

3RD EXAMINATION



Bibliots

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. If you are uncertain whether an introductory phrase or clause modifies the remainder of the sentence or just the predicate alone, underline the phrase or clause twice. Every part of the sentence should be underlined one way or another (unless there is an interjection). 1 pt. each

The subject is a combination of relative & subordinate clauses

1. Whatever grownup thought that Callie would enjoy her country visit to grandma's]

must have been daft.

This sentence opens w/ 2 participial phrases

2. Kneeling in the dirt driveway, plucking at nearby weeds, the young girl wondered how she would ever make it through two weeks in Ickesburg, PA.]

"Just" functions adverbially - washing over the intro clause

3. Just because her home in swanky Bryn Mawr was being fumigated and restored, Callie needn't have become an exile.

4. "I have to find something to do," she thought.

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II. ACTIVE AND PASSIVE VOICE

Identify the voice of the main verb in each sentence below, then rewrite the paragraph reversing the voice used in each sentence. You do not have to use every word in your revised sentences, but the general sense of the original main clause must remain. Just change the voice. 1 pt. each

With perspicacity surprising for a girl of her age, Callie surveyed the yard around her. The handle of the pump, necessary to its operation, had been taken. The chicken coop was filled with clucking hens. The door to a shed in the backyard had been left open. Always a curious child, Callie decided the shed looked most inviting.

5) Voice of 1st ACTIVE

6) Voice of 2nd PASSIVE

7) Voice of 3rd PASSIVE

8) Voice of 4th PASSIVE

9) Voice of 5th ACTIVE

10) The yard around her was surveyed by Callie with perspicacity
surprising for a girl of her age.

11) Bob Dylan had taken the handle of the pump, necessary
to its operation.

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The chicken coop was filled with clucking hens.

The door to a shed in the backyard had been left open.

Always a curious child, Callie decided ^{that} the shed looked most inviting.

12) Grandma filled the chicken coop with clucking hens.

13) Someone had left open the door to a shed in the backyard.

14) THAT the shed looked most inviting was decided by Callie, always a curious child.

III. PREPOSITIONS AND PREPOSITIONAL PHRASES

Place parentheses around all prepositional phrases in the following sentences. Draw arrow(s) to the word(s) each phrase modifies. 2 pt. each

15) The inside (of the shed) was lit (by morning sun) that filtered through a long unwashed window.

This is a participle

This an adjectival relative clause

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16) A very old, antique desk, which looked like it had been built by some country craftsman, sat under the window

This sentence features an adjectival relative clause with an adverbial subordinate clause within.

Perhaps washes across 1st independent clause

17) (At first glance,) Callie missed it, but having surveyed the whole of the cluttered shed, she saw that on the desk lay a very small book.

IS "lay" linking or simply intransitive?

Annotations for sentence 17: S AV, V.I., participial phrase, subordinate clause acting as DO of "saw"

Introductory Adverbial prep phrase

18) (For what seemed like an eternity) but was not she stared at the Lilliputian volume, then sat upon the chair before the desk and opened it up.

Relative clause acting as obj of preposition

IV. VERB OBJECTS & COMPLEMENTS

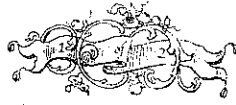
Identify the verb object(s) and complement(s) in the following sentences by writing DO, IO or OC or PA or PN above the appropriate word. If there are verbals or verbal phrases functioning as verb objects or complements, identify them as noted above. If there is more than one clause in a sentence, identify the verb objects and complements in each clause. If dependent clauses function as verb objects or complements, identify them appropriately. 2 pt. each

19) Callie strained to read the diminutive print of the book which opened with the following sentence.

No verb objects or complements

The conclusion of this sentence is a long, involved infinitive acting adverbially.

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20) ^S ^{LV} ^{PN} ^S ^{AV} ^{DO}
"Bibliots were a tiny people who read tiny books."

Adverbial subordinate clause
21) ^S ^{LV} ^{PA} ^S ^{AV} ^{DO}
(Since nothing else (on the farm) seemed remarkable,) Callie took the wee book (from the desk) and sat (in the doorstep) ^S ^{LV} ^{PA} where the light was better.

