

The background features several large, stylized, overlapping swirls in shades of light green, light purple, and light blue. Scattered throughout the scene are numerous small, yellow, triangular shapes that resemble sun rays or confetti, adding a bright and dynamic feel to the design.

Pronouns and Antecedents

Slide 1 Pronouns: Copy down these **notes**.

A pronoun is a word that takes the place of a noun or a group of nouns.

Singular Subject Plural Subject Singular Object Plural Object

I
you
he, she, it

we
you
they

me
you
him, her, it

us
you
them

David gave the tickets to **my friends and me**.

He gave the tickets to **us**. (“He” is the pronoun that represents *David*; “us” is the pronoun that represents “*my friends and me*.”)

Slide 2 Notes continued . . .

Plural = represents more than one

Singular = represents only one



Plural and *singular* refer to **NUMBER** in grammar land.



Slide 3 **Notes continued . . .**

Also, in grammar

GENDER REFERS TO MALE OR FEMALE.



Slide 4 Notes continued . . .

$$1 + 1 = 2$$

Pronouns and antecedents must agree in gender and in number.

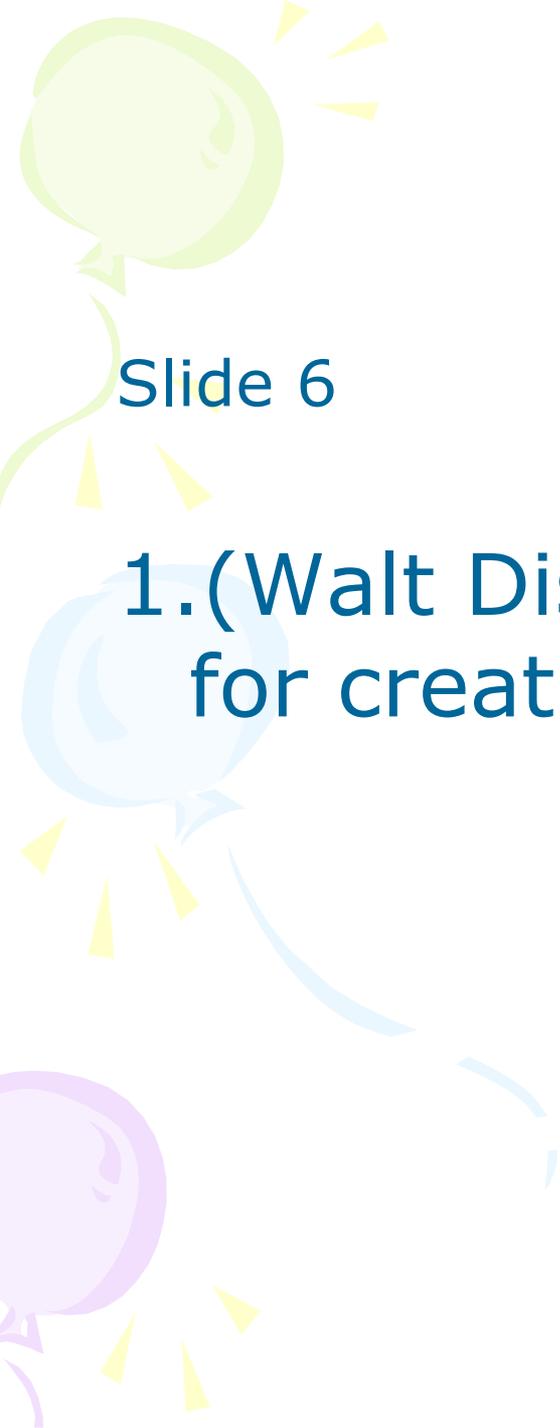
You shouldn't say, "**Sally** is a good friend. I spend a lot of time with **him**."
(gender problem)

or

"**All of our students** have spirit! Just the other day **she** dressed up for Spirit Week."
(number problem)

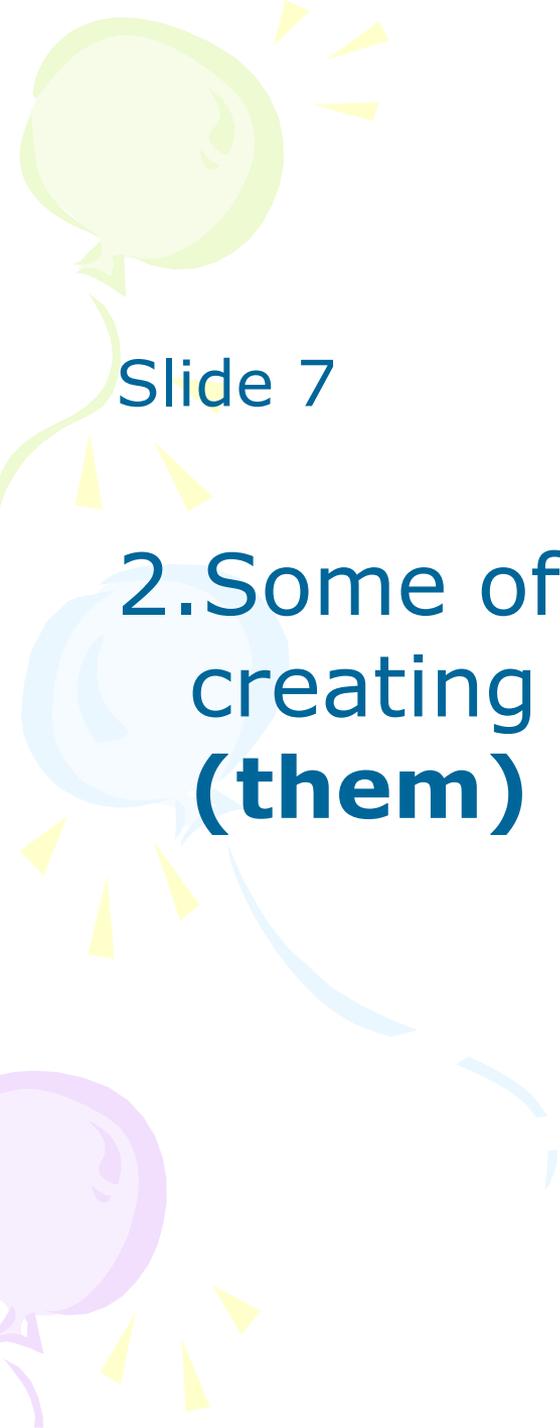
Slide 5 Directions: Write in the blank the personal pronoun that replaces the word or phrase in parenthesis.

1. (Walt Disney) may be best known for creating Mickey Mouse.
2. Some of (the achievements) include creating the first cartoon with sound.
3. (Cartoon characters) made Disney famous around the world.
4. (The Disney Studio) also makes feature-length animated movies.
5. All children seem to love (*Mary Poppins*)

A decorative graphic on the left side of the slide features three balloons: a green one at the top, a light blue one in the middle, and a purple one at the bottom. Each balloon is attached to a streamer that curves upwards and to the right. Small yellow triangular shapes are scattered around the streamers, resembling confetti or light rays.

Slide 6

1. (Walt Disney) may be best known for creating Mickey Mouse. (**He**)

A decorative vertical strip on the left side of the slide features three balloons: a light green one at the top, a light blue one in the middle, and a light purple one at the bottom. Each balloon is attached to a thin, wavy streamer that extends downwards. Small, yellow, triangular shapes are scattered around the balloons, resembling confetti or streamer tassels.

Slide 7

2. Some of (the achievements) include creating the first cartoon with sound.
(them)

A decorative vertical strip on the left side of the slide features three balloons: a light green one at the top, a light blue one in the middle, and a light purple one at the bottom. Each balloon is attached to a thin streamer that ends in several small, yellow, triangular flags.

