

Lesson 1 Circle the complete subject in each sentence. Underline the complete predicate.

1. I am taking swimming classes.
2. Classes are held every Friday after school.
3. This class will make me a stronger swimmer.
4. My blue swimsuit has big, white polka dots on it.
5. The temperature of the pool is usually very warm.
6. My goggles provide protection from the chemicals in the pool water.
7. My swimming teacher demonstrated the backstroke for the first time last Friday.
8. Most of that class time was spent on the mechanics of the stroke.
9. A new stroke can be challenging.
10. I noticed my improvement after each lap.
11. The other students in the class are developing their swimming skills, too.
12. A group of us call ourselves "the sharks."
13. My teacher often uses a stopwatch to time us.
14. My muscles feel sore sometimes after a long class.
15. Hard work is making me a better swimmer.

Lesson 2 Circle the simple subject in each sentence. If the subject is understood *you*, write *you* on the line. Underline the simple predicate.

1. A visit to the library is always an adventure. _____
2. The library is a great destination for after school. _____
3. Be quiet! _____
4. Tall shelves full of so many books can intimidate a visitor. _____
5. A patron can find mystery, science fiction, and nonfiction books. _____
6. Some libraries have DVDs and comic books, too. _____
7. A special section for teens exists at some libraries. _____
8. Ask a librarian for a book recommendation. _____
9. Tell the librarian about your favorite book. _____
10. Some of the most popular books might be temporarily unavailable. _____
11. Other patrons may have borrowed them. _____
12. Search the shelves for other interesting books. _____
13. Reference librarians can help with any research project. _____
14. A library card is a passport to the world of knowledge. _____
15. Enjoy your books! _____

Name _____

Lesson 29 Circle each adjective that *describes* or tells *what kind*. Underline each adjective that tells *how many*. Draw a box around each article (*a, an, the*).

1. The annual fundraiser at our school was a huge success.
2. Three hundred students and their families came to the event.
3. The auditorium was decorated with blue and white balloons and streamers.
4. There were a dozen booths set up where people could play games and enjoy tasty snacks and refreshing drinks.
5. Many students helped to make the festival successful.
6. I awarded free balloons to every good helper.
7. Sarah had a responsible position; she sold tickets for the big raffle.
8. I would have been nervous if I had had to keep track of money.
9. The best thing about the fair was the musical chair competition.
10. A lucky friend of Sarah's and mine ran it.
11. Imagine getting to play the music until just the right moment!
12. Then you watch the frantic people scramble for the empty chairs.
13. I did not take home a prize, though, so the job was not perfect.
14. Maybe if I am kind to Mrs. Liu, she will let me run the musical chair competition someday.

Lesson 30 Circle each demonstrative adjective. Underline each demonstrative pronoun.

1. This is a photo album I made in my art class.
2. I decorated it with these shells I found on the beach.
3. I wish I had some shells like those!
4. Where did you find this one?
5. I found that one at Stinson Beach.
6. These others my sister gave to me.
7. How did you get those shells to stick to your album cover?
8. They sell this special glue at the craft store.
9. I'm really impressed with all the work you've put into this album.
10. Will you show me those pictures?
11. Who is that?
12. This is my Aunt Lupe.
13. These are my cousins.
14. That looks like a fun game they're playing.
15. I'll teach you how to play after I show you these pictures.

Name _____

Lesson 31 Underline each action verb. Circle each linking verb.

1. *Pathfinder* was a Mars mission.
2. It launched in 1996.
3. The craft had a lander and a rover.
4. The lander communicated information to NASA.
5. The name of the rover was *Sojourner*.
6. The six-wheeled rover looked like a toy.
7. It was about the size of a microwave oven.
8. The machine was able to move over small boulders.
9. After landing, *Pathfinder* had modem trouble.
10. Scientists at NASA corrected the problem.
11. *Pathfinder* sent many images back to NASA.
12. Possibly, Mars was once a wet planet.
13. At some point, it became a cold, dry desert.
14. The *Pathfinder* mission was very successful.
15. Like *Viking 1* and *Viking 2*, *Pathfinder* outlasted its design life.

Lesson 32 Underline each transitive verb and draw a box around its direct object. Draw a circle around each intransitive verb.

