

## CHAPTER 6

# USING THE CORRECT FORM OF THE PRONOUN

### CHAPTER PREVIEW

**In this chapter, you will learn about:**

- The classes of pronouns
  - Personal
  - Indefinite
  - Demonstrative
  - Relative
  - Intensive
  - Reflexive
  - Interrogative
- Who and whom
- Writing paragraphs: Coherence in the paragraph by using transitional words and phrases

**M**ost of us—unless we were just beginning to learn the English language or were babies—would not be likely to say or write sentences like “Me am tired” or “Her is my sister.” We instinctively know that *I* is the subject for *am* and that *she* is used with *is*. Unfortunately, the choices we face in our writing and speaking are not always so obvious. For example, do we say “between you and I” or “between you and me”? What about “he and myself”? Is there any way to know when to use “who” and “whom”? Pronouns can cause a great deal of uncertainty, even among the most educated writers and speakers.

One probable reason for confusion over pronouns is the existence of so many classes and forms from which to choose. Unlike prepositions, conjunctions, and most other parts of speech,

pronouns have the distracting habit of changing their forms or spellings depending on the ways they are used in particular sentences. To use them with confidence, therefore, it is helpful to recognize the various kinds of pronouns and to learn the specific way each kind is used in sentences.

We will begin our study of this confusing part of speech with an overview of the most important classes of pronouns and then will examine them more closely. The chart on page 122 gives a summary of the classes of pronouns.

## The Classes of Pronouns

Pronouns can be classified according to their form (the way they are spelled) and their function (the way they are used in a sentence) as follows:

1. **Personal Pronouns**—These pronouns refer to specific individuals, and they are the pronouns most frequently used in writing and speaking. Personal pronouns can be singular or plural, and they can be classified by **gender** (masculine, feminine, or neuter) and by **case** (subjective, possessive, and objective), depending on function.
2. **Indefinite Pronouns**—Although they function as nouns, indefinite pronouns (such as *anyone*, *someone*, and *somebody*) do not refer to specific individuals. Because of the importance of pronoun agreement and reference, they are treated in detail in Chapter 7, “Common Errors in Pronoun Agreement and Reference.”
3. **Demonstrative Pronouns**—Demonstrative pronouns point out people or things, as in the following example.

■ *This* is the house I was born in. *Those* are the trees my father planted.

4. **Relative Pronouns**—These pronouns connect or relate groups of words to nouns or other pronouns, as in the following sentence.

■ A Vietnam veteran suffering from cancer testified *that* it was caused by chemicals used during the war.

Because relative pronouns are used to introduce dependent clauses in complex sentences, they are discussed in Chapter 8, “Compound and Complex Sentences.”

5. **Intensive and Reflexive Pronouns**—*Intensive pronouns* strengthen or intensify the subject of a verb.

■ I did it *myself*.

■ You *yourself* are guilty.

*Reflexive pronouns* are used to direct the action of a verb toward its subject.

■ He helped *himself* to the cake.

■ They let *themselves* into the apartment.

6. **Interrogative Pronouns**—These pronouns introduce questions.

- *Who* can identify J. K. Rowling?
- *Whose* boomerang is this?
- *What* is the anticipated population of the United States in 2025?

Because personal pronouns are used most often—and because they cause most of the problems in pronoun usage—we will begin with them.

### Pronouns by Class

#### Personal

I, you, he, she, it, we, they, me, her, him, us, them, my, mine, your, yours, hers, his, its, our, ours, their, theirs

#### Indefinite

all, another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, few, many, more, most, much, neither, nobody, none, no one, nothing, one, other, several, some, somebody, someone, something, such

#### Demonstrative

this, that, these, those

#### Relative

who, whose, whom, which, what, that

#### Intensive and Reflexive

myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

#### Interrogative

who, whose, whom, which, what

## Personal Pronouns

### Subject Pronouns

Subject pronouns are used as subjects of verbs, as predicate pronouns, or as appositives identifying a subject. They are sometimes called *nominative pronouns*.

<b>Subject Pronouns</b>
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I    you    she    he    it    who    whoever    we    they
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**Subject of a Verb**

- Alireza and *I* (not *me*) played Guitar Hero until midnight.
- Both *she* and *I* (not *her* or *me*) will make sandwiches for homeless people next week.

*Note:* In some sentences a pronoun will be the subject of an implied verb. This occurs often in comparisons introduced by *than* or *as*. In such cases the subject form of the pronoun should be used. In the following sentences, the implied verbs are in parentheses.

- Jake speaks Spanish better than *I* (can).
- They are not as interested in NASCAR as *we* (are).
- He cooks dinner more often than *she* (does).

**Predicate Pronoun** A pronoun that comes after some form of the verb *to be* and describes or renames the subject is called a **predicate pronoun**. It must be a subject pronoun.

