

# Grammar, Usage, and Mechanics Worksheet #1

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## **FOCUS**     Proper Nouns

A **proper noun** is the name of a person, place, or thing. It can be acted upon and is capitalized.

## **CONNECT TO WRITING**

Whenever possible, use specific proper nouns rather than common nouns. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.

Capitalize all words that make up proper nouns, except articles (*a*, *an*, and *the*), prepositions, such as *of*, *to*, and *from*, and conjunctions, such as *and*, *or*, and *but*.

<b>Examples:</b>	<i>Josh</i> was honored	person
	at <i>U.S. Memorial Auditorium</i>	place
	with the <i>Smith-Lee Award</i> .	thing

## **PRACTICE**

Circle or highlight the proper nouns in the following story.

John Francis left his home in Beatrice, Nebraska in 1941, shortly before the start of World War II. Traveling first by bus to Chicago, he then boarded the *Southwestern Chief* to ride to Los Angeles. At Grand Central Station, John met his sister, Jane, and immediately began looking for part-time work and an apartment. He found employment at Blix Hardware on Western Avenue and a room to rent in nearby South Hollywood.

When war was declared, John enlisted in the army and was stationed at Fort Ord. He played trumpet in the Army Band and was promoted to the rank of Staff Sergeant. The United States was fortunate to have so many young men, like John, serving their country.

After the war in 1945, John enrolled in the University of Southern California, paying his tuition with money from the G.I. Bill. Graduating Cum Laude with degrees in Business and Social Science, he continued to play trumpet in clubs all over Southern California. Upon marrying Janice Jones, he took a job at California Federal Savings and Loan and was promoted to Senior Vice-President. He and his wife raised two children, Mark and Robin.

## **WRITE**

Compose your own sentence with person, place, and thing proper nouns.

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# Grammar, Usage, and Mechanics Worksheet #2

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## FOCUS Common Nouns

A **common noun** is an idea, person, place, or thing.

### CONNECT TO WRITING

Whenever possible, use specific common nouns rather than general common nouns. A common noun can be a single word, a group of words, or a hyphenated word and is capitalized only at the start of a sentence.

**Examples:** It takes *self-control*                      idea  
                  for a *teenager*                                person  
                  to drive to *school*                            place  
                  in a *sports car*.                                thing

### PRACTICE

Sort the following common nouns as an idea, person, place, or thing in the correct columns:

mountain, friendship, teacher, neighborhood, food, self-image, freedom, toy, fire-fighter, cousin, rock, country, lamp stand, football stadium, police officer, self-confidence, grandfather clock, family room, brother-in-law, world peace

IDEA	PERSON	PLACE	THING
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

### WRITE

Compose four sentences, using a common noun from each category. Use none of the common nouns listed on this worksheet. Be as specific as possible.

idea \_\_\_\_\_

person \_\_\_\_\_

place \_\_\_\_\_

thing \_\_\_\_\_

## Grammar, Usage, and Mechanics Worksheet #3

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### FOCUS      Pronouns

A **pronoun** is a word used in place of a proper noun or common noun.

**Examples:**    *Ted* is ready. *He* is never late.  
                  The *game* has already started. Ted will watch *it* at home.

### CONNECT TO WRITING

Pronouns are used to avoid repeating the same noun over and over again. Pronouns are used in the *first person*, *second person*, or *third person* points of view. Avoid *first* and *second person* pronouns in essays designed to inform or convince your reader.

The *first person* pronoun stands for the one speaking.

**Examples:**    Singular      I, me, my, mine, myself  
                  Plural         we, us, our, ours, ourselves

The *second person* pronoun stands for the person to whom one is speaking.

**Examples:**    Singular      you, your, yours, yourself  
                  Plural         you, your, yours, yourselves

The *third person* pronoun stands for the one spoken about.

**Examples:**    Singular      he, she, it, him, her, its, his, hers, himself, herself, itself  
                  Plural         they, them, their, theirs, themselves

### PRACTICE

Underline the pronouns in this phone conversation.

“Hello,” said Susan.

“Is this the owner of the car for sale?” the caller asks.

“It, is I,” replies Susan. “Who is calling?”

“The one paying you full price for your car. My name is Marcy. What’s yours?”

“Susan,” she says. “But let me get my husband. Actually, he is selling his car, not mine.

“Suit yourself, says Marcy. Put him on the phone.”

### WRITE

Finish the rest of this phone conversation, using at least two different pronouns.

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# Grammar, Usage, and Mechanics Worksheet #4

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## FOCUS     Adjectives

An **adjective** modifies a proper noun, a common noun, or a pronoun and answers Which one? How many? or What kind?

## CONNECT TO WRITING

Adjectives usually are placed before nouns and pronouns. Whenever possible, use specific, rather than general adjectives. For example, adjectives such as *interesting*, *nice*, and *exciting* are general adjectives.

Examples:	Type of Adjective	Too General	Specific
	Which One?	<i>That</i> park	<i>That city</i> park
	How Many?	had <i>some</i> playgrounds	had <i>two</i> playgrounds
	What Kind?	<i>swimming</i> pools.	<i>huge swimming</i> pools.

## PRACTICE

Sort the following *italicized* adjectives into the correct columns:

*twenty-story* building, *most* sports, *juicier* hamburgers, *these* games, *that* bright color, a *dozen* flowers, the *muddy* Missouri River, *few* announcements, *this* idea, *those* desserts, *navel* orange, *thousands* of islands, *spicy* pizza, *certain* groups, *loud* rap music

Which One?	How Many?	What Kind?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## WRITE

Compose three sentences, using an adjective from each category. Use none of the adjectives listed on this worksheet. Be as specific as possible.

Which One? \_\_\_\_\_

How Many? \_\_\_\_\_

What Kind? \_\_\_\_\_

# Grammar, Usage, and Mechanics Worksheet #5

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## FOCUS Verbs

A **verb** completes three types of actions:

- A verb can mentally act. **Examples:** think, like, wonder, know
- A verb can physically act. **Examples:** run, talk, eat
- A verb can also link a noun or pronoun to another word or words in the sentence. These are known as *state of being* verbs.

**Examples:** is, am, are, was, were, be, being, been, appear, become, feel, grow, keep, look, remain, seem, smell, sound, seem, stay, taste

## CONNECT TO WRITING

A verb can be singular or plural and must match the noun or pronoun it acts upon or modifies. Singular nouns often match verbs ending in *s*. Plural nouns often use verbs that don't end in *s*.

**Examples:** Amanda walks. They walk.

Some verbs add a helping verb in front of the verb. Helping verbs include the “to be” verbs: *is, am, are, was, were, be, being, been*; the “to do” verbs: *do, does, did*; the “to have” verbs: *has, have, had*; and the modals: *can, could, may, might, must, shall, should, will, and would*.

**Examples:** Tim was thinking. He did not need her help, but she had offered, and he might need assistance later.

## PRACTICE

Identify each type of verb action in the parentheses following each verb (mental, physical, state of being). Then underline each of the helping verbs.

I know ( \_\_\_\_\_ ) that he had run ( \_\_\_\_\_ )

a full mile before, but he might be ( \_\_\_\_\_ ) too tired right now. He

did walk ( \_\_\_\_\_ ) a mile yesterday.

## WRITE

Compose three of your own sentences with the three types of verb actions. Include at least one singular and plural verb plus at least one helping verb.

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# Grammar, Usage, and Mechanics Worksheet #6

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## FOCUS      Adverbs

An **adverb** describes a verb, an adjective, or an adverb and answers What degree? How? Where? or When? The adverb may be found before or after the word that it modifies.

**Examples:** Trey walked *more*                      What degree?  
*carefully*    How?  
*late* at night                                        When?  
*there* at the docks.                              Where?

## CONNECT TO WRITING

As a matter of good writing style, place shorter adverbial phrases in front of longer ones.

**Example:**      The family walks *around the block after every Thanksgiving Dinner*.

**Explanation:** The shorter adverbial phrase *around the block* is properly placed before the longer *after every Thanksgiving Dinner*.

As a matter of good writing style, place specific adverbs before general ones.

**Example:**      It should be *exactly where* I said, *next* to her, or *somewhere over there*.

**Explanation:** The more specific adverbs *exactly where* and *next* are properly placed before the more general *somewhere over there*.

## PRACTICE

Sort these adverbs into the following categories: often, everywhere, slowly, one o'clock, mostly, carefully, nearby, later, here, less, easily, mainly

What Degree	How	Where	When
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## WRITE

Compose four sentences with adverbs from each category. Use none of the adverbs listed on this worksheet.

What Degree \_\_\_\_\_

How \_\_\_\_\_

Where \_\_\_\_\_

When \_\_\_\_\_

## Grammar, Usage, and Mechanics Worksheet #7

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### FOCUS      Prepositional Phrases

A **preposition** is a word that shows some relationship to an object (a proper noun, a common noun, or a pronoun). The preposition is always part of a phrase. A phrase is a group of related words without a noun and connected verb. The preposition asks “What?” and the object follows with the answer. A preposition tells *when*, *where*, or *how* something happens.

#### Examples:

When it happens:	Our teacher leaned <i>against</i> the wall.	<i>against</i> what? ...the wall
Where it happens:	<i>Under</i> the bed the cat hid.	<i>Under</i> what? ...the bed
How it happens:	We travelled <i>by</i> bus.	<i>by</i> what? ...bus

### CONNECT TO WRITING

We often end spoken sentences with a preposition, but avoid this in your writing.

**Example:** Spoken sentence—“Who will you go *to*?” Written sentence—“*To whom* will you go?”

Here is a list of commonly-used prepositions. Memorizing this list will help you notice prepositions in your reading and use them in your writing.

*aboard, about, above, according to, across, after, against, along, among, around, as, as to, at, before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, for, from, in, inside, instead of, into, in place of, in spite of, like, near, next, of, off, on, onto, outside, out of, over, past, regardless of, since, than, through, throughout, to, toward, under, underneath, unlike, until, up, upon, with, within, without*

### PRACTICE

Underline the prepositions, and [bracket] their objects. Then draw an arrow from each preposition to its object.

“I pledge allegiance to the flag of the United States of America and to the republic for which it stands: one nation under God, indivisible, with liberty and justice for all.” These words are spoken in schools throughout America each day. The right hand is placed over the heart and eyes are focused on the flag. Children stand to say the pledge and give respect to our country.

### WRITE

Compose your own sentence or two with three different prepositional phrases.

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## Grammar, Usage, and Mechanics Worksheet #8

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### FOCUS     Coordinating Conjunctions

A **conjunction** joins words, phrases, or clauses together.

### CONNECT TO WRITING

A **coordinating conjunction** connects words, phrases, or clauses with related meanings. The memory trick FANBOYS (For-And-Nor-But-Or-Yet-So) may help you remember the common two or three-letter coordinating conjunctions.

**Example:** Two desserts are fine, *but* three are better.

### PRACTICE

Read the following short story and fill in the blanks with the correct coordinating conjunctions.

Liz \_\_\_\_\_ Pam both wanted to see the new scary movie, \_\_\_\_\_ they were afraid. The friends did not want to go alone, \_\_\_\_\_ did they want to go with their parents. The girls decided to get more friends to go, \_\_\_\_\_ they bought a dozen tickets \_\_\_\_\_ treated ten of their friends to a free movie. Liz planned on buying popcorn, \_\_\_\_\_ not drinks for her friends. Pam did not have much money, \_\_\_\_\_ she decided to buy candy for all of her friends.

The movie was scary, \_\_\_\_\_ it was fun to see it with lots of friends. Both Liz \_\_\_\_\_ Pam say that their friends will have to pay their own way the next time. They would like to always treat their friends but they can't, \_\_\_\_\_ it would just be too expensive.

### WRITE

Compose your own sentence or two using two or more coordinating conjunctions.

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## Grammar, Usage, and Mechanics Worksheet #9

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### FOCUS Subordinating Conjunctions

A **subordinating conjunction** begins a dependent clause.

### CONNECT TO WRITING

A **subordinating conjunction** begins a dependent clause. A dependent clause is a noun and connected verb that does not express a complete thought. It *depends* upon connecting to a complete thought to form a sentence.

**Example:** Although my friends had already seen it, they saw the show a second time.

This memory trick will help you remember the common subordinating conjunctions:

**Bud is wise, but hot! AAA WWW**

**Bud:** Before, unless, despite (in spite of); **is:** in order that, since;

**wise:** while, if, since, even though (if); **but:** because, until, that; **hot:** how, once, than!

**AAA:** After; Although (though); As (As if, As long as, As much as, As soon as, As though)

**WWW:** Whether; When (Whenever); Where (Wherever)

### PRACTICE

Read the following short story and fill in the blanks with the correct subordinating conjunctions.

\_\_\_\_\_ Salma went to bed, she set her alarm to wake up early. The next day was going to be an important one for Salma \_\_\_\_\_ she was meeting with the principal to receive a special citizenship award. She woke up \_\_\_\_\_ she heard the alarm and crept downstairs to make her breakfast. \_\_\_\_\_ she was up early, her father had already eaten his breakfast and had left for work. \_\_\_\_\_ her father knew that Salma would be short on time that morning, he packed a lunch for his daughter and put it on the table \_\_\_\_\_ she would be sure to see it. \_\_\_\_\_ her father's help, Salma did leave the house a bit late.