1. I love the ocean.
2. In the summer, my family often goes to the beach.
3. Mom naps under an umbrella.
4. My little sister and I wade in the water.
5. Then we gather seashells.
6. Last summer, I found a sea star.
7. It lay near a piece of driftwood.
8. I keep the sea star on my dresser at home.
9. Sometimes we stay at the beach until dark.
10. Once we built a bonfire.
11. On rare occasions, a pod of whales swims by.
12. One day, I will take a long voyage.
13. I will go diving far beneath the waves.
14. I may see strange fish and amazing plants.
15. Perhaps I will discover a wrecked ship!

Lesson 41 Circle the correct word in parentheses.

1. Where are you and (your/you're) family going this weekend?
2. Will you visit (your/you're) grandparents?
3. I'm sure (there/their/they're) going to be delighted to see you.
4. (There/Their/They're) eyes will surely light up.
5. (Your/You're) going to take the train, aren't you?
6. I hope you enjoy the trip (there/their/they're).
7. Be sure to take (your/you're) camera.
8. I'm sure (your/you're) going to get some great shots.
9. (There/Their/They're) may be snow along the way.
10. The trees will have lost (there/their/they're) leaves in that area.
11. Do (your/you're) grandparents have many animals on their farm?
12. (There/Their/They're) really lucky to live in such a great place.
13. Could we visit (there/their/they're) place someday?
14. I will ask them for (there/their/they're) permission.
15. Maybe I can go with you and (your/you're) parents next time you visit.

Lesson 42 Circle the correct word in parentheses.

1. (Who's/Whose) bike is parked outside?
2. It looks like (its/it's) front tire is flat.
3. Oh, you're the one (who's/whose) got the flat?
4. If you want to borrow my pump, (its/it's) in the garage.
5. (Its/It's) a good idea to carry extra tire patches around with you.
6. A tire can lose (its/it's) tread quickly on these rough roads.
7. I think (its/it's) helpful to learn basic bike repair.
8. (Who's/Whose) going to fix your bike for you out in the middle of nowhere?
9. (Its/It's) not that hard to fix a flat tire.
10. If the chain falls off (its/it's) track, that's an easy repair, too.
11. If you're someone (who's/whose) bike often has flats, you should learn to fix them.
12. A person (who's/whose) prepared to make minor repairs can feel more secure.
13. (Its/It's) a shame that basic bike repair isn't taught at our school.
14. Your tire looks like (its/it's) fixed for the time being.
15. (Its/It's) inner tube doesn't appear to be leaking.

Name _____

Lesson 43 Circle the word in parentheses that correctly completes each sentence.

1. Do you like (to/too/two) do research on the Internet?
2. I think articles are (to/too/two) difficult to read online.
3. I know several tricks (to/too/two) use to make Internet research more efficient.
4. Can you tell me how (to/too/two) use a search engine?
5. Use at least (to/too/two) keywords together to narrow your search.
6. Do you use quotation marks (to/too/two) narrow your search even further?
7. That helps, (to/too/two).
8. I never know how (to/too/two) recognize the most reliable information.
9. There are (to/too/two) kinds of sites that are particularly reliable.
10. What are the (to/too/two) you recommend?
11. Government sites are very useful, and educational sites can be, (to/too/two).
12. Are sites ending in .com good ones (to/too/two) use for research?
13. They may be unreliable, or they may be (to/too/two) biased.
14. Wow, there's a lot (to/too/two) know about using the Internet!
15. Yes, sometimes I think there's (to/too/two) much to learn.

Lesson 44 Circle the word or phrase in parentheses that correctly completes each sentence.

1. (Over/More than) a dozen kids in our class are collecting state coins.
2. That's (over/more than) 40% of the entire class.
3. (Less/Fewer) students are collecting stamps.
4. You have (over/more than) 30 United States quarters in your collection.
5. That's well (over/more than) the number that Ted Brown has.
6. I have (less/fewer) quarters than either of you.
7. It will probably take me (over/more than) a year to complete my collection.
8. I am still hunting for (over/more than) 20 state quarters.
9. I have spent (less/fewer) time collecting coins than you have.
10. You have been gathering coins for (over/more than) a year now.
11. Did you know that there were (over/more than) six billion quarters minted in 2000?
12. That's two billion (over/more than) the number our nation minted in 1999.
13. (Less/Fewer) state quarters were minted in subsequent years.
14. The U.S. Mint produces (less/fewer) coinage for some states than for others.
15. For example, Delaware has (less/fewer) state quarters in circulation than Connecticut has.