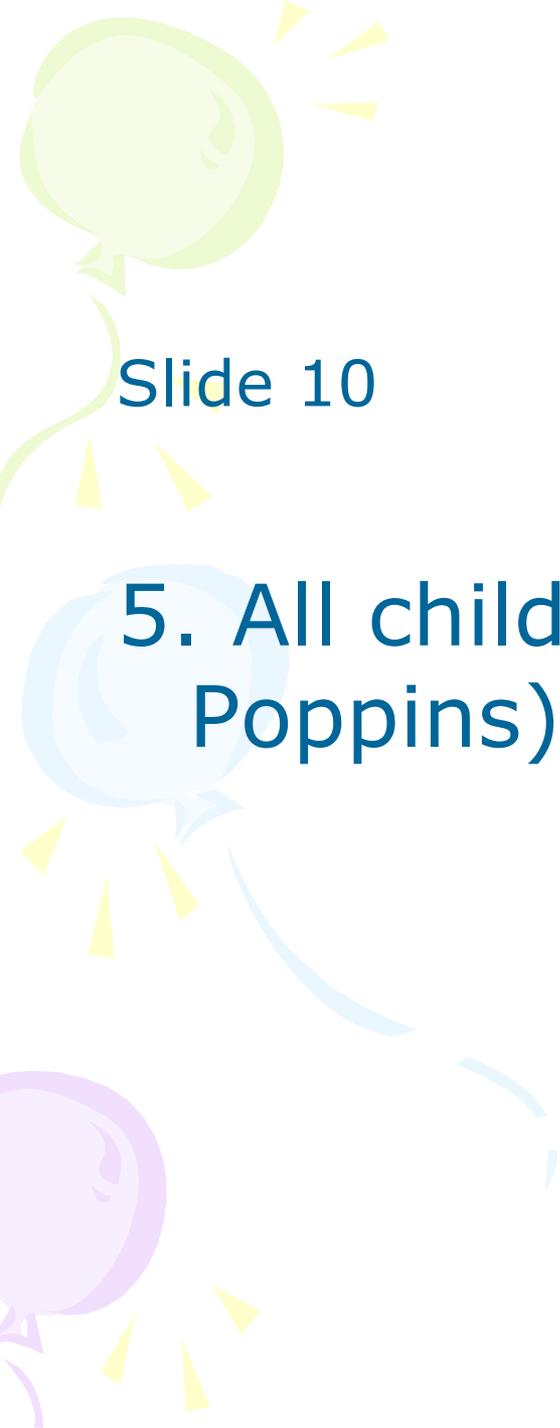
Slide 8

3. (Cartoon characters) made Disney famous around the world. **(They)**

A decorative graphic on the left side of the slide features three balloons: a light green one at the top, a light blue one in the middle, and a light purple one at the bottom. Each balloon is attached to a streamer that ends in several yellow triangular flags.

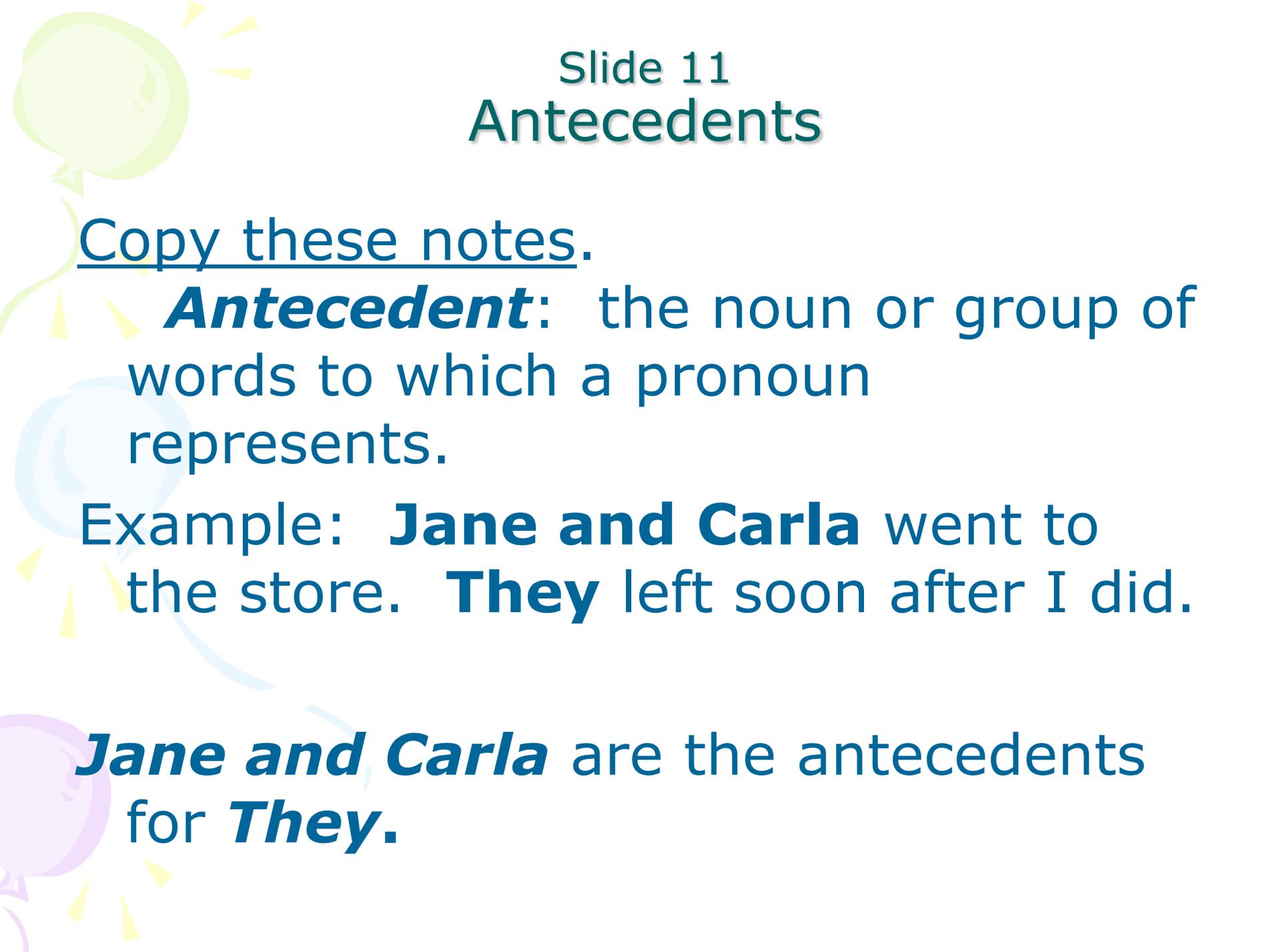
Slide 9

4. (The Disney studio) also makes feature-length animated movies. **(It)**



Slide 10

5. All children seem to love (Mary Poppins). **(her)**



Slide 11
Antecedents

Copy these notes.

