

Name: \_\_\_\_\_

**A. A pronoun replaces a noun in a sentence. A possessive pronoun shows ownership.**

Absolute Possessive Pronouns					
mine	yours	his	hers	ours	theirs

**Underline the correct possessive pronoun that completes the sentence. Draw an arrow to the noun or pronoun that has ownership.**

1. Sophia could not find any keys. I gave her ( mine / hers ).
2. The colony of ants shared a crumb of bread. At least it was ( mine / theirs ).
3. We built a solar-powered model car. We were proud of what was ( yours / ours ).
4. The Nguyens have a beautiful garden. I want one like ( ours / theirs ).
5. As soon as you get upstairs, please fold the clothes that are ( yours / mine ).
6. The twins shared a room although Fatima always thought of it as ( hers / his ).

**Possessive pronouns function as adjectives. They describe ownership and answer which one or whose. They come before a noun or another adjective. Underline the correct pronoun acting as an adjective, and draw an arrow to the noun it is describing.**

Possessive Pronouns as Adjectives					
my	your	his	its	her	their

**Underline the correct possessive pronoun that completes the sentence. Draw an arrow to the noun or pronoun that has ownership.**

7. The photographer snapped pictures on ( its / her ) camera.
8. The hotel in which we stayed was beautiful, and ( our / her ) visit was fantastic!
9. I gave you the new book because I know it is ( their / your ) turn to read it..
10. Grandpa arrived home late and missed ( his / its ) show.
11. The talented students prepared for ( your / their ) concert.
12. The fox crept under the deck. It was carefully carrying a kit in ( its / our ) mouth.

★ **On the back, change the order of the clauses in sentences 5 and 6 using correct punctuation.**

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**B. Replace the underlined words with either absolute possessive pronouns or possessive pronouns as adjectives. Write a complete sentence that answers the question.**

1. Liam's and Camila's skateboards had rusted out in the rain. Whose boards were rusty?

Their boards were rusty.

2. The man in front of the line took the seat that was assigned to me. Whose seat was it?

\_\_\_\_\_

3. My brother's folder was ripped and tattered. Whose folder was ripped?

\_\_\_\_\_

4. All of us on the team won a silver medal. Whose medal was it?

\_\_\_\_\_

5. The candidates' speeches were short but effective. Whose speeches were short?

\_\_\_\_\_

6. Whenever you smile, you bring joy to the room. Whose smile is it?

\_\_\_\_\_

7. My cousins bought a new car last week. Whose car was it?

\_\_\_\_\_

8. The teacher liked the essay you wrote on the history of the flag. Whose essay was it?

\_\_\_\_\_

9. We saw the bird's glossy, black feathers. Whose feathers were glossy?

\_\_\_\_\_

★ On the back, list 6 adjectives from the sentences above, along with the nouns they describe.

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**C. The words that, which, who, whose, and whom are relative pronouns. They refer to a noun in a sentence. Circle the relative pronouns and underline the nouns they refer to (their antecedents).  
Hint: The noun comes before the pronoun.**

- |   |
|---|
| 1. We don't know <u>the artist</u> <b>who</b> painted this portrait.                      |
| 2. They are hosting a party for the company, which is celebrating 50 years of innovation. |
| 3. They are the mechanics whom we interviewed to learn about repairing cars.              |
| 4. Mateo went to the university that my mother attended.                                  |
| 5. Maria loves books that showcase heroines from history.                                 |
| 6. Chefs use different spices, which are listed, to add variety to the menu.              |
| 7. The cattle that grazed on grass had fewer diseases.                                    |
| 8. The students who used technology to support their learning had improved scores.        |
| 9. May I speak to the person with whom I talked last night?                               |
| 10. She observed the abandoned house whose shutters were splintered and rotting.          |

**Write sentences containing relative pronouns using the sentence starters below.**

- |  |
|--|
| 11. The owner whose<br>_____               |
| 12. The dog that<br>_____                  |
| 13. The owner of the dog that<br>_____     |
| 14. The barking of the dog, which<br>_____ |

★ On the back, write 4 sentences containing relative pronouns.

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**D. A relative clause is a kind of dependent clause that begins with a relative pronoun and describes a noun. A relative clause answers the question which one? Combine the following sentence pairs into one complex sentence by using a relative pronoun: that, which, who, whose, or whom.**

**Sentence Pairs**

1. I respect the teacher. The teacher was kind to me.

\_\_\_\_\_

I respect the teacher who was kind to me.

