

# Lesson 34: Prepositions and Prepositional Phrases

## LEARN

■ A **preposition** is a word that shows how a noun or pronoun is connected to some other word in the sentence.

The snowshoe hare lives **in** Alaska.

**During** the summer, the hare's coat is brown.

The hare's brown coat blends **with** the ground.



Snowshoe hare

Here are some common prepositions.

about	among	below	for	near	through
above	around	beside	from	of	to
across	at	by	in	off	under
after	before	down	inside	on	until
against	behind	during	into	over	with

■ A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun. When a prepositional phrase comes at the beginning of a sentence, it is followed by a comma.

**After the first snowfall**, the hare's coat turns white.

The hare **with the white coat** eats its meal.

Another snowshoe hare sits **beside it**.

Prepositional phrases add important and interesting information to sentences.

## PRACTICE

**A** Read each sentence. Look at each prepositional phrase in **boldface**. Write the preposition on the line.

1. I read a book **about camouflage**.

\_\_\_\_\_ about \_\_\_\_\_

2. Camouflage lets an animal hide **from its predators**.

\_\_\_\_\_ from \_\_\_\_\_

3. The chameleon lives **in Asia and Africa**.

\_\_\_\_\_ in \_\_\_\_\_

## PRACTICE **A** continued

4. **Among green leaves**, this lizard turns green.

5. **Above a brown branch**, it turns brown.

6. A giraffe has dark blotches **on its coat**.

7. These blotches look like patches **of shade**.

8. The giraffe is hard to see **under trees**.

9. A fawn **with spots** is also hard to see.

10. Light and shadows hide it **from view**.

**B** Underline the prepositional phrase in each sentence. Then write the preposition on the line.

1. Some predators catch prey by surprise.

\_\_\_\_\_ by \_\_\_\_\_

2. Camouflage helps many of them.

\_\_\_\_\_ of \_\_\_\_\_

3. Frogs are hard to see on a green riverbank.

\_\_\_\_\_ on \_\_\_\_\_

4. They wait there for insects.

\_\_\_\_\_ for \_\_\_\_\_

5. The leaf-tailed gecko moves across the forest floor.

\_\_\_\_\_ across \_\_\_\_\_

6. To an insect, it could be a leaf.

\_\_\_\_\_ To \_\_\_\_\_

7. The arctic fox is white during the winter months.

\_\_\_\_\_ during \_\_\_\_\_

8. Quietly, it creeps over the snow.

\_\_\_\_\_ over \_\_\_\_\_

9. Fish below the water's surface can see the white feathers that cover a penguin's belly.

\_\_\_\_\_ below \_\_\_\_\_

10. These feathers look like the top of the water.

\_\_\_\_\_ of \_\_\_\_\_

11. This area gets bright light from the sun.

\_\_\_\_\_ from \_\_\_\_\_

12. Under the water, fish don't notice the penguin.

\_\_\_\_\_ Under \_\_\_\_\_

**C** Write a prepositional phrase to complete each sentence. Choose a prepositional phrase from the box, or use a prepositional phrase of your own. The first one is done for you.

in the dry grass	on the African plains	in snowy places
down a river	against the snow	for a drink

Answers may vary. Suggested answers are given.

on the African plains.

- Lion cubs live \_\_\_\_\_
- Their sandy-colored coats help them hide \_\_\_\_\_ in the dry grass.
- Harp seal cubs live \_\_\_\_\_ in snowy places.
- Their snow-white coats can't be seen \_\_\_\_\_ against the snow.
- A crocodile looks like a log floating \_\_\_\_\_ down a river.
- The crocodile doesn't move until some prey stops \_\_\_\_\_ for a drink.

against the sand	in a swamp	with long necks
in muddy water	of the desert	on its back

- The turtle carries its home \_\_\_\_\_ on its back.
- \_\_\_\_\_ In muddy water \_\_\_\_\_, this shell looks like a rock.
- Many desert birds are the color \_\_\_\_\_ of the desert.
- Their enemies can't see them \_\_\_\_\_ against the sand.
- Many swamp birds have thin bodies \_\_\_\_\_ with long necks.
- These birds look like reeds \_\_\_\_\_ in a swamp.

### Remember

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun.

### WRITE

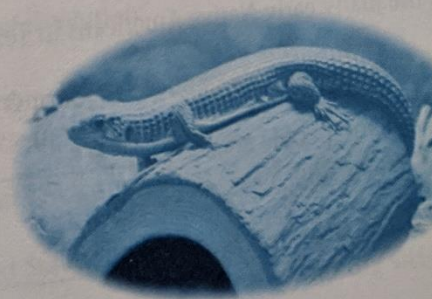
**D** One way to make a sentence more interesting and helpful to a reader is to add a prepositional phrase. Add a prepositional phrase to each sentence below. Answers will vary. Sample answers are given.

