

# Chapter 9

## Pronouns

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
81	Personal Pronouns & Antecedents	188–89	155–56	49		<i>pronoun</i> <i>antecedent</i>	<ul style="list-style-type: none"> <li>Identify personal pronouns and their antecedents</li> </ul>
82	Possessive Pronouns	190–91	157–58	50		<i>personal pronoun</i> <i>possessive pronoun</i>	<ul style="list-style-type: none"> <li>Write a pronoun that agrees with the antecedent in number and gender</li> </ul>
83	Subject & Object Pronouns	192–93	159–60	51		<i>subject</i> <i>direct object</i> <i>indirect object</i>	<ul style="list-style-type: none"> <li>Write clear sentences using pronouns and antecedents</li> </ul>
84	Reflexive & Intensive Pronouns	194–95	161–62	52		<i>object of the preposition</i> <i>reflexive pronoun</i> <i>intensive pronoun</i>	<ul style="list-style-type: none"> <li>Identify and use possessive pronouns</li> <li>Identify pronouns used as subjects, direct objects, indirect objects, or objects of a preposition</li> </ul>
85	Interrogative Pronouns	196–97	163–64	53		<i>interrogative pronoun</i>	<ul style="list-style-type: none"> <li>Identify reflexive pronouns used as direct objects, indirect objects, or objects of a proposition</li> <li>Identify and use interrogative and intensive pronouns and their antecedents</li> </ul>
86	Demonstrative Pronouns	198–99	165–66	54		<i>demonstrative pronoun</i> <i>demonstrative adjective</i>	<ul style="list-style-type: none"> <li>Identify and use demonstrative pronouns used as subjects, indirect objects, direct objects, or objects of a preposition</li> <li>Differentiate demonstrative pronouns and adjectives</li> </ul>
87	Indefinite Pronouns	200–201	167–68	55		<i>indefinite pronoun</i> <i>homophone</i>	<ul style="list-style-type: none"> <li>Identify and use reflexive and intensive pronouns and their antecedents</li> <li>Ask questions using interrogative pronouns correctly</li> </ul>
88	Language Link: (Vocabulary) Homophones	202–3	169–70	56			<ul style="list-style-type: none"> <li>Identify and use demonstrative pronouns used as subjects, indirect objects, direct objects, or objects of a preposition</li> <li>Write sentences using demonstrative pronouns</li> <li>Identify and use singular and plural indefinite pronouns</li> <li>Use homophones correctly in sentences</li> </ul>
89	Chapter 9 Review	204–5	171–72	57–58			
90	Cumulative Review	206–7	173–74				
	Bridge: Ministering in Europe	208	175				

## Learning CENTER

### Paper Pronouns

**Materials:** newspaper articles, paper, pencils

**Preparation:** Select and cut out several short (approximately one-paragraph) newspaper articles, complete with their titles. Glue each article on a separate sheet of construction paper. With a black felt-tip pen, circle each pronoun in the articles.

**Student Directions:**

- Choose and read one of the newspaper articles that seems interesting to you.
- Look at each circled pronoun.
- Rewrite the paragraph by taking out all the pronouns and replacing them with nouns. Include the title of the article on your paper.

## Learning CENTER

### Homophone Concentration

**Materials:** paper, pencils

**Preparation:** Write these homophones on individual index cards: *sum/some, steal/steel, would/wood, male/mail, plain/plane, weight/wait, hair/hare, blue/blew, whole/hole, rode/road, piece/peace, knew/new, week/weak, deer/dear, won/one, waste/waist, fir/fur, see/sea, flour/flower, tale/tail, maid/made, meet/meat, here/hear, sale/sail, ate/eight*.

**Student Directions:**

- Play this game with a partner.
- Place all the cards face-down in rows on a table.
- Flip two cards over. If you find a matching pair of homophones, keep the two cards. If the two cards are not matches, turn them over again. Take turns selecting cards to find matching homophones.
- Play until all the matches have been found. The player with more matches wins.



# Theme Information

Many religious movements started in Europe. In Germany, there was Martin Luther and the Protestant Reformation. Spain, Italy, France, and Portugal were Catholic. Eastern European countries, including Russia, once belonged to the Eastern Orthodox Church.

Europe is full of beautiful cathedrals, churches, and religious works of art, but many modern-day Europeans focus on things that they can see and touch and have stopped believing in spiritual things.

Missionaries to Europe must work to gain the trust of the European people. Building trust is important since

many do not want to listen to a foreigner telling them about God. Europeans are often suspicious of religious groups and do not want to be “talked into” anything. Sometimes a good way for a missionary to share the gospel is to challenge the people to read the Bible for themselves.

Like missionaries in Europe, Christians all over the world should encourage other people to find the Truth in God’s Word. Christians should make sure that their lives reflect God’s light.

## “A Light into the World” (John 12:46)

England                                                                  Russia

France                                                                          Germany

Portugal                                                                          Italy

Spain

Cover the bulletin board with navy paper and border it with yellow. Use yellow letters to entitle the board “A Light into the World” (John 12:46). Attach a light-colored candle to the board and make a yellow paper flame. Place these country names on the board as shown: *Germany, England, Russia, Spain, Italy, France, and Portugal*. Write the sentences below on numbered index cards and underline each subject. Place the cards in an envelope on the board. Direct the students to choose an index card, read the sentence, and decide whether the underlined subject is a personal or indefinite pronoun and whether it is singular or plural.

**Sentences:**

1. We went on a missions trip to several European countries. (**P; pl**)
2. Everybody was looking forward to the trip. (**I; s**)
3. Someone even kept a diary about each day. (**I; s**)
4. They wanted to remember the special people and places. (**P; pl**)
5. I witnessed to a man from Russia. (**P; s**)
6. He reminded me of my grandfather. (**P; s**)
7. Others enjoyed learning about the different cultures. (**I; pl**)
8. Something was always fascinating! (**I; s**)
9. Nothing was boring on our trip. (**I; s**)
10. Several of us bought souvenirs from each country. (**I; pl**)

(P = personal; I = indefinite; pl = plural; s = singular)

**Objectives**

- Identify personal pronouns and their antecedents
- Write a pronoun that agrees with the antecedent in number and gender
- Write clear sentences using pronouns and antecedents

**Theme Info.**

**Discuss the theme.** Read the theme information about ministering in Europe on page 187. Direct attention to the pictures on Worktext page 175.

**Introduction****Listening**

**Direct a listening activity.** Tell the students to listen carefully as you read these paragraphs:

Brock and Leslie Clayton sent a letter to the church. Brock and Leslie Clayton reported that Brock and Leslie Clayton arrived safely in Sweden and Brock and Leslie Clayton are excited to be back in their church. Brock and Leslie Clayton's children started school again last week.

Brock and Leslie Clayton sent a letter to the church. The Claytons reported that they arrived safely in Sweden and they are excited to be back at their church. Their children started school again last week.

- Which paragraph sounded better? Why? (*the second; The first paragraph repeats the names Brock and Leslie Clayton too many times.*)

**Teach for Understanding****A Identify pronouns and their antecedents.**

- Remind the students that a *pronoun* is a word that takes the place of a noun or noun phrase.
- Write this sentence for display:  
*Kate said that she wants to ride the motorcycle.*
- What is the pronoun in this sentence? (*she*)
- Explain that the pronoun *she* is a personal pronoun. A *personal pronoun* refers to a person, place, or thing.
- Tell the students that an *antecedent* is a noun or noun phrase that a pronoun

**Personal Pronouns & Antecedents**

Name \_\_\_\_\_

A **pronoun** is a word that replaces a noun or noun phrase. Personal pronouns replace names of people, places, or things.

*Jim went fishing.* → *He went fishing.*  
*The large dogs stayed at home.* → *They stayed at home.*

An **antecedent** is a noun or noun phrase that a pronoun refers to.

**Antecedent**      **Pronoun**  
*Kylie* is in fifth grade. *She* has three sisters.

If it is not clear which noun the pronoun refers to, rewrite the sentence.

*Kylie is leaving with her mom because she has a dental appointment.*

(Does Kylie have the appointment, or does her mother?)

**Better:** Because *Kylie* has a dental appointment, *she* is leaving with her mom.

Personal Pronouns	
Singular	Plural
I/me	we/us
you	you
he/him	they/them
she/her	

Pronouns and their antecedents must agree in number and gender.

*Spot licked my hand when I petted *him*.*  
(masculine, singular)

*Julia explained why *she* was late.*  
(feminine, singular)

*The *table* was dented when we bought *it*.*  
(neuter, singular)

Neuter pronouns refer to things that are neither masculine nor feminine.

**Guided Practice**

- Underline the pronoun that correctly refers to each underlined antecedent.

- Mario told us that (he, they) had been to Europe.
- Because maps are important, don't get (it, them) wet!

- Underline each pronoun and its antecedent; then draw an arrow from the pronoun to its antecedent.

- Danielle is going to Spain. She will tutor a missionary's children.
- Did you ask Mr. Henson whether he would speak at the meeting?

- Write the pronoun that correctly refers to each underlined antecedent.

- The street was made of cobblestones, and it was bumpy.
- Our friends told us that they were going to Germany.

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**refers to.** Explain that *ante* means "before." Write these words for display and explain their definitions:

*antebellum*—before the war, especially the Civil War

*ante meridiem*—before noon, abbreviated as a.m.

*anteroom*—an outer room that opens into another room; a waiting room

Write *antecedent* for display, explaining that an antecedent comes before the pronoun that refers to it.

- Which noun or noun phrase does the pronoun *she* refer to in the displayed sentence? This is the antecedent. (*Kate*)

5. Write this sentence for display:

*My cousins in New York said that *they* will go to camp with me.*

- Which noun or noun phrase does the pronoun *they* refer to in this sentence? This is the antecedent. (*My cousins in New York*)

- B Write a pronoun that agrees in number and gender with the antecedent.

- Tell the students that pronouns and their antecedents must agree in number and gender. A pronoun may be masculine, feminine, or neuter. Neuter pronouns replace places, things (sometimes animals), and ideas/feelings.

- Direct attention to the displayed sentence. Explain that *Kate* is the name of a female, so the pronoun used to refer to *Kate* is the feminine pronoun, *she*. We would not write

## Independent Practice

- Underline the pronoun that correctly refers to each underlined antecedent.

1. Ted, how many European countries can (he, you) name?
2. I asked Ted whether (he, you) had heard of Estonia or Latvia.
3. Great Britain is an island. (She, It) is close to France.