- You will know that it is *she* (not *her*) by reading her name tag. (*She* is a predicate pronoun because it follows the linking verb *is* and renames or identifies the subject *it*.)
- The last ones to buy Alicia Keys concert tickets were Kelly and *I* (not *me*). (*I* follows the linking verb *were* and, with *Kelly*, means the same as the subject *ones*. Therefore, the subject form *I* is needed.)
- Holly thought it was *they* (not *them*) who rang her doorbell at midnight. (As in the other two sentences, the pronoun following the linking verb identifies the subject and is therefore in the subject form.)

*Note:* Some exceptions to this rule are allowed. *It is me*, *it is her*, and *it is them*, for example, are widely used and accepted in informal situations. In formal speaking and writing, however, the preferred forms are *It is I*, *it is she*, and *it is they*. Follow the advice of your instructor.

**Appositive Identifying the Subject** An **appositive** is a word or group of words that renames or identifies an immediately preceding noun.

*(appositive)*

- Jon Stewart, *host of "The Daily Show,"* was born Jonathan Stuart Leibowitz in 1962.

*(appositive)*

- Our new neighbor *Terry* was wounded in Iraq.

**TIPS for Using Subject Pronouns**

1. Memorize the subject pronouns: *I, you, he, she, it, who, whoever, we, and they.*
2. Remember that only subject pronouns can be subjects of verbs.
3. If a pronoun is part of a compound subject, break the sentence into two parts: “My brother and me get along well” is nonstandard, as revealed by the following test: “My brother gets along well. Me gets along well.” The sentence then should read: “My brother and *I* get along well.”

Occasionally, a pronoun will serve as an appositive that renames the subject of a sentence or a **predicate noun**, a noun that follows a linking verb and renames the subject. In such cases the pronoun should be in the subject form. Note carefully the following sentences.

- Only two members, Zack and *I* (not *me*), failed the weight requirement. (*I*, a subject pronoun, is in an appositive phrase renaming the subject, *members*.)
- The exceptions were the two new members, Carolyn and *she* (not *her*). (*She* is in an appositive phrase renaming the predicate noun, *members*.)

**EXERCISE 6-1**

In the following sentences, underline every pronoun used as the subject of a verb, and write “a” above it. Underline all pronouns used as predicate pronouns, and write “b” above them. Underline all pronouns used as appositives identifying the subject, and write “c” above them. Ignore all pronouns not used in these three ways.

1. Sheila and I<sup>a</sup> received help from Coach Foster for improving our bunting skills.
2. By your sheepish grin I<sup>a</sup> knew that it<sup>a</sup> was you<sup>b</sup> who<sup>a</sup> had planned the surprise.
3. When the mayor received criticism, he<sup>a</sup> usually ignored it.
4. Three members of my family—my brother, my sister, and I<sup>c</sup>—were born in Illinois.
5. Tim graduated from Vanderbilt University when he<sup>a</sup> was only eighteen.
6. The coach said that it<sup>a</sup> was he<sup>b</sup>, not the team, who<sup>a</sup> was to blame for the defeat.
7. After I<sup>a</sup> give my dog a scoop of ice cream, she<sup>a</sup> always kisses me.
8. It<sup>a</sup> was difficult to listen to him without breaking out into laughter.
9. Professor Duchovny said that he<sup>a</sup> was retiring at the end of the semester.
10. Two applicants for the job—Max and I<sup>c</sup>—were asked to furnish references from our previous employers.

## Object Pronouns

As their name suggests, **object pronouns** are used as objects: objects of prepositions, objects of verbs, and indirect objects.

Object Pronouns							
me	you	him	her	it	us	whom	them

**Object of a Preposition** In Chapter 2 you saw that a preposition is followed by a noun or pronoun. The noun or pronoun is called the **object of the preposition**. When the object of the preposition is a pronoun, it must be an object pronoun.

- Between you and *me* (not *I*), his singing is off-key.
- Her smiling parents stood next to *her* (not *she*) at the capping ceremony.
- Solar energy is a possible answer to the energy problems faced by *us* (not *we*) Americans.

When the object of a preposition is a noun and a pronoun, there is a mistaken tendency to use the subject form of the pronoun, as in the following sentence:

- **Nonstandard:** Claudio's parents gave their concert tickets to Claudio and *I*. (*I* is nonstandard because it is a subject pronoun; after a preposition, an object pronoun should be used.)

The best way to correct sentences like this is to break them up into separate sentences. Study the following sequence carefully.

- **Standard:** Claudio's parents gave their concert tickets to *Claudio*.  
 Claudio's parents gave their concert tickets to *me* (not *I*).  
 Claudio's parents gave their concert tickets to *Claudio and me*.

**Direct Object** A **direct object** is the word that receives the action of the verb. It can follow only an action verb, never a linking verb. When a pronoun is used as a direct object, it must be an object pronoun.

- The falling tree missed *him* by only a few feet.
- My big brother took *me* with him on his first date.
- Please call *us* if you get lost.
- Reggie married *her* before going to boot camp.

As in the case of prepositions, when both a noun and a pronoun are the direct objects of the same verb, the object form for the pronoun is used. Notice the following is nonstandard.

- **Nonstandard:** Kayla surprised Garfield and I with her answer.

