

**7th Grade Literature & Composition: Sentence
Diagramming & Kinds of Verbs**

April 27 – May 1

Time Allotment: 45 minutes per day

Guided Instruction Times:

<i>1st Period</i>	Mon. & Wed.	10:00 – 10:50
<i>2nd Period</i>	Mon. & Wed.	11:00 – 11:50
<i>3rd Period</i>	Mon. & Wed.	1:00 – 1:50
<i>4th Period</i>	Tues & Thurs.	10:00 – 10:50
<i>5th Period</i>	Tues & Thurs.	11:00 – 11:50
<i>6th Period</i>	Tues & Thurs.	1:00 – 1:50

Student Name: _____

Teacher Name: _____

Packet Overview

Date	Objective(s)	Page Number
Monday, April 27	You should be able to diagram sentences with Coordinating conjunctions, compound elements, an implied “you,” direct address, interjections, and introductory words.	3
Tuesday, April 28	You should be able to diagram one kind of transitive verb and one kind of intransitive verb.	5
Wednesday, April 29	You should be able to diagram INTRANSITIVE COMPLETE (IC) and TRANSITIVE ACTIVE (TA) verbs.	8
Thursday, April 30	You should be able to diagram TRANSITIVE PASSIVE (TP) verbs.	10
Friday, May 1	You should be able to diagram TRANSITIVE ACTIVE (TA) and TRANSITIVE PASSIVE (TP), DIRECT OBJECTS (DO), and INTRANSITIVE COMPLETE (IC).	13

NOTE: If you work for 45 minutes and do not finish the day’s assignment, your parent may sign the bottom of the page and you are exempt from the rest of that day’s work.

I recommend you use Google Classroom to scan and turn in your work at the end of the week.

Additional Notes:

- Use loose paper (it would be a good idea to use blank printer paper, since it’s easier to diagram on this kind of paper). Put a title and date on the top of each page and be sure to keep them in order.
- There are answers to the exercises attached at the end of the packet.
- If you find yourself with any extra time, please practice reciting “Ulysses” by reading it aloud dramatically. A copy of “Ulysses” is attached to this packet.

Academic Honesty

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

Student signature:

I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

Parent signature:

VERBS

TRANSITIVE (Carries action to a receiver)		INTRANSITIVE (Does NOT carry action to a receiver)											
A C T I O N	<p>TRANSITIVE ACTIVE (TA)</p> <p>Subject <u>does</u> action. Direct Object <u>receives</u> action. (TA <u>ALWAYS</u> HAS DO)</p>	A C T I O N	<p>INTRANSITIVE COMPLETE (IC)</p> <p>Action, but <u>no</u> receiver. Subject <u>does</u> action.</p>										
	<p>TRANSITIVE PASSIVE (TP)</p> <p>Subject <u>receives</u> action. Doer of action, if shown, is in prepositional phrase after "by."</p>		<p>INTRANSITIVE LINKING (IL)</p> <p><u>No</u> action. Verb acts as equals mark. Links subject with predicate noun (PN) or predicate adjective (PA).</p> <p>MEMORIZE LINKING VERBS:</p> <table border="0"> <tr> <td>BE</td> <td>SOUND</td> </tr> <tr> <td>BECOME</td> <td>TASTE</td> </tr> <tr> <td>SEEM</td> <td>SMELL</td> </tr> <tr> <td>APPEAR</td> <td>REMAIN</td> </tr> <tr> <td>LOOK</td> <td>GROW</td> </tr> <tr> <td>FEEL</td> <td>STAY</td> </tr> </table>	BE	SOUND	BECOME	TASTE	SEEM	SMELL	APPEAR	REMAIN	LOOK	GROW
BE	SOUND												
BECOME	TASTE												
SEEM	SMELL												
APPEAR	REMAIN												
LOOK	GROW												
FEEL	STAY												
I O N		B E I N G											

Monday, April 27

Topic: Direct address, interjections, introductory words.

Objective: You should be able to diagram sentences with Coordinating conjunctions, compound elements, an implied “you,” direct address, interjections, and introductory words. (Some of these items were introduced last Friday.)

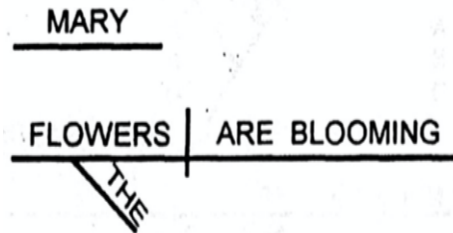
2-H. DIRECT ADDRESS

Until now, the only NOUN JOBS you have studied are SUBJECT and OBJECT OF PREPOSITION. There are many more. Now you may add DIRECT ADDRESS. Here are some examples:

Mary, the flowers are blooming.
Come here, **John**.
You realize, **Harry**, that I know the truth.

When we call someone by name in a sentence, we are using a NOUN in DIRECT ADDRESS.

This is how such nouns are diagrammed:

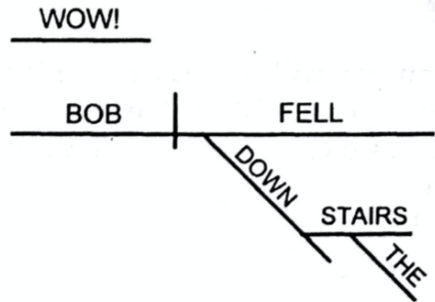


The NOUN of DIRECT ADDRESS has no grammatical connection with the sentence, so it sits on a line above the main clause of the sentence. So does our next item.

2-1. INTERJECTIONS!

An interjection merely expresses emotion; it does no grammatical job in the sentence, so it sits on a line above the sentence, thus:

Wow! Bob fell down the stairs.

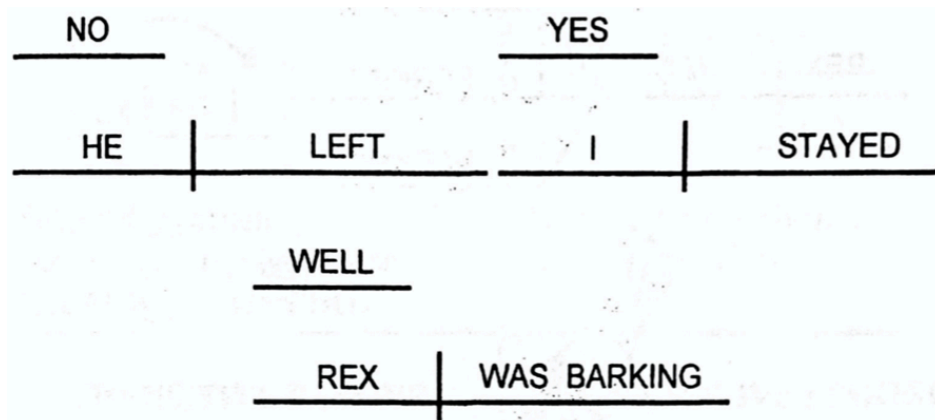


2-J. INTRODUCTORY WORDS

Like nouns of direct address and interjections, certain INTRODUCTORY WORDS have no grammatical connection with the sentence and are diagrammed on a line above the subject.