- Underline each pronoun and its antecedent; then draw an arrow from the pronoun to its antecedent.

4. Ainsley, will you tell about the missionaries in Scotland?
5. Jamie and Craig pray for Scotland, and they also pray for the Thomases.
6. Stollen is made with fruit and nuts. It is a favorite Christmas treat.

- Write the pronoun that correctly refers to each underlined antecedent.

7. Holland is a beautiful country, and its people keep it clean and neat.
8. Jacob's father told him that Holland is known as the Netherlands.
9. Europe is the second smallest continent, and it consists of forty-four countries.
10. Nina traveled all over Europe, but she liked Italy best.
11. How many countries are in Scandinavia? Can you name them all?
12. Kim, wouldn't you enjoy Austria?



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## Apply and Write

- Rewrite the following sentence to make it clearer. Add information if needed.

Dante and Wes played ball after he raked the leaves.

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"Kate said that he wants to ride the bicycle" when Kate is referring to herself because *Kate* is a feminine noun, and *he* is a masculine noun.

- Why wouldn't you write this sentence? *Both Kate and Marco hurt his knees in the bicycle accident.* (*Kate and Marco* are two people [a female and a male], but the pronoun *his* refers to only one male.)

### C Write clear sentences using pronouns and antecedents.

1. Tell the students that sometimes it is not clear which noun the pronoun refers to.
2. Write this sentence for display:  
*Heidi and Allison went skating after she finished her homework.*

*Heidi and Allison* went skating after *she* finished her homework.

## Worktext page 156

### Independent Practice: Apply and Write

## ESL

Remember that ESL students may have difficulty determining gender of English names when replacing nouns with pronouns. Encourage them to listen for clues, if present, in the sentence. They also need to be aware that people in the United States refer to pets as *he/she* or *him/her*. Write *antecedent* and its definition on a sentence strip. Assistance may be needed with vocabulary on the worktext pages.

- What is unclear about this sentence? (*whether Heidi finished her homework or Allison finished her homework*)

3. Select a volunteer to rewrite the sentence making it clearer. (*Possible answers: Heidi and Allison went skating after Heidi finished her homework; Heidi and Allison went skating after Allison finished her homework; After Allison finished her homework, she and Heidi went skating; After Heidi finished her homework, she and Allison went skating.*)

## Teacher's Toolkit, page 49

### extra PRACTICE

Personal Pronouns & Antecedents

Name \_\_\_\_\_

- Underline the pronoun that correctly refers to each underlined antecedent.

1. Anna could (you, her) tell the story of Ruth from the Bible?
2. Anna told me that (she, her) knew the story well.
3. Naomi and Elimelech left Israel for the land of Moab. (They, Them) heard that Moab had food during the famine.
4. Elimelech died there. (Him, Ha) left Naomi and their two sons in a strange land.
5. The two sons grew up and married. Then (they, them) died.

- Underline each pronoun and its antecedent. Draw an arrow from the pronoun to its antecedent.

6. Ruth and Orpah were sisters-in-law, and now they were widows.
7. Ruth went to Israel with Naomi although it was far from Moab.



God always provides for His children.  
Ruth, 1:25–31  
Phil. 1:19

8. Ruth gleaned in fields belonging to Boaz. He was a wealthy landowner and also a kinsman.
9. Ruth and Boaz were married, and God blessed them with a son named Obed.

10. God worked in the life of Ruth, and the Israhites praised Him.

- Write the pronoun that correctly refers to each underlined antecedent.

11. Our friends were amazed when Anna told them that Ruth was in the line of Christ.
12. This story is a wonderful example of God's provision. It also shows God's plan for the Messiah.
13. You and I can depend upon God's care for us too!

**Objective**

- Identify and use possessive pronouns

**Introduction****Writing**

**Identify pronouns and antecedents.**

Write these sentences for display:

Vivian said that she would come to the party.  
(she; Vivian)

Mom hugged Shane and kissed him goodbye.  
(him; Shane)

Vincent announced that he was moving to Ohio.  
(he; Vincent)

Sam mowed the lawn and watered it. (it; lawn)

Select volunteers to underline the pronoun in each sentence. Select other volunteers to identify the word that the pronoun refers to and draw an arrow from each pronoun to its antecedent.

**Teach for Understanding****A Identify possessive pronouns.**

- Write these sentences for display:

Amy's dog is a greyhound.

Her dog is a greyhound.

- Remind the students that a possessive noun shows ownership. Explain that a possessive pronoun is a pronoun that shows ownership and often replaces a possessive noun or noun phrase.

- Tell the students that both of these sentences show who owns the dog.

- Who owns the dog? (Amy)
- Which possessive pronoun is used to replace Amy's name? (Her)
- Did the meaning of the sentence change when the possessive noun was replaced with a possessive pronoun? (no)
- Explain that a possessive pronoun should agree in number and gender with its antecedent. Tell the students that they wouldn't replace Amy in the first sentence with the pronoun His because Amy is a feminine name, and His is a masculine pronoun.
- Why wouldn't you replace Amy with Their? (Amy refers to one person, and the pronoun Their refers to more than one person.)
- Does the pronoun Her come before a noun or stand alone in the sentence? (comes before a noun)

**Possessive Pronouns**

Name \_\_\_\_\_



A **possessive pronoun** shows ownership and often replaces a possessive noun or noun phrase.

Niklas's home is in the mountains. → His home is in the mountains.  
The tickets are Elena's and Kim's. → The tickets are theirs.

A possessive pronoun should agree in number and gender with its antecedent.

Cynthia lent me her baseball glove. (feminine, singular)  
Toby and Marius play ball in their yard. (plural)

Some possessive pronouns are used before nouns.

Asher brought his ticket.  
I stubbed my toe.  
She sat in her chair.

Some possessive pronouns can stand alone.

The ticket is his.  
The seats are theirs.  
That coat is yours.

**Guided Practice**

- Underline the possessive pronoun in each sentence.

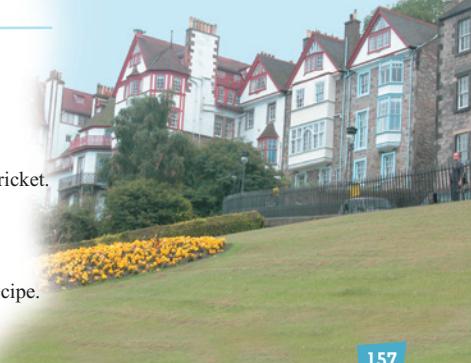
- I finished my book report about the United Kingdom.
- Is this atlas yours?
- The English are proud of their homeland.
- Ken told us about his friend in the British Isles.

- Replace the underlined words with a possessive pronoun.

- Helen's and my coats are the same color. Our
- Eva's grandmother lives in Scotland. Her
- Wales is part of Britain, and Wales's capital is the seaport of Cardiff. its

- Underline the correct possessive pronouns.

- (Theirs, His) cousin taught us about the game of cricket.
- The delicious scones were (her, hers).
- (Yours, Your) brother and I made scones too.
- Our recipe called for more sugar than (him, his) recipe.



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- Write for display:

The greyhound is hers.

Explain that some possessive pronouns are written before nouns, but some stand alone in sentences. You can say "The greyhound is hers" because the pronoun hers can stand alone.

- Explain that you wouldn't say or write "The greyhound is her" because the pronoun her needs a noun to follow it, but the pronoun hers stands alone.

**B Use possessive pronouns in sentences.**

Write this sentence for display:

Jason's and my father works in the city.

- Underline Jason's and my. Which pronoun could replace these words? (Our)

- Why wouldn't you replace these words with the pronoun His? (The pronoun His refers to only one person.)

- Why wouldn't you replace these words with the pronoun Their? (The pronoun Their does not include the speaker.)

## Independent Practice

► Underline the possessive pronoun in each sentence.

1. Aunt Jenny sent us photographs of her home in Wales.
2. I showed my brother a picture of Aunt Jenny and Uncle Mike.
3. We saw photos of friendly people from their church.
4. Aunt Jenny's house looks a lot like ours.
5. They have a stone wall around their house.
6. Its roof has a satellite dish on it.

► Replace the underlined words with a possessive pronoun.

7. Uncle Mike and Aunt Jenny's two children are home schooled. Their
8. Toby says that Toby's school programs are broadcast over satellite. his
9. Does Mandy like Mandy's new home in Wales? her
10. She sent us pictures of her home, and we sent her pictures of Kim's and mine. ours
11. Mandy sent me a picture of Mandy's favorite view from the castle at Cardiff. her
12. Wales has many castles, and Wales's landscape is dotted with stone churches. its
13. Though they like Kitty and her family's rural home, Kitty and her family also like the Welsh cities. their

► Underline the correct possessive pronouns.

14. Toby told me that (his, theirs) friend William was saved last week.
15. Northern Ireland is part of the United Kingdom, and (its, their) capital is Belfast.
16. (My, Mine) grandfather came to America from Ireland in 1890.
17. I have told you about my family; tell me about (your, yours).

## Apply and Speak

- Working with a partner, look at things in the room and take turns using as many possessive pronouns as you can in sentences. Use at least two possessive pronouns that can stand alone.

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## Worktext page 158

**Independent Practice: Apply and Listen**  
Share Extra Information (optional).

### ExtraInfo

The Cardiff Castle is a famous castle in the capital city of Wales. Though the castle today hardly looks ancient due to renovations, it has a long and fascinating history. Originally built by Romans around AD 75, it was later rebuilt by the Norman conquerors. The Normans constructed a high "motte," or hill, and built the new castle upon it. They also added a moat. The castle played a part in the lives of the medieval British royalty and was owned by the royal family for seventy-five years. In 1865 the castle was completely renovated in the Victorian style. In 1965 the castle was presented to the city of Cardiff. It remains a popular tourist attraction, and the top offers a good view of Cardiff.

### ESL

Some languages, such as Spanish, write the owner's name *after* the object. Remind ESL students that the possessive pronoun in English comes *before* the noun. The exceptions are possessive pronouns that stand alone such as *mine* and *yours*. Assistance may be needed with vocabulary on the worktext pages.

## Teacher's Toolkit, page 50

### extra PRACTICE Possessive Pronouns

► Underline the possessive pronoun in each sentence.

