

# Answer Key and Teacher's Guide

## Lingua Mater Americana

The grammar in Unit One is intended as a review. Some new grammar will be introduced (verbal phrases), but mostly it is a review of Lingua Mater 7. The three modes of writing are reviewed as well, but with new selections and emphasis.

In Unit 2, the student is taught to parse sentences, that is, telling everything that you can about each word in the sentence and how it is used. The parsing exercises get more difficult as the book progresses. At a certain point, it may be better to do this orally with your student as it may get tedious trying to write in all the details. You may also chose to have your student diagram the sentences if that is a method you have experience with and prefer. Parsing is included in this book because there is more to say about the grammar that a diagram shows.

In Unit 3, the grammar study focuses on common grammar mistakes and how to avoid them. Parsing practice continues. In Unit 4, the only grammar is a parsing practice sentence at the end of the week.

Please see the student sample papers at the end of this guide.

### **Some thoughts about Guiding the Student Writer and the Evaluation Process**

The evaluation of student papers is critical to a writing course (there can't be true progress in writing without it) and yet it's the one thing that a textbook on writing cannot provide. The teacher must be involved. It sometimes makes me wonder about the usefulness of the textbook at all.

The teacher is the collaborator with the student on his writing. Drafts, particularly first drafts are not *corrected* by the teacher. Any markings on the drafts should be made by the students after conferencing with teacher about it. Usually there are questions for the reader (teacher) to ask or questions the writer should ask a reader after the draft. These questions focus on the trait of writing that was the focus of the assignment. A conversation should take place about the piece and this is where the teacher's input plays a big role. *The revision stage is the teaching stage.* If you let the child go to final draft without a teaching-moment-revision it's not possible to improve writing. At the same time if you mark up the first draft (first attempt at conveying an idea), it's like you are marking up/correcting/criticizing their ideas and they will become scared to try and write anything for fear of the criticism. So it's a fine line.

After a first draft, the first thing to do is to acknowledge the ideas, see what he/she is trying to say. Retell it to them so they see you know what they were trying to say. ("So, your main idea is \_\_\_\_\_ and you think \_\_\_\_\_) Say what you find interesting about the idea and maybe pose a question that shows your interest in it. Find something to praise, maybe a nice closing, or a vivid description, or a well written sentence. Then go through the reader response questions for that piece. Ask the student what changes he/she will be making to the paper to make it better. You should come to an agreement about what will be changed (that is particularly important. Sometimes a student comes

away from conference thinking his paper is fine because you praised this or that; he must tell you what will be changed so you know if he got it). If the paper has serious flaws in organization or logic, you can say, “What I think will improve this paper is if you try \_\_\_\_.” Or “Why don’t you try \_\_\_\_\_.” OR “This part was confusing to me and you lost me as a reader. What can you do to make it more clear?” Or “you know what would make this more clear to me . . .” Or “I think you need a new paragraph here because you have two different ideas in one paragraph.” Or “What will really help the reader is to insert a transition here.” Or, “What if you combine some of these choppy sentences to make one longer more elegant one.” You make specific recommendations. You could address some proofreading issues, but limit it – this revision conference is about how the **ideas** come across. Revisions should be made right after conferencing – no lag time. Or make it the Day 5 activity. Also, I do not make them rewrite the whole paper when revising unless they want to. They can tape paper on to add paragraphs, draw arrows, use carrots, etc.

Don’t move to final draft immediately after revising. In the *Lingua Maters* I have the students set the paper aside until the end of the quarter. They compile a lot of drafts and just practice getting their ideas out and revising them. Then they review all the papers after they have some distance from them. This is another great teaching moment. Look over all the writing, has there been improvement, what things were done really well, what things still need work. This is something a textbook can’t do for you and studies have shown (don’t you hate when people say that) that when the student monitors and reflects on his own writing, there is better improvement. That is, if the student takes the writing process as his own, is not merely the recipient of a grade at the end of the process, if he is involved all along, there is greater improvement.

Just before the final draft is made is the time for red marks (I use a highlighter pen). You can ask them to find misspelled words and grammar/punctuation problems, but sometimes you have to point them out. You can tell them you are the proofreader, like at a publishing house who is hired to catch the typos and misspelled/misused words. I teach my kids the proofreader’s marks and they use them to catch all they can and then I add my marks.

There are some writing programs that teach that the thesis statement should have 3 points in it and those three points are discussed each in one of three paragraphs in the paper and then you have a conclusion. This structure is known in teaching circles as the 3-point five paragraph essay. This is a good way to teach kids how an essay should be organized and is a good starting point but it produces really stilted formulaic writing. I had a student in co-op a few years ago who had been drilled in this method and could write a paper in ten minutes . . . and did so every time. His papers were perfectly structured, but they had *no depth*. He mastered the formula without having any style. Although, I made the charts in this book to have 3 boxes and think that a junior high student should be able to at least get 3 paragraphs in a body of an essay, I don’t want the students to be bound by making exactly 3 paragraphs and having exactly 3 points to their theses. I have tried to include in this book as many exercises as possible on style and sentence structure.

Lastly, I never assign a letter grade to a paper. Homeschooling is wonderful for this. I ask my students to fill out a final draft reflection (See Forms and Rubrics section) in which they say what they think they did well in the paper and what they think still needs work. They are asked to note what they want the teacher to comment on particularly. I then use a rubric for scoring (You can ask them to score themselves as well.) and give plenty of comments, but never red mark a final paper. It’s a paper in published form and is filed with its scoring rubric, the student reflection, and my comments in a final draft portfolio.

Please keep in mind that writing instruction is a *conversation* about ideas and how to best present them. Have this conversation often with your students and you will train them to think like a writer.

## Week 1

### Day 1

#### Grammar Study

Answers will vary based on the words the student chooses. Be sure that he explains how you can tell what part of speech it is. Since there is no interjection in the passage, the interjection is not included in this exercise.

### Day 2

#### Guided Response

1. The Indian seems aloof and as though he hates the men in the camp. The overall tone is seething discontent and trouble brewing.
2. It doesn't seem like this Indian can be trusted. He looks at the camp with disdain.
3. a. stoicism: doesn't show any emotion  
b. fierceness: tough adversary  
c. lineaments: he is very strong  
d. glancing with cunning and disdain: he knows something or has something planned, despises the white man
4. The action verbs bring the character to life.
5. Student reproduces the passage as closely as possible. Most important in this reproduction is the tone of the piece, not that the student gets every word exactly the same.

#### Grammar Study

on – preposition  
appearance - noun  
vast – adjective  
itself – pronoun  
its – pronoun  
hue-noun  
were beginning – verb, intransitive  
less – adverb  
intense – adjective  
rested – verb, intransitive  
an – adjective (article)  
pervaded – verb, transitive (object: spot)  
interrupted – verb, intransitive  
of – preposition  
or – conjunction

### Day 3

#### Grammar Study

In each of the following sentences, underline the complete predicate.

1. The industry and movements of the rider were not less remarkable than those of the ridden.
2. A young man, in the dress of an officer, conducted to their steeds two females, who, as it was apparent by their dresses, were prepared to encounter the fatigues of a journey in the woods.

3. The flush which still lingered above the pines in the western sky was not more bright nor delicate than the bloom on her cheek.
4. The frown which had gathered around the handsome, open, and manly brow of Heyward, gradually relaxed, and his lips curled into a slight smile, as he regarded the stranger.
5. The delivery of these skillful rhymes was accompanied, on the part of the stranger, by a regular rise and fall of his right hand, which terminated at the descent, by suffering the fingers to dwell a moment on the leaves of the little volume.
6. A gleam of exultation shot across the darkly-painted lineaments of the inhabitant of the forest, as he traced the route of his intended victims, who rode unconsciously onward.
7. Finally, the shapeless person of the singing master was concealed behind the numberless trunks of trees, that rose, in dark lines, in the intermediate space.

## Day 4

### Writing

This passage was written by an 8<sup>th</sup> grader in response to the prompt given on Day 3. It is not intended to be a perfect example, just something that the student can critique and compare to his own work.

### Grammar Study

Answers will vary based on the student's own writing.

## Week 2

### Day 1

#### Grammar Study

**Exercise A** Answers will vary. Here are some samples:

- |                                  |                                |
|----------------------------------|--------------------------------|
| 1. The sky became cloudy.        | 5. These flowers smell lovely. |
| 2. The sun gives strong light.   | 6. The boy threw the ball.     |
| 3. The water looks murky.        | 7. She has been happy all day. |
| 4. Tomorrow will be my birthday. | 8. My friend lost her wallet.  |

#### Exercise B

SS      SP      COM

1. Hiawatha aimed his arrow.

SS      SP      COM

2. Every man must educate himself.

SS      SP      COM

3. March brings breezes loud and shrill.

SS      SP      COM

4. Each of us has his faults.

SS      SP      COM

5. The Lord is merciful to His people.

SS      SP      COM

6. Fresh winds purify the air.

**Exercise C** – Answers will vary.

### Day 2

## Guided Response

1. Answers may vary. He learned that it's worth more in the end to take your time and not jump at the first thing that interests you. (You get what you pay.) It helped him to be more prudent with his money as well as in other serious areas of life.
2. Ambition, popularity, miser (love of money), pleasure seeking, fondness of appearance, ill-suited marriage.
3. Answers may vary. She wanted marriage so much that she endures a brute of a husband. The price she paid is the gentle friendship of a kinder husband.
4. Answers will vary.
5. Answers will vary.

## Grammar Study

### Exercise A

#5 has a predicate adjective. None of the rest have predicate adjectives.

### Exercise B

1. Brilliant - PA
2. patriots - PN
3. companion - PN
4. bare and still - PA
5. winner - PN
6. strong - PA
7. choosers - PN

### Exercise C

Answers will vary

## Day 3

### Grammar Study

#### Exercise A

- |    | I.O | D.O       |
|----|-----|-----------|
| 1. | me  | liberty   |
|    | me  | death     |
| 2. | man | something |
| 3. | dog | tricks    |
| 4. | us  | peace     |
| 5. | you | reward    |
| 6. | us  | liberty   |

#### Exercise B

There are quite a few of both kinds of verbs. Here are some samples:

Transitive - filled [my pocket]; saved [my money]

Intransitive - grew [up]; give [too much for the whistle]

Exercise C - answers will vary

## Day 4

### Grammar Study

#### Exercise A

1. The raccoon is a most courageous little fellow. He never shows the white flag. On one occasion my dog attacked a raccoon. The raccoon was small, and my dog was big and fierce. The little fellow faced the odds with perfect composure. He never betrayed a sign of fear. He never for a moment lost his head. His coolness saved his life. I never saw a finer example of grit.

2. It was the most extraordinary looking gentleman he had ever seen in his life. He had a very large nose, slightly

brass-colored; his cheeks were very round, and very red, and might have warranted a supposition that he had been blowing a refractory fire for the last eight-and-forty hours; his eyes twinkled merrily through long silky eyelashes, his mustaches curled twice round like a corkscrew on each side of his mouth, and his hair, of a curious mixed pepper-and-salt color, descended far over his shoulders.

3. The gulls are the children of the winds and the waves. Their home is a bare cliff or a sandy bar within sight and

sound of the sea. Here they rear their young, and the pounding surf sings the babies' lullaby. They wrest their

livelihood from the waters, defying cold and storm. These sailor birds lead wandering and restless lives. They may seek the watery solitudes of mid-ocean or some busy river course or inland lake close to the haunts of men.

### Exercise B

Answers will vary

## Week 3

### Day 1

#### Grammar Study

prep adj OP  
with attentive gravity

prep art OP  
to the plans

prep art adj OP  
of the different speakers

prep art adj OP  
on the next day

prep adj OP  
of many tribes

prep art adj OP  
from a great distance

prep OP  
in tribes

prep adj OP  
with each other

prep art adj OP  
in a common band

prep OP  
of brotherhood

prep adj OP  
from our land

prep OP  
to me

prep OP  
by tribes

prep art OP  
under the shadow

prep art adj OP  
of the great tree

prep art OP  
into the earth

prep art adj OP (adjective clause – bonus: we haven't studied clauses yet)  
against the everlasting stone that cannot be moved

prep art OP  
at the foot

prep art adj OP  
of the great hills

prep adj OP  
by their crags

prep OP  
in speech

prep art adj OP  
in the dark forest

prep art OP  
over the land

prep art adj OP  
in the open country

prep OP conj OP  
of corn and beans

prep adj OP  
under our protection

prep art OP conj OP  
of the South and West

prep adj OP  
of you all

prep adj adj OP  
in this great bond

prep OP  
upon us

prep art OP  
under the war-storm

prep adj OP  
by good men

prep art OP conj OP  
in the dance and song

prep OP  
of Hiawatha

AWV about the conclusion drawn. A student may say that prepositional phrases are just about essential to communicate thoughts. They are used so frequently! They may say that they take an adjective or article most times.

