



TARGETED INDEPENDENT PRACTICE

- ✓ Reading Fluency and Comprehension
- ✓ Spelling
- ✓ Phonics
- ✓ Grammar, Usage, and Mechanics
- ✓ Literacy Knowledge
- ✓ Executive Function and Study Skills



**Targeted
Independent
Practice:
Grammar, Usage,
and Mechanics**

Mark Pennington

**Pennington Publishing
El Dorado Hills, CA**

Congratulations on your purchase of *Targeted Independent Practice: Grammar, Usage, and Mechanics*.

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Printed in the United States of America

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Targeted Independent Practice

Grammar, Usage, and Mechanics

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Introduction

Grammar, usage, and mechanics are essential tools for success in school, work, and life. Teachers use a variety of instructional means to teach these skills, some more successful than others. Irrespective of the instructional methodology, teachers invariably wind up teaching these same skills, such as the eight parts of speech, subjects and predicates, and comma rules, year after year. Teachers repeat this instruction, because *most* of their students have not yet mastered the basics.

The consequences are three-fold. First, time is reductive. The amount of time needed to re-teach the basics takes away from more advanced grammar, usage, and mechanics instruction. Second, *some* students have mastered *some* skills, but not others. Teachers wind up teaching what *some* students already know and not targeting what they do not yet know. Third, the objective of grammar, usage, and mechanics instruction is to equip students to apply these basic and advanced skills to their writing and speaking. However, this objective can't be fully achieved without having mastered the requisite concepts and skills.

The **Targeted Independent Practice: Grammar, Usage, and Mechanics** program has been designed to diagnostically target and help students learn what they have not yet mastered, so they can move on to this objective of applying these concepts and skills to evidence-based writing and speaking instruction, such as sentence combining, sentence expansion, and sentence revision.

The program is simple to implement and features independent work.

- ✓ The teacher administers, grades, and records the whole-class diagnostic assessments. Each assessment item corresponds to a well-crafted worksheet, each with a formative assessment.
- ✓ Students complete these targeted worksheets, indicated as concept and skill deficits, according to the assessment data.
- ✓ Students self-correct each assigned worksheet to learn from their mistakes and use this knowledge to complete the written formative assessment.
- ✓ The teacher grades the formative assessment and records mastery on the progress monitoring matrix.

Efficient and effective **differentiated instruction** that fills instructional gaps, accelerates learning, and equips students to master the requisite grammar, usage, and mechanics skills to improve their writing and speaking sophistication. **Ideal independent work.**

Now, why do conscientious teachers need the **Targeted Independent Practice: Grammar, Usage, and Mechanics** program to differentiate instruction, so that all students acquire the concepts and skills they need? Why do teachers need to teach the same basics year after year?

Answer: Lack of program quality and time for explicit, grade-level instruction. For grammar, usage, and mechanics to stick, teachers and students need more than bellringers, DOL, DLR, or mini-lessons. Plus, teachers need to coordinate instructional sequences to ensure year to year progress.



What does the research say about grammar? The research over the last half-century is clear that isolated *explicit* grammar instruction is ineffective. However, the late William Van Cleave was certainly correct that *implicit* grammar instruction in the context of reading and writing provides no overarching framework, no consistent language of instruction, and not enough practice for students when taught only as problems arise. Bottom line? Neither explicit, nor implicit grammar camps link reading, writing, and speaking instruction.

However, Pennington Publishing's programs make those links, combining traditional and function-based approaches to create a new camp that helps students apply the building blocks of our language to better understand complex reading and improve writing and speaking sophistication.

Check out the following comprehensive programs. The first two include the full contents of the **Targeted Independent Practice: Grammar, Usage, and Mechanics** program.

[Teaching Grammar, Usage, and Mechanics \(Grades 4, 5, 6, 7, 8, and High School\)](#) are full-year, traditional, grade-level grammar, usage, and mechanics programs with plenty of remedial practice to help students *catch up* while they *keep up* with grade-level standards. Twice-per-week, 30-minute, no prep lessons in print or interactive Google slides with a fun secret agent theme. Simple sentence diagrams, mentor texts, video lessons, sentence dictations. Plenty of practice in the writing context. Includes biweekly tests and a final exam.

[Grammar, Usage, and Mechanics Interactive Notebook \(Grades 4–8\)](#) is a full-year, no prep interactive notebook without all the mess. Twice-per-week, 30-minute, no prep grammar, usage, and mechanics lessons, formatted in Cornell Notes with cartoon response, writing application, 3D graphic organizers (easy cut and paste foldables), and great resource links. No need to create a teacher INB for student make-up work—it's done for you! Plus, get remedial worksheets, biweekly tests, and a final exam.

[Syntax in Reading and Writing](#) is a function-based, sentence-level syntax program, designed to build reading comprehension and increase writing sophistication. The 18 parts of speech, phrases, and clauses lessons are each leveled from basic (elementary) to advanced (middle and high school) and feature 5 lesson components (10–15 minutes each): 1. Learn It! 2. Identify It! 3. Explain It! (analysis of challenging sentences) 4. Revise It! (kernel sentences, sentence expansion, syntactic manipulation) 5. Create It! (Short writing application with the syntactic focus in different genres).



Diagnostic Grammar, Usage, and Mechanics Assessments

The purpose of these assessments is to determine which of the previous grade-level grammar, usage, and mechanics CCSS L.1,2,3 standards have and have not been mastered.

Assessment Formats and Preparation

Choose the assessment format which best suits your needs. Each assessment includes 45 grammar and usage test items and 32 mechanics test items.

1. The Google forms format consists of one [Diagnostic Grammar, Usage, and Mechanics Assessment](#). All test items are multiple-choice.
2. The printable PDF format consists of two tests: the Diagnostic Grammar and Usage Assessment (multiple-choice) and the Diagnostic Mechanics Assessment (sentence re-writes).

Administration

Say—“These test items will help me learn which concepts and skills have and have not yet been mastered. If unsure of the answer, please don’t guess. Read each set of directions before reading the test items.”

The assessments are given “whole class” and are un-timed. Most students finish in 30–45 minutes.

Correction

The Google forms format auto-corrects the Diagnostic Grammar, Usage, and Mechanics Assessment. Or grade the paper copies of the Diagnostic Grammar and Usage Assessment and the Diagnostic Mechanics Assessment (answers follow), marking errors.

Recording the Data

Upload the tests to the [Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix](#) Google sheets. Or if using the printable PDF, write the names of your students in alphabetical order on the recording matrix. Record the grammar and usage deficits for each student on the Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix. Mark a / for each error in the student’s row on the matrix. Grade-level CCSS Standards are listed on the matrix.

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that identifies the parts of speech in the sentence below.

Although they apologized, either Kim or Tom was always arriving late for their team practices and league games.

