

## 3RD EXAMINATION

**The Power of Words****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) Leaning against a word column, James Henry, all six foot five of him, was waiting on a friend.

2) The column upon which he rested, which had random letters carved in relief, looked like a giant half eaten corn cob with letters for kernels.

3) The lanky man, still obviously athletic at his advancing age, smiled as a young child, tugging insistently, led her parent toward the living dictionary.

4) Planet World, in Washington, D.C., “the only museum in the country dedicated to renewing and inspiring a love of words and language,” seldom disappointed.

3RD EXAMINATION

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

Seeing his friend approach through the main gallery, Jim smiled a smile before raising a hand in salutation. "You didn't bring your dictionary, Lloyd." A phone was quickly produced by the second man. "I have gone digital," replied Lloyd Grammadeg. Each of the old friends embraced the other before they began their long-anticipated visit.

5) Voice of 1st \_\_\_\_\_

6) Voice of 2nd \_\_\_\_\_

7) Voice of 3rd \_\_\_\_\_

8) Voice of 4th \_\_\_\_\_

9) Voice of 5th \_\_\_\_\_

10) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11) \_\_\_\_\_

\_\_\_\_\_

**3RD EXAMINATION**

Seeing his friend approach through the main gallery, Jim smiled a smile before raising a hand in salutation. “You didn’t bring your dictionary, Lloyd.” A phone was quickly produced by the second man. “I have gone digital,” replied Lloyd Grammadeg. Each of the old friends embraced the other before they began their long-anticipated visit.

12) \_\_\_\_\_

13) \_\_\_\_\_

14) \_\_\_\_\_

**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) “What has it been,” said Lloyd, “fifteen years?”

16) “It is probably more like twenty,” said Jim.

3RD EXAMINATION

17) Wandering through the museum, the two men chatted about Lloyd's recent notoriety, Jim's retirement, and old times.

18) Finally, having retreated to the back courtyard, open to the air, they sat on a bench that was clearly inspired by Caslon's capital H and began to talk quietly.

19) "It has been twenty years, Lloyd; what is this mysterious offer you have to make?"

**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. You are in the heart of the examination. 2 pt. each*

20) Lloyd gave a wry smile and asked Jim whether he still had his gift.

21) "Do you mean the collection of your puerile college writings that you gave me?"

22) Lloyd shook his head and started to write in the air with his finger.

23) Jim looked at his friend quizzically and then slowly realized what he meant.

*3RD EXAMINATION*

24) “Are you asking whether I can still diagram sentences as I hear them spoken?”

25) Indeed, that was what Lloyd was asking.

26) Lloyd quietly explained that he had been invited to a secret meeting by one of

Washington’s alphabet agencies.

27) “My late notoriety has come to their attention, and they have asked that I provide

my expert opinion on issues of national importance.”

28) “I agreed to do so, but only if I could bring an expert of my own, you.”

29) “Thinking about the people whom those agencies work for, I am guessing the

meeting will be in a secure location with no chance for recording on our end.”

*For 1 extra point identify the object of the first “for” in sentence 29.*

---

**3RD EXAMINATION**

30) “Jimmy, I will give them my honest analysis, but they may not like it, so I want my oldest and best friend to witness the occasion.” *Tricky one extra point if correct.*

31) Jim stretched his finger toward the sky and made several letter-like motions.

32) “I always did enjoy your use of infinitives; of course, I will be your expert witness.”

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) Negotiating with the agency took some time, but two months later, Lloyd and Jim, standing in the foyer of a well-guarded building in Virginia, watched three *approaching* suits.

*Note the two phrases plus the italicized verbal.*

34) Without speaking a word, the agency men directed the two grammarians to follow them down a long corridor to a hidden stairwell.

*Note the two phrases plus the italicized verbal.*

35) The foremost agency man, the one who seemed to be in charge, led the way to a windowless door and, having knelt down, scrunched his eye against an unimpressive eyepiece.

*Note the two verbal phrases.*

36) Silently, the door opened, revealing a fourth person in an expensive, dark suit, a woman.

For two extra points, discuss the function of the verbal phrase in sentence 36. Does its function surprise you? If so, why?

---

---

**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) “Mr. Grammadeg,” said the woman, speaking to Lloyd, “I have been briefed on your ability to solve grammatical puzzles, mysteries and sometimes crimes.”

38) Rubbing her fingers together in a motion not understood by Lloyd, she calmly stated, “You are America’s foremost forensic grammarian.”

39) Turning to Jim, she continued: “To the best of my knowledge, you are a retired professor of rhetoric with no publications of note.”

40) Smiling broadly and thinking that he was likely to enjoy this meeting, Jim simply nodded his head, seeming to assent to her declaration.

41) “Well, to work,” spoke the woman, as she clicked a device, parting a curtain that had been obscuring a blackboard with writing upon it.

42) Nodding to both men, she pointed and commanded, “Parse this, please.”

3RD EXAMINATION

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) Lloyd and Jim walked up to the board and read what was written upon it.

IDENTIFY THE CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

*Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.*

44) When he had read the passage twice, Lloyd, who was amused by the well-rounded script and upturned final ligatures, asked, “Did you learn that hand in grammar school?”

IDENTIFY THE FIRST CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

IDENTIFY THE SECOND CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

45) Shaking her head, the spokeswoman responded that they had brought in the agency’s preeminent calligrapher to complete the difficult and archaic passage.

IDENTIFY THE CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

3RD EXAMINATION

46) Although he had been silent during the initial interaction, Jim observed with a bemused tone, which clearly irked the suits, “This is the text of the First Amendment.”

