

Language Arts Teacher's Guide



8th Grade Binder – Key & Diagrams

8th Grade Week 1

Grammar Assignment

1. Analyze and diagram:

I a b II
 [(In the second year) (of the World War), a former student [who was then fighting
 c d e DO f
 (in France)] requested - (of all the things) (in the world) - a copy (of Horace),
 APP
 a small book.]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjective clause	introduced by the relative pronoun "who"	modifies the noun "student"
a	adverbial phrase	prepositional	time, modifies the verb "requested"
b	adjectival phrase	prepositional	modifies the noun "year"
c	adverbial phrase	prepositional	place, modifies the verb "was fighting"
d	independent phrase	prepositional	absolute use
e	adjectival phrase	prepositional	modifies the noun "things"
f	adjectival phrase	prepositional	modifies the noun "copy"

2. Parse: book, France, requested

book: noun, common, neuter gender, 3rd person, singular, in apposition with the noun “copy,” objective case

France: noun, proper, neuter gender, 3rd person, singular, object of the preposition “in,” objective case

requested: verb, weak, transitive, active, indicative, past tense, subject is "student," 3rd person, singular

3. Give a synopsis of the verb "to request," active, indicative, 3rd person, singular

Present:	he requests	he is requesting
Past:	he requested	he was requesting
Future:	he will request	he will be requesting
Present Perfect:	he has requested	he has been requesting
Past Perfect:	he had requested	he had been requesting
Future Perfect:	he will have requested	he will have been requesting

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

1. ^I [We are told] ^{II} [that ^a a hundred years ago most public-school boys (in England) ^{DO} knew their Horace] ^{III} [if ^{DO} they knew nothing else]].

I is the principal clause.

II is a subordinate noun clause, introduced by the subordinate conjunction “that,” object of the verb “are told.”

III is a subordinate adverbial clause, introduced by the subordinate conjunction “if,” concessive, modifies the verb “knew” in clause II.

“a hundred years ago” is an adverbial objective, modifying the verb “knew.”

“nothing else” together form a (compound) indefinite pronoun (cf. §104).

2. ^I [Young Platt was one ^a (of three Etonians) ^b (in that line) ^c (of trenches),] ^{II} and [they ^d had recently been joined ^{III} (by a Harrovian) [who ^{DO +} was always quoting Horace.]]

This is a compound sentence uniting a simple and a complex sentence.

I is an independent clause.

II is a principal clause.

III is a subordinate adjective clause, introduced by the relative pronoun “who,” modifying the noun “Harrovian.”

d. is an adverbial phrase of agent, modifying the verb “had been joined.”

“Etonians” and “Harrovian” are proper nouns (though in a sense they are used as common nouns).

3. ^I [He spoke] ^{II} [as ^a prophets speak,] (piercing the future.)]

II is a subordinate adverbial clause, introduced by the subordinate conjunction “as,” manner, modifies the verb “spoke.”

a. is an adverbial phrase, participial, manner, modifies the verb “spoke” (but it may be considered part of clause II and then it would modify the verb “speak”).

4. ^I [As long as ^a the Pontiff climbs the Capitol ^b (with the silent Vestal) (by his side),
^{II} I shall be famed, ^{III c}] and [(beyond the boundaries) (of Rome) I shall travel far.]
^d

+

This is a compound, declarative sentence, uniting a complex and a simple sentence (although by meaning, the adverbial clause modifies both principal clauses and in a way makes two understood complex sentences).

I is a subordinate adverbial clause, introduced by the subordinate conjunction “as long as,” time, modifies the verbs “shall be famed” and “shall travel far”; or may be considered to modify clauses II and III.

II and III are both principal clauses, because I modifies both of them.

a. is an adverbial phrase, prepositional, accompaniment, modifies the verb “climbs.”

b. is an adjectival phrase, prepositional, modifies the (proper) noun “Vestal” (which may be considered to be used as a common noun – but do not confuse the children with this distinction).

^I ^{APP} ^{DO} ^{PA}
5. [We ourselves know it and are glad.]
+

“ourselves” is a pronoun, personal (compound), [antecedent omitted in parsing], neuter gender, 1st person, plural, in apposition with “we,” nominative case.

8th Grade Week 2

Grammar Assignment

1. Analyze and diagram:

I
II
PA
a
b

/Guillaumet knew [that he was responsible (for the fate) (of those men),
III
c
 [in as much as his work contributed (to it.)]]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate noun clause	introduced by the subordinate conjunction "that"	direct object of the verb "knew"
III	subordinate adverbial clause	introduced by the subordinate conjunction "in as much as,"	degree, modifies the verb and complement "was responsible"
a	adverbial phrase	prepositional	reference, modifies the adj. "responsible"
b	adjectival phrase	prepositional	modifies the noun "fate"
c	adverbial phrase	prepositional	reference, modifies the verb "contributed"

2. Parse: Guillaumet, that, contributed, it

Guillaumet: noun, proper, masculine gender, 3rd person, singular, subject of the verb "knew," nominative case

that: conjunction, subordinate, connects the noun clause II to the principal clause I.

contributed: verb, weak, transitive, active, indicative, past tense, subject is "work," 3rd person, singular

it: pronoun, personal, antecedent "fate," neuter gender, singular, 3rd person, object of the preposition "to," objective case.

3. Give a synonym for "fate": destiny, future... Accept any reasonable noun.

4. Give the principal parts of the verbs in this sentence.

knew:	to know	knew	known
was:	to be	was / were	been
contributed:	contribute	contributed	contributed

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

1. ^I [^a I was crawling (^b *along the sheer wall*), (^c *hanging (over space), (digging and kicking pockets)* (^d *in the ice*)] [^{II} so that ^{III} I could hold on], [when suddenly my heart conked.]]

I is the principal clause.

II is a subordinate adverbial clause, introduced by the subordinate conjunction “so that,” purpose, modifies the participial phrase c.

III is a subordinate adverbial clause, time, modifying the verb “was crawling.”

a. is an adverbial phrase, prepositional, place, modifying the verb “was crawling.”

b. is an adverbial phrase, prepositional, place, modifying the participle “hanging.”

c. is an adjectival phrase, participial, modifying the pronoun “I.” It may be considered adverbial of manner, modifying the verb “was crawling.”

“could hold on” is subjunctive mood, past tense.

2. ^I [^{II} The body, [^{PN} we may say,] ^{APP} is but an honest tool, a servant.]

I is a subordinate noun clause, no introductory word, direct object of the verb “may say”.

II is the principal clause.

“but” is an adverb, simple, assertion, modifies the verb “is.”

3. [^I [^{DO} If we were to talk (^a *to Guillaumet*) (^b *about his courage*),] ^{II} he would shrug his shoulders.]

I is a subordinate adverbial clause, introduced by the subordinate conjunction “if,” condition, modifies the verb “would shrug.”

a. and b. are adverbial phrases of reference, both modifying “were to talk”

“were to talk” is a verb phrase, and should be parsed as “were: verb, irregular weak, intransitive, active, subjunctive, past, subject is ‘we,’ 1st person, plural.” “to talk” is an infinitive, simple, active, completes “were.”

“would shrug” is also subjunctive mood, past tense.

4. ^I [This sentence ^{II} [that ^a defines man's place (in the universe),] [^{III} that honors him,
^{IV} [that ^{DO} re-establishes the true hierarchy,] ^b floated back (into my thoughts.)]

II, III, and IV are subordinate adjective clauses, introduced by the relative pronoun “that,” all modifying the noun “sentence.”

5. ^I [Guillaumet ^{PN} ^a was one (of those bold and generous men) [^{II} who ^b had taken ^{DO} ^c (upon themselves) the task (of spreading their foliage) (over bold and generous
^d horizons.)]]

b. is an adverbial phrase, prepositional, reference, modifying the verb “had taken.”

c. is an adjectival phrase, prepositional, modifying the noun “task.”

“one” is a pronoun, adjective (numeral), masculine, singular, 3rd person, predicate nominative of the noun “Guillaumet,” nominative case.

“spreading” is a gerund, imperfect, active, object of the preposition “of.”

8th Grade Week 3

Grammar Assignment

1. Analyze and diagram:

I APP a DO APP APP
[Thibault, a lad (in Rabuteau's house), remembered her, her gaiety and speech.

+

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
a	adjectival phrase	prepositional	modifies the noun "lad"

2. Identify the part of speech above each word.

Pron. verb pron. prep. art. noun conj. verb pron. (def.) verb prep. adj. pron. (adj. num.)
She had clapped him on the shoulder and said she could wish for many more
 prep. adj. adj. noun
of such good will.

3. Parse: *led*, *Rabuteau's*, *remembered*, and

lad: noun, common, masculine gender, 3rd person, singular, in apposition with the subject "Thibault," nominative case

Rabuteau's: noun, proper, masculine, 3rd person, singular, show's possession of the noun "house," possessive case.

remembered: verb, weak, transitive, active, indicative, past tense, subject is "Thibault," 3rd person, singular

and: conjunction, coordinate (copulative), connects the nouns "gaiety" and "speech."

4. Rewrite the above sentences and continue the account (about a paragraph). Show your knowledge of adverbial clauses by including at least two of them in your writing. (Underline them.)

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

- I a DO b c
1. [(In Poitiers), they lodged her (in the house) (of the Advocate General), a
APP APP II PN d
layman, Rabuteau, [whose house was called "The Hostel (of the Rose.)"]]

I is the principal clause.

II is a subordinate adjective clause, introduced by the subordinate conjunction "whose," modifies the noun "Advocate General," or "Rabuteau."

"layman" and "Rabuteau" are in apposition with "Advocate General."

- I II b. DO
2. [All that time (in Poitiers) [whenever Joan spoke (of Charles)] she called him
"Dauphin" only.]

I is the principal clause.

II is a subordinate adverbial clause, introduced by the subordinate conjunction "whenever," modifying the verb "called."

b. is an adverbial phrase, prepositional, reference, modifies the verb "spoke."

"All that time" is an adverbial objective.

"whenever" is a subordinate conjunction, time, connects the adverb clause II to the verb "called."

"Dauphin" is a complement: noun, proper, masculine, 3rd person, singular, predicate objective of the pronoun "him," objective case.

- I a II PN
3. [(Many years after), [when all had become an ancient tale,] one man
b c DO III DO
lingering (in the extreme) (of age) would point out the thing [which he had
d e f g
seen (in youth), (by the stepping-stone) (at the corner) (of St. Stephen's Street.)]]

a. may be considered "after many years," as an adverbial prepositional phrase of time, modifying "would point out," or an adverbial objective modified by an adverb "after," equivalent of "later."

f. is an adjectival prepositional phrase modifying "stepping-stone"

8th Grade Week 4

Grammar Assignment

1. *Analyze and diagram:*

I a b IO
[I was one day wandering (about the streets) (in North Kensington), telling myself
DO c d
stories (of feudal sallies and sieges) (in the manner of Walter Scott), and vaguely trying
DO e f g +
to apply them (to the wilderness) (of bricks and mortar) (around me).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “was wandering”</i>
<i>b</i>	<i>adjective phrase</i>	<i>prepositional</i>	<i>modifies the noun “streets”</i>
<i>c</i>	<i>adjective phrase</i>	<i>prepositional</i>	<i>modifies the noun “stories”</i>
<i>d</i>	<i>adverbial phrase</i>	<i>propositional</i>	<i>manner, modifies the verb “[was] telling”</i>
<i>e</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the infinitive “to apply”</i>
<i>f</i>	<i>adjective phrase</i>	<i>prepositional</i>	<i>modifies the noun “wilderness”</i>
<i>g</i>	<i>adjective phrase</i>	<i>prepositional</i>	<i>modifies the noun “wilderness”</i>

2. Parse: day, myself, and me.

day: noun, common (class), neuter, 3rd person, singular, adverbial
objective of the verbs “was wandering, [was] telling, [was] trying,”
objective case.

myself: pronoun, personal (compound), antecedent is “I,” masculine [known from dictation], 1st person, singular, indirect object of the verb “was telling,” objective case.

me: pronoun, personal, antecedent is "I," masculine, 1st person, singular, object of the preposition "around," objective case.

3. Find a synonym for: sallies, vaguely, and mortar.

The synonym should be the same part of speech and make sense if substituted in the original sentence.

sallies: [any word signifying a brief charge, an attack, especially from a besieged location; foray, thrust, sortie...]

vaguely: [any word signifying lack of definition or certitude; absent-mindedly, roughly...]

mortar: [concrete or cement; distinct from the meaning of mortar as artillery.]

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

1. [(At the early age) (of sixteen), G.K. Chesterton was already the kind (of being)
- [that he was to remain all (of his life): absent-minded, good-natured, yet
- stubbornly loyal (to his ideas and convictions).]]

II is a subordinate adjective clause, introduced by the relative pronoun “that,” modifying the noun “kind.”

e. is an adverbial phrase, prepositional, reference, modifying the adjective “loyal.”

“was to remain” may be considered a single verb form, but should be parsed as follows (*cf.* parsing examples after §184):

was to remain:

was: verb, irregular weak, intransitive, active, indicative, past, subject is “he,” 3rd person, singular.

to remain: infinitive, simple, active, completes the verb “was.”

“that” is a relative pronoun, antecedent is “kind,” acting as predicate nominative of “he.”

“absent-minded,” “good-natured,” and “loyal” are all adjectives in the appositive position (*cf.* §128), modifying “kind.”

2. [A tall, awkward, untidy scarecrow, young Chesterton sat (at his desk),
(drawing pictures) (all over his blotter and his books.)]

b. is an adjective phrase, participial, modifying “Chesterton”; or may be considered an adverbial phrase of manner, modifying “sat.”

“all over” may be considered a single preposition.

c. is an adverbial phrase, prepositional, place, modifying the participle “drawing.”

3. [^I I ^{DO} can see him now, smiling and sometimes scowling [^{II} as ^a he talked (to himself,)] apparently oblivious (to everything) [^b that ⁺ ^{III} he passed.]]

“smiling,” “scowling,” and “oblivious” are in the appositive position.

a. and b. are both adverbial phrases of reference.

4. I DO a b
 4. [[When Mrs. Chesterton visited the master (to seek his advice) (about her son's
II III c IV DO
 future),] he remarked: ["Six foot (of genius)."] [Cherish him."]]

II is the principal clause. By convention and to show this primacy, we have opened the brackets for II before clause I and closed them after clause IV; you may choose not to nest them in this way.

III has an understood subject and verb: "[he is]..." and so is a subordinate noun clause. If it were analyzed alone, it would be a simple declarative exclamatory sentence.

I a b c
 5. [G.K.'s thoughts strayed far (from his lessons), and came (to grips) (with deep
d
 problems) (beyond his years.)]

"far" is an adverb, modifying "strayed." It also may be considered to modify phrase a.

a. is an adverbial phrase, prepositional, separation, modifying the verb "strayed."

b. is an adverbial phrase, prepositional, result, modifying the verb "came." It's use is idiomatic.

c. is an adjectival phrase modifying "grips."

d. is an adjectival phrase modifying "problems."

8th Grade Week 5

Grammar Assignment

1. Analyze and diagram:

I
a
II
PA
III

[When I came (to our corner,)] [the shower was over,] and [there was a great watery

b
IV DO
+
APP
c

sunset right (over number 80),] [what Mr. Ruskin calls "an opening (into eternity)."]

This is a compound, declarative sentence (uniting two complex sentences).

CU/Phr	Nature	Form	Office/Function
I	subordinate adverbial clause	intro. by the subordinate conj. "when"	time [or circumstance], modifies the verb "was"
II	principal clause	---	---
III	principal clause	---	---
IV	subordinate noun clause	introduced by the double relative pronoun "what"	in apposition with "sunset"
a	adverbial phrase	prepositional	place, modifies the verb "came"
b	adverbial phrase	prepositional	place, modifies the verb "was"
c	adjectival phrase	prepositional	modifies the noun "opening"

2. Parse: day, myself, and me.

over (first use): adjective, descriptive (simple), no degree of comparison, modifies the noun "shower."

right: adverb, simple, manner, no degree of comparison, modifies the preposition "over."

over (second use): preposition, shows the relation between "was" and "number 80."

3. Give the principal parts of the verbs used in this sentence.

Infinitive	Past Tense	Perfect Participle
Come	Came	Come
Be	Was/were	Been
Call	Called	Called

4. Explain why G.K. Chesterton might have described the scene in this sentence as "an opening into eternity." [Accept any thoughtful answer which makes sense. The central idea here is that a material beauty can be a reflection or a reminder of something higher.]

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

I

DO

1. [*Seldom have I enjoyed a walk so much!*]

“so” is an adverb, simple, degree, no degree of comparison, modifies the adverb “much.”

“much” is an adverb, simple, degree, no degree of comparison, modifies the verb “have enjoyed.”

I

APP

PA

2. [*My sister water was all there, and most affectionate.*]

+

“all” is an adverb, simple, manner, no degree of comparison, modifies the adverb “there.”

“there” is an adverb, simple, place, no degree of comparison, modifies the verb “was.”

I

II DO

PA

APP a

3. [*Everything [that I passed] was lovely: a little boy (pickabacking another little boy) home, two little girls (taking shelter) (with a gigantic umbrella), the gutters boiling (like rivers) and the hedges glittering (with rain).*]

+

a. and b. are adjectival participial phrases, modifying “boy” and “girl” respectively.

“another” is an adjective, quantity (number), no degree of comparison, modifies the noun “boy.”

I

a

II

IO

DO

APP

4. [*Mr. Meredith says (in the book) [you gave me,] “Rain. Oh, the glad refresher (of the grain)!”*]

The expressions in quotation marks do not constitute a clause or a phrase but are simply interjections; however, “Rain” is the direct object of “says,” and “refresher” is in apposition with “rain.”

DO

5. [*Yes, I like rain!*]

“Yes” is an interjection.

8th Grade Week 6

Grammar Assignment

1. Analyze and diagram:

I a b c DO II
[Sol, (after one glance) (at the boy) (beside him), accepted him [as] he accepted
everything, calmly and (without astonishment),] and rested himself (in this blessed
comradeship) (of a tuneful kindred spirit).]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adverbial clause	intro. by the subord. conjunction "as"	manner [or comparison], modifies the verb "accepted" (clause I)
a	adverbial phrase	prepositional	time, modifies the verb "accepted"
b	adjectival phrase	prepositional	modifies the noun "glance"
c	adjectival phrase	prepositional	modifies the noun "boy"
d	adverbial phrase	prepositional	manner, modifies the verb "accepted" (clause II)
e	adverbial phrase	prepositional	place, modifies the verb "rested"
f	adjectival phrase	prepositional	modifies the noun "comradeship"

2. Parse: day, myself, and me.

calmly: adverb, simple, manner, positive degree of comparison, modifies the verb "accepted" (clause II).

comradeship: noun, abstract, neuter, singular, 3rd person, object of the preposition “in,” objective case.

tuneful: adjective, descriptive (simple), positive degree of comparison, modifies the noun "spirit."

3. Find a synonym for:

a **swath** is from Old English, swæð, swaðu "track, trace, band" (cf. Old Frisian, swethe "boundary made by a scythe," German Schwad "a row of cut grass"). It means a "space covered by the single cut of a scythe" (from the late 15c.), and "strip, lengthwise extent" (from c.1600). Today it refers to: the width of a scythe stroke; a path made by mowing; or something likened to a path made by mowing. Today, it's usually used in the third, figurative sense. ("To swathe" is a verb, meaning wrap or bandage.)

*a **coulter** is a blade or sharp-edged disc attached to a plough so that it cuts through the soil vertically in advance of the ploughshare. May be spelled colter. From the Old English culter, from Old French coltre, both from Latin culter, knife, ploughshare.*

*a **paean** is a song or lyric poem expressing triumph or thanksgiving. In classical antiquity, it is usually performed by a chorus, but some examples seem intended for an individual voice (monody). It comes from the Greek παίων, "song of triumph, any solemn song or chant."*

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

I II PA III

1. [Zachary listened, awed and silent again;] [the chant was still lovely] but [it lacked
DO + +
the tenor notes.]

“awed” and “silent” will be parsed as adjectives, descriptive (simple), positive degree of comparison, modify Zachary; they are in the appositive position, which you will want to point out, but which appears in neither the parsing nor the diagram.

“awed” could be considered a participle instead; it may simply be a fossil participle, like “impressed.”

2. [The plough (with its wheeling gulls) reached the bottom (of the hill), turned and came up again,] and [(as it neared the steepest part (of the slope,)) Zachary was sure (of himself and the music.)]

This is a compound sentence, uniting a simple and a complex sentence.

a. may be an adjective phrase modifying “plough” or an adverbial phrase of accompaniment or manner, modifying “reached.”

“up” and “again” are adverbs modifying “came.”

c. is an adverbial phrase of reference, modifying the adjective “sure.”

3. [The old man's voice, very frail, yet so sure and sensitive (in pitch and tone), rose lonely
and serene (in the immemorial chant) [that his fathers had sung (before him) century
(after century) (over these same green hills.))]]

“yet” and “so” are adverbs modifying “sure” and “sensitive.” These two adjectives are in the appositive position, which will only appear in the diagram.

a. is an adverbial phrase of manner.

“century” (first use) is an adverbial objective. d. is idiomatic and may be analyzed as an adverbial phrase of time because it is modifying an adverbial element (“century” used as an adverbial objective). However, “century after century” may simply be treated together as a single element, used as an adverbial objective.

b. is an adverbial phrase of place, modifying “beat.”
II. is an adverbial clause of time or circumstance, modifying beat.
c. is an adverbial phrase of time.
d. is an adverbial phrase of reference.

d. is an adverbial phrase of separation modifying the adverb “back,” or modifying the participle “curling.” “all” seems to be an adverb here, modifying the adjective “one,” equivalent to “entirely” or “completely.” It may also be considered an adjective, quantitative (bulk), no degree of comparison, modifying “it.”

5. [Sol's deep bass accompaniment, the rhythmic swing and turn (at the start) (of each ascent and descent), the swath (of rose-red earth curling back) (from the coulter) (like foam) (from a ship's prow), it seemed (to Zachary) all one action, one glorious paean (of adoration) rising (from the altar) (of earth) (to the throne) (of heaven.)]

3 *8th Grade Teacher Guide Key, Week 5*

8th Grade Week 7

Grammar Assignment

1. Analyze and diagram:

I
a
II b

After the turf is won and safely stacked (at home),] (on many a winter's night) will the
+
DO
DO
 high-leaping, bright-blazing turf fire warm you and cheer you.]
+

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	subordinate adverbial clause	intro. by the subord. conjunction "after"	time or circumstance, modifies the verbs "will warm" and "[will] cheer"
II	principal clause	---	---
a	adverbial phrase	prepositional	place, modifies the verb "[is] stacked"
b	adverbial phrase	propositional	time (or circumstance), modifies the verbs "will warm" and "[will] cheer."

2. Parse:

will warm: verb, weak, transitive, active, indicative, future, subject is "fire," 3rd person, singular.

is won: verb, strong, transitive, passive, indicative, present, subject is "turf," 3rd person, singular.

safely: adverb, simple, manner, positive degree of comparison, modifies the verb "[is] stacked."

at: preposition, shows a relation between the verb "[is] stacked" and the noun "home."

3. Put "The fire warms you" in the subjunctive mood, all tenses.

Present: "[May] the fire warm you." [definite: "be warming..."]

Present perfect: "[May] the fire have warmed you." [definite: "have been warming..."]

Past perfect: "Had the fire warmed you..." [definite: "had the fire been warming..."]

4. Why can Seamus MacManus say it was "a long and toilsome, joyous, bright day in the bog"?

The students should try to explain the paradox, that hard work should give a joyful day.

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

I a
II b

1. [The call (of a dozen fathers): ["Go (to your work), brave boys!"] soon rings out.]

II is a noun clause, no introductory word, in apposition with the noun “call.”

b. is an adverbial phrase of place.

I	a	b	c	d
---	---	---	---	---

2. [(With brightness (in your eyes) and merry music (on your lips)), tripping you come (to

$$\text{He}^+ + \text{PA} \rightarrow \text{f}$$

your task) once more,] and [(in a few minutes' time) the bog is again busy (with a

+

toiling multitude).]

a. is an adjective phrase modifying “you”; it may be considered an adverbial phrase of manner, modifying “come.”

b. and c. are adverbial phrases of specification, modifying the phrase “with brightness” and “with merry music,” respectively. They may be considered adjectival, modifying “brightness” and “music” respectively.

f. is an adverbial phrase of cause or manner, modifying “busy.”

“a few” acts as a single adjective, numeral (indefinite), modifying “minute’s.”

I a **b**

3. [(Keeping hands and eyes close) (upon their labour), they work hard and still harder

$$\underline{\text{II}} \quad + \quad +$$

[as the sun mounts high and still higher.]

b. is an adverbial phrase of reference, modifying the adjective “close.”

“close” is an adjective modifying “hands” and “eyes”; it is equivalent to a complement of the transitive verbal “keeping.”

“still” is an adverb, modifying the adverb “harder” or “higher.”

b. is an adverbial phrase of cause, modifying “leaps quicker.”

I is an adverbial clause of time or circumstance.

The verb in clause I is compound: “is won, [is] dragged, [is] stacked.”

“there” is merely rhetorical.

c. is an adverbial phrase of time (not place, in spite of the image), modifying “is.” “ahead of” is the equivalent of a single preposition, replaceable by “before” or “in front of.”

8th Grade Week 8

Grammar Assignment

1. Analyze and diagram:

I
a
b
c

[A slope (of roof) or a dormer window looked out (from the twisted russet branches) (of an elm,) [just as old mirrors were framed (in gilt garlands.)]]

II
+
d
+

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adverbial clause	introduced by the sub. conj. "as"	comparison, modifies the verb "looked"
a	adjectival phrase	prepositional	modifies the noun "slope"
b	adverbial phrase	prepositional	place, modifies the verb "looked"
c	adjectival phrase	prepositional	modifies the noun "branches"
d	adverbial phrase	prepositional	manner, modifies the verb "were framed"

2. Parse:

or: conjunction, coordinate, alternative, connects "slope" and "window."

were framed: verb, weak, transitive, passive, indicative, past, subject is "mirrors," 3rd person, plural.

in: preposition, shows a relation between the verb "were framed" and the noun "gilt."

3. Give a synopsis of "to frame" in the 3rd person plural, passive voice, indicative, in all six tenses.

Present: They are framed

Present perfect: They have been framed

Past: They were framed

Past perfect: They had been framed

Future: They will be framed

Future perfect: They will have been framed

4. Give a synonym for "russet" and "dormer."

The word *russet* emerged in English around 1248, "cloth of reddish-brown color" (sense of the color itself is first recorded 1422), from the Old French *rousset*, from *rosset* (adj.) "reddish," dim. of *ros*, *rous* "red," from L. *russus*, related to *ruber* "red," from PIE **reudh-* "red" (see *red*). As a color name, attested from 1532. The word was first applied to a type of apples 1629, to a type of pears 1725.

The word *dormer* appeared in 1592, originally "window of a sleeping room," from Middle French *dormeor*, "sleeping room," from *dormir* "to sleep," from the Latin *dormire* (see *dormant*).

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

1. [The ragged cliff-side (behind Cécile's kitchen door) was beautiful]; [the wild cherry
and sumach and the blackberry vines had turned crimson,] and [the birch and poplar
saplings were yellow.]

a. is an adjective phrase modifying “cliff-side.”

The nouns “blackberry,” “birch” and “poplar” should be parsed as adjectives because of their use.

I a **b**

2. [(In the Upper Town) the grey slate roofs and steeples were framed and encrusted (with gold.)]

+ +

b. is an adverbial phrase of manner modifying the participles “framed” and “encrusted.”

3. [A sharp gable rose out (of a soft drift) (of tarnished foliage)] [so that it resembled a piece (of agate) set (in fine goldsmith's work.)]

II is a subordinate adverbial clause of result modifying the verb “rose.”

4. [Most beautiful was the tarnished gold (of the elms), (with a little brown (in it), a little bronze, a blue (like amethyst)), [which made them melt (into the azure haze) (with a kind) (of happiness.)]

b. is adjective phrase, modifying “gold”; the nouns “brown,” “bronze,” and “blue” are compound objects of the preposition “with.” All three nouns are the antecedents of “which.”

“melt” is a complement of the transitive verb “made.”

“all” is an adjective, quantitative, subclass of bulk, in the three instances.
f. and g. are adjective phrases.

8th Grade Week 9

Grammar Assignment

1. Analyze and diagram:

I DO II a
[I have seen you [as you sat, uninvited and unforced, listening (in complete silence)
b c +
(to the third movement) (of Beethoven's Ninth Symphony.)]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent clause</i>	---	---
<i>II</i>	<i>subordinate adverbial clause</i>	<i>intro. by the subord. conjunction "as"</i>	<i>circumstance or time, modifies the verb "have seen"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies the participle "listening"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the participle "listening"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "movement"</i>

2. Parse:

I: pronoun, personal, antecedent is Whitaker Chambers, masculine gender, singular, 1st person, subject of the verb "have seen"

have seen: verb, strong, transitive, active, indicative, present perfect, subject is "I,"
1st person, singular.

listening: participle, active, imperfect, belongs to "you"

uninvited: participle, passive, perfect, belongs to "you"

3. When were you “in reverence and awe of life”? (Answer this question using two introductory commas somewhere in your response.)

The quote comes from the dictation for this week.

4. Why do you think these children might have sat “uninvited and unforced, listening in complete silence to Beethoven's Ninth Symphony”?

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

1. [I myself have watched greatness (touch you) (in another way.)]

a. is a complement of the transitive verb “have watched.” It completes the meaning of the verb. See example in §269[4], p. 268, concerning infinitives as complements of transitive verbs; CG3 (Baskerville Sewell’s *English Grammar*, the third and most complete book of this series) gives as example of infinitives or infinitive phrases as complements, “...that cry which made me *look a thousand ways*,” and “I hear the echoes *throng*.” “Touch you” does constitute a phrase because “touch” governs an object, “you,” and is not a substantive element, object of the verb (see §263 and the NOTE). In an analysis chart, this phrase would be classed as: adverbial phrase, infinitive, completes the verb “have watched.”

b. is an adverbial prepositional phrase of manner, modifying phrase a., or the infinitive “touch.”

2. [I knew [that you could feel (in your souls) the reverence and awe (for life and the world) [which is the ultimate meaning (of Beethoven and Shakespeare.)]]

It is a noun clause, the object of the verb “knew.” This kind of noun clause is the simplest for the students to understand.

b. is an adjectival phrase modifying both “reverence” and “awe.” Because these words are synonyms, they are treated as the singular antecedent of “which” in clause III.

3. [I felt a great faith [that sooner or later you would understand.]]

II is a noun clause, in apposition with the noun “faith.”

4. [True wisdom comes (from the overcoming) (of suffering and sin)]; [all true wisdom is therefore touched (with sadness.)]

a. is an adverbial prepositional phrase of origin modifying the verb “comes.”

b. is an adjectival prepositional phrase modifying the gerund “overcoming.”

c. is an adverbial prepositional phrase of manner or agent modifying the participial adjective “touched.” Touched is a participle acting as a predicate adjective, not as part of a passive verb, because it speaks of a lasting condition, not of “an action clearly and definitely, at a given time.” (*cf.* §152; the Parsing Example which follows implies the contrary and is misleading, it will be corrected in a later edition of CG2.)

I II III IO IV PN
 5. [I thought [that you understood [when I told you [that that music was the moment
 V a b c d
 [(at [which) Beethoven finally passed (beyond the suffering) (of his life) (on earth) and
 e f +
reached (for the hand) (of God.)]]]]

II is a noun clause, direct object of the verb “thought.”

IV is a noun clause, direct object of the verb “told.”

b. is an adverbial prepositional phrase of place or reference.

e. is an adverbial prepositional phrase of reference.

8th Grade Week 10

Grammar Assignment

1. Analyze and diagram:

PN a

I APP APP APP

[Duty, Honor, Country: those three hallowed words are your rallying points, (to build courage) [when courage seems to fail.]]

II

This is a complex, declarative sentence. [If the teacher decides to parse "hallowed," it is a fossil participle, to be parsed as a simple descriptive adjective. "Rallying" is a participial adjective. "Duty, Honor, Country," though they come before "words," are best analyzed as appositives, because of the structure of the clause ("words are" stand out as subject and verb). The teacher may accept either, however.]

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adverbial clause	intro. by the subordinate conjunction "when"	circumstance, modifies the infinitive phrase "to build courage"
a	adjective phrase	infinitive	modifies the noun "points"

2. Parse:

those: adjective, demonstrative, no comparison, plural, modifies the noun "words"

your: pronoun, personal, antecedent is the Marine Corps troops at West Point, masculine gender, plural, 2nd person, possessive case, modifies the noun "points"

when: conjunction, subordinate, time, connects the principal clause to the subordinate adjective clause

3. Give two synonyms for "to build" as used in this sentence.

to edify, to increase, to augment...

4. Explain in a short paragraph what this sentence means.

The students should try to explain what it means for words to be rallying points, and how those words might build courage.

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

- I a II DO b
1. [(From your ranks) come the great captains [who hold the nation's destiny (in their hands) the moment [when the war tocsin sounds.]]]
- III

a. is an adverbial prepositional phrase of origin, modifying “come.”

“moment” is an adverbial objective modifying the verb “hold.”

III is an adjectival subordinate clause introduced by the subordinate conjunction “when” and modifying the adverbial objective “moment” (see §219 and the Parsing Example following).

- I a b PN c d
2. [The memory (of my days) (of old) is one (of wondrous beauty), watered (by tears), and coaxed and caressed (by the smiles) (of yesterday.)]
- e f
- + +

“one” is a pronoun, adjective (numeral), neuter gender, singular, 3rd person, predicated of the subject, “memory,” nominative case.