- ___ 1. The proper nouns in the sentence are ____ and ____.
A. practices, games B. always, late C. Kim, Tom
D. they, their E. Tom, games
- ___ 2. The common nouns in the sentence are ____ and ____.
A. team, practices B. practices, games C. Kim, Tom
D. they, their E. Kim, games
- ___ 3. The pronouns in the sentence are ____ and ____.
A. they, their B. Kim, Tom C. team, league
D. apologized, arriving E. always, late
- ___ 4. The adjectives in the sentence are ____ and ____.
A. apologized, arriving B. either, or C. practices, games
D. always, late E. team, league
- ___ 5. The verbs in the sentence are ____ and ____.
A. arriving, practices B. always, late C. apologized, was arriving
D. practices, games E. apologized, practices
- ___ 6. The adverbs in the sentence are ____ and ____.
A. Although, always B. always, late C. team, league
D. arriving, practices E. either, late
- ___ 7. The preposition in the sentence is ____.
A. for B. and C. or
D. either E. their
- ___ 8. The coordinating conjunction in the sentence is ____.
A. late B. or C. either
D. for E. and
- ___ 9. The subordinating conjunction in the sentence is ____.
A. either B. for C. Although
D. or E. and
- ___ 10. The relative conjunctions in the sentence ____ and ____.
A. Although, either B. either, for C. or, for
D. either, or E. for, and

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

- ___21. The students who got into trouble are _____.
 A. them B. those C. I and he
 D. they E. me and she
- ___22. The teacher yelled at two students, Rachel and _____.
 A. I B. me C. it
 D. he E. us
- ___23. They _____ had never sailed a boat by _____.
 A. themselves; them B. themselves; themselves C. theirselves; theirsself
 D. them; theirsself E. theirselves; theirselves
- ___24. He stirred the sauce, and then let John taste _____.
 A. them B. this C. it
 D. these E. that
- ___25. That movie _____ we watched was entertaining.
 A. who B. whose C. it
 D. which E. that
- ___26. _____ who wants to try out for the team can do so, but not _____ is chosen.
 A. Anyone; everybody B. Everyone; both C. Someone; one
 D. Everyone; others E. Others; neither
- ___27. _____ of the candy is on the counter, though _____ is free.
 A. Some; fewer B. Plenty; little C. Many; nothing
 D. All; none E. A large amount; few
- ___28. She should _____ for her school pictures.
 A. have smiled B. is smiling C. had smiled
 D. smiled E. has smiled
- ___29. Jamie _____ three miles around the track for the fundraiser.
 A. walk B. has walk C. is walking
 D. walking E. had walking
- ___30. The cat played with its stuffed mouse, and _____ went outside to chase birds.
 A. it B. then it C. then they
 D. it then E. then the cat
- ___31. Compared to her happy sister, she is _____.
 A. happier B. most happy C. happiest
 D. more happier E. most happiest
- ___32. Of all the happy people, he was _____.
 A. happier B. most happy C. happiest
 D. more happier E. most happiest
- ___33. Compared to last time, this work is definitely _____.
 A. most difficult B. more difficulter C. difficultest
 D. more difficult E. difficulter

Diagnostic Grammar and Usage Assessment

Directions: Place the letter in the space to the left of the number that best matches or completes each sentence.

- ___34. He is the _____ student in his class.
A. most intelligent B. more intelligent C. intelligentest
D. more intelligent E. intelligenter
- ___35. Dennis _____ ready and he _____ prepared well.
A. seem; has B. seems; have C. seems; has
D. seems; was E. seem; is
- ___36. She _____ passed the test, but she didn't study.
A. did have B. could have C. should of
D. did might E. would of
- ___37. She _____ hard for the test last night.
A. studied B. did studied C. study
D. had studying E. have studied
- ___38. She _____ hard for the test last night when she fell asleep.
A. studied B. was studied C. was studying
D. studying E. have studied
- ___39. She _____ for two hours when I called.
A. will have been studying B. will study C. study
D. had studied E. studied
- ___40. She always _____ hard for tests.
A. study B. will studied C. studies
D. are studied E. will be studied
- ___41. Today she _____ hard for the test.
A. will have been studying B. had studied C. study
D. is studied E. is studying
- ___42. This whole morning she _____ hard for the test.
A. will have studied B. has studied C. had studied
D. is studied E. have studying
- ___43. We _____ more later this afternoon.
A. will have been studying B. will study C. study
D. are studied E. have studied
- ___44. She _____ for the test the whole night.
A. will have studying B. will be studying C. have studied
D. are studied E. have studying
- ___45. By the time the clock strikes three, we _____ for four long hours.
A. have studied B. will study C. study
D. are studied E. will have studied

Diagnostic Grammar and Usage Assessment Answers

Directions: If the student misses an item, mark a / in the same number column on the Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix.

- | | | |
|-------|-------|-------|
| 1. C | 16. C | 31. A |
| 2. B | 17. B | 32. C |
| 3. A | 18. E | 33. D |
| 4. E | 19. D | 34. A |
| 5. C | 20. C | 35. C |
| 6. B | 21. D | 36. B |
| 7. A | 22. B | 37. A |
| 8. E | 23. B | 38. C |
| 9. C | 24. C | 39. D |
| 10. D | 25. D | 40. C |
| 11. A | 26. A | 41. E |
| 12. E | 27. D | 42. R |
| 13. E | 28. A | 43. B |
| 14. C | 29. C | 44. B |
| 15. A | 30. E | 45. E |

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Diagnostic Mechanics Assessment

Directions: Rewrite each of the following with correct punctuation and capitalization. Do not add, remove, or switch around any words. Carefully proofread your work when finished.

1. a friend named john said I am glad I dont need any help on my homework

2. that new student paula is from south africa she told me she had never seen the star wars movie in that country

Note: Don't place a comma or a period after "africa."

3. she saw pictures of the costumes robots and ship models in the newsweek article the one that featured space camp **Note: Don't place a comma or colon after "article."**

4. yes you should listen to that song called the one monsters howl sometime before halloween

5. bring both girls best dresses to atlanta georgia to see the play titled fiddler on the roof

Diagnostic Mechanics Assessment

6. joe please read these chapters knots and cooking to prepare for the boy scouts meeting tonight

7. mr wong put on his glasses and then he read the magazine article titled my dog spoke english

8. dear mary

what a complete surprise no one had read the short story titled yankees and rebels
about the civil war

yours truly

amy

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Diagnostic Mechanics Assessment Answers

Directions: Each problem has four targeted diagnostic items in enlarged **boldface**. The numbers above each item represent the corresponding skill number on the **Diagnostic Mechanics Assessment Mastery Matrix**. To correct, write the number of each error on the assessments or record the errors directly on the **Diagnostic Mechanics Assessment Mastery Matrix**.