IDENTIFY THE FIRST CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

IDENTIFY THE SECOND CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

47) After giving Jim a sharp look that was impossible to misinterpret, the agency leader, who turned toward Lloyd, replied that she was keenly aware of the provenance of the text.

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: \_\_\_\_\_

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

3RD EXAMINATION

*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) “Disregard any perceived history of this text, please, and detail as best that you can what it means.”

IDENTIFY THE FIRST CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

IDENTIFY THE SECOND CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

49) Since he had agreed to the consultation and was aware of what the agency was likely to want, Lloyd reviewed the text once more before speaking.

IDENTIFY THE FIRST CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

IDENTIFY THE SECOND CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

**3RD EXAMINATION**

50) Having given an almost imperceptible wink to Jim, Lloyd asked whether they wanted an eighteenth-, nineteenth-, twentieth-, or twenty-first-century analysis?

IDENTIFY THE FIRST CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

51) The woman, whose lip curled slightly, repeated that the agency sought to know the meaning of the text.

IDENTIFY THE CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

IDENTIFY THE SECOND CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

52) Lloyd explained that while grammar provides structures for word order, the words themselves convey the meaning.

IDENTIFY THE FIRST CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

IDENTIFY THE SECOND CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

*3RD EXAMINATION*

53) “Do not lecture me on what grammar can and cannot do,” replied the spokesperson sharply; “Unless you can provide more clarity, your generous fee will not be paid.”

IDENTIFY THE FIRST CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

IDENTIFY THE SECOND CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

54. “Of course,” replied Lloyd: “Well then, you will not have failed to notice that the text is heavily participial and, as it is so, its meaning, through this modification, is deliberately organized and limited.”

IDENTIFY THE FIRST CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

IDENTIFY THE SECOND CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

*3RD EXAMINATION*

55) Because he did not want to miss out on the fun, Jim chimed in with the following: “The text is heavily participial, yes, but its participial nature is generally constructed through phrasing, not single word structures.”

IDENTIFY THE FIRST CLAUSE: \_\_\_\_\_

NAME OR DESCRIBE ITS FUNCTION: \_\_\_\_\_

*Circle the correct pronoun. 1 pt. each*

56) “Because of the multiple phrasings, **whoever/whomever** delves for the meaning of this text must understand it at the phrase level as well as the word level.”

57) The agency spokeswoman, **who/whom** the other suits looked to for guidance, stared at the text on the board.

58) “Gentlemen,” she spoke, gathering herself, “**who/whom** did you think you were meeting today?”

3RD EXAMINATION

VII. EVERYTHING

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

59) Jim, having listened very carefully to the spokeswoman’s query, began to write in the air.

- a. Identify the function of “having listened very carefully to the spokeswoman’s query” in sentence 59;*
- b. Identify and explain the function of the word “began.”*

a. \_\_\_\_\_

b. \_\_\_\_\_

60) Smiling, Lloyd watched his friend’s party-trick in action and commented, “I agree—impacted.”

- a. Identify and describe the function of “smiling” in sentence 60; b. Identify the function of the dash in the dialogue. How does it add meaning (if you think it does)?*

a. \_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

3RD EXAMINATION

61) “Sir, that is an insult,” spoke one of the three suits to Jim, “Director Overdon is in no way impacted.

*a. Identify and explain the grammatical function of “Sir” in sentence 61 (think back to the different types of sentences); b. Identify and explain the function of “no.”*

a. \_\_\_\_\_

b. \_\_\_\_\_

62) “I was not referring to her,” replied Jim; “I was contemplating grammatical structures, as you asked, though at the clause level.”

*a. Is “was referring” transitive or intransitive in sentence 62? b. Identify the dependent clause in the sentence; c. For an extra point, identify the function of the dependent clause.*

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3RD EXAMINATION

63) “My apologies,” said Lloyd, addressing his speech to Director Overdon.

a. Identify the part of speech and explain the function of “apologies” in sentence 63 (think elliptical); b. What is the function of “speech”?

a. \_\_\_\_\_

b. \_\_\_\_\_

64) “Today, I expected to meet the product of America’s finest academic institutions, career bureaucrats entrusted with safeguarding the American way of life.”

What is the complete direct object of the verb “expected” in sentence 64?

\_\_\_\_\_  
\_\_\_\_\_

65) Gesturing toward the blackboard, he continued, “I hold *these* meanings to be self-evident. . . .”

Identify the function of the word “blackboard” in sentence 65; b. Identify the grammatical function of “self-evident.”

a. \_\_\_\_\_

b. \_\_\_\_\_

**3RD EXAMINATION**

66) “And I have met just who I expected to meet today.”

*What is the grammatical mistake in sentence 66? Please provide a thoughtful answer.*

---

---

---

---

**3RD EXAMINATION**

***Extra Credit***

***Select stanzas from “Working Class Hero”***

*In the lyrics below, place brackets around every dependent clause. 8 points.*

As soon as you're born, they make you feel small  
By giving you no time instead of it all  
'Til the pain is so big you feel nothing at all  
A working class hero is something to be  
A working class hero is something to be

When they've tortured and scared you for 20 odd years  
Then they expect you to pick a career  
When you can't really function, you're so full of fear  
A working class hero is something to be  
A working class hero is something to be

There's room at the top they are telling you still  
But first you must learn how to smile as you kill  
If you want to be like the folks on the hill  
A working class hero is something to be  
A working class hero is something to be

If you want to be a hero, well, just follow me

*John Lennon, if alive today, would be 83 years old.*