“watered,” “coaxed,” and “caressed” are participles, not participial adjectives.

- I a b c d
3. [I listen vainly (for the witching melody) (of faint bugles) (blowing reveille), and (of far drums) (beating the long roll.)]
- e +

a. is an adverbial prepositional phrase of reference modifying “listen.”

“witching” is a participial adjective.

c. and e. are participial phrases, modifying “bugles” and “drums” respectively.

- I a DO b DO c
4. [(In my dreams) I hear again the crash (of guns), the rattle (of musketry), the strange, mournful mutter (of the battlefield.)]
- DO d

a. is an adverbial prepositional phrase which may be considered circumstance, place or time.

I a **II** **DO** **b**

5. [(On the day) [when I cross the river] my last conscious thoughts will be (of The Corps,
 and The Corps, and The Corps.)]]]

+ +

a. is an adverbial prepositional phrase of time, modifying the verb “will be.”

II is an adjectival subordinate clause introduced by the subordinate conjunction “when” and modifying the object of the preposition “day” (see §219 and the Parsing Example following).

b. is an adverbial prepositional phrase of reference modifying the verb “will be,” or may be considered an adjectival prepositional phrase modifying “thoughts.” The two possible interpretations for this phrase come from the fact that it is in the predicate position, both completing the verb and describing the subject.

8th Grade Week 11

Grammar Assignment

1. Analyze and diagram:

I a
b
c

[(Besides my natural desire) to be (among my friends) and to be (at home) again, I have

DO
d
+

a yearning (after our English customs and English manners.)]

+

This is a simple, declarative sentence. [We have construed "a." as adverbial of accompaniment, modifying "have," but the teacher may accept any logical, defensible answer: for example, it may be considered an independent phrase, absolute use. In a difficult sentence, the essential is that the answer show logical reflection, and that the diagram match the analysis.]

Cl/Phr	Nature	Form	Office/Function
I	independent clause	---	---
a	adverbial phrase	prepositional	accompaniment, modifies the verb "have"
b	adverbial phrase	prepositional	local, modifies the infinitive "to be"
c	adverbial phrase	prepositional	local, modifies the infinitive "to be"
d	adverbial phrase	prepositional	reference, modifies the gerund "yearning"

2. Parse:

my: pronoun, personal, antecedent is Charles Dickens, masculine gender, singular, 1st person, possessive case, modifies the noun "desire"

home: noun, common (class), neuter gender, singular, 3rd person, objective case, object of the preposition "at"

our: pronoun, personal, antecedent is Englishmen, masculine gender, plural, 1st person, possessive case, modifies the nouns "customs" and "manners"

3. Give all the cases, singular and plural, of the personal pronouns.

The students should draw the chart, §55, omitting the Old Form.

4. What custom might an American yearn after if he were in a foreign land? (Respond in a paragraph.)

In-Class Analysis Sentences

1. [Coupled (with all the good qualities) [that] such an Englishman possesses], the American gentleman has a warmth (of heart) and an earnestness, [(to which) I render up myself hand and heart.]]

The participle “coupled” seems best analyzed as modifying the nouns “warmth” and “earnestness.” Restated, the grammatical connection is easier to see: “An American gentleman has warmth of heart and earnestness, coupled with the all the good qualities that such an Englishman possesses...” The idea is subtle, and the teacher may accept any logical, defensible answer: “coupled” as independent, or “coupled” as modifying “has.”

“all” is an adjective, numeral (quantity in number), no degree of comparison, modifies the noun “qualities.”

“such” is an adjective, descriptive (simple), no degree of comparison, modifies the noun “Englishman.”

“hand and heart” may be considered an adverbial objective, and diagrammed either as a single or a compound element.

2. [No man would retain his seat (in a public conveyance) (to the exclusion of a lady), or
hesitate (for an instant) (in exchanging places) (with her), [if the wish were but
remotely hinted.]]

“would retain” is subjunctive mood because it is conditional, and past tense.

“but” here is an adverb modifying the adverb “remotely” or “were hinted.”

b. is an adverbial prepositional phrase of result modifying the verb “would retain.”

d. is an adverbial prepositional phrase of manner or reference, modifying “[would] hesitate.”

“exchanging” is a gerund, object of the preposition “in”; “places” is the object of “exchanging,” but the two words do not form a phrase. Phrases are modifiers, not substantives, and so, because “exchanging” is a substantive here, thought it has its own object, the two are not considered a phrase (§263, NOTE).

e. is an adverbial phrase of reference modifying “d.”

“were hinted” is subjunctive mood because it is conditional.

“hinted” here is part of the verb, because “were hinted” indicates an action at a definite time rather than a state or condition of the “wish.”

3. ^I [I have never met (with anyone) here] ^a ^{II} [who would not have been hurt and offended]
^{III} [if I had offered him money, (for any trifling service)] ^{IO} ^{DO} ^b ^{IV DO} [which he had rendered me.] ⁺ ^{IO}]]

b. is an adverbial prepositional phrase of reference, modifying “had offered.”

“trifling” is a fossil participle, to be treated as an adjective.

For “hurt” and “offended,” see the last note in the sentence above, for “hinted.”

4. ^I [I shall be truly glad (to leave America),] ^a ^{II} [though I have formed a perfect attachment
^b (to many)] ^{III} [who live here.]]] ^{DO}

a. is an adverbial infinitive phrase of cause, modifying the adjective “glad.”

II is a subordinate adverbial clause of concession, modifying the verb and complement “shall be glad.”

b. is an adverbial prepositional phrase of reference, modifying “have formed,” or an adjective phrase modifying “attachment.”

5. ^I [I am going now, to meet a whole people (of my readers) (in the Far West) - two
^c thousand miles (from New York) - (on the borders) (of the Indian Territory)!] ^{DO} ^a ^b ^d ^e

We have treated “am going to meet” is a single verb phrase (equivalent of “will meet”) though it could be construed as a verb with infinitive complement (equivalent of “I am travelling to meet”). In that case, “to meet a whole people” would be an adverbial phrase, complement of the verb “am going.”

b. is an adjective phrase modifying “readers,” or adverbial of place, modifying “am going to meet.”

“two thousand miles” is an adverbial objective, modifying “am going to meet.”

c. is an adverbial phrase of separation, modifying the adverbial objective “two thousand miles.”

d. is an adverbial prepositional phrase modifying the verb “am going to meet,” or may be considered adjectival, modifying the noun “readers.”

8th Grade Week 12

Grammar Assignment

1. Analyze and diagram:

I
DO
II
a
b

[I remember my father most fondly [as he sat (in his arm-chair) (under the red-shaded lamp), (with a little heap) (of volumes) (on the table) (beside him)]]; [then, (excluding himself), (eschewing all gestures or dramatic effects), (allowing the melody (of the lines) (to work its own spell)), he would discourse the lyrics [which we soon knew (by heart).]]

c
d
e
f
III
g

h
i
j

k
DO
IV
I

This is a compound, declarative sentence (uniting complex with complex). [This is a long assignment, though not especially difficult, so you may want to omit one of the questions below, work part or all of the assignment in class together, or give the students extra time in class to work on it alone.]

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adverbial clause	introduced by the sub. conj. "as"	time or circumstance, modifies the verb "remember"
III	principal clause	---	---
IV	adjectival clause	introduced by the rel. pronoun "which"	modifies the noun "lyrics"
a	adverbial phrase	prepositional	place, modifies the verb "sat"
b	adjectival phrase	prepositional	modifies the noun "arm-chair"
c	adverbial phrase	prepositional	accompaniment, modifies the verb "sat"
d	adjectival phrase	prepositional	modifies the noun "heap"
e	adjectival phrase	prepositional	modifies the noun "heap"
f	adjectival phrase	prepositional	modifies the noun "table"
g	adjectival phrase	participial	modifies the pronoun "he"
h	adjectival phrase	participial	modifies the pronoun "he"
i	adjectival phrase	participial	modifies the pronoun "he"
j	adjectival phrase	prepositional	modifies the noun "melody"
k	adverbial phrase	infinitive	complement of the participle "allowing"
l	adverbial phrase	prepositional	manner, modifies the verb "knew"

2. Parse:

little: adjective, numeral (bulk), positive degree of comparison, modifies the noun "heap"

allowing: participle, active, imperfect, belongs to the pronoun "he"

himself: pronoun, personal (compound), antecedent is "father," masculine, 3rd person, singular, object of the participle "excluding," objective case.

3. Justify the mood of the verb "would discourse."

"Would discourse" is indicative mood, because it simply indicates a customary action, not a wish or condition or contrary to fact...

4. Using synonyms, express the ideas contained in the following phrases: "excluding himself, eschewing all gestures or dramatic effects, allowing the melody of the lines to work its own spell."

The students should show that they understand the overall meaning: In that situation, the author's father would not bring himself to the forefront or impose an interpretation by his acting abilities, but let the rhythm and beauty of the words themselves enchant his listeners and speak for themselves, as it were, to have their own objective effect.

In-Class Analysis Sentences

I a b c d
1. [The conjunction (in my father) (of the love (of literature) and the talent (for acting))
e II f +
endowed my youth (with riches) [that have fructified (throughout my life.)]]

b. is an adjectival prepositional phrase modifying the noun "conjunction." We have nested phrases c. and d. for clarity, because each of these modifies one of the two objects of the preposition.

d. is an adjectival prepositional phrase modifying "talent." "acting" is a gerund, object of the preposition.

e. is an adverbial phrase of manner, modifying the verb "endowed."

I a b c II d
2. [(For some eight years) (of my life) (on those evenings) [when we were (at home,)] he
e f III g h
read (to me, my brother) and (to [whatever friends might be (in the house,)] (for an
i APP j APP k APP l
hour or more) (from his old favorites) - most (of Shakespeare), most (of Dickens), most (of
+ APP m
Tennyson), much (of Browning.)]

II is a subordinate adjective clause, introduced by the subordinate conjunction "when," modifying "evenings."

III is a noun clause, introduced by the indefinite relative adjective "whatever," and is the object of the preposition "to." These adjectives will be considered more in weeks 14 and 15 but this sentence allows an example and a foretaste; however, if this clause is too difficult, rewrite the sentence as, "...read to me and my brother for an hour..."

"some" (in phrase a.) is an adverb modifying the adjective "eight," and is equivalent to "approximately."

"might be" is in the indicative mood, equivalent to "happened to be."

i. is an adverbial prepositional phrase of source or origin, modifying the verb "read."

"most" and "much" are adjective pronouns, numeral subclass.

I DO a b
 3. [Sometimes he would read the popular plays (of his youth,) standing, stepping (about
 c DO d
 the room) and (portraying the characters) [as he had seen them (on the stage.)]]
 +

II is an adverbial clause of manner modifying c or “portraying.”

The participles “standing” and stepping and the participial phrase c. may be considered adjectival modifying “he, or adverbial modifying “would read,” since they describe his manner of reading.

4. ^I ^a [Most (of his favorite poems) ^b were (in familiar anthologies) or were the work (of the poets) (of his own generation) ^d ^{II} ^{PN} ⁺ ^{III} [who had been his friends]]; but [heard thus, again and again, ^{DO} they ^{DO} assumed new beauties and significance, ^{IV} ⁺ ^e ⁺ [as the liturgy does (to those)] ^V ^{DO} ⁺ [who recite it daily and yearly.]] ⁺

IV is a subordinate adverbial clause of manner or comparison.

“Most” is an adjective pronoun, numeral subclass.

“heard” is a participle, passive, perfect, belongs to “they” (his favorite poems).

“thus” is an adverb of manner, modifying “heard.” “again” is an adverb of time, also modifying “heard.”

“beauties” and “significance” are both abstract nouns.

5. [(In these recitations) (of English prose and verse) the incomparable variety (of English vocabulary,) the cadences and rhythms (of language), saturated my young mind,

[so that, (for me), English Literature was never a matter (for analysis and arrangement)

but a source (of natural joy.)]]

II is a subordinate adverbial clause introduced by the subordinate conjunction “so that,” of result, modifying the verb “saturated.”

e. is an adverbial phrase of reference.

f. is an adjective phrase.

8th Grade Week 13

Grammar Assignment

1. Identify the parts of speech and merely analyze the clauses in the following sentence from Dickens' "The Chimes." [We have analyzed the entire sentence, to give the teacher that option.]

(I) adv adv adj n v pro verbal (inf.) adj (a) prep art n (b) prep art n
 [Much too sturdy chimes were they to be dependent (on the pleasure) (of the wind),
 moreover,] and [fighting gallantly (against it) [when it took an adverse whim], they
would pour their cheerful notes (into a listening ear) right royally.]

This is a compound, declarative sentence (uniting simple and complex).

Cl/Phr	Nature	Form	Office/Function
I	independent clause	---	---
II	principal clause	---	---
III	subordinate adverbial clause	intro. by the sub. conjunction "when"	time or circumstance, modifies the participle "fighting"
a	adverbial phrase	prepositional	reference, modifies the adjective "dependent"
b	adjective phrase	prepositional	modifies the noun "pleasure"
c	adverbial phrase	prepositional	reference, modifies the participle "fighting"
d	adverbial phrase	prepositional	place, modifies the verb "would pour"

2. Parse:

dependent: adjective, descriptive (simple), positive degree of comparison,
 complement of the infinitive "to be" [or] modifies the noun "chimes"

fighting: participle, active, imperfect, belongs to the pronoun "they"

listening: participle, active, imperfect, adjective, descriptive, no degree of
 comparison, modifies the noun "ear"

3. Tell how Dickens in this sentence gives a personality to the bells he is describing.

In-Class Analysis Sentences

I

DO

a

1. [Heaven preserve us, sitting snugly (round the fire)!]

“preserve” is in the subjunctive mood.

“sitting” is a participle, belonging to “us”

I

a

II

2. [The foul blast roars and whistles high up (in the steeple), [where it is free to come and go
b + c d +
(through many an airy arch and loophole), and (to twist and twine itself) (about the
e + + f +
giddy stair), and (twirl the groaning weathercock), and (make the very tower shake and
+ + +
shiver)!]

II is a subordinate adjective clause, introduced by the subordinate conjunction “where,” modifying the noun “steeple.”

The infinitives “to come and go” and the infinitive phrases c., e., and f. are adverbial of purpose or manner, modifying the adjective “free.”

b. is an adverbial prepositional phrase modifying the infinitives “to come” and “go.”

“groaning” is a participial adjective.

“very” is an adjective, descriptive, modifying the noun “tower.”

the infinitives “shake” and “shiver” are adverbial of result, complements of the infinitive “make.”

I

a

b

c

d

3. [High up (in the steeple) (of an old church), far (above the light and murmur) (of the
e
town) and far (below the flying clouds) [that shadow it,] is the wild and dreary place
f + III g h +
(at night):] and [high up (in the steeple) (of an old church), dwelt the Chimes.]
+

a., c. and e. are adverbial phrases of place modifying the verb “is.”

g. is an adverbial phrase of place modifying the verb “dwelt.”

“High” is an adverb modifying the adverb “up,” which modifies phrase a.

“far” is an adverb here; the first instance modifies c., the second modifies e.

8th Grade Week 14

Grammar Assignment

1. Analyze and diagram:

I
PN
a
APP
II

[The house became the center (of the universe), the only spot [where life could be sustained,]] and [the great cast-iron stove was the soul (of it).]

III
PN
b

+

This is a compound, declarative sentence (uniting simple and complex).

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adjective clause	intro. by the subord. conjunction "where"	modifies the noun "spot"
III	independent clause	---	---
a	adjective phrase	prepositional	modifies the noun "universe"
b	adjective phrase	prepositional	modifies the noun "soul"

2. Parse:

spot: noun, common, neuter, 3rd person, singular, in apposition with the noun "center"

where: conjunction, subordinate, place, joins clauses I and II.

could be sustained: defective verb with infinitive, transitive, passive, indicative, past, subject is "life," 3rd person, singular

3. "The great cast-iron stove was the soul of the house." Put the verb in all tenses of the subjunctive mood.

"[May] the great cast-iron stove be the soul of the house." [Present subjunctive]

"[If] the great cast-iron stove were the soul of the house." [Past subjunctive]

"[May] the great cast-iron stove have been the soul of the house." [Present perfect subj.]

"[If] the great cast iron stove had been the soul of the house." [Past perfect subjunctive]

4. Write a few lines of commentary on the sentence in question 1, showing something of the profound reality that it expresses.

Answers will vary, but grade the student as you would for a composition: how objectively and thoughtfully he treats the topic, considering the different terms of the sentence: the house and the stove as center of the universe in more ways than just for physical warmth or survival. The students should be reflecting on their own for this question, without hints or indications of direction.

In-Class Analysis Sentences

1. [The two men took the double-handed saw and sawed, sawed, sawed (from morning
(till night)); [it was then the turn (of the axes),] and [the logs were split [as their size
required.]]

“it” is the grammatical subject but not the real subject of II.

IV is a subordinate adverbial clause of manner or degree.

2. [(In the mornings) Tit'Be jumped (out of bed) long (before daylight) (to see [if the
great sticks (of birch) had done their duty and burned all night])).]

d. is an adverbial infinitive phrase of purpose modifying the verb “jumped.”

II is a subordinate noun clause, object of the infinitive “to see.”

3. [[^I[If] ^{PA}the fire should be out] ^{II}[he lost no time (in rekindling it) (^a(with birch-bark and cypress branches,) ^bplaced heavier pieces (on the mounting flame), and ^cran back + d to snuggle (under the brown woollen blankets and patchwork quilt) ^e[till the comforting + III warmth once more ^ffilled the house.]]]

I. is a subordinate adverbial clause of condition; “should be” is a defective verb with infinitive, intransitive, active, subjunctive, past tense, subject is “fire,” 3rd person, singular.

a. is an adverbial prepositional phrase of reference or manner. The gerund “rekindling” is the object of the preposition, with its own object, “it.” Of course, “rekindling it” is not a phrase.

“to snuggle” is an infinitive acting as an adverb of purpose, modifying the verb “ran.”

d. is an adverbial prepositional phrase of place, modifying the infinitive “to snuggle.”

III is a subordinate adverbial clause of time, modifying the infinitive “to snuggle.”

“there” is an introductory or rhetorical word, the grammatical subject, not the real subject. It is to be treated as an independent element.

“tempered” is a fossil or faded participle, to be treated as a simple adjective.

“straight” is an adverb modifying “fell” or phrase a.

I a DO b

5. [(On such days) the men only left the house (to care for the beasts), and came back

c d e f +

(on the run), (their faces rasped (with the cold) and glistening (with snow-crystals

g h +

melted (by the heat) (of the house))).]

g. is an adverbial prepositional phrase of cause.

8th Grade Week 15

Grammar Assignment

1. Analyze and diagram:

I
DO
a
b

[Again the peeling organ heaves its thrilling thunders, (compressing air) (into music),

c
d

and (rolling it forth) (upon the soul).]

+

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent clause	---	---
a	adjective phrase	participial	modifies the noun "organ"
b	adverbial phrase	prepositional	result, modifies the participle "compressing"
c	adjective phrase	participial	modifies the noun "organ"
d	adverbial phrase	prepositional	reference, modifies the participle "rolling"

2. Parse:

peeling: participle, active, imperfect, adjective, descriptive, positive degree of comparison, modifies the noun "organ"

compressing: participle, active, imperfect, belongs to the noun "organ"

its: pronoun, personal, antecedent is "organ," neuter gender, singular, shows possession of the noun "thunders," possessive case

3. In the following passage, how does the author express the power of music on the hearer?

Again the peeling organ heaves its thrilling thunders, compressing air into music, and rolling it forth upon the soul... And now it is winding up in full jubilee—it is rising from the earth to heaven; the very soul seems rapt away and floated upwards on this swelling tide of harmony!

Answers will vary, but grade the student as you would for a composition: how objectively, broadly and thoughtfully he treats the topic, considering the key idea of the effect of music on the soul but also commenting on the author's images and word choice to achieve and overall effect.

In-Class Analysis Sentences

I II

1. [*The stillness, the desertion, and obscurity [that were gradually prevailing around]*

+ DO a

gave a deeper and more solemn interest (to the place).]

“stillness,” “desertion,” “obscurity,” and “interest” are all abstract nouns.

2. [Suddenly the notes (of the deep-laboring organ) burst (upon the ear), falling (with doubled and redoubled intensity), and (rolling, [as it were,] huge billows) (of sound).]

II is a subordinate adverbial clause of manner or comparison, modifying the participle “rolling.” “It” is an impersonal, rhetorical use of the pronoun, in an idiomatic expression. “Were” is in the subjunctive mood because it does not express a real situation but a manner of imagining it.

“deep-laboring” is a participial adjective; “falling” an “rolling” are participles.

3. [How well do their volume and grandeur accord (with this mighty building)!]

This is an exclamatory declarative sentence.

“How” is a simple adverb of degree, modifying the simple adverb of manner, “well,” which modifies the verb “do accord.”

a. is an adverbial prepositional phrase of reference, modifying the verb “accord.”

4. [And now they rise (in triumphant acclamation), (heaving higher and higher their
accordant notes) and (piling sound) (on sound).]

5. [The last beams (of day) were now faintly streaming (through the painted windows)
(in the high vaults) (above me)]; [the lower parts (of the abbey) were already wrapped
(in the obscurity) (of twilight).]

“were streaming” is a verb in the definite form because the action of “streaming” is occurring at a precise moment; by contrast, “were wrapped” is not a passive verb but an intransitive verb and a participle, because “wrapped” is a state belonging to the “parts of the abbey,” vs. an action occurring at a definite moment (compare: “were being wrapped”).

c. is an adjective phrase modifying “windows”; d. is an adjective phrase modifying “vaults.”

f. is an adverbial phrase of manner, modifying the participle “wrapped.”

8th Grade Week 16

Grammar Assignment

1. Analyze and diagram:

I
DO
a
b
II c

[One cannot buy the friendship (of a Mermoz), (of a companion) [(to whom) one is

PA
d
e

bound forever (by ordeals suffered) (in common).]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adjective clause	intro. by the relative pronoun "whom"	modifies the noun "companion"
a	adjectival phrase	prepositional	modifies the noun "friendship"
b	adjective phrase	prepositional	modifies the noun "friendship"
c	adverbial phrase	prepositional	reference, modifies the participle "bound"
d	adverbial phrase	prepositional	means or manner, modifies the participle "bound"
e	adverbial phrase	prepositional	manner, modifies the participle "suffered"

2. Parse:

cannot buy: defective verb with adverb and infinitive, transitive, active, indicative, present, subject is "One," 3rd person, singular

whom: pronoun, relative, antecedent is "companion," neuter gender, singular, object of the preposition "to," objective case.

suffered: participle, passive, imperfect, belongs to the noun "ordeals"

3. Give a synonym for "ordeals" and "in common."

Answers may vary.

4. "One cannot buy the friendship of a Mermoz, of a companion to whom one is bound forever by ordeals suffered in common." Why not? [or] Explain.

Answers may vary, but grade the student as you would for a composition: how objectively and thoughtfully he treats the topic, really trying to analyze deeply and learn something more about the nature of friendship, the fact that suffering binds people together... He may use what he knows from the dictation.

In-Class Analysis Sentences

1. [(Round the table) (in the evening), (at Casablanca), (at Dakar), (at Buenos Aires),
we take up conversations interrupted (by years) (of silence),] [we resume friendships (to
the accompaniment) (of buried memories).]

h. is an adverbial prepositional phrase of manner or accompaniment, modifying the verb “resume.”
“interrupted” is a participle; “buried” is a participial adjective.

2. [Thus is the earth (at once) a desert and a paradise, rich (in secret hidden gardens),
gardens inaccessible, but [(to which) the craft leads us ever back, one day or another.]

II is an adjectival clause, modifying the noun “gardens” (in its second use).

“but” is a conjunction joining the two adjectival elements that modify “gardens”: “inaccessible” and clause II.

a. is an adverbial prepositional phrase of time or manner, modifying the verb “is.”

b. is an adverbial prepositional phrase of manner or means, modifying the adjective “rich.”

“ever” is an adverb, modifying the adverb “back.” It may be considered to modify the verb “leads.”

“day” and “another” are both adverbial objectives. “one” is an adjective, quantitative (indefinite number), no comparison, modifies the noun “day”; “another” is a pronoun, adjective, quantitative, distributive numeral, no comparison, modifies the noun “day.”

[illegible]

The defective verb “may” is understood before “keep,” which is an infinitive. Both verbs should be parsed as follows: defective verb with infinitive, transitive, active, subjunctive, present, subject is “Life,” 3rd person, singular.

a. is an adverbial prepositional phrase of separation or result.

b. is an adverbial prepositional phrase of reference, modifying the gerund “thinking.”

“somewhere” is an adverb, simple, place, no comparison, modifies the verb “are.”

a. is an independent participial phrase, because it does not modify any word in the sentence (the understood planter is not directly referred to).

“endured” is a participial adjective.

8th Grade Week 17

Grammar Assignment

1. Analyze and diagram:

I
a
b
PN
II
c

[The power (of poetically running one's head (against a post)) is one [which varies (in

III
PN
d

different people))] and [which is a part (of my own nature).]]

+

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adjective clause	intro. by the relative pronoun "which"	modifies the pronoun "one"
III	subordinate adjective clause	intro. by the relative pronoun "which"	modifies the pronoun "one"
a	adjective phrase	prepositional	modifies the noun "power"
b	adverbial phrase	prepositional	place, modifies the gerund "running"
c	adverbial phrase	prepositional	reference or place, modifies the verb "varies"
d	adjective phrase	prepositional	modifies the noun "part"

2. Parse: poetically, running, one's, and one

poetically: adverb, simple, manner, positive degree of comparison, modifies the gerund "running"

running: gerund, active, imperfect, object of the preposition "of"

one's: pronoun, adjective (numeral), neuter gender, singular, 3rd person, shows possession of "head," possessive case

one: pronoun, adjective (numeral), neuter gender, singular, 3rd person, predicate nominative of "power," nominative case.

3. Give the principal parts of the verb "to run."

simple infinitive: run

past tense: ran

past participle: ran

4. In a few sentences, explain why "poetically running one's head against a post" is a power to be coveted.

Answers will vary, but grade the student as you would for a composition: how objectively and thoughtfully he treats the topic, defining the different terms of the sentence. The student may refer to the entire dictation, but should focus on the sentence at hand or he may be off-topic.

In-Class Analysis Sentences

1. I PN a b
1. [Being young, I wrote a lot (of little poems), mostly (about the beauty and necessity
c II PN d +
(of Wonder)), [which was a genuine feeling (with me).]]

“Being young” is not a participial phrase; “young” is a complement of “being,” not an object..

“mostly” is an adverb modifying b.

b. is an adjectival phrase modifying “poems.”

The antecedent of “which” is “the beauty and necessity of Wonder.”

2. I PA a II b c
2. [I am interested (in the post) [that stands waiting (outside my door), (to hit me)
d e f
(over the head), (like a giant's club) (in a fairy tale).]

“interested” is a fossil or faded participle, to be treated like a simple adjective.

a. is an adverbial phrase of reference modifying the adjective “interested.”

c. is an infinitive phrase, adverbial of purpose, modifying the participle “waiting.”

d. is an adverbial phrase of manner or place modifying the infinitive phrase c., or the infinitive “to hit.”

3. I a II
3. [All my mental doors open outwards (into a world) [which I have not made.

a. is an adverbial phrase of reference or place, modifying the verb “open.”

4. I a b c
4. [My last door (of liberty) opens (upon a world) (of sun and solid things) and
d + +
(of objective adventures).]

APP II

APP b

+ **PN**

+

PA

c

+

c. is an adverbial phrase of reference modifying the adjective “marvelous.”

8th Grade Week 18

Grammar Assignment

1. Analyze and diagram:

I a b c DO d

[Moving (from one room) (to the next) I inhaled (in passing) that incense (of an old library) [which is worth all the perfumes (of the world).]]

II PA e

This is a complex, declarative sentence. [You may want to tell the children that “worth” is an adjective that takes an object.]

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adjective clause	intro. by the relative pronoun “which”	modifies the noun “incense”
a	adverbial phrase	prepositional	place, modifies the participle “moving”
b	adverbial phrase	prepositional	place, modifies the participle “moving”
c	adverbial phrase	prepositional	circumstance, modifies the verb “inhaled”
d	adjectival phrase	prepositional	modifies the noun “incense”
e	adjectival phrase	prepositional	modifies the noun “perfumes”

2. Parse: I, inhaled and passing

I pronoun, personal, antecedent is Saint-Exupéry (or unknown), masculine gender (or neuter gender), singular, 1st person, subject of the verb “inhaled,” nominative case

inhaled verb, weak, transitive, active, indicative, past, subject is “I,” 1st person, singular

passing gerund, imperfect, active, object of the preposition “in”

3. Write all the possible participial forms of “to inhale.”

<p style="text-align: center;"><i>Active:</i></p> <p>Imperfect: inhaling</p> <p>Perfect: having inhaled</p> <p>Perfect definite: having been inhaling</p>	<p style="text-align: center;"><i>Passive:</i></p> <p>Imperfect: being inhaled</p> <p>Perfect: inhaled or having been inhaled</p>
--	--

4. Why might “the incense of an old library” be worth more than “all the perfumes of the world”?

In-Class Analysis Sentences

I a

DO

1. [(From the very threshold) this legendary castle promised an asylum as assured, as

II

peaceful, as secret [as a monastery.]]

II is an understood clause (“as a monastery [is]”) of degree or comparison.

“as” in the first three uses is a conjunctive adverb, working with the conjunction “as” in clause II to connect the two clauses (see §209, the second kind of conjunctive adverb).

I

DO

a

b

c

2. [Each passing year had added something (to the charm) (of the house), (to the

d

e

complexity (of its visage) and its friendly atmosphere), and (to the dangers encountered)

f

g

+

h

+

(on the journey) (from the drawing-room) (to the dining-room).]

a, c., and e. are adverbial phrases of reference, modifying the verb “had added.”

f. is an adverbial phrase of circumstance, time or place, modifying the participle “encountered.”

g. and h. are adjectival phrases, modifying the noun “journey.”

I

II

PA

III

3. [My hosts merely explained [that the house was a little run down,]] and [this

a

DO

IV

+

superiority (to circumstance) enchanted me]; [I suspected [that my friends were not

b

saddened (by the fact).]]

“run down” may be considered a single past participial adjective

a. is an adjectival prepositional phrase modifying “superiority.”

4. [Particularly **I** **DO** **a** **APP** **APP**
b **c** **II** **d** **e**
transported (from room) (to room) [**as** they were transported (in the time) (of my
f **g** **III**
earliest childhood)]; (stirring (into motion) [**as** they passed] great wondrous shadows)
h
(on the walls).]

II is an adverbial clause of manner, modifying the participle “transported.”

III is an adverbial clause of circumstance or time, modifying the participle “stirring.”

g. is an adverbial clause of result, modifying the participle “stirring.”

h. is an adjectival phrase modifying “shadows,” or an adverbial phrase of place modifying f.

5. [Then, **I** **a** **b** **c**
d **e** **II f**
beaches (of clarity) and the vast reserves (of surrounding darkness)) [(in **which**) the
+
wainscoting went on creaking.]]

II is an adjectival clause modifying the noun “darkness.” (The antecedent of “which” is therefore “darkness.”)

a. is an independent participial phrase, absolute use.

“there” is merely a rhetorical place-holder; the real subject of I is the gerund “settling.”

b. is an adverbial prepositional phrase of result, modifying the gerund “settling.” It may also be considered adjectival, because gerunds enjoy certain properties of both verbs and nouns and may be modified by adverbs or adjectives.

c. is an adjectival phrase modifying “settling.”

f. is an adverbial prepositional phrase of place, modifying the verb and complement “went on creaking.”

8th Grade Week 19

Grammar Assignment

1. Analyze and diagram:

I
a
DO
b
II

[The gift (of a corsair) launched Duguay-Trouin (on a career) [which included the

DO
c
DO
d
III
e

taking (of Rio de Janiero) and the winning (of the highest prize) [that was open (to a

f
+ APP
g
h

seaman) (of the time) – the rank (of Admiral) (of the King's Fleet).]]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adjective clause	introduced by the relative pronoun "which"	modifies the noun "career"
III	subordinate adjective clause	introduced by the relative pronoun "that"	modifies the noun "prize"
a	adjectival phrase	prepositional	modifies the noun "gift"
b	adverbial phrase	prepositional	reference, modifies the verb "launched"
c	adjectival phrase	prepositional	modifies the gerund "taking"
d	adjectival phrase	prepositional	modifies the gerund "winning"
e	adverbial phrase	prepositional	reference, modifies the adjective "open"
f	adjectival phrase	prepositional	modifies the noun "seaman"
g	adjectival phrase	prepositional	modifies the noun "rank"
h	adjectival phrase	prepositional	modifies the noun "Admiral"

2. Parse: taking, seaman, and rank.

taking	gerund, imperfect, active, direct object of the verb "included"
seaman	noun, common (class name), masculine, 3 rd person, singular, object of the preposition "to," objective case
rank	noun, common (class name), neuter, 3 rd person, singular, in apposition with the noun "prize" (object of the preposition), objective case

3. Give a noun as a synonym for "taking" and for "winning."

In-Class Analysis Sentences

1. [(Within the dark interior) (of the one-time cathedral) is a mosaic (telling [that
Jacques Cartier knelt (to receive the Church's blessing) (before setting forth) (on his
memorable voyage) destined (to carry him) (to the spot) [where today stands the city (of
Montreal).]])]

It is a noun clause, object of the participle “telling.”