## Day 2

## Grammar Study

1. <sup>Inf</sup> to become mayor of the city. <sup>DOi</sup> Used as the direct object of the sentence
2. <sup>Inf</sup> to judge others unfairly. <sup>DOi</sup> Used as an adverb modifying the adjective quick
3. <sup>Inf</sup> To be cool <sup>PA i</sup> Used as the subject of the sentence
4. <sup>Inf</sup> To know her <sup>IOi</sup> Used as the subject <sup>Inf</sup> to love her. <sup>IOi</sup> Used as the predicate nominative of the sentence
5. <sup>Inf</sup> to take the midnight flight to Chicago after the meeting. <sup>DOi</sup> Used as the direct object of the sentence.
6. <sup>Inf</sup> to come to the house for a party after the game. Used as the direct object of the sentence. There is no object or complement within the infinitive phrase, only prepositional phrases.
7. <sup>Inf</sup> [To have taken] the plane to California <sup>DOi</sup> Used as the subject of the sentence.
8. <sup>Inf</sup> to give his best workers a big bonus for Christmas <sup>IOi</sup> <sup>DOi</sup> Used as the direct object in the sentence
9. <sup>Inf</sup> to consider before the vote. Used as an adjective to modify “things” No object or complement with the infinitive
10. <sup>inf</sup> To pass the test <sup>DOi</sup> used as an adverb modifying the verb “need”
- <sup>Inf</sup> To learn the material in the charts and notes <sup>DOi</sup> used as the direct object in the sentence

## Day 3

### Grammar Study

1. <sup>Inf</sup> Infinitive phrase: to take the midnight flight to Chicago after the meeting. (Used as DO)  
<sup>DOi</sup> <sup>P</sup> <sup>OP</sup> <sup>P</sup> <sup>OP</sup>  
 Prepositional phrase: *to Chicago* modifies flights, *after the meeting* modifies take
2. <sup>Inf</sup> Infinitive phrase: to come to the house for a party after the game. (used as DO)  
<sup>P</sup> <sup>OP</sup> <sup>P</sup> <sup>OP</sup> <sup>P</sup> <sup>OP</sup>  
 Prepositional phrase: *to the house* modifies to come, *for a party* modifies to come, *after the game* modifies to come.
3. <sup>Inf</sup> Infinitive phrase: to consider before the vote. (used as an adjective)  
<sup>P</sup> <sup>OP</sup>  
 Prepositional phrase: *before the vote* used as adverb modifying to consider
4. <sup>Inf</sup> Infinitive phrase: to learn the material in the charts and notes. (Used as DO)  
<sup>DOi</sup> <sup>P</sup> <sup>OP</sup> <sup>OP</sup>  
 Prepositional phrase: *in the charts* and notes modifies material  
 NOTE: the other infinitive phrase *To pass the test* does not have any prepositions in it
5. <sup>Inf</sup> Infinitive phrase: to raise money for the family who had lost their home. (Used as an adverb)  
<sup>DOi</sup> <sup>P</sup> <sup>OP</sup>  
 Prepositional phrase: *for the family* is used as an adjective modifying money  
 NOTE: the clause *who had lost their home* is included in the phrase because it modifies family, which is part of a preposition included in the infinitive phrase.
6. <sup>Inf</sup> Infinitive phrase: to board the ships all at the same time. (used as the DO)  
<sup>DOi</sup> <sup>P</sup> <sup>OP</sup>  
 Prepositional phrase: *at the same time* used as an adverb to modify to board

## Day 4

### Grammar Study

#### Exercise A

When “to” is followed immediately by a verb it is an infinitive. The preposition “to” is followed by a noun, its object.

#### Exercise B

Inf Doi  
To promote the common interest infinitive phrase, used as an adverb telling why

Inf DOi P OP P OP P OP  
“To oppose these Northern hordes in tribes singly while we are at variance often with each other”  
Infinitive phrase: used as the subject of the sentence

NOTE: the clause *while we are . . .* is included in the phrase because modifies the infinitive to oppose.

inf  
“to succeed” Infinitive used as the direct object

## Week 4

### Day 1

#### Grammar Study

1. ripening modifies fruit (present)
2. reposing modifies cattle (present)
3. roaring modifies mob (present)
4. weeping modifies girls (present)
5. Asked modifies he (past)
6. compelling modifies Edward (present)
7. Arrived modifies he (past)
8. oppressed modifies I (past)  
knowing modifies I (present)
9. Threatening modifies mountain (present)
10. reclining modifies he (present)  
looking modifies he (present)

### Day 2

#### Guided Response

1. Answers will vary based on the student’s interpretation. He may say that the author is saying that the Indian is buried in a way that shows what he expects in the after life. His posture is that of anticipating action.
2. The Indian is buried sitting instead of lying down. He has bowls, food, arrows bent and ready with arrows.
3. It seems like the author does like this about the Indians. Whatever conclusion he draws, be sure that the student gives reasons for his answer.
4. Although the physical life is gone, the better part of the man, his spirit, can still have action.
5. The Indian believes he will still hunt in the after life; the author imagines that he hunts a deer that is also “shade.”
6. AWV – be sure that the student gives reasons for his answer.
7. Student writes.

#### Grammar Study

1. *situated on the skirts of that pretty little village* modifies farm
2. *fronting on the sea*. Modifies chamber
3. *listening* modifies crowd
4. *blown up in the air* modifies bubble

5. *neighing wildly in panic* modifies horses
6. *laid upon large trestles*. Modifies planks
7. *walking and sobbing at night*. Modifies her
8. *wringing her hands in worry*. Modifies creature
9. *strengthened with some troops of horse from Yorkshire* modifies colonel.
10. *Having settled herself in the coach*, modifies she

## Day 3

### Grammar Study

1. Participle: <sup>present</sup>waiting: no object or modifiers. It modifies “van”
2. Participle phrase: <sup>present</sup> <sup>DOp</sup> <sup>P</sup> <sup>OP</sup>playing games in the classroom. It modifies “children”  
Prepositional phrase: in the classroom
3. Participle: <sup>present</sup>recording: no object or modifiers. It modifies “equipment”
4. Participle phrase: <sup>present</sup> <sup>P</sup> <sup>OP</sup>walking through the gate. It modifies “visitors”  
Prepositional phrase: through the gate
5. Participle phrase: <sup>past</sup> <sup>P</sup> <sup>OP</sup>erected in January, It modifies “store”
6. Participle phrase: <sup>Perfect</sup> <sup>DOp</sup>Having changed the tire, It modifies “driver”
7. Participle phrase: <sup>Past</sup> <sup>P</sup> <sup>OP</sup>Respected [throughout the world] It modifies “statesman”  
Participle: <sup>Present</sup>Bustling: no object or modifiers. It modifies “airport”
8. Participle phrase: <sup>Past</sup> <sup>P</sup> <sup>OP</sup>decorated [with tropical scenes] It modifies “windows”

## Day 4

### Grammar Study

#### Exercise A

Participles in the poem:

*Imaged* modifies birds

*Painted* modifies bowl

*Dressed* modifies venison

*Bent* modifies bow

*Making* modifies thou (This is a hard one. This is how I took apart that stanza: you (thou) commit no fraud upon the dead and say – that’s the main part of the sentence. “Marking” seems to be something that describes the behavior of “you”)

*Wearing* modifies rain

*Far-projecting* modifies shade

*Moistening* modifies dews

*Arrayed* modifies hunter

*Painted* modifies chief

*Pointed* modifies spear

#### Exercise B

Answers will vary

## Week 5

### Day 1

#### Grammar Study

##### Exercise A

1. skating - predicate nominative
2. brushing his teeth - subject
3. fishing in the creek below our hill – direct object
4. eating the fresh hot cookies – direct object
5. running in the morning – subject
6. praying – object of the preposition
7. seeing – subject, believing – predicate nominative

##### Exercise B

1. eating apples – used as the subject. *Apples* is the object of the gerund *eating*.
2. doing her best in her school work – used as the direct object. *Best* is the object of the gerund *doing*. *In her schoolwork* modifies *best*.
3. praying with all her might – used as the predicate nominative, *with all her might* modifies the gerund *praying*
4. exaggerating his accomplishments – used as the object of the preposition. *Accomplishments* is the object of the gerund *exaggerating*
5. Leaving home to find a job in the city – used as the direct object. *Home* is the object of the gerund *leaving* (this gerund phrase includes an infinitive phrase *to find a job in the city*)

##### Exercise C

Sentences #2 and 4 the gerunds have objects  
Sentences #3 and 5 have a prepositional phrase

### Day 2

#### Guided Response

Answers may vary. Ask the student to explain or justify his answers if they don't seem to make sense. Possible answers below:

1. He is trying to convert them to Christianity. It appears to work, but all we see really is that they are impressed with the speech. Be sure the student explains how he can tell. (what evidence from the report)
2. Student outlines and then summarizes
3. He tells them that the laws of Christ are natural, that they will go to Hell if they don't believe, and that they will go to heaven if they do believe.
4. The priest uses emotional appeal when he talks about heaven and hell, logical reasoning when he says that the laws are reasonable and just. You might say that telling them he is a messenger of the great God, that he is establishing authority or credibility.
5. He feels that the Indians accepted it well. He also feels really good that the word of God is brought to people who have never heard it before.
6. He says that even if they die after coming into the area and speaking about God, they can feel justified that a good presentation was made. That it won't be a failure if they are killed eventually. God was justified by their words whatever may happen.

#### Grammar Study

##### Exercise A

Answers will vary. Here are some samples.

1. During the movie, we couldn't stop *laughing at the jokes*.
2. When she first learned to ride a bike, she barely avoided *falling in the driveway*.
3. Would you mind *taking her to the store*?
4. Our teacher asked us to consider *volunteering our time*.
5. Even though we'll have to postpone going to the museum, we will meet again next week.
6. Don't delay *studying your spelling words* or you will be sorry later.

7. After I finish *writing this paper*, I will be able to go for a bike ride.  
 8. All the children enjoyed *skating at the ice rink* so much that they asked to stay longer.

**Exercise B**

Answers will vary.  
 Here is a sample:

We must begin <sup>Ger</sup> *making our Christmas gifts* <sup>DOg</sup> *now*.

**Day 3**

**Grammar Study**

**Exercise A**

Answers will vary. Be sure that the student has labeled the gerund phrases.

**Exercise B**

1. <sup>Ger</sup> Traveling <sup>prep phrase -adv</sup> (from one city) <sup>prep phrase-adv</sup> (to the next) used as the Subject.
2. <sup>Ger</sup> moving her furniture <sup>DOg</sup> (to the deck). <sup>prep phrase-adv</sup> Used as the direct object
3. <sup>Ger</sup> giving her life <sup>DOg</sup> (in service) <sup>prep phrase-adv</sup> (to the poor) <sup>prep phrase-adj</sup> used as the object of the preposition
4. <sup>Ger</sup> playing the clown <sup>DOg</sup> (around his friends). <sup>prep phrase-adv</sup> Used as the direct object
5. <sup>Ger</sup> Preparing <sup>prep phrase-adv</sup> (for the trip) used as the subject
6. <sup>Ger</sup> After trying every other option, they thought of writing <sup>DOg</sup> to the governor. <sup>ger</sup> <sup>prep phrase-adv</sup>  
 Both gerund phrases are used as the object of the preposition

**Day 4**

**Grammar Study**

**Be sure the student does the part in bold before the chart: Explain the phrases using the chart and give an example of each one in a sentence.**

1. Gerund phrase: <sup>G</sup> Listening to music <sup>PS</sup> the prepositional phrase “to music” <sup>OP</sup> modifies the gerund. The whole phrase acts as the subject of the sentence.

<sup>Inf</sup> <sup>PS</sup> <sup>OP</sup>  
 Infinitive phrase: to relax after a busy day. The prepositional phrase modifies the infinitive

2. Prepositional phrases: <sup>PS</sup> During the exciting climax of the movie, <sup>OP</sup> <sup>PS</sup> The entire phrase acts as modifier of the verb “was.” <sup>OP</sup>  
 “Of the movie” modifies climax

<sup>PS</sup> <sup>OP</sup> <sup>PS</sup> <sup>OP</sup>  
 Prepositional phrase: of the people behind us “of the people” modifies the gerund “talking” and “behind us” modifies people. The gerund in this sentence does not have any objects, so it is not a phrase.

3. prepositional phrase: <sup>PS</sup> In the middle of the raging battle, <sup>OP</sup> <sup>PS</sup> <sup>OP</sup>  
 “of the raging battle” modifies middle.

<sup>PS</sup> <sup>OP</sup>  
 Prepositional phrase: of the air-raid sirens. This phrase modifies the gerund wailing

NOTE: Frightened is a past participle with no complements; wailing is a gerund with no complements used as the direct object in the sentence

- PS            OP  
 4. prepositional phrase: to the school nurse This phrase modifies the verb “going.”  
       Inf DOi PS PPpast OP OP  
 Infinitive phrase: to put splints on their broken arms and legs The entire phrase modifies the verb “going”  
 The prepositional phrase “on their broken arms and legs” modifies “splints”

NOTE: the past participle “crying” and the past participle “broken” do not have complements.

## Week 6

### Day 1

- ss    sp            ss    sp
- The north wind doth blow, and we shall have snow.
  - ss    sp            ss    sp            ss    sp  
 2. The lightning flashed, the thunder roared, and the rain fell.
  - ss    sp            ss    sp  
 3. Knowledge is the greatest good; ignorance is the greatest evil.
  - ss    sp  
 4. The silver birch is a dainty lady,  
    ss    sp  
    She wears a satin gown.
  - ss    sp  
 5. Spring is dancing o’er the lea;  
    ss    sp  
    Birds are nesting in the tree.
  - ss    sp            ss    sp  
 6. Darkness broods o’er the earth and sky, and silence covers all.

### Day 2

#### Exercise A

- ss    sp            ss    sp  
 1. God rules the world – main clause      which He created – subordinate clause.
- ss    sp            ss    sp  
 2. (You) Make hay - main clause      while the sun shines – subordinate clause
- ss    sp            ss    sp  
 3. The man is happy – main clause      that finds wisdom – subordinate clause
- ss    sp            ss    sp  
 4. He is blessed indeed – main clause      who has found his life’s work – sub clause
- ss    sp            ss    sp  
 5. They can never be wise – main clause      who despise good counsel – sub clause
- ss    sp            ss    sp  
 6. (You) Strike – main clause      while the iron is hot – sub clause
- ss    sp            ss    sp  
 7. He does good to himself – main clause      that does good to another
- ss    sp            ss    sp  
 8. the great spirit will smile upon us and we shall be free, prosperous and happy – two main clauses (compound sentence)  
    ss    sp  
 If we unite in this great bond – first subordinate clause;

SS SP  
We shall receive his frown – second main clause after the semi-colon

SS SP  
but if we remain – second subordinate clause

SS SP  
as we are – third subordinate clause

### Exercise B

Answers may vary. Here is a sample of each

1. Children rejoice *when the first snow falls*.
2. The mountains *that are in the distance* look blue.
3. A watch *that has no hands* is useless.
4. The leaves *that appear in early spring* are a beautiful green.
5. The flowers are refreshed *when the gentle rain falls*.
6. The tree *that is on the mountain top* is a pine.
7. *While the storm was raging*, the cattle huddled under the trees.
8. The brook *that flows in the meadow* sings a drowsy song.

