

Grammar 5: Sheet 1

Passage

Being Verbs

Henry Reed, p. 30:

By the time we were kids, my folks—that's your grandparents—had sold three lots here on this side of the road. All the present houses were here except that red brick one which you can see over the evergreens. That belongs to Mr. Apple.

F.Y.I.: Being Verbs

Did you know that you can tell what a noun *was*, *is* or *will be*? Verbs that express a state of being are called **being verbs**. Being verbs require three parts. Match the **bold**, *italics* and underlines in the examples to discover the three parts.

Being verbs require three components:

1. *a noun*
2. **a being verb**
3. one or more words to clarify the noun's state of being.

For example:

Bubba **is** strong.
Lisa **was** laughing.
Zachary **will be** awake soon.

Exercises

Unless directed to do otherwise, mark your answers to these questions on the above passage.

1. Circle the being verbs in the second sentence. Then rewrite the sentence so you don't use any form of the verb **be**.

2. Put check marks above the dashes in the passage above. Why did the author use dashes in this passage?

- | | |
|---|--|
| <input type="checkbox"/> To indicate interrupted speech | <input type="checkbox"/> To set off parenthetical material |
| <input type="checkbox"/> For emphasis | <input type="checkbox"/> To indicate a sudden break |

3. In the second sentence, use an **n** to label the nouns and a **v** to label the verbs. When they are part of a sentence, nouns are often the: **action word** **person** **subject** of the sentence.

Note: The word "can" is a helping verb, which we will discuss on Activity Sheet 4. Also note that in this context, **one** is a numerical pronoun whose antecedent is the noun **houses**.

4. **Homonyms** are words that sound the same, are spelled the same, but do not mean the same thing. Words such as "wave" (in the sea) and "wave" (to greet) are homonyms. Underline as many homonyms in the passage as you can. Then choose 3 homonyms and write another meaning for each one.

➡ **Sheet 1** *Continued...*

5. **Homophones** are words that sound the same, but do not mean the same thing. Homophones may or may not have the same spelling.¹ Words such as “for” and “four,” and “ant” and “aunt,” are homophones. Double underline as many homophones in the passage as you can. Then choose 3 homophones and write another meaning for each one.

1. See the *Grammar Guide* in the Resource section for more information.

Grammar 5: Sheet 36

Passage

Adjectival and Adverbial Clauses

Homesick, p. 25:

“Good-bye,” I said. “May the River God protect you.”

For a moment the boy stared. When he spoke, it was as if he were trying out a new sound. “American friend,” he said slowly.

When I looked back, he was still there, looking soberly toward the foreign world to which I had gone.

F.Y.I.: Adjectival and Adverbial Clauses

Remember, a clause is a group of related words that includes a subject and a predicate. You also know that while both independent and dependent clauses contain both subjects and predicates, only independent clauses convey a complete thought and can stand alone as a complete sentence—dependent clauses do not, and cannot.

Did you know that clauses can serve different functions in a sentence? **Adjectival clauses** (also called adjective or relative clauses) usually begin with a *relative pronoun* and serve as an adjective. **Relative pronouns** connect phrases or clauses to nouns or pronouns. The most common relative pronouns are *who*, *whoever*, *which* and *that*. For example:

The child *who left her shoes on the stairs* should come and retrieve them.

In the sentence above, **who left her shoes on the stairs** is an adjectival clause because it describes the noun **child**.

Adverbial clauses may begin with a *subordinating conjunction* and serve as an adverb.

I filled the tank with gas *before I went home*.

The clause **before I went home** is an adverbial clause because it describes *when* I filled the tank and begins with the subordinating conjunction **before**.

Exercises

1. **To which I had gone** is an adjectival clause. Draw brackets around the clause and then draw an arrow from the clause to the noun or pronoun it modifies.
2. Draw brackets around each clause in the last sentence. Mark any independent clauses with **ind** and any dependent clauses with **dep**.

Based on your analysis, what is the structure of this sentence?

Simple

Compound

Complex

Compound-Complex

3. The word **looking** in the last sentence is a participle. Rewrite the sentence so that you replace the participle with a true verb. _____



➡ **Sheet 36** *Continued...*

4. Write **prep** above all prepositions, **op** above all objects of prepositions, and draw parentheses around all prepositional phrases.

5. The following words are homographs. Think of at least two meanings for each word. We gave you one of them.

May _____ *permission, blessing* _____

spoke _____ *past tense of speak* _____

back _____ *behind* _____

still _____ *yet, continuing* _____

6. Use the standard symbols (**s**, **v**, **do**, **art**, **adj**, etc.) to analyze the second and third sentences.

Grammar 5: Sheet 72

Passage

Star of Light, pp. 161–162:

“How does the light get into the empty lantern?” asked Rosemary. “It’s just a matter of opening a door and placing a candle inside. Jesus is the Light, and He wants to come in; and we, by believing, open the door and ask Him in. Then, if the glass of the lantern is clean, the light shines out clearly; but if the glass is clouded and dirty the light will be very dim.”

Exercises

- Why do we find semicolons in the middle of the third and fourth sentences? (Check all that apply.)
 - To help join two independent clauses in one sentence—especially when they are long or contain commas
 - To separate groups that contain commas
 - To serve the kind of function that a period does when a comma would do; to provide a more substantial break than a comma would
 - It shouldn’t be there; the author should have used _____ instead
- What is the structure of the first sentence (including the attribution)?

Simple	Compound	Complex	Compound-Complex
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What is the structure of the second?

Simple	Compound	Complex	Compound-Complex
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What is the structure of the third?

Simple	Compound	Complex	Compound-Complex
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What is the structure of the fourth?

Simple	Compound	Complex	Compound-Complex
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- What are the tenses of the following clauses?

If the glass is clouded and dirty...	Past	Present	Future
...the light will be very dim...	Past	Present	Future
- Double underline the interrogative sentence.
- Circle the antecedent to the pronoun **It** in the second sentence.



6. Think of two antonyms or, at least, contrastive expressions for each of the following words. Feel free to use prepositional phrases, clauses, or other longer means of expressing the opposite idea!

empty _____

open _____

light _____

Aunt _____

inside _____

him _____

clearly _____

clean _____

7. The last sentence includes a strong example of parallelism. Please underline the parallels and draw two-headed arrows that connect the parallel phrases.

8. Analyze the third sentence.

9. Rewrite the second sentence in such a way that you eliminate the gerunds **opening** and **placing**.