By breaking up this sentence into two separate sentences, you can determine the correct form.

- **Standard:** Kayla surprised *Garfield* with her answer.  
Kayla surprised *me* (not *I*) with her answer.  
Kayla surprised *Garfield and me* with her answer.

In some sentences a pronoun will be the object of an implied verb. This occurs frequently in comparisons introduced by *than* and *as*. In such cases the object form of the pronoun should be used. (Compare this construction with pronouns used as the subject of implied verbs, as explained on page 123.) In the following sentences, the implied subjects and verbs are in parentheses.

- Eric knows my brother much better than (*he knows*) *me*.
- The nurse said the shot would hurt her as much as (*it hurt*) *him*.

Using the correct pronoun after *than* and *as* is important, as the following sentences show. What is the difference in meaning between these sentences?

- My girlfriend likes strong coffee more than *I*.
- My girlfriend likes strong coffee more than *me*.

**Indirect Objects** An **indirect object** is the person or thing to whom or for whom something is done. The indirect object may be thought of as the recipient of the direct object, and it almost always comes between the action verb and the direct object. When a pronoun is used as an indirect object, the object form of the pronoun should be used.

- The mail carrier gave *me* (not *I*) a registered letter.
- The dealer offered *Bill and her* (not *she*) a discount on the tires.
- Our neighbors sent *us* (not *we*) a postcard from England.

### TIPS for Using Object Pronouns

1. Memorize the object pronouns: *me, you, him, her, it, whom, whomever, us,* and *them*.
2. Use object pronouns when they follow action verbs and prepositions.
3. Never say or write “between you and *I*.” The correct form is “between you and *me*.”

**EXERCISE 6-2**

In the following sentences, underline every object pronoun and above it write the letter that indicates how it is used in the sentence:

a. object of preposition    b. direct object    c. indirect object

1. Vinny proudly showed her<sup>c</sup> his new car.
2. A kind neighbor baked some cookies for my dog and me<sup>a</sup>.
3. Our physics professor gave us<sup>c</sup> a study guide for the final examination.
4. He helped us<sup>b</sup> by distributing copies of last year's exam.
5. To impress his girlfriend, Sam wrote a poem and dedicated it to her<sup>a</sup>.
6. El Cholo has been a favorite restaurant among my friends and me<sup>a</sup>.
7. The travel agency showed Arturo and me<sup>c</sup> some enticing brochures about the Dominican Republic.
8. Anthony sent us<sup>c</sup> frequent emails while he travelled throughout the East Coast.
9. The audience greeted them<sup>b</sup> with a standing ovation when they returned for an encore.
10. Our senator gave us<sup>c</sup> an interview when we visited her office during Spring Break.

**EXERCISE 6-3**

In the space provided, write the letter that corresponds to the correct pronoun.

- a   1. The bystanders cheered for (a. us    b. we) band members as we marched down the street.
- b   2. Tony brought home a pizza for the kids and (a. I    b. me).
- b   3. The store owner gave her and (a. I    b. me) good advice about choosing new running shoes.
- b   4. Professor Abedi said that (a. us    b. we) seniors still had one more exam before graduation.
- a   5. Robin deserves the prize much more than (a. I    b. me).
- a   6. If you take the train, you'll arrive before (a. us    b. we).
- b   7. Dinner at The Grub Hut was more fun for Annie than for (a. I    b. me).
- b   8. Between you and (a. I    b. me), Toby has no chance of appearing on "American Idol."
- a   9. Jamila said that Mira and (a. I    b. me) should try her new Wii game.
- b   10. Ari suggested that (a. us    b. we) skateboarders should stay off the sidewalks.

### Possessive Pronouns

The **possessive pronouns** are used to show ownership or possession of one person or thing by another. Most pronouns have two possessive forms.

Possessive Pronouns						
my	mine	our	ours	his	her	hers
its	their	theirs	your	yours		

Use *mine*, *yours*, *his*, *hers*, *its*, *ours*, or *theirs* when the possessive pronoun is separated from the noun that it refers to:

- The decision was *mine*.
- The problem became *theirs*.
- The car keys that were found were *hers*.

Use *my*, *your*, *his*, *her*, *its*, *our*, or *their* when the possessive pronoun comes immediately before the noun it modifies:

- It was *my* decision.
- It became *their* problem.
- She lost *her* car keys.

The possessive form is typically used immediately before a noun ending in *-ing*. (Such nouns are called **gerunds**, and they are formed by adding *-ing* to verbs: *walking*, *riding*, *thinking*, and so on.)

- The team objected to *his* taking credit for the win.
- *Our* bombing of the harbor was protested by the Cuban delegation.
- Everyone was glad to hear of *your* winning a scholarship.

The possessive forms of *it*, *who*, and *you* (*its*, *whose*, and *yours*) cause problems for many writers. Remember that the apostrophe in *it's*, *who's*, and *you're* indicates that these words

#### TIPS for Using Possessive Pronouns

The possessive pronouns do not contain apostrophes.