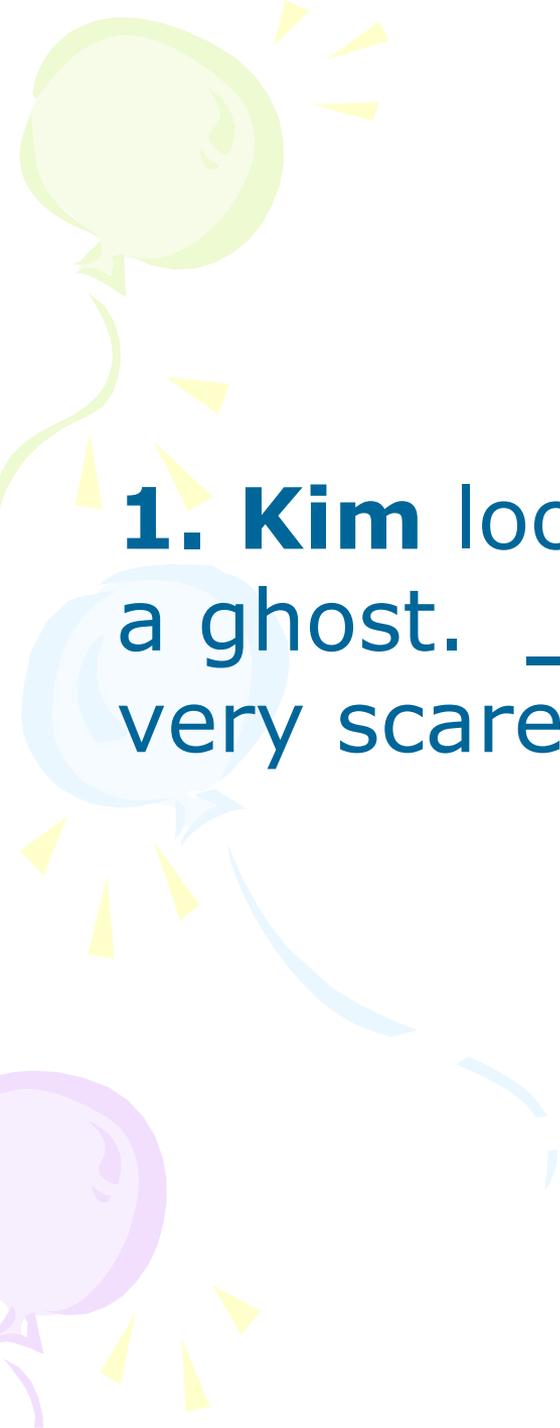
Antecedent: the noun or group of words to which a pronoun represents.

Example: **Jane and Carla** went to the store. **They** left soon after I did.

Jane and Carla are the antecedents for ***They***.

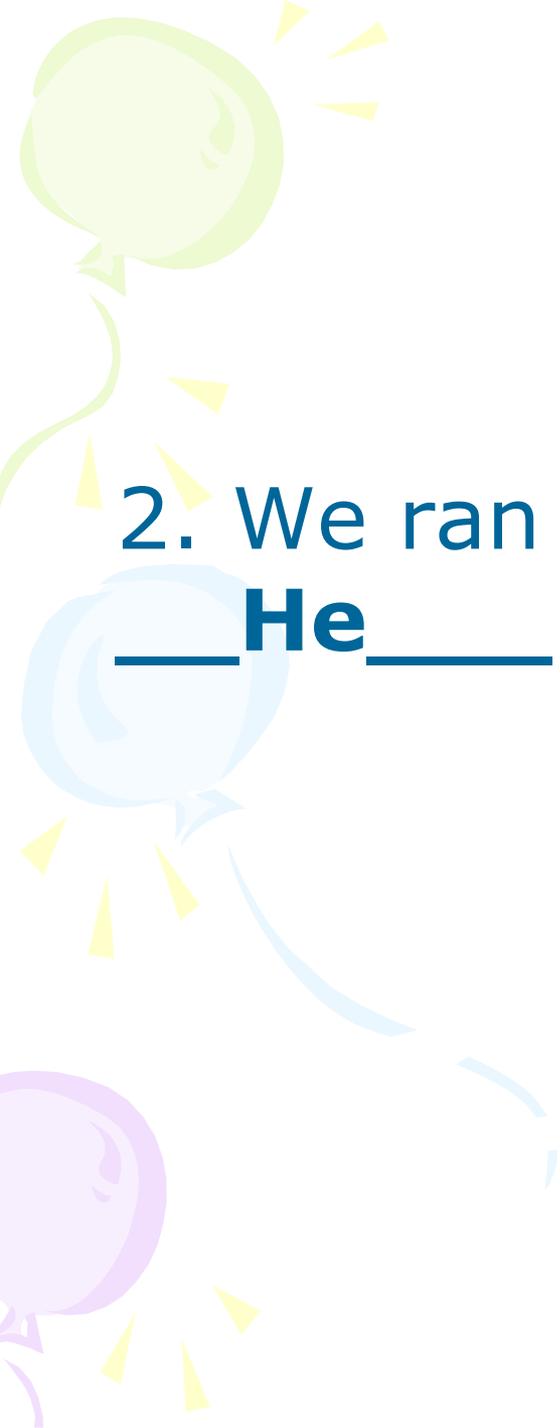
Slide 12 As you copy these sentences, write the correct pronoun in the blank, drawing an arrow to its antecedent.

- 1. Kim looked as though she had seen a ghost. _____ must have been very scared.
- 2. We ran into Tim at the mall. _____ was in a hurry.
- 3. I saw the car accident. _____ seemed to happen in slow motion.
- 4. Our tour guide showed us his favorite sights. _____ took us to many great places.
- 5. The potholes in the road made our trip a very bumpy ride. _____ made the car shake.



