

WEEK 7

Compounds and Conjunctions

— LESSON 25 —

Contractions

Compound Nouns

Diagramming Compound Nouns

Compound Adjectives

Diagramming Adjectives

Articles

Exercise 25A: Contractions Review

Write the two words that form each contraction on the blanks to the right. Some contractions have more than one correct answer. The first is done for you.

Contraction	Helping Verb	Other Word
we'd	would OR had	we
she'll	will	she
I'm	am	I
didn't	did	not
you've	have	you
isn't	is	not
weren't	were	not
it'll	will	it
they're	are	they

Exercise 25B: Diagramming Adjectives and Compound Nouns

On your own paper, diagram every word of the following sentences.

Our solar system moves.

solar system | moves
Our

Louisa May Alcott wrote.

Louisa May Alcott | wrote

Melissa's high school instructs.

high school | instructs
 Melissa's

Good hearing aids assist.

hearing aids | assist
 Good

Exercise 25C: Compound Nouns

Using the list of words below, make as many single-word compound nouns as you can. Each word in the list can be used *at least* twice.

Note to Instructor: Accept any word that can be found in the dictionary!

ball	book	case	cut	fall
foot	mark	rest	room	suit
store	snow	water	work	
ballroom	bookcase	bookmark	bookstore	
bookwork	casebook	casework	cutwater	
cutwork	football	footfall	footrest	
footwork	restroom	snowball	snowfall	
snowsuit	storeroom	suitcase	waterfall	
watermark	waterwork	workbook	workroom	

Exercise 25D: Compound Adjectives

Correctly place hyphens in the following phrases.

four hundred fifty-one degrees Fahrenheit

the mixed-up files

the life-changing magic

a fifty-year friendship

twenty-two high-end watches

a two-day-old lamb

a germ-destroying air purifier

Exercise 25E: Diagramming Adjectives, Compound Nouns, and Compound Adjectives

On your own paper, diagram every word in the following sentences.

The old two-story house collapsed.

house | collapsed
 The old two-story

Fragile eggshells can break.

eggshells | can break
 Fragile

An out-of-breath police officer hurried.

An out-of-breath
police officer hurried

A sweet-smelling yellow flower had opened.

A sweet-smelling
yellow flower had opened

Sixty-three left-handed men responded.

Sixty-three left-handed
men responded

— LESSON 26 —

Compound Subjects The Conjunction *And* Compound Predicates Compound Subject-Predicate Agreement

Exercise 26A: Identifying Subjects, Predicates, and Conjunctions

Underline the subjects once and the predicates twice in each sentence. Circle the conjunctions that join them. The first one is done for you.

These sentences are adapted from Jack London's *The Call of the Wild*.

He drank eagerly, (and) later bolted a generous meal of raw meat.

All passiveness (and) unconcern had dropped from them.

An oath from Perrault, the resounding impact of a club upon a bony frame, (and) a shrill yelp of pain, heralded the breaking forth of pandemonium.

Here were many men, and countless dogs.

The hair rose along his back and stood on end across his shoulders and up his neck.

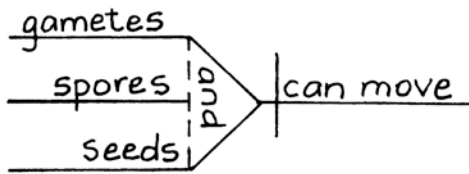
He whittled and listened and gave monosyllabic replies and terse advice.

Exercise 26B: Diagramming Compound Subjects and Predicates

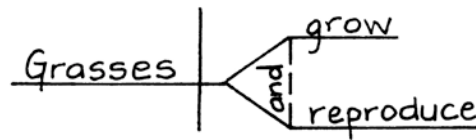
Draw one line under the subject[s] and two lines under the predicate[s] in the following sentences. Circle any conjunctions that connect subjects and/or predicates. When you are finished, diagram the subjects, predicates, and conjunctions ONLY of each sentence on your own paper.

These sentences are adapted from the Britannica Illustrated Science Library's *Plants, Algae, and Fungi*.

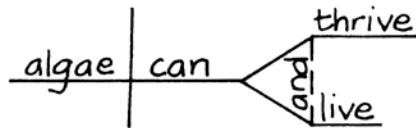
The gametes, spores, and seeds of plants can move about, especially with the help of water and wind.



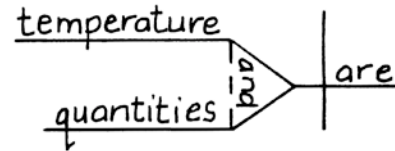
Grasses grow and reproduce in the long hours of summer daylight.



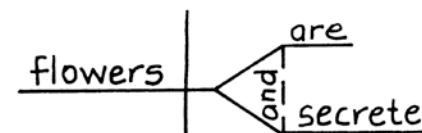
Red algae can thrive at relatively high temperatures and live inside thermal water vents.



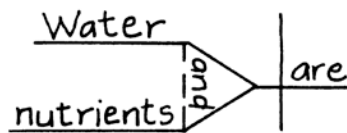
Optimal temperature and appropriate quantities of water and air are the important factors for a seed's awakening.



Orchids' flowers are large and very colorful and secrete a sugary nectar.



Water and nutrients are sufficient for the cultivation of tomatoes.

**Exercise 26C: Forming Compound Subjects and Verbs**

Combine each of these sets of simple sentences into one sentence with a compound subject and/or a compound predicate joined by *and*. Use your own paper.

The boy plays with the ball.

The dog plays with the ball.

The boy and the dog play with the ball.

The engineer studies the problem.

The engineer develops a solution.

The engineer searches for ways to improve the solution.

The engineer studies the problem, develops a solution, and searches for ways to improve the solution.

Paul runs up onto the stage.
 Janice runs up onto the stage.
 Yuan runs up onto the stage.
 Paul sings.
 Janice sings.
 Yuan sings.

Paul, Janice, and Yuan run up onto the stage and sing.

After the science fair, Josué packed up his project.
 After the science fair, Josué went home.
 After the science fair, I packed up my project.
 After the science fair, I went home.

After the science fair, Josué and I packed up our projects and went home.

Exercise 26D: Subject-Verb Agreement with Compound Subjects

Choose the correct verb in parentheses to agree with the subject. Cross out the incorrect verb.

Amaya (~~dash~~/dashes) down the street and (~~dart~~/darts) into a shop.
 The baker and his assistant (stop/stops) talking and (stare/stares) at Amaya.
 Amaya (~~catch~~/catches) her breath and (look/looks) at the display case.
 She (~~order~~/orders) a cake and (tell/tells) the baker that it will be a surprise for her sister.
 The baker (~~prepare~~/prepares) and (~~decorate~~/decorates) the cake.
 Amaya (pay/pays) for the cake and (~~thank~~/thanks) the baker.

— LESSON 27 —

Coordinating Conjunctions Complications in Subject-Predicate Agreement

Exercise 27A: Using Conjunctions

Fill the blanks in the sentences below with the appropriate conjunctions. You must use each conjunction (*and, or, nor, for, so, but, yet*) at least once. (There is more than one possible answer for many of the blanks!)

These sentences are adapted from Sir Walter Scott's *Ivanhoe*.

Note to Instructor: The answers below are the conjunctions found in the original text, but you should accept any conjunction that makes sense, as long as the student uses each conjunction at least once.

It becomes not one wearing this badge to answer, yet to whom, besides the sworn champions of the Holy Sepulchre, can the palm be assigned among the champions of the Cross?

There was a stranger at the gate, imploring admittance and hospitality.

Cedric hastened to meet her, and to conduct her, with respectful ceremony, to the elevated seat at his own right hand.

Replacing his javelin, he resumed his seat, bent his looks downward, and appeared to be absorbed in melancholy reflection.

It was the Knight of Ivanhoe; nor was there one of the six that, for his years, had more renown in arms.

Pride and jealousy there was in his eye, for his life had been spent in asserting rights which were constantly liable to invasion.

I can guess thy want, so I can supply it.

If I had a horse, I would be your guide, for the way is somewhat intricate, though perfectly well known to me.

The path soon led deeper into the woodland, and crossed more than one brook, the approach to which was rendered perilous by the marshes through which it flowed; but the stranger seemed to know, as if by instinct, the soundest ground and the safest points of passage.

In this dress I am vowed to poverty, nor do I change it for aught save a horse and a coat of mail.

Exercise 27B: Subject-Predicate Agreement: Troublesome Subjects

Circle the correct verb in parentheses so that it agrees with the subject noun or pronoun in number.

The mirrors on the shelf (reflect/reflects) the candlelight.

Half of the milk (has/have) spilled on the counter and (is/are) dripping onto the floor!

The kindergarten class (wreck/wrecks) the art room on a daily basis, but the teacher and the aide (clean/cleans) things up afterward.

The crew (was/were) alerted to the danger by the captain's loud cry.

The flock of birds (was/were) flying in all directions.

Two-thirds of the students (describe/describes) the visitor as a good storyteller.

Kenneth and Dawson (dislike/dislikes) pumpkin pie but (love/loves) brownies.

The staff (entertain/entertains) themselves during slow times by creating art with sticky notes.

One million gallons of water (was/were) brought onto the hurricane-battered island.

The jar of cookies (tempt/tempts) me.

My brother or sister (has/have) been experimenting with recipes again—cookies should be sweet, but four cups of sugar for two dozen cookies (is/are) just too much!

One-fourth of the fence (has/have) been painted.

One-fourth of the fences (has/have) been painted.

Five years (remain/remains) before the next election.

The panel of experts (disagree/disagrees) on how to solve this issue.

The guide or some tourists usually (spot/spots) a manatee around this part of the boat ride.

Exercise 27C: Fill in the Verb

Choose a verb in the present tense that makes sense to complete each sentence. Be sure the verb agrees in number with its subject!

Note to Instructor: Sample answers are inserted below, but accept any reasonable answer as long as it is in the correct person and number (indicated in parentheses after each sentence).

The fury of the people incites a riot. (3rd singular)

My brother and I find snails and worms under those rocks all the time. (3rd plural)

Either the bus or one of the vans arrives late for the retreat every year. (3rd singular)

Your observations about the painting sound very astute. (3rd plural)

The class holds elections for officers in October. (3rd singular)

The mayor, the city council, and the police department claim credit for the decrease in violent crimes over the last year. (3rd plural)

The ink in all of my pens disappears too quickly! (3rd singular)

Either the berries or the milk causes me to have an allergic reaction, so I will avoid both! (3rd singular)

Half of the pages in this book are covered with pencil marks. (3rd plural)

— LESSON 28 —

Further Complications in Subject-Predicate Agreement

Exercise 28A: Subject-Verb Agreement: More Troublesome Subjects

Find the correct verb (agrees with the subject in number) in parentheses. Cross out the incorrect verb.

Gymnastics (is/~~are~~) Maria's favorite activity of the week.

Every part in the play (has/~~have~~) been cast.

In *The Lord of the Rings*, there (is/~~are~~) one ring more powerful than all the rest.

The vertices of a regular polygon (~~lies~~/lie) on the circle that can be drawn around the polygon.

The teacher and technology director (is/~~are~~) running late for his meeting.

Biscuits and gravy (was/~~were~~) not on the menu today.

There (is/~~are~~) only six Wonder Gadgets left—you'd better order yours now!

Each fork, knife, and spoon (was/~~were~~) placed in precisely the right spot.

"Each of the dresses (has/~~have~~) something wrong with it," complained Julia.

Green Eggs and Ham (was/~~were~~) written as the result of a bet Dr. Seuss's publisher made with him; the publisher believed Dr. Seuss could not write a book using no more than fifty unique words.

My new binoculars (~~allows~~/allow) me to observe birds all the way across the lake!

Today's news (is/~~are~~) not good.

The alumni of our campus organization (~~supports~~/support) us financially.

Jane Austen's *Pride and Prejudice* (was/~~were~~) published in 1813.

Billiards (is/~~are~~) a game with many variations.

Science and Nature (is/~~are~~) my favorite category in Trivial Pursuit.

Here on the handout (is/are) the criteria for this project.

Each of the poisons (has/~~have~~) a unique antidote.

Trinidad and Tobago (has/~~have~~) been an independent nation since 1962.

Every minute (brings/~~bring~~) us closer to the deadline.

Exercise 28B: Correct Verb Tense and Number

Complete each of these sentences by writing the correct number and tense of the verb indicated in the blank. The sentences are taken or adapted from Nathaniel Hawthorne's *The Scarlet Letter*.

Externally, the jollity of aged men (simple present of *have*) has much in common with the mirth of children.

This rose-bush, by a strange chance, (perfect present of *am*) has been kept alive in history.

In some two years, or less, that the woman has been a dweller here in Boston, no tidings (simple present of *have*) have come of this learned gentleman, Master Prynne.

Here, to witness the scene which we are describing, (simple past of *am*) was Governor Bellingham himself.

The discipline of the family, in those days, (simple past of *am*) was of a far more rigid kind than now.

Physical compulsion or restraint (simple past of *am*) was effectual, of course, while it lasted.

The children of the settlement (progressive past of *play*) were playing at going to church.

All the powers of nature (simple present of *call*) call so earnestly for the confession of sin.

A knowledge of men's hearts (simple present of *am*) is needful to the completest solution of that problem.

There (simple present of *am*) is no law nor reverence for authority mixed up with that child's composition.

Here (simple present of *am*) is a child of three years old, and she cannot tell who made her!

Their wide, short trousers (simple past of *am*) were confined about the waist by belts, often clasped with a rough plate of gold.

A sluggish bond-servant or an undutiful child (simple past of *am*) was to be corrected at the whipping-post.

The Governor and gentlemen (progressive present of *come*) are coming !



WEEK 8

Introduction to Objects

— LESSON 29 —

Action Verbs Direct Objects

Exercise 29A: Direct Objects

In the following sentences, underline the subjects once and the predicates twice. Circle each direct object. These sentences are adapted from Daniel Defoe's *Robinson Crusoe*.

I had lived a dreadful life.

We never see the true state of our condition.

I had no powder or shot left.

I would build another Periagua or Canoe.

I had thus laid the scheme of my design.

The floor had a sort of small loose gravel upon it.

I took him up, and made much of him, and encouraged him.

In this voyage I visited my colony in the island, saw my successors, and had the whole story of their lives.

They must run out and see the battle.

However, they used some caution too.

They soon outdid their masters.

I cut the thread of his comforts and shortened his days.

We made signals of distress to the ship.

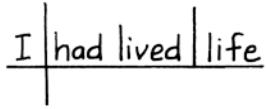
I got much money by the first adventure, and an insight into the method of getting more.

The tree effectually shaded him over the head.

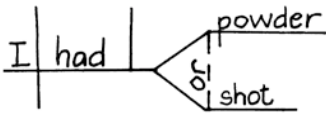
Exercise 29B: Diagramming Direct Objects

On your own paper, diagram the subjects, verbs, and direct objects ONLY in the sentences from Exercise 29A.

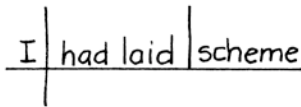
I had lived a dreadful life.



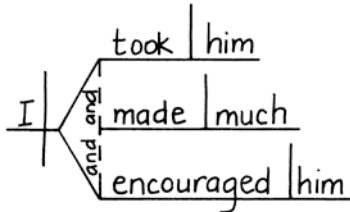
I had no powder or shot left.



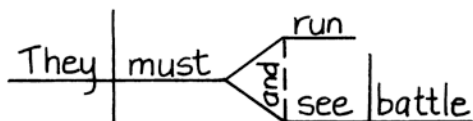
I had thus laid the scheme of my design.



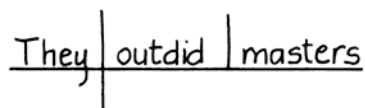
I took him up, and made much of him, and encouraged him.



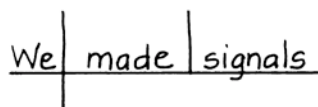
They must run out and see the battle.



They soon outdid their masters.



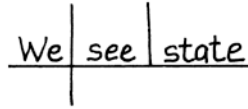
We made signals of distress to the ship.



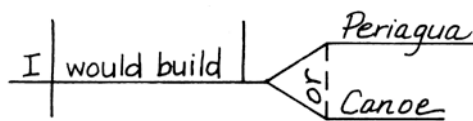
The tree effectually shaded him over the head.



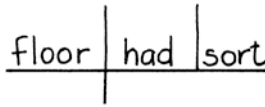
We never see the true state of our condition.



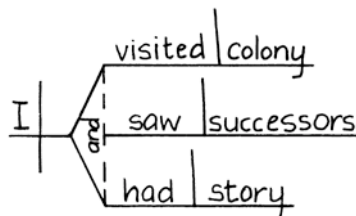
I would build another *Periagua* or *Canoe*.



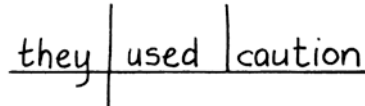
The floor had a sort of small loose gravel upon it.



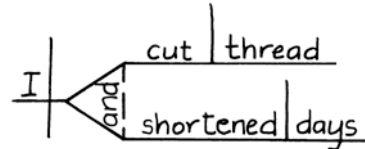
In this voyage I visited my colony in the island, saw my successors, and had the whole story of their lives.



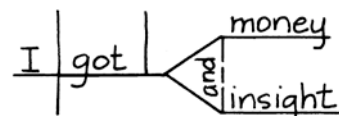
However, they used some caution too.



I cut the thread of his comforts and shortened his days.



I got much money by the first adventure, and an insight into the method of getting more.



— LESSON 30 —

Direct Objects Prepositions

Exercise 30A: Identifying Prepositions

In the following sentences (adapted from Oscar Wilde's *The Picture of Dorian Gray*), find and circle each preposition.

Note to Instructor: *Up* is acting as an adverb in he *suddenly started up*, not as a preposition. If the student is confused about this, review the definition of a preposition with him. There is no noun or pronoun that *up* is relating to another word in this sentence.

(In) the centre (of) the room, clamped (to) an upright easel, stood the full-length portrait (of) a young man (of) extraordinary personal beauty, and (in) front (of) it, some little distance away, was sitting the artist himself, Basil Hallward, whose sudden disappearance some years ago caused, (at) the time, such public excitement, and gave rise (to) so many strange conjectures.

As the painter looked (at) the gracious and comely form he had so skilfully mirrored (in) his art, a smile (of) pleasure passed (across) his face. But he suddenly started up, and, closing his eyes, placed his fingers (upon) the lids, as though imprisoning (within) his brain some curious dream (from) which he feared he might awake.

Exercise 30B: Word Relationships

The following sentences all contain action verbs. Underline each subject once and each action verb twice. If the sentence has an action verb followed by a direct object, write *DO* above the direct object.

If the sentence contains a preposition, circle the preposition and draw a line to connect the two words that the preposition shows a relationship between. The first two are done for you.

Mathieu apologized (to) me (for) his mistake.

Zoey collected ^{DO} the trash.

This new strategy will double ^{DO} our profit.

I burned ^{DO} my finger (on) the cookie sheet.

Three children (in) shabby clothes shivered pitifully (in) the snow.

Our cousins arrived (on) the early flight (from) Atlanta.

The computer (at) the end (of) the row works slowly.

The kingdom's borders extend (beyond) the mountain.

Amina laughed heartily at my joke.

The exhausted heroes stepped warily into the cave.

Someone must change the baby's ^{DO}diaper!

This key will unlock any door ^{DO}in the building.

Gleefully, the soldiers obeyed the evil queen's ^{DO}orders.

Harold sheepishly grinned at his sister.

Exercise 30C: Diagramming Direct Objects

On your own paper, diagram the subjects, predicates, and direct objects ONLY from the sentences above. If a sentence does not have a direct object, do not diagram it.

Zoey collected the trash.

Zoey | collected | trash

I burned my finger on the cookie sheet.

I | burned | finger

This key will unlock any door in the building.

key | will unlock | door

This new strategy will double our profit.

strategy | will double | profit

Someone must change the baby's diaper!

Someone | must change | diaper

Gleefully, the soldiers obeyed the evil queen's orders.

soldiers | obeyed | orders

— LESSON 31 —

Definitions Review Prepositional Phrases Object of the Preposition

Exercise 31A: Objects of Prepositional Phrases

Fill in the blanks with a noun as the object of the preposition to complete the prepositional phrases.

Note to Instructor: Answers will vary. Suggestions are provided.

Somehow, a library book ended up behind the refrigerator.

You can find more pretzels in the pantry.

We raced down the corridor to deliver the news.

Throughout the land, the people rejoiced to hear about the victory.

Suzanne enjoyed the documentary about flowers.

I like my pizza with cheese and pepperoni. (*Use as many objects as you'd like for this one!*)

Exercise 31B: Identifying Prepositional Phrases

Can you find all eleven of the prepositional phrases in the following excerpt, adapted from *The Time Machine* by H. G. Wells? (Beware words that can be prepositions but can also function as other parts of speech!)

Underline each complete prepositional phrase. Circle each preposition. Draw a box around each object of a preposition. One preposition has a compound object.

Note to Instructor: The word *by* in this excerpt (“dashed by too fast”) is acting as an adverb.

I saw the sun hopping swiftly across the sky leaping it every minute, and every minute marking a day. I supposed the laboratory had been destroyed, and I had come into the open air. I had a dim impression of scaffolding, but I was already going too fast for consciousness of any moving things. The slowest snail that ever crawled dashed by too fast for me. The twinkling succession of darkness and light was excessively painful to the eye. Then in the intermittent darkness, I saw the moon spinning swiftly through her quarters, and had a faint glimpse of the circling stars.

Exercise 31C: Remembering Prepositions

Can you remember all forty-six prepositions without looking back at your list? The first letter of each preposition has been given for you.

A	B	D	E	F	I	L
aboard	before	down	except	for	in	like
about	behind	during		from	inside	
above	below				into	
across	beneath					
after	beside					
against	between					
along	beyond					
among	by					
around						
at						

N	O	P	S	T	U	W
near	of	past	since	through	under	with
	off			throughout	underneath	within
	on			to	until	without
	over			toward	up	
					upon	

— LESSON 32 —

Subjects, Predicates, and Direct Objects

Prepositions

Object of the Preposition

Prepositional Phrases

Exercise 32A: Identifying Prepositional Phrases and Parts of Sentences

In the following sentences, circle each prepositional phrase. Once you have identified the prepositional phrases, underline subjects once, underline predicates twice, and label direct objects with *DO*.

Things to watch out for:

- 1) Words that could be prepositions but are acting as other parts of speech instead. If it doesn't have an object, it's not a preposition!
- 2) In some of these sentences, subjects and predicates are inverted so that the predicate comes first. Find the verb first, then ask, "Who or what [verb]?" to find the subject. Remember that the subject will not be the object of a preposition!

These sentences are adapted from "The Padishah of the Forty Peris," from *Turkish Fairy Tales and Folk Tales*, collected by Ignác Kunos and translated by R. Nisbet Bain.

The first is done for you.

She put her ring ^{DO} upon her sewing-table.

They went on and on and on, through the level plains by the flowing river.

She rose from her bed and promised a great treasure ^{DO} for the youth.

Then the youth went ^{DO} to the cupboard, opened ^{DO} it, and took ^{DO} the ring, the bracelet, and the lace handkerchief ^{DO} of the sultan's daughter.

He would be with her for two hours of the day.

In that same city dwelt the bald-headed son of a bed-ridden mother.

With that he flew into the room and turned into a man.

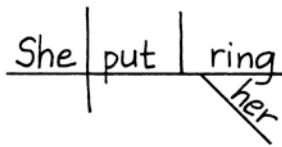
He was filled (with joy) (at the sight) (of his child)

He looked (to the right of him) and (to the left)

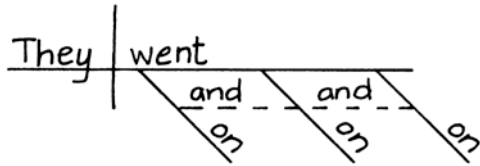
Exercise 32B: Diagramming

On your own paper, diagram all of the uncircled parts of the sentences from Exercise 32A. EXCEPTION: Do not diagram the *and* in the last sentence, since its only function is to connect two prepositional phrases.

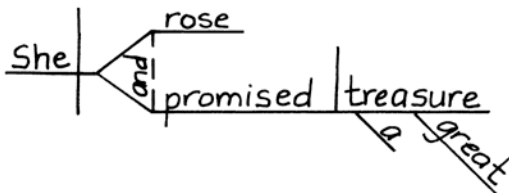
She put her ring ^{DO} (upon her sewing-table)



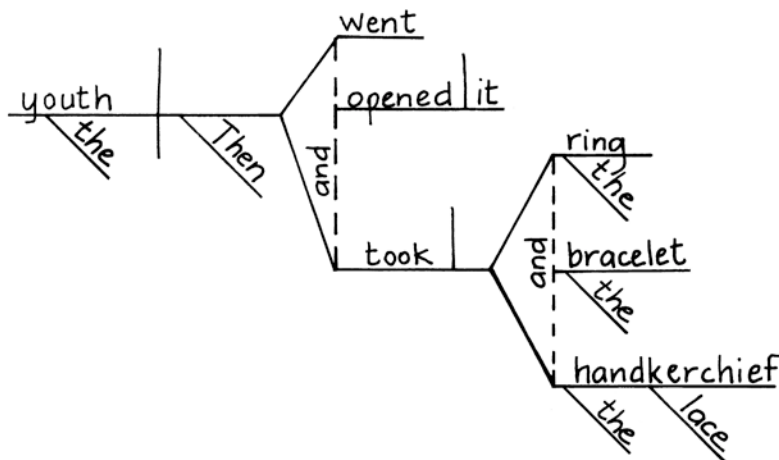
They went on and on and on, (through the level plains) (by the flowing river)



She rose (from her bed) and promised a great treasure ^{DO} (for the youth)



Then the youth went ^{DO} (to the cupboard), opened ^{DO} it, and took ^{DO} the ring, the bracelet, and the lace handkerchief ^{DO} (of the sultan's daughter)



He would be with her for two hours of the day

He | would be

In that same city dwelt the bald-headed son of a bed-ridden mother

son | dwelt
 the | bald-headed

With that he flew into the room and turned into a man

he | flew
 and | turned

He was filled with joy at the sight of his child

He | was filled

He looked to the right of him and to the left

He | looked



WEEK 9

Adverbs

— LESSON 33 —

Adverbs That Tell How

Exercise 33A: Identifying Adverbs That Tell How

Underline the adverbs telling *how* in the following sentences, and draw arrows to the verbs that they modify.

“May I have another cookie?” the child asked sweetly.

The captured spy glared defiantly as the enemy soldiers roughly pushed her toward the interrogation room.

Absentmindedly, Elissa stirred the soup on the stove.

Eamon spoke with us frankly about his desire to join the circus.

The coach dealt justly with the conflict between the teammates.

“If you can make a bed properly, you’re hired,” said the hotel manager exhaustedly.

When Akari’s stage fright threatened to overcome her, the director spoke reassuringly to her.

Truly, I believe this is the best choice.

His shield and sword lying in the field behind him, the knight courageously—and rather foolishly—rode toward the monster’s lair.

I called my parents to tell them I’d arrived home safely.

Exercise 33B: Forming Adverbs from Adjectives

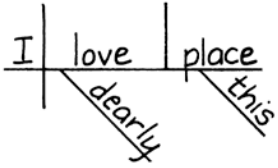
Turn the following adjectives into adverbs.

Adjective	Adverb	Adjective	Adverb
thoughtful	<u>thoughtfully</u>	dizzy	<u>dizzily</u>
sore	<u>sorely</u>	languid	<u>languidly</u>
spotty	<u>spottily</u>	hideous	<u>hideously</u>
decorous	<u>decorously</u>	bouncy	<u>bouncily</u>
flagrant	<u>flagrantly</u>		

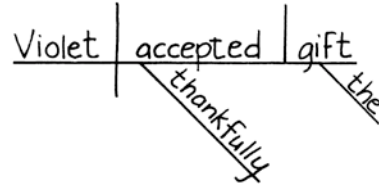
Exercise 33C: Diagramming Adverbs

Diagram the following sentences on your own paper.

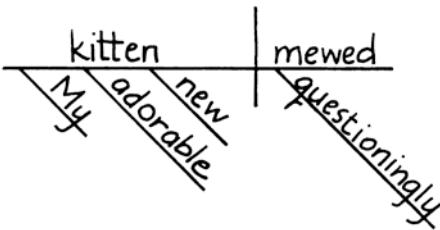
I dearly love this place.



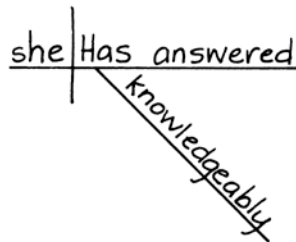
Violet thankfully accepted the gift.



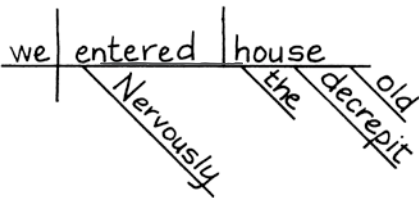
My adorable new kitten mewed questioningly.



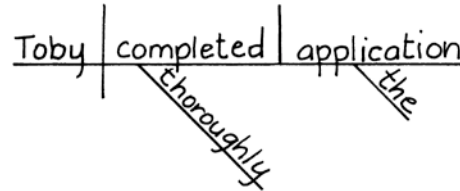
Has she answered knowledgeably?



Nervously, we entered the decrepit old house.



Toby completed the application thoroughly.



— LESSON 34 —

Adverbs That Tell When, Where, and How Often

Exercise 34A: Telling When

Tim dropped his recipe cards for chocolate chip cookies. Help him get organized by numbering the following sentences from 1 to 5 so he can make the cookies.

- 2 Second, add the salt, vanilla, and applesauce.
- 4 Later, chill the dough for at least an hour.
- 1 First, cream together the butter and sugars.
- 5 Finally, bake for about 10 minutes in a 350° oven.
- 3 Next, mix in the flour and baking soda before adding the chocolate chips.

Exercise 34B: Distinguishing among Different Types of Adverbs

Put each of the following adverbs in the correct category, according to the question each one answers.

below	greedily	then	rarely
today	kindly	outside	yearly
daily	earlier	angrily	down

When

then
today
earlier

Where

below
outside
down

How

greedily
kindly
angrily

How Often

rarely
yearly
daily

Exercise 34C: Identifying Adverbs of Different Types

Underline the adverbs in the following sentences that tell *when*, *where*, or *how often*.

- I lost my way once yesterday.
- Sometimes Shanika plays her saxophone outdoors.
- Nikki talked incessantly during the movie.
- Let's go downstairs now.
- That piano key occasionally sticks.
- I usually sit there.
- Winston will visit his grandfather tomorrow.
- Mrs. Lee always arrives early.
- Unless that cough improves soon, you should see a doctor.
- Where did Miguel put his keys?

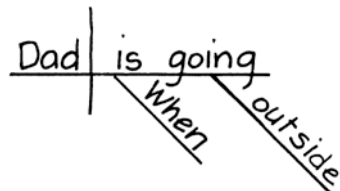
Exercise 34D: Diagramming Different Types of Adverbs

Diagram the following sentences on your own paper.

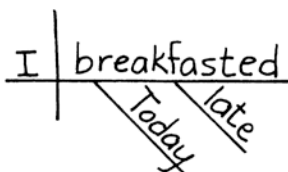
Lenore will eat these leftovers later.



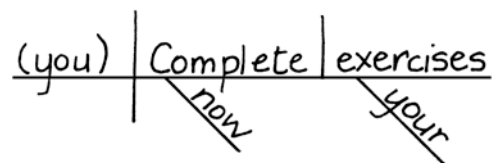
When is Dad going outside?



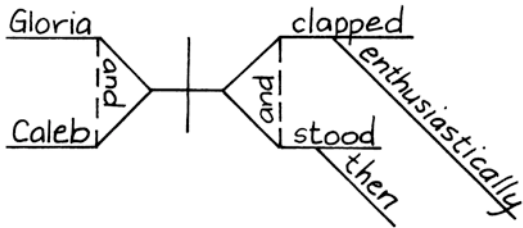
Today I breakfasted late.



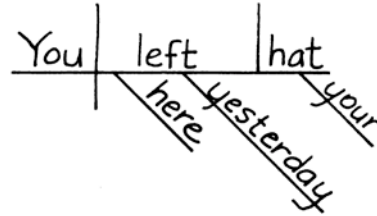
Complete your exercises now.



