouns are used in different situations. We'll learn more about those situations later. Right now, just focus on identifying them.

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<b>Singular</b>	I	me	mine	myself
	you	you	yours	yourself/yourselves
	he	him	his*	himself
	she	her*	hers	herself
	it	it	its	itself
<b>Plural</b>	we	us	ours	ourselves
	they†	them†	theirs†	themselves†

†The pronouns on the last row—*they*, *them*, *theirs*, and *themselves*—are also used as gender-neutral singular pronouns when the antecedent's gender is unknown or not relevant to the context of the sentence. For example, instead of saying, "*He* or *she* should go to the bus stop after school," we should say, "*They* should go to the bus stop after school."

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Indefinite pronouns are those with unknown or nonspecific antecedents. We don't know what noun these pronouns are replacing. "Someone left the water running." "Does anyone really like pineapple on pizza?" "Several have yellow flowers." It's not the quantity that's indefinite (for example, "somebody" always takes the singular form of the verb—we'll get to that later!); it's the antecedent. So when we hear, "He ate three of them!" we are unsure what he ate—cheeseburgers? apples? entire pizzas?—but we know there were three. In this example, then, *three* is an indefinite pronoun.

Singular	Plural	Either
another*	both*	all*
anybody	few*	any*
anyone	many*	more*
anything	most*	none
each*	others	some*
either*	several*	
everybody	two*, three*, etc. (all cardinal numbers can be indefinite pronouns)	

The following are only **singular** and have no plural:

everyone	no one	other*
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neither	one*	something

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Think of pointing at something in the store display case: "What do you want?" "I want *that*." Demonstrative pronouns point something out or set it apart. These pronouns usually do not have antecedents.

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that*	those*
this*	these*

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who	whom	whose*	which, what
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\*Remember that we said that parts of speech have one name but can have many jobs? Note that several of the pronouns listed have asterisks next to them. The pronouns with the asterisks can act as adjectives at times. That’s why it’s best to follow the suggested order when you are parsing sentences. If you have already marked one of these words as an adjective in the sentence (if it answers the question “which?”), then it isn’t acting as a pronoun in the sentence. Look at this example:

*pn*            *pro adj*    *n*

**Example:** Jack loaned me his book.

*Note that **his** is being used as an adjective in this sentence: Which book? **His** book.*

*pn*            *art*    *n*            *pro*

**Example:** Jack said the book was his.

*Note that **his** is being used as a pronoun in this sentence. Its **antecedent** is “Jack’s book.”*

Many words that are similar to some of the pronouns you’ve just studied (such as *my, your, our, their*) can **only** be used as adjectives. That’s why they aren’t listed with the personal pronouns. Some grammar books call these words “possessive pronouns.” In this program, however, we will simply call them adjectives, since they are doing an adjective’s job.

## Pronouns: Exercise A

### Directions

In this exercise, the focus is on personal pronouns. Personal pronouns have antecedents, although they may not be found in the same sentence. Look back a sentence or two, if needed. Pronouns are easier to identify if you find all of the nouns and their modifiers first.

**Step 1:** Find all of the nouns. Write *n* over each common noun and *pn* over each proper noun. (Don't forget the "wings," if necessary!)

**Step 2:** Ask yourself "which?" about each noun. Write *adj* over each adjective and *art* over each article. Use "wings" to include all of the words that are part of a proper adjective. Be on the lookout for pronouns that are doing the adjective job!

**Step 3:** Find all of the personal pronouns and write *pro* over each one. Below each sentence, write each pronoun and its antecedent.

*pn*                      *art*   *adj*     *n*                      *pro*                      *pro*

**Example:** 1) David aimed at the distant target, but he just couldn't hit it.

*he* = David                                      *it* = target

2) "I know the reason you missed the target, but do you know what it is, David?"

asked Marina.

3) David looked at Marina, but he had no idea what she meant.

4) Jacob and Tom, both friends of David, were puzzled by her question themselves.

5) David muttered to himself, "Seems to me the problem must be this old slingshot."