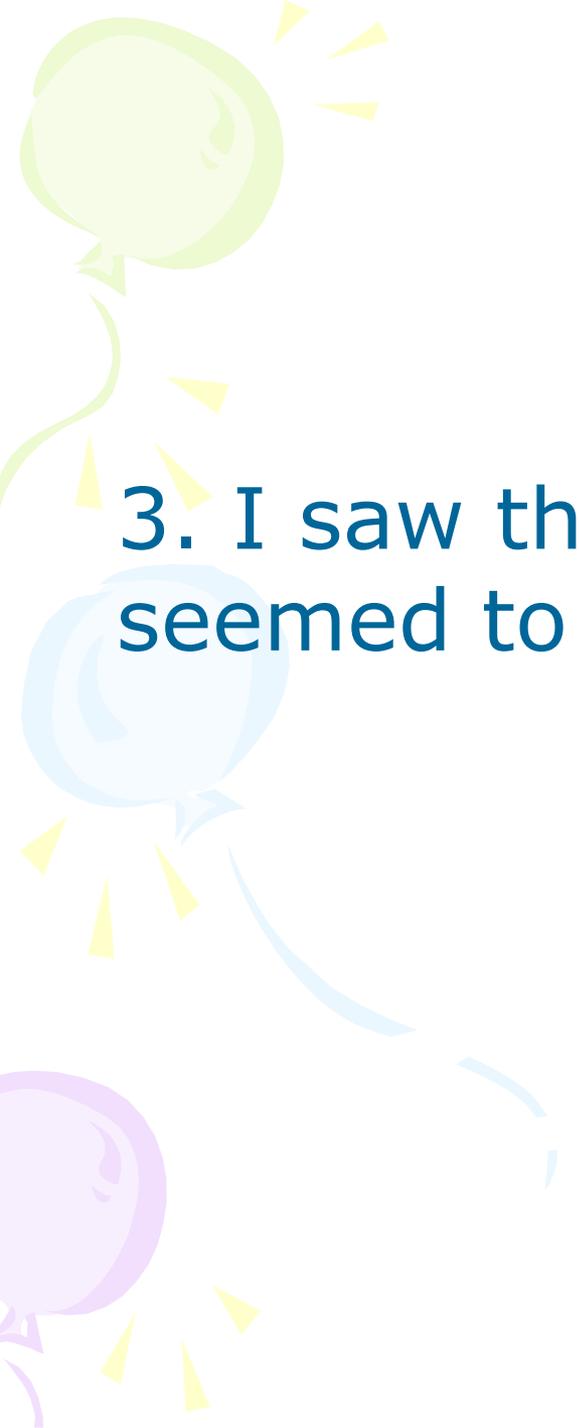
Slide 13

1. Kim looked as though she had seen a ghost. **She** must have been very scared.



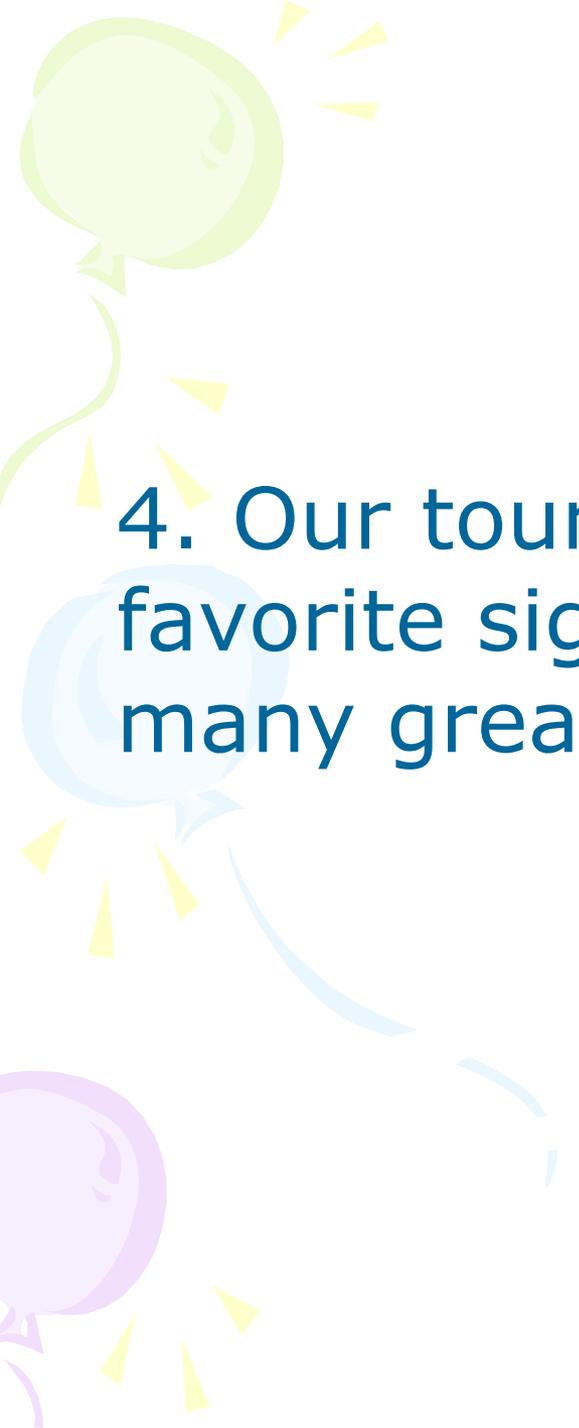
Slide 14

2. We ran into **Tim** at the mall.
 He was in a hurry.



Slide 15

3. I saw the car **accident**. **It**
seemed to happen in slow motion.



Slide 16

4. Our tour **guide** showed us his favorite sights. **He** took us to many great places.

5. The **potholes** in the road made our trip a very bumpy ride. **They** made the car shake.



Slide 18 **Notes about
Pronouns/Antecedents**

You must be **clear** when writing pronouns and antecedents.

Examples:

Todd looks like his father. He is a doctor.

This is unclear because we don't know who is the doctor, Todd or his father.

clear: Todd looks like his father. His father is a doctor.



Slide 19

Notes continued

Copy down these sentences. Write CLEAR or UNCLEAR, according to pronouns/antecedents.

_____ They sell many used cars at the dealership.

_____ The dealership sells many used cars.



Slide 20 Notes continued

Copy down these sentences. Write CLEAR or UNCLEAR, according to pronouns/antecedents.

Unclear They sell many used cars at the dealership.

Clear The dealership sells many used cars.

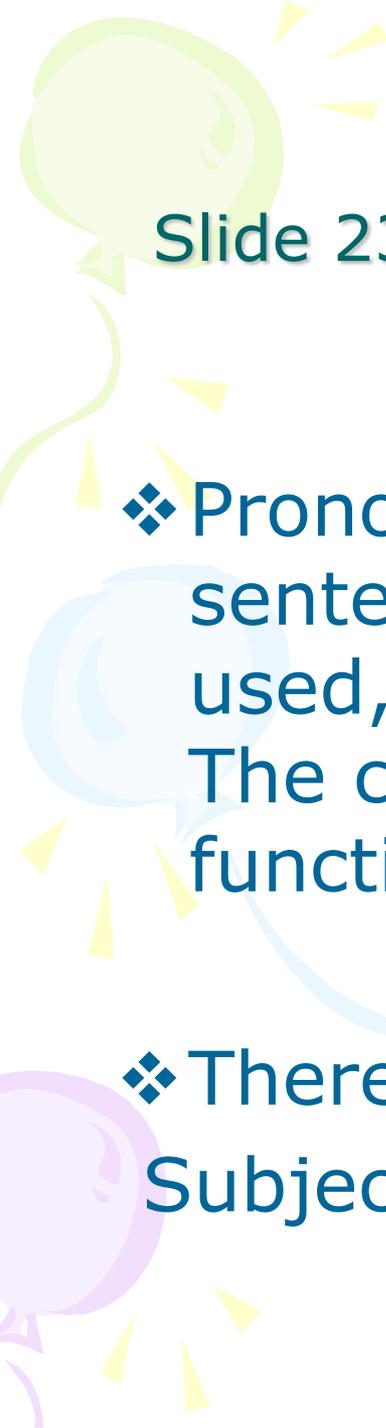


Slide 21 Write down the sentences. Write in the correct pronoun. Then, draw a line from the pronoun to its antecedent {the word(s) that the pronoun represents}.

1. I saw the car accident. _____ seemed to happen in slow motion.
2. The wrestlers are on a winning streak. Fans love to watch _____.
3. Claire plays the piano and the trumpet. _____ plays _____ equally well.

Slide 22 Write down the sentences. Write in the correct pronoun. Then, draw a line from the pronoun to its antecedent {the word(s) that the pronoun represents}.

1. I saw the car accident. **IT** seemed to happen in slow motion.
2. The wrestlers are on a winning streak. Fans love to watch **THEM**.
3. Claire plays the piano and the trumpet. **SHE** plays **THEM** equally well.



Slide 23 Notes for Using Pronouns Correctly

Pronoun Case

- ❖ Pronouns perform different functions in sentences. To identify the type of pronoun used, determine the function it performs. The case of the pronoun identifies its function.
- ❖ There are three cases:
Subjective, Objective, and Possessive.

Slide 24 Notes for Using Pronouns Correctly

Case Types

Subjective: Functions as a subject or predicate nominative (*I, he, she, it, we, they, you*)

Objective: Functions as a direct object, indirect object, or the object of a preposition (*her, him, it, them*)

Possessive: Shows ownership (*his, hers, its, their, theirs, my, our, ours, my, mine, your, yours*)

Slide 25 Notes for Using Pronouns Correctly

Use your finger to cover up a word in order to solve the “Which pronoun to use” problem.

For example:

*He and (**I** or **me**) played checkers.*

Cover up the words “He and,” with a finger and read the sentence without them.

