

Introduction to Parts of Speech:
**The Royal Principality
of Pronouns**

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THE ROYAL PRINCIPALITY OF PRONOUNS

From the
*Introduction to
Parts of Speech Series*
Grades 2-4

Viewing Time:16:13

INTRODUCTION

Background

The Royal Principality of Pronouns is the fourth program in the *Introduction to Parts of Speech* series. The program's target audience is language arts/grammar students in grades 2-4. The program's goal is to significantly enhance student comprehension of the four main topics almost always covered when pronouns are studied at the primary level: (a) defining the pronoun, (b) naming pronouns used in the subject part of the sentence (subjective case pronouns), (c) naming pronouns used after action verbs (objective case pronouns), and (d) correctly using subjective and objective case pronouns when writing sentences.

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 primary level language arts curricula.

Program Summary

Princess Frieda is bored. Her parents tell her funny stories at bedtime to dispel the boredom, but Frieda doesn’t laugh. In desperation, the royal couple hire a jester, Geraldo. However, Geraldo fails miserably. His jokes are boring. Syntax, the royal advisor, explains that Geraldo’s jokes are boring because the comedian repeats nouns. The advisor then goes to his laboratory, where he is determined to invent pronouns, which will spice up Geraldo’s jokes. He concocts a brew and seven pronouns bubble to the top – those that can be used in the subject part of the sentence, the part that tells what or whom the sentence is about. Syntax takes the brew to the jester, who has been banished to the dungeon. The brew works, and Geraldo soon entertains the court. But Princess Frieda isn’t satisfied. She points out that when Geraldo tells his jokes, many nouns used after action verbs are repeated. So Syntax heads back to the laboratory, where he invents seven new pronouns to be used after action verbs. The new pronouns work extremely well, and the court rocks with merriment. Princess Frieda, however, doesn’t laugh until Syntax invents the funny bone to give her a sense of humor.

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 try 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 pronouns as “words that can take the place of nouns.”
2. Name the seven subjective case pronouns (pronouns used in the subject part of the sentence.)
3. Name the seven objective case pronouns (pronouns used after action verbs).
4. Use subjective and objective case pronouns correctly when writing 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

Encourage your students to tell a joke. After several jokes have been told, ask, “What makes a joke funny? Is it the situation? Is it the way the joke is told? Why is it that the same joke can be funny one time, and not funny another time? Help your students understand that the way a joke is told often determines whether it is or isn’t humorous. Ask, “Is someone usually funny if he or she is boring?” Tell the class that they will see a video about a person – a jester – who is supposed to be funny. But instead, he is boring. Explain what a jester is if your students are unfamiliar with the term.

Pre-Viewing Activities

Segment 1

Write on the chalkboard, “You will learn about pronouns.” Circle the word “you.” Tell the class that the word is one example of a part of speech called pronouns. You may want to define “part of speech” if you have not already

done so. You may give a simple definition, such as “a category or group of words that do certain jobs in sentences.” Show the first segment.

Post-Viewing Activities

Segment 1

Discuss whether it was the king and queen’s responsibility to keep Princess Frieda from becoming bored. What are some good ways to prevent boredom? Do your students think it would be difficult to live in a world without pronouns? Would they be bored? Now, turn your attention to the seven pronouns brewed by Syntax Wiseperson. Hand out *A Potion of Pronouns* and go over the instructions with the class. Tell the class that all the pronouns are found across; none is found crossways or up and down. Go over the answers with the class after this exercise has been completed.

Pre-Viewing Activities

Segment 2

Review the seven subjective case pronouns. Tell the class that now that they know what pronouns are, it’s time to see how they can be used in sentences. Say, “The next part of the program explains how some pronouns should be used. Pay close attention so you’ll be able to write sentences with pronouns after you see it.” Now show the second segment.

Post-Viewing Activities

Segment 2

Ask the class, “What do you think of Princess Frieda sending Geraldo to the dungeon for a time out?” Follow up by asking whether she would be wiser to wait and see if his jokes were more humorous when he used pronouns. Now hand out *Help Geraldo*. Assign this exercise as an individual activity, or as a small group or class activity. Be certain to go over the answers when the worksheet has been

completed. Afterwards, ask the class to tell which noun each pronoun replaces. For example, in the second sentence, the pronoun “he” replaces the noun, “man.”