III is an adjective clause introduced by the subordinate conjunction “where,” modifying the noun “spot.”

c. is an adjectival participial phrase modifying the noun “mosaic.”

d. is an adverbial infinitive phrase of purpose, modifying the verb “kneled.”

f. is an adverbial prepositional phrase of reference or place, modifying the gerund “setting forth.”

g. is an adverbial infinitive phrase of result, modifying the participle “destined.”

2. [The event (of the year) is the ceremony (of blessing the fleet) [which departs (in March) (for the Banks) (of Newfoundland).]]

d. is an adverbial prepositional phrase of reference or place modifying the verb “departs.”

3. *[Carters are vociferous (in their efforts) (to make headway) (in the perilously narrow and winding thoroughfares) [which form the main arteries (of the town).]]*

a. is an adverbial prepositional phrase of reference, specification or manner modifying the adjective “vociferous.”

b. is an adjectival infinitive phrase modifying the noun “efforts.”

c. is an adverbial prepositional phrase of place modifying phrase b.

b. is an adjectival prepositional phrase modifying the noun “house.”
 “seems to look” may be taken as a single verb, parsed as: defective verb and infinitive, intransitive, active, indicative, present, subject is “house,” 3rd person, singular.

c. is an adverbial prepositional phrase of reference, modifying the infinitive and adverb, “to look out.”

f. is an adverbial prepositional phrase of separation modifying phrase e.

“What” is an interrogative pronoun.

“compared” is a participle modifying the gerund and phrase, “outfitting of a paltry fishing fleet.”

“that” is a pronoun, adjective (demonstrative), antecedent is “outfitting,” neuter, 3rd person, singular, object of the preposition “that,” objective case.

b. is an adverbial phrase of reference modifying the participle “compared.”

8th Grade Week 20

Grammar Assignment

1. Analyze and diagram:

I
a
II
b

[My father often explains (to us) [that the only real difference (between a man and an

PN
c
+

ape) is the capacity (for wonder).]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate noun clause	introduced by the subordinate conjunction "that"	direct object of the verb "explains"
a	adverbial phrase	prepositional	reference, modifies the verb "explains"
b	adjectival phrase	prepositional	modifies the noun "difference"
c	adjectival phrase	prepositional	modifies the noun "capacity"

2. Parse: my, that, real, and between.

my	pronoun, personal, antecedent is Clara Lejeune-Gaymard (or unknown), feminine gender (or neuter gender), singular, 1 st person, shows possession of the noun "father," possessive case
that	conjunction, subordinate, substantive, connects the principal and subordinate clauses
real	adjective, descriptive (simple), positive degree of comparison, modifies the noun "difference"
between	preposition, shows the relation between "difference" and "man" and "ape"

3. Give all the possible gerunds for the verb: "to explain."

<p style="text-align: center;"><i>Active:</i></p> <p>Imperfect: explaining</p> <p>Perfect: having explained</p> <p>Perfect definite: having been explaining</p>	<p style="text-align: center;"><i>Passive:</i></p> <p>Imperfect: being explained</p> <p>Perfect: having been explained</p>
--	--

4. "The only real difference between a man and an ape is the capacity for wonder." Continue these words of Jerome Lejeune, expounding and clarifying them.

In-Class Analysis Sentences

1. [His big blue eyes, [which sparkle (with intelligence and humor),] gaze (at you) (with an infinite tenderness)]; [who said [that blue eyes look (at you) coldly?]]

a. and c. are adverbial phrases of manner.

2. [Admiring a sunset, contemplating beauty, being aware (of the Infinite), and hence being able to reason (about the human condition) – only man has that power.]

The gerunds in this sentence are in apposition with the direct object “power.”

“aware” is a complement of “being.”

a. is an adverbial phrase of reference modifying the adjective “aware.”

“able” is a complement of “being.” “to reason” is an infinitive modifying the adjective “able,” as an adverb of specification.

b. is an adverbial phrase of reference modifying the infinitive “to reason.”

3. Ah, [*it's true* [that *Papa knew all these things and many others, too.*]]

“Ah” is an interjection.

“it” is not the real subject of “[i]s”; the real subject is clause II.

“all” is an adjective, quantity (indefinite number), no comparison, modifying the noun “things.”

“others” is a pronoun, adjective (numeral), neuter gender, 3rd person, plural, direct object of the verb “knew,” objective case.

4. [Papa enjoyed reading Greek and Latin, was acquainted (with all the classics),
DO b + DO c
had an appreciation (for painting and music), and nourished his mind (with philosophy
+
and theology).]

a. is an adverbial phrase of reference modifying the participle “acquainted.” “acquainted” is a participle rather than part of a passive verb, because it denotes a state of being, not a precise action.

b. is an adjective phrase modifying the noun “appreciation.”

c. is an adverbial phrase of means or manner, modifying the verb “nourished.”

I DO II DO
 5. [My father liked recreational mathematics] and [we saw him one evening triumphant,
 III a b +
 [because] he had succeeded (in constructing (with the compass) a complex geometric
 IV APP c d V
 figure),] [whereas] Masceroni, the expert (on the subject), concluded (in his book) [that
 PA
it was impossible.]]]

a. is an adverbial prepositional phrase of result modifying the verb “had succeeded.”

III is an adverbial clause of cause or reason, modifying the adjective “triumphant” (which itself modifies “him”).

IV is an adverbial clause of concession or circumstance, modifying clause III. (It is perfectly acceptable to say that it is modifying the verb “had succeeded,” in which case the brackets of clause III would only close at the end of the sentence, nesting clause IV within it.)

V is a noun clause, direct object of the verb “concluded.”

The antecedent of “it” is the gerund “constructing,” with its modifier and its object.

I a PN II
 6. [(With his pleasant voice) he was a formidable orator] [whose] style was almost
 PA III PA b
 celebratory, [since] his poetic talent was combined (with subtle humor).]]

a. is an adverbial prepositional phrase of cause or reason, or else manner, modifying the verb and complement, “was a formidable orator.”

III is an adverbial clause of cause or reason, modifying the verb and complement, “was almost celebratory”; in a diagram, it would descend from the verb “was.”

b. is an adverbial phrase of accompaniment or reference, modifying the participle “combined.”

8th Grade Week 21

Grammar Assignment

1. Analyze and diagram:

I a b c d
[Papa would come (down the stairs) (with his big smile) (to keep us company) and (to
e +
hear the story) (of our adventures).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent clause</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “would come”</i>
<i>b</i>	<i>adverbial phrase</i> <i>[or adjectival]</i>	<i>prepositional</i>	<i>manner, modifies the verb “would come”</i> <i>[or modifies the noun “Papa”]</i>
<i>c</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>purpose, modifies the verb “would come”</i>
<i>d</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>purpose, modifies the verb “would come”</i>
<i>e</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “story”</i>

2. Parse: to hear, story and our

to hear infinitive, simple, active, adverbial of purpose

story noun, common (class), neuter, 3rd person, singular, object of the infinitive
"to hear," objective case

our pronoun, personal, antecedent is the children and their friends, neuter gender, 1st person, plural, shows possession of the noun “adventures,” possessive case

3. Give all forms of the infinitive "to hear."

<i>Active:</i>		<i>Passive:</i>	
<i>Simple:</i>	<i>to hear</i>	<i>Simple:</i>	<i>to be heard</i>
<i>Imperfect:</i>	<i>to be hearing</i>	<i>Perfect:</i>	<i>to have been heard</i>
<i>Perfect:</i>	<i>to have heard</i>		
<i>Perfect definite:</i>	<i>to have been hearing</i>		

4. What does this sentence reveal to us about Papa?

In-Class Analysis Sentences

I DO a II DO

1. [Mama would always start off the meal (by asking Papa [whom he had seen] and

III DO +

[what they had said]).]

II and III are subordinate noun clauses, objects of the gerund “asking.” They are each introduced by an interrogative pronoun, each one acting as direct object in its clause, as well as introducing the clause.

a. is an adverbial prepositional phrase of manner. “Papa” is not the object of the gerund “asking” but plays the role of an indirect object; the compound object of “asking” is clauses II and III.

2. [(At these dinners) we became acquainted (with a great number) (of personalities, both French and foreign), [who remember today the old house dating back (to the Middle Ages): a house [where the children reigned,] (with a charming disarray and a hospitality (without limits)).]

III is an adjective clause, introduced by the subordinate conjunction “where,” modifying the noun “house” (second use).

b. is an adverbial phrase of reference modifying the participial adjective “acquainted.”

d. is an adverbial phrase of reference modifying the participle “dating.”

3. ^I [It ^{PN} was ^a the house (of our dear God), [^{II} where ^{PA} all ~~friends~~ were welcome to eat, to sleep
^b (for a night) or ^c (for several months).]]
+

II is a subordinate adjective clause, introduced by the subordinate conjunction “where,” modifying the noun “house.”

“to eat” and “to sleep” are acting as adverbs (of reference), modifying the adjective “welcome.”

4. ^I [^{DO} I ^a can ^b still ^c see ^d Mama, (greeting us) (with open arms) and (bringing food) (out of the refrigerator) (to meet the invasion).]

e. is an adverbial infinitive phrase of purpose, modifying the participle “bringing” (or phrase c.).

5. [[^IWhen ^{PA}the ^{II}meal ^awas ready,] my ^{III}father ^{IV}would disappear (with my mother) [^{DO}so that ^ewe ^fwould be free (to discuss things) (at our leisure) (among friends),] but [usually our ^gfriends ⁺held him back (to hear him speak), captivated (by his learning, his eloquence, and his very wide knowledge (of people and things)).]]
 + +

“would disappear” is past tense, indicative mood. “would be [free]” is past tense, subjunctive mood, since it expresses an intention or a reason.

8th Grade Week 22

Grammar Assignment

1. Analyze and diagram:

I **a**
[Still the light seemed to be expanding (in that brilliant after-glow), flickering and
b **c** +
pulsing (with a life) (of its own).]

(It is acceptable to consider “expanding” a PA instead of considering “to be expanding” an imperfect infinitive, completing the defective verb “seemed.”)

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal clause</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the participle “expanding”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies the participles “flickering” and “pulsing”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “life”</i>

2. Parse: still, and seemed to be expanding.

still adverb, simple (time), no degree of comparison, modifies the verb “seemed to be expanding”

seemed to be expanding defective verb and infinitive, intransitive, active, indicative,
past, subject is "light," 3rd person, singular.

3. Rewrite the sentence using a synonym for every verb form.

4. Write another intriguing sentence describing a play of light.

In-Class Analysis Sentences

1. I APP II a b c
 1. [The sun itself had gone down] but [(in its wake) the whole (of the sky) (at the western
d + PN
 end) (of the valley) had become a vast stained-glass window.]

“down” may also be considered an adverb, rather than part of the verb.

“whole” is an abstract noun, equivalent to “entirety.”

2. I APP APP APP APP II
 2. [All the Pre-Raphaelite colors were there, rose and purple, gold and green, [as the
a b +
clouds sank away (along the edge) (of the horizon).]]

II is an adverbial clause of time.

“All” is an adjective, quantitative (indefinite number).

3. I a b c II d
 3. [I sat (on the wall) (by the steps) (to watch [whatever might happen (in the valley
 below))].]

c. is an adverbial infinitive phrase of purpose, modifying the verb “sat.”

“whatever” is an indefinite pronoun introducing the noun clause II; the pronoun is the subject of the clause; the clause is the object of the infinitive “to watch.”

“might happen” is a defective verb with an infinitive, intransitive, active, subjunctive, past, subject is “whatever,” 3rd person, singular.

“below” is an adjective in this sentence.

4. I PA APP a
 4. [Only the mountains were still, that great standing circle (surrounding the valley)];
a
 [their presence was solemn somehow], and [just (for a moment) everything else felt
+
 eternal, too.]

5. [[^I What ^{PA} did seem ^a entirely possible (for a moment)] ^{II} was ^{PN} to slip away (through a ^b
^c chink) (in time) (into a different dimension, the secret reality [^{APP} ^{III} that ^e lay (behind the
^f appearance) (of things.))]]]

II is a noun clause introduced by the double relative pronoun “what” and acting as subject of the verb “was.”

8th Grade Week 23

Grammar Assignment

1. Analyze and diagram:

I DO a II III DO
[[[What]Fr. Latour always asked (of the new priests),] was [[that] they plant fruit trees
IV
[wherever they might be stationed.]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	subordinate noun clause	introduced by the double relative pronoun "what"	subject of the verb "was"
II	principal clause	---	---
III	subordinate noun clause	introduced by the subordinate conjunction "that"	predicate nominative of the verb "was"
IV	subordinate adverbial clause	introduced by the subordinate conjunction "wherever"	place, modifies the verb "plant"
a	adverbial phrase	prepositional	reference, modifies the verb "asked"

2. Parse: wherever, ought to plant, trees, to add

wherever conjunction, subordinate, place, joins clause IV to clause III.

plant verb, transitive, active, subjunctive, present, subject is "priests," 3rd person, plural.

trees noun, common (class), neuter, 3rd person, plural, object of the verb “plant,”
objective case

might be stationed defective verb and infinitive, passive, subjunctive, past, subject
is "they," 3rd person, plural

3. What do the following sentences by Willa Cather reveal about Fr. Latour, and how he saw the role of a missionary?

He urged the new priests to plant fruit trees wherever they went, and to encourage the Mexicans to add fruit to their starchy diet. Wherever there was a French priest, there should be a garden of fruit trees and vegetables and flowers.

In-Class Analysis Sentences

1. I DO II PA a b
[Father Latour grew fruit [that was hardly to be found even (in the old orchards) (of
APP APP APP APP APP c
California): cherries and apricots, apples and quinces, and the peerless pears (of France) -
APP + +
the most delicate varieties.]]

“to be found” is a simple passive infinitive, acting as complement of the verb “was.”

“varieties” is in apposition with the word “pears.”

2. I II a
[[Wherever there was a French priest,] there should be a garden (of fruit trees and
+
vegetables and flowers).]
+

3. I a DO b APP
[He often quoted (to his students) that passage (from their fellow Auvergnat, Pascal):
II c
[that man was lost and saved (in a garden).]]
+

II is a subordinate noun clause, in apposition with the noun “passage.”

“was lost [and] saved” is a passive verb, not an intransitive verb with participles, because the words indicate a particular action at a precise time rather than a state or condition.

4. I DO a II
[He had one hill-side solidly clad (with that low-growing purple verbena) [which
b c
matx (over the hills) (of New Mexico).]]

“there” in clause II is merely rhetorical, with no logical or grammatical role. It may also be interpreted as an adverb, which is acceptable.

“violet” and “blue” are in apposition with the noun “shades”; “color” and “variations” are in apposition with “blue.”

8th Grade Week 24

Grammar Assignment

1. Analyze and diagram only the first sentence:

I DO II III a

[[[What] I am simply saying here] is [that numbers (of ordinary poor people)

b

acted (in miracle plays.)]] The plays could be staged in whichever town or village

desired to do so.

This is a compound, declarative sentence, uniting two complex sentences.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>subordinate noun clause</i>	<i>introduced by the double relative pronoun “what”</i>	<i>subject of the verb “is”</i>
<i>II</i>	<i>principal clause</i>	<i>---</i>	<i>---</i>
<i>III</i>	<i>subordinate noun clause</i>	<i>introduced by the subordinate conjunction “that”</i>	<i>predicate nominative of the verb “is”</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “numbers”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference or place, modifies the verb “acted”</i>

2. Identify the parts of speech in the second sentence.

art noun defective verb + inf. prep adj. noun conj. noun verb inf. adv.
The plays could be staged in whichever town or village desired to do so.

3. *Imagine the cook or the carpenter or the villager of your choice acting in a miracle play. What role would be perfect for him? Why?*

In-Class Analysis Sentences

1. [To amuse oneself is a mark (of gaiety, vitality and love (of life))]; [it
shows [whether a man's own thoughts are attractive, artistic and satisfying.]]

Clause III is a noun clause, acting as the object of the verb “shows.”

2. [(In healthier ages) any amount (of fun) was really provided (by the people) and not
merely (for the people).]

3. [The ^Imen ^a(of the mediaeval guilds) ^benacted ^{DO}(in person) the miracle plays,
^c(with all their highly-coloured symbolism) ^d(of the mysteries) ^e(of heaven and hell).]
 +

c. is an adjective phrase modifying the noun “plays,” but may be considered adverbial of manner or specification, modifying the verb “enacted.”

4. [I confess [I cannot easily imagine a railway-porter (feeling quite comfortable) (in the costume) (of the Archangel Gabriel); or even a plumber (getting the full delight) (from being the Devil).]]

Clause II is a noun clause, object of the verb “confess,” with no introductory word.

a. is considered a phrase because “comfortable” is the complement of the participle “feeling.”

e. is an adverbial phrase of cause, source, or origin, but may be considered an adjective phrase modifying the noun “delight.”

5. ^I [Whoever ^{DO} had the happiness (of acting Caiphas)] ^a ^{II} used to borrow ^{DO} a cope or chasuble ^{DO}
^b
 (from the parish church).]

In phrase a., the gerund “acting” is the object of the preposition “of”; “Caiphas” is the object of the gerund, but the two do not constitute a phrase, since gerunds act as nouns whereas phrases are only modifiers.

b. is an adverbial phrase of place or reference modifying the verb “used to borrow.”

6. ^I [I daresay ^{II} [that they acted as badly ^{III} [as Bottom the Weaver]]; ^{IV} but [I am not talking
^a ^b +
 (about art), but (about amusement).]
 +

Clause II is a noun clause, object of the verb “daresay.”

Clause III is an understood subordinate adverbial clause of degree (...as Bottom the Weaver [acted]), introduced by the subordinate conjunction “as.” The first “as” is a conjunctive adverb, working together with the subordinate conjunction to modify the verb “acted.” Bottom the Weaver is a character in Shakespeare’s *Midsummer Night’s Dream*.

a. and b. are adverbial phrases of reference, modifying the verb “talking.”

8th Grade Week 25

Grammar Assignment

1. Analyze and diagram only the first sentence:

I a b PN
[The demarkations (between the ever shifting States) (of Europe) are only dotted lines,]
II c PA PA
but [(between the Christian and the non-Christian) the boundary is hard and full.]
+ + +

This is a compound, declarative sentence, uniting two simple sentences. [Notice that “Christian” and “non-Christian” are in fact adjectives acting as nouns: “Christian [States].”]

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent clause</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>independent clause</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjective phrase</i>	<i>prepositional</i>	<i>modifies the noun “demarcations”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “States”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “boundary”</i>

2. Parse: shifting, between (first use), and hard

shifting: participle, active, imperfect, adjective, descriptive, positive degree of comparison, modifies the noun "States"

between: preposition, shows the relation between “demarcations” and “states”

hard: adjective, descriptive, positive degree of comparison, modifies the noun "boundary"

3. Give a synonym for "demarcation."

4. Explain why Belloc's statement is true.

In-Class Analysis Sentences

1. [A man [who recognizes this truth] will ask, ["(In what place) could I find the best
single collection (of all the forms) [which European energy has created], and (of all the
outward symbols) [(in which) its soul has been manifest]]?"]

III is a noun clause, object of the verb "will ask."

2. [Every traveler has heard (of the vast unbroken amphitheatre and the ruined temple)
(in a market square) [that is still called the forum;]] [they are famous] - but [(when
you see them) it seems (to you) [that they should be more famous still.]]

a. is an adverbial phrase of reference modifying the verb "has heard."

II is an subordinate adjectival clause introduced by the relative pronoun "that," modifying the noun "square."

VI is a subordinate noun clause introduced by the subordinate conjunction "that" and acting as subject of the verb "seems." "It" is a mere rhetorical place-holder.

3. [The ruins (in the Forum) have something so familiar yet so unexpected [that the
centuries [(in which) they were built] come actively (before you).]]

II is a subordinate adverbial clause of result, introduced by the conjunctive adverb and subordinate conjunction "so...that," modifying the adjectives "familiar" and "unexpected" (or clause I).

4. ^I [[When Charlemagne was dead] ^{PA} and ^{II} [Christendom almost extinguished], ^{PA} the ^{III}
⁺ barbarian and the Saracen alternately built, and broke ^{DO} ^{IV} against, a keep [that still
⁺ ^V stands] and [that is still so strong] [that one might still defend it.]]
⁺ ^{PA} ^{VI} ^{DO}

II is a subordinate adverbial clause introduced by the understood subordinate conjunction “when,” with an understood verb, “was.”

“against” is an adverb modifying the verb “broke.”

IV and V are subordinate adjective clauses introduced by the relative pronoun “that” and modifying the noun “keep.”

VI is a subordinate adverbial clause of result, introduced by the conjunctive adverb and subordinate conjunction “so...that” and modifying the adjective “strong” (or clause V).

5. ^I [[When all the fear and anarchy (of the mind) had passed,] ^a and [when it was
^{IV} ⁺ ^V ⁺ discovered [that the West still lived,]] a dawn broke]; [the Medieval civilization began to
sprout vigorously.]

We have placed the clause indicator over the subordinate conjunction “and” because we have nested the clauses, placing the initial bracket before clause I. If you choose not to nest clauses, the numbering will be different; the principal clause will be “a dawn broke,” and be numbered IV.

IV is a subordinate noun clause, introduced by the subordinate conjunction “that,” acting as subject of the verb “was discovered.” “it” is a rhetorical place-holder.

“to sprout” is an infinitive acting as an adverb of result.

8th Grade Week 26

Grammar Assignment

1. Analyze and diagram only the first sentence:

I DO a b II

[[What the pilgrims say and do (in Southwark) and (along the road)] constitutes a

DO c + story (of marvelous interest and veracity).]

+

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>subordinate noun clause</i>	<i>introduced by the double relative pronoun “what”</i>	<i>subject of the verb “constitutes”</i>
<i>II</i>	<i>principal clause</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verbs “say” and “do”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verbs “say” and “do”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “story”</i>

2. Parse: What, do, and Southwark.

what: pronoun, relative, (double), antecedent unknown, neuter, singular,
3rd person, direct object of the verbs "say" and "do," objective case

do: verb, strong, transitive, active, indicative, present, subject is "pilgrims,"
3rd person, plural

Southwark: noun, proper, neuter, 3rd person, singular, object of the preposition "in,"
objective case

3. Give three other words belonging to the same family as "veracity."

verity, veritable, very, verily, aver, verify...

4. Are there one or two lines from The Canterbury Tales that remain fixed in your mind because of its interest or veracity? Which line or lines?

In-Class Analysis Sentences

1. I a PN b II c
 1. [(Above all), Chaucer was a story-teller (of a far wider gamut) [than any (of his successors).]

II is a subordinate adverbial clause whose verb ["were"] is understood.

a. is an adverbial prepositional phrase of degree and modifies the verb "was."

b. and c. are both adjectival prepositional phrases.

2. I II DO a b
 2. [It is clear [that he made no effort (to select an individual) (from every class and profession),]] but [the group (as a whole) is a completely adequate cross-section (of English life).]
III c PN d +

II is a subordinate noun clause, acting as the real subject of the verb "is" in clause I.

a. is an adjectival infinitive phrase modifying the noun "effort."

b. is an adjectival prepositional phrase modifying the noun "individual," or may be considered an adverbial prepositional phrase of reference, modifying the infinitive "to select."

c. is an adjectival prepositional phrase modifying the noun "group," but may be considered adverbial, modifying the verb "is."

3. I II DO a PN
 3. [The Canterbury Tales, [though they form a story (on a grand scale),] are a collection
APP b
 - the work (of one great imagination).]

II is a subordinate adverbial clause of concession, modifying the verb "are."

a. is an adjectival prepositional phrase modifying "story" (or an adverbial phrase of reference modifying the verb "form").

4. I a b c d
 4. [The reader passes (from one kind) (of narrative) (to another), and (at the end) has
e f g +
read (through something akin (to a little library)) (of masterpieces).]

f. is an adverbial phrase of reference modifying the adjective "akin," which itself modifies "something."

Phrase f. need not have been nested within phrase e.; we have done so for clarity of modification.

I

5. [*The romance, the saint's legend, the fabliau, the fable, the exemplary anecdote are all*

II

PN

III

IV

a

there, [*though each is something more [*than a typical specimen*] [*because (in each)**

appears Chaucer's personality and his artistry.]]]

II. is an adverbial clause of concession, modifying clause I.

III. is an understood clause of degree, modifying the adverb "more."

8th Grade Week 27

Grammar Assignment

1. *Analyze and diagram:*

I APP APP a APP b
[The trim hedge, the grass-plot (before the door), the woodbine trained up (against the
c d APP
wall), and (hanging its blossoms) (about the lattice); the holly, providently planted
e + f g h
(about the house), (to cheat winter) (of its dreariness), and (to throw in a semblance)
i j + DO k
(of green summer) (to cheer the fireside); all these bespeak the influence (of taste),
l m n
flowing down (from high sources), and (pervading the lowest levels) (of the public
+
mind).] [“hedge, “grass-plot,” “woodbine” are in apposition with the subject of the sentence, “these.”]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent clause</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “grass-plot”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the participle “trained”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>participial</i>	<i>modifies the noun “woodbine”</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the participle “hanging”</i>
<i>e</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the participle “planted”</i>
<i>f</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>purpose, modifies the participle “planted”</i>
<i>g</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the infinitive “to cheat”</i>
<i>h</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>purpose, modifies the participle “planted”</i>
<i>i</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “semblance”</i>
<i>j</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>purpose, modifies the infinitive “to throw”</i>
<i>k</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “influence”</i>
<i>l</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place or origin, modifies the participle “flowing”</i>
<i>m</i>	<i>adjectival phrase</i>	<i>participial</i>	<i>modifies the noun “taste”</i>
<i>n</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “levels”</i>

2. Parse “up” and “to cheer.”

up adverb, simple, place, no degree of comparison, modifies the participle
"trained"

to cheer infinitive, simple, active, adverb of purpose, modifies the participle "planted"

3. Explain how "all these bespeak the influence of taste, flowing down from high sources and pervading the lowest levels of the public mind."

Grammar Assignment Option

1. Analyze and Diagram:

[illegible]

This is a compound, declarative sentence, uniting a complex and a simple sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal clause</i>	---	---
<i>II</i>	<i>subordinate noun clause</i>	<i>introduced by the indefinite relative adjective “whatever”</i>	<i>object of the preposition “by”</i>
<i>III</i>	<i>independent clause</i>	---	---
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies the verb “are brought”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference or place, modifies the verb “pertain”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “sound”</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>result, modifies the verb “blend”</i>

2. Parse "whatever," "together," and "and" (first instance).

whatever	adjective, pronominal (indefinite relative), no comparison, modifies the noun "amusements"
together	adverb, simple, manner, no degree of comparison, modifies the verb "are brought"
and	conjunction, coordinate, copulative, connects the adverbs "more" and "more"

3. Give the principal parts of the verbs used in this sentence, labeling each part clearly. Tell the class of each.

	present tense	past tense	past participle	class
brought:	bring	brought	brought	strong
pertain:	pertain	pertained	pertained	weak
blend:	blend	blended	blended	irregular weak

4. Could such a sentence be true of the city? Explain.

In-Class Analysis Sentences

1. [The English possess a quick sensibility (to the beauties) (of nature), and a keen relish
 c d +
 (for the pleasures and employments) (of the country).]
 +

a. through d. are all adjective phrases.

2. [The merchant has his snug retreat (in the vicinity) (of the metropolis), [where he
 DO DO c d
 often displays as much pride and zeal (in the cultivation (of his flower-garden), and the
 e III + f g +
 maturing (of his fruits),) [as he does (in the conduct (of his business), and the success
 h +
 (of a commercial enterprise)).]]]

II is a subordinate adjective clause, introduced by the subordinate conjunction “where,” modifying the noun “retreat.”

III is a subordinate adverbial clause of degree or comparison, introduced by the conjunctive adverbs “as...as,” modifying the adverb much. (The first “as” is an adverb which is acting in coordination with the second, itself really a conjunction.)

3. [(In the most dark and dingy quarters) (of the city), the drawing-room window
 I a b
 + DO c II PA d III
resembles frequently a bank (of flowers); [[whatever spot is capable (of vegetation)] has
 DO DO IV DO e
 its grass-plot and flower-bed,] while [every square has its mimic park, laid out (with
 + f
 picturesque taste), and gleaming (with refreshing verdure).]
 +

II is a subordinate noun clause, introduced by the indefinite relative adjective “whatever,” acting as subject of the verb “has.”

“while” is acting as a coordinate conjunction, linking clause III and the independent clause IV.

5. [The English gentlemen exhibit a union (of elegance and strength), a robustness (of frame) and freshness (of complexion), [which I am inclined to attribute (to their living so much) (in the open air), and (pursuing so eagerly the invigorating recreations) (of the country).]]

“to attribute” is acting as an adverb of reference or result, modifying the participle “inclined.”

6. [(In rural occupation), there is nothing mean and debasing]: [it leads a man forth (among scenes) (of natural grandeur and beauty)]; [it leaves him (to the workings) (of his own mind), operated upon (by the purest and most elevating) (of external influences).]

or: (by the purest and most elevating external influences).

“there” is merely rhetorical.

In the original form of the sentence, g. is an adjectival prepositional phrase, modifying the understood substantive in f. Thus: “the purest and most elevating [ones] of [all the] external influences.] g. may be analyzed and diagrammed as modifying the adjectives “purest” and “elevating.” Since this explanation is difficult, you may want to use the simplified version of the sentence.

8th Grade Week 28

Grammar Assignment

1. Analyze and diagram:

[illegible]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal clause</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adjective clause</i>	<i>introduced by the relative pronoun “which”</i>	<i>modifies the noun “civilization”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>cause, modifies the verb “became”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “environment”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “traditions”</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “seat”</i>
<i>e</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the nouns “strength” and “promise”</i>
<i>f</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the adjective “second”</i>

2. Parse: seat, which, and greatness.

seat: noun, common (class), neuter, 3rd person, singular, predicate
nominative of the verb “became,” nominative case

which: pronoun, relative, antecedent: civilization, neuter, singular, 3rd person,
subject of the verb “had,” nominative case

greatness: noun, abstract, neuter, 3rd person, singular, object of the preposition
“for,” objective case

3. "The South's greatness would be second to none." Rewrite this sentence in the indicative mood and explain the difference in meaning between the two versions.

4. Why might "the environment of the New World and the traditions of the Old" give rise to "strength and promise for a future greatness"?

In-Class Analysis Sentences

1. [The life (of the South) was leisurely and unhurried (for the planter, the yeoman, or the landless tenant)]; [it was a way (of life), not a routine (of planting and reaping) merely (for gain).]

b. is an adverbial phrase of reference, modifying the verb and predicate adjectives (or complements) “was leisurely and unhurried.”

e. is an adverbial phrase modifying the gerunds “planting” and “reaping.”

2. [It could be seen [how the houses were homes, [where families lived sufficient and complete (within themselves), working together and fighting together.]]]

II is a subordinate noun clause, the real subject of I.

III is a subordinate adjective clause, introduced by the subordinate conjunction “where,” modifying the noun “homes.”

a. is an adverbial prepositional phrase of manner or reference, modifying the adjectives “sufficient” and “complete.”

3. [It was said [that [when he was (in the field) (as a soldier) or (in the city) (as President) (of the United States),] Washington was homesick (at the smell) (of fresh-plowed earth).]

II is a subordinate noun clause, the real subject of I.

III is a subordinate adverbial clause of time, modifying the verb and complement “was homesick.”

b. and d. are adverbial prepositional phrases of manner.

f. is an adverbial prepositional phrase of cause or circumstance.

4. ^I [When ^{II} death came], ^a they were buried ^b (*in their own lonely peaceful graveyards*), (*to await doomsday together*).]

b. is an adverbial infinitive phrase of purpose, modifying the verb “were buried.”

5. ^I [*Southern* ^{PA} life might be organized ^a (*about the plantation*) ^b (*with its wide fields*)] ^{II} or [it ^c might center ⁺ (*around a small farm*)].]

“organized” is a participial predicate adjective, not part of a passive verb, because it expresses a state, not an action at a given time.

a. and c. are adverbial prepositional phrase of reference, modifying, respectively, the participial adjective “organized” and the verb “might center.”

b. is an adjectival prepositional phrase modifying the noun “plantation.”

8th Grade Week 29

Grammar Assignment

1. Analyze and diagram:

[illegible]

This is a complex, declarative sentence. [The noun “color” is in apposition with the noun “light.”]

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal clause</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adjective clause</i>	<i>intro. by the relative pronoun "that"</i>	<i>modifies the noun "light"</i>
<i>III</i>	<i>subordinate adjective clause</i>	<i>intro. by the relative pronoun "which"</i>	<i>modifies the noun "color"</i>
<i>IV</i>	<i>subordinate adverb clause</i>	<i>introduced by the subordinate conjunction "as"</i>	<i>circumstance or time, modifies the verbs "deepened" and "darkened"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>agent, modifies the participle "flung"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "chariots"</i>

2. Parse: Homeric, galloping, of, and paler.

Homeric	adjective, descriptive (proper), no degree of comparison, modifies the noun "light"
galloping	participle, active, imperfect, adjective, descriptive, no degree of comparison, modifies the noun "horses"
of	preposition, shows the relation between its object, "chariots," and the noun "wheels"
paler	adjective, descriptive, comparative degree, complement of the noun "sky"

3. Put the sentence, "This is the rich Homeric light," in the subjunctive mood, present and present perfect tenses, and explain the differences in meaning of the three sentences.

"May this be the rich Homeric light." "May this have been the rich Homeric light."

4. Why do you think the author has chosen the adjectives "Homeric" and "epic" to evoke the light?

In-Class Analysis Sentences

1. [I stood (with the declining sun) (in my eyes),] the whole landscape, (with the dome (in the center), the tomb (of Hadrian) (with its Angel), and the long, dark ridge (of the Janiculum) (to the left)), took on the exquisite colors [that are not the least (of Rome's glories).]]