**Examples:** *It's* means "it is" or "it has." (*Its* is the possessive.)  
*Who's* means "who is" or "who has." (*Whose* is the possessive.)  
*You're* means "you are." (*Your* is the possessive.)

are contractions, not possessive forms. In Chapter 11 we will look closely at the use of the apostrophe in contractions and possessive nouns.

Notice the difference between the following pairs of words:

- *It's (it is)* important to follow a program of regular exercise.
- A cardiologist spoke to our physical education class on jogging and *its* effects on the cardiovascular system.
- She thinks that she knows *who's (who is)* responsible for this mess.
- *Whose* idea was this, anyway?
- *You're (you are)* expected to be ready by five o'clock.
- Have you memorized *your* account number?

#### EXERCISE 6-4

In the space provided, write the letter corresponding to the correct word.

- b**   1. My wife objects to (a. me b. my) playing Usher CDs early in the morning.
- b**   2. (a. Whose b. Who's) buried in U. S. Grant's tomb?
- a**   3. An artist (a. whose b. who's) painting won an award later admitted that his toddler had made it.
- a**   4. Mica's German Shepherd is afraid of (a. its b. it's) own shadow.
- a**   5. How do you feel about Ozzy Osbourne moving into (a. your b. you're) neighborhood?
- b**   6. Did Moises offer a reason for (a. him b. his) getting a second tattoo?
- a**   7. The man on the left in the picture is (a. their b. they're) father.
- b**   8. (a. Its b. It's) crucial to set your parking brake when positioned uphill.
- b**   9. Does Joan know that (a. your b. you're) using her swimming pool while she is at work?
- b**   10. This beautiful bouquet is for (a. who b. whom)?

## Relative Pronouns

**Relative pronouns** can be used in two ways in a sentence: they can connect one clause with another, and they can act as subjects or objects in their own clauses.

#### Relative Pronouns

who   whose   whom   which   what   that   whatever

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As connecting words:

- Famine is one of the major problems *that* Africa faces.
- He usually accomplishes *whatever* he tries to do.

As subjects or objects in their own clauses:

- Bob Beamon's record for the long jump, *which* has never been surpassed, was set in Mexico City in 1968.
- Two pedestrians *who* were walking near the curb were hit by flying glass.
- A woman *who* spoke French helped the couple from Paris.

### ***Who, Which, and That: Special Uses***

As relative pronouns, *who*, *which*, and *that* each have particular uses. Use *who* and *whom* only for people.

- Neil Armstrong was the first man *who* set foot on the moon.
- She is one of those natural athletes *who* can play any sport.
- Kate Smith was a singer *whom* everyone admired.
- Lance Armstrong is an athlete *whom* the whole world recognizes.

Use *which* only for animals and things.

- Her dog, *which* is a dachshund, sleeps under her bed.
- The car *which* hit me was a new Mercedes.

Use *that* for animals, people, and things.

- A letter *that* does not have sufficient postage will be returned to its sender.
- A desk *that* belonged to Thomas Jefferson was sold recently for six thousand dollars.
- Every cat *that* does not have a license will be put in the animal pound.
- A stranger *that* claimed he was lost seized Andy's wallet and ran.

## Intensive and Reflexive Pronouns: Pronouns Ending in *-self* and *-selves*

Several pronouns end in *-self* or *-selves*.

Intensive and Reflexive Pronouns			
myself	yourself	himself	herself
itself	ourselves	yourselves	themselves

As **reflexive pronouns**, these pronouns are used when the action of the sentence is done by the subject to himself or herself:

- They helped *themselves* to the cookies.
- I tried to bathe *myself* despite my broken arm.

As **intensive pronouns**, these words stress or emphasize another noun or pronoun.

- She tuned the engine *herself*.
- You *yourself* are to blame.
- The president *himself* awarded the medals to the members of the color guard.

These pronouns should not be used in place of a subject or object pronoun.

- **Nonstandard:** My wife and *myself* would be happy to accept your invitation.
- **Standard:** My wife and *I* would be happy to accept your invitation.
- **Nonstandard:** On behalf of my family and *myself*, I would like to express our gratitude to all of you.
- **Standard:** On behalf of my family and *me*, I would like to express our gratitude to all of you.
- **Nonstandard:** Kevin helped Linda and *myself* install a new carburetor in my Camry.
- **Standard:** Kevin helped Linda and *me* install a new carburetor in my Camry.

Never use forms like *hissself*, *theirsself*, *theirselves*, or *oursself*. These are nonstandard in both informal and formal speech and writing, and they should always be avoided.

### TIPS on Pronouns

1. *Who* is the subject form; *whom* is the object form.
2. Do not use pronouns ending in *-self* or *-selves* as subjects or objects.
3. Never use *hissself*, *theirsself*, *theirselves*, or *oursself*.

## Some Problems with Pronouns: *Who* and *Whom*

Not observing the differences between *who* and *whom* is a trap into which some writers and speakers occasionally fall. *Whom* has nearly disappeared from informal English, whether spoken or written. In formal English, however, the differences between the two words are still important and should be learned.