## Day 3

### Grammar Study

#### Exercise A

1. adjective
2. adjective
3. noun (subject)
4. adverb
5. adverb
6. adjective
7. noun (direct object)
8. adverb
9. noun (object of the preposition)
10. adjective

## Day 4

### Grammar Study

#### Exercise A

1. complex – subordinate clause *until the well runs dry*
2. compound – two independent clauses joined by “and”
3. simple – no dependent clause (there is a compound subject)
4. complex – subordinate clause *who think least*
5. compound – two independent clauses joined by “and”
6. complex – subordinate clause *unless he works*
7. compound – two independent clauses joined by a semi-colon
8. compound – two independent clauses joined by “and”

**Exercise B – answers will vary**

**Exercise C – answers will vary**

## Week 7

### Day 1

#### Exercise A

1. Clause: who do not know their responses                      Modifies: children
2. Clause: that her mother read aloud                              Modifies: book

- |  |                    |
|--|--------------------|
| 3. Clause: whose father won the grand prize.           | Modifies: girl     |
| 4. Clause: which was harder than the students expected | Modifies: test     |
| 5. Clause: who had played the concert last night.      | Modifies musicians |
| 6. Clause: that his sister had made                    | Modifies: pie      |
| 7. Clause: that perfectly matched her dress and shoes. | Modifies: hat      |
| 8. Clause: who took the money from our hands.          | Modifies: monkey   |
| 9. Clause: that comes from Chicago                     | Modifies: train    |
| 10. Clause: that he had found on the bridge            | Modifies: dog      |

Conclusion: The adjective clauses usually sits right next to the noun it modifies.

### Exercise B

Answers will vary. The added clause should begin with *that, which, who, or whose*.

## Day 2

### Grammar Study

#### Exercise A

1. place
2. condition
3. why – cause
4. why – reason
5. concession
6. when
7. concession or why
8. when

#### Exercise B

- |  |  |
|--|--|
| 1. After they finished washing all the cars                | modifies rested (verb)                   |
| 2. that he could finish on time.                           | modifies confident (predicate adjective) |
| 3. when he tries to work on the car                        | modifies breaks (verb)                   |
| 4. because she wanted to be able to find things            | modifies kept (verb)                     |
| when she needed them.                                      | modifies find (verb)                     |
| 5. Although the weather man had predicted a warm sunny day | modifies was rained out (verb)           |
| 6. unless the price of materials goes down.                | Modifies will continue (verb)            |
| 7. Because he did not watch where he was going             | Modifies stepped (verb)                  |
| 8. that I hadn't locked my keys in the car.                | Modifies happy (predicate adjective)     |

Exercise C – answers will vary.

## Day 3

### Grammar Study

#### Exercise A

1. subject
2. adjective complement
3. predicate nominative
4. object of a participle
5. direct object
6. object of the preposition
7. subject
8. object of the infinitive
9. direct object

## 10. object of the gerund

### Exercise B

Answers will vary

## Day 4

### Grammar Study

1. When my brother was younger – adverb clause,  
who would save the world from criminals – adjective clause
2. If you want to give someone who has a lot of money a nice gift – adverb clause  
Who has a lot of money – adjective clause
3. if you choose – adverb clause  
which may come into our hands – adjective clause
4. that his Son made Himself man for love of you – noun clause
5. that respect, love, and reverence be given to Him who has made all and who preserves the universe—noun clause (direct object)  
who has made all – adjective clause  
who preserves the universe – adjective clause
6. that they be carried throughout the world – noun clause  
If thou reject them in thy heart—adverb clause  
who animates my heart and my voice – adjective clause
7. who are sitting under the shadow of the great tree—adjective clause  
whose branches spread wide around – adjective clause  
whose roots sink deep into the earth—adjective  
because you are warlike and mighty – adverb
8. where they sold toys for children –adjective clause  
that I met by the way in the hands of another boy- adjective clause
9. As I grew up, came into the world, and observed the actions of men—adverb clause  
who gave too much for the whistle—adjective clause

## Week 8

### Day 1

### Grammar Study

#### Exercise A

1. We enjoyed Paris, *where we spent our vacation*. Adjective clause follows a proper noun
2. Correctly punctuated *which has large ears*. Adjective clause nonrestrictive
3. Correctly punctuated *because she didn't feel well*. Adverb clause
4. Correctly punctuated *That she took the wrong bus* Noun clause.
5. *When all was said and done*, they were the better sportsmen. Adverb clause
6. Correctly punctuated *what she would say to her class about her trip to Rome*. Noun clause
7. Correctly punctuated *who gave a presentation to our group* adjective clause - restrictive.
8. Goats, *which were first tamed more than 9000 years ago in Asia*, have provided people with milk, meat, and wool since prehistoric times. Adjective clause - nonrestrictive
9. *After they left the park*, they realized they had forgotten their jackets. Adverb clause
10. Correctly punctuated *Whether or not you like the results* Noun clause.

## Exercise B

Answers may vary. Here are some examples:

1. They own an original Monet painting *which is valued at over a million dollars*. Adjective clause
2. *When the concert was over*, he dropped his friend off at the bus station. Adverb clause.
3. The restaurant ran out of pasta *because their group ordered a lot of pasta*. Adverb clause
4. This river, *which is polluted*, is not safe for swimming. Adjective clause
5. It is my belief *that the genocide in Africa should be stopped*. Noun clause

## Day 2

### Grammar Study

#### Exercise A

1. whose book that is. Direct object
2. what his mother says. Object of the preposition
3. (that) it was the best way to travel. Direct Object
4. (that) she could come with us to the fair. Adjective complement
5. Whether she would come Subject
6. what she will do about new litter of kittens. Direct Object
7. (that) she was going to leave so soon. Direct Object
8. (that) the dog would run away. Adjective complement

#### Exercise B

Answers will vary

#### Exercise C

There may be several of each. Here is a sample of each one:

1. This is a sign that beavers have been active in the area; such limbs are the leftovers from a beaver meal, complete with tooth marks.
2. The favored food of the beaver is the inner bark of deciduous trees and their tender shoots, although it will eat leaves and other green matter during the growing season.

OR

Its streamlined shape (for example its small ears) enables the beaver to swim more swiftly, and valves in its nose and ears close when underwater.

3. This provides protection to the beavers from predators *who are poorer swimmers than they*.
4. *If a suitable pond is not available*, the beaver will dam a stream or small river using logs, sticks, stones, and mud.

## Day 3

### Grammar Study

#### Exercise A

1. participle phrase: there are two in the first paragraph  
equipped with a small hatchet  
equipped and painted as I was (this phrase includes an adverb clause: as I was)
2. Adjective Clause: there are several adjective clauses in this piece. Here are a few samples. If you are not sure if your student has chosen an adjective clause, ask him what the clause is modifying – make sure it's a noun!  
whom I well knew  
which I had pulled off  
who wore a large cocked hat and white wig  
which was fashionable at that time
3. Infinitive phrase: there are several in the text. Here are a few:  
to board all the ships at the same time,  
to go to the captain and demand of him the keys to the hatches and a dozen candles  
to do no damage to the ship or rigging  
to execute his orders  
to carry off small quantities of it for their family use

4. Adverb Clause: there are many. Here are a few samples. If you are not sure if your student has chosen an adverb clause, ask him what the clause is modifying. In this piece, all the adverb clauses modify verbs.

- When we arrived at the wharf
- When I first appeared in the street after being thus disguised
- when he supposed he was not noticed
- as he was stepping from the vessel

5. Prepositional Phrase: there are MANY in the piece. Be sure that the student has chosen a preposition and its object (of his coat, upon the wharf, into three parties, to the hatches)

**Exercise B**

Answers will vary.

**Day 4**  
**Grammar Study**

1. (When we left [to visit the shrine]), we made sure (that we took our lunches [because we planned (to stay all day)].)
2. (If the stuffed animal does not fit [into the wrapping paper] [that you bought at the bargain store]), you might try (wrapping it [in the expensive box] [that I gave you]), (because expensive boxes are usually stronger).
3. A letter (written [in haste]) may create problems (that the writer doesn't foresee [as he is writing]).

**Week 9**

**Day 1**  
**Grammar Study**

**Exercise A**

1. The happy girl skipped down the street.
2. Seven sons left their books carelessly on the shelf.
3. With little practice, the team still won the game.
4. Evergreen trees in our yard do not lose their leaves in winter.

Sub pred pr adj  
 P V adv adv adj adv  
 5. He is not very happy today.

**Exercise B**

*Captain O'Connor* is the main subject of the sentence.

*Came* and *filled* are the simple predicates

*Pockets* and *lining* are the complements as direct objects of the verb *filled*

*Whom I well knew* is an adjective clause modifying *Captain O'Connor*

*When he supposed he was not noticed* is an adverb clause modifying *filled*

*He was not noticed* is a noun clause as the direct object of the verb *supposed*. (The word "that" is omitted, but it is still a noun clause).

**Day 2  
 Grammar Study**

(ger phrase [prep phrase])  
 Sub Pred (PrNom-----)  
 Adj adj N V N(ger) P adj N  
 1. Our favorite sport is (skating [in the winter]).

(inf phrase)  
 Sub pred (DO-----)  
 Adj N V V(inf) adj N  
 2. The men began (to load the boxes).

(part phrase (prep phrase) (prep phrase)  
 Sub pred  
 Adj P adj N adj N V P adj N  
 3. (Frightened [by the lightning]), the children huddled (under the bed).

(Ger phrase [prep phrase])  
 -----sub----- pred DO  
 N(ger) P N C N V adj N  
 4. (Living [without food or water]) fatigued the soldiers.

( Inf phrase) (prep phrase)  
 -----sub----- pred pr nom  
 V (inf) adv V adj N P adj N  
 5. (To write well) is the goal (of the program).

**Day 3**

## Grammar Study

1. *who had tried again and again to find the Northwest Passage of which the Cabots so long before had talked and written* – adjective clause modifying Sir Gilbert  
*which the Cabots so long before had talked and written* – noun clause, object of the preposition
2. *when the laws for this new colony were drawn up* – adverb clause  
Compound direct object:  
*that there should be no rum allowed there*  
*that any sale of it to the Indians should be punished as one of the greatest crimes.*
3. *who was also a warm friend of Governor Winthrop* – adjective clause modifying husband  
*where there was more than enough of all the good things of life* – adjective clause modifying colony
4. *When the French and Indian War broke out* – adverb clause  
*that you see coming now and then from their colleges to spend their vacations at home* – adjective clause modifying boys
5. *that the people be gathered in the churches to hear a message which the English brought to them* – noun clause, direct object  
*which the English brought to them* – adjective clause modifying message
6. *that their chief was taken, that there were hundreds of white men just outside the camp, and that their lives should be spared, if they would surrender at once* – noun clauses, compound direct objects  
*if they would surrender at once* – adverb clause

## Day 4

### Grammar Study

Answers will vary.

# Unit 2

## Week 10

### Day 1

#### Exercise A

1. imagination.
2. reverence
3. knowledge
4. courage.
5. happiness (they might make a case that “society” is abstract.
6. knowledge and wisdom.
7. predicament
8. hate

#### Exercise B

- |  |                                      |
|--|--------------------------------------|
| 1. false—falsehood, falseness or falsity | 7. cautious—caution                  |
| 2. careless—carelessness                 | 8. evil—evil or evilness             |
| 3. grieving—grief                        | 9. amiable—amiability or amiableness |
| 4. free—freedom                          | 10. valiant—valiance or valiantness  |
| 5. beautiful—beauty                      | 11. natural—nature                   |
| 6. sorry—sorrow                          | 12. angry—anger                      |

### Day 2

#### Exercise A

Answers will vary

#### Exercise B

1. absent, fault, present, excuse.
2. passion, reason
3. discontents, secrets
4. Admiration, ignorance.
5. self-control, habit, passion, prejudice, tendencies, will, misery, future, crimes (some may argue to include society)

### Day 3

#### Exercise A

1. band
2. party
3. Senate
4. troop
5. family
6. society
7. people
8. Parliament.

#### Exercise B

Answers will vary. Here are some samples:

- |                                     |                   |
|-------------------------------------|-------------------|
| 1. cows - herd                      | 6. sailors - navy |
| 2. musicians – orchestra, quartet   | 7. birds - flock  |
| 3. soldiers – troop, army           | 8. ants - colony  |
| 4. ships – fleet, flotilla, regatta | 9. bees - swarm   |

5. flowers - bouquet

10. stars – constellation, galaxy

### Exercise C

Answers will vary.

## Day 4

### Grammar Study

Sub pred DO  
 N V adj N adv adv

1. Kevin played the guitar quite well.

Explanation: *Kevin* is the subject of the sentence; *played* is the predicate. *Guitar* is the direct object of the verb *played*. *Quite* modifies *well*, *well* modifies *played*.

Sub sub pred  
 N C N V adv P adj N

2. Louise and Sandy worked rapidly at the factory.

Explanation: *Louise* and *Sandy* are the subjects of the sentence; *worked* is the predicate. *Rapidly* modifies *worked*.

Sub pred  
 P adj N N V adv adv P adj N

3. After the show, Bernie danced happily again for his friends.

Explanation: *Bernie* is the subject of the sentence; *danced* is the predicate. *Happily* modifies *danced*, *again* modifies *danced*.

Sub pred PrN  
 P adj N N V adj N P adj N

4. Without a doubt, Harry is the captain of the team.

Explanation: *Harry* is the subject of the sentence, *is* is the predicate. *Captain* is the predicate nominative.

Sub pred (DO-----)  
 Adj N adv V V adj N

5. The children really wanted (to win the race).

Explanation: *Children* is the subject of the sentence; *wanted* is the predicate. *To win the race* is the direct object (infinitive phrase). [The student may want to explain the infinitive phrase. This week we are only focusing on the part of speech and parts of a sentence; we'll parse and explain phrases in the coming weeks. Of course, if he wants to explain it, he can say that *race* is the direct object of the infinitive *to win*.]

## Week 11

### Day 1

## Exercise A

Answers may vary. Here is a sample for each one.

