

Please read this test carefully and answer the questions to the best of your ability. It is usually wise to glance through a test before beginning to answer questions.



## MOMENTS OF ILLUMINATION

**I. Sentences**

Find the complete subject and underline it once; that is, underline the subject plus associated modifiers. Find the complete predicate and underline it twice; that is, underline the main verb plus auxiliary verbs plus objects or complements plus associated modifiers. Every part of the sentence should be underlined one way or another (unless there is an interjection). If a word or phrase washes adverbially across the entire sentence, underline that phrase twice. All sentences worth 2 pt. except where noted.

1. Waking from a fitful sleep and frazzled by lack of proper rest, St. Appositive, a man of many  
interests, lit the bedside candle and resumed thinking deeply.
2. That same simple question kept running through his mind.
3. In what way had language changed his life?

**II. Active and Passive Voice**

Identify the voice of the verb in each following sentence; then rewrite the paragraph reversing the voice in each sentence. While you do not have to use each word in your revised sentences, the general sense of the original must remain. Just change the voice.

Playing with alphabet blocks as a youth had surely influenced him. The inaccuracies of world-wide signage had perturbed and stimulated his senses. The entire tenor of his solitary life was molded in incalculable ways by his early engagement with DC comics. Of course, his speaking voice had been affected, too.

4. Voice of 1<sup>st</sup> Active

5. Voice of 2<sup>nd</sup> Active

6. Voice of 3<sup>rd</sup> Passive

7. Voice of 4<sup>th</sup> Passive

8. He had surely been influenced by playing with alphabet blocks as a youth.

9. His senses had been perturbed and stimulated by the inaccuracies of world-wide signage.

The entire tenor of his solitary life was molded in incalculable ways by his early engagement with DC comics. Of course, his speaking voice had been affected, too.

10. His early engagement with DC comics molded the entire tenor of his solitary life in incalculable ways.  
~~Of course, reading comics had affected~~

11. Of course, reading comics had affected his speaking voice, too.

### III. Prepositions and Prepositional Phrases

Place parentheses around all the prepositional phrases in the following sentences.

Lying (upon an exceedingly thin pillow,) he thought (over the voices) [that he used to use (for the Legion) (of Superheroes)]. Mon-el, his favorite (among many well-liked heroes), had a pleasant voice, tending (toward sweet) he was nearly indestructible (despite his vulnerability) (to lead.) Superboy had a high, squeaky voice; [when kryptonite was (in the vicinity)], he was happy to have Mon-el (as his buddy) (Unlike other characters) Shrinking Violet had a deep and raspy voice [which St. Appositive, pedant [that he was], liked to practice.]

Place parentheses around all prepositional phrases in the following sentences and draw an arrow to the word(s) that each phrase modifies.

16. Giving voice (to fictional characters) was just one small influence [that language maintained (over him)].

17. His love (for lexicography and the less strenuous task) (of glossary-making) was also a direct outgrowth (from language.)

**IV. Verb Objects & Complements**

Identify the verb object(s) and complement(s) in the following sentences by writing DO, IO or OC or PN or PA above the appropriate word. If there are verbals or verbal phrases functioning as verb objects or complements, identify them as noted above. If there is more than one clause in a sentence, identify the verb objects and complements in each clause. I have identified dependent clauses; if they function as verb objects or complements, identify them appropriately.

18. (With something) (like glee) <sup>S</sup> he <sup>AV</sup> remembered his first glossary, <sup>DO</sup> a success <sup>OC</sup> (by any measure.)

19. <sup>S</sup> It <sup>LV</sup> <sup>PN</sup> was a glossary (of textile terminology), <sup>S</sup> his mother <sup>IO</sup> had taught him <sup>DO</sup> the proper names (of several hundred fabric weaves and designs.)

