

**LESSON PACKET FOR RENAISSANCE ENGLISH  
ENGLISH III, BRITISH LITERATURE  
MR. CHAFFIN/A-315  
JUNE 2016**

**(FEMALE ORATIONS/EVE'S APOLOGY IN  
DEFENSE OF WOMEN)**

**THE OBJECTIVES FOR THIS LESSON ARE:**

- Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all genders from a variety of perspectives.
- Students will identify and analyze main idea, theme, claims, point of view, and literary elements, within informational and literary texts.
- Students will cite specific textual evidence when writing or speaking to support inferences or conclusions drawn from the text.
- Students will read and comprehend a broad range of complex literary and informational texts independently and proficiently.
- Students will demonstrate understanding of sounds in oral language.
- Students will recognize sight words and decode and read words by applying phonics and word analysis skills.
- Students will demonstrate understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.
- Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- Students will apply knowledge of print concepts, phonological awareness, and phonics in written form.
- Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will build and apply vocabulary using various strategies to make meaning and communicate ideas.
- Students will demonstrate command of Standard English grammar, mechanics, and usage when communicating.
- Students will demonstrate the ability to understand and use information technology tools to carry out research, including the use of discipline-related software and on-line resources.

**MATERIALS PROVIDED IN THIS PACKET:**

- \* vocabulary puzzle
- \* study/answer questions
- \* guide to infinitive phrases
- \* grammar/usage exercises
- \* composition guidelines

**OBJECTIVES TO BE TESTED:**

- \* vocabulary
- \* story content
- \* infinitive phrases
- \* all kinds of phrases

**INFINITIVES AND INFINITIVE PHRASES**

*by Neill J. Chaffin*

The infinitive phrase is a type of verbal phrase (participial phrase, gerund phrase, and infinitive phrase). The infinitive is the basic form of a verb. It consists of the word “to” followed by the present tense form of a verb.

**to eat**                      **to walk**                      **to drive**                      **to dance**                      **to write**                      **to hit**

An infinitive phrase consists of the infinitive and additional related words, such as an adverb, a prepositional phrase, a direct object, etc. The infinitive phrase will *usually* begin with the infinitive itself. An infinitive phrase is used as a noun, as an adjective, or as an adverb.

**To work quickly and carefully** is a valuable skill.                      (*infinitive phrase consisting of the infinitive and a compound adverb: subject of the sentence*)

They liked **to work in the yard.**                      (*infinitive phrase consisting of the infinitive and a prepositional phrase: direct object of the sentence*)

This is the best flight **to take.**                      (*infinitive as an adjective: modifies “flight”*)

The doctor wanted **to take his temperature.**                      (*infinitive phrase consisting of the infinitive and a direct object: direct object of the sentence*)

His greatest desire, **to go surfing,** was thwarted.                      (*infinitive phrase consisting of the infinitive and a direct object: appositive phrase to the subject of the sentence*)

His greatest desire was **to go surfing.**                      (*infinitive phrase consisting of the infinitive and a direct object: subject complement of the sentence*)

The guests arose **to leave.**                      (*infinitive as an adverb: modifies “arose”*)

We were happy **to be alive.**                      (*infinitive phrase as an adverb: modifies “happy”*)

The worst route **to take** is through the mountains.                      (*infinitive as an adjective: modifies “route”*)

An **infinitive phrase used as a noun** can function as a subject, direct object, subject complement, etc.

An **infinitive phrase used as an adjective** will modify a noun or pronoun, like any other adjective.

An **infinitive phrase used as an adverb** will modify a verb, an adjective, or an adverb, like any other adverb.

