

## 7

# Using Pronouns Correctly

## Nominative and Objective Uses; Clear Reference

### Diagnostic Preview

#### A. Correcting Pronoun Forms

Identify each incorrectly used pronoun in the following sentences. Then, write the correct form of that pronoun. If a sentence is already correct, write *C*.

**EXAMPLE** 1. Excuse me, Rhonda, but this arrangement is strictly between Carl and I.

1. *I—me*

1. The author spoke to we history students about Slavic culture in Eastern Europe.
2. During the Olympic trials every diver except she received a low score from the judges.
3. The instructor, who seemed nervous during the show, was proud of Lani's performance.
4. It couldn't have been her.
5. Van is more energetic than me.
6. Rick couldn't spot Maura and I in the huge crowd at the state fairgrounds.
7. Tyrone and he are playing backgammon at Regina's house this afternoon.

8. Laura gave he and Edwin a beautiful poem that she had written about friendship.
9. Angie's neighbors, Mrs. Brandt and he, helped plant the trees for Arbor Day.
10. Whomever can possibly take her place?

## B. Proofreading a Paragraph for Correct Pronoun Forms

Some of the sentences in the following paragraph contain pronouns that have been used incorrectly. Identify each incorrectly used pronoun. Then, write the correct form of that pronoun. If a sentence is already correct, write *C*.

**EXAMPLE** [1] To Velma and I, Dizzy Dean is one of the greatest baseball players of all time.

1. I—*me*

[11] We think there never has been another baseball player like him. [12] Fans still talk about he and his teammates. [13] Dean pitched for the St. Louis Cardinals, to who his fastball was a great help, especially in the 1934 World Series. [14] Dean was such a character that his fans never knew what crazy notion might come to he during games. [15] He had a real confidence about him, too. [16] According to one famous story about Dean, whom was also known for his quips, he once said, "Tain't braggin' if you kin really do it!" [17] When Dean became a sportscaster, him and his informal speech appealed to fans. [18] He liked his fans, and they liked him. [19] A big honor for he was being elected to baseball's Hall of Fame. [20] Us fans can go to the Dizzy Dean Museum in Jackson, Mississippi, to find out more about Dean's career.

## Case

**7a. Case is the form that a noun or pronoun takes to show its relationship to other words in a sentence.**

In English, there are three cases: *nominative*, *objective*, and *possessive*. Choosing the correct case form for a noun is usually simple because the form remains the same in the nominative and objective cases.

**NOMINATIVE** My **dentist** has opened a new practice in the office building next to the mall.

**OBJECTIVE** The receptionist who works for my **dentist** recently graduated from junior college.



Only in the possessive case does a noun change its form, usually by adding an apostrophe and an *s*.

**POSSESSIVE** My **dentist's** business is thriving.

Personal pronouns, however, have distinct case forms. In the following example, the pronouns in boldface type all refer to the same person. They have different forms because of their different uses.

**EXAMPLE** I [**nominative**] forgot to bring **my** [**possessive**] notebook with **me** [**objective**].

## The Case Forms of Personal Pronouns

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

Notice that *you* and *it* have the same form in the nominative and the objective cases. All other personal pronouns have different nominative and objective forms.

## The Nominative Case

Nominative case pronouns—*I*, *you*, *he*, *she*, *it*, *we*, and *they*—are used as subjects of verbs and as predicate nominatives.

**7b. The subject of a verb should be in the nominative case.**

**EXAMPLES** I told Phillip that **we** would win. [*I* is the subject of *told*; *we* is the subject of *would win*.]

Were **Renata** and **he** on time? [*Renata* and *he* are the compound subject of *were*.]

### Reference Note

For more about the **subjects of verbs**, see page 90.

### SKILLS FOCUS

Use case forms of personal pronouns correctly. Identify and use nominative-case pronouns correctly.

## Oral Practice 1 Using Pronouns as Subjects

Read the following sentences aloud, stressing the italicized pronouns.

1. *He* and *I* agree that lacrosse is the most exciting game *we've* ever played.
2. *They* and their friends enjoyed the field trip.
3. Will Sue Ann and *she* enter the art contest?
4. Our teacher and *we* are glad that *he* and *she* are returning from their vacation soon.
5. *He* and *she* said that *we* were responsible for counting the ballots and posting the results.
6. Where are *they* and my parents?
7. Will *you* and *he* help us with the book sale?
8. When are *you* and *I* going to Arizona?

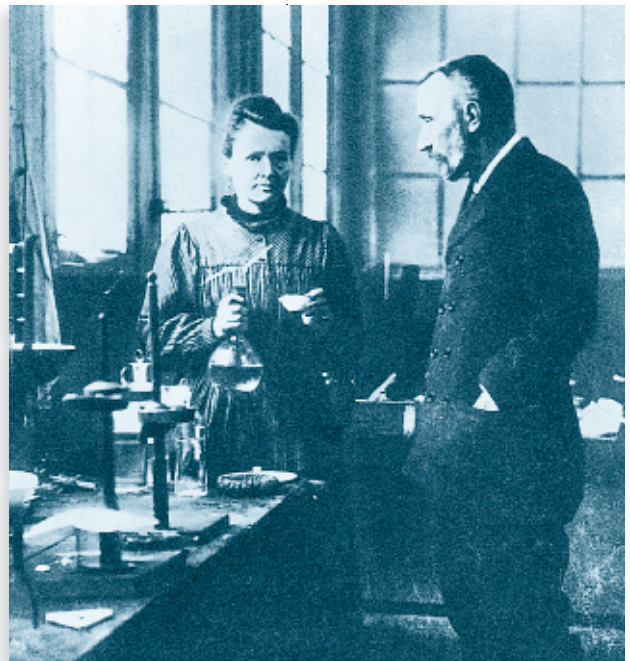
## Exercise 1 Identifying Pronouns Used as Subjects

The following paragraph contains ten pairs of pronouns in parentheses. For each pair, choose the correct pronoun to use as a subject.