← AV Adjectival relative clause w/ relative adverb "where"

An Adverbial introductory phrase
22) ^S ^{LV} ^{PN} ^S ^{AV} ^{DO}
According to the book, bibliots were tiny creatures, six inches tall and no more. (tall)
who had built a culture (around books.)

Adj. Relative clause

* If you argued that "tall" is a PA - okay. I see it modifying "creatures."

23) ^S ^{AV} ^{DO} ^{DO}
(In the land (of bibliots), people awarded honors and distinctions not only (to good writers) but also (to good readers.)

For an extra point explain how "not only" and "also" function.

They are adverbial modifying the verb.

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24) In fact, some very highly paid bibliots roamed the land offering to read any book

Inf phrase as object of participle "offering"

aloud (without regard for what its contents were)

Participial phrase modifying "bibliots"
This relative clause is object of the preposition "for."

25) The bibliot school system provided excellent instruction and encouraged a sense

NOTE
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(of artistic interpretation and critique) in every student whose capstone experience was

enacting the contents (of a self-selected book) before a standing-room only crowd.

participial phrase as PN (core subject complement)
very tricky; 1 extra point if totally correct

2ND NOTE: Okay if you see "was enacting" as main verb w/ "contents" as DO - but I don't see the experience as enacting contents. The experience was enacting contents.

26) (For the most part) bibliots gave life free reign and took the bad (with the good.)

For an extra point explain how the final prepositional phrase above functions.

It can be described as adverbial - how they took, but it might be seen as adjectival - describing "bad."

27) [If they had any fears,] they were book-based.

NOTE - At least some of you read this portion of sentence 25 as follows:
"... a sense (of artistic interpretation) and critique..."
This is reasonable.

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28) Everyone remained vigilant and knew recipes that had been handed down for generations which eradicated book mites, silverfish, and bookworms.

These last two clauses are Adjectival relative clauses both modifying "recipes."

29) (Of course) all bibliots thought that feral cats were a nuisance.

30) (From childhood) bibliots learned to parry the playful swats of these creatures; most knew how to escape into nearby book shops, but each year a few brave souls went further and tamed and rode cats (down the Main Streets of Bibliot land).

31. Bibliots enjoyed pastry very much, which (of course) was delightfully rich, and tasty and shaped (like books).

An Adjectival relative clause modifying pastry.

32. One youth went so far as to eat actual books, but only tiny ones that discussed tiny matters.

Tough stuff. "So far as" functions adverbially; it is modified by the infinitive phrase; together all modifies the verb "went."

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V. VERBALS & VERBAL PHRASES

Identify the type of verbal(s) or verbal phrase(s) underlined or italicized in the following sentences. Clearly identify each as its appropriate verbal or verbal phrase. 1 pt. each

33) Callie learned that reading books was a team sport followed by nearly every bibliot.

Annotations:
 S AV [Gerund phrase LV PN participial phrase
 ← Subordinate clause acting as DO to "learned."

34) Wandering in small groups in search of verbal adversaries was considered to be a rite of adolescent passage.

Annotations:
 Gerund Phrase as subject AV
 Inf phrase as DO ← This sentence is in the passive voice

35) To reach the height of fame, however, one needed to read as part of a professional team.

Annotations:
 Inf phrase - Adverbial S AV Inf phrase as DO

36) Following and cheering on "The Caxton Presses," "Get the Leading Out," "The Typewriters," or "The Pen & Ink Men," young bibliots chose their favorite teams early, and societal norms made them remain loyal for life.

Annotations:
 Participial phrase S AV DO
 S AV DO
 ← Inf phrase with psuedo subject but no marker acting as DO

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In the sentences below, underline and identify all verbals and verbal phrases. Clearly identify each as a verbal or verbal phrase. SHOW OR TELL HOW EACH FUNCTIONS. 2 pt. each

37) (To this day) old-timers, still shaken (by the memory), speak (with shivering eloquence) (about the match) (of the century).

Handwritten annotations:
 - "S" above "old-timers"
 - "Participial phrase" above "shaken (by the memory)" with an arrow pointing to it.
 - "AV" above "speak (with shivering eloquence)" with an arrow pointing to it.
 - "participle" above "shivering" with an arrow pointing to it.
 - Underlines under "shaken (by the memory)", "speak (with shivering eloquence)", "about the match", and "of the century".