**To compete at Wimbledon** was his greatest desire.                      (*used as noun: subject*)

He wanted **to compete at Wimbledon.**                      (*used as noun: direct object*)

The car **to buy** is the Belchfire Eight.                      (*used as adjective: modifies the noun “car”*)

The police arrived too late **to help.**                      (*used as adverb: modifies the adverb “late”*)

## THE INFINITIVE CLAUSE

Sometimes the infinitive may have its own subject. It is then called an **infinitive clause**. The subject of an infinitive clause will always follow the main verb in a sentence and come directly before the infinitive itself. The subject in an infinitive clause is considered part of the clause. In the following examples, the infinitive clause acts as the direct object of the sentence:

The teacher told **them to leave.**

A speaker urged **the crowd to behave.**

**Do not confuse a prepositional phrase beginning with “to” with an infinitive phrase. The prepositional phrase cannot contain a verb:**

**to the store** (*prepositional phrase*)                      **to go slowly** (*infinitive phrase*)

## EXERCISE ON INFINITIVE PHRASES AND PREPOSITIONAL PHRASES

*Directions:*    Label the bold-faced phrase as either infinitive or prepositional:

01. It was the kind of ice cream that he liked **to eat**. \_\_\_\_\_
02. Bring that mathematics book **to me**. \_\_\_\_\_
03. **To err** is human; **to forgive** is divine. \_\_\_\_\_
04. **To everything** there is a season. \_\_\_\_\_
05. He wanted **to win the tournament**. \_\_\_\_\_
06. Dorothy had **to follow the yellow brick road**. \_\_\_\_\_
07. We're off **to see the wizard!** \_\_\_\_\_
08. They went **to the Emerald City**. \_\_\_\_\_
09. The Wicked Witch of the West sent her flying monkeys **to catch them**. \_\_\_\_\_
10. She wanted **to get the ruby slippers**. \_\_\_\_\_

### EXERCISE ON INFINITIVE PHRASES

*Directions: Circle the infinitive phrases. Then tell how each is used (noun, adjective, or adverb):*

01. None of the boys in the first hour class wanted to go to the assembly. (5) \_\_\_\_\_
02. The second player to compete in the tournament was from Thailand. (5) \_\_\_\_\_
03. To swim in Lake Tahoe requires a permit. (5) \_\_\_\_\_
04. This is the best kind of arrow to use in the hunt. (5) \_\_\_\_\_
05. They are too ill-trained to succeed in that kind of job. (7) \_\_\_\_\_
06. The girls were truly anxious to finish the work. (4) \_\_\_\_\_
07. We have already told them to leave. (3) \_\_\_\_\_
08. The new plan seems to be the best one. (5) \_\_\_\_\_
09. They wanted nothing except to play in the tournament. (5) \_\_\_\_\_
10. His goal, to play at Wimbledon, seemed out of reach. (4) \_\_\_\_\_

### EXERCISE ON THE FUNCTION OF INFINITIVE PHRASES AS NOUNS

*Directions: The bold-faced infinitive phrases are used as nouns. Tell how (subject, direct object, appositive, object of a preposition, etc.)*

01. **To win the tournament** seemed impossible. \_\_\_\_\_
02. None of us wanted **to try the cafeteria mystery meat**. \_\_\_\_\_
03. We intended **to study hard for the test**. \_\_\_\_\_
04. His recent adventure, **to climb Mt. St. Helens**, was successful. \_\_\_\_\_
05. There was no choice but **to jump off the second story ledge**. \_\_\_\_\_
06. **To live with honor and charity** should be our goal. \_\_\_\_\_
07. The overall aim is **to finish the work on time**. \_\_\_\_\_
08. He attempted **to catch the thieves**. \_\_\_\_\_
09. His intention is **to pass every class this year**. \_\_\_\_\_
10. We asked **him to leave immediately**. \_\_\_\_\_

### EXERCISE ON GERUND PHRASES

*Directions: Circle the gerund phrases. Then tell how each is used (subject, direct object, object of a preposition, etc.):*

