

3RD EXAMINATION



Yesterday & Today

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) She was busier than the last time it happened.

2) That last time, which was during the Rising of '45, seemed long ago.

3) Even if she took into account the vagaries of memory over such a time span, the

woman, who wore a floor-length, tartan-patterned dress with a pretty brooch,

understood that last time she was less busy, less stressed, more able to hope.

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

3RD EXAMINATION



4) In '45, being younger than she now was, she had helped her lord, fallen in love, and soon after entered the realm of myth.

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

Born into a good family of Highland blood, she had not met her prince before that fateful time. After the battle, when the clansmen were beaten and on the run, he was driven to her glen. Swarms of redcoats soon followed his trail, searching for the man who dared to oppose their king. But their king was not her king. Bonnie Prince Charlie—now desperate and in dire need—held her fealty and, later, her love.

5) Voice of 1st _____

6) Voice of 2nd _____

7) Voice of 3rd _____

8) Voice of 4th _____

9) Voice of 5th _____

3RD EXAMINATION



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10) _____

11) _____

12) _____

13) _____

14) _____

3RD EXAMINATION



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) Whispers throughout the glen provided the first inkling of his plight.

16) Aides de camp had run to save themselves and he was alone in this desolate region, far north of traditional strongholds, attempting to find escape along the nearby Hebridean coast.

1 extra point if you identify every prepositional phrase in sentence 16.

17) Which of his subjects might support him, if any, was a difficult thing to know.

18) He was loathe to appear at even the most humble and far-distant habitation.

Tricky!

19) And so he slept by day and lurked on the outskirts of farms near dusk, scavenging for anything edible and not finding enough.

3RD EXAMINATION



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

20) Julie, who at that time was young and carefree, remembered the quiet utterance

that had driven her to action.

21) The old woman, Ava, had given her warning of his presence.

22) “Sweet child,” she had whispered, careful that no one else could hear her words.

23) “The highest pledge of honor that can be given to one’s liege is a life; the second

highest is service provided under constraints of difficulty; the third is open honesty in

dangerous circumstances.”

24) “He to whom we owe allegiance has given us his trust and needs our succor.”

3RD EXAMINATION



25) Taking the old woman's words quite literally, Julie had gathered a basket of

foodstuffs which she would give her lord if he could be found.

Tricky

26) In the murky mist at eventide, she slipped from her cottage and stealthily moved

toward the highlands of the glen, across the heather-covered uplands towards the crags

and to the Eagles' Rock.

27) Remembering how she managed to ascend to that height, maneuvering past the

Logan stone which stood in her way, rocking the wind, brought a smile to Julie's lips.

28) Near the top of the peak, in a bield that had been hand-dug with a dirk and which

was strewn with gnawed roots and little else, she left the basket as her lord would not

appear before her, yet.

A "bield" is a shelter. Tricky

29) In subsequent furtive visits he was more bold and trusting, and gave over his fear.

3RD EXAMINATION



30) It was May day eve, when the prince and his helpmate said their last goodbyes, as the following day the prince would make his escape to a secret brigantine that would carry him into exile forever.

31) “Sweet maid, to remember me, I give you this token, my brooch.”

32) As long as the years were that had passed between then and now, Julie remembered the gesture and lightly fingered the brooch that adorned her dress.

3RD EXAMINATION



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) Peering circumspectly over her laptop, Julie, observing the man who she knew needed her help, stirred her coffee.

34) To be caught *staring* would be rude.

Note the one phrase plus the italicized verbal.

35) Understanding that he was deep in thought, she watched as he made a *pencil roll* *obsessively between his fingers*.

Note the two verbal phrases (not three) in this sentence.

36) Tapping with the pencil followed the rolling and she waited expectantly for him to begin tossing the pencil 360 degrees in the air.

Note the three verbal phrases and one verbal in this sentence.

3RD EXAMINATION



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) Sipping her coffee with care, Julie came to a decision and decided that today was the day.

38) Closing her laptop slowly, for to do so quickly might break the man's concentration, she walked toward his table, smiling as she did so.

39) "Finding our sentences puzzling are we?" she said, more a statement than a question.

Tricky

40) Lloyd, seeing it was her, smiled broadly and gestured toward the worn seat across the table.

41) The slender woman, shaking her head, instead took a seat at the corner next to him and, taking his pencil, began rolling it gently on the table, back and forth.

3RD EXAMINATION



42) Pointing to a page of notes with unsettling points of grammar scrawled across it,

Julie asked him to answer just one question.

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

43) “Tell me what might your surname name be?”

IDENTIFY THE CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

44) “My given name, about which you did not inquire, is Lloyd; my surname, even though it may not sound it, is Scots: it is Grammadeg.”