The objects of the preposition “with” are “dome,” “tomb,” and “ridge.”
“least” is an adjective acting as a substantive (“the least [one]”).

2. [The dome grew sharper (against the sky),] and [gradually an upsurge (of dull red light) spread (in the west) and moved up to blend and mingle (with the still dark blue) (of a summer's day) (in Italy).]

The infinitives “to blend” and “mingle” are acting as adverbs of result.

3. [The streets remain strangely luminous (in the dark), (colored pink) [as if the soft volcanic tufa had soaked up the sun and would store it (until morning).]]

II is a subordinate adverbial clause of comparison modifying participial phrase b.

b. is an adjectival participial phrase, modifying the noun “streets”; it is a phrase because “pink” is a complement of “colored.”

4. [The fading light glows (from walls) (of saffron, rose-red and peach),] and [the pavements shine warmly, [as though the lava remembered prehistoric fires.]]

8th Grade Week 30

Grammar Assignment

1. Analyze and diagram:

I a
II
b
c
d

[(On the 29th of April), [as I was fishing (from the bank) (of the river) (near the Nine-Acre-Corner bridge), standing (on the quaking grass and willow roots), [where the muskrats lurk]], I heard a singular rattling sound, somewhat (like the noise) (of the sticks) [which boys play (with their fingers).]]

e
III

DO
+
f
g

IV DO
h

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adverbial clause	intro. by the subord. conjunction "as"	circumstance or time, modifies the verb "heard"
III	subordinate adverbial clause	intro. by the subord. conjunction "where"	place, modifies the participle "standing"
IV	subordinate adjectival clause	intro. by the relative pronoun "which"	modifies the noun "sticks"
a	adverbial phrase	prepositional	time, modifies the verb "heard"
b	adverbial phrase	prepositional	place, modifies the verb "was fishing"
c	adjectival phrase	prepositional	modifies the noun "bank"
d	adverbial phrase	prepositional	place, modifies the verb "was fishing"
e	adverbial phrase	prepositional	place, modifies the participle "standing"
f	adjectival phrase	prepositional	modifies the noun "sound"
g	adjectival phrase	prepositional	modifies the noun "noise"
h	adverbial phrase	prepositional	manner, modifies the verb "play"

2. Parse: as, near, somewhat

as conjunction, subordinate, circumstance / time, connects clauses I and II.

near preposition, shows the relation between the "Nine-Acre-Corner bridge" and "was fishing"

somewhat adverb, simple, degree, modifies phrase f.

3. Imagine what else the sound might have been, and write a few lines in the style of the author.

In-Class Analysis Sentences

1. I DO a
 1. [Looking up, I observed a very slight and graceful hawk, (like a nighthawk), alternately
b + c
 soaring (like a ripple) and tumbling a rod or two over and over, (showing the under
d II + e + f g
 side) (of its wings), [which] gleamed (like a satin ribbon) (in the sun), or (like the
h +
 pearly inside) (of a shell).]]

“Rod” and “over and over” are adverbial objectives.

h. modifies the noun “inside.”

2. I DO a II PA
 2. [This sight reminded me (of falconry and [what] nobleness and poetry are associated
b + +
 (with that sport))].]

“falconry” and clause II are both objects of the preposition “of.”

b. is an adverbial prepositional phrase of reference, modifying the participle “associated.”

3. I a b
 3. [The merlin did not simply flutter (like a butterfly), nor soar (like the larger hawks),]
II c d e +
 but [it sported (with proud reliance) (in the fields) (of air).]
+

4. I a
 4. [Mounting again and again (with its strange chuckle), it repeated its free and
DO + b c +
 beautiful fall, turning over and over (like a kite), and then recovering (from its lofty
II + DO d +
 tumbling), [as if] it had never set its foot (on terra firma).]]

c. is an adverbial prepositional phrase of reference modifying the participle “recovering.”

II is a subordinate adverbial clause of comparison, modifying the participle “recovering.”

“appeared to have” and “[appeared] to need” are considered verb phrases.

b. is an adverbial prepositional phrase of separation, modifying the verb phrase “[appeared] to need.”

“sporting” is a participle modifying “It.”

“alone” is an adverb of manner modifying the participle “sporting.”

“none” is an adjectival pronoun.

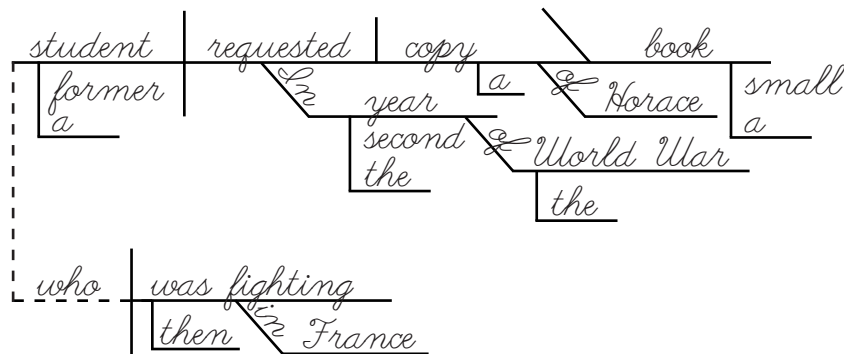
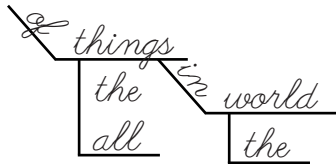
- c. is an adverbial prepositional phrase of material, modifying the participle “woven.”
- d. is an adverbial prepositional phrase of means or material.
- e. is an adverbial prepositional phrase of place or origin.

LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 – DIAGRAMS: WEEK 1

(Diagrams for Grammar Assignments will be provided, otherwise only diagrams with new or unusual elements will be included.)

Grammar Assignment

1. [^I (In the second year) (^b of the World War), a former student [^{II} who was then
fighting (^c in France)] requested - (^d of all the things) (^e in the world) - a ^{DO} copy
(^f of Horace), a small ^{app} book.]

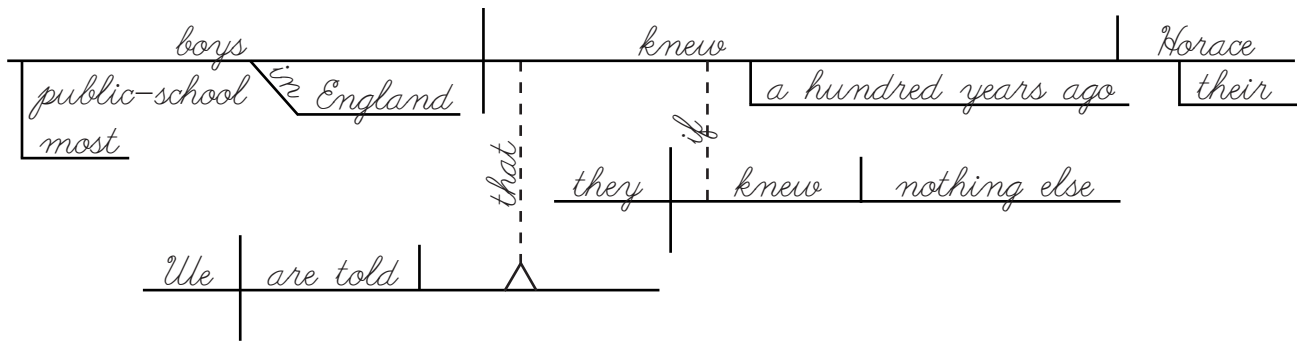


In-Class Analysis Sentences

1. [^I We are told [^{II} that a hundred years ago most public-school boys (^a in England)
knew their Horace] [^{III} if they knew nothing else].]

(See diagram, next page.)

In-Class Analysis Sentences, cont.

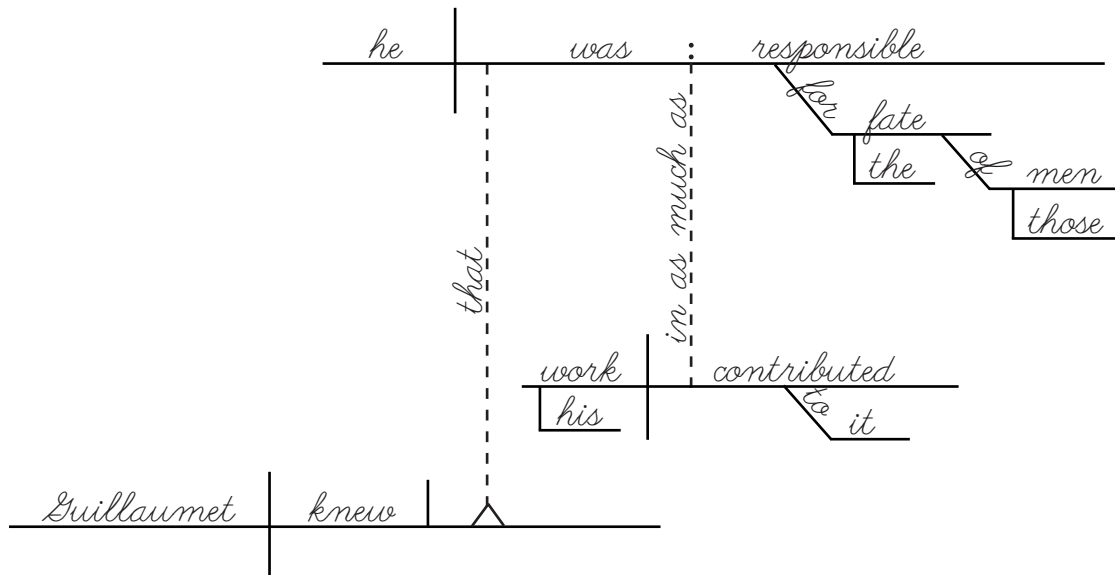


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 – DIAGRAMS: WEEK 2

(Diagrams for Grammar Assignments will be provided, otherwise only diagrams with new or unusual elements will be included.)

Grammar Assignment

1. ^I Guillaumet knew [^{II} that he was responsible ^a (for the fate) ^b (of those men),
^{III} [in as much as his work contributed ^c (to it)]].]

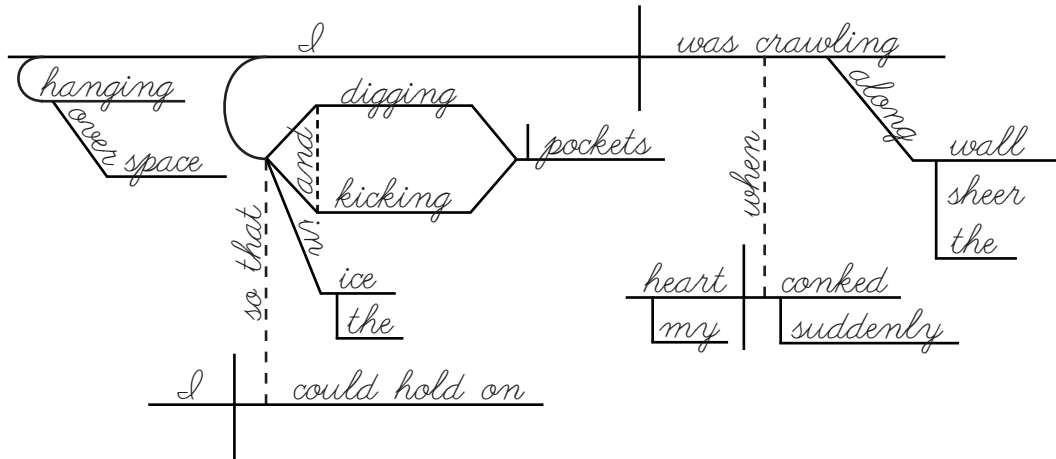


In-Class Analysis Sentences

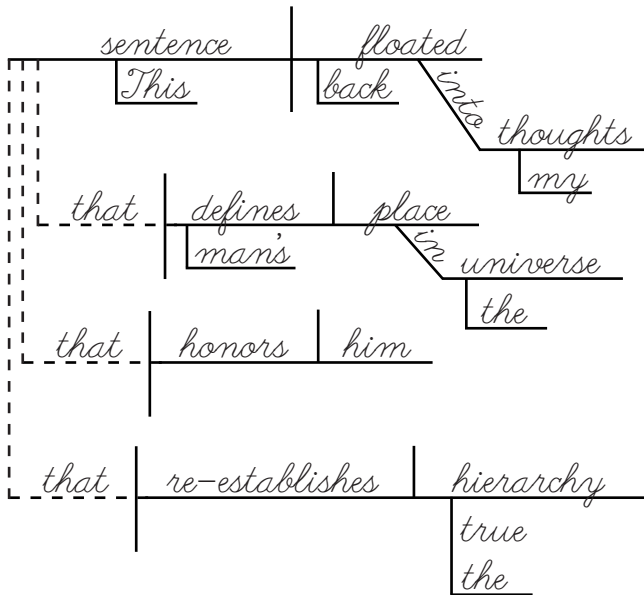
1. ^I [I was crawling ^a (along the sheer wall), hanging ^b (over space), ^c (digging and
kicking pockets) ^d (in the ice) [^{II} so that I could hold on], [^{III} when suddenly my
heart conked].]

(See diagram, next page.)

In-Class Analysis Sentences, cont.



4. [This ^Isentence [^{II}that ^{DO}defines man's place (in the universe),] [^{III}that ^{DO}honors him]
- [^{IV}that ^{DO}re-establishes the true hierarchy], ^bfloated back (into my thoughts).]



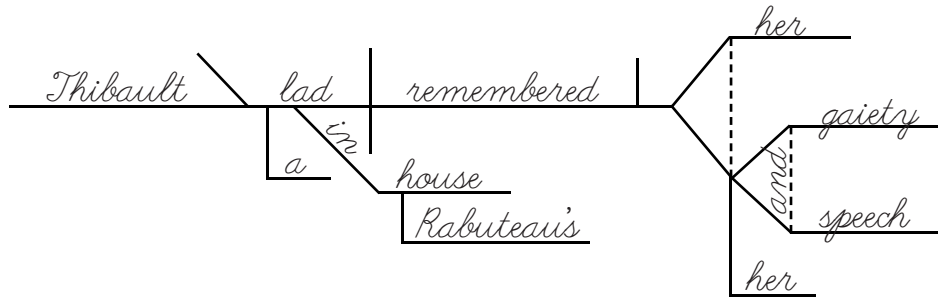
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 8 – DIAGRAMS: WEEK 3

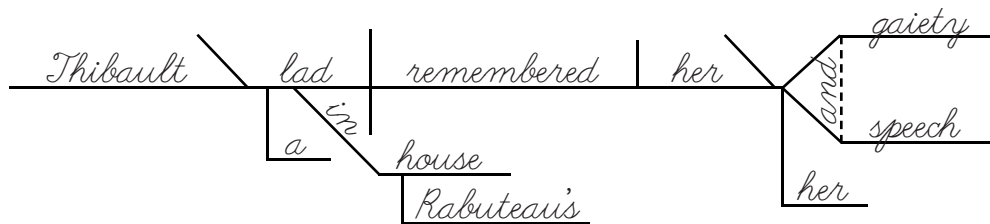
(Diagrams for Grammar Assignments will be provided, otherwise only diagrams with new or unusual elements will be included.)

Grammar Assignment

1. ^I [Thibault, ^{APP} a ^a lad (in Rabuteau's house), remembered ^{DO} her, ^{DO} her gaiety and ^{DO} speech.]
+

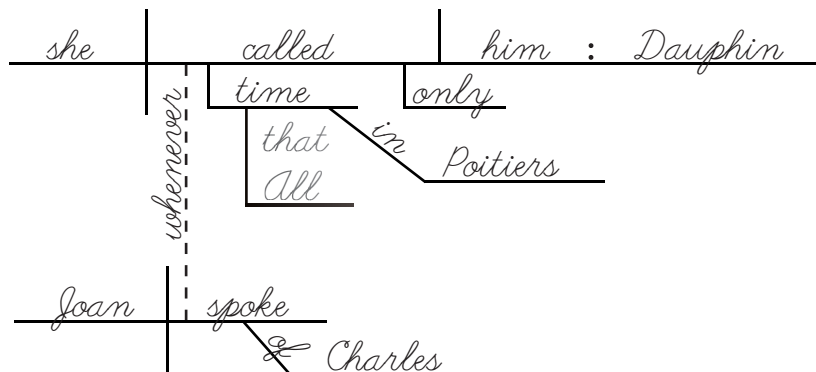


NOTE: If a student understands the sentence to mean that “her gaiety and speech” are what he knew of her, then the teacher may accept “her gaiety and speech” as appositives for “her.” The diagram would then be:



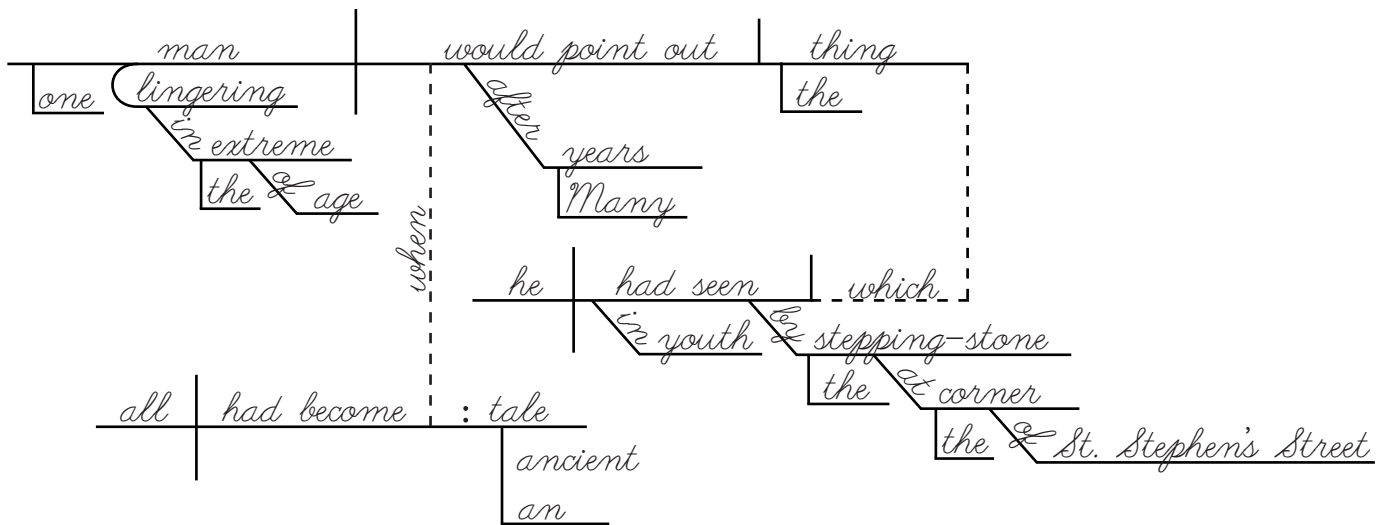
In-Class Analysis Sentences

1. ^I [All that time (in Poitiers) [^{II} whenever Joan spoke (^b of Charles)], she called ^{DO} him “Dauphin” only.]



In-Class Analysis Sentences, cont.

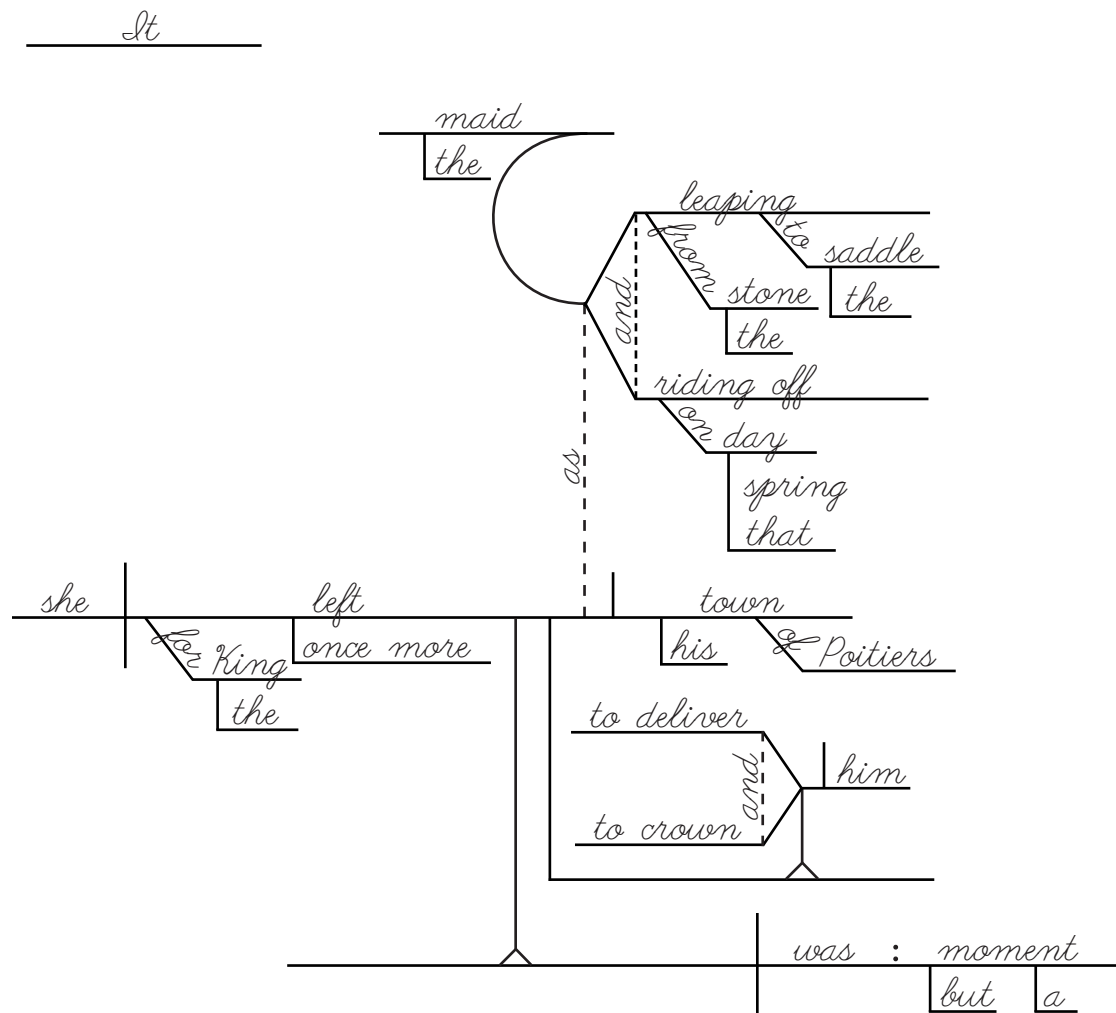
3. [^{I a}(Many years after), [^{II}when all had become an ancient tale,] ^{PN}one man
^blingering (in the extreme) ^c(of age) would point out ^{DO}the thing [^{III DO}which he had seen
^d(in youth), ^e(by the stepping-stone) ^f(at the corner) ^g(of St. Stephen's street).]



4. [^IIt was but a moment; the Maid leaping ^a(from the stone) ^b(to the saddle)
^cand riding off (on that Spring day) [^{II}as she left ^{DO}his town (of Poitiers) ^d(for the
^eKing) once more, ^f(to deliver [him]) ^g(to crown him).]

(See diagram next page.)

In-Class Analysis Sentences, cont.

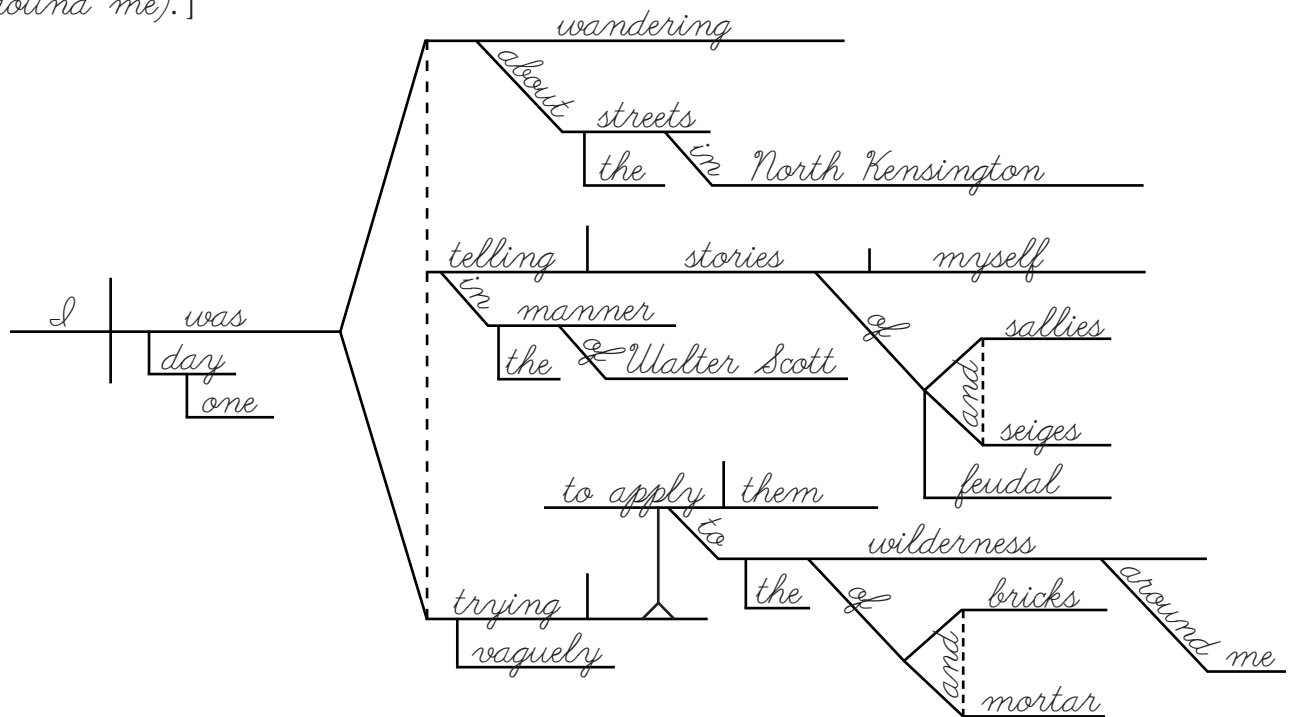


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 – DIAGRAMS: WEEK 4

(Diagrams for Grammar Assignments will be provided, otherwise only diagrams with new or unusual elements will be included.)

Grammar Assignment

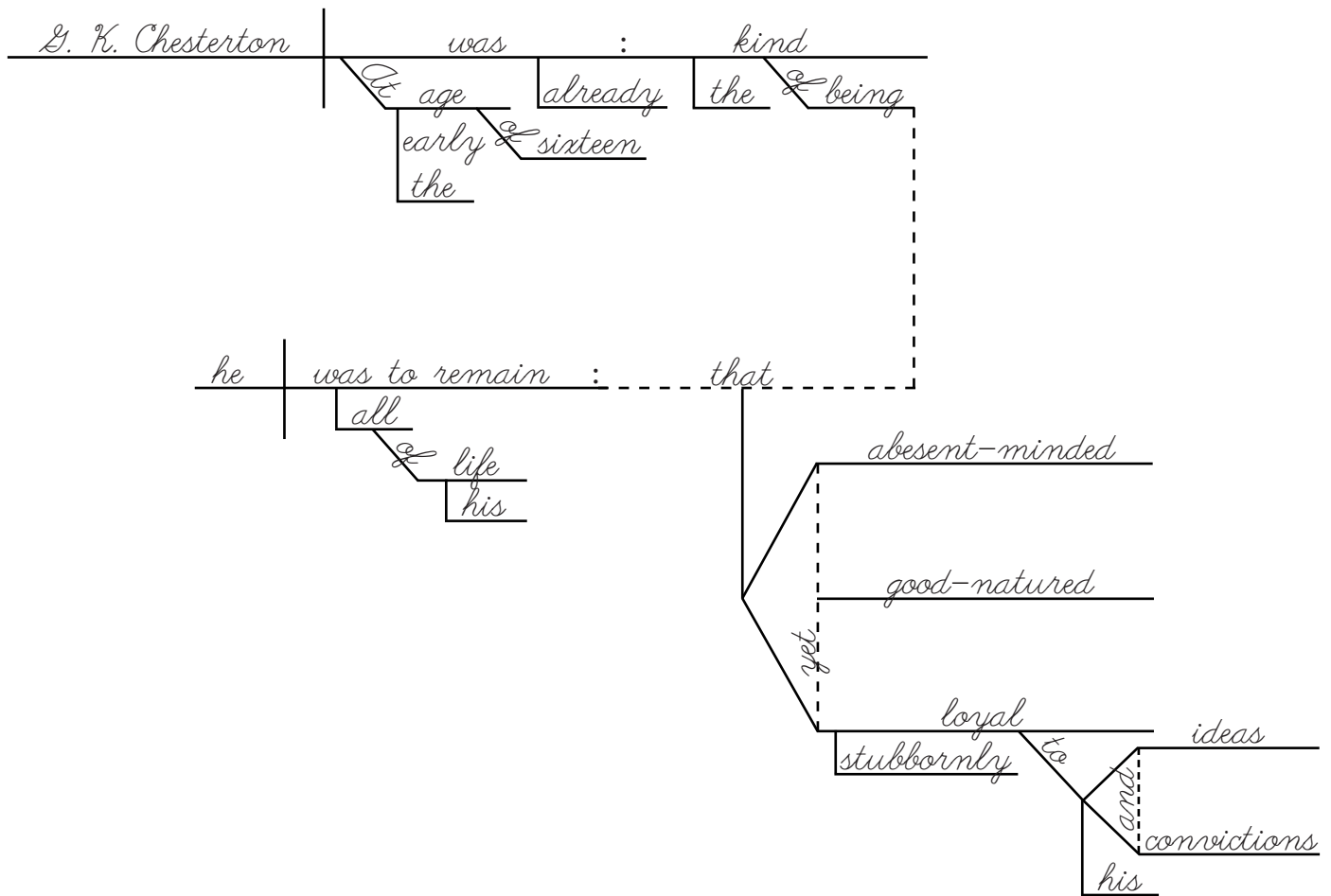
1. [^II ^{DO}was ^{DO}one day ^awandering ^b(about the streets) (in North Kensington), telling ^{IO}myself ^{DO}stories ^c(of feudal sallies and sieges) ^d(in the manner) ^e(of Walter Scott), and vaguely trying ^{DO}to apply ^fthem ^g(to the wilderness) ^g(of bricks and mortar) ^h(around me).]



In-Class Analysis Sentences

1. [^{I a}(At the early age) ^b(of sixteen), ^{PN c}G.K. Chesterton was already the kind (of being)
^{II PN d}[that he was to remain all (of his life): absent-minded, good-natured, yet ^estubbornly loyal (to his ideas and convictions).]

In-Class Analysis Sentences, cont.



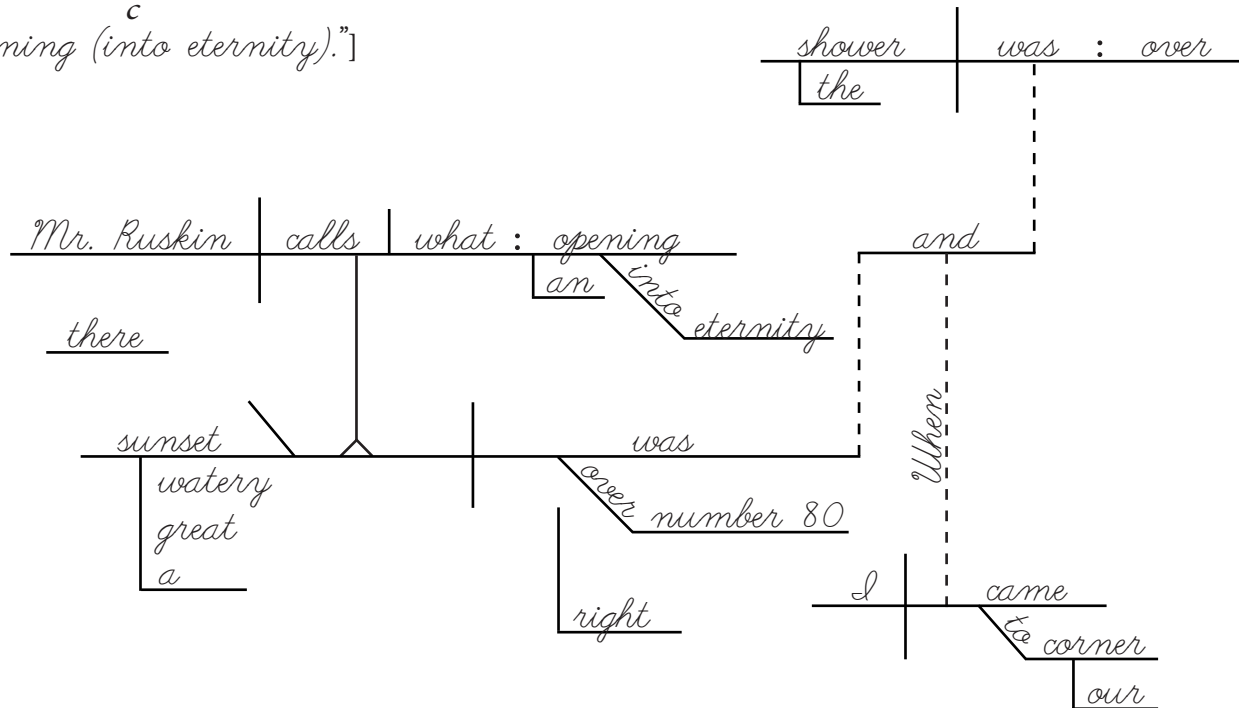
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 8 – DIAGRAMS: WEEK 5

(Diagrams for Grammar Assignments will be provided, otherwise only diagrams with new or unusual elements will be included.)