01. Swimming in the ocean can be dangerous. (4) \_\_\_\_\_

- |     |  |     |       |
|-----|--|-----|-------|
| 02. | We often enjoyed skating on the lake.                | (4) | _____ |
| 03. | They gave playing cards a try.                       | (2) | _____ |
| 04. | Their favorite activity was watching paint dry.      | (3) | _____ |
| 05. | Winding the clocks is a weekly chore.                | (3) | _____ |
| 06. | He got rid of the flies by poisoning them.           | (2) | _____ |
| 07. | He pursued his favorite hobby, building clocks.      | (2) | _____ |
| 08. | Quickly searing a steak seals in the natural juices. | (4) | _____ |
| 09. | Refinishing furniture can be a really messy job.     | (2) | _____ |
| 10. | He finished the job by retyping the tests.           | (3) | _____ |

**EXERCISE ON VARIOUS KINDS OF PHRASES**

*Directions: Identify the bold-faced phrase as a prepositional phrase, participial phrase, gerund phrase, infinitive phrase, or verb phrase:*

- |     |  |       |
|-----|--|-------|
| 01. | He tried <b>to leave the classroom.</b>            | _____ |
| 02. | She went <b>to the next room.</b>                  | _____ |
| 03. | <b>Scratching his head,</b> he continued to work.  | _____ |
| 04. | They <b>have</b> never yet <b>been found.</b>      | _____ |
| 05. | <b>Leaning on showcase glass</b> can be dangerous. | _____ |

**EXERCISE ON PRONOUN FORM**

*Directions: Choose and circle the correct pronoun form:*

01. (Whom, Who) did you call this afternoon?
02. (Whom, Who) called you this afternoon?
03. (Whose, Who's) going with me to the store?
04. (Whose, Who's) turn is it to go to the store?
05. (There, Their, They're) not ready for the trip yet.
06. (There, Their, They're) are the supplies for the camping trip.
07. (There, Their, They're) camping supplies are on the floor.
08. The papers on the two desks are (mine, mines).
09. The (mine, mines) exploded when the tank drove over them.
10. Is that woman older than (he, him)?
11. It hurt her more than (I, me).
12. Do any of you or all of them (lives, live) around here?
13. Either some of them or one of you (lives, live) around here.
14. Those letters are intended for Marietta and (me, I).
15. The best players in the tournament were Gina and (me, I).
16. Be sure to send Harold and (she, her) an invitation.
17. Bring (them, those) clocks over here.
18. Bring (them, those) the clocks.
19. Is he the one (who, whom) you saw?
20. Is he the one (who, whom) saw you?
21. We saw (him, his) walking toward the store.
22. We saw (him, his) performance at the concert.
23. The police asked that (they, them) obey the rules.
24. The police asked (they, them) to obey the rules.
25. That hat belongs to (me, myself).
26. We had twice as much money as (them, they).
27. She would rather date you than (he, him).

28. The two students, Alberto and (he, him), were sent to the office.
29. They called the two students, Alberto and (him, he), to the office.
30. Everyone on the block decorates (their, his) house for Christmas.
31. They all decorated (her, their) own houses that holiday season.
32. Someone left (their, her) books in the cafeteria.
33. Either Bob or Frank will let us use (their, his) stereo for the party.