Pre-Viewing Activities

Segment 3

Have someone in the class name the seven pronouns used in the subject part of the sentence. At this point, you may need to explain that sentences have different parts and that the “subject part” tells what or whom the sentence is about. Give several examples to make certain that everyone understands the concept. Next, tell the class that there is another group of pronouns used after action verbs. Review action verbs if you have studied them. If not, you will need to define action verbs (words that tell what someone or something does) and give some examples to make certain that your students understand what they are. When the class understands sentence subjects and action verbs, they will be ready for the next segment. Show it when they understand these two prerequisite concepts.

Post-Viewing Activities

Segment 3

Distinguish between the two sets of pronouns discussed thus far, focusing on pronouns used after action verbs. Point out that the pronouns “you” and “it” can be used in the subject part of the sentence and after action verbs. Next, hand out *Frieda Commands*. Assign this exercise as an individual activity, or as a small group or class activity. Be certain to go over the answers when the worksheet has been completed. Afterwards, ask the class to circle each action verb in the exercise. Have volunteers tell the action verb in each sentence.

Pre-Viewing Activities

Segment 4

Review the material covered in the first three segments of the program if you feel it will prove helpful to your students. Then inform your class that the remainder of the program tells what happens after Geraldo uses both kinds of pronouns in his jokes. Ask the class if they think Princess Frieda will laugh at Geraldo's jokes when he does so. After your students give their opinions, tell them the last part of the program will answer the question. Show the last segment.

Post-Viewing Activities

Segment 4

Review the end of the story with the class. Has anyone ever heard of a “funny bone?” Is there really such a thing? If not, what do the words mean? Pass out **Reviewing Pronouns**. Assign this exercise as an individual activity, or as a small group or class activity. Be certain to go over the answers when the worksheet has been completed. Tell the class that knowing the answers will help them when they take the post-test.

After you feel your students are at an acceptable comprehension level, give them the post-test. After the test has been graded, go over the answers, reviewing any concepts not yet mastered.

DESCRIPTION OF BLACKLINE MASTERS

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

A PORTION OF PRONOUNS – An activity designed to reinforce recognition of the seven subjective case pronouns.

HELP GERALDO – An exercise that gives students practice using subjective case pronouns in sentences.

FRIEDA COMMANDS – An exercise that gives students practice using objective case pronouns in sentences.

REVIEWING PRONOUNS – A written activity that bolsters comprehension of the program’s key concepts.

PRONOUN 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. using nouns again and again
2. pronouns
3. I, you, he, she, it, we, they
4. it, you
5. me, you, him, her, it, us, them
6. They all laugh.
7. It is correct because the pronoun “they” is used in the subject part of the sentence.
8. prevent boredom
9. He used too many nouns.
10. him, he, they

Discussion Questions

Segment One:

1. Tell her stories at bedtime.
2. Geraldo
3. Pronouns had not yet been invented
4. repeating nouns again and again
5. I, you, he, she, it, we, they

Segment Two:

1. to the dungeon
2. Geraldo, because he didn’t make the princess laugh
3. It put Syntax, the guard and the mouse to sleep because it was boring.
4. He was overcome with a desire to retell the story about the man

and the duck. 5. He asked Geraldo to explain pronouns.
6. The part that tells what or whom the sentence is about

Segment Three:

1. The word “letter” was repeated, so it was boring. 2. that
there should other pronouns used after action verbs 3. me,
you, it, her, him, us, them 4. They took the place of nouns
after action verbs. 5. to Geraldo (in his dressing room) 6.
“you” and “it” 7. He was signing autographs for two of
his adoring fans.

