

*3RD EXAMINATION—2021***Structures****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) Lloyd Gramadeg, forensic grammarian of long standing, South Jersey born and raised,

had been badly overworked of late.

2) Hooooohhhh boy, was that an understatement!

3) The case of the missing pronoun had been quickly followed by the mystery of the

missing apostrophe, which had been succeeded, hot on its heels, by the infamous case

case, what a case that was.

*For 2 extra points explain identify the grammatical function of “what” in sentence 3 above.*

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4) Having work to wake up to each day was, of course, fulfilling for the grammarian, who was tired of being tired.

*Don't forget to consult your dictionary when necessary.*

**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***

When lawyers called Lloyd asking for grammatical consults on matters of significant legal import, he no longer felt that twinge of excitement. These legal eagles and other clients might offer him \$300 per hour or \$600 or more plus expenses. Most of the time, lots of money was offered. Yet when the latest job opportunity fell through, meaning that he didn't need to pack a case and drive to Schenectady, he was happy.

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

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

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

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

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

{You will get the chance 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) Lucky for Lloyd, Lauren the lovely cab driver had become his partner in syntax—they modified one another—and she understood exactly what was called for.

16) Upon learning that the trip to Schenectady was cancelled, she booked a Pine Barrens getaway for both of them.

17) At a camp near the old Friendship settlement, between Chatsworth and Tabernacle on Bread and Cheese Run, Lauren had found a weekend retreat.

18) This was a chance for Lloyd to recharge his batteries as he returned to the natural settings that he so loved.

19) His batteries, of course, meant his brain, by which he made his living. *Tricky, tricky.*

**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) Kicking off early in the afternoon, Lloyd and Lauren packed the car with snacks

and gear and began the drive to the heart of the Pine Barrens.

21) Lloyd gave Lauren an appreciative smile, a big one, as she slid behind the wheel

and hit the gas.

22) His ability to navigate grammar was excellent; her skills of navigation and driving

were outstanding.

23) For miles, pine trees lined the highway, route 563, although as they drew closer to

Friendship, cranberry bogs dotted the landscape.

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24) Upon arriving at Camp Gentian, Lauren and Lloyd headed to the main office, which was a rather striking structure.

25) Someone had attached a collection of mismatched pallets to a two-by-four frame and had created a striking meeting hall and office complex.

26) Inside, an older gentlemen gave them a hearty welcome and handed each a copy of the weekend's events.

27) Lloyd reviewed the list: storytelling, traditional cooking, lectures on Piney folklore and Piney syntax, hiking, and a woodland concert.

28) He saw that the concert included a five-piece orchestra.

*Tricky.*

29) A singer would be accompanying the orchestra as well.

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30) Because of their early afternoon start, the two found that they were an hour early

for dinner.

*Tricky, again.*

31) To pass the time until they met the other attendees, they decided to take a short

walk into the woods that surrounded them.

32) Lloyd took Lauren by the hand and together they walked a path that led deep in a

southeast direction.

**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) Strolling along a track in winding sugar sand, the couple examined the *surrounding*

flora and fauna.

*Note the verbal phrase and the two individual verbals.*

34) Walking through the woods, time seemed to slow.

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35) For a spell, thinking grammatical thoughts was far from Lloyd’s mind.

36) Instead, reaching out TO TOUCH THE BARK OF A SMALL HOLLY TREE, careful to avoid the prickly leaves, Lloyd smiled at Lauren and pointed to a protected bird’s nest, nestled deep within its branches.

*This sentence is worth two points.*

***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) Dinner was a joyous occasion where the couple met the other attendees at the retreat.

38) Telling tall tales of the pines was the main topic of dinner conversation.

39) Thinking that the two picnic tables lined with people couldn’t hear too much, a rough hewn gentleman named Piney Jack told story after story.

*Tricky*



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40) Laughing at his own punchlines, he spoke comically of the ghost of the whispering pines and the tale of the worn tire.

41) To call the stories bawdy was an understatement, but speaking to polite society did not seem to be Piney Jack’s aim.

42) Whistling to gain the room’s attention, the weekend host, Willy Plumber, pointed out a window, which had a cracked glass pane, to the firepit, and asked whether the group wanted to adjourn to the fire pit or would they rather continue listening to Jack.

*Quite tricky; 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) Once they were outside, the group sat in comfortable Adirondack chairs awaiting the opening lecture on Piney life and language.

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

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

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44) The fire pit, which clearly had been in use for many years, had an well-built wooden pyre that soon would be set ablaze.

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

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

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

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

45) “Before we get too far into the evening festivities,” spoke Willy to the crowd, “I thought I would ask how many of you are familiar with the folklore work of Herbert Halbert?”