### EXERCISE ON SUBJECT AND VERB AGREEMENT

*Directions: Circle the correct verb form:*

01. The boys are going on the trip, but neither (want, wants) to pay for it.
02. Neither the boys nor that one girl with the strange glasses (belong, belongs) to this club.
03. All over the verdant field (blows, blow) puffs of cottonwood fuzz.
04. One of the teachers (write, writes) very difficult tests.
05. The organizer and teacher for the lecture series (are, is) Mrs. Moselmann.
06. Six hours (are, is) a long time to stay in one place.
07. The cost of the ticket (are, is) twelve dollars.
08. The load limit on most of the rural bridges (are, is) ten tons.
09. Both the principal and the Spanish teacher (is, are) going to the conference.
10. Either the Spanish teachers or the principal (are, is) attending a conference.
11. True skill in mathematics (come, comes) with a thorough understanding of the basic principles.
12. Mathematics (are, is) a difficult class for me.
13. (Do, Does) either the valise or the suitcases belong to you?
14. (Have, Has) none of the furniture arrived yet?
15. (Was, Were) any of the clocks still running by the end of the week?
16. Tweezers (are, is) useful for working on delicate clock parts.
17. Why (has, have) all of the best chairs in this room been removed?
18. The old man insisted that the carpenter (finishes, finish) his work on time.
19. All of the work that you brought with you on this trip (need, needs) to be finished by tomorrow.
20. The staff of the school (attend, attends) a meeting every Tuesday afternoon.
21. The group (brings, bring) their own athletic equipment to the gym.
22. The ticking of the clocks (annoy, annoys) the visitor.
23. The Philippines (are, is) an island nation of the Pacific Ocean.
24. What we need most (are, is) better health care.
25. The council (was, were) debating among themselves about the best course of action.
26. (There's, There're) two possible courses of action available.
27. Two cows and a horse (are, is) all we saw in the pasture.
28. (Doesn't, Don't) all of those geese make an incredible mess in the back yard?
29. Mrs. Browning is the only one of the teachers who (has, have) a Ph.D.
30. Eddie is one of those cats who (produce, produces) tons of hair.
31. This is the only one of the books that (belong, belongs) in the library.
32. *The Producers* (are, is) a good movie.
33. *The Grapes of Wrath* (are, is) a novel by John Steinbeck.

### VOCABULARY FOR FEMALE ORATIONS

*Directions: Match the definition to the word by writing the letter of the definition in front of the word:*

- |                  |                 |
|------------------|-----------------|
| 01. ascend       | 05. brothels    |
| 02. assemble     | 06. chaste      |
| 03. associations | 07. converse    |
| 04. bewail       | 08. curiosities |

- |   |  |
|---|--|
| 09. declared  | trouble, etc.  |
| 10. descend   | h. Condition or fact of being forgotten  |
| 11. dispraised  | l. Lack; absence of  |
| 12. easeless  | j. Not fair or just; outrageous  |
| 13. eloquently  | k. Fluently; forcefully persuasive   |
| 14. fowl  | l. Stated; averred   |
| 15. fruitless   | m. Maze  |
| 16. gaming  | n. Adore; pay homage to  |
| 17. harmonious  | o. Cruel or oppressive rulers  |
| 18. inconsiderable  | p. Being under the control or domination of another                            |
| 19. inconstant  | q. See; understand   |
| 20. industrious   | r. Restoring to favor by making amends; salvation                              |
| 21. inferior  | s. Complain about; lament; mourn   |
| 22. ingenious   | t. Consider; pay attention to  |
| 23. labyrinth   | u. In vain; not producing results; useless                                     |
| 24. masculine   | v. Trivial; of small importance  |
| 25. oblivion  | w. Feeling or expressing unhappiness or discontent; complaining; bewailing     |
| 26. oration   | x. Means of support or livelihood  |
| 27. perceive  | y. Unusual or not commonly found things  |
| 28. preposterous  | z. Unusual or interest-inspiring things  |
| 29. rarities  | aa. Obtain as the reward for action, work, conduct, etc.                       |
| 30. reap  | bb. Flying creatures; birds, chickens, geese, etc.                             |
| 31. redemption  | cc. Not expressing thanks; unthankful  |
| 32. regard  | dd. fickle; changeable; inconsistent   |
| 33. repining  | ee. Clever; resourceful; original; inventive                                   |
| 34. reproach  | ff. Clever; able to amuse others   |
| 35. restless  | gg. Stupid; foolish; unintelligent   |
| 36. subjection  | hh. Talk together; discuss   |
| 37. subsistence   | ii. Houses of prostitution   |
| 38. trial   | jj. Betting; wagering  |
| 39. tyrants   | kk. Test; proof  |
| 40. unconscionable  | ll. Characteristic of the male of the human species                            |
| 41. ungrateful  | mm. Speech; talk   |
| 42. want  | nn. Laughable; absurd; ridiculous  |
| 43. whereas   | oo. Sexually abstinent; virtuous; celibate                                     |
| 44. witless   | pp. Cause of discredit; bringing of shame or disgrace                          |
| 45. witty   | rr. Rise; go from a lower to a higher position                                 |
| 46. worship   | ss. Sink; go from a higher to a lower position                                 |
| a. Of lesser quality; not as good as                                    | tt. Censured; spoken of with disapproval or disparagement                      |
| b. Hard-working; diligent   | uu. In a pleasant, orderly, or pleasing way; agreeing in feeling, action, etc. |
| c. Bring together; gather together                                      |  |
| d. Companionships; fellowships; groups of people with a common interest |  |
| e. It being the case that   |  |
| f. Having no rest or relaxation   |  |
| g. Without freedom from fatigue, worry, pain,                           |  |