Grammar Assignment

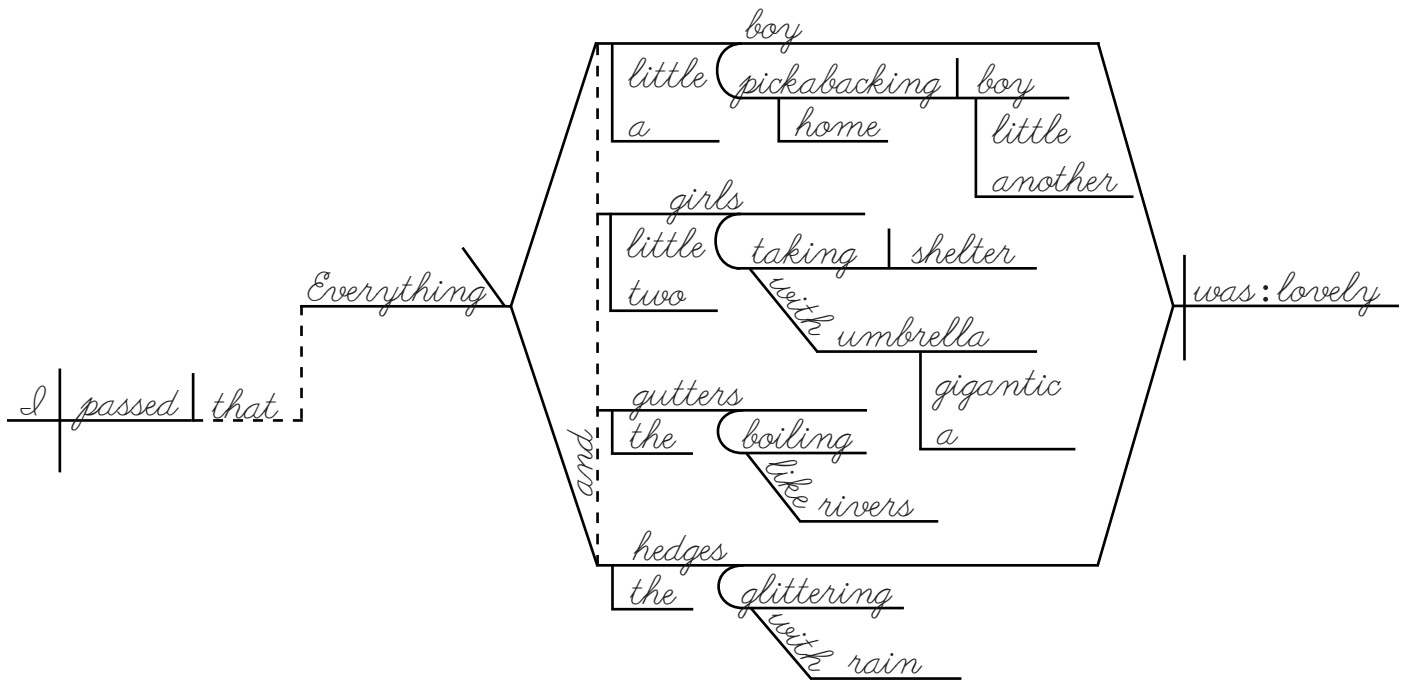
1. [^IWhen ^aI came (to our corner),] [^{II}the shower ^{PA}was over,] and [^{III}there was a great watery ^bsunset right (over number 80),] [^{IV DO}what Mr. Ruskin calls "an opening ^c(into eternity)."]



In-Class Analysis Sentences

3. [^IEverything [^{II DO}that I ^{PA}passed] ^{APP a}was lovely: a little boy (pickabacking another little boy) home, two little girls (taking shelter) (with a gigantic umbrella), the ^{APP b}gutters boiling (like rivers) and the hedges glittering (with rain).]

In-Class Analysis Sentences, cont.

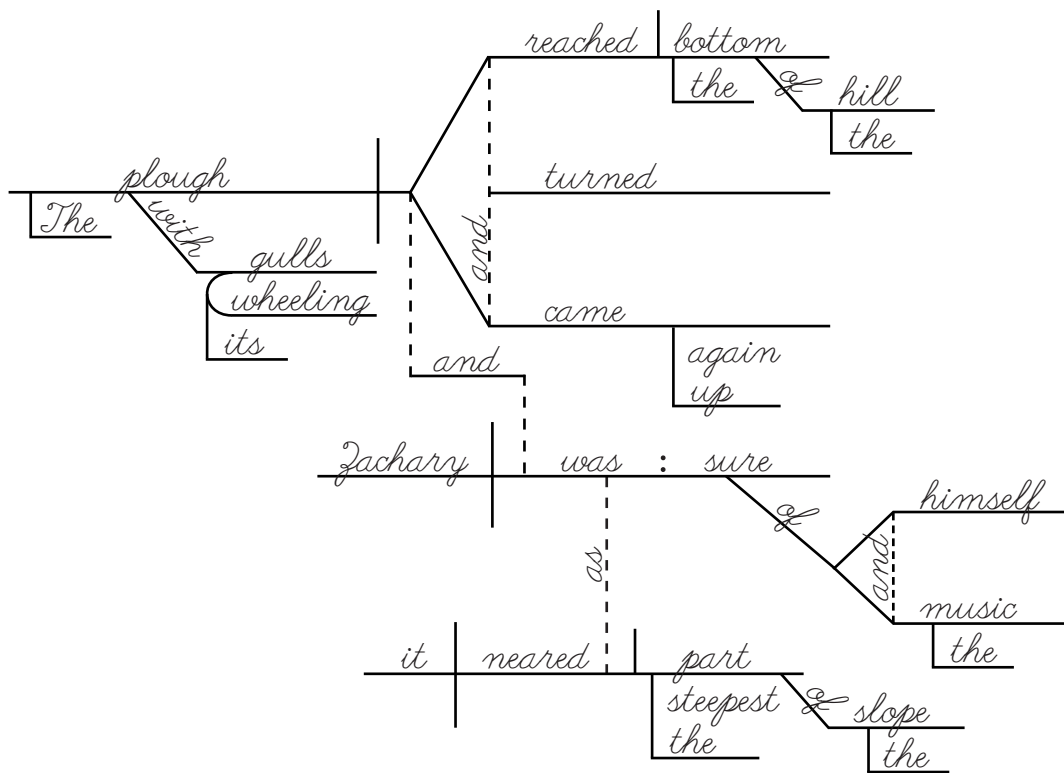


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 6

(Diagrams for Grammar Assignments will be provided, otherwise only diagrams with new or unusual elements will be included.)

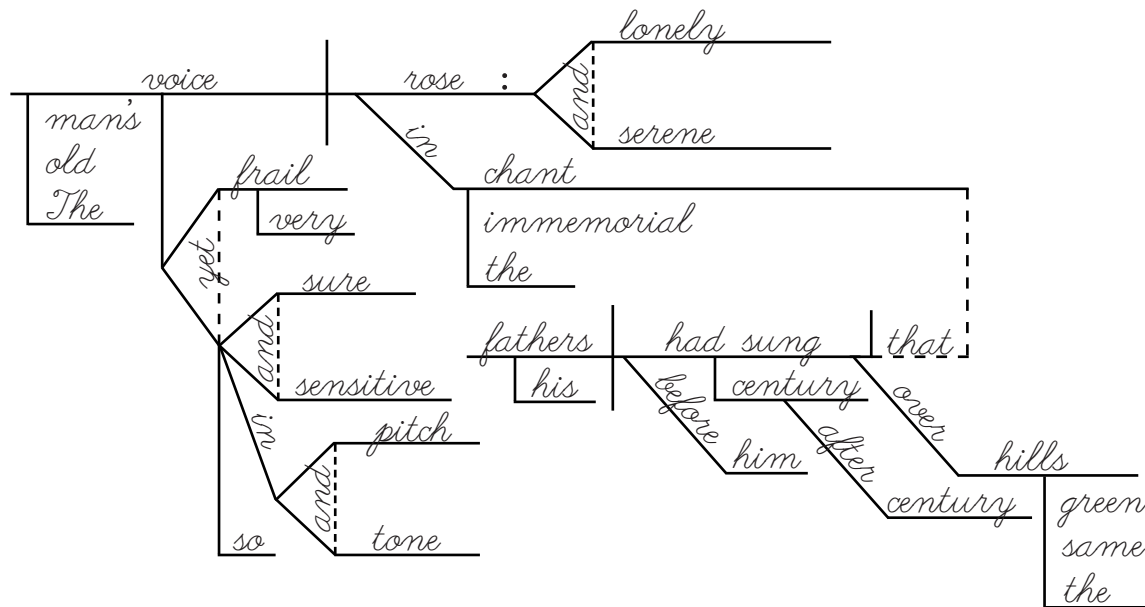
In-Class Analysis Sentences

2. ^I [The plough ^a (with its wheeling gulls) reached the bottom ^{DO} ^b (of the hill), turned and came up again,] and ^{II} [as ^{DO} ^c it neared the steepest part (of the slope),] [^{III} Zachary ^{PA} ^d was sure (of himself and the music).]



In-Class Analysis Sentences, cont.

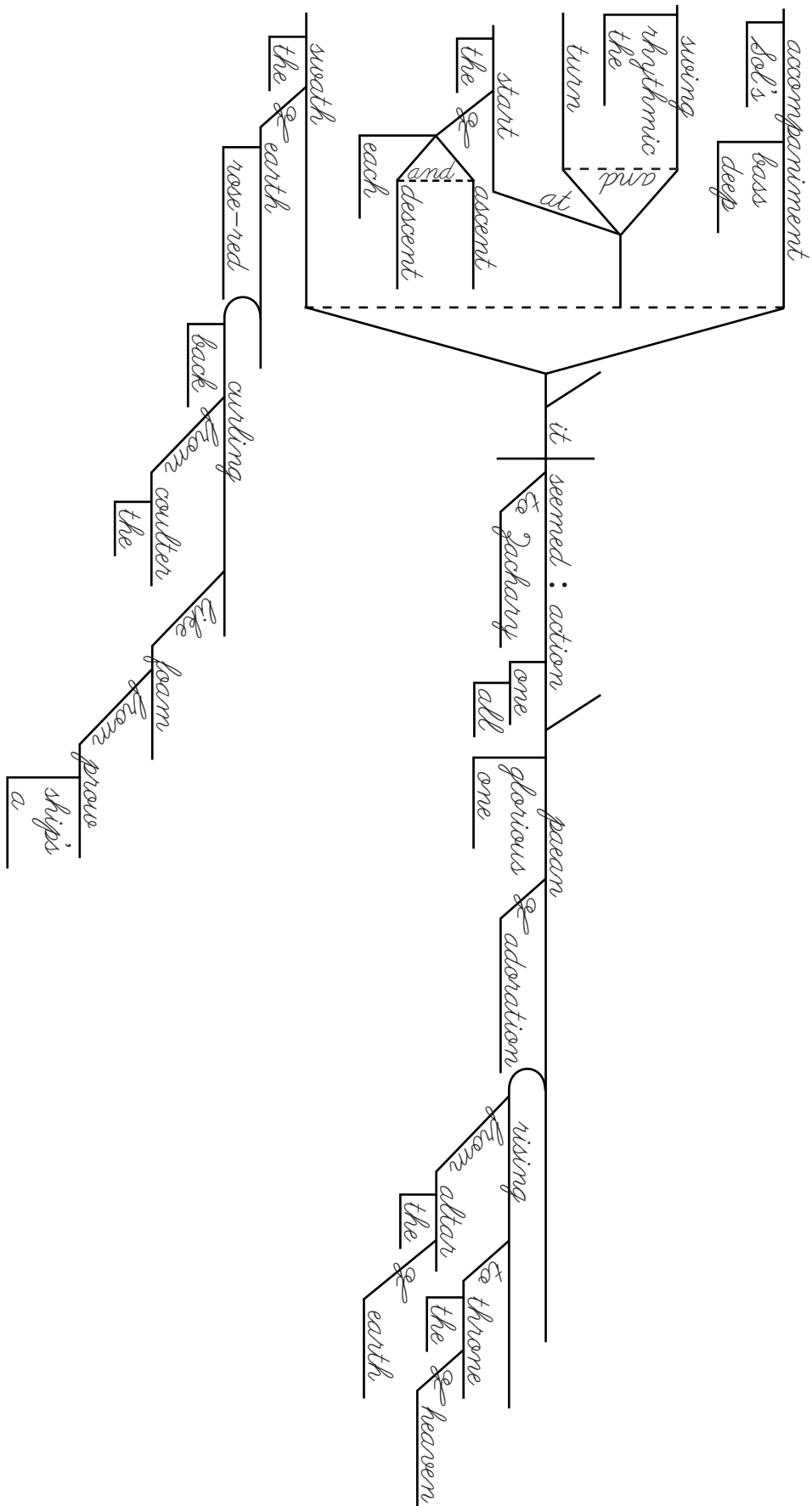
3. [^IThe old man's voice, very frail, yet so sure and sensitive (in pitch and tone),
^{PA}rose ^{PA}lonely and ^bserene (in the immemorial chant) [^{II DO}that his fathers had sung
^c(before him) ^dcentury (after century) ^e(over these same green hills)].]



4. [^ISol's deep bass accompaniment, the rhythmic swing and turn (at the start)
^b(of each ascent and descent), the swath (of rose-red earth curling back) (from the
^ccoulter) (like foam) (from a ship's prow), it seemed (to Zachary) all one action,
^eone glorious paean (of adoration) rising (from the altar) (of earth) (to the throne)
^{APP}^h(of heaven)].]

(See diagram next page.)

In-Class Analysis Sentences, cont.

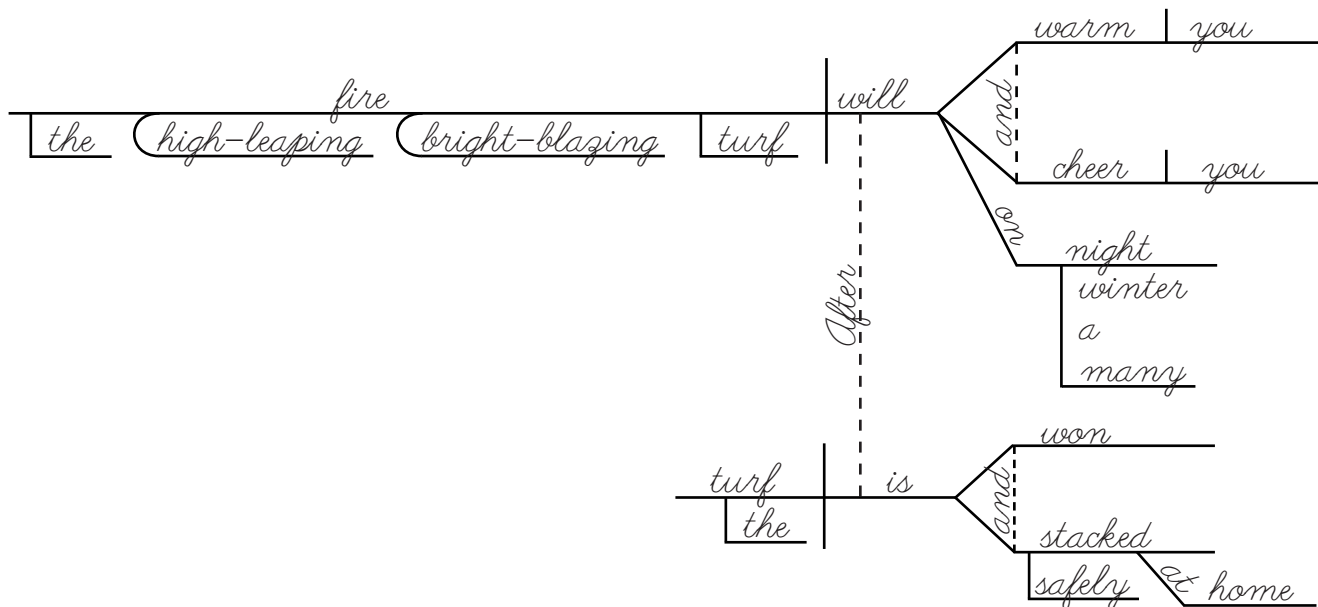


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 7

(Diagrams for Grammar Assignments will be provided, otherwise only diagrams with new or unusual elements will be included.)

Grammar Assignment

1. [^IAfter the ^aturf ^{II b}is won and safely stacked (at home),] (on many a winter's night) ^{DO}will the high-leaping, bright-blazing turf ^{DO}fire warm you and cheer you.]

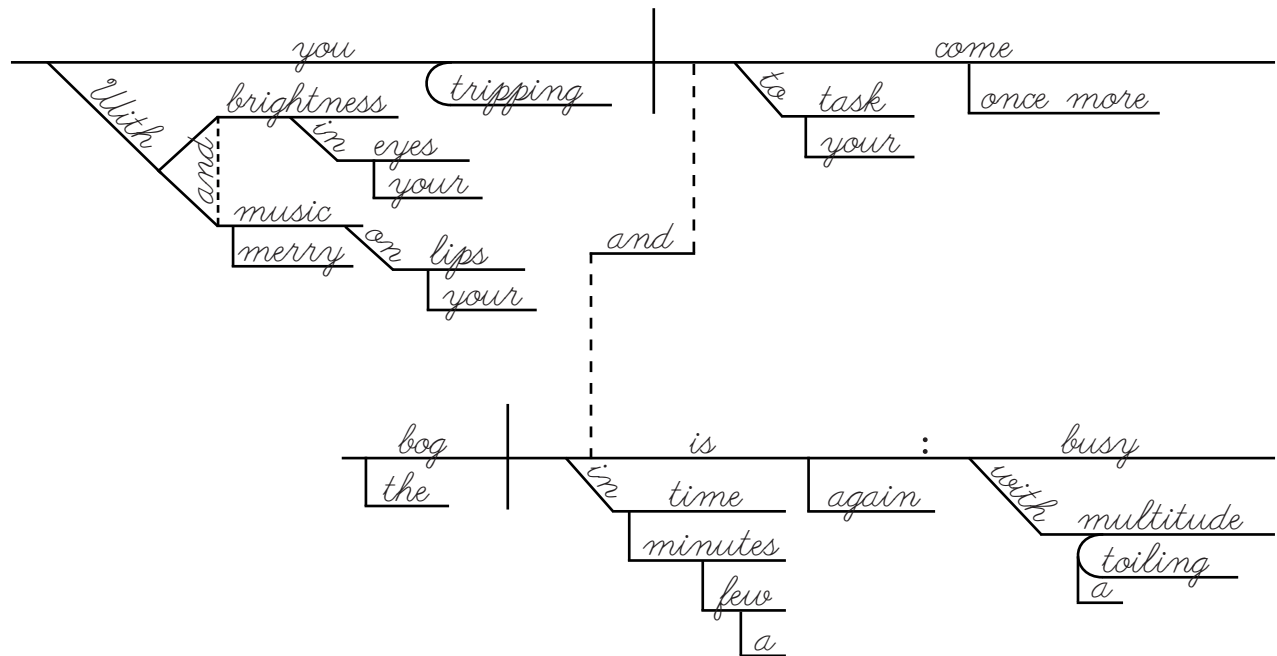


In-Class Analysis Sentences

2. [^{I a}With brightness (in your eyes) and merry music (on your lips), tripping ^byou ^dcome (to your task) once more,] and [^{II c}in a few minutes' time) the bag ^eis ^fagain busy (with a toiling multitude).]

(See diagram next page.)

In-Class Analysis Sentences, cont.

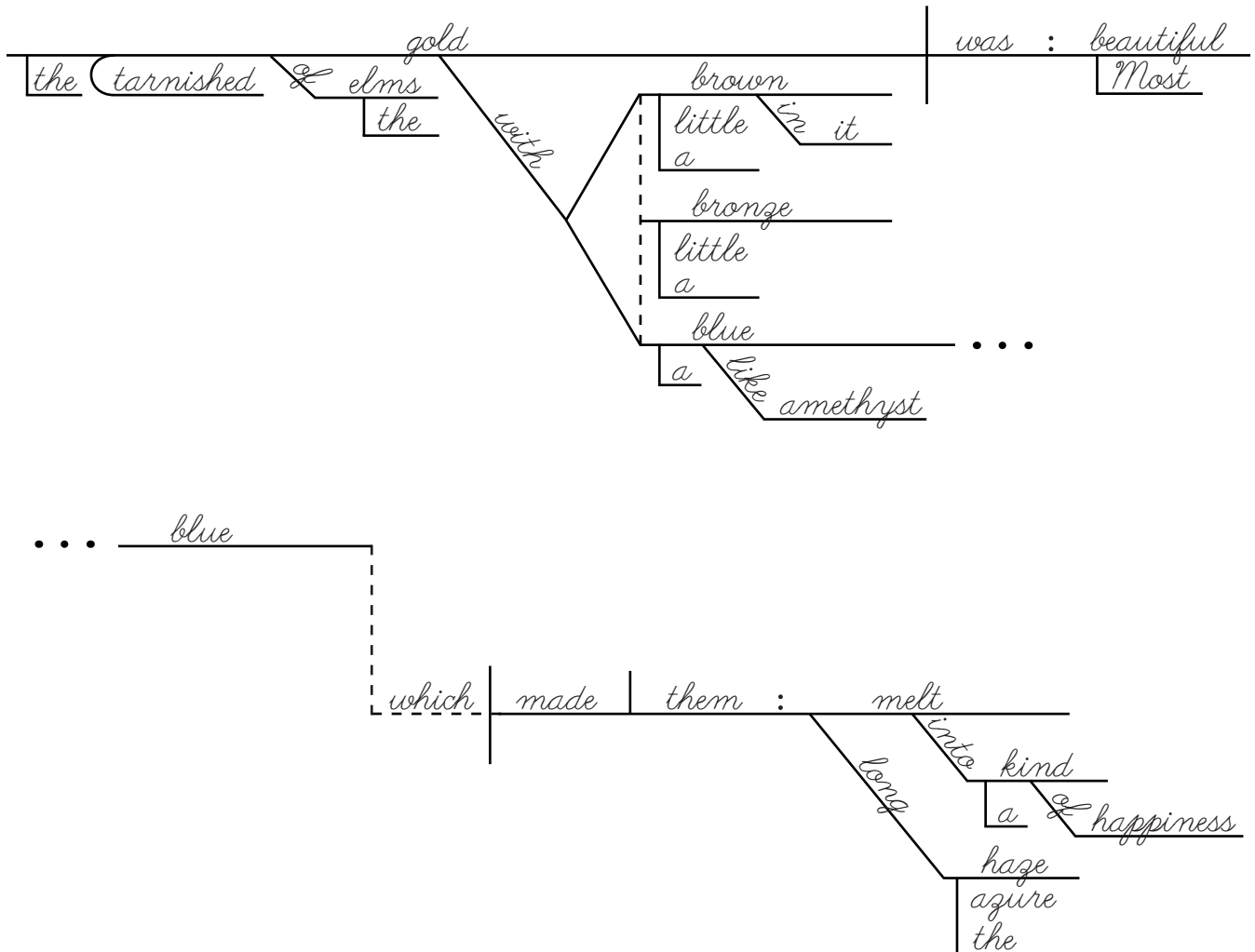


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 8

(Only diagrams with new or unusual elements will be included.)

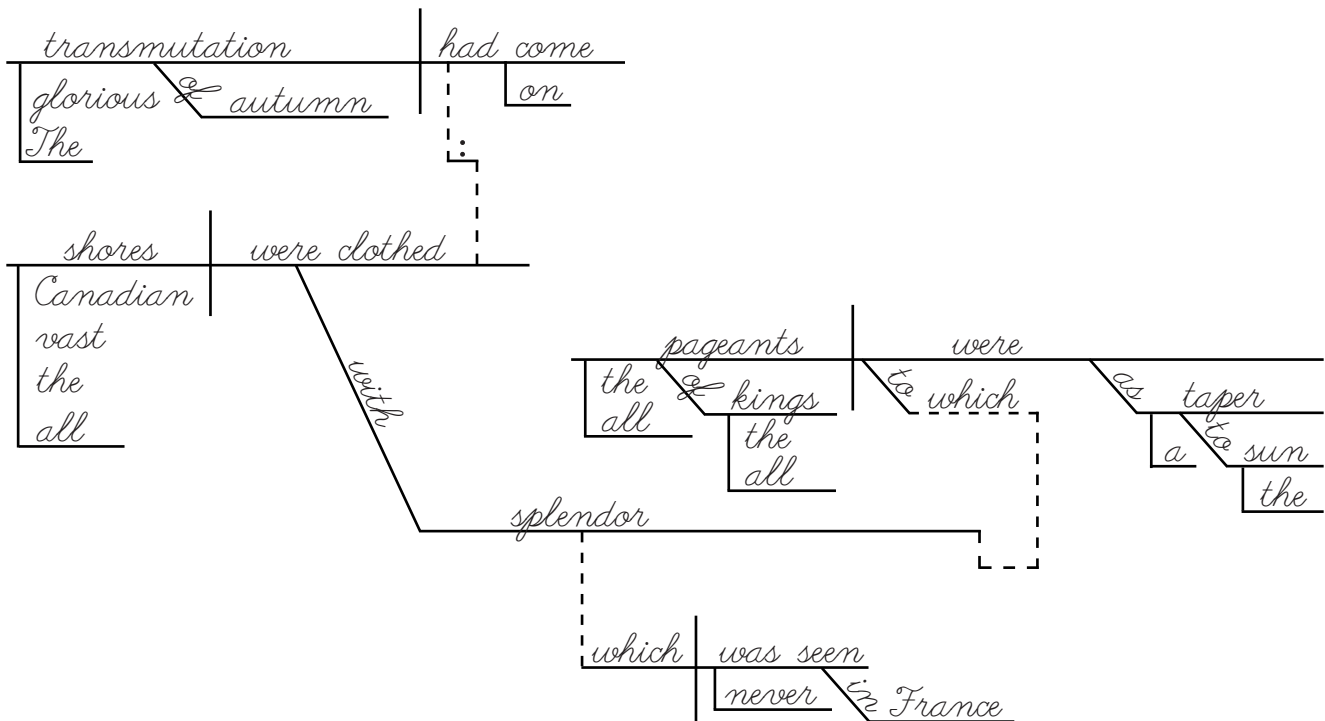
In-Class Analysis Sentences

4. ^I [Most beautiful ^{PA} was the tarnished ^a gold (of the elms), (^b with a little brown
^c (in it), a little bronze, a blue ^d (like amethyst)), [^{II} which ^{DO} made them melt ^e (into
the azure haze) (^f with a kind) (^g of happiness).]



In-Class Analysis Sentences

2. ^I[The glorious transmutation ^a(of Autumn) had come ^{II}on:] [all the vast Canadian shores ^bwere clothed (with a splendor)] [^{III}which was never seen ^c(in France)]; [^{IV} ^d(to which) all the pageants ^e(of all the kings) were ^f(as a taper) ^g(to the sun).]

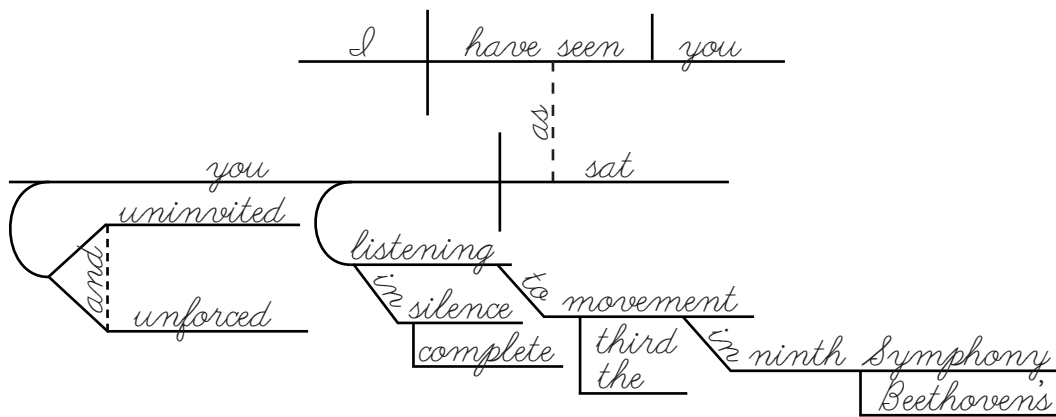


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 – DIAGRAMS: WEEK 9

(Only diagrams with new or unusual elements will be included.)

Grammar Assignment

^I 1. [I have seen you [^{DO} ^{II} as you sat, unin^a invited and unforced, listening (in complete silence) ^b (to the third movement) ^c (of Beethoven's Ninth Symphony).]



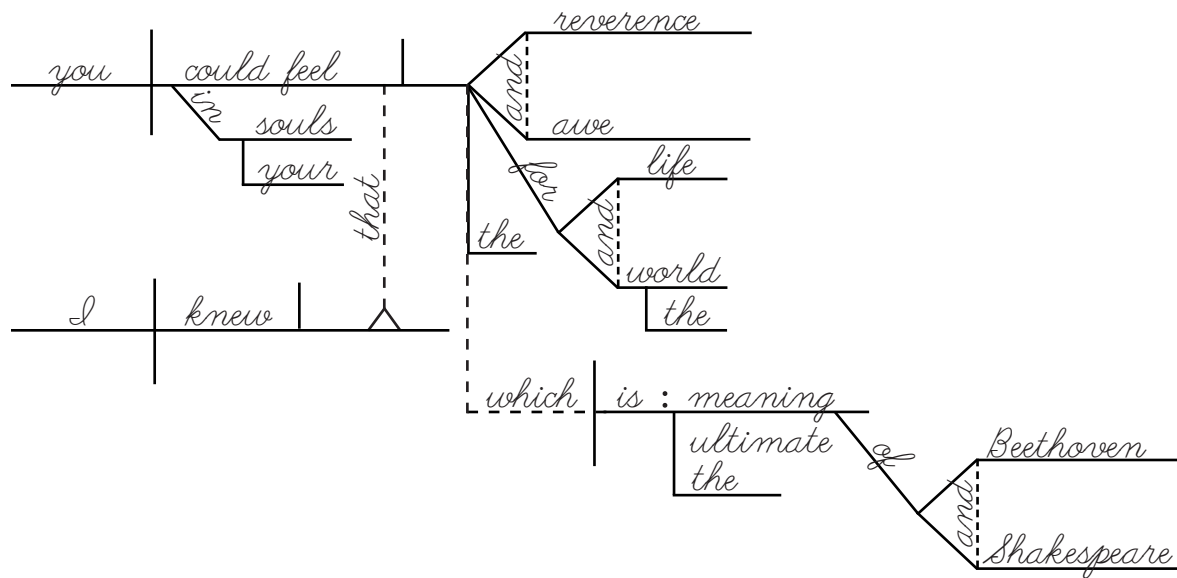
In-Class Analysis Sentences

^I 1. [I myself have watched greatness ^{DO} ^a (touch you) ^b (in another way).]



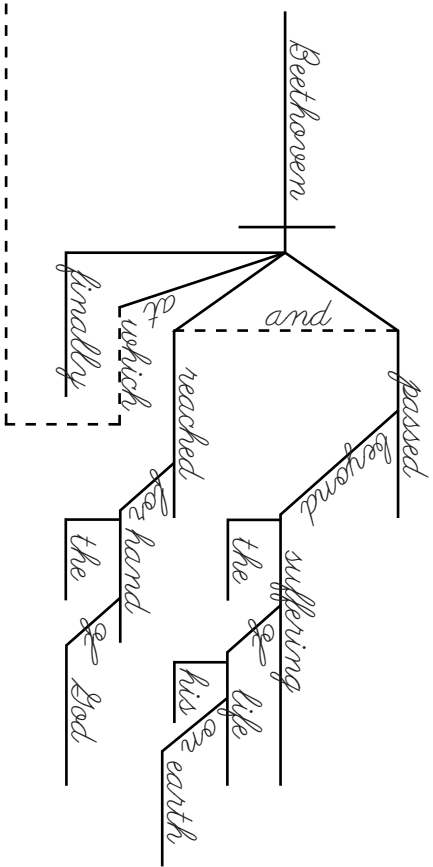
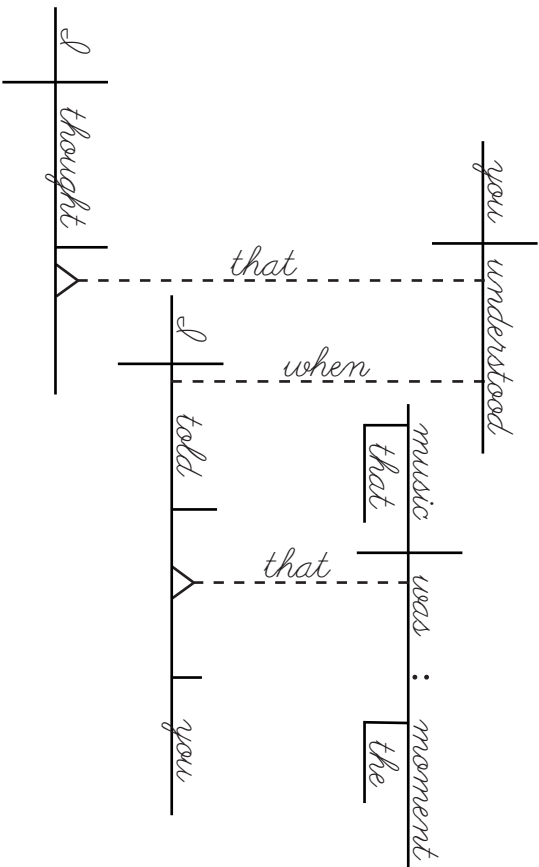
In-Class Analysis Sentences

2. ^I [I knew ^{II} [that you could feel ^a (in your souls) the reverence ^{DO} and awe ^{DO} ^b (for life and the world)] ^{III} [which is ^{PN} the ultimate meaning ^c (of Beethoven and Shakespeare).]



