

PRONOUN FORM & REFERENCE



PRONOUN FORM



PN FORM



Pronouns come in various types:

- ∞ personal
- ∞ possessive
- ∞ demonstrative
- ∞ indefinite
- ∞ relative
- ∞ reflexive
- ∞ interrogative
- ∞ reciprocal

PN FORM



Pronouns come in 3 main forms:

∞ subject

∞ object

∞ possessive

∞ *depending on its FUNCTION within the sentence*

∞ just as you change your form (appearance) when you change your function: student, employee, date

PN FORM



Pronouns come in 3 main forms:

<u>SUBJECT FORM</u>	<u>OBJECT FORM</u>	<u>POSSESSIVE FORM</u>
I	me	my, mine
we	us	our, ours
you	you	your, yours
he/she/it	him/her/it	his/her or hers/ <u>its</u>
they	them	their, theirs
who	whom	whose

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Pronouns come in 3 main forms:

☞ Subject vs. Object:

- ☞ for the most part, unless we're talking like Tarzan,
 - ☞ we can distinguish between the subject & object forms
- ☞ the trick is when we have a compound subject or object & have to decide which form to use
 - ☞ simply drop the other noun or pronoun
 - ☞ **Janet and I** or **Janet and me**
- ☞ or when we have a comparison
 - ☞ add the verb
 - ☞ **better than I/me (can dance)**

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Pronouns come in 3 main forms:

☞ Possessive:

☞ no apostrophe!

☞ a Possessive Pronoun is already “born” possessive

☞ so it doesn’t need anything added to it

☞ no “hi’s” or her’s”

☞so no “it’s” ***

PRONOUN REFERENCE



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PRONOUN REFERENCE:

- ❧ The word a Pronoun *refers* back to is called its **Antecedent**.
- ❧ This antecedent is either a **Pronoun** or a **Noun** that **our Pronoun has replaced**.
 - ❧ *He* forgot *his* homework.
 - ❧ *Shawn* forgot *his* homework.
- ❧ As with **Pronoun-Antecedent Agreement**, the **Pronoun & its Antecedent have to match**:
 - ❧ singular goes with singular, plural goes with plural
 - ❧ masculine & masculine, feminine & feminine

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PRONOUN REFERENCE:

- ❧ With Pronoun REFERENCE, the issue is CLARITY:
 - ❧ Readers have to know to which word the Pronoun refers –
 - ❧ *precisely, clearly, exactly, unequivocally, unmistakably*

SO WHAT?:

- ❧ Since writers have but ONE CHANCE to communicate *clearly and unequivocally* their ideas to the reader,
- ❧ they must construct sentences with proper Pronoun Reference.
- ❧ The alternative quite often leads to
 - ❧ **confusion**
 - ❧ **and poor grades!**

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(1) VAGUE PRONOUN REFERENCE:

- ⌘ What most grammar handbooks incorrectly term “sexist language”
 - ⌘ is more accurately labeled *poor, vague, or unclear* pronoun reference.
- ⌘ As writers, you must be as clear as you possibly can, assuming nothing.
- ⌘ Since you have but one chance to convey your idea,
 - ⌘ say exactly what you mean.

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(1) VAGUE PRONOUN REFERENCE:

☞ *Each student brought his textbook to class.*

☞ If you were writing about an all-boys school, then this would be acceptable.

☞ If, however, you mean that both males and females comprise the student body, then you must change the sentence.

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(1) VAGUE PRONOUN REFERENCE:

∞ TO FIX --

∞ 1) The split:

∞ he/she (*subject* form) OR his/her (*object* form)

∞ Each student brought *his/her* textbook to class.

∞ (of course, feel free to place the feminine pronoun first)

∞ 2) Make your subject plural (*):

∞ The students brought *their* textbooks to class.

∞ If doing so does not alter the meaning of your sentence, this would be preferable to “the split” – which gets old fast.

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(2) GENDER CONFUSION:

- ❧ When both (or more) nouns in a sentence are of the same gender, beware of pronoun confusion.
 - ❧ Betty told Alice that she was in trouble.
 - ❧ (Who is in trouble here?!)
 - ❧ The field hockey coach rushed past her injured player to argue with the referee; she was hit in the face by a stray stick.
 - ❧ (Which of the 3 was hit in the face?!)

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(2) GENDER CONFUSION:

☞ TO FIX --

- ☞ 1) rewrite the entire sentence, changing the structure;
- ☞ 2) replace the pronoun with the proper noun, despite the repetitive sound of the sentence
- ☞ Rewrite: ...the goalie was hit in the face by a stray stick.
- ☞ Rewrite: Rushing to argue with the referee, the field hockey coach ran past her injured player who was hit in the face by a stray stick.