38) In [what was an inspired match], the "Mighty Bookpresses" clashed (with "The Hardback Boys," [who (at that time) were unbeaten and untied champions (throughout the land) of the bibliot.])

Handwritten annotations:
 - "participle" above "inspired" with an arrow pointing to it.
 - "participle" above "clashed" with an arrow pointing to it.
 - "participle" above "were" with an arrow pointing to it.
 - "participle" above "untied" with an arrow pointing to it.
 - "S" above "who (at that time)" with an arrow pointing to it.
 - "LV" above "were" with an arrow pointing to it.
 - "This relative clause is functioning as object of the preposition 'in'" above the first bracketed phrase with an arrow pointing to it.
 - Underlines under "inspired", "clashed", "were", "untied", "who (at that time)", and "of the bibliot.".

39) (As the four-week competition neared its apex), Becka Paper, leading the all-female "Boys," soloed (with a rousing, feeling, and completely unforgettable recital (of Foxing in the Dark: The Life Story of Johnny Boy.))

Handwritten annotations:
 - "participial phrase" above "As the four-week competition neared its apex" with an arrow pointing to it.
 - "S" above "Becka Paper" with an arrow pointing to it.
 - "participles" above "leading" with an arrow pointing to it.
 - "AV" above "soloed" with an arrow pointing to it.
 - "participle" above "rousing" with an arrow pointing to it.
 - "participle" above "feeling" with an arrow pointing to it.
 - "participle" above "unforgettable" with an arrow pointing to it.
 - "participle" above "Foxing" with an arrow pointing to it.
 - "I suppose 'foxing in the dark' is a gerund phrase, object of preposition 'of'" above the second bracketed phrase with an arrow pointing to it.
 - Underlines under "soloed", "with a rousing, feeling, and completely unforgettable recital", "of Foxing in the Dark: The Life Story of Johnny Boy.", and "of the bibliot.".

40) Having listened (with great care and admiration) to Becka's solo, Jack Spine began an answering solo (with a slow rambling rendition) (of Applesauce Men.)

Handwritten annotations:
 - "participial phrase" above "Having listened (with great care and admiration)" with an arrow pointing to it.
 - "AV" above "began" with an arrow pointing to it.
 - "participle" above "answering" with an arrow pointing to it.
 - "DO" above "solo" with an arrow pointing to it.
 - "participle" above "rambling" with an arrow pointing to it.
 - Underlines under "Having listened (with great care and admiration)", "began", "answering solo", "with a slow rambling rendition", and "of Applesauce Men.".

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should this be "Bookpresses" ↑

41) Jack was a last minute substitute (for Case Malone, the "Bookpresses" best player)

who had unfortunately overindulged (by eating too much poetry-themed pastry; all seemed lost for the "Presses.")
S LV PN
S AV Gerundio phrase/obj of prep S
LV PA
participle
I suppose "lost" is a participle as PA

42) Suddenly, and to the amazement of the increasingly enraptured audience, Jack

shifted out of his staccato reading of Applesauce, morphing into a deep critical analysis of its pseudo-symbolic features, and then crowning his performance with a grammatical parsing (of the final three paragraphs of the story.)
participle S
AVC
"Reading" is probably just a noun that has crossed over
2 participial phrase modifying "JACK"
Gerundio phrase as object of preposition "with." OK if you think it has crossed over.
this sentence is worth four points

VI. CLAUSES

Identify the dependent clause(s) underlined in the following sentences (relative or subordinate) and THEN DESCRIBE THE FUNCTION OF EACH WITHIN THE SENTENCE, for example as subject, direct object, indirect object, adjective, adverb, etc. 1 pt. each

43) The audience exploded into applause that shook the rafters of the tiny auditorium.
IS AV DO

IDENTIFY THE CLAUSE: Relative clause

NAME OR DESCRIBE ITS FUNCTION: Adjectival

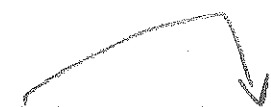
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44) Because his performance on that day was so transcendent, Jack Spine became the focus of many tiny books and uncounted tiny readings.

