

Name _____

Pronouns and Antecedents

A **pronoun** takes the place of a noun or nouns. An **antecedent**, or referent, is the noun or nouns to which the pronoun refers. A pronoun and its antecedent must agree in number and gender.

Before you use a pronoun, ask yourself whether the antecedent is singular or plural. If the antecedent is singular, decide whether it is masculine, feminine, or neuter. Then choose a pronoun that agrees. In the following sentences, the antecedents are underlined once; the pronouns are underlined twice.

The King didn't like the soup, so he decided to cook for himself.

The Princess and the peasant told the King that they wanted to get married.

Directions Write the letter of the pronoun next to the noun or noun phrase that could be its antecedent.

- | | |
|------------------------------------|--------|
| _____ 1. soup | A he |
| _____ 2. the kitchen maid | B us |
| _____ 3. the guard and the peasant | C them |
| _____ 4. the Princess and me | D it |
| _____ 5. the Duke | E she |

Directions Write the correct pronoun in () to complete each sentence. The antecedents of the pronouns have been underlined to help you.

6. The Princess and the peasant talked each day when (they, she) met. _____
7. The Princess knew what (her, she) wanted. _____
8. Did the King think that Cook was trying to poison (him, it)? _____
9. The Duke couldn't talk after (him, he) ate the King's awful food. _____
10. The maids were glad that the King was nice to (her, them). _____



Home Activity Your child learned about pronouns and antecedents. Ask your child to explain to you how a pronoun can change with a different antecedent.

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Directions Write a pronoun to complete each sentence.

1. Bill and his little sister Janice decided to make “no bake” cookies when _____ were alone in the house one afternoon. 2. Bill wanted to make a recipe that _____ had seen in a magazine. 3. Janice said that _____ would help. 4. Bill gave Janice a plastic bottle of chocolate syrup and told _____ to squeeze it into a bowl. 5. Janice took the cap off the syrup and squirted _____ into a bowl. 6. A few minutes later chocolate syrup was all over the floor. Bill and Janice were trying to clean _____ up when their mother came home.

7. “What are you doing?” _____ asked Bill.

8. “Janice made a mess,” _____ replied.

9. Their mother was cross with Bill and told _____ not to blame his sister. 10. She made Bill and Janice finish washing the floor and told _____ not to cook alone in the future.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Directions Write a paragraph about a time you helped in the kitchen. Use pronouns to make your writing smooth. Underline the pronouns.



Home Activity Your child learned how to use pronouns and antecedents in writing. Have your child write two or three sentences about someone in the family, using pronouns and antecedents. Ask him or her to point out the pronouns and their antecedents.

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Pronouns and Antecedents

Directions Read the following story. Mark the letter of the pronoun that correctly completes each sentence. The antecedents of the pronouns have been underlined.

1. One day the King announced that ___ would give a diamond ring to the person who made the best bowl of soup. 2. Cooks came from all over the kingdom, bringing their soup recipes with ___. 3. The King tried all the soups, but ___ did not please him. 4. “___ want a simple soup that won’t make me fat,” the King said. 5. A little kitchen maid heard the King say this and knew what ___ would do. 6. She boiled some water and poured ___ into a bowl. 7. Then she brought the “soup” to the King and put it before ___. 8. “Try this soup,” she said. “___ is simple and won’t make you fat.” 9. The King tried a spoonful of the hot water. “This is delicious,” ___ announced. 10. He gave the girl the diamond ring and made ___ head cook.

- | | |
|-----------|-----------|
| 1. A she | 6. A us |
| B it | B her |
| C him | C it |
| D he | D them |
| 2. A they | 7. A he |
| B her | B him |
| C she | C it |
| D them | D you |
| 3. A they | 8. A It |
| B them | B She |
| C she | C We |
| D we | D I |
| 4. A Me | 9. A we |
| B I | B they |
| C Us | C us |
| D Him | D he |
| 5. A her | 10. A she |
| B he | B it |
| C she | C her |
| D it | D me |



Home Activity Your child prepared for taking tests on pronouns and antecedents. Say the names of people your child knows. Have him or her talk about these people, replacing their names with pronouns.

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Pronouns and Antecedents

Directions Match the pronoun with the noun or noun phrase that could be its antecedent. Write the letter of the correct antecedent next to the pronoun.

- | | |
|---------------|------------------|
| _____ 1. it | A mixing bowls |
| _____ 2. we | B the King's son |
| _____ 3. he | C soup dish |
| _____ 4. they | D Cook and I |
| _____ 5. she | E the Queen |

Directions Write a pronoun to replace each underlined noun or noun phrase.

6. The King said that the King didn't like Cook's soup. _____
7. He said the soup was horrible and threw the soup on the floor. _____
8. Cook said that Cook had worked hard to make it. _____
9. The maids were frightened when the maids heard about the King. _____
10. When the King entered the kitchen, Cook curtsied to the King. _____
11. The King gave Cook a towel and made Cook blindfold him. _____
12. The Princess and the peasant said that the Princess and the peasant were getting married. _____

Directions Circle the pronoun in () to complete each sentence. The antecedents of the pronouns are underlined.

13. The King was concerned that (it, he) would get fat.
14. The young maid was clever, and (her, she) had a good idea.
15. The maid created "soup" from water, and she fooled the King with (them, it).
16. The King liked the young maid's "soup" and gave (she, her) a job in his kitchen.



Home Activity Your child reviewed pronouns and antecedents. Ask your child to find examples of pronouns and antecedents in reading matter around the house.