

3RD EXAMINATION



Grammar in Plain Site

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) Yikes, Lloyd Grammadeg, regionally renown forensic grammarian, was perplexed.
- 2) Knowing that his life-long experience with prepositions was deep and significant, he
scratched his head as he reviewed the sentence before him.
- 3) He understood that the introductory noun phrase was an elliptical prepositional
phrase but could not ascribe the proper missing preposition.

For 2 extra points explain identify the part of speech of "that" in sentence 3 and explain how it functions.

It is a subordinate conjunction.

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4) “On,” “an,” “during” and even “at” seemed almost but not quite right.

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

He even thought [that “in” might be a reasonable preposition] before he dismissed it.

Unquestionably, the elliptical construction had been recognized easily by him. The slippery nature of prepositions must have been the cause. English speakers and writers embraced vagueness. Still, this example suggested deeper, historical ambiguity.

5) Voice of 1st ACTIVE

6) Voice of 2nd PASSIVE

7) Voice of 3rd NO VOICE

8) Voice of 4th ACTIVE

9) Voice of 5th ACTIVE

YOU WILL HAVE THE SPACE TO REWRITE THESE SENTENCES ON THE FOLLOWING PAGE.

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10) That "in" might be a reasonable preposition was even thought by him before he dismissed it.

11) Unquestionably, he had easily recognized the elliptical construction.

12) NO VOICE

13) Vagueness was embraced by English speakers and writers.

14) Still, deeper, historical ambiguity was suggested by this example.

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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) Lloyd ran (through the rolodex) (of examples) that he kept (in his mind.)

16) He began to examine Old English prepositions (like "mid," "thurh," and "innan.")

17) Then he thought (of "andlang,") and decided that that would work (in the sentence.)

18) "He stepped (andlang the moat,)" which meant he stepped (alongside the moat) or he stepped (by the side) (of the moat) or he stepped the length (of the moat.)

Tricky! 2 extra points if correct.

19) It was the final meaning that was tripping him up: was "length" a direct object or was itself part (of an elliptical construction)?

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26) He ^{AV} greeted some ^{DO} examples ^S that had given him trouble ^{IO DO} (in the past) ^{DO} as old friends.)

27) Examples ^{DO} that he ^{AV} had never seen ^{LV PA} were few, but ^{DO} when he ^{AV} discovered them, ^{DO} he ^{AV} gave ^{IO} them special designations, nicknames. Fun!

28) Tapping his pencil absentmindedly on the desk, he ^{AV} remembered the olden times ^{DO} when ^{AV} grammatical challenges ^{DO} abounded.

29) He ^{DO} thought (about the people) ^{AV} whom he ^{AV} learned (from) ^S who ^{AV} loved grammar ^{DO} as much as he ^{DO} loved grammar.

For 1 extra point identify the object of "from" in sentence 29.

"whom"

30) (In his mind's eye) he ^{DO} saw ^S Julie, ^{IO DO} who had taught him ease (in the face of obsession)

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31) (In moments) (of doubt) [AV DO] S AV
 he questioned his life (of grammar), he remembered her
 OC of "words"
DO [S]
 reassuring words that curiosity (about language) was healthy and wise (for those) [S
 LV PA PA
 were strong.]]
 LV PA]]

32) He also remembered the task [DO] IO
 that she had left him.

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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) ^{part. phrase} Setting aside the sentence that he had been considering and *thinking carefully* ^{part. phrase}

about the ^{part} promised task, Lloyd scratched the ear of the black cat who sat near him.

Note the two phrases plus the italicized verbal.

34) If he were ^{Inf phrase} to begin that task, he would need ^{Inf. phrase} to make some adjustments. Note the two phrases.

35) ^{part. phrase} Standing suddenly, he bowed to the cat and made a ^{part.} whistling noise. Note the verbal phrase and verbal.

36) Three other cats, each ^{part. phrase} running at a slow trot, entered the room and looked at him

with ^{part.} cocked heads. Note verbal phrase and verbal.