IDENTIFY THE CLAUSE: Subordinate clause

NAME OR DESCRIBE ITS FUNCTION: Adverbial



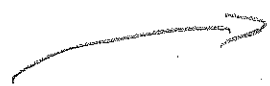
45) As Callie read through the pages, she realized that she had quite a bit in common with bibliots.

IDENTIFY THE FIRST CLAUSE: Subordinate clause

NAME OR DESCRIBE ITS FUNCTION: Adverbial

IDENTIFY THE SECOND CLAUSE: Subordinate clause

NAME OR DESCRIBE ITS FUNCTION: Acting as DO of "realized" - as a noun



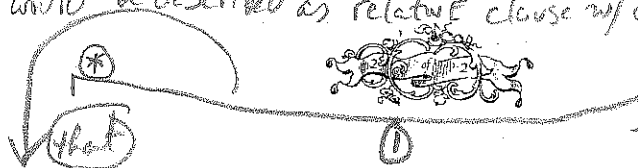
46) Wherever she went, she normally had a book with her.

IDENTIFY THE CLAUSE: Subordinate clause

NAME OR DESCRIBE ITS FUNCTION: This does NOT just modify the subject's I think it washes across the entire sentence.

* If you see this first clause as elliptical for "why she didn't have..." then it would be described as relative clause w/ a relative Adverb.

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Sub clause as subject complement

47) The reason she didn't have any of her own books here was because her parents insisted that she leave them behind during the fumigation.

1 IDENTIFY THE FIRST CLAUSE: Subordinate clause

NAME OR DESCRIBE ITS FUNCTION: Acting Adjectively!

2 IDENTIFY THE SECOND CLAUSE: subordinate clause

NAME OR DESCRIBE ITS FUNCTION: functioning as DO - NOUN

Identify any dependent clause(s) in the following sentences as relative or subordinate. Place them in brackets and then DESCRIBE THE FUNCTION OF EACH, for example as subject, direct object, indirect object, adjective, adverb, etc. The number of lines below each sentence accurately signals the number of dependent clauses that you should find. 2 pt. each

48) She knew that she could always retire to her grandmother's closet where several hundred copies of Reader's Digest were kept.

IDENTIFY THE FIRST CLAUSE: subordinate clause

NAME OR DESCRIBE ITS FUNCTION: NOUN - functioning as DO of "knew"

IDENTIFY THE SECOND CLAUSE: Relative clause (with relative Adverb "where")

NAME OR DESCRIBE ITS FUNCTION: Adjectival

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49) Although that magazine was a lovely stop gap providing plenty of reading material what Callie really enjoyed reading aloud was a hard-covered, wide-margined book.

IDENTIFY THE FIRST CLAUSE: Subordinate clause

NAME OR DESCRIBE ITS FUNCTION: Adverbial - washing across the sentence?

IDENTIFY THE SECOND CLAUSE: Relative clause

NAME OR DESCRIBE ITS FUNCTION: Function as noun - as the subject of the remainder of the clause.

50) She began to imagine herself as a big-time pro-reader who had an integral part on some bibliot reading team.

IDENTIFY THE CLAUSE: Relative clause

NAME OR DESCRIBE ITS FUNCTION: Adjectival

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51) ^S ^{Appositive} Callie the Magnificent would know how a book should be read.]

IDENTIFY THE CLAUSE: Subordinate clause

NAME OR DESCRIBE ITS FUNCTION: Functioning as noun - DO of "would know."

52) ^S ^{AV} She would wow the crowds ^{DO} until they acknowledged her unsurpassed enunciation skills.]

IDENTIFY THE CLAUSE: Subordinate clause

NAME OR DESCRIBE ITS FUNCTION: Adverbial

53) Turning to the back of the tiny book she saw that she had overlooked one of the final chapters which told in exquisite brevity the story of Wilhelmina, princess of book restorers.]