2. The boy has a green hat. The boy is my brother.

\_\_\_\_\_

3. I am excited about the concert. The concert is tomorrow.

\_\_\_\_\_

4. The students studied for the exam. The students earned good grades.

\_\_\_\_\_

5. Felipe is planting flower bulbs. He hopes they will grow next spring.

\_\_\_\_\_

6. That baby is smiling. That baby enjoys seeing new people.

\_\_\_\_\_

★ On the back, rewrite sentences 5 and 6. Choose new subjects and change the predicates to past tense.

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**E. When the information in the relative clause is essential to the meaning of the sentence, no comma is needed with the relative clause. This is called a restrictive clause. When the relative clause has information that is not essential for the meaning, it is called nonrestrictive. It needs a comma before and/or after the clause. Complete the following table.**

Sentence	Relative Pronoun	Restrictive? (essential)	Nonrestrictive? (not essential)
He cannot attend the party that I planned.	that	✓	
Marie Curie, whose work was brilliant, was first to understand radioactivity.			
Kim and Jorge are the volunteers who coordinate the fundraiser each year.			
The book whose cover is torn needs to be repaired.			
Hui's skateboard, which she repaired, rides smoothly.			
My only uncle, who lives in Texas, runs a large cattle ranch.			
The student to whom you are speaking is new to the school.			

**Add commas around the nonrestrictive clauses to indicate the information is not essential.**

1. My science teacher, who used to work at NASA, loves astronomy.
2. The phone company whose stocks are down is going out of business.
3. My aunt who is in the military can bench-press 250 pounds.
4. Early snowfall which was unexpected this year damaged the late harvest.
5. Abraham Lincoln who was born in 1809 started his career as a lawyer.
6. *To Kill a Mockingbird* which my teacher recommended is an excellent book.

★ **On the back, write 2 new sentences like number 1 about your own teachers. Hint: Change the words science, NASA, and astronomy to fit your teachers.**

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**F. Combine each of the following groups of phrases into a complex sentence with a relative clause. Remember to use correct punctuation and capital letters.**

1. last week / who / do you know / the new boy / joined our class

Do you know the new boy who joined our class last week?

2. is sitting next to me / the student / knows a lot about current events / who

\_\_\_\_\_

3. the bus / is always late / that / goes to the airport

\_\_\_\_\_

4. whom / the barber / was not there / I was hoping to see

\_\_\_\_\_

5. make honey / bees / are the primary insects / that

\_\_\_\_\_

6. live upstairs / my grandparents / were upset / about my new drum set / who

\_\_\_\_\_

7. I usually kept shut / I peered / through the blinds / which

\_\_\_\_\_

8. whose / is Karim's reading spot / chairs are the most comfortable / the living room

\_\_\_\_\_

9. up in the sky / makes a balloon float / helium / which / is lighter than air

\_\_\_\_\_

10. is in the audience / her friend / asks a lot of questions / who

\_\_\_\_\_

★ On the back, list as many prepositional phrases as you can find in the sentences above.

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**G. Interrogative pronouns also take the place of nouns. The interrogative pronouns begin with wh: who, whom, whose, which, what, whomever, and whatever. Find all 7 interrogative pronouns in the word search.**

C	V	N	R	W	T	G	R	D	M
Q	D	K	H	B	W	E	O	R	W
S	R	A	U	Q	V	I	P	E	H
S	T	C	K	E	Y	I	R	V	O
Q	T	W	T	K	Y	R	Q	E	M
M	D	A	H	I	B	X	T	M	R
O	H	K	T	I	O	P	J	O	P
W	H	O	S	E	C	C	G	H	X
V	A	O	U	A	L	H	R	W	T
N	R	T	O	H	W	H	Q	Y	N

**Often interrogatives ask a question or refer to someone or something that is unspecified. Fill in the blank with the correct interrogative pronoun.**

1. _____ threw the ball? (what, who, whatever )
2. Take _____ dessert you like best. (whom, whichever, who)
3. _____ would they like for breakfast? (whom, whichever, what)
4. _____ of these books has she read? (what, which, who)
5. _____ coat is on the floor? (whose, who, whichever)
6. _____ would you like to invite? (whatever, whom, what)
7. Please do _____ you think is best. (who, which, whatever)

**★ Pretend you are a detective solving a crime. On the back, write 5 questions you might ask using interrogative pronouns.**

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**H. An indefinite pronoun replaces a noun and can act as the subject of a sentence. (Some examples of indefinite pronouns are all, everyone, several, and some.) Underline the indefinite pronouns in the following sentences.**

1. Does anyone have a ticket?
2. While one juggled, the other cartwheeled.
3. Everyone came to Deven's performance.
4. The magician's tricks were known by few.
5. Many wish they knew his secrets.
6. Trapeze work is too difficult for most.
7. Somebody cheered for the acrobats.
8. Is there anything we can buy at the gift shop?
9. Each wore extra-large shoes.
10. All felt the wooden stage was in need of repair.