The first step to take when selecting the correct form is to determine which word is the subject and which is the object. *Who* is the *subject* form.

- *Who* is at the door? (*Who* is the subject of *is*.)
- *Who* did he say was at the door? (Notice that *did he say* does not affect the subject pronoun *who* as the subject of the verb *was*.)
- *Who* wants to help me wash the car? (*Who* is the subject of *wants*.)
- *Who* do you think wants to help me wash the car? (*Who* is still the subject of *wants* and is not affected by the words that separate it from the verb.)

*Whom* is the object form.

- *Whom* did you see? (If you turn this question around, you can see that *whom* is the object of the verb *did see*: “You did see *whom*?”)
- With *whom* do you study? (*Whom* is the object of the preposition *with*.)
- *Whom* you know sometimes seems to be more important than what you know. (*Whom* is the object of the verb *know*.)

If you are uncertain about the correct form, substitute a personal pronoun (*he*, *him*; *they*, *them*). If *he* or *they* fits, use *who*; if *him* or *them* fits, use *whom*. Study the following examples.

- I do not know (*who*, *whom*) he wanted. (Substitute *him*: “He wanted *him*.” The correct form is “I do not know *whom* he wanted.”)
- (*Who*, *whom*) shall I say is calling? (Substitute *he*: “*He* is calling.” The correct form is “*Who* shall I say is calling?”)

Do not be misled by expressions such as “he said” and “I think” that can follow *who* when it is the subject of a verb.

- My aunt is the person *who* I think has been most influential in my life. (*Who* is the subject of the verb *has been*, not the object of *think*.)

By deleting or omitting the interrupting words, you can easily decide whether the pronoun is the subject or the object.

Many people use *who* at the beginning of a question in cases when *whom* would be the grammatically correct form, as in the following:

- *Who* did he ask for?
- *Who* should I send the thank-you note to?

Such usage is a matter of debate, however, and many careful writers and speakers would object to such a construction. Follow the advice of your instructor in this matter.

### EXERCISE 6-5

*In the space before each sentence, write the letter that corresponds to the correct pronoun.*

- a   1. (a. Who b. Whom) do you believe will win the National League championship?
- a   2. It is not possible to predict (a. who b. whom) will benefit from the new tax laws Congress passed.
- a   3. Jerry helped Mitchell and (a. me b. myself) move into our new apartment.
- a   4. The president (a. himself b. hisself) greeted the astronauts.
- b   5. By the gestures you used, I knew (a. who b. whom) you were imitating.
- a   6. The villagers (a. who b. whom) were living in the earthquake areas were left homeless.
- a   7. I will speak to the person (a. who b. whom) answers the telephone.
- b   8. We have no one to blame but (a. ourself b. ourselves).
- b   9. Sylvia was the only adult (a. who b. whom) the children trusted.
- a   10. Sean helped (a. himself b. hisself) to a fresh towel.



Want more practice with pronouns? Visit <http://www.mywritinglab.com> and click on "Pronouns," then "Using the Correct Form of the Pronoun." There is a helpful animation about pronoun case, plus some passages in which you can detect and correct common pronoun errors. You can also revise a paragraph that is rife with pronoun problems.

## EDITING EXERCISES

*The following paragraph describes the preparations involved in planning a trip into the woods. The subsequent paragraph explains how to avoid an attack by a computer hacker. Both paragraphs contain a series of errors in pronoun usage. Improve each paragraph by correcting the errors. Revise the sentences when necessary.*

Before stepping into the woods for a hike, my brother and <sup>I</sup>me always make sure we have several important supplies. I am usually more concerned about getting lost than <sup>he</sup>him, so I'm in charge of bringing a good map of the trail area. Storms and vandals can uproot trail signs, so <sup>we</sup>us adventurers cannot count on using them to find our way. Most parks and wilderness areas feature a visitors' center or kiosk <sup>that or which</sup>who offers free maps. My brother is better at reading a compass than <sup>I</sup>myself, so he handles that task. He laughs about <sup>my</sup>me bringing a cellular phone into a rustic setting, but it could help if <sup>he</sup>him and I get lost or injured. <sup>It's</sup>Its important to dress properly for hiking; we both wear at least a couple of layers of clothing because I am not someone <sup>who</sup>whom predicts weather changes very well. <sup>He</sup>Him and I plan for a nutrition break by bringing ample water and snacks. Many sports equipment stores sell protein bars and small packages of nuts or dried fruit, but between you and I, <sup>me</sup>I think that an apple or orange from home works just as well. Depending on the weather and how we plan to amuse <sup>ourselves</sup>ourselves, we sometimes also bring field glasses for bird-watching, as well as bathing suits, towels, and a jar for <sup>that or which</sup>toads whom we may catch for pets. With some easy planning, my brother and <sup>I</sup>myself get to taste adventure without sacrificing safety.