Gloria and Caleb clapped enthusiastically and then stood.



You left your hat here yesterday.



— LESSON 35 —

Adverbs That Tell To What Extent

Exercise 35A: Identifying the Words Modified by Adverbs

Draw an arrow from each underlined adverb to the word it modifies. These sentences are from J. M. Barrie's *Peter Pan*.

No nursery could possibly have been conducted more correctly.

It had begun so uneventfully, so precisely like a hundred other evenings.

The little stars are not really friendly to Peter, who had a mischievous way of stealing up behind them and trying to blow them out; but they are so fond of fun that they were on his side tonight.

Of course I'm very sorry, but how could I know you were in the drawer?

I nipped a bit out of that eagle's mouth pretty neatly, Wendy.

Of course this was rather unsatisfactory.

Tink was not all bad; or, rather, she was all bad just now, but, on the other hand, sometimes she was all good.

Then they had to tell Peter of Tink's crime, and almost never had they seen him look so stern.

And how ardently they grew to love their home under the ground.

He often went out alone, and when he came back you were never absolutely certain whether he had had an adventure or not.

She was really glad for the sake of his reputation that no one heard him except herself.

She had to admit that she was too tired.

“It is sweet, Peter, isn’t it?” Wendy said, frightfully gratified.

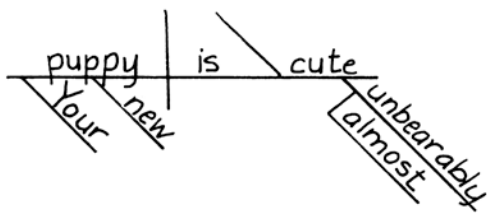
The awful cynicism of this made an uncomfortable impression, and most of them began to look rather doubtful.

Exercise 35B: Diagramming Different Types of Adverbs

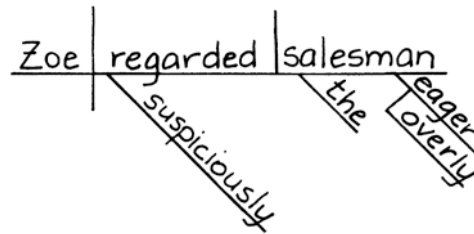
Diagram the following sentences on your own paper.

If this is your first time through this course, you may skip #1 and #8. If not, diagram them!

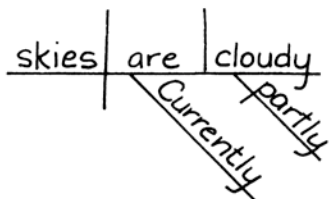
Your new puppy is almost unbearably cute!



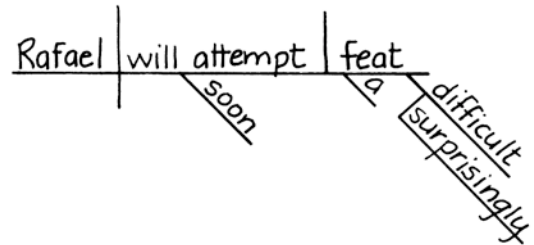
Zoe regarded the overly eager salesman suspiciously.



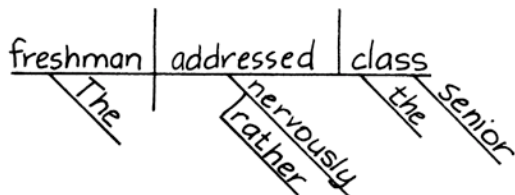
Currently, skies are partly cloudy.



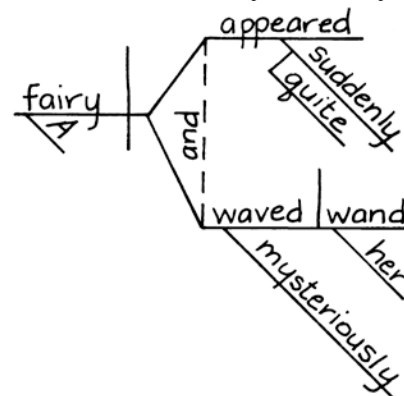
Rafael will soon attempt a surprisingly difficult feat.



The freshman rather nervously addressed the senior class.



A fairy appeared quite suddenly and waved her wand mysteriously.



— LESSON 36 —

Adjectives and Adverbs

The Adverb *Not*

Diagramming Contractions

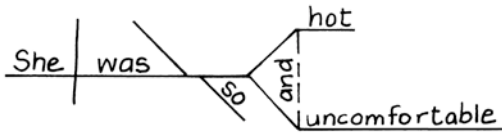
Diagramming Compound Adjectives and Compound Adverbs

Exercise 36A: Practice in Diagramming

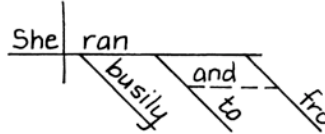
On your own paper, diagram every word of the following sentences. They are adapted from Johanna Spyri's *Heidi*.

If this is your first time through this course, you may skip #1 and #8. If not, diagram them!

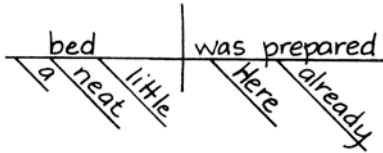
She was so hot and uncomfortable.



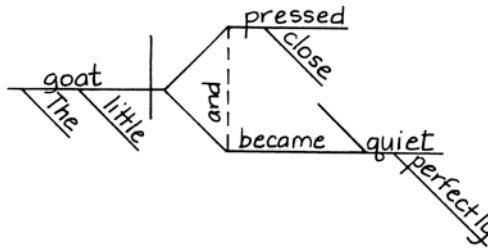
She ran busily to and fro.



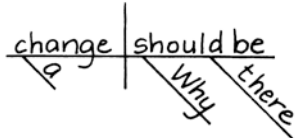
Here a neat little bed was already prepared.



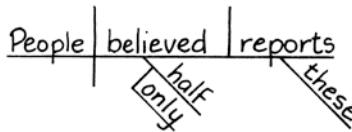
The little goat pressed close and became perfectly quiet.



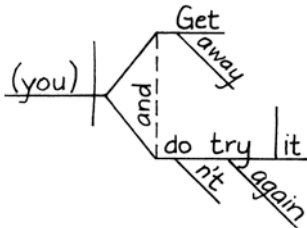
Why should there be a change?



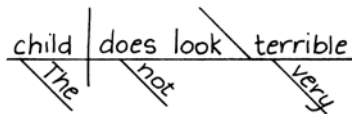
People only half believed these reports.



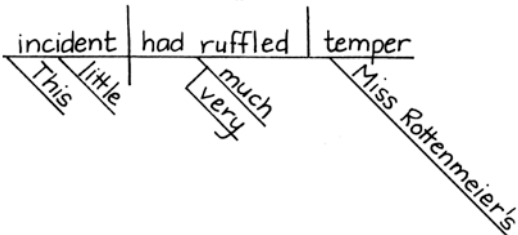
Get away and don't try it again.



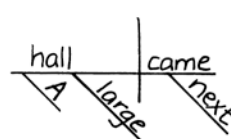
The child does not look very terrible.



This little incident had ruffled Miss Rottenmeier's temper very much.



A large hall came next.



— REVIEW 3 —

Weeks 7-9

Topics

Parts of Speech
 Compound Parts of Sentences
 Prepositions
 Prepositional Phrases
 Objects of Prepositions
 Subjects and Predicates
 Subject-Verb Agreement
 Verbs and Direct Objects

Review 3A: Parts of Speech

In the passage below from Orson Scott Card's *Ender's Game*, identify the underlined words as *N* for noun, *ADJ* for adjective, *ADV* for adverb, *PREP* for preposition, or *CONJ* for conjunction. The first is done for you.

The monitor ^N lady smiled ^{ADV} very ^{ADV} nicely and tousled his ^N hair and said, "Andrew, I suppose by now you're just ^{ADV} absolutely ^{ADJ} sick of having that horrid monitor. Well, I have ^{ADJ} good news ^{PREP} for you. That ^N monitor is going to come out ^{ADV} today. We're going to take it right ^{ADV} out, and it won't hurt a bit."

Ender nodded. It was a lie, ^{PREP} of course, that it wouldn't hurt a bit. ^{CONJ} But since ^N adults ^{ADV} always said it when it *was* going to hurt, he could count ^{PREP} on that ^N statement as an ^{ADJ} accurate ^N prediction of the ^N future. ^{ADV} Sometimes ^{ADV} lies were ^{ADV} more ^{ADJ} dependable than the ^{ADV} truth.

^{CONJ} So if you'll just come ^{ADV} over ^{ADV} here, Andrew, just sit ^{ADV} right ^{ADV} up ^{ADV} here on the examining ^N table. The ^N doctor will be ^{PREP} in to see you ^{PREP} in a ^N moment."

The monitor gone. ^N Ender tried to imagine the ^{ADJ} little ^N device missing ^{PREP} from the ^N back of his neck. I'll roll ^{ADV} over on my back ^{PREP} in bed and it won't be pressing ^{ADV} there. I won't feel it tingling and taking ^{ADV} up the ^N heat when I shower.

Review 3B: Recognizing Prepositions

Circle the forty-six prepositions from your list in the following bank of words. Try to complete the exercise without looking back at your list of prepositions.

(up) (among) then (until) side
 and my (around) you (above)
 (before) (through) (from) there (into)
 (down) (throughout) (within) pen much
 jump they but (aboard) (without)
 (like) (between) most (near) (off)
 (toward) (about) (of) play (beyond)
 (with) however (along) (behind) (to)
 (by) (on) paper then (except)
 sort (during) nor (for) less
 eat (against) (below) air (since)
 where (underneath) (inside) (beside) (across)
 (in) when kind (at) spot
 (beneath) (after) (over) well his
 whom (past) (upon) move (under)

Review 3C: Subjects and Predicates

Draw one line under the simple subject and two lines under the simple predicate. Watch out for compound subjects or predicates! Also, remember that in poetry, sometimes the order of words is different than in normal speech—once you have found the verb, ask “who or what” before it to find the subject.

The following lines are from the poem “The Tyger,” by William Blake.

What immortal hand or eye could frame thy fearful symmetry?

In what distant deeps or skies burnt the fire of thine eyes?

And what shoulder, and what art, could twist the sinews of thy heart?

In what furnace was thy brain?

The following lines are from the poem “Buttercups,” by Wilfrid Thorley.

There must be fairy miners just underneath the mould.

They take the shining metals and beat them into shreds.

Sometimes they melt the flowers to tiny seeds like pearls and store them up in bowers for little boys and girls.

And still a tiny fan turns above a forge of gold.

The following lines are from the poem “The Ingenious Little Old Man,” by John Bennett.

A little old man of the sea went out in a boat for a sail.

The water came in almost up to his chin.

But this little old man of the sea just drew out his jack-knife so stout.

And a hole with its blade in the bottom he made.

All of the water ran out.

Review 3D: Complicated Subject-Verb Agreement

Circle the correct verb form in parentheses.

My extended family (is / are) scattered around the country.

Twenty dollars (is / are) a great deal for this dress!

The pianist or the flautists (needs / need) to play louder.

Three-fourths of the employees (has / have) donated to this month’s charity.

Julian’s family (is / are) arriving in three hours.

The judging criteria for the art competition (is / are) available on the website.

The plants near the window (requires / require) frequent watering.

There (is / are) two buttons missing from this shirt.

Books and papers (covers / cover) a writer’s desk.

A painted rocking chair (sits / sit) invitingly in the corner of the playroom.

Cristina or Isobel (times / time) each runner in the race.

Aleksandra and Madeline (counts / count) the money after the bake sale.

Newsies (is / are) a musical.

My clothes (was / were) not in the blue suitcase.

Review 3E: Objects and Prepositions

Identify the underlined words as *DO* for direct object or *OP* for object of preposition. For each direct object, find and underline twice the action verb that affects it. For each object of a preposition, find and circle the preposition to which it belongs.

These sentences are from *The Giver*, by Lois Lowry.

Now, thinking about the feeling of fear as he pedaled home along the river path, he remembered that moment of palpable, stomach-sinking terror when the aircraft had streaked above.

But his mind was still on December and the coming Ceremony.

It was effortless^{OP} for Jonas, and even boring, though Asher enjoyed ^{DO} it.

He had held a magnifying glass ^{DO} to ^{OP} it.

They all listened carefully and discussed ^{OP} with Lily the warning ^{DO} that the dream had given.

Now Father sat beside ^{OP} Mother in ^{OP} the audience.

In ^{OP} each dwelling tonight they would be studying the instructions ^{DO} for the beginning ^{OP} of their training.

Jonas grinned with ^{OP} delight, and blew his own steamy breath ^{DO} into ^{OP} view.

He could see an odd look ^{DO} on The Giver's face ^{OP}.

In ^{OP} one ecstatic memory he had ridden a gleaming brown horse ^{DO} across ^{OP} a field that smelled of damp grass, and had dismounted beside ^{OP} a small stream from which both he and the horse drank cold, clear water.

He waved his hand ^{DO} in ^{OP} the familiar gesture.



WEEK 10

Completing the Sentence

— LESSON 37 —

Direct Objects Indirect Objects

Exercise 37A: Identifying Direct Objects

Underline the action verbs and circle the direct objects in these sentences. Remember that you can always eliminate prepositional phrases first if that makes the task easier.

The sentences are adapted from May R. Berenbaum's *Bugs in the System: Insects and Their Impact on Human Affairs*.

Linnaeus described only about 2,000 species of insects.

Some insects carry metamorphosis to an extreme and undergo major anatomical modification with each and every molt.

Like most higher animals, insects perceive information about their environment through the nervous system.

These alarm pheromones can evoke different responses through the content and composition of the secretion.

With all the cooperative workers, a queen bee can raise literally thousands of offspring.

Bees have provided useful services.

Exercise 37B: Identifying Direct Objects and Indirect Objects

Underline the direct and indirect objects in the following sentences. Write *DO* for direct object and *IO* for indirect object.

Please bring ^{IO} me the ^{DO} mail.

Marcella will leave ^{IO} George a few ^{DO} cookies.

Will Nermin play ^{IO} us a ^{DO} song on her harp?

That will cost ^{IO} you an ^{DO} arm and a ^{DO} leg!

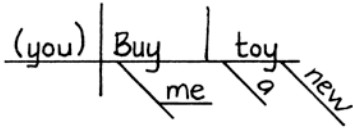
We are offering ^{IO} Shivani the ^{DO} job tomorrow.

After class, I can teach ^{IO} you the new ^{DO} dance.

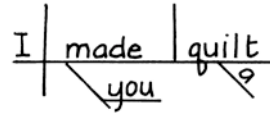
Exercise 37C: Diagramming Direct Objects and Indirect Objects

On your own paper, diagram the following sentences.

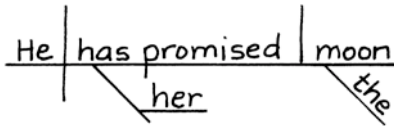
Buy me a new toy!



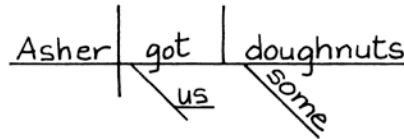
I made you a quilt.



He has promised her the moon.



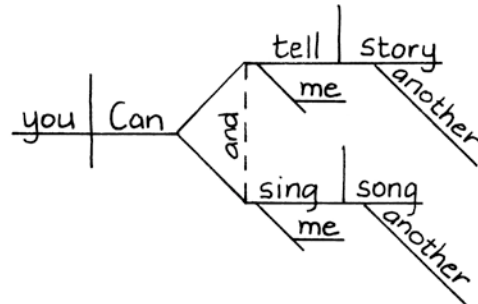
Asher got us some doughnuts.



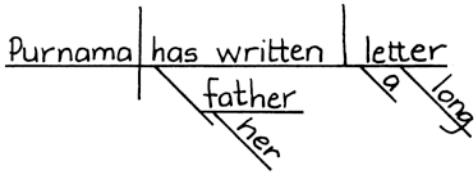
You owe me a favor.
me



Can you tell me another story and sing
another song?



Purnama has written her father a long letter.

**— LESSON 38 —**

State-of-Being Verbs

Linking Verbs

Predicate Adjectives

Exercise 38A: Action Verbs and Linking Verbs

In the following sentences, underline the subjects once and the predicates twice. If the predicate is a linking verb, write *LV* over it, circle the predicate adjective, and label it *PA*. If the predicate is an action verb, write *AV* over it, circle the direct object, and label it *DO*. The first is done for you.

These sentences are slightly condensed from *Flatland: A Romance of Many Dimensions*, by Edwin A. Abbott.

I admit the truth of your critic's facts.

During my slumber I ^{AV} had a ^{DO} (dream)

All our lines ^{LV} are EQUALLY and INFINITESIMALLY ^{PA} (thick)

Straight Lines ^{LV} are in many important respects ^{PA} (superior) to the Circles.

Note to Instructor: You may accept just Lines as the subject. Straight Lines is underlined because in *Flatland* it serves as a proper name, but the student may not realize this.

Many-sidedness ^{LV} was almost ^{PA} (essential) as a pretext for the Innovators.

All, except the Isosceles, were either ^{PA} (neutral) or ^{PA} (averse) to the Bill.

I ^{AV} heard the ^{DO} (sound) of many voices in the street.

The sights ^{AV} tantalized and ^{AV} tempted ^{DO} (me) to outspoken treason.

BRIGHTNESS, as well as length, ^{LV} is ^{PA} (necessary) to the existence of a Line.

On the reply to this question I ^{LV} am ^{PA} (ready) to stake everything.

Once or twice I even ^{AV} spoke the forbidden ^{DO} (terms) "the Third and Fourth Dimensions."

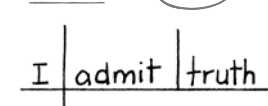
A third appeal on my part ^{LV} was equally ^{PA} (ineffectual)

The ^{DO} (Working Men) they ^{AV} spared but ^{AV} decimated.

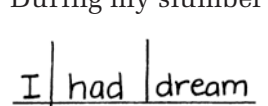
Exercise 38B: Diagramming Direct Objects and Predicate Adjectives

On your own paper, diagram ONLY the subjects, predicates, and direct objects or predicate adjectives (along with any conjunctions used to connect compounds) from the sentences in Exercise 38A.

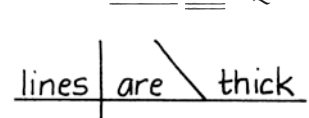
I ^{AV} admit the ^{DO} (truth) of your critic's facts.



During my slumber I ^{AV} had a ^{DO} (dream)



All our lines ^{LV} are EQUALLY and INFINITESIMALLY ^{PA} (thick)



Straight Lines ^{LV} are in many important respects ^{PA} (superior) to the Circles.

Straight Lines | are | superior

Note to Instructor: You may accept just Lines as the subject of the diagram.

Many-sidedness ^{LV} was almost ^{PA} (essential) as a pretext for the Innovators.

Many-sidedness | was | essential

All, except the Isosceles, were either ^{PA} (neutral) or ^{PA} (averse) to the Bill.

All | were | neutral
or
averse

I ^{AV} heard the ^{DO} (sound) of many voices in the street.

I | heard | sound

The sights ^{AV} tantalized and ^{AV} tempted ^{DO} (me) to outspoken treason.

sights | tantalized
or
tempted | me

BRIGHTNESS, as well as length, ^{LV} is ^{PA} (necessary) to the existence of a Line.

BRIGHTNESS | is | necessary

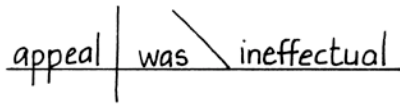
On the reply to this question I ^{LV} am ^{PA} (ready) to stake everything.

I | am | ready

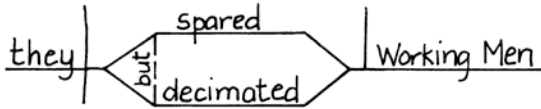
Once or twice I even ^{AV} spoke the forbidden ^{DO} (terms) "the Third and Fourth Dimensions."

I | spoke | terms

A third appeal on my part was equally ineffectual.



The Working Men they spared but decimated.



— LESSON 39 —

Linking Verbs Predicate Adjectives Predicate Nominatives

Exercise 39A: Identifying Predicate Nominatives and Adjectives

In the following sentences, underline the subjects once and the predicates twice. Circle the predicate nominatives or adjectives and label each one *PN* for predicate nominative or *PA* for predicate adjective. Draw a line from the predicate nominative or adjective to the subject that it renames or describes. There may be more than one of each.

These sentences are adapted from Noel Streatfeild's *Theater Shoes*.

Her father was an actor and her mother was and still is an actress.

Your mother was very young and perhaps a little afraid of your grandmother.

The woman was interested and asked about schools.

Mark was not fussy.

Diction and dancing aren't so usual at a boy's school.

The road will be wet.

It was a warm evening.

I am just an old mother.

Exercise 39B: Writing Predicate Nominatives and Adjectives

Finish each sentence in two ways: with a predicate nominative and with a predicate adjective. If you need to use more than one word in a blank to complete your sentence, circle the word that is the predicate nominative or predicate adjective.

The first is done for you.

Note to Instructor: Sample answers are found below; accept any grammatically correct solutions in the blanks!

- Football is my favorite (sport). (predicate nominative)
 Football is entertaining. (predicate adjective)
 My grandmother's jewels are rubies. (predicate nominative)
 My grandmother's jewels are beautiful. (predicate adjective)
 The elderly passenger was Mr. Gregory. (predicate nominative)
 The elderly passenger was asleep. (predicate adjective)
 The proposed tax is a great (idea). (predicate nominative)
 The proposed tax is unjust. (predicate adjective)
 All the girls at the party were flautists. (predicate nominative)
 All the girls at the party were terrified. (predicate adjective)
 That thunder was a (surprise). (predicate nominative)
 That thunder was loud. (predicate adjective)

Exercise 39C: Diagramming

On your own paper, diagram every word of the following sentences.

Science can be fascinating.

Science | can be | fascinating
 The | dark | not

The speed limit is lower here.

speed limit | is | lower
 The | here

The dark cellar was not inviting.

cellar | was | inviting
 The | dark | not

A golden ticket was an exciting prospect.

ticket | was | prospect
 A | golden | an | exciting

Is this book the right one?

book | Is | one
 this | the | right

Some giants may be friendly.

giants | may be | friendly
 Some

Be a participant!

Her errors were minor.

(you) | Be | participant

errors | were | minor

Her

— LESSON 40 —

Predicate Adjectives and Predicate Nominatives Pronouns as Predicate Nominatives Object Complements

Exercise 40A: Reviewing Objects and Predicate Adjectives and Nominatives

Identify the underlined words as *DO* for direct object, *IO* for indirect object, *OP* for object of preposition, *PN* for predicate nominative, or *PA* for predicate adjective.

- For each direct object (or direct object/indirect object combination), find and underline twice the action verb that affects it.
- For each object of the preposition, find and circle the preposition to which it belongs.
- For each predicate nominative and predicate adjective, find and draw a box around the linking verb that it follows.
- When you are finished, answer the questions at the end of the selection.

The following passage is from *Where the Red Fern Grows*, by Wilson Rawls. It has been condensed and slightly adapted.

It was always a pleasure to prowl where fishermen had camped. I usually could find things: a fish line, or a forgotten fish pole. On one occasion, I found a beautiful knife stuck in the bark of a sycamore tree, forgotten by a careless fisherman. But on that day, I found a great treasure, a sportsman's magazine, discarded by the campers. It was a real treasure for a country boy.

... The advertisement was from a kennel in Kentucky. I read it over and over. By the time I had memorized the ad, I was seeing dogs, hearing dogs, and even feeling them. The magazine was forgotten. I was lost in thought. The brain of an eleven-year-old boy can dream some fantastic dreams.

... I took the magazine from my pocket and again I read the ad. Slowly a plan began to form. I'd save the money. I could sell the fishermen stuff: crawfish, minnows, and fresh vegetables. In berry season, I could sell all the berries I could pick at my grandfather's store. I could trap in the winter. There was the way to get those pups—save my money.

I could almost ^{DO} feel the ^{DO} pups ^{OP} (in) my ^{DO} hands. I ^{DO} planned the little ^{DO} doghouse, and where to put it.
^{DO} Collars I could ^{DO} make myself. Somehow, some way, I was determined to have those dogs.

Find the compound adjective in this passage. Write it in the blank below and cross out the incorrect choice. eleven-year old is in the (attributive/~~predicative~~) position.

Exercise 40B: Parts of the Sentence

Label the following in each sentence: *S* (subject), *LV* (linking verb), *AV* (action verb), *DO* (direct object), *OC-A* (object complement-adjective), *OC-N* (object complement-noun), *IO* (indirect object), or *PN* (predicate nominative).

^{AV} ^{DO} ^{OC-A}
 Leave me alone.

^{AV} ^{IO} ^{DO}
 Leave me some pizza money.

^S ^{AV} ^{DO} ^{OC-N}
 Arnold pronounced the event a success.

^S ^{AV} ^{DO}
 We found the old house easily.

^S ^{AV} ^{DO} ^{OC-A}
 We found the old house empty.

^S ^{LV} ^{PA}
 The old house was empty.

^S ^{AV} ^{DO} ^{OC-A}
 Clarice prefers her tea hot.

^S ^{AV} ^{DO}
 Clarice prefers water occasionally.

Now for a challenge. A man finds a genie and gives the first order he can think of: "Make me a sandwich!" The genie smiles and replies, "Done! You're a sandwich."

Label (as above) the man's order in two ways—first, how the man intended it, and second, how the genie interpreted it.

^{AV} ^{IO} ^{DO}
 Make me a sandwich. (intended meaning)

^{AV} ^{DO} ^{OC-N}
 Make me a sandwich. (genie's interpretation)

Exercise 40C: Diagramming

Diagram the sentences from Exercise 40B on your own paper.

Leave me alone.

(you) | Leave | me | alone

Leave me some pizza money.

(you) | Leave | money | pizza
 | me | some

Arnold pronounced the event a success.

Arnold | pronounced | event | success
 | the | a

We found the old house easily.

We | found | house | old
 | easily | the

We found the old house empty.

We | found | house | empty
 the old

The old house was empty.

house | was | empty
 The old

Clarice prefers her tea hot.

Clarice | prefers | tea | hot
 her

Clarice prefers water occasionally.

Clarice | prefers | water
 occasionally

Make me a sandwich. (intended meaning)

(you) | Make | sandwich
 me

Make me a sandwich. (genie's interpretation)

(you) | Make | me | sandwich
 a



WEEK 11

More About Prepositions

— LESSON 41 —

Prepositions and Prepositional Phrases Adjective Phrases

Exercise 41A: Identifying Adjective Phrases

Underline the adjective phrases in the following sentences. Draw an arrow from each phrase to the word it modifies. The first is done for you.

These sentences are adapted from *What the Robin Knows*, by Jon Young.

Her mother had a special relationship with a robin in her yard.

The feathers of the spotted towhee have little black and white patterns.

Some of it may be more desirable, high-rent terrain, with good access to food, water, and cover,
and with relatively less danger from nest robbers and other predators.

You will see the mink and the fox in repose.

Note to Instructor: In the sentence above, the book's context makes it clear that "in repose" describes both *mink* and *fox*. However, without that context, it could be viewed as describing only *fox*—meaning "you will see the mink, and you will see the fox in repose," rather than meaning "you will see both animals in repose." Accept either response from the student.

The current mystery was the identification of a new woodpecker.

Speed of delivery, intensity, volume, position on landscape, and body language will confirm the alarm.

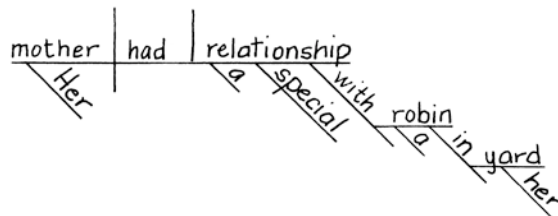
Knowledge of the territories will clear up any confusion about the alarm responses.

Exercise 41B: Diagramming Adjective Phrases/Review

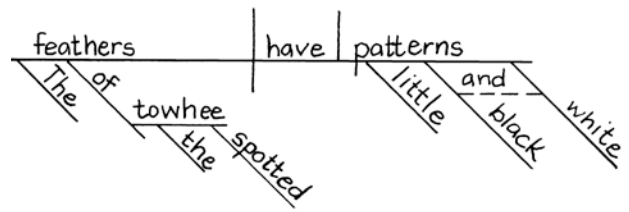
Diagram each sentence from Exercise 41A on your own paper. Follow this procedure, and ask yourself the suggested questions if necessary.

1. Find the subject and predicate and diagram them first.
What is the verb?
Who or what [verb]?
2. Ask yourself: Is the verb an action verb? If so, look for a direct object.
Who or what receives the action of the verb?
 If there is a direct object, check for an indirect object.
To whom or for whom is the action done?
 Remember that there may be no direct object or no indirect object—but you can't have an indirect object without a direct object. If there is an indirect object, it will always come between the verb and the direct object.
3. Ask yourself: Is the verb a state-of-being verb? If so, look for a predicate nominative or predicate adjective.
Is there a word after the verb that renames or describes the subject?
4. Find all prepositional phrases. Ask yourself: Whom or what do they describe?
5. Place all other adjectives and adverbs on the diagram. If you have trouble, ask for help.

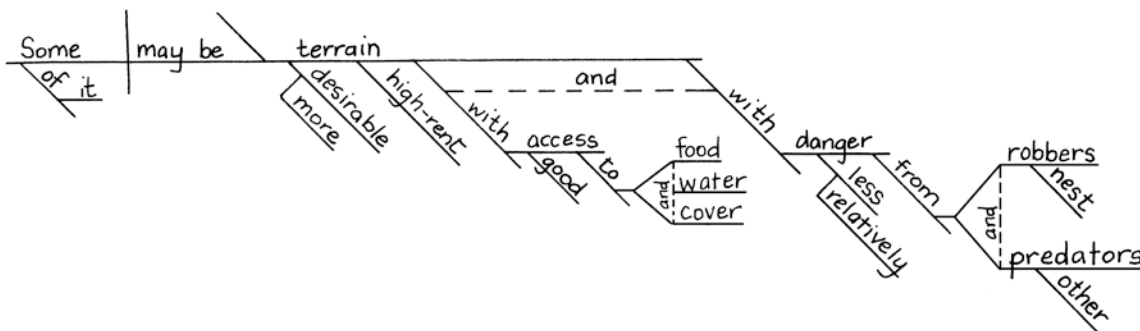
Her mother had a special relationship with a robin in her yard.



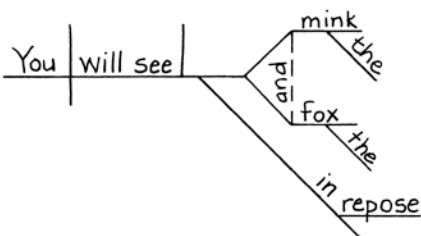
The feathers of the spotted towhee have little black and white patterns.



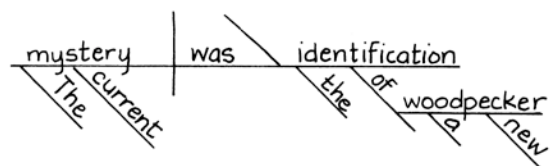
Some of it may be more desirable, high-rent terrain with good access to food, water, and cover, and with relatively less danger from robbers, nest predators, and other predators.



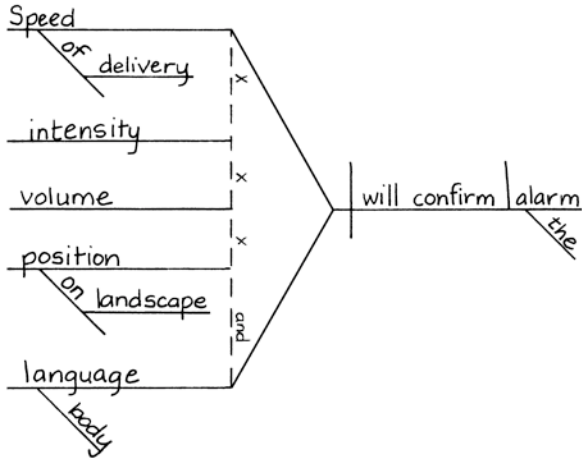
You will see the mink and the fox in repose.