**Choose the indefinite pronoun that best completes the sentence.**

11. I wasn't comfortable at the meeting because there was \_\_\_\_\_ I knew.  
(someone, anything, no one)
12. Given his sense of humor, \_\_\_\_\_ was surprised when he confessed he had posted the jokes.  
(many, no one, several)
13. Minh covered his feelings so well that \_\_\_\_\_ could tell he was about to laugh.  
(something, few, everyone)
14. We couldn't find the keys \_\_\_\_\_.  
(nowhere, anywhere, everywhere)
15. \_\_\_\_\_ wears a new uniform for the game.  
(Each, Both, Several)

★ On the back, rewrite sentence 12 in a different order that still makes sense. Remember comma rules for complex sentences.

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Indefinite Pronoun	
<b>Singular</b>	another, anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, other, somebody, someone, something
<b>Plural</b>	both, few, many, others, several
<b>Singular or Plural</b>	all, any, more, most, none, some

**I. When using a singular indefinite pronoun, the verb should be singular. When using a plural indefinite pronoun, the verb should be plural. Choose the singular or plural verb in the following sentences.**

1. No one (know, knows) how badly Dayana wants that gold medal.
2. Both (know, knows) how hard she works to achieve her goals.
3. Everything (seem, seems) brighter when you're around.
4. Many (seem, seems) to enjoy your company.
5. Everyone (love, loves) smiling babies.
6. Few (love, loves) picking up toys.
7. One (sing, sings) from the heart.
8. Several (sing, sings) off key.

**Write complete sentences using indefinite pronouns with the suggested verbs. Watch your subject-verb agreement, and remember to use correct punctuation and capital letters.**

Indefinite Pronoun	Verb	Sentence
nobody	to think	Nobody thinks the team will lose.
each	to admit	
one	to pass	
both	to dance	
everything	to change	
many	to hope	

★ **On the back, combine sentences 5 and 6 into one compound sentence using a coordinating conjunction.**

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**J. Use words and phrases to create new sentences. Start with this sentence:**

***My sister sings.***

**1.** Add an adverb that describes *how* my sister sings. Write the new sentence.

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**2.** Add an adjective that describes *my sister* to the sentence you created in #1. Write the new sentence.

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**3.** Add a prepositional phrase that tells *where* my sister sings to the sentence you created in #2. Write the new sentence.

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**4.** Add a dependent clause that answers *when* my sister sings to the sentence you created in #3. Write the new sentence.

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**5.** Replace the subject of the sentence you created in #4 with a subject pronoun. Write the new sentence.

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**6.** Replace the complete predicate with a different verb. Write the new sentence.

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★ **On the back, use interrogative pronouns (wh words) to ask questions that are answered by the new sentences you wrote. Use correct punctuation.**

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**K. First, follow the *Before You Read* steps. Then read the passage aloud, keeping the *As You Read* tips in mind to build your fluent reading skills. When you are ready, read to a teacher or record yourself reading.**

Before You Read	As You Read
1. Note any challenging words or phrases. Ask for help, if needed. 2. Highlight punctuation marks.	1. Pay attention to punctuation. 2. Group words into meaningful chunks. 3. Read with expression.

## Across Sand and Snow

Through most of human history, people relied on their own muscle power to get from place to place—they simply walked. But as time passed, people found that they could also use the muscle power of animals. They discovered how to train animals to help them travel and carry goods. Two animals important in transportation are the camel and the dog.

For thousands of years, desert people of Africa and Asia have used camels for transportation. Deserts are dry lands that can be very hot.

A camel's body is adapted to heat and lack of water. Its feet are shaped to walk easily on sand. A camel is strong enough to carry loads weighing hundreds of kilograms. In ancient times, traders used camels to carry goods between China and Europe. A large group, called a

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caravan, sometimes had more than a thousand camels in it.

In lands covered with ice and snow, wheeled vehicles slip and get stuck.

Sleds with runners, however, slide easily. Long ago, Arctic people built sleds for transportation. They trained dogs to pull the sleds.

They bred strong dogs with thick, warm fur, such as the Siberian husky and the Samoyed. Sled dogs were often hitched together in teams.

Today, snowmobiles are a common form of travel in the far north.

But sled dog races remain a popular sport.

Transportation can be difficult in deserts and in frozen lands. With the help of animals, people found ways to take successful journeys.

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**L. Check your understanding by answering the questions in the space provided.**

1. What is the main idea of this text?

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2. According to the text, what is one way that a camel is suited for desert transportation?

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3. What has replaced sled dogs as a common form of transportation in frozen areas?

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