**EXAMPLE** [1] (*They, Them*) may be the most famous husband and wife scientist team ever.

1. *They*

Although Marie and Pierre Curie were both brilliant physicists, [1] (*she, her*) is better known than her husband is today. In fact, [2] (*I, me*) was genuinely surprised to learn that [3] (*them, they*), along with another scientist, shared the Nobel Prize in physics in 1903. [4] (*We, Us*) tend to remember only Marie primarily because [5] (*her, she*) was the first woman to win a Nobel Prize. During their life together, Marie Curie always felt that [6] (*her, she*) and Pierre were a team. Working in a small laboratory in Paris, [7] (*they, them*) didn't have room for independent research. Before his death in 1906, [8] (*them, they*) collaborated on almost every project. In 1911, [9] (*she, her*) was again honored by the Nobel committee when [10] (*she, her*) was awarded the prize in chemistry.



## TIPS & TRICKS

To choose the correct pronoun forms in a compound subject, try each pronoun separately with the verb.

### EXAMPLE

(*She, Her*) and (*they, them*) answered the ad.

[*She answered or Her answered? They answered or Them answered?*]

**She** and **they** answered the ad.

**Reference Note**

For more information about **predicate nominatives**, see page 104.

**Think as a Reader/Writer**

Widespread usage has made such expressions as *It's me*, *That's him*, or *Could it have been her?* acceptable in informal conversation and writing. Avoid using them in formal speaking and in your written work unless you are writing notes, informal dialogue, or friendly letters.

**Think as a Reader/Writer**

Sometimes pronouns such as *I*, *he*, *she*, *we*, and *they* sound awkward when used as parts of a compound subject. In such cases, it is a good idea to revise the sentence.

**AWKWARD**

She and we are going to the concert.

**BETTER**

**We** are going to the concert with **her**.

**7c. A predicate nominative should be in the nominative case.**

A **predicate nominative** is a word or word group in the predicate that identifies the subject or refers to it. A predicate nominative is connected to its subject by a linking verb. A pronoun used as a predicate nominative generally follows a form of the verb *be* or a phrase ending in *be* or *been*.

**EXAMPLES** This is **he**.

Did you know that the pitcher was **she**?

**Oral Practice 2 Using Pronouns as Predicate Nominatives**

Read the following sentences aloud, stressing the italicized pronouns.

1. Do you know whether it was *he*?
2. I thought it was *they*.
3. The winner of the marathon is *she*.
4. The ones you saw dancing were not *we*.
5. Can the valedictorian be *she*?
6. The first ones to arrive were *he* and *she*.
7. Do you think it may have been *they*?
8. The best speakers are *she* and *I*.

**Exercise 2 Identifying Pronouns Used as Subjects and Predicate Nominatives**

Identify the correct pronoun in parentheses for each of the following sentences. Then, give its use in the sentence—as a *subject* or *predicate nominative*.

**EXAMPLE** 1. If the phone rings, it will probably be (*she, her*).

1. *she*—predicate nominative

3. How did you know the guest speakers were (*they, them*)?
2. (*She, Her*) and (*he, him*) will move to San Miguel.
3. Open the door! It is (*I, me*)!
4. You and (*me, I*) are the only candidates left.
5. It was wonderful to hear that the winner was (*he, him*).
6. (*Us, We*) and (*them, they*) will meet at five o'clock.
7. That man looked a little like Harry, but it was not (*he, him*) after all.
8. Believe it or not, (*she, her*) was on the radio this morning.
9. Yes, the one in costume was really (*she, her*)!
10. You and (*we, us*) were the first visitors.

## The Objective Case

Objective case pronouns—*me, you, him, her, it, us, and them*—are used as direct objects, indirect objects, and objects of prepositions.

### 7d. A direct object should be in the objective case.

A **direct object** is a noun, pronoun, or word group that tells who or what receives the action of the verb or shows the result of the action.

**EXAMPLES** Phil called **her** last night. [*Her tells whom Phil called.*]

We still don't know what caused **them**. [*Them shows the results of the action caused.*]

### Oral Practice 3 Using Pronouns as Direct Objects

Read the following sentences aloud, stressing the italicized pronouns.

1. They saw Liang and *me* at the fair.
2. Julia said that she recognized *him* and *me* at once.
3. Has anyone called *her* or *him* lately?
4. They took *us* to the reggae concert.
5. Alicia often visits Charlene and *her*.
6. A dog chased *her* and *me* out of the yard.
7. Within a few hours, the search party found Duane and *him*.
8. Did you ask *them* or *us*?

### Exercise 3 Choosing Pronouns Used as Direct Objects

For each item below, write an appropriate pronoun in the objective case. Use a variety of pronouns. Do not use *you* or *it*.