IDENTIFY THE FIRST CLAUSE: Subordinate clause

NAME OR DESCRIBE ITS FUNCTION: Functioning as noun - DO of "saw"

(see next page)

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IDENTIFY THE SECOND CLAUSE: Relative clause

NAME OR DESCRIBE ITS FUNCTION: Adjectival

54) The reason [why bibliot books lasted through the centuries] was not [because they were reprinted from time to time.]

IDENTIFY THE FIRST CLAUSE: Relative Clause with Relative Adverb "why"

NAME OR DESCRIBE ITS FUNCTION: Adjectival

IDENTIFY THE SECOND CLAUSE: Subordinate clause

NAME OR DESCRIBE ITS FUNCTION: Functioning as subject complement, you could identify it as PA or PN-I lean toward PN

There are 2 dependent clauses here. Extra point if you find & describe both. 55) They lasted (because of restorers) like Wilhelmina who, [as the tale related], was a princess among book restorers.

IDENTIFY THE CLAUSE: Who... Relative Clause

NAME OR DESCRIBE ITS FUNCTION: Adjectival

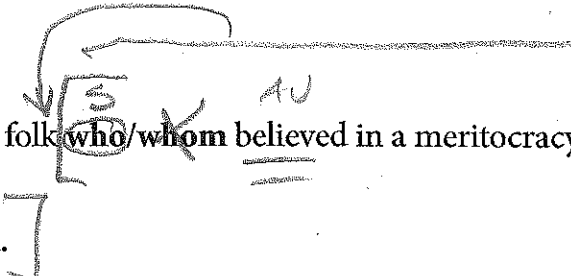
... as the tale... - subordinate clause functioning adverbially, modifying the entire relative clause.

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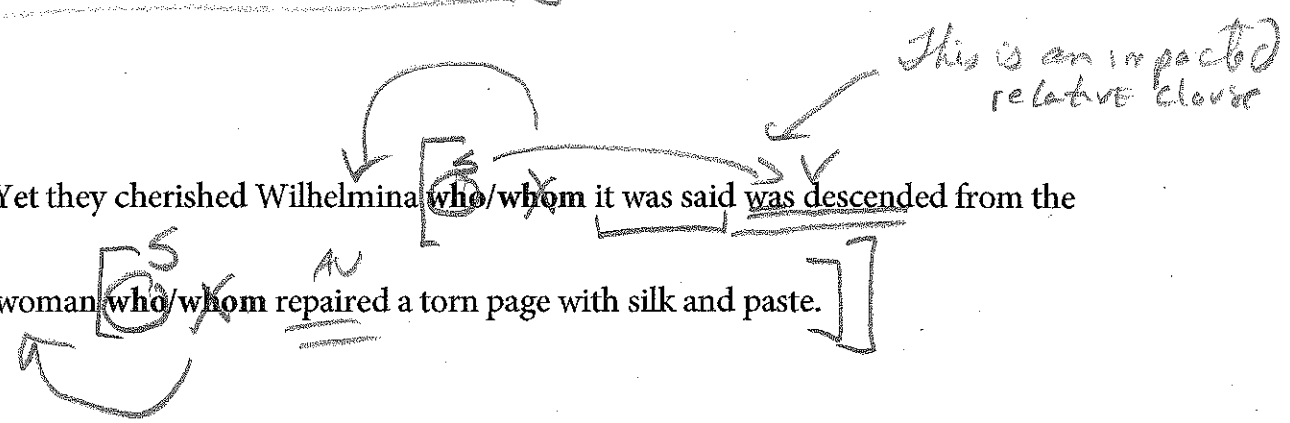


Circle the correct pronoun. 1 pt. each

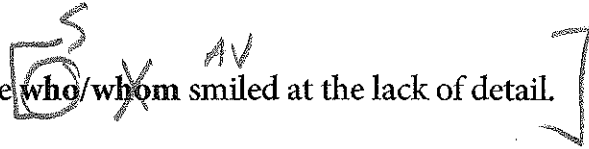
56) Bibliots were a down-right democratic folk who/~~whom~~ believed in a meritocracy based upon reading and book conservation.



57) Yet they cherished Wilhelmina who/~~whom~~ it was said was descended from the first woman who/~~whom~~ repaired a torn page with silk and paste.



58) Exquisite brevity, thought Callie who/~~whom~~ smiled at the lack of detail.



