

UNIT 5 PRONOUNS

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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.

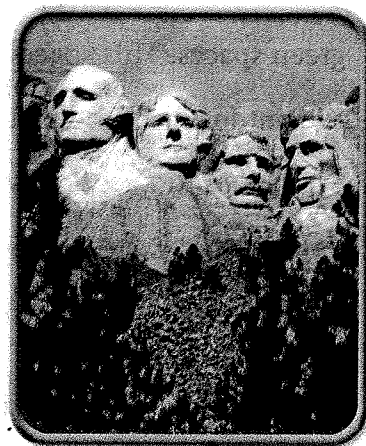
He photographed the giant sculpture.

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



Write the subject pronoun in each sentence.

- I visited Mount Rushmore with my grandmother.
- She lives in South Dakota.
- Have you ever been to Mount Rushmore?

PRACTICE A *continued*

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

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

1. National memorials are places that honor important events.
_____ can be found all over our country.
2. The Wright Brothers National Memorial is in North Carolina.
_____ is a popular place to visit.
3. Orville Wright flew the first airplane.
_____ flew the plane for twelve seconds.
4. Sue visited the Lincoln Boyhood National Memorial in Indiana.
_____ learned that Abraham Lincoln's mother is buried there.
5. Visitors can see the log cabin and barn that sit on the grounds.
_____ can also see a living history demonstration that shows what life was like then.
6. The Franklin Delano Roosevelt Memorial honors our 32nd president.
_____ 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.

Remember 

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

I you he she it we they

Today, Uncle Jacob and I visited the Lewis and Clark National Historical Park. _____
(1) thought the park was really interesting.

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

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

Uncle Jacob said historical sites teach you about history firsthand. _____
(6) is right about that!

Did _____
(7) know that the park is in two different states? _____
(8) are Washington and Oregon.



WRITE



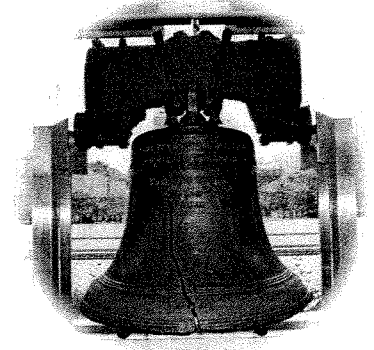
Additional Resources at
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Sometimes you might repeat the same nouns too many times in your sentences.

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



Revise the sentences in these passages. Replace some of the nouns with subject pronouns. Watch for pronoun-antecedent agreement.

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.

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.

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



Write the verb in parentheses that correctly completes each sentence.

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

B Write the present tense of the verb in parentheses to correctly complete each sentence.

1. We _____ our sleeping bags at sundown. (unroll)
2. You _____ mosquitoes in the tent. (hear)
3. They _____ loudly in Dan's ears. (buzz)
4. He _____ his arms and legs. (scratch)
5. I _____ all over, too. (itch)
6. He _____ the flashlight out to Mom. (bring)
7. She _____ the flashlight on. (switch)
8. It _____ for three seconds, and then it goes out. (shine)
9. We _____ lightning in the sky. (see)
10. It _____ brightly just before the raindrops start. (flash)
11. We _____ into our sleeping bags. (scurry)
12. They _____ slightly damp! (feel)
13. I _____ to get comfortable, but I'm lying on a rock. (try)
14. It _____ into my back all night. (push)
15. I _____ 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 uses a compass and a map. What do you do if your tent looks unsteady? You 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 enjoys the silence, and so does my Mom. She try to write every day. I always carries a few books and spend time reading.

Camping is just plain fun, too. We sings songs and tell stories around the campfire. Mom watches for unusual birds. They 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?