- 49 41 57 (needs both) 65
1. a friend named **J**ohn said, “I am glad I don’t need any help on my homework”
- 42 (needs both) 50 (needs both) 66 58
2. that new student, paula, is from **S**outh **A**frica; she told me she had never seen the star wars movie in that country
- 43 (needs both) 50
3. she saw pictures of the costumes, robots, and ship models in the newsweek article
- 67 (needs both) 51 (needs both)
- (the one that featured **S**pace **C**amp)
- 44 61 (needs both) 68 52
4. yes, you should listen to that song called “the one monster’s howl” before **H**alloween
- 69 45 53 (needs both) 60
5. bring both girls’ best dresses to atlanta, georgia to see the play titled Fiddler on the Roof
- 46 70 62 (needs both sets) 54 (needs both)
6. joe, please read these chapters. “**t**riots” and “**c**ooking” to prepare for the **B**oy **S**couts meeting tonight
- 71 47 63 (needs both)
7. mr. wong put on his glasses, and then he read the magazine article titled “my dog spoke **E**nglish”
- 48 (needs both salutation and closing)
8. dear mary, 72 64 (needs both)
- what a complete surprise! no one had read the short story titled “yankees and rebels” about the **C**ivil **W**ar
- 56 (needs both)
- yours truly,
- amy

Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix

Categories:	Parts of Speech											Sentence Structure						Pronouns					
Worksheet #s	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Teacher	Proper Nouns	Common Nouns	Pronouns	Adjectives	Verbs	Adverbs	Prepositional Phrases	Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions	Simple and Complete Subjects	Compound Subjects	Simple and Complete Predicates	Compound Predicates	Simple Sentences / Types of Sentences	Compound Sentences	Complex Sentences	Compound-Complex Sentences	Fixing Fragments	Fixing Run-Ons	Subject Case Pronouns	Object Case Pronouns	Intensive and Reflexive Pronouns
Class																							
Student Names																							
Totals																							

Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix

Categories:	Pronouns				Modifiers							Verb Tenses and Forms											
Worksheet #s	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
Teacher <hr/>	Pronoun–Antecedents	Who, Whose, Whom, That, Which	Indefinite People Pronouns	Indefinite Size or Amount Pronouns	Past Participles	Present Participles	Dangling / Misplaced Modifiers	Short Comparative Modifiers	Short Superlative Modifiers	Long Comparative Modifiers	Long Superlative Modifiers	Linking and Helping Verbs	Modal	Past Tense Verbs	Past Progressive Verbs	Past Perfect Verbs	Present Tense Verbs	Present Progressive Verbs	Present Perfect Verbs	Future Tense Verbs	Future Progressive Verbs	Future Perfect Verbs	
Class <hr/>																							
Student Names																							
Totals																							

Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix

Categories:	Commas										Capitalization					
Worksheet #s	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61
Teacher																
Class																
Student Names																
Totals																

Diagnostic Grammar, Usage, and Mechanics Assessment Mastery Matrix

Categories:	Underlining (Italics) / Quotation Marks									Other Punctuation						
Worksheet #s	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77
Teacher																
Class																
Student Names	Movie / Television Titles	Magazine / Website / Book / Newspaper Titles	Play / Work of Art Titles	Song / Poem Titles	Book Chapter Titles	Article Titles	Short Story / Document Titles	Direct Quotations	Apostrophes (Contractions)	Semicolons	Parentheses / Dashes	Apostrophes (Singular Possessives)	Apostrophes (Plural Possessive)	Colons	Periods (Abbreviations / Initials / Acronyms)	Exclamation Points
Totals																

NOTES

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Grammar, Usage, and Mechanics Worksheets

The Grammar, Usage, and Mechanics Worksheets are designed for **independent practice** of the Language Conventions Standards found in the Common Core Language Strand L.1, L.2, and the Language Progressive Skills Standards. Each worksheet includes concise definitions of the rule, skill, or concept with examples, a writing application, a practice section, and a brief formative assessment. Grammar, usage, and mechanics definitions, rules, and skills complement those found in the Language Conventions lessons.

Preparation

Display one of the Grammar, Usage, and Mechanics Worksheets to introduce the instructional components and explain the directions to your students. Students first read the **FOCUS** and **CONNECT TO WRITING** sections and then complete the **PRACTICE** section. Tell them *not* to complete the **WRITE** section (the formative assessment) until they have self-corrected and revised the **PRACTICE** section, so that they can learn from their mistakes before completing the last section. The formative assessment determines whether the student has or has not mastered the grammar, usage, or mechanics content, rule, or skill.

Step by Step Directions

1. When a student has completed all sections of the Grammar, Usage, and Mechanics Worksheet, except for the ending **WRITE** section (the formative assessment), the student uses the “Grammar, Usage, and Mechanics Worksheet Answers” to self-correct and revise. Tell students that you do not award a grade for this practice, so there would be no benefit from looking at the answers first. Remind students that they will often learn from their mistakes, especially when they identify and correct them.
2. Next, the student completes the **WRITE** section and shares the worksheet with you or comes up to your desk to mini-conference with you for thirty seconds to review the worksheet.
3. If the student did not master the rule, skill, or concept on the formative assessment, re-teach during the mini-conference.



Grammar, Usage, and Mechanics Worksheets

Parts of Speech	#1	Proper Nouns
	#2	Common Nouns
	#3	Pronouns
	#4	Adjectives
	#5	Verbs
	#6	Adverbs
	#7	Prepositional Phrases
Sentence Structure	#8	Coordinating Conjunctions
	#9	Subordinating Conjunctions
	#10	Correlative Conjunctions
	#11	Simple and Complete Subjects
	#12	Compound Subjects
	#13	Simple and Complete Predicates
	#14	Compound Predicates
	#15	Simple Sentences / Types of Sentences
	#16	Compound Sentences
	#17	Complex Sentences
	#18	Compound-Complex Sentences
Pronouns	#19	Fragments
	#20	Run-Ons
	#21	Subject Case Pronouns
	#22	Object Case Pronouns
	#23	Intensive and Reflexive Pronouns
	#24	Pronoun–Antecedents
	#25	Who, Whose, Whom, That, Which
	#26	Indefinite People Pronouns
Modifiers	#27	Indefinite Size or Amount Pronouns
	#28	Past Participles
	#29	Present Participles
	#30	Dangling / Misplaced Modifiers
	#31	Short Comparative Modifiers
	#32	Short Superlative Modifiers
	#33	Long and “__ly” Comparative Modifiers
	#34	Long and “__ly” Superlative Modifiers