## 2 EXERCISE A

- 6) When Marina heard his response, she chuckled to herself about it.
- 7) She said to David, "If you think you can hit the target, you will hit it."
- 8) She knew that just thinking a positive thought could have a large impact on whether he hit the target or missed it.
- 9) David realized she was right and wished he had thought of the idea himself!
- 10) David raised his loaded slingshot, thought about the bullseye, and placed a marble in the center of it.

### Fill in the blank

- 11) A pronoun is a word which takes the place of a \_\_\_\_\_.

## Pronouns: Exercise B

### Directions

In this exercise, the focus is on demonstrative and interrogative pronouns, although it also includes some personal pronouns. Since demonstrative and interrogative pronouns don't usually have antecedents, you won't have to look for them.

**Step 1:** Find all of the nouns. Write **n** over each common noun and **pn** over each proper noun. (Don't forget the "wings," if necessary!)

**Step 2:** Ask yourself "which?" about each noun. Write **adj** over each adjective and **art** over each article. Use "wings" to include all of the words that are part of a proper adjective.

**Step 3:** Find all of the pronouns and write **pro** over each one. Remember to check the list if you're not sure if a word is a pronoun. (Be on the lookout for pronouns that are doing the adjective job! They are probably already marked as adjectives.)

- 1) Johnny Carson was a late-night television host, but he once made a joke that caused

some trouble for him.

- 2) What he claimed was that there was a shortage of paper towels in this country.

- 3) He went on to describe what the consequences of this shortage might be, which alarmed

many people who listened to him.

- 4) The implication of this joke was that people had better stock up on paper towels quickly

or face the consequences.

- 5) This was a humorous skit to those who knew a shortage of paper towels did not exist.

## 2 EXERCISE B

- 6) Within days, however, a real shortage developed, which was surprising!
- 7) Those who did not realize there was not a real shortage went out and bought up all of  
the paper towels they could find.
- 8) This disrupted the normal distribution, which created shortages for whoever really needed  
paper towels.
- 9) Whoever believed the shortage to be true acted on it and, by their actions, caused  
the belief to become true.
- 10) This is another example of a self-fulfilling prophecy which came about because of  
what people thought.

### Fill in the blank

- 11) A pronoun is a word which \_\_\_\_\_ of a noun.
- 12) A noun is the name of \_\_\_\_\_.
- 13) An adjective \_\_\_\_\_.
- 14) An antecedent is \_\_\_\_\_.



## Pronouns: Exercise C

### Directions

This exercise is designed to give you practice with the indefinite pronouns, but all of the other pronouns are included, too. Remember to refer to your notes if you need help.

**Step 1:** Find all of the nouns. Write *n* over each common noun. Write *pn* over each proper noun. Use wings to include all of the words that are part of a proper noun, if necessary.

**Step 2:** Ask yourself “which?” about each noun. Write *adj* over each adjective and *art* over each article. Use wings to include all of the words that are part of a proper adjective.

**Step 3:** Find all of the pronouns and write *pro* over each of them. Be careful—there is one pronoun that needs wings!

- 1) Many who are successful at what they do in life have a positive mental attitude.
  
- 2) Everyone knows that students in our school have positive and creative attitudes.
  
- 3) All of us believe our school is the best, and, because we think it is the best, we act  

in ways that make it the best.
  
- 4) Everyone who visits our school is impressed by the friendly, helpful students and faculty.
  
- 5) All of us work to keep our halls and cafeteria clean so everyone can enjoy them  

as much as we do.

## 2 EXERCISE C

6) When we see someone who is careless about our school, we remain positive and do

whatever we can to correct the problem.

7) Hundreds of people watch our sports teams, but no one has ever accused us of

poor sportsmanship.

8) Anyone who has a question or problem can always get help from a teacher, a counselor,

or a principal.

9) We cannot manage everything at one time, so we manage one thing at a time.

10) Often, if someone believes they can do something, they will do it!

### Fill in the blank

11) A pronoun \_\_\_\_\_.

12) The three articles are \_\_\_\_\_.