**EXAMPLE** 1. Have you told \_\_\_\_ yet?

1. *him*

1. I found Nina and \_\_\_\_ in the library.
2. Will you help \_\_\_\_ or \_\_\_\_ with their homework?
3. Sylvia Chu drove Candy and \_\_\_\_ to the movies.
4. We all watched Aaron and \_\_\_\_ as they ran the marathon.
5. These gloves fit both Carl and \_\_\_\_.
6. Did you tell \_\_\_\_ about the picnic?
7. If you don't call \_\_\_\_, I will.
8. The realtor showed \_\_\_\_ and \_\_\_\_ the apartment.
9. That solution suits \_\_\_\_.
10. The doctor cured \_\_\_\_.

### Reference Note

For more about the different types of **objects**, see page 105.

### Think as a Reader/Writer

When the object is compound, try each pronoun separately with the verb. All parts of the compound must be correct for the sentence to be correct.

#### EXAMPLE

Phil's call surprised (*she, her*) and (*I, me*). [*Phil's call surprised she or Phil's call surprised her? It surprised I or It surprised me?*]

Phil's call surprised **her** and **me**.

### SKILLS FOCUS

Identify and use objective-case pronouns correctly. (page 226): Identify and use nominative-case pronouns correctly.

## TIPS & TRICKS

Generally, the indirect object comes between the verb and the direct object.

### EXAMPLES

Grandma knitted **us** sweaters.

We gave **climbing the cliff** our full attention.

## 7e. An indirect object should be in the objective case.

An *indirect object* is a noun, pronoun, or word group that appears in sentences containing direct objects. An indirect object tells *to whom* or *to what* or *for whom* or *for what* the action of the verb is done.

**EXAMPLES** Molly made **me** a tape. [*Me tells for whom the tape was made.*]

The puppies were muddy, so we gave **them** a bath. [*Them tells to what we gave a bath.*]

**NOTE** Indirect objects do not follow prepositions. If a preposition such as *to* or *for* precedes an object, the object is an object of a preposition.

## Oral Practice 4 Using Pronouns as Indirect Objects

Read the following sentences aloud, stressing the italicized pronouns.

- Mrs. Petratos offered *them* delicious moussaka.
- Show Yolanda and *her* your snapshots of Chicago.
- Sara made Dad and *me* mittens and matching scarves.
- Send Tom and *him* your new address.
- My parents told *her* and *me* the news.
- Mrs. Morita gave *him* and *her* applications.
- Tell Willie and *them* the story that you told Erin and *me*.
- The judges awarded *us* the trophy.

## Exercise 4 Writing Pronouns Used as Indirect Objects

For each item below, write an appropriate pronoun in the objective case. Use a variety of pronouns. Do not use *you* or *it*.

**EXAMPLE** 1. The teacher gave \_\_\_\_ their homework assignments.

1. *them*

- Hassan asked \_\_\_\_ the most difficult question.
- Alex baked \_\_\_\_ a loaf of banana bread.
- The teacher handed \_\_\_\_ and \_\_\_\_ the homework assignments.
- Linda threw \_\_\_\_ the ball.
- Mr. Young has never told \_\_\_\_ and \_\_\_\_ the real story.
- Writing stories gives \_\_\_\_ great pleasure.
- We brought \_\_\_\_ T-shirts from California.
- Mr. Cruz sent \_\_\_\_ a pen as a graduation gift.
- My little sister gave \_\_\_\_ an animal carved out of soap.
- Lee's cousin knitted \_\_\_\_ a sweater.

### SKILLS FOCUS

Identify and use objective-case pronouns correctly.

**Review A** Identifying Correct Forms of Pronouns

Identify the correct pronoun in parentheses for each of the following sentences. Then, give its use in the sentence—as a *subject*, *predicate nominative*, *direct object*, or *indirect object*.

**EXAMPLE** 1. Brian and (*I, me*) visited the computer fair.

1. *I*—subject

1. A guide showed (*we, us*) the latest in technology.
2. She told Brian and (*I, me*) some interesting facts about software.
3. In a short time, we had surprised (*she, her*) and several bystanders with our new computer game.
4. The new computer aces were (*we, us*)!
5. Another guide showed Brian and (*I, me*) all kinds of robotic machines.
6. The guide said that (*he, him*) and his twin sister were going to dance with two robots.
7. The crowd and (*they, them*) seemed to enjoy the performance.
8. One robot reached out and touched (*us, we*) with a metal hand.
9. Brian and (*I, me*) asked our guides how the machines worked.
10. (*They, Them*) patiently explained the control panels.

**7f. An object of a preposition should be in the objective case.**

A noun or pronoun that follows a preposition is called the *object of a preposition*. Together, a preposition, its object, and any modifiers of that object make up a prepositional phrase.

**EXAMPLES** with **me** before **her** next to **them**  
for **us** behind **him** instead of **me**

**NOTE** Many people use incorrect pronoun forms with prepositions. You may have heard phrases like *between he and they* and *for you and I*. These phrases are incorrect. The pronouns are objects of a preposition and should be in the objective case: *between him and them*, *for you and me*.

**EXAMPLES** The coaches rode in a bus in front of **us**.  
She is always very polite to **him** and **me**.  
May I play soccer with **you** and **them**?  
Between **you** and **me**, I am worried about **them**.

