

**Pronouns
Handout**
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Categories of pronouns:

CENTRAL Personal, e.g. I, me, they, them
 Reflexive, e.g. myself, themselves
 Possessive, my, mine, their, theirs

RELATIVE, e.g. which, that,

INTEROGATIVE, e.g. who, what,

DEMONSTRATIVE, e.g. this, those

	Positive	Universal, e.g. both, each assertive, e.g. some, several, Non-assertive, e.g. any, either
INDEFINITE	Negative, e.g. nobody, neither	

Task 1: Give an example of the following pronouns:

- a) relative
- b) interrogative
- c) demonstrative
- d) personal
- e) possessive
- f) indefinite assertive
- g) indefinite non-assertive
- h) indefinite universal
- i) reflexive

Task 2: Fill in the correct pronoun. Explain your choice (use Quirk)

You and I can go together, can't ____?

You and she agree with that, don't ____?

He and she met in Tunis, didn't ____?

Someone is knocking so I'd better go and let ____ in.

An ambitious player must discipline ____self.

A male officer and a woman officer interrogated the prisoner but ____ disagreed over procedure.

Look at your hand, Jack. You've cut ____.

Task 3: Which of the following sentences are right (consider the *order of the pronouns*):

- a) She and he were late for the meeting.

- b) I and you can work together on the project.
- c) She and her children were invited to a party.
- d) His wife and he are fluent in English.
- e) Did they tell you and her about the meeting?
- f) Why don't I and you go away for the weekend?

Task 4: Choose the appropriate options to complete the sentences.

1. We all told the boss that we wanted to have ---- salaries paid in advance but he just ignored ----

- | | | |
|--------------|----------------|-------------|
| A) ours / it | C) their / our | E) our / us |
| B) his / we | D) we / his | |

2. When the man asked me how I had got ---- address, I told him that I was given it by a relative of ----.

- | | | |
|--------------|---------------|--------------|
| A) my / me | C) mine / his | E) him / him |
| B) his / his | D) his / him | |

3. Although ---- in the room seemed to follow ---- said by the speaker, he never intended to simplify his language.

- | | | |
|-----------------------|---------------------|------------------------|
| A) no one / anything | C) nobody / nothing | E) someone / something |
| B) anybody / anything | D) anyone / nothing | |

4. I hope you will enjoy ---- at the re-union party this weekend because I won't be able to be there ----.

- | | | |
|--------------------|----------------------|-------------|
| A) you / myself | C) yours / oneself | E) you / me |
| B) yourself / mine | D) yourself / myself | |

5. We decided to do all the cooking ---- instead of hiring a catering company for the party.

- | | | |
|---------------|-----------------|---------------|
| A) of our own | C) by ourselves | E) each other |
| B) oneself | D) ours | |

6. Thousands of children nowadays prefer doing ---- homework with a background of pop-music to doing ---- in a quiet room.

- | | | |
|------------------|----------------|---------------|
| A) theirs / them | C) them / it's | E) their / it |
| B) his / its | D) they / them | |

7. You and ---- brother need to take time to prepare ---- for the long journey which will start next month.

- | | | |
|----------------------|----------------------|------------------------|
| A) his / yourself | C) their / you | E) her / by themselves |
| B) yours / ourselves | D) your / yourselves | |

8. The kids watched each gesture of ---- as if their mother were a stranger.

- | | | |
|---------|--------|------------|
| A) them | C) him | E) himself |
| B) hers | D) her | |

9. Trademarks enable a company to distinguish ---- products from ---- of another company.

- | | | |
|---------------|----------------|---------------|
| A) their / it | C) our / this | E) my / these |
| B) it / that | D) its / those | |

10. ---- cannot see through translucent materials, but light can pass through ----.

- A) We / it C) One / them E) Everyone / their
B) Anything / their D) No one / its

<https://www.grammarbank.com/pronouns-exercises.html>

Task 5: Fill in the right reflexive pronoun

She looked at ____ in the mirror.

I taught ____ how to speak English. I've never had a teacher.

The dog had fleas and was scratching ____ the whole day.

Nobody wanted to help them so they cleaned the streets ____

Bobby is a bit crazy. He always sits and talks to ____

Wow! Did you write this book ____?

They blame ____ for the accident because they didn't pay attention to the road signs.

We painted the house _____. Nobody helped us.

<https://www.ecenglish.com/learnenglish/lessons/reflexive-pronouns-upper-intermediate-students-0>

Task 6: Fill in the blanks to complete the sentences. Use possessive pronouns.