Grammar, Usage, and Mechanics Worksheets

Verb Tenses and Forms	#35	Linking and Helping Verbs	
	#36	Modals	
	#37	Past Tense Verbs	
	#38	Past Progressive Verbs	
	#39	Past Perfect Verbs	
	#40	Present Tense Verbs	
	#41	Present Progressive Verbs	
	#42	Present Perfect Verbs	
	#43	Future Tense Verbs	
	#44	Future Progressive Verbs	
	#45	Future Perfect Verbs	
	Commas	#46	Commas with Speaker Tags
		#47	Commas with Appositives
		#48	Commas within Series
		#49	Commas with Introductions
#50		Commas with Geography	
#51		Commas with Nouns of Direct Speech	
#52		Commas with Conjunctions	
#53		Commas in Letters	
#54		Commas with Coordinate Adjectives	
Capitalization		#55	Capitalization of People / Characters
	#56	Capitalization of Places	
	#57	Capitalization of Things	
	#58	Capitalization of Holidays and Dates	
	#59	Capitalization of Organizations and Businesses	
	#60	Capitalization of Language and People Groups	
	#61	Capitalization of Events and Historical Periods	
	Quotation Marks / Underlining (Italics)	#62	Movie and Television Show Titles
		#63	Book / Magazine / Newspaper / Website Titles
		#64	Song / Poem Titles
#65		Play / Work of Art Titles	
#66		Book Chapter Titles	
#67		Article Titles	
#68		Short Story / Document Titles	
Additional Punctuation	#69	Direct Quotations	
	#70	Apostrophes (Contractions)	
	#71	Semicolons	
	#72	Parentheses / Dashes	
	#73	Apostrophes (Singular Possessives)	
	#74	Apostrophes (Plural Possessives)	
	#75	Colons	
	#76	Periods with Abbreviations / Initials / Acronyms	
	#77	Exclamation Points	

Grammar, Usage, and Mechanics Worksheet #1

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*.

Examples: *Josh* was honored person
at *U.S. Memorial Auditorium* place
with the *Smith-Lee Award*. thing

PRACTICE

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.

Grammar, Usage, and Mechanics Worksheet #2

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

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, us, his, hers, himself, herself, itself
Plural they, them, their, theirs, themselves

PRACTICE

Highlight 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.

Grammar, Usage, and Mechanics Worksheet #4

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

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.

Grammar, Usage, and Mechanics Worksheet #6

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

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 reviewed <i>before</i> the test.	<i>before</i> what?	...the test
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

Highlight the prepositional phrases in “The Pledge of Allegiance.”

“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.

Grammar, Usage, and Mechanics Worksheet #8

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.

Grammar, Usage, and Mechanics Worksheet #9

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 dad had already eaten his breakfast and had left for work. _____ her dad 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.

Grammar, Usage, and Mechanics Worksheet #10

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.



Grammar, Usage, and Mechanics Worksheet #11

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

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?

WRITE

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

Grammar, Usage, and Mechanics Worksheet #12

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 phrase. The compound subject is not part of a prepositional phrase.

PRACTICE

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.

In the sentence above, identify the complete compound subject.

Grammar, Usage, and Mechanics Worksheet #13

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 Predicate
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

Highlight 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.

Grammar, Usage, and Mechanics Worksheet #14

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 (briefer), 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

Use two colors to highlight the simple subjects and 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.

WRITE

Compose your own sentence with a compound predicate.

Grammar, Usage, and Mechanics Worksheet #15

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.

Grammar, Usage, and Mechanics Worksheet #16

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

2. Do you want vanilla do you want strawberry

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

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

WRITE

Write your own compound sentence.

Grammar, Usage, and Mechanics Worksheet #17

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

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

WRITE

Write your own complex sentence.

Grammar, Usage, and Mechanics Worksheet #18

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

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

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

WRITE

Compose your own compound-complex sentence.

Grammar, Usage, and Mechanics Worksheet #20

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

Revise 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.

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.

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

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

WRITE

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

Grammar, Usage, and Mechanics Worksheet #21

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 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.

Grammar, Usage, and Mechanics Worksheet #22

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 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 wanted to tell us _____, but when came to see me _____, I said that he should tell him _____ the news before me _____. He gave it _____ some thought.

WRITE

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

Grammar, Usage, and Mechanics Worksheet #23

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.



Grammar, Usage, and Mechanics Worksheet #24

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.

Grammar, Usage, and Mechanics Worksheet #25

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, can't use 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*.

Grammar, Usage, and Mechanics Worksheet #26

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

Write the correct verb forms to match the indefinite people pronouns in the spaces provided.

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.

Grammar, Usage, and Mechanics Worksheet #27

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

Write the correct verb forms to match the indefinite size or amount pronouns in the spaces provided.

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.



Grammar, Usage, and Mechanics Worksheet #28

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 *catchd* or *caughten*).

PRACTICE

Highlight the helping verbs and past participles 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.

Grammar, Usage, and Mechanics Worksheet #29

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

Highlight the linking verbs and present participles 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.

Grammar, Usage, and Mechanics Worksheet #30

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.

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.

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

Grammar, Usage, and Mechanics Worksheet #31

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.

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

PRACTICE

Write the correct comparative modifiers in the spaces provided.

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.

Grammar, Usage, and Mechanics Worksheet #32

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

Write the correct comparative modifiers in the spaces provided.

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.

Grammar, Usage, and Mechanics Worksheet #33

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

Write the correct comparative modifiers in the spaces provided.

1. Geometry seems *difficulter* than algebra. _____
2. Tina did an *outstandinger* job than he 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 not here, the first one is *least suspiciously* absent. _____
6. The detective most *suspected* the man, rather than the 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.

Grammar, Usage, and Mechanics Worksheet #34

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

Write the correct comparative modifiers in the spaces provided.

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 simplest planned hike. _____
6. That airline is the less frequently on-time airline of all U.S. airlines. _____

WRITE

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

Grammar, Usage, and Mechanics Worksheet #35

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 friends at the mall. Her friends had ____ told her that they were ____ going to the library, 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 would ____ be ____ anyone’s guess. It seems ____ like Lydia should ____ find new friends.

WRITE

Write a sentence with both linking and helping verbs.

Grammar, Usage, and Mechanics Worksheet #36

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 must 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.



Grammar, Usage, and Mechanics Worksheet #37

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.

WRITE

Compose your own sentence with two past tense verbs.



Grammar, Usage, and Mechanics Worksheet #38

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.



Grammar, Usage, and Mechanics Worksheet #39

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.



Grammar, Usage, and Mechanics Worksheet #40

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.



Grammar, Usage, and Mechanics Worksheet #41

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.



Grammar, Usage, and Mechanics Worksheet #42

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.



Grammar, Usage, and Mechanics Worksheet #43

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.



Grammar, Usage, and Mechanics Worksheet #44

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.



Grammar, Usage, and Mechanics Worksheet #45

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

Write the future perfect tense of each verb in these sentences in the spaces provided.

–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. We had seen three busses pass our house in ten more minutes. _____
3. You will tell three stories to 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. Mom 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.

Grammar, Usage, and Mechanics Worksheet #46

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 in the spaces provided:

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.

Grammar, Usage, and Mechanics Worksheet #47

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 dessert. My friend, Sam, left early.

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

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.

Grammar, Usage, and Mechanics Worksheet #48

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 arrived 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

Re-write these sentences with correct comma placement in the spaces provided.

1. Jane Mike and Ray pulled the car off to the side.

2. Along the road an old car two broomsticks and a rummy 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).



Grammar, Usage, and Mechanics Worksheet #49

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

Re-write these sentences with correct comma placement in the spaces provided.