**Reference Note**

For a **list of common prepositions**, see page 74.

**TIPS & TRICKS**

To determine the correct pronoun form when the object of a preposition is compound, try each pronoun separately in the prepositional phrase.

**EXAMPLE**

The company sent a letter to (*she, her*) and (*I, me*).  
[To *she* or to *her*? To *I* or to *me*?]

The company sent a letter to **her** and **me**.



## Review B Proofreading a Paragraph for Correct Pronoun Forms

Identify the ten personal pronouns in the following paragraph. If a pronoun is incorrect, write the correct form. If a pronoun is already correct, write C.

**EXAMPLE** [1] She thinks all of we should have the experience of working at a store checkout counter.

1. *She*—C; *we*—*us*



[1] Mrs. Jenkins, the home economics teacher that Tricia and me admire, told us all about the Universal Product Code (UPC) yesterday. [2] You and us have seen the black-striped UPC symbols on nearly everything that is for sale. [3] Mrs. Jenkins patiently showed the other classes and we how to interpret the twelve-digit number on the UPC. [4] Her explained to we that the first digit identifies the product, the next five digits stand for the manufacturer, the next five digits tell things about the product (such as color and size), and the last digit is a check number that tells the computer if another digit is incorrect. [5] Tricia said that Gregory and her found the lesson especially interesting. [6] The two of they had used the code when they worked as clerks in a store last summer.

## The Possessive Case

**7g.** 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.

**(1)** The possessive pronouns *mine, yours, his, hers, its, ours, and theirs* are used as parts of a sentence in the same ways in which the pronouns in the nominative and the objective cases are used.

SUBJECT Your car and **mine** need tune-ups.

PREDICATE NOMINATIVE This backpack is **hers**.

DIRECT OBJECT We finished **ours** yesterday.

INDIRECT OBJECT Ms. Kwan gave **theirs** a quick review.

OBJECT OF PREPOSITION Next to **yours**, my Siamese cat looks puny.

### SKILLS FOCUS

Identify and use possessive-case pronouns correctly.

**(2) The possessive pronouns *my, your, his, her, its, our, and their* are used as adjectives before nouns.**

**EXAMPLES** **My** alarm clock is broken.

Do you know **their** address?

**NOTE** Some authorities prefer to call these possessive forms adjectives. Follow your teacher's instructions regarding these words.

Generally, a noun or pronoun preceding a gerund should be in the possessive case.

**EXAMPLES** We were all thrilled by **Ken's** scoring in the top 5 percent.  
[*Ken's* modifies the gerund *scoring*. *Whose scoring? Ken's scoring.*]

We were all thrilled by **his** scoring in the top 5 percent.  
[*Whose scoring? His scoring.*]

#### Reference Note

For more about **gerunds**, see page 127.

### Review C Identifying Correct Forms of Pronouns

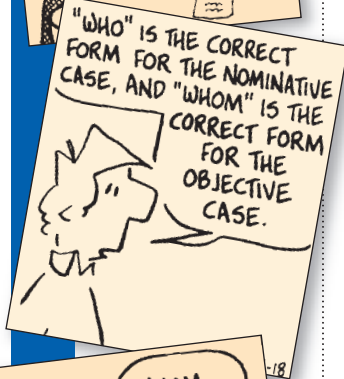
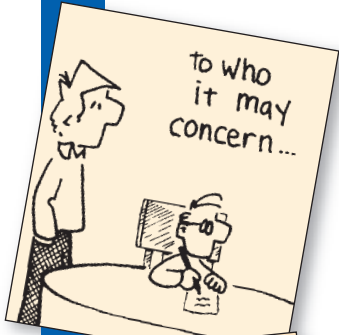
Choose the correct pronoun from each pair given in parentheses in the following paragraph.

**EXAMPLE** My cousin Felicia showed [1] (*I, me*) some photographs of buildings designed by I. M. Pei.

1. *me*

Felicia, who is studying architecture, told [1] (*I, me*) a little about Pei. [2] (*He, Him*) is a famous American architect who was born in China. In 1935, [3] (*him, he*) came to the United States to study, and in 1954, [4] the government granted (*he, him*) citizenship. Pei's reputation grew quickly, and by the 1960s many people easily recognized the structures [5] (*he, him*) designed. His buildings, such as the East





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Building of the National Gallery of Art in Washington, D.C., are quite distinctive; consequently, many people greatly admire [6] (*they, them*). [7] (*Him, His*) being in charge of numerous projects in the United States, Europe, and Canada earned Pei an international reputation. Did you know that the architect of the glass pyramids at the Louvre is [8] (*him, he*)? Felicia doesn't like the pyramids because [9] (*they, them*) look so different from the buildings that surround them. However, I think that design of [10] (*him, his*) is a work of art.

### Review D Identifying Correct Pronoun Forms

For each of the following sentences, choose the correct pronoun in parentheses. Then, give its use in the sentence—as a *subject*, *predicate nominative*, *direct object*, *indirect object*, or *object of the preposition*.