## STUDY QUESTIONS FOR FEMALE ORATIONS

### PART ONE:

01. What does “inferior women” mean?
02. What does this term reveal about the society in which Margaret Cavendish lived?
03. What does she hope the women she has gathered together will do?
04. What goal does she hope this will attain?
05. According to Cavendish, what do men possess?
06. What afflicts women in contrast?
07. Cite the similes she applies to women.
08. How does she feel about men in general?

### **PART TWO:**

01. What does the second narrator say the first narrator (Part One) has failed to do?
02. Does she otherwise agree with the first narrator?
03. To what does the second narrator compare men?
04. To what does she liken the plight of women?
05. As she finishes her oration, does she appear hopeful or defeated?

### **PART THREE:**

01. How does the third narrator contrast with the first two?
02. Cite positive things she says that men do for women?
03. Cite some of the specific actions or jobs they undertake to support women.
04. Does she believe that women could do those things for themselves?
05. Of what does she accuse women of being when they complain about men?
06. On what does she blame the superior position of men in the world?
07. Cite qualities she ascribes to men.
08. Cite problems she ascribes to women.
09. What does she say that women should do in regards to men?

### **PART FOUR:**

01. According to the fourth narrator, if the third narrator is correct in what she says, what does she say women can do to change the situation?
02. Cite some of the venues in which women should converse.
03. What does she say will be the result of these conversations?
04. According to her, why do men as well as women not know that women are able to be equal to men in strength and wit?
05. Does she believe that women should imitate men?

### **PART FIVE:**

01. Does the fifth narrator agree with the final recommendation of the fourth?
02. How does she regard the proposed attempt by women to be like men?
03. Cite the characteristics she says women should display.
04. Whom does she say these characteristics will please?
05. What two things does she say will be the reward of displaying these characteristics?

### **PART SIX:**

01. How does the sixth narrator answer the fifth’s recommendation that women imitate men?
02. To what does she liken this reluctance to imitate men?
03. Since mortals cannot imitate immortals successfully, whom should women try to imitate?
04. What does she say imitating men will do to the status of women?

05. What does she also say should be reprov'd or disprais'd?

### **PART SEVEN:**

01. Why does the narrator of the seventh part reject the argument of the sixth narrator?
02. Cite some of the tradeoffs that men and women must make.
03. Why does she say that women should not try to engage in the activities of men?
04. What does this reveal about what she thinks is the ultimate worth of women?
05. By pursuing what she says is the ultimate goal of women-femininity and beauty-, what will this get for women from men?

### **STUDY QUESTIONS FOR EVE'S APOLOGY IN DEFENSE OF WOMEN**

01. Chart the rhyme scheme of the first stanza.
02. Whom does she blame more for "the fall"?
03. Does she excuse Eve for her part in this?
04. Why does she say Adam was more to blame than Eve?
05. Who originally received the command from God to not eat of the fruit of the forbidden tree?
06. What does she say Adam could have done?
07. What mitigating factor does she offer for Eve's part in the fall in the third stanza?
08. What does she say Eve's motivation was in offering the present to Adam?
09. What does she say in the fourth stanza that Adam should have said to Eve?

### **COMPOSITION ASSIGNMENT**

*Directions: Choose one of the viewpoints from the Orations. Write a paragraph defending and justifying that viewpoint in the modern era. In other words, which do you think the proper attitude and actions of women should be and why? Your paragraph should be between 100 and 200 words in length.*