The old man who helped him was strong.

Relative Pronoun

Grammar Basics:
The Harold Syntax Guide to Pronouns

Produced
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THE HAROLD SYNTAX GUIDE TO PRONOUNS

From the
Grammar Basics Series
Grades 7-12

Viewing Time: 20:03

INTRODUCTION

Background

The Harold Syntax Guide to Pronouns is the third program in the ***Grammar Basics*** series. The program's target audience is language arts/grammar students in grades 7-12.   The program's goal is to significantly enhance student comprehension of the main topics almost always covered when pronouns are studied at the middle school and high school levels: (a) the function of pronouns, (b) personal pronouns, (c) pronoun cases, (d) relative pronouns and (e) interrogative pronouns.

Curriculum Correlation

This video helps students meet Standard Six of the National Council of Teachers of English (NCTE), which states, "Students (should be able to) *apply knowledge of language structure…"*

Moreover, the program's topics closely parallel those of almost all major language arts texts. An online review of school district scope and sequence charts also indicates that the program's teaching points correspond to grammar concepts currently taught in middle school and high school language arts programs.

Program Summary

A pesky owl awakens Professor Harold Syntax, world's foremost authority on the English language. Unable to go back to sleep, he recounts his dream about Tarsyntax, a jungle dweller who has no pronouns in his vocabulary. He therefore loses his girlfriend, Jane. A matinee idol – using pronouns – then shows how to properly court a woman. The moral? Pronouns keep one from being boring. The second part of the program, with the help of a pet frog that splashes in Syntax's tub, discusses personal pronouns and pronoun number. The third segment moves on to pronoun cases – nominative, objective, possessive and vocative. The pronoun *you* receives special attention because it has so many uses. The next segment discusses relative and interrogative pronouns. During this section of the program, Syntax recounts another dream – this one about the noble Roman, Marcus Aurelius Syntaxicus – that helps students determine whether to use *who* or *that*. Attention is also given to the differences between relative and interrogative pronouns, even though they may be the same word.

Preparation and Pretest

Before presenting the lessons suggested below, we encourage you to preview the program, as well as review this guide and the accompanying blackline master activities in order to familiarize yourself with their content.

In addition, you may wish to give the *Pre-Test* before starting your instruction. This brief quiz is an assessment

tool intended to gauge student comprehension of the program's key concepts. If you give the ***Pre-Test***, explain to your students that they are not expected to answer all the questions correctly, but they are expected to do their best. You can remind them that the questions point to key concepts they should focus on while watching the program. After you evaluate your students' answers, as well as review the materials presented in this guide, you may find it necessary to make some changes, additions or deletions to meet the specific needs of your class. We encourage you to do so; for only by tailoring this program to your students will they obtain the maximum instructional benefits afforded by the material.

STUDENT OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Define and tell why pronouns are so useful.
2. Name all the personal pronouns, by case.
3. Name the relative pronouns and use them properly in a sentence.
4. Name the interrogative pronouns and use them properly in sentences.

PREPARATION

Materials Needed

Students will need a pencil for the handout material. If possible, duplicate all handout material before beginning the unit.

Viewing Strategies

Several viewing strategies may be employed. You may find it useful to show the program in its entirety, then play it segment by segment, using each segment as a basis for a

single lesson or multiple lessons, depending on the level of student comprehension. A final review screening, fast-forwarding through stop points, undoubtedly will help reinforce student understandings.

On-Screen Type

Main words are capitalized when used as titles or headings. This capitalization improves readability and follows commonly accepted rules of grammar.

SUGGESTED LESSON PLAN

Introduce the Program

Write several pronouns on the chalkboard and ask the class to identify them as a part of speech. Ask for volunteers to use the words in a sentence. Rephrase the sentences with nouns only. Add additional sentences with nouns only. Then ask the class if the sentences sound awkward or unnatural. Why?

Alternately, if your class has seen the first two programs in this series, you may pick up the conceptual thread by mentioning that they will now see a program that gives more information on words – this time, on a kind of word known as the pronoun.

Pre-Viewing Activities
Segment 1: What They Are & Why We Have Them

Tell the class they will see the first part of the program, which talks about why pronouns are useful parts of speech. Tell them that this part of the program features a member of the Syntax family whose lack of pronouns in his vocabulary has a disastrous effect on his love life. Now show the first segment.