20. He <sup>S</sup> <sup>LV</sup> <sup>PA</sup> was still partial to kersey and oznabrig, but then [whoever <sup>S</sup> <sup>AV</sup> saw those fabrics] always <sup>DO</sup> thought them the best. <sup>AV</sup> <sup>DO</sup> <sup>OC</sup>

One of you also persuasively argued that "them" and "best" are adverbial "~~that~~ (of them) (as best)"

21. Another delight <sup>S</sup> (of his teen years) <sup>AV</sup> was reading the preface and introduction <sup>DO</sup> (to Liddell and Scott's Greek/English Lexicon) [that <sup>S</sup> <sup>LV</sup> <sup>PN</sup> was good stuff], he <sup>S</sup> <sup>AV</sup> thought. <sup>DO</sup>

1 pt. extra credit if your answer to 21 is complete and correct.

22. Delighting <sup>S</sup> (in words) <sup>AV</sup> had also helped him to recognize the beauty of verse; that <sup>S</sup> <sup>PA</sup> was true enough.

For an extra point, explain how "true" and "enough" function in sentence 22.

"enough" functions adverbially, modifying the predicative adjective "true."

23. He <sup>S</sup> <sup>AV</sup> had read (with great avidity) <sup>DO</sup> Pope, <sup>DO</sup> Dryden, <sup>DO</sup> Wordsworth, <sup>DO</sup> Swinburne, and of course Shakespeare, Donne, Wyatt, and Burns.

24. Reading sonnets made him <sup>S</sup> <sup>AV</sup> feel most alive; [when] he <sup>S</sup> <sup>AV</sup> read Sidney's <sup>DO</sup> <sup>S</sup> <sup>PA</sup> *Astrophel and Stella*, he felt invigorated. *tricky, tricky*

2<sup>ND</sup> EXAMINATION

25. He stayed up all night (on his twenty-second birthday) reading the entire sequence, and when done, for an hour or two, he could remember all (of it) every word; that was an astonishing gift.

*Handwritten annotations: S above 'stayed', S above 'he could remember', DO above 'reading', DO above 'that was', OC? above 'all (of it)', S LV above 'every word', PN above 'an astonishing gift'. A bracket connects 'stayed' and 'reading'.*

26. [While the candle sputtered and guttered], he considered his long love affair (with Virginia Woolf, her novels, and her prose) [in which he witnessed moments of genius].

*Handwritten annotations: S above 'candle', AV above 'sputtered', AV above 'guttered', S above 'he considered', AV above 'witnessed', DO above 'love affair', S above 'witnessed', AV above 'moments of genius'. A bracket connects 'sputtered' and 'guttered'.*

27. Then he remembered J. M. Barrie, the author (of *Farewell Miss Julie Logan*), he had read that book a hundred times or so.

*Handwritten annotations: S above 'remembered', AV above 'remembered', DO above 'author', OC above 'author', S above 'he had read', AV above 'had read', DO above 'book a hundred times or so'. A bracket connects 'remembered' and 'had read'. A long arrow points from 'book a hundred times or so' back to 'remembered'.*



**V. Phrases**

Identify the type of verbal(s) or verbal phrase(s) underlined and/or italicized in the following sentences. You don't have to explain their function – just identify them. Take care to identify verbals as phrases where appropriate.

28. Reading, *having deeply influenced St. Appositive*, was only one of many linguistic influences.

Gerund as  
Subj.

participial phrase

Identify the underlined verbal and also the phrase in italics.

29. Writing, whether with worn quill pen or sharpened pencil, held surprising influence, too.

Gerund  
S

part.

part

part

Gerund phrase as subject

30. Watching ink flow from pen nib to hand-CRAFTED paper aroused his tactile sensibilities.

part

infinitive phrase - obj. of gerund

Identify the underlined phrase and the phrase in italics and the verbal in small caps.

31. Typing on his non-electric Underwood, he sometimes cursed the newfangled contraption and wished for it to fade into mechanical obscurity.

Participial phrase

Infinitive phrase - obj. of prep.

In the sentences below, underline and then identify all verbals and verbal phrases. Then tell how each functions by labeling its function or drawing an arrow to the word(s) that it modifies.

32. He was partial (to the use) of number three pencils; their writing was fine and well-pointed.

Gerund  
S

part.  
PA

2<sup>ND</sup> EXAMINATION

33. Associating the color yellow with exciting rides on exotic school buses, St. Appositive, home-schooled as a child, now used yellow pencils exclusively.