**EXAMPLE** 1. Did Alva or (*she, her*) leave a message?

1. *she*—subject

- The pranksters were (*they, them*).
- (*He, Him*) and (*I, me*) are working on a special science project.
- Is that package for Mom or (*I, me*)?
- No one saw Otis or (*I, me*) behind the door.
- I hope that you and (*she, her*) will be on time.
- The teacher gave Rosa and (*I, me*) extra math homework.
- That's (*he, him*) on the red bicycle.
- Between you and (*I, me*), I like your plan better.
- When are your parents and (*they, them*) coming home?
- Everyone in the class except (*she, her*) and (*I, me*) had read the selection from the *Mahabharata*.

### Review E Identifying Correct Pronoun Forms

For each sentence in the following paragraph, choose the correct pronoun in parentheses. Then, give its use in the sentence—as a *subject*, *predicate nominative*, *direct object*, *indirect object*, or *object of the preposition*.

**EXAMPLE** You may not know [1] (*they, them*) by name, but you may remember the actors Ossie Davis and Ruby Dee from movies or television shows.

1. *them*—direct object

For many years, the actors Ossie Davis and Ruby Dee entertained [1] (*we, us*) fans of movies and television with their talented performances. My friend Elvin and [2] (*me, I*) really admire both of [3] (*they, them*). Did you know that [4] (*they, them*) were married for fifty-six years? When Davis worked on Broadway, [5] (*he, him*) wrote and starred in *Purlie Victorious*, and critics gave [6] (*he, him*) great reviews. In addition, [7] (*him, he*) appeared on the TV show *Evening Shade*. One of the stars of the movie *The Jackie Robinson Story* was [8] (*she, her*). What Elvin and [9] (*me, I*) admire most about Davis and Dee is that [10] (*them, they*) were fine performers who actively supported civil rights and other humanitarian causes.

## Special Pronoun Problems

### Who and Whom

Nominative Case		Objective Case	
who	whoever	whom	whomever

#### 7h. The use of *who* or *whom* in a subordinate clause depends on how the pronoun functions in the clause.

When you are choosing between *who* or *whom* in a subordinate clause, follow these steps:

- STEP 1** Find the subordinate clause.
- STEP 2** Decide how the pronoun is used in the clause—as a subject, a predicate nominative, a direct or indirect object, or an object of a preposition.
- STEP 3** Determine the case of the pronoun according to the rules of formal standard English.
- STEP 4** Select the correct form of the pronoun.

**EXAMPLE** Do you know (*who, whom*) she is?

- STEP 1** The subordinate clause is (*who, whom*) *she is*.
- STEP 2** The pronoun (*who, whom*) is the predicate nominative: *she is who*.
- STEP 3** As a predicate nominative, the pronoun is in the nominative case.
- STEP 4** The nominative form is *who*.

**ANSWER** Do you know **who** she is?

#### Think as a Reader/Writer

In informal English, the use of *whom* is becoming less common. In informal situations, you may correctly begin any question with *who* regardless of the grammar of the sentence. In formal English, however, you should distinguish between *who* and *whom*.

#### Think as a Reader/Writer

Frequently, *whom* in subordinate clauses is omitted in informal situations, but its use is understood.

#### EXAMPLE

The people (*whom*) you imitate are your role models.

In formal situations, it is generally better to include *whom*.

#### SKILLS FOCUS

Use case forms of personal pronouns correctly.

## TIPS & TRICKS

If you are not sure whether to use *who* or *whom* in a sentence, try the following test. Omit everything but the subordinate clause; then, substitute a nominative case pronoun such as *he*, *she*, or *they* for *who* or substitute an objective case pronoun such as *him*, *her*, or *them* for *whom*. If the nominative case pronoun is correct, use *who*. If the objective case pronoun is correct, use *whom*.

### EXAMPLE

The coach will help anyone (*who*, *whom*) tries hard. [*He tries hard or Him tries hard? He tries hard is correct.*]

The coach will help anyone **who** tries hard.

In the example on the previous page, the entire clause *who she is* is used as a direct object of the verb *do know*. However, the way the pronoun is used within the clause—as a predicate nominative—is what determines the correct case form.

**EXAMPLE** Susan B. Anthony, about (*who*, *whom*) Sam reported, championed women's right to vote.

**STEP 1** The subordinate clause is *about (who, whom) Sam reported*.

**STEP 2** The subject is *Sam*, and the verb is *reported*. The pronoun is the object of the preposition *about*: *Sam reported about (who, whom)*.

**STEP 3** The objective of a preposition is in the objective case.

**STEP 4** The objective form is *whom*.

**ANSWER** Susan B. Anthony, about **whom** Sam reported, championed women's right to vote.

## Oral Practice 5 Using the Pronouns *Who* and *Whom* in Subordinate Clauses

Read each of the following sentences aloud, stressing the italicized pronouns.

1. Take this book to Eric, *whom* you met yesterday.
2. Mr. Cohen is the man *who* lives next door to us.
3. Can you tell me *who* they are?
4. Toni Morrison is an author *whom* many readers admire.
5. *Whom* Mona finally voted for is a secret.
6. The coach will penalize anyone *who* misses the bus.
7. *Whoever* wins the race will get a prize.
8. The woman to *whom* I was speaking is conducting a survey of people who ride the bus.

## Exercise 5 Classifying Pronouns Used in Subordinate Clauses and Identifying Correct Forms

For each of the following sentences, choose the correct pronoun in parentheses. Then, give its use in the sentence—as a *subject*, *predicate nominative*, *direct object*, *indirect object*, or *object of a preposition*.

