

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.*

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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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“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.

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

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

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

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

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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 &amp; 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 graffiti 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) “Starting in 60 seconds will be the antepenultimate round of trivia: Ayeme, Whosé, Amisar, Odell are you willing to attend to the game or do our visitors intimidate you?”

*Tricky*

40) Lloyd, caught off guard by the calculated nature of the bartender’s comment, took a minute to process its meaning; then smiling he looked to Tabi, Todd, Phil and Cue.

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41) Those four were already seated at the bar and reaching for the electronic trivia boxes.

42) Recognizing the newcomers and knowing the neighborhood group already at the bar, local patrons seated in all corners began to emit small oohs and ahs while an exciting murmur began to fill the bar.

*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) Sitting at the bar were the first- and second-place finishers, in the team category, of the semi-decennial Greater Rochester Grammar Festival of which there was no better.

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

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

44) Tabitha, to whom editors and other grammarians had twice accorded the MVG award for past performances, smiled and threw her own greeting to the bartender.

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

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

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45) "After the last time we met, Paddy, I thought that we had settled matters once and for all.

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

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

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

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

46) The bartender responded by asking her whatever did she mean SINCE MOST OF ROCHESTER NEW THEIR LAST MEETING WAS NOT A TRIUMPH BUT A SHAM.

1<sup>st</sup>: whatever did she mean SINCE MOST OF ROCHESTER NEW THEIR LAST MEETING WAS NOT A TRIUMPH BUT A SHAM

2<sup>nd</sup>: SINCE MOST OF ROCHESTER NEW THEIR LAST MEETING WAS NOT A TRIUMPH BUT A SHAM

3<sup>rd</sup>: THEIR LAST MEETING WAS NOT A TRIUMPH BUT A SHAM

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: \_\_\_\_\_

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47) As Tabitha prepared to reply, Cueball, falling easily into the role of tactician, for which he had been groomed for years, held up his hand.

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

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

IDENTIFY THE SECOND CLAUSE (BOLD ITALICS): \_\_\_\_\_

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

*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) “Before you two become to exercised to play, let me remind everyone that we have five seconds to the first trivia question.”

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

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

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

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

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49) After a short pause, Cueball read aloud from one of several flat screens placed strategically throughout the bar that displayed the question: “What is the Oslar corollary to Potter’s theorem?”

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

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

50) Even as answers (A) through (E) were appearing, one after another, on screen, members of both teams shouted answers which, depending on their plausibility, received various levels of applause from the patrons in the bar.

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

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

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

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

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51) The Rochester team, which had placed second in the last closely contested Festival, was named “Slightly Syntactically Sinful” and included Paddy Sipple the bartender, Ayeme Mihne, Whosé Whomwho, Amisar Waswere, and M. Odell Awksilliary.

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

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

52) After much consideration of the possibilities of language, Lloyd’s team named itself “Do Cats Think Grammatically?” which some thought was a strange name but others thought was just right because the question has not been clearly determined.

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

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

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

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

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53) Question after question that would twist all but the most grammatical minds filled the screens while the teams and assembled locals shouted and screamed.

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

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

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

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

54. Whereas questions related to tense seemed to favor SSSs, the more theoretical questions, such as those that were concerned with the intransitive nature of linking verbs, played to the strength of the DCTGs.

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

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

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

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

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55) Late into the night, as the words were parsed, the crowd in the Landing Bar and Grille swelled until it was standing room only, and the assembled citizenry might have wondered how life could be better than what they were experiencing at that very moment.

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: \_\_\_\_\_

*Circle the correct pronoun. 1 pt. each*

56) Lloyd, **who/whom** by this time was quite thirsty for something other than an energy drink, asked Paddy whether he served any beers from the Appalachian Brewing Company, the pride of Harrisburg, Pennsylvania.



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57) Paddy, though concentrating on the final question, smiled and uncapped an ABD Aero-Head Bock before sliding it over to Lloyd **who/whom** he had known for more than a decade.

58) “Grammar may seem simple to you and **I/me**,” he said, “but remember there is nothing you can know that isn’t known.”

**VII. EVERYTHING**

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

59) Lloyd cocked his head and looked at the final score; the two teams were tied.

*Using grammatical terms, explain two different ways that “tied” might be defensibly described as functioning in sentence 59.*

1st. \_\_\_\_\_

2nd. \_\_\_\_\_

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60) **As** the bar began to shut down and **the crowd to disperse**, Ayeme placed her arm around Phil.

*a. Identify the part of speech of “as” and describe its function in sentence 60; b. Identify the grammatical unit and describe the function of “the crowd to disperse.”*

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

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

61) **“The famous Phil Potter,”** she exclaimed; “Let’s move this part **out** of here.”

*a. Identify and explain the grammatical function of “The famous Phil Potter” in sentence 61; b. Identify the part of speech and explain the grammatical function of “out” in sentence 61.*

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

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

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62) Phil took her by the hand and, **speaking to the assembled group**, shouted, **“Lasagna on the Canal Boat!”**.

*In grammatical terms, identify “speaking to the assembled group” in sentence 62; b. Explain whether “Lasagna on the Canal Boat!” is or is not a clause. Why?*

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

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

63) The DCTGs saw no reason why they should not share their late-night dinner with the SSSs, who had long been worthy grammatical opponents.

*a. Identify the part of speech of “why” and identify the phrase or clause within which it works in sentence 63; b. How does the phrase or clause of which “why” is a part function?*

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

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

64) Lloyd didn’t remember much after that, but did remember rousing choruses, **arm in arm**, of “Conjunction Junction, What’s Your Function?”

*Explain how “arm in arm” functions in sentence 64.*

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65) He did remember being awoken by the dock master at 7am and being told that the boat must be on its **way**; he also remembered that Todd was out cold.

*Identify the function of the word “way” in sentence 65.*

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

66) Lloyd wasn't worried that he would have to skipper the boat through the city, across the Genesee River, and into the west country; he was just concerned that he would have to dock **it**.

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

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

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Extra Credit

Luckily, when the time came to land the canal boat, when Lloyd was in deep trouble and unable to heed the dock master’s warning, Todd emerged from his berth, in boxer briefs and no more, and guided the craft away from the endangered cruiser and toward a safe spot in the Spencerport docking area. Looking at Lloyd, he grunted, “You’re a fine grammarian, but you can’t sail worth a damn.”

Discuss three points of “interesting” grammar in the sentences above. 3 points total.

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Lloyd, where Amisar had had “had,” had had “had had”; “had had” had had better success.

Turn both independent clauses in the sentence above to the opposite voice. 4 points total.

1<sup>st</sup> clause

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2<sup>nd</sup> clause

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