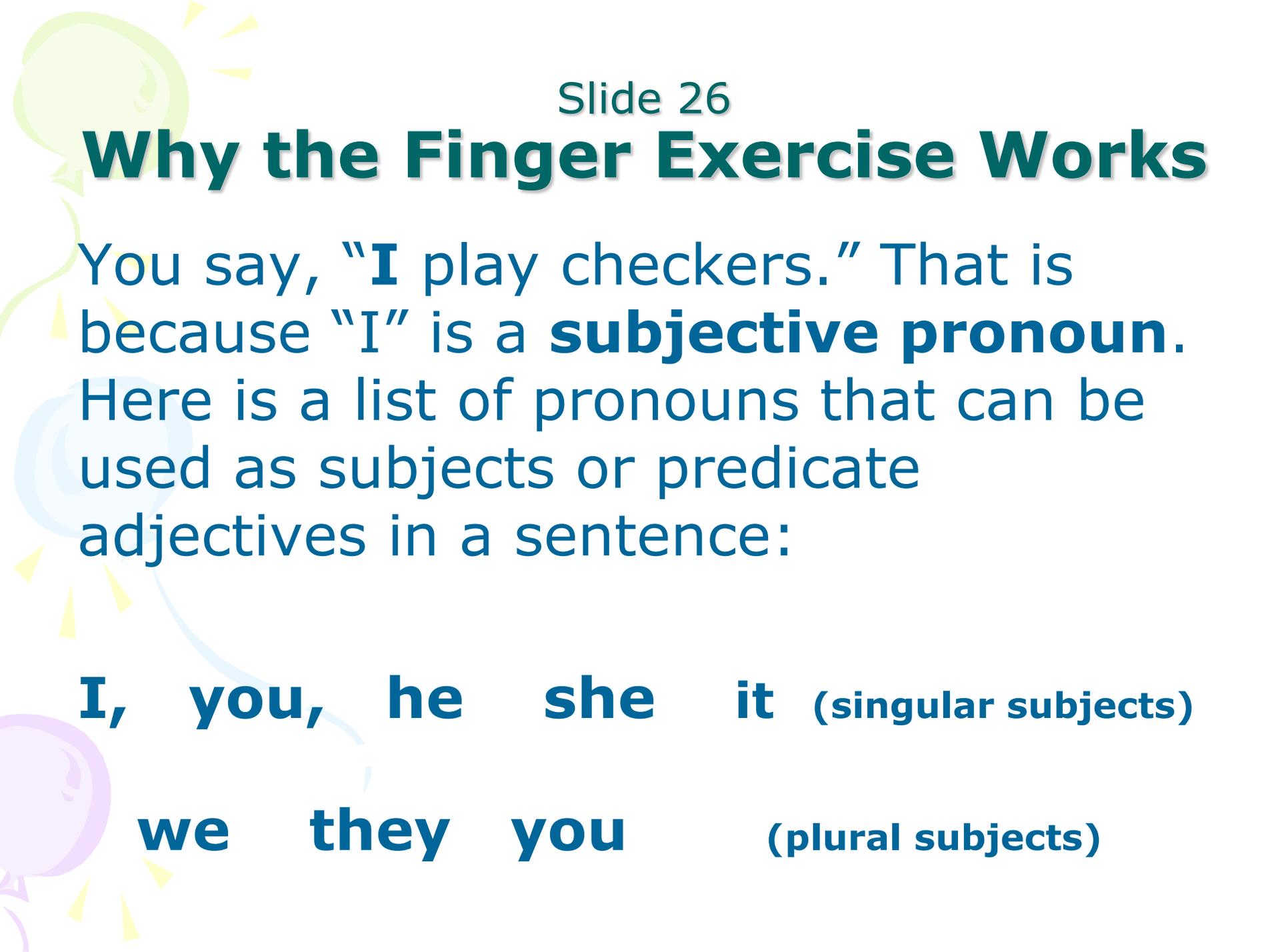
It should be easy to see the correct answer!

I played checkers.

Or

Me played checkers.





Slide 26

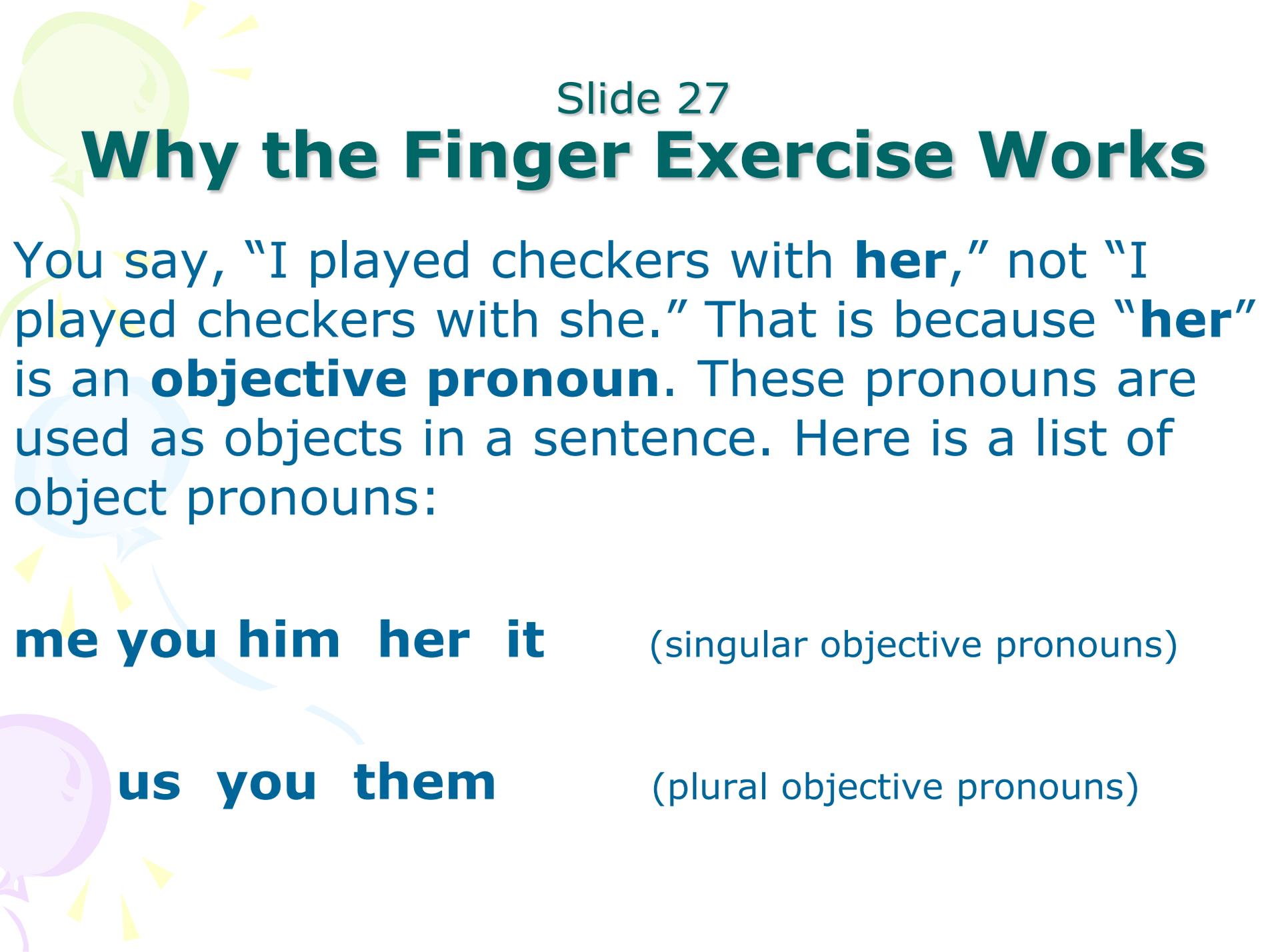
Why the Finger Exercise Works

You say, “**I** play checkers.” That is because “**I**” is a **subjective pronoun**.

