

3RD EXAMINATION



“Grammar Rules”
There’s nothing you can know that isn’t known

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). 2 pt. each

- 1) Darn, darn, darn, darn, the heavy metal canal boat was drifting toward the big fiberglass, luxury cruiser that was moored at the edge of the canal.

- 2) Lloyd Gramadeg, shaking his head but amused by his polite interjections, worked feverishly to apply the bow thrusters, which he hoped would straighten out the craft.

- 3) If he didn’t get things under control, 32,000 pounds of steel plus cargo, *now* sliding bow first toward shore, would make quick work of the cruiser and perhaps also his own craft.

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For 2 extra points explain identify the part of speech of “now” in sentence 3 and explain how it is functioning.

4) The comm chirped with a message from the lockmaster.

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. 2 pt. each

“Canal boat three, if you hit that vessel, I will seize your assets and ban you from this historic waterway.” Tabitha, who sat in the bow drinking an ice-tea, was choked by a paroxysm of laughter. Todd, the most experienced pilot, was catching the extra shut eye that he missed the night before. Ah, the night before thought Lloyd. What on earth it all meant remained a mystery.

5) Voice of 1st _____

6) Voice of 2nd _____

7) Voice of 3rd _____

8) Voice of 4th _____

9) Voice of 5th _____

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10) _____

11) _____

12) _____

13) _____

14) _____

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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) Actually, the strange occurrences had begun on the previous afternoon in the marina in Macedon.

16) At that time in the far distance, Lloyd could see other instructors demonstrating how to turn the ponderous canal boats in close quarters, to reverse engines when necessary, and explaining the need for at least two anchors.

17) Without any notice or seeming reason, their instructor of boats, who was showing both Todd and Lloyd the ropes, had dropped his voice to a low whisper.

18) "In so many ways," he spoke softly, "You will need guidance along the way."

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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19) The news didn't seem odd to Todd who kept coiling ropes and stowing cans of beans in the galley.

20) Tabitha was a no show at this point, and Lloyd, who briefly made note of this, decided that she was probably still working some difficult problem.

21) Because they had left behind the frozen lasagna and had driven back to retrieve it, Phil and Cueball were AWOL.

22) Having piloted the 36-foot canal boat through a test lock and thus completed the full course of instruction, Todd and Lloyd returned to the marina dock where they found Phil and Cueball and the lasagna.

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23) All on board now except Tabitha, they piloted the boat into the main channel and felt a freshening of the windward breeze, all the while maintaining a sense of good cheer as the craft passed farms and under bridges. [*This delightful sentence is worth 4 points*]

24) Lloyd gave Todd a head nod as they passed the first bridge and noted the elaborate graffiti.

25) “To boldly parse what no one has parsed before!” read one graffito that caught Lloyd’s attention. *Tricky*

26) Lloyd gave the gang a further heads-up about another hand-painted text that read, “As if like I said or as I said really matters.”

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27) From Macedon to Fairport, someone with a penchant for verbal wordplay, and who had reasonable facility with the English language, had serially inscribed the underside of each bridge.

28) The boys figured they would find Tabitha in Fairport, and when they entered downtown via the canal, she waved and then thoughtfully gave them a smile as she ate an ice cream cone from the Moonlight Creamery. *Tricky*

29) Lloyd knew the look; she had been up all night analyzing grammar.

30) The gang had appointed Todd captain, and living up to the moniker, he easily and gently brought the ponderous steel hulk to rest against the dock.

31) “Set the bow line, set the stern line!” he sang out.

32) “Dinner time,” chimed in Cueball, as he secured the bow line and then clapped his hands; “Shall we dine at the Landing Bar and Grille?”

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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) Remembering the last time he had visited the Landing Bar and Grille during the greater Rochester grammar festival, Lloyd noted the revitalized decor of the restaurant.

34) To describe the old version was simple enough: decorated with mason jars and old sixties album covers, it was a gentrified hippy bar.

Note the two phrases plus the underlined verbal.

35) The updated version made Lloyd think of a cross between a library, cafeteria, and exam center.

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36) Taking in the scene was a pleasure for all the gang who knowingly enjoyed carousing in such settings.

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) Squeezing in among a crowd at the bar, Lloyd noted to his surprise that most of the advertised drinks were non-alcoholic energy drinks: several suggesting that they boosted brain function, too.

38) The bartender, a fetching young woman whose worn t-shirt read, “There, Their, They’re,” seemed to have nick names for all of the regulars.

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

Tricky

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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.”

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.

this sentence is worth 4 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

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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: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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

IDENTIFY THE CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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

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COULD HAVE DIRECT OBJECTS.

IDENTIFY THE FIRST CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE THIRD CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE (BOLD ITALICS): _____

NAME OR DESCRIBE ITS FUNCTION: _____

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

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

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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: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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IDENTIFY THE THIRD CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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

IDENTIFY THE FIRST CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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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, not understanding that our students are our customers.”

IDENTIFY THE FIRST CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE THIRD CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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54. “Although I don’t share your concerns about Professor Concilla, I imagine you do believe them, even though most knowledgeable grammarians share a disdain for both of the educational programs that you mention.”

IDENTIFY THE FIRST CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE THIRD CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE FOURTH CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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?”

VII. EVERYTHING

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

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

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

a. _____

b. _____

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. _____

b. _____

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. _____

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b. _____

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. _____

b. _____

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.”

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a. _____

b. _____

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.

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

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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. _____

b. _____

66) Lloyd smiled and replied, “President Karackterisk, your language skills are the sort which no one should put up with.”

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

Extra Credit

Having decided that I had better get to work on the third grammar test, the one 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

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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.