### WRITE

Compose your own sentence beginning with a subordinating conjunction.

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# Grammar, Usage, and Mechanics Worksheet #10

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## **FOCUS** Correlative Conjunctions

Correlative conjunctions join words, phrases, or clauses together.

## **CONNECT TO WRITING**

Correlative conjunctions are pairs of conjunctions used in the same sentence that indicate a certain relationship. Common correlative conjunctions include the following:

both...and      either...or      whether...or      neither...nor

**Example:** *Either* we work together, *or* we will fail together.

## **PRACTICE**

Read the following short story and fill in the blanks with the correct correlative conjunctions.

Both Taylor \_\_\_\_\_ I love to play basketball. After school we are \_\_\_\_\_ playing one-on-one out on the playground \_\_\_\_\_ talking about our next league game. It's great to be on the same team as my best friend, even though our team has only won one game this season. Our coach always tells us, "It's not \_\_\_\_\_ you win \_\_\_\_\_ lose that matters; it's how you play the game. \_\_\_\_\_ Taylor \_\_\_\_\_ I are the best players on our team, but we are getting better with each game. \_\_\_\_\_ Taylor and I plan to practice a lot over the summer. Hopefully, we will be on the same team again next year.

## **WRITE**

Compose your own sentence or two with two pairs of correlative conjunctions.

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# Grammar, Usage, and Mechanics Worksheet #11

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## **FOCUS**      Simple and Complete Subjects

The **simple subject** is the common noun, proper noun, or pronoun that the verb acts upon. The subject is the “do-er” of the sentence.

## **CONNECT TO WRITING**

The simple subject tells whom or what the sentence is about. When additional words help name or describe the simple subject, this is known as a **complete subject**.

**Examples:**      *A nurse* assisted the patient.                                  Simple Subject  
                         *The police officer* helped prevent the accident.              Complete Subject

The simple subject is usually found at the start of a declarative sentence. To find the simple subject of the sentence, look for the main verb and the common noun, proper noun, or pronoun that the verb acts upon. The simple subject is never part of a prepositional phrase.

## **PRACTICE**

Circle or highlight the simple subjects found in the story below.

Vacationing in Mexico, an experienced traveler will visit three famous cities. Tasco, known as the “Silver City” because of its rich silver mines, welcomes thousands of tourists each summer to see its timeless architecture. The cathedral impresses visitors from around the world. A second city, Guadalajara, shows off its rich colonial heritage. Having one of the most beautiful town squares, this city gives any traveler a complete history of Mexico. If given the opportunity, no one should hesitate to visit the capital. Mexico City has many sites of archeological importance, including pyramids of the Aztec Empire. A trip to Mexico connects the traveler with his or her historical roots.

What is the complete subject in the first sentence of the above story?

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## **WRITE**

Compose a sentence with a simple subject and then one with a complete subject.

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## Grammar, Usage, and Mechanics Worksheet #12

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### **FOCUS**      Compound Subjects

The **compound subject** has two or more connected common nouns, proper nouns, or pronouns that one verb acts upon. The words “and,” “or,” or “nor” connect them. The compound subject is the “do-er” of the sentence. It tells whom or what the sentence is about.

**Examples:**    The *girl* and her *mother* walked to the store.  
                      Running quickly down the slope were *Suzanne*, *Becky*, and *Carson*.

When additional words help name or describe the compound subject, this is known as a **complete compound subject**.

### **CONNECT TO WRITING**

The compound subject is usually found at the start of a declarative sentence. To find the compound subject of the sentence, first identify any prepositional. The compound subject is not part of a prepositional phrase.

### **PRACTICE**

Circle or highlight the complete compound subjects in the article below.

In terms of difficulty, running 28 miles is quite an accomplishment, and the marathon always fills the stadium or arena with an eager audience. Track fans and casual spectators enjoy the competition of this oldest Olympic event. Basketball and ice-hockey also get high television ratings. The “Dream Team,” composed of the best National Basketball Association players, or the United States hockey team, composed of professional hockey all-stars, always entertains the Olympic audience. These two popular events, as well as the track-and-field contests, highlight the Winter or Summer Olympics for most sports fans.

### **WRITE**

Compose your own sentence with a compound subject.

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In the sentence above, identify the complete compound subject.

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# Grammar, Usage, and Mechanics Worksheet #13

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## FOCUS Simple and Complete Predicates

The **simple predicate** is the verb that acts upon the subject of the sentence. It does the work of the “do-er” of the sentence. When additional words help describe the simple predicate, this is known as a **complete predicate**. The complete predicate consists of the rest of the sentence other than the subject.

**Examples:** Michael *hurt* his hand. Simple Predicates  
She *had become* a young lady.  
They *should have listened* to me.  
An angry man *tried to run me off the road*. Complete Predicate

## CONNECT TO WRITING

To find the simple predicate, first identify the subject and ask “What?” The answer to this question should be the predicate. The simple predicate usually follows the subject in a sentence. However, it can be placed before the subject in a question (*Was it your mother’s purse?*). The subject can also be suggested, but not stated in the sentence (*Look out!*). Often, the suggested subject is *you*.

## PRACTICE

Underline the simple subjects and [bracket] the simple predicates found in the story below.

Ice cream always has pleased young and old alike as a favorite summertime dessert. One ice cream that pleases many is Neapolitan. This treat has chocolate, strawberry, and vanilla all in one. Rocky Road delights children of all ages with small bits of marshmallows and nuts in a rich chocolate ice cream. For some, the nuts or marshmallows may cause an allergic reaction. A creamy double scoop on a sugar or waffle cone tastes great. Eating too much ice cream can be an addictive behavior.

## WRITE

Compose a sentence with a simple predicate and then one with a complete predicate. Underline the subjects and bracket the simple and complete predicates.

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## Grammar, Usage, and Mechanics Worksheet #14

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### FOCUS      Compound Predicates

The **compound predicate** has two or more connected verbs that act upon the same subject of the sentence. These verbs do the work of the “do-er” of the sentence.

**Examples:** Michael *fell* and *hurt* his hand. She *had become* and still *remained* a young lady.

### CONNECT TO WRITING

To find the compound predicate, first identify the subject and ask “What?” The answer to this question should be the predicate. A connecting word such as “and,” “or,” or “but” is usually placed between the verbs. When additional words help describe the compound predicate, this is known as a **complete compound predicate**.

Use compound predicates to make your writing more concise (brief), clear, and readable.

**Examples:** Instead of the following: Rob studied the textbook for the test. Then, he practiced the vocabulary for the test. After practicing the vocabulary, he memorized the poem—all to prepare for the test. Try a compound predicate such as in this sentence: Rob studied the textbook, practiced the vocabulary, and memorized the poem to prepare for the test.

### PRACTICE

Underline the simple subjects and [bracket] the compound predicates in the story below.

Of all the books by Mark Twain, two works stand out and are remembered as his best. Twain’s description of life as a riverboat captain in *Life on the Mississippi* both entertains and informs. After reading this book, one will learn and will understand what the phrase “Mark Twain” means. A second novel, *Huckleberry Finn*, teaches and preaches about how badly people can treat each other. Huck Finn, struggles with and triumphs over the evils of slavery.

Re-write the following sentences into one sentence with a compound predicate:

Debbie walked into the room. Next, she sat down in the chair. And, she heaved a sigh of relief.

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### WRITE

Compose your own sentence with a compound predicate.

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# Grammar, Usage, and Mechanics Worksheet #15

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## **FOCUS**      Simple Sentences / Types of Sentences

A **simple sentence** has one independent clause, but no dependent clause. An independent clause has a noun connected to a verb that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.

**Examples:** Jim left class (independent clause) before he finished the project (dependent clause).

## **CONNECT TO WRITING**

Complete sentences can be identified by their purposes.

A **declarative** sentence makes a statement and has a period as ending punctuation.

**Example:** Joanna went shopping at the mall.

An **interrogative** sentence asks a question and has a question mark as ending punctuation.

**Example:** Would you mind cooking your own dinner tonight?

An **imperative** sentence gives a command or makes a request and has a period as ending punctuation. Frequently, the *you* is implied (suggested, but not stated).

**Examples:** Don't tell me what to do (command). Mother, sing a song for us (request).

An **exclamatory** sentence expresses surprise or strong emotions and has an exclamation point as ending punctuation.

**Example:** I can't believe you said that!

**Remember: A complete sentence—**

1. Tells a complete thought.
2. Has both a subject and a predicate.
3. Has the voice drop down at the end of a statement and the voice go up at the end of a question.

## **PRACTICE**

Identify the following simple sentences as declarative, interrogative, imperative, or exclamatory in the space provided. The ending punctuation has been omitted.

1. Look at me when I talk to you \_\_\_\_\_
2. That answer really shocked me \_\_\_\_\_
3. Why should I have to wait \_\_\_\_\_
4. Tom asked me a question \_\_\_\_\_

## **WRITE**

Compose an interrogative sentence. Then answer with a simple declarative sentence.

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# Grammar, Usage, and Mechanics Worksheet #16

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## **FOCUS**      Compound Sentences

A **compound sentence** has two or more independent clauses but no dependent clauses. An independent clause has a noun connected to a verb that tells a complete thought. A dependent clause has a noun connected to a verb that does not tell a complete thought.

**Example:** Ken asked his teacher for his homework, but he didn't follow her advice.

## **CONNECT TO WRITING**

The independent clauses are joined by a semicolon or a comma followed by a coordinating conjunction (FANBOYS: *for, and, nor, but, or, yet, so*).

Compound sentences must have a clear relationship between the independent clauses. Having a variety of sentence lengths is a mark of good writing. Avoid placing two compound sentences next to each other in the same paragraph.

## **PRACTICE**

Use the coordinating conjunctions (FANBOYS) to join the following independent clauses in the spaces provided. The ending punctuation has been omitted.

1. I enjoy watching old television shows      the new ones are better

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2. Do you want vanilla      do you want strawberry

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Use a semicolon to join the following independent clauses in the spaces provided below each pair. The ending punctuation has been omitted.

3. No one really wants to go      they just feel like they must attend

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4. This route takes too long      there must be another way

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## **WRITE**

Write your own compound sentence.

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# Grammar, Usage, and Mechanics Worksheet #17

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## FOCUS      Complex Sentences

A **complex sentence** has an independent clause and at least one dependent clause. An independent clause has a noun connected to a verb that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.

**Example:** Ty finished his work (independent clause) + before he ate lunch (dependent clause) = Ty finished his work before he ate lunch. (complex sentence)

## CONNECT TO WRITING

Complex sentences can help explain the relationship between complicated ideas. If starting a sentence with one of these dependent clauses, follow the clause with a comma:

**Adjectival Clauses** modify nouns or pronouns. These pronouns begin many adjectival clauses: *who, whose, on (for, of) whom* to refer to people; *that* refers to people or things; and *which* refers only to things.

**Example:** John, whose work is well-known, won the prize.

**Adverbial Clauses** modify a verb or another adverb. Subordinating conjunctions begin adverbial clauses. This memory trick will help you remember the common subordinating conjunctions:

**Bud is wise, but hot! AAA WWW**

**Bud:** Before, unless, despite (in spite of); **is:** in order that, since;

**wise:** while, if, since, even though (if); **but:** because, until, that; **hot:** how, once, than!

**AAA:** After; Although (though); As (As if, As long as, As much as, As soon as, As though)

**WWW:** Whether; When (Whenever); Where (Wherever)

**Example:** As long as she can wait, they will wait.

## PRACTICE

Re-write the following simple sentences into complex sentences in the spaces below.

1. he will be able to go outside to play      the boy practices his trombone      as soon as

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2. whose      tonight we celebrate a special young lady,      achievement is special

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## WRITE

Write your own complex sentence.

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# Grammar, Usage, and Mechanics Worksheet #18

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## **FOCUS**      Compound-Complex Sentences

A **compound-complex sentence** has two or more independent clauses and at least one dependent (subordinate) clause. An independent clause has a noun connected to a verb that expresses a complete thought. A dependent clause has a noun connected to a verb that does not express a complete thought.

**Example:** Before he ate his lunch (dependent clause) +  
Ty completed all his chores (independent clause) +  
and he read the newspaper (independent clause) =  
Before he ate his lunch, Ty completed all his chores and he read the newspaper.

## **CONNECT TO WRITING**

Dependent clauses can be placed at the start, in the middle, or at the end of sentences.

## **PRACTICE**

Rearrange the following independent clauses and dependent clauses into compound-complex sentences in the spaces below. You may need to switch around the order, add, or delete words.

and then John told a campfire story    the campers roasted marshmallows    after the sun set

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he knew the sailor    but the sailor did not recognize him    since the captain had a beard

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although he knew better    she just would not listen    because he could not teach her

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## **WRITE**

Compose your own compound-complex sentence.

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# Grammar, Usage, and Mechanics Worksheet #19

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## FOCUS Fixing Fragments

A **sentence fragment** is only part of a complete sentence. It does not tell a complete thought. The fragment may be a dependent clause (a noun and a connected verb that does not tell a complete thought) or a phrase (a group of related words without a noun and connected verb).