1. Whenever the girls called he went outside to see what they wanted.

2. Around the block she rode the bicycle.

3. Next ask about the directions to the factory.

4. Interested they called the player to check his availability.

WRITE

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



Grammar, Usage, and Mechanics Worksheet #50

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 13th of 2000, the wind was blown out of his sails upon arriving in
 Virginia Beach, Virginia.

PRACTICE

Re-write these sentences with correct comma placement in the spaces provided.

1. Lawton Nevada is my hometown.

2. Olympia Washington is a beautiful capital.

3. Bogota Colombia seems like a fascinating city.

4. I live at 3442 Spring Street in Irvine South Carolina.

5. Amador City California has post office boxes for its residents.

6. St. Petersburg Russia used to be the capital of that country.

7. 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.



Grammar, Usage, and Mechanics Worksheet #51

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

Re-write these sentences with correct comma placement in the spaces provided.

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

WRITE

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



Grammar, Usage, and Mechanics Worksheet #52

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 how! 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

Re-write these sentences with correct comma placement in the spaces provided.

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.

Grammar, Usage, and Mechanics Worksheet #53

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

Re-write these sentences with correct comma placement in the spaces provided.

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.



Grammar, Usage, and Mechanics Worksheet #54

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

Re-write these sentences with correct comma placement in the spaces provided.

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.

WRITE

Compose your own sentence with three coordinate adjectives.



Grammar, Usage, and Mechanics Worksheet #55

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 home run king of baseball.
The magician, Miraculous Merlin, would have admired Peter the Great.
I know that Mother loved to watch Donald Duck cartoons.

PRACTICE

Write the proper nouns which should be capitalized in the spaces provided.

1. She told Uncle Charles that I went to see dr. s. l. thoms. _____
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. Johns. _____
4. Roy told my dad that sis and I would get together at Mom's work. _____
5. Officer Bob Benton issued a speed citation to mom and her brother. _____

WRITE

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

Grammar, Usage, and Mechanics Worksheet #56

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

Write the proper nouns which should be capitalized in the spaces provided.

1. I love to go see Broadway plays in New York city. _____
2. Some 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 often vacation at Santiago lake in Portugal. _____
7. They travelled out west to see the Grand canyon. _____

WRITE

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

Grammar, Usage, and Mechanics Worksheet #57

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

Write the proper nouns which should be capitalized in the spaces provided.

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 french club. _____
6. I attended first Presbyterian church for three years. _____
7. Did you kiss the Blaney 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.

Grammar, Usage, and Mechanics Worksheet #58

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

Write the proper nouns which should be capitalized in the spaces provided.

1. On the first thanksgiving, Pilgrims and Native Americans had a feast. _____
2. I'm sure that February 19th is Presidents day this year. _____
3. Will we have cherry pie at the 4th 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 a vacation day. _____
6. If thursday will not work for you, how about Wednesday? _____
7. I got married on flag day, which is on June 14th. _____
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.

Grammar, Usage, and Mechanics Worksheet #59

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

Write the proper nouns which should be capitalized in the spaces provided.

1. I know that Microsoft corporation is a profitable business. _____
2. Watching the Sacramento kings win was exciting. _____
3. She was a member of the daughters of the American Revolution. _____
4. I heard that general Motors is headquartered in Detroit. _____
5. Does the Atlas Window company donate money? _____
6. In the boy scouts of America, I learned outdoor skills. _____
7. The Boys and Girls clubs of America serve youth. _____
8. The organization, big Brothers, helps many. _____
9. The teachers belong to the national Educational Association. _____
10. The Los Angeles dodgers draws millions of fans. _____

WRITE

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



Grammar, Usage, and Mechanics Worksheet #60

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

Write the proper nouns which should be capitalized in the spaces provided.

1. Many asians live in urban areas of the United States. _____
2. The african-American women attended church. _____
3. Many brazilians have never seen the Amazon River. _____
4. I think that she speaks portuguese. _____
5. The Afrikaner language is based on 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.

Grammar, Usage, and Mechanics Worksheet #61

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

Write the proper nouns which should be capitalized in the spaces provided.

1. The covid-19 pandemic led to many deaths. _____
2. Many say that the wounds of the Civil war have never healed. _____
3. The Amador 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 is a golf tournament. _____
6. President Monroe's era of Good Feelings was in the early 1800s. _____
7. I have heard that the Folsom rodeo is world-famous. _____
8. The end of world war II in 1945 created different alliances. _____

WRITE

Write your own sentence with named event.

Write your own sentence with an historical period.



Grammar, Usage, and Mechanics Worksheet #62

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

For the movie and television titles which are *not* properly punctuated, write UI if they should be *underlined* or *italicized* and QM if they should be in *quotation marks* in the spaces provided.

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 Bonanza episode with the pancake-eating contest was titled The Flapjack Contest. _____
5. The repeats of Everybody Loves Raymond now twice nightly on the local station. _____
6. How many years did Modern Family run in prime time? _____
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 highly rated. _____

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.



Grammar, Usage, and Mechanics Worksheet #63

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

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. The new book by J.K. Rowling was reviewed in Weekly Reader magazine. _____
2. Was *The Adventures of Tom Sawyer* a best seller? _____
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 most challenging crosswords. _____
6. If you read the Newsela magazine regularly, you will notice the change in its format. _____
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 classic, The Fellowship of the Ring won an Academy Award. _____

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.



Grammar, Usage, and Mechanics Worksheet #64

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 every one should read.

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

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.



Grammar, Usage, and Mechanics Worksheet #65

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

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

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 Salesman, is still widely read. _____
4. "Of Michelangelo's sculptures, *The Pieta* stands out as his best," claimed Bunny. _____
5. His David 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.

Grammar, Usage, and Mechanics Worksheet #66

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

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

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.
2. The most exciting chapter has to the first one, “Boy Overboard.” _____
3. The chapter titled A Changed Toad ends Kenneth Grahame’s *The Wind in the Willows*. _____
4. “One for All and All for One” is the battle cry of the three French musketeers in _____ Alexandre Dumas’s classic, “The Three Musketeers.”
5. In the chapter titled “Three Duels,” three exciting sword fights are described in detail. _____
6. *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 Friar Tuck. _____
7. These 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.



Grammar, Usage, and Mechanics Worksheet #67

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

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. My wife read “Why Getting Hitched Is Healthy” in last month’s Ladies Home Journal. _____
2. I loved 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* had an article about Lady Gaga titled “Gaga on Top of the World.” _____
5. In the latest edition of *Science*, I read an article titled *Underneath the World*. _____
6. Her blog had a fascinating article titled “A Dime a Dozen.” _____
7. Putnam’s research article was featured in the “Wall Street Journal.” _____
8. On her most recent podcast, “Three Blind Mice,” Miley talks about three friends. _____

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.



Grammar, Usage, and Mechanics Worksheet #68

FOCUS Punctuation of Short Story / Document Titles

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

CONNECT TO WRITING

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

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. In *Twice-Told Tales*, Nathaniel Hawthorne tells many short stories such as “The Great Carbuncle,” “The Gray Champion,” “The Wedding Kneel,” 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.