1. We picked apples in our backyard.
2. Grandmother made applesauce with their pulp.
3. My apples were not peeled very neatly.
4. Grandmother finished hers an hour ago.
5. She helped me with mine.
6. Before we placed each apple in the pot, we removed its seeds.
7. Soon the apples were simmering in their own juices.

► Replace the underlined words with the correct possessive pronoun.

8. The apples cooked in the apples' juices for about thirty minutes. their
9. Sugar improved the sauce's taste. its
10. Grandmother carefully lifted the pot off the stove with Grandmother's potholders. her
11. She smoothed the fruit's lumps through a sieve. its
12. After the applesauce cooled, Grandmother and I tasted Grandmother's and my delicious treat. our

► Underline each correct possessive pronoun.

13. Does (yours, your) Grandmother make applesauce?
14. (My, Mine) learned the recipe from her mother.
15. We will send you some of (our, ours) applesauce soon.
16. Grandmother took (her, hers) applesauce to the county fair.
17. The judges told Grandmother about (their, theirs) unanimous decision.
18. The best applesauce in the county was (her, hers)!



**Objectives**

- Identify pronouns used as subjects, direct objects, indirect objects, or objects of a preposition
- Use pronouns correctly in sentences

**Note**

This interactive lesson incorporates Worktext page 159 into the Teach for Understanding section.

**Introduction****Speaking**

**Use possessive pronouns in sentences.** Direct attention to the list of possessive pronouns on Worktext page 157. Select volunteers to give sentences using possessive pronouns.

**Teach for Understanding****A Differentiate pronouns used as subjects and pronouns used as objects.**

- Write for display:

\_\_\_\_\_ ran away. The children ran after \_\_\_\_\_.

Select volunteers to complete the sentences, using pronouns (e.g., *I* ran away. *The children ran after me* or *He ran away*. *The children ran after him* or *They ran away*. *The children ran after them*).

- What function does the pronoun have in the first sentence? (*subject*)
  - What function does the pronoun have in the second sentence? (*object*)
- Direct attention to the list of subject and object pronouns on Worktext page 159. If there are any pronouns that were not used in the sample sentence given by the students, discuss them together now.
  - Remind the students that if there is a compound subject or object, each noun or pronoun needs to be in the same case (e.g., *He and she ran away* not *He and her ran away*; *He and I ran away* not *He and me ran away*; *The children ran after him and me* not *The children ran after he and me*).

**Subject & Object Pronouns**

Name \_\_\_\_\_



A pronoun can function in a sentence as a subject, a direct object, an indirect object, or an object of a preposition.

*I am Kyle's neighbor.* (subject)

*He and I are good friends.* (compound subjects)

*Kyle brought him and me a snack.* (compound objects)

*Kyle brought him to church.* (direct object)

*Kyle brought him the book.* (indirect object)

*Kyle brought the book to him.* (object of a preposition)

Use a subject pronoun after a linking verb (*is, are, am, was, were*).

*Who called my name? It was I.*

*May I speak with Lauren? This is she.*

*Who were those people? We were they.*

	Subject Pronouns	Object Pronouns
Singular	I you he she it	me you him her it
Plural	we you they	us you them

**Guided Practice**

- Underline the pronoun that correctly completes each sentence.

- Mother and (I, me) visited Le Palais du Luxembourg.
- Marie de Médicis bought this mansion in 1615, and it was (she, her) who had it made into a palace.



- Look at each underlined pronoun. Identify its use in the sentence by marking an X in the chart.

- We have been learning about the three Low Countries.
- I explained to him that the Netherlands is one of the Low Countries.
- Tiny Luxembourg is one of them as well.
- Bob couldn't remember the third country, so we helped him.
- Jan writes me letters from Belgium.

S	DO	IO	OP
X			
			X
			X
	X		
		X	

- Underline the compound subject or compound object that correctly completes each sentence.

- Sean, will you compete in the Bible drill with (them and me, they and I)?
- He said the passage by memory to (him and me, he and I).
- (You and I, You and me) can start a Bible study together.

Name yourself last when you write or speak about other people and yourself.

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**B Identify pronouns used as direct objects, indirect objects, and objects of a preposition.**

- Read aloud the four example sentences in which the pronoun is an object on Worktext page 159.
- Review that a direct object follows the verb and receives the action of the verb. A direct object answers whom? or what? The pronoun him answers the question whom? Kyle brought whom? Kyle brought him.
- Remind the students that an indirect object is a word that follows the verb but comes before the direct object. The indirect object tells to whom or for whom the subject does something.

- Remind the students that an object of a preposition follows a preposition in the sentence and answers the question whom? or what?

- Kyle brought the book to whom? Me answers the question to whom?

**C Use pronouns correctly in sentences.**

- Explain that subject pronouns are never used as objects and object pronouns are never used as subjects.

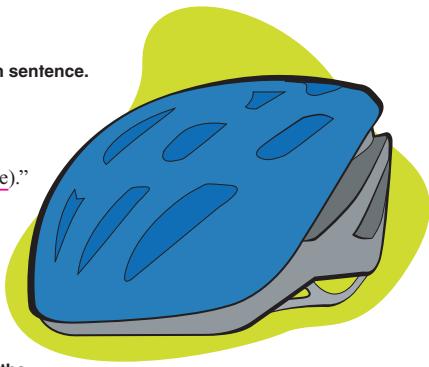
- Why wouldn't you say or write "Me is going to the store"? (Me is an object pronoun and cannot be used as the subject of a sentence.)

- Why wouldn't you say or write this sentence? Mom invited they to supper. (They is a subject pronoun and cannot be used as an object.)

## Independent Practice

► Underline the pronoun that correctly completes each sentence.

- That is (her, she) standing by the bus.
- It was (me, I) on the tractor, not Adam.
- “May I speak with Ellen?” “Yes, this is (her, she).”
- The packages were sent to (they, them).
- Drake and (me, I) rode our bikes yesterday.
- Chase lent (her, she) a helmet.
- (He, Him) was in the bike race, not I.



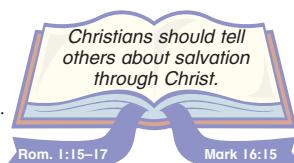
► Look at each underlined pronoun. Identify its use in the sentence by marking an X in the chart.

- Marie called us from France.
- We pray for her and her family.
- Esther gave him an envelope.
- He told me a secret.
- They came to our church last June.
- We send them letters and packages.
- We can teach them about Christ.

S	DO	IO	OP
	X		
			X
		X	
		X	
X			
		X	
X			

► Underline the compound subject or compound object that correctly completes each sentence.

- Did Julia come with (you and he, you and him)?
- Pierre writes to (you and I, you and me) every month.
- (Him and I, He and I) became friends on a missions trip to France.
- Pierre sent a postcard with a picture of the Eiffel Tower to (her and I, her and me).
- Dad told (she and I, her and me) about some French customs.
- (You and me, You and I) will write Pierre about Christ.



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## Apply and Listen

► Listen as your teacher reads the sentences. Rewrite the sentences that are incorrect.

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- Tell the students that a compound subject should use subject pronouns and a compound object should use object pronouns. Explain that if they are confused about whether to use a subject or object pronoun, they could say the sentence with just the pronoun, leaving out the rest of the compound subject or object. Direct attention to the examples on Worktext page 159.
- Remind the students that a predicate noun or a predicate adjective follows a linking verb. If a pronoun is used as the predicate noun, it is necessary to use a subject pronoun.

## ExtraInfo

**“Low Countries” is an informal term for the Netherlands, Belgium, and Luxembourg. Belgium and Luxembourg were formed from the larger country of the Netherlands (also known as Holland) in the mid-1800s. The Low Countries of Europe, because of their location between France and Germany, have been a battleground in almost every major European conflict.**

## Worktext page 160

### Independent Practice: Apply and Listen

After reading and explaining the instructions, read aloud these sentences; then call on students to share the sentences they wrote.

*Mom bought he orange juice.*

*Him and I cleaned the kitchen.*

Share *Extra Information* (optional) [BAT: 5c Evangelism and missions].

## ESL

This lesson may be difficult for ESL students because it involves several different skills using pronouns. Remind them that subject pronouns are usually written *before* the verb in the first part of the sentence and object pronouns are located *after* the verb. If ESL students are having difficulty choosing *I* or *me* in a sentence that requires selecting a compound subject or object, tell them to say the sentence using the object pronoun by itself. Give sample sentences such as *Sheila came with John and \_\_\_\_\_*. For additional practice, give each student two index cards with *I* on one and *me* on the other. Read sentences orally, directing each student to hold up the correct answer.

On the worktext pages, instruct the students to place parentheses around the prepositional phrases before identifying the object pronouns. Provide assistance locating and identifying the verbs, direct objects, and indirect objects. Pair ESL students with English-proficient students to complete the assignments. You may choose to modify or shorten this assignment if the ESL students appear overwhelmed.

## Teacher's Toolkit, page 51

### extra PRACTICE

#### Subject & Object Pronouns

Name \_\_\_\_\_

► Underline the pronoun that correctly completes each sentence.

- My class and (I, me) went on a field trip to the science center.
- Ramie sat with (I, me) on the bus.
- The man at the science center showed (we, us) some unusual animals.
- We held (they, them) for a few minutes.
- (They, Them) were reptiles from the rainforest.
- We took pictures of (they, them).
- The teacher helped Ramie and (I, me) with the snake.



► Look at each underlined pronoun. Identify its use in the sentence by marking an X in the chart.

S	DO	IO	OP
	X		
			X
X			
		X	

► Underline the compound subject or object that correctly completes each sentence.

- Did Riley go with (you and I, you and me) to the gift shop?
- (Him and I, He and I) are looking for science puzzles.
- The clerk showed (Kevin and I, Kevin and me) some interesting rainforest books.
- Mom likes science books, so I bought some for (her and me, her and I).
- (You and me, You and I) can read them also.
- Kelsey purchased some rubber frogs for (her and I, her and me).

**Objectives**

- Identify reflexive and intensive pronouns and their antecedents
- Distinguish reflexive pronouns from intensive pronouns
- Write using reflexive and intensive pronouns

**Introduction****Listening**

**Review correct use of pronouns.** Read aloud these sentences, directing the students to identify the incorrect sentences and to repeat them, using correct pronouns.

