LIFEPAC®

LANGUAGE ARTS

STUDENT BOOK

▶ **11th Grade** | Unit 3

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CLEAR CONNECTIONS: A WRITING WORKSHOP

LIFEPAC Test is located in the center of the booklet. Please remove before starting the unit.

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Clear Connections: A Writing Workshop

Introduction

Have you ever turned in a paper only to get it back full of red marks and strange abbreviations like REF, AGR, MM, DM, or PAR? What was your teacher doing other than making your paper "bleed"? She was doing you an important service by showing you areas in your writing where you needed to improve. She was also getting you ready for the day when you will need to do this on your own.

Just like that teacher, this unit is intended to help you increase your knowledge of English grammar so that you can become a stronger editor of your own writing. The focus is on areas where errors even find their way in to the works of accomplished writers.

Take a quick test to see what you know. Which of the following sentences are incorrect?

- Mr. Smith, our principal, wants Jim and I to fold the flags after assembly.
- Coach wants we soccer players to work harder during practice.
- The class president plans to give Sally and she the fund-raising project.
- John explained that though he might not finish the test, him doing his best was what really mattered.
- Senator Franks is the man whom I think should run for president.
- Late and damp from the heavy rain, the meeting was off to a poor start.
- The general's plan was to move his troops into the protective cover of the forest and setting up camp before nightfall.

If you don't know the answer now, look the sentences over again after you have completed this unit.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAC®. When you have finished this LIFEPAC, you will be able to:

1. Connect pronouns to the noun functions they perform.
2. List the pronoun classes, describe the function of each, and identify examples in sentences.
3. Use methods of problem solving to determine if a sentence is grammatically correct.
4. Differentiate between person, number, gender, and case.
5. Identify and correct errors in pronoun usage (case, reference, and agreement).
6. Identify and correct dangling, squinting, and misplaced modifiers.
7. Identify and correct faulty parallelism.
8. Write sentences correctly using pronouns, modifiers, and parallel sentence structures.

Survey the LIFEPAC. Ask yourself some questions about this study and write your questions here.

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1. UNDERSTANDING PRONOUNS

Between you and I, pronouns can be kind of tricky. Figuring out the differences between *who* and *whom*, *which* and *that*, and *each other* versus *one another* can make your head spin and your tongue tied.

Pronouns remain one of the aspects of language most resistant to mastery, even by native speakers. This is why they also represent one of the major sources of language change as well as of error in student writing.

In this section, you will review noun functions in sentences in order to set up discussion concerning the role of pronouns in sentences. You will survey the types of personal pronouns; the pronoun chart; the basic distinctions between case, gender, number, and person; and the other seven pronoun classes. A solid working knowledge of the pronoun system is the first step toward ridding your writing of pronoun errors—like the one in the first sentence of this introduction. Did you catch it?

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Connect pronouns to the noun functions they perform.
2. List the pronoun classes, describe the function of each, and identify examples in sentences.
3. Use methods of problem solving to determine if a sentence is grammatically correct.
4. Differentiate between person, number, gender, and case.

Vocabulary

Study these words to enhance your learning success in this section.

case	intensive pronoun	reciprocal pronoun
demonstrative pronoun	interrogative pronoun	reflexive pronoun
gender	number	relative pronoun
indefinite pronoun	person	
independent possessive	personal pronoun	

Note: *All vocabulary words in this LIFEPAC appear in* **boldface** *print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.*

NOUNS AND PRONOUNS

Long ago you learned that the words of English fall into eight categories known as the parts of speech. These include *nouns*, *verbs*, *adjectives*, *adverbs*, *pronouns*, *prepositions*, *conjunctions*, and *interjections*. You may have memorized some definitions:

> A **noun** *is a word that names a person, place, thing, or idea*.
>
> A **verb** *is a word that shows action or state of being*.
>
> An **adjective** *…*
>
> An **adverb** *…*

It's the definition of *pronoun* that we want to review for this lesson.

> A **pronoun** *is a word that takes the place of a noun*.

One logical question to ask is, "Why would we need a pronoun to do this?" Consider this line from John Wesley's hymn "And Can It Be."

> And can *it* be that *I* should gain
>
> An interest in the Savior's blood?
>
> Died *he* for *me who* caused *his* pain
>
> For *me who him* to death pursued?

Look at what happens if we replace the pronouns with the nouns they represent.

> And can *the circumstance* be that *John* should gain
>
> An interest in the Savior's blood?
>
> Died *the Savior* for *John*? *John* caused *the Savior's* pain.
>
> For *John*? *John* pursued *the Savior* to death.

Not only have we wrecked Wesley's poetry, but we have also used "John" and "Savior" four times each in four lines. Quite clearly, pronouns give us a way to avoid endless repetition of nouns. We don't seem to mind using lots of pronouns, since as words go, they're not as "noticeable" as nouns.

If we compare the two examples above, we notice that the words *I*, *me*, and *who* are pronouns referring to *John*. *He* and *him* refer to *the Savior*. The variety of pronouns in the passage reminds us that pronouns not only replace nouns, they do the same "job" as the nouns replaced.