Post-Viewing Activities
Segment 1

Ask the class why Jane would be bored with Tarsyntax's courting methods. Why was the matinee idol's line much more effective? Hand out *A Better Line*. This handout may be assigned as homework, or the class may complete it as seat work or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers. Be certain that everyone understands that pronouns take the place of nouns and, as such, name persons, places, things, ideas, qualities and feelings.

Pre-Viewing Activities
Segment 2: Personal Pronouns

Review the first section of the program if you feel it will help your students. Then tell the class that there are several kinds of pronouns. Ask if anyone has any idea what kind of pronouns there might be. If the class is having difficulty with this question, help them by asking, "What do nouns name?" When the class says, "persons," immediately tell them that there is a specific kind of pronoun that names persons – and that the second part of the program discusses them. Now show the second segment.

Post-Viewing Activities
Segment 2

Have the class name all the personal pronouns, both singular and plural. As they do so, have a volunteer write them on the chalkboard or overhead projector. After they finished, hand out *Personal Pronouns.* This handout may be assigned as homework, or the class may complete it as seat work or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers.

Pre-Viewing Activities
Segment 3: Cases

Briefly review the first and second segments if you feel it will be beneficial to your class. If you have covered noun cases, you might briefly review them at this point, having your students list the four cases. Then suggest that since pronouns take the place of nouns, they also must have cases – just as nouns do. Tell them that they will discover if, in fact, that is so in the third segment. In addition, tell them that they will discover some critical differences between pronoun and noun cases. Say you will ask the class what those differences are once the third part of the program is viewed. Now show the third segment.

Post-Viewing Activities
Segment 3

Ask the class, "What is a critical differences between nouns and pronouns when considering case?" Help them understand that nouns do not change their form, while pronouns might. Then hand out *Pronoun Cases*. This handout may be assigned as homework, or the class may complete it as seat work or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers.

Pre-Viewing Activities
Segment 4: Relative & Interrogative Pronouns

Briefly review the first three segments if you feel it will be beneficial to your class. Write on the chalkboard the following sentences, or similar sentences – one with a relative pronoun and one with an interrogative pronoun: *The man who helped him was strong. Who went to the store*? Ask the class what the pronoun in each sentence might be. When it has been determined that the pronouns

are *who*, ask if the two function the same. After discussing this question, tell the class that the fourth segment will answer the question. Now show the fourth segment.

Post-Viewing Activities
Segment 4

Ask the class if anything in the fourth segment needs clarification. Ask your students to compose their own sentences with relative and interrogative pronouns. Then ask for volunteers to read their sentences. Do all the relative pronouns agree in gender and number with their antecedents? Finally, hand out ***Relative & Interrogative Pronouns.*** This handout may be assigned as homework, or the class may complete it as seat work or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers.

If your class is composed of upper-level students, or those in advanced classes, you may find it useful to discuss demonstrative, indefinite, reflexive and intensive pronouns. More information on them can be found at the University of Ottawa academic arts writing center web site – uottawa.ca/academic/arts/writcent/hypergrammar/pronouns.html.

After all the handouts have been completed, conduct a final review of the concepts covered in the program. Then show the program one more time, in its entirety, before giving the ***Post Test.*** After the Post-Test has been graded, go over the answers with the class and clear up any misunderstandings that have been revealed.

DESCRIPTION OF BLACKLINE MASTERS

PRE-TEST – An assessment tool intended to gauge student comprehension of the objectives prior to viewing the program.

A BETTER LINE – An activity designed to reinforce the concept that pronouns help make sentences more interesting and less repetitive.

PERSONAL PRONOUNS – An exercise that gives students practice identifying and using personal pronouns.

PRONOUN CASES – A written activity that bolsters comprehension of the four pronoun cases.

RELATIVE & INTERROGATIVE PRONOUNS – An exercise that helps students understand the differences between these two kinds of pronouns and gives practice in pronoun-antecedent agreement.

POST-TEST – An assessment tool intended to gauge student comprehension of the program's objectives after completing the unit.

DISCUSSION QUESTIONS – Provides questions to be asked after each segment of the program.