Additional Resources at [grammarworkshop.com](http://grammarworkshop.com)

- My friend loves desert animals.  
My friend **from** Nevada loves desert animals.
- We visit the Natural History Museum.  
We visit the Natural History Museum **in** the city.
- The museum has wonderful exhibits.  
The museum has wonderful exhibits **of** all kinds.
- We get a map when we arrive.  
We get a map **of** the museum when we arrive.
- Finally, we find the lizard exhibit.  
Finally, we find the lizard exhibit **on** the fourth floor.
- A plaque describes the snake fossils.  
A plaque **on** the wall describes the snake fossils.
- A diagram gives more information.  
A diagram gives more information **about** the snakes.
- We spend more than an hour here.  
We spend more than an hour **with** the lizards and snakes.

LOOK  
Back

Go back to the prepositional phrases you added. Circle the preposition in each one.



## Unit 4 Review Lessons 24–34

**Adjectives** (pp. 112–115) *Underline the adjective(s) in each sentence.*

1. Texas is a large state.
2. It has many famous landmarks.
3. The farmland is rich.

**A, An, The; Demonstrative Adjectives** (pp. 116–123) *Underline the word in parentheses that correctly completes each sentence.*

4. Dallas is (a, an) city in Texas.
5. We saw (a, an) astronaut in Houston.
6. (This, These) state produces many farm products.
7. (This, These) products include corn, wheat, and other grains.
8. The cotton is harvested by (that, those) workers.

**Comparing with Adjectives** (pp. 124–127) *Write the form of the adjective in parentheses that correctly completes each sentence.*

9. Only California has a (big) population than Texas.
10. Gaudalupe Peak is the (high) mountain in Texas.
11. Dallas is (large) than Austin.

bigger

highest

larger

**Comparing with More and Most** (pp. 128–131) *Write more or most to complete each sentence.*

12. Of the many early Native Americans in Texas, the Caddos were the most successful farmers.
13. The Jumano people are more famous for trading than for farming.
14. The Comanche were the most skillful hunters of all the groups.

**Comparing with Good and Bad** (pp. 132–135) *Write the form of the adjective in parentheses that correctly completes each sentence.*

15. The library has many (good) books about Texas.
16. This encyclopedia has (good) maps than that one.
17. This book is in the (bad) shape of all the books.

good

better

worst

**Adverbs** (pp. 136–139) *Underline the adverb in each sentence.*

18. Spanish settlers reached Texas early.
19. They quickly built missions.
20. Texas was part of Mexico then.

**Comparing with Adverbs** (pp. 140–143) *Write the form of the adverb in parentheses that correctly completes each sentence.*

21. American settlers arrived in Texas (late) than Spanish settlers.
22. By 1830, Americans were settling Texas (quickly) than Mexicans were.
23. The American settlers could buy land (cheaply) in Texas than in the United States.

later

more quickly

more cheaply

**Using Good and Well; Negatives** (pp. 144–151) *Underline the word in parentheses that correctly completes each sentence.*

24. Settlers came to Texas in search of a (good, well) life.
25. Farmers prepared their new fields (good, well).
26. Many Texans didn't want to be part of Mexico (no more, anymore).
27. No one could (ever, never) find a peaceful solution.

**Prepositions and Prepositional Phrases** (pp. 152–155) *Underline the prepositional phrase in each sentence. Then circle the preposition.*

28. For years, Texans opposed the Mexican government.
29. Later, Texas became part of the United States.
30. The history of Texas is long and interesting.

# Lesson 35: Subject Pronouns

## LEARN

A **pronoun** is a word that takes the place of one or more nouns. A **subject pronoun** is used as the subject of a sentence. It tells *whom* or *what* the sentence is about.

**Jason** visited Mount Rushmore.

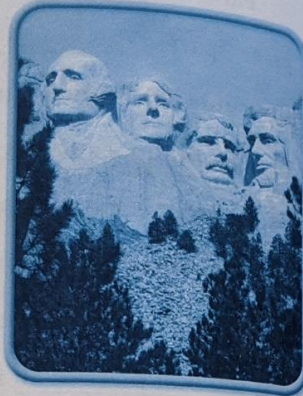
**He** photographed the giant sculpture.

**Mr. and Mrs. Gomez** went with Jason.

**They** enjoyed the trip.

Like nouns, subject pronouns can be singular or plural.

Singular	I	you	he	she	it
Plural	we	you	they		



Mount Rushmore

A pronoun's **antecedent** is the noun the pronoun refers to. A pronoun and its antecedent must agree in number. If the antecedent is singular, the pronoun must be singular.

If the antecedent is plural, the pronoun must be plural.

In the first sentence below, the singular pronoun *she* refers to the singular noun *Elena*. In the second sentence, the plural pronoun *they* refers to *Mom and Dad*.

**Elena** saw my photographs. **She** saw them yesterday.

**Mom and Dad** enjoy traveling. **They** always travel by train.

## PRACTICE

**A** Write the subject pronoun in each sentence.

1. I visited Mount Rushmore with my grandmother.

I

2. She lives in South Dakota.

She

3. Have you ever been to Mount Rushmore?

you

## PRACTICE A continued

- It shows the giant carved faces of four presidents.
- They are Washington, Jefferson, Lincoln, and Roosevelt.
- I also read about Gutzon Borglum.
- He designed the memorial.
- Did you know that workers carved with dynamite?
- They worked for fourteen years.
- We would like to go back someday.