*Them brought the man to Jesus. (**They brought the man to Jesus.**)*

*They lowered he through the roof. (**They lowered him through the roof.**)*

*Jesus forgave and healed him. (**correct**)*

*Jesus sent he home. (**Jesus sent him home.**)*

*Them went away glorifying God. (**They went away glorifying God.**) [BATS: 7b Exaltation of Christ, 7c Praise]*

**Teach for Understanding****A Identify reflexive pronouns and their antecedents.**

- Write these sentences for display, directing volunteers to underline the subject in each sentence:

*Bryson drew himself. (**Bryson**)*

*Emily walked to the store by herself. (**Emily**)*

*I asked myself that question. (**I**)*

► Which word in the first sentence refers to the subject *Bryson*? (**himself**) Underline *himself* and draw an arrow to *Bryson*.

► Which word in the second sentence refers to the subject *Emily*? (**herself**) Underline *herself* and draw an arrow to *Emily*.

► Which word in the third sentence refers to the subject *I*? (**myself**) Underline *myself* and draw an arrow to *I*.

- Explain that these pronouns are called **reflexive pronouns**. A reflexive pronoun ends in the suffix *self* or *selves* and refers to the same person or thing as the subject.

- Point out that reflexive pronouns are used as objects. (**Note:** A reflexive pronoun is sometimes used as a predicate

**Reflexive & Intensive Pronouns**

Name \_\_\_\_\_



A **reflexive pronoun** ends with *self* or *selves* and renames or refers to a noun or pronoun.

A reflexive pronoun can be a direct object or an indirect object. It renames the subject.

*I hurt myself.*

*He asked himself the question.*

A reflexive pronoun can also be an object of a preposition that refers to the subject.

*The girls drew the pictures by themselves.*

Never use a reflexive pronoun as a subject.

**Incorrect:** *Dan and myself are leaving.*

**Correct:** *Dan and I are leaving.*

**Reflexive & Intensive Pronouns**

Singular	Plural
myself yourself himself herself itself	ourselves yourselves themselves

Never use a reflexive pronoun when it would not have an antecedent.

**Incorrect:** *She waved to Dan and myself.*  
**Correct:** *She waved to Dan and me.*

An **intensive pronoun** ends in *self* or *selves* and adds emphasis to, or intensifies, an antecedent that is already in the sentence.

*I myself have done that many times.  
The president himself will be speaking.*

**Guided Practice**

► Underline each reflexive or intensive pronoun and draw an arrow to its antecedent. The first one is done for you.

- I hummed quietly to myself.*
- He made the sandwich by himself.*
- We ourselves will pay for travel expenses.*

► Underline the word that correctly completes each sentence.

- He fixed the plumbing (hissself, himself).*
- (Yourselves, You) and Dominic will stay with the Wrights.*

► Mark the correct box for each underlined pronoun.

- I talked with the mayor himself.*
- I made a practice quiz for myself.*

Reflexive	Intensive
	X
X	

English 6, Chapter 9, Lesson 84

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noun to rename the subject but is never used as the subject.)

Review that a direct object answers the question *whom?* or *what?* and receives the action of the verb.

► Which sentence contains a reflexive pronoun used as a direct object? How do you know? (**the first sentence; It tells who Bryson drew.**)

4. Explain that reflexive pronouns can be indirect objects. Indirect objects follow the verb and answer the question *to whom?* or *for whom?*

► Which sentence contains a reflexive pronoun used as an indirect object? How do you know? (**the third sentence; It tells to whom I asked the question, myself.**)

5. Point out that a reflexive pronoun can be used as the object of a preposition. The object of a preposition follows the preposition in the sentence and answers the question *whom?* or *what?* (**Note:** Explain that sometimes the preposition before a reflexive pronoun is understood.)

► Which sentence contains a reflexive pronoun used as the object of a preposition? How do you know? (**the second sentence; It follows the preposition by.**)

6. Remind the students that a reflexive pronoun may never be used as the subject but must refer to the subject. Never use a reflexive pronoun when it would not have an antecedent.



## Independent Practice

- Underline the reflexive pronoun and draw an arrow to its antecedent.

1. The students fixed themselves lunches in the Swiss Alps.
2. Jill reminded herself about the time change.
3. He helped himself to fondue, a Swiss food of melted cheese.
4. You may drive yourself around Austria's capital, Vienna.
5. We rowed ourselves down Austria's Danube River.

- Underline the pronoun that correctly completes each sentence.

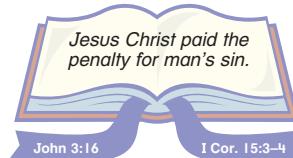
6. The missionaries made (themselves, themselves) at home.
7. Many people, including (myself, me), don't know much about missions in Austria.
8. The missionary and (myself, I) talked about Austria.
9. (Himself, He) and I witnessed to the unsaved people there.
10. Austria's people need Christ for (themselves, themselves).
11. Jesus gave (Hissself, Himself) as a sacrifice for our sins.
12. Jim, will you give of (yourself, yourselves) to God's service?

- Mark the correct box for each underlined pronoun.

13. I told my German pen pal about myself.
14. King Ludwig II of Germany himself built a fairy-tale castle.
15. Mr. Schwartz himself spoke in Germany about missions.
16. My Austrian friend, Lana, is teaching herself English.
17. I bought myself a clock from Switzerland.
18. The Swiss have kept themselves out of international conflicts.
19. We ourselves know some missionaries in Switzerland.
20. Many German people discuss philosophy among themselves.

## Apply and Write

- Write two sentences about something you like to do with a friend. Use one reflexive or intensive pronoun in each sentence.



Reflexive	Intensive
X	
	X
	X
X	
X	
X	
	X
X	

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### B Identify intensive pronouns and their antecedents.

1. Write these sentences for display, selecting volunteers to underline the subjects:

*I myself have done that many times. (I)*

*The president himself will be here. (president)*

- Which word in the first sentence refers to *I*? (*myself*) Underline *myself* and draw an arrow to *I*.

- Which word in the second sentence refers to *president*? (*himself*) Underline *himself* and draw an arrow to *president*.

2. Explain that intensive pronouns also end in the suffixes *self* or *selves*. Intensive pronouns are used to emphasize a noun or pronoun in the sentence. Explain that intensive

pronouns may be removed without changing the meaning of the sentence.

## Worktext page 162

### Independent Practice: Apply and Write

[BATS: 1a Understanding Jesus Christ, 1b Repentance and faith, 5c Evangelism and missions, 7a Grace; Bible Promise: E. Christ as Sacrifice]

Reflexive	Intensive
X	
	X
	X
X	
X	
X	
	X
X	



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Reflexive & Intensive Pronouns

Name \_\_\_\_\_

- Underline the reflexive or intensive pronoun and draw an arrow to its antecedent.

1. Last Saturday Parker washed his father's car by himself.
2. I can do that by myself too.
3. My sister drove herself to the mall in the clean car.
4. I myself went there with Parker and his family.
5. We treated ourselves to ice-cream cones at the food court.
6. Soon my ice-cream cone melted by itself.

- Underline the pronoun that correctly completes each sentence.

7. My family and I traveled to the Bahamas by (ourselves, themselves).
8. The missionary (hissself, himself) picked us up at the airport.
9. His wife fixed us a delicious meal by (herself, itself).
10. We thanked (herself, her) for the wonderful food.
11. Then the missionaries (themselves, themselves) showed us around the village.
12. Teach (you, yourself) new things about a different culture.

- Mark the correct box for each underlined pronoun.

13. Anastasia taught herself English.
14. We ourselves learned Russian.
15. Roger practices foreign languages by himself, using a CD.
16. You can teach yourselves another language with some learning programs.
17. I myself prefer a structured language class.
18. Can you tell others about yourself in another language?

**Objectives**

- Identify interrogative pronouns
- Use *who* and *whom* correctly in sentences

**Note**

This interactive lesson incorporates Worktext page 163 into the Teach for Understanding section.

## Introduction

**Writing**

**Review reflexive nouns.** Write these sentences for display, directing the students to underline the reflexive pronouns and draw an arrow to each antecedent.

*He hurt himself in the game. (*himself; He*)*

*She found a new dress for herself. (*herself; She*)*

*Have you asked yourself that yet? (*yourself; you*)*

*We finished the job by ourselves. (*ourselves; We*)*

*They built it themselves. (*themselves; They*)*

## Teach for Understanding

**A Identify interrogative pronouns.**

- Remind the students that an interrogative sentence asks a question. An interrogative pronoun asks a question. It does not have an antecedent.
- Write for display: *what, which, who, whom, and whose*. Explain that these are the five interrogative pronouns.
- Write these sentences for display:

*Who will reign forever?*

*Jesus, Who is Lord and Savior, reigns forever.*

Point out that if these words do not ask a question, they are not interrogative pronouns.

- Which sentence has an interrogative pronoun? (*the first one*)
- Why is *Who* not an interrogative pronoun in the second sentence? (*The sentence is a statement. It does not ask a question.*)

(Note: *Which, what, and whose* act as adjectives, not as pronouns, when they precede a noun. *Which book is yours? What time is it? Whose jacket is this?*)

**B Use *who* and *whom* correctly in sentences.**

- Explain that the pronouns *who* and *whom* are often confused. The pronoun *who* is used as a subject or a predicate

## Interrogative Pronouns

Name \_\_\_\_\_



An **interrogative pronoun** is used to ask a question. Interrogative pronouns are *what, which, who, whom, and whose*.

These pronouns do not have antecedents.

*What is your sister's name?*

*Whose are these?*

*Which is your dog?*

*Whom should Ben invite?*

*Who brought the pears?*

*Who* and *whom* are often confused. Use *who* as a subject or predicate noun and *whom* as

a direct object, indirect object, or object of a preposition.

*S V DO*

*Who is that man?*

*DO V S V*

*Whom did Rob ask?*

*OP V S V*

*To whom is Anne speaking?*

*S V IO DO*

*Mrs. Yost gave whom the quiz?*

*S V DO*

*Mother helped whom?*

**Guided Practice**

- Underline the interrogative pronoun in each sentence.

- What is the problem?
- Who received the highest grade?
- Of the European countries, which have mild winters and hot, dry summers?
- Who knows something about Spain, Italy, or Greece?
- Whose is this?
- Which is Betty's seat?

- Write an interrogative pronoun to complete each sentence. **Answers will vary.**

- Who [Which] is your best friend?
- What [Which] is your favorite game?
- Whose [What] is this?  
Which/Who

- Underline the word that correctly completes each sentence.