Examples:

No, he left. Yes, I stayed. Well, Rex was barking.



Now you have finished all the basic steps to beginning diagramming. To make sure you have really learned them, the next exercise will review everything covered. Some basics to remember:

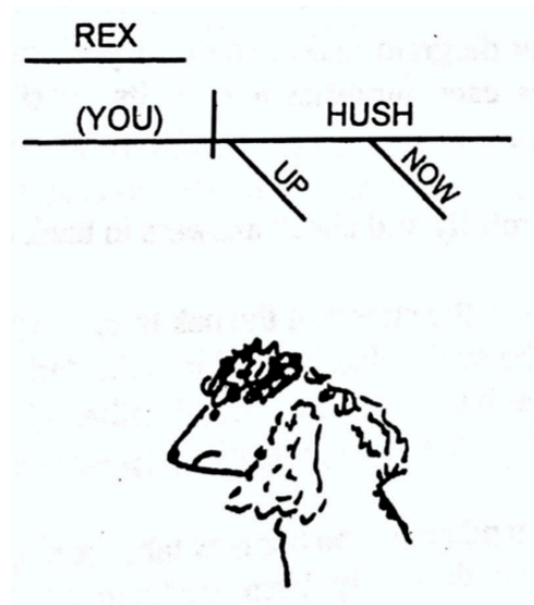
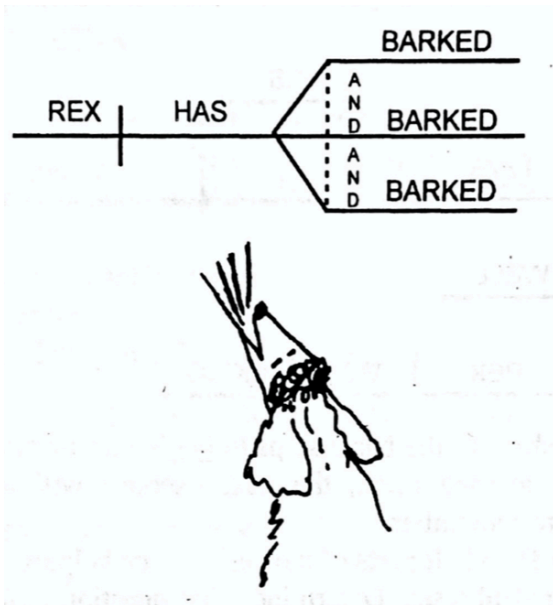
1. Make sure you have found all parts of the verb, all the helpers.
2. Pick out prepositional phrases. Determine what question (adjective or adverb) they answer.
3. Check to make sure your diagram makes sense. Is your subject the "doer" or the "be-er" of the verb? Does each modifier answer its question about the word to which you have attached it?

So, which two types of words should you diagram on a line above the sentence?

Exercise 2-9: Diagram carefully and check answers in back of the packet.

1. The wily fox jumped from the stump of the oak tree.
2. Quickly he ran across the sunlit clearing and into the dark forest.
3. Over the river and through the woods to Grandmother's house we go.

4. On the ninth page of the little diary in her bureau drawer was written the secret of the missing fur scarf.
5. Should you have been tapdancing on her new table or singing so loudly?
6. Mitzi and Helen have definitely been studying for Mrs. Smith’s dreadful geography test.
7. Very slowly the tired, dirty kitten limped toward home.
8. Must you always be riding on that dangerous motorcycle?
9. Fantastic bargains can be found by early shoppers at the weekend sale of hardware items.
10. Look, Nellie, at the strange, furry creatures under your bed!
11. Alas! I have not dusted there for many weeks.
12. Nellie, you have never dusted under that bed or in your room.
13. Sometimes I wonder at the stupidity of the human race and long for membership in a brighter group.
14. Hah! By such a group you would be eliminated in the first cuts at the tryouts!
15. I am truly amazed by my success at this diagramming business, but I wish for a rest now.



Tuesday, April 28

Topic: We’re beginning a new section! We’ve finished with the basics of diagramming. Now we’re going to examine the different kinds of verbs. (This will take more than a week!)

Objective: You should be able to diagram one kind of transitive verb and one kind of intransitive verb.

KINDS OF VERBS

Take a look at the chart entitled “VERBS” (at the beginning of this packet). It shows you that there are four kinds of verbs. They are divided under two headings:

TRANSITIVE and INTRANSITIVE

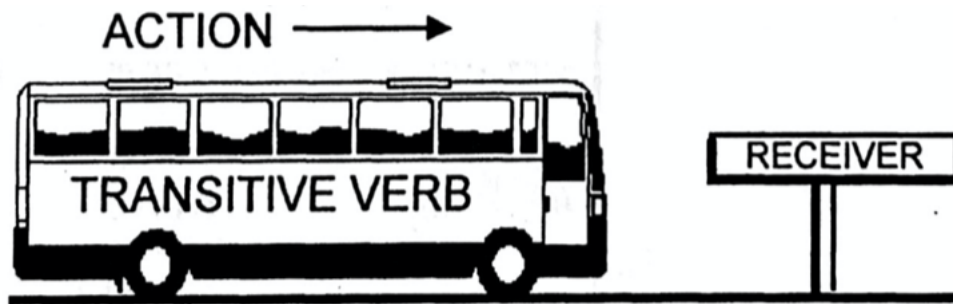
Remember that you learned that a VERB is a word of ACTION or BEING. Notice that three of the four kinds of verbs are ACTION verbs: Transitive Active, Transitive Passive, and Intransitive Complete. Nearly all the sentences you have diagrammed so far have had Intransitive Complete verbs. The fourth kind is called Intransitive Linking: These are the BEING verbs.

Let us go back to the two main headings: TRANSITIVE and INTRANSITIVE. Memorize these two definitions:

A TRANSITIVE VERB CARRIES ACTION TO A RECEIVER.

AN INTRANSITIVE VERB DOES NOT CARRY ACTION TO A RECEIVER.

You can remember that a transit system is supposed to carry people to a depot or station where they get off the bus or train. A transitive verb is in the same business.



The “in-” of “intransitive” means “not,” so an intransitive verb simply does NOT carry action to a receiver. (Sometimes that is because there is no receiver; sometimes there is no action to be carried.)

3-A. INTRANSITIVE COMPLETE VERBS

We are starting with the simplest type of verb to understand and to diagram: INTRANSITIVE COMPLETE (IC). Our title, Rex Barks, is a sentence with an IC verb. An IC verb has ACTION but NO RECEIVER OF THE ACTION. Rex barks, but he doesn’t “bark SOMETHING.” Nothing “gets barked.” An IC verb can have helping verbs: Rex was barking, has barked, might have been barking, etc. All these are IC verbs. The SUBJECT DOES the action: The ACTION has NO RECEIVER.