- \_\_\_\_\_ It
- \_\_\_\_\_ They
- \_\_\_\_\_ I
- \_\_\_\_\_ He
- \_\_\_\_\_ you
- \_\_\_\_\_ They
- \_\_\_\_\_ We

**B** Write the subject pronoun that correctly completes each sentence.

1. National memorials are places that honor important events.

**They** \_\_\_\_\_ can be found all over our country.

2. The Wright Brothers National Memorial is in North Carolina.

**It** \_\_\_\_\_ is a popular place to visit.

3. Orville Wright flew the first airplane.

**He** \_\_\_\_\_ flew the plane for twelve seconds.

4. Sue visited the Lincoln Boyhood National Memorial in Indiana.

**She** \_\_\_\_\_ learned that Abraham Lincoln's mother is buried there.

5. Visitors can see the log cabin and barn that sit on the grounds.

**They** \_\_\_\_\_ can also see a living history demonstration that shows what life was like then.

6. The Franklin Delano Roosevelt Memorial honors our 32<sup>nd</sup> president.

**It** \_\_\_\_\_ has four outdoor rooms that trace the history of FDR's four terms in office.

**C** Here is an entry from Marsha's journal. Write a subject pronoun from the box to complete each sentence. You will use one pronoun more than once.

I   you   he   she   it   we   they

Today, Uncle Jacob and I visited the Lewis and Clark National Historical Park. We<sup>(1)</sup> thought the park was really interesting.

Meriwether Lewis and William Clark were American explorers. They<sup>(2)</sup> traveled across the United States in 1804 and 1805. Their expedition included a young Native American woman named Sacagawea. She<sup>(3)</sup> helped guide the expedition.

In the afternoon, Uncle Jacob and I<sup>(4)</sup> hiked a two-mile trail through the park. There was something really special about this hike. It<sup>(5)</sup> followed the same path that Lewis and Clark took!

Uncle Jacob said historical sites teach you about history firsthand. He<sup>(6)</sup> is right about that!

Did you<sup>(7)</sup> know that the park is in two different states? They<sup>(8)</sup> are Washington and Oregon.

### Remember

A **subject pronoun** is used as the subject of a sentence. A pronoun must agree with its antecedent in number.

### WRITE

Sometimes you might repeat the same nouns too many times in your sentences.

Keiki went to Philadelphia. Keiki hoped to hear the Liberty Bell, but Keiki was disappointed. The Liberty Bell hasn't rung for more than 160 years.

You can use subject pronouns to replace some of the nouns. That way, your writing will sound smoother and less repetitive. Be sure each pronoun agrees with its antecedent.

Keiki went to Philadelphia. **She** hoped to hear the Liberty Bell, but **she** was disappointed. **It** hasn't rung for more than 160 years.



Liberty Bell

Additional Resources at [grammarworkshop.com](http://grammarworkshop.com)

**D** Revise the sentences in these passages. Replace some of the nouns with subject pronouns. Watch for pronoun-antecedent agreement. **Answers may vary. Suggested answers are given.**

1. Darla visited the Benjamin Franklin National Memorial in Philadelphia. Darla was amazed by the statue of Benjamin Franklin. The statue is 20 feet tall and weighs 30 tons. Franklin helped build our country. Franklin was a statesman and a writer. Franklin was also a scientist and inventor.

Darla visited the Benjamin Franklin National Memorial in Philadelphia. She was

amazed by the statue of Benjamin Franklin. It is 20 feet tall and weighs 30 tons.

Franklin helped build our country. He was a statesman and a writer. He was also a

scientist and inventor.

2. The Benjamin Franklin National Memorial holds many of Franklin's possessions. The Benjamin Franklin National Memorial also displays Franklin's early writings. Darla saw a Franklin stove there. Darla also saw the lightning rod that Franklin invented. The lightning rod saved many buildings from fire.

The Benjamin Franklin National Memorial holds many of Franklin's possessions. It

also displays Franklin's early writings. Darla saw a Franklin stove there. She also saw

the lightning rod that Franklin invented. It saved many buildings from fire.

## Lesson 36: Pronoun-Verb Agreement

### LEARN

■ In every sentence, the verb must agree with the subject.

- When the subject pronoun is *he, she, or it*, add *-s* or *-es* to the present tense of most action verbs. If the verb ends in *y*, change the *y* to *i* before adding *-es*.  
**He hurries** to the campsite.  
**She pitches** the tent.  
**It protects** the campers from wind and rain.

- When the subject pronoun is *I, we, you, or they*, do not add *-s* or *-es* to the verb.  
**I pack** everything in my bag.  
**We camp** all the time.  
**You start** a campfire.  
**They go** for a swim.