## CONNECT TO WRITING

To change sentence fragments into complete sentences, try the following:

- Connect the fragment to the sentence before or after the fragment.  
**Example:** On the icy roads. The cars skidded. Fragment  
On the icy roads the cars skidded. Complete
- Change the fragment into a complete thought.  
**Example:** Eaten by the monkey the banana. Fragment  
The banana was eaten by the monkey. Complete
- Remove subordinating conjunctions.  
**Example:** Although she found out where the boys were. Fragment  
She found out where the boys were. Complete

### Remember: A complete sentence—

1. Tells a complete thought.
2. Has both a subject and a predicate.
3. Has the voice drop down at the end of a statement and the voice go up at the end of a question.

## PRACTICE

Change the following sentence fragments into complete sentences in the spaces provided.

Running down the hill to my friend. I saw her.

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Finally, the reason he left.

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Because the playground seems wet with ice.

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## WRITE

Add to this dependent clause to form a complete sentence: Whenever I need help in math

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## Grammar, Usage, and Mechanics Worksheet #20

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### FOCUS Fixing Run-Ons

A **sentence run-on** has two independent clauses connected together as if they were one sentence. An independent clause has a noun connected to a verb that tells a complete thought.

### CONNECT TO WRITING

To change sentence run-ons into complete sentences, try the following:

- Separate the run-on into two or more sentences.  
**Example:** Luis told his brother he told his sister, too. Run-On  
Luis told his brother. He told his sister, too. Complete
- Add a semicolon between the clauses.  
**Example:** Mary let him have it, she knew what she was doing. Run-On  
Mary let him have it; she knew what she was doing. Complete
- Add a comma and then a conjunction after the first sentence.  
**Example:** I like her, she doesn't like me. Run-On  
I like her, but she doesn't like me. Complete
- Add a subordinating conjunction to one of the clauses.  
**Example:** Max was injured, he was still the best. Run-On  
Even though Max was injured, he was still the best. Complete
- Change the second clause to a phrase starting with an “\_\_ing” word.  
**Example:** They went to school, they looked for him. Run-On  
They went to school, looking for him. Complete

### PRACTICE

Change the following sentence run-ons into complete sentences.

**Separate the run-on into two or more sentences:**

Jonathan seemed very selfish he never shared with the other children.

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**Use a comma and then a coordinating conjunction after the first sentence or a semicolon:**

Ms. Clements always prepared well for her lesson plans the results paid off.

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**Change the second clause to a phrase starting with an “\_\_ing” word:**

Nicco enjoyed video games, he played only after completing his chores.

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### WRITE

Revise the first **PRACTICE** sentence, using the subordinating conjunction *because*.

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# Grammar, Usage, and Mechanics Worksheet #21

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## FOCUS Subject Case Pronouns

Pronouns are in the **subject case** when they are used as the sentence subject or when they identify or refer to the subject. These are the subject case pronouns:

Singular—*I, you, he, she, it* Plural—*we, you, they*

## CONNECT TO WRITING

Pronouns take the subject case in three grammatical forms:

- If the pronoun is the sentence subject. The sentence subject is the “do-er” of the sentence.  
**Example:** *She* and *I* attended the concert.
- If the pronoun is a predicate nominative. A predicate nominative follows a “to be” verb (*is, am, are, was, were, be, being, been*) and identifies or refers to the subject.  
**Example:** The students who got into trouble are *they*.
- If the pronoun is part of an appositive, such as after *than* or *as*. An appositive is a noun or pronoun placed next to another noun or pronoun to identify or explain it.  
**Example:** Marty is smarter than *I*.

To test whether the pronoun is in the subject case, try these tricks:

- Rephrase to check if the pronoun sounds right.  
**Example:** The last one to arrive was *he*. Rephrase—*He* was the last one to arrive.
- Drop other nouns or pronouns in a compound subject or object to check if the remaining pronoun sounds right. Remember that English is a polite language; the first person pronouns (*I, me, ours, mine*) are placed last in compound subjects or objects.  
**Example:** John and *I* play video games. Drop and check—*I* play video games.

## PRACTICE

Fill in the blanks to identify the subject case pronouns: S for a sentence subject, PN for a predicate nominative, or an A for an appositive.

The women in the clown costumes must be she \_\_\_ and her mother. We \_\_\_ didn't recognize them at first, but at least I \_\_\_ asked, “Who were they \_\_\_?” Sue and he \_\_\_ arrived at the party earlier than I \_\_\_, but no one came as early as she \_\_\_.

## WRITE

Compose your own sentences, using a pronoun as a sentence subject, a pronoun as a predicate nominative, and a pronoun as an appositive.

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## Grammar, Usage, and Mechanics Worksheet #22

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### FOCUS Object Case Pronouns

Pronouns are in the **object case** when they are used as direct objects, indirect objects of verbs, and as objects of prepositions. These are the object case pronouns:

Singular—*me, you, him, her, it*      Plural—*us, you, them*

### CONNECT TO WRITING

Pronouns take the object case in three grammatical forms:

- If the pronoun is the direct object. The direct object receives the action of the verb.  
**Example:** The challenge excited *him*.
- If the pronoun is an indirect object of a verb. The indirect object is placed between a verb and its direct object. It tells to what, to whom, for what, or for whom.  
**Example:** Robert gave *him* a king-size candy bar.
- If the pronoun is an object of a preposition. A preposition shows some relationship or position between a proper noun, a common noun, or a pronoun and its object. The preposition asks “What?” and the object provides the answer.  
**Example:** The fly buzzed around *her* and past *them* by *me*.
- If the pronoun connects to an infinitive. An infinitive has a *to* + the base form of a verb.  
**Example:** I want *him* to give the speech.

To test whether the pronoun is in the object case, try these tricks:

- Rephrase to check if the pronoun sounds right.  
**Example:** Joe smiled at all of *them*. Rephrase—At all of *them* Joe smiled.
- Drop other nouns or pronouns when there is a compound subject and check if the remaining pronoun sounds right. Remember that English is a polite language; the first person pronouns (*I, me, ours, mine*) are placed last in compound subjects or objects.  
**Example:** She gave Kathy and *me* a gift. Drop and check—She gave *me* a gift.

### PRACTICE

Identify which grammatical form the objective case pronouns take in the following sentences. Fill in the blanks with a DO for a direct object, an IO for an indirect object, an OP for an object of the preposition, or an I for a pronoun connected to an infinitive.

He told them \_\_\_ after him \_\_\_. He had wanted to tell us \_\_\_ first, but when came to see me \_\_\_, I said that he should tell him \_\_\_ the news before me \_\_\_. He had not given it \_\_\_ much thought.

### WRITE

Compose your own sentence with two types of object case pronouns.

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## Grammar, Usage, and Mechanics Worksheet #23

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### **FOCUS**      Intensive and Reflexive Pronouns

Pronouns ending in “self” or “selves” are called **intensive** or **reflexive pronouns**. These are the intensive and reflexive pronouns: *myself, ourselves, yourself, yourselves, himself (not hisself), herself, itself, and themselves*.

### **CONNECT TO WRITING**

Intensive pronouns end in “self” (singular) or “selves” (plural) and are used to emphasize other nouns or pronouns in the sentence. Removing the intensive pronoun does not change the meaning of the sentence. Intensive pronouns generally follow nouns or pronouns in the sentence and are not separated by commas.

**Examples:** I myself thought that they themselves would have been more honest.

Reflexive pronouns also end in “self” or “selves,” but are necessary to the meaning of the sentence and usually follow verbs or prepositions.

**Examples:** Lynn gave herself a compliment and took an extra piece of pie for herself.

### **PRACTICE**

Write IP to identify intensive pronouns and RP to identify reflexive pronouns in the spaces provided.

I told them myself \_\_\_\_ because Patty would not tell them herself \_\_\_\_ . Patty never thought of anyone but herself \_\_\_\_ . When Patty first asked me herself \_\_\_\_, I said, “You should tell them what you did before they find out themselves \_\_\_\_ .” Patty never apologized herself \_\_\_\_ for what she did.

### **WRITE**

Compose your own sentence or two with an intensive pronoun and a reflexive pronoun.

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## Grammar, Usage, and Mechanics Worksheet #24

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### FOCUS Pronoun–Antecedents

A pronoun usually refers to an antecedent. An antecedent is a common noun, proper noun, or pronoun that comes before it. The antecedent can be a word, phrase, or a clause. The pronoun which refers to the antecedent must clearly match to avoid **pronoun–antecedent** confusion.

### CONNECT TO WRITING

- Make sure a singular pronoun matches a singular antecedent and a plural pronoun matches a plural antecedent.  
**Example:** When Bob asked for help, they did help.  
Problem—Who is *they*? Fix—When Bob asked his teachers for help, they did help.
- Make sure that the pronoun does *not* refer to the object in a prepositional phrase.  
**Example:** In Twain’s *The Celebrated Frog of Calaveras County*, he uses political humor.  
Problem—Who, or what, is *he*? Fix— In Twain’s *The Celebrated Frog of Calaveras County*, the author uses political humor.
- Make sure that the singular pronouns *this* and *that* and the plural pronouns *these* and *those* clearly refer to specific nouns or pronouns.  
**Example:** He made an egg, put the dog food in a bowl, and put this on his toast to eat.  
Problem—What is *this*? Fix—He made an egg and put it on his toast to eat. Then he put the dog food in its bowl.

### PRACTICE

Write the capital letter in the space provided that best describes these pronoun–antecedent errors: PN for a pronoun–antecedent number problem; OP for a pronoun using the object of the preposition as its antecedent; and T for an unclear *this*, *that*, *these*, or *those* antecedent.

- \_\_\_ 1. She ate a cookie and took an apple, and I want it back.
- \_\_\_ 2. Around Yolanda and her, she always acts strangely.
- \_\_\_ 3. There are lots of ribbons and bows. Do we need all of those?
- \_\_\_ 4. If they leave sooner than Don, he should phone his parents.
- \_\_\_ 5. The girls tried on hats and new shoes and asked the boys if they liked these.

### WRITE

Re-write one of the sentences in the PRACTICE section with clear pronoun antecedents.

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## Grammar, Usage, and Mechanics Worksheet #25

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### FOCUS Who, Whose, Whom, That, Which

When to use **who**, **whose**, **whom**, **what**, and **which** can be tricky in a sentence.

### CONNECT TO WRITING

#### Is it *who*, *whose*, or *whom*?

The pronoun *who* is a subject case pronoun. The pronoun *who* refers to a “do-er” in the sentence.

**Example:** *Who* is the best teacher?

Trick–Try substituting *he* for *who* and rephrase, if necessary. If it sounds right, use *who*.

The pronoun *whose* is a possessive case pronoun. The pronoun *whose* shows ownership and refers to a noun or pronoun before it.

**Example:** The teacher, whose classroom is at the back of the school, always locks her door.

The pronoun *whom* is an object case pronoun. It receives the action of a “do-er” in the sentence.

**Examples:** *Whom* did Joan love?

I like *whom* you gave the award. To *whom* does this letter concern?

Trick–Try substituting *him* for *whom* and rephrase, if necessary. If it sounds right, use *whom*.

#### Is it *that* or *which*?

The pronoun *that* can refer to people or things; the pronoun *which* can only refer to things.

Use the pronoun *that* when the clause is needed to understand the rest of the sentence.

**Example:** The movie *that* we watched was entertaining.

Use the pronoun *which* in clauses that provide additional, but not necessary information.

**Example:** That dog, which is friendly, was easy to train.

### PRACTICE

Fill in the blanks with the following pronouns: *who*, *whose*, *whom*, *that*, or *which*

1. Joni Eareckson Tata, \_\_\_\_\_ is both an artist and singer, has no use of her hands nor legs.
2. Bobby and James, \_\_\_\_\_ family lives next door to me, are twins.
3. Josh showed her some pants \_\_\_\_\_ she purchased at the store.
4. “Blowin’ in the Wind,” \_\_\_\_\_ is a protest song, has been recorded frequently.
5. \_\_\_\_\_ did his sister meet at the party?

### WRITE

Compose your own sentence with a *who* or *whom*, a *whose*, and a *that* or a *which*.

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## Grammar, Usage, and Mechanics Worksheet #26

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### FOCUS Indefinite People Pronouns

An **indefinite people pronoun** does not refer to a specific noun.

### CONNECT TO WRITING

Remember that a pronoun takes the place of a noun. Pronouns must match their verbs. Singular pronouns often use verbs ending in *s*. Plural pronouns often use verbs that don't end in *s*. An indefinite people pronoun does not identify a specific person.

- Some indefinite people pronouns take singular verbs.  
**Examples:** *anybody, anyone, everybody, everyone, nobody, no one, one, someone, and somebody.*
- Other indefinite people pronouns take plural verbs.  
**Examples:** *both* and *others*
- Some indefinite people pronouns may be singular or plural depending upon the surrounding word clues.  
**Examples:** *either* and *neither*

### PRACTICE

Cross out the verb errors and write the correct verb forms in the space above to match the indefinite people pronouns.

1. Each watch her own television show.
2. Everyone except James and Pete help me on the work project.
3. Both of them is ready for a vacation.
4. After they go to the movies, several goes out for dessert.
5. Neither give us much hope that our team will win the league this year.
6. I know others wants to be involved in this decision.

### WRITE

Write your own sentence with indefinite singular and indefinite plural people pronouns.