My office colleagues and <sup>I</sup>me use the Internet everyday, and we're always concerned about computer viruses. Luckily, a few precautions have kept <sup>us</sup>we hard workers safe so far, and <sup>you're</sup>your bound to profit from them, too. First, don't open email attachments unless <sup>you're</sup>your sure <sup>they're</sup>whom their from and you're expecting them. If an attachment ends in ".exe," <sup>it's</sup>its likely a virus, so delete it without opening, even if your best friend has sent it. Second, get antivirus software and make sure

<sup>it's</sup> its updated often; ask a knowledgeable friend for <sup>his</sup> him or her favorite program. If you're using a wireless modem, <sup>you're</sup> you're especially vulnerable to a hacker, but using a firewall will cut the chance of <sup>his</sup> him or her accessing your system. Once a week or so, check <sup>your</sup> your Internet service provider's Web site for new patches—<sup>they're</sup> their free tools that can prevent new viruses that may be circulating. Finally, be wary of instant messaging—someone <sup>who</sup> whom you think is your online pal may actually be your computer's worst foe.

### WRITING SENTENCES Using the Correct Form of the Pronoun

*Choosing the correct form of the pronoun can be confusing. This exercise lets you demonstrate that you know how to use the right form of the pronoun when you have to make a choice.*

1. Write a sentence in which you use *you* and *I* correctly.
2. Write a sentence using *you* and *me* correctly.
3. Write a sentence using *who* correctly.
4. Write a sentence using *whom* correctly.
5. Write a sentence using *you* as the subject of a verb.
6. Write a sentence using *you* as the predicate pronoun.
7. Write a sentence using *me* in an appositive.
8. Write a sentence using *us* as the object of a preposition.
9. Write a sentence using *whom* as a direct object.
10. Write a sentence using *them* as an indirect object.

### LANGUAGE TIPS

1. Remember that the following pronouns can be used only as subjects, not objects: *he, she, who, we, and they*.
2. The following pronouns can be used only as objects: *me, him, her, whom, us, and them*.
3. The following pronouns can be used as either subjects or objects: *you* and *it*.
4. Do not use pronouns ending in *-self* as subjects: for example, *myself, yourself, himself, and herself*.

For more help on choosing the right pronouns, see pages 123–129.

## REVIEW TEST 6 - A

### Using the Correct Form of the Pronoun

A. Using the appropriate letter, identify the correct pronoun in each sentence.

- a   1. Hillary and (a. I b. me) hope that the bad weather will not affect today's space shuttle launch.
- b   2. The supermodel's real dress size, between you and (a. I b. me), is 10.
- a   3. Raj blamed (a. himself b. hisself) for sleeping through two final exams.
- b   4. Would you please let Alfredo and (a. I b. me) know when you are coming to town?
- b   5. Without the right tools, (a. its b. it's) impossible to pull the door from its hinges.
- a   6. I decided that Kelly and (a. I b. myself) would do some ice-fishing in Wisconsin this year.
- a   7. Jamil is one of those students (a. whose b. who's) grades make other students envious.
- a   8. Anne and Alan bought (a. themselves b. theirselves) a new PlayStation, and we have not seen them since.
- b   9. (a. Whose b. Who's) interested in sharing a ride across the country with my nine cats and me?
- b   10. The salesman offered Jenna and (a. I b. me) a hefty discount, but we were not interested in buying a tractor.
- a   11. What would a dog do if it finally caught (a. its b. it's) tail?
- a   12. Would you care for a few cookies with (a. your b. you're) coffee?
- b   13. Steve will house-sit for Corinne and (a. she b. her) next weekend.
- a   14. The children are now old enough to get (a. themselves b. theirselves) ready for bed.
- a   15. Hollywood's most popular ice cream parlor is one (a. whose b. who's) most famous flavor is rosewater.

B. Using the appropriate letter, identify the use of the italicized pronoun in each sentence.

a. subject of a verb    b. predicate pronoun    c. appositive

- b   16. The best middlebacks on the soccer team are Claudia and *she*.
- a   17. *Whoever* wants a movie ticket should get in the line to my left.

- b**   18. Our history teacher was the *one* voted Outstanding Teacher.
- a**   19. My own son is now taller than *I*.
- c**   20. Three students—Julie, Lena, and *you*—will star in the spring musical.

C. Using the appropriate letter, identify the use of the italicized pronoun in each sentence.

*a. object of a preposition   b. direct object   c. indirect object*

- a**   21. Henrik says he is too advanced to play tennis with Jim or *me*.
- b**   22. The policeman caught Michael, Brandon, and *me* driving over the speed limit.
- c**   23. Our English instructor should give *us* students a break and not assign homework tonight.
- c**   24. Ricardo cannot figure out which of his beautiful classmates sent *him* the love note.
- a**   25. There is no reason to honk so angrily at *us*!

