

# Unit 4

## Grammar Pronouns, Adjectives, and Adverbs

## Writing Informative Writing: Classification

### CHAPTER 19

Pronouns . . . . . 234

### CHAPTER 20

More About Pronouns . . . . . 244

### CHAPTER 21

Writer's Craft: Effective Sentences  
Paragraph That Contrasts . . . . . 254

### CHAPTER 22

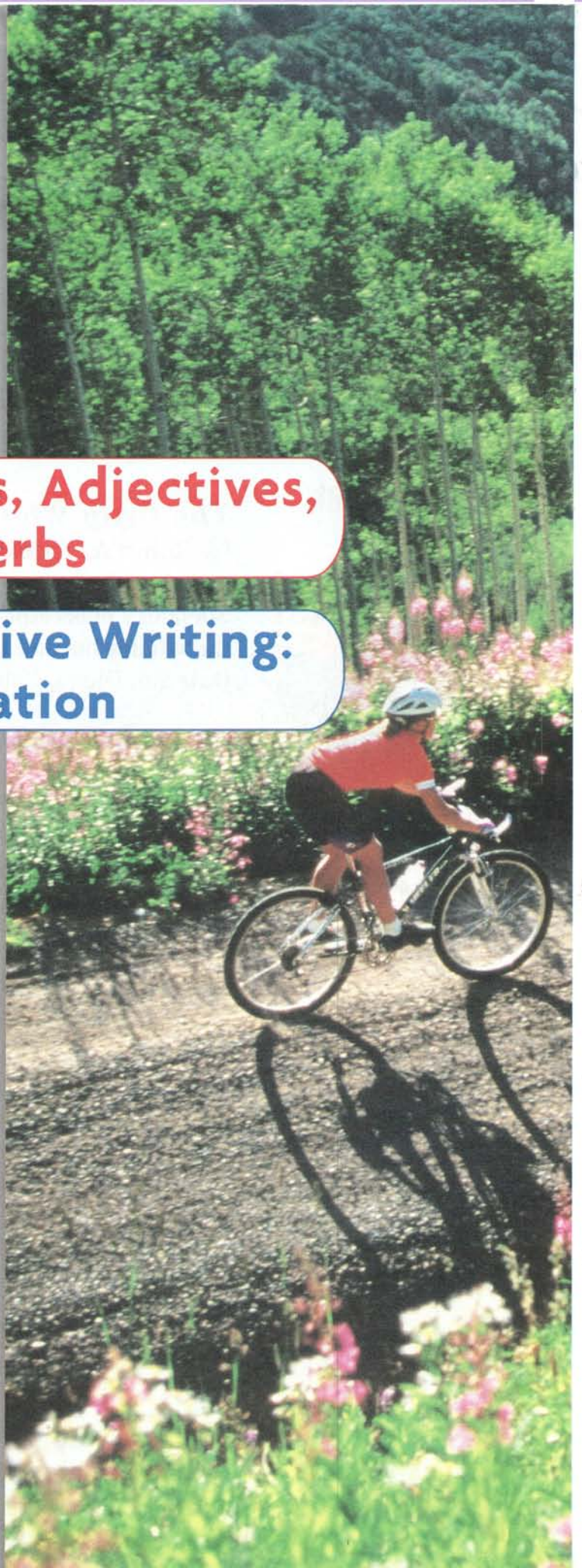
Adjectives and Adverbs . . . . . 262

### CHAPTER 23

More About Adjectives  
and Adverbs . . . . . 272

### CHAPTER 24

Writing Workshop  
Comparison/Contrast Essay . . . . . 282





Go Black Rock Cave  
Take Old Mountain  
Highway two miles  
to the fork. Then  
turn left, and  
follow Route 44  
until you reach  
the river. N  
1011

# Subject Pronouns

A **pronoun** is a word that takes the place of one or more nouns. A **subject pronoun** takes the place of a noun or nouns as the subject of a sentence.

In the example below, the subject pronoun *he* takes the place of *Cara's father*.

**Example:**

*He*  
 Cara's father is a chef. *He* taught Cara to cook.

*He* is an example of a subject pronoun. A subject pronoun is in the **subjective case**. This chart shows the subject pronouns. Always capitalize the pronoun *I*.