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VII. EVERYTHING

In the following sentences, answer the questions posed below. 2 pt. each

59) She closed the tiny text, and (at that moment) her grandmother walked out the backdoor of the farmhouse, shooing away a cat that had been sitting on the steps.

Underline the complete verbal phrase found in sentence 59; identify it and describe its function below.

It is a participial phrase modifying "grandmother."

I don't think "sitting" is another participle; it is the main verb.

60) As she watched the old woman slowly walk toward the shed, Callie realized ^{that} she

had never noticed how short her grandmother was. This is a second subordinate clause functioning as DO of "had never noticed"

Identify the direct object of the verb "realized" in sentence 60.

The entire subordinate clause is DO: "That she had never noticed how short her grandmother was."

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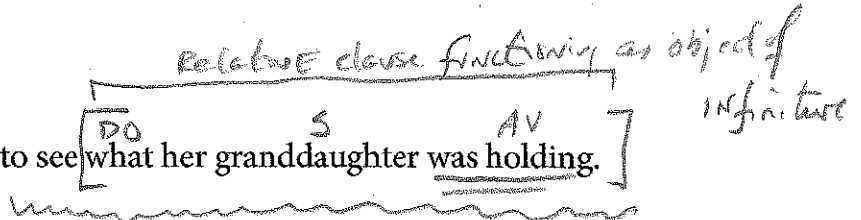


61) "Grandma," she said, holding the tiny book in the palm of her hand, "Where did
this come from?"

Identify the verb in the portion of sentence 61 that is marked as dialogue.

This did come from where?

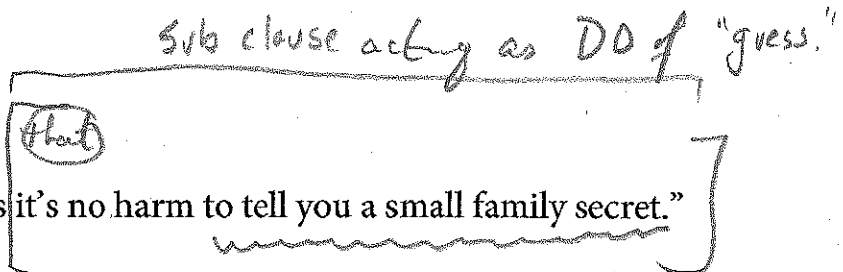
62) Her grandmother squinted to see what her granddaughter was holding.



Explain how "what" functions in sentence 62.

"What" is DO within the relative clause.

63) "Callie, my dear, I guess it's no harm to tell you a small family secret."



Identify and explain the function of "you" in sentence 63; please be specific.

"You" is an object of the infinitive "to tell," specifically it acts as the indirect object of the infinitive.

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64) "Long, long ago, when this valley was a very different place . . ."

Turn sentence 64 into the opposite voice.

Can't be done. First the clause is dependent;
second the linking verb has no voice.

65) "Yes grandma," said Callie, excitedly interrupting the old woman, "Long, long ago?"

participial phrase

Underline the complete subject in sentence 65.

"Callie, excitedly interrupting the old woman,"

66) "Long, long ago, Callie, I bought a crate of such books ^S ^S ^{AV} ^{LU} which I believed were very valuable."

Identify and explain the case (subject, object, or possessive) of "which" in sentence 66.

This is an impacted relative clause "which" is the subject of the 2nd portion - thus in the subject case.

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"Your grandpappy, Jack, ^s ^{APPEARS} ^{IN} ^{that} thought I was nutty, ^{cause} I never wanted to sell them; it
 turns out ^{as} the years passed they became more and more important to me, ^{as though}
 they were, and are, some connection to my familial past. ^{Wait till} you read the one on
 Ghost Cats!"

sub clause as noun

sub clause, adverbial

Extra Credit

sub clause
washing,
adverbially
across the
previous
class

A final sub clause; adverbial

①
A sub clause
acting adverbially,
telling
"how," although
perhaps as
DO.

In the sentence above, place brackets around every dependent clause. If you see anything interesting, comment below. 4 points.

It's all interesting.

Can't wait for the ghost cats.

② A
sub clause
functioning
adverbially