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## Grammar, Usage, and Mechanics Worksheet #27

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### **FOCUS** Indefinite Size or Amount Pronouns

An **indefinite amount or measurement pronoun** does not refer to a specific noun.

### **CONNECT TO WRITING**

Remember that a pronoun takes the place of a noun. Pronouns must match their verbs. Singular pronouns often use verbs ending in *s*. Plural pronouns often use verbs that don't end in *s*. An indefinite amount or measurement pronoun does not identify a specific place or thing.

- Some indefinite amount or measurement pronouns take singular verbs.  
**Examples:** *a great deal, a large amount, a lot, nothing, little, less, much, enough, every, and each*
- Other indefinite amount or measurement pronouns take plural verbs.  
**Examples:** *a large number, few, fewer, many, several, lots, and plenty*
- Some indefinite amount or measurement pronouns may be singular or plural depending upon the surrounding word clues.  
**Examples:** *all, any, half, more, most, none, other, and some*

### **PRACTICE**

Cross out the verb errors and write the correct verb forms in the space above to match the indefinite size or amount pronouns.

1. Few of the actors remembers their lines.
2. A great deal are known about television actors.
3. Fewer vegetables is better than many.
4. Some of candies tastes like they are stale.

### **WRITE**

Write your own sentence with indefinite singular and indefinite plural size or amount pronouns.

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## Grammar, Usage, and Mechanics Worksheet #28

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### **FOCUS** Past Participles

A **past participle** is a modifier that defines, describes, or limits another word or words.

### **CONNECT TO WRITING**

A past participle uses a helping verb (be—*is, am, are, was, were*), or (have—*has, have, had*) + a “\_\_ed,” “\_\_d,” “\_\_t,” or “\_\_en” added onto the base form of a verb to describe an action that happened in the past before another action. To avoid confusion, don’t put too many words between a past participle and the word or words it modifies. The helping verb shows past, present, or future actions.

**Examples:** *I was defeated* by a stronger opponent. *I have defeated* my opponent.

When used as an adjective, the past participle describes a condition in the past.

**Example:** *Depressed*, the child needed someone to listen to him.

Many of the common past participle forms are irregular and don’t use the “\_\_ed,” “\_\_d,” “\_\_t,” or “\_\_en” ending.

**Example:** The cat *had caught* a mouse (not *catched* or *caughten*).

### **PRACTICE**

Underline the past participles and their helping verbs in the sentences below.

1. He has carefully listed his reasons for the purchase.
2. Paid a large amount for her services, the woman was happy to help.
3. Built by Native Americans, the caves were interesting.
4. They have never tried to sell any of their artwork.

### **WRITE**

Write a sentence with a past participle acting as a verb and another sentence with a past participle acting as an adjective.

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## Grammar, Usage, and Mechanics Worksheet #29

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### **FOCUS** Present Participles

A **present participle** is a modifier that defines, describes, or limits another word or words.

### **CONNECT TO WRITING**

A present participle adds an “\_\_ing” onto the base form of a verb. To avoid confusion, don’t put too many words between a present participle and the word or words it modifies.

When used as a verb, the present participle shows a continuous action and begins with a linking verb. Linking verbs include the “to be” verbs: *is, am, are, was, were, be, being, been*. The linking verb shows past, present, or future actions.

**Examples:** She *was* watching the show.  
She *is* watching the show.  
She *will be* watching the show.

When used as an adjective, the present participle shows a continuous condition, but does not usually begin with a linking verb.

**Example:** Walking, the boy caught up with his friend.

### **PRACTICE**

Underline the present participles and their linking verbs in the sentences below.

1. Waiting for the train, the young man paced impatiently.
2. He was expecting the train to arrive on time.
3. After calling his parents, the boy decided to cancel the ticket and come home.
4. He will be mostly, but not always travelling by jet from now on.

### **WRITE**

Compose a sentence with a present participle serving as a verb and another sentence with a present participle serving as an adjective.

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# Grammar, Usage, and Mechanics Worksheet #30

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## **FOCUS**     Dangling / Misplaced Modifiers

A **dangling modifier** or a **misplaced modifier** does not clearly modify what the writer intends to modify.

## **CONNECT TO WRITING**

A dangling modifier is an adjective or adverb that does not have a clear connection to the word, phrase, or clause to which it refers. A dangling modifier usually takes the form of a present participle (“\_\_ing”), a past participle (“\_\_d,” “\_\_t,” “\_\_ed,” “\_\_en”), or an infinitive (*to* + the base form of a verb). To eliminate the dangling modifier, place the “do-er” of the sentence as the subject of the independent clause or combine the phrase and independent clause.

**Example:** Removed from her desk, Paula put the backpack on the floor. (Her backpack was removed from the desk; not *Paula*.)

A misplaced modifier does not modify what the writer intends because of where it is placed in the sentence. To eliminate misplaced modifiers, place them close to the words that they modify.

**Examples:** I only ate the fresh vegetables. In this sentence only is the modifier. (The writer does not mean that the *only* thing she does with fresh vegetables is to eat them.)

## **PRACTICE**

Re-write the two example sentences above by revising the dangling or misplaced modifiers.

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## **WRITE**

Re-write these sentences by revising the dangling or misplaced modifiers.

After reading the comic book, the movie was not nearly as exciting as I had hoped.

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Debra almost spent \$100 for that new pair of shoes. In fact, she spent exactly \$99.99.

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# Grammar, Usage, and Mechanics Worksheet #31

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## **FOCUS**      Short Comparative Modifiers

A **short comparative modifier** uses “\_\_er” for a one-syllable modifier to compare two things.  
**Example:** big–*bigger*

## **CONNECT TO WRITING**

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.

**Example:** I ate the *big* piece. The word *big* is a modifier, making *piece* more specific.

Some two-syllable comparative modifiers use “\_\_er” and some use *more (less)*. If adding “\_\_er” sounds strange, use *more (less)* instead.

These comparative modifiers are irregular.

<b>Single Modifier</b>	<b>Comparative</b>
good/well	better
bad/badly	worse (not <i>worser</i> )
much/many	more

## **PRACTICE**

Cross out any misused comparative modifiers, and write the correct word above each error.

1. Earth is close to the sun than is Mars.
2. Sammy works more hard than any club member.
3. He dresses in his uniform most often than the members of his troop.
4. Of my brother and my sister, my brother acts worser.
5. She is sadder than I, but she is happier than my brother.

## **WRITE**

Write your own sentence with a one-syllable “\_\_er” comparative modifier and a second sentence with a two-syllable *more* comparative modifier. Don’t use any modifiers from this worksheet.

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## Grammar, Usage, and Mechanics Worksheet #32

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### FOCUS Short Superlative Modifiers

A **short superlative modifier** uses “\_\_est” for a one-syllable modifier to compare three or more things.

**Example:** big–*biggest*

### CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.

**Example:** I ate the *big* piece. The word *big* is a modifier, making *piece* more specific.

Use “\_\_est” for a one-syllable modifier to compare three or more things.

Some two-syllable superlative modifiers use “\_\_est” and some use *most (least)*. If adding “\_\_est” sounds strange, use *most (least)* instead.

**Examples:** easy–*easiest* or gracious–*most* or *least* gracious

Avoid the common mistake of using superlative adjectives to compare only two things.

**Example:** Problem–Of the two basketball players, James is the *most* improved.

Solution–Of the two basketball players, James is the *more* improved

These superlative modifiers are irregular.

Single Modifier	Comparative	Superlative
good/well	better	best
bad/badly	worse	worst (not <i>worstest</i> )
much/many	more	most

### PRACTICE

Cross out any misused superlative modifiers, and write the correct word above each error.

1. The quicker sprinter of the three was Carl Lewis.
2. Comparing the red and green apples, the red ones are the most desired.
3. He chose the bigger piece of the whole cherry pie.
4. Among Reba, Jim, and Antoinette, Reba is the better student.

### WRITE

Write your own sentence with an “\_\_est” modifier. Use no modifiers found on this worksheet.

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## Grammar, Usage, and Mechanics Worksheet #33

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### **FOCUS** Long and “\_\_ly” Comparative Modifiers

Both **long** and “\_\_ly” **comparative modifiers** use *more* (*less*) for a three-syllable or longer modifier to compare two things.

**Example:** delicious—*more* or *less* delicious

### **CONNECT TO WRITING**

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.

**Example:** I ate the *delicious* cake. The word *delicious* is a modifier, making *cake* more specific.

Some long comparative modifiers are adjectives. Adjectives modify a proper noun, a common noun, or a pronoun and answer Which one? How many? or What kind?

**Example:** intelligent—The *intelligent* man was *more intelligent* than his father.

Some long comparative modifiers are adverbs. Adverbs modify a verb or another adverb and answer What degree? How? Where? or When? Use *more* or *less* for adverbs ending in “\_\_ly.”

**Example:** angrily—She argued *angrily—even more angrily* than her mother.

### **PRACTICE**

Cross out any misused comparative modifiers, and write the correct form above each error.

1. Geometry seems *difficulter* than algebra.
2. Tina did an *outstandinger* job than she had predicted.
3. Saying which one was the most incredible of the two was hard.
4. That behavior is most ridiculous than ever.
5. Of the two girls who are not here, the first one is least suspiciously absent.
6. The detective most suspected the blonde, rather than the brunette woman.
7. She acted least nervously than the other athlete.

### **WRITE**

Write your own sentence with a three-syllable *more* modifier. Don't use any modifiers found on this worksheet.

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## Grammar, Usage, and Mechanics Worksheet #34

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### FOCUS Long and “\_\_ly” Superlative Modifiers

Both **long** and “\_\_ly” **superlative modifiers** use *most* (*least*) for a three-syllable or longer modifier to compare three or more things.

**Example:** wonderful—*most* or *least* wonderful

### CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.

**Example:** I ate the *delicious* cake. The word *delicious* is a modifier, making *cake* more specific.

Some long superlative modifiers are adjectives. Some long comparative modifiers are adjectives. Adjectives modify a proper noun, a common noun, or a pronoun and answer Which one? How many? or What kind?

**Example:** intelligent—Of the many *intelligent* men in the group, he was the *most intelligent*.

Some long comparative modifiers are adverbs. Adverbs modify a verb or another adverb and answer What degree? How? Where? or When? Use *more* or *less* for adverbs ending in “\_\_ly.”

**Example:** angrily—Of the three arguing *angrily*—she argued *most angrily*.

### PRACTICE

Cross out any misused superlative modifiers, and write the correct form above each error. If the sentence is correctly written, leave as is.

1. This boy is the more considerate one in the group.
2. That is the less specifically planned stop of our whole vacation.
3. Of all the pilots, he more carefully practiced his take-offs.
4. You more understood the problem than any student in the class.
5. Of the four possible backpack treks, this is the simpliest planned hike.
6. That airline is the less frequently on-time airline of all United States airlines.

### WRITE

Write your own sentence with a three-syllable *most* modifier. Use no modifiers found on this worksheet.

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## Grammar, Usage, and Mechanics Worksheet #35

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### FOCUS Linking and Helping Verbs

A **linking verb** is a mental action or state of being. A **helping verb** shows time, number, or modifies the meaning of a verb.

### CONNECT TO WRITING

A linking verb renames or describes the subject of the sentence with another word or words. Each “to be” verb can be a linking verb: *is, am, are, was, were, be, being, been*

**Examples:** Mrs. Patterson was here. My friends are so nice.

Verbs that use the five senses: *look, sound, smell, feel, taste* and others: *appear, seem, become, grow, turn, prove, remain* can also be used as linking verbs.

**Examples:** Charlie feels awful. The children became tired.

Helping verbs are placed before the base form of the verb and any verb endings. More than one helping verb can be used in a sentence. Sometimes a word such as *not* separates the helping verb from the base form of the verb. A helping verb can also be placed before a linking verb to modify its meaning. English has 23 helping verbs:

*is, am, are, was, were, be, being, been, has, have, had, do, does, did, will, shall, should, would, can, could, may, might, must*

### PRACTICE

Write LV to identify linking verbs and HV to identify helping verbs in the spaces provided.

Lydia was \_\_\_ sure that she saw both of her friends at the mall. Her friends had \_\_\_ told her that they were \_\_\_ going to the library to study, but that did \_\_\_ not turn \_\_\_ out to be \_\_\_ true.

Good friends would not have \_\_\_ lied to her. Why they felt \_\_\_ like they had \_\_\_ to lie to Lydia would \_\_\_ be \_\_\_ anyone’s guess. It seems \_\_\_ like Lydia should \_\_\_ find some new friends.

### WRITE

Write a sentence with both linking and helping verbs.

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## Grammar, Usage, and Mechanics Worksheet #36

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### FOCUS     Modals

**Modals** are helping verbs that describe different conditional states of a verb.

### CONNECT TO WRITING

Modals show these conditions for their verbs: need, advice, ability, expectation, requirement, permission, or possibility. Modals are placed before verbs to form verb phrases. English regularly uses eight modals: *can, could, may, might, must, should, will, and would*; two are rarely used: *ought to* and *shall*.

**Examples:** Dennis can eat a lot of pie. (ability) Shelly might become a doctor. (possibility) Toby could use some exercise. (need)

Never use the word *of* after a modal.

