

2ND EXAMINATION



The Secret Treasure

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). All sentences are worth 2 points except where noted.

1. Remembering back on my youth with great fondness, I often marvel at the way [THAT the world has changed].

2. Back in the latter part of the nineteenth century, Waretown and environs was a pretty quiet and sparsely populated place.

3. One summer as a girl of twelve or thirteen, I lived with Ma and Pa and my brothers about five miles from the ocean in an old farmhouse pretty near Wells' Mill.

For an extra point explain the function and identify the part of speech of "pretty" in sentence no. 3.

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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.

When not completing chores, my brothers and I liked to explore the nearby fields and woods. Walking through the woods to the west about twenty minutes, we could reach the Wells' mill pond. Old man Wells, [who owned the mill], must have been haunted by some terror in his past. Perhaps he was scarred in his youth.

4. Voice of 1st _____

5. Voice of 2nd _____

6. Voice of 3rd _____

7. Voice of 4th _____

8. _____

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Walking through the woods to the west about twenty minutes, we could reach the Wells' mill pond.

Old man Wells, [who owned the mill], must have been haunted by some terror in his past.

Perhaps he was scarred in his youth.

9. _____

10. _____

11. _____

III. PREPOSITIONS AND PREPOSITIONAL PHRASES

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

Yep, old Jimmy Wells was a strange bird in a county filled with odd characters and idiosyncratic thinkers. On Tuesdays he closed the mill down at 12:13 pm. Anyone driving toward the mill in the middle of the day on a Tuesday needed to know that piece of information. Among his close neighbors, Jimmy was tolerated, but except for me, almost no one talked to him during the day or without some caution.

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

16. On those Tuesdays, after chores, I would walk to the mill and sit by the pond, waiting for Jimmy to walk by.

17. [IF he was not busy with the mill], he would sit on a log across from me and tell me about his fears.

IV. VERB OBJECTS & COMPLEMENTS

Identify the verb object(s) and complement(s) in the following sentences by underlining and 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. Note that subordinate conjunctions if present have been placed in small caps; for this test it is safe to ignore them.

18. Quite often he would tell me outlandish stories about people [who were trying to rob him].

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19. Apparently, he did not trust banks and would not lend money, or credit, or even tools

to neighbors.

20. I realize now [THAT he was very paranoid and he probably was delusional as well].

A bit tricky – 1 extra point if totally correct

21. On several occasions [AS we sat by the mill pond] he seemed excited but hesitant, and

ultimately, he did not speak.

22. But finally I gave him an unripe persimmon from Ma's tree, and he gave me his trust

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23. Looking at the small ripe fruit and not at me, he spoke softly, telling me about devils, and haints, and magical balls of fire.

24. According to Old Jim, these spirits could turn the pond water red and make his life a misery.

25. Because of this, he tried to outsmart them, understanding [THAT they were tricky].

26. He described burying his money during the deepest and darkest times of night; cool nights without any moon were best.

27. He told me in secret [THAT he had money buried in dozens of spots on his land and no one knew that except for him and me].

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V. PHRASES

Identify the type of verbal(s) or verbal phrase(s) underlined, italicized, and/or placed in small caps 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. To suggest [that Jim Wells' secret caches were unknown], however, was inaccurate.

29. Knowing the business of their neighbors was the norm in the Pine Barrens and surrounding communities.

30. To keep such a secret, Jim would have needed to be much more stealthy and frankly a lot less rich.

31. Discussing the locations of his *buried* wealth, community members around Waretown began to exaggerate the amount of *safeguarded* money and to consider the possibility of *finding it for themselves*.

Identify the underlined verbal phrases and the italicized verbals and verbal phrase.

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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. Having sat and talked with Jim so many times, I thought [THAT my chances of finding his gold were better than most].

33. But I had a lingering concern about digging for treasure owned by a man [whom I considered to be a friend].

Pretty darn tricky. 2 extra points if answered correctly.

34. My brothers added a frightening wrinkle to the story, telling me [THAT fireballs marked the location of Jim's gold].

35. Some nights we went to watch these balls of fire at the head of the pond; other folks called them jack-o'-lanterns, stolen fire or burning faeries.

36. To be truthful, they scared me pretty badly; thinking about them now, I guess [they were swamp gas or some such thing].

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37. As a girl, I never dreamt much, but with summer ending, I had the same tantalizing dream three nights straight.

38. In the dream I saw Jimmy burying his money and a fire ball marked the site.

39. It was as clear as day to me, [THOUGH in my dream it was always night], and dreaming like this, I carried a lantern to find my way through the woods to the spot.

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.

40. Waking on the third morning after having this dream, I decided to tell my brothers TO SEE [WHAT THEY THOUGHT ABOUT IT]. *Identify phrases and functions below.*

Waking on the third morning after having this dream _____

having this dream _____

to tell my brothers to see [what they thought about it] _____

to see [what they thought about it] _____

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41. Smiling with an older brother's smile, Enoch said [THAT dreams have no meaning at all].

42. But James was enthusiastic and wanted all of us to search for the site.

VI. *Case*

Choose the correct pronoun.

43. In my dream I had followed a fire ball through the hayfield that belonged to Mr. Miller [**who/whom** neighbors thought well of].

44. Then I waded through Lost Cow Swamp where a cow [**who/whom** was not very smart] had wandered, foundered, and died.

45. Finally, in my dream I arrived at the base of the hanging tree, an old oak on the edge of the Wells property [that was once the cause of a dispute between Enoch and **I/me**].

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46. James [**who/whom** the hanging tree spooked pretty badly] nevertheless decided [THAT he wanted to go and grabbed a shovel]; Enoch and **I/me** tagged behind as he ran across the yard toward Miller's field.

VII. SOMETHING IS WRONG

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

47. Twenty minutes later at the base of the hanging tree, James began digging, then Enoch, then me, and we did so until we struck something hard.

48. Enoch scooped aside the dirt with his hands reveal a wooden chest, but it was rotten and it looked full of leaves, and dirt, and nothing.

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49. But deep in the center of the humus and rotting wood – at the center of the chest – I saw a bit of folded cloth and carefully lifted them to the morning light.

50. Unwrapping this rough but quite clean cloth, I stared for a moment at what it held, then held it in my palm, a small round, now ripe persimmon.

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Extra Credit

Much time has passed since that late summer day, [WHEN I held that persimmon and learned a life lesson], a lesson disturbing at that moment but reassuring [now THAT I have grown old]: friendships are fragile, and [THOUGH they may ripen], they cannot last.

Describe fully the grammatical function and relationships (if any) of “since” in the opening clause. 2 pts.

Describe fully the grammatical function and relationships (if any) of “lesson” – the example that follows the subordinate clause (i.e. how does “. . . a lesson disturbing . . .” function?). 2 pts.

Explain the function of the clause “[now THAT I have grown old]”. 2 pts.
