

Choices: Investigating Pronoun Usage

Here's your chance to step out of the grammar book and into the real world. You may not realize it, but examples of pronoun usage appear in your life every day. The following activities challenge you to find a connection between pronoun usage and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

DISCUSSION

Get Real

In common usage, *whom* is heard less often than *who*, regardless of the case required by the sentence. Why? What's the big deal? Is thinking about case too much trouble? Why was *who* chosen and not *whom*? Lead a discussion of these questions.

LINGUISTIC HISTORY

Ye Merry Gentlemen

Luckily, *you* is one pronoun that we don't need to divide into nominative and objective cases, but such was not always the case. Do a little research. (The *Oxford English Dictionary* would be an excellent source.) What is the history of the second-person pronoun? When did *you* first come into general use? How does *ye* fit into the picture? Then, fill your classmates in on a little bit of the history of the English language.

GRAPHICS

Fill in the Blank

Create a diagram that illustrates the use of personal pronouns in sentence structure. Your diagram will include two versions of the same sentence. To begin, write a sentence with four nouns—a subject, an indirect object, a direct object, and an object of a preposition. Then, write the sentence again, this time replacing each noun with a blank line to be filled in with a personal pronoun. Draw a vertical line that extends down from each blank, and then surround each vertical line with a list of personal pronouns that make sense in that position. These pronouns don't have to refer to the nouns in your original sentence; this is your chance to create new possibilities. Transfer your diagram to poster board, and with your teacher's permission, hang it in the classroom.

LINGUISTICS

Y'all Come Back

Standard English has no special pronoun for second-person plural. However, regional dialects of English do. In fact, there are several different expressions. What are these expressions? In what regions are they used? Let your classmates know the answers to these questions.

DISCUSSION

She's a Grand Old Flag

The form of a personal pronoun can indicate the pronoun's case, but it can also indicate the pronoun's gender. Why do we use feminine pronouns to refer to some objects? Think about this question. Begin by making a list of things, such as cannons, that are often called *she*. Why do you suppose these things were chosen and not others? Do other languages also use feminine-case pronouns similarly? If so, what objects do these languages label as feminine? Lead a discussion of these questions.

STUDY AID

"Unruly" Conduct

Create a list of all the rules in this chapter and provide at least one example sentence for each. Highlight in color important rules such as pronouns that are predicate nominatives and *who* versus *whom*. Make copies for your classmates and hand them out.

WRITING

Good Times, Good Friends

Write a page that tells the good things about three friends of yours. What's so hard about that? Use at least ten pronouns, but don't use any nominative-case pronouns.

Case Forms

Case is the form that a noun or a pronoun takes to show its relationship to other words in a sentence. In English, there are three cases: *nominative*, *objective*, and *possessive*.

NOMINATIVE CASE That **author** is my favorite. **He** is my favorite. [subjects]

OBJECTIVE CASE I gave **him** a **book** with **pictures**. [objects]

POSSESSIVE CASE **My** sister likes that **author's** books. [possessive pronoun and possessive noun]

EXERCISE Above each underlined word in the following sentences, write *N* for *nominative case*, *O* for *objective case*, or *P* for *possessive case*.

Example 1. ^NI read an article about a famous explorer.

1. She went to the bottom of the ocean.
2. Another diver followed her as a safety precaution.
3. The divers used hand signals to communicate underwater.
4. Near the shore, they saw a shelf of land.
5. This shelf's name is the continental shelf.
6. A shelf can slope many fathoms under water.
7. These shelves attract explorers from around the world.
8. Scuba divers wear special equipment for exploring.
9. A diver's mask is a window to an exciting, new world.
10. Its fit helps to ensure a safe and comfortable dive.
11. Hers is equipped with a purge valve that helps to remove water.
12. Fins increase a diver's swimming power.
13. A snorkel is attached to the mask strap on the left side.
14. It helps a diver on the surface to conserve air.
15. When they wear scuba tanks, divers take their air supply with them.
16. We want to learn to scuba dive.
17. Mr. Jesse will teach us.
18. He teaches his classes at the city pool.
19. Our final dive, or checkout dive, would be at Lake Travis.
20. Will Tana's soccer schedule interfere with scuba classes?