5. ^I [I thought ^{II} [that you understood ^{III} [when I told you ^{IO} [that that music was ^{IV} the moment] ^{PN} (at ^{IV a} [which]) Beethoven finally passed ^b (beyond the suffering) ^c (of his life) ^d (on earth) and reached ^e (for the hand) ^f (of God).]

(See diagram next page.)



LANGUAGE ARTS TEACHER'S GUIDE

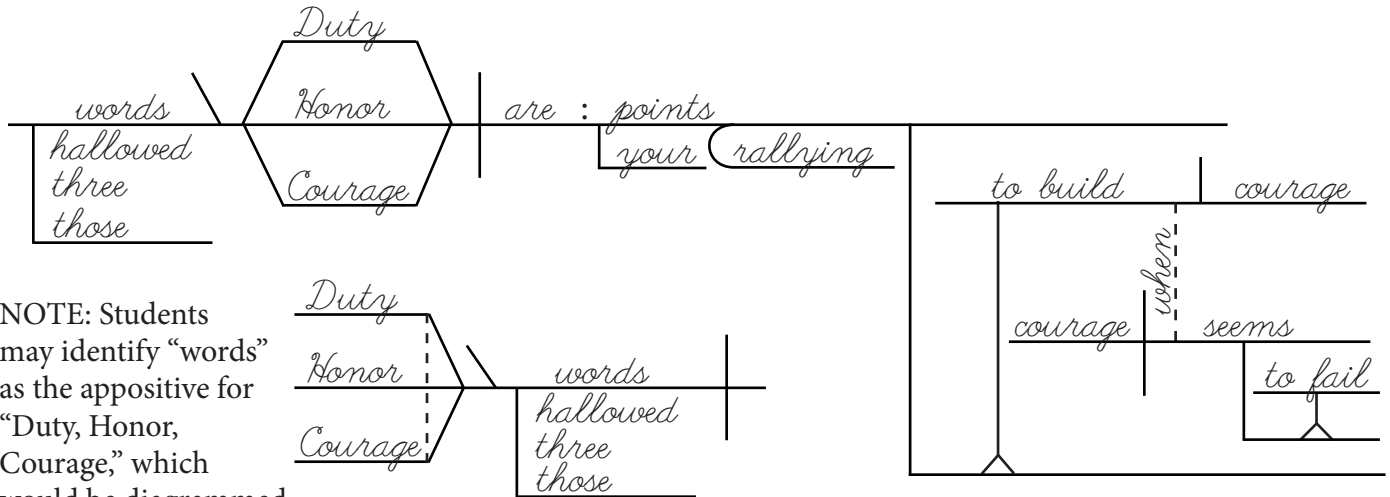
GRADE 8 - DIAGRAMS: WEEK 10

(Only diagrams with new or unusual elements will be included.)

Grammar Assignment

I APP APP APP PN
1. [Duty, Honor, Country: those three hallowed words are your rallying points,

a II b
(to build courage) [when courage seems (to fail)]]

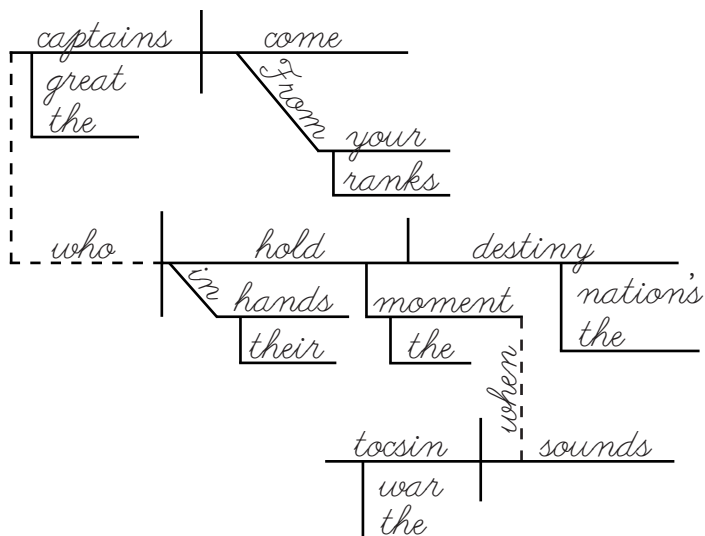


NOTE: Students may identify "words" as the appositive for "Duty, Honor, Courage," which would be diagrammed as shown here.

In-Class Analysis Sentences

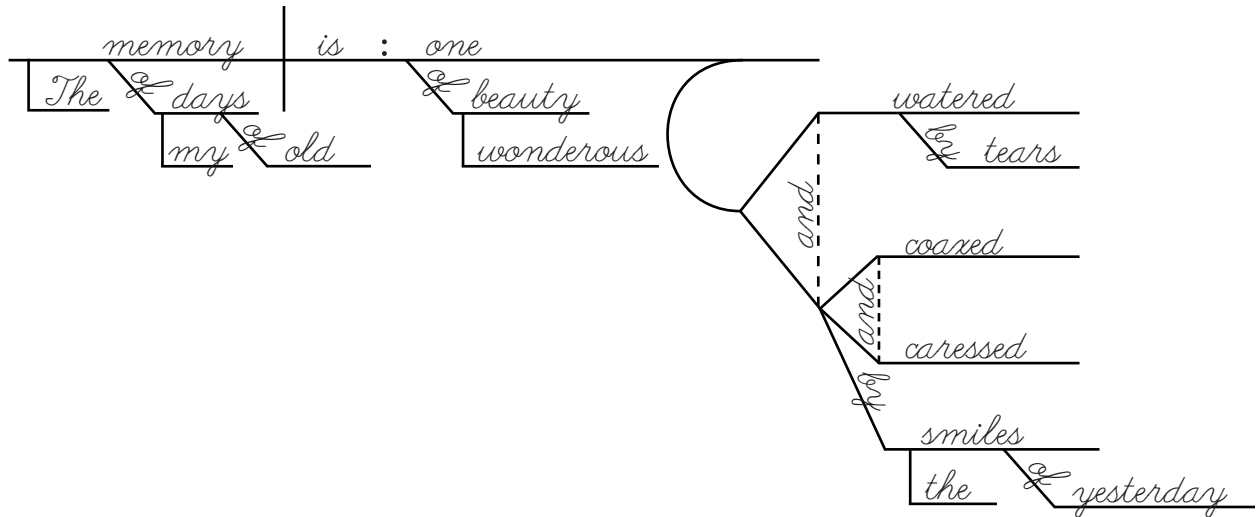
I a II DO
1. [(From your ranks) come the great captains [who hold the nation's destiny

b III
(in their hands) the moment [when the war tocsin sounds]]]



In-Class Analysis Sentences

I a b PN c
 2. [The memory (of my days) (of old) is one (of wondrous beauty), watered
 d e f
 (by tears), and coaxed and caressed (by the smiles) (of yesterday).]

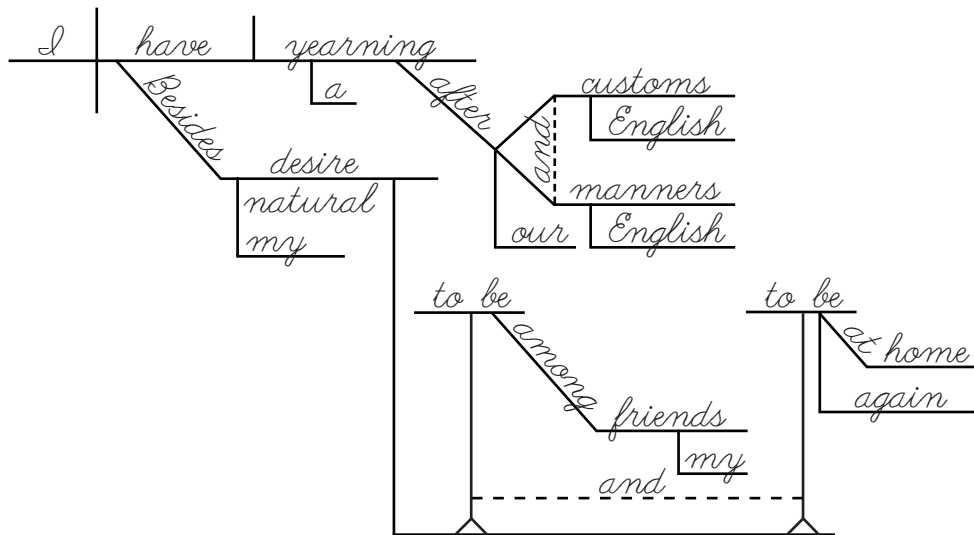


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 11

(Only diagrams with new or unusual elements will be included.)

Grammar Assignment

^{I a} 1. [(Besides my natural desire) to be (among my friends) and to be (at home)
+
^{DO d} again, I have a yearning (after our English customs and English manners).]
+

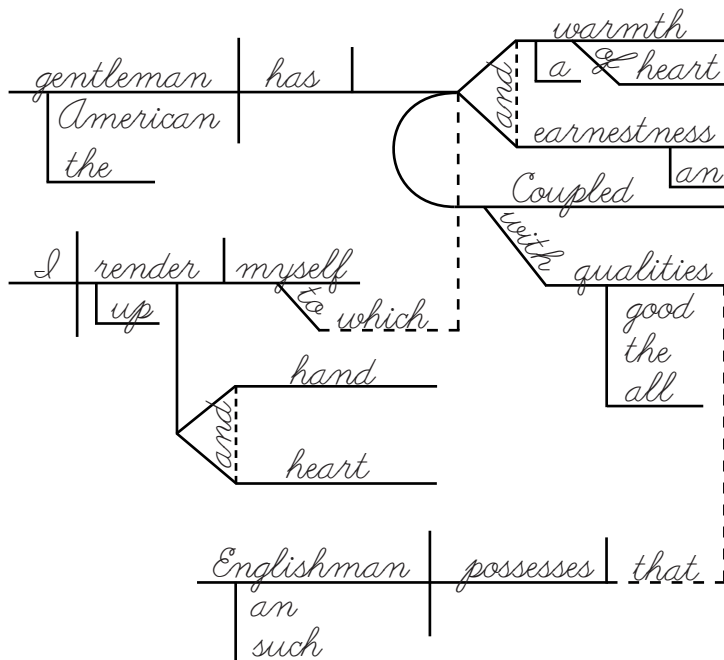


In-Class Analysis Sentences

^{I a} 1. [Coupled (with all the good qualities [^{II DO} that such an Englishman possesses], the
^{DO b} American gentleman has a warmth (of heart) and an earnestness [^{DO III c} (to which)
+
^{DO} I render up myself hand and heart].]
+

(See diagram next page.)

In-Class Analysis Sentences

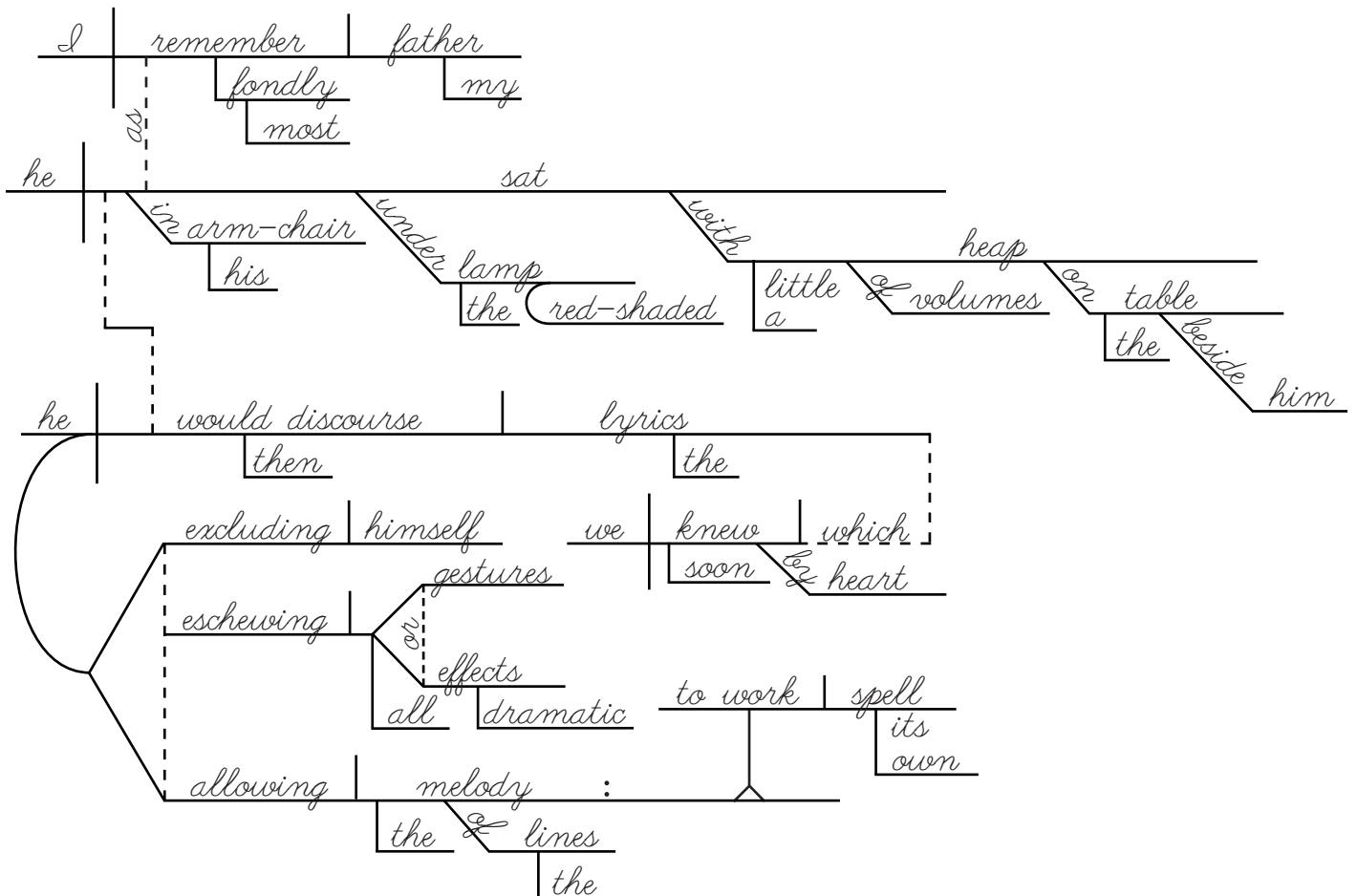


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 12

(Only diagrams with new or unusual elements will be included.)

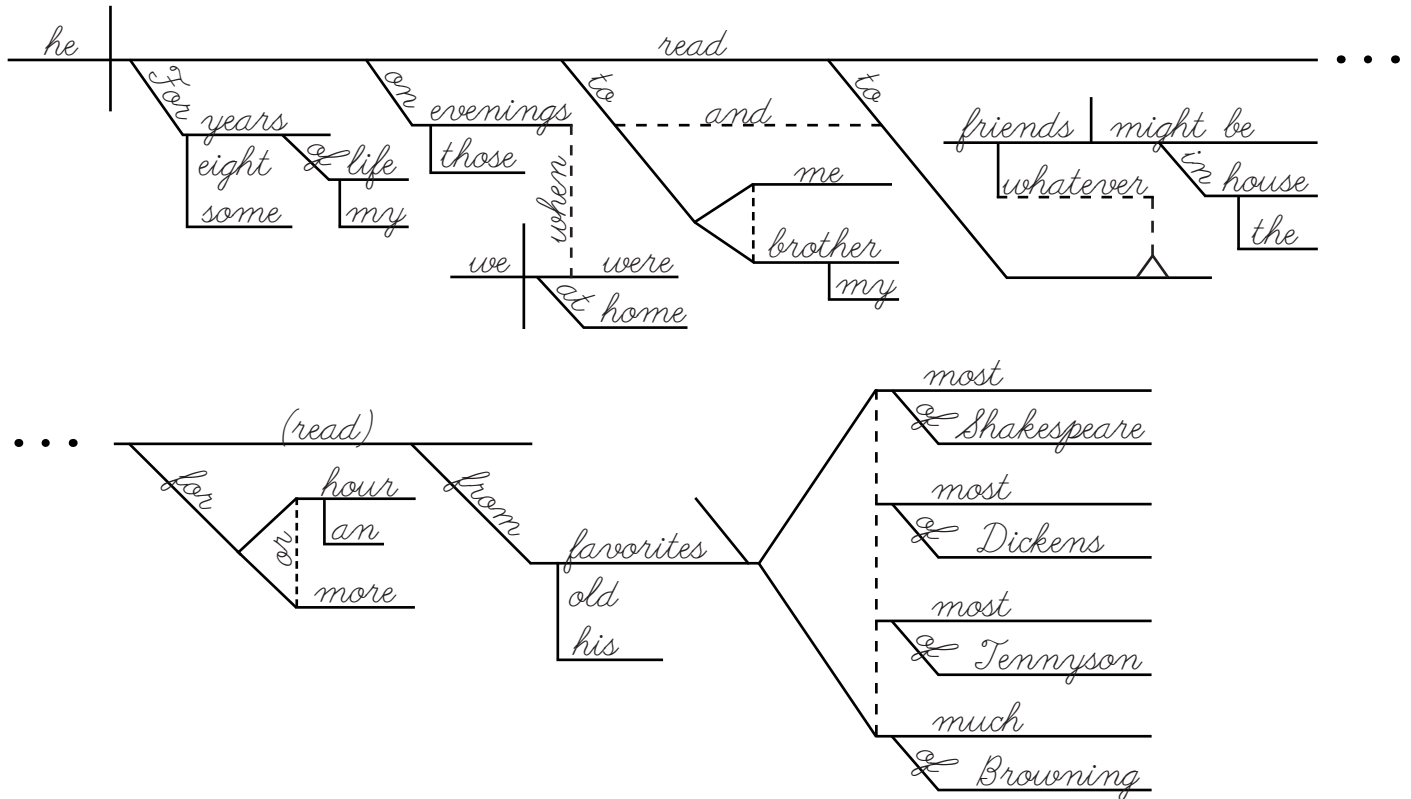
Grammar Assignment

1. ^I [I ^{DO} remember my father most fondly ^{II} [as ^a he ^b sat (in his arm-chair) (under the red-shaded lamp), ^c (with a little heap) ^d (of volumes) ^e (on the table) ^f (beside him))] ^{III} ^g [then, (excluding himself), ^h (eschewing all gestures or dramatic effects), ⁱ (allowing the melody (of the lines) ^j (to work its own spell)), ^k he would discourse the lyrics ^{DO} ^{IV} [which we soon knew ^I (by heart).]



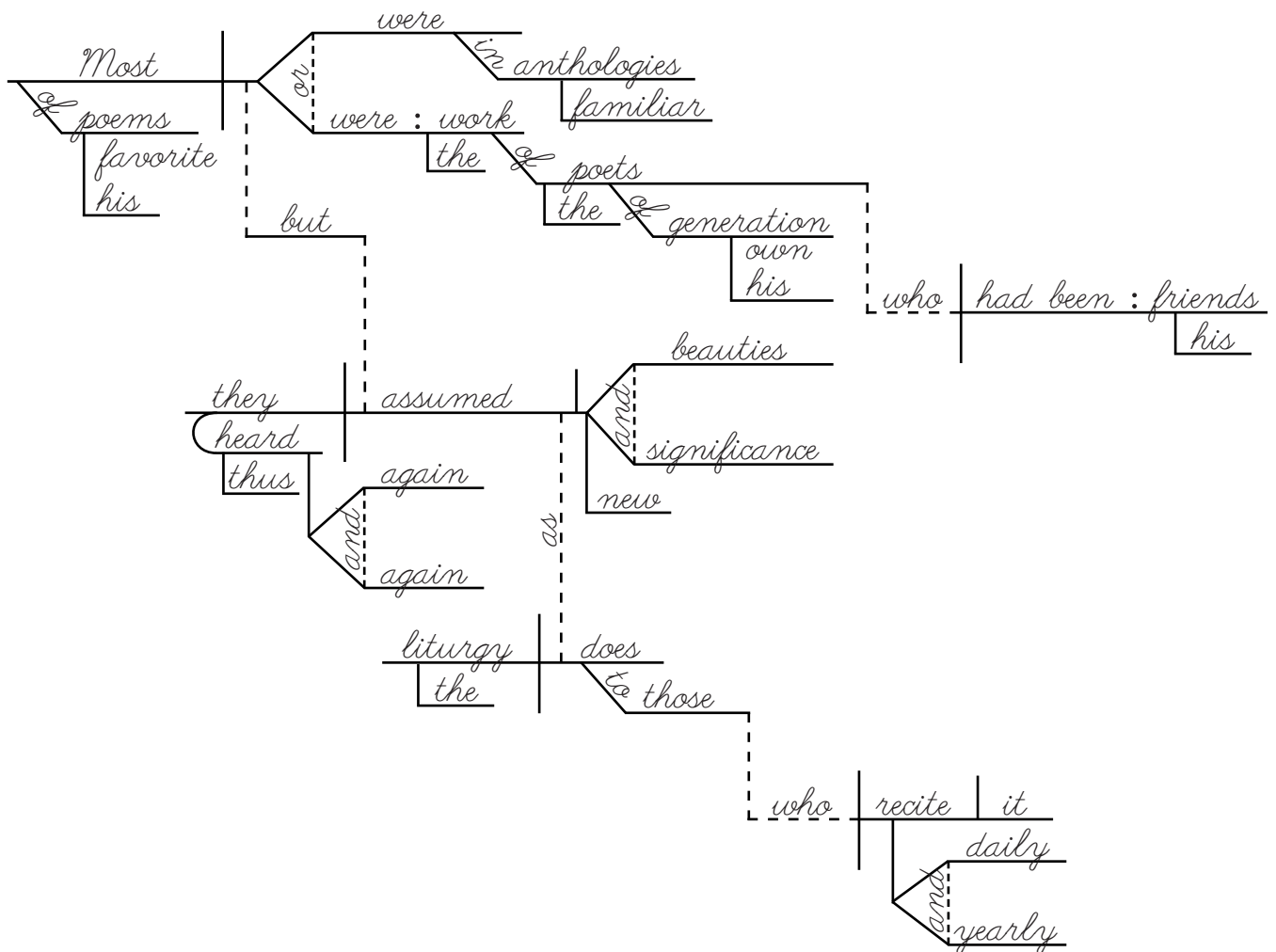
In-Class Analysis Sentences

2. [^{I a}For some eight years (^bof my life) (^con those evenings) [^{II}when we were (^dat home)], ^ehe read (to me, my brother) and (^fto [^{III}whatever] friends might be (^gin the house)]), (^hfor an hour or more) (ⁱfrom his old favorites) - ^{APP}most (^jof Shakespeare), ^{APP}most (^kof Dickens), ^{APP}most (^lof Tennyson), ^{APP}much (^mof Browning).]



In-Class Analysis Sentences

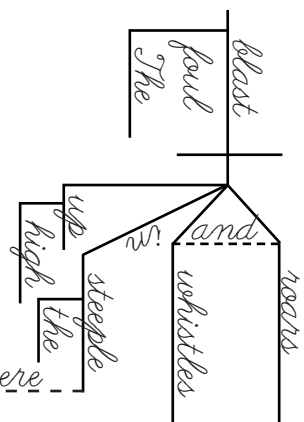
4. ^I Most ^a (of his favorite poems) ^b were (in familiar anthologies) ^{PN} or were the work
^c (of the poets) ^d (of his own generation) [^{II} who ^{PN} had been his friends]; ^{III} but [heard thus,
^{DO} again and again, ^{DO} they assumed new beauties and significance, [^{IV} as the liturgy
^e does (to those) [^V who ^{DO} recite it daily and yearly].]



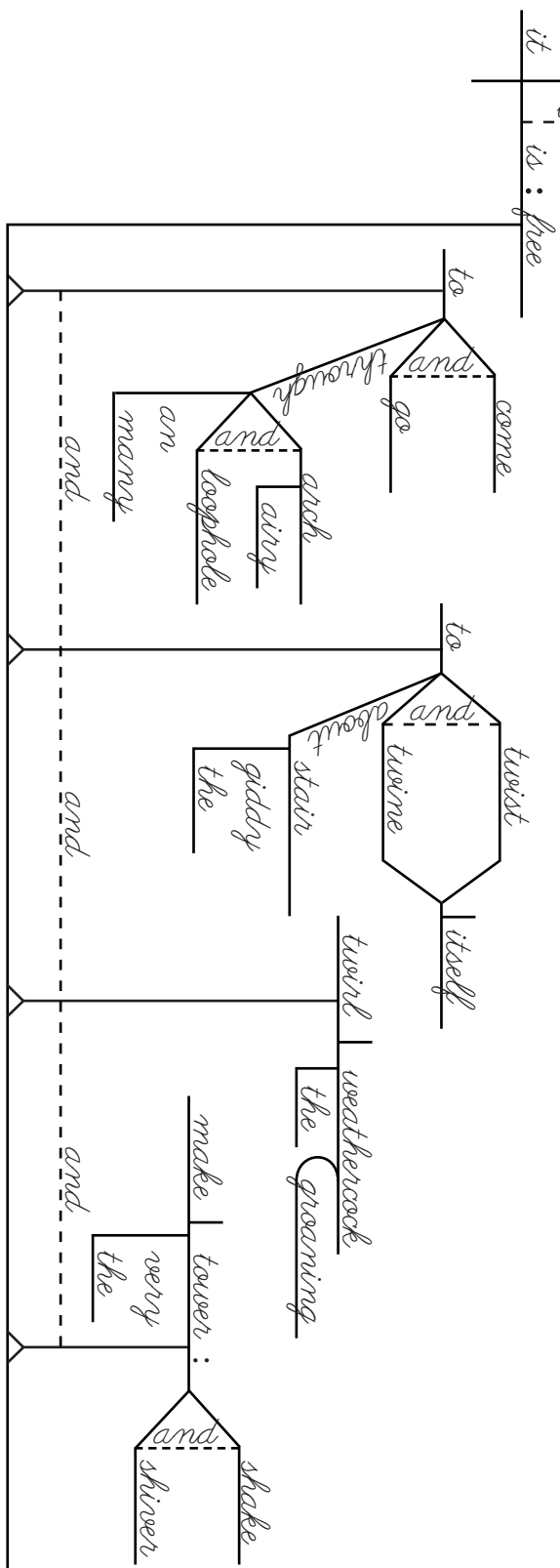
LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 13

(Only diagrams with new or unusual elements will be included.)

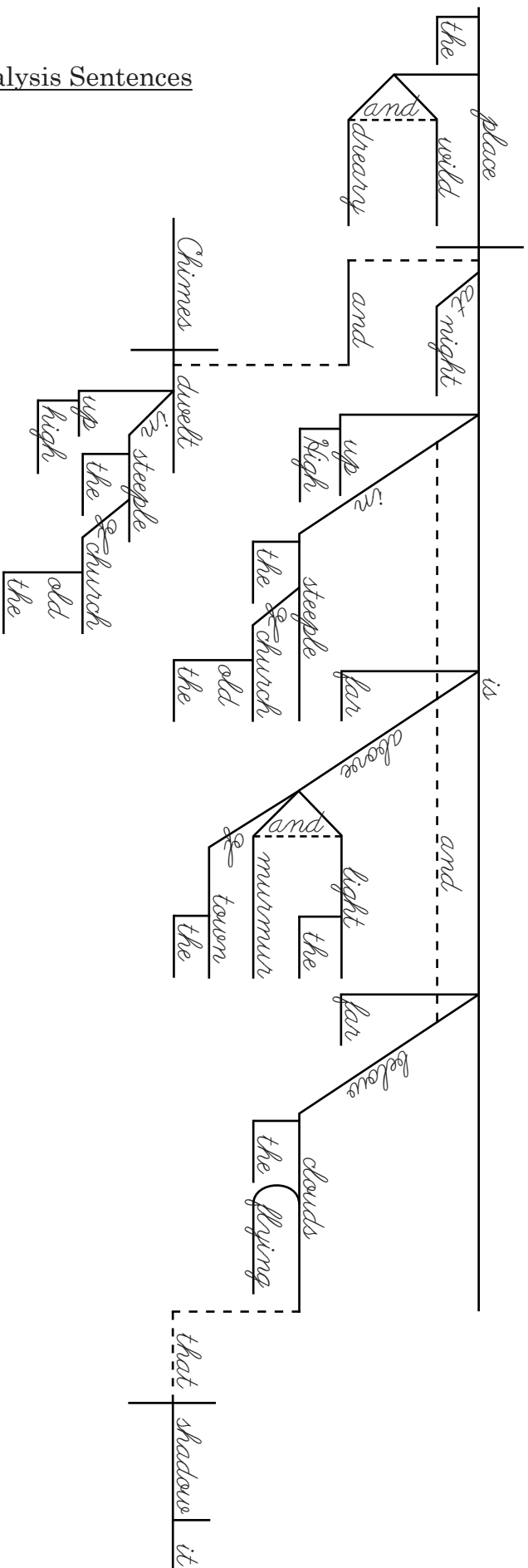
In-Class Analysis Sentences



1. [The ^I foul blast roars ^a and whistles ^b high up (in the steeple) [^{II} where it is ^{PA} free to come and go (through many an airy arch and loophole), and (to twist and twine itself) (about the giddy stair), and (twirl the groaning weathervane) and (make the very tower shake and shiver).]]



In-Class Analysis Sentences



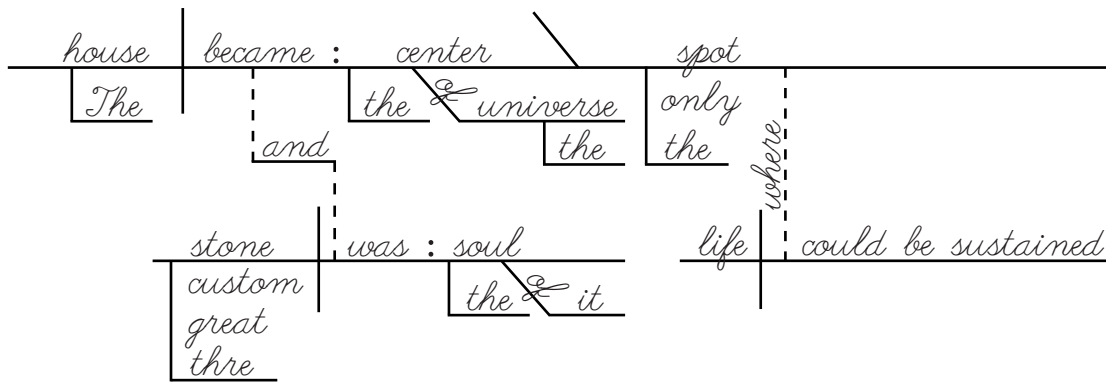
3. [^IHigh up (in the steeple) (^aof an old church), far (^babove the light and murmur) (^dof the town) and far (below the flying clouds) [^ethat shadow it], ^{DO} ^fis the wild and ^gdreary ^hplace (at night) and High up (in the steeple) (^cof an old church), dwell the

Chimes.]

LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 14

Grammar Assignment

1. ^I [The house became the center (of the universe), the only spot ^{PN} ^a ^{APP} ^{II} [where life ^{PN} ^b could be sustained,]] and [the great cast-iron stove was the soul (of it).]