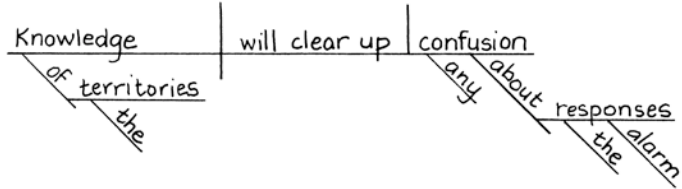
The current mystery was the identification of a new woodpecker.



Speed of delivery, intensity, volume, position on landscape, and body language will confirm the alarm.



Knowledge of the territories will clear up any confusion about the alarm responses.



Note to Instructor: *Clear up* is a compound (“phrasal”) verb; the word *up* is functioning as part of the verb. If the student diagrams *up* as an adverb, accept the answer, but show the student the diagram in this Key and point out that *clear up* has a single meaning.

— LESSON 42 —

Adjective Phrases Adverb Phrases

Exercise 42A: Identifying Adverb Phrases

Underline the adverb phrases in the following sentences and circle the preposition that begins each phrase. Draw an arrow from each phrase to the word it modifies. Be careful! There are three adjective phrases hiding in these sentences as well. Don’t mistake them for adverbs!

These sentences are adapted from *Pompeii: The Living City*, by Alex Butterworth and Ray Laurence.

The first is done for you.

Note to Instructor: The prepositional phrases in italics below are the three adjective phrases. The student should NOT mark these.

Tombs have also been found outside the Herculaneum gate.

Abroad, two new provinces had been added to the Empire through skilful diplomacy and well-weighted military pressure.

Jucundus had competitors in Pompeii.

Note to Instructor: The phrase isn’t an adjective describing *competitors*; if the student asks why, point out that it answers the question *where*, and also can be placed at the beginning of the sentence, whereas an adjective phrase has to stay with the noun it modifies.

Elite life was conducted within a shame culture.

Amongst the statues, two figures would have caught the eye.

The family gladiators would doubtless have been used in the games.

Bursts of colour exploded beside the city's thoroughfares.

Unlike Augustus's organizations, Nero's new club did not revolve around piety, obedience, conformity, and respect.

Amid the bewilderment, for hours and days there would have been little realistic sense of the eventual final death toll.

On his arrival he befriended Julius Polybius.

In the past these fish had shoaled in large numbers around the rocky headlands of Italy.

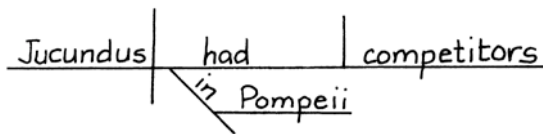
Note to Instructor: The student may include *of Italy* in the underlined adverb phrase *around the rocky headlands*, since it's technically an element of the phrase.

At one point, a suit was brought by the entire district against a tax-collector.

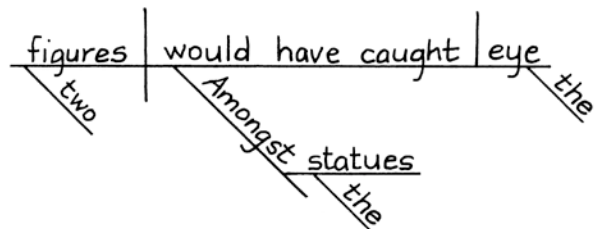
Exercise 42B: Diagramming Adverb Phrases

On your own paper, diagram the following five sentences from Exercise 42A.

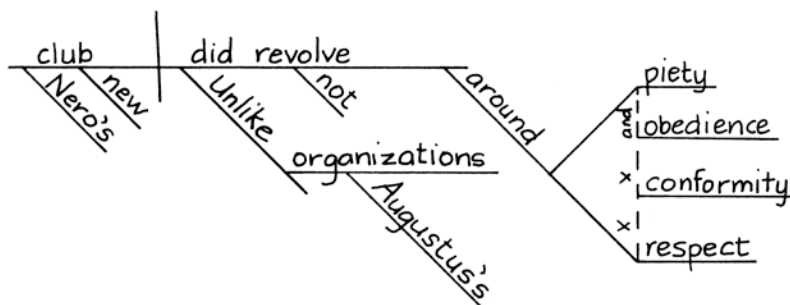
Jucundus had competitors in Pompeii.



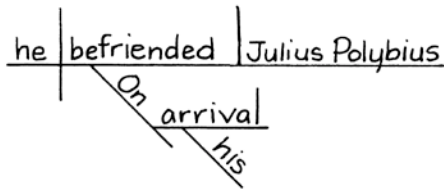
Amongst the statues, two figures would have caught the eye.



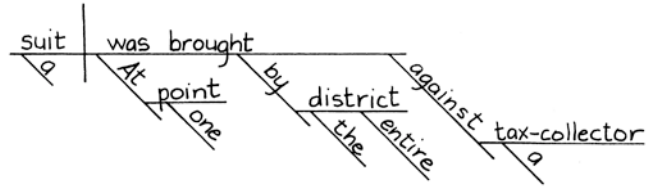
Unlike Augustus's organizations, Nero's new club did not revolve around piety, obedience, conformity, and respect.



On his arrival he befriended Julius Polybius.



At one point, a suit was brought by the entire district against a tax-collector.



— LESSON 43 —

Definitions Review Adjective and Adverb Phrases Misplaced Modifiers

Exercise 43A: Distinguishing between Adjective and Adverb Phrases

Underline all the prepositional phrases in the following sentences. Write *ADJ* above the adjective phrases and *ADV* above the adverb phrases. These sentences are adapted from R. G. Collingwood's *Roman Britain*.

The army was permanently distributed ^{ADV} along the frontiers.

The Vallum ran ^{ADV} from the Tyne ^{ADJ} above Newcastle ^{ADV} to the Solway ^{ADJ} below Burgh-by-Sands.

Note to Instructor: The student may wonder why the adjective clauses, which also seem to express *where*, are not adverbs. *From the Tyne* and *to the Solway* describe the verb *ran* and tells *where* the Vallum (wall) ran (adverbial). *Above Newcastle* describes at *which* part of the Tyne river the Vallum began, and *below Burgh-by-Sands* describes at *which* part of the Solway it ended, so both are acting as adjectives (describing nouns and answering the question *which*).

^{ADV} For this purpose ^{ADJ} an entirely new series of forts ^{ADV} was created ^{ADV} at about this time along the "Saxon Shore."

The towns ^{ADJ} of Roman Britain may be conveniently divided ^{ADV} into three classes.

Note to Instructor: *Into three classes* describes *how* the division is done, not the towns directly.

Sculptural and architectural fragments ^{ADJ} of unusually fine quality give an impressive idea ^{ADJ} of the artistic development of Romanized British taste.

^{ADV} In 367 ^{ADJ} practically the whole of Britain ^{ADV} was overrun ^{ADJ} by hordes of barbarian invaders.

Sharp angles ^{ADJ} in the profile of a vessel are replaced ^{ADV} by sweeping open curves.

We find a real Romano-British art not ^{ADV} in the civilized area of the province, but ^{ADV} in the outlying military fringe.

The same desire was certainly ^{ADV} at work ^{ADV} in the mind ^{ADJ} of the carver ^{ADJ} of the tombstone ^{ADJ} of Flavinus.

The temple ^{ADJ} of Nodens ^{ADJ} at Lydney was built ^{ADV} on the site ^{ADJ} of a prehistoric hill-fort ^{ADV} in the fourth century.

Exercise 43B: Correcting Misplaced Modifiers

Circle the misplaced adjective and adverb phrases in the following sentences. Draw an arrow to show where the phrase should be.

For some of the sentences, the phrase may make sense where it is—but if a phrase doesn't communicate what the author wants it to, it is misplaced. Assume that each sentence contains a phrase that is misplaced (that is, a different meaning was intended), correct as instructed above, and explain to your instructor how the placement changes the meaning.

The first is done for you, with a sample explanation provided.

Inside the clock Daniel watched the huge pendulum swinging back and forth.

Inside the clock as initially placed indicates the place from which Daniel did the watching. In the corrected position, the phrase answers the question “which pendulum?”

The girl fell down on the skating rink in the yellow dress.

As placed, the phrase indicates that the skating rink is in the yellow dress. It's much more likely that the girl is the one in the yellow dress, as the corrected position indicates.

The bird above the trees escaped the predator by flying.

As placed, the phrase answers the question “which bird?” In the corrected version, the phrase is acting as an adverb that answers “flying where?”

I saw six huge birds flying through my car window.

As placed, the phrase tells where the birds are flying. As corrected, the phrase tells where I saw the birds. The phrase could also be inserted after “saw” for the same corrected meaning.

The woman with the worn keys selected the piano.

Who or what has worn keys—the woman, or the piano? As placed, the phrase indicates that it's the woman. As corrected, it's the piano.

The man with the fluffy tail tossed the dog a ball.

As placed, the one with the fluffy tail is the man. As corrected, it's the dog.

The student on the flute played “Hot Cross Buns.”

As placed, the phrase answers the question “which student?” As corrected, it answers the question “played how?” The phrase could also be inserted at the beginning of the sentence for the same corrected meaning.

Behind the desk the teacher knocked over the trash can.

This phrase could have three different meanings, depending on its position in the sentence! As placed, it answers the question of where the teacher was when he knocked over the trash can. As corrected, it answers the question “which trash can?” It could also have been moved to just after the word “teacher” to answer the question “which teacher?”

The tiny ship beyond the horizon has sailed to a far-off land.

This one also has three possible meanings. As placed, the phrase answers the question “which ship?” As corrected, it answers the question “which far-off land?” Alternatively, the phrase could be moved to the beginning of the sentence or to after the word “sailed”; in either of those positions, it would answer the question “sailed where?”

My friend during the test jumped out of her seat at the sound of the fire alarm.

And another one with three possibilities! As placed, the phrase answers the question “which friend?” As corrected, it answers the question “jumped when?” It could also be moved to the space after “alarm” to answer the question “which fire alarm?”

We followed the narrow path to a quaint cottage through the woods.

As placed, the phrase answers the question “followed where?” or possibly “which cottage?” It’s kind of hard to tell! As corrected, it answers “which path?” If the phrase were moved to the beginning of the sentence, it would be a clearer “followed where?” answer.

— LESSON 44 —

Adjective and Adverb Phrases

Prepositional Phrases Acting as Other Parts of Speech

Exercise 44A: Prepositional Phrases Acting as Other Parts of Speech

In each sentence below, circle any prepositional phrases. Underline the subject of the sentence once and the predicate twice. Then label the prepositional phrases as *ADJ* (adjective phrase), *ADV* (adverb phrase), *S* (subject), *PA* (predicate adjective), *PN* (predicate nominative), or *OP* (object of a preposition).

In her mother’s arms^S is the newborn baby’s favorite place.

A book ^{ADJ} about unicorns ^{PA} is on order.

^{ADV} With a timid voice, Iris answered the question ^{ADJ} from the teacher.

^{ADV} Among the trees ^{ADJ} in the deepest part ^{ADJ} of the forest lives the wise old owl.

^S Toward those trees is your path. OR ^{ADV} Toward those trees is your path.

Note to Instructor: This sentence could be understood in two ways. If the speaker is identifying the path (not the “in the valley” path or the “along the riverbank” path, but the “toward those trees” path), *Toward those trees* acts as the subject and *path* is a predicate nominative renaming *Toward those trees*. If the speaker is pointing out *where* the path is, *toward those trees* could be identified as an adverb, and the subject and predicate of the sentence are *path is*.
Accept either answer, but discuss the alternate possibility as well.

The scariest place to be ^{PN} is in very deep dark woods.

Laura has been smiling ^{OP} since before the beginning ^{ADV} of class ^{ADJ}.

The steps ^{ADJ} in the hallway seem ^{ADV} steep to me.

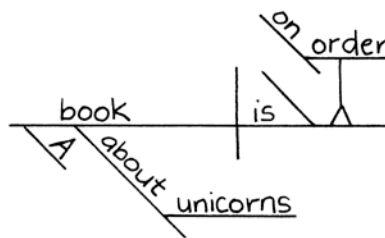
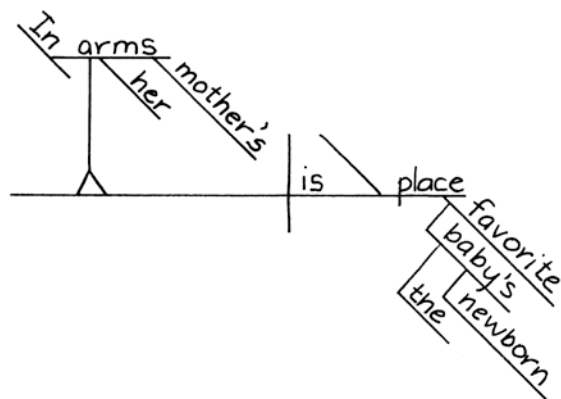
Allan is ^{PA} in love ^{ADJ} with Rita.

I will listen ^{ADV} to the children ^{ADV} in a moment.

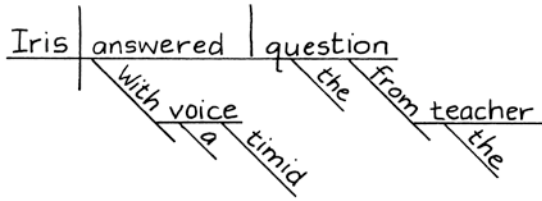
Exercise 44B: Diagramming
On your own paper, diagram these sentences from Exercise 44A.

In her mother’s arms is the newborn baby’s favorite place.

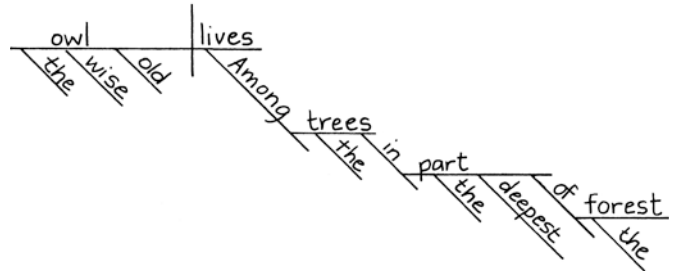
A book about unicorns is on order.



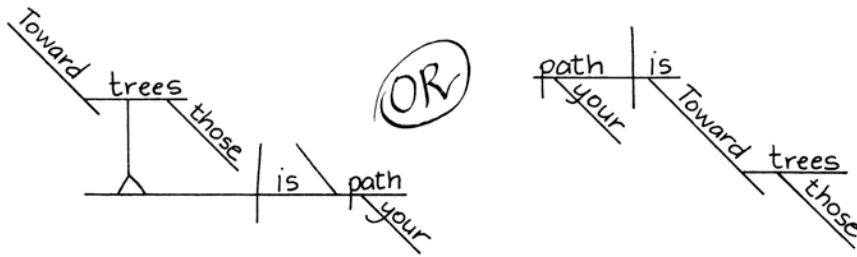
With a timid voice, Iris answered the question from the teacher.



Among the trees in the deepest part of the forest lives the wise old owl.

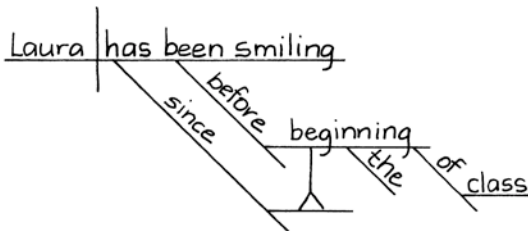


Toward those trees is your path.

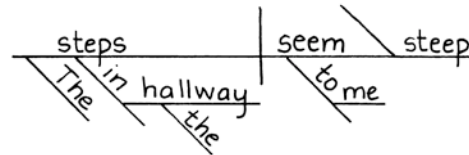


Note to Instructor: As noted above, *Toward those trees* can be diagrammed as the subject or as an adverb phrase. Accept either answer, but show the student the alternate diagram.

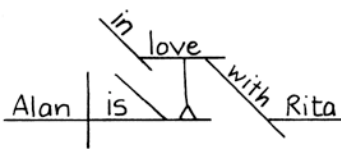
Laura has been smiling since before the beginning of class.



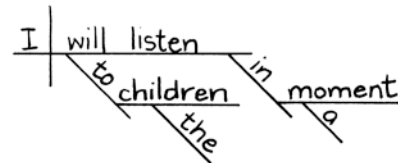
The steps in the hallway seem steep to me.



Allan is in love with Rita.



I will listen to the children in a moment.



WEEK 12

Advanced Verbs

— LESSON 45 —

Linking Verbs

Linking/Action Verbs

Exercise 45A: Distinguishing between Action Verbs and Linking Verbs

Underline the verbs in the following sentences. Identify them as *AV* for action verb or *LV* for linking verb. If the verb is followed by a direct object (*DO*), predicate adjective (*PA*), or predicate nominative (*PN*), label it.

Remember that a verb with *no* direct object, predicate adjective, or predicate nominative will be an action verb, unless it is a state-of-being verb. Also remember that direct objects, predicate adjectives, and predicate nominatives are never found within prepositional phrases.

Do not ^{AV} turn ^{DO} another page in this book!

Your nose ^{LV} will turn ^{PA} green!

^{AV} Turn around now.

Ethan ^{AV} looked around the room quickly.

He ^{LV} looked ^{PA} nervous.

She ^{LV} may become ^{PN} the next president of our club.

Does the dog ^{AV} smell ^{DO} bacon?

Does the dog ^{LV} smell ^{PA} bad?

Her boots ^{LV} were ^{PA} purple.

Can you ^{AV} prove ^{DO} me wrong?

Note to Instructor: “Wrong” in the sentence above is an object complement.

Your son ^{LV} will prove ^{PN} a strong manager.

Elyse ^{LV} remained ^{PA} awake throughout the night.

Tavi ^{LV} grows ^{PA} taller with every passing week!

Tavi ^{AV} grows ^{DO} zucchini in his garden.

Exercise 45B: Distinguishing among Different Kinds of Nouns

Underline all the nouns in the following sentences. Identify them as *S* for subject, *OP* for object of a preposition, *IO* for indirect object, *DO* for direct object, or *PN* for predicate nominative.

These sentences are adapted from *A Dog on Barkham Street*, by M. S. Stolz.

Mrs. ^SFrost gave the ^{IO}mailman a sweet ^{DO}bun with his ^{OP}coffee.

^SEdward hadn't seen a ^{DO}sign of a ^{OP}wren.

The ^Ssun burned right through that ^{OP}glass and set the ^{DO}leaves on ^{OP}fire.

But ^SToad was a ^{PN}problem to all his ^{OP}friends.

On the ^{OP}afternoon of assembly ^{OP}day, all the ^Sclasses would have a dress ^{DO}rehearsal.

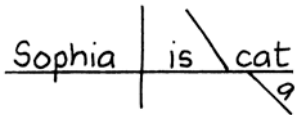
Maybe a ^Sgenie will come out and give my ^{IO}father the ^{DO}answer.

^SBuffalo have never been considered good ^{PN}pets.

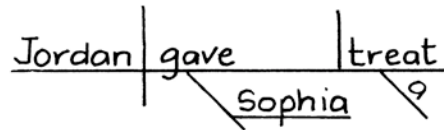
Exercise 45C: Diagramming Action Verbs and Linking Verbs

Diagram the following sentences.

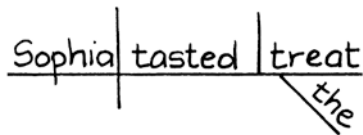
Sophia is a cat.



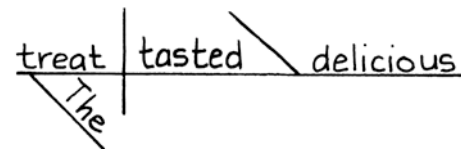
Jordan gave Sophia a treat.



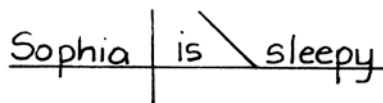
Sophia tasted the treat.



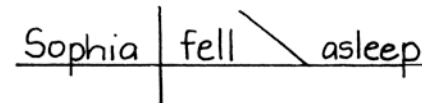
The treat tasted delicious.



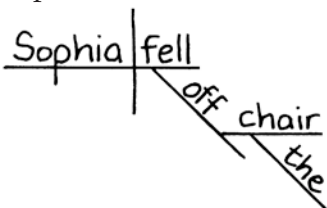
Sophia is sleepy.



Sophia fell asleep.



Sophia fell off the chair.



— LESSON 46 —

Conjugations Irregular Verbs Principal Parts of Verbs

Exercise 46A: Forming Simple, Perfect, and Progressive Tenses

Fill in the missing blanks in the chart below.

Simple Present

	Singular	Plural
First person	I blink	We <u>blink</u>
Second person	You <u>blink</u>	You blink
Third person	He, she, it <u>blinks</u>	They blink

Simple Past

	Singular	Plural
First person	I <u>blinked</u>	We <u>blinked</u>
Second person	You <u>blinked</u>	You <u>blinked</u>
Third person	He, she, it <u>blinked</u>	They blinked

Simple Future

	Singular	Plural
First person	I <u>will blink</u>	We <u>will blink</u>
Second person	You will blink	You <u>will blink</u>
Third person	He, she, it <u>will blink</u>	They <u>will blink</u>

Perfect Present

	Singular	Plural
First person	I <u>have blinked</u>	We <u>have blinked</u>
Second person	You <u>have blinked</u>	You <u>have blinked</u>
Third person	He, she, it has blinked	They <u>have blinked</u>

Perfect Past

	Singular	Plural
First person	I <u>had blinked</u>	We <u>had blinked</u>
Second person	You <u>had blinked</u>	You had blinked
Third person	He, she, it <u>had blinked</u>	They <u>had blinked</u>

Perfect Future

	Singular	Plural
First person	I will have blinked	We <u>will have blinked</u>
Second person	You <u>will have blinked</u>	You <u>will have blinked</u>
Third person	He, she, it <u>will have blinked</u>	They <u>will have blinked</u>

Progressive Present

	Singular	Plural
First person	I <u>am blinking</u>	We are blinking
Second person	You <u>are blinking</u>	You <u>are blinking</u>
Third person	He, she, it <u>is blinking</u>	They <u>are blinking</u>

Progressive Past

	Singular	Plural
First person	I <u>was blinking</u>	We <u>were blinking</u>
Second person	You were blinking	You <u>were blinking</u>
Third person	He, she, it <u>was blinking</u>	They <u>were</u> blinking

Progressive Future

	Singular	Plural
First person	I will be blinking	We <u>will be blinking</u>
Second person	You <u>will be blinking</u>	You <u>will be blinking</u>
Third person	He, she, it <u>will be blinking</u>	They <u>will be blinking</u>

Exercise 46B: Spanish and English Words

Draw lines to match each English word with its Spanish equivalent. Because English and Spanish have similar backgrounds, you should be able to complete this exercise easily, even if you've never learned any Spanish!

English	Spanish
<u>adventure</u>	pingüino
<u>traffic</u>	paciencia
<u>giraffe</u>	voleibol
<u>patience</u>	jirafa
<u>fascinate</u>	aventura
<u>penguin</u>	preparar
<u>leader</u>	sorpresa
<u>prepare</u>	tráfico
<u>volleyball</u>	líder
<u>surprise</u>	fascinar

Exercise 46C: Principal Parts of Verbs

Fill in the chart with the missing forms.

	First Principal Part Present	Second Principal Part Past	Third Principal Part Past Participle
I	launch	launched	launched
I	bury	buried	buried
I	compete	competed	competed
I	enter	entered	entered
I	correct	corrected	corrected
I	imagine	imagined	imagined
I	hurry	hurried	hurried
I	tip	tipped	tipped
I	brake	braked	braked
I	betray	betrayed	betrayed

Exercise 46D: Distinguishing between First and Second Principal Parts

Identify each underlined verb as 1 for first principal part or 2 for second principal part. These sentences are from Steven Ujifusa's *A Man and His Ship*.

On March 28, 1918, the men of the 301st Heavy Tank Battalion ²joined some six thousand other troops on *Olympic* bound for Europe.

We ¹note with great interest the suggestion made that future construction should be of steel largely in place of wood.

The liners ²traveled alone because they were too fast for escorts to keep up with them.

“On behalf of myself and the people of the United States,” he ²said in closing, “I ¹thank you from the bottom of my heart.”

In stark contrast to most employers of the time, William Francis Gibbs ²based his hires not on background, but on ability.

— LESSON 47 —

Linking Verbs
Principal Parts
Irregular Verbs

No exercises this lesson.

— LESSON 48 —

Linking Verbs Principal Parts Irregular Verbs

Exercise 48A: Principal Parts

Fill in the blanks in the following chart of verbs.

Present	Past	Past Participle
bear	_____	born or borne (depending on meaning)
breed	_____	bred
feel	_____	felt
have	_____	had
overtake	_____	overtaken
show	_____	shown
spread	_____	spread
sweep	_____	swept
win	_____	won
beat	_____	beaten
broadcast	_____	broadcast
forbid	_____	forbidden
hold	_____	held
pay	_____	paid
sink	_____	sunk
stand	_____	stood
swell	_____	swollen or swelled
arise	_____	arisen
blow	_____	blown
eat	_____	eaten
hang	_____	hung
spit	_____	spat
swear	_____	sworn
mow	_____	mown or mowed
weep	_____	wept
bend	_____	bent
burst	_____	burst
forgive	_____	forgiven
kneel	_____	knelt
put	_____	put
sit	_____	sat

Present	Past	Past Participle
stick	stuck	stuck
swing	swung	swung
bet	bet	bet
cling	clung	clung
get	got	gotten
leave	left	left
saw	sawed	sawn or sawed
slide	slid	slid
sting	stung	stung
wake	woke	woken
bind	bound	bound

Exercise 48B: Forming Correct Past Participles

Write the correct third principal part (past participle) in each blank. The first principal part is provided for you in parentheses. The first is done for you.

I have drawn (draw) you a beautiful picture!

The bell has not rung (ring) on time at all this week.

By the time I realized I had stolen (steal) the wrong suitcase, the right one had set (set) off for France.

Hattie has ridden (ride) her horse for three hours already.

Louis had shown (show) me the plan, but I hadn't thought (think) it would work.

Since that bad experience, Hyung has never eaten (eat) at that restaurant again.

I have given (give) you too many chances already!

What has led (lead) you to this conclusion?

Exercise 48C: Forming Correct Past Tenses

Write the correct second principal part (past) in each blank. The first principal part is provided for you in parentheses. The first is done for you.

The little fish swam (swim) upstream.

Yesterday, I ran (run) all the way from the post office to the park.

Maria's pencil fell (fall) off her desk, but she caught (catch) it before it hit (hit) the floor.

I chose (choose) the design for my new bookcase, and my father built (build) it.

We went (go) hiking and lost (lose) our way.

The squirrel hid (hide) ten nuts and kept (keep) searching for more.

Jamil read (read) the contract and paid (pay) the membership fee.

Exercise 48D: Proofreading for Irregular Verb Usage

In the passage below, from Dorothy Canfield Fisher’s *Understood Betsy*, you will find seven errors in irregular verb usage. Cross out the incorrect forms and write the correct ones above them.

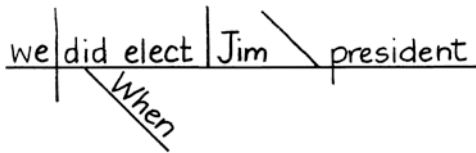
But it ^{had} ~~have~~ a weighty, satisfying ring to it. The little girl ^{felt} ~~feeled~~ the importance of having her statement recognized. She turned back to her driving.

The slow, heavy plow horses had stopped during her talk with Uncle Henry. They ^{stood} ~~standed~~ as still now as though their feet had ^{grown} ~~growed~~ to the road. Elizabeth Ann looked up at the old man for instructions. But he ^{was} ~~beed~~ deep in his figures. She had been ^{taught} ~~teached~~ never to interrupt people, so she ^{sat} ~~sitted~~ still and waited for him to tell her what to do.

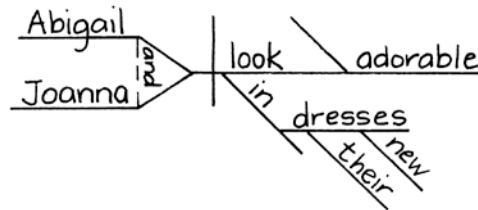
Exercise 48E: Diagramming

On your own paper, diagram the following four sentences.

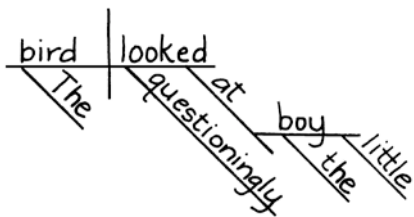
When did we elect Jim president?



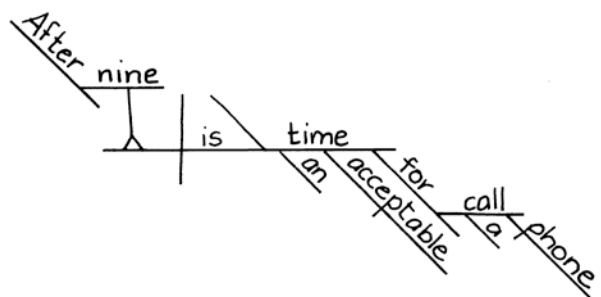
Abigail and Joanna look adorable in their new dresses.



The bird looked questioningly at the little boy.



After nine is an acceptable time for a phone call.



— REVIEW 4 —

Weeks 10-12

Topics:

Direct and Indirect Objects
 Linking Verbs
 Predicate Adjectives
 Predicate Nominatives
 Articles
 Adjective Phrases
 Adverb Phrases
 Action vs. Linking Verbs
 Irregular Verbs
 Principal Parts (Present, Past, Past Participle)

Review 4A: Action vs. Linking Verbs

Identify the underlined verbs as *A* for *action* or *L* for *linking*.

Zebras are^L not tame like horses.

A baby zebra smells^A its mother.

The mother smells^L familiar, so the foal follows^A her.

Lions and painted hyenas are^L predators of the zebra.

The spotted hyena usually scavenges^A for leftovers from another's meal, but it can kill^A zebras as well.

The stripes on a zebra protect^A it from predators; they make the zebra look^L blurry when it runs^A.

Mother zebras look^A carefully at unfamiliar animals to make sure that they pose no threat.

If the animal is a predator, the mother sounds^A an alarm.

Although the zebra seems^L gentle, it can kick^A and bite^A attackers when needed.

The zebra's whinny, or bray, sounds^L odd, a little like the bark of a small dog.

Mountain zebras, which live^A in southern Africa, are^L a protected species.

The quagga, a subspecies of zebra with stripes on the front half of its body and brown on the back half, has become^L extinct.

Scientists in the Quagga Project are trying^A to use DNA from a quagga to breed new animals that resemble the extinct ones.

Review 4B: Predicate Adjectives and Predicate Nominatives

Underline the linking verb in each of the following sentences. If the sentence concludes with a predicate nominative or predicate adjective, circle each and write *PA* for predicate adjective or *PN* for predicate nominative above it.

Miles is my best friend^{PN}

Rehema looked ^{PA} nervous but ^{PA} excited.

My cousin's birthday party was a ^{PN} sleepover.

That pizza smells ^{PA} wonderful, but I am not very ^{PA} hungry.

Glory will become a famous ^{PN} athlete one day.

Jacob remained a computer ^{PN} programmer for the university until his retirement.

Will Sora look ^{PA} older with her new hairstyle?

These cookies from your new recipe taste ^{PA} weird; macaroni is a strange ^{PN} ingredient for cookies!

Review 4C: Adjective and Adverb Phrases

In the following excerpt from Aldous Huxley's *Brave New World*, identify each underlined prepositional phrase as *ADJ* for adjective phrase or *ADV* for adverb phrase.

Lenina and Henry climbed ^{ADV} into their machine and started off. ^{ADV} At eight hundred feet Henry slowed down the helicopter screws, and they hung ^{ADV} for a minute or ^{ADV} two ^{ADV} poised above the fading landscape. The forest ^{ADJ} of Burnham Beeches stretched ^{ADV} like a great pool ^{ADJ} of darkness ^{ADJ} towards the ^{ADV} bright shore ^{ADJ} of the western sky. ^{ADJ} Crimson ^{ADV} at the horizon, the ^{ADV} last ^{ADJ} of the sunset ^{ADJ} faded, ^{ADV} through orange, ^{ADV} upwards ^{ADV} into yellow and a ^{ADV} pale watery green. ^{ADV} Northwards, ^{ADV} beyond and ^{ADV} above the trees, the ^{ADV} Internal and ^{ADJ} External Secretions ^{ADV} factory glared ^{ADV} with a fierce electric brilliance ^{ADV} from every window ^{ADV} of its ^{ADV} twenty stories. ^{ADV} Beneath them lay the buildings of the Golf Club.