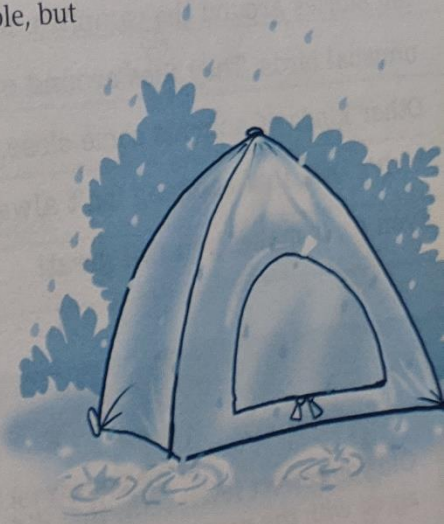
### PRACTICE

**A** Write the verb in parentheses that correctly completes each sentence.

1. I paddle across the lake with Mom. (paddle, paddles)
2. She fishes from the canoe. (fish, fishes)
3. We catch two fish after a while. (catch, catches)
4. You wave to Dan at the tent. (wave, waves)
5. He rushes to the dock. (rush, rushes)
6. I race back to camp. (race, races)
7. We prepare a campfire for Mom. (prepare, prepares)
8. She cleans the fish with Dan. (clean, cleans)
9. They fry it over the fire. (fry, fries)
10. It tastes delicious! (taste, tastes)

**B** Write the present tense of each sentence.

1. We unroll our sleeping bags at sundown. (unroll)
2. You hear mosquitoes in the tent. (hear)
3. They buzz loudly in Dan's ears. (buzz)
4. He scratches his arms and legs. (scratch)
5. I itch all over, too. (itch)
6. He brings the flashlight out to Mom. (bring)
7. She switches the flashlight on. (switch)
8. It shines for three seconds, and then it goes out. (shine)
9. We see lightning in the sky. (see)
10. It flashes brightly just before the raindrops start. (flash)
11. We scurry into our sleeping bags. (scurry)
12. They feel slightly damp! (feel)
13. I try to get comfortable, but I'm lying on a rock. (try)
14. It pushes into my back all night. (push)
15. I hope we have better luck tomorrow. (hope)



**C** Charles wrote this essay about camping. He made seven mistakes in pronoun-verb agreement. Use the proofreading marks in the box to correct the errors.

**Remember** A present-tense verb must agree with the subject pronoun.

**Proofreading Marks**

- Add
- Period
- Take out
- Capital letter
- Small letter

I like camping for many reasons. When you camp, you rely on your own skills to solve problems. Here are some examples. How do you find your way if you get lost in the woods? You <sup>use</sup> ~~uses~~ a compass and a map. What do you do if your tent looks unsteady? You <sup>pitch</sup> ~~pitches~~ it again and do a better job this time.

Camping also gives you a chance to relax. When my family camps, we leave our digital devices behind. I <sup>enjoy</sup> ~~enjoys~~ the silence, and so does my Mom. She <sup>tries</sup> ~~try~~ to write every day. I always <sup>carry</sup> ~~carries~~ a few books and spend time reading.

Camping is just plain fun, too. We <sup>sing</sup> ~~sings~~ songs and tell stories around the campfire. Mom watches for unusual birds. They <sup>fly</sup> ~~flies~~ around our camp sometimes. Other kinds of animals come close, too.

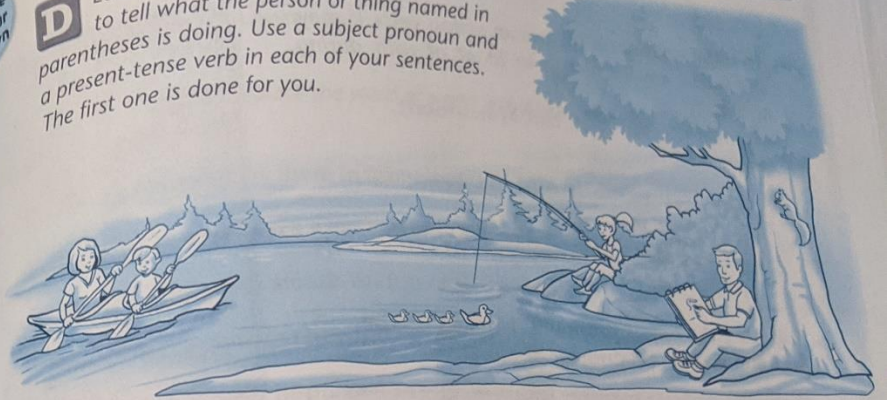
It's true that camping isn't always comfortable. Even so, it makes you feel great!

Did you correct seven verbs that did not agree with the pronouns?

**WRITE**

**D** Look at the picture. Then write a sentence to tell what the person or thing named in parentheses is doing. Use a subject pronoun and a present-tense verb in each of your sentences. The first one is done for you.

Additional Resources at [grammarworkshop.com](http://grammarworkshop.com)



Answers will vary. Sample answers are given.

1. (the baby ducks) They swim after their mother.
2. (the squirrel) It climbs up a tree.
3. (the girl) She tries to catch fish.
4. (the woman and the boy) They paddle a boat.
5. (the man) He draws a picture of the ducks.

**Proofreading Checklist**

- Did you use subject pronouns for the subjects of your sentences?
- Did you use present-tense verbs?
- Did you check that your subjects and verbs agree?

CCSS Language 1f. (See pp. ...)

## Lesson 37: Object Pronouns

### LEARN

■ An **object pronoun** follows an action verb. It may also follow a word such as *to, in, at, of, with, during, or through*.