> In line 1, *John* is the subject of a noun clause; so is *I*.
> In line 3, *Savior* is the subject of a sentence; so is *He*.
> In line 3, *John* is the object of a preposition; so is *me*.
> In line 3, *Savior's* is a possessive noun; so is *his*.
> In line 4, *John* is an object of a preposition; so is *him*.
> In line 4, the second *John* is a subject; so is *who*.
> In line 4, *Savior* is a direct object; so is *him*.

JOBS NOUNS DO

The relationship between nouns and pronouns is clear. Whatever a noun does in a sentence, the pronoun replacing it does too. This relationship is the key to understanding and using pronouns correctly, but it requires an understanding of noun functions and the ability to recognize which function a noun is serving at a given time.

In the sentences on the following page, the noun phrase *the president* does all of the jobs typical of nouns. Study the chart carefully. Especially note the questions you can ask in order to identify noun functions.

subject – the main idea or topic of the sentence; found by asking *Who or what is this sentence about?* or *Who or what is doing or being something in the sentence?*	***The president** addressed both houses in explaining the decision to go to war.* Who or what is the sentence about? Who or what is doing or being something? *The president.*
direct object – the direct receiver of the verb's action; found by first locating the subject and verb and then asking *who* or *what*?	**The prime minister invited *the president* to address parliament.** The prime minister invited *who* or *what*? *The president.*
indirect object – the indirect receiver of the verb's action; found by first locating the subject, verb, and direct object and then asking *To whom?* or *For whom?*	**Congress sent *the president* a bill to sign into law.** Congress sent a bill to whom? *The president.*
predicate nominative – the word or phrase in the predicate that renames the subject; follows intransitive linking verbs; found by first locating the subject and verb and then replacing the verb with an equals (=) sign.	**The man of the hour is *the president*.** man = ? man = *the president*
object of the preposition – the noun or noun phrase following a preposition; found by first locating a preposition and then finding the noun or noun phrase immediately following it. (NOTE: Successfully identifying prepositions requires memorization of the list of common prepositions.)	**Every bill requires the signature of *the president* in order to become law.** Any prepositions? *of* What noun or noun phrase immediately follows the preposition? *the president* Therefore, *the president* is the object of the preposition.
appositive – the word or phrase immediately following and renaming another word or phrase; often set apart by commas; found by locating two noun phrases, one of which renames the other. If the two phrases are separated by a verb, the second phrase is *not* an appositive.	**The key political figure at the U.N. summit, *the president himself*, will speak at noon.** What word or phrase renames another word or phrase in this sentence? Is any word or phrase set off by commas? *The president himself* is set apart with commas and renames *the key political figure* ... Are these phrases separated by a verb? *No*. Therefore, *the president himself* is an appositive.
possessive noun – a word or phrase that shows ownership of something or someone; possessive nouns are marked with apostrophe and *s* ('s).	**The network news broadcast *the president's* speech internationally.** Who or what owns something in this sentence? *The president* owns the speech. *president* is marked with *'s*. Therefore, *the president's* is a possessive noun phrase.
subject of gerund – a possessive word or phrase immediately preceding a gerund subject; gerunds are verbs acting as nouns; gerunds always end in *-ing*.	***The president's** negotiating helped to restore peace between the feuding countries.* Is there a possessive word or phrase in this sentence? *The president.* Is it immediately preceding a verb form ending in *-ing*? *Yes—negotiating.* Is *negotiating* acting like a noun? *Yes. It's acting as the subject of the sentence.* Therefore, *the president's* is the subject of a gerund.

This survey of noun functions is an important beginning to understanding how the pronoun system works. Spend as much time as you need to in order to master the process of identifying noun functions. The next exercises should help.

Match the type of noun to its definition and location clues.

1.1 _____ direct object

1.2 _____ possessive noun

1.3 _____ subject

1.4 _____ indirect object

1.5 _____ appositive

1.6 _____ object of the preposition

1.7 _____ predicate nominative

1.8 _____ subject of gerund

a. the main idea or topic of the sentence; found by asking *Who or what is this sentence about?* or *Who or what is doing or being something in the sentence?*

b. the direct receiver of the verb's action; found by first locating the subject and verb and then asking *who* or *what*

c. the indirect receiver of the verb's action; found by first locating the subject, verb, and direct object and then asking *To whom?* or *For whom?*

d. the word or phrase in the predicate that renames the subject; follows intransitive linking verbs; found by first locating the subject and verb and then replacing the verb with an equals (=) sign

e. the noun or noun phrase following a preposition; found by first locating a preposition and then finding the noun or noun phrase immediately following it

f. the word or phrase *immediately* following and renaming another word or phrase; often set apart by commas; found by locating two noun phrases, one of which renames the other

g. a word or phrase that shows ownership of something or someone; marked with apostrophe and *s* ('s); a possessive word or phrase immediately preceding an *-ing* verb acting as a noun

h. a possessive word or phrase immediately preceding a gerund subject; gerunds are verbs acting as nouns; gerunds always end in *-ing*

Identify the function of the *italicized* nouns, using the abbreviations in the table below.