**Example:** Use “must have,” not “must of.”

### PRACTICE

In the spaces provided following each sentence, list which of these conditions best matches the modals: need, advice, ability, expectation, requirement, permission, or possibility

1. Yes, you may go to the restroom. \_\_\_\_\_
2. I could have tried harder on my science project. \_\_\_\_\_
3. If we decide to go, we will have to leave by three o'clock. \_\_\_\_\_
4. We would have to use more glue to make it stick. \_\_\_\_\_
5. You definitely should have written a thank-you card. \_\_\_\_\_
6. Melvin can help you if you want. \_\_\_\_\_
7. Students must learn to use modals properly. \_\_\_\_\_

### WRITE

Write a sentence or two, using two modal helping verbs to describe two different conditions.

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# Grammar, Usage, and Mechanics Worksheet #37

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## **FOCUS**      Past Tense Verbs

The **past verb tense** is a physical or mental action or a state of being that took place at a specific time. For the past verb tense, add an “\_ed” onto the base form of regular verbs.

**Examples:** Ismelda *wasted* a lot of my time yesterday.

## **CONNECT TO WRITING**

Usually use the past verb tense when the words *before* or *after* appear in a sentence.

**Example:** She *attended* St. John’s Academy *after* third grade.

Another way to state the past tense is to place *did* before the base form of the word.

**Example:** work–did work

About 50 of the most common verbs have irregular past tenses, including these: do–did, go–went, have–had, see–saw, run–ran, and be–was, were

## **PRACTICE**

Re-write these sentences in the spaces provided, changing each verb to the past tense.

1. Penny helps at the senior center after school.

---

2. Cowboys rope and brand their cattle.

---

3. That radio station will play all of my favorite songs.

---

4. Tamesia touches her left cheek every time she raises her hand in class.

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## **WRITE**

Compose your own sentence with two past tense verbs.

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# Grammar, Usage, and Mechanics Worksheet #38

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## **FOCUS**      Past Progressive Verbs

The **past progressive verb tense** is used to show an ongoing action in the past.

## **CONNECT TO WRITING**

The past progressive verb tense shows an action that took place over a period of time in the past or a past action which was happening when another action took place. The past progressive uses *was* + the base form of the verb + “  ing” to match singular nouns and pronouns and *were* + the base form of the verb + “  ing” to match plural nouns and pronouns.

**Examples:** She *was hoping* I would change my mind. Prudence and Leanne *were cooking* brownies when their friend, Marci, knocked on the door.

## **PRACTICE**

Re-write these sentences in the spaces provided, changing each verb to the past progressive tense.

1. Larry enjoyed the beautiful sunsets at the beach.

---

2. They expect a lot of money for their used car.

---

3. Her friends slept in the living room when the fire alarm sounded.

---

4. Rosie will go to the movies.

---

## **WRITE**

Compose your own sentence with the past progressive verb tense.

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## Grammar, Usage, and Mechanics Worksheet #39

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### **FOCUS** Past Perfect Verbs

The **past perfect verb tense** is a physical or mental action or a state of being that happened before another action or a specific time in the past.

### **CONNECT TO WRITING**

The past perfect verb tense is formed with *had* + the past participle (a verb ending in “\_\_ed,” “\_\_d,” “\_\_t,” or “\_\_en” for regular verbs).

#### **Examples:**

I had promised her that I would visit before I learned about the accident.

She had already found her watch when I started looking for it.

Timothy had built another fort by the time I came out to help.

They had given me another chance when they saw how hard I tried.

### **PRACTICE**

Re-write these sentences in the spaces provided, changing each verb to the past perfect tense.

1. The class was already started when the student walked in tardy.

---

2. I knew by Tuesday that last weekend’s game would be canceled.

---

3. They had been sharing their feelings about riding skateboards without helmets.

---

4. By the time I arrived, Louis had already begun painting the back of the house.

---

### **WRITE**

Compose your own sentence with the past perfect verb tense.

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# Grammar, Usage, and Mechanics Worksheet #40

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## **FOCUS** Present Tense Verbs

The **present tense verb** is a physical or mental action or a state of being happening or existing now.

**Examples:** Matthew *walks* slowly around the block. Singular Subject  
Oralia and Rosa *walk* slowly around the block. Plural Subject

## **CONNECT TO WRITING**

The present verb tense can describe a physical or mental action that happens over and over again

**Example:** He *plays* the game like it is a matter of life or death.

The present verb tense is used to discuss literature, art, movies, theater, and music—even if the content is set in the past

**Example:** Thomas Jefferson *states* that “all men are created equal.”

## **PRACTICE**

Re-write these sentences in the spaces provided, changing each verb to the present tense.

1. We tried to find the best deals on the Internet.

---

2. He should have listened to what his parents have to say.

---

3. Carl Sandberg said, “Fog creeps in on little cat feet, and then slowly moves on.”

---

4. I always wanted my own personal size pizza.

---

## **WRITE**

Write a sentence to discuss a movie with two or more present tense verbs.

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# Grammar, Usage, and Mechanics Worksheet #41

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## **FOCUS** Present Progressive Verbs

The **present progressive verb tense** is used to show an ongoing action in the present.

## **CONNECT TO WRITING**

The present progressive verb tense shows an action that takes place over a period of time in the present or an action taking place at the same time the statement is written. The present progressive uses *I am* + the base form of the verb + “\_\_ing,” *is* + the base form of the verb + “\_\_ing” to match singular nouns and pronouns and *are* + the base form of the verb + “\_\_ing” to match plural nouns and pronouns.

**Examples:** *I am swimming* every morning this summer. Our teachers *are starting* a new reading program at school.

## **PRACTICE**

Re-write these sentences in the spaces provided, changing each verb to the present progressive tense.

1. Phoebe listened to the teacher as she works.

---

2. I run down the street to the end of the block when I see my friend.

---

3. Nina and Berta give money to help those in need during the holiday season.

---

4. Our teammates practice a lot for the first game of our season.

---

## **WRITE**

Write your own sentence with the present progressive verb tense.

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## Grammar, Usage, and Mechanics Worksheet #42

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### FOCUS Present Perfect Verbs

The **present perfect verb tense** is a physical or mental action or a state of being happening or existing before the present. The present perfect is formed with *has* or *have* + the past participle (a verb ending in “\_ed,” “\_d,” “\_t,” or “\_en” for regular verbs).

**Example:** He *has* already *started* his science project.

### CONNECT TO WRITING

The present perfect verb tense has the following uses:

- To describe an action that took place at some unidentified time in the past that relates to the present  
**Example:** The students *have studied* hard for today’s test.
- To describe an action that began in the past but continues to the present  
**Example:** The teachers *have taught* these standards for five years.
- To describe the length of time an action has been in progress up to the present time  
This verb form is known as the present perfect progressive tense. It is formed with *has* or *have been* and the *\_ing* form of the verb.  
**Example:** The students *have been writing* for over an hour.

### PRACTICE

Re-write these sentences in the spaces provided, changing each verb to the present perfect tense.

1. Esmerelda developed a fantastic web site.

---

2. The ladies have been reuniting in the same place to continue their friendship once every year.

---

3. The storm was threatening to strike since last night.

---

### WRITE

Compose your own sentence with the present perfect verb tense.

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## Grammar, Usage, and Mechanics Worksheet #43

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### **FOCUS**      Future Tense Verbs

The **future verb tense** is an action or state of being that will take place in the future. To form the future verb tense, use *will* + the base form of the verb.

**Example:** Mr. Thomas *will go* to the meeting tomorrow.

### **CONNECT TO WRITING**

Some teachers still require students to use *shall* + the base form of the verb to form the future tense for the first person singular *I* and plural *we*.

**Examples:** I *shall visit* you tomorrow. We *shall enjoy* each other's company.

### **PRACTICE**

Re-write these sentences in the spaces provided, changing each verb to the future tense.

1. I leave school at two o'clock for a dentist appointment.

---

2. I talked to my friends, but they just won't listen.

---

3. You had been asking for the movie star's autograph.

---

4. Computer games grow more and more important to kids.

---

5. We had been hoping that the vacation can continue.

---

### **WRITE**

Write your own sentence with two or more future tense verbs.

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# Grammar, Usage, and Mechanics Worksheet #44

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## **FOCUS**      Future Progressive Verbs

The **future progressive verb tense** is used to show an ongoing action in the future.

### **CONNECT TO WRITING**

The future progressive verb tense shows an ongoing action that will be completed over a period of time.

**Example:** Dante *will be watching* the playoff game tonight.

The future progressive verb tense can also show a repeated action that will *not* be completed. The future progressive uses *will be* + the base form of the verb + “\_\_ing” to match both singular and plural nouns and pronouns.

**Example:** They *will be trying* some new ideas in the classroom.

### **PRACTICE**

Change the verbs in the following sentences to the future progressive verb tense in the spaces provided.

1. We will run the mile in P.E. today.

---

2. I thought of you as you celebrate your birthday.

---

3. Danya and Darla have watched the movie tonight.

---

4. They had been volunteering every weekend at the shelter.

---

### **WRITE**

Write your own sentence with the future progressive verb tense.

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## Grammar, Usage, and Mechanics Worksheet #45

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### FOCUS Future Perfect Verbs

The **future perfect verb tense** refers to a physical or mental action or a state of being that will be completed before a specific time in the future. The future perfect is formed with a helping verb such as the modals: *can, could, may, might, must, shall, should, will,* and *would* + *has* or *have* + with *had* + the past participle (a verb ending in “\_ed,” “\_d,” “\_t,” or “\_en” for regular verbs).

**Example:** *We will have walked* six miles by three-o’clock this afternoon.

### CONNECT TO WRITING

The future perfect verb tense either states or implies (suggests without stating) a specific time in the future.

### PRACTICE

Cross out the verbs in these sentences and substitute each with the future perfect tense.

-A physical or mental action or a state of being that will be completed before a specific time in the future

1. We ride bikes until our legs begin to ache.
2. They had seen three busses pass their house in ten more minutes.
3. You will tell three stories in front of the class by the end of this year.

-The length of time an action will be in progress up to a specific time in the future

4. They are sleeping for ten hours by this noon.
5. Mother and father gave twenty dollars every month for twenty years by this summer.
6. Not one animal will perform by the time we get to the circus.

### WRITE

Compose your own sentence with the future perfect verb tense.

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## Grammar, Usage, and Mechanics Worksheet #46

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### FOCUS      Commas with Speaker Tags

**Speaker tags** are the words used to identify the speaker in dialogue and describe exactly how the speaker communicates that dialogue.

**Example:** Tom (the speaker) shouted (how communicated), “Watch out!”

### CONNECT TO WRITING

In dialogue sentences, place commas 1. After a beginning speaker tag to the left of the quotation marks 2. Before and after a middle speaker tag to the left of both quotation marks 3. Before an ending speaker tag to the left of the quotation marks.

#### Examples:

Beginning	She said, “Leave home at once.”	Note capitalization of the sentence quotation in the middle of the sentence.
Middle	“Leave home,” she said, “at once.”	Note placement of the quotation marks outside of the punctuation.
End	“Leave home at once,” she said.	Note how speaker tag placement changes the meaning of the sentence.

Use a variety of speaker tags such as *said*, *replied*, *shouted*, and *explained* in dialogue to show the speaker’s exact meaning and tone of voice. Avoid over-using *said*.

When writing dialogue, begin a new paragraph each time you change speakers. Don’t start a new paragraph to continue dialogue by the same speaker.

### PRACTICE

Re-write the following quotation sentences with proper punctuation:

1. She said I usually do chores after school
2. They left town I said in a shiny new car
3. I can’t believe it he exclaimed

### WRITE

Write a three sentence dialogue with three different placements of speaker tags.

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## Grammar, Usage, and Mechanics Worksheet #47

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### FOCUS      Commas with Appositives

Use commas to set apart appositives and appositive phrases that are not necessary to understand the sentence. Don't use commas when the appositive or appositive phrase is essential.

### CONNECT TO WRITING

An appositive is a noun, pronoun, or noun phrase that identifies or explains another noun or pronoun before or after it.

**Examples:**    The man, the one with the hat, ordered two desserts.  
                    My friend, Laura, left the show early.

### PRACTICE

Place commas in the following sentences to set apart appositives.

1. Joe and Mandy our debate leaders thought we had a good chance.
2. Johnny Mingo the Australian cowboy rode his horse off into the sunset.
3. Searching for answers, Louis Pasteur the famous scientist carried on.
4. Jim the butler served their last meal.

Fill in the blanks with appositives from the list below and properly punctuate.

5. \_\_\_\_\_ our two friends left the concert early.
6. The wonderful teacher \_\_\_\_\_ shared the slides with her students.
7. The author has just completed his latest book \_\_\_\_\_.
8. That song \_\_\_\_\_ lasts six minutes.

Ms. So            "The Swan"            The End            Kim and Tom

### WRITE

Compose your own sentence with an appositive word and an appositive phrase.

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# Grammar, Usage, and Mechanics Worksheet #48

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## **FOCUS**      Commas within Series

Use commas after each item, phrase, or clause in a series (except the last). A series is a list.

## **CONNECT TO WRITING**

Newspapers and some magazines delete the last comma; however, most style manuals still require the last comma.

