

3RD EXAMINATION



**The sort of English up with which I will not put!**

**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*

1. The small plane, now on the ground, taxied toward one of two gates that served the  
Port Meadville airport in Crawford County, northwest Pennsylvania.

2. With the prop still spinning, Lloyd Gramadeg, the foremost forensic grammarian in  
Pennsylvania, climbed out of the puddle jumper and surveyed his surroundings.

3. Taking a deep breath to dispel nausea from the turbulent flight, the gumshoe, a thin-  
set man in his mid thirties, shouldered his carry-on and began his third investigative case  
of the month.

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4) The night was warm with the scent of pine in the air when Lloyd stepped into the only waiting cab.

For 1 extra point explain the two different words that "with the scent" could possibly modify in the sentence above and comment why you chose the one that you did.

"Night" or "warm." I go with "warm," but "night" is not a bad choice. I gave credit if you pointed to "was" but not for "pine" or "air."

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

A woman who didn't yet look to be in her forties <sup>S</sup> held <sup>DO</sup> the steering wheel. Lady Cab Driver <sup>DO</sup> <sup>AV</sup> <sup>S</sup> thought Lloyd. For years Prince songs had been analyzed by Lloyd for their interesting grammar, including the funk romp, "Lady Cab Driver." <sup>S</sup> <sup>AV</sup> Smiling, he gave <sup>DO</sup> the address of the local University. <sup>S</sup> <sup>AV</sup> <sup>DO</sup> "Can you find it?"

5) Voice of 1st Active

6) Voice of 2nd Active

7) Voice of 3rd Passive

8) Voice of 4th Active

9) Voice of 5th Active

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A woman who didn't yet look yet to be in her forties held the steering wheel. Lady Cab Driver thought Lloyd. For years Prince songs had been analyzed by Lloyd for their interesting grammar, including the funk romp "Lady Cab Driver." Smiling, he gave the address of the local University. "Can you find it?"

10) The steering wheel was held by a woman who did not yet look to be in her forties.

11) LADY CAB DRIVER WAS THOUGHT BY Lloyd.

12) For years Lloyd had analyzed PRINCE songs for their interesting grammar, including the funk romp "LADY CAB DRIVER."

13) The address of the local university was given by him, smiling.

14) It can be found by you?

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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 cabbie was a local and was clearly well versed (in the local geography) driving (with the authority) (of an old pro.)

16) Frequently looking (in the rearview mirror,) she gave a fairly constant running commentary (on the sites) that they passed (along the way.)

17) Lloyd didn't pay too much attention though; he was already considering the few details (of the case) that he knew.

18) A university building (on a rural campus) had been badly torched and the administration had begun to fear that it was the work (of a grammatical arsonist.)

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 (or independent clauses) function as verb objects or complements, identify them appropriately. Stay alert; most of these sentences are tricky. 2 pt. each

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Sub. clause as DO

19) [As they drove (toward the campus)] Lloyd noticed [that its setting was indeed very rural.]

PA  
rural.]

20) Pinustrobus University was small and rustic and far away, yet (because of his recent conference activity) Lloyd knew several (of the members) (in its Literature program.)

21) (When) the cabbie, named Lauren, drove directly to a smoldering heap surrounded by crime scene tape, Lloyd gave her a nod (of thanks.)

22) "Can you keep the meter running or something? I should not be long."

\* If you described "something" as parallel to "running" that was smart, Tricky. too.

23) The Cabbie eyed Lloyd up and down and replied, "I can do that."

24) A nameless administrator shook Lloyd's hand enthusiastically and pointed a finger (toward the ruins.)

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25) <sup>S</sup> <sup>LV</sup> <sup>PA</sup> I am glad [that you arrived so promptly,] Mr. Gramadeg."

For 2 extra points identify the type of clause italicized - "that you arrived so promptly" - and explain its grammatical function within the wider sentence.

It is a subordinate clause that acts adverbially,  
modifying the predicate adjective "glad."

26) He then <sup>S</sup> <sup>AV</sup> <sup>IO</sup> <sup>DO</sup> handed Lloyd a note [that read: You do not have to make the relative clause "that read" as an object complement, but you could.