The Nominative Case

10a. The **subject** of a verb should be in the nominative case.

EXAMPLE Did **he** and **she** design the Web site? [*He* and *she* are the subjects of *Did design*.]

10b. A **predicate nominative** should be in the nominative case.

EXAMPLE The judges will be **they**. [*They* follows the linking verb *will be* and identifies the subject *judges*.]

EXERCISE A For each of the sentences below, underline the correct pronoun form in parentheses.

Example 1. Al and (they, *them*) volunteered at the homeless shelter.

- (*We*, *Us*) play chess every afternoon.
- Everyone could see it was (*he*, *him*).
- Did the Jenkins family or (*they*, *them*) host the picnic?
- The French government and (*we*, *us*) have a good relationship.
- On our team the high scorers were (*he*, *him*) and I.
- The only people to understand the poem were (*they*, *them*).
- The police officer and (*we*, *us*) were the ones who saw the UFO.
- Stephanie and (*he*, *him*) thought the joke was hilarious.
- Either Toni or (*she*, *her*) will pick you up after the show.
- Wasn't it (*he*, *him*) who reported the missing bicycle?

EXERCISE B Each of the following sentences contains an underlined pronoun. Write C above the underlined pronoun if its form is correct. If the pronoun form is incorrect, cross it out and write the correct form above it.

Example 1. The tutors will be ~~her~~^{she} and I.

- Grandma and me went to a class to learn about computers.
- After the replay, the referee said the winners were us.
- The photographers should have been them.
- The first to perform are we.
- The most valuable player might have been her.

The Objective Case

10c. A **direct object** should be in the objective case.

EXAMPLE Lisa asked **me** to go to the library. [*Me* tells *whom* Lisa asked.]

10d. An **indirect object** should be in the objective case.

EXAMPLE The teacher gave **us** a test. [*Us* tells *to whom* the teacher gave a test.]

10e. An **object of a preposition** should be in the objective case.

EXAMPLE No one except **Oscar** and **him** speaks Spanish. [*Oscar* and *him* are the objects of the preposition *except*.]

EXERCISE A For each of the sentences below, underline the correct pronoun form in parentheses.

Example 1. Did you go with Conchita and (*he*, *him*) to the party?

1. The clown chose Mike and (*she*, *her*) from the audience.
2. He offered (*we*, *us*) some kimchi, a Korean salad.
3. Everyone applauded the performers and (*he*, *him*).
4. Between you and (*I*, *me*), the Hornets are my favorite team.
5. The crossing guard gave Racquel and (*I*, *me*) some good advice.

EXERCISE B Each of the following sentences contains at least one underlined pronoun. Write C above the underlined pronoun if its form is correct. If the pronoun form is incorrect, cross it out and write the correct form above it.

Example 1. Will you show ^C him and ^{me} ~~I~~ your science project?

6. There are several seats between her and we.
7. Mr. Yakanura made us tempura for dinner.
8. Mr. Hinds gave Peggy and she directions.
9. She gave the CD-ROM to we.
10. When we visited China, Grandma took me to a festival.
11. Will you give her and I your e-mail address?
12. We played against the Raiders and they at the end of the season.
13. Will our class send him a get-well card?
14. The soothing piano music calmed she and I.
15. For he and I, Ms. Tompkins drew a huge cat.

Nominative and Objective Case A

The **subject** of a verb and a **predicate nominative** should be in the nominative case.

EXAMPLES May **we** go to the art exhibit? [subject]
My favorite artists are **Frida Kahlo** and **she**. [predicate nominatives]

A **direct object**, an **indirect object**, and an **object of a preposition** should be in the objective case.

EXAMPLES Mother took **her** and **me** to the gallery opening. [direct objects]
Show **us** your latest charcoal drawing. [indirect object]
For **Sue** and **them**, the guide gave a special tour. [objects of a preposition]

EXERCISE For each of the following sentences, underline the correct pronoun form in parentheses.

Example 1. They and (I, me) visited the Metropolitan Museum of Art.