- (Who, Whom) was the ruler of Italy in the 1920s?
- The people served (who, whom)?
- To (who, whom) should Daniel send the message?
- The prince gave (who, whom) the medal of honor?
- (Who, Whom) should attend the banquet next week?
- (Who, Whom) did Mother call?

**Interrogative Pronouns**

what	whom
which	whose
who	

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noun, and *whom* is used as an object. Direct attention to the examples on Worktext page 163.

- Explain that one way of determining whether to use *who* or *whom* is to change the question to a statement and replace the word *whom* or *who* with *him* or *he*. If it is correct with the pronoun *him*, use *whom*; if it is correct with *he*, use *who*. For example, the question *who is that man?* could be changed to the statement *That man is he*. The subject pronoun *he* would be correct, not *him*, because the pronoun is used as a predicate noun and follows a linking verb. Therefore we would use the subject pronoun *who* in the sentence. The question *Mother helped whom?* could be changed to

the statement *Mother helped him*, not *Mother helped he*. The object pronoun *him* is correct, so we would use *whom*.

## Independent Practice

- Underline the interrogative pronoun in each sentence.

1. Who discovered America?
2. Which of the maps did he take?
3. Who was infamous for the Spanish Inquisition?
4. Who conquered South America in the 1500s?
5. Diego asked, "What is the national sport of Spain?"
6. Which of the countries border the Mediterranean Sea?
7. Who went to Spain?



- Write an interrogative pronoun to complete each sentence.

8. Who raises the food in Spain?  
9. What do people in Portugal eat?  
10. Who raises olives?  
11. Of all your aunts, who [which] can cook Grecian food?  
12. Whom would you choose as a pen pal?

### Interrogative Pronouns

what whom  
which whose  
who

- Underline the word that correctly completes each sentence.

13. To (who, whom) was the prize given?  
14. (Who, Whom) served at the party?  
15. Tommy gave (who, whom) a tip?  
16. For (who, whom) are these red roses?  
17. (Who, Whom) prefers tulips?  
18. (Who, Whom) did Dad write?

## Apply and Speak

- Work with a partner. Ask each other questions about your families. Use whom and who correctly in your sentences.

## Worktext page 164

### Independent Practice: Apply and Speak

## ESL

Remind ESL students that interrogative sentences are questions. Interrogative pronouns are often the first word in the question and these pronouns begin with a *w*. Remember that ESL students have difficulty identifying mistakes in grammar based on how the sentence *sounds*. Sentences using *who* and *whom* should be read aloud to the students, substituting *he* and *him* for the pronouns. Help the students determine whether the word is used as a subject or an object in each sentence.

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## Teacher's Toolkit, page 53

### extra PRACTICE

#### Interrogative Pronouns

Name \_\_\_\_\_

- Underline the interrogative pronoun in each sentence.

1. What is that?
2. Who will take us to the ball field?
3. Which do you want?
4. Who hit the ball?
5. Who is in the dugout?
6. What did he say?
7. After the last run, what will the score be?
8. Who is the next batter in this inning?
9. Which of the teams won the game yesterday?



- Write on interrogative pronoun to complete each sentence.

10. Who/Which/Who/Whose, is that?
11. Who/Which, sells mitts for the best price?
12. Who, works in the sporting goods department?
13. What/Whose, are those on the shelf?
14. Who, oiled my new glove?
15. Whose, is that bat in the dugout?



- Underline the word that correctly completes each sentence.

16. (Who, Whom) should Dad call about that?
17. Butch took (who, whom) with him?
18. To (who, whom) is the letter addressed?
19. Michael gave (who, whom) his skates?
20. (Who, Whom) is coming to town soon?

Worktext pages 165–66

**Objectives**

- Identify demonstrative pronouns
- Identify demonstrative pronouns used as subjects, indirect objects, direct objects, or objects of a preposition
- Differentiate demonstrative pronouns and adjectives
- Write sentences using demonstrative pronouns

**Preparation of Materials**

Stack several books on your desk and one book on a table. Also place a single book and a stack of several books on a table or shelf in the back of the room.

**Note**

This interactive lesson incorporates Worktext page 165 into the Teach for Understanding section.

**Introduction****Speaking**

**Use interrogative pronouns in sentences.** Write these sentences for display, directing students to underline the interrogative pronouns:

What are you reading?

Who sent the letter?

To whom did you give the book?

Which is your dessert?

Whose are these?

**Teach for Understanding****A Identify demonstrative pronouns.**

- Write *this*, *that*, *these*, and *those* for display. Explain that a demonstrative pronoun refers to a specific person, place, thing, or idea/feeling. There are four demonstrative pronouns: *this*, *that*, *these*, and *those*. A demonstrative pronoun may be the subject or an object of a sentence.
- Write for display:  
*This* is my book.  
*These* are my books.

Explain that the words *this* and *these* refer to things nearby. Hold up one book as you read aloud the first displayed sentence; then hold up several books as you read aloud the second sentence.

**Demonstrative Pronouns**

Name \_\_\_\_\_



A **demonstrative pronoun** refers to a specific person, place, thing, or idea. Demonstrative pronouns are *this*, *that*, *these*, and *those*. *This* (singular) and *these* (plural) refer to things nearby. *That* (singular) and *those* (plural) refer to things farther away.

**Singular** *This* is my mother. I will carry *that*.

**Plural** *These* are mine. *Those* are yours.

A demonstrative pronoun may be a subject or an object.

**S**

*This* is my aunt's candy recipe.

**OP**

I will help you with *that*.

**IO**

I did not give *those* a sugar coating.

**DO**

How do you like *these*?

These words may also function as demonstrative adjectives to modify nouns or pronouns.

*I will use this pen.*

*I would like some of those cookies.*

**Guided Practice****► Underline the demonstrative pronouns.**

- These are my friends' new prayer cards.
- That tells about Sweden, Norway, Denmark, Finland, and Iceland.
- Those are Scandinavian countries.
- Read this for more information about the missionary families.

**► Write Pro. if the underlined word functions as a pronoun.**

Write Adj. if the underlined word functions as an adjective.

**Pro.**

5. This is a meeting about foreign missions.

**Adj.**

6. These people are our elected officers for the year.

**Adj.**

7. Please pass out those prayer letters.

**► Look at each underlined pronoun. Identify its use in the sentence by marking an X in the chart.**

- This is my favorite sport.
- I can bring these to the party.
- Will you give those a good scrubbing?
- Would you help with that?

S	IO	DO	OP
X			
		X	
	X		
		X	X

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**► Is the word *this* singular or plural? (singular)****► Is the word *these* singular or plural? (plural)**

- Erase *This* and write *That* in the first sentence. Erase *These* and write *Those* in the second sentence. Explain that the words *that* and *those* refer to things farther away. Point to one book on the table in the back of the room as you read aloud the first sentence; then point to the stack of books at the back of the room as you read aloud the second sentence.

**► Is the word *that* singular or plural? (singular)****► Is the word *those* singular or plural? (plural)****B Identify the use of demonstrative pronouns in a sentence.**

- Explain that demonstrative pronouns may be used as subjects, direct objects, indirect objects, or objects of a preposition.
- Direct attention to the examples on Worktext page 165. Remind the students that the object of a preposition follows a preposition in the sentence. A direct object answers *who?* or *what?* and receives the action of the verb. An indirect object follows the verb and answers the question *to whom?* or *for whom?*

## Independent Practice

► Underline the demonstrative pronouns.

1. This is the Scandinavian Peninsula.
2. I recognized those as Norway, Sweden, and Finland.
3. That is Denmark on the Jutland Peninsula near Germany.
4. I found Denmark on the large maps, but do you see it on those?
5. Iceland is closer to the Arctic Circle than these are.
6. This is the *Kalevala*, a collection of Scandinavian epic poems.
7. These are interesting sites in Iceland: volcanoes, craters, hot springs, and boiling mud lakes!

► Write **Pro.** if the underlined word functions as a pronoun.

Write **Adj.** if the underlined word functions as an adjective.

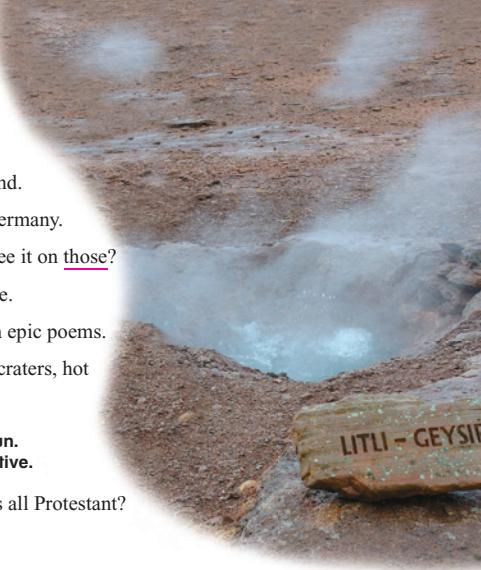
- |             |                                                        |
|-------------|--------------------------------------------------------|
| <b>Adj.</b> | 8. Are those Scandinavian countries all Protestant?    |
| <b>Pro.</b> | 9. I do not know that.                                 |
| <b>Adj.</b> | 10. However, materialism is common in these countries. |
| <b>Pro.</b> | 11. Could we help Pastor Dyer with this?               |
| <b>Pro.</b> | 12. I pray for those missionaries and for these.       |
| <b>Adj.</b> | 13. I will send that letter to him.                    |

► Look at each underlined pronoun. Identify its use in the sentence by marking an X in the chart.

14. Karl and Hedda gave me that.
15. These are reindeer of the Sami people.
16. We took pictures of this in Helsinki, Finland's capital.
17. Those are pieces of old Viking jewelry.
18. Some pieces are rusty, but Hedda gave these a special cleaning.
19. I took this for my friend Darin.
20. I have more pictures of these in my album.

S	IO	DO	OP
		X	
X			
			X
X			
	X		
		X	
			X

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## Worktext page 166

### Independent Practice: Apply and Write

Share Extra Information (optional).

### ExtraInfo

Though Sweden, Norway, Denmark, Finland, and Iceland are independent countries, they are sometimes referred to as the Scandinavian countries. All these countries have been Protestant since the Reformation. Protestantism was made law by the Scandinavian rulers, who were influenced by Martin Luther. Today, Protestantism is still the major faith in these five countries, though materialism and secularism are also prevalent.

### ESL

Remind ESL students that the words *this*, *that*, *these*, and *those* can be demonstrative pronouns, but they can function as demonstrative adjectives when describing a noun. ESL students may have difficulty determining how the demonstrative pronoun is used in each sentence. Pair ESL students with English-proficient students to complete the worktext pages.