Treat sentence 26 above as though it were complete (in other words, don't let the colon at the end bother you. Consider it equivalent to a concluding period).

This note is DO to "that read" in sentence 26

27) <sup>(You)</sup> <sup>AV</sup> <sup>DO</sup> Beware the ingratitude of those [to whom] <sup>S</sup> <sup>AV</sup> you are indebted."

28) Lloyd gave <sup>S</sup> <sup>AV</sup> <sup>IO</sup> [whoever wrote that note] <sup>DO</sup> praise (for old-fashioned grammatical style.)

29) He <sup>S</sup> <sup>AV</sup> made a mental note <sup>DO</sup> [that] the perpetrator <sup>S</sup> <sup>AV</sup> did not end his or her sentence with a <sup>DO</sup> preposition.

Tricky.

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30) (With that thought in mind) he gave a short sigh and turned toward the cab where

Lauren, anticipating his next move, opened the cab door.

31) "Do you know," said he, settling into the cab, "a burger joint that serves beer?"

1 extra point if sentence 31 is answered completely and correctly.

32) Looking into the rearview mirror, Lauren gave Lloyd a smile and put the cab into gear.

108 is  
TOTAL

58

English Language & Grammar

Name ANSWERS

W/O EX credit

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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

Gerund Phrase as subject

33) Sampling the beers of the Sprague Farm & Brew Works, from nearby Venango

occupied Lloyd, who found the Rustbelt Amber Ale especially refreshing.

34) Having work to do, and delighting in the grammatical chase, he was soon back in his hotel room, preparing for the next day's investigation.

Note the three phrases plus the verbal in bold italics.

35) The next morning, having called a cab, Lloyd found Lauren in the motel parking lot waiting to take him back to the University.

Note the three phrases including the phrase in bold italics.

Inf p as DO

36) "Last night did you watch the tumble weeds roll through the county?" she quipped.



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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) Arriving at the University, Lloyd noted a squealing pig running past the main entrance and thought that odd.

38) The nameless administrator who had met him the previous evening gave a formal

bow before introducing himself as President Karackterisk. Gerund p - obj. of preposition "before"

39) "You will want to review the burnt note plus the other evidence."

Tricky

40) Lloyd agreed that he did want to review the evidence, but wondered aloud why he had been hired to do so; there was a fine grammarian on staff.

41) "Karackterisk answered: "The situation of which you speak is thus: we little know whether Professor Concilla, our long-time grammarian, is the arsonist for whom we search; perhaps one of his many protégés is the culprit."

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42) Considering this a disconcerting answer, given its strangely overblown formality,  
 Lloyd nevertheless decided to track down Concilla and ask him to lunch, hoping to gather some evidence of the truth.

*Handwritten annotations:*  
 - "part p" above "disconcerting answer" and "strangely overblown formality"  
 - "part" above "track down Concilla" and "ask him to lunch"  
 - "Inf p as DO" above "track down Concilla"  
 - "to Inf p as DO" above "ask him to lunch"  
 - "Inf p as object of part 'hoping'" on the right side  
 - "part p" below "gather some evidence of the truth"

this sentence is worth 4 points

14

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) Concilla, who was nearly always on campus, was found in a class room, chalk in hand, parsing a complex sentence on the black board.

IDENTIFY THE CLAUSE: Relative

NAME OR DESCRIBE ITS FUNCTION: Modifies adjectivally

44) He quickly agreed that lunch with Lloyd in the cafeteria would be a good idea.

IDENTIFY THE CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Acting as noun / DO

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45) "After they downed a meal of beans, buns and pickled eggs, rustic fare even in northwest Pennsylvania, the two grammarians sat over cups of coffee which had been sitting in the pot too long."

IDENTIFY THE FIRST CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Adverbial

IDENTIFY THE SECOND CLAUSE: Relative

NAME OR DESCRIBE ITS FUNCTION: Adjectival

46) Lloyd asked what Concilla thought of broken prepositional phrases and Concilla asked Lloyd whether he believed THAT SENTENCES WITH VERBS IN THE PASSIVE VOICE COULD HAVE DIRECT OBJECTS.