Review 4D: Forming Principal Parts

Complete the following excerpt (from Anna Sewell's *Black Beauty*) by writing the correct principal part (*PP*) of the verb (first, second, or third) in parentheses.

"I am the best friend and the best riding-master those children have (have, 1st PP). It is not them; it is the boys. Boys," said (say, 2nd PP) he, shaking his mane, "are quite different; they must be broken (break, 3rd PP) in, as we were broken (break, 3rd PP) in when we were colts, and just be taught (teach, 3rd PP) what's what. The other children had ridden (ride, 3rd PP) me about for nearly two hours, and then the boys thought (think, 2nd PP) it was their turn; and so it was, and I was quite agreeable. They rode (ride, 2nd PP) me by turns, and I galloped (gallop, 2nd PP) them about up and down the fields and all about the orchard for a good hour. They had each cut (cut, 3rd PP) a great hazel stick for a riding-whip, and laid (lay, 2nd PP) it on a little too hard, but I took (take, 2nd PP) it in good part, till at last I thought (think, 2nd PP) we had had (have, 3rd PP) enough, so I stopped (stop, 2nd PP) two or three times by way of a hint."

Review 4E: Irregular Verbs

Find and correct the SIX errors in irregular verb usage in the following excerpt from *Five Little Peppers and How They Grew*, by Margaret Sidney. Cross out the incorrect form and write the correct form above it.

But Jasper didn't come! Thursday ^{came} ~~come~~ and ^{went} ~~good~~; a beautiful, bright, sunny day, but with no signs of the merry boy whom all had ^{begun} ~~beginned~~ to love, nor of the big black dog. The children had ^{made} ~~makeed~~ all the needful preparations with much ostentation and bustle, and ^{were} ~~beed~~ in a state of excited happiness, ready for any gale. But the last hope had to be ^{given} ~~gived~~ up, as the old clock ticked away hour after hour.

Review 4F: Misplaced Modifiers

Circle the misplaced adjective and adverb phrases in the following sentences. Draw an arrow to the place where each phrase should be.

Sierra Leone (with a green, white, and blue flag) is the only country.

(Inside the oven) Frank checked on the casserole.

Mr. Gutiérrez explained to us how his mother taught him to ride a bike (in homeroom).

The book belongs to my cousin (on the highest shelf).

The children (in the nest) watched the eggs hatching.

The gift is for the wonderful coach (inside this beautifully wrapped box).

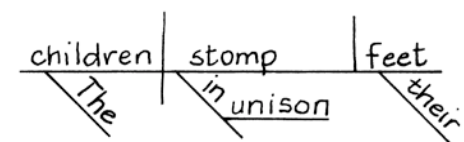
The little rabbit lives in our classroom (with the floppy ears).

Annabel handed a pen to the very tall man (from her purse).

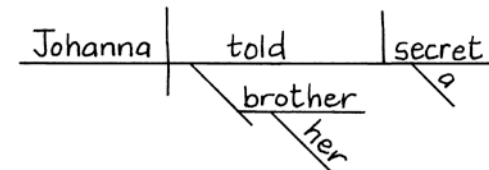
Review 4G: Diagramming

Diagram the following sentences.

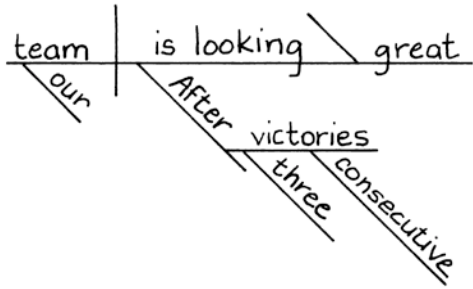
The children stomp their feet in unison.



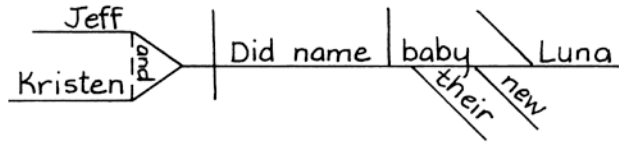
Johanna told her brother a secret.



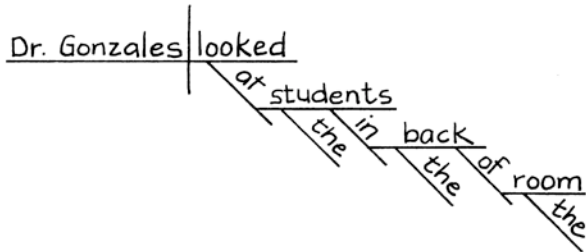
After three consecutive victories, our team is looking great!



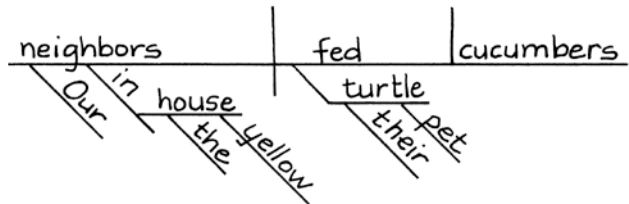
Did Jeff and Kristen name their new baby Luna?



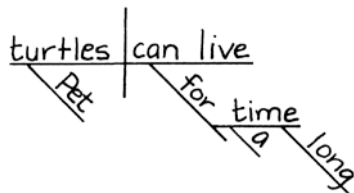
Dr. Gonzales looked at the students in the back of the room.



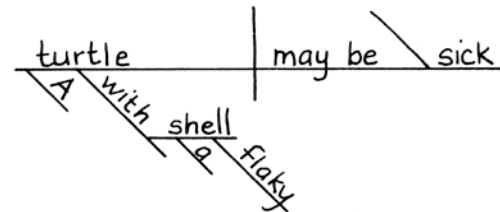
Our neighbors in the yellow house fed their pet turtle cucumbers.



Pet turtles can live for a long time!



A turtle with a flaky shell may be sick.



WEEK 13

Advanced Pronouns

— LESSON 49 —

Personal Pronouns

Antecedents

Possessive Pronouns

Exercise 49A: Personal Pronouns and Antecedents

Circle the personal pronouns in the following sentences, adapted from *Parachuting into Poland, 1944: Memoir of a Secret Mission with Józef Retinger*, by Marek Celt, trans. Jan Chciuk-Celt. Draw an arrow from each pronoun to the antecedent. In the margin, write the gender (*f*, *m*, or *n*) and number (*S* or *PL*) of each pronoun.

My companion practically never left the house. (He) did a lot of reading, and listened to the radio often. mS

The men who went on these missions were an elite group of special forces called the *Cichociemni*, literally “the silent Dark Ones.” (They)’ve become something of a heroic legend in Polish war lore. nPL

The airplane landed, and the little old man ran to (it) in a hurry, but (he) only got a good look at the taillights as (it) flew off. nS
mS
nS

(We) the passengers of the Third Air Bridge, had run a gauntlet of difficulties and dangers, and (we) were met and greeted joyously in Brindisi. nPL
nPL

Exercise 49B: Identifying Possessive Pronouns

Underline the possessive pronouns in the following sentences from *Silk Parachute*, by John McPhee. Each possessive pronoun is acting as an adjective. Draw an arrow from the pronoun to the noun it modifies. There may be more than one pronoun in each sentence.

In the first game, an English midfielder, sprinting up his left sideline to take a pass on a clear, looked over his shoulder and saw that the ball was headed wide, low, and out of bounds.

On hulks and barges, boatmen serving the ships lived on the river with their families and with their cats, dogs, chickens, sheep, and cows.

Such river runes are not beyond the grasp of Livia Svenvold McPhee, who is six and quick to learn, but they’re off the scale for her two-year-old brother, Jasper, and their father and mother.

The puffin is among the nation's emblematic birds. With its bright-white chest, its orange webbed feet, and its big orange scimitar bill, it could be an iced toucan.

Exercise 49C: Using Possessive Pronouns

In the following sentences, taken from *Bird Dream: Adventures at the Extremes of Human Flight*, by Matt Higgins, write the correct possessive pronoun above the underlined noun(s).

The 1991 movie *Point Break*...depicted a group of California surfer/skydivers who robbed banks to fuel the group's lifestyle, a story that struck a chord with males of a certain age and bent.

By 1995 this generation would get this generation's Woodstock when ESPN created a festival for radical sports in Providence, Rhode Island, called the Extreme Games, soon to be rechristened the X Games.

Finally, on Jeb's fourth jump, Jeb pitched in full flight and swung into severe line twists, requiring a nasty cutaway to Jeb's reserve.

Afterwards, the officer gave Jeb a lift back to Jeb's hotel and asked casually, "Who was Jeb's friend?"

Clinicians tell us that all humanity's brain's occipital lobe, which processes visual information, becomes highly active during sleep.

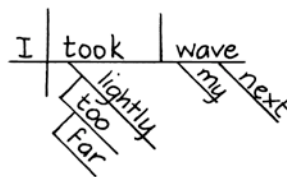
Exercise 49D: Diagramming Possessive Pronouns

On your own paper, diagram every word in the following sentences, slightly adapted from *Barbarian Days: A Surfing Life*, by William Finnegan.

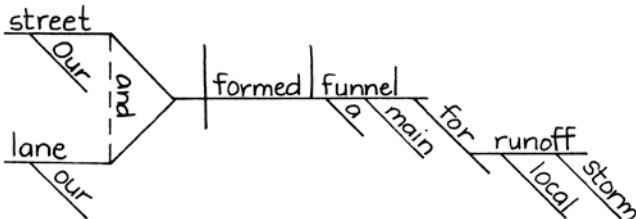
The wide white board was mine.



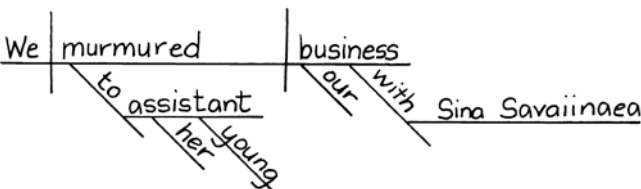
I took my next wave far too lightly.



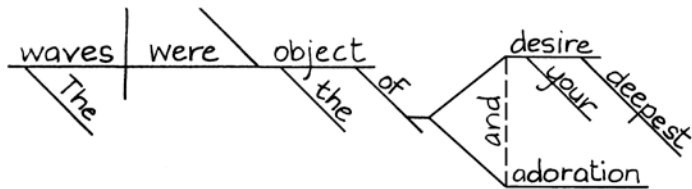
Our street and our lane formed a main funnel for runoff local storm.



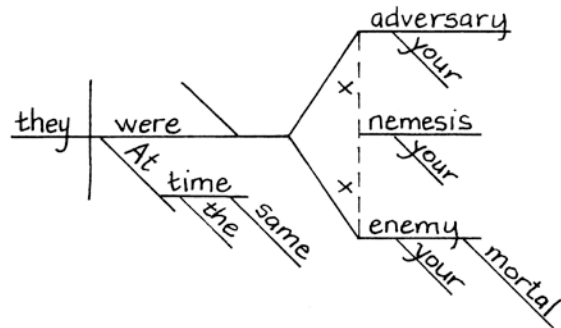
We murmured our business with Sina Savaiinaea to her young assistant.



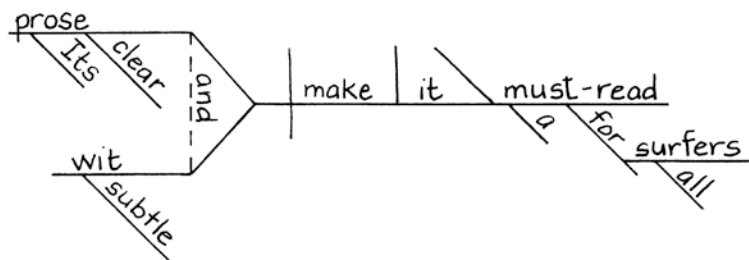
The waves were the object of your deepest desire and adoration.



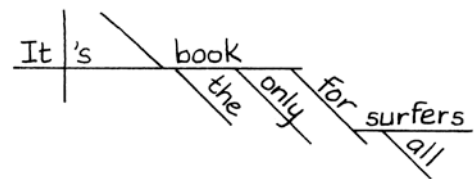
At the same time, they were your adversary, your nemesis, your mortal enemy.



Its clear prose and subtle wit make it a must-read for all surfers.



It's the only book for all surfers.



— LESSON 50 —

Pronoun Case

Exercise 50A: Subject and Object Pronouns

Underline all the personal pronouns in the following sentences. Identify them as *S* for subject, *O* for object, or *P* for possessive.

These sentences are from *Will in the World: How Shakespeare Became Shakespeare*, by Stephen Greenblatt.

If before ^Phis success with the *Henry VI* plays Shakespeare had not already met Marlowe, ^She would certainly have met ^Ohim soon afterward, and along with Marlowe ^She would have met many of the other playwrights—poets, as ^Sthey were then called—who were writing for the London stage.

The small revision makes a large point: the dead are completely dead. No prayers can help ^Othem; no messages can be sent to ^Othem or received from ^Othem. Hamnet was beyond reach.

Anne Hathaway represented an escape in another sense: she^S was in the unusual position of being her^P own woman. Very few young, unmarried Elizabethan women had any executive control over their^P own lives; the girl's watchful father and mother would make the key decisions for their^P daughter, ideally, though not always, with her^P consent. But Anne—an orphan in her^P midtwenties, with some resources left to her^O by her^P father's will and more due to her^O upon her^P marriage—was, in the phrase of the times, “wholly at her^P own government.”

In his^P old age, a man named Willis, born the same year as Will, recalled a play...that he^S saw in Gloucester...when he^S was a child...” At such a play, Willis remembered, “my^P father took me^O with him^O, and made me^O stand between his^P legs, as he^S sat upon one of the benches, where we^S saw and heard very well.” The experience was a remarkably intense one for Willis: “This sight took such an impression in me,” he^S wrote, “that when I^S came towards man's estate, it^S was as fresh in my^P memory as if I^S had seen it^O newly acted.”

Exercise 50B: Using Personal Pronouns Correctly

Choose the correct word(s) in parentheses and cross out the incorrect choice(s). Be sure to choose the grammatically correct choice for writing and not the choice that sounds the best.

My mother and sister and (~~me~~/I) planned to go on a weekend knitting retreat.

My mother helped (us/~~we~~) to choose projects for the weekend.

My mother and (~~her~~/she) chose sweaters, and I decided to tackle a fringed scarf.

Mom bought (my sister and me/~~my sister and I~~) new yarns for our new projects.

At the end of the retreat, (~~us~~/we) had gotten more than half of each project finished.

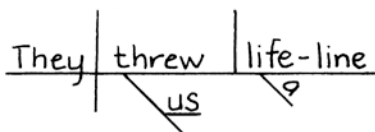
My mother gave my sister and (me/~~I~~) a huge compliment.

She said that the best company she'd ever had on a retreat were (~~us~~/we).

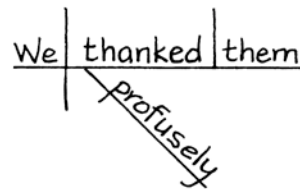
Exercise 50C: Diagramming Personal Pronouns

On your own paper, diagram the following sentences. Personal pronouns are diagrammed exactly like the nouns or adjectives they replace.

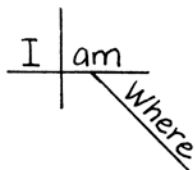
They threw us a life-line.



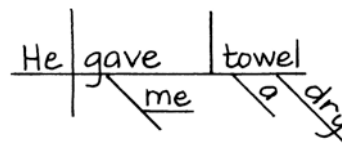
We thanked them profusely.



Where am I?



He gave me a dry towel.



I hear you!

I | hear | you

The recipients of their help were we.

recipients | were | we
 The of help their

— LESSON 51 —

Indefinite Pronouns

Exercise 51A: Identifying Indefinite Pronouns

Underline all of the indefinite pronouns in the following sentences. Each sentence may contain more than one pronoun.

These sentences are drawn from *Don Quixote*, by Miguel de Cervantes, trans. John Ormsby.

Don Quixote, without uttering a word or imploring aid from anyone, once more dropped his buckler and once more lifted his lance.

But there was nobody now to listen to these words of Don Quixote's.

Master Nicholas, the village barber, however, used to say that neither of them came up to the Knight of Phoebus, and that if there was any that could compare with him it was Don Galaor, the brother of Amadis of Gaul, because he had a spirit that was equal to every occasion.

Yesterday was the first day of our coming here; we have a few of what they say are called field-tents pitched among the trees on the bank of an ample brook that fertilises all these meadows.

In the meantime Sancho had recounted to them several of the adventures and accidents that had happened to his master.

All or most of the knights-errant in days of yore were great troubadours and great musicians, for both of these accomplishments, or more properly speaking gifts, are the peculiar property of lovers-errant.

Exercise 51B: Subject-Verb Agreement: Indefinite Pronouns

Choose the correct verb in parentheses. Cross out the incorrect verb.

Everyone (has/~~have~~) agreed to go trail riding in the mountains!

All of the company (is/~~are~~) going on this exciting adventure.

Note to Instructor: The entire company, as a single group, is going, so the verb is singular: It is going.

All of the horses (~~is~~/are) guaranteed to be gentle and calm.

Note to Instructor: Each horse in the group (and there are multiple horses) is guaranteed, so the verb is plural: They are guaranteed.

A few of the guests (~~has~~/have) ridden before, but some of them (~~is~~/are) just a little bit nervous.

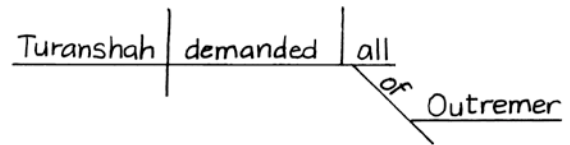
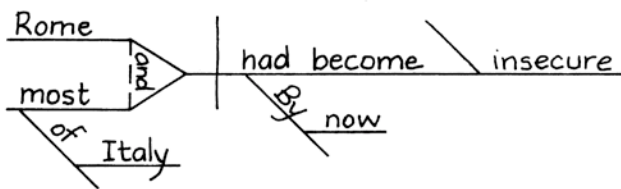
Most of the horses (~~has~~/have) been saddled already.
 Most of the group (is/~~are~~) mounting up.
 One of the horses (was/~~were~~) named Volcano.
 Nobody (~~want~~/wants) to ride Volcano!
 Another of the horses (was/~~were~~) named Sleepyhead.
 Everybody (asks/~~ask~~) to ride Sleepyhead.
 (Does/~~Do~~) anyone know which horse is named Killer?
 None of us (want/~~wants~~) to ride Killer either!

Exercise 51C: Diagramming Indefinite Pronouns

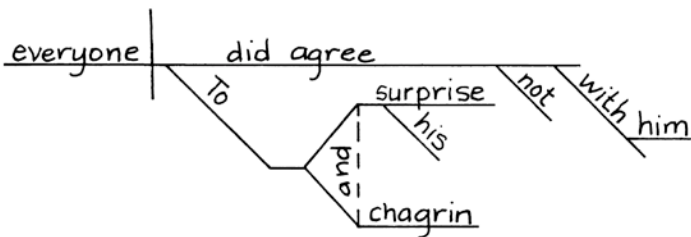
On your own paper, diagram the following sentences, slightly adapted from *The Knights Hospitalier: A Military History of the Knights of St John*, by John C. Carr.

By now, Rome and most of Italy had become insecure.

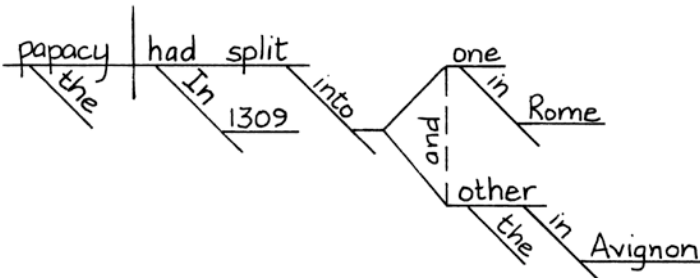
Turanshah demanded all of Outremer.



To his surprise and chagrin, everyone did not agree with him.

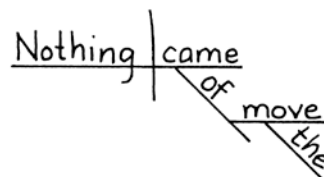
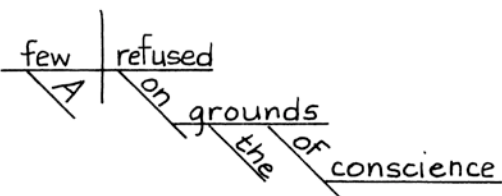


In 1309, the papacy had split into one in Rome and the other in Avignon.



A few refused, on the grounds of conscience.

Nothing came of the move.



— LESSON 52 —

Personal Pronouns Indefinite Pronouns

Exercise 52A: Subject and Object Pronouns

In the following sentences, cross out the incorrect pronoun.

This first set of sentences is from *Number the Stars*, by Lois Lowry.

But if (they/~~them~~) are watching (~~we~~/us)—if (they/~~them~~) see all of (~~we~~/us) leave?

And (I/~~me~~) have named (~~he~~/him) Thor, for the God of Thunder.

“Soon (~~we~~/~~us~~) will have to add another blanket to your bed,” Mama said one morning as (~~her~~/she) and Annemarie tidied the bedroom.

(She/~~Her~~) remembered how (she/~~her~~) had stared at the others, frightened, when (~~them~~/they) had stopped (~~she~~/her) on the street.

Annemarie called to (him/~~he~~) and (~~him~~/he) came to the side, his face worried when (~~him~~/he) recognized (~~she~~/her) on the dock.

This second set of sentences is from *The Tenant of Wildfell Hall*, by Anne Brontë.

(~~Me~~/I) am very much attached to my little friend, and so is (~~her~~/she) to (me/~~I~~).

“Oh, yes! come in,” said (she/~~her~~) (for (~~me~~/I) had met (them/~~they~~) in the garden.

Millicent told (me/~~I~~) (I/~~me~~) was the life of the party.

It is (I/~~me~~) who have left (~~they~~/them).

When (~~us~~/we) did meet, it was (he/~~him~~) that sought (~~I~~/me) out.

But what is (~~him~~/he) doing—what is it that keeps (him/~~he~~) away?

(I/~~Me~~) would not believe (~~they~~/them), for (~~me~~/I) knew (~~she~~/her) better than (~~them~~/they).

Oh, it would be cruel to make (her/~~she~~) feel as (~~me~~/I) feel now, and know what (~~me~~/I) have known!

(~~Me~~/I) was annoyed at the continual injustice (~~her~~/she) had done (me/~~I~~) from the very dawn of our acquaintance.

(~~Him~~/He) and Lord Lowborough were accompanying Annabella and (~~I~~/me) in a long, delightful ride.

Exercise 52B: Possessive and Indefinite Pronouns

In these sentences, taken from *The House of Mirth*, by Edith Wharton, cross out the incorrect word in each set of parentheses.

“Do let us go and take a peep at the presents before everyone else (leaves/~~leave~~) the dining-room!” suggested Miss Farish, linking her arm in her friend’s.

I always say no one (~~do~~/does) things better than cousin Grace!

Each of them (~~want~~/wants) a creature of a different race.

But at this point one or two belated passengers from the last station forced (~~his~~/their/~~his or her~~) way into the carriage, and Lily had to retreat to her seat.

The landscape outspread below her seemed an enlargement of her present mood, and she found something of herself in (~~its/their~~) calmness, (~~its/their~~) breadth, (~~its/their~~) long free reaches.

The topmost shelf of every closet (~~were/was~~) made to yield up (~~its/their~~) secret, cellar and coal-bin (~~were/was~~) probed to (~~its/their~~) darkest depths and, as a final stage in the lustral rites, the entire house (~~were/was~~) swathed in penitential white and deluged with expiatory soapsuds.

Her discretions interested him almost as much as her imprudences: he was so sure that both (~~were/was~~) part of the same carefully-elaborated plan.

Under the Georgian porch she paused again, scanning the street for a hansom. None (~~were/was~~) in sight.

And I suppose most of the owners of Americana (~~are/is~~) not historians either?

To the lady and her acquaintances there (~~were/was~~) something heroic in living as though one were much richer than one's bank-book denoted.

It (~~were/was~~) the last week in June, and none of her friends (~~were/was~~) in town.

Every one (~~knows/know~~) you're a thousand times handsomer and cleverer.

The fire, like the lamps, (~~were/was~~) never lit except when there (~~were/was~~) company.

And there (~~were/was~~) everybody talking about you.

There (~~were/was~~) something to be done before she left the house.

None of the desultory interests which she dignified with the name of tastes (~~were/was~~) pronounced enough to enable her to live contentedly in obscurity.

Some (~~were/was~~) in small fragments, the others merely torn in half.

And there (~~is/are~~) others who (~~is/are~~) afraid of me.

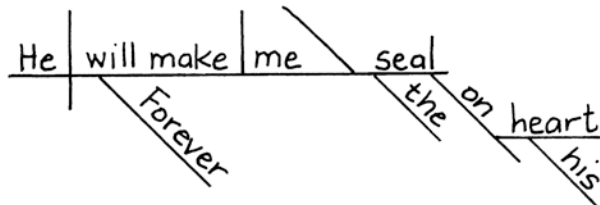
In the center of the table, between the melting marrons glaces and candied cherries, a pyramid of American Beauties lifted (~~its/their~~) vigorous stems.

Exercise 52C: Writing Sentences from Diagrams

Use the diagrams below to reconstruct these sentences from Simon Schama's *The Story of the Jews: Finding the Words (1000 BCE—1492)*.

Write the original sentence on the blank below each diagram. Pay careful attention to each part of speech! Punctuate each sentence properly.

Note to Instructor: You may need to remind the student to pay attention to which words are capitalized, in order to begin each sentence properly!



Forever will He make me the seal on his heart.

(you) | Write | scroll
 your own personal of Torah
 the

Write your own personal scroll of the Torah.

She | lent | sum
 husband the princely of denarii
 her 300

She lent her husband the princely sum of 300 denarii.

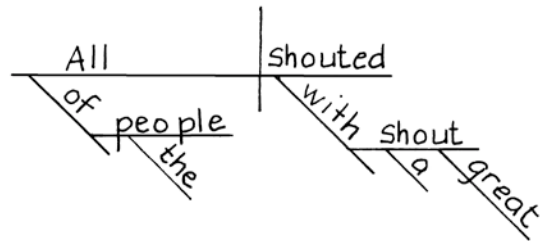
Majorca | was | home
 During a in exile for most of
 much of century families
 the fourteenth the thousand-odd

During much of the fourteenth century, Majorca was a home in exile for most of the thousand-odd families.

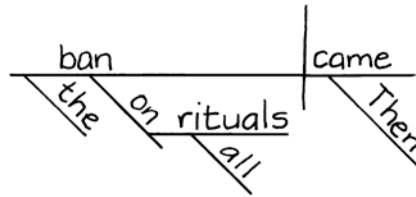
Both | were driven
 summarily from city of ancestry
 the their

Both were summarily driven from the city of their ancestry.

Note to Instructor: You may also accept *summarily were driven* or *were driven summarily*. Ask the student to read both her version of the sentence and the original out loud, so that she can hear the difference in rhythm.



All of the people shouted with a great shout.



Then came the ban on all rituals.

Note to Instructor: You may also accept *the ban came on all rituals* or *the ban on all rituals came*. Ask the student to read both her version of the sentence and the original out loud, so that she can hear the difference in rhythm.



WEEK 14

Active and Passive Voice

— LESSON 53 —

Principal Parts Troublesome Verbs

Exercise 53A: Principal Parts of Verbs

Fill in the chart with the missing forms.

	First Principal Part Present	Second Principal Part Past	Third Principal Part Past Participle
I	provide	provided	provided
I	split	split	split
I	drive	drove	driven
I	try	tried	tried
I	watch	watched	watched
I	fly	flew	flown
I	live	lived	lived
I	play	played	played

Exercise 53B: Using Correct Verbs

Choose the correct verb in parentheses. Cross out the incorrect verb.

First thing in the morning on July 1, Lea's father (~~rose~~/raised) the flag outside their Whistler house.

He (~~let~~/left) Lea alone until ten o'clock and (let/~~left~~) her sleep late.

Lea loves to (~~lay~~/lie) in bed a little longer on holiday mornings.

Her father (rose/~~raised~~) early to celebrate Canada Day!

Lea's father (~~lay~~/laid) out a special breakfast of beaver tails—fried dough with cinnamon and sugar.

Lea had (laid/~~lain~~) out her favorite red and white clothes the night before.

Lea and her father (~~set~~/sat) at the table, eating breakfast and listening to Leonard Cohen and Feist.

Afterwards, Lea (set/~~sat~~) out cupcakes for her friends to decorate.

Sprinkles, red and white frosting, candy maple leaves, and tiny Canadian flags all (lay/~~laid~~) ready to be used!

Exercise 53C: Correct Forms of Troublesome Verbs

Fill in the blanks with the correct form of the indicated verb.

He went to work in a foundry pouring molten iron where the work was steady and backbreaking, but he simply could not be home often and yet he still raised his boys responsibly.
(raise, simple past)

Bill was raised in the segregated South and saw strict limitations for black people there compared to when he moved to Oakland, California. (raise, past participle)

After being incarcerated, he converted to Islam through his brother's encouragement and then rose within the ranks of Elijah Muhammad's Nation of Islam organization called Black Muslims. (rise, simple past)

Despite his hard work, Bill left the university in 1956, 16 credits shy of graduation.
(leave, simple past)

But Swegle let the players play and his coaching really involved merely substituting.
(let, simple past)

—Murry R. Nelson, *Bill Russell: A Biography*

He wondered what Iktomi would do, thus he lay still where he fell. (lie, simple past)

Saying this, he laid a firm hand upon the muskrat's shoulder, and started off along the edge of the lake. (lay, simple past)

A man in buckskins sat upon the top of a little hillock. (sit, simple past)

Wordless, the avenger ate in silence the food set before him on the ground. (set, past participle)

She did not wish a guest in her dwelling to sit upon the bare hard ground.
(sit, present infinitive)

—Zitkala-Sa, *Old Indian Legends: Stories from the Dakotas*

Exercise 53D: Proofreading for Correct Verb Usage

The following excerpts are from *Prairie Gothic: The Story of a West Texas Family*, by John R. Erickson. Find and correct sixteen errors in verb usage by crossing out the incorrect verbs and writing the correct forms above them. Be careful—some sentences might not have any errors at all, and others might have more than one!

The original house ^{sat} ~~set~~ on several acres of land where a windmill provided water for the house as well as for chickens and several milk cows, a big garden, and an orchard of fruit trees.

We ^{raised} ~~rose~~ ducks, rabbits, and chickens in the back yard, and from her I ^{learned} ~~was learned~~ to wring a chicken's neck and pluck the feathers after dipping the bird into boiling water, skills she had ~~been~~ ^{learned} ~~learned~~ from her mother and grandmother. We ^{raised} ~~rose~~ a garden, collected horned toads, and ^{hung} ~~hanged~~ out the weekly wash on the clothesline.

On thousands of nights we have unrolled our bedrolls, ^{laying} ~~lying~~ them side by side, out under the stars.

Olive had been ^{raised} ~~risen~~ on a ranch that had plenty of rattlers and she should have known what to do: ^{sit} ~~set~~ down, stay calm, grit your teeth and look the other way while a rescuer went through the gory process of trying to save your life.

Into her eighties, she ^{wrote} ~~written~~ letters that would be the envy of any college graduate: words ^{written} ~~wrote~~ in a precise hand, lines that couldn't have been straighter if they had been ^{laid} ~~lain~~ out with a ruler, and whole pages that contained no misspellings, ink smudges, coffee stains, or cross-outs.

Neither lawman had a chance to ^{see} ~~saw~~ what was coming, and both ^{lay} ~~laid~~ dead on the floor.

I had arrived just in time for supper and Mrs. Tennill had already ^{set} ~~sat~~ two places at Grandmother's big rectangular dining table, which looked out on the green expanse of the back yard.

I soon realized that the death of Martha Sherman, a story that had ~~lain~~ half-forgotten in the memory of my family, was a major news event on the Texas frontier in the winter of 1860-1861.