ANSWER KEY

Video Quiz

1. T   2. c   3. c   4. You   5. His   6. *Who* should be *that*.   7. him   8. b   9. c   10. True

Pronoun Pre-Test

1. T   2. T   3. F   4. F   5. F   6. F
7. T   8. T   9. F   10. T   11. F   12. F
13. T   14. F   15. T

A Better Line

Answers will vary.

Personal Pronouns

All answers listed in order. Paragraph 1: I, my, we, we. Paragraph 2: I, I, my, My or His.   Paragraph 3: My, I, I, we, him, me, I my.   Paragraph 4: we, he, his, His, She, her, we she, us.   Paragraph 5: We, we, we.

Pronoun Cases

1. She, him   2. us   3. We   4. They   5. I
6. I, them   7. She, your   8. You, your   9. They, us   10. Our, you   11. We   12. Your, their   13. I

Relative & Interrogative Pronouns

1. that, relative   2. Whose, interrogative   3. who, relative   4. Who, interrogative   5. which, relative
6. Whose, interrogative   7. Who, relative   8. who, relative   9. that, relative   10. that, relative
11. who, relative   12. who, interrogative   13. Who, interrogative   14. Who, interrogative   15. who, relative

Post-Test

Part I   1. F   2. T   3. F   4. T   5. T

Part II   1. who, relative   2. Whose, interrogative
3. that, relative   4. which or whose, interrogative
5. that, relative   6. which, interrogative   7. who, interrogative   8. who, relative   9. who, relative
10. who, relative

Part III   1. him, objective   2. She, nominative
3. You, nominative   4. her, possessive   5. his, possessive

Part IV   1. *Whoever* instead of *whomever*   2. *he* instead of *you*   3. correct   4. *who* instead of *that*
5. *whose* instead of *who*

TRANSCRIPT OF THE VIDEO

Owl: WHOOO…WHOOO…WHOOO…

Syntax: Oh, no, not again! Whooo, whooo! Why, it's enough to drive a pronoun-lover crazy.

Go away and let me sleep. And don't come back until you've learned a few other pronouns besides "whooo."

I would think that after living around here you'd at least have picked up a which or a what – or an I!

And I, as you undoubtedly know am Professor Harold Syntax, world's foremost authority on the English language and grammar.

And that includes pronouns – an extremely interesting grammatical classification. In fact, I was dreaming about pronouns before that…that confounded bird woke me up.

I was dreaming about a world without any pronouns at all.

The principal character in my dream was a fellow named Tarsyntax, a person who wouldn't know a pronoun if he bumped into one. And as you can see, he does make a habit of bumping into things.

Tarsyntax: Oohh, Tarsyntax think Tarsyntax hurt Tarsyntax's arm!

Syntax: Clumsy way of speaking, always "Tarsyntax" this or "Tarsyntax" that, never an "I" or a "my" or a "me."

Or picture this: Tarsyntax out on a date with his friend, Jane…beautiful moonlit night, dinner for two by candlelight, violins playing, hyenas laughing.

Tarsyntax: Oh, Jane darling, Tarsyntax simply mad about Jane…Jane hair, Jane eyes, Jane face. Let Tarsyntax take Jane in Tarsyntax's arms and…

Jane: Oh, Tarsyntax don't be such a bore.

Syntax: Yes, very, *very* boring. Always repeating the proper names – the same nouns – over and over again.

But look what happens when we use everyday language.

Similar dream, similar situation…but with a little help from our pronouns.

Matinee idol: Oh, Jane darling, I'm simply mad about you…your eyes, your face. Let me take you in my arms and…

Syntax: Hmmm, yes, well…it may not be the most original line in the world. But it does get the job done, simply, and efficiently. And that, in a nutshell, is why we have pronouns – to avoid boring repetition and to simplify patterns of speech.

A pronoun, of course, is a word – often a very short word – that takes the place of a noun. Since pronouns take the place of nouns, they perform the same grammatical job.

That is, they name mostly persons – "he" and "she" – and things –" it." And less often, they name ideas, qualities or feelings.

STOP ONE

The most familiar types of pronouns are the ones we use the most: the personal pronouns.

Personal pronouns are called "personal" because they generally take the place of nouns which name persons.

Now, while you look at this list, I'm going to prepare a little midnight dip.

Here is an example of how to use personal pronouns. When I say to my assistant, Nemesis, "*I* – meaning me, Professor Syntax – want *you* – meaning him, Nemesis – to get *it* – meaning his pet frog – out of my bathwater," I want him to take it very, very personally because that's exactly the way I mean it. Now get it out of here!