1. best contractor in town
2. cat
3. captain
4. President
5. Clara
6. King
7. sport
8. cook

## Exercise B

1. the wife of one of the officers,  
App
2. the famous artist.  
App
3. our sworn enemies in the game.  
App
4. the sweet Spring  
app
5. the honor of the field.  
App
6. Lord Crawford.  
app
7. Armor's clang and war-steed champing.  
App app
8. The bright-eyed mariner.  
app
9. a bold and stout man  
app
10. the place of his residence

## Day 2

### Exercise A

1. Correct
2. Johnny Inkslinger, the camp's head clerk, invented bookkeeping about the same time that Paul Bunyan invented logging.
3. One among a legion of blacks just freed from the war, John Henry went to work rebuilding the Southern states whose territory had been ravaged by the Civil War.
4. Correct
5. David Crockett, United States Representative from Tennessee, already a folk hero in his home state, became one of the most famous men in the nation.
6. In 1767 John Finley, a courageous Indian trader, pushed far into Kentucky's depths, and returned with thrilling stories of his adventures and tempting descriptions of the beauty and fertility of the land.
7. Correct
8. Correct
9. Correct

### Exercise B

Answers will vary. Be sure the appositive actually renames the noun it is describing.

## Day 3

### Grammar Study

#### Exercise A

Answers may vary. Here are some samples.

1. She read *Johnny Tremain*, which is a novel written by Esther Forbes.
2. The experiment, which was conducted at the agricultural test farm, was hugely successful.
3. Sister Thomas Aquinas, who is the president of the university, invited parents to an orientation.
4. I was born in Dos Palos, which is a tiny town in central California.
5. The Circus Maximus, which was an ancient Roman theater, was a venue created for chariot racing.

#### Exercise B

Answers may vary. Here are some samples.

1. John Quincy Adams, the sixth president of the United States, was born on July 11, 1767.
2. The Jefferson Memorial, a round building with intricate pillars, is famous landmark in the nation's capital.
3. American beavers, highly prized by Europeans, were hunted by fur companies in North America.
4. The sloth, a slow moving animal, is found in the tropical forests of Central and South America.
5. Mercury, the smallest of the nine planets, is the nearest planet to the sun.

## Day 4

### Review:

Appositives in the passage:

*no longer the youngest of the family* appositive phrase for *Roger*

*the farm where they were staying for part of the summer holidays* appositive phrase for *Holly Howe*

*a tea-clipper*, appositive for *vessel*

*the Cutty Sark* appositive for *vessel* (*some may argue it is the appositive for Cutty Sark*)

### Parsing

- |     |     |     |      |                            |   |     |   |  |
|-----|-----|-----|------|----------------------------|---|-----|---|--|
|     |     |     |      | adj                        |   |     |   |  |
|     |     |     |      | (ger phrase [prep phrase]) |   |     |   |  |
|     |     | Sub | Pred | (PrNom-----)               |   |     |   |  |
| Adj | adj | N   | V    | N(ger)                     | P | adj | N |  |
1. Our favorite sport is (skating [in the winter]).

Explanation: *Sport* is the subject, *is* is the predicate, *skating in the winter* is the predicate nominative. The prepositional phrase *in the winter* is part of the gerund phrase. It is used as an adjective modifying *skating*. *Our* and *favorite* modify *sport*.

- |     |   |     |        |              |   |  |  |  |
|-----|---|-----|--------|--------------|---|--|--|--|
|     |   |     |        | (inf phrase) |   |  |  |  |
|     |   | Sub | pred   | (DO-----)    |   |  |  |  |
| Adj | N | V   | V(inf) | adj          | N |  |  |  |
2. The men began (to load the boxes).

Explanation: *men* is the subject, *began* is the predicate, *to load the boxes* is the direct object. *Boxes* is the object of the infinitive *to load*.

- |     |   |                             |     |     |      |   |   |               |   |
|-----|---|-----------------------------|-----|-----|------|---|---|---------------|---|
|     |   | adj                         | adv |     |      |   |   | adv           |   |
|     |   | (part phrase (prep phrase)) |     |     |      |   |   | (prep phrase) |   |
|     |   |                             |     | Sub | pred |   |   |               |   |
| Adj | P | adj                         | N   | adj | N    | V | P | adj           | N |
3. (Frightened [by the lightning]), the children huddled (under the bed).

Explanation: *children* is the subject, *huddled* is the predicate.

*Frightened by the lightning* is a participle phrase acting as an adjective modifying *children*. *By the lightning* is a prepositional phrase acting as an adverb modifying the participle *frightened*. *Lightning* is the object of the preposition *by*. *Under the bed* is a prepositional phrase acting as an adverb modifying *huddled*. *Bed* is the object of the preposition *under*.

	(App phrase)	Past part		(Inf phrase)
Sub	pred	IO	DO	
N adj adj N	V adj adj	N adj N	V(Inf) PN	

4. Sally, (my older sister), told the frightened children a story (to calm them).

Explanation: *Sally* is the subject, *told* is the predicate, *children* is the indirect object of the verb *told*; *story* is the direct object of the verb *told*.

*My older sister* is an appositive phrase modifying *Sally*. *To calm them* is an infinitive phrase used as adverb modifying *told*, telling “why.” *Them* is the direct object of the infinitive *to calm*.

		adj		
( Inf phrase)	pred	pred nom	(prep phrase)	
----sub-----	V (Inf) adv V	adj N P adj N		

5. (To write well) is the goal (of the program).

Explanation: *to write well* is the subject, *is* is the predicate, *goal* is the predicate nominative.

The prepositional phrase *of the program* is used as an adjective modifying *goal*. *Program* is the object of the preposition *of*.

*Well* is an adverb modifying the infinitive *to write*.

## Week 12

### Day 1

#### Exercise A

1. Predicate verb: is (intransitive); predicate adjective: warm.
2. Predicate verb: bring (transitive); direct object: flowers.
3. predicate verb: may dawn (intransitive)
4. predicate verb: breaks (transitive); direct object promise.
5. predicate verb: will cloth (transitive); direct object: rags.
6. Predicate verb: will have ripened (transitive); direct object: grapes.
7. predicate verb: must have (transitive); direct object: fall.
8. predicate verb: will gather (transitive); direct object: moss.
9. predicate verb: was (intransitive); predicate nominative: inventor.
10. predicate verb: could have prevented (transitive); direct object: accident.
11. predicate verb: has been dawning (intransitive)
12. predicate verb: is always (intransitive).

#### Exercise B

Answers will vary. Here are some samples.

1. The girls have been giggling all day. (Intransitive)
2. Mother will be driving after dark. (Intransitive)
3. She must have been sleeping at the wheel. (intransitive)

4. Andrew should have called home by now. (transitive)
5. She could hardly believe her eyes. (transitive)
6. The soldiers had been marching to Lexington. (intransitive)
7. They might have been overwhelmed by the enemy. (intransitive)
8. The toy may be broken. (intransitive)

## Day 2

### Answer Key

#### Exercise A

1. must work – indicative, intransitive
2. were – subjunctive, intransitive; would lower – conditional, transitive
3. keep – imperative, transitive
4. swam – indicative, intransitive
5. would ride – conditional, transitive
6. could reach – conditional, transitive; were – subjunctive, intransitive
7. gather and leave (compound predicate) – imperative, transitive
8. officiated – indicative, intransitive

#### Exercise B

Answers will vary.

## Day 3

### Exercise A

1. The children break the bubbles.  
The children broke the bubbles  
The children will break the bubbles  
The children have broken the bubbles  
The children had broken the bubbles  
The children will have broken the bubbles.
2. Monsters hide under the bed.  
Monsters hid under the bed.  
Monsters will hide under the bed  
Monsters have hidden under the bed.  
Monsters had hidden under the bed.  
Monsters will have hidden under the bed.
3. The opera singer sings the aria.  
The opera singer sang the aria.  
The opera singer will sing the aria.  
The opera singer has sung the aria.  
The opera singer had sung the aria.  
The opera singer will have sung the aria.

#### Exercise B

1. brought – simple past
2. will think – simple future; had wasted past perfect.
3. had walked – past perfect.
4. has become – present perfect
5. has finished – present perfect; will have worked – future perfect

## Day 4

### Exercise A

Answers may vary.

7. was eating or ate
8. didn't want, was raining
9. was shining, was blowing
10. was reading, fell, closed, turned
11. was climbing, slipped, fell,

### Exercise B

Answers will vary.

## Week 13

### Day 1

#### Exercise A

1. was obeyed.
2. was taken.
3. were broken
4. was heard.
5. is forced
6. is hidden, overcome, extinguished.
7. is delighted
8. was cleared
9. was blown
10. were raised
11. was held
12. were awakened; were melted; was heard.

#### Exercise B

Answers will vary. Here are some sample answers.

1. The nurses obeyed my command promptly.
2. The policeman took one of the men who robbed me.
3. General Monk now broke down the gates of the city.
4. Suddenly while I gazed, I heard the loud crash of a thousand cymbals.
5. Experiences forces judgment upon us.
6. Man often hides nature, sometimes overcomes it, and seldom extinguishes it.
7. Applause always delights youth.
8. The soldiers immediately cleared the hall.
9. The enemy blew up the castle just before midnight.
10. The motion of the journey raised my spirits.
11. The kind held a great council of war in his quarters.
12. The war awakened many consciences; melted many hard hearts into tears; and heard many a penitent confession.

### Day 2

#### Exercise A

1. are uplifted: present tense, 3<sup>rd</sup> person, plural; are lit: present tense, 3<sup>rd</sup> person, plural
2. was staggered: past tense, 3<sup>rd</sup> person, singular.
3. was lost and won: past tense, 3<sup>rd</sup> person, singular
4. is carried: present tense, 3<sup>rd</sup> person, singular
5. will be surprised: future tense, 2<sup>nd</sup> person, singular
6. are bred: present tense, 1<sup>st</sup> person, plural
7. was surrounded, pinioned, hurried: past tense, 3<sup>rd</sup> person, singular.
8. will be gained: future tense, 3<sup>rd</sup> person, singular
9. swam: past, 1<sup>st</sup> person, singular (this is not a passive verb); was pushed: past tense, 1<sup>st</sup> person, singular.
10. was damaged: past tense, 3<sup>rd</sup> person, singular (collective noun treated as a singular noun)









## Day 2

Answers will vary. Allow any combination that makes sense. Here are some samples:

1. They abruptly burst out of the clouds into a shaft of light.
2. By Afternoon, Perrault, who was in a hurry to be on the trail to Dawson, returned with three more dogs.
3. He ate slowly, hoping that in the days to come he'd be able to remember how good each mouthful had been.
4. The thing one immediately noticed about him was his beautiful, crinkly, snow-white beard. I once heard a missionary say it was like the beard of an Arabian sheik, and his bald crown only made it more impressive.
5. This boy was well dressed, even for a weekday, which was simply astounding.
6. Not one might come and go, and the great shops of Boston which had been bringing wealth for over a hundred years were idle in their berths.

## Day 4

### Grammar Study

There are many places where simply adding a conjunction will combine sentences. Or one sentence can be made into a clause and included in the other sentence. Answers will vary.

Here are some samples:

From "Always move forward, never turn back"

**Original:** He combined excellent scholarship and a true love of God and neighbor in a warm and outgoing personality. He seemed to make real the love of Christ to everyone he met.

**Revision:** Combining excellent scholarship and a true love of God and neighbor in a warm and outgoing personality, he seemed to make real the love of Christ to everyone he met.

From Pecos Bill

**Original:** As though this were not bad enough, the sky grew green. From the mountains came the wild roar of a tornado.

**Revision:** As though this were not bad enough, the sky grew green, and from the mountains came the wild roar of a tornado.

From John Henry

**Original:** A thousand men would lose their lives before the great enemy was conquered. It took three long years, and before it was done the ground outside the mountain was filled with makeshift, sandy graves.

**Revision:** It took three long years, and before it was done the ground outside the mountain was filled with makeshift, sandy graves, and a thousand men would lose their lives before the great enemy was conquered.

From The Beaver

**Original:** The inner fur is thick and soft and acts like a sweater to help the beaver maintain its body temperature in the cold water. The outer fur (or guard hairs) is longer and behaves much like a slicker to keep the inner fur and skin dry.

**Revision:** While the inner fur is thick and soft and acts like a sweater to help the beaver maintain its body temperature in the cold water, the outer fur (or guard hair) is longer and behaves much like a slicker to keep the inner fur and skin dry.

## Week 17

### Day 1

#### Grammar Study

##### Exercise A

1. Gerund phrase, *map* is the object of the gerund *drawing*
2. Prepositional phrase; *choir* is the object of the preposition

3. Participle Phrase; *piece* is the object of the participle
4. Appositive phrase; the phrase *of our environment class* modifies *teacher*
5. Infinitive phrase; *lap* and *two* are the objects of the infinitive. (compound objects)

### Exercise B

Imitation sentences will vary.

1. participle phrase; Mass is the object; used as an adjective modifying he
2. prepositional phrase; room is the object; used as an adjective modifying journey
3. infinitive phrase; best is the object; used as a direct object of the verb decided
4. gerund phrase; variety is the object; used as the object of the preposition by.
  5. appositive phrase; used as to modify doorkeeper

## Day 4

### Parsing:

( inf phrase )
adj
(prep phrase)

sub
pred
DO
pred
DO

C
PN
V
inf
adj
N
C
adv
V
adj
N
P
N

1. But he wanted (to be a priest,) and finally entered the seminary (in Milwaukee).

**Explanation:** *he* (nominative, singular, masculine) is the subject; **compound predicate:** *wanted* and *entered* (past tense, indicative mood, active voice). *To be a priest* is an infinitive phrase used as a direct object of the verb *wanted*. *Priest* (objective, singular, masculine) is the object of the infinitive. *Seminary* (objective, singular, neuter) is the direct object of the verb *entered*. *In Milwaukee* is a prepositional phrase used as an adjective modifying *seminary*. *Milwaukee* (objective, singular, neuter; proper noun) is the object of the preposition *in*. *Finally* modifies *entered*.

adv
(Infinitive phrase
[prep phrase (ger phse [prep phse])]

Sub
pred
DO

PN
V
N
adv
V
adj
adj
N
P
N(gerund)
adj
N
P
N

2. He quit school early (to support the family farm [by (working a variety of jobs: prison guard, logger, streetcar motorman)]).