Grammar, Usage, and Mechanics Worksheet #69

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

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

- "I'm anxious to leave, commented Zelda." _____
- "What just took place? asked Robert." _____
- "What a terrific ending to that story!" exclaimed Anthony. _____
- "Did you hear the speaker say," things will never be the same asked Billy? _____
- "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.



Grammar, Usage, and Mechanics Worksheet #70

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

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

- For all of their talk, they've rarely come to see who's playing at the club. _____
- They havent shown up in weeks, and so they cant really comment on what they dont know. _____
- I will say they're in for a treat when they do come. There's a band that isn't half-bad. _____
- They didn't hold back during their jet 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.

Grammar, Usage, and Mechanics Worksheet #71

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.

Semicolons are placed to the left of (inside) ending quotation marks.

Example: Three poems amaze me: the crazy "Bloom;" the mournful "Left;" and "No."

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. Samuel went shopping; then he went out to dinner. _____
2. The album includes these songs: the heart-throbbing rhythm and blues "Sawmill"; the surprisingly speedy, yet soulful "Ol' Dog Blues;" and "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.

Grammar, Usage, and Mechanics Worksheet #72

FOCUS Parentheses / Dashes

Use **parentheses or dashes** before and after words or ideas to explain or define the words or ideas. A dash (–) is longer than a hyphen (-).

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

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

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 visitors. _____
3. The Nile River—the longest river in the world flows 4,000 miles in Africa. _____
4. The daisy *Chrysanthemum leucanthemum* can make a beautiful spring bouquet. _____
5. Thomas Jefferson (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 yellow house—the one with a picket fence—and _____
and its remarkable front porch.

WRITE

Write your own sentence with parentheses.

Grammar, Usage, and Mechanics Worksheet #73

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

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each line.

There once was a child's horse named Skittish, _____

Its upbringing definitely British. _____

The poor horses' tail was once yanked by some male _____

from Londons own Twickingdelftish. _____

There once was a rose's bright bloom _____

Whose fragrance invaded Mom's room _____

Natures petal's will fall, and at the end of it all, _____

Lifes' beauty swept out by a broom. _____

WRITE

Write two sentences with two singular possessives.



Grammar, Usage, and Mechanics Worksheet #74

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.

Examples:	Singular	Singular Possessive	Plural	Plural Possessive
	woman	woman's	women	women's
	child	child's	children	children's

PRACTICE

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. Will the Firemens' Ball be held on the same weekend as last year? _____
2. The Smith's house is perfect for our graduation party. _____
3. Will the puppie's food change over the next month? _____
4. I think that the women's group meets every other Tuesday at the clubhouse. _____
5. The Children's 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 left-over food to the homeless were ambitious. _____
9. There is no doubt that worker's 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.

Grammar, Usage, and Mechanics Worksheet #75

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-Verses (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

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

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. I play these works: "Aria and Fugue," "Suite in D Major," and "The 3rd 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.

Grammar, Usage, and Mechanics Worksheet #76

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.



Grammar, Usage, and Mechanics Worksheet #77

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

Label **C** if the punctuation is *correct* or **W** if it is *wrong* in the space at the end of each sentence.

1. Run some. 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.

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #1 Practice Answers

John Francis, Beatrice, Nebraska, World War II, Chicago, *Southwestern Chief*, Los Angeles, Grand Central Station, John, Jane, Blix Hardware, Western Avenue, South Hollywood, John, Fort Ord, Army Band, Staff Sergeant, United States, John, John, University of Southern California, G.I. Bill, Cum Laude, Business, Social Science, Southern California, Janice Jones, California Federal Savings and Loan, Senior Vice-President, Mark, Robin

Grammar, Usage, and Mechanics Worksheet #2 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #3 Practice Answers

“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.”

Grammar, Usage, and Mechanics Worksheet #4 Practice Answers

Which One? these, that, this, those, certain
How Many? twenty-story, most, dozen, few, thousands
What Kind? juicier, muddy, navel, spicy, loud

Grammar, Usage, and Mechanics Worksheet #5 Practice Answers

I know (mental) that he had run (physical) a full mile before, but he might be (state of being) too tired right now. He will walk (physical) a mile yesterday.

Grammar, Usage, and Mechanics Worksheet #6 Practice Answers

What Degree: mostly, less, mainly
How: slowly, carefully, easily
Where: everywhere, nearby, here
When: often, one o’clock, later

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #7 Practice Answers

to [flag], of [United States], of [America], to [republic], for [which], under [God],
with [liberty], for [all], in [schools], throughout [America], over [heart], on [flag], to [country]

Grammar, Usage, and Mechanics Worksheet #8 Practice Answers

and, but, yet, so, and, but, yet, but (yet), and, for

Grammar, Usage, and Mechanics Worksheet #9 Practice Answers

Before, because (since, as), when, Although (Even though), Since (Because), where, Despite (In spite of)

Grammar, Usage, and Mechanics Worksheet #10 Practice Answers

and, either, or, whether, or, Neither, nor, Both

Grammar, Usage, and Mechanics Worksheet #11 Practice Answers

traveler, Tasco, cathedral, Guadalajara, city, one, Mexico City, trip, an experienced traveler

Grammar, Usage, and Mechanics Worksheet #12 Practice Answers

running 28 miles + the marathon, Track fans + casual spectators, Basketball + ice-hockey, The “Dream Team” + the United States hockey team, These two popular events + the track-and-field contests

Grammar, Usage, and Mechanics Worksheet #13 Practice Answers

Ice cream + [has pleased], ice cream + [is], treat + [has], Rocky Road + [delights],
nuts + marshmallows + [may cause], double-scoop + [tastes], Eating ice cream + [can be]

Grammar, Usage, and Mechanics Worksheet #14 Practice Answers

works + [stand] + [are remembered], description + [entertains] + [informs],
one + [will learn] + [will understand], novel + [teaches] + [preaches],
hero + [struggles] + [triumphs], Debbie walked into the room, sat down in the chair,
and heaved a sigh of relief.

Grammar, Usage, and Mechanics Worksheet #15 Practice Answers

1. imperative 2. exclamatory 3. interrogative 4. declarative

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #16 Practice Answers

1. I enjoy watching old television shows, but (yet) the new ones are better.
2. Do you want vanilla, or (and) do you want strawberry?
3. No one really wants to go; they just feel like they must attend.
4. This route takes too long; there must be another way.

Grammar, Usage, and Mechanics Worksheet #17 Practice Answers

1. As soon as the boy practices his trombone, he will be able to go outside to play.
2. Tonight we celebrate a special young lady, whose achievement is special.

Grammar, Usage, and Mechanics Worksheet #18 Practice Answers

After the sun set, the campers roasted marshmallows, and John then told a campfire story. Since the captain had a beard, he knew the sailor, and the sailor did not recognize him. Although he knew better, he could not teach her, because she just would not listen.