## Apply and Write

► Rewrite the following sentences correctly.

That there is mine. **That is mine.**

Them there are Karl's. **Those are Karl's.**

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### C Differentiate demonstrative pronouns and adjectives.

1. Tell the students that the words *this*, *that*, *these*, and *those* may function as adjectives, words that modify nouns or pronouns.

2. Write for display:

*This is my pencil.*

*This pencil is mine.*

Explain that *This* in the first sentence is a demonstrative pronoun used as the subject of the sentence. Point out that *This* in the second sentence is a demonstrative adjective because *This* modifies *pencil*.

3. Direct attention to the examples on Worktext page 165.

► Which noun does *this* modify in this sentence? *I will use this pen.* (*pen*)

► Which noun does *those* modify in this sentence? *I would like some of those cookies.* (*cookies*)

### Teacher's Toolkit, page 54

#### extra PRACTICE

#### Demonstrative Pronouns

Name \_\_\_\_\_

► Underline the demonstrative pronouns.

1. This is my bag of microwave popcorn.
2. Those are snacks for the rest of my friends.
3. These are great-tasting peanuts.
4. Don't eat all of those now.
5. Take these to your little sister.
6. Maybe you should give her a taste of that also.
7. Nothing tastes as delicious as this!

► Write **Pro.** if the underlined word functions as a pronoun.

- |             |                                                        |
|-------------|--------------------------------------------------------|
| <b>Pro.</b> | 8. These are our new cocker spaniel puppies.           |
| <b>Pro.</b> | 9. This is the first time our dog has had puppies.     |
| <b>Adj.</b> | 10. This little one is the runt of the litter.         |
| <b>Adj.</b> | 11. This puppy has long, floppy ears.                  |
| <b>Adj.</b> | 12. Those toys are for the puppies.                    |
| <b>Pro.</b> | 13. Give these to the mother dog.                      |
| <b>Pro.</b> | 14. She prefers these to other brands of dog biscuits. |
| <b>Adj.</b> | 15. That box makes a warm bed for the puppies.         |



► Look at each underlined pronoun. Identify its use in the sentence by marking an X on the chart.

16. Timothy, please give me that.
17. This is my favorite picture of our vacation.
18. Those were taken with my father's camera.
19. I will put these in a photo album with my other pictures.
20. I am sending those to Timothy's brother in Korea.
21. He will put these in his missionary display.
22. That should make a nice addition to his display.
23. His family's picture is also among these.
24. Give these a prominent place in the display.

S	DO	IO	OP
	X		
X			
			X
	X		
		X	
			X

**Objectives**

- Identify and use singular and plural indefinite pronouns
- Use the correct verb form for indefinite pronouns in the subject

**Note**

This interactive lesson incorporates Worktext page 167 into the Teach for Understanding section.

Students will learn in the seventh grade that some indefinite pronouns are always singular, some are always plural, and some indefinite pronouns (*all, any, more, most, none, some*) may be singular or plural.

**Introduction****Speaking**

**Use demonstrative pronouns in sentences.** Write these sentences for display:

I bought \_\_\_\_\_. (*this*) (Hold up something you bought.)

May I borrow \_\_\_\_? (*that*) (Point to something on a student's desk.)

I have read \_\_\_\_\_. (*these*) (Hold up two books.)

Please put \_\_\_\_\_ under your chair. (*those*) (Point to things on a student's desk)

Direct the students to fill in each blank with the correct demonstrative pronoun as you act out the directions. Remind the students that *this* and *these* refer to things nearby and *that* and *those* refer to things far away.

**Teach for Understanding****A Identify indefinite pronouns.**

- Write *indefinite* for display, explaining that *definite* means "clear or certain." Remind the students that the prefix *in* means "not."
- What is the definition of *indefinite?* (*not clear, not stated*)
- Tell the students that an indefinite pronoun does not always refer to a specific person or thing; therefore, an indefinite pronoun is usually without an antecedent.
- Direct attention to the first example on Worktext page 167. Tell the students that it is unclear who called. *Someone* is

**Indefinite Pronouns**

Name \_\_\_\_\_

An **indefinite pronoun** does *not* refer to a specific noun; therefore, it usually appears without an antecedent. An indefinite pronoun may be a subject or object.

**S**

*Someone* called a few minutes ago.

**DO**

*She told me something.*

**Indefinite** means  
"not clear or  
not stated."

Singular indefinite pronouns include *each* and words that end with *body, one, or thing*. Plural indefinite pronouns include *both, others, few, several, and many*.

*Everybody* is invited.

*Few* have heard the news.

A verb must agree in number with an indefinite pronoun that is a subject.

*Each* of us likes to draw. (*singular*)

*Many* of us like to draw. (*plural*)

Indefinite pronouns should not be confused with adjectives. Remember that indefinite pronouns stand alone and do not modify nouns.

**Adj S**

*Several people* own dogs.

**S**

*Several* own dogs.

**Indefinite Pronouns**

Singular	Plural
anybody	everyone
anyone	everybody
anything	everything
each	few
everybody	many
everyone	others
	several

**Guided Practice**

- Underline the indefinite pronoun in each sentence. Write **S** if it is singular and **P** if it is plural.

**S**

1. Almost everyone was glad about the fall of Communism in Russia.

**S**

2. After the Iron Curtain lifted in 1991, everything changed.

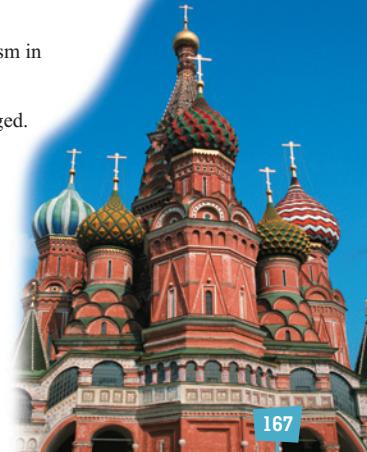
**P**

3. Among the working class, few wanted Communism.

- Underline twice the correct verb for each sentence.

- Many (worship, worships) in beautiful Eastern Orthodox churches.
- Several of the churches (are, is) decorated with colored domes.
- Both of my grandmothers (send, sends) Bibles to missionaries in Russia.

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an indefinite pronoun and is the subject of the sentence.

- Tell the students that an indefinite pronoun may be used as the subject of a sentence, a direct object, an indirect object, or an object of a preposition. Point out that in the second sentence *something* is a direct object.

**B Identify indefinite pronouns as singular or plural.**

Explain that indefinite pronouns may be singular or plural. Singular indefinite pronouns are *each* and words ending in *body, one, or thing*. Point out the third example sentence on Worktext page 167. Explain that plural indefinite pronouns include words such as *both, others, few, several, and many*.

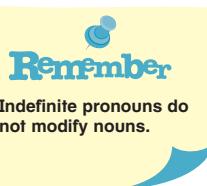
**C Use the verb form that agrees in number with an indefinite pronoun as the subject of a sentence.**

- Remind the students that a verb must agree in number with the subject of the sentence. When an indefinite pronoun is the subject of a sentence, the verb must agree. A singular pronoun needs a singular verb form, and a plural pronoun needs a plural verb form. Discuss the examples on Worktext page 167.
- Point out that it may be difficult to remember that the pronoun *everybody* is a singular pronoun. Tell the students to think of the pronoun *everybody* as "every single body."

## Independent Practice

► Underline the indefinite pronoun in each sentence. Write **S** if it is singular and **P** if it is plural. One sentence has two indefinite pronouns.

- S** 1. Does anybody understand Russia's currency?
- S** 2. Sasha gave me something.
- S** 3. Anyone can share the gospel.
- S** 4. Christ died for everyone!
- S** 5. More than anything, Russians need Christ as Savior.
- P, P** 6. Many consider Russia part of Asia, but others consider it part of Europe.
- P** 7. We looked for Christians in this area, and we met several.
- S** 8. Everybody brought food to the church dinner.



► Underline the correct verb for each sentence.

- 9. Nobody (go, goes) home hungry after a Russian church dinner!
- 10. Everyone (enjoy, enjoys) the borsch and Russian black bread.
- 11. Everything (is, are) delicious.
- 12. Hardly anything (is, are) left over.
- 13. Few (want, wants) an end to the fellowship.
- 14. Nothing (compare, compares) to true Christian fellowship.



► Proofread the paragraph, correcting the six verb errors.

I take tourists to some of Russia's oldest forests. When we reach the top of this particular mountain, nobody ever says anything. Each is amazed at the breathtaking beauty. At first, nothing moves except for the birds far overhead. begins Then everyone begin to exclaim at once. Everybody agrees compares agine that nothing compar to the spectacular view!



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## Apply and Write

► Write two sentences about something exciting that happened to you. Use indefinite pronouns and underline them.

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### D Distinguish indefinite pronouns from indefinite adjectives.

Tell the students not to confuse indefinite pronouns with adjectives. Direct attention to the last pair of example sentences on Worktext page 167. Explain that in the first sentence, the word *Several* functions as an adjective because it modifies *people*, telling how many. In the second sentence, the pronoun *Several* functions as the subject of the sentence.

## Worktext page 168

**Independent Practice: Apply and Write**  
Share Extra Information (optional). [BATS: 5a Love, 5e Friendliness]

### ExtraInfo.

Russian borsch (soup) is made with fresh cabbage, potatoes, boiled beets, sliced onion, and herbs. Borsch is usually served with salad greens and sour cream.

### ESL

Remind ESL students that some words that are indefinite pronouns can also be used as adjectives if nouns follow them (e.g., *several people*). Provide practice with these words that change part of speech. Point out that many indefinite pronouns are compound words that end in *body*, *one*, or *thing*. Provide assistance with vocabulary on the worktext pages.

## Teacher's Toolkit, page 55

### extra PRACTICE

Indefinite Pronouns

Name \_\_\_\_\_

► Underline the indefinite pronoun in each sentence. Write **S** if it is singular or **P** if it is plural.

Singular	Plural
anybody	everything
anyone	nobody
anything	nothing
each	somebody
everybody	something
everyone	several

- S** 1. Everybody has unnecessary fears.
- P** 2. Both of my brothers are afraid of snakes and spiders.
- P** 3. Others are afraid of public speaking.
- P** 4. Small children's fears can be many.
- S** 5. Someone with a fear of heights avoids elevators.
- S** 6. Some people fear that nobody loves them.
- P** 7. Few admit to fears.
- S** 8. Anybody can choose unwisely during times of fear.