**Explanation:** He (nominative, singular, masculine) is the subject; quit (simple past, indicative, active voice) is the predicate. *To support the family farm by working a variety of jobs: prison guard, logger, streetcar motorman* is an infinitive phrase used as an adverb. Farm (objective, singular, neuter) is the object of the infinitive to support; family modifies farm. *By working a variety of jobs: prison guard, logger, streetcar motorman* is a prepositional phrase used as an adverb modifying the infinitive *to support*. *Working* is a gerund. *Working a variety of jobs: prison guard, logger, streetcar motorman* is a gerund phrase used as the object of the preposition *by*. *Variety* (objective, singular, neuter) is the object of the gerund *working*. *Of jobs* is a prepositional phrase used as an adjective modifying *variety*. *Jobs* (objective, plural, neuter) is the object of the preposition *of*. *Guard, logger and motorman* are appositives renaming the noun *jobs*. (all are nominative, singular, neuter, except *motorman* which is masculine). *Prison* and *streetcar* are adjectives modifying *guard* and *motorman* respectively.

## Week 18

### Day 2

#### Grammar Study

<b>(Adverb clause)</b>					<b>Adv</b>			<b>(prep phrase)</b>		
					<b>Sub</b>	<b>pred</b>				
<b>C</b>	<b>PN</b>	<b>V</b>	<b>adj</b>	<b>N</b>	<b>PN</b>	<b>V</b>	<b>V</b>	<b>P</b>	<b>adj</b>	<b>N</b>
(After we watch the movie),					we could walk			(down the street),		
				<b>DO</b>						


**Explanation:** *We* (nominative, plural, neuter) is the subject, *could walk* (simple future, conditional mood, active voice) is the predicate. *Down the street* is a prepositional phrase used as an adverb modifying *could walk*. *Street* (objective, singular, neuter) is the object of the preposition *down*. *Looking in the fancy shop windows* is a participle phrase modifying the subject *we*. *Looking* is a present participle; *in the shop windows* is a prepositional phrase used as an adverb modifying *looking*. *Windows* (objective, plural, neuter) is the object of the preposition *in*. *fancy* and *shop* modify *windows*. *After we watch the movie* is an adverb clause. *We* (nominative, plural, neuter) is the subject, *watch* (present, indicative, active) is the predicate. *Movie* is the direct object of the verb *watch*. *After* is the subordinating conjunction.

### Day 4

#### Answer Key

#### Parsing

<b>(Gerund Phrase)</b>					<b>adj</b>						<b>(Prep phrase)</b>			
-----Subject-----					<b>pred</b>	<b>PrN</b>								
<b>N(ger)</b>	<b>adj</b>	<b>N</b>		<b>adv</b>	<b>V</b>	<b>adj</b>	<b>N</b>	<b>P</b>	<b>adj</b>	<b>N</b>		<b>N</b>		
(Studying the notations carefully)					is	the	job	(of	the	interpreter),	Dr.	Revel.		

**Explanation:** The gerund phrase *studying the notations carefully* is the subject, *is* (present, indicative, active) is the predicate. *Notations* (objective, plural, neuter) is the direct object of the gerund *studying*; *carefully* modifies the gerund as well. *Job* (nominative, singular, neuter) is the predicate nominative of the noun phrase. *Of the interpreter, Dr. Revel* is a prepositional phrase acting as an adjective modifying *job*. *Interpreter* (objective, singular, neuter) is the object of the preposition *of*. *Dr. Revel* is an appositive modifying *interpreter*.

Adv adv

(Part phrase [prep phrase])    Sub    pred    DO (prep phrase)

Adj (part)    P    adj    adj    N    adj    N    V    adj    N    P    adj    N    C    N

(Scattered [by the fierce wind]), the leaves found their way (into every crack and crevice)

adv

( Adj clause    [prep phrase] )

PN V    V    V    P    adj    N

(that had been left [by the workers]).

Sub ----pred----

**Explanation:** *leaves* (nominative, plural, neuter) is the subject; *found* (past tense, indicative, active) is the predicate, *way* (objective, singular, neuter) is the direct object of the verb *found*. *Into every crack and crevice* is a prepositional phrase used as an adverb. *Crack* and *crevice* are the compound objects of the preposition *into*. Each one is objective, singular, neuter. *Every* modifies *crack* and *crevice*. *Scattered by the fierce wind* is a participle phrase modifying *leaves*. *Scattered* is a past participle used as an adjective. *By the fierce wind* is a prepositional phrase used as an adverb phrase modifying *scattered*. *Wind* (objective, singular, neuter) is the object of the preposition *by*. *Fierce* modifies *wind*.

*That had been left by the workers* is an adjective clause modifying *crack* and *crevice*. *That* (nominative, singular, neuter) is the pronoun subject of the clause. *Had been left* (past perfect, indicative mood, passive voice) is the predicate of the clause. *By the workers* is a prepositional phrase used as an adverb. *Workers* (objective, plural, neuter) is the object of the preposition *by*.

adv

(adverb clause) (prep phrase)

Sub    pred    PrA

C PN V    adj    N    PN V    V    adj    P    adj    N

(If we knew the future), we could be peaceful (about our lives).

Sub pred    DO

**Explanation:** *We* (nominative, plural, neuter) is the subject; *could be* (future tense, conditional mood, active voice) is the predicate; *peaceful* is the predicate adjective modifying *we*. *About our lives* is a prepositional phrase used as an adverb. *Lives* (objective, plural, neuter) is the object of the preposition *about*.

*If we knew the future* is an adverb clause. *We* (nominative, plural, neuter) is the subject of the clause, *knew* (past tense, subjunctive mood, active voice) is the predicate; *future* (objective, singular, neuter) is the direct object of the verb *knew*.

Adv

(Adv. Clause    inf phrase] ) (prep phrase)

Sub    pred

C    PN V    adv V    inf    PN    N    V V    P    adj    adj    N

(Although he did n't want [to admit it]), Sam was hurt (by the teacher's words).

Sub predicate    DO

**Explanation:** *Sam* (nominative, singular, masculine) is the subject; *was hurt* (simple past, indicative mood, passive voice) is the predicate. *By the teacher's words* is a prepositional phrase used as an adverb modifying *was hurt*. *Teacher's* modifies *words*. *Words* is the object of the preposition *by*.

*Although she didn't want to admit it* is the adverb clause; *she* (nominative, singular, feminine) is the subject of the

clause, *did want* (emphatic tense, indicative mood, active voice) is the predicate; *to admit it* is an infinitive phrase used as the direct object of the verb *did want*. *It* is the object of the infinitive *to admit*. *Not* is an adverb.

## Unit 3

### Week 19

#### Day 2

##### Exercise A

Good is used as an adjective; well is used as an adverb.

Samples will vary. Here is an example:

She baked a good cake.

She bakes well.

##### Exercise B

1. Sandra speaks English very well. She has very good pronunciation.
2. It was really important to reach the bank before closing.
3. The dog ran quickly to the door.
4. The children ran happily out of the car to the water's edge.
5. That sounds good.
6. Those cupcakes are awfully good.
7. Edward did not perform well on the test.
8. He was really happy to get such a great seat at the game.

##### Exercise C

1. He turned pale. (pale is an adjective used as the predicate adjective.)
2. The moon shone brightly (brightly, an adverb is used because it modifies the verb.)
3. Roses smell fragrant. (Fragrant, an adjective is used because it is the predicate adjective.)
4. He handled the boy roughly. (Roughly, an adverb modifies the very handled.)
5. The work remains unfinished. (Unfinished, an adjective is used as the predicate adjective.)
6. He grew old in the service. (Old, an adjective is used as the predicate adjective.)
7. The board feels rough. (Rough, an adjective is used as the predicate adjective.)
8. She dresses neatly. (Neatly, an adverb modifies the verb dresses.)
9. The dress looks neat. (Neat, an adjective is used as the predicate adjective.)
10. The speaker arose, calm and dignified. (Calm and dignified modify the speaker, so they are adjectives.)

#### Day 3

##### Exercise

1. The weather in the southern state gets very hot during the summer. CORRECT
2. At least three-quarters of that book on famous Americans **are-is** about people who lived in the nineteenth century. (subject is three-quarters, which is a singular noun)
3. Many of the desks in the classroom are broken. CORRECT
4. Making pies and cakes **are is** Mrs. Vanders specialty.
5. Where **does do** your parents live?
6. Only the black widow spider, of all the spiders in the United States, has caused death among human beings. CORRECT
7. Each of the kinds of fruit **were was** new to the exchange students.
8. A group of students **are is** absent today because they are attending the philharmonic.
9. Every one of the players **were was** present to accept the team's trophy.
10. The boys who skated at the pond were very excited. CORRECT





## Day 2

### Exercise A

1. Incorrect: Here *are* two apples that I picked right off the tree yesterday.
2. Correct: Anybody is pronoun that always takes a singular verb.
3. Incorrect: Each of the soldiers *is* required to carry enough provision for the march.
4. Incorrect: Neither the mother nor the father *was* able to convince the boy to come down from the tree.
5. Correct: Everyone is a pronoun that takes a singular verb.
6. Correct: the subject is *reason* and it takes a singular verb
7. Incorrect: Either you or your mother *is* required to sign the release form.
8. Correct: Someone is a pronoun that takes a singular verb
9. Incorrect: There *are* surely many false reports about what happened.
10. Incorrect: Near here *is* a flock of Canadian geese.

### Exercise B

Answers will vary

## Day 3

### Exercise A

1. whom: truth is the subject of makes, so there is no verb for whom. The truth makes him free.
2. who: this pronoun is the subject of the verb chose, so it is nominative.
3. whoever: the entire clause is the object of the preposition to; whoever is the subject of the verb can name.
4. whom: object of preposition with; world is the subject of could dispose.
5. whom: he is the subject of met, so there is no verb for whom. He met him.
6. who: this pronoun is the subject of the verb was appointed, so it is nominative.
7. whom: you is the subject of the verb see, there is no verb for whom. You see them.
8. Who: this pronoun is the subject of the verb is, so it is nominative
9. Whom: you is the subject of do see; there is no verb for whom. You do see her
10. whom: you is the subject of saw; there is no verb for whom. You saw her
11. Whoever: this pronoun is the subject of the verb left, so it is nominative.
12. who: this pronoun is the subject of the verb remember, so it is nominative.

### Exercise B

Answers will vary. Here are some samples:

Whomever: Whomever you see at the water will want to be baptized.

Whoever: Give this book to whoever asks for it.

Who: Jason, who was the oldest son, was going to inherit the vast fortune.

Whom: We will choose whomever you recommend.

## Day 4

### Pronoun Exercise

1. itself, used for emphasis.
2. herself, direct object
3. herself, direct object
4. himself, object of the preposition.
5. themselves, used for emphasis.
6. myself, direct object
7. himself, direct object
8. itself, object to the preposition.

## Parsing

(        **adj clause**        )

<b>Sub</b>	<b>pred</b>		<b>PrN</b>						
<b>P</b>	<b>V</b>	<b>adj</b>	<b>N</b>	<b>PN</b>	<b>adj</b>	<b>N</b>	<b>V</b>	<b>adj</b>	
He	is	the	freeman	(whom	the	truth	makes	free).	
							<b>Sub</b>	<b>pred</b>	<b>PrA</b>

**Explanation:** *He* is the subject (nominative, singular, masculine); *is* is the intransitive predicate (present tense, active voice, indicative mood); *freeman* is the predicate nominative (nominative, singular, masculine), renaming the pronoun *he*.

*Whom the truth makes free* is an adjective clause modifying *freeman*. *Truth* is the subject (nominative, singular, neuter); *makes* is the intransitive predicate (present tense, active voice, indicative mood); and *free* is the predicate adjective describing the subject *truth*. *Whom* is the subordinating conjunction.

## Week 22

### Day 1

Answers will vary. Here are some samples.

1. Hopefully: I sat hopefully at the orchestra audition.
2. Sometime: I'd like to go to the ballet sometime.
3. Everyday: I put my everyday sneakers on to walk to the store.
4. Already: I already paid that bill.

### Day 2

#### Exercise A

1. “*When he spoke at a dinner in Saturday night*, Mr. Clinton acknowledged the role played by the men who subdued the gunman.” (*The New York Times*)
2. “Historians have been kept guessing *for more than 140 years* over claims [that] Dr James Barry, Inspector General of Military Hospitals, was in fact a woman.” (*The Daily Telegraph*, March 5, 2008)
3. “The heiress donated to a charity *a pair of shoes* that sold for over \$20,000.”
4. “Burk is headquartered in a small room on the tenth floor of an aging Washington office building; she is not paid by the council, and her only full-time paid employee is a pleasant young woman named Rebecca *who sits at the front desk and wears a nose ring*.” (reprinted in *The New Yorker*)
5. Daria, *wearing a full length gown*, went to the party. Or Daria wore a full length gown to the party.
6. *In the elevator* my cousin went on and on, describing the details of the party.
7. *Hiking up the mountain*, Kitty and Frank found the flowers.
8. “Plastic bags are a favorite of grocers because of their price, about 2 cents per bag compared to 5 cents for paper. Environmentalists now estimate between 500 billion to a trillion bags, *used widely since the 1970s*, are produced annually worldwide.”





*Neither* is a singular noun and needs a singular verb “was”

Line 3: *Myself* if never used in the nominative case

Line 4: *ton* is singular and must match a singular verb. The error comes when the verb is made to agree with the plural object of the preposition

Line 6: when you do something to an object, you set it. The thing itself sits.

Line 7: When you do something to any object, you lay it. The thing itself lies

Dangling modifier: *panting and licking*. The subject this is supposedly modifying is *face*, but the face does not pant and lick, the dog does. There are several ways you could have revised this sentence.

Line 9: *Hopefully* is an adverb and should only be used as such. The mom doesn't “let hopefully.”

## Day 2

### Exercise A

1. his
2. Jan's
3. our
4. Tom's
5. your
6. his
7. Mary's
8. their
9. our
10. Red Deer's

### Exercise B

1. car's
2. girls
3. twins
4. your
5. him
6. lawyer
7. dress
8. record's
9. your
10. table

## Day 4

**Give this hint if needed:** The verbs in this sentence are in the passive voice.

	adj																		
		(prep phrase)																	
sub			predicate-----				sub		sub		predicate-----				pred.				
N	P	N	V	V	V	C	N	C	N	V	V	V	C	V					

Piles (of debris) have been cleared, and homes and businesses are being repaired or rebuilt.