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

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

IDENTIFY THE SECOND CLAUSE (which contains two clauses): \_\_\_\_\_

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

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

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

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46) Although Lloyd was familiar with Halpert, the rest of the crowd shook their heads, signaling that they needed more detail. *Tricky, tricky.*

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

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

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

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

47) Whatever the group knew *when they first sat down*, they were soon enlightened and entertained by an informal but informative discussion of Halpert’s pioneering research into Pine Barrens folklore.

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

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

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

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

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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) Noting that a traditional spelling was “bone-fire,” Willy lit the pyre using what looked like dryer lint as fire starter and old-fashioned matches.

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

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

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

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

49) “Since we have a fire going, we might as well throw in some sweet potatoes,” he said; “Each is wrapped in foil which I guarantee makes them taste great.”

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

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

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

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

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50) As Lloyd and Lauren watched on, Willy tucked the potatoes into the coals, which had burned down near the fire’s edge, and the group laughed and talked far into the night as they waited and then ate the tasty spuds.

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

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

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

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

IDENTIFY THE THIRD DEPENDENT CLAUSE: \_\_\_\_\_

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

51) When he woke in their two-person tent the following morning, Lloyd smiled because he realized the day was sure to be enjoyable.

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

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

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

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

IDENTIFY THE THIRD DEPENDENT CLAUSE: \_\_\_\_\_

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

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52) Filled with good food, good cheer and just a smattering of grammar, for Lloyd was not one who could go long without a fix of syntax, the day was indeed enjoyable.

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

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

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

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

Two points if sentence 52 is answered correctly.

53) Anxious that they get good seats for the final woodlands concert, Lloyd and Lauren arrived early at the secluded concert dell and looked for a spot where they would have good sight lines and auditory corridors.

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

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

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

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

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54. Because there were no chairs, Lloyd pointed Lauren toward a well-worn stump, thinking that it would be a comfortable spot for her.

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

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

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

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

55) Looking around he saw a half-buried cinder block which, when he had pulled it from the weeds, looked like an oversized red brick and could be moved to a spot next to Lauren’s stump.

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

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

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

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

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*Circle the correct pronoun. 1 pt. each*

56) The five piece orchestra turned out to be a fusion funk rock-a-billy band with a deep-voiced singer **who/m** reminded Lloyd of a female Woody Guthrie.

57) There was a wash-tub base player, **who/m** the other band members clearly liked.

58) Between **he/him** and the singer sat two acoustic guitarists, a bongo player and an accordion performer.

**VII. EVERYTHING**

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

59) “Not the most promising orchestra,” whispered Lauren, leaning toward Lloyd.

*a. What sort of clause is “Not the most promising orchestra” in sentence 59? b. How does the clause function?*

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

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



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60) But when the music began, a wonderment occurred.

*a. Is the verb “began” transitive? b. Describe the function of “wonderment.”*

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

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

61) The weird strains of the two guitars, accompanied by plunking base, bongos and accordion, created a fertile ground for the voice of Woody the singer.

*a. Identify and explain the grammatical function of “plunking” in sentence 61; b. Explain the grammatical function of “the singer.”*

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

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

62) Lloyd knew the song immediately, Dylan’s “All Along the Watchtower,” and he listened intently as the band weaved the chords into increasingly complex patterns.

*a. Identify the object complement of the first independent clause in sentence 62; b. Identify the final dependent clause and explain how it functions.*

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

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

63) Listening with unstressed enjoyment, Lloyd suddenly focused on the phrasing of the singer.

*a. Identify the participles (or participial phrases) in sentence 63; b. Identify “phrasing”; provide a name more specific than “noun.”*

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

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

64) Damn, if Woody wasn’t finding appropriate moments to drop whole grammatical units into the music.

*a. Does sentence 64 contain an independent clause? b. Is this an effective sentence?*

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

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

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65) They formed a point and counterpoint, which not only accentuated the expressiveness of the lyrics, but melded them to the musical soundscape, creating meaning that only grammar and music, well married could achieve.

*a. Identify the function of the word “not” in sentence 65; b. Identify the function of the word “only.”*

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

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

66) Lauren looked at Lloyd’s beaming face, knowing that he was lost in a reverie of syntax, and she smiled.

*Identify the function of “face” in sentence 66. b. Identify the function of “that.”*

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

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

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***Extra Credit with Bob***

“There must be some way out of here,” said the joker to the thief  
“There’s too much confusion, I can’t get no relief  
Businessmen, they drink my wine, plowmen dig my earth  
None of them along the line know what any of it is worth”

“No reason to get excited,” the thief, he kindly spoke  
“There are many here among us who feel that life is but a joke  
But you and I, we’ve been through that, and this is not our fate  
So let us not talk falsely now, the hour is getting late”

All along the watchtower, princes kept the view  
While all the women came and went, barefoot servants, too

Outside in the distance a wildcat did growl  
Two riders were approaching, the wind began to howl

*In the lyrics above, place brackets around every dependent clause. If you see anything of grammatical interest, comment below. 5 points.*

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