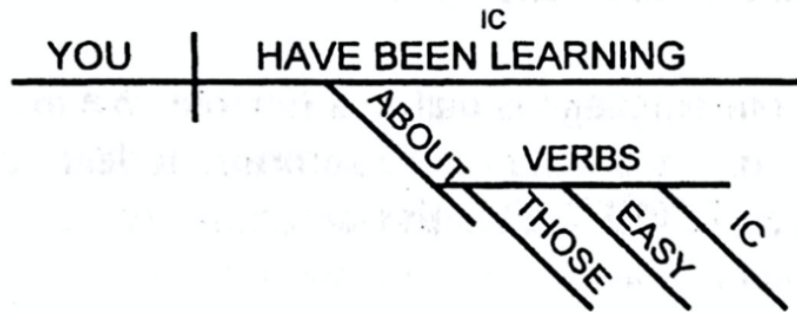
Sometimes the action we describe doesn’t seem very lively. All these examples are ACTION verbs, all IC:

Rex lay in the kennel. The rat had died in the trap. He existed in a coma. We had been sleeping on the porch.

Also, sometimes there IS a sort of receiver, at least in real life. In the sentence, “Rex barks at Joe,” really Joe receives some action from the barking. He must hear it! But not

GRAMMATICALLY! “At Joe” is a prepositional phrase telling **how** or **where** or possibly **why** Rex barks. (You knew that already, didn’t you?)

As you have been doing, continue to place the verb with all its helpers on the verb line to the right of the subject. But now check to make sure the subject is doing the action and that there is no receiver of the action. Then label such verbs IC for INTRANSITIVE COMPLETE.

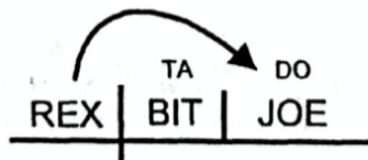


3-B. TRANSITIVE ACTIVE VERBS

If I say to you, “Rex bit,” you do not feel I have made a complete sentence, do you? Yet there is a subject (Rex) and a verb (bit). But the thought is not complete. You wait for me to answer the question, “What?” What in the world did Rex bite? Or “Whom?”

So I say, “Rex bit Joe.” Now the idea is complete.

Here we definitely have a verb of ACTION. The subject (Rex) DID the action. The action, as poor Joe will quickly agree, has been RECEIVED. We are ready for our first TRANSITIVE ACTIVE (TA) verb:



Perhaps you already know the grammatical term for the noun that receives the action of a TRANSITIVE ACTIVE (TA) verb? **DO** stands for DIRECT OBJECT. You will **NEVER** have a TA without a DO; you will **NEVER** have a DO without a TA. The action arrow is not urgently necessary in diagramming, but until you have really mastered verbs, it may be helpful to draw at least a **mental** arrow as you make sure that the SUBJECT really DID THIS VERB to the DIRECT OBJECT. Did Rex DO the biting? Yes. Did Joe RECEIVE the biting? Yes. OK, **TA** and **DO** it is.

So, can you explain the difference between a transitive and intransitive verb?

Exercise 3-1: Think of a word to fill in each missing element, and label all TA’s and DO’s. Then diagram the sentences. Remember to put a vertical line just to the base line between the TA verb and the DO.

1. Nellie _____ the dishes in the sink.
2. Have you seen the cat's _____?
3. On Friday all the _____ quit their jobs.
4. I do not believe those _____.
5. Otto _____ food to the squirrels.

Wednesday, April 29

Topic: INTRANSITIVE COMPLETE (IC) and TRANSITIVE ACTIVE (TA) verbs.

Objective: You should be able to diagram INTRANSITIVE COMPLETE (IC) and TRANSITIVE ACTIVE (TA) verbs.

You have now studied one kind of INTRANSITIVE verb (IC) and one kind of TRANSITIVE verb (TA). Remember the difference? (Of course you do: IC has no receiver of action; TA has a DO receiver.)

One of the strengths of our language is that it is flexible. We may bend a single word into many uses. And so, you should not be surprised to learn that some verbs can be, in different sentences, EITHER transitive or intransitive.

Here are two sentences. Look at them carefully and see the difference between the verbs.

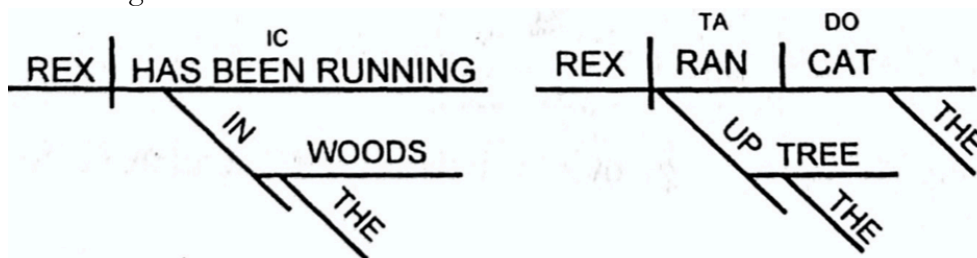
Rex has been running in the woods.

Rex ran the cat up the tree.

In the first sentence, the verb, “has been running,” shows the action Rex did. Did anything RECEIVE the action? No, Rex just did it. “In the woods” is a prepositional phrase telling “where” he did it.

But in the second sentence, Rex ran SOMETHING. Something received the action of his running; something “got run.”

Let us diagram these two sentences:



Now you will be ready to understand this explanation:

Have you ever noticed, when you look up a verb in the dictionary, the little letters in italics, v.i. or v.t.? Every verb will have one set of the letters usually placed right after the pronunciation guide. Look up, for example, the verb “run.”[†] It is followed by “v.i.” There will be a long definition which may begin: “to move swiftly.” Read on through that definition and you should come to “v.t.” Then another definition follows, perhaps: “to cause to run.”

Let’s go back to our two sentences: Rex has been running in the woods. Rex ran the cat up the tree.

Surely you can guess what “v.i.” stands for now? “Verb Intransitive,” of course. And, “v.t.” means Verb Transitive.

Check it out. In the first sentence (intransitive) Rex has indeed “been moving swiftly” through the woods. In the second Rex has “caused” the cat “to run.” (transitive).

Exercise 3-2: Now examine, diagram, and label these sentences, which give further examples of verbs used both intransitively (NO receiver of the action) and transitively (action has receiver.)

1. Birds sing. Birds sing songs.
2. Bill was fighting. Ali was fighting Joe for the title.
3. Dawn broke over the mountain. Did you break that cup?
4. She swept through the room like a queen. I swept the porch.

Check your answers. Study any errors until you understand what went wrong.

Here is further practice in diagramming sentences containing the two kinds of verbs you have studied: INTRANSITIVE COMPLETE (IC) and TRANSITIVE ACTIVE (TA). Sort them out.

Make sure you don’t confuse a modifier with a receiver. A receiver won’t be answering ADJECTIVE or ADVERB QUESTIONS, for it will be a NOUN. A DIRECT OBJECT answers “What?” or “Whom?”