Grammar, Usage, and Mechanics Worksheet #19 Practice Answers

Options: Running down the hill, I saw her. I saw her running down the hill.
Finally, (any subject then predicate) the reason he left.
The playground seems to be covered with ice.

Grammar, Usage, and Mechanics Worksheet #20 Practice Answers

1. Jonathan seemed very selfish. He never shared with the other children.
2. Ms. Clements always prepared well for her lesson plans, and (so) the results paid off.
Option: Ms. Clements always prepared well for her lesson plans; the results paid off.
3. Nicco enjoyed video games, playing only after completing his chores.

Grammar, Usage, and Mechanics Worksheet #21 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #22 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #23 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #24 Practice Answers

1. PN 2. OP 3. T 4. PN 5. T

Grammar, Usage, and Mechanics Worksheet #25 Practice Answers

1. who 2. whose 3. that 4. which 5. Whom

Grammar, Usage, and Mechanics Worksheet #26 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #27 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #28 Practice Answers

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.

Grammar, Usage, and Mechanics Worksheet #29 Practice Answers

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. Mostly, but not always, he will be travelling by jet from now on.

Grammar, Usage, and Mechanics Worksheet #30 Practice Answers

1. Paula removed the backpack from her desk. She placed the backpack on the floor. (From her desk Paula removed the backpack and placed it on the floor.) 2. I ate only the fresh vegetables.

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #31 Practice Answers

1. closer 2. harder 3. more 4. worse 5. happier

Grammar, Usage, and Mechanics Worksheet #32 Practice Answers

1. quickest 2. more 3. biggest 4. best

Grammar, Usage, and Mechanics Worksheet #33 Practice Answers

1. more (less) difficult 2. more outstanding 3. more (less) incredible
4. more ridiculous 5. more (less) suspiciously 6. more (less) suspected 7. more (less) nervously

Grammar, Usage, and Mechanics Worksheet #34 Practice Answers

1. most considerate 2. least specifically 3. most carefully 4. most understood
5. most simply 6. least frequently

Grammar, Usage, and Mechanics Worksheet #35 Practice Answers

was LV; had HV told; were HV going; did HV not turn LV; to be LV; would HV not have HV
lied; felt LV; had HV; would HV be LV; seems LV; should HV find

Grammar, Usage, and Mechanics Worksheet #36 Practice Answers

1. permission 2. possibility 3. requirement 4. need 5. expectation 6. ability
7. advice

Grammar, Usage, and Mechanics Worksheet #37 Practice Answers

1. Penny helped at the senior center after school. 2. Cowboys roped and branded their cattle.
3. That radio station played all of my favorite songs. 4. Tamesia touched her left cheek every
time she raised her hand in class.

Grammar, Usage, and Mechanics Worksheet #38 Practice Answers

1. Larry was enjoying the beautiful sunsets at the beach. 2. They were expecting a lot of money
for their used car. 3. Her friends were sleeping in the living room when the fire alarm sounded.
4. Rosie was going to the movies.



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #39 Practice Answers

1. The class had already started when the student walked in tardy.
2. I had known by Tuesday that last weekend's game would be canceled.
3. They had shared their feelings about riding skateboards without helmets.
4. By the time I had arrived, Louis had already begun painting the back of the house.

Grammar, Usage, and Mechanics Worksheet #40 Practice Answers

1. We try to find the best deals on the Internet.
2. He should listen to what his parents have to say.
3. Carl Sandberg says, "Fog creeps in on little cat feet, and then slowly moves on."
4. I always want my own personal size pizza.

Grammar, Usage, and Mechanics Worksheet #41 Practice Answers

1. Phoebe is listening to the teacher as she works.
2. I am running down the street to the end of the block when I see my friend.
3. Nina and Berta are giving money to help those in need during the holiday season.
4. Our teammates are practicing a lot for the first game of our season.

Grammar, Usage, and Mechanics Worksheet #42 Practice Answers

1. Esmerelda has developed a fantastic web site.
2. The ladies have reunited in the same place to continue their friendship once every year.
3. *The storm has threatened to strike since last night.*

Grammar, Usage, and Mechanics Worksheet #43 Practice Answers

1. I will leave school at two o'clock for a dentist appointment.
2. I will talk to my friends, but they just won't listen.
3. You will ask for the movie star's autograph.
4. Computer games will grow more and more important to kids.
5. We will hope that the vacation can continue.

Grammar, Usage, and Mechanics Worksheet #44 Practice Answers

1. We will be running the mile in P.E. today.
2. I will be thinking of you as you celebrate your birthday.
3. Danya and Darla will be watching the movie tonight.
4. They will be volunteering every weekend at the shelter.



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #45 Practice Answers

1. will have ridden
2. will have seen
3. will have told
4. will have slept
5. will have given
6. will have performed

Grammar, Usage, and Mechanics Worksheet #46 Practice Answers

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.

Grammar, Usage, and Mechanics Worksheet #47 Practice Answers

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.
5. Kim and Tom, our two friends, left the concert early.
6. The wonderful teacher, Ms. So, shared the slides with her students.
7. The author has just completed his latest book, The End.
8. That song, "The Swan," lasts six minutes.

Grammar, Usage, and Mechanics Worksheet #48 Practice Answers

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.
5. Blue, green, and yellow are my favorite colors.
6. They ordered eggs, bacon, and wheat toast for breakfast.
7. Mr. Burt called on one of the following students: Jaime, Marta, or Frank.

Grammar, Usage, and Mechanics Worksheet #49 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #50 Practice Answers

1. Lawton, Nevada is my hometown.
2. Olympia, Washington is a beautiful capital.
3. Bogota, Colombia seems like a fascinating city.
4. I live at 3442 Spring Street in Irvine, South Carolina.
5. Amador City, California has post office boxes for its residents.
6. St. Petersburg, Russia used to be the capital of that country.
7. When did Juneau, Alaska reach a population of 10,000?

Grammar, Usage, and Mechanics Worksheet #51 Practice Answers

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.

Grammar, Usage, and Mechanics Worksheet #52 Practice Answers

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.

Grammar, Usage, and Mechanics Worksheet #53 Practice Answers

Left Letter—Dear Ralph, ... Yours truly,
Right Letter—To Whom It May Concern, ... Sincerely,

Grammar, Usage, and Mechanics Worksheet #54 Practice Answers

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.



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #55 Practice Answers

1. She told Uncle Charles that I went to see **Dr. S. L. Thoms**.
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. Johns.
4. Roy told my dad that **Sis** and I would get together at Mom’s work.
5. Officer Bob Benton issued a speed citation to **mom** and her brother.

Grammar, Usage, and Mechanics Worksheet #56 Practice Answers

1. I love to go see Broadway plays in New York **City**.
2. Some 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 often vacation at Santiago **Lake** in Portugal.
7. They travelled out west to see the Grand **canyon**.

Grammar, Usage, and Mechanics Worksheet #57 Practice Answers

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 **French 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**.