Lesson 51 Circle each boldfaced word that is a subject pronoun. Underline each boldfaced word that is an object pronoun.

1. What did **you** do last weekend?
2. I took my little brother to see a movie.
3. I told **him** to keep quiet.
4. **He** often talks to **me** during the most suspenseful part of the movie.
5. People shush **us** if **we** make too much noise.
6. That embarrasses **me**, so I try to be as quiet as possible.
7. Do **you** eat popcorn when **you** see a movie?
8. If I see people with popcorn, I try not to sit by **them**.
9. The crunching drives **me** crazy.
10. To **me**, crunching is worse than my little brother's whispers.
11. I will give **you** a piece of advice.
12. If **you** eat candy in a movie, take **it** out of the wrapper before the movie starts.
13. My mom says **she** finds the rustling of candy wrappers distracting.
14. A family sat behind **me** once, and all of **them** were eating.
15. **They** crunched, rustled, and slurped their way through the whole film.

Lesson 52 Circle the correct pronoun in each pair. Write *S* if you chose a subject pronoun and *O* if you chose an object pronoun.

1. Rob and (I/me) wanted to go hiking last Saturday. _____
2. (He/Him) and I asked Mom if we could go. _____
3. (She/Her) and my dad were cleaning the garage. _____
4. Dad said that (he/him) and Mom were almost finished. _____
5. Mom asked Rob and (I/me) if she could hike with us. _____
6. (Rob and I/Me and Rob) told her she could. _____
7. Dad told (Mom and me/Mom and I) that we should phone Uncle Tim and my cousin. _____
8. Cousin Mara said that (her/she) and her dad would love to come. _____
9. So they joined Mom, Rob, and (I/me) at Pine Ridge Park. _____
10. Uncle Tim and Mara hadn't eaten, so we gave (him/he) and her lunch. _____
11. Then Mom and (I/me) led everyone on our favorite trail. _____
12. Uncle Tim said that (he and Mara/Mara and him) had never gone that way. _____
13. Rob, Mara, and (me/I) raced to the top of a hill. _____
14. Rob said that (him and Mara/Mara and he) had tied for first. _____
15. Mara said that (her/she) had beaten him by a nose. _____

Lesson 53 Circle the antecedent or antecedents of each boldfaced pronoun.

1. Kay and her friend Liam got lost as **they** were going to the mall.
2. They missed their bus stop although the driver called **it** out.
3. Liam was talking on his cell phone, so **he** didn't hear the driver.
4. Kay was daydreaming, so **she** didn't hear the driver either.
5. Once the two friends realized their error, **they** asked the driver what to do.
6. He gave them directions, but they forgot **them** as soon as they got off the bus.
7. They boarded another bus, but **it** had a different number.
8. The bus took a different route; **it** was longer than the way they had come.
9. Finally Kay spotted River Park Mall; the bus dropped them off in front of **it**.
10. As soon as Kay and Liam got off the bus, **they** hurried inside the mall.
11. Kay wanted to buy her father a present because **he** had a birthday coming.
12. Kay was drawing a blank, so **she** asked Liam to help her.
13. Liam led her into a department store; **it** was having a sale.
14. Liam fell behind a crowd of shoppers, and Kay worried that she had lost **him**.
15. Kay found a fishing hat on sale; she decided **it** was just what her dad needed.

Lesson 54 Circle the pronoun in parentheses to complete each sentence correctly.

1. (Who/Whom) is that sitting over there on the grass?
2. To (who/whom) are you pointing?
3. I am pointing to the man (who/whom) is talking to Mr. Chen.
4. Do you mean the one (who/whom) is wearing the blue baseball cap?
5. Yes, that is the person to (who/whom) I'm referring.
6. Isn't he the guy (who/whom) plays his saxophone here on weekends?
7. No, I think the man (who/whom) plays sax is taller and has darker hair.
8. That person looks familiar, though; to (who/whom) is he talking now?
9. He is talking to a woman (who/whom) comes to the park often.
10. Yes, she's someone (who/whom) I've seen here many times before.
11. She's the one (who/whom) sits at the other end of the park.
12. Is she the one (who/whom) paints portraits for twenty dollars?
13. Yes! Maybe the man to (who/whom) I was pointing wants his portrait painted.
14. We are the ones (who/whom) should have our portrait painted.
15. Then we could give it to Mom, (who/whom) has always wanted to have a portrait of us.

Name _____