- The guide showed (*we*, *us*) the Yoruba sculpture exhibit.
- Tell (*I*, *me*) more about this African art form.
- (*We*, *Us*) think this terra-cotta sculpture is fascinating!
- The last to leave the exhibit was (*she*, *her*).
- Greta and (*he*, *him*) were eager to see “Mirror of the Medieval World.”
- They waited for (*we*, *us*) at the door.
- Art of the Middle Ages interests (*they*, *them*).
- (*We*, *Us*) saw works of art created between the fourth and sixteenth centuries.
- The group members most interested in medieval art are (*we*, *us*).
- The guide directed (*I*, *me*) to an American Indian art exhibit.
- Everyone except (*they*, *them*) followed me.
- Hal and (*he*, *him*) were amazed by the quilled and beaded work.
- Drawings on painted buffalo skins told (*we*, *us*) stories.
- Kim showed (*I*, *me*) a basket woven by Datsolalee.
- One of the best-known of all American Indian basket weavers is (*she*, *her*).
- Between you and (*I*, *me*), the wooden masks seemed scary.
- The guide gave (*we*, *us*) pamphlets about the exhibit.
- It was (*I*, *me*) who begged to stay.
- My sister should have come with (*we*, *us*).
- I bought (*she*, *her*) a book from the museum’s bookshop.

Nominative and Objective Case B

The **subject** of a verb and a **predicate nominative** should be in the nominative case.

A **direct object**, an **indirect object**, and an **object of a preposition** should be in the objective case.

EXERCISE Each of the following sentences contains at least one underlined pronoun. Write C above the underlined pronoun if its form is correct. If the pronoun form is incorrect, cross it out and write the correct form above it.

Example 1. Our visitors might have been ^C she and ^{he} ~~him~~.

1. Did you see the photographs by Dorothea Lange and she?
2. The winner in the Fun Run's wheelchair division was he.
3. Dr. Chen showed her and I his acupuncture clinic.
4. The volunteer coordinator should be her.
5. Will you play a game with he and I?
6. Him and me are building a model of the White House.
7. Did you see him and her at the grocery store?
8. Grandpa taught he and I some yoga postures.
9. Your biggest fans are her and me.
10. Will you go with Claire and I to hear the violinist Itzhak Perlman?
11. I made her and him a nutritious snack.
12. We and they meet on Thursdays for chess games.
13. Mother and me designed a new birdhouse.
14. Daisuke told she and I about his trip to Tokyo.
15. Did you choose him or I?
16. Juanita, Malcolm, and me collaborated on a science project.
17. Is the author of the skit her or him?
18. Uncle Stuart gave him and I bicycles for our shared birthday.
19. The awards presented to she and I were hung over the mantelpiece.
20. We may have to go to the mall without her.

The Possessive Case

10f. The personal pronouns in the possessive case—*my, mine, your, yours, his, her, hers, its, our, ours, their, theirs*—are used to show ownership or possession.

EXAMPLES Have you seen **my** sweater?
I believe these books are **theirs**.

EXERCISE A In each of the following sentences, underline the personal pronoun in the possessive case.

Example 1. Mine has white stripes.

1. Did Jenny try on her kimono?
2. With yours, the class has now collected over one hundred cans.
3. My report is about the history of skateboarding.
4. Mine is hanging in the closet.
5. Has theirs ever been tested for safety?
6. Our piñata is filled with fruit, nuts, and small toys.
7. A vegetarian restaurant is their choice.
8. Hers is the only project about volcanoes.
9. Where are your new glasses?
10. Its nest is made of twigs, leaves, and bits of yarn.

EXERCISE B Choose appropriate possessive-case pronouns for the blanks in the following sentences. Use a variety of pronouns.

Example 1. Is this video game yours?

11. Will _____ poem appear in our school's literary magazine?
12. _____ stamp collection is not for sale.
13. Place your trophy next to _____.
14. I want to leave my suitcase here with _____.
15. _____ Web page design looks professional.
16. Has _____ piano been tuned lately?
17. _____ opinions differ on that issue.
18. _____ was chosen first.
19. Did _____ basketball coach offer any helpful suggestions?
20. Most of _____ clothes are made of cotton.

