Chapter 10: Using Pronouns Correctly, pp. 164–175

Case Forms, p. 164

**EXERCISE**

1. She went to the bottom of the ocean.
2. Another diver followed **her** as a safety precaution.
3. The **divers** used hand signals to communicate underwater.
4. Near the shore, they saw a **shelf** of land.
5. This **shelf’s** name is the continental shelf.
6. A **shelf** can slope many fathoms underwater.
7. These **shelves** attract explorers from around the world.
8. Scuba divers wear special **equipment** for exploring.
9. A **diver’s** mask is a window to an exciting, new world.
10. Its fit helps to ensure a safe and comfortable dive.
11. Grandma and **me** went to a class to learn about computers.
12. After the replay, the referee said the winners were **us**.
13. The photographers should have been **them**.
14. The first to perform are **we**.
15. The most valuable player might have been **her**.

The Nominative Case, p. 165

**EXERCISE A**

1. We
2. he
3. they
4. we
5. he

**EXERCISE B**

6. they
7. we
8. he
9. she
10. he

The Objective Case, p. 166

**EXERCISE A**

1. her
2. us
3. him

**EXERCISE B**

4. me
5. me
6. them
7. us
8. her
9. us
10. us
11. me
12. them
13. us
14. me
15. us

19. Our final dive, or checkout dive, would be at Lake Travis.
20. Will Tana’s soccer schedule interfere with scuba classes?
13. Will our class send him a get-well card?
14. The soothing piano music calmed she and I.
15. For he and I, Ms. Tompkins drew a huge cat.

**Nominative and Objective Case A, p. 167**

**EXERCISE**

1. us 11. them
2. me 12. he
3. We 13. us
4. she 14. me
5. he 15. she
6. us 16. me
7. them 17. us
8. We 18. I
9. we 19. us
10. me 20. her

**Nominative and Objective Case B, p. 168**

**EXERCISE**

1. Did you see the photographs by Dorothea Lange and she?
2. The winner in the fun run’s wheelchair division was he.
3. Dr. Chen showed her and I his acupuncture clinic.
4. The volunteer coordinator should be her.
5. Will you play a game with he and I?
6. He and me are building a model of the White House.
7. Did you see him and her at the grocery store?
8. Grandpa taught he and I some yoga postures.
9. Your biggest fans are her and me.
10. Will you go with Claire and I to hear the violinist Itzhak Perlman?

11. I made her and him a nutritious snack.
12. We and they meet on Thursdays for chess games.
13. Mother and me designed a new birdhouse.
14. Daisuke told she and I about his trip to Tokyo.
15. Did you choose him or I?
16. Juanita, Malcolm, and me collaborated on a science project.
17. Is the author of the skit her or him?
18. Uncle Stuart gave him and I bicycles for our shared birthday.
19. The awards presented to she and I were hung over the mantelpiece.
20. We may have to go to the mall without her.

**The Possessive Case, p. 169**

**EXERCISE A**

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

Answers will vary. Sample responses are given.

11. your
12. Their
13. mine
14. yours
15. Her
16. our
17. Their
18. His
19. your
20. my

**Who and Whom, p. 170**

**Exercise A**

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

**Exercise B**

11. (We, Us) girls were first-string on the basketball team.
12. The league leaders were (we, us) Sentinels.
13. Mark wrote a postcard to (we, us) scouts.
14. Did you invite (we, us) group leaders?
15. The first people on the program were (we, us) twirlers.
16. (We, Us) brothers were known as the Great Beninos.
17. The teacher called (we, us) students up to the stage.
18. Nurse Anthony gave a plaque to (we, us) volunteers.
19. In 1977, we wheelchair racers competed in the Boston Marathon for the first time.
20. The seven racers readied themselves for the race.

**Special Pronoun Problems, p. 172**

**Exercise**

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

Review A: Case, p. 173

EXERCISE A, p. 173

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

EXERCISE B

Answers will vary. Sample responses are provided.

11. I
12. us
13. she
14. me
15. us
16. his
17. yours
18. our
19. My
20. her

Review B: Case and Special Pronoun Problems, p. 174

EXERCISE A

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

EXERCISE B

Answers will vary. Sample responses are provided.

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

Review C: Case and Special Pronoun Problems, p. 175

EXERCISE A
1. I
2. himself
3. them
4. they
5. us
6. me
7. who
8. We
9. she
10. he

EXERCISE B
11. Whom can I ask about storyteller dolls?
12. Us students are writing a report about Buddhists.
13. He reminded himself to take out the garbage.
14. The last to arrive was she.
15. My family, who visited Japan, attended a special celebration.
16. Saving natural resources will be beneficial for us humans.
17. Just between you and I, the choice is mine.
18. Mara and me will make the team and they a delicious snack.
19. The judges, whom we respect, readied themselves for the competition.
20. The most limber people were we gymnasts.
Chapter 10: Using Pronouns Correctly, pp. 39–43

Choices: Investigating Pronoun Usage, p. 39
Choices activities are designed to extend and enrich students’ understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

Literary Model: Poetry, pp. 40–41

**EXERCISE A**
I—nominative
him—objective
We—nominative
us—objective
them—objective
he—nominative
my—possessive
you—objective
They—nominative
me—objective

**EXERCISE B**
Answers will vary. A sample response is given.
This technique makes the beginning of the poem more interesting and creates a small amount of suspense. It motivates me to continue reading so that I can find out about whom the author is talking.

**EXERCISE C**
Answers will vary. A sample response is given.
He spoke slowly as he moved.
At times, when he stopped mid-sentence,
He seemed to need jump-starting to go on.
But when my grandfather sat down at a piano,
And his gnarled hands began to play on the keys,
His communication flowed like a young river.
Or like a young breeze playing with a young girl’s hair.
And when he looked into my eyes,
His bony fingers still on the song’s last keys,
He saw that I’d felt the breeze and the river—
And maybe even the young girl’s hair.

**EXERCISE D**
Answers will vary but should reflect the student’s poem.

1. Like Ortiz, I tried to make the reader want to read beyond the first few lines of my poem to find out to whom the pronoun he was referring. In the entire poem, I used only two pronouns that referred to the narrator. In this way, I kept the main focus of the poem on the grandfather.

2. No, a writer who uses so many personal pronouns runs the risk of confusing the reader. The reader may not be able to keep up with who or what is the antecedent of each pronoun. You are most likely to succeed in communicating if you do your best to make sure that your writing is free of errors.

Proofreading Application: Personal Essay, p. 42

Coach Fernandez told us that stretching would improve our speed, so Joe and me decided to sign up for yoga. Him and me thought it would be easy, but we were wrong! Us big, strong football players, whom work out at least three hours a day, were groaning in the first posture.
Everyone except us seemed so calm and relaxed. The teacher, whom we respect, offered Joe and I some helpful suggestions about our breathing. Another student and she demonstrated a deep breathing exercise to increase lung capacity. I had felt tired when we started, so I was amazed at how much energy I had after breathing deeply.

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

**Writing Application: Newspaper Article, p. 43**

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Grammar, Usage, and Mechanics: Language Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

**Scoring Rubric**

The article uses the correct case forms of pronouns.

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The article covers the 5W-How? questions.

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The article’s headline will intrigue readers, and the article summarizes important information first.

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The article is relatively free of errors in punctuation and spelling.

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**Total Score**

5 = highest; 1 = lowest