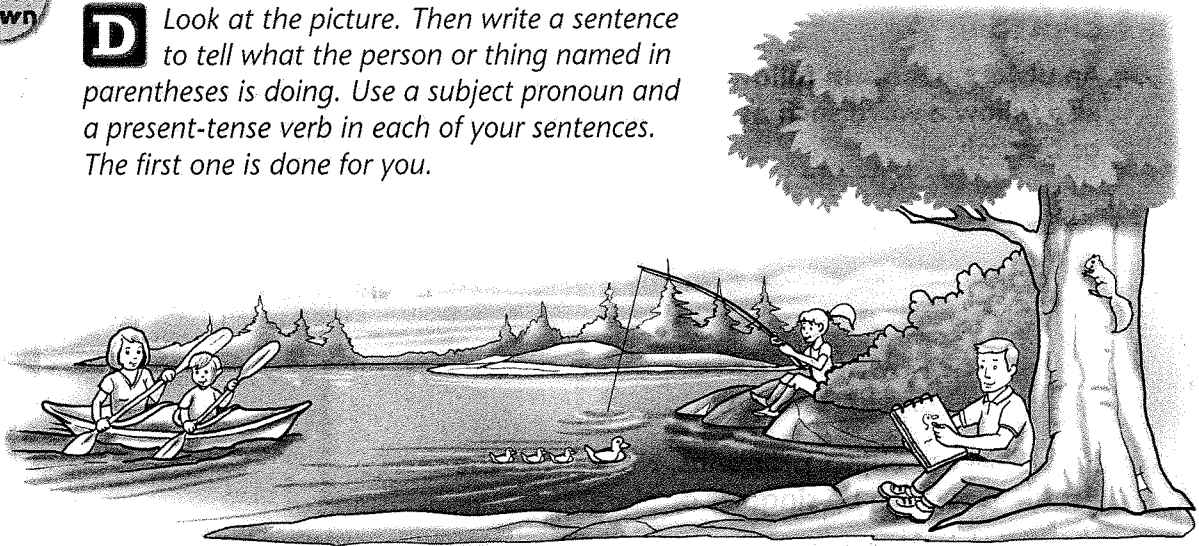


WRITE

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
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1. (the baby ducks) They swim after their mother.
2. (the squirrel) _____
3. (the girl) _____
4. (the woman and the boy) _____
5. (the man) _____

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?

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.

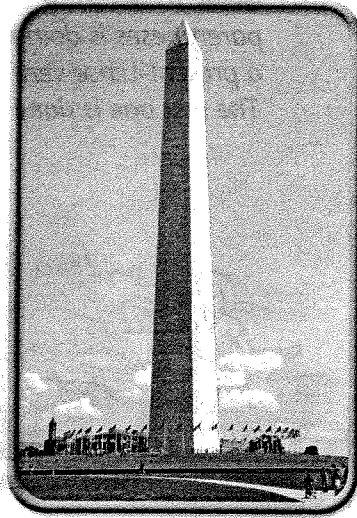
Kim joined **us** during our visit.

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



Write the object pronoun in each sentence.

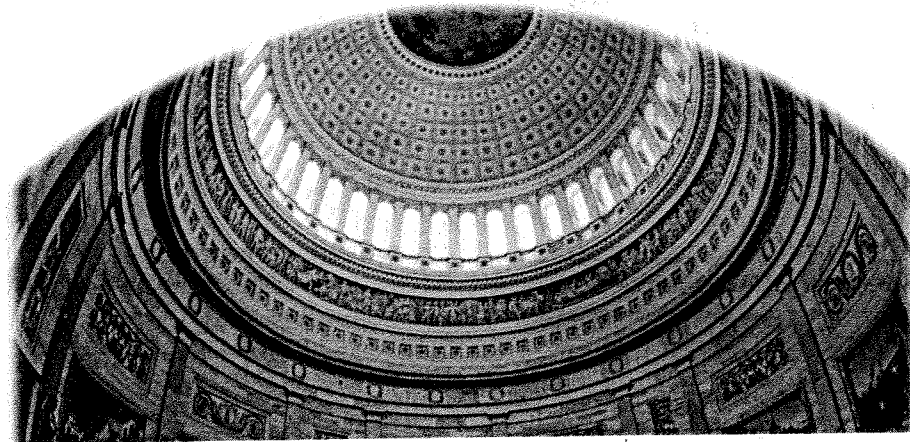
1. My grandparents took me to Washington, D.C. _____
2. A tour guide showed us the sights. _____
3. "First, I will take you to the National Mall," the guide said. _____
4. My grandmother asked her about the Washington Monument. _____
5. Workers finished work on it in 1885. _____
6. The bus had taken 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. _____

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.** _____





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.