Exercise 3-3: Diagram the sentences and label IC, TA and DO where appropriate.

1. Rex bit into his toy cat.
2. Rex bit the mailman.
3. Can Rex jump over the fence?
4. Yes, he can jump that fence with no trouble.
5. Where did Rex bury his bone?
6. Eagerly Rex raced toward the barn.

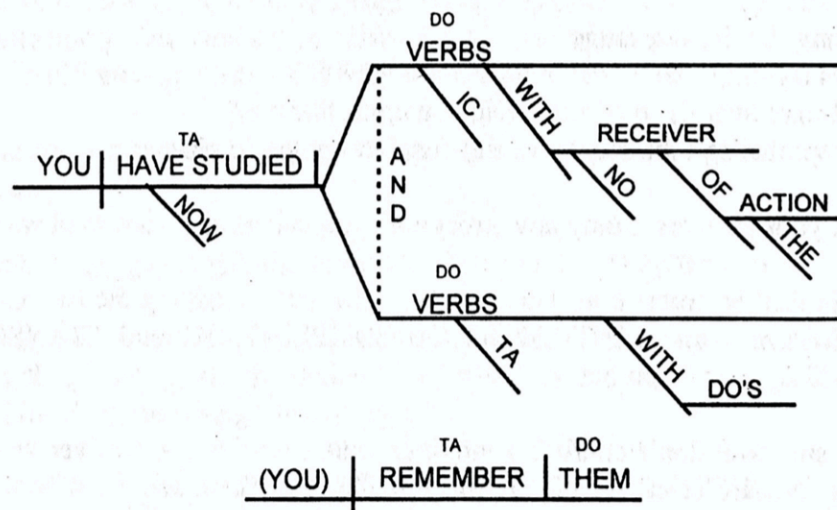
[†] A verb is referred to in its INFINITIVE form; that is, the one that “to” would introduce: to run, to speak, to be, to crawl, etc. Be aware that this “to” is NOT a PREPOSITION.

7. That bad Rex has been racing cars again.
8. Should I have tied Rex to the fence?
9. Can you stand his pitiful whining?
10. He escaped yesterday and followed Ann to school.

Now check your answers. If you made mistakes, review this section and make sure you understand what you did wrong.

In the last exercise you were diagramming two of the four kinds of verbs: Intransitive Complete and Transitive Active. There are two more kinds: Transitive Passive and Intransitive Linking. How are you ever going to learn all four kinds? How will you know which verb is which kind? Answer: By T*H*I*N*K*I*N*G!

You will have to follow every step carefully, memorize definitions, and practice thoughtfully.



Thursday, April 30

Topic: TRANSITIVE PASSIVE (TP) verbs

Objective: You should be able to diagram TRANSITIVE PASSIVE (TP) verbs.

3-C. TRANSITIVE PASSIVE VERBS

Recite the definition of TRANSITIVE VERB. Does it say anything about carrying action FROM A DOER to a receiver? No, indeed. It just says that a TRANSITIVE VERB carries action to a RECEIVER. There is a good reason.

Sometimes the doer of a received action is not known. Sometimes we want to emphasize the receiver of the action. Sometimes we want to hide the doer.

When the dictionary says a verb is “v.t.,” it does not know whether the verb will be in the

ACTIVE or PASSIVE VOICE.

The dictionary is only telling you that the verb can be TRANSITIVE, that it can carry action to a RECEIVER.

All the transitive verbs you have studied so far have carried action from a SUBJECT doer of the action to a DIRECT OBJECT receiver of the action:

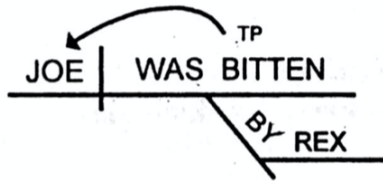
Rex bit Joe.



But **hark!** What about this sentence?

Joe was bitten by Rex.

This sentence describes the same action as the first, doesn't it? There is ACTION, some biting going on. There is a DOER of the action, good old Rex. And poor Joe is still RECEIVING the action. What has happened to the sentence? When in doubt, diagram:



Suddenly, the RECEIVER of the action is the SUBJECT!!! Think about that carefully. Both verbs we studied before always had the SUBJECT DOING the action. Now the SUBJECT is sitting there being acted on.

Consider the sentence: Bob has been hurt!

Is there action? Yes, “to hurt” is an action. Is there a receiver of the action? Yes, Bob received the “hurting.” We know, therefore, that “has been hurt” is transitive. Let us diagram the sentence and see whether the verb is ACTIVE or PASSIVE VOICE.



Since Bob, the RECEIVER of the action, is also the SUBJECT of the verb, we know that "has been hurt" is TRANSITIVE PASSIVE (TP). Now, do we know the doer of the action? No, we don't know who or what did the "hurting" to Bob. Yet the sentence is complete. If the doer of the

action is shown, it will be the object of the preposition "by" in a prepositional phrase modifying the verb and answering the question "how?"

Bob has been hurt **by the snowball**.

The sentences below have TA verbs. Rewrite each to make it a TP verb. What will become the subject? If you don't figure that out right away, refer to the Verb Chart. See how "Rex bit Joe" (TA-DO) was changed to "Joe was bitten by Rex" (TP). The DO becomes subject of the TP verb.

You will soon see that, while verbs are sometimes without helpers, ALL TP VERBS will have SOME part of the VERB "TO BE." Other helpers may be used, too: Joe was bitten, had been bitten, must have been bitten, etc.

Exercise 3-4: Observe this example:

TA
DO
TP
 Rex chased the cat. The cat was chased by Rex.

You do the same thing; that is, rewrite the sentence in passive voice.

1. Harry lost the ball.
2. The force of the blow had broken the antique safe.
3. Everyone in the room heard the tinkle of breaking glass.
4. All the people had a good time.
5. With the arrival of Harry, we began the rehearsal.

Notice how strange some of them sound when you make them passive. Did you get them all right? _____

Now try turning TP verbs around to TA. Note: Unless the doer of the action is shown in a "by" prepositional phrase, you will have to make up a doer. Example:

TP
TA
DO
 The window has been broken! Somebody broke the window!

Exercise 3-5:

1. Dorothy was hit on the head by the shutter.
2. Often Melinda has been seen at the opera.
3. In some countries girls are guarded by chaperones.
4. George might have been bitten by a spider.
5. Mother, your favorite lamp has been smashed.
(Remember about wanting to hide the doer?)

Friday, May 1

Topic: TRANSITIVE ACTIVE (TA) and TRANSITIVE PASSIVE (TP), DIRECT OBJECTS (DO), and INTRANSITIVE COMPLETE (IC). There is a brief assessment at the end.