But make that same drive in a drought year and you might see snowplows pushing dunes of red sand off the highways, and tumbleweed cannonballs snapping power lines and ^{laying} ~~lying~~ barbed wire fence on the ground—this my mother remembered during the drought of the 1930s.

— LESSON 54 —

Verb Tense

Active and Passive Voice

Exercise 54A: Reviewing Tenses

Write the tense of each underlined verb above it. These two excerpts are from the Sherlock Holmes story "A Scandal in Bohemia," by Arthur Conan Doyle. The first is done for you.

One night—it was on the twentieth of March, 1888—I ^{progressive past} was returning from a journey to a patient ^{perfect past} (for I had now returned to civil practice), when my way ^{simple past} led me through Baker Street. As I ^{simple past} passed the well-remembered door, which must always be associated in my mind with my wooing, and with the dark incidents of the Study in Scarlet, I was seized with a keen desire to see Holmes again, and to know how he ^{progressive past} was employing his extraordinary powers.

I was already deeply interested in his inquiry, for, though it was surrounded by none of the grim and strange features which were associated with the two crimes which I ^{perfect present} have already recorded, still, the nature of the case and the exalted station of his client ^{simple past} gave it a character of its own.

We both ^{simple past} thought the best resource was flight, when pursued by so formidable an antagonist; so you ^{simple future} will find the nest empty when you ^{simple present} call. As to the photograph, your client may rest in peace. I ^{simple present} love and am loved by a better man than he. The King may do what he will without hindrance from one whom he ^{perfect present} has cruelly wronged.

Exercise 54B: Distinguishing between Active and Passive Voice

Identify the following sentences, from Doyle's "A Scandal in Bohemia," as *A* for active or *P* for passive. If you're not sure, ask yourself: Is the subject *doing* the verb, or is the verb *happening* to the subject?

I am loved by a better man than he.	<u>P</u>
Godfrey Norton came running as hard as he could towards me.	<u>A</u>
A blow was struck.	<u>P</u>
She responded beautifully.	<u>A</u>
Your task is confined to that.	<u>P</u>
We will be shown into the sitting-room.	<u>P</u>
I was just balancing whether I should run for it.	<u>A</u>
The lamps were just being lighted.	<u>P</u>
It widened the field of my inquiry.	<u>A</u>
Twice she has been waylaid.	<u>P</u>
Five attempts have been made.	<u>P</u>
I have been too busy to think of food.	<u>A</u>
I am following you closely.	<u>A</u>
The paper was made in Bohemia.	<u>P</u>
I was still balancing the matter in my mind.	<u>A</u>
I will rejoin you in ten minutes.	<u>A</u>

Exercise 54C: Forming the Active and Passive Voice

Fill in the chart below, rewriting each sentence so that it appears in both the active and the passive voice. Be sure to keep the tense the same. The first is done for you.

Note to Instructor: The last two sentences have two active verbs each. If the student only transforms the first verb and not the second, accept the answer, but show the student the completely rewritten sentences below.

ACTIVE	PASSIVE
Modern detectives, unlike policemen, don't wear uniforms.	Uniforms aren't worn by modern detectives, unlike policemen.
Detectives interview suspects and witnesses as part of case investigation.	Suspects and witnesses are interviewed by detectives as part of case investigation.
Homicide units assign murder cases to detectives.	Detectives are assigned murder cases by homicide units.
Detectives often set aside cases that have no evidence, no witnesses, and no suspects.	Cases that have no evidence, no witnesses, and no suspects are often set aside by detectives.
Detectives "clear" cases when they arrest a suspect and send them to trial.	Cases are "cleared" by detectives when suspects are arrested and sent to trial.
Modern detectives often use DNA to help the perpetrators of crimes to be identified.	In modern detective work, DNA is often used to help identify the perpetrators of crimes.

— LESSON 55 —

Parts of the Sentence Active and Passive Voice

Note to Instructor: You should adapt the following review to the student’s level of knowledge. If the student is clear on the concepts learned so far, and is able to diagram the sentences correctly, you do not need to follow every line of dialogue for every sentence. However, the student should be able not only to diagram the sentences, but to name the parts of the sentence and explain their use (for example, in the second sentence, if you ask the student “What kind of phrase is *of their own*, and what does it do?” the student should be able to answer “a prepositional phrase acting as an adjective”).

These sentences are adapted from Jonathan Swift’s satirical essay *A Modest Proposal*.

Sentence #1

Instructor: Read me the first sentence from your workbook.

Student: *Many other advantages were enumerated.*

Instructor: What is the predicate?

Note to Instructor: In the dialogues that follow, prompt the student whenever necessary.

Student: *Were enumerated.*

Instructor: Who or what was enumerated?

Student: *Advantages.*

Instructor: Diagram the subject and the predicate.

Does the subject perform the action? (Are the advantages enumerating something?)

Student: *No.*

Instructor: *Advantages* receives the action of the verb. Is *were enumerated* an active or passive verb?

Student: *Passive.*

Instructor: Repeat after me: In a sentence with a passive verb, the subject receives the action.

Student: *In a sentence with a passive verb, the subject receives the action.*

Instructor: How many advantages were enumerated?

Student: *Many.*

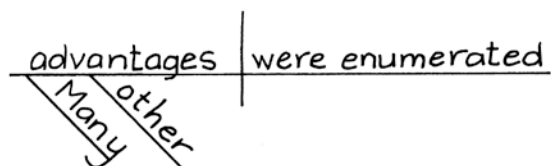
Instructor: *Many* is an adjective, describing *advantages* and answering the question “how many.” What questions do adjectives answer?

Student: *Which one, what kind, how many, whose.*

Instructor: What kind of advantages are the many advantages?

Student: *Other.*

Instructor: *Many* and *other* are both adjectives describing *advantages*. Place them on your diagram now.



Sentence #2

Instructor: Read the second sentence out loud.

Student: The poorer tenants will have something valuable of their own.

Instructor: What are the subject and predicate of the sentence?

Student: Tenants will have.

Instructor: Tenants will have what?

Student: Something.

Instructor: *Something* receives the action of the verb *will have*. What part of the sentence is *something*?

Student: Direct object.

Instructor: When a sentence has a direct object, you can be pretty sure that the subject is performing the action! Repeat after me: In a sentence with an active verb, the subject performs the action.

Student: In a sentence with an active verb, the subject performs the action.

Instructor: Diagram the subject, predicate, and direct object on your own paper. *Something* is the direct object. What part of speech is *something*? What kind of word is it? (Hint: You learned about this word in Lesson 51.)

Student: Indefinite pronoun.

Instructor: What are indefinite pronouns?

Student: Indefinite pronouns are pronouns without antecedents.

Instructor: Although *something* is indefinite, meaning that we don't know exactly what it *is*, we do know *what kind* and *whose* the *something* is! What kind of *something* do the tenants have?

Student: A valuable something.

Instructor: Diagram *valuable* as an object describing *something*. What phrase tells you *whose* the something is?

Student: Of their own.

Instructor: What kind of phrase is this?

Student: It is a prepositional phrase.

Instructor: Since the phrase modifies the pronoun *something*, does it act as an adjective or adverb?

Student: Adjective.

Instructor: What is the preposition?

Student: Of.

Instructor: What is the object of the preposition?

Student: Own.

Instructor: What kind of pronoun is *their*?

Student: Possessive pronoun.

Instructor: What are possessive pronouns also known as?

Student: Possessive adjectives.

Instructor: *Their* modifies the object of the preposition *own*. Place that prepositional phrase on your diagram.

Note to Instructor: *Own* is a word that can act as multiple parts of speech: adjective, noun, and verb (*own place, my own, I own that*). If the student asks, you may explain that a single word can play different parts within a sentence, something that will be covered in more detail in Lesson 107.

Instructor: There are two more words to be classified and diagrammed in this sentence. What word do they describe?

Student: Tenants.

Instructor: What part of speech is *The*?

Student: Article.

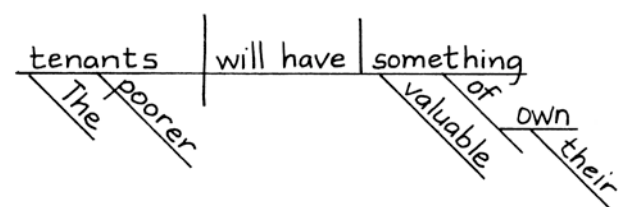
Instructor: The articles are *a*, *an*, and *the*. Diagram *The* beneath the word it modifies. What other words describes *tenants*?

Student: Poorer.

Instructor: What adjective question does this word answer?

Student: What kind.

Instructor: Add that to your diagram now.



Sentence #3

Instructor: Read the third sentence out loud.

Student: The proposal is wholly new and has something solid and real.

Instructor: What are the two predicates in this sentence?

Student: Is and has.

Instructor: What is the subject?

Student: Proposal.

Instructor: Go ahead and diagram the subject and compound predicates on your paper now. What coordinating conjunction links them?

Student: And.

Instructor: Put the coordinating conjunction on your diagram as well. *Is* and *has* are two different kinds of verbs. What sort of verb is *is*?

Student: Linking verb.

Note to Instructor: If the student says *state-of-being verb*, ask “Does the verb link *proposal* with a word that describes or renames it?”

Instructor: What word does the linking verb link to *proposal*?

Student: New.

Instructor: Is this a noun or an adjective?

Student: An adjective.

Instructor: Since it comes after the predicate, what kind of adjective is it?

Student: A predicate adjective.

Instructor: Put the predicate adjective on your diagram. There’s a word that describes the predicate adjective *new*. How new is the proposal?

Student: Wholly.

Instructor: What do we call a word that describes an adjective?

Student: An adverb.

Instructor: What other two kinds of words can an adverb describe?

Student: *A verb or another adverb.*

Instructor: Put *wholly* on your diagram. Now let's look at the verb *has*. Is this a linking verb, a state-of-being verb, or an action verb?

Student: *An action verb.*

Note to Instructor: If the student is unsure, ask "What does the proposal have?" Prompt the student if necessary to answer "Something." Then point out that since the verb has a direct object, it must be an action verb.

Instructor: What does the proposal have?

Student: *Something.*

Instructor: *Something* is the direct object of the verb *has*. What kind of word is *something*? Hint: you first learned about it in Lesson 51. And you don't know exactly what that *something* is!

Student: *Indefinite pronoun.*

Instructor: Repeat after me: Indefinite pronouns are pronouns without antecedents.

Student: *Indefinite pronouns are pronouns without antecedents.*

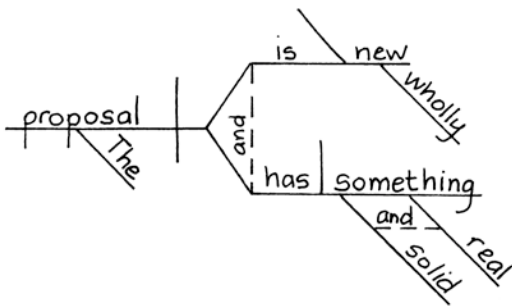
Instructor: Add *something* to your diagram. Two more adjectives describe the indefinite pronoun. What are they?

Student: *Solid and real.*

Instructor: Add both adjectives to the diagram, along with the coordinating conjunction that connects them. There's one word left to add. What is it?

Student: *The.*

Instructor: Finish your diagram now.



Sentence #4

Instructor: Read the fourth sentence out loud.

Student: *The squire will grow popular among his tenants.*

Instructor: Now read me just the subject and predicate.

Student: *Squire will grow.*

Instructor: Diagram those three words and add the article that describes *squire*. What kind of verb is *will grow*?

Student: *Linking verb.*

Note to Instructor: If the student cannot identify *will grow* as a linking verb, ask "Does the squire grow something himself?" Then point out that there is no direct object, just a word that refers *back* to the squire. Try not to use the term *predicate adjective* so that you can complete the dialogue below.

Instructor: What word follows the linking verb?

Student: Popular.

Instructor: Is this a predicate adjective or predicate nominative?

Student: Predicate adjective.

Instructor: It describes the squire—it doesn't rename him. Add *popular* to your diagram. Now tell me about *among his tenants*. What kind of phrase is this, and what does it describe?

Note to Instructor: Prompt the student as necessary for the following information.

Student: Among his tenants is a prepositional phrase. It describes the adjective popular. It acts as an adverb.

Instructor: What is the preposition?

Student: Among.

Instructor: What is the object of the preposition?

Student: Tenants.

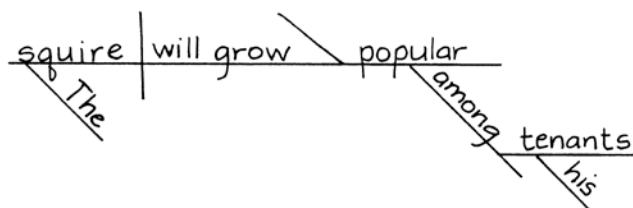
Instructor: What kind of adjective is *his*? Hint: you first learned about it in Lesson 49.

Student: Possessive adjective.

Instructor: Is it in the attributive or predicate position?

Student: Attributive.

Instructor: Add the prepositional phrase to your diagram.



Sentence #5

Instructor: Read the final sentence out loud.

Student: I have no personal interest in the promotion of the necessary work.

Instructor: It should be easy to find the subject and predicate of this sentence—just two words! What are they?

Student: I have.

Instructor: Diagram those on your paper. *Have* is the first-person, simple-present form of this verb. What is the third-person, simple-present form of it? Hint: you've just seen it in Sentence #3.

Student: Has.

Instructor: What is the direct object of the verb *have* in this sentence?

Student: Interest.

Instructor: Add the direct object to your diagram. What are the two adjectives that describe the direct object?

Student: No and personal.

Instructor: Add those to the diagram as well. Now, tell me everything you can about the two phrases that end the sentence. Hint: they are both the same kind of phrase, doing the same kind of thing!

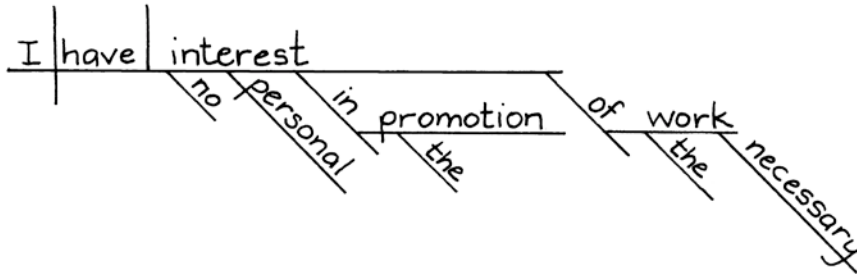
Note to Instructor: Prompt the student as necessary for the answers below.

Student: In the promotion and of the necessary work are both prepositional phrases. They are adjectives that describe interest.

Instructor: Explain the function of each word within the phrases.

Student: *In* is a preposition. Promotion is the object of the preposition. The describes promotion. Of is a preposition. Work is the object of the preposition. The and necessary both describe work.

Instructor: Complete your diagram.



— LESSON 56 —

Active and Passive Voice

Transitive and Intransitive Verbs

Exercise 56A: Transitive and Intransitive Verbs

Find each verb serving as a predicate in the following sentences and underline it twice. Underline each subject of the predicate once. Write *T* above each transitive verb and *IT* above each intransitive verb. Circle the direct object of each transitive verb.

These sentences are adapted from *Viet Nam: A History from Earliest Times to the Present*, by Ben Kiernan.

Beginning around 14,000 BCE, the Hoabinhian people ^Tate wild cattle, water buffalo, rhinoceros, forest, birds, turtles, tortoise, shellfish, and uncultivated, or “wild,” rice.

In happier times, carefree, they ^{IT}ate and ^{IT}slept.

Now, robbed of water, they ^{IT}fear for their land.

The catfish ^Tconfessed its theft, ^Tpaid the frogs' cost, and ^{IT}submitted to exile.

Dinh Bo Linh ^Tenjoyed less success in his effort to win domestic legitimacy.

Dinh Bo Linh ^{IT}governed by fear.

Dinh Bo Linh's people ^Tfeared him.

The scene ^Twas set for the brief emergence of a new, separate kingdom.

Note to Instructor: You may need to remind the student that passive verbs have to be transitive, because the subject is receiving the action of the verb.

Its Confucian elite ^Tran its own affairs and ^Tchallenged imperial control.

The Ming invasion of 1406-7 ^{IT} came on the pretext of restoring the Tran dynasty.

Imperial armies ^T overthrew and captured ^T (Ho Quy Ly).

The Ming ^T destroyed all (records) of Dai Viet governance.

A flood of neo-Confucianism ^{IT} washed over the country.

Inland, Chinese ^T ran mining (enterprises) near the northern border.

Over the ensuing centuries Jiao's population ^T adopted (more) of the northern culture and system of government.

Note to Instructor: The direct object of the transitive verb *adopted* is *more*, which here is serving as a noun.

These two regimes ^T fought (wars) on other fronts.

The weekly newspaper *Trung Bac Tan Van* (Central and Northern News) ^{IT} ran continuously from 1919 until 1945.

Note to Instructor: *Trung Bac Tan Van* is an appositive, renaming the subject noun *newspaper*. Appositives are covered in Lesson 94; if this is the student's first time through the course, you may accept either *newspaper* or *Trung Bac Tan Van* as an underlined subject.

By early 1968, the 80,000 PAVN troops in the South ^{IT} were fighting alongside 160,000 NLF infantry and service troops.

Exercise 56B: Active and Passive Verbs

In the blanks below, rewrite each sentence with an active verb so that the verb is passive. Rewrite each sentence with a passive verb so that the verb is active. You may need to add or rearrange words or phrases to make the sentences grammatical!

These sentences are slightly adapted from *Vietnam: Journeys of Body, Mind, and Spirit*, by Van Huy Nguyen and Laurel Kendall.

The Kinh welcome the solar new year with people all over the globe.

The solar new year is welcomed by the Kinh and people all over the globe.

OR The solar new year is welcomed by the Kinh, along with people all over the globe.

Each person, each family, and Vietnamese society as a whole approach the new year as a time of fresh aspiration and hope.

The new year is approached by each person, each family, and Vietnamese society as a whole as a time of fresh aspiration and hope.

OR The new year is approached as a time of fresh aspiration and hope by each person, each family, and Vietnamese society as a whole.

If the solar new year can be considered the government's Tet, the lunar new year is considered the family's Tet.

If the government considers the solar new year to be its Tet, the family considers the lunar new year to be its Tet.

OR If the government can consider the solar new year its Tet, the family considers the lunar new year as its Tet.

Each family prepares offerings to worship ancestors.

Offerings are prepared by each family to worship ancestors.

OR Offerings are prepared to worship ancestors by each family.

According to tradition, visits are made and gifts are distributed during the week before Tet.

According to tradition, the Kinh make visits and distribute gifts during the week before Tet.

Note to Instructor: Accept any reasonable plural subject for the sentence (for example, "families" or "the Vietnamese").

On New Year's Eve they will burn votive paper money.

On New Year's Eve, votive paper money will be burned by them.

OR On New Year's Eve, votive paper money will be burned by families.

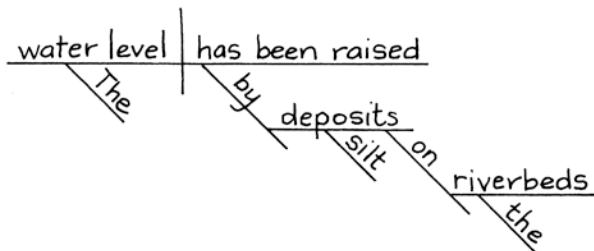
Vendors set their wares on the pavement under red banners declaring "Tet Shop" or "Happy New Year."

Wares are set on the pavement by vendors, under red banners declaring "Tet Shop" or "Happy New Year."

Exercise 56C: Diagramming

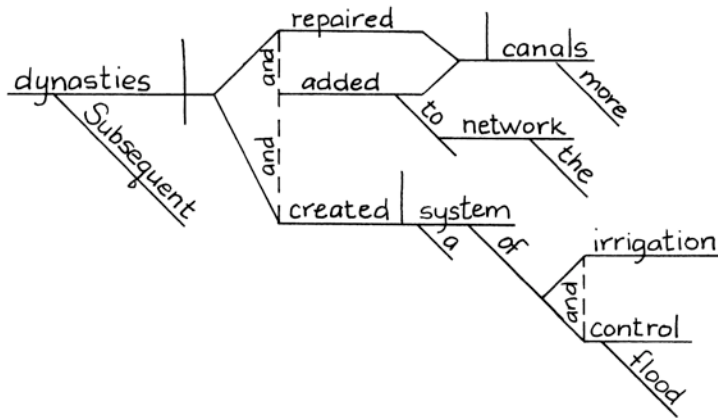
On your own paper, diagram every word in the following sentences. They are slightly condensed from *Vietnam (Cultures of the World)*, by Audrey Seah and Charissa M. Nair.

The water level has been raised by silt deposits on the riverbeds.



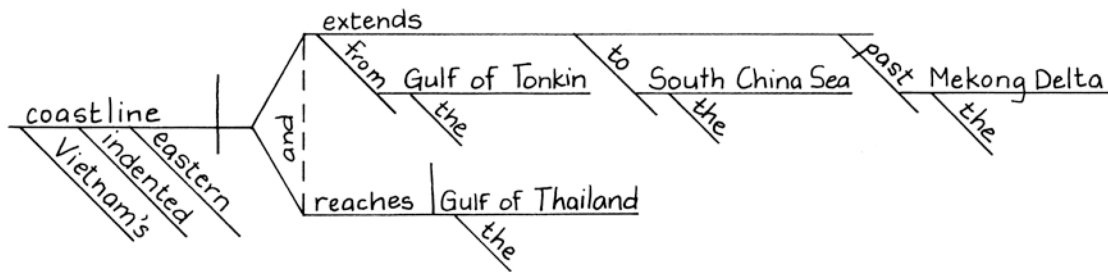
Note to Instructor: It is acceptable for the student to diagram *water* beneath *level* as an adjective; it is also acceptable for the student to treat *silt deposits* as a single compound noun. Note that *on the riverbeds* is an adjective phrase describing *deposits*; it is not an adverb phrase and should not be diagrammed beneath *has been raised*.

Subsequent dynasties repaired and added more canals to the network and created a system of irrigation and flood control.



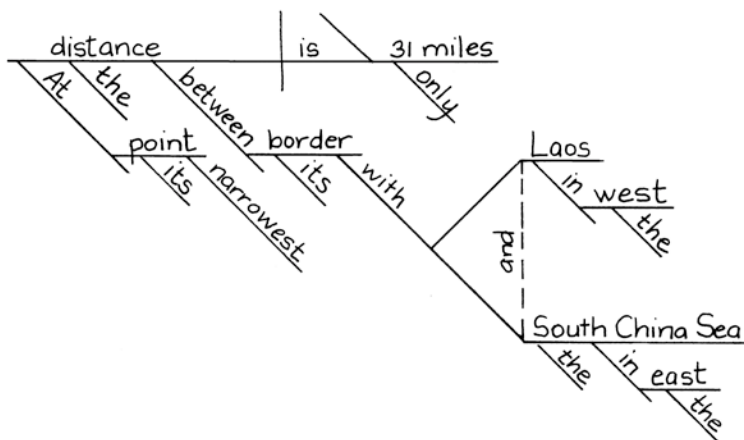
Note to Instructor: It is acceptable for the student to diagram *flood control* as a single compound noun.

Vietnam's indented eastern coastline extends from the Gulf of Tonkin to the South China Sea, past the Mekong delta, and reaches the Gulf of Thailand.



Note to Instructor: It is acceptable for the student to diagram *Mekong* as an adjective modifying *delta*.

At its narrowest point, the distance between its border with Laos in the west and the South China Sea in the east is only 31 miles.



Note to Instructor: *31 miles* should be diagrammed as a single compound noun, since it represents a specific distance as the predicate nominative renaming *distance* (the distance isn't *miles*, it's specifically *31 miles*). *At its narrowest point* has been diagrammed as an adjective describing *distance* rather than an adverb phrase describing *is* and answering the question *where* because of its placement in the sentence, but the phrase's function is ambiguous and you may accept either placement on the diagram.



WEEK 15

Specialized Pronouns

— LESSON 57 —

Parts of Speech

Parts of the Sentence

Intensive and Reflexive Pronouns

Exercise 57A: Identifying Intensive and Reflexive Pronouns

Underline the intensive and reflexive pronouns in the following sentences. Above each pronoun, write *I* for intensive or *R* for reflexive. If the pronoun is reflexive, also mark it as *DO* (direct object), *IO* (indirect object), or *OP* (object of the preposition). The first is done for you.

The good woman let go with a smile, and Louise found ^{R DO} herself alone.

But when the son received his father well, the old man was beside ^{R OP} himself with joy.

They would also cook ^I themselves, and wait upon each other.

Note to Instructor: Context should tell the student that *themselves* is not the direct object of the verb *cook*!

Throughout the work are feeble poetic epigrams composed by the compiler ^I himself.

The race lies between Master Schummel and ^{R OP} yourself.

No one knows me better than I know ^{R DO} myself.

How comes it that you have produced nothing of value ^I yourself?

He convicted of ignorance those who had a great opinion of ^{R OP} themselves.

I made up my mind to go ^I myself.

Between ^{R OP} ourselves, you owe your wife a great deal.

It would be strange indeed if I should torture ^{R DO} myself, and make of ^{R OP} myself something which I am not, and hide ^{R DO} myself beneath a character foreign to me.

Exercise 57B: Using Intensive and Reflexive Pronouns Correctly

Each of the following sentences contains errors in the usage of intensive and reflexive pronouns. Cross out the incorrect word and write the correction above it.

He was quite beside ^{himself} ~~hissself~~.

We had seated ^{ourselves} ~~ourselfs~~ round the table.

You yourself did ^{me} ~~myself~~ the honor to say that you wished ^{me} ~~myself~~ to be *fully* informed.

Then I go away for a little time and leave them to ^{themselves} ~~theirselves~~.

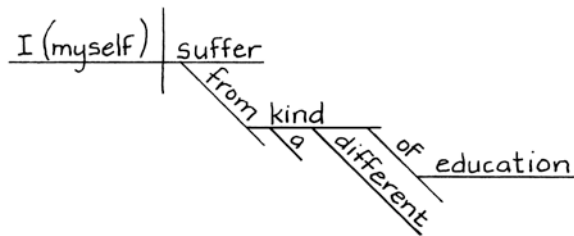
Our assignment of ^{him} ~~hissself~~ to the third century is based merely on the fact that he quotes writers of the second, and is ^{himself} ~~hissself~~ in turn cited by somewhat later authors.

On the contrary, ^{he} ~~hissself~~ thought the ideal and the practical life perfectly compatible, and himself strove to unite in himself the poet and the man of affairs.

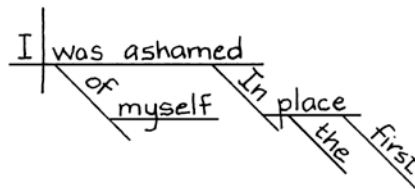
Exercise 57C: Diagramming Intensive and Reflexive Pronouns

On your own paper, diagram every word in the following sentences, taken from *The Library of the World's Best Literature, Ancient and Modern*, Vol. 12, ed. Charles Dudley Warner.

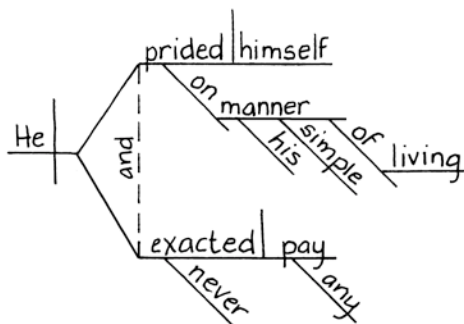
I myself suffer from a different kind of education.



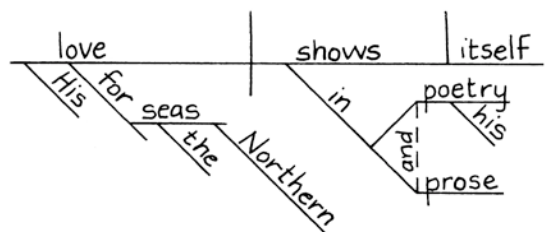
In the first place, I was ashamed of myself.



He prided himself on his simple manner of living, and never exacted any pay.



His love for the Northern seas shows itself in his poetry and prose.



— LESSON 58 —

Demonstrative Pronouns Demonstrative Adjectives

Exercise 58A: Demonstrative Pronouns and Demonstrative Adjectives

In the sentences below, label every occurrence of *this*, *that*, *these*, and *those* as either *DP* (demonstrative pronoun) or *DA* (demonstrative adjective). Draw an arrow from each demonstrative adjective to the noun it modifies. Label each demonstrative pronoun as *S* (subject), *DO* (direct object), *IO* (indirect object), or *OP* (object of the preposition).

These sentences are taken from *World of Warcraft and Philosophy: Wrath of the Philosopher King*, ed. Luke Cuddy and John Nordlinger.

And this is when weird things can happen.

How can we even begin to think of this?

Thus they are no longer “non-specified members of that other community,” making their fights more personal than political.

Plato then proceeds to discuss what it would be like for one of these people to be freed, and roam outside of the cave.

I want to know what’s on the other side of those hills.

Those occupying the hypothetical “original position” ensure fairness of society for all citizens.

However, these only function as driving licenses for the shiny siege weapons.

Boredom, he believed, was the worst of these, calling it “the root of all evil.”

The story of *Warcraft II* is obviously a continuation of that.

That is guided by the game mechanics.

Since prices and goods within WoW are so similar to those seen on Earth, we should be able to measure the value generated by Blood Elves just like we measure the value generated by actual people.

Of course, this situation is unrealistic, as no reasonable entrepreneur would open a hobby store surrounded by eleven others.

But if Ner’zhul knew this, he would have no reason to trust Kil’jaeden.

These two models are very troublesome.

Exercise 58B: Demonstrative Pronouns

In the blank beneath each sentence, write a possible description of the thing or person that the underlined demonstrative pronoun stands for. Make sure to choose the correct number. (And use your imagination.)

Note to Instructor: The answers below are just examples—accept any description that fits the sentence and is the correct number!

Those are my least favorite ever.

Black pepper and chili jelly beans

That is the most spectacular thing I have ever seen.

The white stallion leading a herd of mares across the plains

This is truly horrifying.

The dead rat lying in the middle of the kitchen floor

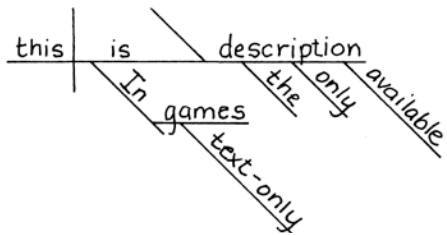
These should just be thrown away immediately.

The ancient sneakers soaked in turpentine and swamp mud

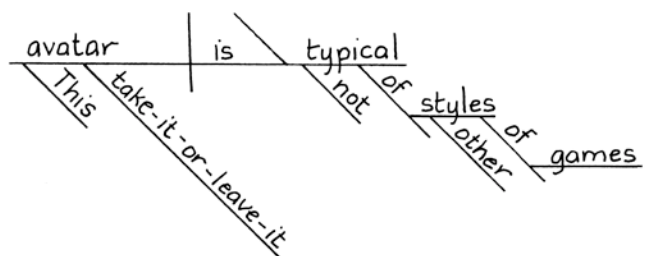
Exercise 58C: Diagramming

On your own paper, diagram every word in the following three sentences, taken from *What Is Your Quest?: From Adventure Games to Interactive Books*, by Anastasia Salter.

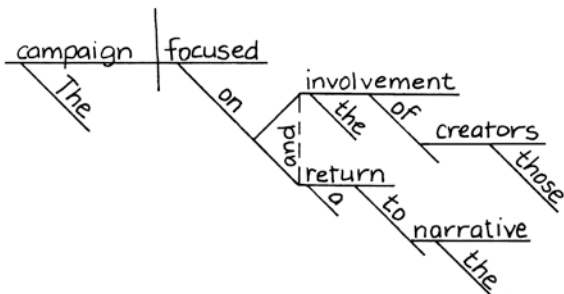
In text-only games, this is the only description available.



This take-it-or-leave-it avatar is not typical of other styles of games.



The campaign focused on the involvement of those creators and a return to the narrative.