Remember



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

me you him her it us them

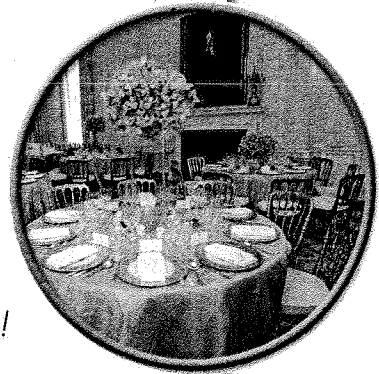
"More than a million people come to the White House every year," our guide told _____ at the start of the tour. It seemed to _____ that most of _____ were in our tour group!

I can only show _____ 5 of the 132 rooms in the White House," the tour guide explained. "All of _____ are on the first floor."

The most interesting room to _____ was the dining room. There are enough tables and chairs in _____ for 140 dinner guests!

The president works downstairs in the West Wing, but we didn't see _____. What about the first lady? We didn't see _____ either.

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





WRITE

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

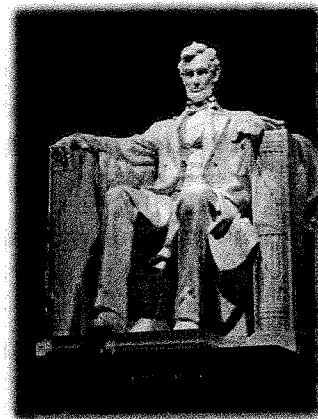
The Lincoln Memorial honors Abraham Lincoln.
It has a 19-foot statue of Abraham Lincoln inside.

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.



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Lincoln Memorial



Revise the second sentence of each pair. Replace an overused noun in the second sentence with an object pronoun.

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.

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.

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

4. Lincoln looks sad to some visitors. Other visitors look at Lincoln 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



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

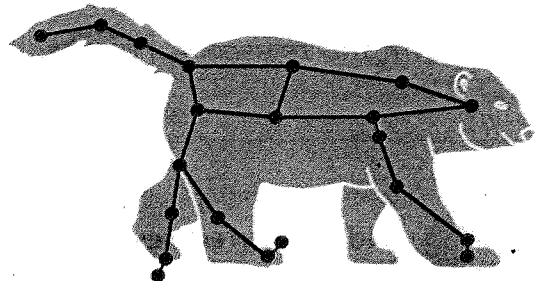
1. Rosa invited _____ to a star-watching party. (Adam and I, Adam and me)
2. She showed _____ how to use a telescope. (I, me)
3. _____ found the Big Dipper. (I, Me)
4. Adam told _____ that there are 100 billion stars in our galaxy. (I, me)
5. _____ didn't even know that our sun is a star. (Rosa and I,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

PRACTICE A *continued*

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

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

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



The Great Bear (Ursa Major)



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 me want to thank you so much for the telescope! Mom helped I set it up last night. You couldn't have gotten me and Tina a better present! Fortunately, the nights are darker here than in most places. The whole family and me can get a great view of the night sky!






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

Thanks again,

Ray

P.S. 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



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



WRITE



Additional Resources at
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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.



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.

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

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

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

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

Its gray fur is so soft.

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

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.

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.

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

PRACTICE A *continued*

8. Mr. Kubo brought his cat to the show. _____

9. The large Burmese cat is his. _____

10. Our cat show will be a great success. _____

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

1. _____ tabby cat has a yellow coat with dark stripes. (Her, Hers)
2. _____ cat weighs 23 pounds. (My, Mine)
3. Tails help cats keep _____ balance. (their, theirs)
4. One of the winning cats is _____. (her, hers)
5. _____ hair is short and curly. (It, Its)
6. The longhaired white cat is _____. (our, ours)
7. Which cat is _____? (your, yours)
8. _____ Maine Coon cat is larger than most. (Your, Yours)
9. The 20-year-old cat is _____. (my, mine)
10. The final decision is _____. (their, theirs)
11. I admire _____ independence and curiosity. (it, its)
12. Look at the painting of _____ 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 hers fur has dark stripes. "Ours two cats are beautiful, but Timtam is the more unusual of the two," I told 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 mine mouth fell open. I had never seen so many cats!

"Is this cat 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 yours ribbon, but in a way, it's 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



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.