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) "Gentlemen," said Lloyd, speaking to the cats, "I have decided to put the ^{part. phrase} carefully discussed plan into action." ^{Inf phrase as DO}

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part. phrase

38) Rubbing his head under Lloyd's fingers, the black cat on the desk began to purr.

Inf phrase as DO

39) A second black cat, (with a white bib) (at the neck), began swatting a stuffed mouse (across the wooden floor.)

AV

part.

gerund phrase as DO

Tricky

40) All the while, as the cat named Joules played this way, he intently, but quietly meowed.

part p

41) A third cat, the smallest, and also black, looked meaningfully toward Lloyd, made a faint squeaking noise, then, approaching a water bowl in the corner of the room, began to drink.

part

part. phrase

Inf as DO

42) Settling into a comfortable cat bed, the fourth cat, striped and of ample girth, gave a grunting snort and began napping.

part phrase

part.

part

gerund as DO

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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) Observing these felines closely, Lloyd, after he gave each cat attentive thought, picked up pen and began making notes.

IDENTIFY THE CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Adverbial

44) For the rest of that day, when the cats uttered any sound, Lloyd, who was a patient man, considered the interaction and summarized the details.

IDENTIFY THE FIRST CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Adverbial

IDENTIFY THE SECOND CLAUSE: Relative

NAME OR DESCRIBE ITS FUNCTION: Adjectival

45) That the grammarian was studying his furry companions soon became clear.

IDENTIFY THE FIRST CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Noun - as subject

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46) Lloyd scribbled excitedly ^① when Scout, the first cat, nudged at his pen and
plaintively cried for attention, ^② which Lloyd promptly provided.

IDENTIFY THE FIRST CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Adverbial

IDENTIFY THE SECOND CLAUSE: Relative

NAME OR DESCRIBE ITS FUNCTION: Adjectival

47) ^① After Joules jumped onto the desk and approached the corner ^② that Scout occupied,
 Lloyd decided ^③ that he would quietly observe their interaction.

IDENTIFY THE FIRST CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Adverbial

IDENTIFY THE SECOND CLAUSE (IN ITALICS): Relative

NAME OR DESCRIBE ITS FUNCTION: Adjectival

IDENTIFY THE THIRD CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: NOUN - as DO

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) Ceasing to take notes, Lloyd quietly awaited [whatever the two on his desk would do.]

IDENTIFY THE CLAUSE: Relative

NAME OR DESCRIBE ITS FUNCTION: Noun - As DO

49) [Although he seemed asleep,] curled tightly on a few scattered grammar essays, Scout slyly watched Joules [who approached him nonchalantly.]

IDENTIFY THE FIRST CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Adverbial

IDENTIFY THE SECOND CLAUSE: Relative

NAME OR DESCRIBE ITS FUNCTION: Adjectival

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50) Cocking his head slightly [as he approached the other cat,] Joules gently knocked heads with the motionless but attentive Scout.

IDENTIFY THE FIRST CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Relative Adverbial

51) This presented a problem for Lloyd, [who was intently watching the interaction,]
[because he might interpret Joule's head butt as deference or affection.]

IDENTIFY THE CLAUSE: Relative

NAME OR DESCRIBE ITS FUNCTION: Adjectival

IDENTIFY THE SECOND CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Adverbial

52) Suddenly, Scout stood on all four paws, stretched, and gave a disdainful silent

meow [before he fluidly jumped from desk to floor.]

IDENTIFY THE FIRST CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Adverbial

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53) With an aggressive saunter ^① [that could not be mistaken, Scout walked toward the napping Spuds then crouched at the corner of the bedding upon which the older cat was sleeping.] ^②

Tricky

IDENTIFY THE FIRST CLAUSE: Relative

NAME OR DESCRIBE ITS FUNCTION: Adjectival

IDENTIFY THE SECOND CLAUSE: Relative

NAME OR DESCRIBE ITS FUNCTION: Adjectival

54. ^① [Even though Spuds was sound asleep and snoring, Scout held his crouch for several moments and then began slowly thumping his tail on the floor.] ^② [which was followed by a guttural growling.]