**EXAMPLE** 1. I know (*who*, *whom*) you are.

1. *who*—predicate nominative

1. Mrs. James, (*who*, *whom*) I work for, owns a pet shop in the mall and a feed store in our town.

2. Is there anyone here (*who, whom*) needs a bus pass?
3. She is the only one (*who, whom*) everybody trusts.
4. Both of the women (*who, whom*) ran for seats on the city council were elected.
5. I helped Mr. Thompson, (*who, whom*) was painting his garage and shingling his porch roof.
6. Eileen couldn't guess (*who, whom*) the secret agent was.
7. It was Octavio Paz (*who, whom*) won the Nobel Prize in literature in 1990.
8. Her grandmother, to (*who, whom*) she sent the flowers, won the over-fifty division of the marathon.
9. The person (*who, whom*) you gave the daisies is none other than my long-lost twin!
10. Shirley Chisholm, (*who, whom*) we are studying in history class, was the first African American woman elected to Congress.

## Appositives

**7i. A pronoun used as an appositive is in the same case as the word to which it refers.**

An **appositive** is a noun or pronoun placed next to another noun or pronoun to identify or describe it.

**EXAMPLES** The winners—**he, she,** and **I**—thanked the committee. [The pronouns are in the nominative case because they are used as appositives of the subject, *winners*.]

The teacher introduced the speakers, Laura and **me**. [The pronoun is in the objective case because it is used as an appositive of the direct object, *speakers*.]

**NOTE** Sometimes a pronoun is followed by an appositive that identifies or describes the pronoun. The case of the pronoun is not affected by the appositive.

**EXAMPLES** **We** soloists will rehearse next week. [The pronoun is in the nominative case because it is the subject of the sentence. The appositive *soloists* identifies *We*.]

Give **us** girls a turn to bat. [The pronoun is in the objective case because it is the indirect object of the verb *Give*. The appositive *girls* identifies *us*.]

### Reference Note

For more about **appositives**, see page 135.

### TIPS & TRICKS

To determine the correct form for a pronoun used with an appositive or as an appositive, read the sentence with only the pronoun.

#### EXAMPLE

(*We, Us*) scouts offered to help. [*We offered to help* or *Us offered to help*? *We offered to help* is correct.]

**We** scouts offered to help.

### SKILLS FOCUS

Use case forms of personal pronouns correctly.

### Exercise 6 Identifying Correct Pronoun Forms as Appositives and with Appositives

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

**EXAMPLE** 1. The principal named the winners, Julia and (*I, me*).

1. *me*

- The coach showed (*we, us*) girls the new uniforms.
- Our friends, (*she, her*) and Lucas, made the refreshments.
- All of the class saw it except three people—Floyd, Ada, and (*I, me*).
- Mrs. López hired (*we, us*) boys for the summer.
- (*We, Us*) girls are excellent chess players.
- Kiole listed her three favorite actors: Leonardo DiCaprio, Cuba Gooding, Jr., and (*he, him*).
- Come to the game with (*we, us*) hometown fans, and you'll have a better time.
- The best singers in school may be the quartet, Ellen and (*they, them*).
- I want to go to the concert with two friends, Iola and (*he, him*).
- The librarian gave the best readers, Craig and (*I, me*), two books by our favorite authors.

### Review F Identifying Correct Pronoun Forms

For each of the following sentences, choose the correct pronoun in parentheses. Then, give its use in the sentence—as a *subject*, *predicate nominative*, *direct object*, *indirect object*, *object of a preposition* or an *appositive*.

**EXAMPLE** 1. The cyclist gave (*we, us*) a smile as she rode past.

1. *us—indirect object*

- Students (*who, whom*) want to help organize the Kamehameha Day celebration should speak to Kai or me.
- Give these magazines to (*whoever, whomever*) wants them.
- Don't (*they, them*) know that (*we, us*) students do our best?
- The candidates, Ralph and (*he, him*), will speak at the rally tomorrow.
- The Earth Day planners from our community are (*they, them*).
- Len and (*I, me*) had planned to watch the laser light show together.
- Will you pass (*I, me*) the dictionary, please?
- Madeleine Grace, (*who, whom*) I saw in concert, sings many songs that (*I, me*) like.

9. It would be a great help to (*we, us*) beginners if (*they, them*) would give us more time.
10. Visiting Australia is an exciting opportunity for Clay and (*she, her*).

## Review G Identifying Correct Pronoun Forms

Choose the correct pronoun from each pair in parentheses in the following paragraph.

**EXAMPLE** [1] My sister Angela is one of many women in our society (*who, whom*) use makeup.

1. *who*

The use of makeup to enhance beauty has a longer history than most of [1] (*we, us*) might imagine. In fact, [2] (*we, us*) cosmetic historians must look back to ancient times for the origins of makeup. For example, heavy, black eye makeup was worn by the ancient Egyptians, [3] (*who, whom*) originally used it as protection from reflected sunlight. It was they [4] (*who, whom*) first lined their eyes with a dark liquid called *kohl*, which [5] (*they, them*) applied with a small wooden or ivory stick. During the reign of Queen Nefertiti, [6] (*she, her*) and her noblewomen used not only *kohl* but other cosmetics as well. To [7] (*they, them*), dark, heavily made-up eyes and red lips were the marks of beauty. European nobles in the Middle Ages and the Renaissance wanted to emphasize their pale skin, so [8] (*them, they*) dusted their faces with chalk-white powder. It was Queen Elizabeth I, an English monarch, [9] (*who, whom*) set this style in her court. Although we might think that [10] (*them, they*) look strange today, both Nefertiti and Queen Elizabeth I were fashionable in their times.