Subject Pronouns		
Person	Singular	Plural
First person (person speaking)	I	we
Second person (person spoken to)	you	you
Third person (person or thing spoken about)	he, she, it	they

## Guided Practice

A. Identify the subject pronoun in each sentence. Tell whether it is singular or plural.

**Example:** We should eat different kinds of foods. *We, plural*

- I enjoy fruits and vegetables.
- He brought a tuna sandwich for lunch.
- It is high in body-building proteins.
- With every meal, she drinks milk.
- She knows that milk is high in calcium.
- It builds strong teeth and bones.
- He chooses lowfat milk.
- One day we asked Tim about cheeses.
- "They contain calcium and protein," Tim said.
- Tomorrow we will share some cheese and fruit.

### Vocabulary Power

**nu•tri•tion**

[n(y)oo•trish'ən] *n.* The process used by a body to take in and use food as energy.

## Independent Practice

- B. Write each sentence. Underline the subject pronoun. Write whether that pronoun is singular or plural.

**Example:** With every meal, we take in nutrients.  
*With every meal, we take in nutrients. plural*

11. They keep the body working properly.
12. It uses nutrients for growth and energy.
13. We also use nutrients to help repair the body.
14. I listen to the doctor and eat a balanced diet.
15. "The body needs many nutrients," she says.
16. "It gets these nutrients from different foods."
17. I also listen to the health teacher at school.
18. He says that some foods have more vitamins than others.
19. We saw a helpful poster of the food groups.
20. They were arranged in a chart called the Food Guide Pyramid.

- C. Rewrite each sentence, using the subject pronoun that best replaces the underlined word or words.

**Example:** My mother is a food scientist, or nutritionist.  
*She is a food scientist, or nutritionist.*

21. Nutritionists created the Food Guide Pyramid.
22. The Food Guide Pyramid shows six basic food groups.
23. Fruits make up one group on the Food Guide Pyramid.
24. My brother likes oranges and bananas best.
25. My sister and I like apples.

### Writing Connection

**Real-life Writing: Menu** Work with a small group or a partner to make a short menu for a fast-food restaurant that serves healthful foods. Display your menu, and invite classmates to come and "order" from your restaurant. Take turns role-playing the order taker and the customer. Use language that is appropriate to the situation, including the correct forms of subject pronouns.

### Remember

that a pronoun stands for one or more nouns. A subject pronoun is used as the subject of a sentence.



# Object Pronouns

An **object pronoun** takes the place of a noun after an action verb, such as *see* or *tell*, or after a preposition, such as *about*, *at*, *for*, *from*, *in*, *of*, *to*, or *with*. An object pronoun is in the **objective case**.

This chart shows the object pronouns.

Object Pronouns		
Person	Singular	Plural
First person	me	us
Second person	you	you
Third person	him, her, it	them

You know that a direct object often follows an action verb. The direct object may be a noun or an object pronoun. An object pronoun may also follow a preposition.

### Examples:

Anita surprised **him**. (direct object of verb)

Anita often reads to **him**. (pronoun after a preposition)

Sometimes we use *I* or *me* together with a noun or another pronoun. *I* or *me* should always follow the noun or other pronoun.

### Examples:

*He* and *I* like broccoli. (pronouns as part of subject)

Broccoli is good for *him* and *me*. (pronouns after a preposition)

## Guided Practice

A. Identify the object pronoun in each sentence. Tell whether it is singular or plural.

**Example:** Vegetables are good for me.  
*me, singular*

1. Vegetables in our diet keep us healthy.
2. Carrots have vitamin A in them.
3. A tomato has vitamin C in it.
4. Tell him about the importance of minerals.
5. Vegetables are good for Eric and me.

## Independent Practice

B. Write the object pronoun used in each sentence. Tell whether the pronoun is singular or plural.

**Example:** Kris met me near the nutrition booth at the health fair. *me, singular*

6. We found it by looking for the Food Pyramid sign.
7. The nutritionist spoke to us.
8. Kris talked with him about a well-balanced diet.
9. Fats, oils, and sweets are a food group, but we get few nutrients from them.
10. Vegetable oil, however, has vitamin E in it.

