

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.

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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 _____

6) Voice of 2nd _____

7) Voice of 3rd _____

8) Voice of 4th _____

9) Voice of 5th _____

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

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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) 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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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) Lloyd gave himself a wry smile as he thought these thoughts.

21) After all these years, modification was still difficult for him.

22) When he was forty, he had decided that it was easy.

23) That had been an illusion caused by arrogance that he had learned to control.

24) Now, he read each sentence slowly for its meaning and only then did he commit

the thoughtful act of grammatical analysis.

25) Taking this practice to heart, he gathered sentences like baskets of foodstuffs which

he stored in his intellectual back pocket.

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26) He greeted some examples that had given him trouble in the past as old friends.

27) Examples that he had never seen were few, but when he discovered them, he gave them special designations, nicknames.

Fun!

28) Tapping his pencil absentmindedly on the desk, he remembered the olden times when grammatical challenges abounded.

29) He thought about the people whom he learned from who loved grammar as much as he loved grammar.

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

30) In his mind's eye he saw Julie, who had taught him ease in the face of obsession.

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31) In moments of doubt when he questioned his life of grammar, he remembered her reassuring words that curiosity about language was healthy and wise for those who were strong.

32) He also remembered the task 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) Setting aside the sentence that he had been considering and thinking carefully
about the 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 to begin that task, he would need to make some adjustments. *Note the two phrases.*

35) Standing suddenly, he bowed to the cat and made a whistling noise. *Note the verbal phrase and verbal.*

36) Three other cats, each running at a slow trot, entered the room and looked at him
with 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 carefully
discussed plan into action.”

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

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

Tricky

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

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.

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

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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: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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

IDENTIFY THE FIRST CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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

IDENTIFY THE FIRST CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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

IDENTIFY THE FIRST CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE (IN ITALICS): _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE THIRD CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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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: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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53) With an aggressive saunter 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.

Tricky

IDENTIFY THE FIRST CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

54. 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, which was followed by a guttural growling.

IDENTIFY THE FIRST CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

IDENTIFY THE SECOND CLAUSE: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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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: _____

NAME OR DESCRIBE ITS FUNCTION: _____

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

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. _____

b. _____

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. _____

b. _____

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61) They both seemed 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. _____

b. _____

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. _____

b. _____

c. _____

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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. _____

b. _____

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.

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. _____

b. _____

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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.

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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.