1.9 _____ The ancient ***Egyptians*** established a civilization along the Nile River.

1.10 _____ The fertile soil along the river gave the ***Egyptians*** the

1.11 _____ ***ability*** to establish a thriving culture.

1.12 _____ The ***Egyptians'*** religious beliefs played an important part in their culture.

1.13 _____ The most powerful person among the ***Egyptians*** was their

1.14 _____ ***Pharaoh***,

1.15 _____ the ***king*** of Egypt.

1.16 _____ The ***Egyptians'*** desiring of immortality made them spend much of their lives preparing for death.

Noun Function	
subject	**S**
direct object	**DO**
indirect object	**IO**
predicate nominative	**PN**
object of preposition	**OP**
appositive	**AP**
subject of gerund	**SG**
possessive noun	**POS**

JOBS PERSONAL PRONOUNS DO

Look in any dictionary and you'll find thousands of nouns—hundreds of thousands, actually. Nouns make up close to half of the words in our language. You can't memorize them all; you simply learn to recognize them based on what they look like and what they do. Linguists describe nouns as an open class because new nouns appear in the language all the time. *Ipad*, *blog*, and *gamer* are just a few that have popped up during your lifetime.
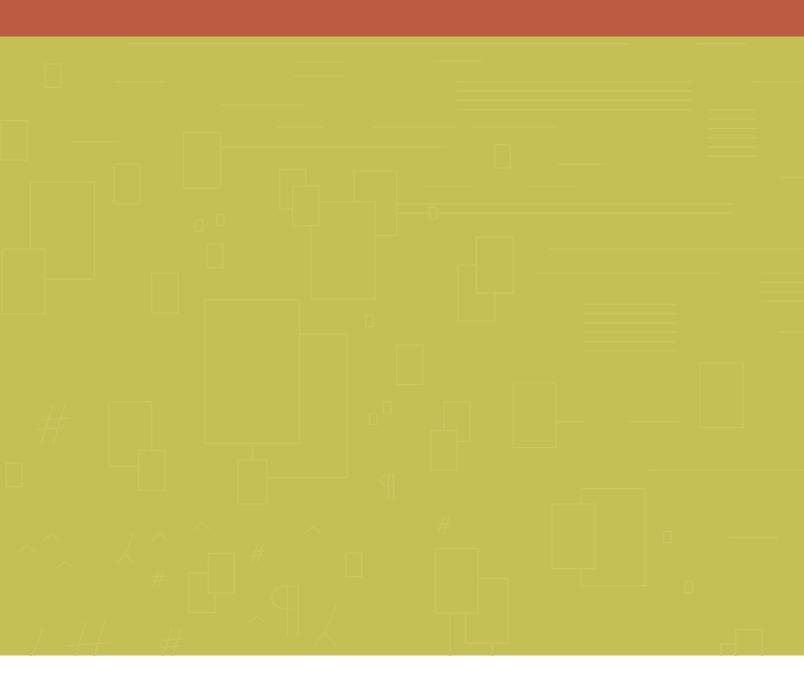
Pronouns, on the other hand, are a closed class. It's the job of 100 or so pronouns to represent all those nouns. This means that certain pronouns get used in several situations. Knowing one type from another can get confusing, especially when forms are identical. What's the difference between *you* and *you*, for example? What about *his* and *his*? See?

The chart below repeats the sentences examined earlier. This time, the pronouns that can replace the noun phrase *the president* appear.

subject	*He* addressed both houses in explaining the decision to go to war.
direct object	The prime minister invited *him* to address parliament.
indirect object	Congress sent *him* a bill to sign into law.
predicate nominative	The man of the hour is *he*.
object of the preposition	Every bill requires the signature of *him* in order to become law.
appositive	The key political figure at the U.N. summit, *he* himself, will speak at noon.
possessive noun	The network news broadcast *his* speech internationally.
subject of gerund	*His* negotiating helped to restore peace between the feuding countries.

Of that hundred-or-so pronouns, we selected only three to replace *the president*—*he*, *him*, and *his*. These three belong to a class known as the **personal pronouns**. Their job is clear from their name: personal pronouns take the place of nouns naming people. In the sentences above, *he*, *him*, and *his* are communicating four important things that all personal pronouns tell us:

1. **Gender**. Whoever the president is, we know that the person is a male. *He*, *him,* and *his* are *masculine* pronouns.

2. **Number**. Whoever the president is, we know that there's only one. *He*, *him*, and *his* are *singular* pronouns.

3. **Person**. Whoever the president is, we know that we're talking *about* him, not *to* him. *He*, *him*, and *his* are *third-person* pronouns.

4. **Case**. Whoever the president is, we know that we've used three pronouns to handle eight different jobs of nouns.

   a. We used *he* to handle the jobs of subject and predicate nominative. *He* is a *nominative case* pronoun.

   b. We used *him* to handle the jobs of direct object, indirect object, and object of the preposition. *Him* is an *objective case* pronoun.

   c. We used *his* to handle the job of showing ownership. *His* is a *possessive case* pronoun.