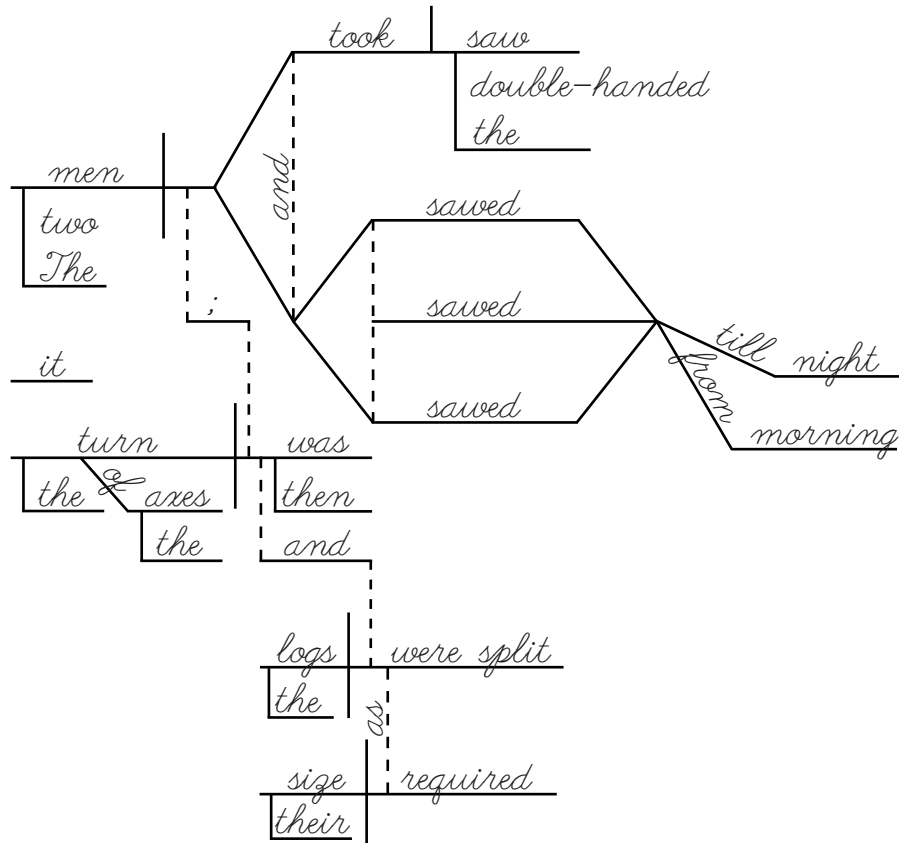


In-Class Analysis Sentences

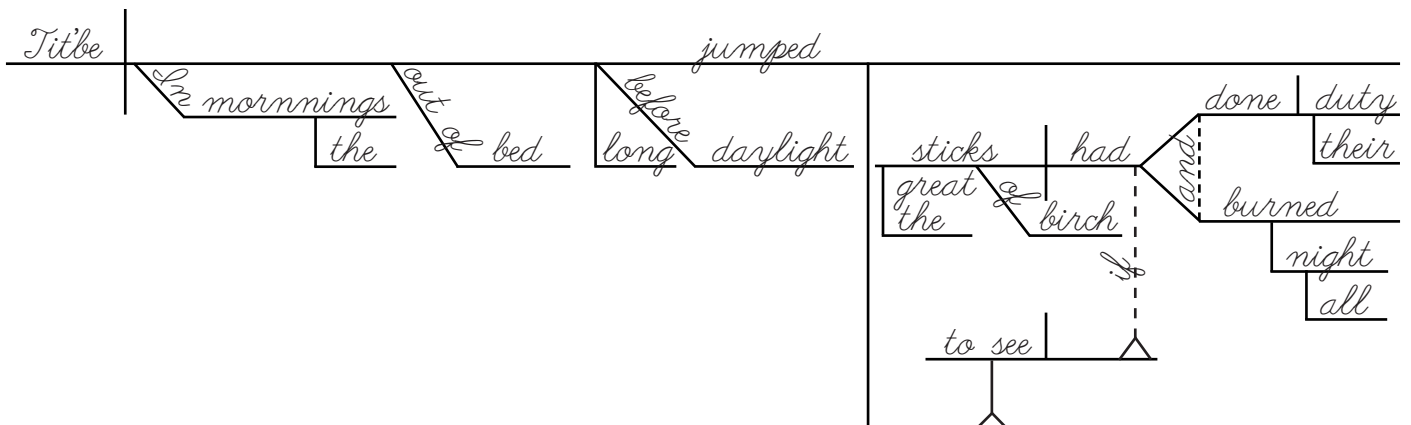
1. ^I [The two men took the double-handed saw ^{DO} and sawed, sawed, sawed,
^a (from morning) ^b (till night)]; ^{II} [it was then the turn (of the axes),] ^c and ^{III} [the logs
^{IV} were split [as their size required].]

(See diagram, next page.)

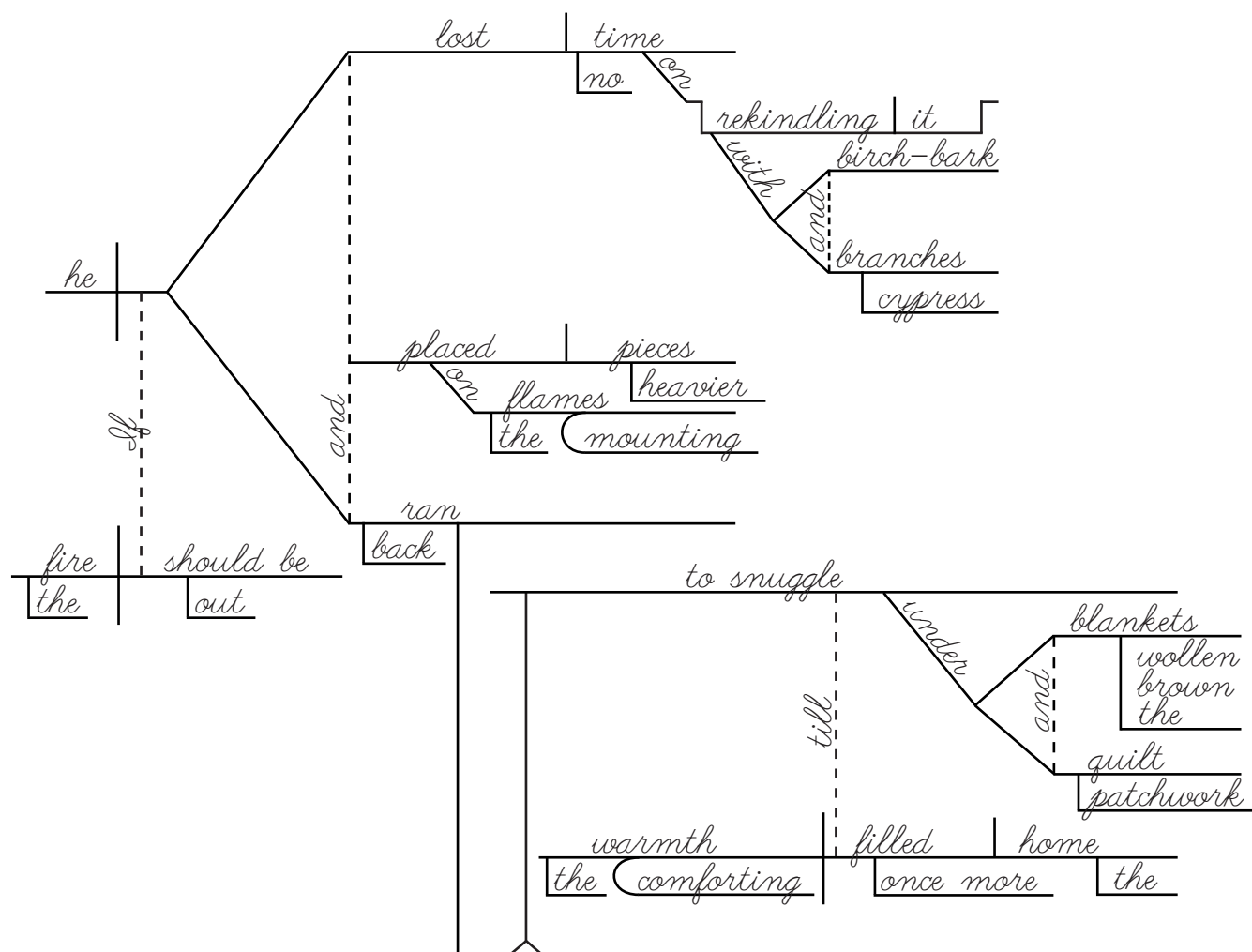
In-Class Analysis Sentences



2. ^{I a} [(In the mornings) Tit'Be ^b jumped out (of bed) ^c long (before daylight) ^d (to see [if ^{II} the great ^e sticks (of birch) ^{DO} had done their duty and burned all night]).]
- +



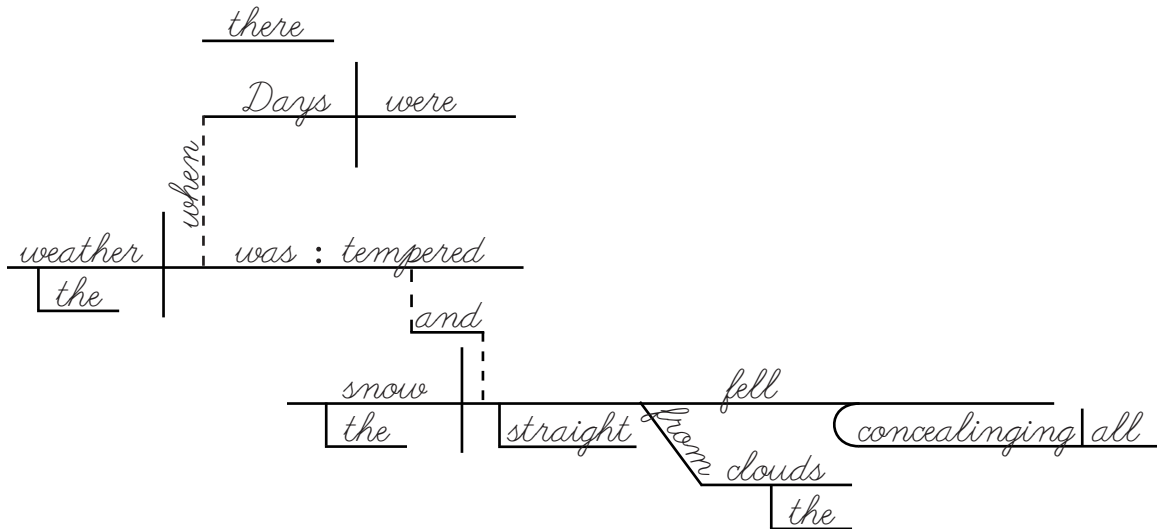
3. ^I [If the fire should be out] ^{P.A.} ^{II} [he lost no time (in rekindling it) (with birch-bark and cypress branches), placed heavier pieces (on the mounting flame), and ran back to snuggle (under the brown wollen blankets and patchwork quilt) ^{DO} ^a ^b ^c ^d ^{III} till the comforting warmth once more filled the home].]



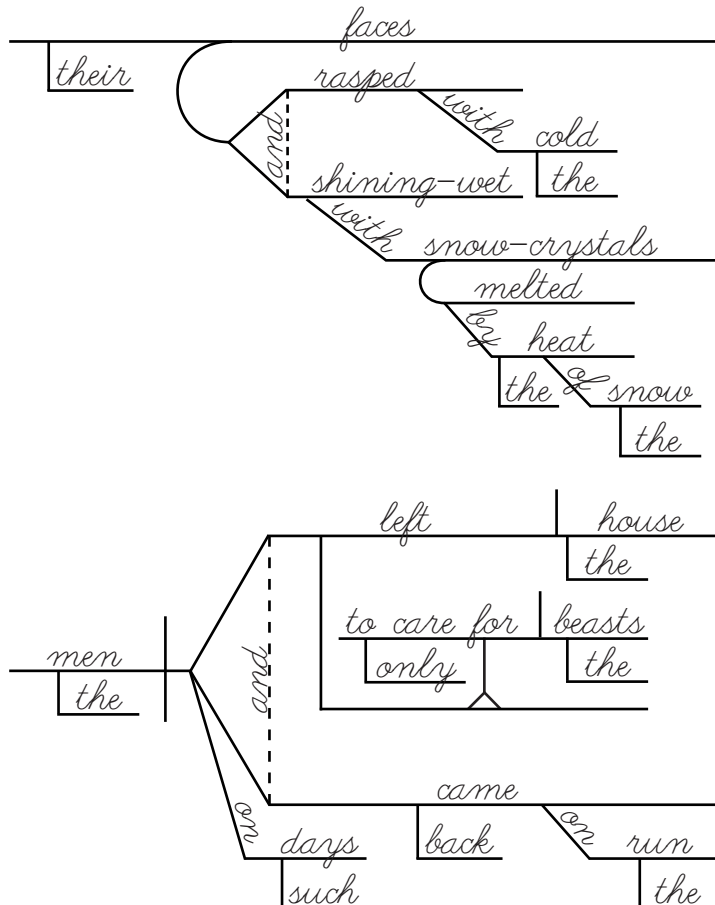
5. ^I [Days there were ^{II} when the weather was tempered] ^{PA} and [the snow fell straight ^{III} ^a (from the clouds) concealing all].]

(See diagram, next page.)

Sentence #4, cont.



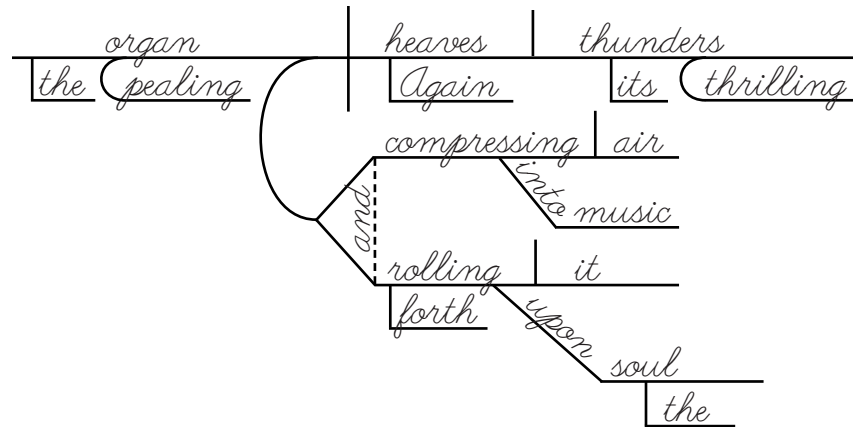
5. [(On such days) the ^{I a}men only ^{DO b}left the house (to care for the beasts), and ⁺came ^cback (on the run), their faces ^drasped (with the cold), and shining-wet ^e(with snow-crystals melted ^f(by the heat) ^g(of the house)).]



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 15

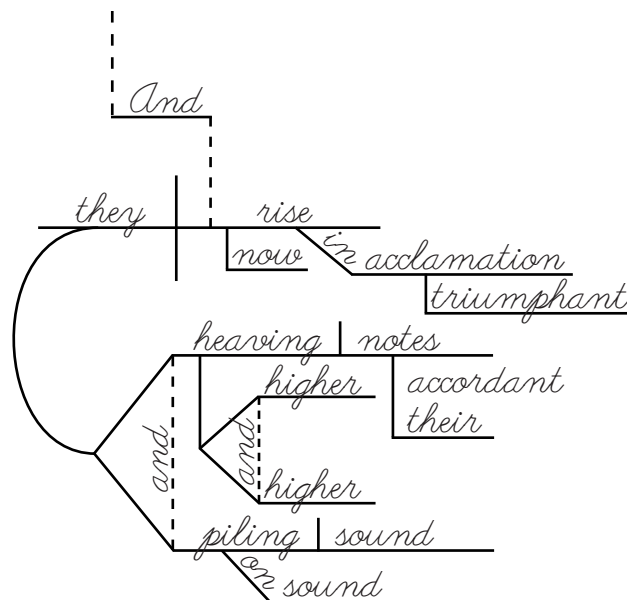
Grammar Assignment

I DO a b
1. [Again the pealing organ heaves its thrilling thunders, (compressing air) (into
music), and (rolling it forth) (upon the soul).]
c d
+



In-Class Analysis Sentences

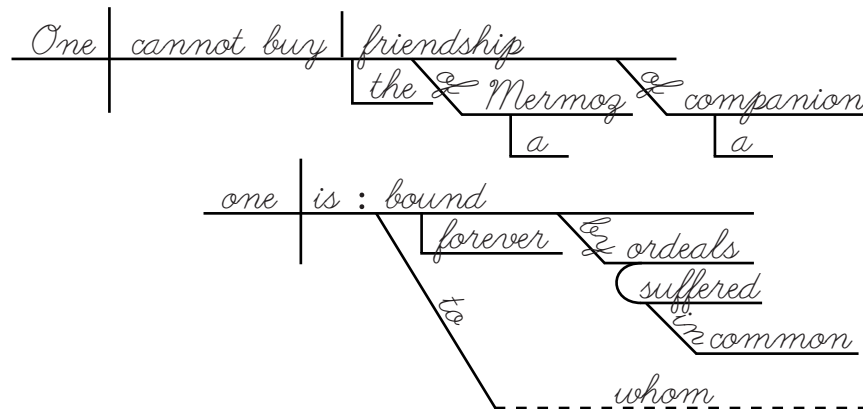
I a b
4. [And now they rise (in triumphant acclamation), (heaving higher and higher
their accordant notes) and (piling sound) (on sound).]
c d
+



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 16

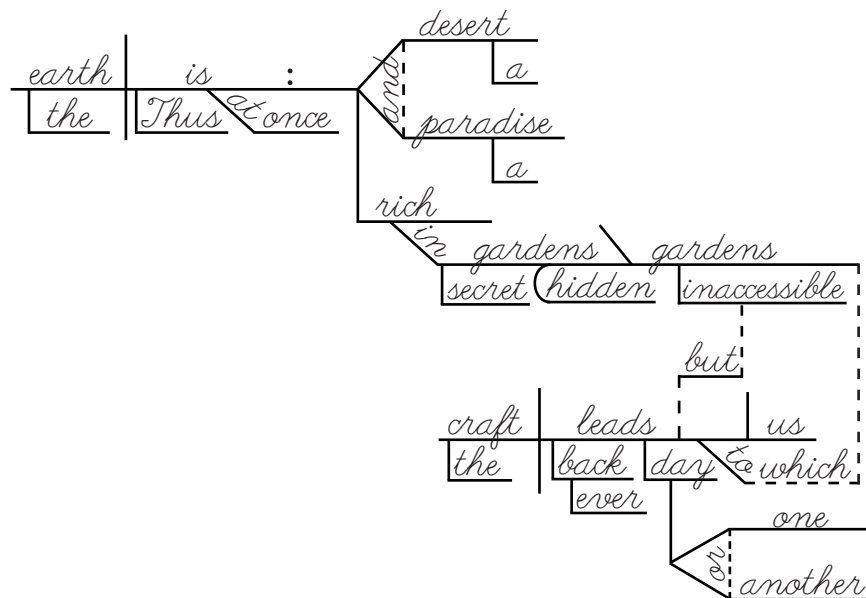
Grammar Assignment

1. ^I [One ^{DO} cannot buy ^a the friendship (of a Mermoz), ^b (of a companion) ^{II c} [(to whom)]
^{PA} one ^d is ^e bound forever (by ordeals suffered) (in common).]

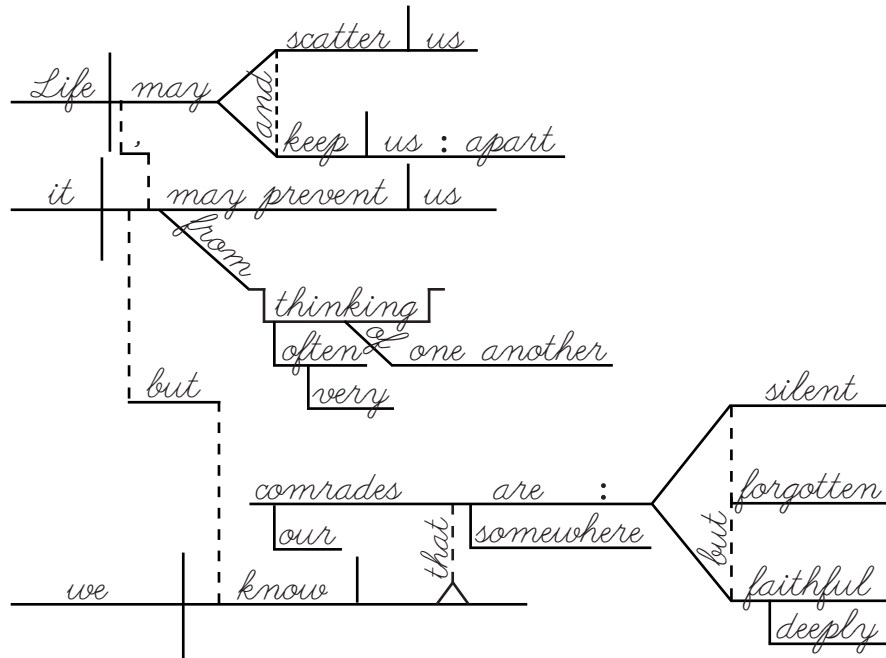


In-Class Analysis Sentences

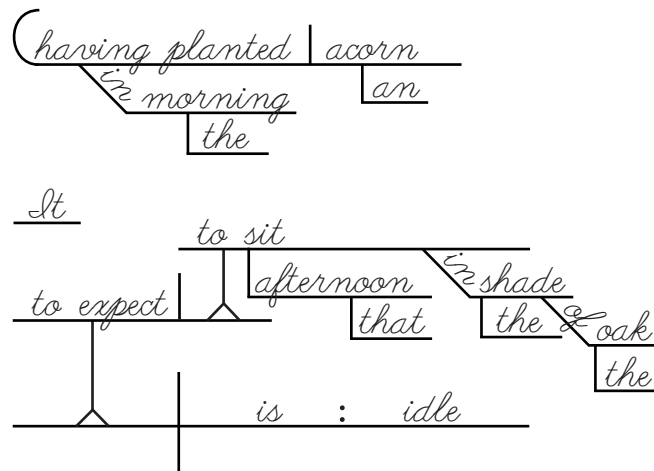
1. ^I [Thus is ^a the earth ^{PN} (at once) a desert and a paradise, ^{PN} rich ^{PA} (in secret hidden gardens), ^{APP} gardens inaccessible, but ^{II c} [(to which)] ^{DO} the craft leads us ever back, one day or another.].]



3. ^I [Life ^{DO} may scatter us and ^{DO} keep us apart;] ^{II} [it ^{DO} may prevent us (from thinking)
^b very often (of one another); but ^{III} [we ^{IV} know [that our comrades are somewhere -
 silent, forgotten, but deeply faithful].]



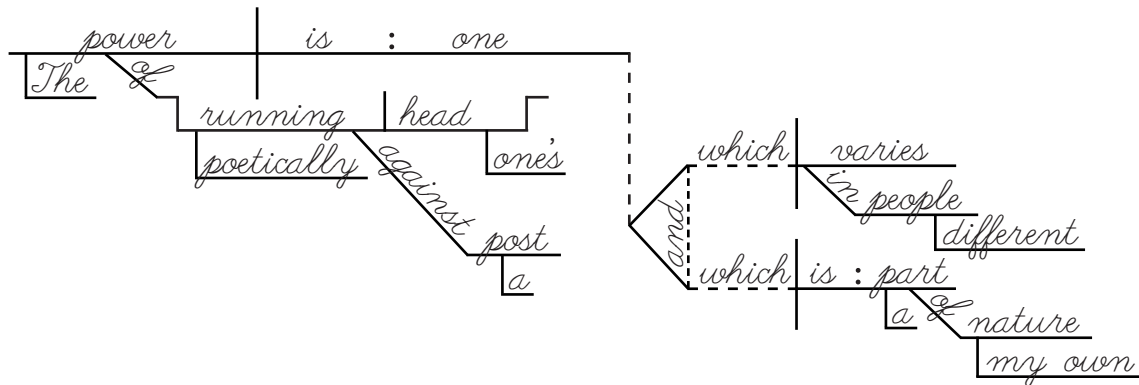
4. ^I [It ^{P.A.} is idle, (having planted an acorn) ^a (in the morning), ^b to expect that
 afternoon to sit ^c (in the shade) ^d (of the oak).]



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 17

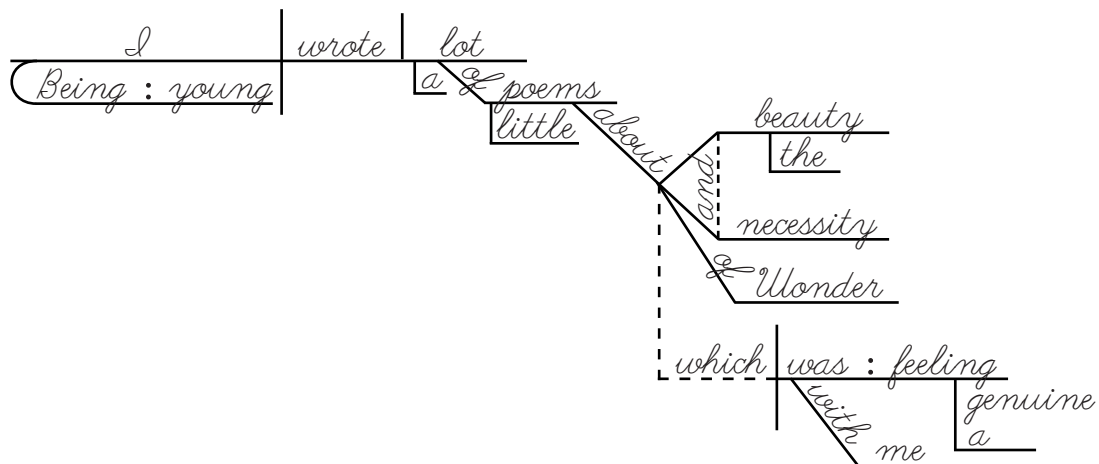
Grammar Assignment

1. ^I [The ^a power (of poetically running one's head (against a post)) ^b is one ^{PN} ^{II} which ^c varies (in different people)] ^{III} and ^{PN} ^d which is a part (of my own nature).]



In-Class Analysis Sentences

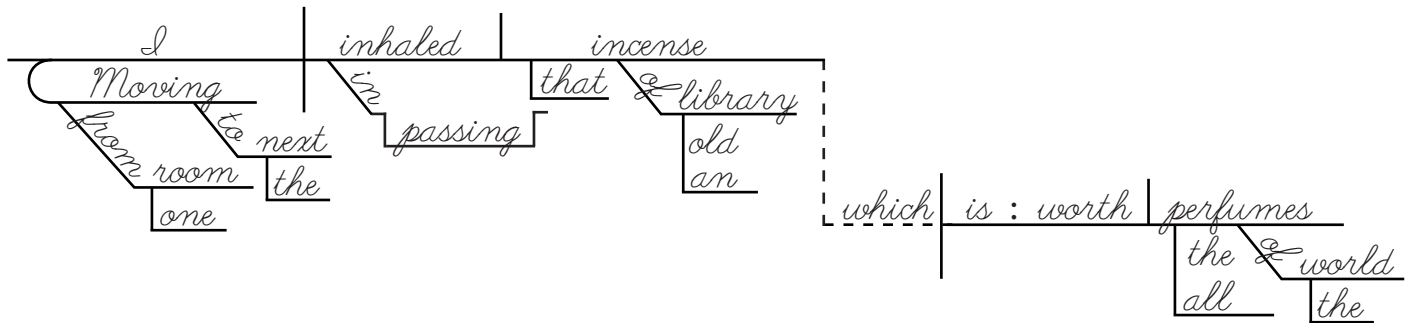
1. ^I ^a [(Being young), ^{PN} ^b I wrote a lot (of little poems), mostly (about the beauty and necessity (of Wonder)), ^c ^d ^{II} which was ^{PN} ^e a genuine feeling (with me).]



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 18

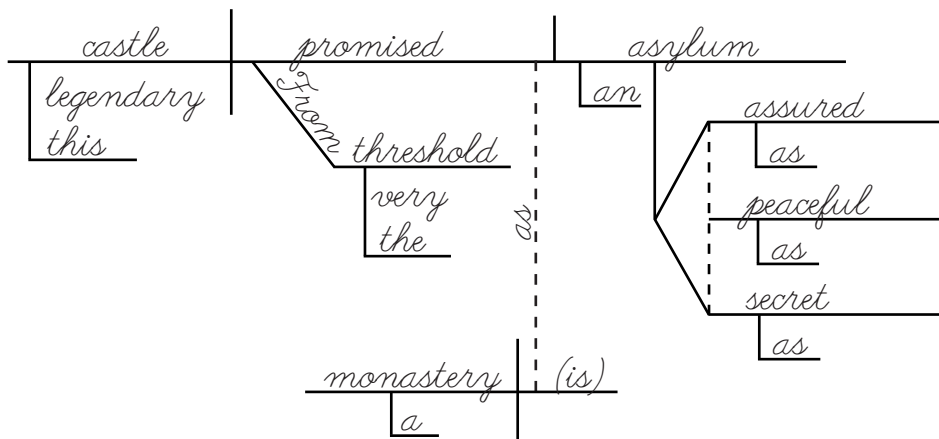
Grammar Assignment

I a b c DO
1. [Moving (from one room) (to the next) I inhaled (in passing) that incense
d II PA e
(of an old library) [which is worth all the perfumes (of the world).]



In-Class Analysis Sentences

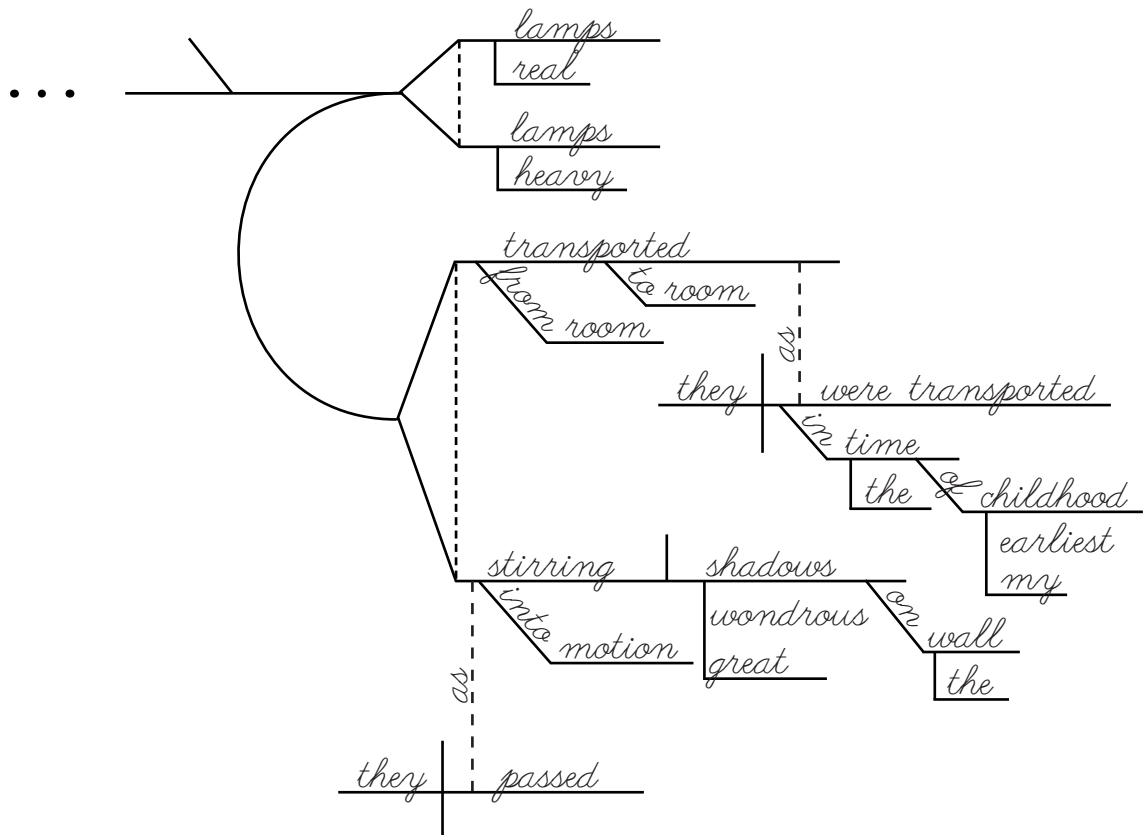
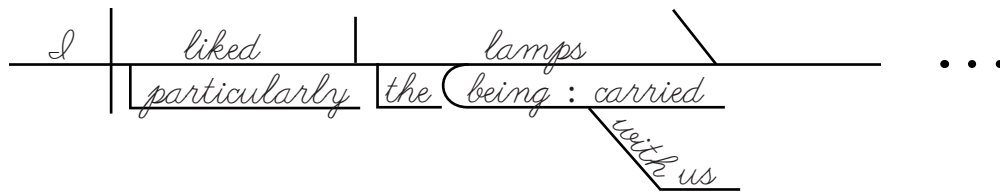
I a DO
1. [(From the very threshold) this legendary castle promised an asylum as
II
assured, as peaceful, as secret [as a monastery].]



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 18

In-Class Analysis Sentences

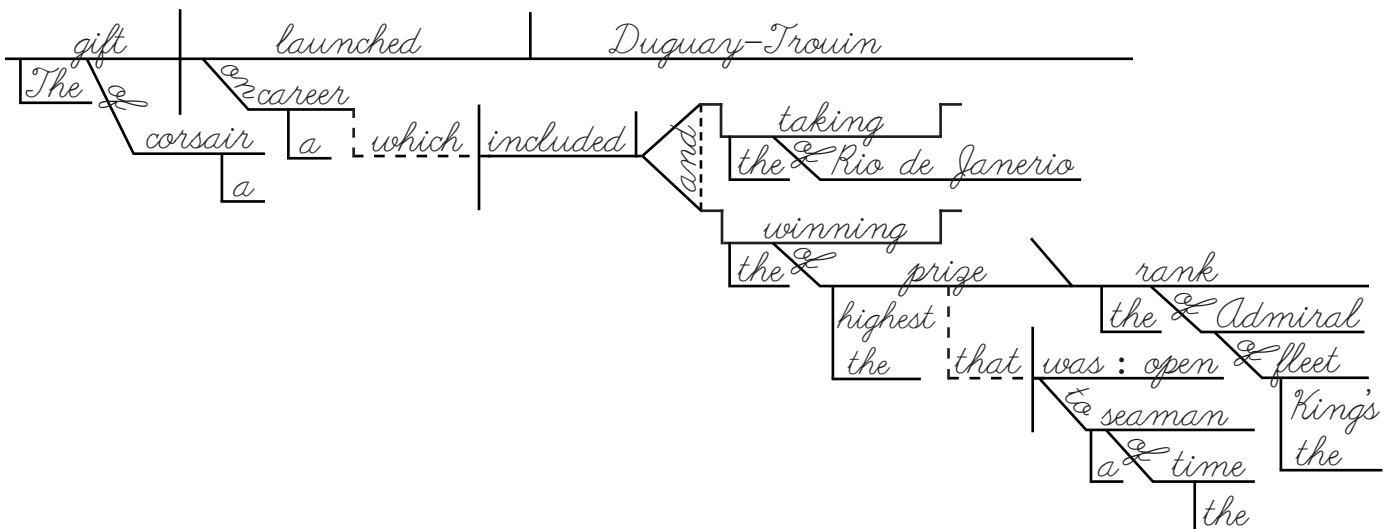
4. ^{I a} [Particularly I liked ^{DO} the lamps ^a being carried (with us): ^{APP} real lamps, heavy
^{APP} lamps, transported ^b (from room) ^c (to room) ^{II} [as they were transported ^d (in the
^e time) (of my earliest childhood)]; ^f (stirring ^g (into motion) ^{III} [as they passed] ^h great
wondrous shadows) (on the walls).]