IDENTIFY THE FIRST CLAUSE: Relative

NAME OR DESCRIBE ITS FUNCTION: noun / DO

IDENTIFY THE SECOND CLAUSE: sub

NAME OR DESCRIBE ITS FUNCTION: DO

IDENTIFY THE THIRD CLAUSE: sub

NAME OR DESCRIBE ITS FUNCTION: DO

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47) The two took an immediate liking to one another and Lloyd knew that *whatever quirkiness Concilla might betray* he was not sitting with a grammatical arsonist.

IDENTIFY THE FIRST CLAUSE: sub

NAME OR DESCRIBE ITS FUNCTION: DO

IDENTIFY THE SECOND CLAUSE (BOLD ITALICS): Relative

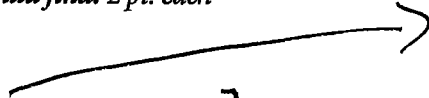
NAME OR DESCRIBE ITS FUNCTION: Either: A 2nd DO or Adv washing over

Subordinate clause

*1 extra point if sentence 47 is answered completely and correctly.*

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*Identify any dependent clause(s) in the following sentences as relative or subordinate. Place them in brackets and then DESCRIBE THE WAY EACH FUNCTIONS, 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) [After he had finished this lovely lunch,] Lloyd returned to the temporary office of President Karackterisk.

IDENTIFY THE CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Adverbial

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49) He noted a sheaf of elaborate blueprints that sat on the president's desk and  
wondered how the new office would compare to the old, which had been little more than  
a rough log cabin. ]]

IDENTIFY THE FIRST CLAUSE: Relative

NAME OR DESCRIBE ITS FUNCTION: Adjectival

IDENTIFY THE SECOND CLAUSE: subordinate

NAME OR DESCRIBE ITS FUNCTION: DO

IDENTIFY THE THIRD CLAUSE: Relative

NAME OR DESCRIBE ITS FUNCTION: Adjectival

50) Getting down to business he suggested that Concilla was a man who was in love  
with grammar, not arson. ]]

IDENTIFY THE FIRST CLAUSE: subordinate

NAME OR DESCRIBE ITS FUNCTION: DO

IDENTIFY THE SECOND CLAUSE: Relative

NAME OR DESCRIBE ITS FUNCTION: Adjectival

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51) "My Dear Mr. Gramadeg, shall I call you Doctor? The clarity (of whether Professor Concilla agreed with "No Child Left Behind" or agrees the Common Core) has been and remains suspect."

IDENTIFY THE CLAUSE: subordinate

NAME OR DESCRIBE ITS FUNCTION: noun / object of the preposition "of."

52) "Professor Concilla, [about whom we have deep and abiding disquietude,] unpleasantly rants about retrograde notions of student engagement through grammar and asks [that they work to their full intellectual capacity,] <sup>part p</sup> not understanding that our students are our customers."

IDENTIFY THE FIRST CLAUSE: Relative

NAME OR DESCRIBE ITS FUNCTION: Adjectival

IDENTIFY THE SECOND CLAUSE: subordinate

NAME OR DESCRIBE ITS FUNCTION: DO

IDENTIFY THE THIRD CLAUSE: subordinate

NAME OR DESCRIBE ITS FUNCTION: ~~DO~~ object of part. / noun

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53) Lloyd smiled at this commentary, [although it troubled him,] and decided [that the investigation needed to turn in a new direction.]

IDENTIFY THE FIRST CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Adverbial

IDENTIFY THE SECOND CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: DO

54. [Although I don't share your concerns about Professor Concilla,] I imagine [that they] even though most knowledgeable grammarians share a disdain for both of the educational programs [that you mention.]

IDENTIFY THE FIRST CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Adverbial

IDENTIFY THE SECOND CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: DO

IDENTIFY THE THIRD CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Adverbial

IDENTIFY THE FOURTH CLAUSE: Relative

NAME OR DESCRIBE ITS FUNCTION: Adjectival

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55) [As Lloyd spoke these words, Karackterisk began to splutter and leaned back upon his desktop] where certificates and commendations and "whereas" proclamations were ostentatiously displayed. ]

IDENTIFY THE FIRST CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Adverbial

IDENTIFY THE SECOND CLAUSE: Relative (w/ Relative Adverb)

NAME OR DESCRIBE ITS FUNCTION: Adjectival

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Circle the correct pronoun. 1 pt. each

56) Lloyd, who/whom by this time was quite peckish, decided to consider the case over another Rustbelt Amber Ale.