I visited **the Washington Monument**.  
I visited **it**.

Kim joined **my family and me** during our visit.  
Kim joined **us** during our visit.

I had dinner with **my grandparents** afterwards.  
I had dinner with **them** afterwards.

■ These are the object pronouns. Notice that the pronoun *you* can be singular or plural.

Singular	me	you	him	her	it
Plural	us	you	them		



Washington Monument

### PRACTICE

**A** Write the object pronoun in each sentence.

1. My grandparents took me to Washington, D.C.
2. A tour guide showed us the sights.
3. "First, I will take you to the National Mall," the guide said.
4. My grandmother asked her about the Washington Monument.
5. Workers finished work on it in 1885.
6. The bus had taken me past many tall buildings.
7. The Washington Monument is the tallest of them all.
8. A glass elevator whisked us to the top of the monument.

me

us

you

her

it

me

them

us

### PRACTICE **A** continued

9. "The guide will show you the Capitol next," Grandma said.
10. "We will see it soon," I answered.

**B** Read each sentence. Replace the word or words in boldface with an object pronoun.

1. Our nation's lawmakers meet in **the Capitol**.
2. Some of **the lawmakers** were at work in the building.
3. The Statue of Freedom stands on top of **the dome**.
4. I followed **my grandfather** into the Rotunda.
5. The huge round room impressed **my grandparents and me**.
6. Thousands of people visit **the room** each day.
7. I asked **my grandmother** about the large paintings in the Rotunda.
8. One of **the paintings** shows the first reading of the Declaration of Independence.
9. My grandmother pointed to **the statues of great Americans**.
10. We looked closely at **one statue**.
11. The person's face was familiar to **my grandmother and me**.
12. Since 1986, the Rotunda has been home to this statue of **Dr. Martin Luther King, Jr.**

you

it

it

them

it

him

us

it

her

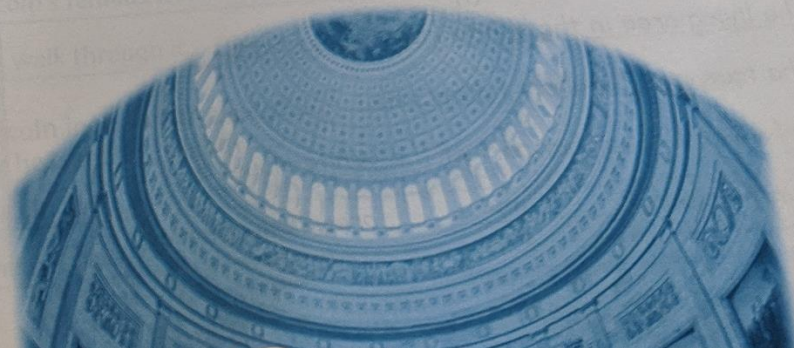
them

them

it

us

him





**C** Here is a description of a visit to the White House. Write an object pronoun from the box to complete each sentence. You will use some pronouns more than once.

me you him her it us them

"More than a million people come to the White House every year," our guide told us (1) at the start of the tour. It seemed to us (2) that most of them (3) were in our tour group!

I can only show you (4) 5 of the 132 rooms in the White House," the tour guide explained. "All of them (5) are on the first floor."

The most interesting room to us or me (6) was the dining room. There are enough tables and chairs in it (7) for 140 dinner guests!

The president works downstairs in the West Wing, but we didn't see him (8). What about the first lady? We didn't see her (9) either.

The living area in the White House is upstairs, but the tour guide couldn't take us (10) there. The only way I'll see that part of the White House is if the country elects me (11) president someday!



**Remember** An **object pronoun** follows an action verb. It also follows a word such as *to, in, at, of, with, during, or through*.

## WRITE

Your writing will sound dull if you use the same nouns over and over again.

The Lincoln Memorial honors Abraham Lincoln. It has a 19-foot statue of Abraham Lincoln inside.

When the overused nouns come after action verbs or after words such as *of* or *to*, you can replace them with object pronouns. Using object pronouns correctly will make your writing clearer and smoother.

The Lincoln Memorial honors Abraham Lincoln. It has a 19-foot statue of **him** inside.



Lincoln Memorial

**D** Revise the second sentence of each pair. Replace an overused noun in the second sentence with an object pronoun. **Answers may vary. Suggested answers are given.**

1. Take a close look at a penny. The front of the penny shows Lincoln's face, and the back of the penny shows the Lincoln Memorial.

Take a close look at a penny. The front of it shows Lincoln's face, and the back of it shows the Lincoln Memorial.

2. The Lincoln Memorial stands at the end of the National Mall. Many people think the Lincoln Memorial is the most beautiful monument in Washington, D.C.

The Lincoln Memorial stands at the end of the National Mall. Many people think it is the most beautiful monument in Washington, D.C.

3. Lincoln's famous words are carved on the monument. You can read Lincoln's famous words as you walk through the monument.

Lincoln's famous words are carved on the monument. You can read them as you walk through it.

4. Lincoln looks sad to some visitors. Other visitors look at Lincoln and say he is smiling slightly.

Lincoln looks sad to some visitors. Other visitors look at him and say he is smiling slightly.

