Introduction: On this sheet you will study cohesive devices and how they are used to improve the quality of your extended texts, or ‘discourse’. In particular, you will learn about using pronouns and demonstratives in paragraphs to replace nouns.

Why we need pronouns and demonstratives
It is possible to write a text without using pronouns (I, you, he, she, it, we, they, him, her, them, etc.) and demonstratives (this, that, these and those) to replace the nouns. However, the result would not flow very well and would look extremely strange. Below is an example of a short text that does not use pronouns or demonstratives. As you will see, if there are no pronouns or demonstratives then it is necessary to repeat the nouns, making the text longer than it needs to be:

Example from a political report: The finance minister said yesterday that the finance minister expected that there would be a cut in the basic rate of income tax. The cut would be announced on Friday. The finance minister also said that interest rates are much higher than interest rates should be, and that interest rates would be coming down shortly.

Activity 1: change the paragraph. Rephrase the nouns in the paragraph above with pronouns and demonstratives as appropriate, to make it flow more smoothly.

Activity 2: Identify the noun. Now have a look at the paragraph below. For each underlined pronoun or demonstrative, try to identify the noun or noun phrase that each word replaces.

Over the last 30 years there have been considerable changes in the population density of many countries. In 1972 Belgium had a population density of 318 people per square kilometre. This had risen by 1990 to 323, and by 2002 to 390. Ireland had a different rate of growth due to the fact that it came from a lower population base, rising from 43 to 51 inhabitants per square kilometre in the same 30-year period. Even now the population density is not high, compared with that of Japan, which in 2002 was 489 people per square kilometre. It appears that Japan will have problems in the future as it is already a very crowded country.

Activity 3: Rewrite the paragraphs. Now replace the nouns in the paragraphs below as appropriate with pronouns or demonstratives. The paragraphs are on a variety of topics, so you will need to imagine the context as well as rewrite the paragraphs.

1. The trees are chopped down using chainsaws. Using chainsaws is much quicker than using axes. The branches are chopped off the trunks before transportation to the factory. Chopping off the branches makes loading onto the trucks much easier. The wood is treated with pesticides and fungicides. Pesticides and fungicides prevent disease spreading in the factory.

2. The opinions held by women on this subject were very different from the opinions held by men. On the forms, the answers given by women were mostly affirmative, whereas the answers given by men were mostly negative. It can be concluded that the attitude of women is very different from the attitude of men.

3. Australia’s level of imports as a percentage of gross domestic product rose to
nearly 30% in 2000, in common with many of Australia’s English-speaking trade partners. However, the level of imports into Taiwan exceeded all of Taiwan’s Asian neighbours, with a level of nearly 80% in 2000. The level of imports into Indonesia in 2000 stayed at about 25%, similar to the level of imports into Indonesia in the previous year, in fact. The average rate of imports in most of Asia rose by about 9%, more than in the USA and Japan. But even the USA and Japan experienced a rise of between 5% and 6%.

**Note: Placing the pronoun before the noun**
In the majority of sentences, a pronoun is used to refer back to a noun that has already been stated. Sometimes, however, it is possible to use a pronoun to refer forward to a noun. This technique is generally used to build a sense of expectation, or to make the reader want to continue reading.

Example: **He** was born a simple country boy, but **Elvis Aaron Presley** was to become the biggest rock and roll star of his time. (He=Elvis).

**Activity 4: Decide where to put the pronouns.** In this exercise you should decide which nouns should be replaced by pronouns. You also need to decide whether you should place the pronoun before the noun or after the noun.

1. When John Howard was elected Prime Minister of Australia, **John Howard** promised that he would not introduce a consumption tax.
2. Although Prince Charles is not the most popular royal figure in Great Britain, **Prince Charles** has gained some public respect.
3. Michael Jackson is a very talented American singer, but **Michael Jackson** is often seen as being a very unusual person.
4. Jackie Chan has successfully bridged the cultural gap between Asia and the United States, and **Jackie Chan** is now one of the most recognised movie stars in the world.
5. Although **Robert** was not the best student in the class, Robert worked very hard and by the end of the year Robert had earned a distinction.

**Activity 5: Write a paragraph.** Now write a paragraph about a famous person that you admire. You can write about his or her background, position and achievements. When you have finished, underline all the pronouns and demonstratives that you have used.