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(3) "THEY" & INANIMATE OBJECTS :

- ⌘ "That's what they say" -- who exactly is *they*!
 - ⌘ there is no noun or pronoun in the sentence to which "they" refers
 - ⌘ similarly, we cannot write that inanimate objects are performing tasks that humans must

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(3) "THEY" & INANIMATE OBJECTS :

❧ for example:

❧ I got a call from the bank today; they informed me that I have overdrawn on my account.

❧ this is incorrect because

❧ 1) the bank is a physical structure that cannot use a telephone;

❧ only in Stephen King novels do machines come to life!

❧ 2) "they" does not have a noun to which it refers

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(3) "THEY" & INANIMATE OBJECTS :

☞ TO FIX --

- ☞ 1) insert the appropriate human noun, and
- ☞ 2) match this appropriate noun with the proper pronoun "he" or "she"
- ☞ Rewrite: I got a call from the bank manager (or bank president or a teller) today; she informed me that I have overdrawn on my account.

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(4) 2+-WORD ANTECEDENTS:

☞ AND:

☞ if AND joins the two nouns, the pronoun must be plural

☞ the subject can be replaced with “they” because there is no choice; both are referred to

☞ **Shakira and Shaquika practice their dance moves.**

☞ *They* practice their dance moves.

☞ *plural subject + plural verb + plural pronoun*

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(4) 2+-WORD ANTECEDENTS:

∞ EITHER/OR:

- ∞ if, however, OR links the 2 nouns
- ∞ then the **noun antecedent** *nearest* the pronoun will decide if the pronoun is singular or plural
- ∞ here, there is a *choice* -
 - ∞ both are not referred to; only the antecedent nearest the pronoun matters grammatically
- ∞ Either the Piccarelli siblings or Juan has removed his car from the driveway.
- ∞ Either Juan or the Piccarelli siblings have removed their car from the driveway.

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(5) COLLECTIVE NOUNS:

∞ collective nouns

∞ such as *audience, class, army, jury, family, team, and herd*

∞ usually take the SINGULAR verb (is/was) and SINGULAR pronoun (its)

∞ because they are functioning as a *single* unit

∞ however, when the members of these groups act *separately* or *individually*, then such collective nouns are PLURAL

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(5) COLLECTIVE NOUNS:

∞ HINT --

- ∞ if the word "individual" (or its adverb form with an -ly) fits into the sentence,
- ∞ then the sense is **PLURAL**: the verb (are/were) and pronoun (their) are plural

∞ SIMPLE SOLUTION --

- ∞ when we write, most of us automatically put in the sense we intend

∞ FOR EXAMPLE --

- ∞ The individual members of the jury took *their* seats.
- ∞ The individual soldiers fired *their* guns.
- ∞ The committee members submitted *their* ballots.

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(6) COMPARING with PRONOUNS:

- ∞ remember to spell “**thAn**” correctly (“**thEn**” is an adverb)
- ∞ use the subjective form of the pronoun
 - ∞ when we speak comparisons, we often abbreviate the sentence, dropping the verb:
 - ∞ Jennifer believes she is smarter than she/her.
 - ∞ Rob can dance better than she/her.
 - ∞ to determine the proper pronoun choice, add the verb at the end of the sentence:
 - ∞ Jennifer believes she is smarter than she/her is.
 - ∞ Rob can dance better than she/her can dance.

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(7) PRONOUNS referring to POSSESSIVE NOUNS and OBJECTS OF PREPOSITION:

- ❧ pronouns *cannot* refer back to a Possessive Noun
- ❧ pronouns *cannot* refer back to nouns functioning as Objects of a Preposition:
 - ❧ In Thomas Harris' recent novel, *he* discusses the childhood of Hannibal Lecter.

❧ SIMPLE SOLUTION:

- ❧ make the noun the subject of the sentence:
 - ❧ Thomas Harris discusses the childhood of Hannibal Lecter in *his* recent novel.

EXERCISES



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EXERCISES



- ❧ ****Determine which book we're using this semester:**
- ❧ **LBE**
- ❧ **LBH**
- ❧ **LSH**
- ❧ **Other**

LBE EXERCISES

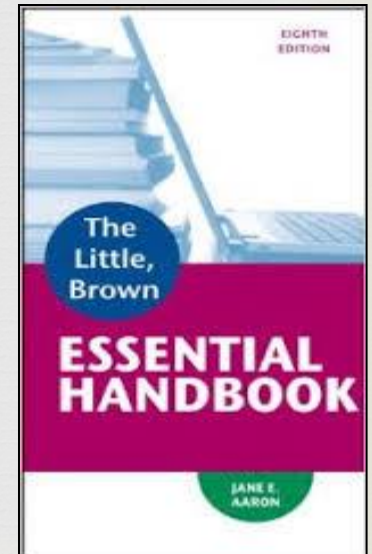


∞ PNA:

∞ Ch. 31 (31.1-2)

∞ PNR:

∞ Ch. 32 (32.1)



LBH EXERCISES



∞ Ch.32:

∞ PN Reference Exercise #1