## Lesson 38: Using I and Me

### LEARN

- Be careful when you use the pronouns *I* and *me* in sentences. The pronoun *I* is a subject pronoun. *I* is used only as the subject of a sentence.  
I watch the stars with Adam and Rosa.

The pronoun *me* is an object pronoun. *Me* is used after an action verb or after a word such as *at*, *for*, *of*, *to*, or *with*.

Rosa lends **me** a telescope.  
Adam names some stars for **me**.

- When you speak about yourself and another person, always name the other person first. Then follow the rules above for when to use *I* and *me*.

**Rosa and I** like astronomy.  
Brian shares a telescope with **Rosa and me**.  
At the park, **my friends and I** wait for the nighttime sky.



### PRACTICE

**A** Write the word or words in parentheses that correctly complete each sentence.

- Rosa invited **Adam and me** to a star-watching party. (Adam and I, Adam and me)
- She showed **me** how to use a telescope. (I, me)
- I** found the Big Dipper. (I, Me)
- Adam told **me** that there are 100 billion stars in our galaxy. (I, me)
- Rosa and I** didn't even know that our sun is a star. (Rosa and I, Me and Rosa)
- Adam showed **Brian and me** the star Sirius. (Brian and me, me and Brian)
- Brian and I** were amazed by its brightness! (Brian and I, Brian and me)
- Brian asked **me** why the stars seem to twinkle. (I, me)

- Adam explained the reason to **the others and me**. (the others and I, the others and me)
- Now **my friends and I** are fascinated by the stars. (my friends and I, me and my friends)


**B** Write *I* or *me* to correctly complete each sentence.

- My twin sister Tina and **I** have a telescope.
- Uncle George bought it for Tina and **me** last week.
- Mom helped **me** assemble it.
- My sister and **I** waited for a clear night.
- Dad told **me** that starlight takes millions of years to reach Earth.
- Tina and **I** found that hard to believe.
- Mom pointed out the Great Bear constellation to Tina and **me**.
- That group of stars didn't look like a bear to **me**.
- My family and **I** visited the planetarium yesterday.
- The guide showed my parents and **me** a model of the solar system.
- She told **me** that the stars shine day and night.
- Another guide gave **me** a book about the stars.
- Both my sister and **I** learned many facts about outer space.
- Learning about the stars has also inspired **me**.
- I** wrote a poem called "Starry Day" just yesterday.



The Great Bear (Ursa Major)

**C** Ray wrote this thank-you note to his uncle. He made seven mistakes when using the pronouns *I* and *me*. Use the proofreading marks in the box to correct the errors.

**Remember**   
The pronoun *I* is used only as the subject of a sentence. The pronoun *me* is used after an action verb or a word such as *to*, *for*, *at*, or *with*.

Dear Uncle George,

Tina and <sup>I</sup>me want to thank you so much for the telescope! Mom helped <sup>me</sup> set it up last night.

You couldn't have gotten <sup>Tina and me</sup>me and Tina a better present!

Fortunately, the nights are darker here than in most places. The whole family and <sup>I</sup>me can get a great view of the night sky!






Please come visit my family and <sup>me</sup> soon! Tina and I will show you some stars and planets. Mom has already pointed out two planets, Venus and Mercury. With the <sup>Tina and I</sup>telescope, ~~I~~ and Tina hope to spot Jupiter soon.

Thanks again,

Ray

<sup>Tina and I</sup>PS. ~~Me~~ and Tina also are using the sky chart that came with the telescope. It makes everything a lot easier!

### Proofreading Marks

-  Add
-  Period
-  Take out
-  Capital letter
-  Small letter

## WRITE

Pairs of related sentences can sound choppy when you read them. Try combining the sentences into one sentence that expresses the same idea. You can combine the sentences below by joining the noun in the subject of the first sentence and the subject pronoun in the second sentence.

Tina invited Tim to our Planet Watch Party.  
I invited Tim to our Planet Watch Party.  
Tina **and I** invited Tim to our Planet Watch Party.

Sometimes you can combine related sentences by joining the noun that follows the action verb in the first sentence and the object pronoun in the second sentence.

Tim thanked Tina.  
Tim thanked me.  
Tim thanked Tina and me.



**D** Combine each pair of sentences by joining a noun and a pronoun.

1. Dad showed Tim the planet Venus. I showed Tim the planet Venus.

**Dad and I showed Tim the planet Venus.**

2. Kari lent her binoculars to Luke. Kari lent her binoculars to me.

**Kari lent her binoculars to Luke and me.**

3. Venus looked so bright to Jessie. Venus looked so bright to me.

**Venus looked so bright to Jessie and me.**

4. Chris tried to find Jupiter. I tried to find Jupiter.

**Chris and I tried to find Jupiter.**

5. The planets fascinate my friends. The planets fascinate me.

**The planets fascinate my friends and me.**



Did you correct seven mistakes with *I* and *me*?

# Lesson 39: Possessive Pronouns

## LEARN

A possessive noun shows *who* or *what* has something. A **possessive pronoun** takes the place of a possessive noun.