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 19

Grammar Assignment

1. ^I [The ^a gift (of a corsair) ^{DO} launched Duguay-Trouin (on a career) ^b ^{II} which included the taking (of Rio de Janeiro) and the winning (of the highest prize) ^{DO} ^c ^d ^{II} that was open (to a seaman) (of the time) - the rank (of Admiral) (of the King's fleet)]].]

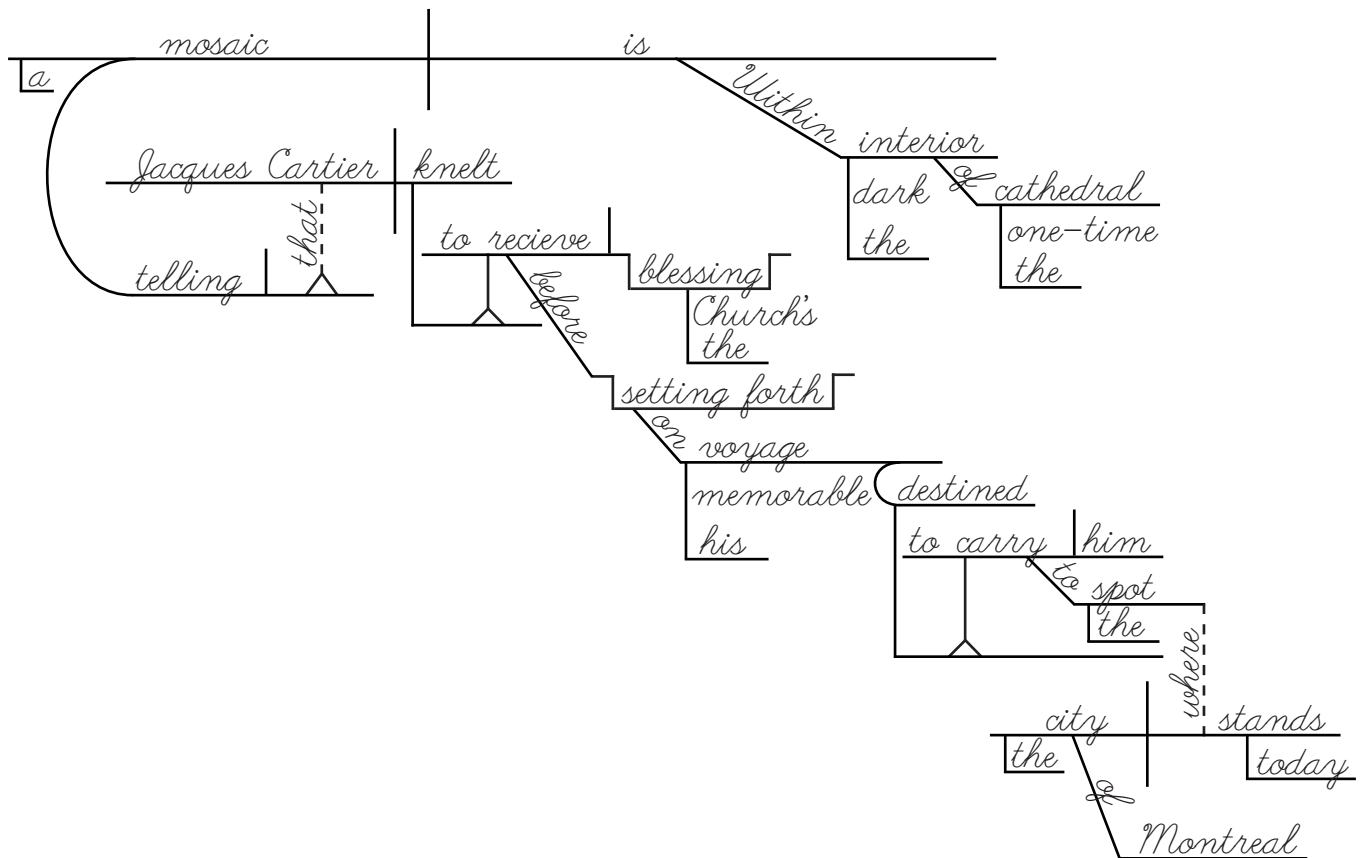


In-Class Analysis Sentences

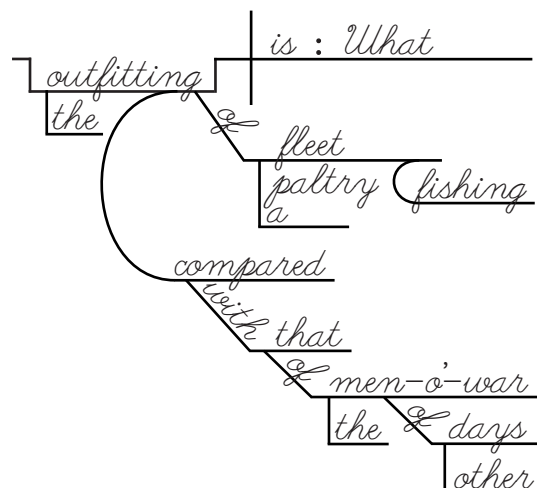
1. ^I ^a [(Within the dark interior) (of the one-time cathedral) ^b ^{PA} ^c is a mosaic (telling ^{II} ^d ^e ^f ^g ^h ^{III} that Jacques Cartier knelt (to receive the Church's blessing) (before setting forth) (on his memorable voyage) destined (to carry him) (to the spot) where today stands the city (of Montreal).)]]

(See diagram, next page.)

In-Class Analysis Sentences



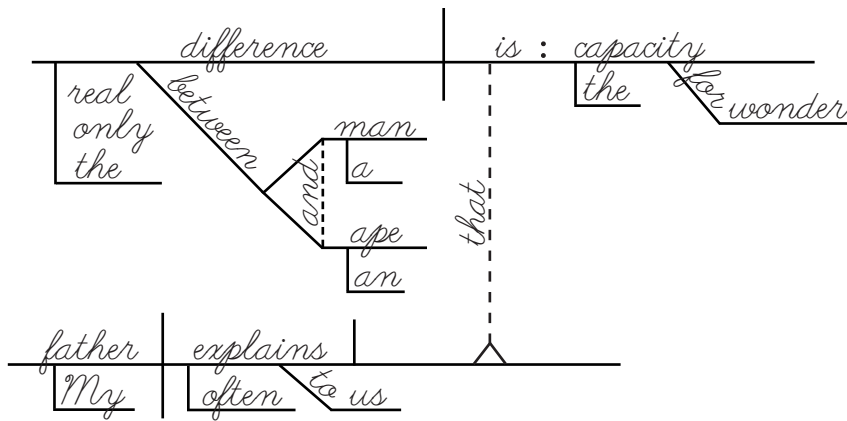
5. ^{I PN} [What is the outfitting ^a (of a paltry fishing fleet) compared ^b (with that) (of the ^c men-o'-war) ^d (of other days)?]



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 20

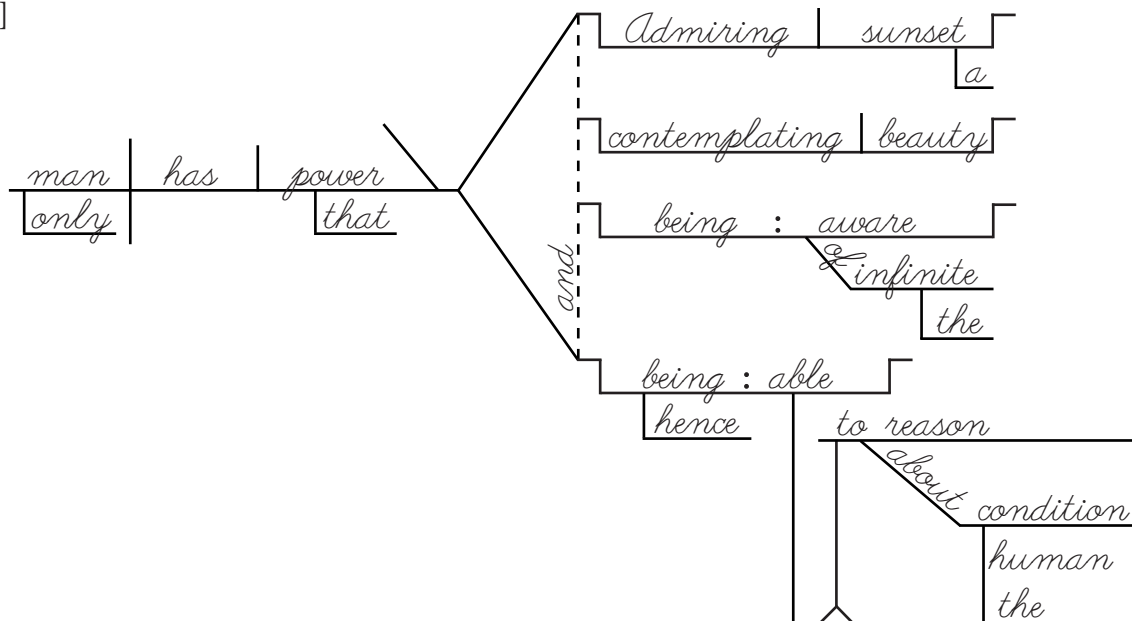
Grammar Assignment

1. ^I [My father often explains (to us) ^a [^{II} that the only real difference ^b (between a man and an ape) ^{PN} is ^c the capacity (for wonder).]]
+



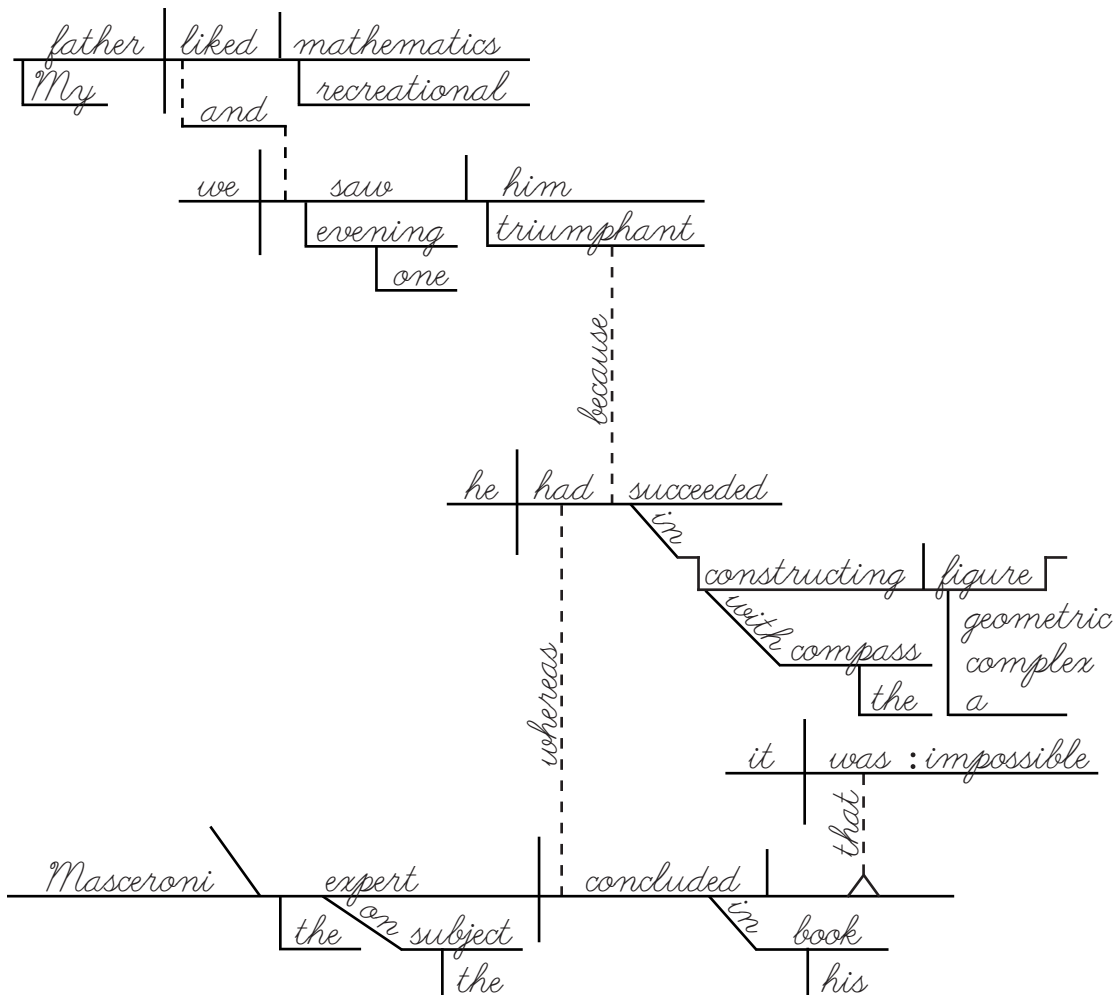
In-Class Analysis Sentences

2. ^I [Admiring a sunset, contemplating beauty, being aware (of the Infinite), and
^{APP} hence being able to reason (about the human condition) - only man has ^a that
^{APP} power.]
^{DO}



In-Class Analysis Sentences

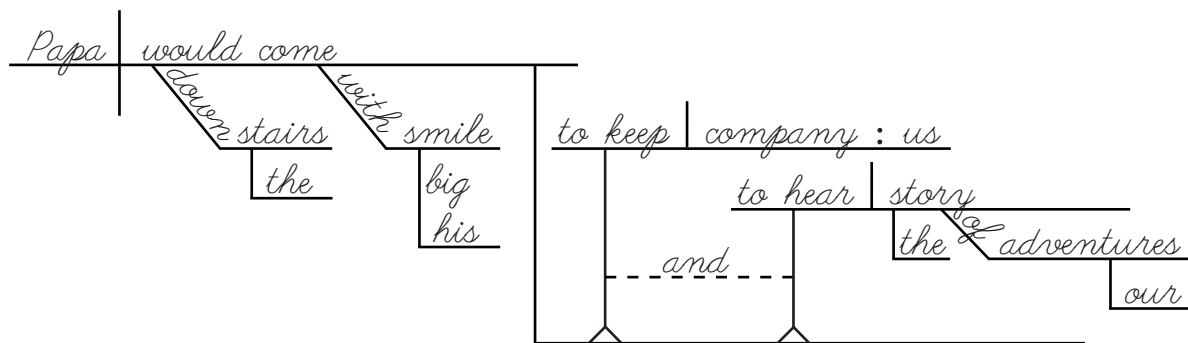
5. ^I [My father liked recreational mathematics] ^{DO} and [we saw him one evening
+
triumphant ^{III} [because he had succeeded (in constructing (with the compass)
a complex geometric figure),] ^a ^b ^{IV} [whereas Masceroni, the expert (on the subject),
^{APP} ^c
concluded (in his book) ^d ^V [that it was impossible.]] ^{PA}



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 21

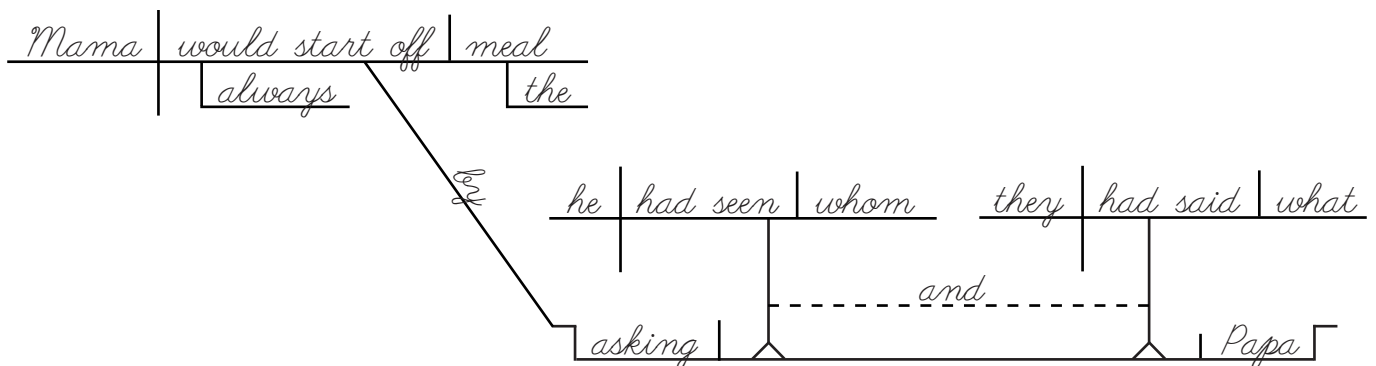
Grammar Assignment

1. ^I [Papa would come ^a (down the stairs) ^b (with his big smile) ^c (to keep us company) ^d and (to hear the story) ^e (of our adventures).]
- +



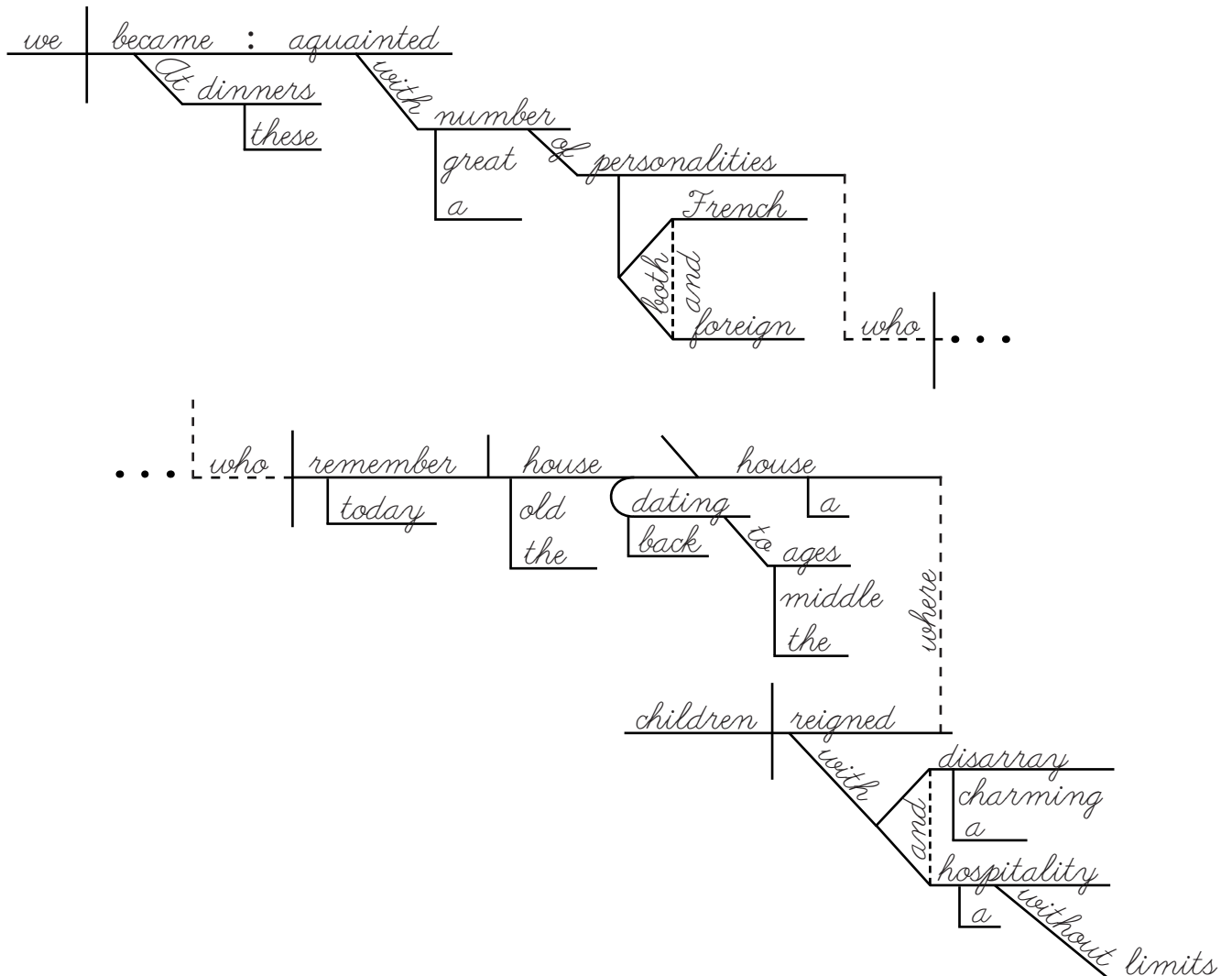
In-Class Analysis Sentences

1. ^I [Mama would always start off the meal ^{D.O.} (by asking Papa ^a [whom] he had seen ^{II D.O.} and [what] they had said ^{III D.O.})].]
- +



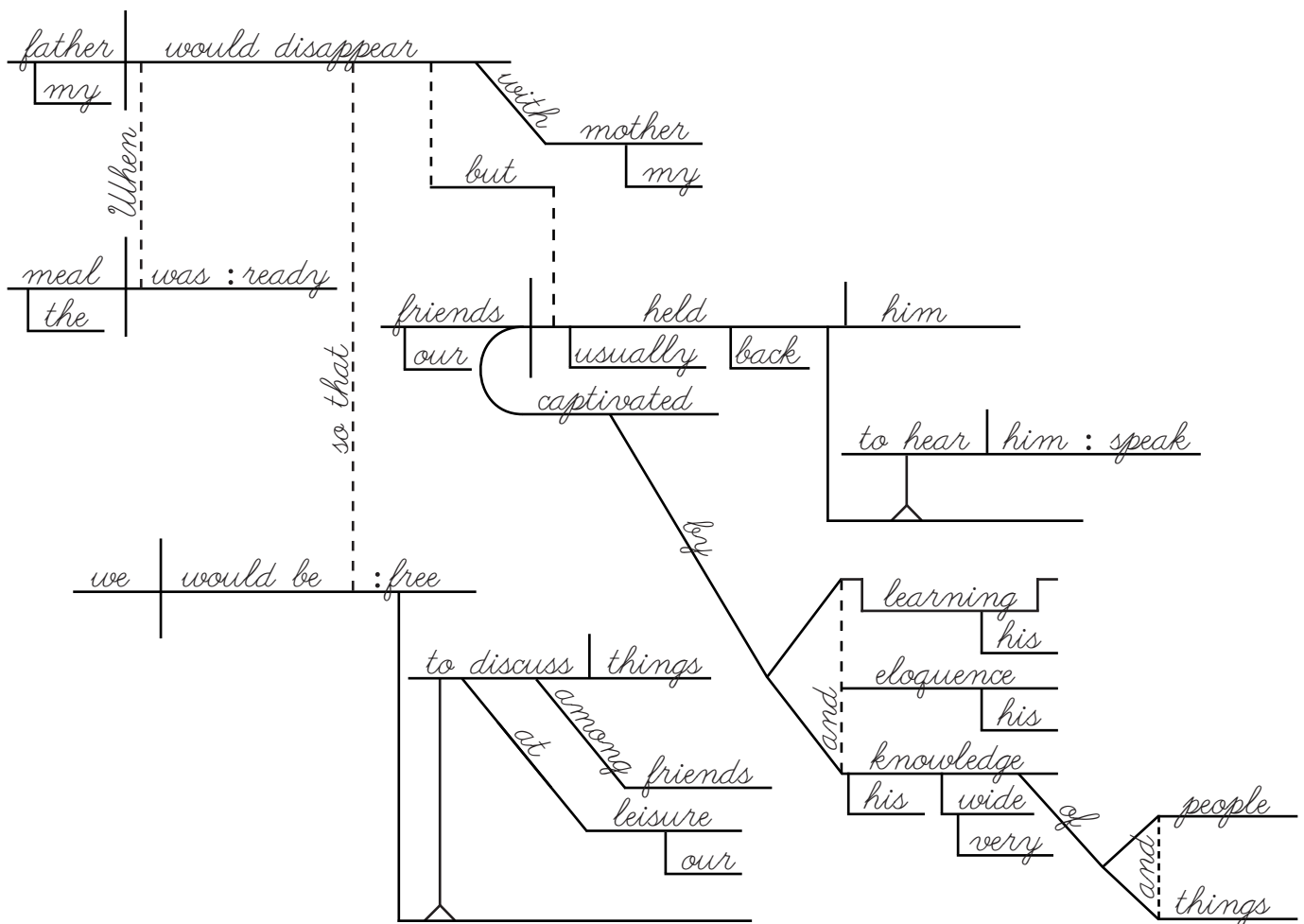
In-Class Analysis Sentences

2. [^{I a}(At these dinners) ^{PA}we ^bbecame ^cacquainted (with a great number) (of personalities, both French and foreign), [^{II}who ^{DO}remember today the old house ^ddating back (to the Middle Ages): a house [^{APP} ^{III}where the children ^ereigned,] (with a charming disarray and a ^fhospitality (without limits)).]



In-Class Analysis Sentences

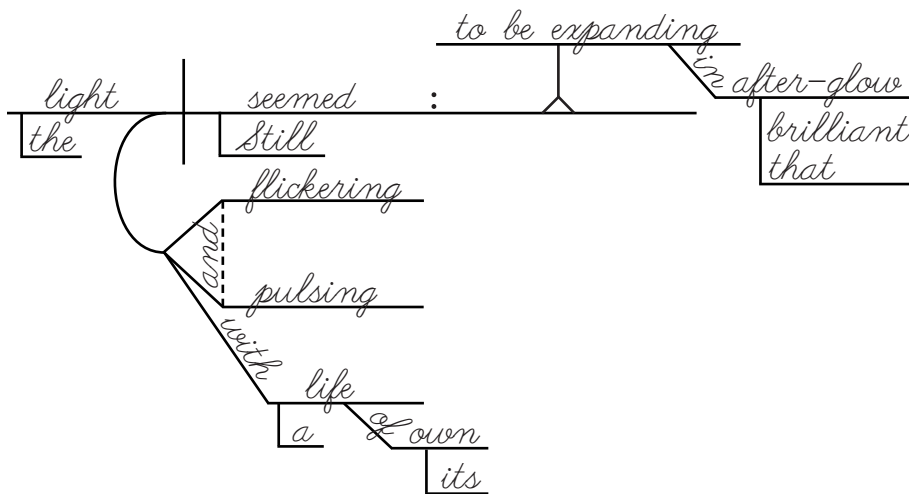
5. ^I[[When the meal was ready,] ^{PA} ^{II}my father would disappear ^a(with my mother)
^{III}[so that we would be ^{PA} ^bfree (to discuss things) ^c(at our leisure) ^d(among friends),] ⁺ but
^{IV}[usually our friends held ^{DO} ^ehim back (to hear him speak), ^fcaptivated (by his
learning, his eloquence, and his very wide knowledge ^g(of people and things)).]
- + +



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 22

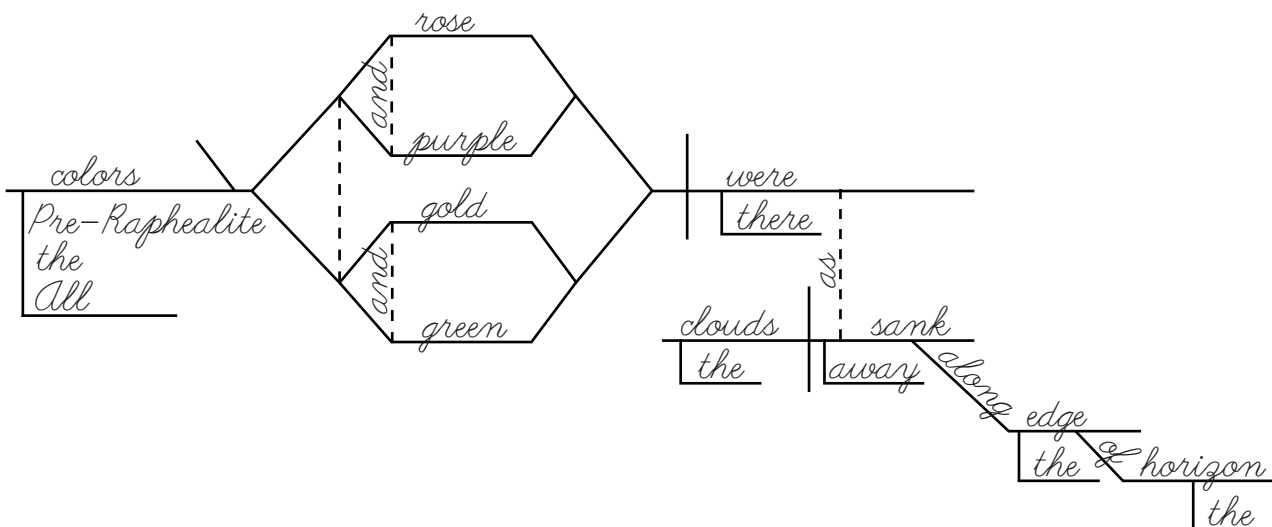
Grammar Assignment

- ^I 1. [^aStill the light seemed to be expanding (in that brilliant after-glow), flickering
and pulsing (with a life) (of its own).]
+



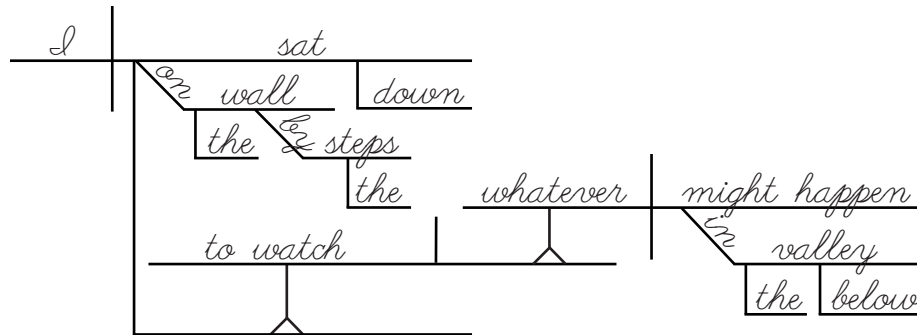
In-Class Analysis Sentences

- ^I 2. [All the Pre-Raphaelite ^{APP}colors ^{APP}were ^{APP}there, ^{APP}rose and purple, gold and green, [^{II}as
the clouds ^asank ^baway (along the edge) (of the horizon).]]

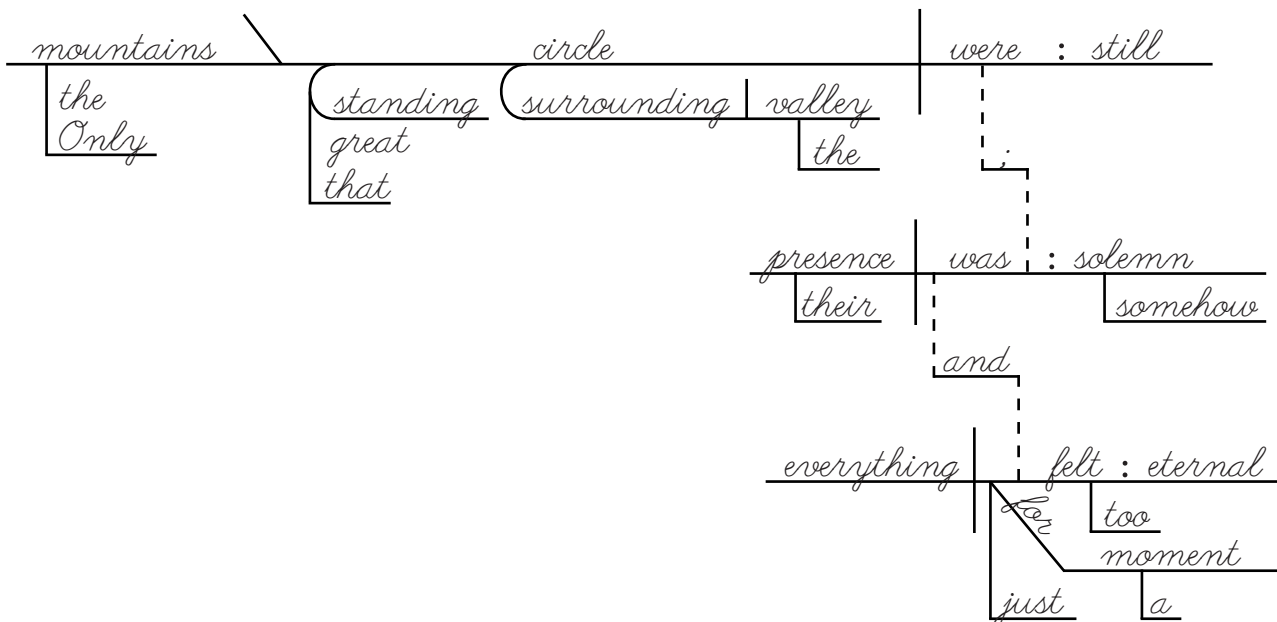


In-Class Analysis Sentences

3. [^I I ^a sat (on the wall) (by the steps) (to watch [^{II} whatever might happen (in the valley below)]).]



4. [^I Only the mountains ^{PA} were still, that great standing circle (surrounding the valley)]; [^{II} their presence ^{PA} was solemn somehow], and [^{III} just (for a moment) ^b everything else ^{PA} felt eternal, too.]



In-Class Analysis Sentences

5. ^I [What ^{PA} did seem ^a entirely possible (for a moment)] ^{II} was ^{PN} to slip away ^b (through a chink) ^c (in time) ^d (into a different dimension, the secret reality [^{APP} ^{III} that lay ^e (behind the appearance) ^f (of things.)])]