Additional Resources at
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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.

3. Two judges are awarding a ribbon to a prize-winning cat.
The cat's owners are standing nearby.

4. A boy pulls a piece of string to play with a pet cat.

5. A mother cat washes the small kittens.

6. A cat watches while a woman opens a can.

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



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.



WRITE



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.



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PRACTICE



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

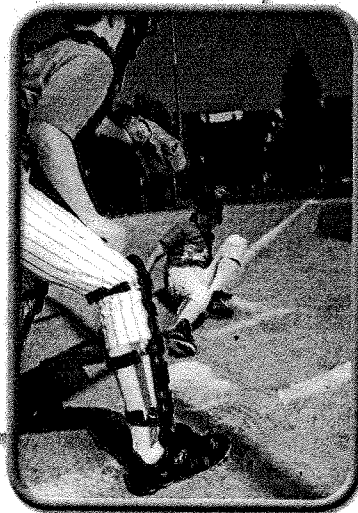
Use the relative pronouns *who*, *whom*, or *that* when talking about people. Use *that* or *which* when talking about things. Use *whose* to show who something belongs to. Use the relative adverbs *where* after place words, *when* after time words, and *why* after the word *reason*.

For the first game of the season, the Jonestown Lions played the Smithfield Tigers. The Tigers were the team _____ 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 _____ 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 _____ he had made that call. The umpire said the left fielder had caught the ball the moment _____ Lucas began his slide into home. Lucas could not believe it.

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





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.



Additional Resources at
grammarworkshop.com



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.

1. We spotted the player. We admire her the most. (whom) _____

2. Rachel is the new player. She joined our team last weekend. (who) _____

3. Mr. Arnold is the coach. His job is to improve our soccer skills. (whose) _____

4. Dribbling is a skill. It requires a lot of practice. (that) _____

5. No one knows the reason. The referee cancelled the game. (why) _____

6. Frosty's is the ice cream shop. My team goes there after every game. (where) _____

Lesson 41: Contractions with Pronouns

LEARN

- A **contraction** is made by joining two words together. An apostrophe (') takes the place of any letters that are left out.

Many contractions are formed by joining a pronoun and a verb.

Pronoun and Verb	Contraction	Pronoun and Verb	Contraction
I am	I'm	I have	I've
she is	she's	she has	she's
it is	it's	it has	it's
you are	you're	you have	you've
they are	they're	they have	they've
I will	I'll	I had	I'd
you will	you'll	you had	you'd
we will	we'll	we had	we'd
they will	they'll	they had	they'd



- Be especially careful when you use the contractions *he's*, *she's*, and *it's*. The contractions for *he*, *she*, and *it* and the verbs *is* and *has* are the same.

It is time to go home.

It's time to go home.

It has been a busy day.

It's been a busy day.

I think **he is** the best writer.

I think **he's** the best writer.

We know that **he has** won the prize.

We know that **he's** won the prize.

PRACTICE



Write the contraction for each pair of words.

1. I am _____

2. you will _____

3. he is _____

4. we are _____

5. they had _____

6. I have _____

PRACTICE A *continued*

7. they are _____

9. we had _____

8. she has _____

10. it has _____

B Read each sentence. Replace the pronoun and verb in **boldface** with a contraction.

1. **I am** Becky's friend.

2. **You are** Becky's friend, too.

3. **She is** at the National Spelling Bee in Washington, D.C.

4. **We will** meet her at the airport when she returns.

5. **She has** never been to Washington, D.C.

6. **You have** visited many times.

7. **You will** have plenty to talk about.

8. **It is** the day of Becky's flight.

9. **We had** better hurry, or we will be late.

10. I wish **I had** checked the schedule earlier.

11. I hope **she will** arrive late.

12. **It has** taken us an hour to get to the airport.

13. **They are** Becky's mom and dad.

14. I think **he is** Becky's brother.

15. I see that **we are** not late after all.





A group of students collected these sayings and bits of advice from their friends and family members. While listing the sayings, they made eight mistakes when using contractions. Use the proofreading marks in the box to correct the errors.

Remember

An apostrophe (') takes the place of the letter or letters that are left out of a contraction.