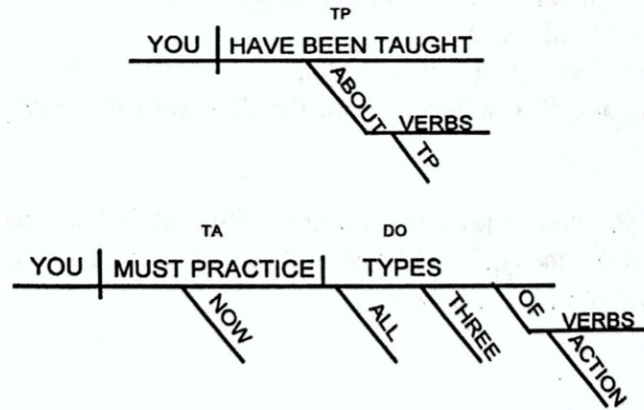
Objective: You should be able to diagram TRANSITIVE ACTIVE (TA) and TRANSITIVE PASSIVE (TP), DIRECT OBJECTS (DO), and INTRANSITIVE COMPLETE (IC).

Let us see if you are ready to diagram some sentences with active and passive transitive verbs. By the way, you don't worry about active or passive voice in IN- transitive verbs. Diagram each sentence and label each verb TA or TP. Remember: if you have a TA (TRANSITIVE ACTIVE verb) you will ALWAYS ALWAYS ALWAYS have a DO (DIRECT OBJECT). So label the direct objects, too. You don't have to put the arrows for the direction of the action, but be aware that in the ACTIVE voice, the SUBJECT IS ACTIVE; in the PASSIVE voice, the SUBJECT IS PASSIVE. a passive person just sits there and lets life happen to him; the subject of a passive verb just sits there and receives the action.

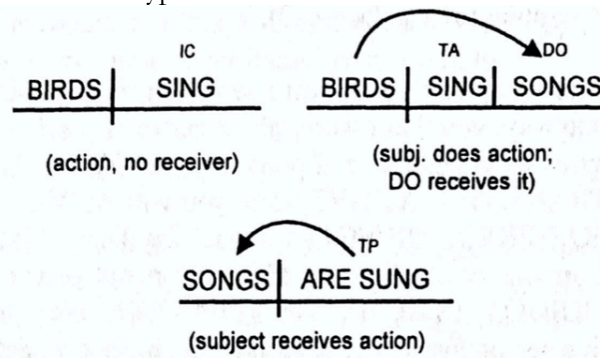
Exercise 3-6:

1. Harry was writing a letter to Suzy.
2. That letter was written on Thursday.
3. Who stole the pig?
4. This pig was stolen by the piper's son.
5. A good time was had by all.
6. Nelly was overcome with disgust.
7. The criminal might have been caught in another town.
8. Should Mary have been eating so much candy?
9. The battle was won by the courage of the troops.
10. George broke the record for homeruns.

Check your answers. Look closely at any errors. Do you have the wrong word for the subject? Always re-read your diagram "headline" to see if it makes sense. Nearly always it will sound sensible if you have done it correctly. Did you miss a direct object? Ask yourself, "Was the subject 'verbing something?'" In Sentence 1 Harry was writing. Was Harry writing something? Yes, a letter.



Now that you have studied the three types of action verbs - IC, TA, TP - (and know those symbols so well!) you will have a chance to diagram sentences and determine the types of verbs. First, here are models of the three types:



Exercise 3-7: Diagram these sentences carefully. LABEL all verbs and all DIRECT OBJECTS. If action arrows help, draw them.

1. The dog bit the man.
2. The man bit the dog.
3. The dog was bitten by the man.
4. Harry was seen at the opera.
5. Nellie has been riding on her new motorcycle.
6. Cecil came out of the house and jumped into the car.
7. Has Rex been digging up the shrubbery?
(Careful!)
8. Julia never comes here on Saturday.
9. Nothing could keep Joe away.
10. Have you been visiting Aunt Helen regularly?
11. I have been going there very often.
12. Somewhere I have seen him before.
13. From the kitchen came a clatter of dishes.
14. Why did you tell the secret to Nellie?
15. One perfect rose he gave to me!
16. The paper had been thrown under the porch.
17. Behind the door Brenda was listening carefully.
18. There stood the girl of his dreams.

19. I will neither see him nor be seen with him.

20. With great dignity Rex walked toward the door with the small dog in his mouth.

How well did you do on these? If you were really confused or inaccurate, send me (your teacher) an email and we can work over some more sentences. Study the area that troubles you. If, for example, you labeled a TP vert IC, review TP verbs. Make sure you understand why the answers differ from your work. Prove your case before you decide the answer is wrong.

MINOR ASSESMENT

Directions: Diagram the following sentences on a SEPARATE sheet of paper. Don't use that paper for anything else. Write your name, the date, and "MINOR ASSESMENT" at the top of this page.

(Subject does verb =IC; Verb acts on subject = TP.)

1. He might have found the missing button in the washer.
2. Can you see the flag by the dawn's early light?
3. Beside the road the ducks were eating the grain.
4. Herman has been singing sourly in the shower.
5. Might the bundle have fallen off the truck?