Here is a list of pronouns that can be used as subjects or predicate adjectives in a sentence:

I, you, he she it (singular subjects)

we they you (plural subjects)



Slide 27

Why the Finger Exercise Works

You say, "I played checkers with **her**," not "I played checkers with she." That is because "**her**" is an **objective pronoun**. These pronouns are used as objects in a sentence. Here is a list of object pronouns:

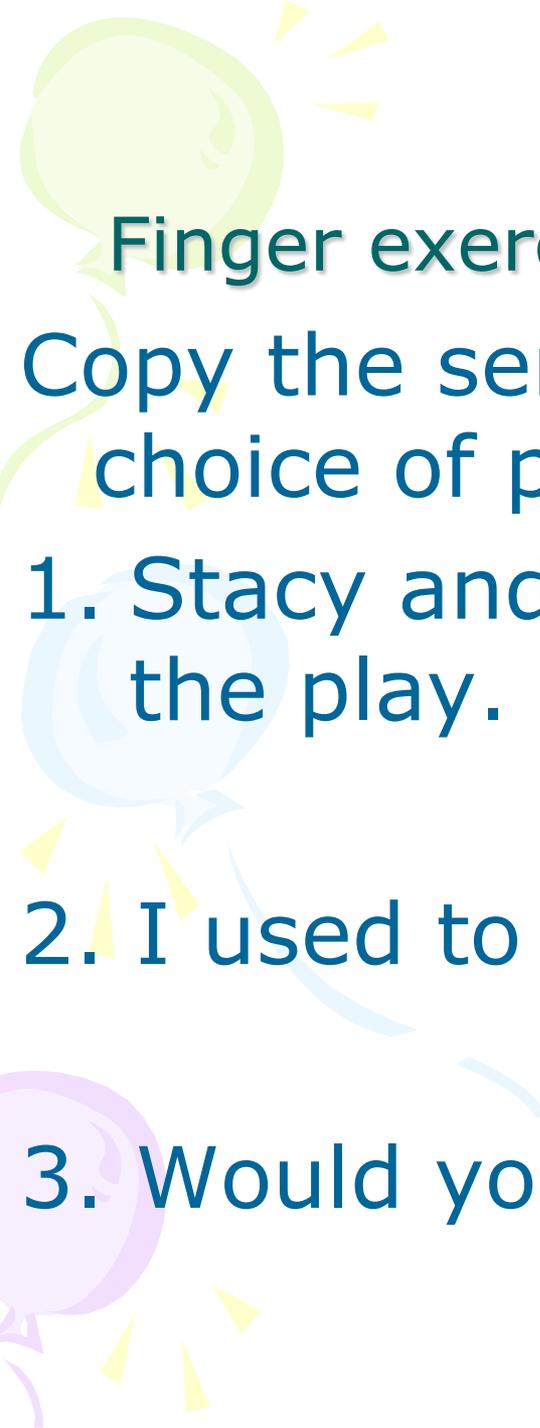
me you him her it (singular objective pronouns)

us you them (plural objective pronouns)

Finger exercises for finding correct pronouns.

Copy the sentences, writing in the correct choice of pronouns.

1. Stacy and (she/her) are making scenery for the play.
2. I used to babysit for Jane and (he, him).
3. Would you like a photograph of (her, she)?



Slide 29

Finger exercises for finding correct pronouns.

Copy the sentences, writing in the correct choice of pronouns.

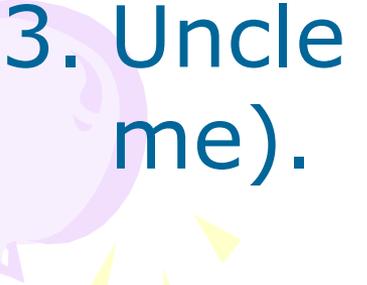
1. Stacy and (**SHE**) are making scenery for the play.
2. I used to babysit for Jane and (**HIM**).
3. Would you like a photograph of (**HER**)?



Slide 30

Finger exercises cont.

Copy sentences, writing in correct choices.

1. Brad and (I, me) packed our suitcases.
 2. Should Erica and (I, me) meet you and (her/she)?
 3. Uncle Jack bought gifts for Karina and (I, me).
- 

Finger exercises cont.

Copy sentences, writing in correct choices.

1. Brad and (**I**) packed our suitcases.

2. Should Erica and (**I**) meet you and (**HER**)?

3. Uncle Jack bought gifts for Karina and (**ME**).

More pronoun notes to copy

A **possessive pronoun** shows who or what has something. Possessive pronouns replace possessive nouns.

Examples of possessive pronouns:

***my, your, his, her, its, our, your, their,
mine, yours, his, hers, its, ours, yours,
theirs***

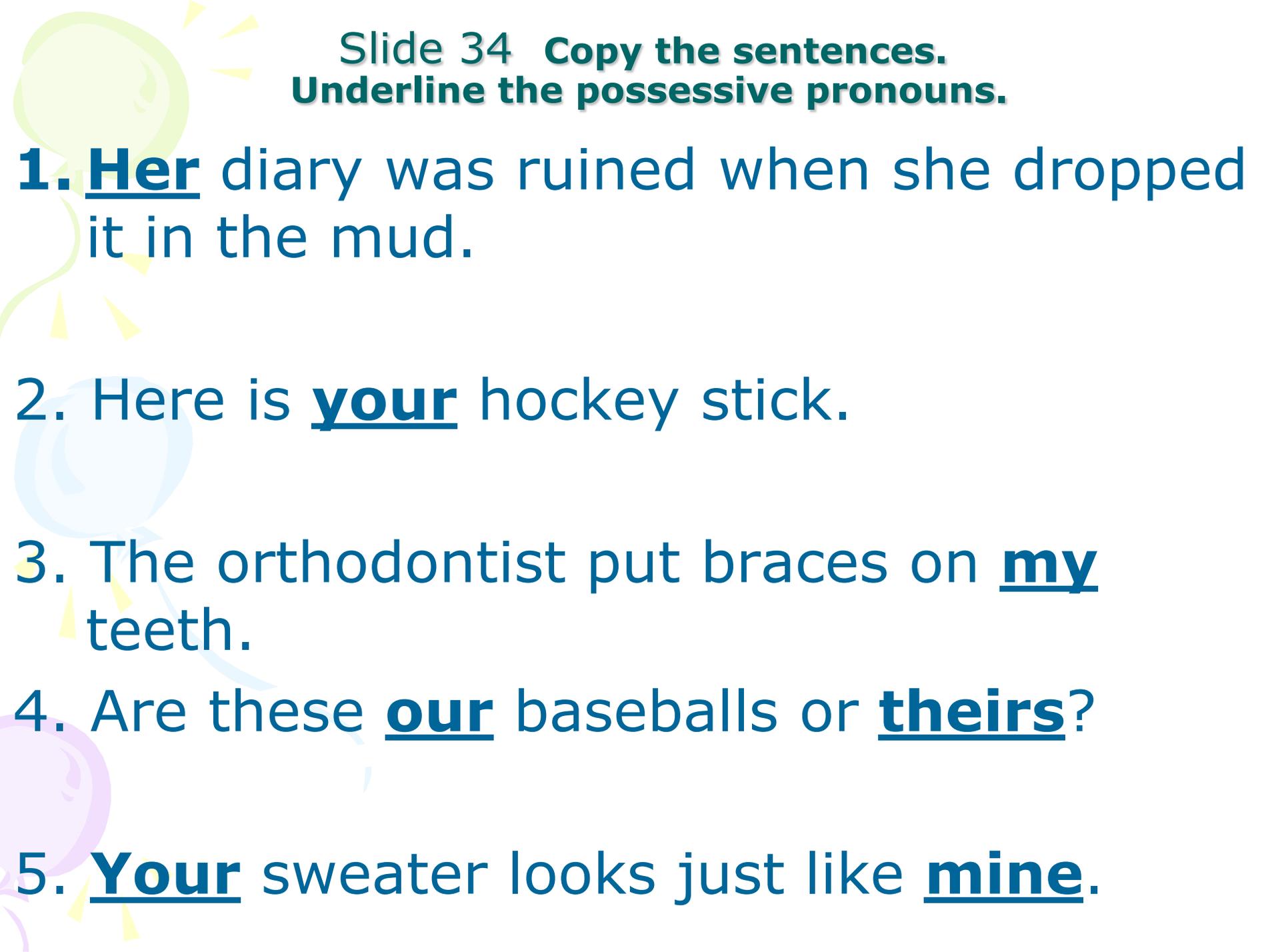
Possessive pronouns show ownership.