C. Choose one of the pronouns in parentheses to complete each sentence. Write the sentence.

**Example:** Do bread, cereals, rice, and pasta have fiber in (they, them)?

*Do bread, cereals, rice, and pasta have fiber in them?*

11. What does fiber do for (me, I)?
12. Fiber helps (us, we) get rid of waste material.
13. How does protein benefit Caitlin and (I, me)?
14. Protein helps (you, we) grow, heal, and fight diseases.
15. Fish is one excellent source of (it, they).
16. Can you tell Caitlin and (me, I) about other sources of protein?
17. Meat, eggs, and nuts provide (us, we) with protein.
18. White beans can supply (she, her) with protein and calcium.
19. Tell (him, he) what we learned.
20. A well-balanced diet will help (them, they) enjoy life.



### Remember

that an object pronoun replaces a noun or nouns after an action verb or a preposition.

### Writing Connection

**Real-Life Writing: Note** Write a note inviting a friend to go somewhere with you and another person. Be sure to use object pronouns where they are needed and to use *I* and *me* last with other nouns and pronouns.





## Independent Practice

B. Write each sentence. Underline the pronoun. Draw an arrow to the pronoun's antecedent.

**Example:** The United States is a big country, and it has several regions.  
The United States is a big country, and it has several regions.

6. Many people came to the United States, and they settled in different regions.
7. People brought their own recipes with them.
8. Often a family tasted a food made by another group and liked it.
9. All people contributed to the diet of the region where they lived.
10. Fried chicken began as a Southern favorite, but it is enjoyed everywhere today.

C. Add a pronoun to complete each sentence. Write the sentence. Underline the pronoun's antecedent.

**Example:** Southwestern food is popular wherever \_\_\_\_ is served.  
*Southwestern food is popular wherever it is served.*

11. When the Spanish came, \_\_\_\_ learned many recipes from Native Americans.
12. These foods often have beans and peppers in \_\_\_\_.
13. Texans are famous for the beef cattle that \_\_\_\_ raise.
14. Your neighbor may use a Texas beef recipe when \_\_\_\_ prepares a meal.
15. A cook in any state might use beef when \_\_\_\_ makes a regional dish.



### Remember

that a pronoun must agree with its antecedent in gender and number. The antecedent is the noun or nouns to which the pronoun refers.

### Writing Connection

**Writer's Craft: Clear Pronouns** Choose a piece of your writing, and look at the way you used subject and object pronouns. Is it clear what each pronoun stands for? Have you used the correct subject and object forms? Make any improvements in pronoun use that would help you communicate more clearly.





# Extra Practice

- A. Identify the pronoun in each sentence. Write whether it is a subject pronoun or an object pronoun. One sentence has two pronouns. *pages 234–237*

**Example:** I eat three pieces of fruit every day.

*I, subject pronoun*

1. We should plan a diet that meets the body's needs.
2. Maria gave him a copy of the Food Guide Pyramid.
3. Leon and she discovered the nutrition chart in a health book.
4. The Food Guide Pyramid has been useful to them.
5. If I want to plan a well-balanced diet, the nutrition chart can help me.

- B. Write each sentence. Underline the pronoun. Draw an arrow from the pronoun to the antecedent.

*pages 238–239*

**Example:** People use energy as they work and play.

*People use energy as they work and play.*

6. "The amount of energy people have comes from what they eat," said Maria.
7. "The foods that a person eats can be grouped together, and they are called the person's diet."
8. "Wait a minute," Brian interrupted. "I thought that diets were for people who want to lose weight."
9. "No, Brian," Maria replied. "You probably have a diet."
10. "Most people have some kind of diet—a group of foods that they eat often," Maria continued.
11. "Diet is important because it may affect a person's health."
12. "Protein can help repair body parts if they have been injured."
13. "Some foods have nutrients in them that can help prevent certain diseases."
14. Rochelle wants to be a nutritionist like Maria so that she can help people.
15. Rochelle said, "Eric, you should read this book about nutrition."



## Remember

that a subject pronoun is used as the subject of a sentence and an object pronoun follows an action verb or a preposition. A pronoun agrees in gender and number with its antecedent.