## REVIEW TEST 6 - B

### Using the Correct Form of the Pronoun

A. Using the appropriate letter, identify the correct pronoun in each sentence.

- b   1. Ethan offered Grace and (a. I b. me) some oranges from his tree.
- a   2. When we were kids, Jessie was not as tall as (a. I b. me), but now we are the same height.
- a   3. Emily and (a. I b. myself) have looked forward to seeing the movie.
- a   4. When Jamal was not looking, Chris took the largest slice of cake for (a. himself b. hisself).
- b   5. Between you and (a. I b. me), Santos is the most handsome man in our neighborhood.
- a   6. The singer was encouraged by the fans because of (a. their b. them) clapping and shouting.
- b   7. Hannah and (a. him b. he) met us for a study session this morning.
- a   8. Connor and Erin were rightfully proud of (a. their b. them) winning the photography contest.
- b   9. Mr. Holmberg told Frank and (a. I b. me) to review Chapter Six more carefully.
- a   10. Alvaro and Trish let the cat out of (a. its b. it's) cage for some exercise.
- b   11. Would you please give this book to Olivia and (a. she b. her)?
- a   12. Carl does the maintenance on his '66 Mustang (a. himself b. hisself).
- a   13. Do you and (a. he b. him) have plans tonight?
- a   14. If Eddie asks, tell him that it was (a. I b. me), not Max, who broke the flat-screen television.
- a   15. Hollywood's most popular ice cream parlor is one (a. whose b. who's) most famous flavor is rosewater.

B. Using the appropriate letter, identify the use of the italicized pronoun in each sentence.

a. subject of a verb    b. predicate pronoun    c. appositive

- a   16. D'Andre and *I* covered the patio furniture before the storm began.
- b   17. We knew it was *she* who called because we recognized her giggles.
- a   18. If your car is in the shop tomorrow, *I* will be glad to give you a ride.
- a   19. Because Luis took the exam when *I* was at the library, I do not know how well he did.

- c   20. My best friends—Brittany, Tran, and *you*—may ride in my limo to the awards show.

C. Using the appropriate letter, identify the use of the italicized pronoun in each sentence.

a. object of a preposition    b. direct object    c. indirect object

- c   21. For her birthday, Ashley’s aunt sent *her* a bookstore gift card.  
  a   22. From the far side of the woods, Juan whistled a signal to Gil and *me*.  
  b   23. The tourists asked *him* for directions to the Hollywood Bowl.  
  c   24. James and Ursula emailed *us* pictures of their new apartment.  
  a   25. Helen voiced a grumpy “Hello” to Akana and *me*.

# WRITING PARAGRAPHS

## COHERENCE IN THE PARAGRAPH BY USING TRANSITIONAL WORDS AND PHRASES

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In the preceding chapters you learned to arrange your ideas in paragraphs in a logical order. Now you will learn that you can make your paragraphs coherent by linking one sentence to the next by using *transitional words and phrases*. They signal the direction of thought as you read through the paragraph. With them, the reader is prepared for each new idea and can relate each new statement to the last. Without them, a paragraph can sound like a list of unrelated ideas.

Notice how each sentence in the following paragraph stands isolated from the next, making it sound wooden and stiff.

- Speaking and writing are different in many ways. Speech depends on sounds. Writing uses written symbols. Speech developed about 500,000 years ago. Written language is a recent development. It was invented only about six thousand years ago. Speech is usually informal. The word choice of writing is often relatively formal. Pronunciation and accent often tell where the speaker is from. Pronunciation and accent are ignored in writing. A standard diction and spelling system prevails in the written language of most countries. Speech relies on gesture, loudness, and the rise and fall of the voice. Writing lacks gesture, loudness, and the rise and fall of the voice. Careful speakers and writers are aware of the differences.

Notice how much smoother this paragraph becomes when transitional words and phrases and other linking devices are used. They make the paragraph more coherent and the thought much easier to follow.

- Speaking and writing are different in many ways. Speech depends on sounds; writing, *conversely*, uses written symbols. Speech was developed about 500,000 years ago, *but* written language is a recent development, invented only about six thousand years ago. Speech is usually informal, *while* the word choice of writing, *by contrast*, is often relatively formal. *Although* pronunciation and accent often tell where the speaker is from, they are ignored in writing because a standard diction and spelling system prevails in the written language of most countries. Speech relies on gesture, loudness, and the rise and fall of the voice, *but* writing lacks these features. Careful speakers and writers are aware of the differences.

Transitional words and phrases show the relationship between sentences. In some ways they are like traffic signs. They tell the reader what is ahead, warning of a turn, advising when to slow down, and so on.

Examine the following sentences for their use of transitions.

- The shortstop took an extra hour of batting practice. *As a result*, she hit two home runs in the game. (*As a result* shows how the second sentence is the effect or consequence of the first.)
- Many older people look forward to retirement. *However*, some want to continue to work beyond the maximum age limit. (*However* alerts the reader to a contrasting idea ahead.)

Here is a list of some of the most common transitional words that connect sentences, making them more coherent.

Common Transitional Words		
also	however	on the contrary
although	in addition	on the other hand
and	in conclusion	second
as a result	in fact	similarly
besides	later	still
but	likewise	that is
consequently	meanwhile	therefore
finally	moreover	though
for example	nevertheless	whereas
furthermore	next	yet

### EXERCISE A Using Transitions

Here are ten sentences. Supply the missing transition that seems most fitting for each. Reword the sentences as necessary, but try to avoid using the same transition more than once.