*participial phrase* (bracketed over the underlined part)  
*part* (arrow pointing to "exciting")  
*participial phrase* (bracketed over "home-schooled...")

For an extra point, accurately explain the function of "yellow" in sentence 33.

1<sup>st</sup> - Complement of "color" which is object of the participle; 2<sup>nd</sup> - adjective

34. The soft, supple feeling of leather-bound books also brought great joy and helped him to feel in touch with the text in his hands.

*Gerund phrase as subject* (bracketed over "The soft...")  
*AV* (above "brought")  
*Inf phrase as DO* (bracketed over "helped him...")

35. To live without such pleasures was to miss true happiness.

*Inf phrase as subject* (bracketed over "To live...")  
*Inf phrase as PN* (bracketed over "was to miss...")

36. Pausing at the thought of opening a book, St. Appositive, still a bit sleepy, began to think about typography.

*participial phrase* (bracketed over "Pausing...")  
*Ger phrase as object of prep* (bracketed over "about typography")  
*Inf phrase as DO* (bracketed over "began to think")

37. Considering the appearance of type was another favorite pastime.

*Ger phrase as subject* (bracketed over "Considering...")

In the sentences below, identify the type of phrases underlined or italicized (name them). Then tell how each functions by labeling its function or drawing an arrow to the word(s) that it modifies.

38. In his youth, identifying type faces had been a rewarding game to play.

*S* (above "identifying")  
*Gerund phrase* (bracketed over "identifying...")  
*part.* (above "rewarding")  
*Inf.* (above "to play")



*Inf phrase as Subject*

39. To be able to discern *Baskerville from Goudy* was a point of pride.

Identify the underlined phrase and also the phrase in italics.

*participial phrase*

40. Not knowing [that he was becoming obsessive], he once purchased an old iron printing press and several hundred pounds of loose Times Roman type.

*part.*

41. His mother had finally objected [when the weight of the press made the floor bow to a dangerous degree; neither did she approve of the chosen type face.

*Inf phrase as DO*

## VI. Case

Choose the correct pronoun.

42. St. Appositive, (for who/whom) language served as stress relief], often entertained himself with enjoyable etymologies.

43. The histories of words such as hearse, curfew, and bonfire would not be enjoyed (by who/whom?)

44. To his way of thinking, Shakespeare, [who/whom many thought great for his dramatic skill], was most touched by genius in his creation of words.

45. "Sea-change," "star-crossed," and "shuffle off this mortal coil" were penned (by ~~he~~ him) [who/whom posterity has identified as deathless]. Note that two answers are needed.

46. "To be or not to be": who/~~whom~~ does not know that line?

### VII. Something is Wrong

In terms of rule-based grammar explain why the following sentences are incorrect.

47. "I would like ~~he~~ <sup>him</sup> to be ~~him~~ <sup>he</sup>," thought St. Appositive, slightly muddled in his language.

Pseudo subjects are in object case, thus "him"; complements of linking infinitives as in subject case, thus "he."

48. Lying in his bed with the first streaks of gray dawn approaching, St. Appositive <sup>was</sup> beginning to think of the word "dawn."

"beginning" as a present participle cannot act alone; it needs an auxiliary verb of some sort.

49. He thought, it is not I [~~who~~ <sup>s</sup> named that demarcation in the diurnal cycle of time].

"Who named that demarcation..."

50. No, not me.

No, [it is] not I.

51. Still, there was reason <sup>him</sup> (for ~~he~~ to be thankful for his language facility) and thankful was he.

"him" is pseudo subject of the infinitive phrase

### Extra Credit

Later that morning, having stumbled out of his sleepless bed, St. Appositive, gentle man, realized [that his life had been extraordinarily rich].

Rewrite the sentence above using the passive voice. 2 pts.

That his life had been extraordinarily rich was realized later that morning by St-Appositive, gentle man, having stumbled out of his sleepless bed.

Describe the grammatical functions of "out" and "gentle man" in the sentence above. 2 pts.

"Out" is part of a double preposition (although I would accept it if you called it an adverb. "gentle man" is an appositive.

Describe the grammatical function of "rich" in the sentence above. 1 pt.

PREDICATE ADJECTIVE