Who and Whom

10g. The use of **who** or **whom** in a subordinate clause depends on how the pronoun functions in the clause. The nominative form is **who**. The objective form is **whom**.

EXAMPLES Do you know **who** he is? [predicate nominative of the subordinate clause *who he is*]
 Leslie Marmon Silko is an author **whom** our class enjoys. [direct object of the subordinate clause *whom our class enjoys*]

EXERCISE A For each of the sentences below, underline the correct pronoun form in parentheses.

Example 1. The person (*who*, *whom*) she invited is a secret.

1. The woman (*who*, *whom*) fixed our stereo just called.
2. Taro is the one (*who*, *whom*) gave me the letter.
3. Justice O'Connor, (*who*, *whom*) I admire, is on the Supreme Court.
4. Do you know (*who*, *whom*) is on the committee?
5. I don't know to (*who*, *whom*) this address book belongs.
6. The dedication page tells for (*who*, *whom*) the book was written.
7. Aborigines are the only people (*who*, *whom*) live in some parts of Australia.
8. We need a business leader (*who*, *whom*) can speak Japanese.
9. The girl to (*who*, *whom*) I was speaking is my cousin.
10. Coretta Scott King is a woman (*who*, *whom*) I respect.

EXERCISE B In each of the following sentences, write C above the underlined pronoun if its form is correct. If the pronoun form is incorrect, cross it out and write the correct form above it.

Example 1. I listed only those ^{who}~~whom~~ raised their hands.

11. Ask her to whom we should mail the package.
12. We need an assistant coach whom is enthusiastic.
13. I send e-mail to a pen pal who lives in Italy.
14. Is this your new friend who you met yesterday?
15. Can you tell me whom invented the light bulb?
16. My uncle, whom is from Zambia, has an African mask collection.
17. Are you the team to whom these uniforms belong?
18. Mrs. Jones, who I visit daily, appreciates my help.
19. I like the band who sings this song.
20. Mohandas Gandhi, who we honor, used nonviolence to help bring freedom to India.

Appositives and Reflexive Pronouns

10h. A pronoun used as an appositive is in the same case as the word to which it refers.

EXAMPLE We bowlers play every Saturday. [The pronoun *We* is in the nominative case because it is used as an appositive of the subject, *bowlers*.]

Reflexive pronouns such as *himself* and *themselves* can be used as objects. Do not use the non-standard forms *hisself* and *theirselves* or *theirselves* in place of *himself* and *themselves*.

NONSTANDARD He reminded *hisself* to turn off the computer.

STANDARD He reminded **himself** to turn off the computer.

EXERCISE A In each of the sentences below, underline the correct pronoun form in parentheses. Then, circle the noun to which the underlined pronoun refers.

Example 1. Shelby sent (*we, us*) children boots for the winter.

- Mrs. Woo thanked (*we, us*) traffic-safety helpers.
- (*We, Us*) girls were first-string on the basketball team.
- The league leaders were (*we, us*) Sentinels.
- Mark wrote a postcard to (*we, us*) scouts.
- Did you invite (*we, us*) group leaders?
- The first people on the program were (*we, us*) twirlers.
- (*We, Us*) brothers were known as the Great Beninos.
- The teacher called (*we, us*) students up to the stage.
- Nurse Anthony gave a plaque to (*we, us*) volunteers.
- (*We, Us*) boys plan to help with the park cleanup.

EXERCISE B For each of the sentences below, underline the correct pronoun form in parentheses.

Example 1. Omar treated (himself, *hisself*) to a new basketball.

- Did they make (*theirselves, themselves*) enough food?
- Jake will finish the project by (*himself, hissself*).
- The girls announced (*themselves, theirselves*) the winners.
- The guests helped (*theirselves, themselves*) to the appetizers.
- Is he going to the movies by (*hissself, himself*)?

Clear Pronoun Reference A

10i. Avoid an **ambiguous reference**, which occurs when any one of two or more words could be a pronoun's antecedent.

AMBIGUOUS Rick said goodbye to John before he boarded the airplane.

CLEAR Before Rick boarded the airplane, he said goodbye to John.

EXERCISE Revise each of the following sentences by correcting each unclear pronoun reference. Write your revisions on the lines provided.