1. Ella's Mini Cooper is just a few years old; \_\_\_\_\_ its limited edition makes it a collectible already.
2. We cannot see through the tree trunk, and, \_\_\_\_\_, we will hire a professional gardener.
3. \_\_\_\_\_, after weeks of coughing and bed rest, Dino recovered.
4. Part-time work can harm a student's study habits; \_\_\_\_\_, the extra money is tempting.
5. Rafael has been jogging daily for a month, and, \_\_\_\_\_ he has lost eight pounds.

6. First, call a babysitter; \_\_\_\_\_ call the restaurant for reservations.
7. I enjoy a good milkshake, \_\_\_\_\_ Linda prefers lemonade.
8. Omar volunteers at the homeless shelter often; \_\_\_\_\_, I saw him there today.
9. That new Nintendo game costs more than my budget allows; \_\_\_\_\_, I already have another game that is very similar.
10. \_\_\_\_\_ Logan loves his apartment in the city, Leah prefers a beachfront cottage.

## WRITING TIPS Using Traffic Signs in Paragraphs

Transitions give the reader directions, just as a traffic sign gives a driver directions. Here are some common transitions arranged according to their purpose.

### Common Transitions

#### Purpose

#### Transitions

##### *Addition*

(developing with ideas and details)

and, also, too, furthermore, in addition, then

##### *Time*

(stating when)

before, after, earlier, since, later, now, meanwhile, until

##### *Space*

(stating where)

here, there, above, below, behind, on this side, on the other side, to the right, to the left

##### *Qualification*

(stating exceptions or modifying)

but, however, though, nevertheless

##### *Repetition*

(restating for emphasis and clarity)

in other words, in particular, in summary

##### *Exemplification*

for example, that is (illustration)

##### *Cause and Effect*

(showing consequences)

as a result, consequently, therefore

##### *Comparison and Contrast*

(showing similarities and differences)

similarly, by comparison, likewise, by contrast, on the other hand, on the contrary

##### *Summary*

(restating chief ideas)

in brief, in conclusion, in summary, finally

## WRITING TIPS He Said, She Said . . .

Plagiarism is presenting someone's ideas or words as your own without giving proper credit. It is stealing, and many colleges and universities discuss it in their catalogs or student codes. Most of the time, students plagiarize without meaning to; they simply do not know which material requires an attribution. Here are some ways to avoid the quicksand of plagiarism.

- Enclose all quoted passages within quotation marks and state their source immediately before or after the passage.
- Even if you paraphrase (restate or summarize) someone else's ideas, give credit to the source.
- If a fact or statistic is not generally known, provide your reader with the source where you found it.

## EXERCISE B Fixing Choppy Sentences

*The following paragraph is filled with choppy and disconnected sentences. Rewrite the paragraph, inserting the appropriate transitions and connecting words and phrases. Reword the paragraph as necessary.*

- Humanity's first walk on the moon occurred on the evening of July 16, 1969. American astronauts Neil Armstrong, Mike Collins, and Ed Aldrin lifted off in *Apollo II*. Thirty-four hours passed in flight. They began a live color broadcast of their activities. They traveled about 250,000 miles by the third day. They went into an elliptical orbit around the moon. Their landing craft gradually approached the surface of the moon. With advice from Houston headquarters, they brought the ship down toward the surface above a rocky crater. Armstrong changed his mind and decided to aim for another landing site. They touched down. The astronauts remained in their cabin for six hours. They opened the hatch and slowly went down the ladder. Armstrong reached the second rung. He let down a television camera. His foot landed on the surface. He stopped to say his now-famous words: "That's one small step for man, one giant leap for mankind."

## EXERCISE C Using Transitions

*The following paragraph describes the steps necessary when judging the taste of a wine. Note the use of transitions (first, next, then, and finally). Read the paragraph carefully and then respond to (a) or (b) in the accompanying directions.*

- Anyone can learn to judge the taste of a wine by following a series of steps. First, pour the wine into a glass, noting its color, hue, and clarity. These traits reveal the age of a wine and the strength of its flavor. The lighter the color, the younger and

lighter-bodied the wine will be. Next, take a long sniff of the poured wine. Swirl the glass in slow, even circles, and then sniff it again. The aroma of the wine, called the nose, may be any combination of smells such as fruity, spicy, floral, or woody. Then take a small sip along with a bit of air. Whirl the wine around in your mouth. Notice how the wine changes, becoming more varied as it swirls and strikes your palate. Finally, note the aftertaste. The more intense and complex the aftertaste, the more hearty the wine.

- a. *In a paragraph of at least six sentences, summarize a memorable episode in a book, movie, or television program. Place transitional words or phrases where needed.*
- b. *In a paragraph of at least six sentences, summarize the steps needed when doing your least-favorite task or chore. Place transitional words or phrases where needed.*