Segment Four:

1. He went to court armed with new jokes. 2. yes 3. She
didn't have a sense of humor. 4. the funny bone, implant
surgery 5. yes 6. The Royal Principality of Pronouns

Pronoun Pre-Test

1. c 2. b 3. a 4. a 5. a 6. c 7. c

A Potion of Pronouns

Part One: I, you, he, she, it, we, they Part Two: line 1,
letters 8 and 9 (we); line 7, letters 7 and 8 (he); line 9,
letter 19 (I); line 10, letters 8, 9, and 10 (she); line 13,
letters 2 and 3 (it); line 16, letters 3, 4, and 5 (you); line 16,
letters 20, 21, 22, 23 (they)

Help Geraldo

(In order) He, It, We, she, You, I, They

Frieda Commands

(In order) you, him, her, them, it, me, us

Reviewing Pronouns

Part One: 1. c 2. d 3. b 4. a
Part Two: 1. them 2. We 3. her

Pronoun Post-Test

1. a 2. c 3. c 4. a 5. b 6. a 7. c
8. They 9. It 10. them

TRANSCRIPT OF THE VIDEO

Long ago, in a palace in a faraway land, there lived Princess Frieda, known throughout the kingdom as a royal complainer.

"There's never anything to do around here!" she said. "It's boring, boring, boring, boring! This is the most boring place in the whole world!"

At bedtime, the king and queen tried to amuse Princess Frieda by telling her funny stories (at least they thought they were funny).

But the princess didn't even snicker.

Frieda: BOR-ING! Boring, boring, boring, boring, boring!

Then they hired the jester Geraldo – a comedian who, they thought, would surely amuse Princess Frieda. After all, a jester's job is to be funny.

But the princess definitely was not amused.

Frieda: Four years at Gag U., a three-year residency at the Laugh Academy – and this guy's laying one egg after another! What a bore.

Well, the king and queen were completely beside themselves!

Then Syntax Wiseperson, the royal advisor, had a thought.

"The problem," he whispered to the king, "is that pronouns haven't been invented yet."

Frieda: Pronouns? What in the world are pronouns?"

"Not invented yet," repeated the advisor. "But if the princess will excuse Syntax, Syntax will go to the laboratory to work on that invention."

Which is precisely what he did. But as it turned out, making pronouns was no easy matter. Syntax had to do some serious research.

The first thing he did was look in a big book that gave the main causes of boredom.

Syntax: Hmmm. Cause number one: using nouns again and again.

Well, Syntax Wiseperson now knew what he had to do. He had to invent words that would take the place of nouns so that people wouldn't have to repeat the same nouns again and again.

And, as he promised the princess, he would call these words "pronouns."

Syntax set to work immediately, adding one strange ingredient after another to his brew.

Then he chanted these words.

Syntax: Exotic brew, boil and bubble, if this won't work, there'll be – oh! – big trouble!

But it did work. After the brew had cooled, seven newly-invented pronouns floated to the top. They were "I," "you," "he," "she," "it," "we," and "they."

And sure enough, these words looked as if they would be perfect to take the place of nouns.

STOP ONE

Now, being the cautious type, Syntax took his newly-brewed pronouns to Geraldo, who, having failed to meet with Princess Frieda's approval, had been given a time out in the castle dungeon.

Syntax: How would Geraldo like to help Syntax with a little experiment?

Geraldo: The jester would be happy to, but first let Geraldo tell Syntax a very funny story.

Geraldo had been forbidden to tell jokes outside the dungeon during his time out.

Geraldo: There once was a man. The man had a duck. The man decided to sell the duck, so the man took the duck to the market. The man set up a stall and the man set the duck up on the stall...

Because Geraldo repeated the nouns, "man" and "duck" again and again, Syntax fell asleep out of complete and total boredom.

The joke was very uninteresting when the nouns were repeated.

So having put his audience to sleep, the poor jester turned his attention to the brew, which, to him, looked as if it were alphabet soup.

You see, there wasn't very much food in the dungeon – and what there was, was pretty awful. So Geraldo was hungry.

After the jester had gulped down the brew, he was overcome with a burning desire to retell the joke about the man and his duck – only this time, with pronouns.

Geraldo: You see, this guy wanted to sell a duck, so he decided to go to town and set up a stall. Smart guy. Right? Okay, so he sets the duck on..."

Well, Syntax – who had awakened – listened carefully, and couldn't stop giggling! And neither could the guard.

Soon the word spread that Geraldo could tell jokes that would actually make people laugh.

So the king and queen called him and Syntax to the court to see if the rumors were true.

Of course, they were – thanks to pronouns.

The king congratulated Syntax and Geraldo, and seeing that pronouns were so helpful to the jester, he asked the royal advisor if he would tell him and his wife, the queen, how those words take the place of nouns.