— LESSON 59 —

Demonstrative Pronouns Demonstrative Adjectives Interrogative Pronouns Interrogative Adjectives

Exercise 59A: Identifying Demonstrative and Interrogative Pronouns

Underline all of the demonstrative and interrogative pronouns in the sentences. There may be more than one in each sentence.

These sentences are taken from *Japanese Fairy Tales*, compiled by Yei Theodora Ozaki.

“They have stood outside this house through the winter and the summer, often denying themselves food and sleep so they may win you. What more can you demand?”

“I shall soon take my leave if you will give me the big box—that is all I want!”

The insignia of the great Japanese Empire is composed of three treasures. These are the Yata-no-Kagami or the Mirror of Yata, the Yasakami-no-Magatama or the Jewel of Yasakami, and the Murakumo-no-Tsurugi or the Sword of Murakumo.

“This is no ordinary child. Whose can he be? I will find out before this day is done.”

All the animals, those he had tamed to serve him, the bear, the deer, the monkey, and the hare, came to ask if they might attend him as usual.

But which was the way? He could not find it alone!

Slowly, very slowly, he untied the red silk cord, slowly and wonderingly he lifted the lid of the precious box. And what did he find? Strange to say only a beautiful little purple cloud rose out of the box in three soft wisps.

“That is good,” said the old man. He then washed his feet in a basin of water and stepped up to the veranda.

These were placed before the old man, and the Lady Sparrow asked him to choose whichever he liked for a present, which she wished to give him.

“But next to you then, who is the strongest?”

Exercise 59B: Using Interrogative and Demonstrative Pronouns Correctly

Choose the correct word in parentheses. Cross out the incorrect word.

(These/~~These~~) are my suitcases right here, so (~~these~~/those) must be Akari’s suitcases next to the check-in counter.

(~~Whose~~/Who’s) excited about flying to Tokyo tonight?

(Who’s/~~Whose~~) sitting in the exit row of the plane?

(Who/~~Whom~~) is planning to take the day trip to Mount Fuji with me?

(This/~~These~~) is Akari’s favorite travel pillow.

(Whose/~~Who's~~) are these blankets?

(~~Who~~/Whom) did she ask to meet us at the airport?

(~~Who~~/Whom) did you invite to dinner?

(Who/~~Whom~~) is leading the Tokyo biking tour on Thursday?

(~~Who~~/What) is the name of the guide of the walking tour of Omoide Yokocho?

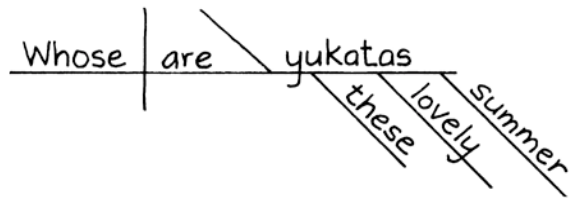
With (~~who~~/whom) will you eat dinner on Friday?

(This/~~These~~) has been a very smooth plane ride.

Exercise 59C: Diagramming Interrogative and Demonstrative Pronouns

On your own paper, diagram the following sentences.

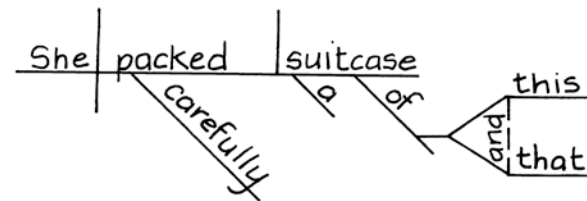
Whose are these lovely summer yukatas?



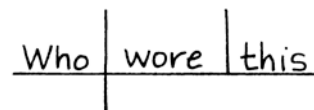
She bought what?



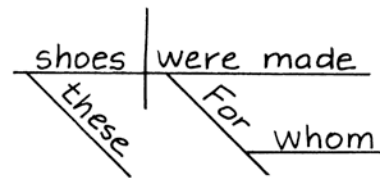
She carefully packed a suitcase of this and that.



Who wore this?



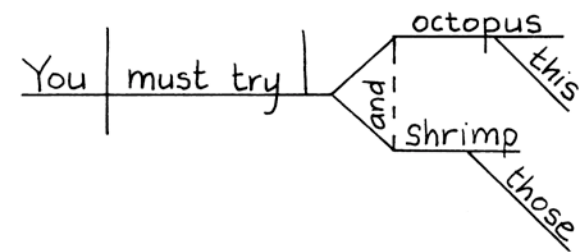
For whom were these shoes made?



Which is the best fish market in Tokyo?



You must try this octopus and those shrimp!



— LESSON 60 —

Pronoun Review Sentences Beginning with Adverbs

Exercise 60A: Singular/Plural Indefinite Pronouns

Cross out the incorrect verb in each sentence. These are slightly adapted from *The Autobiography of Benjamin Franklin*, which is (you'll be surprised to hear) by Benjamin Franklin.

Not all of the wagons (were/~~was~~) in serviceable condition.

None of the provisions (are/~~is~~) left.

Some of them (were/~~was~~) very unhappy.

Some of the hasty pudding (~~were~~/was) left.

Some of my faults (were/~~was~~) corrected.

I put down on paper my thoughts as they occurred. Most (are/~~is~~) now lost.

Most (were/~~was~~) men of property.

I asked for reassurance, but none (was/~~were~~) forthcoming.

Exercise 60B: Interrogatives and Demonstratives

In each of the following sentences, underline the interrogatives and demonstratives. If they are acting as adjectives, draw a line from each to the noun it modifies. If they are acting as other parts of the sentence, label them (*S* for subject, *DO* for direct object, *IO* for indirect object, or *OP* for object of the preposition).

These sentences are also from *The Autobiography of Benjamin Franklin*.

^{DO}
What do you intend to infer from ^{OP}that?

What good shall I do this day?

^S
That amounts to nothing.

Whose shop is next door?

^S
These were not the governor's letters!

And, perhaps, ^Sthis might be one occasion of the differences we began to have about this time.

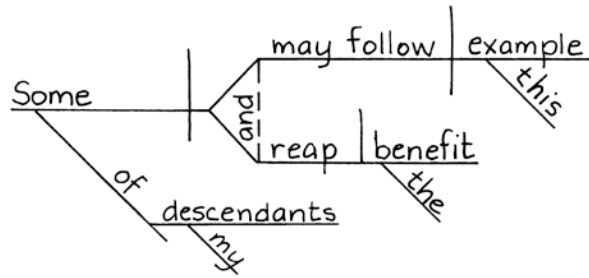
My time for these exercises and for reading was at night, after work or before it began in the morning,

I will give you what account I can of them at this distance from my papers, and if ^Sthese are not lost in my absence, you will among them find many more particulars.

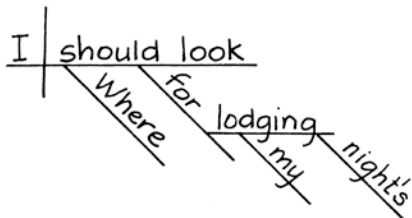
Exercise 60C: Diagramming Practice

On your own paper, diagram every word of the following sentences, also taken from *The Autobiography of Benjamin Franklin*.

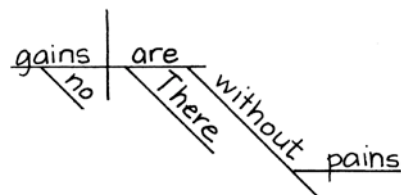
Some of my descendants may follow this example, and reap the benefit.



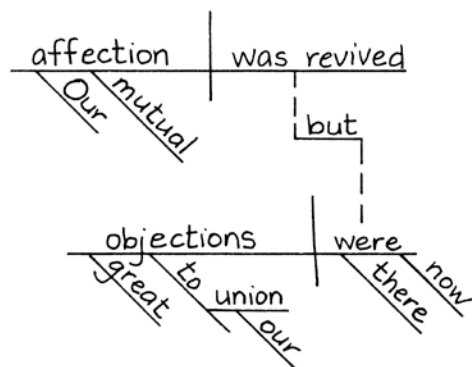
Where should I look for my night's lodging?



There are no gains without pains.



Our mutual affection was revived, but there were now great objections to our union.



— REVIEW 5 —

Weeks 13-15

Topics

Pronouns and Antecedents
 Possessive Pronouns
 Subject and Object Pronouns
 Indefinite Pronouns (and Subject-Verb Agreement)
 Troublesome Verbs
 Active and Passive Voice
 Conjugating Passive Voice
 Intensive and Reflexive Pronouns
 Demonstrative and Interrogative Pronouns

Review 5A: Types of Pronouns

Put each pronoun from the word bank in the correct category. Some words may belong in more than one category.

this	my	many	who
himself	her	which	
those	myself	we	none
all	us	its	
whose	it	them	ourselves
he	these	ours	
Personal Subject	he _____	we _____	it _____
Personal Object	her _____	us _____	them _____
Personal Possessive	its _____	my _____	ours _____
Indefinite	many _____	none _____	all _____
Demonstrative	this _____	those _____	these _____
Interrogative	who _____	which _____	whose _____
Intensive/Reflexive	himself _____	ourselves _____	myself _____

Review 5B: Using Correct Pronouns

Cross out the incorrect pronoun in parentheses.

(~~Whose~~/Who's) going to help my mother and (~~I~~/me) shop at the farmer's market?

(Whose/~~Who's~~) basket is sitting over (there/~~their~~) with the gooseberries in it?

The first person to suggest we make gooseberry fool was (he/~~him~~).

My mother, my sister, and (he/~~him~~) were all arguing about (whose/~~who's~~) recipe for gooseberry fool is the best.

(There/~~their~~) was too much whipped cream in all of (~~there~~/their) recipes, and (~~their~~/they're) not sure how to fix (their/~~they're~~) soupy desserts.

(Who/~~Whom~~) would like to use (my/~~mine~~) recipe instead?

My father and (I/~~myself~~) would prefer to make the new gooseberry fool recipe by (~~ourself~~/ourselves).

(Who/~~Whom~~) are (they/~~them~~) cooking with tomorrow?

The last two people to finish cooking were (he/~~him~~) and (I/~~me~~).

(I/~~me~~) and (he/~~him~~) are cooking the next meal with (~~who~~/whom)?

Review 5C: Pronouns and Antecedents

Circle the nineteen personal pronouns (subject, object, and possessive) in the following excerpts from *Sideways Stories from Wayside School*, by Louis Sachar. Draw arrows to each pronoun's antecedent.

Mrs. Jewls hit her head against the wall five times. "How many times did I hit my head against the wall?" she asked.

"One, two, three, four, five, six, seven, eight, nine, ten. You hit your head against the wall ten times," said Joe.

The bell rang, and all the other children came back from recess. The fresh air had made them very excited, and they were laughing and shouting.

"Oh, darn," said Joe. "Now I missed recess."

"Hey, Joe, where were you?" asked John. "You missed a great game of kickball."

"Boy, am I hungry," said Louis. "I don't think Mrs. Gorf would mind if I ate this apple. After all, she always has so many."

He picked up the apple, which was really Mrs. Gorf, shined it up on his shirt, and ate it.

Review 5D: Agreement with Indefinite Pronouns

Choose the correct word in parentheses to agree with the indefinite pronouns. Cross out the incorrect word.

Hardly anyone can park (her or his/~~their~~) car close to the restaurant.

No one (enjoys/~~enjoy~~) a roast chicken more than I do.

(~~Is~~/Are) all of the peaches gone?

(Is/~~Are~~) all of the peach cobbler gone?

Some of these containers (hold/~~holds~~) cooking oil.

Both (~~was~~/were) silent as the meal was served.
 (Is/~~Are~~) someone paying the bill?
 Most of the talking (was/~~were~~) done by our host.
 Most of the meal (is/~~are~~) gone by now.
 (~~Has~~/Have) all of you finished eating?
 (Has/~~Have~~) all of the wine been drunk as well?

Review 5E: Distinguishing between Active and Passive Voice

Identify each underlined verb as *A* for active voice or *P* for passive voice. These sentences were taken from *Yes, Chef: A Memoir*, by Marcus Samuelsson.

I <u>have never seen</u> a picture of my mother.	_____ A _____
The words seem meaningless, except the last is a clue because even today, in rural Ethiopia, girls <u>are not encouraged</u> to go to school.	_____ P _____
I know this is what she <u>fed</u> us because this is what poor people eat in Ethiopia.	_____ A _____
I <u>have taught</u> myself the recipes of my mother's people because those foods are for me, as a chef, the easiest connection to the mysteries of who my mother was.	_____ A _____
When Mom, Dad, and Anna arrived at the customs area, they learned that our flight <u>had been delayed</u> for several hours.	_____ P _____
In his application, my father <u>promised</u> to raise his adopted children in a good family, one with a dog and a cat, "both very friendly towards children."	_____ A _____
Mr. Ljungqvist <u>was shaped</u> like a bowling ball, with thick white hair curling from under his black fisherman's cap.	_____ P _____
Tram conductors who carried trolleys full of commuters <u>were called</u> herring packers.	_____ P _____
If you <u>were exhausted</u> , you were a dead herring.	_____ P _____
Ljungqvist's customers <u>bought</u> lots and lots of herring—to poach, pickle, bake, and layer into cheesy, creamy casseroles with leeks and tomatoes.	_____ A _____

Review 5F: Troublesome Verbs

Choose the correct verb form in parentheses. Cross out the incorrect forms. These sentences were taken from *Life, on the Line: A Chef's Story of Chasing Greatness, Facing Death, and Redefining the Way We Eat*, by Grant Achatz and Nick Kokonas.

Before she could agree Michael glided over to the light, (~~raised~~/~~rose~~) his arm to the bulb, and snapped his fingers.
 I fired up the stove, (~~sat~~/set) my cutting board in place, and composed a couple of bains-marie with essential tools.

And of course, the ice cream had to be made, spun, (~~laid/lain~~) out in trays, frozen, and then punched out with a ring cutter and immediately refrozen.

After (~~setting~~/sitting) in Central Park for a bit we made our way to Cru.

It is the story of a man who (~~raised~~/rose) to the top of his chosen profession by working incredibly long hours and paying meticulous attention to detail to produce food in the best way he could.

He flopped his coat on the back of one of my dining room chairs and (~~lay~~/laid) out a few sheets of paper.

But the genius of the dish (~~lay~~/laid) in the use of the warmed vanilla bean as an aromatic handle.

A group of burgundy books (~~sat~~/~~set~~) on the shelf like a red siren flashing at me.

Without breaking stride he slid over to the dish machine, and again using his free hand, squeegeed the water off the rack, and starting (~~lying~~/laying) plates down.

I have been looking for about six months for a spot that would (~~let~~/~~leave~~) me produce my own food.

My overall plan for (~~raising~~/~~rising~~) the money for the restaurant was pretty simple.

He said good morning as he passed, began (~~sitting~~/setting) up his station, and then slid next to me.



WEEK 16

Imposters

— LESSON 61 —

Progressive Tenses

Principal Parts

Past Participles as Adjectives

Present Participles as Adjectives

Exercise 61A: Identifying Past Participles Used as Adjectives

Underline the past participles used as adjectives in the following sentences, taken from *Where the Red Fern Grows*, by Wilson Rawls. Draw a line to the noun or pronoun that each one modifies.

It was too much for him and he took off down the street, squalling like a scalded cat.

I went off to bed with my heart all torn up in little pieces, and cried myself to sleep.

However, many was the time I'd find my vegetables left in the abandoned camp.

Early the next morning, with the can jammed deep in the pocket of my overalls, I whistled and sang.

He saw the faded yellow piece of paper sticking out from the coins.

The country was new and sparsely settled.

Note to Instructor: The past participle *settled* is a predicate adjective, as is *new*, both of them linked to the subject *country* by the linking verb *was*.

Exercise 61B: Identifying Present Participles Used as Adjectives

Underline the present participles used as adjectives in the following sentences, taken from *Because of Winn-Dixie*, by Kate DiCamillo. Draw a line to each word modified.

There were just a lot of vegetables rolling around on the floor, tomatoes and onions and green peppers.

You are a suffering dog, so maybe he will take to you right away.

I couldn't do anything about his crooked yellow teeth because he got into a sneezing fit every time I started brushing them with my toothbrush, and I finally had to give up.

Note to Instructor: The present participle *brushing* is an adverb modifying *started*, not an adjective.

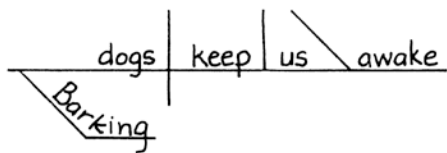
But the first time Miss Franny Block saw Winn-Dixie standing up on his hind legs like that, looking in the window, she didn't think he was a dog.

Miss Franny sat there trembling and shaking.

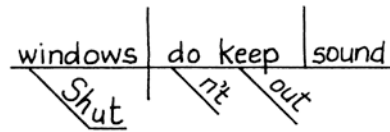
Exercise 61C: Diagramming Participles Used as Adjectives

On your own paper, diagram the following sentences.

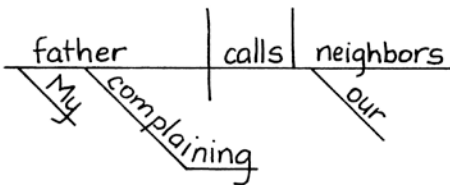
Barking dogs keep us awake.



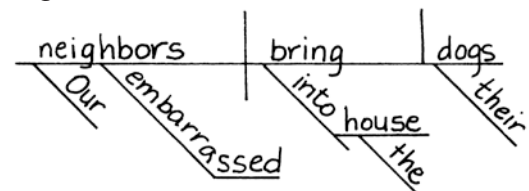
Shut windows don't keep out the sound.



My complaining father calls our neighbors.



Our embarrassed neighbors bring their dogs into the house.



— LESSON 62 —

Parts of Speech and Parts of Sentences Present Participles as Nouns (Gerunds)

Exercise 62A: Identifying Gerunds

In the following sentences, adapted from *Thor: Viking God of Thunder*, by Graeme Davis, underline each subject once and each predicate twice. Write *DO* above any direct objects of the predicate, *IO* above any indirect objects of the predicate, *OP* above any objects of prepositions, and *PN* above any predicate nominatives. Then, circle each gerund.

Reading between the lines of the myths reveals Thor to be a model for pagan warriors.

Thor's favorite pastime is slaying giants.

Thor was known for slaughtering giants left and right.

The stories emphasize his fighting

Protecting Asgard from encroaching giants was his primary task.

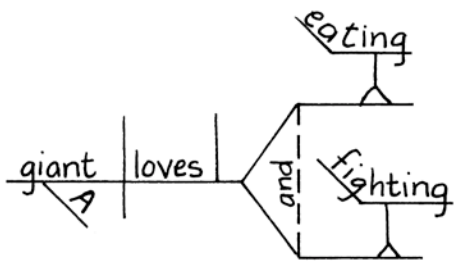
Note to Instructor: *Encroaching* is not a gerund! It is a present participle acting as an adjective (modifying *giants*), not a noun.

The gloves gave Thor the necessary strength for defending Asgard.

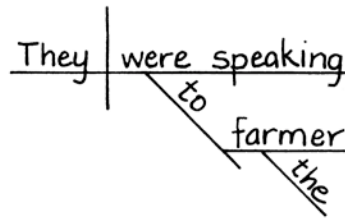
Exercise 62B: Diagramming Gerunds, Present Participles, and Progressive Verbs

On your own paper, diagram every word in the following sentences.

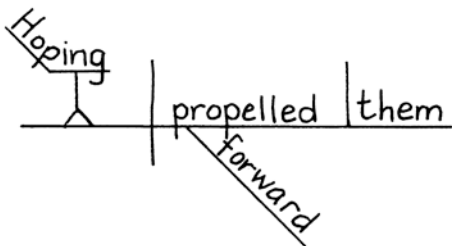
A giant loves eating and fighting!



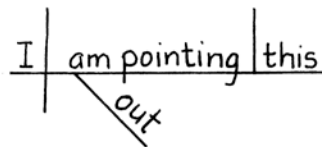
They were speaking to the farmer.



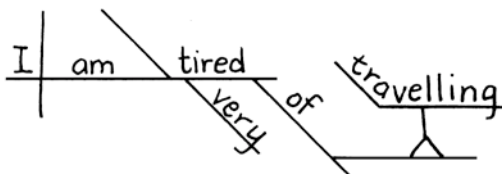
Hoping propelled them forward.



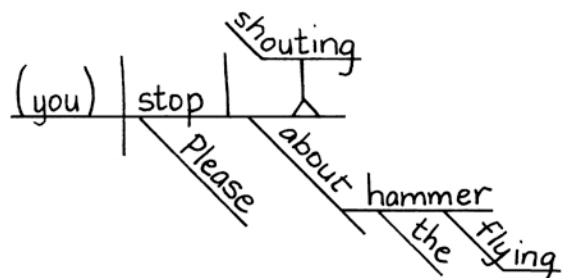
I am pointing this out.



I am very tired of travelling.



Please stop shouting about the flying hammer!



— LESSON 63 —

Gerunds

Present and Past Participles as Adjectives

Infinitives

Infinitives as Nouns

Exercise 63A: Identifying Gerunds and Infinitives

Underline the gerunds and infinitives in the following quotes about the twentieth century. Identify the imposters as *G* for gerund or *I* for infinitive. Then, identify each gerund or infinitive as a subject (*S*), predicate nominative (*PN*), direct object (*DO*), or object of a preposition (*OP*).

One of the really notable achievements of the twentieth century has been ^{I PN} to make the young old before their time.

—Robertson Davies

... [M]an began ^{I DO} to study himself as a scientific phenomenon.

—Timothy Leary

Pilots generally take pride in a good ^{G OP} landing, not in ^{G OP} getting out of the vehicle.

—Neil Armstrong

^{G S} Avoiding danger is no safer in the long run than outright exposure. The fearful are caught as often as the bold.

—Helen Keller

The major task of the twentieth century will be ^{I PN} to explore the unconscious, ^{I PN} to investigate the subsoil of the mind.

—Henri Bergson

Public policy in the twentieth century was about ^{G OP} protecting and ^{G OP} expanding the social compact, based on recognition that effective government at the federal level provides rules and services and safety measures that contribute to a better society.

—Carl Bernstein

Twentieth-century man must . . . purposefully strive ^{I DO} to discover the hidden secrets of our universe.

—John Young

... [T]he iconoclast . . . refuses ^{I DO} to acknowledge any . . . rules or hierarchy.

—Peter Sloterdijk

... [P]eople . . . think they're doing a great job of ^{G OP} hiding stuff, and it just keeps ^{G DO} leaking out.

—Harry Shearer

I like ^{I DO} to think of my behavior in the sixties as a learning experience.

—P. J. O'Rourke

Note to Instructor: *Learning* is not a gerund; it is a present participle serving as an adjective, modifying *experience*.

I have a lifetime appointment and I intend ^{I DO} to serve it.

—Thurgood Marshall

The thing the sixties did was ^{I PN} to show us the possibilities and the responsibility that we all had.

—John Lennon

Everyone wants ^{I DO} to be Cary Grant. Even I want ^{I DO} to be Cary Grant.

—Cary Grant

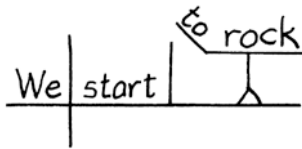
^{I S} To say "I accept," in an age like our own, is ^{I PN} to say that you accept concentration-camps, rubber truncheons, Hitler, Stalin, bombs, aeroplanes, tinned food, machine guns, putsches, purges, slogans, Bedaux belts, gas-masks, submarines, spies, provocateurs, press-censorship, secret prisons, aspirins, Hollywood films and political murder.

—George Orwell

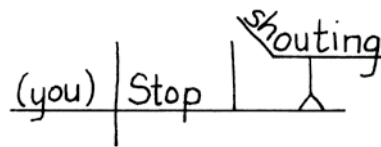
Exercise 63B: Diagramming Gerunds and Infinitives

On your own paper, diagram the following sentences.

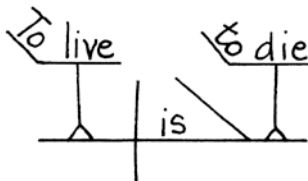
We start to rock.



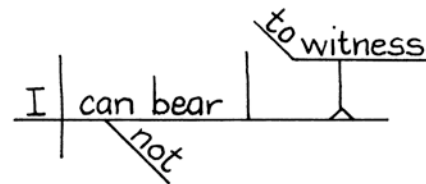
Stop shouting.



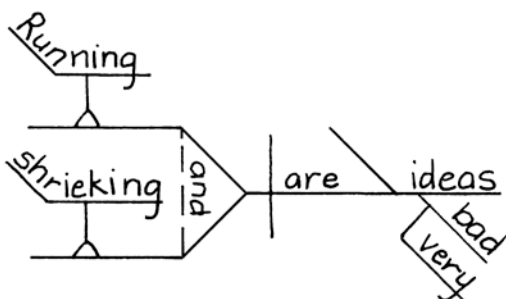
To live is to die.



I cannot bear to witness any longer.



Running and shrieking are very bad ideas.



— LESSON 64 —

Gerunds

Present and Past Participles

Infinitives

Gerund, Participle, and Infinitive Phrases

Exercise 64A: Identifying Phrases that Serve as Parts of the Sentence

In the following sentences, begin by underlining each prepositional phrase.

- Then, circle each group of words that contains a gerund, infinitive, or past participle.
- Each one serves as a part of the sentence. (Those circled phrases might include some of your prepositional phrases!) Label each circled phrase. Your options are: *ADJ* (adjective), *ADV* (adverb), *S* (subject), *IO* (indirect object), *DO* (direct object), *OC* (object complement), *OP* (object of the preposition), *PN* (predicate nominative), or *PA* (predicate adjective).

These sentences are taken from *Otto of the Silver Hand*, by Howard Pyle.

Why had he talked ^{ADV} about churning butter?

No knight in those days dared ^{DO} to ride the roads without full armor.

He left the room ^{ADV} to give the needful orders, ^{ADV} bearing the babe with him.

He was ^{PA} to leave the happy, sunny silence of the dear White Cross, and ^{PA} to go out into that great world.

The light from the oriel window behind the old man shed ^{DO} broken rays of light upon him, and seemed ^{PA} to frame his thin gray hairs with a golden glory.

He was a great lover ^{ADJ} of books, and had under lock and key ^{ADJ} wonderful and beautiful volumes, bound in hog-skin and metal, and with covers ^{OP} inlaid with carved ivory, or studded with ^{ADJ} precious stones.

He stood intently, motionlessly, ^{ADV} (listening, listening); but all was silent except for (the)
^{OP} monotonous dripping of water in one of the nooks of the court-yard, and the distant
 murmur of the river ^{ADJ} (borne upon the breath of the night air).

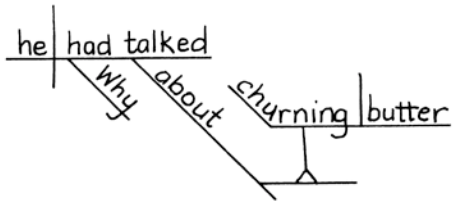
Note to Instructor: *Except for* acts as a single compound preposition. *Borne* is the passive past participle of *bear*, acting as an adjective and describing *murmur*.

Oftentimes the good Father Abbot, ^{ADJ} (coming into the garden), would find the poor, simple
 Brother ^{ADJ} (sitting under the shade of the pear-tree, ^{ADJ} rocking the little baby in his arms)
^{ADJ} (singing strange, crazy songs to it, and ^{ADJ} (gazing far away into the blue, empty sky with his)
curious, pale eyes.

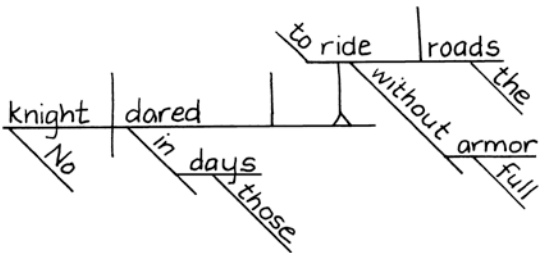
Exercise 64B: Diagramming

On your own paper, diagram all of the sentences from Exercise 64A.

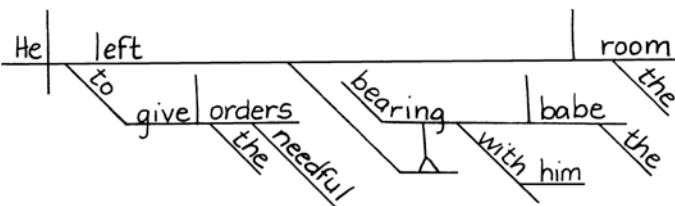
Why had he talked about churning butter?



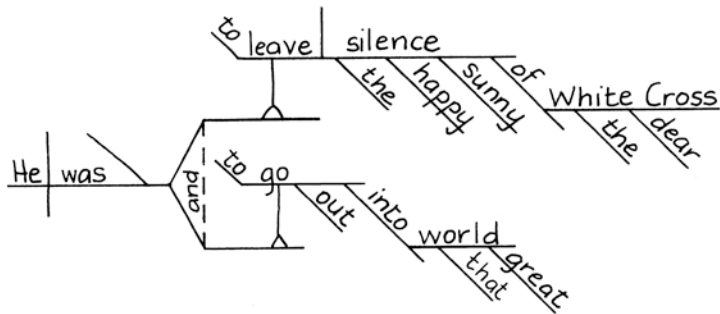
No knight in those days dared to ride the roads without full armor.



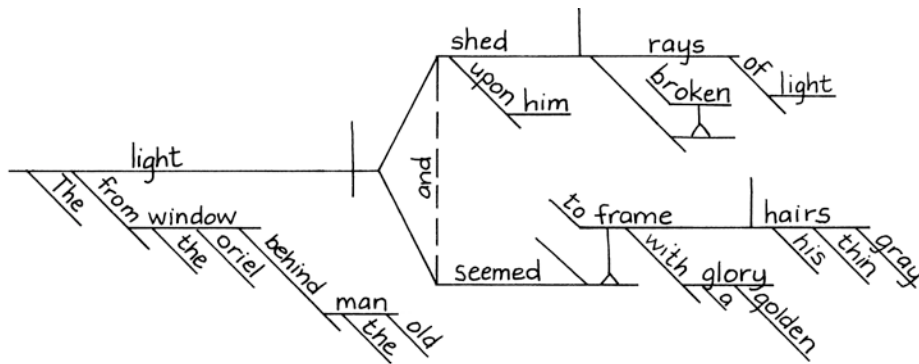
He left the room to give the needful orders, bearing the babe with him.



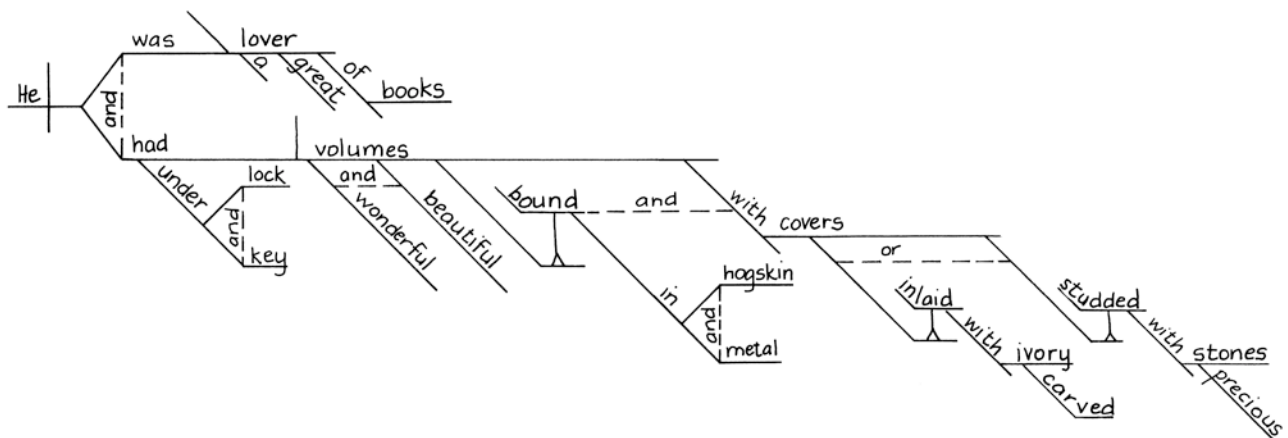
He was to leave the happy, sunny silence of the dear White Cross, and to go out into that great world.