**Heather's** cat is a Siamese.  
**Her** cat is a Siamese.

There are two kinds of possessive pronouns. One kind is used before a noun. The possessive pronouns that can be used before a noun are *my, your, his, her, its, our, and their*.

**My** pet is a tabby cat.

**Your** friend has three cats.

**Her** cat won a ribbon.

I love **their** beautiful coats.

The other kind of possessive pronoun is used alone.

The possessive pronouns that can stand alone are *mine, yours, his, hers, ours, and theirs*.

The Persian cat is **hers**.

The black kitten is **mine**.

**His** is black, too.

**Its** gray fur is so soft.

The cat show was held in **our** town.

**Theirs** has white paws.

This one is **ours**.

Where is **yours**?



## PRACTICE

**A** Underline the possessive pronoun in each sentence. Then write before a noun or used alone to tell how it is used.

- The white cat is mine.
- Siamese cats are known for their blue eyes.
- Your cat is a calico.
- Its coat has black, orange, and white patches.
- Is this cat carrier yours?
- Tonya says the Manx cat is hers.
- Where is its tail?

used alone  
before a noun  
before a noun  
before a noun  
used alone  
used alone  
before a noun

## PRACTICE

- Mr. Kubo brought his cat to the show.
- The large Burmese cat is his.
- Our cat show will be a great success.

before a noun

used alone

before a noun

**B** Write the possessive pronoun that correctly completes each sentence.

- Her tabby cat has a yellow coat with dark stripes. (Her, Hers)
- My cat weighs 23 pounds. (My, Mine)
- Tails help cats keep their balance. (their, theirs)
- One of the winning cats is hers. (her, hers)
- Its hair is short and curly. (It, Its)
- The longhaired white cat is ours. (our, ours)
- Which cat is yours? (your, yours)
- Your Maine Coon cat is larger than most. (Your, Yours)
- The 20-year-old cat is mine. (my, mine)
- The final decision is theirs. (their, theirs)
- I admire its independence and curiosity. (it, its)
- Look at the painting of our cats. (our, ours)



**C** Sue wrote this report about a cat show she went to. She made seven mistakes using possessive pronouns. Use the proofreading marks in the box to correct the mistakes.

**Remember** The possessive pronouns *my, your, his, her, its, our, and their* are used before a noun. The possessive pronouns *mine, yours, his, hers, ours, and theirs* stand alone.

I have a tabby cat named Ali and a Persian cat named Timtam. Last week, I entered Timtam in a cat show. Timtam is a large male whose fur is long and shiny. Ali is a female, and <sup>her</sup> ~~hers~~ fur has dark stripes. <sup>Our</sup> ~~Ours~~ two cats are beautiful, but Timtam is the more unusual of the two," I told <sup>my</sup> ~~mine~~ mother.

I carried Timtam to the show in a cat carrier. I had lined its sides with light blue silk to make Timtam look even better. At the show, my eyes widened, and <sup>my</sup> ~~mine~~ mouth fell open. I had never seen so many cats!

"Is this cat <sup>yours</sup> ~~your~~?" a judge asked me. "Yes, Timtam is mine," I replied. The judges studied Timtam carefully. Then they moved on to the other cats.

Timtam won a blue ribbon! I laughed and said to Timtam, "This is <sup>your</sup> ~~yours~~ ribbon, but in a way, it's <sup>mine</sup> ~~my~~, too. After all, we worked together to win it!"

**Proofreading Marks**

- Add
- Period
- Take out
- Capital letter
- Small letter



Did you correct seven possessive pronouns?



## WRITE

**D** Read each short description, and imagine the scene. Then write two sentences to tell more about what is happening. Use a possessive pronoun in each sentence. The first one is done for you. **Answers will vary. Sample answers are given.**

1. Two cats are asleep on a sofa.  
*The cats sleep in their favorite place.*  
*Each cat enjoys its nap.*

2. A girl is brushing the long hair of a cat.  
*The girl is slowly brushing her cat.*  
*The cat loves its owner.*

3. Two judges are awarding a ribbon to a prize-winning cat. The cat's owners are standing nearby.  
*The judges have made their decision.*  
*The owners are proud of their cat.*

4. A boy pulls a piece of string to play with a pet cat.  
*The boy has fun playing with his cat.*  
*The cat enjoys their game.*

5. A mother cat washes the small kittens.  
*The mother cat keeps her kittens clean.*  
*The kittens stay close to their mother.*

6. A cat watches while a woman opens a can.  
*The woman is getting ready to feed her cat.*  
*The cat is waiting for its dinner.*

### Proofreading Checklist

Did you use the correct possessive pronoun in each sentence?

## Lesson 40: Relative Pronouns and Relative Adverbs

### LEARN

In a complex sentence, the second idea is related to the first idea. Sometimes the second idea is introduced by a relative pronoun. The **relative pronoun** relates the two ideas, linking the second idea to a noun in the first idea.

- Abbey is the girl **who** is on our swim team.
- She is the person **that** brought the team to victory.
- The swim cap **which** (or **that**) she lost has red and white stripes.
- This is the team **whose** coach was honored.
- He is the coach **whom** we met last year.