Syntax Wiseperson was happy to oblige. After he explained that pronouns can take the place of nouns, he wrote some sentences, and asked the king and queen to fill in the blanks with an appropriate pronoun – just to be certain that the royal couple understood what he had told them.

Here are the sentences. See if you can name the correct pronouns, too.

Here's what the king and queen wrote, which was correct.

STOP TWO

Well, everyone in the court was thrilled with Syntax's newly invented pronouns – except Princess Frieda.

Frieda: Not bad, but I definitely see room for improvement. Here, let me show you something.

See, these pronouns (“he” and “she”) are used in the subject part of the sentence – the part that tells what or whom the sentence is about. Here, they are about Bill, who wrote the letter and mailed it.

And this one is about Aunt Gloria, who received the letter and showed it to Uncle Ralph. But look at all the words that say “letter” in those sentences! Here, here, here and here! Boring!

Therefore, I command that there shall be other pronouns to be used after action verbs!

Narrator: Well, Syntax Wiseperson didn't much care for the princess's attitude, but he did have to admit that she had a pretty good idea.

So he returned to his laboratory and set to work.

Since he already had some practice at inventing pronouns, those

used in the subject part of the sentence, in no time at all, seven new words bubbled to the top: “me,” “you,” “her,” “him,” “it,” “us,” and “them.”

These were to be used after action verbs.

Syntax immediately took them to Geraldo to see if they would help him tell his jokes even better than before.

The jester had other things on his mind at the moment, however – taking care of some of his adoring fans.

So the royal advisor decided to clear the room. In that way, he could explain the new pronouns to Geraldo in some peace and quiet.

Syntax: Now Geraldo, I'm going to write some sentences to show you exactly how these new pronouns that follow action verbs should be used."

These two sentences have an action verb followed by the new kind of pronoun. Can you see that the pronoun “them” comes after the action verb ate”... and the pronoun “us” comes after the action verb “passed?”

Narrator: Geraldo said he did.

So Syntax continued with these examples, which further explained how this new kind of pronoun could be used.

Syntax: In the first sentence (The dog bit me.), the action verb “bit” is followed by the pronoun “me.” In the second sentence, (Mrs. Jones took her.), the action verb “took” is followed by the pronoun “her.” And in the final sentence (The lion chased him.), the action verb “chased” is followed by the pronoun “him.”

Narrator: Syntax also showed Geraldo these sentences.

Syntax: Here, you can see that the pronouns “it” and “you” can be used either in the subject part of the sentence or as a word that follows an action verb.

The blue “it” and “you” are used as the subject and the red “it”

and “you” follow an action verb.

Narrator: After Geraldo studied the sentences, he said he thought that he understood them.

But just to make certain, he added that he'd like Syntax to give him a little review exercise.

Here it is. The royal advisor told Geraldo to choose the proper pronouns. See if you can, too.

Here are the correct answers.

STOP THREE

Confident that he now knew how to use pronouns that are used in the subject part of the sentence and pronouns that follow action verbs, Geraldo returned to the court.

He carried many new jokes that he hoped would amuse the king and queen – and Princess Frieda.

Well, the court shook with merriment he was such a big hit – an even bigger hit than before.

But alas, not with Princess Frieda. Oh, yes, she had to admit that she was no longer bored.

Those pronouns did make Geraldo's sentences very interesting. But she still thought he wasn't very funny.

Syntax finally came to the conclusion that Princess Frieda was one of those unfortunate people who are born without a sense of humor.

She simply didn't recognize a funny story when she heard one.

So he decided to invent the funny bone.

Then he used his brilliant, razor-sharp mind to invent implant surgery so he could insert several of the funny bones into Princess Frieda.

Syntax and Geraldo were the only persons who ever saw – or

even knew – the funny bones were in the princess.

But everyone certainly could see the results.

From that time on, the court was a very jolly place. Princess Frieda, along with everyone else, laughed constantly at Geraldo's jokes.

And his stories were funny, and never boring since he always used pronouns in them!

And because of Syntax Wiseperson's wonderful inventions of pronouns used in the subject part of the sentence (I, you, he, she, it, we, they) and pronouns used after action verbs (me, you, her, him, it, us, them), the kingdom became known as "the Royal Principality of Pronouns."