Example 1. Liz was surprised to see Pam when she walked into the room.

When Liz walked into the room, she was surprised to see Pam.

1. After our dog met our new cat, it was very scared for a few days.

2. Jenny and Sandy are going to their first concert, and she is very excited.

3. Joan and Nina submitted projects for the science fair, and she won first prize in her category.

4. Gary asked Bill to pass his notebook.

5. Jenna called Ms. Adams because she was writing an article for the newspaper.

6. After talking to Donna, Sarah felt better about her questions.

7. Cynthia called Mary while she was visiting San Francisco.

8. Did Ed and Antonio congratulate the men's soccer team after they finished eating dinner?

9. Mom asked Claire where her hairbrush was.

10. When Mr. Mercado and his son return from Mrs. Bray's office, please give this letter to him.

Clear Pronoun Reference B

- 10j.** Avoid a **weak reference**, which occurs when a pronoun refers to an antecedent that has been suggested but not expressed.

WEAK Belinda enjoyed visiting her mother, a nurse, at work; she plans to study it in college.

CLEAR Belinda enjoyed visiting her mother, a nurse, at work; she plans to study nursing in college.

EXERCISE Revise each of the following sentences by correcting each unclear pronoun reference. Write your revisions on the lines provided.

Example 1. It has not rained here in two months; we really need some.

It has not rained here in two months; we really need some rain.

1. Betsy and Robbie enjoy bird-watching, but last week they didn't see many.

2. When the bus's door opened, we all climbed in it.

3. This morning on the radio, they announced the newly elected senators.

4. Ken has been playing basketball for several years and hopes to become a professional one.

5. Once the tree is bare, please rake them into a pile.

6. To help the community, they are holding a food drive at our school.

7. The four-year-olds have storytelling every day at 10 A.M.; they really like them.

8. Harry played the leading role, and it was wonderful.

9. Jennifer's father works in computer programming, and Jennifer thinks she may want to be one herself.

10. I can't play racquetball today because I broke mine last week.

Special Pronoun Problems

10g. The use of *who* or *whom* in a subordinate clause depends on how the pronoun functions in the clause.

EXAMPLE Do you know **who** won the wheelchair division of the race? [subject]

10h. A pronoun used as an appositive is in the same case as the word to which it refers.

EXAMPLE **We** spectators waited anxiously. [The pronoun *We* is in the nominative case because it is used as an appositive of the subject, *spectators*.]

Reflexive pronouns such as *himself* and *themselves* can be used as objects. Do not use the non-standard forms *hisself* and *theirselves* or *theirselves* in place of *himself* and *themselves*.

NONSTANDARD Did Jim build the racing chair by *hisself*?

STANDARD Did Jim build the racing chair by **himself**?

EXERCISE Each of the following sentences contains at least one underlined pronoun. Write C above the underlined pronoun if its form is correct. If the pronoun form is incorrect, cross it out and write the correct form above it.

Example 1. Ask them to whom ~~us~~ racers should report.

1. In 1977, we wheelchair racers competed in the Boston Marathon for the first time.
2. The seven racers readied theirselves for the race.
3. Do you know who won the race in 1978?
4. All athletes who complete such a long, difficult race should declare themselves winners.
5. A foundation, to whom we are grateful, gave traveling assistance to we racers.
6. In 1980 Sharon Limpert, whom won the women's title, became the first woman to break three hours.
7. The 1998 Boston Marathon offered finish-line excitement for we fans.
8. It looks like a tie! To whom do you think they will give the medal?
9. The race officials, who we respect, asked we spectators to step back.
10. The racers usually ask theirselves what they can do to improve their speed.

Review A: Case

EXERCISE A Each of the following sentences contains an underlined pronoun. Write C above the underlined pronoun if its form is correct. If the pronoun form is incorrect, cross it out and write the correct form above it.

Example 1. I will meet Lili and ^{her}~~she~~ at the bus.

1. Our band and them are performing at the Fall Marching Festival.
2. Judges rank us according to musical skill and technique.
3. Did you save a seat for Lili and I?
4. The instruments were loaded carefully by they.
5. On the bus Kirby and he made up a pep song.
6. They taught Mary and she the song.
7. The boys and we took turns suggesting games to play.
8. The first to arrive at the field were us.
9. Our band director gave Bob and I some sunscreen.
10. Where should Carol and he put their trombone cases?