**Explanation:** Compound sentence.

First independent clause:

Piles (nominative, plural, neuter) is the subject; *have been cleared* (past perfect progressive, indicative mood, passive voice) is the predicate. *Of debris* is a prepositional phrase used as an adjective modifying piles. *Debris* (objective, singular, neuter) is the object of the preposition *of*.

Second independent clause

*Homes* and *businesses* (nominative, plural, neuter) are the compound subjects; *are being repaired* and *rebuilt* (present progressive, indicative mood, passive voice) are the compound predicates.

## Week 25

### Day 1

1. He ran away as if a ghost were after him. (putting *if* in the sentence changes it to the subjunctive)
2. She can't play the piano as she did when she was younger.
3. She practices daily as she should.
4. Her brownies taste as real brownies should.
5. When you sing, try to sing as you teacher taught you.

### Day 2

#### Exercise A

1. We were really surprised to find that the dessert tasted *as if* it had no sugar in it.
2. *Since* I was unable to lift the heavy crate alone, two friends helped me.
3. If you can't bake the pastry *as* I told you, I cannot be responsible for the results.
4. Throughout the entire ordeal, Dan sat *quietly* on the couch.
5. It was obvious that the coach felt *bad* about the way the team had played.
6. *When you finish*, I'll check the essay for spelling mistakes. (misplaced modifier)
7. That test was harder than I thought; *I hope* the teacher will be lenient.
8. They had a lot of fun acting *as if (as though)* they knew what they were doing.
9. I've told you a hundred times *not* to talk with your mouth full.
10. If you really care about him, you won't object to *his* making little mistakes once in a while.
11. I am not sure *whom* she had in mind.
12. We didn't know about *their* being lost until we read the story in the newspaper.

#### Exercise B

Answers will vary. Here are some samples sentences.

1. When he came home from the track meet, all he wanted to do was to lie on the couch.
2. Set your books on the table.
3. The effect of the sun on the rippling water was mesmerizing in the warm afternoon.
4. The sunlight sparkled on the lake like shimmering diamonds.

### Day 4

			(adverb clause)					[prep phrase] )	
sub	pred								
PN	V	adv	C	C	adj	N	V	P	PN
He	ran	away	(as	if	a	ghost	were	[after	him]].
						Sub	pred		

**Explanation:** *He* (nominative, singular, masculine) is the subject; *ran* (past, indicative mood, active voice) is the predicate. *Away* is the adverb modifying *ran*.

*As if a ghost were after him* is the adverb clause modifying *ran*. *Ghost* (nominative, singular, neuter) is the subject of the clause; *were* (past, subjunctive mood, active) is the predicate. *As if* is the subordinating conjunction. *After him* is a prepositional phrase used as an adverb. *Him* (objective, singular, masculine) is the object of the preposition *after*.



**Participle phrase:** *Hoping to impress the lesson more deeply* is a participle phrase modifying *Mrs. March*. The infinitive *to impress* is the object of the participle *hoping*. *Lesson* (objective, singular, neuter) is the object of the infinitive *to impress*. *Deeply* is an adverb modifying the infinitive *to impress* and *more* is an adverb modifying *deeply*.

**Infinitive phrase:** *to finish off the trial in an appropriate manner* is an infinitive phrase used as the direct object of the sentence. *To finish off* is the infinitive, *trial* (objective, singular, neuter) is the object of the infinitive *to finish off*. *In an appropriate manner* is a prepositional phrase used as an adverb modifying the infinitive *to finish off*. *Manner* (objective, singular, neuter) is the object of the preposition *in*; *appropriate* modifies *manner*.

**Adjective clause:** *Who had a good deal of humor* is an adjective clause modifying *Mrs. March*. *Who* (nominative, singular, feminine or neuter) is the subject; *had* (transitive, past tense, indicative mood, active voice) is the predicate, *deal* (direct object, singular, neuter) is the direct object. *Good* modifies *deal*. *Of humor* is a prepositional phrase used as adjective modifying *deal*. *Humor* (objective, singular, neuter) is the object of the preposition *of*.

## Week 27

### Day 1

1. Should be *as well as I*. The word *I* is the subject of a clause – the word “did” is left out, but is the predicate of the subject *I*.
2. Should be *who saw you and whom I saw*. In the clause *who saw you*, *who* is the subject, so it must be in the nominative; in the clause *whom I saw*, *I* is the subject, so *whom* must be the object.
3. Should be *Sally and I*. *Myself* is never used as a subject—it's not in the nominative case.
4. Should be *are* instead of *were*. The subject is *Neither*, which is singular, so it must have a singular predicate.
5. Should be *between him and me*. *Him* and *me* are the objects of the preposition *between*.
6. Should be *dancing, playing racquet ball, and skating*. All items in a series must be the same kind of grammatical form (parallel construction).
7. Should be *does* instead of *do*. *Either* is the subject of the sentence, so it must have a singular predicate.
8. Should be *the door's being locked*. The modifier of a gerund should be in the possessive case.
9. Should be *try to do it; be sure to do it*. It's not the proper use of a conjunction; two things are not connected.
10. Should be a comma after the introductory participle. *Running along the curb, he tripped*.

## Unit 4

### Week 28

#### Day 2

##### Story Analysis

Answers will vary, but the student should find at least 3 things in each category for each character.

#### Day 3

##### Story Analysis

##### Exercise A

Be sure that the student gives reasons for his answers.



**Week 29**  
**Day 2**

**Figurative Language**

metaphor	It merely obeyed the mysterious prompting that arose from the <i>deep crypts of its being</i> .
simile	Once, coming around a bend, he shied abruptly, <i>like a startled horse</i> , curved away from the place where he had been walking, and retreated several paces back along the trail. It merely obeyed the mysterious prompting that arose from the deep crypts of its being.
personification	There are a <i>lot</i> of examples of personification in this story: The main thing was the fire. The <i>flames were dancing</i> high. The dog dropped in again at his heels, <i>with a tail drooping discouragement</i> , as the man swung along the creek-bed.
apostrophe	"You were right, old hoss; you were right," the man mumbled to the old-timer of Sulphur Creek

**Imagery**

Sight	It was a clear day, and yet there seemed an intangible pall over the face of things, a subtle gloom that made the day dark, and that was due to the absence of sun.
Sound	There was a sharp, explosive crackle that startled him. He spat again. And again, in the air, before it could fall to the snow, the spittle crackled
Taste	No specific taste, but we can imagine the tobacco in his mouth and the bacon grease drenched biscuit as he eats it.
Touch	Also, he noted that the stinging which had first come to his toes when he sat down was already passing away.
Smell	But the burning brimstone went up his nostrils and into his lungs, causing him to cough spasmodically. Figuratively: The dog smelled death.



## Week 30

### Day 4

adv  
(prep phrase)

sub      pred  
adv   noun      V   adv   adj   C   V      noun      P   adj   N      C   adj   N      sub      pred  
Now Brer Rabbit was really angry, and butted Tar Baby (with his head)—and his head got stuck tight

adv  
(prep phrase)  
P   adj   N  
(in the tar)!

**Explanation:** Compound sentence.

**First sentence:** Subject is *Brer Rabbit*; compound predicate: *was* and *butted* (past tense, indicative, active). *Angry* is the predicate adjective complement of the verb *was*, describing *Brer Rabbit*; *Tar Baby* (objective, singular, neuter) is the direct object of the predicate *butted*. *With his head* is a prepositional phrase used as an adverb. *Head* (objective, singular, neuter) is the objects of the preposition *with*. *Now* is an adverb saying when.

**Second sentence:** *head* (nominative, singular, neuter) is the subject, *got stuck* (past tense, indicative, active) is the predicate. *Tight* is an adverb modifying *got stuck*. *In the jar* is a prepositional phrase used as an adverb saying where. *Tar* (objective, singular, neuter) is the object of the preposition *in*.

## Week 31

### Day 3

- Answers may vary. A student may say “man versus nature,” but this is not a traditional portrayal of this conflict (as in *To Build a Fire*). The conflict is not developed through the plot. A student may say internal conflict since the ambitions of the characters are frustrated.
- Answers may vary. There is no protagonist/antagonist set up in this story.
- Story set in valley of the Saco River at some olden time when travelers passed on foot.
- There are several instances of foreshadowing: the rocks tumbling down the mountain early in the story, the premonitions of the old woman.
- A student may say situational irony since what is expected (that they save themselves by fleeing) does not happen. A student may also say ironic vision since the whole tone of the piece is ironic: those that want ambition may be wiped out in a instant.

### Day 4

(prep phrase)      [prep phrase]      (prep phrase)

sub      pred

P   adj   N      P   adj   N      PN   V      P   adj   N

(With quick sensibility [of the ludicrous]), he blushed (at the ardor

[prep phrase      (noun clause)      ] )

P      PN\*   PN   V      V      V

[into (which he had been betrayed)] ).

Sub   ----   pred   -----



predicate adjective (the clue is the linking verb): He was no *better off*.

## Day 2

### Exercise A

concrete noun: person, place, or thing, that can be sensed

abstract noun: ideas or nouns that cannot be sensed

collective noun: noun representing a group of persons, places, or things

appositive: noun that renames another noun

### Exercise B

1. had tried: past perfect tense, indicative mood, active voice
2. had been hit: past perfect tense, indicative mood, passive voice
3. could: present tense, subjunctive mood, active voice
4. do want: present emphatic tense, indicative mood, active voice
5. haven't got: present perfect tense, indicative mood, active voice
6. was turning: past progressive tense, indicative mood, active voice
7. Leave: present tense, imperative mood, active voice

## Day 3

### Exercise A

1. Who is used in the nominative case as the subject of a sentence or clause. Whom is used in the objective case as the object of a preposition or direct object. In a clause, if you're not sure whether to use who or whom as the relevant pronoun (introducing the clause), find out if the clause has a subject and predicate; if so, use the word whom. If there is no other subject of the clause, then use who.
2. A misplaced modifier is a modifier that is not placed right next to the word it modifies and therefore causes confusion. Sometimes this changes the meaning of the sentence. A dangling modifier is phrase or clause that appears to modify something other than the intended word.
3. Check to see how the pronoun is being used. Use nominative case pronouns when the pronoun is the subject of the sentence or clause. Use objective case pronouns when the pronoun is the object of the preposition (between him and me), the direct or indirect object.
4. Good is used only as an adjective and well is used only as an adverb. It was as good day. He did well on the test.

### Exercise B

1. Use he instead of him because this is really an adverb clause at the end of the sentence. It's as if you're saying *as well as he did*.
2. *Who* introduces the clause who saw you. There is no other subject in that clause. *Whom* introduces the clause whom I saw. Since there is already a subject in the clause (*I*), *whom* is really the object of the clause.
3. Reflexive pronoun used to refer back to the subject.
4. *Neither*, which is singular, so it must have a singular predicate.
5. *Him* and *me* are the objects of the preposition *between*.
6. In a series, all the grammatical forms must be the same (parallel structure).
7. *Either* is the subject of the sentence, so it must have a singular predicate.

8. The modifier of a gerund should be in the possessive case.
9. This is the proper use of the infinitive, instead of saying "try *and* do it."
10. Place a comma after an introductory participle phrase.

## Day 4

(Inf phrase      DOinf) (adjective clause [prep phrase -----

sub      pred (DO      )

adj    N      V    V    adj    N      PN    V    V    P    adj    adj (part)    N    C

The drummer wished ( to ask further questions) ( which were born [ of an increasing anxiety and

sub      pred

----- ] )

(adverb clause      )      sub      pred    (prep phrase

N      C    subC    PN    V      PN    adj    N    adv    V    P    PN

bewilderment]); but ( when he attempted them), the men merely looked ( at him

sub      pred      DO

[prep phrase] )      (inf phrase      )

pred    DO

P      N      conj    V      PN    V (inf)    adj

[in irritation]) and motioned him (to remain silent).

### Explanation: Compound Sentence

**First sentence:** *drummer* (nom, sing, neut) is the subject; *wished* (past, ind, active) is the predicate; the infinitive phrase *to ask further questions* is the direct object of the predicate *wished*. *Questions* (obj, plural, neut) is the object of the infinitive; *further* is a modifier.

*Which were born of an increasing anxiety and bewilderment* is an adjective clause modifying *questions*: *which* (nom, sing, neut) is the subject of the clause, *were born* \*(past progressive, ind, active) is the predicate. *Of an increasing anxiety and bewilderment* is a prepositional phrase modifying the verb *were born*. *Anxiety* and *bewilderment* (obj, sing, neut) are the objects of the preposition *of*. *Increasing* is a participle modifying *anxiety* and *bewilderment*.

*But* is the conjunction

**Second sentence:** *men* (nom, plural, masc) is the subject, compound predicate: *looked* and *motioned* (past, ind, active). *Him* (obj, sing, masc) is the direct object of the verb *motioned*; *Merely* is an adverb modifying *looked*; the infinitive phrase *to remain silent* is used as an adjective modifying *him*. *Silent* is the predicate adjective of the infinitive *to remain*. *At him* is a prepositional phrase used as an adverb; *in irritation* is a prepositional phrase used as an adverb.

*When he attempted them* is an adverb clause: *he* (nom, sing, masc) is the subject of the clause; *attempted* (past, ind, active) is the predicate; *them* (obj, plural, neut) is the direct object of the verb *attempted*.

\**born* is the past participle for the verb *bear*

# Forms and Rubrics

## Combination Rubric – Literary Analysis

### Rhetoric:

Score of 5 Clear thesis  
Support organized in a logical way  
Use of examples from the text  
Examples explained  
Focus of paper primarily analysis  
Good closing

Score of 4 Clear thesis  
Support evident but not cohesive  
Uses examples from the text  
Examples listed, explanation weak  
Focus of paper primarily analysis  
Adequate closing

Score of 3 Recognizable thesis  
Recognizable structure, but weak development  
Confused use of examples from the text  
Focus more on plot instead of analysis

Score of 2 Confused thesis  
Structure weak, lack of cohesion  
Focus primarily on plot, not analysis  
Little understanding of the literature

Score of 1 Attempted answer, but an off topic response

### Mechanics:

Score of 5 Only one or two spelling or punctuation errors. No grammar errors.