Grammar, Usage, and Mechanics Worksheet #58 Practice Answers

1. On the first **Thanksgiving**, Pilgrims and Native Americans had a feast.
2. I’m sure that February 19th is Presidents **Day** this year.
3. Will we have cherry pie at the 4th 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 14th.
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**?



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #59 Practice Answers

1. I know that Microsoft **Corporation** is a profitable business.
2. Watching the Sacramento **Kings** win was exciting.
3. She was a member of the **Daughters** of the American Revolution.
4. I heard that **General** Motors is headquartered in Detroit.
5. Does the Atlas Window **Company** donate money?
6. In the **Boy Scouts** of America, I learned outdoor skills.
7. The Boys and Girls **Clubs** of America serve youth.
8. The organization, **Big Brothers**, helps many.
9. The teachers belong to the **National** Educational Association.
10. The Los Angeles **Dodgers** draws millions of fans.

Grammar, Usage, and Mechanics Worksheet #60 Practice Answers

1. Many **Asians** live in urban areas of the United States.
2. The **African**-American women attended church.
3. Many **Brazilians** have never seen the Amazon River.
4. I think that she speaks **Portuguese**.
5. The Afrikaner language is based on **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**?

Grammar, Usage, and Mechanics Worksheet #61 Practice Answers

1. The **Covid-19** pandemic led to many deaths.
2. Many say that the wounds of the **Civil War** have never healed.
3. The Amador 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** is a golf tournament.
6. President Monroe's **Era** of Good Feelings was in the early 1800s.
7. I have heard that the Folsom **Rodeo** is world-famous.
8. The end of **World War II** in 1945 created different alliances.



Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #62 Practice Answers

1. My favorite episode from “Little House on the Prairie” is when Laura befriends the Indians. **QM**
2. Jaws III was not as good as the original Jaws. **UI**
3. Clint Eastwood’s Hang ‘Em High is a perfect example of a “Spaghetti Western.” **UI**
4. The Bonanza episode with the pancake-eating contest was titled “The Flapjack Contest.” **QM**
5. The repeats of Everybody Loves Raymond now run twice nightly on the local station. **UI**
6. How many years did Modern Family run in prime time? **UI**
7. I’m pretty sure that The Late Show will be renewed for another year. **UI**
8. The episode of I Love Lucy titled “Lucy Goes to the Hospital” was highly rated. **QM**

Grammar, Usage, and Mechanics Worksheet #63 Practice Answers

1. The new book by J.K. Rowling was reviewed in Weekly Reader Magazine. **W**
2. Was *The Adventures of Tom Sawyer* a best seller? **C**
3. My children look forward to receiving their copies of *Highlights* every month. **C**
4. Some parents in this class have a subscription to The Wall Street Journal. **W**
5. The New York Times crossword is one of the most challenging crosswords. **C**
6. If you read the Newsela magazine regularly, you will notice the change in its format. **W**
7. Are children still reading *Roll of Thunder, Hear My Cry*? **C**
8. I looked everywhere, but could not find that quote in the The Last Dance. **W**
9. Tolkien’s classic, The Fellowship of the Ring, won an Academy Award. **W**

Grammar, Usage, and Mechanics Worksheet #64 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #65 Practice Answers

1. William Shakespeare wrote many comedies, including: The Tempest, Twelfth Night, C A Midsummer-Night's Dream, and As You Like It. **W**
2. He also wrote tragedies, including the famous *Julius Caesar*. **W**
3. Tennessee William's play, The Death of a Salesman, is still widely read. **W**
4. "Of Michelangelo's sculptures, *The Pieta* stands out as his best," claimed Bunny. **W**
5. His David was sculpted from lesser quality marble. **C**
6. Have you ever seen a photograph of *Whistler's Mother*? **C**
7. "The photograph, Sunrise, Sunset, is one of the most memorable examples of time-lapse **W** photography," said Melvin.
8. Did his *Breakfast of Champions* sell at the art exhibit? **W**

Grammar, Usage, and Mechanics Worksheet #66 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #67 Practice Answers

1. My wife read "Why Getting Hitched Is Healthy" in last month's *Ladies Home Journal*. **W**
2. I love reading "Humor in Uniform" every month in Reader's Digest. **C**
3. This month's issue of California Educator features an article titled "Tuning up the Idea." **W**
4. Last week's *Time* had an article about Lady Gaga titled "Gaga on Top of the World." **C**
5. In the latest edition of *Science*, I read an article titled *Underneath the World*. **C**
6. Her blog had a fascinating article titled "A Dime a Dozen." **C**
7. Putnam's research article was featured in the *Wall Street Journal*. **W**
8. On her most recent podcast, "Three Blind Mice," Miley talks about three friends. **C**

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #68 Practice Answers

1. In *Twice-Told Tales*, Nathaniel Hawthorne tells many short stories such as “The Great C 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 C own “The Rabbit’s Ghost Story.”
3. James Herriot’s short story, “Monty the Bull,” tells the entertaining story of a bull that gets W the best of a veterinarian.
4. Doris Summers finished her “Lake Tahoe Water Conditions” report last week. W
5. The school board prepared a document titled “State of the District” and printed 200 copies. C

Grammar, Usage, and Mechanics Worksheet #69 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #70 Practice Answers

For all of their talk, they’ve rarely come to see who’s playing at the club. C
They haven’t shown up in weeks, and so they can’t really comment on what they don’t know. W
I will say they’re in for a treat when they do come. There’s a band that isn’t half-bad. C
They didn’t hold back during their set Friday night and they won’t tonight. W

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

Grammar, Usage, and Mechanics Worksheet #71 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #72 Practice Answers

1. Jackie Smith (1845–1910) worked in the women’s rights movement. You should read **W** 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 visitors. **C**
3. The Nile River—the longest river in the world—flows 4,000 miles through Africa. **W**
4. The daisy (*Chrysanthemum leucanthemum*) can make a beautiful spring bouquet. **C**
5. Thomas Jefferson (author of the Declaration of Independence) seemed confused. **C** he spoke out against the evils of slavery, but he himself owned slaves.
6. As you turn right, you will notice a yellow house—the one with a picket fence—and **C** its remarkable front porch.

Grammar, Usage, and Mechanics Worksheet #73 Practice Answers

There once was a child’s horse named Skittish, **C**
Its upbringing definitely British. **C**

The poor horse’s tail was once yanked by some male **W**
from London’s own Twickingdelfittish. **W**

There once was a rose’s bright bloom **C**
Whose fragrance invaded Mom’s room **C**
Nature’s petals will fall, and at the end of it all, **W**
Life’s beauty swept out by a broom. **W**

Grammar, Usage, and Mechanics Worksheet #74 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet Answers

Grammar, Usage, and Mechanics Worksheet #75 Practice Answers

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

Grammar, Usage, and Mechanics Worksheet #76 Practice Answers

1. B.C.
2. p.m.
3. P.S.
4. N.A.S.A.
5. S.C.U.B.A.
6. Mrs.
7. e.g.
8. etc.
9. 5.5

Grammar, Usage, and Mechanics Worksheet #77 Practice Answers

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