You'd think this place was a zoo or something! Now, let me see…where was I? Ah, yes – personal pronouns.

Another thing about them is they, as with the nouns they replace, express number.

Each personal pronoun refers specifically to one – or to more than one – person, place, thing, or abstraction. "It" refers to one; "them" refers to more than one.

So we have singular personal pronouns – I, you, he, she and it, and so on; and plural personal pronouns – we, you, they…etc., etc., just as we have singular and plural nouns.

Frog: Yum!

STOP TWO

Personal pronouns are also classified according to case. As I was explaining to Nemesis the other day, " Nouns," I said, "have cases, so the pronouns that replace them have to have cases too." Makes sense, doesn't it? No, not to frogs. I suppose not.

Anyway, the same cases we use to classify nouns, we use for personal pronouns too. The nominative, as you know, indicates who or what the sentence is about. An example please, Nemesis.

Nemesis: It jumped into the tub. Ha! Ha! Ha!

Syntax: Oh, yes, very funny. "It," meaning the frog, is what the sentence is about.   So "it" is in the nominative case.

Possessive case pronouns indicate ownership or possession.

Nemesis: His ire was up! Ha! Ha! Ha!

Syntax: Don't press your luck, old boy!   But yes, I did have ownership of that ire, I'll grant you that.

The third case is the objective, generally to indicate that the pronoun has something done to it. It also receives the action of the verb.

Nemesis: The frog splashed him. Ha! Ha! Ha!

Syntax: Indeed he did! What was done to me was my getting splashed!

Finally, we use the vocative case, to show the person or thing spoken to, as in, "You stop this silliness right now!"

Unlike nouns, however, most personal pronouns belong to one case and one case only.

Nouns such as *professor* and *boy* can be either nominative or objective, depending upon how they're used in a sentence.

But the personal pronoun, *she* can only be nominative; *me*, only objective; *I*, only nominative; *her*, only objective, and so on.

So let's see how the personal pronouns break down according to case. First ,the nominative case personals: *I, you, he, she, it, we, you, they*.

Next, the possessive case personals, which show ownership: *mine, yours, hers, his, its, ours and theirs*.

Finally, the objective case personals: *me, you, her, him, it, us, you, and them.*

Notice how the pronoun *you* keeps popping up all over? It's an extra-heavy duty pronoun, both nominative and objective, both singular and plural.

Also, *you* is the only personal pronoun that can be used in the vocative case.

So when one says things such as, "Now you behave!" one's using *you* as a vocative case pronoun.

Now, while Nemesis and I discuss the matter, look at these sentences and see if you can tell into which case the underlined pronouns are classified.

How did you do? Did you notice that – just as with nouns – nominative and vocative case pronouns often are placed at the beginning of the sentence; objective, near the end; and possessive, somewhere in between. Same as with nouns.

STOP THREE

Now, besides personal pronouns, there are two other groups of pronouns – those known as relative pronouns and interrogative pronouns.

Relative pronouns were named by my great uncle Harry – "Genealogy Syntax," they called him – who thought it would be nice to have a few pronouns in the family.

There was Uncle Which and Aunt What, and cousins Who and That…and a few more aunts and uncles we hardly ever saw, Whoever and Whom. But what wonderful relatives they were! Never forgot a birthday or an anniversary. Oh, goodness no!

Just joking, of course. The real, grammatical reason for calling relative pronouns relative is because they relate to some other noun or pronoun in a sentence.

When we say, "The old man who helped him was strong," the relative pronoun *who* relates (or refers back) to the noun, *man*.

And speaking of relative pronouns, I must tell you about another – and quite odd – dream I had. It was about Marcus Aurelius Syntaxicus, that noble Roman responsible for the exhortation, "We who are about to die salute you!"

The *who* in the exhortation refers directly back to the personal pronoun *we*.

Now, here's the strange part of the dream. Marcus was attacked by a lion.

But, in reality, it wasn't a lion at all. Hmmm! Anyway, the most commonly used relative pronouns are *who*, used for relating to persons, and *which*, *what* and *that*, used for relating to things.

It's important, of course, that you don't use the relatives *that* or *which* when you should be using the relative *who*.