**Examples:**    John, Jan, and Jose left early.  
                  If crazy Mary, unpredictable Bobby, or silly Joe were up to something, I would know about it.  
                  The crowd hushed, the lights dimmed, and the fireworks began.

## **PRACTICE**

Place commas where needed in the following sentences.

1. Jane Mike and Ray pulled the car off to the side.
2. Along the road an old car two broomsticks and a funny green-eyed monster stood guard.
3. Take a hike smell the flowers and enjoy life for the rest of the afternoon.
4. Joan counted one two three four five.

Fill in the blanks with the word groups listed below and properly punctuate.

5. \_\_\_\_\_ are my favorite colors.
6. They ordered \_\_\_\_\_ for breakfast.
7. Mr. Burt called on one of the following students: \_\_\_\_\_.

Jaime Marta or Frank            blue green and yellow            eggs bacon and wheat toast

## **WRITE**

Compose your own sentence with commas after each phrase in a list (except the last).

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# Grammar, Usage, and Mechanics Worksheet #49

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## **FOCUS**      Commas with Introductions

Generally, use commas after introductory words, phrases, and clauses if they are emphasized or longer than four words.

## **CONNECT TO WRITING**

### **Introductory Words**

Commas are not needed after an introductory word in short sentences unless it is emphasized.

**Examples:** Now go home. However, they were wrong.

### **Introductory Phrases**

Don't use a comma after short introductory prepositional phrases of four words or less.

**Example:** Under the table the dog hid.

Use a comma after long introductory prepositional phrases of five words or more.

**Example:** Behind the dining room cabinet, he found the missing watch.

Use a comma following an introductory participial phrase which modifies a noun or pronoun following the phrase.

**Example:** Disguised as an old man, the burglar gained entry into the warehouse.

### **Introductory Clauses**

Use comma following an introductory dependent clause. A dependent clause has a noun connected to a verb that does not express a complete thought.

**Example:** Even though the temperatures rose, the snow continued to fall.

## **PRACTICE**

Place commas after introductory words, phrases, and clauses when appropriate.

1. Whenever the girls called he went outside to see what they wanted.
2. Then go to bed.
3. Around the block she rode the bicycle.
4. Next ask about the directions to the factory.
5. Interested they called the player to check his availability.

## **WRITE**

Compose three of your own sentences with an introductory word, phrase, and clause.

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# Grammar, Usage, and Mechanics Worksheet #50

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## **FOCUS**      Commas with Geography

Use commas between geographical place names.

## **CONNECT TO WRITING**

Use commas between the name of a city or town and the name of its state or country.

**Examples:**    It all happened May 3, 1999 in Tampa, Florida.  
                    On April 13<sup>th</sup> of 2000, the wind was blown out of his sails upon arriving in Virginia Beach, Virginia.

## **PRACTICE**

Place commas in the appropriate places in the following sentences.

1. Lawton Nevada is my hometown.
2. Olympia Washington is a beautiful capital.
3. Bogota Colombia seems like a fascinating city.
4. Glendale Texas is a nice place to visit, but I wouldn't want to live there.
5. I live at 3442 Spring Street in Irvine South Carolina.
6. I wrote a letter addressed to: Mo Lawson 34 North Main St. Columbus Ohio.
7. Amador City California has post office boxes for its residents.
8. St. Petersburg Russia used to be the capital of that country.
9. When did Juneau Alaska reach a population of 10,000?

## **WRITE**

Compose your own sentence with geographical places and commas between them. Use none of the geographical place names on this worksheet.

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# Grammar, Usage, and Mechanics Worksheet #51

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## **FOCUS**      Commas with Nouns of Direct Speech

Use commas before or after nouns of direct speech.

## **CONNECT TO WRITING**

Nouns of direct speech refer to special persons who are spoken to in a sentence. They can be placed at the start of the sentence, in the middle of the sentence, or at the end of the sentence.

### **Examples:**

Sentence Beginning    Kristen, leave some for your sister.

Sentence Middle        If you do that, James and Myra, you will be playing with fire.

Commas come before and after the noun or nouns of direct speech.

Sentence End            Don't ever listen to him, brother.

## **PRACTICE**

Place commas in the appropriate places for nouns of direct speech.

1. Listen to me Barbara and then make up your own mind.
2. That's a dangerous thought you've shared Bud.
3. Look Jane it's going to be hard at first.
4. Sitting by the sofa, she said, "Henry get over here."
5. I just don't know Bobby.
6. Tawny watch where you're going.
7. If you notice Peter and Kris none of that will be on the test.
8. Look Paul and see here Julie you both have missed the main point.

## **WRITE**

Compose your own three-sentence dialogue with nouns of direct speech placed at the beginning, middle, and end.

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## Grammar, Usage, and Mechanics Worksheet #52

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### **FOCUS**      Commas with Conjunctions

Use commas before conjunctions to join two clauses.

### **CONNECT TO WRITING**

A comma is placed before the **coordinating conjunction** if it joins two or more independent clauses unless one or both of the clauses are short. The acronym, FANBOYS (For-And-Nor-But-Or-Yet-So), may help you remember the common two or three-letter coordinating conjunctions.

**Examples:** I liked everything about her, and she also liked me. I liked her and she liked me.

A comma is placed before the second of paired **correlative conjunctions**, if the conjunction begins an independent clause. Don't use a comma to separate correlative conjunctions if they are used within the same phrase or clause. Correlative conjunctions include the following:

both...and      either...or      whether...or      neither...nor

**Example:** Either she should ask for help, or she should read the directions again.

A comma is placed after the adverbial clause, which begins with a subordinating conjunction, if the clause does not end the sentence. This memory trick may help you remember the common subordinating conjunctions: **Bud is wise, but hot! AAA WWW**

Before **unless despite** (in spite of) **in order that since while if since even though** (if), **because until that how once than!** After **Although** (though) **As** (As if, As long as, As much as, As soon as, As though) **Whether When** (Whenever) **Where** (Wherever)

**Example:** As much as I liked her company, she eventually became tiresome.

### **PRACTICE**

Place commas where they belong in the following sentences.

1. Neither he wanted to face the problem nor did she want to deal with that challenge.
2. In order that all people would have the same chance they decided to draw numbers.
3. Raymond sent a message to his cousin but the message was returned unopened.

### **WRITE**

Compose three of your own sentences: a compound sentence with a coordinating conjunction; a sentence with a pair of correlative conjunctions; and a sentence with a subordinating conjunction.

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# Grammar, Usage, and Mechanics Worksheet #53

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## **FOCUS**      Commas in Letters

Use commas after greetings in personal letters and closings in personal and business letters.

## **CONNECT TO WRITING**

In a personal letter or note, place a comma following the greeting.

**Example:** Dear Tracy,

Also place a comma following the closing.

**Examples:** Yours truly, Love,

In a business letter or memo, place a colon following the greeting.

**Example:** To Whom It May Concern:

Place a comma following the closing.

**Examples:** Sincerely, Thank you for your consideration,

## **PRACTICE**

Add proper punctuation to these letters:

Dear Ralph

Let's meet on Friday.  
It will be fun as always.

Yours truly

Mark

To Whom It May Concern

Please cancel my order and refund  
my credit card on file.

Sincerely

Jaime Sanchez

## **WRITE**

Write your own brief personal note with a greeting and closing.

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## Grammar, Usage, and Mechanics Worksheet #54

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### **FOCUS**      Commas with Coordinate Adjectives

Use commas between coordinate adjectives.

### **CONNECT TO WRITING**

Coordinate adjectives work equally to modify a noun. Unlike hierarchical adjectives, which build upon each other with different levels or degrees to modify the same noun, coordinate adjectives must be separated with commas.

To determine if adjectives are coordinate adjectives, try placing the word *and* between the adjectives. Second, try reversing them. If, the phrases sound fine both ways, the adjectives are coordinate adjectives and require commas between each. **Example:** A tall, scary man

### **PRACTICE**

Place commas where they belong in the following sentences.

1. Around the corner she ran into a large angry dog.
2. If I didn't know better, I would guess that the tired old woman was not going to leave her house.
3. The funny green character said, "I'm crazy silly and full of energy."
4. Unless I'm mistaken, the usual cloudy gray morning will change to afternoon sun and wind.
5. The book is creative surprising delightful and completely entertaining.
6. The girls are cheerful helpful and careful to mind their manners.
7. I left the yucky blue and white board in the stinky dirty garage.

### **WRITE**

Compose your own sentence with three coordinate adjectives.

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# Grammar, Usage, and Mechanics Worksheet #55

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## **FOCUS** Capitalization of People / Characters

Capitalize the names of people or characters.

## **CONNECT TO WRITING**

A named person or character is a proper noun and must be capitalized. Initials, abbreviations, titles, nicknames, and proper adjectives that are attached to the named person are also capitalized. Adjectives answer Which one? How many? or What Kind? However, don't capitalize articles (*a, an, or the*) in the middle of names.

**Examples:** E.B. White was a great poet.  
Rev. Dr. Martin Luther King, Jr. helped lead the Civil Rights Movement.  
I've read some of the work by Justice Oliver Wendall Holmes.  
Mrs. *Janet Nelson* is a kind woman.  
George Herman "Babe" Ruth was the homerun king of baseball.  
The magician, Miraculous Merlin, would have admired Peter the Great.  
I know that Mother loved to watch Donald Duck cartoons.

## **PRACTICE**

Capitalize any proper nouns in the following sentences.

1. she told uncle charles that I went to see dr. s. l. thompson.
2. Will mrs. james come to visit aunt robin and "bubba" peterson?
3. The army's captain schneider reviewed the rules with p.f.c. johnson.
4. roy told dad that sis and i would get together at mom's work.
5. officer bob benton issued a speed citation to louis and his brother.

## **WRITE**

Write your own sentence with an adjective that is attached to a named person and another sentence with a named character.

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## Grammar, Usage, and Mechanics Worksheet #56

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### **FOCUS** Capitalization of Places

Capitalize named places.

### **CONNECT TO WRITING**

A named place is a proper noun and must be capitalized. The complete name of a geographical location is capitalized, including proper adjectives that are attached to the named place.

Adjectives answer Which one? How many? or What Kind? However, don't capitalize the compass directions unless they are part of a place name.

**Examples:** The state of North Dakota is west of Minnesota.  
Ryan headed north to Los Angeles to see the Holocaust Museum.  
The Sierra Nevada Mountains are in Nevada and California.

### **PRACTICE**

Capitalize any named places in the following sentences.

1. I love to go see Broadway plays in new york city.
2. Some of the most beautiful scenery is found in douglas county in nevada.
3. The girls said they lived at 123 oak avenue in paris, north carolina.
4. In southern mississippi they still grow cotton.
5. The borough of long island has millions of people.
6. The Spanish own the canary islands off the coast of portugal.
7. I have heard that there is an American naval base on diego garcia in the indian ocean.
8. Her house is located at 342 twenty-seventh street.
9. For years, voters in the deep south solidly supported the Democratic Party.

### **WRITE**

Write your own sentence with two named places that have a relationship to each other.

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## Grammar, Usage, and Mechanics Worksheet #57

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### **FOCUS** Capitalization of Things

Capitalize named things.

### **CONNECT TO WRITING**

A named thing is a proper noun and must be capitalized, including proper adjectives that are attached to the named thing. Adjectives answer Which one? How many? or What Kind? Words like *building, church, club, company, corporation, hall, hotel, middle school, motel, theater, university* are capitalized when part of the title of a special thing. Don't capitalize articles (*a, an, or the*) in the middle of named things.

**Examples:** The *Liberty Bell* is well-worth seeing.  
The *Greatest Show on Earth* is a circus.  
The *University of Southern California* is one of the finest universities.

### **PRACTICE**

Capitalize any named things in the following sentences.

1. I hear that the alex theater has been completely remodeled.
2. Bill Gates helped invent the windows operating system.
3. Ryan once climbed the stairs to the top of the sears tower.
4. Have you vacationed in yosemite national park?
5. Mr. Newton was appointed sponsor of the spanish club.
6. I attended first presbyterian church for three years.
7. Did you kiss the blarney stone when you went to Ireland?
8. Kenny walked across the golden gate bridge.

### **WRITE**

Write your own sentence with an adjective as part of a title of a special thing.

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## Grammar, Usage, and Mechanics Worksheet #58

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### **FOCUS** Capitalization of Holidays and Dates

Capitalize names of holidays and names of dates.

### **CONNECT TO WRITING**

Names of holidays and dates, including the names of months and days of the week are capitalized. Names of the seasons are not capitalized.

**Examples:** Last Easter on March 27, 2005 my dad gave up smoking. Unfortunately, this fall he began the habit once again.

### **PRACTICE**

Capitalize names of holidays and names of dates in the following sentences.

1. On the first thanksgiving day, Pilgrims and Native Americans shared a feast.
2. I'm sure that february 19<sup>th</sup> is presidents day this year.
3. Will we have cherry pie at the 4<sup>th</sup> of july party?
4. The rose parade is the granddaddy of all new year's day parades.
5. She knows that martin luther king, jr. holiday is celebrated only in the United States.
6. If thursday will not work for you, how about wednesday?
7. I got married on flag day, which is on june 14<sup>th</sup>.
8. The Chinese say that this is the year of the dog.
9. The feast of unleavened bread is a Jewish holiday.
10. Does Santa really come down the chimney on christmas eve?