Web Resource

More definitive information on pronouns can be found
at
<http://webster.comnet.edu/grammar/pronouns.htm>

Other Programs in the *Introduction to Parts of* *Speech* *Series*

**Herman's Chow-Down Nouns
Big Herb and His Verbs
Adjectives for Armando**

Name _____

Pronoun Pre-Test

Directions: Circle the letter next to the statement that correctly finishes the sentence.

1. Pronouns
 - a. take the place of verbs.
 - b. take the place of adjectives.
 - c. take the place of nouns.
2. Three pronouns that follow action verbs are
 - a. I, you, me.
 - b. me, you, it.
 - c. he, she, they.
3. Three pronouns used in the subject part of the sentence are
 - a. I, you, they.
 - b. me, her, him.
 - c. me, they, it.
4. Pronouns are used
 - a. to prevent boring sentences.
 - b. when one cannot think of the correct noun.
 - c. only rarely.
5. Which sentence is incorrect?
 - a. Mary took they.
 - b. Philip took them.
 - c. Bob took Martha.
6. Which sentence is correct?
 - a. José brought I.
 - b. Kevin brought he.
 - c. Melissa brought her.
7. The pronouns “you” and “it”
 - a. can be used only after action verbs.
 - b. can be used only in the subject part of the sentence.
 - c. can be used after action verbs and in the subject part of the sentence.

Discussion Questions – The Royal Principality of Pronouns

After Segment One

1. How did the king and queen try to amuse Princess Frieda?
2. Who did the king and queen hire to entertain the princess?
3. What was the problem, according to Syntax, the advisor?
4. What was the main cause of boredom according to Syntax's book?
5. What were the seven pronouns that bubbled to the top?
5. Where did Syntax take the new words?
6. What two pronouns did Syntax say could be used in the subject part of the sentence, and after action verbs?
7. What was Geraldo doing when Syntax took the new pronouns to his dressing room?

After Segment Two

1. Where did Syntax take the newly invented pronouns?
2. Who had been given a time out and why?
3. What happened when Geraldo told his joke? Why?
4. What happened when Geraldo ate the brew?
5. What did the king do after he discovered that Geraldo could now tell funny jokes?
6. How did Princess Frieda define the subject part of the sentence?
1. What did Geraldo do after he learned about pronouns that come after action verbs?
2. Did the court like the way Geraldo told his jokes when he used the new pronouns?
3. What did Syntax conclude about Princess Frieda?
4. What two things did he invent to help the princess?
5. Did his inventions work?
6. What was the kingdom called at the end of the story?

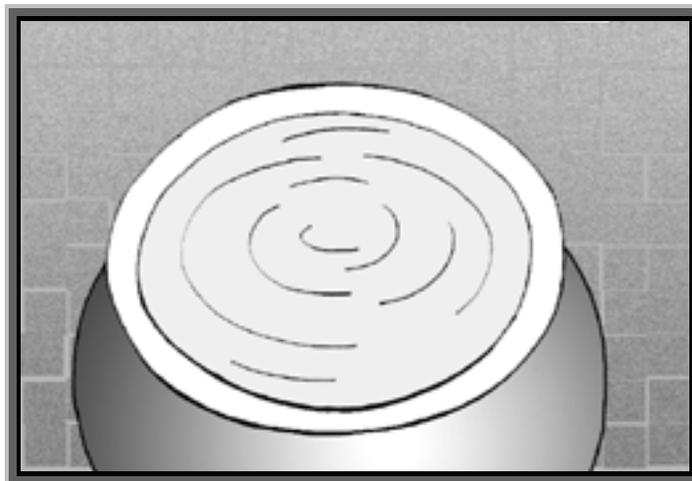
After Segment Three

1. Why wasn't Princess Frieda satisfied with the pronouns Syntax invented?
2. What did the princess command?
3. What were the seven new words Syntax invented?
4. What did they do?

Name _____

A Potion of Pronouns

Directions: Syntax Wiseperson needs some help brewing a second batch of pronouns. Write the seven pronouns in the brew. Then find the words in the word search box below the picture.