It's perfectly correct, for example, to say, "The lion that attacked me was ferocious." Unless it's not a real lion, of course.

But it isn't correct usage to say, "The lion who attacked me was ferocious," because a lion isn't a person. At least I don't think it's a person…not normally, anyway.

So we have pronouns that are personal, pronouns that are relative and pronouns that ask questions: the interrogative pronouns. And oh, my, the questions those interrogative pronouns ask!

Questions such as "what?" and "which?" for example. And what's the other…?

Owl: WHOOO, WHOOO…

Syntax: Oh, yes, and who.

Back again, are you, eh? Well, I hope you've learned a few words besides who in the time you were gone.

Owl: Whooo,.whooo. Nevermore, nevermore…

Syntax: Nevermore, eh? Well, I don't see what that has to do with interrogative pronouns! Oh, goodness no!

You see, the principal interrogative pronouns are *who, which* and *what*, with an occasional *whom* thrown in for good measure.

Interrogatives may look like their first cousins, the relative pronouns, but don't let appearances fool you.

Interrogative pronouns always ask questions, such as…

Girl: What did you do in the war, Daddy?

Syntax: But relative pronouns always relate back to something or somebody else…so when Daddy answers…

Daddy: Peel is what I did!

Syntax: …the *what* is relative…because it refers back to "peel."

So, that's the story on interrogative pronouns and…good heavens, who wrote this? Hmmm! Nemesis!

It's got to be Nemesis. Still making the same old mistakes of number and gender with his relative pronouns.

Nemesis! How many times do I have to tell you: singular goes with singular, and plural goes with plural. Now get that ridiculous "their" out of there, and please put in the proper pronoun.

All right, now, you're just being silly. Everyone knows you can't have a masculine *his* referring back to a feminine girl. So try it again, please.

There, that's much better. "I knew a girl, her name was Sally." A singular feminine "her" for a singular feminine girl.

So you see what you can do when you put your mind to it, eh, my boy?

Ho-ho! Yes, a remarkable young man…almost as clever as that frog of his!

Well, I suppose I've gone on long enough about pronouns. Don't want to be boring about them! Oh my, no! Because that's why we use pronouns, you see: to keep language from being boring and repetitious.

Remember, a pronoun is a word that takes the place of a noun. It always refers to the same thing as the noun it replaces – to a person, place, or thing; or to an idea, quality or feeling.

The pronouns we use most often are a group known as personal pronouns.

Personal pronouns stand in directly for persons; also for places and things…and are classified according to number and case.

Relative pronouns, on the other hand, relate back to some other noun or pronoun in a sentence.

Who, which and *what* also belong to a class of pronouns known as interrogative pronouns.

Interrogatives are the inquisitive members of the pronoun family, always asking questions.

Owl: WHOO, WHOOO, WHOOO!

Syntax: Like that owl there!

Owl: Nevermore, nevermore…

Syntax: Well, Nevermore, maybe you don't want any rest, but I want to get some sleep tonight. So would you mind knocking it off?

Owl: Nevermore, nevermore…

Syntax: All right, you win. If it's one think I can't stand it's somebody else talking when I'm not! Nevermore! Nevermore! Nevermore!

STOP FOUR
VIDEO QUIZ

Web Resources

Other Programs in the *Grammar Basics Series*

The Harold Syntax Guide to Words
The Harold Syntax Guide to Nouns
The Harold Syntax Guide to Verbs
The Harold Syntax Guide to Modifiers
The Harold Syntax Guide to Interjections, Conjunctions & Prepositions
The Harold Syntax Guide to Sentences, Part I
The Harold Syntax Guide to Sentences, Part II

Name _____

Pre-Test

Directions: In the blank space, write a "T" if the statement is true and an "F" if the statement is false.