1. We bought that house last year. It is _____.

2. This car belongs to Mr. and Mrs. Smith. It is _____.

3. I think I saw John drop this pen. I think it is _____.

4. This book is _____. It has my name on it.

5. My brother and I made that chair. It's _____.

6. Excuse me. This phone is _____. You forgot to take it with you. 7. Her sister drew the picture. It's _____.

8. The little boy shouted, "Give the ball to me! It's _____!"

9. That's _____. We bought it last night at the department store.

10. The bicycles were _____, so they rode them home after school.

11. A: Are you sure this book belongs to your mother? B: Yes, it's _____. 12. This is _____ - you ordered the pizza. I ordered the spaghetti.

13. A: Is this Robert's? B: No, it's not _____.

14. I think these keys are _____. I left them on the table.

15. Thomas can find his classroom, but Susan and Mary can't find _____.

<https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-worksheet-posspronouns.pdf>

Task 7: Fill the gaps with both, either, either... or, neither or neither... nor.

1. A: Do you want ice cream or apple pie? B: Can I have _____, please.

2. B: I'm sorry. There isn't enough to go round. You can only have _____ ice cream pie.

3. Tony wasn't in class today. _____ was Caroline. Hmm.

4. How embarrassing! We're _____ wearing the same jumper.

5. Michael Jackson or Madonna? I don't like _____ of them.

6. I found two pairs of nice jeans in the sales so I bought _____.

7. Both streets go to the station. You can take _____.

8. A: Are you Leo or Virgo?
B: I'm Pisces.
9. So who's bringing a tent, you Michael?
10. A: What shall we have for lunch, pasta or rice? B: will do. I really don't mind.
11. you obey your mother you go to your room.
12. What a disaster. I failed my maths test and my French test.
13. I like Ana Sergio. They're both snobs and obsessed with money.
14. I like normal paella and seafood paella but my favourite rice dish is arroz a banda.

<http://www.autoenglish.org/generalgrammar/gr.both.pdf>

Task 8: Identify whether the reference words are anaphoric or cataphoric.

For many years, East German people devised ¹**creative ways** to sneak out of East Germany. Some people dug tunnels; ² **others** tried crashing through checkpoints with cars, trucks, or busses; ³**still others** flew out in small airplanes or balloons. One woman tied herself to the bottom of a car and passed through a checkpoint unnoticed. And one family sewed fake Russian uniforms for ⁴**themselves**; then, they pretended to be Russian soldiers and simply drove through a checkpoint. Some desperate people tried scrambling over a barbed-wire fence or a wall. ⁵**These people** were often shot.

<https://inglesiv62.wordpress.com/2014/03/04/anaphoric-vs-cataphoric-references/>

The following handout is a summary of the lesson on pronouns (contrastive linguistics) Whereas the handout above is more structural (inspired by Quirk), the below handout considers a functional perspective.

Contrastive analysis:
The English and the Slovak Pronouns
Handout
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“When I was a kid, my English teacher
looked my way and said: “name two
pronouns” I said: “who? Me?”

Both English and Slovak pronouns fall into several sub-categories reflecting their morphological properties and their position within a phrase or a sentence. One of the classifications of English pronouns is the following:

1. Personal pronouns (I, we, me, them, it)
2. Possessive pronouns (my, your, yours, his)
3. Reflexive pronouns (myself, ourselves)
4. Demonstrative pronouns (this, that, these, those)
5. Interrogative pronouns (who, which, what, whose)
6. Relative pronouns (who, which, whose)
7. Indefinite pronouns (some, any, something)
8. Quantifiers (all, each, everybody)

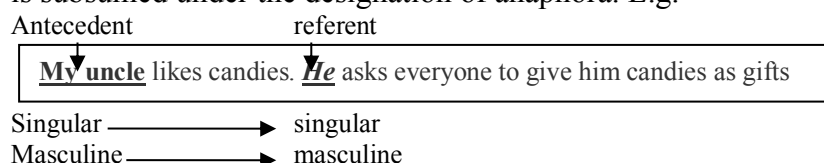
To a great extent, a parallel can be found in Slovak with an exception of the category of English quantifiers which, in Slovak, belong to different word classes. The classification listed above reflects the **morphological properties**.

To grasp the complexity of pronouns, Ruzicka suggests exploring the **functional contribution** of pronouns towards organization of discourse. In this perspective, pronouns are engaged in two tasks:

1: Reference – they help to refer to various entities

2: Logic – they are partly responsible for the logical form, i.e. the structural part of the meaning of the sentence.

1: REFERENCE: Pronouns generally lack semantic features (semantic content). In their referential function, they have to borrow it from some other expressions, which usually precede them in the text (discourse). Such an expression, a semantic source of the respective pronoun, is called its **antecedent**. /ˌæn.tiˈsiː.dənt/ The semantic relation of a pronoun to its **antecedent** is subsumed under the designation of anaphora. E.g.



The pronoun “he” refers to “my uncle”. “My uncle” is the antecedent of the referent “he.” An antecedent is a word for which a pronoun stands. (“ante” is a Latin prefix meaning “before”). The pronoun has to agree with its antecedent noun in the number and gender.