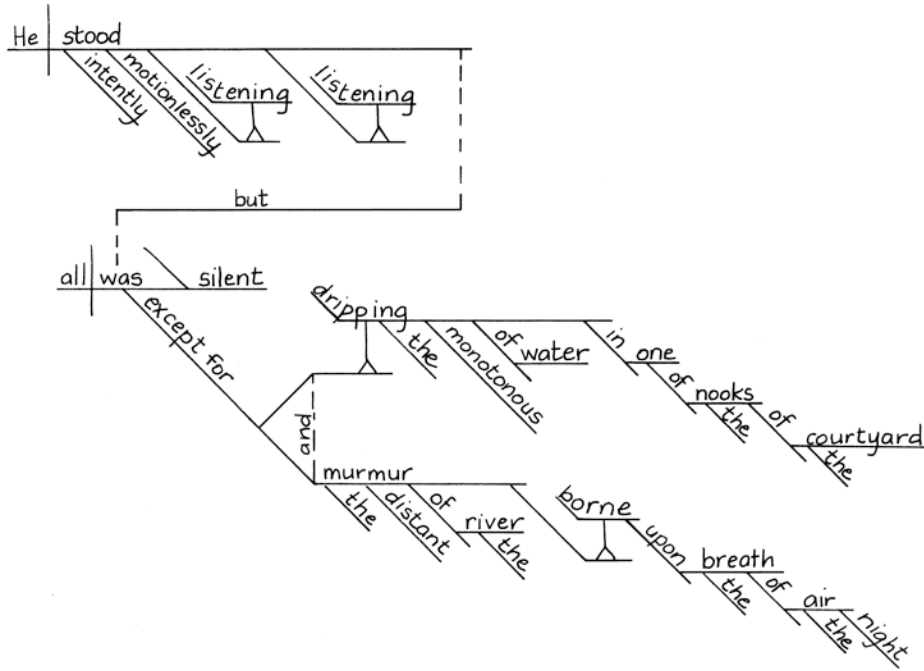
The light from the oriel window behind the old man shed broken rays of light upon him, and seemed to frame his thin gray hairs with a golden glory.



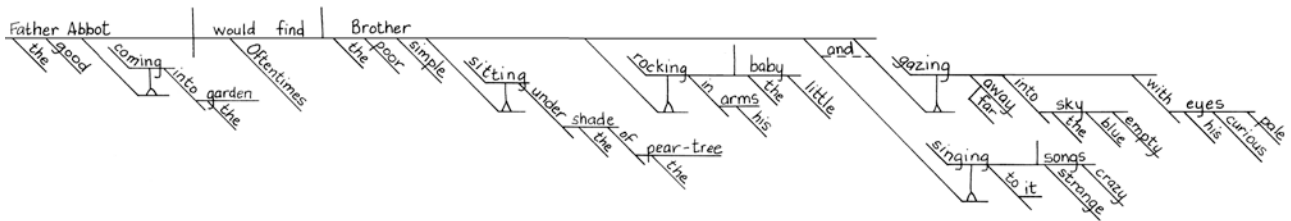
He was a great lover of books, and had under lock and key wonderful and beautiful volumes bound in hogskin and metal, and with covers inlaid with ivory, or studded with precious stones.



He stood intently, motionlessly, listening, listening; but all was silent except for the monotonous dripping of water in one of the nooks of the court-yard, and the distant murmur of the river borne upon the breath of the night air.



Oftentimes the good Father Abbot, coming into the garden, would find the poor, simple Brother sitting under the shade of the pear-tree, rocking the little baby in his arms, singing strange, crazy songs to it, and gazing far away into the blue, empty sky with his curious, pale eyes.



WEEK 17

Comparatives and Superlatives Subordinating Conjunctions

— LESSON 65 —

Adjectives

Comparative and Superlative Adjectives

Exercise 65A: Identifying Positive, Comparative, and Superlative Adjectives

Identify the underlined adjective forms as *P* for positive, *C* for comparative, or *S* for superlative. These sentences are from *Modern Painters*, Volume I, by John Ruskin.

If we stand for a ^Plittle time before any of the ^Cmore celebrated works of landscape, listening to the comments of the passers-by, we shall hear ^Pnumberless expressions relating to the skill of the artist, but very ^Pfew relating to the perfection of nature.

The particularization of flowers by Shakespeare and Shelley affords us the ^Smost frequent examples of the ^Pexalted use of these ^Pinferior details.

The ^Psame faults must be found with his ^Ppresent painting of foliage, neither the stems nor leafage being ever studied from nature; and this is the more to be regretted, because in the ^Cearlier works of the artist there was much ^Padmirable drawing.

The picture which has the ^Cnobler and ^Cmore numerous ideas, however awkwardly expressed, is a ^Cgreater picture than that which has the ^Cless noble and ^Cless numerous ideas, however beautifully expressed.

If this then be the definition of ^Pgreat art, that of a ^Pgreat artist naturally follows. He is the ^Sgreatest artist who has embodied, in the sum of his works, the ^Sgreatest number of the ^Sgreatest ideas.

Leonardo's landscape has been of ^Punfortunate effect on art, so far as it has had effect at all. In realization of detail he verges on the ornamental, in his rock outlines he has all the deficiencies and little of the feeling of the ^Cearlier men.

Exercise 65B: Forming Comparative and Superlative Adjectives

Fill in the blank with the correct form of the adjective in parentheses. These sentences are from *Women Painters of the World: From the Time of Caterina Vigri, 1413–1463, to Rosa Bonheur and the Present Day*, edited by W. S. Sparrow.

The work of Matilda Heming is interesting in a more special way. (comparative of *special*)

Older than the authenticated history of Greek art is a tradition that connects a girl's name with the discovery of a great craft, the craft of modelling portraits in relief. (comparative of *old*)

Lavinia Fontana and Elisabetta Sirani were the ablest women painters whose travels did not extend beyond Italy. (superlative of *able*)

Note to Instructor: *Most able* is also acceptable; this adjective can be formed in more than one way.

Elisabetta's health gave way, a painful disease of the stomach assailed her; and yet to the last day but one of her short life, she remained true to her colours, and was one of art's truest soldiers. (superlative of *true*)

There is some work of Mary Beale's in the National Portrait Gallery, London; it is work of the quiet, genuine kind, and better than most of the painting that came for some time afterwards. (comparative of *good*)

Marianne Stokes is made of sterner stuff. (comparative of *stern*)

Caterina Vigri was the earliest of these nuns, and the picture "St. Ursula and her Maidens" was painted in the year 1456. (superlative of *early*)

The work of each has great interest, but that of Mary Cassatt is the more attractive and the more enduring; it is richer with the emotions of the painter's own heart. (comparative of *attractive*, comparative of *enduring*, comparative of *rich*)

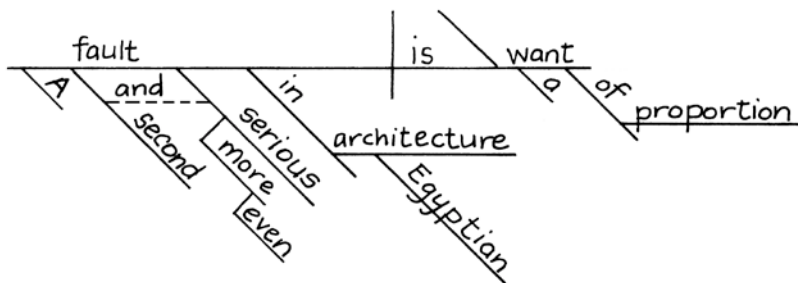
There are higher and more subtle qualities in the quiet wisdom of Julie Wolfthorn, a Berlin painter of note. (comparative of *high*, comparative of *subtle*)

Her attainments, her wit, and her eminent merits made Cornélie Lamme one of the most remarkable women of her day. (superlative of *remarkable*)

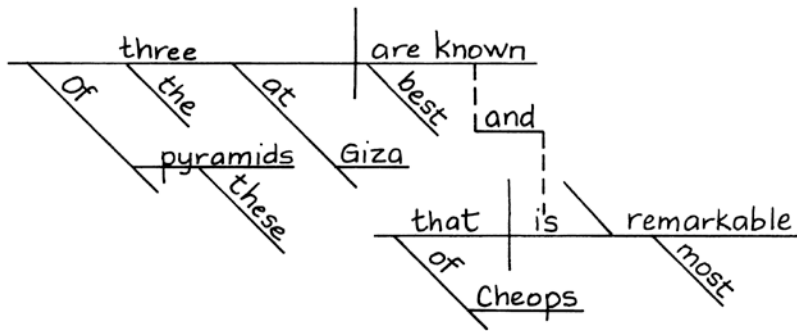
Exercise 65C: Diagramming Comparative and Superlative Adjectives

On your own paper, diagram the following four sentences from *A History of Art for Beginners and Students: Painting, Sculpture, Architecture*, by Clara Erskine Clement.

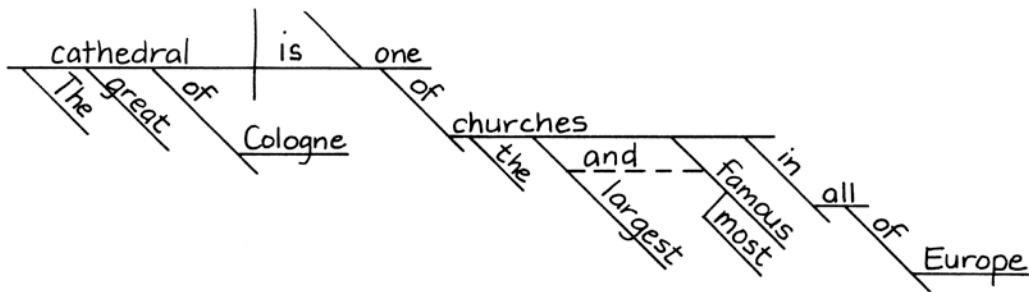
A second and even more serious fault in Egyptian architecture is a want of proportion.



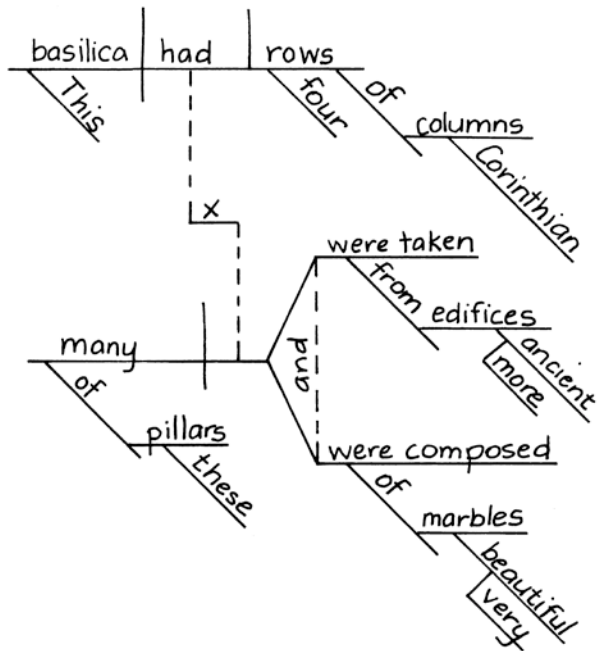
Of these pyramids, the three at Giza are best known, and that of Cheops is most remarkable.



The great cathedral of Cologne is one of the largest and most famous churches in all of Europe.



This basilica had four rows of Corinthian columns; many of these pillars were taken from more ancient edifices, and were composed of very beautiful marbles.



— LESSON 66 —

Adverbs

Comparative and Superlative Adverbs

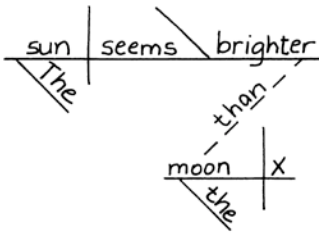
Coordinating Conjunctions

Subordinating Conjunctions

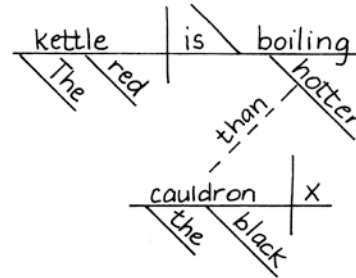
Exercise 66A: Diagramming Comparatives

Diagram the first two sentences on the frames provided. Diagram the remaining sentences on your own paper.

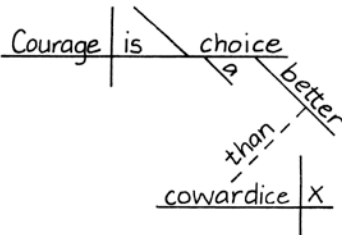
The sun seems brighter than the moon.



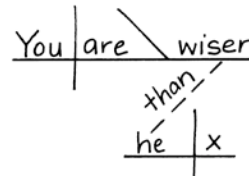
The red kettle is boiling hotter than the black cauldron.



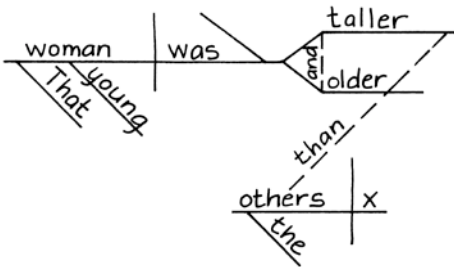
Courage is a better choice than cowardice.



You are wiser than he.



That young woman was taller and older than the others.



Exercise 66B: Identifying Positive, Comparative, and Superlative Adverbs

Identify the underlined adverb forms as *P* for positive, *C* for comparative, or *S* for superlative. These sentences are taken from *Wonder Stories*, by Carolyn Sherwin Bailey.

The waters were very heavy and took the lowest place where the earth held them safely in its hollows.

P

He made the daytime brighter and the gold rays of the sun shine ^C more gloriously.

With these he chained Prometheus to a rock and sent a vulture to eat his flesh, which grew again ^P continually so that Prometheus suffered most terrible pain as the vulture returned each day.

What a pair of shoulders they must have been, for they were, ^C later, to uphold the sky!

“No doubt he intended it for me,” Pandora said, “and ^S most probably it contains pretty dresses for me to wear, or toys for us both, or something nice for us to eat.”

Both of them had been ^P painfully stung.

He dropped his lyre and ran after her, but she eluded him, running ^C more swiftly than the wind.

“Pray run ^C slower and I will follow ^C more slowly!”

She sang to the lyre, the ^S most beautifully of all the sisters.

Exercise 66C: Forming Comparative and Superlative Adverbs

Fill in the blank with the correct form of the adverb in parentheses.

Of all of the heroes, Hercules stood the tallest. (tall)

Mercury could travel faster than thought flies. (fast)

Daedalus loved his son Icarus more fervently than any other being in the world. (fervent)

Of the two hammers, Thor’s weighed by far the heavier. (heavy)

The ram with a fleece of gold leaped highest of any animal on Mount Olympus. (high)

Vulcan forged tools for the gods more skillfully than the best of earthly blacksmiths. (skillfully)

Vulcan forged tools for the gods most skillfully of all blacksmiths in the universe. (skillfully)

— LESSON 67 —

Irregular Comparative and Superlative Adjectives and Adverbs

Exercise 67A: Best and Worst Ice Cream Flavors

Put the following ice cream flavors in the columns according to your opinion. (There are no correct answers—it all depends on you.)

bacon avocado
salted caramel

mint chocolate chip
bubblegum

rum raisin
cherry cheesecake

Note to Instructor: Accept any answers!

good: _____

bad: _____

better: _____

worse: _____

best: _____

worst: _____

Exercise 67B: Using Comparatives and Superlatives Correctly

Choose the correct form in parentheses. Cross out the incorrect form. These sentences are from *Newton's Football: The Science Behind America's Game*, by Allen St. John and Ainissa G. Ramirez.

The man who would come to be known as “Bootin’ Ben” quickly discovered that with his injured foot and his modified boot, he could actually kick (~~farther/more far~~) and (~~accurater/more accurately~~) than he ever could with his toes.

No position relies (~~heavier/more heavily~~) on the applied physics of perfect technique.

This somewhat elongated ball could be cradled (~~easier/more easily~~), and even today, the rugby ball remains largely watermelon-shaped.

For example, drivers behind the wheel of large new SUVs with four-wheel drive and air bags tend to drive (~~faster/more fast~~) and (~~aggressiver/more aggressively~~) on snowy roads than they would if they were driving a tiny old economy car.

Like Hornung, Bart Starr had yet to establish himself fully, and the coach obliged by defining his role (~~tighter/more tightly~~).

Despite the NFL's ongoing efforts to make the kicker's job (~~harder/more hard~~) and thus reduce the number of field goals, there isn't a player whose success—or failure—is reflected (~~more direct/more directly~~) on the scoreboard.

Despite that, if we examine the numbers (~~closer/more closely~~), Gibson's supremacy still makes a certain kind of sense.

The player who used this strategy (~~more successfully/most successfully~~) was Patriots linebacker Mike Vrabel, who lined up at tight end in short-yardage situations and caught ten passes in his career, all for touchdowns.

When a player is feeling (~~well/good~~), rested, and ready for the next play, Wyche explains, he stands up straight in a posture with more than a little Superman-style swagger: hands on hips, fingers across his belly, thumbs pointing back.

“Losses seem to hurt (~~more/most~~) than a win feels (~~well/good~~),” explains Keith Chen, a Yale economist who has worked with Santos.

“It's an amazing thing. It feels so (~~easy/easily~~),” says Jim Breech.

In 1988, the Bengals started the season 6–0 on their way to a 12–4 regular season, the (~~better/best~~) record in football.

He considered that Miami's two (~~better/best~~) players were running backs Ronnie Brown and Ricky Williams.

Piedmont's second A-11 game was somewhat (~~better/best~~) from an execution standpoint, but the score was still lopsided.

It's not that the leather helmet was surprisingly (~~well/good~~) at protecting players from concussion. It's that the modern helmet was surprisingly (~~bad/badly~~).

The helmets currently in use don't seem to protect players particularly (~~well/good~~) from concussions.

Game theory works (~~well/good~~) in explaining actual games and especially ones that are conceptually tidy, if not actually simple.

Most of the way through the 2011 season, the Carolina Panthers were a (~~bad/badly~~) team getting (~~more better/better~~). The Tampa Bay Buccaneers were a (~~bad/badly~~) team getting (~~worse/more worse~~).

Exercise 67C: Using Correct Adverbs and Adjectives

Choose the correct word in parentheses. Cross out the incorrect word.

We ran so (~~good~~/ well)! We were much faster than the other cross-country team.

The opponents did not run (~~slow~~/ slowly), but we are extremely (good/~~well~~) at middle distances.

The baby doesn't feel (~~good~~/ well) today. She has a cold.

The gangster looks (bad/~~badly~~). He's not a very nice man!

The gangster looks (~~bad~~/badly). He's not wearing his glasses and he has to squint.

The young thief is growing (~~good~~/ well). He's getting larger by the day.

The young thief is growing (good/~~well~~). He is returning what he stole and making amends.

She remains (bad/~~badly~~); she only thinks about herself and is cruel to others.

She remains (~~bad~~/badly); she hates to stay in one spot and keeps leaving!

— LESSON 68 —

Coordinating and Subordinating Conjunctions
Correlative Conjunctions

Exercise 68A: Coordinating and Subordinating Correlative Conjunctions

In each of the following sentences, circle the correlative conjunctions. Underline the words or groups of words that the conjunctions connect. In the blank, write *C* for coordinating or *S* for subordinating.

These sentences have been slightly adapted from *A Brief History of Pakistan*, by James Wynbrandt.

Once they seize a plain, no one escapes, neither men nor cattle. C

Yet the passages that breached the guarding massifs served as funnels through which invaders both hostile and friendly have poured for millennia. C

Now old and nonthreatening, he was unable to keep either his officers or the Mongols in check. C

Though an independent state only since 1947, yet its homeland has a history unique from the rest of the subcontinent it shares with India. S

Though the Mughal Empire would survive for another century, yet it was increasingly subservient to Britain's agenda. C

Note to Instructor: In the sentence above, *though . . . yet* link two complete sentences, which are equal elements, so the compound conjunction is coordinating. In the previous sentence, they link a phrase with a sentence—since these are unequal, the conjunction is subordinating.

If I were to follow your advice, then how could I show my face?

C

Note to Instructor: *If* . . . *then* links two complete independent sentences. One is a statement and the other a question, but grammatically they are equal.

Gandhi had come, he said, on a personal mission, and not as a representative of either Congress or the Hindus.

C

Though rich in minerals, including iron ore and copper, yet Baluchistan has lagged in development of these resources.

S

These new leaders not only hardened the league's stance against the British but advocated greater cooperation with Hindus through the Congress Party as well.

C

If he agreed, then Pakistan stood to gain substantial benefits.

C

Note to Instructor: Although the second independent sentence is longer, the conjunction links two independent sentences, which are grammatically equal.

Although many leading Muslims supported Great Britain during the war, still some backed the Ottoman Empire.

C

Both the loss of territory and the war with India shook the soul of Pakistanis.

C

Exercise 68B: Subject-Verb Agreement

Cross out the incorrect verb in each set of parentheses.

Either the farmer and the barber or the farmer's wife (is/~~are~~) going to win the bet.

Both the king and his two soldiers (~~was~~/ were) agreed that the sound was a jackal, not a tiger.

Not only the old woman's foot but also the cords (~~was~~/ were) cut by the prince's sword.

Both the parrots and the starling (~~was~~/ were) hanging in cages in the apartments.

Neither scars nor sign (is/~~are~~) visible on the queen's hands.

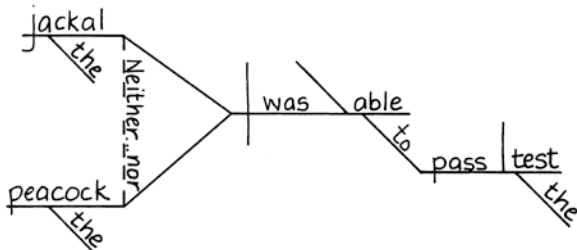
Not only one ring, but also three precious anklets (~~was~~/ were) presented to the princess.

Bracelets of emeralds and a chain of rubies (~~is~~/ are) more glorious than anything the prince has ever seen.

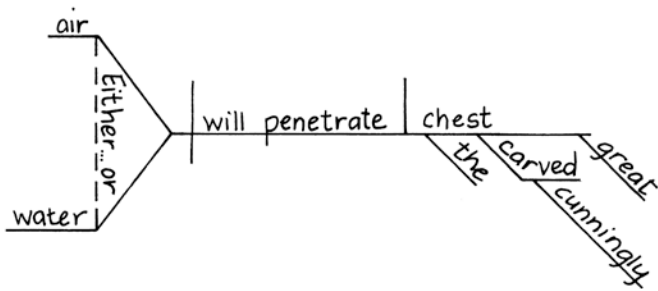
Exercise 68C: Diagramming

On your own paper, diagram every word of the following sentences.

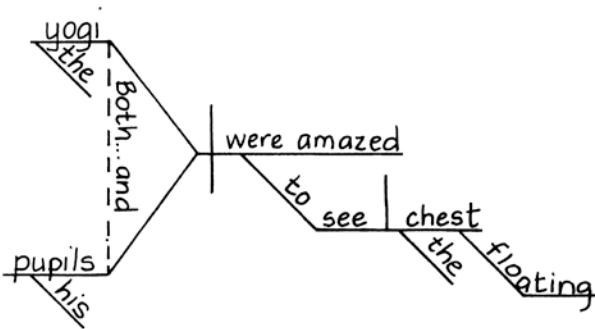
Neither the jackal nor the peacock was able to pass the test.



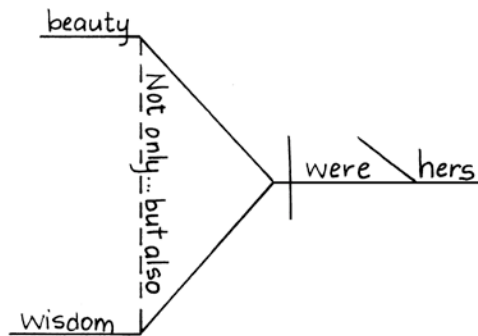
Either air or water will penetrate the cunningly carved great chest.



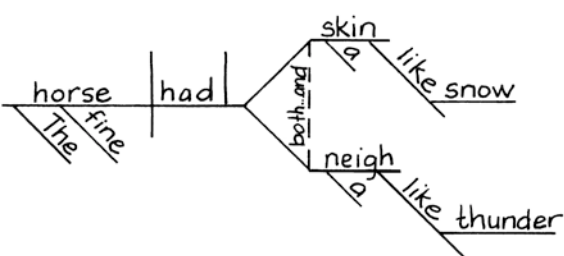
Both the yogi and his pupils were amazed to see the chest floating.



Not only beauty but also wisdom were hers.



The fine horse had both a skin like snow and a neigh like thunder.



WEEK 18

Clauses

— LESSON 69 —

Phrases

Sentences

Introduction to Clauses

In the phrases and clauses below, the subjects are underlined once and the verbs twice for your reference.

Behind the dusty wardrobe.	<i>phrase</i>	<i>no subject or verb</i>
<u>Lucy</u> <u>opened</u> the door.	<i>clause</i>	<i>subject and verb</i>
<u>Leaping</u> and <u>bounding</u> .	<i>phrase</i>	<i>two verbs, no subject</i>
<u>They</u> <u>did</u> not <u>believe</u> her.	<i>clause</i>	<i>subject and verb</i>
<u>He</u> <u>tasted</u> the delicious candy.	<i>clause</i>	<i>subject and verb</i>
Because <u>he</u> <u>wanted</u> more.	<i>clause</i>	<i>subject and verb</i>

<u>Although</u> Jamie didn't mean to eat the entire cake.	<u>D</u>
<u>Whether</u> they won or lost.	<u>D</u>
He picked up the pieces.	<u>I</u>
That milk is from Uncle Louie's cow.	<u>I</u>
<u>Since</u> she was already covered in mud.	<u>D</u>

Exercise 69A: Distinguishing Between Phrases and Clauses

Identify the following groups of words as phrases or clauses. The clauses may be independent or dependent, but you only need to identify them as clauses. In each clause, underline the subject once and the verb twice.

These phrases and clauses are taken from *Kingdoms of the Yoruba*, by Robert Sydney Smith.

Whose <u>sources</u> <u>are</u> largely unwritten.	<u>clause</u>
However rich in primary and secondary material.	<u>phrase</u>
The past of the Yoruba of West Africa.	<u>phrase</u>
<u>Who</u> <u>form</u> the population of the Western State of Nigeria.	<u>clause</u>
All having specific and complex traditions.	<u>phrase</u>
Although these <u>traditions</u> <u>are</u> often of a legendary and miraculous kind.	<u>clause</u>
<u>They</u> <u>may</u> <u>be</u> <u>sifted</u> , <u>correlated</u> , and <u>cross-checked</u> .	<u>clause</u>

From ceremonies recalling and re-enacting the past.	<u>phrase</u>
All <u>these</u> <u>preserve</u> fragments.	<u>clause</u>
<u>It</u> is a platitude.	<u>clause</u>
Working from tradition.	<u>phrase</u>
Reconstructing the Yoruba past.	<u>phrase</u>
<u>Nigeria</u> <u>exemplifies</u> this contrast.	<u>clause</u>

Exercise 69B: Distinguishing Between Independent and Dependent Clauses

Identify the following clauses as independent (*IND*) or dependent (*DEP*). These clauses are drawn from *Yoruba Legends*, by M. I. Ogumefu.

When he returned home	<u>DEP</u>
Who returned to his father after some time	<u>DEP</u>
In due course they returned	<u>IND</u>
Wherever he went	<u>DEP</u>
The weapon glanced off his hide	<u>IND</u>
A great king sent his various sons	<u>IND</u>
Two women quarrelled	<u>IND</u>
The King employed the charm	<u>IND</u>
As he sat gloomily on the ground	<u>DEP</u>
The whole earth was covered with water	<u>IND</u>

Exercise 69C: Turning Dependent Clauses into Complete Sentences

Choose three of the dependent clauses in Exercise 69B and attach independent clauses to them to form complete thoughts. Write your three new sentences on your own paper. (The dependent clause can go before or after the independent clause.)

Note to Instructor: The original sentences from *Yoruba Legends* are found below. Accept any reasonable answers!

But his youngest grandson, Oranyan, was at that time away hunting, and *when he returned home* he learnt that his brothers and cousins had inherited the old King's money.

All of the sons were satisfied but one, the youngest and most ambitious, *who returned to his father after some time* with the complaint that his territory was much too small and his subjects too few.

Wherever he went, he sang his triumphant wrestling-song, and everyone feared and respected him.

As he sat gloomily on the ground, the king saw a little mouse running across the hut.

— LESSON 70 —

Adjective Clauses Relative Pronouns

Intro 70: Introduction to Adjective Clauses

The following sentences describe famous ghost sightings! Complete each sentence by filling in the blank with the appropriate letter from the clauses below.

You can learn more about these haunts in *Famous Ghost Stories: Legends and Lore*, by Brian Haughton.

The village of Brill, in Buckinghamshire, boasted five different headless horsemen C .

She fell in love with a handsome stableboy E .

He is the ghost of a knight, killed in battle with the Scots, A .

The deathly paleness of the faces was an omen D .

The phantom London bus, B , tears down the middle of the road towards startled drivers and then disappears.

- A. whose horse brought his headless body home.
- B. which appears between the Cambridge Gardens and Chesterton Road junctions on St. Mark's Road
- C. who roamed the four roads and one field track leading into the village.
- D. that Lincoln would not live through his last term.
- E. whom she then threw over for a more eligible suitor.

Exercise 70A: Identifying Adjective Clauses and Relative Pronouns

Underline the adjective clauses in the following sentences, and circle the relative pronouns. Draw an arrow from each relative pronoun to its antecedent.

These sentences are taken from *Ghosts: True Tales of Eerie Encounters*, by Robert C. Belyk.

The ghosts that haunt the Cherry Bank hotel are rarely seen.

One incident frightened a guest who had come with a group of friends.

As her eyes adjusted to the light, she was aware of a bearded man, whom she later described as wearing old-fashioned clothing, floating above her.

There was nothing on the tape but a noise that sounded like someone walking heavily across the floor.

The three chandeliers that lit the banquet room had been turned off and the room was in darkness.

Local children would turn the stones over to reveal the names of the children whose graves they had marked.

He was a bully whose manners were uncouth.

The best spot was near a stream which eventually tumbled over the cliff to the beach below.

When he returned, however, the person who had been sitting on the hearth was gone.

Exercise 70B: Choosing the Correct Relative Pronoun

In each sentence, cross out the incorrect relative pronoun. Above the correct pronoun, write *S* for subject, *OP* for object of the preposition, or *DO* for direct object to show how the relative pronoun is used within the dependent clause.

These sentences are adapted from *Ghost Stories of an Antiquary*, by the classic horror writer M. R. James.

“Good heavens!” said the little man, (~~who~~/^{DO}whom) the suggestion threw into a state of unaccountable terror.

He had some talk upon the matter with the Vicar of his parish, with (~~who~~/^{OP}whom) he travelled home.

The Templars, to (~~who~~/^{OP}whom) this site had belonged, were in the habit of building round churches.

The little boy (^Swho/~~whom~~) was the only passenger in the chaise, and (^Swho/~~whom~~) jumped out as soon as it had stopped, looked about him with the keenest curiosity.

The picture lay face upwards on the table where the last man (^Swho/~~whom~~) looked at it had put it.

He made tea for the friend with (~~who~~/^{OP}whom) he had been playing golf.

He was a man (^Swho/~~whom~~) liked to be on pleasant terms with those about him.

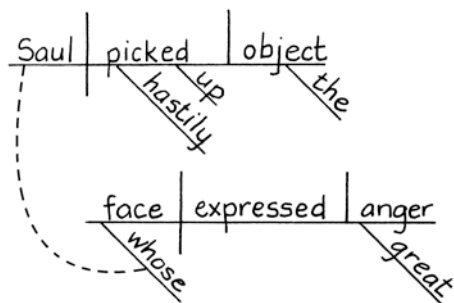
Lady Fell was with her mother, (^Swho/~~whom~~) was dangerously ill.

Mrs. Bunch was the most comfortable and human person (~~who~~/^{DO}whom) Stephen had as yet met.