IDENTIFY THE FIRST CLAUSE: Subordinate

NAME OR DESCRIBE ITS FUNCTION: Adverbial

IDENTIFY THE SECOND CLAUSE: Relative

NAME OR DESCRIBE ITS FUNCTION: Adverbial - following the start of the thumping?

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55) [Because Lloyd was carefully observing this interaction,] he saw the hair raise on Scout's neck and his leg muscles tighten.

IDENTIFY THE FIRST CLAUSE: Subord. NATE

NAME OR DESCRIBE ITS FUNCTION: Adverbial

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

Along with
They are infinitives. With their phrases they act like direct objects.

Circle the correct pronoun. 1 pt. each

56) Lloyd, [who / whom] watched expectantly, could guess at the following sequence.

57) Scout, [~~who~~ / whom] no other cat could out-prowl, leapt high into the air.

58) Poor Spuds, [who / whom] was just trying to nap, was suddenly rolling and tumbling and swatting at his brother, yowling as he did so.

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VII. EVERYTHING

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

59) Meanwhile, as the roughhousing continued below, Joules and the youngest cat,

Alvan, had occupied the desktop.

a. Identify the function of "meanwhile" in sentence 59; b. Identify and explain the function of the word "Alvan."

a. "Meanwhile" is an adverb washing across the entire sentence.

b. "Alvan" is an appositive renaming "CAT."

60) Joules had stretched out (onto some comfortable grammar) and Alvan had comfortably stretched out beside him.

a. Identify and describe the function of "out" (either example) in sentence 60; b. Identify and describe the function of "beside."

a. "out" is another adverb, modifying the main verb.

b. "Beside" is a preposition. With its object "him" it forms a prepositional phrase that modifies the verb.

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61) They both ^{LV} seemed ^{PA} oblivious to the action continuing on the floor below.

a. Identify and explain the grammatical function of "oblivious" in sentence 61; b. Identify and explain the function of "continuing on the floor below."

a. It is a predicate Adjective

b. This is a participial phrase modifying "action."

62) At the moment [when Scout had cornered a flailing Spuds onto a corner of the cat bed,] Alvan sighed contentedly and placed one paw over the chest of his snoozing friend.

Explain how the dependent clause functions in sentence 62; b. Explain how "paw" functions. c. For an extra point identify the type of dependent clause.

a. The SUBORDINATE clause is adverbial

b. "Paw" is DO of the verb "placed."

c. SUBORDINATE

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63) (A few minutes) later, (with no intervention) (from Lloyd) the room had calmed down.

a. Identify the part of speech and explain the function of "later" in sentence 63; b. What does the prepositional phrase "with no intervention" modify?

a. I think it is adverbial, modifying when the room "calmed down." *But to see it modifying "minutes" is reasonable.*

b. It modifies the independent clause: "the room had calmed down."

64) Having considered the several interactions of the past few minutes, with special attention to verbal cues, Lloyd began to record comprehensive notes again.

Turn sentence 64 into the opposite voice.

To record comprehensive notes was again begun by Lloyd.

65) Smiling, Lloyd remembered Julie's challenge and task.

Identify the function of the word "Smiling" in sentence 65; b. What is the case of the noun "Julie's"?

a. It is a participle modifying the subject.

b. It is in the possessive case.

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66) "Great grammarian," she had challenged, "you should study the structure of cat language: what is its grammar?"

Does the verb "had challenged" have a direct object in sentence 66? Please provide a thoughtful answer.

Yes, the Dialogue is the direct object. She had challenged what?

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Extra Credit

In the middle of the twentieth century, urban and suburban Americans were often taught that animals had no thought processes that compared to human thinking. That animals acted upon instinct was stated as fact. Such intellectual buffoonery, obvious to anyone who has spent any time with animals, showed how American culture had moved far from its rural roots. Anyone who spends time with animals, whether they are horses, cows, chickens, goats or pigs, knows that they think. Dogs and cats think, too, and they communicate. Julie once said to Lloyd, "Pay more attention to the boys. I can already understand sixteen of their utterances, why can't you?" Lloyd replied, "Ignorance, madam, sheer ignorance."

In the sentence above, place brackets around every dependent clause. 8 points.