The notion of **anaphora** (the antecedent of the referent), is **bound to textual context**, also referred to as **endophora**. The relation to entities outside the text is, in the strict sense, not called anaphora, but it goes under the names of **Deixis** or **Exophora**.

Deixis /ˈdeɪksɪs/ is the phenomenon that elements in a language may have a reference which is dependent on the immediate context of their utterance. E.g.

E.g. I want this dish, this dish, and this dish

To interpret this utterance, the waiter must have information about who “I” refers to, about the time at which the utterance is produced, and about what the three noun phrases “this dish” refer to.” The pronouns are deictic expressions because they cannot be fully understood without additional contextual information.

Exophora: the reference to something extralinguistic. It can be considered **synonymous to deixis**. To give an example of exophora, the sentence introduced earlier can be used again.



The sentence represents the exophoric reference just because without the context of the situation the hearer cannot decode the information represented by the pronouns “I” and “this”.

Exophora is often contrasted to endophora. **Endophora** refers to expressions that derive their reference from something within the surrounding text.

While anaphora (endophora) and deixis (exophora) represent semantic relations, there is also some interesting aspect to the syntactic perspective. Syntactically, they replace certain pronouns, or as they are technically called in formal grammar, **PROFORMS**. They help to achieve speech economy and easy processing. The substituted element is not always noun. Sometimes it can be a phrase or the whole predication or clause.

Reference from the perspective of definiteness

Referentially, the objects talked about can be well-identified or their identification left open. Languages possess some explicit indicators of whether **referent is identified or not**. In grammar this is reflected in the category of **Definiteness**. On this basis, pronouns can be divided into **definite** and **indefinite**. The definite pronouns are e.g. *he, this, my*, and typical indefinite pronouns are *one, some, any, other*.

Here's some news you might be interested in. - The referent (the news) is not identified).

These books are too heavy for me to carry. The referent (these) books is closely specified. We exactly know which books. The definite pronoun “*these*” is used to specify the referent.

2. LOGIC: the term refers to logical operations. The pronouns included would predominantly be the following: *any, every, who, what...*etc.

The role of **logical pronouns** could be compared to operators in predicate logic. Some of them are **not semantically dependent upon some antecedent**. They determine or quantify expressions placed in their scope. As they open this scope, they are also referred to as **scope openers**. The scope openers can be of two types: **(1) quantifiers** (*some any, every...*) and so called **wh-items** (interrogative and relative pronouns).

There are also some other distinctions between the two groups and they happen to be common for both English and Slovak. One of them is the **position of pronouns**.

Position of pronouns

Positionally, the scope of **wh-items** is directly observable in the physical makeup of the sentence. Both in English and Slovak, *wh-items* move outside clause into an external position. **Relative pronouns** occupy it obligatorily in that they serve, at the same time, as clause connectors. For the **interrogatives**, this extra-position is only the expected (unmarked) position. E.g.

What are you talking about?

The interrogative wh-item reaches outside the scope of the sentence. The sentence remains complete even without the interrogative pronoun.

The scope of the sentence (the whole sentence)

In contrast to this, **quantifiers** do not usually move (the variable positioning of “*all*” is a clear exception). Quantifiers are clause-bound, i.e. their scope cannot extend beyond their clause. This behavior contrasts them with *wh-items* (interrogatives and relatives) which can move outside the scope.

I'd like to buy **some** oranges.

The quantifier is clause-bound and its scope does not reach beyond the sentence.

Pronouns and their syntactic functioning

In addition to the functional analysis, morphological properties and semantic treatment, pronouns can be viewed as syntactic components of sentences. Syntactically, e.g. *something* can be used as a complete nominal, a NP, or as just a modifying part of it. If we take the following *this, his, the same, the other, all, any, some*, it should be noticed that any of them could serve in both functions. Concentrating on quantifiers only, we can see that apart from functioning as **determiners** (attached to a nominal head on which they are syntactically dependent) can also function as **syntactical pronouns** (not requiring a lexical head) without any change in their internal form.

	Det.	Head
<u>Determiner:</u>	Some	people are just smarter than the others.

Syntactic pronoun: **Others** may not know.

Every, no, can serve only as determiners, because the pronominal function is taken care of by the cognate forms *everyone, no-one*, or *none*. The traditional indefinite pronoun thus fulfills two roles: as a **quantifier** it is outside the sentence, as a **pronoun** it fills the position of the clausal subject. E.g.

Bring **some books** – quantified NP – **Determiner + N**

Bring **some**. – quantified NP with ellipted N

results into a pronominal quantifier bound by co-text or it equally well could be a quantified pronoun (*some of them*).

English and Slovak pronouns – contrastive analysis

In the following sub-chapter some **typical features** will be specified which contrast English and Slovak, the two languages analyzed in this paper.