► Underline twice the correct verb for each sentence.

- 9. Several (make, makes) godly decisions.
- 10. Everyone (know, knows) about God's goodness.
- 11. Each (need, needs) the Bible for guidance.
- 12. Something in God's Word (is, are) always a comfort.
- 13. Nobody (stand, stands) alone as a Christian.
- 14. Nothing (are, is) hidden from God.
- 15. Everyone can (has, have) peace in God.
- 16. Christians (tell, tells) about God's provision.
- 17. Many (share, shares) stories of God's peace in times of fear.
- 18. Everything (is, are) in God's control.
- 19. Nothing (overwhelm, overwhelms) us in God's will.



**Objective**

- Use homophones correctly in sentences

**Introduction****Speaking**

Use indefinite pronouns in sentences.

Write these pronouns for display:

nobody  
many  
several  
someone  
few  
everything

Choose volunteers to give a sentence with each displayed pronoun.

# Teach for Understanding

**A Introduce homophones.**

- Write this sentence for display and read it aloud:

*We don't know the hour that our Lord and Savior shall appear.*

- Which two words in this sentence sound alike? Underline them. (*hour and our*)
- Are these two words spelled alike? What are the meanings of these words? (*no; An hour is a measurement of time, and our refers to something that belongs to us.*)
- Why do you think it is important to know how to spell these words? (*It is important to communicate our ideas clearly when writing.*)

- Write *homophone* for display. Draw a vertical line between *homo* and *phone*. Explain that *homo* is a Greek word part that means “the same” and *phone* is a Greek word part that means “sound.”

- When we put these two meanings together, we get the definition of *homophone*. What is a *homophone*? (*a word that sounds the same as another word*)

- Tell the students that *homophones* are words that sound alike but have different meanings and sometimes different spellings.

**B Use homophones correctly in sentences.**

- Write these sentences for display:

*Did you \_\_\_\_\_ the phone ring?*

*Please set the book \_\_\_\_\_.*

**Homophones**

Name \_\_\_\_\_

**Homophones** are words that sound alike but have different meanings and sometimes different spellings. Refer to pages 360–62 in the

Grammar Handbook for the meanings of these common homophones.

allowed/aloud	hair/hare	knew/new	sea/see	weak/week
ate/eight	heal/heel/he'll	knows/nose	stair/stare	wood/would
by/bye/buy	hear/her	knot/not	tail/tale	write/right
cent/scent/sent	him/hymn	pair/pare/pear	their/there/they're	
dear/deer	hole/whole	plain/plane	threw/through	
fair/fare	hoarse/horse	principal/principle	to/too/two	
flour/flower	hour/our	road/rode	way/weigh	

 **Guided Practice**

- Fill in the circle next to each sentence with the correct homophone.

- We spent an our talking about missions in Eastern Europe.  
 We spent an hour talking about missions in Eastern Europe.
- Did you see the missionary's presentation?  
 Did you sea the missionary's presentation?
- The missionaries just built a knew building.  
 The missionaries just built a new building.

- Underline the word that correctly completes each sentence.

- There are more than (eight, ate) Eastern European countries.
- Can you (write, right) down a few?
- I know (too, two) more countries.
- Poland and Hungary are a (pair, pear) of Eastern European countries.
- Eastern European countries were ruled (bye, by) Communists until 1990.
- Did you (hear, here) about the need for missionaries there?

- Proofread the paragraph, correcting the six incorrect homophones.

When my aunt and uncle traveled threw Eastern Europe, they rode a train on parts of their journey. They read books way to and talked along the weight. Their goal was to bring the to gospel to Eastern Europe!

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- Direct the students to locate the homophone pair *hear/here* on Worktext page 360 of the Grammar Handbook.

homophones on Worktext pages 360–62 in the Grammar Handbook.)

- Which homophone completes the first sentence? Why? (*hear; It means “to understand by listening.”*)

- Which homophone completes the second sentence? Why? (*here; It means “in this place.”*)

- Direct the students' attention to the homophone pairs on Worktext page 169. Select volunteers to read aloud each word and to define it or use it in a sentence. (**Note:** If time does not permit you to discuss each word or if the students are unfamiliar with any word, instruct them to look the word up in the list of

## Independent Practice

► Fill in the circle next to each sentence with the correct homophone.

1.  We had a special missionary-emphasis weak.  
 We had a special missionary-emphasis week.
2.  They translated the him into Romanian.  
 They translated the hymn into Romanian.
3.  Stefania has dark hair and blue eyes.  
 Stefania has dark hare and blue eyes.
4.  My principle prayed for missions during the assembly.  
 My principal prayed for missions during the assembly.
5.  Did you buy flower for the cake?  
 Did you buy flour for the cake?

► Underline the word that correctly completes each sentence.

6. I explained to (hymn, him) about the Balkans.
7. The Fruins went (too, to) Romania.
8. (Its, It's) located on the Balkan Peninsula.
9. Ron (stared, staired) at the map.
10. The Communists' rule of Eastern Europe was not (fair, fare) to the people.
11. They (scent, sent) many Christians to prison.
12. The people of Albania were not (aloud, allowed) freedom of religion.
13. The (whole, hole) country was officially atheist.



► Proofread the paragraph, correcting the eight incorrect homophones.

dear writes  
Our dear missionary friend Kris often writes us letters. He knows to hear would  
knows that we like to hear about his work in Albania. He would like to share the gospel with as many people as possible. He heal their knows that Christ can heal their hearts and lives.

Christians should readily share the gospel with others.

Matt. 28:19–20 II Cor. 5:11–21

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## Apply and Write

► Use *their*, *they're*, and *there* correctly in three separate sentences.

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## Worktext page 170

### Independent Practice: Apply and Write

Share Extra Information (optional).

[BAT: 5c Evangelism and missions]

### ExtraInfo

In the early days of the church, the apostle Paul preached to people in what is now modern-day Albania. A church was begun, but Christianity there was to suffer many setbacks. In medieval times, Muslim Turks conquered the country and imposed the Islamic religion, ruling for five centuries. More recently, Albania was taken over by a Communist dictator who declared Albania the first atheist state. In 1992 Albania was freed from Communist rule, but politics there remain unstable. The people of Albania need missionaries to share the love of Christ.

### ESL

Remember that ESL students will have difficulty with homophones. Homophones are frequently identified by using context clues, which is an advanced reading skill that many ESL students do not have. Remind them that homophones are often spelled differently. Provide assistance with vocabulary on the worktext pages.

## Teacher's Toolkit, page 56

### extra PRACTICE Homophones

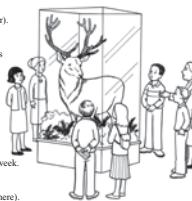
Name \_\_\_\_\_

► Fill in the circle next to each sentence with the correct homophone. Use the list of common homophones in the Grammar Handbook on pages 360–61 for help.

1.  We rode the subway into the city last week.  
 We road the subway into the city last week.
2.  I like the rides at the county fair.  
 I like the ride at the county fair.
3.  Sara traveled to the village by train.  
 Sara traveled to the village by train.
4.  The sign on the door read "No Pets Allowed."  
 The sign on the door read "No Pets Are Allowed."
5.  The man of the museum showed exhibits on two floors.  
 The man of the museum showed exhibits on too floors.
6.  We always see new things.  
 We always sea new things.
7.  I could here the tour guide's instructions.  
 I could hear the tour guide's instructions.

► Underline the word that correctly completes each sentence.

8. The tour guide showed us the (weigh, way) to the animal section.
9. There were displays of realistic stuffed (deer, dear).
10. We saw a model of a (horse, horses) with a plow.
11. The guide (new, knew) a lot about various species of animals.
12. In the transportation area, there were several large (plains, planes) on display.
13. The (tall, tale) of one plane was decorated by soldiers during the war.
14. I did (knot, not) see any helicopters.
15. We (would, wood) learn about pioneers the next week.
16. The guide (scent, sent) us to the second floor.
17. We saw a replica of a pioneer homestead (their, there).
18. A woman made bread from unbaked (flour, flower).
19. Sara already (nose, know) about breadmaking.
20. After another (our, hour), we went home.



► Worktext pages 171–72

### Objectives

- Identify personal pronouns and their antecedents
- Use subject, object, and possessive pronouns correctly in sentences
- Identify reflexive, interrogative, and demonstrative pronouns in sentences
- Use the verb form that agrees with an indefinite pronoun as the subject
- Use homophones correctly in sentences

### Preparation of Materials

Write the following categories for display:

*Subject/Object*

*Interrogative/Demonstrative*

*Possessive*

*Reflexive/Intensive*

*Homophones*

Write 100, 200, 300, or 400 under each category to indicate the questions' degree of difficulty.

### Note

This lesson reviews concepts to prepare students for the Chapter 9 Test (optional). Extra Practice pages 57–58, located on the Teacher's Toolkit CD, make an excellent study guide.

## Check for Understanding

### Chapter 9 Review

Play a review game. Divide the students into two teams. Direct a player on the first team to choose a category and number. Read aloud the appropriate question. If the player answers the question correctly, his team receives the number of points for that question and a player from the other team chooses the next card. If the player from the first team answers incorrectly, a player from the second team may answer in his place with an opportunity to earn points. It is then the second team's turn to choose a category and number.

### Review Questions

#### 1. Subject/Object

- (100 points) What are the seven personal pronouns that may be used as the subject of a sentence? (*I, you, he, she, it, we, they*)
- (200 points) What are the seven personal pronouns that may be used as an object in a sentence? (*me, you, him, her, it, us, them*)

## Chapter 9 Review

Name \_\_\_\_\_



- A. Underline the pronoun that correctly refers to each underlined antecedent.

1. Dennis is interested in European missions, and (he, him) will attend the mission conference.
2. Europe is the second-smallest continent, but (they, it) has many countries.
3. There are many old churches, and (it, they) hold beautiful works of art.
4. Jenna went to Europe, and (her, she) visited Leipzig, Germany.



- B. Replace the underlined words with the correct possessive pronouns.

5. Karl made us some of Karl's delicious marzipan candy. his
6. Analisa's and my aunt told us about this special treat. Our
7. The German people's marzipan is often sculpted into fanciful shapes. Their
8. Juanita's mom has eaten marzipan in Spain, Italy, and France. Her

- C. Underline the pronoun that correctly completes each sentence.