____   1. Pronouns take the place of nouns.

____   2. Pronouns help writers and speakers avoid boring repetition.

____   3. Pronouns seldom name persons, places or things.

____   4. Personal pronouns are called personal because they name men, women and children who are personable.

____   5. Personal pronouns are always stated in the singular formation.

____   6. Pronouns have their own cases, completely distinct from noun cases.

____   7. The pronoun "you" can be found in various cases, and can be either singular or plural.

____   8. The pronouns, "I," "she" and "he" are only found in the nominative case.

____   9. "Mine" is a vocative case personal pronoun.

____   10. When a pronoun is a person spoken to in the sentence, it is in the vocative case.

____   11. Relative pronouns relate to verbs and adverbs.

____   12. Relative pronouns always agree with their antecedents in number but never in gender.

____   13. Interrogative pronouns ask questions.

____   14. Three examples of interrogative pronouns are "that" "who" and "which."

____   15. Personal pronouns are the most commonly used pronouns.

A Better Line

☞**Prof. Syntax reminder: A pronoun is a word that takes the place of a noun and is used to prevent boring repetition.**

Directions: Read Bob's "lines." Then, by using pronouns, rewrite it to sound better. Then change Betty's responses accordingly, also using pronouns. Use the space at the blank part of this page, at the bottom. You may use the back of this page, if necessary.

(Telephone rings)

Betty (answers phone): Hello.

Bob: This is Bob, Betty. How's Betty doing?

Betty: Oh, hi, Bob. Fine.

Bob: Bob wants to ask Betty a question. Bob wants to know if Betty will go to the dance with Bob. Bob likes to dance – especially if Bob can dance with Betty. What does Betty say to Bob?

Betty: Whaaa….?

Bob (passionately): Oh, Betty! Bob can't hide Bob's strong feelings for Betty. Bob thinks Bob is in love with Betty!

Betty: Whaaa…?

Personal Pronouns

☞ **Prof. Syntax reminder: Personal pronouns generally take the place of nouns that name persons.**

Directions: Put an appropriate personal pronoun in each blank space.

One of the most enjoyable things ____ enjoy doing is playing football with ____ friends on crisp, fall afternoons. At first, ___ head over to the park and toss around the football to warm up. Then ____ choose up sides and begin to play.

___ usually play in the backfield because__ am fast and have good hands. ___ best friend, Cal Bridges, always plays quarterback. ____ brother, Mike, plays center.

___ favorite play is going long for the bomb. ___ usually run down the sidelines. About 40 to 60 yards down the field, __ glance back to see where Mike has passed the ball. After all these years, ____ have our timing down almost perfectly. If nobody rushes ___, Mike throws a perfect spiral to ____. All __ have to do is stretch out ____ arms and haul it in.

After an hour or so, ___ head back to one of the guy's homes, usually Manuel's place because ___ has lots of space at ____ house. ___ mother also makes great snacks. ____ often has piping hot pizza in ____ oven waiting for us when ___ get there. In a few minutes, ___ takes it out and cuts pieces for ____.

___ watch some TV, usually a college game, then ___ may go the movies if something good is showing. Or ___ will rent a movie.

Pronoun Cases

☞ **Prof. Syntax reminder: Pronouns have the same cases as nouns. Nominative case pronouns tell whom or what the sentence is about. Objective case pronouns have something done to them and receive the action of the verb. Possessive case pronouns show ownership. The vocative case pronoun, you, is the person being addressed.**

Directions: Underline the correct pronoun after you have determined the proper case.

1. *She/Her* carried *he/him* to the car.

2. Bob awarded *we/us* first place in the essay contest.

3. *We/Us* decided to wait for Robert.

4. *Them/They* created a new musical hit.

5. Betty and *I/me* made the best test scores.

6. *I/me* posted *they/them* on the bulletin board.

7. *She/Her* said it was *your/you* computer.

8. *"You/Your* there!" cried the referee. "Stop *you/your* pushing!"

9. *They/Them* carefully watched *we/us* enter the store.

10. *Our/Them* parents will take *you/your* to Europe.

11. *Us/We* would be wise to lower our energy consumption.

12. *You/Your* classmates have learned *their/them* lessons well.

13. *Me/I* am getting used to using good grammar.

Relative & Interrogative Pronouns

☞ **Prof. Syntax reminder: Relative pronouns relate to some other pronoun or noun in a sentence. They must agree with that pronoun or noun in both gender and number. Interrogative pronouns ask questions.**

Directions: Write an appropriate relative or interrogative pronoun in the blank space. Write above the pronoun whether it is relative or interrogative.

1. That elephant _____ attacked him was angry.

2. _____ basketball is this?

3. The entertainer _____ had worked for 40 years was given an award.

4. _____ ran the race at Newark?

5. Ice cream, _____ is one our favorite desserts, has 23 toppings at this parlor.

6. _____ pizza comes with thick crust?