ULYSSES

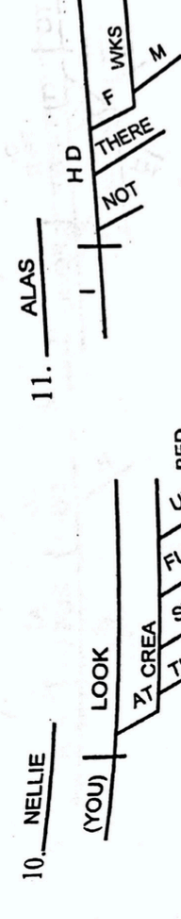
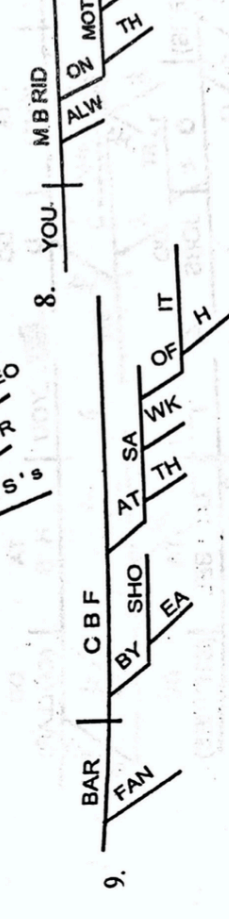
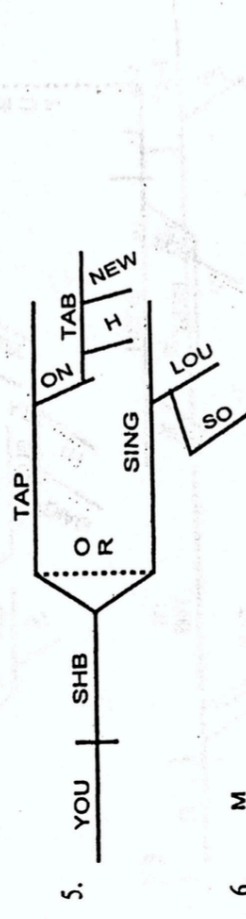
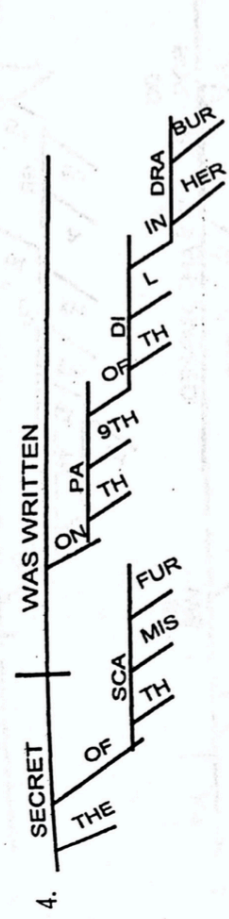
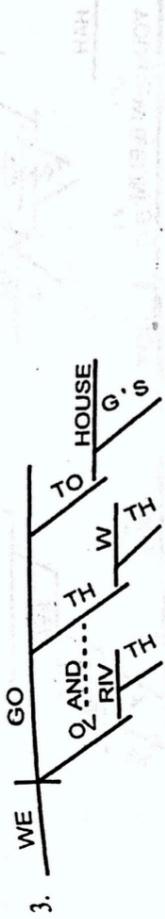
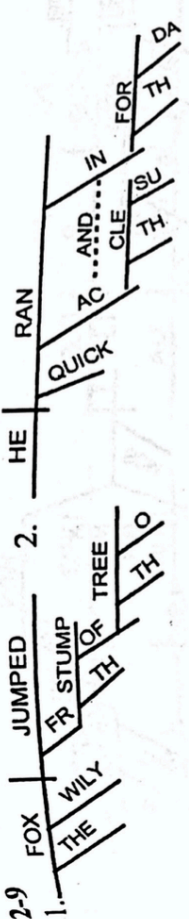
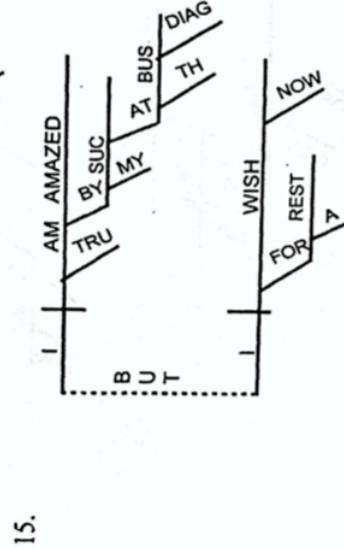
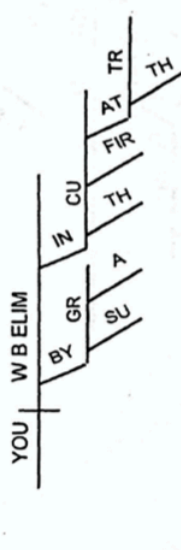
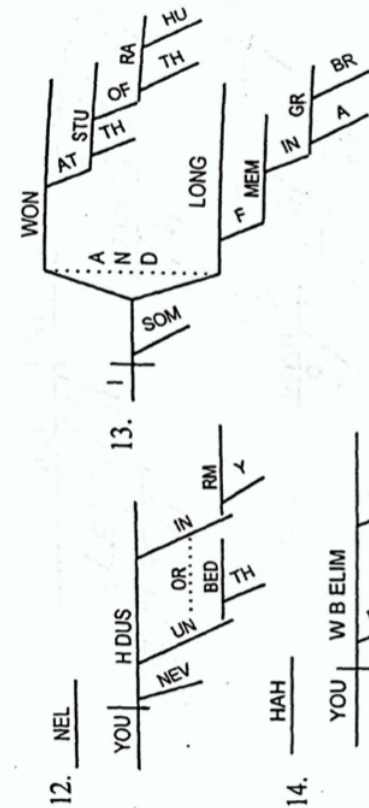
ALFRED, LORD TENNYSON

It little profits that an idle king,
 By this still hearth, among these barren crags,
 Match'd with an aged wife, I mete and dole
 Unequal laws unto a savage race,
 That hoard, and sleep, and feed, and know
 not me.
 I cannot rest from travel: I will drink
 Life to the lees: All times I have enjoy'd
 Greatly, have suffer'd greatly, both with those
 That loved me, and alone, on shore, and when
 Thro' scudding drifts the rainy Hyades
 Vext the dim sea: I am become a name;
 For always roaming with a hungry heart
 Much have I seen and known; cities of men
 And manners, climates, councils,
 governments,
 Myself not least, but honour'd of them all;
 And drunk delight of battle with my peers,
 Far on the ringing plains of windy Troy.
 I am a part of all that I have met;
 Yet all experience is an arch wherethro'
 Gleams that untravell'd world whose margin fades
 For ever and forever when I move.
 How dull it is to pause, to make an end,
 To rust unburnish'd, not to shine in use!
 As tho' to breathe were life! Life piled on life
 Were all too little, and of one to me
 Little remains: but every hour is saved
 From that eternal silence, something more,
 A bringer of new things; and vile it were
 For some three suns to store and hoard
 myself,
 And this gray spirit yearning in desire
 To follow knowledge like a sinking star,
 Beyond the utmost bound of human thought.

This is my son, mine own Telemachus,
 To whom I leave the sceptre and the isle,—
 Well-loved of me, discerning to fulfil
 This labour, by slow prudence to make mild

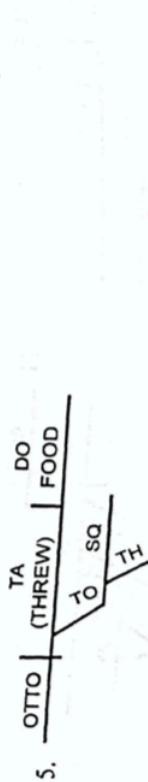
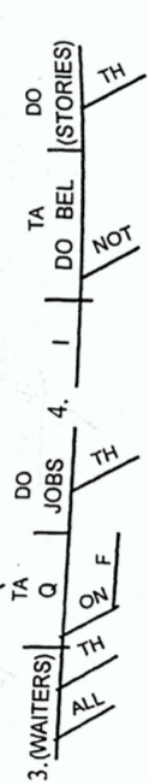
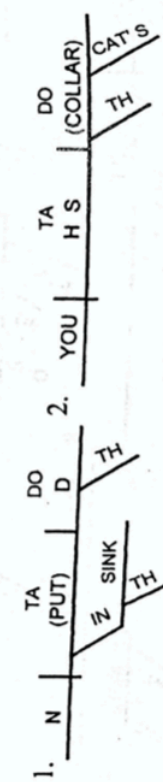
A rugged people, and thro' soft degrees
 Subdue them to the useful and the good.
 Most blameless is he, centred in the sphere
 Of common duties, decent not to fail
 In offices of tenderness, and pay
 Meet adoration to my household gods,
 When I am gone. He works his work, I mine.