## The Pronoun in an Incomplete Construction

**7j.** After *than* and *as* introducing an incomplete construction, use the form of the pronoun that would be correct if the construction were completed.

Notice how pronouns change the meaning of sentences with incomplete constructions.

**EXAMPLES** Everyone knows that you like Jolene much better than I [like Jolene].

Everyone knows that you like Jolene much better than [you like] **me**.

Did you help Ira as well as **they** [helped Ira]?

Did you help Ira as well as [you helped] **them**?

### Exercise 7 Completing Incomplete Constructions and Classifying Pronoun Forms

Beginning with *than* or *as*, write the understood clause for each sentence, using the correct form of the pronoun. Then, tell whether the pronoun in the completed clause is a *subject* or an *object*.

**EXAMPLE** 1. Did the noise bother you as much as (*she, her*).

1. *as the noise bothered her—object*

or

*as she bothered you—subject*

1. Justin throws a football better than (*I, me*).
2. The story mystified him as much as (*we, us*).
3. Is your sister older than (*he, him*)?
4. Have they studied as long as (*we, us*)?
5. We have known him longer than (*she, her*).
6. Are you more creative than (*he, him*)?
7. Did you read as much as (*I, me*)?
8. I like René better than (*they, them*).
9. Many people are less fortunate than (*we, us*).
10. Are you as optimistic as (*she, her*)?
11. After winning the city championship, there were no girls happier than (*they, them*).
12. When did you become taller than (*I, me*)?
13. Mary has collected more coins than (*he, him*).

#### HELP



Some items in Exercise 7 may have more than one correct answer.

#### SKILLS FOCUS

Use case forms of personal pronouns correctly.

14. Do you like cantaloupe as much as (*she, her*)?
15. This label says the toy is not safe for a child as young as (*he, him*).
16. When you serve dessert, don't serve yourself more than (*he, him*).
17. Can he really play saxophone as well as (*I, me*)?
18. To win the contest, you must do as many sit-ups as (*she, her*).
19. I'm shocked that you gave her a nicer card than (*I, me*)!
20. Daniel doesn't visit his relatives as often as (*she, her*).

## Clear Pronoun Reference

**7k. A pronoun should refer clearly to its antecedent.**

**(1) An *ambiguous reference* occurs when any one of two or more words can be a pronoun's antecedent.**

- AMBIGUOUS My uncle called my brother after he won the marathon.  
[Who won the marathon, my uncle or my brother?]
- CLEAR After my brother won the marathon, my uncle called him.
- CLEAR After my uncle won the marathon, he called my brother.

**(2) A *general reference* is the use of a pronoun that refers to a general idea rather than to a specific antecedent.**

The pronouns commonly found in general-reference errors are *it, that, this, such,* and *which*.

- GENERAL The ski jumper faces tough competition and a grueling schedule, but she says that doesn't worry her.
- CLEAR The ski jumper faces tough competition and a grueling schedule, but she says these problems don't worry her.

**(3) A *weak reference* occurs when a pronoun refers to an antecedent that has been suggested but not expressed.**

- WEAK Paul likes many of the photographs I have taken; he thinks I should choose this as my profession.
- CLEAR Paul likes many of the photographs I have taken; he thinks I should choose photography as my profession.

**(4) An *indefinite reference* is the use of a pronoun that refers to no particular person or thing and that is unnecessary to the meaning of the sentence.**

- INDEFINITE In the book it explains how cells divide.
- CLEAR The book explains how cells divide.

### SKILLS FOCUS

Use clear pronoun reference.

## Think as a Reader/Writer

Familiar expressions such as *it is raining*, *it seems as though . . .*, and *it's early* are correct even though they contain inexact pronoun references.



## Exercise 8 Correcting Inexact Pronoun References

Revise each of the following sentences, correcting each inexact pronoun reference.

- EXAMPLE**
1. Have you ever been physically unable to prepare a meal for yourself? That can be a serious problem.
    1. *Being physically unable to prepare a meal for yourself can be a serious problem.*
  1. Older persons, people with disabilities, and people who are ill sometimes cannot prepare meals for themselves, which is when Meals on Wheels can help.
  2. Meals on Wheels is an organization in which they arrange to have meals delivered to people's homes.
  3. Because it is a nonprofit organization, Meals on Wheels has a limited budget, which is why it relies on volunteers.
  4. Many businesses, churches, clubs, and organizations supply volunteers, and they contribute money.
  5. People who receive services provided by Meals on Wheels usually help to pay for these services, but it's voluntary and based on a person's ability to pay.
  6. In some Meals on Wheels organizations, they offer clients a variety of other services in addition to delivering meals.
  7. Grocery shopping is a service provided to clients by volunteers who purchase and then deliver them.
  8. Some clients depend on volunteers for rides when they have appointments and errands to run.
  9. To lift their spirits, some volunteers regularly call clients on the phone; other volunteers help clients by performing minor home safety repairs.
  10. Volunteers not only provide needed services but also often form personal bonds with their clients; that is why you may want to volunteer at a local Meals on Wheels.