## Application & Enrichment

### Paraphrasing Activity 2

We learned a little about paraphrasing in the Application & Enrichment activity in Lesson 1. It is an essential skill to be able to process information and put it into your own words, because using other writers' words is called **plagiarism**. Plagiarism is taking someone else's words or ideas and presenting them as your own. This can include just changing words while keeping the structure of the sentence. That's why it is so important to read and read and read a passage until you understand it and can put it into your own words. Look at the following example from Mark Twain's *A Connecticut Yankee in King Arthur's Court*:

“It was in Warwick Castle that I came across the curious stranger whom I am going to talk about. He attracted me by three things: his candid simplicity, his marvelous familiarity with ancient armor, and the restfulness of his company—for he did all the talking. We fell together, as modest people will, in the tail of the herd that was being shown through, and he at once began to say things which interested me.”

Here is a “paraphrase” that is actually plagiarism:

It was in Warwick Castle that I met the odd fellow whom I am going to tell you about. He fascinated me by three characteristics: his honest directness, his amazing acquaintance with old armor, and the peacefulness of his presence—for he did all the speaking. We ended up together, as humble folk will, at the end of the line that was being taken on the tour, and he immediately started to speak of things that intrigued me.

The sentences are all the same; they just have a few different words! Now look at this paraphrase of the same passage:

I met the unusual man that I want to tell you about while I was visiting Warwick Castle. Both of us, not being the pushy type, were hanging to the back of the tour group when he began to give interesting commentary on what we were seeing. I was fascinated with his wealth of knowledge about ancient armor, and his straightforwardness and pleasantness made me like him right away, even though I couldn't get a word in.

It is clearly the same passage, but the sentence structure, word choice, and even the sequence that the information is presented in is different from the original.

### Directions

In Lesson 1's Application & Enrichment, you replaced the adjectives and nouns in the following sentence to make it different. Mark all of the nouns (**n**), adjectives (**adj**), and articles (**art**) again, and mark any pronouns (**pro**), too. Next, reread the sentence until you are sure you know what it says. Finally, cover the sentence and rewrite it in your own words. You can change words, sentence structure, or anything else you would like, as long as you try to provide the same information in your rewritten sentence as is given in the original.

Mark Twain's effort to umpire a game of old-fashioned baseball on Saturday afternoon at

the Maple Avenue Park was not unmixed with an element of good-natured humbuggery.

## Pronouns: Assessment

### Directions

Mark all of the nouns (**n**), proper nouns (**pn**), adjectives (**adj**), articles (**art**), and pronouns (**pro**). Be sure to use wings, if necessary. Remember that you can look at the notes pages if you need help.

- 1) Sofia once said to me, “Aya, if you think something is true, even if it isn’t, you can  
  
make it become true.”
  
- 2) Many people have accomplished impossible things simply because they thought they  
  
could do them.
  
- 3) Humans love stories of everyday people who do impossible things because they  
  
believe in themselves.
  
- 4) This is a popular theme of folktales and fables: the brave hero or lucky fool  
  
who accomplishes an impossible task.
  
- 5) Because they did not believe that the task was impossible, they thought creatively  
  
and found a way to do it.

- 6) Folktales are full of characters who are given impossible tasks to complete and who refuse to believe they can't do them.
- 7) King Arthur didn't know that he shouldn't have been able to pull the sword from the stone, so he tried and he succeeded.
- 8) Greek mythology has many stories of human heroes who were given impossible tasks by those who hoped they would fail.
- 9) Japanese folklore tells of two sisters who found a way to wrap fire and wind in paper so they could earn their freedom.
- 10) Every country in the world has stories of brave heroes and lucky fools who succeed at impossible tasks because they are positive they can do it!

**Fill in the blank**

- 11) A noun is the name of \_\_\_\_\_.
- 12) A proper noun always begins with \_\_\_\_\_.
- 12) A \_\_\_\_\_ noun can only consist of one word, but a \_\_\_\_\_ noun can be more than one word.
- 13) The articles are \_\_\_\_\_.
- 14) An adjective modifies \_\_\_\_\_ and \_\_\_\_\_.
- 15) A pronoun \_\_\_\_\_.
- 15) A pronoun \_\_\_\_\_.
- 16) An antecedent is \_\_\_\_\_.