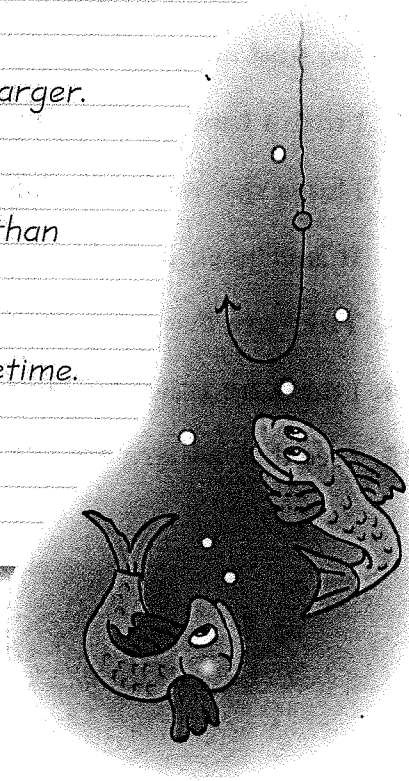
- It's called common sense, but its always very rare.
- If you don't believe in something, youll' fall for anything.
- Hed tried to have it both ways and ended up with neither.
- Fish don't get caught if theyve kept their mouths shut.
- We'll have to break some eggs to make an omelet.
- Id rather wear out than rust.
- If you nurse your troubles, theyll only grow larger.
- It's better to give than to receive.
- Your'e going to catch more flies with honey than with vinegar.
- Teach people to fish, and theyr'e fed for a lifetime.

Proofreading Marks

^	Add
○	Period
✓	Take out
≡	Capital letter
/	Small letter



Did you correct eight contractions?





WRITE



Additional Resources at
grammarworkshop.com

D Imagine that you are writing an ad for a new laundry detergent called *Supersuds*. Write some sentences that might appear in your ad. In each sentence, include the contraction in parentheses. The first one is done for you.

1. (it's) *It's the best laundry detergent ever!*

2. (she's) _____

3. (we've) _____

4. (I've) _____

5. (they've) _____

6. (you'll) _____

7. (I'm) _____

8. (you're) _____

Now imagine that you are a scientist writing a review of *Supersuds* for a newspaper. How might the sentences you write for the review be different from the sentences above? Discuss this question with your classmates.

Proofreading Checklist ☒

- ☐ Did you use a contraction in each sentence you wrote?
- ☐ Did you spell each contraction correctly?

Unit 5 Review

Lessons 35–41

Subject Pronouns (pp. 160–163) *Write the subject pronoun in each sentence.*

1. I have two friends who are unable to hear. _____
2. They communicate with American Sign Language. _____
3. It is also known as ASL. _____
4. We speak this language together. _____

Pronoun-Verb Agreement (pp. 164–167) *Underline the verb in parentheses that correctly completes each sentence.*

5. I (practice, practices) the ASL finger alphabet with Terry.
6. We (spell, spells) our names.
7. She (teach, teaches) me with the help of a chart.
8. It (show, shows) all the letters.

Object Pronouns (pp. 168–171) *Write the object pronoun in each sentence.*

9. Sign language helps us in many ways. _____
10. It helps my friends talk to me. _____
11. I can tell them jokes using ASL. _____
12. We wouldn't communicate as well without it. _____

Using I and Me (pp. 172–175) *Underline the word or words in parentheses that correctly complete each sentence.*

13. Jim and (I, me) know some Braille.
14. Grandma taught my cousin and (I, me) about this writing system.
15. Grandma showed her Braille writer to (me and Jim, Jim and me).
16. (Jim and I, Jim and me) like to use this machine sometimes.

Possessive Pronouns (pp. 176–179) *Write the possessive pronoun in each sentence.*

17. Louis Braille invented his famous alphabet in 1829. _____

18. Blind readers use their fingers to read raised dots on paper. _____

19. Each group of dots has its own meaning. _____

20. Is this Braille book yours? _____

Relative Pronouns and Relative Adverbs (pp. 180–183)

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

21. Mr. Niles is the school custodian _____ job it is to post all Braille signs. (who, whose)

22. The new elevator at the school is the place _____ a Braille sign was just posted. (when, where)

23. Our teacher purchased a Braille labeler last year _____ the class started to learn about Braille. (when, why)

24. Helen Keller is a well-known person _____ raised money for the blind. (whom, who)

Contractions with Pronouns (pp. 184–187) *Read each sentence. Write a contraction for the pronoun and verb in **boldface**.*

25. **They have** put the chart of Braille letters on the wall. _____

26. **He is** touching the dots with his finger. _____

27. I think **it is** the letter *a*. _____

28. **She has** found the dots for the word *hello*. _____

Unit 5 Test

DIRECTIONS Fill in the circle next to the sentence that shows the correct spelling and use of pronouns, verbs, adverbs, and contractions.