## 7

## Chapter Review

### A. Identifying Correct Forms of Pronouns

For each of the following sentences, choose the correct form of the pronoun or pronouns in parentheses.

1. Janell and (*I, me*) painted the room together.
2. Alan, for (*who, whom*) I did the typing, said that he would pay me on Friday.
3. The young Amish couple drove us and (*they, them*) into town in a horse-drawn buggy.
4. Carolyn has been playing the guitar longer than (*she, her*).
5. The last two people to arrive, Tranh and (*me, I*), had trouble finding the skating rink.
6. Hector wrote this song for you and (*I, me*).
7. The winner is (*whoever, whomever*) finishes first.
8. Ellis was worried about his project, but Ms. Atkinson gave (*he, him*) an A.
9. Was the winner of the race (*he, him*) or Aaron?
10. The pictures of the Grand Canyon made a greater impression on the Rileys than on (*we, us*).
11. To (*who, whom*) did you speak?
12. Schuyler and (*she, her*) will lead the group sing-along.
13. Imagine my surprise when I saw Todd Franklin sitting behind Kenan and (*I, me*) in the theater.
14. The most productive employees at the plant were (*they, them*).
15. He was going to have dinner with (*her and me, she and I*), but fog delayed his departure from New York.
16. The prince knew precisely (*who, whom*) to appoint as his chamberlain.
17. Stanislas and Tina were at a Pulaski Day parade in Chicago, and I saw (*they, them*) there on the television news.
18. The ferret, annoyed at being woken up, bit (*she, her*) on the arm.
19. Why don't you come to the play with Carrie and (*I, me*)?
20. The first one to arrive was (*she, her*).

## B. Proofreading a Paragraph for Correct Pronoun Forms

Some of the sentences in the following paragraph contain a pronoun that has been used incorrectly. If a pronoun is incorrect, write the correct form. If the sentence is already correct, write C.

[21] Do you grow as many plants as me? [22] Nowadays, scientists are hard at work trying to develop blue roses for us plant enthusiasts. [23] My science teacher, Ms. Phillips, and me wonder whether they can do so. [24] She doubts even more than me that breeding a blue rose is possible. [25] Us modern rose-lovers have never seen a blue rose. [26] However, Ms. Phillips and me learned that an Arab agriculturist in the thirteenth century once grew one. [27] For centuries, rose breeders whom have tried to produce the legendary blue rose have failed. [28] Some genetic engineers that I read about are working on this project now. [29] Scientists aren't sure whom would buy a blue rose. [30] Still, like you and I, they can't resist a challenge.

## C. Identifying Pronouns Used as Subjects and Objects

For each of the following sentences, give the correct form of the pronoun or pronouns in parentheses. Then, tell whether each pronoun is in *nominative* case or *objective* case.

31. Dr. Schultz sang to the birthday brothers, Otto and (*I, me*).
32. Ms. Vlatkin showed (*we, us*) how to dance a *pas de deux*.
33. (*Him and her, He and she*), the brother-and-sister team, were the first archaeologists present at the opening of the royal tomb.
34. They went on the trip with their cousins, Jin-Hua and (*he, him*).
35. The last remaining contestants—(*she and they, her and them*)—walked in silence to the podium.
36. (*We, Us*) students at King High are very proud of our football team.
37. The teacher gave the best students, (*her and him, she and he*), a commendation.
38. I thought they should give (*we, us*) junior actors a chance to shine.
39. Rosa mentioned her favorite Tejano musicians, Emilio, David Lee Garza, and (*he, him*).
40. With regard to the Garcia twins, Blair said the best way to tell (*they, them*) apart was to make them laugh.

## D. Correcting Unclear Pronoun Reference

Revise each of the following sentences, correcting each unclear pronoun reference.

41. Sally called Carla while she was doing her homework.
42. The ship's captain explained to the passenger the meaning of the announcement he had just made.
43. Police Sergeant Molloy's daily assignments involve hard work and a certain amount of risk, but he claims that it doesn't bother him.
44. Jill is impressed by Jeff's track-and-field records. She thinks he should do it professionally.
45. On the radio it said that afternoon thunderstorms were likely.



## Writing Application

### Using Pronouns in a Magazine Article

**Using Correct Case Forms** You and three of your friends are planetary explorers. Write a magazine article about your exploration of Mars. Use a variety of pronouns as subjects, predicate nominatives, direct objects, indirect objects, and objects of prepositions.

**Prewriting** To get started, jot down what you know about space travel and astronomy. You could get additional ideas from books and magazine articles about Mars. Think of things that a person might see or do while exploring that planet.

**Writing** As you write your first draft, be sure to include details that draw your reader into the story.

**Revising** Ask a classmate to read your story. Should you add or delete any details? Using your classmate's suggestions, revise your story to make it clearer and more entertaining.

**Publishing** Do your pronouns clearly show who did what? As you check over the grammar, spelling, and punctuation of your story, make sure that all of your pronouns are in the correct case. With your teacher's permission, you may want to post the story on your class bulletin board or create a Web page for it on the Internet.

### SKILLS FOCUS

Write narratives. Use case forms of personal pronouns correctly. Use pronouns correctly.