

# Grammar 6: Sheet 1

## Passage

## Semicolons

*Mara, Daughter of the Nile*, p. 1:

The city that rose beyond them shimmered, almost drained of color, in the glare of Egyptian noon. Doorways were blue-black in white buildings, alleys were plunged in shadow; the gay colors of the sails and hulls that crowded the harbor seemed faded and indistinct, and even the green of the Nile was overlaid by a blinding surface glitter. Only the sky was vivid, curving in a high blue arch over ancient Menfe.

### F.Y.I.: Semicolons

A **semicolon** is a punctuation mark that can act like a weak period or a strong comma. When a semicolon replaces a period in order to combine two sentences, it acts like a weak period.

His hat was enormous; the flaps that covered his ears bounced in time to the rhythm of his steps.

When a semicolon helps to clearly define the breaks between items in a list, it acts as a strong comma. Often, semicolons are used when listed items already contain commas.

I plan to feed the dog; take out the trash; and finish my Math, Language Arts and Science work after dinner.

### Exercises

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

1. Draw a box around the semicolon. How is it used in this passage?  
 as a strong comma  
 as a weak period
2. A **proper noun** is the name of a *particular* person, place or thing. Proper nouns always begin with a capital letter. Place a check mark above each proper noun in the passage.
3. A **common noun** is a general word that refers to a person, place, thing or idea. Write **n** above each common noun in the passage.
4. **Homographs** are words that are spelled alike but have different meanings. Homographs may or may not sound alike. The words **rose** and **glare** are homographs. Write a meaning for each word. We have given you one.

**rose:** past tense of the verb "rise" \_\_\_\_\_

**glare:** over-bright light \_\_\_\_\_





# Grammar 6: Sheet 36

## Passage

## Pronoun Case

*The Bronze Bow*, p. 111:

Suddenly words were echoing in his mind. “For each one of you is precious in His sight.” Not scripture, but the words of the carpenter. That was what had confused him. Rosh looked at a man and saw a thing to be used, like a tool or a weapon. Jesus looked and saw a child of God. Even the old miser with his moneybag?

### F.Y.I.: Pronoun Case

Did you know that each personal pronoun has three **cases**? A pronoun’s **case** changes form in relation to other words.

1. **Nominative**—when the pronoun is the subject of a sentence.

*I* hit the ball.

2. **Possessive**—when the pronoun owns something.

*My* ball went over the fence.

3. Use **objective** pronouns when the pronoun is the object of the sentence, so it *receives* or is *affected by* the action from a subject.

Michael soaked *me* with the hose.

This table shows pronouns according to case, person and number of the noun.

Pronouns				
Person/Number	Nominative/Subject	Possessive		Objective/Object
1 <sup>st</sup> /Singular	<b>I</b> went to school.	This is <b>my</b> house.	This house of <b>mine</b> .	That soaked <b>me</b> .
1 <sup>st</sup> /Plural	<b>We</b> went to school.	This is <b>our</b> house.	This house of <b>ours</b> .	That soaked <b>us</b> .
2 <sup>nd</sup> /Singular	<b>You</b> went to school.	This is <b>your</b> house.	This house of <b>yours</b>	That soaked <b>you</b> .
2 <sup>nd</sup> /Plural	<b>You</b> went to school.	This is <b>your</b> house.	This house of <b>yours</b> .	That soaked <b>you</b> .
3 <sup>rd</sup> /Singular Masc	<b>He</b> went to school.	This is <b>his</b> house.	This house of <b>his</b>	That soaked <b>him</b> .
3 <sup>rd</sup> /Singular Fem	<b>She</b> went to school.	This is <b>her</b> house.	This house of <b>hers</b> .	That soaked <b>her</b> .
3 <sup>rd</sup> /Singular Neut	<b>It</b> went to school.	This is <b>its</b> house.		That soaked <b>it</b> .
3 <sup>rd</sup> /Plural	<b>They</b> went to school.	This is <b>their</b> house.	This house of <b>theirs</b> .	That soaked <b>them</b> .



## Exercises

1. For all personal pronouns, write **nom** above any nominatives, **obj** above any objectives, and **pos** above any possessives.
2. Circle the being verbs in the passage.
3. Write **prep** above all prepositions, **op** above all objects of prepositions, and draw parentheses around all prepositional phrases.
4. Use **s** to label the subject of the fourth sentence. If it is a pronoun, draw an arrow to its antecedent.
5. Underline the complete predicate of the final complete sentence.
6. Draw brackets around and write **frag** above all sentence fragments.
7. Rewrite the fragments so that they are complete sentences.

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8. Analyze the second and sixth sentences.
9. What is the name of the literary device that the author uses to compare the men to tools or weapons?

**Simile**

**Metaphor**

# Grammar 6: Sheet 72

## Passage

*Luther*, p. 55 (paraphrased):

“Something must be done!” Luther said. Following the custom of the day, he decided to bring these matters to the attention of the church officials by inviting his fellow professors to a debate. He therefore put his thoughts into writing. When he was finished, he had written ninety-five theses, or ideas. In them he objected to using indulgence money to build a great church in Rome, and to the pope’s claim that he had power over souls in purgatory.

## Exercises

- Underline the exclamatory sentence.
- Draw a star over the number word. Write the rule for hyphenating numbers. \_\_\_\_\_  
\_\_\_\_\_
- Draw brackets around the participial phrase in the second sentence.
- Double underline the gerund phrase in the second sentence.
- Rewrite the second sentence and remove the participles and gerunds. \_\_\_\_\_  
\_\_\_\_\_
- Analyze the third sentence. If you find a prepositional phrase, please surround it with parentheses. For an extra challenge, analyze the entire passage.
- Circle the correct structure of each sentence.

First:	<b>Simple</b>	<b>Compound</b>	<b>Complex</b>	<b>Compound-Complex</b>
Second:	<b>Simple</b>	<b>Compound</b>	<b>Complex</b>	<b>Compound-Complex</b>
Third:	<b>Simple</b>	<b>Compound</b>	<b>Complex</b>	<b>Compound-Complex</b>
Fourth	<b>Simple</b>	<b>Compound</b>	<b>Complex</b>	<b>Compound-Complex</b>
Fifth (Challenge):	<b>Simple</b>	<b>Compound</b>	<b>Complex</b>	<b>Compound-Complex</b>
- Why might an author vary the structure of sentences in a paragraph? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_