XRMDFPYWEDMLKRPDDXZMNRUF
LSMDXRMDFPYACDMLKRPDDXZM
ACDMLKLSMDXRMDFPYACDMLKR
DXRMDFTYACDXRMDFPYACDXMM
MDFPYACHMLKRLSMDXRMDFPDR
LSMDXRMDFPACDMLKLSMDXRMD
FPYACDHEKRDXRMDFPYACDXRM
DFPYACDXMMMDFPYACDMLKRLS
MDXRMDFMDFPYACDXMMIDFPYA
CDMLKRLSHEXRMDFPDRLSMDXR
MDFPACDMLKLSMDXRMDFPYACD
MLKRDXRMDFPYACDXRMDFPYAC
MITPYACDMLKRLSMDXRMDFPDRL
SMDXRMDFPACDMLKLSMDXRMDF
PYACDMLKRDXRMDFPYACDXRMD
FPYODXMMMDFPYACDMLTHEYR
DXRMDFMDFPYACDXMMPDFPYAY

Name _____

Help Geraldo

Directions: Geraldo needs some help with his jokes. The beginning of one of his favorite jokes is found below. Write a pronoun in each blank space. There are seven blanks, one for each pronoun.



There once was a man,
_____ bought a duck. _____
was a funny duck. His wife
didn't like the duck. "_____
can't use it," _____ said.
"_____ take that dirty bird
back." "____ will," said
the man. The people
who sold him the duck
were not happy. _____
didn't want the duck,
either.

Name _____

Frieda Commands

Directions: As a royal princess, Frieda makes many commands. The best orders are those that have pronouns that follow action verbs. Pretend you are Frieda's royal scribe and are required to fill in the blanks in her latest command. (The princess commands that you do it.) You must, as the princess states, use pronouns that follow action verbs.



I order _____ to use pronouns every day. I also command that when you walk your dog, you walk _____ or _____ for at least 15 minutes. I further command that Geraldo tell jokes to me five times a day. He should make _____ very funny. If a joke is not funny, he must never tell _____ again. He should always make _____ laugh. That is his job. He should make the king and queen laugh, also. I want him to entertain _____.

Name _____

Reviewing Pronouns

Directions: Syntax's review of pronouns is found below. On the lines next to numbers 1-4, write the letter of the words that best completes each sentence.



- ___ 1. Pronouns take the place of
- ___ 2. The pronouns that follow action verbs are
- ___ 3. The pronouns that are used in the subject part of the sentence are
- ___ 4. The pronouns that can be used after action verbs and in the subject part of the sentence are
- a. "you" and "it."
b. I, you, he, she, it, we, they
c. nouns.
d. me, you, him, her, it, us, them

Directions: Circle the pronoun that should be used.

1. Mary took *they* / *them*.
2. *Us* / *We* rode our bikes to the store.
3. Matt gave *her* / *she* ten dollars to clean the room.

Name _____

Pronoun Post Test

Directions: Circle the letter next to the statement that correctly finishes the sentence.

1. Pronouns
 - a. take the place of nouns.
 - b. take the place of adjectives.
 - c. take the place of verbs.

2. Three pronouns that follow action verbs are
 - a. I, you, me.
 - b. he, she, they.
 - c. me, you, it.

3. Three pronouns used in the subject part of the sentence are
 - a. me, they, it.
 - b. me, her, him.
 - c. I, you, they.

4. Pronouns are used
 - a. to prevent boring sentences.
 - b. only rarely.
 - c. when one cannot think of the correct noun.

5. Which sentence is incorrect?
 - a. Philip took them.
 - b. Mary took they.
 - c. Bob took Martha.

6. Which sentence is correct?
 - a. Melissa brought her.
 - b. Don brought he.
 - c. José brought I.

7. The pronouns “you” and “it”
 - a. can be used only in the subject part of the sentence.
 - b. can be used only after action verbs.
 - c. can be used after action verbs and in the subject part of the sentence.

Name _____

Pronoun Post Test, page 2

8-10. Place the proper pronoun in the blank spaces.

The three girls went to the store to buy a present. _____ had decided that they would share the cost of one large gift. _____ would be expensive, but the girls thought that buying one large gift was better than buying three small ones. After they had shopped for several hours, the three found exactly what they wanted – two new video games. “You know Jamie will love _____,” said one of the girls.