Score of 4 A few spelling or punctuation errors  
No grammar errors

Score of 3 Five or more spelling or punctuation error  
One or more grammar errors

Score of 2 Spelling and punctuation errors common  
Serious grammar errors

Score of 1 Mechanical errors pervasive

**Combine the score from each column for a total possible of 10 points.**

## Essay Rubric

Title: \_\_\_\_\_

---

### Content/Organization

Reconsider your approach to the topic; use ideas related to each other and the main idea. Use logical transitions to order your ideas clearly. Outline before writing.

Fair understanding of your topic. Supporting ideas need better development; be more concrete/descriptive.

Clearly developed; main idea established good sense of direction; movement is clear, logical, and sometimes creative. Feels "complete."

**1**

**2**

**3**

**4**

**5**

---

### Sentence Formation

Overuse of simple and compound sentences. Need to VARY SENTENCE PATTERNS. Some run-ons, fragments, or comma-splices.

Uses simple, compound, and complex sentences, but some are awkwardly worded; lacks energy/freshness.

Uses all sentence types and verbal phrases fluently. Appropriate coordination/subordination.

**1**

**2**

**3**

**4**

**5**

---

### Usage/Grammar

Non-standard pronouns or verb forms used; poor agreement of nouns-verbs or pronouns-antecedents.

Adequate command of standard written English with occasional problems with rules; word choice (diction) could be better.

Almost perfect use of standard written English; correct word choice (diction).

**1**

**2**

**3**

**4**

**5**

---

### Mechanics

Numerous mistakes in spelling, punctuation, capitalization, apostrophe usage make your essay difficult to read.

Some minor mistakes in spelling, punctuation, capitalization, apostrophe usage.

Excellent spelling, punctuation, capitalization, apostrophe usage.

**1**

**2**

**3**

**4**

**5**

---

**1 = INADEQUATE**

**2 = MINIMAL**

**3 = FAIR**

**4 = GOOD**

**5 = EXCEPTIONAL**

TOTAL POINTS \_\_\_\_\_ x 5 = \_\_\_\_\_

## Literary Analysis

Rate the paper according to the following criteria:

Score of 5

- Well structured
  - Introduction.* Clear thesis statement with title and author
  - Development.* Logically organized presentation of proof for thesis; references to incidents, (i.e. examples from the story), quotes, and discussion of ideas, etc.
  - Conclusion.* Sums up satisfactorily; repeats/ restates the ideas of the introduction
- Shows good insight into literature (evidence of thoughtful consideration of the text)
- Clear, easily understood, interesting to read
- Few, if any mechanical errors

Score of 4

- Thinner version of Score 5 paper: good structure yet weaker arguments; connections between story examples and main idea not as strong or clear
- Few mechanical errors

Score of 3

- Thesis statement and recognizable structure, but development is slight
- Deals with theme but focuses more on plot detail than on analysis
- Shows surface understanding of literature or some confusion about it
- Several mechanical errors, including spelling

Score of 2

- Structure weak, lacks clear thesis
- Deals with plot almost entirely
- Shows little understanding of literature
- Many mechanical errors

Score of 1

- Attempted answer but an off topic response

## Personal Narrative Rubric

Ideas	1	2	3	4	5
<ul style="list-style-type: none"><li>• Focuses on a specific event or experience</li><li>• Presents an engaging picture of the action and people involved</li><li>• Contains specific details and dialogue</li><li>• Makes readers want to know what happens next</li></ul>					
Logical Organization	1	2	3	4	5
<ul style="list-style-type: none"><li>• Includes a clear beginning that pulls readers into the essay</li><li>• Presents ideas in an organized manner</li><li>• Uses transitions to link sentences and paragraphs</li><li>• Flows smoothly from one idea to the next</li></ul>					
Engaging Voice	1	2	3	4	5
<ul style="list-style-type: none"><li>• Speaks knowledgeably and/or enthusiastically</li><li>• Shows that the writer is truly interested in the subject</li><li>• Contains specific nouns, vivid verbs, and colorful modifiers</li></ul>					
Grammar/Conventions	1	2	3	4	5
<ul style="list-style-type: none"><li>• Sentence structure and variety</li><li>• Spelling, punctuation, capitalization</li><li>• Word choice and usage</li></ul>					

# Expository Essay Rubric

Expository Essay – Grading Rubric Name \_\_\_\_\_

		Excellent	Satisfactory	Needs Improvement
C O N T E N T  A N D  O R G A N I Z A T I O N	<b>Response to topic/Thesis</b>	Makes a strong, insightful assertion (i.e., thesis) that addresses the topic clearly and moves beyond the predictable; takes a risk and explores issues thoughtfully and in depth	Demonstrates some insight into the topic, but the assertion is predictable or merely reflects class ideas	Suggests confusion about the topic, neglects important aspects of the problem; lacks focus or demonstrates confused or simplistic thinking
	<b>Supporting Detail</b>	Uses significant, rich detail that proves thesis; essay contains at least 3 significant main ideas that support thesis	Uses some details or examples, but could be extended to show more understanding and/or support	Lacks concrete, relevant details or quotes that prove thesis; provides simplistic generalization; unclear
	<b>Commentary/ Analysis</b>	Original commentary analyzes and interprets details, quotes, and examples, showing how they relate to the thesis	Explains significance of details, but analysis could be expanded to show stronger connection to thesis or provide more insight about the details	Commentary is lacking or is predictable and disconnected, summarizing instead of analyzing significance; shows no clear connection of details to thesis
	<b>Use of quotes</b>	*Uses 3 quotations that clearly support the thesis *Introduces quotations correctly by setting the context and mentioning the speaker *Clearly explains significance of quotes	*Uses 3 quotes *Commentary on quotes addresses issue, but could be pushed further	*Uses fewer than 3 quotes OR quotes do not support topic *Quotes need more commentary *Fails to introduce quotes; formats quotes incorrectly
	<b>Organization</b>	*Has clear, sophisticated organization; body paragraphs relate back to thesis *Paragraph parts flow seamlessly	*Has adequate organization *Paragraphs have all key parts	*Weak organization makes argument hard to follow; body paragraphs need clearer relation to thesis; *Paragraphs are missing key parts
	<b>Transitions</b>	Uses thoughtful transitions between all ideas at the essay and paragraph levels for the smooth progression of ideas	Uses transitions between and within paragraphs, but they may seem awkward or forced	Has inconsistent transitions at either the paragraph or essay level
	<b>Introduction/ Conclusion</b>	*Has an introduction that grabs reader's attention *Has a conclusion that provokes further thought	*Has introduction, but it may not draw reader in; *Has a conclusion, but it may not tie up loose ends	Introduction and/or conclusion is simplistic and could be more engaging and/or clearer OR lacks an introduction and/or conclusion
S T Y L E	<b>Command of Language (Voice)</b>	Language is natural and captures the writer's "voice"	Language is adequate, but doesn't reflect unique voice	Language is formulaic and contains use of passive voice and/or 2 <sup>nd</sup> person "you"
	<b>Word Choice</b>	Striking, vivid words catch the reader's eye; strong use of action verbs	Some use of active verbs and strong words; lapses into "to be" verbs at times	Includes wordy expressions, repetition of the verbs "is" and "has"
	<b>Sentence Variety</b>	Shows mastery over a variety of sentence openers and structures and uses them appropriately	Contains some varied sentence structure; most sentences follow subject-verb pattern	Does not contain much sentence variety
	<b>Grammar</b>	*Has no BIG 5 errors or other grammar errors *Uses present tense to discuss literature *Proofreading is present	*Grammar errors do not disrupt the flow of the paper  *Some proofreading is present	*1 or more BIG 5 error *Fails to use present tense to discuss literature

Source: [http://www.siprep.org/faculty/cnickolai/documents/ExpositoryEssayrubric\\_threepartsveradobe.pdf](http://www.siprep.org/faculty/cnickolai/documents/ExpositoryEssayrubric_threepartsveradobe.pdf)

## Persuasive Essay Rubric

<b>Area</b>	<b>Criteria</b>	<b>Score</b> 10/5 = always/excellent 8/4 = frequently/very good 6/3 = sometimes/good 4/2 = seldom/fair 2/1 = never/needs improvement	Student Score for each area
<b>Introduction</b>	Includes a hook to get the reader's attention (5 POINTS)		
	Background/Elaboration from "the hook" (5 POINTS)		
	Goal/Thesis statement is clear (10 POINTS)		
<b>First Argument</b>	Topic sentence states the reason. (10 POINTS) Elaboration to back the reason is clear and persuasive. (10 POINTS)		
<b>Second Argument</b>	Topic sentence states the reason. (10 POINTS) Elaboration to back the reason is clear and persuasive. (10 POINTS)		
<b>Third Argument</b>	Topic sentence states the reason. (10 POINTS) Elaboration to back the reason is clear and persuasive. (10 POINTS)		
<b>Opposing Viewpoint</b>	Topic sentence states the opposing view. (10 POINTS) Rebuttal is clear and makes sense. (10 POINTS) Elaboration to back the rebuttal is clear and persuasive. (10 POINTS)		
<b>Conclusion</b>	Paraphrase of main points (5 POINTS) Restate thesis statement. (5 POINTS) Personal comment or a call to action. (10 POINTS)		
<b>Mechanics</b>	Sentences make sense (5 POINTS)		
	Spelling (5 POINTS)		
	capitals, punctuation (5 POINTS)		
	word usage; transition signals (5 POINTS)		
<b>TOTAL</b>	<b>POINTS (out of 150)</b>		

Source: [sitemaker.umich.edu/brooksga/files/rubric\\_-\\_persuasive\\_essay.doc](http://sitemaker.umich.edu/brooksga/files/rubric_-_persuasive_essay.doc)

## Student's Personal Evaluation Form

Photocopy this page as many times as needed to use with student papers. After the student has completed a formal paper, ask him to answer these questions and attach them to the final copy. This reflection is important for the student's sense of progress and for his increasing ownership of the writing process.

### Final Copy Reflection Form

Paper Topic or Title \_\_\_\_\_

Date \_\_\_\_\_

**What I like best about this paper or what I think I did especially well in this paper:**

**Questions I still have about the paper or parts of it that I'm not sure about:**

**Things I'd like to work on when I write my next paper:**

**What I'd like to know from the teacher, or things I want the teacher to comment on:**

# Student Samples

## Week 2

### Personal Narrative: Lesson Learned

#### Bee Composition

One cold day in the early spring of 2008, my two brothers, my sister and some of my older brother's school friends, were going to tour a bee farm. I was not going because I was allergic to bees and somewhat afraid of being (BEEING) stung. I also wanted to get my schoolwork done so that I could play on the computer. Little did I know how much fun they would have and how little schoolwork I would get done.

The ``bee group`` encouraged me to come along but I thought that I would have more entertainment on the computer. After they left I started to settle down to my schoolwork and as time passed, I began to realize that I was thinking more about what the group were doing, than I was doing my schoolwork. Bored and very distracted, starting to regret not accompanying them, I wasted my time. Then they arrived home.

The "bee group" proceeded to excitedly tell me how much they enjoyed their field trip. All had so much fun and ate fresh, sweet honey, as they explained to me about the billions of buzzing bees and how the owner had a bee suit for people (like me) who were allergic to bees! The bees, though, rarely stung anyone because as Paul the beekeeper said, "They were bred for gentleness!"

The hard beeswax that you could even chew, was their next story. The Catholic Church was the biggest buyer for the wax. Explanations about the bee smoker peaked my interest. The bees would not sting you when you opened the hive to study them or take honey from the hive, if you used a smoker. This smoker made them drowsy and the bees did not send their danger warning pheromones or scents. While they were relating all of these very interesting facts about bees, I was really wishing that I had gone. After all I did not even get enough schoolwork done to go on the computer.

The next time an event like this comes up I will resolve to conquer my fears and reluctance. I also realized that I should never put things like the computer, above an invitation for a field trip with others. Hopefully I will have another chance to go to a bee farm at a later opportunity with my family.

(Blaise, 2008)

## Week 3

### #1: Write a Story about the Man and the Boy in the Painting

The deerskin flap opens, creating flashes of sunlight that sparkles on the dark ground. A short, thin boy steps into the wigwam. A taller, broader figure follows behind, carrying a wooden frame which stretched a dried deerskin. The youth plops himself on the dirt and watches the elder place the frame by flat stones wet with bright colors. The adult then sits cross-legged in front of the deerskin and picks up a short reed with fine bristles at the tip. He adjusts the article in his hand and then looks at the boy expectantly. The boy catches the elder's eye and quickly looks down at his own feet. He scrunches his knees to his chest and places his head on them. He squeezes his eyes tightly and remembers everything that happened.

He remembers... the bustle of the women as they prepared the warrior, the thumping of the braves' feet as they left the camp and the beating of his own feet pounding on the ground as he followed his father deep into the forest. He remembers... the bright colors of enemy's coats shining closer and closer, the lines of determination in every warrior's face and the looks of pride in the foe's eyes. He remembers... the musty scent of gunpowder as it exploded in the air, the stench of horses as they trampled over him and the smell of death...

The boy opens his eyes. He lifts his head and looks at the man. The elder was finishing a horse on the deerskin with his bristly reed. The elder completes the horse, stops and looks at the whole deerskin. He gives a grunt of satisfaction and looks at the boy. The boy's lips curl into a little smile. Everything he remembered was perfectly portrayed in the deerskin. The elder's face displays pride and then he stands up. The boy rises slowly from the ground and looks up at the elder's face. The elder nods to the boy. The boy walks to the deerskin flap, opens it, and walks out. The elder takes one more glance at the depiction and follows. The little sparkles of light reflect on the deerskin, shining on the colors of the red fire.