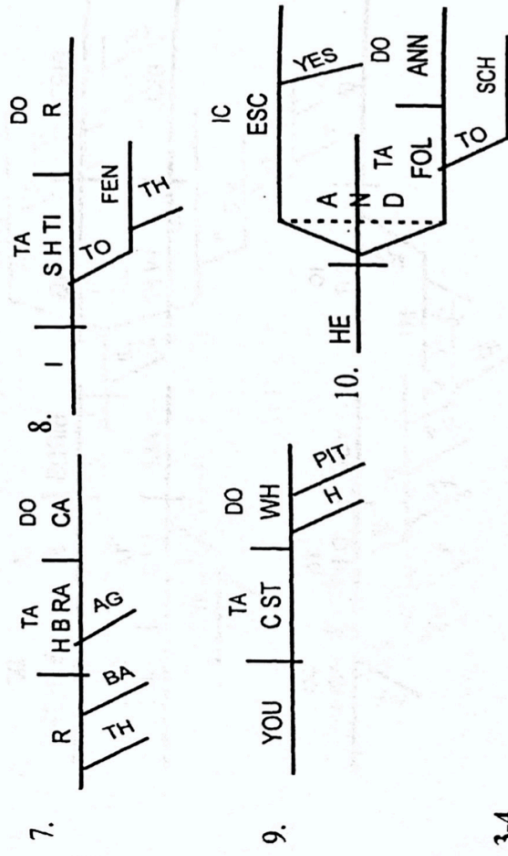
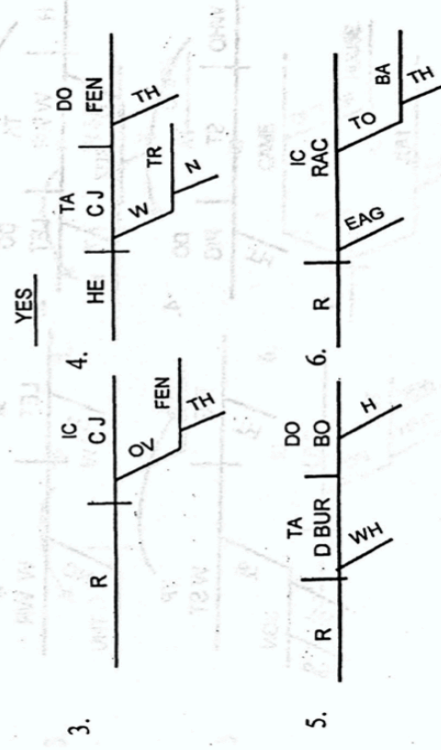
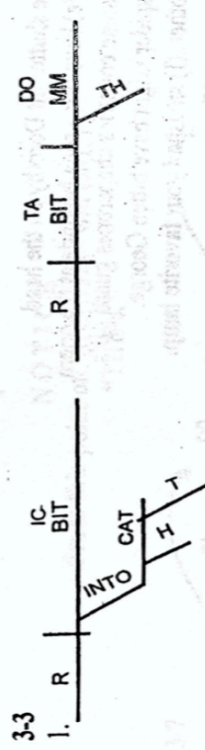
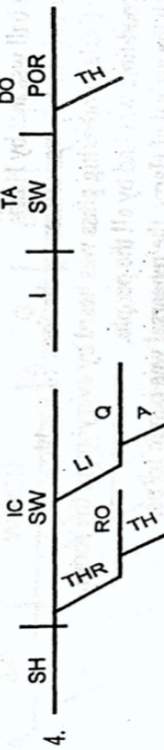
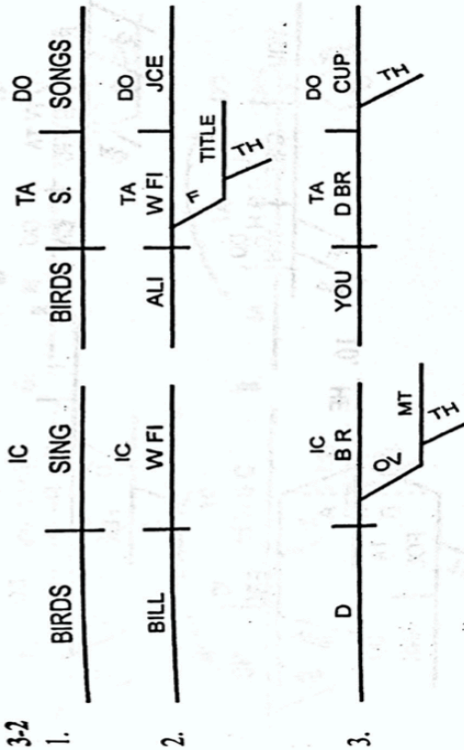
There lies the port; the vessel puffs her
 sail:
 There gloom the dark, broad seas. My
 mariners,
 Souls that have toil'd, and wrought, and
 thought with me—
 That ever with a frolic welcome took
 The thunder and the sunshine, and opposed
 Free hearts, free foreheads—you and I are
 old;
 Old age hath yet his honour and his toil;
 Death closes all: but something ere the end,
 Some work of noble note, may yet be done,
 Not unbecoming men that strove with Gods.
 The lights begin to twinkle from the rocks:
 The long day wanes: the slow moon climbs:
 the deep
 Moans round with many voices. Come, my
 friends,
 'T is not too late to seek a newer world.
 Push off, and sitting well in order smite
 The sounding furrows; for my purpose holds
 To sail beyond the sunset, and the baths
 Of all the western stars, until I die.
 It may be that the gulfs will wash us down:
 It may be we shall touch the Happy Isles,
 And see the great Achilles, whom we knew.
 Tho' much is taken, much abides; and tho'
 We are not now that strength which in old
 days
 Moved earth and heaven, that which we are,
 we are;
 One equal temper of heroic hearts,
 Made weak by time and fate, but strong in will
 To strive, to seek, to find, and not to yield.