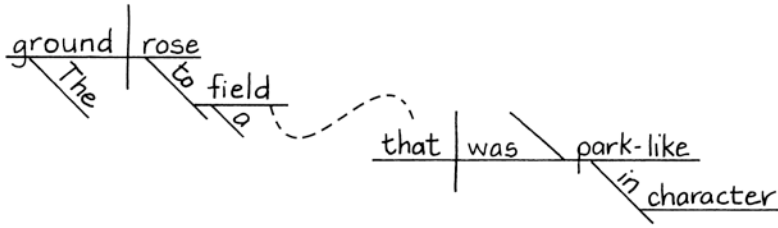
Exercise 70C: Diagramming Adjective Clauses

On your own paper, diagram every word of the following sentences, adapted from M. R. James’s *A Thin Ghost and Others*.

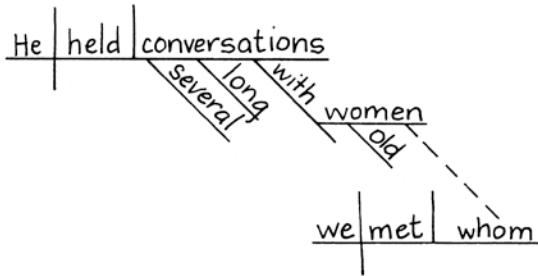
Saul, whose face expressed great anger, hastily picked the object up.



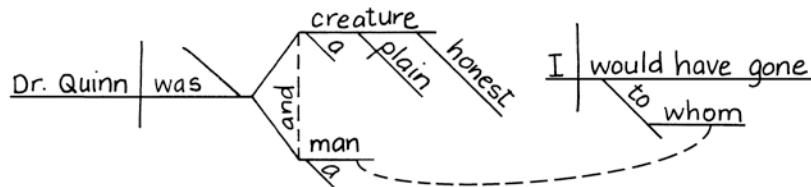
The ground rose to a field that was park-like in character.



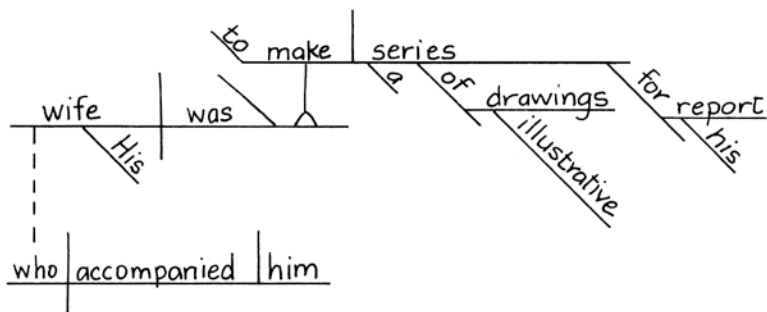
He held several long conversations with old women whom we met.



Dr. Quinn was a plain, honest creature, and a man to whom I would have gone.



His wife, who accompanied him, was to make a series of illustrative drawings for his report.



— LESSON 71 —

Adjective Clauses

Relative Adverbs

Adjective Clauses with Understood Relatives

Exercise 71A: Relative Adverbs and Pronouns

In the following sentences, underline each adjective clause. Circle each relative word and label it as *RP* for relative pronoun or *RA* for relative adverb. Draw an arrow from each relative word back to its antecedent in the independent clause.

These sentences are taken from *Bartleby, The Scrivener*, a novel by Herman Melville, who also wrote *Moby Dick*. Some have been slightly adapted or condensed.

He was afflicted by a continual discontent with the height of the table where he worked.

On a cold morning when business was dull, Turkey would gobble up scores of these cakes.

What is the reason why I should do no more writing?

He is a wanderer who refuses to budge.

He received visits from certain ambiguous-looking fellows in seedy coats, whom he called his clients.

He was a man whom prosperity harmed.

What was the time when he departed?

I procured a high green folding screen, which might entirely isolate Bartleby from my sight.

There are two scriveners in the office, where they assist each other.

It was 6 PM, after which I saw no more of the proprietor.

“Then sir,” said the stranger, who proved a lawyer, “you are responsible for the man you left there.”

As yet, nothing that I know of has ever been written.

Simply record the fact, that I was not unemployed in my profession.

It was the time when he must unconditionally leave the office.

Exercise 71B: Missing Relative Words

Draw a caret in front of each adjective clause and insert the missing relative pronoun. (For the purposes of this exercise, *which* and *that* may be used interchangeably.) These sentences are also loosely adapted from *Bartleby, The Scrivener*.

Note to Instructor: Accept any of the options listed.

The cake ^{that / which} ^ he most enjoyed was small, flat, round, and very spicy.

He carefully considered each statement^{that/which} I made.

The folio^{that/which} he copied for me cost four cents.

You are responsible for the man^{whom/that} you left there.

One report^{that/which} I heard about will appear tomorrow.

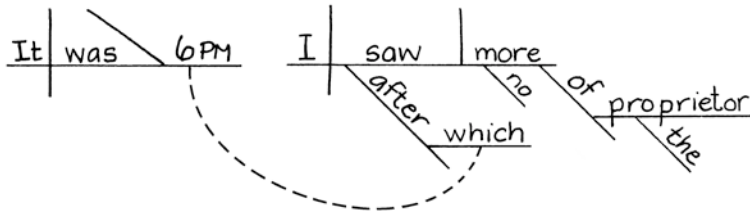
It is a name^{that/which} he loves to repeat.

He scorned all further words^{that/which} I spoke.

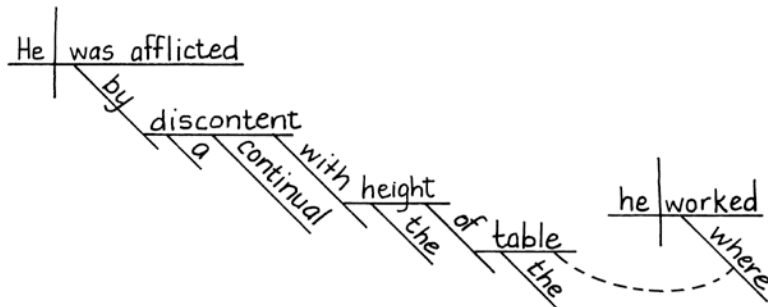
Exercise 71C: Diagramming

On your own paper, diagram the following sentences from your first two exercises.

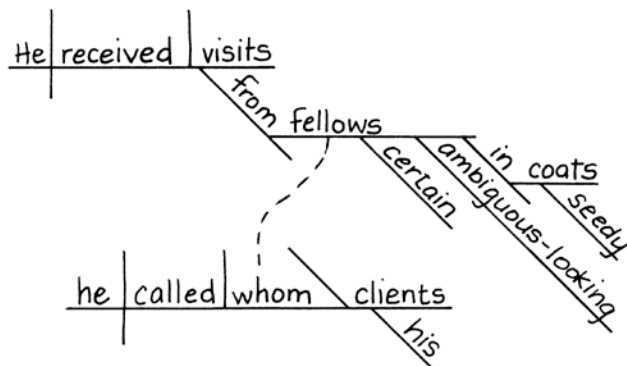
It was 6 PM, after which I saw no more of the proprietor.



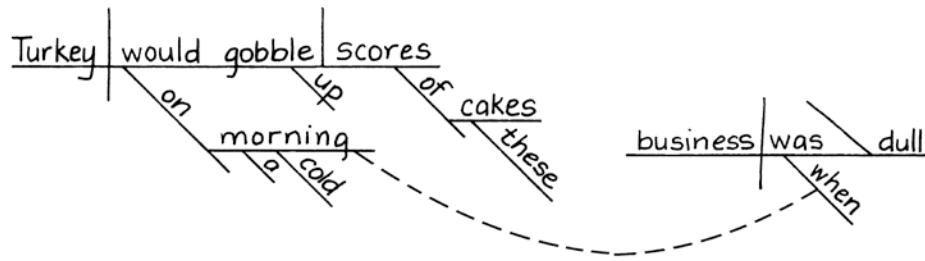
He was afflicted by a continual discontent with the height of the table where he worked.



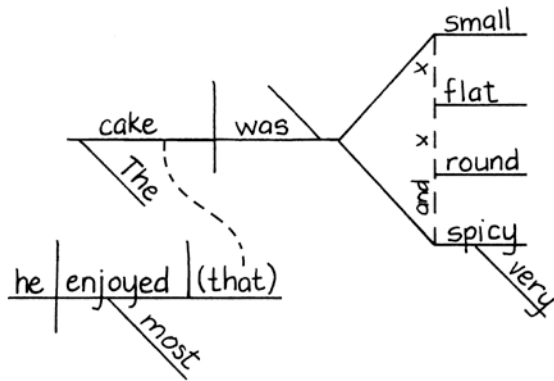
He received visits from certain ambiguous-looking fellows in seedy coats, whom he called his clients.



On a cold morning when business was dull, Turkey would gobble up scores of these cakes.



The cake he most enjoyed was small, flat, round, and very spicy.



— LESSON 72 —

Adverb Clauses

Exercise 72A: Adverb Clauses

In the following sentences, underline each adverb clause. Circle the subordinating word(s) at the beginning of each clause and label it *ADV* for adverb or *SC* for subordinating conjunction. Draw an arrow from the subordinating word(s) back to the verb, adverb, or adjective that the clause modifies.

These sentences are slightly condensed from the Chinese classic *The Art of War*, by Sun Tzu, as translated by Lionel Giles.

^{SC}
 (If) I fail, I shall make myself a laughing-stock.

We can form a single united body, ^{ADV}
 (while) the enemy must split up into fractions.

After that, you may crush him.

Note to Instructor: this is a trick sentence. *After that* is a prepositional phrase, not a clause (there is only one subject/predicate combination in the sentence, the main clause's *you may crush*.)

We are not fit to lead an army on the march ^{SC}
 (unless) we are familiar with the face of the country.

Note to Instructor: You may also accept an arrow leading to *are*; the clause could be interpreted as modifying either the state of being, or the predicate adjective. We have connected it to the adjective because the fitness is directly associated with the condition laid out in the adverb clause.

SC
Although he had no practical experience of war, he was extremely fond of discussing the subject.

Note to Instructor: In this case, the clause should modify the verb, as it has to do with the subject's state of being, not the fondness.

He speaks as a man of Wu, a state which ceased to exist as early as 473 B.C.

Note to Instructor: This compound adverb based on *as* expresses *when*. Compounds of *as* can also work as subordinating conjunctions, but in this case, the expression of time makes this compound an adverb.

I fully believe he was a good soldier, but I had him beheaded because he acted without orders.

ADV
The spirit of the enemy's soldiers will be keenest when they have newly arrived on the scene.

Note to Instructor: You may also accept an arrow leading to *will be*; the clause could be interpreted as modifying either the state of being, or the predicate adjective. We have connected it to the adjective because the keenness of the soldiers is directly associated with the time laid out in the adverb clause.

ADV
I attacked when their spirit was gone and ours was at its height.

Note to Instructor: The adverb *when* introduces the entire subordinate adverb clause, which is itself a compound sentence with two subjects (*spirit* and *ours*) and two predicates (*was gone* and *was*).

Throw your soldiers into positions whence there is no escape, and they will prefer death to flight.

Note to Instructor: This is a trick sentence; the clause *whence there is no escape* is an adjective phrase modifying the noun *positions*, introduced by the relative adverb *whence*.

ADV
Attack him where he is unprepared, and appear where you are not expected.

SC
Though only eight days have passed since I threw off my allegiance, an army is already at the city-gates.

Note to Instructor: Technically, *since I threw off my allegiance* is a subordinate adverb clause within the larger adverb clause *Though only eight days have passed since I threw off my allegiance*, but encourage the student to identify both adverb clauses. She may also choose to underline the entire clause, and then double underline *since I threw off my allegiance*.

Exercise 72B: Descriptive Clauses

In the following sentences, underline each dependent clause. Above each, write *ADVC* for adverb clause or *ADJC* for adjective clause. Circle each subordinating word(s) and label it as *ADV* for

adverb, *RP* for relative pronoun, or *SC* for subordinating conjunction. Draw an arrow from the subordinating word back (or forward) to the word in the independent clause that the dependent clause modifies.

These sentences are adapted from *Nonviolence: The History of a Dangerous Idea*, by Mark Kurlansky.

Nonviolence is not the same thing as pacifism, for which there are many words.

When nonviolence becomes a reality it is a powerful force.

Pacifism is harmless and therefore easier to accept than nonviolence, which is dangerous.

Interestingly, although Gandhi's teachings and techniques have had a huge impact on political activists around the world, his word for nonviolence, *satyagraha*, has never caught on.

The human being who achieved complete nonviolence, according to Gandhi, would not be a saint.

This concept of man as an imperfect being who is obligated to strive for an unattainable perfection runs through most of human thought.

Most religions and philosophies that reject violence do not encourage passiveness but activism by other means—nonviolence.

The strongest Chinese stand on nonviolence came in opposition to Confucius, from a man named Mozi, who lived from about 470 to 390 B.C.

While Confucius was a voice of the establishment, Mozi was a rebel.

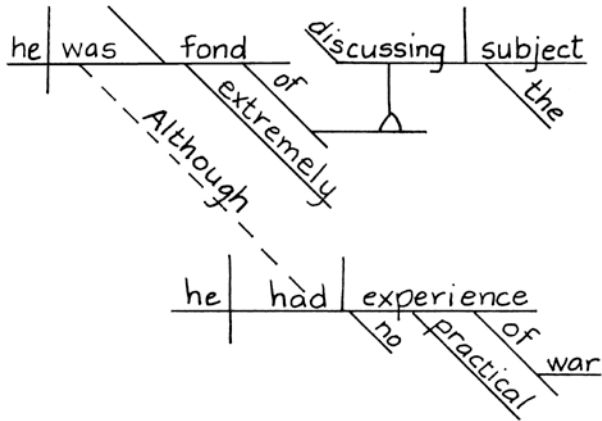
Judaism, a religion that is more than 5,700 years old, has many layers of both laws and commentaries on those laws.

On Passover, which celebrates Moses leading the Hebrews out of slavery in Egypt, there is a moment of sorrow for the Egyptians, the enemy who drowned trying to pursue the Hebrews across the Red Sea.

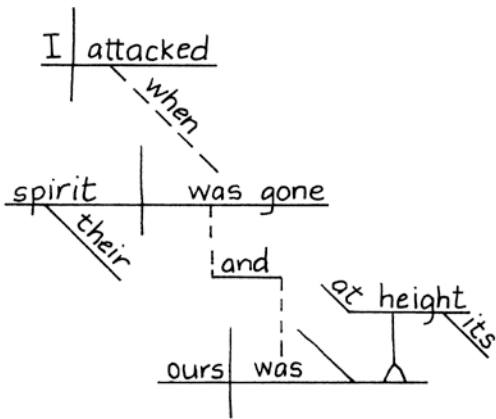
Exercise 72C: Diagramming

On your own paper, diagram every word of the following sentences from the first two exercises.

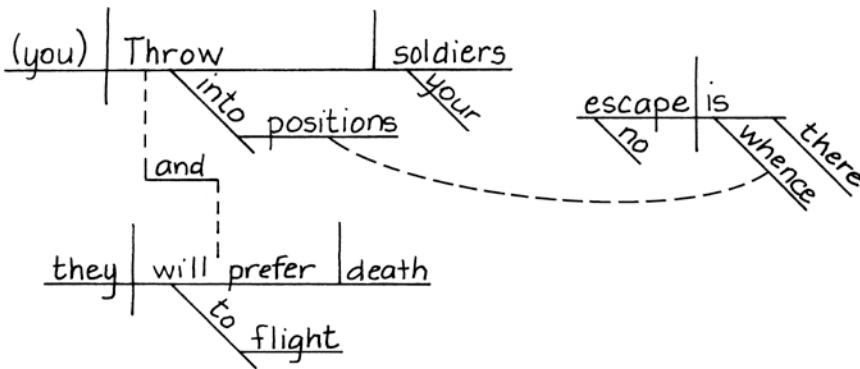
Although he had no practical experience of war, he was extremely fond of discussing the subject.



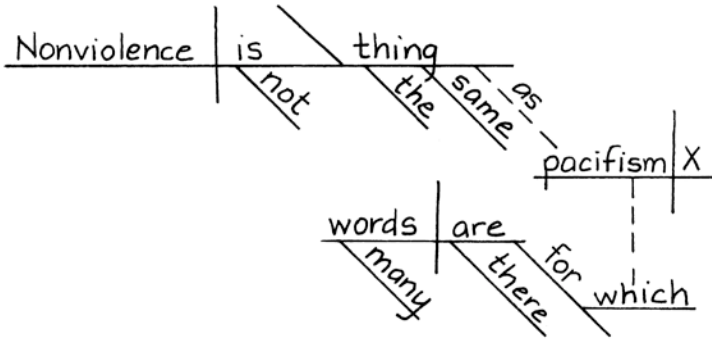
I attacked when their spirit was gone and ours was at its height.



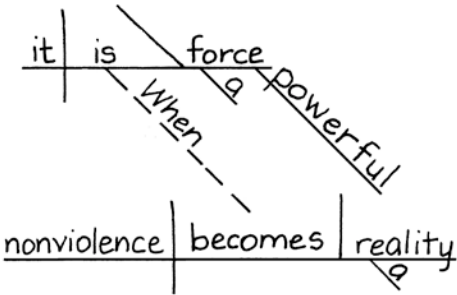
Throw your soldiers into positions whence there is no escape, and they will prefer death to flight.



Nonviolence is not the same thing as pacifism, for which there are many words.



When nonviolence becomes a reality it is a powerful force.



— REVIEW 6 —

Weeks 16-18

Topics

Personal Pronouns: Subject, Object, Possessive, Reflexive
 Verb Voice (Active and Passive)
 Verb Tense
 Adjectives
 Gerunds and Participles
 Phrases
 Clauses (Independent and Dependent)

Review 6A: Pronouns

In the following sentences, taken from Leo Tolstoy's *War and Peace* (as translated by Louise and Aylmer Maude), circle each pronoun. Label each as *S* (subject form of the personal pronoun), *O* (object form of the personal pronoun), *P* (possessive form of the personal pronoun), *R* (reflexive), *INT* (intensive), *I* (indefinite), *INTER* (interrogative), *D* (demonstrative), or *RP* (relative pronoun).

^S (He) went up to Anna Pávlovna, kissed ^P (her) hand, presenting to ^O (her) ^P (his) bald, scented, and shining head, and complacently seated ^R (himself) on the sofa.

Another time, general attention was attracted by a small brown dog, coming heaven knows whence, ^{RP} (which) trotted in a preoccupied manner in front of the ranks with tail stiffly erect till suddenly a shell fell close by, when ^S (it) yelped, tucked ^P (its) tail between ^P (its) legs, and darted aside.

Nicholas expressed ^P (his) disapproval of the postponement of the marriage for a year; but Natásha attacked ^P (her) brother with exasperation, proving to ^O (him) that ^S (it) could not be otherwise, and that ^S (it) would be a bad thing to enter a family against the father's will, and that ^S (she) ^{INT} (herself) wished ^O (it) so.

Most of the time, by ^P (their) officers' order, the men sat on the ground. ^I (One) having taken off ^P (his) shako, carefully loosened the gathers of ^P (its) lining and drew ^O (them) tight again; ^I (another) rubbing some dry clay between ^P (his) palms, polished ^P (his) bayonet; ^I (another) fingered the strap and pulled the buckle of ^P (his) bandolier, while ^I (another) smoothed and refolded ^P (his) leg bands and put ^P (his) boots on again. ^I (Some) built little houses of the tufts in the plowed ground, or plaited baskets from the straw in the cornfield. ^I (All) seemed fully absorbed in these pursuits.

^S(It) was evident that Kutúzov despised cleverness and learning and even the patriotic feeling shown by Denisov, but despised ^O(them) not because of ^P(his) own intellect, feelings, or knowledge—^S(he) did not try to display any of ^D(these)—but because of ^I(something) else.

“Do ^S(you) know,” ^S(he) said at last, evidently unable to check the sad current of ^P(his) thoughts, “that Anatole is costing ^O(me) forty thousand rubles a year? And,” ^S(he) went on after a pause, “^{INTER}(what) will ^S(it) be in five years, if ^S(he) goes on like ^D(this)?” Presently ^S(he) added: “^D(That’s) ^{RP}(what) ^S(we) fathers have to put up with. . . . Is this princess of ^P(yours) rich?”

Note to Instructor: In the sentence *That’s what we fathers have to put up with*, *That* is a demonstrative pronoun serving as the subject of the main clause (*That* is the subject, *’s* is the condensed form of the predicate *is*), and *what* is the relative pronoun serving as the subject of the dependent clause *what we fathers have to put up with* and referring back to the demonstrative pronoun *that*. (The clause is serving as a predicate nominative; if the student has not gone through this course before, she may not know that clauses can serve as nouns, since this is covered in Week 19. However, she should still be able to identify the pronouns.)

Review 6B: Using Comparative and Superlative Adjectives Correctly

Choose the correct form in parentheses. Cross out the incorrect form.

These sentences are taken from H. G. Wells’s *A Short History of the World*.

In Sumeria the priest ruler was the (~~most great~~/greatest), (most splendid/~~splendidest~~) of beings.

People travelled about (more freely/~~most freely~~) than they had ever done before, and there were high roads and inns for them.

Travel is increasing and transport growing (~~more easy~~/easier) by reason of horses and roads.

Hiram established the very (~~most close~~/closest) relations both with David and with his son and successor Solomon.

Asoka made vast benefactions to the Buddhist teaching orders, and tried to stimulate them to a (~~more good~~/better) and (more energetic/~~energeticer~~) criticism of their own accumulated literature.

Sardanapalus’s library has been unearthed and is perhaps the (~~more precious~~/most precious) store of historical material in the world.

The (~~bitterer~~/bitterest) rival of Athens in Greece was Sparta.

The power of the Roman republic came out of the west to subjugate one fragment after another and weld them together into a new and (more enduring/~~enduringer~~) empire.

The Trinitarian formula may be found in its (most complete/completest) expression in the Athanasian Creed.

Note to Instructor: This is a trick sentence—both forms are acceptable!

The steamboat was, if anything, a little ahead of the steam engine in its (~~more early~~/earlier) phases.

Review 6C: Verbs

Underline the main verb (along with any helping verbs) in every clause below (both independent and dependent).

In the space above each verb, write the tense (*SIMP PAST, PRES, FUT; PROG PAST, PRES, FUT; PERF PAST, PRES, FUT*) and voice (*ACT* for active or *PASS* for passive). For state-of-being verbs, write *SB* instead of voice.

If the verb is an action verb, also note whether it is transitive (*TR*) or intransitive (*INTR*).

The first is done for you.

These sentences are taken from the official government report on the Perry Expedition. In 1853–1854, Commodore Matthew Perry of the U.S. Navy was ordered, by President Millard Fillmore, to take warships to Japan. At that time, Japan's ports were closed—the country refused to trade with the United States. Perry's Expedition was ordered to open the ports and put trade into place—either through negotiation, or through force.

In 1854, Japan agreed to the terms the U.S. was offering, and trade with America began.

SIR: So soon as the steam frigate Mississippi ^{SIMP FUT SB} shall be in all respects ready for sea, you ^{SIMP FUT ACT INTR} will proceed in her, accompanied by the steamer *Princeton*, to Macao, or Hong Kong, in China, where the vessels of your command ^{SIMP FUT ACT INTR} will rendezvous. . . . It ^{PERF PRES PASS TR} has been deemed necessary to increase the naval force of the United States in the East India and China seas, for reasons which ^{SIMP FUT PASS TR} will be found in the enclosed copy of a communication from the Secretary of State addressed to this department under date of November, 1852.

The special mission to Japan with which you ^{PERF PRES PASS TR} have been charged by the government ^{SIMP FUT ACT TR} will require all your firmness and prudence, in respect to which the department ^{SIMP PRES ACT TR} entertains the fullest confidence that they ^{SIMP FUT SB} will be adequate for any emergency.

Your attention ^{SIMP PRES PASS TR} is particularly invited to the exploration of the coasts of Japan and of the adjacent continent and islands.

The said officer ^{SIMP FUT ACT TR} shall detain him until the vessel in which he ^{PROG FUT ACT INTR} shall be serving ^{SIMP FUT ACT INTR} shall return to the United States.

Taking into view, also, the present disturbed state of China, and the need of one or more ships of the squadron in that quarter, and considering that not a single vessel which ^{PROG PAST ACT INTR} had been promised by the department ^{SIMP PAST ACT TR} had yet joined my force . . . I ^{SIMP PAST SB} was glad to have a good excuse for consenting to wait until the ensuing spring. . . . In the spring I ^{PERF FUT ACT TR} shall have concentrated my whole force, and ^{SIMP FUT PASS TR} will be prepared with store and coal vessels, and all other conveniences for remaining, if it be necessary, an indefinite time, to secure such concessions as I ^{SIMP PRES ACT INTR} believe they ^{SIMP FUT PASS TR} will be constrained to make.

Review 6D: Identifying Dependent Clauses

Underline each dependent clause in the following sentences. Circle the subordinating word. Label each clause as either adjective (*ADJ*) or adverb clause (*ADV*), and draw a line from each subordinating word to the word it modifies.

These sentences are taken from *Breaking Open Japan: Commodore Perry, Lord Abe, and American Imperialism in 1853*, by George Feifer.

When the bluff fizzled, the tiny number who made Japan's political decisions could think of nothing else with which to counter the foreigners' threat.

Labels: *ADV* (above "When"), *ADJ* (above "who")

The harassed yet privileged Dutch traders who delivered the disturbing reports lived in a compound called Deshima, which can be translated as "island in front of the town."

Labels: *ADJ* (above "who"), *ADJ* (above "which")

The Dutch East India Company, which traded in spices, tea, silk, and other much-wanted commodities, was the largest of its kind and—in keeping with Holland's commercial lead over Britain at the time—more successful than the British East India Company, founded two years earlier, in 1600.

Label: *ADJ* (above "which")

The Dutch Factory, as its Japanese post was known, was moved to Deshima in 1641, after the other Western colonies had left the country, voluntarily or otherwise.

Labels: *ADJ* (above "as"), *ADV* (above "after")

Note to Instructor: The adjective clause above is unusual—it begins with *as*, which is a subordinating conjunction rather than a relative pronoun, but describes a noun. Since it describes a place, it is a variation on the adjective clause introduced by a relative adverb (as seen in the next sentence).

Smaller beacon fires were already burning all along the coast, where soldiers with pikes and "rusty flintlocks" stood guard, some additionally armed with war fans bearing the emblem of the rising sun.

Label: *ADJ* (above "where")

While officers frantically drilled green troops, seacoast inhabitants, some of whose houses had already been razed for frenzied construction of new fortifications, were pressed into service.

Labels: *ADV* (above "While"), *ADJ* (above "whose")

With the panic and chaos swelling in the heat, the "whole city" succumbed to "uproar."

Label: *ADV* (above "With")

Nothing had yet been reported to the Emperor in his Kyoto palace, where life continued unchanged in its detachment from political matters.

Label: *ADJ* (above "where")

The court's big event during the week of panic was the first celebration of Boys' Day by the baby Prince ^{ADJ} who would become the Emperor Meiji.

Review 6E: Present and Past Participles

Underline each present participle and past participle in the following sentences. Some are serving as nouns; others as adjectives. Label adjective forms as *ADJ* and draw a line to the word modified. Label noun forms as *N* and write the part of the sentence that the noun is serving as.

These sentences are taken from *On the Origins of Sports: The Early History and Original Rules of Everybody's Favorite Games*, by Gary Belsky and Neil Fine.

^{N subject} Knowing the history and lore of our favorite sports can only enhance our experience of ^N watching or competing in them.
N both are objects of the preposition

We are tribal by nature—genetically ^{ADJ} programmed to define “us” by “them”—and few things make that task easier than team jerseys.

Wiffle Ball was designed for use in ^{ADJ} congested areas. Because the ball will not travel far, ball ^{N subject} chasing and base ^{N subject} running have been eliminated.

The minimum number of players ^{ADJ} required to play Wiffle Ball are two—the pitcher and batter—one player to a side.

A cricket match is composed of two innings, with each team ^{ADJ} running through its eleven-man lineup twice.

^{N subject} Choosing the pitch offered an advantage.

Strikers, or batsmen, are “out” if a ^{ADJ} bowled ball knocks the bail off the stumps, or a fielder catches a ^{ADJ} batted ball in the air.

Rules of Ancient Greek ^{N object of the preposition} Wrestling:

No ^{N subject} intentional hitting or ^{N subject} kicking is permitted.

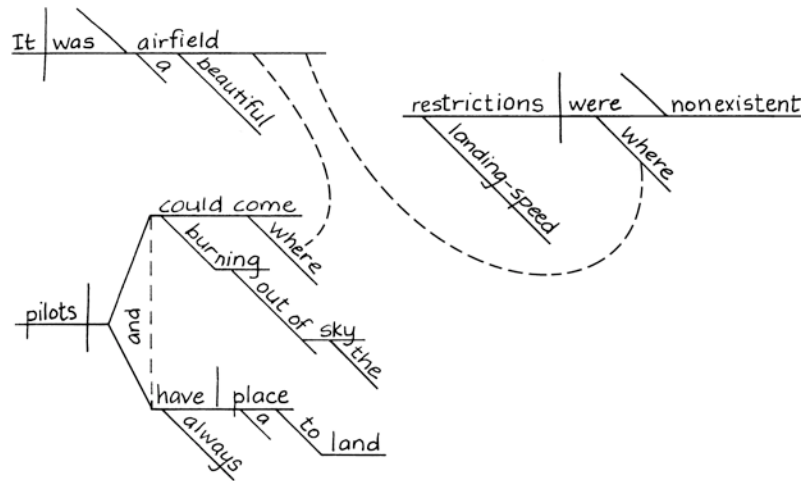
No ^{N subject} gouging the eyes or ^{N subject} biting is permitted.

Infractions shall be punished by immediate ^{N object of the preposition} whipping by the referee until the undesirable behaviour is stopped.

Review 6F: Diagramming

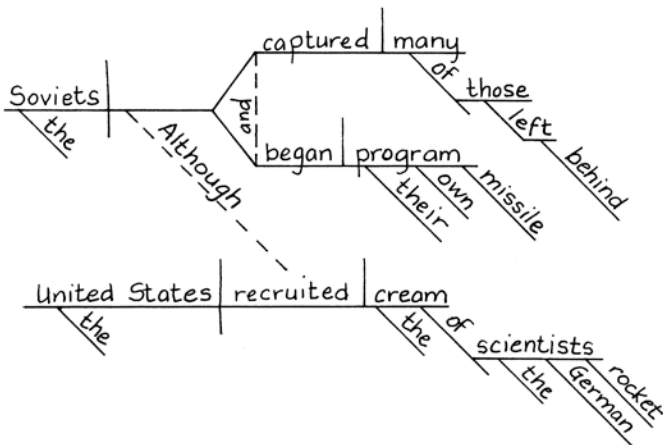
On your own paper, diagram every word of the following sentences from *Moon Shot: The Inside Story of America's Apollo Moon Landings*, by Jay Barbree, Alan Shepard, and Deke Slayton.

It was a beautiful airfield, where pilots could come burning out of the sky and always have a place to land, where landing-speed restrictions were nonexistent.

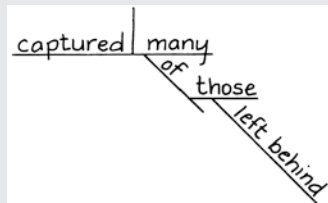


Note to Instructor: I have diagrammed *out of* as a single compound preposition, but the student can also diagram *out* as an adverb modifying *burning* and *of the sky* as the prepositional phrase.

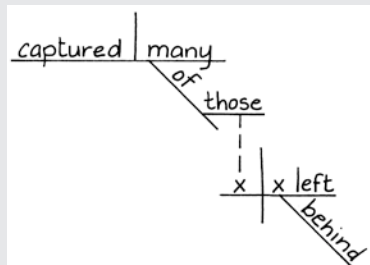
Although the United States recruited the cream of the German rocket scientists, the Soviets captured many of those left behind and began their own missile program.



Note to Instructor: There are several legitimate ways to diagram *left behind*. I have diagrammed it as the past participle of *leave*, acting as an adjective modifying *those* and modified in turn by the adverb *behind*. It could also be treated as a single adjective modifying *those*:



or as an adjective clause with missing elements: *those [who were] left behind*:



The Saturn V roared, bellowed, and shrieked, hurling out ear-stabbing sonic waves and a crackling thunder which sent birds flying and wildlife fleeing, and which slammed into people who were far away, fluttering their clothing and causing them to step back uncertainly.