His car is fast! Whose car? **HIS** car!

A decorative sun graphic in the top-left corner, featuring a large yellow circle with rays and a smaller green circle below it, both with yellow triangular rays extending from them.

**Slide 33 Copy the sentences.
Underline the possessive pronouns.**

1. Her diary was ruined when she dropped it in the mud.
2. Here is your hockey stick.
3. The orthodontist put braces on my teeth.
4. Are these our baseballs or theirs?
5. Your sweater looks just like mine.



Slide 34 **Copy the sentences.**
Underline the possessive pronouns.

1. **Her** diary was ruined when she dropped it in the mud.
2. Here is **your** hockey stick.
3. The orthodontist put braces on **my** teeth.
4. Are these **our** baseballs or **theirs**?
5. **Your** sweater looks just like **mine**.

Slide 35 Copy these notes for
indefinite pronouns

An **indefinite pronoun** does not refer to a particular person, place, or thing.

Here is a list of some **indefinite pronouns**:

anybody, anyone, each, either, everybody, nothing, anything, something, somebody, someone, both, few, many, others, several, neither, nobody, no one, one, some

Example:

Everybody watched the game on FOX.



Slide 36 Copy sentences, underlining the
indefinite pronouns

1. Some of the students make no effort to pay attention.
2. Everyone runs when the coach blows her whistle.
3. Both worry that the levy won't pass.

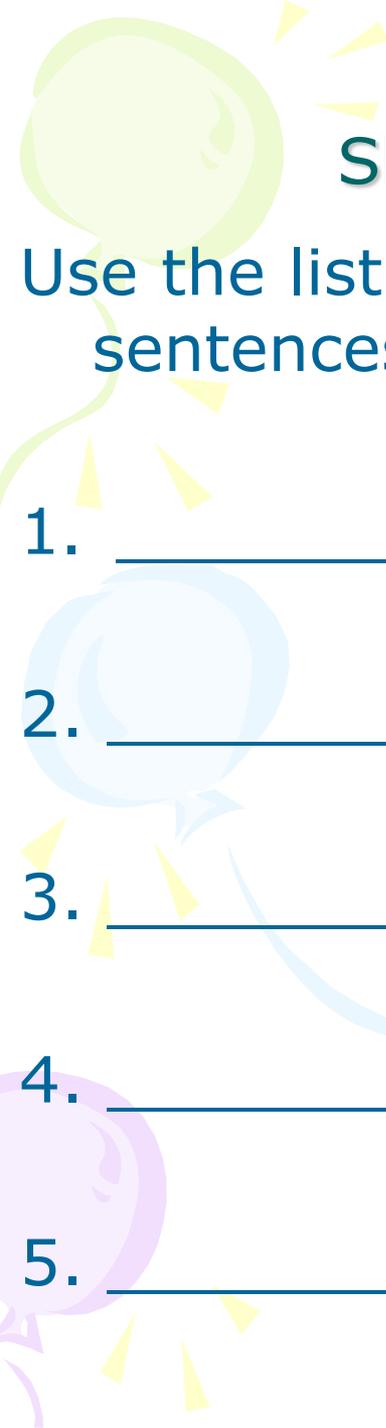


Slide 37 Continued: Copy sentences, underlining the **indefinite pronouns**

1. Some of the students make no effort to pay attention.

2. Everyone runs when the coach blows her whistle.

3. Both worry that the levy won't pass.

A decorative graphic on the left side of the slide features a large green sun with yellow rays at the top, a light blue balloon in the middle, and a purple balloon at the bottom. The sun and balloons are connected by thin, curved lines.

Slide 38 Practice with **indefinite pronouns**.

Use the list of indefinite pronouns to best complete the sentences. Write out whole sentence.

1. _____ know about the ride of Paul Revere.

2. _____ gets goose bumps thinking about that scary movie.

3. _____ of the picture frames were cracked.

4. _____ is as dedicated as Sandra.

5. _____ changes their minds.

Slide 39

Answers: Practice with **indefinite pronouns**.

Use the list of indefinite pronouns to best complete the sentences. Write out whole sentence.

1. **MANY/SOME/ALL** know about the ride of Paul Revere.
2. **ONE/ANYBODY/EVERYBODY/EVERYONE/NO ONE/** gets goose bumps thinking about that scary movie.
3. **All/Some/None** of the picture frames were cracked.
4. **No one/Nobody/** Anybody/Everybody is as dedicated as Sandra.
5. **Nothing/Anything** changes their minds.

Slide 40 **Reflexive and Intensive Pronouns**

Please, copy this page of notes:

A **reflexive pronoun** is formed by adding *-self* or *-selves* to other pronouns.

An **intensive pronoun** adds intensity or emphasis to something important or dramatic.

Here is a list of reflexive/intensive pronouns:

***myself, yourself, himself, herself,
itself, ourselves, yourself, themselves.***

Examples: George bought *himself* a present today. (reflexive)

You *yourself* should understand how I feel. (intensive)

INCORRECT: *HISSELF, THEIRSELVES*

Refrain from saying or writing these!

Slide 41

Take out your notes about reflexive and intensive pronouns

Directions: Underline the reflexive or intensive pronoun in each sentence. Draw an arrow to the antecedent.

1. Deep-sea divers dive to observe sea life, which itself can be fascinating.
2. Divers must take measures to protect themselves under water.
3. If you were a diver, you would buy yourself a suit and a helmet.
4. Divers wear wetsuits to protect themselves from cold, deep water.
5. Suits allow divers to lower themselves 2,000 feet below water.

Slide 42 Take out your notes about reflexive and intensive pronouns

Underline the reflexive or intensive pronoun in each sentence. Draw an arrow to the antecedent.

1. Deep-sea divers dive to observe sea life, which itself can be fascinating.
2. Divers must take measures to protect themselves under water.
3. If you were a diver, you would buy yourself a suit and a helmet.
4. Divers wear wetsuits to protect themselves from cold, deep water.
5. Suits allow divers to lower themselves 2,000 feet below water.

1. Carson (a girl) earned a degree for _____ in marine biology.
2. Carson did not see the ocean for _____ until after college.
3. However, the sea _____ fascinated Carson at a young age.
4. Later Carson became an aquatic biologist, which is no small feat _____.
5. In 1949 Carson _____ was finally able to visit the deep.

Slide 44 Copy sentences, filling in blank with intensive or reflexive pronouns.

1. Carson (a girl) earned a degree for **HERSELF** in marine biology.
2. Carson did not see the ocean for **HERSELF** until after college.
3. However, the sea **ITSELF** fascinated Carson at a young age.
4. Later Carson became an aquatic biologist, which is no small feat **ITSELF**.
5. In 1949 Carson **HERSELF** was finally able to visit the deep.

Slide 45 Copy these notes about interrogative pronouns

Use an interrogative pronoun at the beginning of an interrogative sentence, or a question.

Examples:

To whom should the check be made payable?

Who will bring Andrea to the dance?

Which of the poems is your favorite?

Whose shoe is that?

What is the best way to study for the test?

****NOTE: Don't confuse *whose* with *who's*, a contraction for *who is*.**

Slide 46 Continued: interrogative pronoun practice!

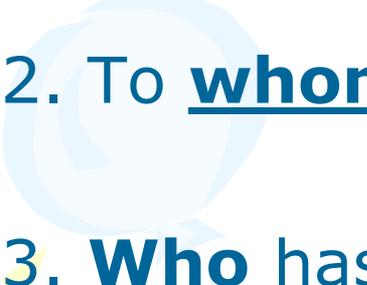
Copy the sentences, writing in the correct interrogative pronoun.

1. _____ of the cars in is the driveway?
2. To _____ does Marcus send letters?
3. _____ has completed the assignment?
4. With _____ does your brother work?
5. _____ is the name of the team in red?



Slide 47 Continued:
Interrogative pronoun practice!