Pro-drop vs. non-pro-drop languages

1. **Omissions of the unstressed subjective pronouns:** Slovak is typically characterized as **pro-drop language** because some parts of language are naturally omitted in speech. Some pronouns belong to the category of frequently omitted words. e.g. in Slovak, the unstressed subjective pronouns can be omitted. e.g. *(ja) nespím* – *I'm not sleeping*. On the other **English is** characterized as **non-pro-drop** because such omissions are neither natural nor grammatically allowed.
2. **Verb agreement:** pro-drop languages tend to have a rich system of verb agreement, e.g. *Deti nepotrebuju peniaze* – *Children don't need money*, *Ty ma nepotrebuješ*. – *You don't need me*. On the other hand, in the pro-drop languages, the agreement is less strict. E.g. *The audience is enormous. The audience were clapping their hands*. The subject (*audience*) may take either singular or plural reference depending on context.
3. **Free subject-verb inversion:** Pro-drop languages allow a free or relatively free subject-verb inversion. *Chce sa ten tvoj priateľ napit'?* – *Does the friend of yours want to have a drink?*
4. **Movement of subjects:** pro-drop languages allow movement of subjects from subordinate clauses which are introduced by a conjunction. E.g. *Čo si myslíš, že sa stane?* *What do you think will happen?* / **What do you think that will happen?*

Task 9: Translate the following sentences:

Surgeons themselves sometimes have to undergo surgery.

So the scientists asked themselves what could explain this.

Now I sit here, a voyeur in spite of myself.

It's like a disease. I can't help myself.

Suddenly I found myself starting a fight with a colleague.

Who but the madman himself bears any responsibility for his madness?

He was pleased with himself.

I can manage by myself.

As anybody can see for themselves

She begged her to look after herself.

It would be nice to have a mirror to look at yourself.

She knew that to kill herself would be a sin.

She knew that it is a sin to kill oneself.

Task 10: Translate into English:

*Požičiam si tvoje auto, nabudúce prídem svojím.
 Pôjdeme večer von? Musím sa spýtať tej svojej.
 Prineste si každý svoje náradie.
 Každý dopil svoje pivo a odišiel.
 Vo svojej vlasti nie je nikto prorokom.
 Nikto si nepriniesol úlohu.*

Task 11: translate into Slovak – focus on pronouns. Rephrase the sentences so that they were not ambiguous.

*John met Thomas when when he was leaving the airport.
 Ashley told Lama that she has the smallest room in the dorm.
 Henry and Mark walked up to the door. He opened it.*

When Samuel dropped the goblet onto the glass table, it broke.

Task 12: identify the antecedent and the referent in the following sentences:

*Each girl who danced wore a flower in her hair.
 Everyone should proofread his / her work before handling it in.
 Many are still waiting for their lucky break.
 Several promised me that they would be there.
 A collection of paintings is on display at the museum. It will be there until June.
 The soccer team, made up of players all over the state, won its final match.
 Somebody left her backpack in the girls' locker room
 "If nobody raises his or her hand, I'm just going to pick someone," said Ms. Davis.
 "I moved that pile of papers to your bedroom," said Kendra's mom. "I was tired of looking at it."*

Task 13: Fill in the blanks with the correct pronouns.

11. Many of Shannon's friends have already finished _____ homework.
12. There were five boys in the group, each with _____ own idea of what the group should do first.
13. If nobody wants these last two cookies, I'm going to eat _____.
14. Someone left _____ phone on the bus. I'm going to give _____ to the driver.

https://scope.scholastic.com/sites/default/files/uploads_scope/issues/090114/pdfs/SCOPE-090114-LazyEditor-Pronouns.pdf

Study Guide

1. What is the categorization of pronouns according to their morphological functioning?
2. With respect to the reference of pronouns, explain the term "antecedent" and give an example.
3. Explain and compare the terms of Endophora and Exophora, give examples.
4. Explain the reference of pronouns with respect to definiteness
5. What categories of pronouns can serve as scope openers (give an example of each category).

6. Explain the position of Wh-items and quantifiers in a sentence with respect to their scope.
7. How can pronouns function syntactically? Explain and give examples.
8. Name and explain the features of pro-drop and non-pro-drop languages, give examples.
9. Explain the notion of Deixis and contrast it with endophora. Give examples.
10. Identify the referent and the antecedent in the sequence of sentences: *My uncle likes candies. He asks everyone to give him candies as gifts.*
11. What are the markers of exophoric requirement in the sentence: *I want this dish and this dish.*
12. Explain the notion of quantifiers being “clause-bound”
13. Why are relative pronouns also called clause connectors? Explain and give examples.
14. Explain the notion of “the scope of the pronoun.”
15. Explain the notion of “preforms” and give an example.