EXERCISE B Choose appropriate pronouns for the blanks in the following sentences.

Example 1. Tamika and she went skating last Friday.

11. Do Ray and _____ have time to practice?
12. Some of _____ talked to friends in other bands.
13. Is the drum major _____?
14. Sue reminded Lili and _____ to straighten our hats.
15. For the other bands and _____, weeks of practice are about to pay off!

EXERCISE C Choose appropriate possessive-case pronouns for the blanks in the following sentences. Use a variety of pronouns.

Example 1. Mine are too muddy to wear inside.

16. With only seconds left, _____ midcourt shot won the game!
17. Was _____ published in the school newspaper?
18. At the dog show, _____ collie won several blue ribbons.
19. _____ neighborhood's crime-prevention program won national recognition.
20. Does _____ family celebrate Hanukkah?

Review B: Case and Special Pronoun Problems

EXERCISE A Each of the following sentences contains an underlined pronoun. Write C above the underlined pronoun if its form is correct. If the pronoun form is incorrect, cross it out and write the correct form above it.

Example 1. They made a papier-mâché globe for ~~themselves~~ ^{themselves} ~~themselves~~.

1. Desmond and me looked at the map of the world.
2. Mr. Rudolph pointed out the Indian subcontinent to us.
3. The students helped themselves to pushpins for marking countries of special interest.
4. My favorite country is Italy because of its interesting shape.
5. Did you know that my favorite country is also theirs?
6. Della was the student who gave a report about Asia.
7. The amount of water seemed enormous to we students.
8. Whom can say how much of the earth is water?
9. Neither Mr. Singh nor him has visited relatives in India.
10. Juan surprised hissself by naming all of Africa's countries without looking at the map.

EXERCISE B Each of the following sentences contains an underlined pronoun. Write C above the underlined pronoun if its form is correct. If the pronoun form is incorrect, cross it out and write the correct form above it.

Example 1. Kamika told us ^C who the leader of Pakistan is.

11. The expert on geography was him.
12. We can ask Juan or he for help if we need it.
13. My mother gave my sister and I a Mercator projection map.
14. It was my sister who really wanted it.
15. The proud new owners of the map were us.
16. Us children hung it on the wall of the basement.
17. My uncle and he checked to see whether the country, Burkina Faso, was on it.
18. Between my sister and I, we found 107 countries.
19. Both of we enjoyed studying the map.
20. Someday, two experts on the globe will be Erica and she.

Review C: Clear Reference

EXERCISE Rewrite each of the following sentences to correct any ambiguous or weak pronoun references. Write your new sentences on the lines provided.

Example 1. My mother called her sister after she got home

After she got home, my mother called her sister.

1. Mr. Jennings asked Mr. Ruiz when he would be presenting the award. _____

2. When Kevin passed the basketball to Carlton, he stepped out of bounds. _____

3. Gail told Aunt Judy that she had a spaghetti stain on her shirt. _____

4. The Olympic gymnasts hoped to win a gold or silver medal, and they celebrated when they won it. _____

5. Yvonne asked Jill if she could join the softball team. _____

6. Jerry teaches guitar lessons, and he wants to make it a full-time job. _____

7. The lead actor is talented. One of these is singing. _____

8. The art teacher encourages creative students, and she says that is easy to find. _____

9. Luisa wants to learn that computer language. She will take it as a class. _____

10. When we take Spot and Rover on a walk, it usually barks at the neighbor's dog. _____

Literary Model: Poetry

I take him outside
under the trees,
have him stand on the ground.
We listen to the crickets,
cicadas, million years old sound.
Ants come by us.
I tell them,
“This is he, my son.
This boy is looking at you.
I am speaking for him.”

The crickets, cicadas,
the ants, the millions of years
are watching us,
hearing us.
My son murmurs infant words,
speaking, small laughter
bubbles from him.
Tree leaves tremble.
They listen to this boy
speaking for me.