Copy the sentences, writing in the correct interrogative pronoun.

1. **Which** of the cars in is the driveway?
 2. To **whom** does Marcus send letters?
 3. **Who** has completed the assignment?
 4. With **whom** does your brother work?
 5. **What** is the name of the team in red?
- 
- 

Slide 48 More Interrogative Pronouns!

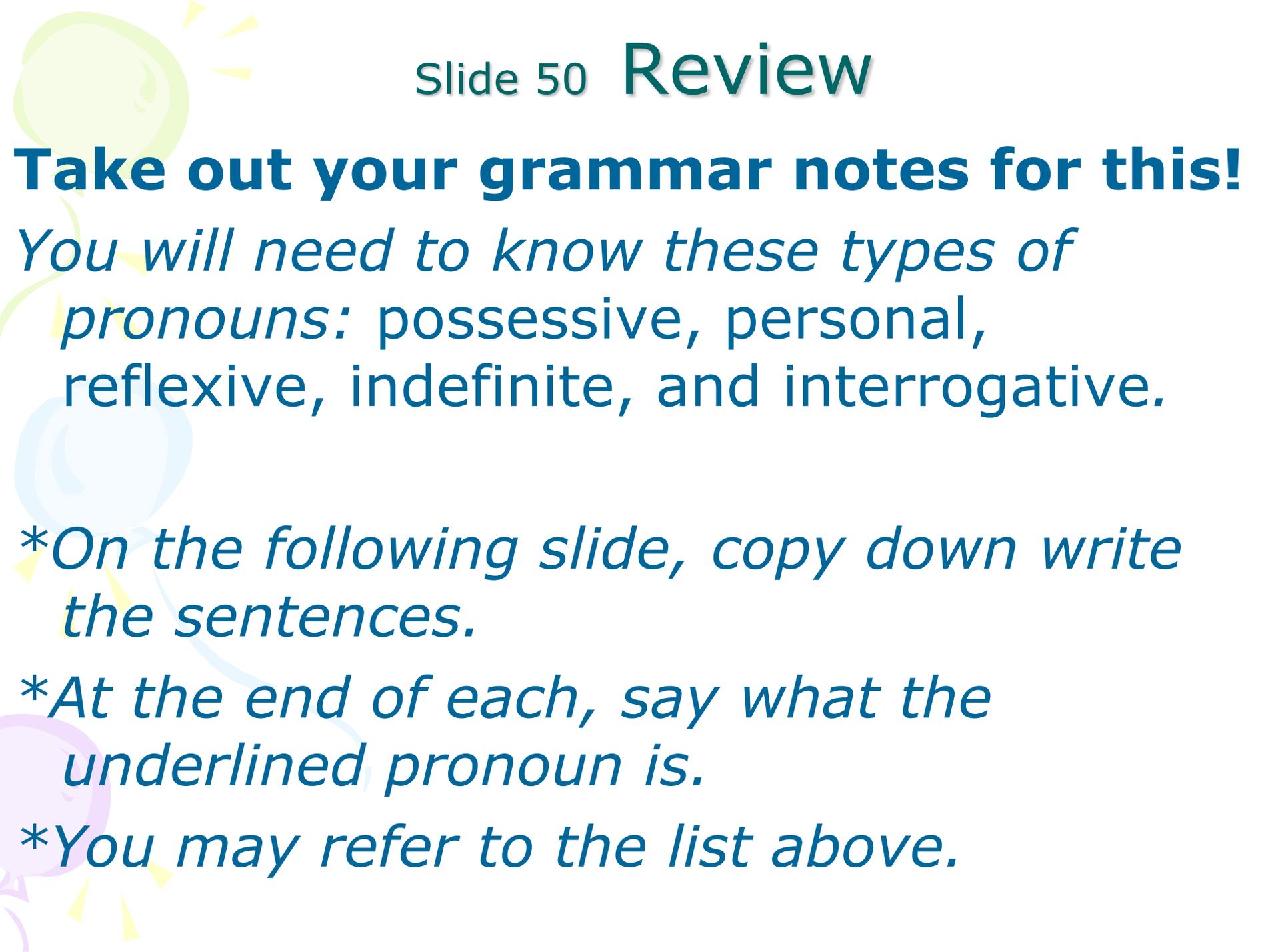
Write in the correct interrogative pronoun as you copy the below sentences.

1. _____ remembered to pick up the pizza?
2. _____ does an archaeologist do?
3. _____ of your new shirts will you wear?
4. _____ of those snakes is poisonous?
5. To _____ were you talking on the phone earlier?

Slide 49 More Interrogative Pronouns!

Write in the correct interrogative pronoun as you copy the below sentences.

1. **WHO** remembered to pick up the pizza?
2. **WHAT** does an archaeologist do?
3. **WHICH** of your new shirts will you wear?
4. **WHICH** of those snakes is poisonous?
5. To **WHOM** were you talking on the phone earlier?



Slide 50 Review

Take out your grammar notes for this!

You will need to know these types of pronouns: possessive, personal, reflexive, indefinite, and interrogative.

**On the following slide, copy down write the sentences.*

**At the end of each, say what the underlined pronoun is.*

**You may refer to the list above.*

Slide 51

Exercises:

*possessive, personal, reflexive, indefinite,
intensive, and interrogative*

1. **She** and Jason finished the race.
2. Jerry was proud of **himself**. _____
3. To **whom** is the letter addressed? _____
4. Ellen fastened **her** seatbelt. _____
5. **Whose** is that CD? _____
6. **Each** student did a report on the book. _____
7. Only Congress **itself** can declare war. _____

Slide 52 Exercises: **ANSWERS**
*possessive, personal, reflexive, indefinite,
intensive, and interrogative*

1. **She** and Jason finished the race. **personal**
1. Jerry was proud of **himself**. **reflexive**
2. To **whom** is the letter addressed?
interrogative
3. Ellen fastened **her** seatbelt. **possessive**
4. **Whose** is that CD? **interrogative**
5. **Each** student did a report on the book.
indefinite
6. Only Congress **itself** can declare war.
intensive



Slide 53 Review Day 2

Copy down sentences and identify the underlined pronouns as being *personal*, *possessive*, *indefinite*, *reflexive*, *intensive*, or *interrogative*.

1. Jeanette does errands for her grandma. _____
 2. Aiden bought himself the book. _____
 3. Which song did Beth sing? _____
 4. The speech was interesting to Ahmed and me. _____
 5. Your part in the play is huge! _____
 6. Wendy and I played soccer. _____
 7. Everyone knows the story that was told. _____
- 

Copy down sentences and identify the underlined pronouns as being *personal*, *possessive*, *indefinite*, *reflexive*, *intensive*, or *interrogative*.

1. Jeanette does errands for her grandma. **possessive**
2. Aiden bought himself the book. **reflexive**
3. Which song did Beth sing? **interrogative**
4. The speech was interesting to Ahmed and me.
personal
5. Your part in the play is huge! **possessive**
6. Wendy and I played soccer. **personal**
7. Everyone knows the story that was told. **indefinite**

Copy the sentences. Write the antecedent for each pronoun which is underlined.

1. Susan wore a shirt that she had just bought. _____
2. Tall trees swayed. They fell over in the wind. _____
3. Carlos and Ron are table washers. They forgot to clean today. _____
4. The government makes new laws. It does this on a state and national level.
5. Laws are meant to improve society, but sometimes they do not.

Copy the sentences. Write the antecedent for each pronoun which is underlined.

1. Susan wore a shirt that she had just bought. **Susan**
2. Tall trees swayed. They fell over in the wind. **trees**
3. Carlos and Ron are table washers. They forgot to clean today. **Carlos and Ron**
4. The government makes new laws. It does this on a state and national level. **government**
5. Laws are meant to improve society, but sometimes they do not. **laws**