57) On the drive to the Brew Works, Lauren, the Cabbie, offered that she was a Pinustrobus grad who/whom as a student had studied grammar with Concilla.

58) "He was a bit nuts," she said, "but then how could you not learn from someone who/whom grammar was a celebration of life for?"

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## VII. EVERYTHING

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

59) Lloyd cocked his head and asked Lauren, <sup>whom</sup> who he was beginning to fancy, to repeat her last relative clause.

a. Identify one glaring mistake in sentence 59; b. What is the function of the word that you have identified as the mistake?

a. "who" should be "whom."

b. "whom" is the object of the infinitive "to fancy."

60) "We need to get back to the University," he said.

a. Describe the function of "We need to get back to the University" in sentence 60; b. Describe the function of "to get back to the University."

a. Independent clause as DO of "said."

b. Infinitive phrase as DO of "need."

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61) Thirty minutes later, Lloyd stood in front (of President Karackterisk, Professor Concilla, and lovely Lauren the lady cab driver.)

a. Identify and explain the grammatical function of "Thirty minutes later" in sentence 61; b. Explain the function of "driver."

a. Adverbial, washing across rest of sentence.

b. It is a noun complement to "Lauren" which is one of 3 objects of the preposition "of."

62) He held in his hand the note left by the arsonist.

In grammatical terms, identify "left" in sentence 62; b. Explain how "left" functions.

a. Participle

b. As part of the participial phrase it modifies "note."

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63) "Grammar usage is (like a fingerprint,) he said: "The well-trained grammarian can identify the work of a particular author whether comparing formal writing, informal speech, or even a hurried note."

a. Identify the part of speech of "like" in sentence 63; b. identify the part of speech and explain the function of "whether."

- a. Preposition
- b. conjunction - subordinate conjunction if you read the clause as elliptical: "whether [it is] comparing..."

64) Then, turning to the president, and after having taken a great mocking, sweeping bow, Lloyd asked why Karackterisk had - without any shadow of doubt - burned the administrative office to the ground.

Turn sentence 64 into the opposite voice.

Why Karackteristik had - without any shadow of doubt - burned the administrative office to the ground WAS ASKED BY LLOYD.

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65) Standing straight, the president formally announced, "For long years, years of which I will not speak, although I could speak of them most eloquently, I have served as the chief operating officer, the chief executive, and the President of Pinustrobus University, and having built the institution from a state of disreputability to its present position of magniloquence, a remarkable achievement, I clearly and without reserve deserve a work space of officular grandeur – a workplace commensurate with my own worth: the trustees did not agree."

Identify the function of the word "officular" in sentence 65; b. Write a definition for this word.

a. Adjective, modifying grandeur

b. Officular - of or having to do with an office.  
(You came up with many other fine definitions.)

66) Lloyd smiled and replied, "President Karackterisk, your language skills are the sort

[which] <sup>S</sup> no one <sup>AV</sup> should put up <sup>L</sup> (with.)

Identify the function of "which" in sentence 66. Please be specific.

It is a relative pronoun functioning as the object  
of the preposition "with."

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Extra Credit

Having decided [that I had better get to work on the third grammar test, the one [that you have just completed]] but having difficulty coming up with a storyline, I considered [what I had done in the past to jog my inventiveness.] The answer, [which came to me quickly], was to take a walk around the Stockton campus. I selected a good-looking apple to munch on and [even though I had been there many times before] walked to Lake Pam, [which is on the northeast corner of campus, across from Parking Lots 0 and 1 and about a quarter mile into the woods.] It was on the shores of Lake Pam [as I walked its sandy strand] and [as my Bluetooth headphones kicked off the opening notes of Prince's "Lady Cab Driver,"] [that I received the revelation that became this test.]

*In the sentence above, place brackets around every dependent clause. If you see anything interesting, comment below. 5 points.*

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