For more activities with pronouns, visit [The Learning Site:](http://www.harcourtschool.com)

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C. Choose the correct pronoun in parentheses. Write the sentence. Some sentences have more than one pronoun. pages 234–239

**Example:** Some people must follow a special diet because (they, them) are ill.  
*Some people must follow a special diet because they are ill.*

16. (I, me) read Rochelle's book about diet.
17. Good nutrition can help (we, us) lead healthy lives.
18. A healthful diet does not guarantee that (we, us) will always be well.
19. People with some diseases may follow a special diet that can help (them, they).
20. (They, Them) may need to eat certain foods.
21. These people must avoid a food if (he, it) makes (they, them) sicker.
22. Eric and Caitlin told Hiroshi and (me, I) about a disease called diabetes.
23. (I, Me) listened to (they, them) with interest.
24. People with diabetes should visit a doctor; (he or she, him or her) can help (them, me).
25. Like all of (we, us), (they, them) should eat vegetables, fruits, and whole-grain foods.
26. People with diabetes should avoid foods with refined sugar in (it, them).
27. Eating meals at the same time every day is good for (they, them).
28. Regular exercise helps all of (we, us), and (it, you) is very good for diabetics.
29. The doctor gave Amy and (I, me) some advice.
30. He told (we, us) girls to drink lowfat milk every day.

### Writing Connection

**Writer's Craft: Vivid Adjectives** Think of all the green vegetables you can name. Choose three of them to describe. Write sentences that use vivid adjectives and other descriptive details to tell how the vegetables are similar and how they are different. Be sure to use the correct forms of subject and object pronouns.

#### DID YOU KNOW?

Native Americans were the first people to grow squash, a food rich in vitamin A. Today, more than 700 kinds of squash are grown around the world. They range from the acorn squash to the zucchini.



# Chapter Review

Read the passage and choose the pronoun that belongs in each space. Write the letter for your answer.

Yesterday in school my class learned about nutrition. Our teacher, Ms. Jordan, told (1) many interesting facts. (2) explained how the foods (3) eat affect our bodies. The body needs nutrients, and it finds (4) in food. Nutrients help the body work and grow. The body also uses (5) to repair injuries.

Today my brother pulled a muscle while playing ball. What will nutrients do for (6)? The doctor talked to my mother and (7) about nutrition. He told (8) that when a muscle is hurt, nutrients help heal the muscle.

**STANDARDIZED  
TEST PREP**

**TIP** If you are not sure of the correct answer, read the sentence, using each of the possible answers. Then rule out the answers that do not make sense.

- 1 A her  
B they  
C it  
D us

- 2 F He  
G It  
H She  
J Her

- 3 A she  
B we  
C us  
D they

- 4 F them  
G they  
H it  
J him

- 5 A it  
B us  
C they  
D them

- 6 F she  
G he  
H him  
J you

- 7 A he  
B me  
C I  
D it

- 8 F I  
G she  
H us  
J we



For additional test preparations, visit  
The Learning Site:

[www.harcourtschool.com](http://www.harcourtschool.com)

# Homophones and Homographs

**Homophones** are words that are pronounced alike but are spelled differently and have different meanings.

**Examples:**

Did you go to sea? (Did you travel on the ocean?)

Did you go to see? (Did you go to look?)

Some Common Homophones			
buy—by	hour—our	sea—see	for—four
know—no	hear—here	meet—meat	their—there— they're
week—weak	hole—whole	right—write	to—too—two

**Homographs** are words that are spelled alike but have different meanings. They may or may not be pronounced differently.

**Examples:**

I enjoy the rides at the **fair**.

That's not **fair**!

Her **fair** skin does not tan easily.

Throw me that ob'ject. (Throw me that thing.)

I ob'ject' to what he said. (I do not like what he said.)

Some Common Homographs		
hide (noun)— hide (verb)	well (noun)— well (adjective/adverb)	treat (noun)— treat (verb)
des'ert (noun)— de·sert' (verb)	ob'ject (noun)— ob·ject' (verb)	tire (noun)— tire (verb)

## YOUR TURN

**WORD PLAY** A pun is the humorous use of a homophone or a homograph to suggest two meanings at the same time. For example, a magazine article about a young writer comments that she has “the **write** stuff.” Puns are often used in jokes, in humorous poetry, and in newspaper headlines. Find an example of a pun to share with classmates, or make up your own. Tell whether your pun uses a homophone or a homograph.

**TIP** This sentence can help you remember that homophones sound alike: “I hear the sound of a *phone ringing*.”