IDENTIFY THE FIRST CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

3RD EXAMINATION



45) “While it may not sound Scots to many,” said Julie; “I know that it derives from the ancient clan of Grammandeig.”

IDENTIFY THE FIRST CLAUSE: _____

NAME OR DESCRIBE ITS **FIRST** FUNCTION: _____

NAME OR DESCRIBE ITS **SECOND** FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

46) Lloyd looked more carefully at this woman who had unusual knowledge of his ancestry and asked her whether she knew THAT THE GRAMMADEGS WERE SEANCHAIDHEAN.

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: _____

3RD EXAMINATION



47) “Before you knew” was her simple answer to Lloyd’s query about whether she knew *he came from a family of gaelic story tellers.*

IDENTIFY THE FIRST CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE THIRD CLAUSE (IN 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 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) “Because of an ancient curse that was placed upon them for their supposed *loquacity*, members of the clan Grammandeig have a particular obsession for grammar.”

IDENTIFY THE CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

3RD EXAMINATION



49) Although one might learn of the profession of the Grammandeig in books of Scottish Heraldry, the curse that she mentioned was a tightly held family secret.

IDENTIFY THE FIRST CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

50) Knowledge of the curse, which was passed down from generation to generation in oral form only, suggested that this woman was either a Grammandeig herself or something else that was quite intriguing.

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: _____

3RD EXAMINATION



51) Guessing at her own heritage, Lloyd spoke: “You have me at a disadvantage, dear woman, as I do not know which Highland family you derive from.”

IDENTIFY THE CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

52) “Would it not be more formal to inquire from which Highland family I derive?”

IDENTIFY THE FIRST CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

53) Her retort amused Lloyd who smiled because he enjoyed such grammatical banter.

IDENTIFY THE FIRST CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

3RD EXAMINATION



54. “Even though my name was first given to a Lowland clan, it holds considerable sway with those who follow Highland lore; my name means ‘hollow’; I have been someone who was with him; I am a stranger.”

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: _____

55) If other people in the shop were observing, they would have seen the hair raise on Lloyd’s arms and his neck redden: “Are you a Logan?” he asked quietly; “Are you *the* Logan?”

IDENTIFY THE FIRST CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

3RD EXAMINATION



For two extra points identify the grammatical part of speech of the words “raise” and “redden” in sentence 55; how do they function?

Circle the correct pronoun. 1 pt. each

56) Lloyd, **who/whom** knew his Scots history, noticed the woman’s brooch for the first time.

57) “Can you tell me **who/whom** it was **who/whom** gave you that beautiful heirloom?”

Tricky

58) Julie smiled and replied, “You know **who/whom** it was.”

3RD EXAMINATION



VII. EVERYTHING

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

59) “Wrongfully, he cursed we, you know,” said Lloyd.

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

a. _____

b. _____

60) “The Grammandeig did not tell the lowlanders or the British where he hid in your glen!”

a. Describe the function of “where he hid in your glen” in sentence 60; b. Describe the function of “lowlanders” and “British.”

a. _____

b. _____

3RD EXAMINATION



61) “Although the curse was private and we did not suffer the obloquy of Highlanders, we Grammandeig have been marked unfairly.”

a. Identify and explain the grammatical function of “private” in sentence 61; b. Explain the function of “obloquy.”

a. _____

b. _____

62) The woman, sitting closer now, took Lloyd’s hand in hers and whispered softly.

In grammatical terms, identify “sitting closer now” in sentence 62; b. Explain how “softly” functions.

a. _____

b. _____

3RD EXAMINATION



63) “Please do not cast aspersions on that great man who for one life span was my liege and my love.”

a. Identify the part of speech of “please” in sentence 63; b. identify and explain the function of “for one life span.”

a. _____

b. _____

64) “If the curse upon your family was not well placed, for that great man was not always well served, can you wish to change the result?”

Turn sentence 64 into the opposite voice.

3RD EXAMINATION



65) Lloyd looked into the depths of her eyes: her face was youthful, but her eyes were aged, or perhaps ageless.

Identify the function of the word “depths” in sentence 65; b. Suggest why this word is plural.

a. _____

b. _____

66) The curse which the Bonnie Prince had placed upon his family so long ago was to always live a life of curiosity, but curiosity only for grammar.

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

3RD EXAMINATION



Extra Credit

Some people state with confidence that time travel is not yet possible, that people cannot transport themselves backwards and forward through time. Whether this is true depends on what is being transported. If you insist that a living body needs to do the traveling, then I suppose time travel has yet to be successfully completed. But if your definition needs only cultural material to move through time, then wherever else it may seem impossible, time travel seems easy enough in books and movies and even speech.

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