1. ☐ Me and my cousins visit Grandpa every summer.
☐ We sees something new every time we go there.
☐ He take us to the aquarium.
☐ We're amazed by the size of the huge tanks.
2. ☐ Derek and me hurry to the penguin exhibit.
☐ It's always been ours favorite.
☐ "The penguins missed you," Grandpa says.
☐ "Your favorite visitors are here!" he tell the penguins.
3. ☐ My cousin Olivia calls to Derek and me.
☐ Shes' in a hurry to see the walruses.
☐ "Weve looked at penguins long enough," she says.
☐ She want to see something else.
4. ☐ We reads a sign about one walrus.
☐ Look at the walrus who tusks are 39 inches long.
☐ It weigh over a ton.
☐ It's able to float on a chunk of ice.
5. ☐ Grandpa shows my cousins and I the octopus exhibit.
☐ He'is as excited as we are.
☐ I watches the biggest one for a long time.
☐ It moves its eight arms gracefully.
6. ☐ "Well visit the sea otters next," Olivia says.
☐ The otters are cleaning theirs fur.
☐ We watches them for several minutes.
☐ Then it's time to move on.
7. ☐ Me and the others walk through the jellyfish room.
☐ We talks about their colors and movements.
☐ My cousins and I are fascinated by them.
☐ They swims and drifts in their tank.
8. ☐ We hurries outside to the dolphin area.
☐ That is the place who we most want to visit.
☐ They is up to their usual tricks.
☐ All of us love these amazing mammals.

DIRECTIONS Read the paragraph, and look carefully at each underlined part. Fill in the circle next to the answer choice that shows the correct use and spelling of pronouns, verbs, and contractions. If the underlined part is already correct, fill in the circle for "Correct as is."

The dolphins in the show at the aquarium are bottle-nosed dolphins. They're gray in color. Theirs stomachs are a lighter gray, and their backs are a darker gray. One of the dolphins seems to smile at my cousin and me. Its not really smiling, but it's mouth looks like a smile. All of a sudden, it leaps out of the water. It snatch a fish from the trainer and swims away. What a show! Youre sure to have the time of your life at the aquarium. My family and me did!

- | | |
|---|---|
| <p>9. <input type="radio"/> They're gray in color. Their stomachs</p> <p><input type="radio"/> Theyre gray in color. Their stomachs</p> <p><input type="radio"/> Theyre gray in color. Theirs stomachs</p> <p><input type="radio"/> Correct as is</p> | <p>12. <input type="radio"/> it leap out of the water. It snatch</p> <p><input type="radio"/> it leaps out of the water. It snatches</p> <p><input type="radio"/> it leap out of the water. It snatches</p> <p><input type="radio"/> Correct as is</p> |
| <p>10. <input type="radio"/> at me and my cousin</p> <p><input type="radio"/> at my cousin and I</p> <p><input type="radio"/> at I and my cousin</p> <p><input type="radio"/> Correct as is</p> | <p>13. <input type="radio"/> Youre sure to have the time of yours life</p> <p><input type="radio"/> You're sure to have the time of yours life</p> <p><input type="radio"/> You're sure to have the time of your life</p> <p><input type="radio"/> Correct as is</p> |
| <p>11. <input type="radio"/> It's not really smiling, but its mouth</p> <p><input type="radio"/> It's not really smiling, but it's mouth</p> <p><input type="radio"/> Its not really smiling, but its mouth</p> <p><input type="radio"/> Correct as is</p> | <p>14. <input type="radio"/> Me and my family did</p> <p><input type="radio"/> I and my family did</p> <p><input type="radio"/> My family and I did</p> <p><input type="radio"/> Correct as is</p> |