### **WRITE**

Compose your own sentence with a holiday name not listed on this worksheet. Include the day of the week and month of the holiday.

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## Grammar, Usage, and Mechanics Worksheet #59

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### **FOCUS** Capitalization of Organizations and Businesses

Capitalize the names of organizations and businesses.

### **CONNECT TO WRITING**

An organization is any group of people established for a special purpose. A business is the name of a company that provides products or services and also employment for its employees. Don't capitalize articles (*a*, *an*, or *the*) in the middle of named things.

**Examples:** The school P.T.A. and McDonald's helped sponsor the community event.  
Campfire Girls of America is a great organization.

### **PRACTICE**

Capitalize the names of organizations and businesses in the following sentences.

1. I know that microsoft corporation is one of the most successful businesses in the world.
2. Watching the sacramento kings win the game was exciting.
3. Members of the daughters of the american revolution do important historical research.
4. I have heard that general motors corporation makes more money in a year than most countries.
5. Does the atlas window company donate money to the community?
6. In the boy scouts of america, young men learn basic outdoor skills.
7. In urban areas, the boys and girls clubs of america serve youth after school.
8. The organization, big brothers and big sisters, is well-worth your support.
9. The teachers belong to the national educational association.
10. As one of the best baseball teams, the los angeles dodgers, draws millions.

### **WRITE**

Write your own sentence in which you mention both an organization and a business not listed on this worksheet.

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## Grammar, Usage, and Mechanics Worksheet #60

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### **FOCUS** Capitalization of Languages and People Groups

Capitalize the names of languages and people groups.

### **CONNECT TO WRITING**

Many names of peoples and languages are one in the same.

**Examples:** The English and Spanish are separated by the Bay of Biscay.

People groups and languages include those belonging to a certain country or region and those belonging to a certain ethnic group.

**Examples:** The Egyptians met with a group of Native-Americans.

That terrific Chinese restaurant specialized in Cantonese cooking, even though the employees all spoke Mandarin.

### **PRACTICE**

Capitalize the languages and peoples in the following sentences.

1. Many asians live in urban areas of the United States.
2. The americans from the United States are proud of their form of government.
3. Many brazilians have never seen the Amazon River.
4. I think that she speaks portuguese.
5. The afrikaner language is a mix of many languages, including dutch and english.
6. The swedish language has similarities to the german language.
7. Many swiss speak three or four languages.
8. When french is spoken well, it is a very romantic language.
9. Can Matt speak and write japanese?

### **WRITE**

Compose your own sentence, naming a language and people group not listed on this worksheet.

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# Grammar, Usage, and Mechanics Worksheet #61

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## **FOCUS** Capitalization of Events and Historical Periods

Capitalize named events and historical periods.

## **CONNECT TO WRITING**

An event can be a show, a program, a fair, a concert, a fundraiser, a natural disaster, a natural display, a game, or something similar. An historical period refers to the name given to a certain period of time. Don't capitalize articles (*a*, *an*, or *the*) in the middle of named events and historical periods.

**Examples:** My favorite period of history has to be the Middle Ages.  
Each year we celebrate the American Revolution with a fireworks display.

## **PRACTICE**

Capitalize the special events and historical periods in the following sentences.

1. The recreational vehicle show will take place at the fairgrounds this weekend.
2. Many say that the wounds of the civil war have never healed.
3. The amator county fair draws thousands of families each year.
4. My favorite period of history has to be the renaissance.
5. If the palm springs desert classic gets Tiger Woods, the tournament will be judged a success.
6. President Monroe's era of good feelings was a period of rapid industrial growth.
7. I have heard that the folsom rodeo is world-famous.
8. The end of world war II brought about an expansion of communism.

## **WRITE**

Write your own sentence with named event.

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Write your own sentence with an historical period.

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## Grammar, Usage, and Mechanics Worksheet #62

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### **FOCUS** Punctuation of Movie and Television Shows

Underline or italicize movie and television shows.

### **CONNECT TO WRITING**

We underline titles when we write, but italicize titles when we type. Although television shows are underlined or italicized, specific episodes of the shows are placed in quotation marks.

**Example:** The television show, MASH, was based upon the movie titled MASH.

### **PRACTICE**

Underline the movie and television shows in the following sentences and place quotation marks before and after television episodes.

1. My favorite episode from Little House on the Prairie is when Laura befriends the Indians.
2. Jaws III was not as good as the original Jaws.
3. Clint Eastwood's Hang 'Em High is a perfect example of a "Spaghetti Western."
4. The episode of Bonanza featuring the pancake-eating contest was titled The Flapjack Contest.
5. The repeats of Everybody Loves Raymond now run twice nightly on the local cable station.
6. Did Terminator II sell more movie tickets than Terminator III?
7. I'm pretty sure that The Late Show will be renewed for another year.
8. The episode of I Love Lucy titled Lucy Goes to the Hospital was the highest rated show of the year.

### **WRITE**

Compose your own sentence in which you mention both a movie and television show. Do not use any of the movies or television shows mentioned on this worksheet.

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## Grammar, Usage, and Mechanics Worksheet #63

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### **FOCUS** Punctuation of Book / Magazine / Newspaper / Website Titles

Underline or italicize book, magazine, newspaper, and website titles.

### **CONNECT TO WRITING**

We underline titles when we write, but italicize titles when we type. Sometimes the word *magazine* is part of the magazine's name. Names of journals, newsletters, and newspapers are all underlined.

**Examples:** I read about the book, titled Islands in Paradise, in Newsweek magazine. The author wrote an article about The New England Journal of Medicine in the *Los Angeles Times* and on his website, *Medical News in Review*.

### **PRACTICE**

Underline books and magazine titles in the following sentences.

1. The new book by J.K. Rowling was reviewed in the recent edition of Weekly Reader magazine.
2. Did The Adventures of Tom Sawyer sell more copies than The Adventures of Huckleberry Finn?
3. My children look forward to receiving their copies of Highlights every month.
4. Some parents in this class have a subscription to The Wall Street Journal.
5. The New York Times crossword is one of the most challenging crosswords in America.
6. If you read Time for Kids regularly, you will notice how the articles have changed over time.
7. Are children still reading Roll of Thunder, Hear My Cry?
8. I looked everywhere, but could not find that quote in the The Last Dance.
9. Tolkien's classics, The Fellowship of the Ring, The Two Towers, The Return of the King, and The Hobbit have been made into Academy Award-winning movies.

### **WRITE**

Write your own sentence in which you mention both a book and magazine title. Do not use any of the books or magazines mentioned on this worksheet.

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## Grammar, Usage, and Mechanics Worksheet #64

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### **FOCUS** Punctuation of Song / Poem Titles

Use quotation marks before and after song and poem titles.

### **CONNECT TO WRITING**

Place quotation marks before and after the titles of songs and poems.

**Examples:** Billie Eilish won Best Song for “Bad Guy” in 2020. She claims that the poet Richard Blanco’s “My Father in English” inspired her writing.

Song medleys (collections of songs combined) and long poems, such as odes, are underlined.

**Examples:** I think that Paul Simon’s song, “America,” was influenced by the poem “Leaves of Grass.”

Homer’s long poem, The Illiad, is one that everyone should read.

### **PRACTICE**

Place quotation marks before and after song and poem titles in the following sentences.

1. My great-grandfather wrote In the Shade of the Old Apple Tree for his wife.
2. I know I have heard Dance of the Sugarplum Fairies before.
3. Beyoncé once recorded a cover-version of America the Beautiful.
4. Joyce Kilmer’s Trees still delights and inspires young poets.
5. Did Elvis record Heartbreak Hotel when he was signed with Sun Records?
6. Madonna hasn’t had a good song since True Colors went platinum.
7. The scariest poem I know is Edgar Allan Poe’s The Raven.
8. Lewis Carroll wrote Jabberwocky to play with the sounds of the English language.

### **WRITE**

Compose your own sentence in which you mention both a song and poem title. Do not use any of the songs or poems mentioned on this worksheet.

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## Grammar, Usage, and Mechanics Worksheet #65

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### **FOCUS** Punctuation of Play / Work of Art Titles

Underline or italicize plays and works of art titles.

### **CONNECT TO WRITING**

Title of plays, musicals, operas, sculptures, photographs, paintings, and other works of art are underlined when written and italicized when typed.

**Examples:** The wonderful play, Oklahoma, had the painting Oklahoma Skies in the first scene.  
I recently read the play, Romeo and Juliet, and I just found the artist Jo Mar's painting titled Two Children on the Internet.

### **PRACTICE**

Underline the plays and works of art titles in the following sentences.

1. William Shakespeare wrote many comedies, including: The Tempest, Twelfth Night, A Midsummer-Night's Dream, and As You Like It.
2. He also wrote tragedies, including the famous Julius Caesar.
3. Tennessee William's play, The Death of a Salesman, is still read by many high schoolers.
4. "Of all of Michelangelo's great sculptures, The Pieta stands out as his best," claimed Bunny.
5. "Oh no!" exclaimed Sam. His David, standing in the Academia in Florence, was sculpted from lesser quality marble.
6. Have you ever seen a photograph of Whistler's Mother?
7. "The photograph, Sunrise, Sunset, is one of the most memorable examples of time-lapse photography," said Melvin.
8. Did his Breakfast of Champions sell at the art exhibit?

### **WRITE**

Compose your own sentence in which you mention both a play and work of art title. Do not use any of the plays or works of art mentioned on this worksheet.

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## Grammar, Usage, and Mechanics Worksheet #66

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### **FOCUS** Punctuation of Book Chapter Titles

Use quotation marks before and after book chapter titles.

### **CONNECT TO WRITING**

Remember that books titles are underlined when written and italicized when typed, but book chapters have quotation marks before and after the chapter titles.

**Examples:** The best chapter in the book was titled “The Final Act.”  
The book, Black Beauty, is an American classic—especially the chapter titled “An Old War Horse.”

### **PRACTICE**

Place quotation marks before and after book chapter titles and underline the titles of books in the following sentences.

1. Rudyard Kipling’s Captains Courageous tells the tale of a bored and lonely son a of a millionaire who is rescued on the high seas by a small fishing boat. The most exciting chapter has to the first one, Boy Overboard.
2. The chapter titled A Changed Toad ends Kenneth Grahame’s The Wind in the Willows.
3. “One for All and All for One” is the battle cry of the three French musketeers in Alexandre Dumas’s classic, The Three Musketeers. In the chapter titled Three Duels, three exciting sword fights are described in detail.
4. The Merry Adventures of Robin Hood, by Howard Pyle, tells the tales of Robin Hood, Maid Marion, the Sheriff of Nottingham, Little John, Will Stutely, and the delightful Friar Tuck. These memorable characters are introduced in the chapter, Robin Hood Meets Little John.

### **WRITE**

Compose your own sentence with a book name and chapter title. Do not use any of the books or book chapters mentioned on this worksheet.

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# Grammar, Usage, and Mechanics Worksheet #67

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## **FOCUS** Punctuation of Article Titles

Use quotation marks before and after magazine, newspaper, or Internet article titles.

## **CONNECT TO WRITING**

Remember that magazine, newspaper, and website titles are underlined when written and italicized when typed, but articles have quotation marks before and after the article titles.

**Examples:** Did you read the article, “Why We Continue,” in The New Yorker?  
I read her *Education Weekly* blog most every week. The recent article titled “Children in Crisis” was well-researched.

## **PRACTICE**

Place quotation marks before and after magazine, newspaper, and Internet article titles and underline titles of the magazines in the following sentences.

1. My wife read Why Getting Hitched Is Healthy in last month’s Ladies Home Journal.
2. I love reading Humor in Uniform every month in Reader’s Digest.
3. This month’s issue of California Educator features an article titled Tuning up the Idea.
4. Last week’s Time magazine had an article about Bruce Springsteen titled Still the Boss.
5. In the latest edition of Science, an interesting article titled Underneath the World of Atlantis caught my eye.

## **WRITE**

Compose your own sentence, listing a magazine name and article in that magazine. Do not use any of the magazines or articles mentioned on this worksheet.

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## Grammar, Usage, and Mechanics Worksheet #68

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### **FOCUS** Punctuation of Short Story / Document Titles

Use quotation marks before and after short story, document, and report titles.

### **CONNECT TO WRITING**

Very familiar documents such as the Declaration of Independence and the Constitution require no punctuation.

**Examples:** I think that his short story, “He Never Lies,” may have been based on the secret government document known as “The Pentagon Papers.”  
The short story, “Flowers,” is one of the best. I read about it in the report titled “Best Short Stories of 2004.”

### **PRACTICE**

Place quotation marks before and after short story, document, and report titles in the following sentences.

1. In *Twice-Told Tales*, Nathaniel Hawthorne tells many short stories such as The Great Carbuncle, The Gray Champion, The Wedding Knell and The May-Pole of Merry Mount.
2. Richard Adams has a wonderful collection of his favorite animal stories including his own *The Rabbit’s Ghost Story*.
3. James Herriot’s short story *Monty the Bull* tells the entertaining story of a bull that gets the best of a veterinarian.
4. Doris Summers finished her *Lake Tahoe Water Conditions* report last week.
5. The school board prepared a document titled *State of the District* and printed 200 copies.