When talking about people, use *who*, *whom*, or *that*.  
When talking about things, use *that* or *which*. To show who something belongs or relates to, use *whose*.

Sometimes the **relative adverbs** *where*, *when*, and *why* introduce the second idea. Use **where** after the word *place* or place words such as *room* or *street*. Use **when** after the word *time* or time words such as *day* or *year*. Use **why** after *reason*.

- This is the pool **where** the team practices.
- There was a time **when** we practiced outdoors.
- There is no reason **why** we can't try again.

### PRACTICE

**A** Underline the relative pronoun or relative adverb in each sentence.

1. The swim meet which takes place at our school is always the most thrilling!
2. The swimming events are the only ones that take place indoors.
3. I found the lane where my relay partner was warming up.

### PRACTICE **A** continued

4. Angela is the girl with whom I swim in the relay race.
5. There is a good reason why the other team arrived so late.
6. The first race starts at 1 P.M. when everyone is on her mark.
7. The judge who explains the rules was one of the coaches last year.
8. The team that gets the most points will go to the state championships.
9. The team whose mascot is a dolphin won the most medals.
10. We will get our medals tomorrow when we have our team dinner.

**B** Write the relative pronoun or relative adverb in parentheses that correctly completes each sentence.

1. Olympic athletes are the people whom I look up to the most. (which, whom)
2. Kim is the girl whose parents were both Olympic swimmers. (who, whose)
3. She trains at the sports arena which has an Olympic size swimming pool. (which, who)
4. Roberto is the young man who beat the state record for the 50-meter butterfly. (which, who)
5. The butterfly is a stroke that may seem difficult at first. (that, whom)
6. The lake near my house is where Roberto learned to swim. (when, where)
7. Roberto joined the Men's U.S. Olympic team the year when it won six gold medals. (when, why)
8. His dream of becoming an Olympic champion is the reason why he practices so much. (where, why)

**C** Here is a description of a baseball game played at a sports festival. Write a relative pronoun or relative adverb from the box to complete each sentence.

- who
- when
- whose
- why
- that
- where
- which
- whom

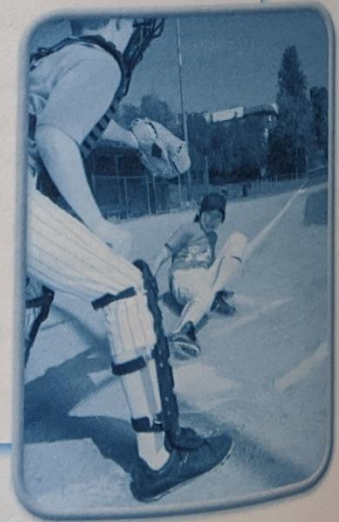
**Remember** Use the relative pronouns *who, whom, or that* when talking about people. Use *that* or *which* when talking about things. Use *whose* to show who something belongs to. Use the relative adverbs *where* after place words, *when* after time words, and *why* after the word *reason*.

For the first game of the season, the Jonestown Lions played the Smithfield Tigers. The Tigers were the team who or that won the district championship last year. Its players are the best in the league.

The game started and the Lions were the first to bat. Lucas is the team's star batter whose arms are so strong he can knock the ball out of the park. On the first pitch, he hit the ball long and hard. As he slid into home, the umpire called, "Out!"

Lucas asked him for the reason why he had made that call. The umpire said the left fielder had caught the ball the moment when Lucas began his slide into home. Lucas could not believe it.

In disbelief, Lucas went back to the dugout where his team was sitting. It was a call which or that no one would forget. It was still a close game which or that ended with the Lions' first win over the Tigers!



**Combining Sentences**

**WRITE**

You can combine two related sentences with a relative pronoun or relative adverb. When you combine sentences in this way, you avoid repeating words.

The Red Rockets is a soccer team. The soccer team participated in the South Shore tournament.  
The Red Rockets is the soccer team **that** participated in the South Shore tournament.

My dad drove me to the soccer field. My team was getting ready for the game there.  
My dad drove me to the soccer field **where** my team was getting ready for the game.



**D** Read each pair of sentences. Use the relative pronoun or relative adverb in parentheses to combine the sentences. Write the new sentence on the line.

- We spotted the player. We admire her the most. (whom) \_\_\_\_\_  
**We spotted the player whom we admire the most.**
- Rachel is the new player. She joined our team last weekend. (who) \_\_\_\_\_  
**Rachel is the new player who joined our team last weekend.**
- Mr. Arnold is the coach. His job is to improve our soccer skills. (whose) \_\_\_\_\_  
**Mr. Arnold is the coach whose job is to improve our soccer skills.**
- Dribbling is a skill. It requires a lot of practice. (that) \_\_\_\_\_  
**Dribbling is a skill that requires a lot of practice.**
- No one knows the reason. The referee cancelled the game. (why) \_\_\_\_\_  
**No one knows the reason why the referee cancelled the game.**
- Frosty's is the ice cream shop. My team goes there after every game. (where) \_\_\_\_\_  
**Frosty's is the ice cream shop where my team goes after every game.**