9. He came on the mission trip with (we, us).
10. That is (he, him) in the back seat of the van.
11. (They, Them) brought suitcases with them.
12. We gave the food to (they, them).
13. David handed the juice to (she, her).

- D. Underline the pronoun that correctly completes each sentence.

14. We fixed the flat tire by (ourselves, ourselves).
15. Peter and (I, myself) took photographs of the group.
16. He took a funny picture of (hissself, himself).
17. I bought (me, myself) a snack in the airport.
18. We made (us, ourselves) sandwiches for lunch at home.

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- (300 points) How is the pronoun in this sentence used? *Ken gave the keys to me.* (*as the object of the preposition*)
- (400 points) How is the pronoun used in this sentence? *Wendy brought him dinner.* (*as an indirect object*)
- 2. Interrogative/Demonstrative
  - (100 points) What is an interrogative pronoun? (*a pronoun that asks a question*)
  - (200 points) What is an example of an interrogative pronoun? (*what, which, who, whom, whose*)
  - (300 points) Use an interrogative pronoun in a sentence.
  - (400 points) Use a demonstrative pronoun in a sentence. (*Sentences will vary with use of these words: this, that, these, those.*)
- 3. Possessive
  - (100 points) What is a possessive pronoun? (*a pronoun that shows ownership and takes the place of a possessive noun*)
  - (200 points) Name three possessive pronouns. (*my, mine, your, yours, his, her, hers, our, ours, their, theirs, its*)
  - (300 points) Use a possessive pronoun in a sentence.
  - (400 points) Change this sentence by using a possessive pronoun: *Derek's favorite sport is hockey.* (*His favorite sport is hockey.*)
- 4. Reflexive/Intensive
  - (100 points) Name a reflexive pronoun. (*myself, yourself, himself, herself, itself, yourself, yourselves, ourselves, themselves*)
  - (200 points) Which sentence is correct? *Royce and myself are leaving.* or *I traveled by myself.* (*the second sentence*)

**E. Underline the interrogative pronoun in each sentence.**

19. What is your favorite food?
20. Whom should I ask about the field trip?
21. Whose are these shoes?
22. Which of you can name the capital of Hungary?

**F. Underline the demonstrative pronoun in each sentence.**

23. German sausage is very good with this.
24. My grandmother gave me that.
25. These are cookies from Aunt Lucy.
26. Those are my cousins, Bob and Ron.

**G. Underline twice the correct verb for each sentence.**

27. Tourists (visit, visits) the Netherlands in the springtime for the tulip festival.
28. My cousins (has, have) a tulip farm in the Netherlands.
29. Everyone (enjoy, enjoys) the vibrant fields of blooming flowers.
30. Each tourist (are, is) impressed with the clean, neat villages.
31. The Landis family (do, does) not minister in the same country each summer.
32. Everybody (love, loves) the famous paintings by Rembrandt.
33. Nothing (was, were) more beautiful than the handpainted Delft pottery.

**H. Fill in the circle next to each sentence with the correct homophone.**

34.  We learn principles for daily living in the Bible.  
 We learn principals for daily living in the Bible.
35.  Their is Gretchen's house.  
 There is Gretchen's house.
36.  Grandpa knows many folk tales.  
 Grandpa knows many folk tails.
37.  I threw the ball across home plate.  
 I through the ball across home plate.



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- (300 points) Use a reflexive pronoun in a sentence.
- (400 points) Which sentence contains an intensive pronoun? *The queen herself is attending.* or *She burned herself on the iron.* (the first sentence)
- 5. *Homophones*
- (100 points) What are *homophones*? (words that sound alike but have different meanings and sometimes different spellings)
- (200 points) Name two sets of homophones.
- (300 points) Use a set of homophones in a sentence orally.
- (400 points) Write a sentence using a set of homophones.

## Worktext pages 171–72

### Chapter 9 Review



#### Materials

- Pencils for each student
- Magazines for each student
- Construction paper for each student
- Scissors for each student
- Glue for each student

**Make a mosaic.** Explain that mosaics are pictures or designs that are made of small pieces of glass, stone, clay, or other materials. Mosaic art often pictured religious subjects and was popular in Rome in different time periods. Display pictures of mosaics from a magazine or encyclopedia if possible.

Direct each student to choose a sheet of construction paper and draw a design for a mosaic—perhaps a geometric shape or something from nature. Direct the students to cut small pieces of magazine pages and glue them together onto the designs to make mosaics.



ESL students may have difficulty playing the review game. Allow them to consult team members before responding to the question. Assistance will be needed with vocabulary on the worktext pages.

### Teacher's Toolkit, page 57



#### Chapter 9 Review



##### A. Underline the pronoun that correctly refers to the underlined antecedent in each sentence.

1. Esteban attends a Bible club on Thursdays, and (he, they) invited his friend Prentice.
2. The Bible club workers practiced a new song, and (they, it) will teach the children soon.
3. The club usually has a piano player, but (they, she) is home sick today.
4. The kids recorded (ourselves, themselves) singing.

##### B. Replace the underlined words with the correct possessive pronoun.

5. Paul brought Paul's new Bible to the club. his
6. Amber and I said Amber's and my memory verses. our
7. Kara found Kara's verses more quickly than anyone else during the Bible drill. her
8. Prentice and Kara were the top scorers for Prentice and Kara's team. their

##### C. Underline the pronoun that correctly completes each sentence.

9. Amy, one of the Bible club members, shared a missionary story with (we, us).
10. (She, He) told us about a missionary in the Philippines.
11. (Him, He) worked with Indian tribes in jungle areas.
12. These native people readily responded when he shared the gospel with (they, them).
13. (They, It) was an exciting story about the work of the Holy Spirit in people's lives.

##### D. Underline the pronoun that correctly completes each sentence.

14. The missionary (himself, himself) was in danger many times.
15. I imagined (myself, my) in his shoes.
16. I remembered that God never leaves us by (ourselves, ourselves).
17. God (Himself, Himself) watches over every part of our lives.
18. You (yourself, itself) can always depend upon God.

### Teacher's Toolkit, page 58



#### Chapter 9 Review

Name \_\_\_\_\_



##### E. Underline the interrogative pronoun in each sentence.

19. What is the name of that missionary?
20. Where should I look for information about him?
21. With whom does he serve?
22. Who sends the letters?

##### F. Underline the demonstrative pronoun in each sentence.

23. Can I find out more about this in the library?

24. That is a good question, but I don't know for sure.

25. These are Internet articles about his life.

26. Those might have interesting activities.

##### G. Underline twice the correct verb for each sentence.

27. Everyone (like, likes) fictional stories.
28. Several (want, wants) more facts about it.
29. Many (believe, believes) the account of God's protection for His children.
30. Both of the boys (research, researches) the same topic.
31. Nothing (is, are) impossible for God.
32. Each of these stories (is, are) a true account about this missionary.

##### H. Fill in the circle next to each sentence with the correct homophone.

33.  Do not tell the whole story in your book report.  
 Do not tell the hole story in your book report.
34.  They're is more about it in this book.  
 There is more about it in this book.
35.  The missionary wrote a letter from God's provision.  
 The missionary wrote a letter about God's provision.
36.  I hear that song at church sometimes.  
 I here that song at church sometimes.
37.  The pianist noise it too.  
 The pianist knows it too.

Worktext pages 173–74

**Objectives**

- Use the correct helping verb in a sentence
- Differentiate simple subjects, direct objects, and objects of a preposition in sentences
- Write the pronoun that refers to an antecedent
- Use pronouns correctly as subjects or objects
- Identify the appropriate resource tools to find specific information

**Cumulative Review**

Name \_\_\_\_\_

**A. Underline twice the word that correctly completes each sentence.**  
(Chapter 5)

- Neither Tim nor Chloe (have, has) finished the assignment.
- Both Bill and Jenna (have, has) turned their papers in.
- Either Stephanie or Will (has, have) cleaned the chalkboard.
- Neither Mr. Hand nor Mrs. Baker (assign, assigns) weekend homework.
- Both Kara and Emmalee (have, has) finished their work.

**B. Identify the underlined nouns in the sentence as simple subject **S**, direct object **DO**, or object of a preposition **OP**. Write the letters above each underlined word.** (Chapter 5)

- S                    OP                    DO**
- Students in Mr. Ridley's class enjoy painting.

**S                    IO                    DO**

  - Mr. Ridley tells his students interesting stories.

**S                    OP**

  - He has traveled around the world.

**S                    DO**

  - He teaches history.

**S                    DO                    OP**

  - Mrs. Fronk teaches music to these students.

**S                    IO                    DO**

  - Mrs. Cody gives Sam art lessons.

**C. Write the pronoun that correctly refers to each underlined antecedent.**  
(Chapter 9)

- Jennifer told us that (her, she) plays the flute.  
she
- Some flutists play in church, and (they, them) visit hospitals.  
they
- They performed a concert at the mall last week, and (it, they) was enjoyable.  
it
- Denny plays in a band, and (he, him) practices with them twice a week.  
he
- Cindy sings in a choir, but (she, her) does not play an instrument.  
she



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**D. Underline the pronoun that correctly completes each sentence. (Chapter 9)**

17. My brother often plays his violin for (we, us).
18. We gave the tickets to (they, them).
19. That is (he, him) on the front row.
20. I showed the program to (she, her).
21. (They, Them) played that piece well.

**E. Fill in the circle next to the best answer. (Chapter 7)**

22. Where would you look for information about recent winners of the Stanley Cup?  
 encyclopedia  
 newspaper  
 almanac
23. Where would you look for the pronunciation of a word?  
 dictionary  
 English textbook  
 language arts book
24. Which tool can provide you with words that are more vivid for your writing?  
 literature textbook  
 thesaurus  
 dictionary
25. Which book would explain the placement of commas in your writing?  
 dictionary  
 English textbook  
 almanac
26. Which resource contains today's news?  
 almanac  
 science textbook  
 periodical
27. Which resource might contain a map that shows the average yearly rainfall in Togo, Africa?  
 thesaurus  
 American history textbook  
 atlas
28. Which book would list the mountain ranges in Africa?  
 science textbook  
 English textbook  
 geography textbook



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## Worktext pages 173–74

### Cumulative Review

Use the exercises to review the concepts taught at an earlier time. You may choose to omit certain sections or to use them to reteach concepts to students who are having difficulty.