### **WRITE**

Compose your own sentence with a short story title or a document title. Do not use any of the short stories or documents mentioned on this worksheet.

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## Grammar, Usage, and Mechanics Worksheet #69

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### FOCUS Punctuation of Direct Quotations

Use quotation marks before and after direct quotations.

### CONNECT TO WRITING

A direct quotation includes the spoken or written words exactly as they appear in speech or text.

- Place double quotation marks around speech or text that belong to someone else. If the speaker changes, begin a new paragraph. Always place quotation marks outside periods.
- Use single quotation marks for a quotation inside a quotation. Put a question mark, exclamation point, semicolon, or colon that belongs to your writing, not the quote, outside the closing quotation marks.

**Example:** He said, “I agree with Lincoln. However, was our nation really ‘dedicated to the proposition that all men are created equal’?”

- Do not use quotation marks for indirect quotations. An indirect quotation summarizes what someone has said.

**Example:** He said that she had never seen Thomas before.

- When a quoted sentence is interrupted by comments, and is then continued in the same sentence, begin the rest of the quotation with a lower case letter.

**Example:** “When,” asked Mavis, “will you finish your lunch?”

### PRACTICE

Place quotation marks and punctuation in the following sentences.

1. I’m anxious to leave commented Zelda
2. What just took place asked Robert
3. What a terrific ending to that story exclaimed Anthony
4. Did you hear the speaker say things will never be the same asked Billy
5. I know replied Max but do you really want to make a big deal out of this

### WRITE

Write your own sentence with a quotation within a quotation.

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## Grammar, Usage, and Mechanics Worksheet #70

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### FOCUS      Apostrophes (Contractions)

A **contraction** is a shortened form of one or two words (one of which is usually a verb). In a contraction, the apostrophe takes the place of the missing letter or letters.

### CONNECT TO WRITING+

Contractions may be used in informal writing; however, avoid using contractions in formal essay writing. These are the most common contractions:

<i>is</i> (she's, it's, there's, where's, here's)	<i>are</i> (they're, we're, you're)	<i>am</i> (I'm)	<i>us</i> (let's)
<i>had</i> (I'd, he'd, they'd, we'd)	<i>have</i> (could've, they've, might've, should've)		
<i>will</i> (I'll, they'll, we'll, she'll, it'll)	<i>not</i> (isn't, can't, shouldn't, wouldn't, hasn't, doesn't, aren't, won't)		

**Examples:**      They could've asked, but they've always wondered if they'll find out anyway.  
                         They should've known that they didn't have a chance.

### PRACTICE

Place apostrophes in the appropriate places in the following story.

For all of their talk, theyve rarely come to see whos playing at the club. They havent shown up in over three weeks, and so they cant really comment on what they dont know. I will say theyre in for a treat when they do come. Theres a band that isnt afraid to let loose. They didnt hold back during their set Friday night and they wont tonight.

Change each of the underlined words to contractions in the parentheses which follow.

1. It is ( \_\_\_\_\_ ) a shame that they never listen to their parents.
2. You are ( \_\_\_\_\_ ) sure that you have ( \_\_\_\_\_ ) never seen them?
3. Where is ( \_\_\_\_\_ ) she going? They are ( \_\_\_\_\_ ) not exactly saying.
4. She is ( \_\_\_\_\_ ) happy that they had ( \_\_\_\_\_ ) left directions.

### WRITE

Compose your own sentence or two with at least two contractions.

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# Grammar, Usage, and Mechanics Worksheet #71

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## **FOCUS**     Semicolons

Use **semicolons** to join phrases and clauses without conjunctions.

## **CONNECT TO WRITING**

Semicolons can be used instead of commas to combine phrases or dependent clauses that have commas in very long sentences. The best way to think about a **SemiColon** is that it **Substitutes** for a **Comma-conjunction**. Make sure that the semicolon connects phrases or clauses that have some relationship. For example, *He went to town; she ran a barbershop* has no relationship between the clauses.

**Examples:**     Anna showed up late; Louise didn't at all.  
                       His disguise was picture-perfect; no one could recognize him.

## **PRACTICE**

Place semicolons in the appropriate places between phrases and clauses.

1. Samuel went shopping then he went out to dinner.
2. The album includes these songs: the heart-throbbing rhythm, rock, and blues "Sawmill" the surprisingly speedy, yet soulful "Ol' Dog Blues" and the highlight of the CD, "Mama's Return."
3. I was taught Spanish at home by a tutor that's how I learned the language.
4. The Revolutionary War was fought against the British the War of 1812 was also fought against them.
5. Many died in the Civil War it was a horrible tragedy.
6. Ellen did not prepare at all she appeared not to care what would happen as a result.
7. Through many long days of looking after many attempts and failures despite many questions left unanswered, they finally decided to buy a home of their own.

## **WRITE**

Compose your own sentence with a semicolon.

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## Grammar, Usage, and Mechanics Worksheet #72

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### FOCUS      Parentheses / Dashes

Use **parentheses or dashes** before and after words or ideas to explain or define the words or ideas.

### CONNECT TO WRITING

Information within a set of parentheses or dashes gives explanation or definition, but is not needed to understand the sentence. The information within the parentheses or dashes can be a word or a phrase.

**Examples:**      Explanation      The colors (green and blue) seemed perfect.  
                         Definition      The protocol—rules to be followed—was to save such tricks only for a real dog fight.

If the added information is a complete thought, it should be written as a sentence with the period outside of an ending parenthesis.

**Example:**      Sentence      Their plan was incomplete (They really did not think it through.)

### PRACTICE

Place parentheses in the appropriate places in the following sentences. Don't add in commas or dashes.

1. Jackie Smith 1845-1910 worked in the women's rights movement. You should read some of her descriptive letters the ones to Charlene.
2. That new Bed and Breakfast it was once a barn is a popular rental with out-of-town visitors.
3. The Nile River the longest river in the world flows 4,000 miles through Egypt and the Sudan.
4. The common daisy *Chrysanthemum leucanthemum* can make a beautiful spring bouquet.
5. Thomas Jefferson the author of the Declaration of Independence seemed confused: he spoke out against the evils of slavery, but he himself owned slaves.
6. As you turn right, you will notice a large yellow house the one with a white picket fence and its remarkable front porch.

### WRITE

Write your own sentence with parentheses.

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## Grammar, Usage, and Mechanics Worksheet #73

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### **FOCUS**     Apostrophes (Singular Possessives)

Use apostrophes for singular possessives.

### **CONNECT TO WRITING**

For a singular possessive noun (a noun showing ownership), place an apostrophe at the end of the noun and add an *s*.

- If the noun ends in an *s* and the *s* has a *z* sound, you may choose to make it a possessive by adding an apostrophe, then an *s*, or simply end with an apostrophe.

**Example:** Charles's friend or Charles' friend

- Do not use an apostrophe before the *s* in a simple plural noun.
- Do not use an apostrophe with a possessive pronoun (*yours, his, hers, ours, yours, its, theirs*)

**Examples:** Joe's skill is amazing, and so is Chris's, but Miles' (or Miles's) skill is tops.

### **PRACTICE**

Place apostrophes in the proper places for singular possessives in the following limericks.

There once was a child's horse named Skittish,

Its upbringing definitely British.

The poor horse's tail was once yanked by a male

from London's own Twickenham fittish.

There once was a rose's bright bloom

Whose fragrance invaded Mom's room

Nature's petals will fall, and at the end of it all,

Life's beauty swept out by a broom.

### **WRITE**

Write two sentences with two singular possessives.

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# Grammar, Usage, and Mechanics Worksheet #74

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## **FOCUS**     Apostrophes (Plural Possessives)

Use **apostrophes for plural possessives**.

### **CONNECT TO WRITING**

For most plural possessive nouns (a noun showing ownership), place the comma after the *s*.

**Example:** boys' cups

Some plural possessives place the apostrophe before the *s*, if the plural is spelled differently than the singular.

<b>Examples:</b>	<b>Singular</b>	<b>Singular Possessive</b>	<b>Plural</b>	<b>Plural Possessive</b>
	woman	woman's	women	women's
	child	child's	children	children's

### **PRACTICE**

Place apostrophes in the proper places for plural possessives in the following sentences.

1. Will the Firemens Ball be held on the same weekend as last year?
2. The Smiths house is perfect for our graduation party.
3. Will the puppies food change over the next month?
4. I think that the womens group meets every other Tuesday at the clubhouse.
5. The Childrens Crusade was led by Nicholas in response to a dream.
6. Let's watch the girls basketball game before we go miniature golfing.
7. Have the boys asked to borrow their parents cars for the night?
8. The county restaurants plans to offer any left-over food to the homeless were ambitious.
9. There is no doubt that workers rights to health have not been fulfilled.
10. That Thompsons front yard needs some major clean-up, if you ask me.

### **WRITE**

Compose your own sentence with a plural possessive.

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## Grammar, Usage, and Mechanics Worksheet #75

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### FOCUS      Colons

Use **colons** to show a relationship between numbers. Also use a colon to show a relationship of ideas within titles or between sentences. Colons are also used at the end of an independent clause to introduce information to explain the clause. An independent clause has a noun connected to a verb that tells a complete thought.

### CONNECT TO WRITING

Colons have the following uses:

- Relationship between Numbers  
**Examples:** Time (8:02 P.M.), Ratio (3:1), Chapter-Verse (Genesis 32:1-13)
- Relationship between Ideas  
**Example:** *Teaching: The Lost Art*
- Explanation of the Independent Clause (Don't place colons after verbs.)
  - List            **Example:** Order this food: bananas, potato chips, and hamburgers.
  - Quotation   **Example:** The teacher offered this advice: Work smarter, not harder.
  - Explanation **Example:** She did a wonderful thing: She let him do what he wanted.
  - Rule           **Example:** This is the most important rule: Keep your hands to yourself.

### PRACTICE

Place colons in the appropriate places in the following sentences.

1. I need the following items toothpaste, a toothbrush, a comb, and soap.
2. The magician performed a trick It was more of a miracle.
3. The philosopher Santayana commented upon the value of history Those who fail to learn from history are doomed to repeat it.
4. Please play these pieces "Aria and Fugue," "Suite in D Major," and "The 3<sup>rd</sup> Symphony."
5. Only one fact remains true Things never happen as planned.
6. She knew the Golden Rule Do unto others as you would have them do unto you.
7. The principal's rules were posted Be Kind, Share with Others, Don't Touch.

### WRITE

Compose your own sentence with a colon to introduce a list.

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## Grammar, Usage, and Mechanics Worksheet #76

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### FOCUS      Periods with Abbreviations / Initials / Acronyms

Use **periods** for abbreviations, initials, and acronyms.

### CONNECT TO WRITING

Periods have a variety of uses other than ending sentences.

- Use periods in abbreviations. Avoid using abbreviations in formal essay writing.  
**Examples:** The U.S. Constitution, 300 B.C.
- Use periods for initials, names, and titles  
**Example:** Mr. R.J. Jenkins, Jr.
- Use periods in most acronyms. Acronyms are words formed from the first letters or groups of letters of words. Acronyms are pronounced as words. It is becoming common practice to drop periods in well-known acronyms.  
**Examples:** Do you know your Z.I.P. code? ZIP code

### PRACTICE

Fill in the blanks with the correct initials, abbreviations, or acronyms.

1. The abbreviation for time Before Christ is written as \_\_\_\_\_.
2. The time after noon is called Post Meridian and is written as \_\_\_\_\_.
3. Additional information at a letter's end is called a postscript and is written as \_\_\_\_\_.
4. The National Aeronautics and Space Administration is an acronym known as \_\_\_\_\_.
5. \_\_\_\_\_ divers use a self-contained underwater breathing apparatus.
6. When Ms. Bean married Mr. Jones, she took on his last name and became \_\_\_\_\_ Jones.
7. The abbreviation for *exempli gratia* is \_\_\_\_\_, which means *for example*.
8. The abbreviation for *et cetera* is \_\_\_\_\_, which means *and so forth*.
9. Five and one-half written as a decimal would be \_\_\_\_\_.

### WRITE

Write your own sentence with an abbreviation, initials, and an acronym.

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# Grammar, Usage, and Mechanics Worksheet #77

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## **FOCUS** Exclamation Points

Use exclamation points to show strong emotion or surprise.

## **CONNECT TO WRITING**

Exclamation points should be used sparingly, especially in formal essay writing. Use specific nouns and vivid verbs to build emotion or surprise. Only use one exclamation point. They may be placed at the end of exclamatory sentences or after words, phrases, or clauses.

**Examples:** Exclamatory Sentence      The decision really shocked me!  
Word / Phrase / Clause      Wow! How amazing! If she only knew!

## **PRACTICE**

Add correct ending punctuation, including exclamation points where appropriate.

1. Run Don't walk
2. She helps a lot What a treasure
3. He is very talented Such amazing creativity
4. How shocked he was I guess he didn't know
5. What excitement If you don't like that you don't like N.B.A. basketball
6. Did he do it I can't believe it
7. How surprising When did Tom find out
8. And no one knew about it How crazy
9. Stop in the name of the law You have the right to remain silent
10. How awful No one has the right to act that way
11. He came out of retirement to play one more year Imagine that

## **WRITE**

Compose your own sentence with an exclamation point.

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