(Naomi, PA)

# Student Sample: Week 5

## Persuasive Essay

### All Catholics Must Vote Pro-life

In Canadian law, there is no protection for the unborn. In this country, abortion is legal at all stages of pregnancy, and it is funded by the government, paid for by our taxes. The reason for this is that there are not enough pro-life Members of Parliament to enact legislation in support of life, and this is because not enough Canadians put life as their highest priority when choosing who to vote for. The media tries to obscure the true nature of abortion, putting other issues forward as more important. Unfortunately, some Catholics are convinced by this and, thinking that they are doing the best thing for Canada, vote for anti-life candidates because these candidates stand for other good things. It is important for Catholics to realize, however, that, for several reasons, they must always vote for a pro-life candidate.

First of all, as Catholics we should be standing up for the unborn. Jesus Christ taught us that we should love our neighbours, and the unborn are undoubtedly the most vulnerable and helpless of our neighbours. Abortion is taking the life of an innocent human being, and, as such, is murder. Voting for a pro-life candidate is one way to love our pre-born neighbours, by helping to put into the government someone who will stand up for the rights of these unborn children and possibly save thousands of lives.

Another reason Catholics should vote pro-life is that they should try to elect someone who represents their values on the most important issues. The main function of an MP is to represent the people in his or her riding. Catholics should want the person who represents them to value life as the most fundamental human right and to act upon that belief. Canada needs members of the government who are morally clear and who will not compromise their beliefs in order to advance their own personal interests. Some Catholics vote for anti-life candidates because they represent their values on other important issues such as economic policies, the environment, or support for the working classes. Others sometimes support pro-abortion politicians who support certain other good things because they do not want to "throw away their vote" on someone who they consider to have no hope of being elected. However, there are problems with both of these excuses. Other issues in an election may be important, but not at the expense of life. Life is the most fundamental human right, without which all other rights are meaningless, and it is not negotiable. We can debate various ways to manage our money, help the poor or protect the environment, but when it comes to the killing of innocent children, which is inherently evil, there can be no compromise. On the question of the potential for election of some pro-life candidates, if every single pro-life person, and in particular every Catholic, saw life as the most important issue, these people would have a much greater chance of getting into office and possibly making a difference.

However, even if there is no hope of electing a pro-life candidate, Catholics can not morally vote for anyone in favour of abortion. If elected, pro-abortion MP's will work to increase funding and access to abortion, leading to the death of more helpless children. Catholics who help put these people into office are guilty of contributing to the killing of innocent human beings, and doing so with full knowledge of the seriousness of the issue is committing a mortal sin by breaking the 5<sup>th</sup> Commandment, "Thou shalt not kill."

If there is no pro-life person running in their riding, Catholic voters may have to spoil their ballots by writing on them "no pro-life candidate." They cannot endorse a person who will in any way support legislation or financial contribution toward abortion without endangering their own immortal souls.

Catholic voters have many issues to consider when choosing who to vote for in an election, but the most important deciding factor should be the candidates' positions in relation to life. It is our responsibility to defend the helpless unborn children, and the easiest way to do this is to elect to government someone who will support legislation in favor of life. As Catholics, we want to be represented by politicians who share our beliefs on this most important issue and are not afraid to act upon them. Though some Catholics vote for pro-abortion politicians because they stand for other good policies, it is important to realize that life is an absolute human right which cannot be discarded for the sake of other issues. Regardless of the chances of our pro-life candidates being elected, we must never cast a vote which could lead to the loss of precious human lives. So, the next time you go to the polls, for the sake of the unborn babies, for the sake of Canada, and for the sake of your soul, vote pro-life!

(John, 2008)

## Week 15, Reflection

The opera has been said to be the one of the “finest displays of art.” Indeed, when I saw my first opera, *Madama Butterfly*, I was astounded by the emotions and feelings that were displayed so passionately. I was delighted. As I am only thirteen years old, one might think that this interest in such a regal and sophisticated art at a young age is odd. Of course, it seems so, for many of my own friends hold opera in an opposite light than me. And, as I found, that different light also reflects on other people.

It was announced in December that a replaying of *Madama Butterfly* was going to be held at a movie theater in March. When I heard I was going, I was excited to experience my first opera. A week before the replaying, I researched on the story, music, and history. The heartbreaking tragedy of *Madama Butterfly* struck me as a beautiful story, and I anticipated the show even more. On the day of the opera, I was extremely excited about the performance. Before we went into the movie theater, I got a chance to speak with my friends who were also watching with me. “I can’t wait for the opera,” I said excitedly to them. One of my friends smiled and said, “Me neither!” Another friend gave me an incredulous look and said in surprise, “Seriously? I don’t find opera pleasing to my ears.” I cocked my head and said, “Well, this is a chance to actually see an opera.” The unenthusiastic friend shrugged and turned to another friend. “What do you think?” she asked her, “Do *you* really want to see this opera?” The interrogated one gave a doubtful look. “No...” she said slowly, “Not really.” Before we had any more time to discuss this subject, we were ushered into the movie theater. We took our seats and the opera began. I loved hearing the familiar music and Italian lines. Out of the corner of my eye, I saw my friends giving each other exasperated looks and I heard many deep sighs. After the opera, I clapped vigorously. “Naomi, did you even *like* the opera?” the questioning friend asked incredulously of me. “Of course I did,” I said, “It was brilliant!” When our mothers asked how we liked the opera, I was the only one voicing out “I liked it a lot!” Even the friend who had agreed with my anticipation for this event then said, “It was... yeah...” Later on, I told my mother about that particular friend, “She was so excited to see *Madama Butterfly*, but she was influenced by the feelings of my other friends.”

Many times, as I realize, one who has a strong opinion is significantly influenced by the perspectives of others, usually friends or persons held in high esteem. This sway of a person’s individual thoughts only shows how much harm a negativity can impact what could’ve been a positive outlook.

Sadly, this is part of human nature. In a larger scale, many people also believe in public and media opinion. A person usually goes along with the majority of opinion, most likely afraid of being ridiculed or persecuted for his actual beliefs. The fear of being scoffed at for any kind of viewpoint is a phobia found in a majority of people, thereby creating the majority of opinion. These instances have happened so many times in the history of the world, which is why we, as people, think that a person who has the courage to stand up for what he believes in deserves much credit. Could it be possible that even just one person can actually influence the feelings of others in both a positive and negative way?

As I look back, I find how very real and true the effects on people’s opinions are. This revelation makes me think hard about my own personal opinions and compare them to everybody else’s, and I am a little surprised to find that my views are so vastly different from the others’. But, as I recognize, our differences are what make us unique people. Life shouldn’t be spent in trying to please everyone, because that is impossible. Life should be for standing up for what you believe in, and trying to make a positive influence on the thoughts of the world.

Naomi, 2009

Week 17  
Research Paper

## The Arctic Fox

The Arctic is a barren desert of snow where temperatures drop to 60 degrees below at a moments notice. Strong, freezing storms blow and howl, with winds reaching up to 100 miles an hour. You would think that in such a place nothing could live, but somehow God and His amazing plans made it so that animals as small as mice and as large as bears can survive in this harsh and silent land of glittering snow and ice. The animal that is least known about in this cold land is the Arctic Fox.

Small and agile the Arctic Fox weighs only up to 12 pounds and is only about 43 inches long including the tail.<sup>3</sup> Thick, beautiful fur, that is snow white in the winter and grayish brown in the summer protects the Fox against the fierce storms that sweep across the Arctic.<sup>3</sup> Short ears and fur between the paws protect the Arctic Fox from frostbite.<sup>3</sup> A small body contains heat and the furry tail keeps the Fox's nose warm in very cold weather.<sup>3</sup>

The Arctic Fox starts life as a young pup in a den that generations of Foxes have been using for up to 70 years.<sup>3</sup> Their are as many as 15 pups born in a litter but the average number is six.<sup>2</sup> The pups eat lemmings, a small rodent, that is the main food of many animals including the Arctic Fox.<sup>3</sup> The parents bring half-digested food to the pups and than end their training by bringing them injured mice and rabbits. The pups leave their parents at the end of the Arctic summer and often travel hundreds of miles in search of territories of their own.<sup>3</sup> Arctic Foxes live all over the Arctic including the outer edges of Greenland, Russia, Canada, Alaska as well as the subarctic areas of Ireland and the mainland of Scandinavia.<sup>3</sup>

However, Arctic Foxes are beginning to disappear from the earth. This hardy little Fox, which can take even the coldest kinds of weather is slowly starting to disappear mainly because people have built towns and oil drills in the places where the Arctic Fox lives.<sup>1</sup> Arctic Foxes have also trapped for many years and even though this is not too serious yet people should try to stop this.<sup>2</sup> The main problem however to most Foxes is the development of towns and oil drills that scare away prey and leave smaller areas for Foxes to live.<sup>1</sup>

Arctic Foxes are beautiful creatures and it is hoped that this magnificent little animal will continue to survive for many hundreds of years to come, so that in that lonesome land at the top of the world we will still hear the yaps and howls of one very small but very amazing animal.

## Sources

alphabetize

1 World Book Encyclopedia, copyright 1969 publisher Field Enterprises Educational Corporation

2 Hamilton, Gerry; The Arctic Fox

3 <http://www.Articfox.com>

Mary Rose,

when you put the citations in your paper, you must put the page number. Follow this pattern:

... Fox's nose warm in cold weather (3, p. 7).

If you quote from a website, you must have page accessed (if available) and the date you accessed it.

Great introduction! Now about

God in His amazing plan made it so...

Week 20  
Copy Change Poem

Poem following pattern of Oh Captain My Captain (well, sort of)

O Poem! My Poem! Your fearful making's done  
You've weathered dictionaries, the goal we sought is won,  
The paper's near, the words I hear, all shouting and exclaiming  
While I pull out my pencil, the paper blank and glaring  
    But O words! words! words!  
    O syllables so mighty,  
    Where in my head you clamor loud  
    To be put into writing  
O Poem! My Poem! Listen and hear those words  
Listen- for you they scream so loud- for you they sing like birds  
For you they hum without ceasing- for you my head a-crowding  
For you they talk- constant chatter, their eager letters crowding...  
    Here Poem! Dear Poem!  
    These words around you crowd  
    It is some dream that in my head  
    You've grown cold and proud.  
My poem does not respond; its words are calm and dull  
My poem does not sing its song, it has no heart or soul  
The paper and pen are waiting, with patience very tried  
From thesauruses you escaped, but now... now you have died.  
    Exult O paper, and sing, O pen!  
    For I shall set you down...  
Because I cannot finish this poem.

(Shaylynn, 2009)

# Student Sample: Week 24

## News Feature Story

### A SMaRT Choice

“Hair Today! Gone Tomorrow!” shouts the sign taped on the classroom door that Ivana Primero, a 4<sup>th</sup> grader, approaches, nearing the huddle of girls in front of it. The door opens, and all the girls, including Ivana, file into the room and take their seats. The microscopes, the special tables, the sinks, and especially the instructor in his disposable plastic gloves tell everyone that this is no ordinary classroom; this is a lab. Once everyone has settled down, the instructor clears his throat and raises his voice. “Hello, everyone, and welcome to the SMaRT Careers for Girls Program,” he says clearly, “I’m Gary, and I am a forensics professor, and today we will be investigating a crime involving toxicology.” He looks at the young girls seated in front of him, all of them ranging from 4<sup>th</sup> grade to 11<sup>th</sup> grade. The professor raises his voice again and points to a word on the white board. “Can anyone tell me what toxicology is?” Ivana smiles and raises her hand. She knows that word.

While the introduction was beginning in the lab, all the other classrooms in Northampton Community College, Tannersville, Pennsylvania, are also occupied with girl students and various instructors. If you went down the hall and peered into each classroom door’s window, you would see that each classroom’s occupants were doing a variety of activities. In Ivana’s forensics class, the girls analyze the properties of hair and how lead can affect it. Across the hall, another group of girls surf the net and learn how to protect the computer and themselves from online terrors. Down the hall, yet another group of girls listen to Tobyhanna Army Depot employees and discover the secrets of night vision. Yet, all of these eager learners and teachers gathered in Northampton on May 2 for one purpose: the Science, Math and Related Technologies Career Day for Girls. This annual event focuses on the career opportunities for girls, the professions that are usually so male-dominated in modern days: science and technology. Through interactive activities and experiments, many professors and experts in their line of work give these girls a taste of what the world of the modern technology is like today, hoping to inspire them to apply their talents to working on the wonders of the future. Sarah Tomlinson, 14, a frequent participant in the SMaRT program says, “Every year they have something different, and no matter how boring I think the classes that I’m attending are, they always surprise me with all the interest and fun.”

While these students are having fun exploring electronics and science, their parents congregate to discuss the importance of female participation in the fields of science and math. Maryann Haytmanek, the New Choices/New Options Project Director, tells the parents, “We have to encourage girls at a young age to pursue fields of science, math and technology so that they will be as equally competitive as the males are in these fields.” After the meeting, parents and children meet back in the Community Room for the closing gathering. As a parting, one of the directors of SMaRT ends this year’s program with closing words, “We hope that we have inspired you girls to take a special interest in science, math and technology for the future. Who knows? We might see you leading modern science and technology ten years from now.”

## Week 30

### Summary of “The Ransom of Red Chief”

Sometimes, events don't always go according to plan. In “The Ransom of Red Chief”, Sam and Bill discover that events can take a complete turn of change when they kidnap a kid and hold him for ransom.

Sam and Bill, two to-be-criminals, decide that a kidnapping in a small town in Alabama would get them the ransom money of two thousand dollars needed for a fraud plan in Illinois. They kidnap the ten-year old boy of a wealthy citizen, thinking all went well, but things start going wrong very quickly. The boy, who immediately demands to be called “Red Chief”, takes Sam and Bill into his wild, overly realistic notion of imagination. Red Chief almost “scalps” Bill with a knife, uses his sling to knock Bill out with an egg-sized rock, and rides Bill as if he were his horse and other such antics until Bill is nearly driven mad. Sam hastily sends the ransom letter to the boy's father, demanding less than what they had originally planned for. The reply is sent back quickly, stating that it would only be a fair deal if the father got paid two hundred fifty dollars in exchange for taking the boy off their hands. Bill agrees, and Sam finally gives in. They bring Red Chief back home, pay the father and rush out of the town as fast as they could, away from Red Chief.

“The Ransom of Red Chief” is a hilarious action-filled story that demonstrates just how events can be so changed from their original intentions.

(Naomi, 2009)