7. The student _____ creates the biggest ruckus will get after-school detention.

8. The actor _____ starred in that movie had to gain 25 pounds for the role.

9. A group of countries _____ formed an alliance discussed what to do.

10. The dog _____ barks the loudest will have to wear a muzzle at night.

11. The fans _____ started a club were invited to the rock star's party.

12. _____ will set the tables?

13. _____ is supposed to bring the drinks?

14. _____ did you say should put up the decorations?

15. The president asked the staff members _____ were reliable.

Name _____

Pronoun Post-Test

Part I

Directions: In the blank space, write a "T" if the statement is true and an "F" if the statement is false.

___   1. Pronouns take the place of nouns, verbs and adjectives.

___   2. Relative pronouns relate back to a noun or another pronoun.

___   3. "She," "whomever" and "which" are all examples of personal pronouns.

___   4. "Mine," "yours," and "theirs" are examples of possessive case personal pronouns.

___   5. "You" is the only personal pronoun used in the vocative case.

Part II

Directions: Write an appropriate relative or interrogative pronoun in the blank space. Write above the pronoun whether it is relative or interrogative.

1. The student _____ gave him the apple was trying to curry favor.

2. _____ test paper is this?

3. The statue _____ stood in the foyer fell down.

4. _____ car has eight stereo speakers?

5. A collection of coins _____ is valuable is missing from the case.

6. _____ ran all the laps?.

7. _____ is supposed to bring the chips and soda?

8. The CEO appointed underlings _____ could be trusted.

9. The police knew the criminal _____ was guilty of the crime.

10. Raoul declared that the person _____ volunteered would receive a medal for bravery.

Pronoun Post-Test, Page 2

Part III

Directions: Cross out the incorrect pronouns in the sentences below. Next to the sentence, in the blank space, write the correct pronoun's case.

1. His grandmother really loved *him/he*. _____

2. *She/Her* should have the keys. _____

3. *You/Him* can improve test scores by studying. _____

4. Tashonda said *thems/her* kitten was mewing all day.._____

5. The fire fighter gave *his/their* best while battling the blaze. _____

Part IV

Directions: Rewrite each sentence, correcting the error in it. If the sentence is correct, write "correct" in the space below the sentence.

1. Whomever said that grammar was boring never saw the Harold Syntax videos.

2. If one orders the software, you should be certain it will work on your operating system.

3. Whose keys were given to the custodian?

4. The man that started the company was considered an exemplary businessman.

5. I knew a girl who name was Sally.

Pronoun Discussion Questions

Part I: What Pronouns Are & What They Do

1. What part of speech do pronouns take the place of in sentences? (Nouns)
2. Why do we use pronouns? (To prevent boredom and repetition; to simplify patterns of speech)
3. What grammatical jobs do pronouns perform? (The same as nouns)
4. What do pronouns name? (Persons, places, things, ideas, qualities, feelings)

Part II: Personal Pronouns

1. What is a personal pronoun? (A pronoun that generally takes the place of a noun that names persons)
2. What is pronoun "number?" (Singular and plural, or one and more than one)
3. What are the singular personal pronouns? (I, you, he, she, it, my, mine, your, his, hers, its, me, her him)
4. What are the plural personal pronouns? (We, you, they, yours, ours, theirs, us, them)
5. Use a singular and plural personal pronoun in sentences. (Answers will vary.)

Part III: Pronoun Cases

1. Name the four cases pronouns may be found in. (Nominative, objective, possessive, vocative)
2. Give an example of a sentence with a nominative case personal pronoun. (Answers will vary.)
3. Give an example of a sentence with a objective case personal pronoun. (Answers will vary.)
4. Give an example of a sentence with a possessive case personal pronoun. (Answers will vary.)
5. Give an example of a sentence with a vocative case personal pronoun. (Answers will vary.)
6. What pronoun is both nominative and objective, and both singular and plural? (You)

Part IV: Relative & Interrogative Pronouns

1. Define relative pronouns. (Pronouns that relate to a noun or some other pronoun in a sentence)
2. Define interrogative pronouns. (Pronouns that ask questions)
3. Name three relative pronouns and use them in sentences. (Answers will vary.)
4. Name three interrogative pronouns and use them in sentences. (Answers will vary.)