—“Speaking”
by Simon J. Ortiz

EXERCISE A Write the ten different personal pronouns that appear in the poem. After each pronoun, indicate its case (nominative, objective, or possessive)—that is, the form of the pronoun that shows its use in the sentence or clause.

EXERCISE B The author uses the pronouns *he* and *him* a few times before he identifies the person (called the antecedent) to whom those pronouns are referring. What do you think the author’s purpose was in using this technique? Support your response with information from the poem.

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NAME _____

CLASS _____

DATE _____

for CHAPTER 10: USING PRONOUNS CORRECTLY **pages 216–31**

Literary Model (continued)

EXERCISE C Two relationships are discussed in this poem: the relationship between people and nature and the relationship between two people. Write a short poem or piece of prose whose theme is one of these types of relationship, or both. As Ortiz did, include many personal pronouns, and do not immediately establish the antecedent of at least one of them.

EXERCISE D

1. Explain your use of personal pronouns in your poem. What effect were you trying to achieve?

2. Do you think it would be effective to use so many personal pronouns in other forms of writing—for example, in book reports, essays, or business letters? Explain your answer.

Proofreading Application: Personal Essay

Good writers generally are good proofreaders. Learn to become a careful proofreader so that you can correct errors in grammar, usage, spelling, and punctuation. Readers will have more trust in what you are communicating if you do your best to make sure that your writing is free of errors.

The grammar you use when you communicate informally with family and friends may differ from the grammar you use in a formal writing assignment. Remember, to communicate most effectively with the widest variety of people and to persuade your readers that you are a careful and thoughtful writer, you should follow the rules of standard English.

PROOFREADING ACTIVITY

The following excerpt from a personal essay contains errors in pronoun usage. Find the errors and correct them, using proofreading symbols to replace incorrect words.

Example Improving our strength and flexibility was a priority for my friend and ^{me} ~~I~~.

Coach Fernandez told us that stretching would improve our speed, so Joe and me decided to sign up for yoga. Him and me thought it would be so easy, but we were wrong! Us big, strong football players, whom work out at least three hours a day, were groaning in the first posture.

Everyone except us seemed so calm and relaxed. The teacher, who we respect, offered Joe and I some helpful suggestions about our breathing. Another student and her demonstrated a deep-breathing exercise to increase lung capacity. I had felt tired when we started, so I was amazed at how much energy I had after breathing deeply.

Once we had been calmed and energized by deep-breathing, the teacher warned we boys that the real work would begin! Our first attempt to shape our bodies like half-moons left us weak and shaking, but Joe found himself actually smiling!

Writing Application: Newspaper Article

Your purpose for writing and speaking determines the kind of language you will use. For example, you might use nonstandard English to communicate informally with a friend—in conversation, in a note, or by e-mail; however, formal speaking and writing occasions require standard English.

NONSTANDARD Are you sure it was her?

STANDARD Are you sure it was **she**?

Think of other examples of nonstandard pronoun usage that you have used or heard in informal situations.

WRITING ACTIVITY

Imagine you are a reporter for your school newspaper. You have been asked to cover an important school event. Write the newspaper article, using personal pronouns in your account of who did what. Be sure to use standard English.

PREWRITING Attend a school event or imagine one. It could be a fine arts, academic, or sporting event. To gather details about the event, use the *5W-How?* questions: *Who? What? Where? When? Why?* and *How?* Interview both participants and spectators at the event.

WRITING Try to organize your information so the most important details come first. Readers of newspaper articles often scan quickly, so give them the essentials as early in the article as possible. Then, elaborate with supporting details. Also, create a headline that attracts attention and announces your subject.

REVISING Ask peer editors to read your article. Ask them to determine whether all the necessary information is included. Ask the readers to find answers to all of the *5W-How?* questions.

PUBLISHING Check your article for errors in punctuation and spelling. Make sure that the pronouns you use are correct according to the rules of standard English. With your teacher's permission, post your article on the bulletin board.

EXTENDING YOUR WRITING

You may wish to develop this writing exercise further. You could adopt the point of view of one of the event's participants and write a letter about the event to a friend. Or you might want to take notes on other school functions and write a magazine article about the extra-curricular activities your school offers.