CHAPTER THREE

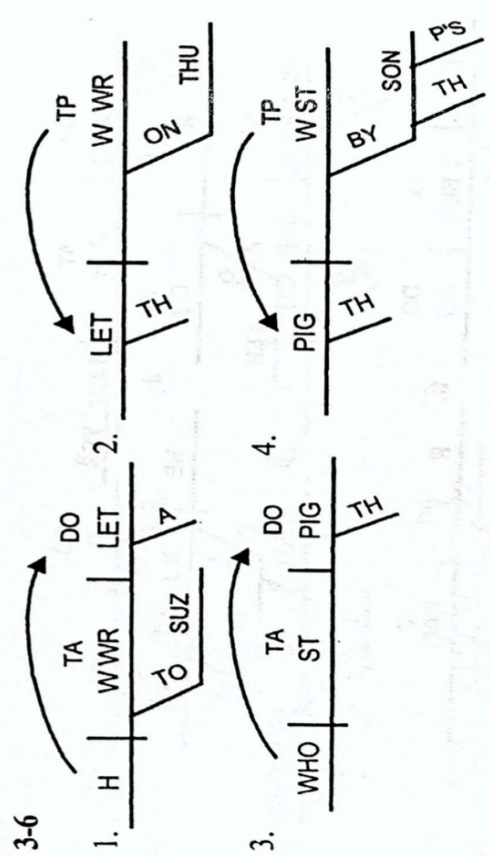
3-1

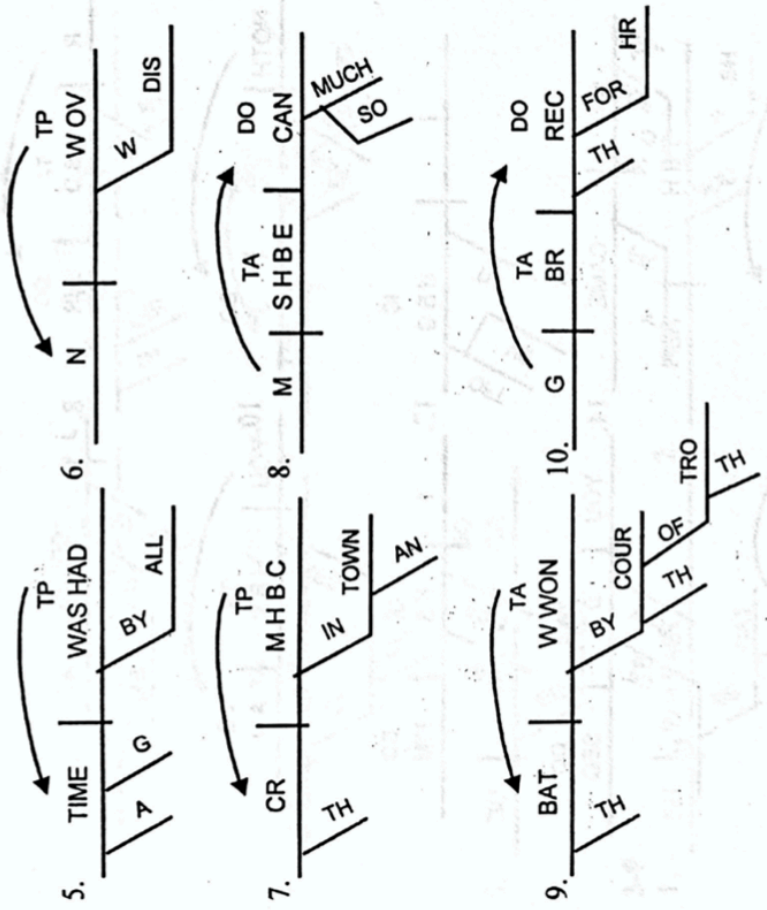
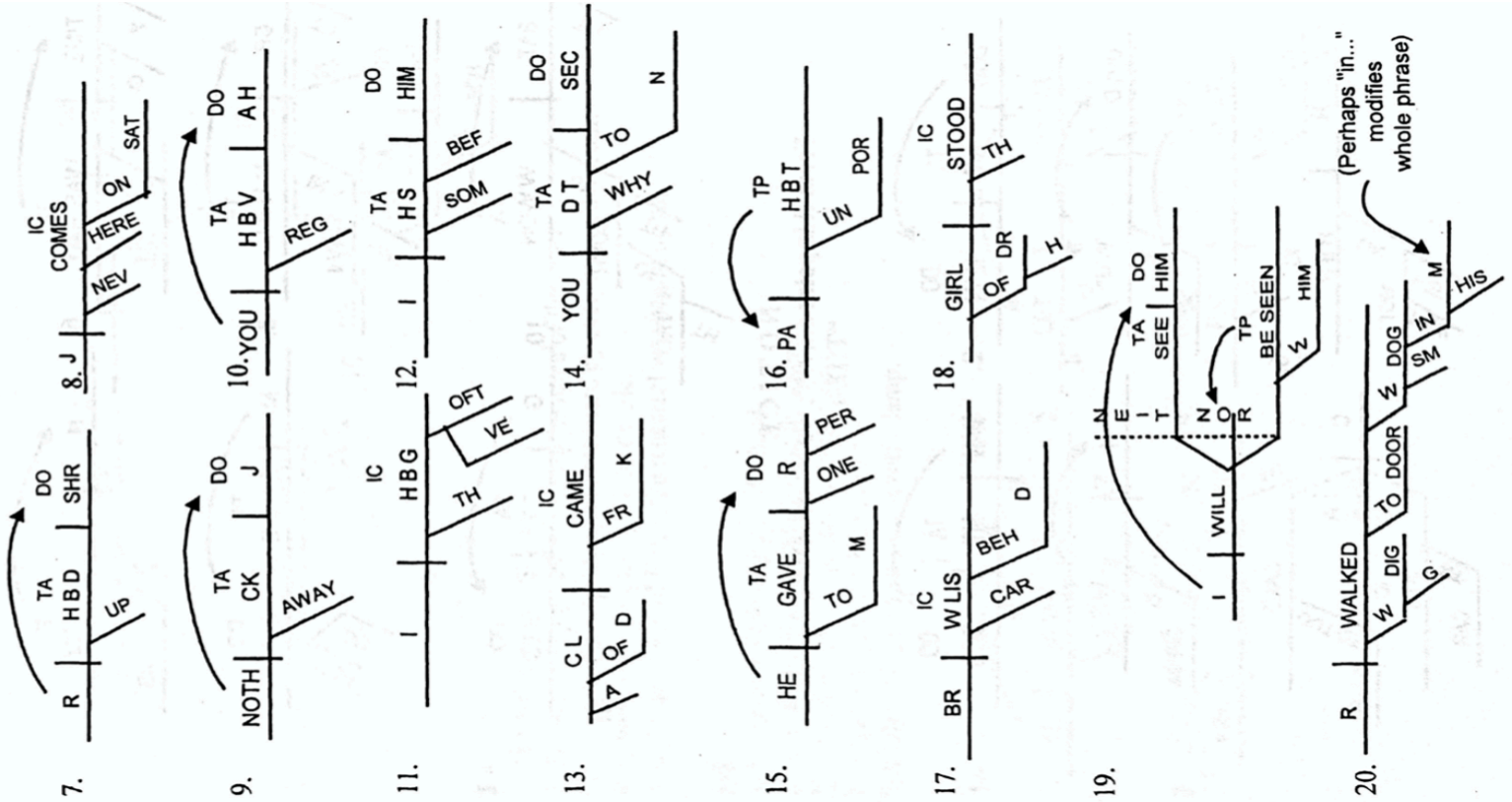




- 3-4
1. The ball was lost by Harry.
 2. The antique safe was broken by the force of the blow.
 3. The tinkle of breaking glass was heard by everyone in the room.
 4. A good time was had by all the people.
 5. With the arrival of Harry, the rehearsal was begun by us.

- 3-5
1. The shutter hit Dorothy on the head.
 2. (We) have often seen Melinda at the opera.
 3. In some countries chaperones guard girls.
 4. A spider might have bitten George.
 5. Mother, (I) smashed your favorite lamp.





NOTICE
 From this point on, ANSWERS will OMIT
 "THE's."

