

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 adjective clauses
- * grammar/usage exercises

OBJECTIVES TO BE TESTED:

- * vocabulary
- * story content
- * adjective clauses

ADJECTIVE CLAUSES

by Neill J. Chaffin

An adjective clause is one of the three types of **subordinate (dependent) clauses**: adjective clauses, adverb clauses, and noun clauses. These clauses are called subordinate (dependent) because they cannot stand alone as a complete sentence (independent clause), although they do have some of the characteristics of a complete sentence.

An adjective clause functions as an adjective. Like any other adjective modifier (words, phrases, or verbals), an adjective clause will modify a noun or a pronoun. It will tell which one(s), what kind(s), how much, or how many. An adjective clause is typically placed directly after the noun or pronoun it modifies.

An adjective clause will usually begin with a *relative pronoun*:

who whom whose which that

An adjective clause may also begin with “*when*” or “*where*”. It is important to note, however, that an adjective clause beginning with “when” or “where” does not really tell you “when” or “where”, as you will see in the examples.

Sometimes a preposition will precede an adjective clause: if so, then the preposition is considered part of the adjective clause.

The introductory word for an adjective clause is often omitted entirely.

The lawnmowers **that they are using** are parked by the curb. (*modifies “lawnmowers”*)
The lawnmowers **they are using** are parked by the curb. (*note that the introductory word is omitted*)
Is he the man **whom you called**? (*note “whom”, not “who”: since “you” is the subject of the clause, “whom” acts as a direct object in the clause, thus objective form*)

Was she the girl **to whom you spoke**? (*note “whom”, not “who”: “you” did the speaking; “whom” is the object of the preposition “to”; thus objective form*)

They are the ones **who called you**. (*since “who” did the calling, it is the subject of the clause, thus nominative form*)

This is the school **where Mr. Chaffin teaches**. (*note that the clause is telling which school, not really where*)

That is the time **when the program begins**. (*note that the clause is telling which time, not really when*)

Note that the introductory word may be the subject of the clause, or the subject may directly follow it:

The lawnmowers **that they are using** are parked by the curb. (*“they” are doing the using, and thus the subject; “that” is an introductory word*)

The storm **that did the damage** has passed. (*“that” is now the subject of the clause; it is what is doing the damage*)

Is he the one **to whom you spoke**? (*the preposition “to” is considered part of the clause; “whom” is its object; “you” is the subject of the clause*)

RESTRICTIVE AND NON-RESTRICTIVE CLAUSES

Adjective clauses may be restrictive or non-restrictive (*refer back to the guide to participial phrases!*). A **restrictive clause IS NOT set off with commas**. it contains information that is very important to the meaning

of the sentence. A **non-restrictive clause IS set off with commas**. it contains information that is not really vital to the meaning of the sentence.

The building **that I just cleaned** is around the corner.

(restrictive: it is important to indicate which building it is)

The building, **which was designed by Joe Schmo**, is around the corner.

(non-restrictive: it is nice to know who designed the building, but it is not really vital information)

An adjective clause, since it functions as an adjective, can always be removed from the sentence and you will still have a structurally complete sentence, albeit missing some information.

ADJECTIVES, ADJECTIVE CLAUSES, ADJECTIVE PHRASES, AND PARTICIPIAL PHRASES

These all function as adjectives: they tell which one(s), what kind(s), how much, or how many about a noun or pronoun.

That **tall** man can see over the fence.

(adjective describing man)

Being a tall man, he can see over the fence.

(participial phrase describing man)

That man **who is very tall** can see over the fence.

(adjective clause describing man)

A man **of great height** can see over the fence.

(prepositional phrase describing man)

Remember that an infinitive phrase can also be used as an adjective:

His desire **to be tall** was obsessive.

(infinitive phrase as adjective)

EXERCISE ON ADJECTIVE CLAUSES

Directions: Circle the adjective clauses:

01. Those new clocks **that you recently bought** are on the stock room floor. (4)* *number of words*
02. Many of the telephone numbers **which you requested** are out of service. (3)

03. Was that the man whom you invited to the conference? (6)
04. Are these the houses where the people lived? (4)
05. She is the girl who won the weaving contest. (5)
06. Here are the things you wanted. (2)
07. There goes the teacher whose students are always late. (5)
08. The program for which you received the grant has been canceled. (6)
09. He is the man the people chose. (3)
10. Are those books the ones you wanted? (2)
11. Our new house, which has three bedrooms and two bathrooms, is very spacious. (7)
12. A large painting, which hung in our living room for years, was recently sold at auction. (8)
13. He was startled by the hail that suddenly pelted down. (4)
14. We are in need of leaders who don't lie to us. (5)
15. This is the place where the barn once stood. (5)
16. The time when you can enter has arrived. (4)
17. Those photographs show campsites that no one had ever noticed. (6)
18. The cruise we are planning doesn't begin until December. (3)
19. The man to whom I spoke owns the store. (4)
20. Where is the book you read? (2)

EXERCISE ON FRAGMENTS, RUN-ONS, AND COMPLETE SENTENCES

Directions: Label as fragment, run-on, or complete:

- | | |
|--|-------|
| 01. Going completely insane as they watch the bizarre show. | _____ |
| 02. Stunned by the news and appalled by the reaction of those around them. | _____ |
| 03. The clocks repaired by the man in the back room. | _____ |
| 04. The clocks were repaired by the man in the back room. | _____ |
| 05. The pair of glasses lay on the table a book lay there, too. | _____ |
| 06. The pair of glasses lay on the table, a book lay there, too. | _____ |
| 07. The pair of glasses lay on the table; a book lay there, too. | _____ |
| 08. The pair of glasses lay on the table and a book lay there, too. | _____ |
| 09. The pair of glasses lay on the table, and a book lay there, too. | _____ |
| 10. Be seated and pay attention! | _____ |

EXERCISE ON SIMPLE, COMPOUND, COMPLEX, AND COMPOUND-COMPLEX SENTENCES

Directions: Label the sentences as simple, compound, etc:

- | | |
|--|-------|
| 01. She would help others who asked for her help. | _____ |
| 02. They came to the party, but they didn't stay long. | _____ |
| 03. We traveled far, and we reached the place where we were expected. | _____ |
| 04. Far over the trees and up into the blue sky soared a large hawk. | _____ |
| 05. Slowly and carefully we lifted the pallet of stone that we had bought. | _____ |
| 06. Some of the clocks he had repaired are on the shelf. | _____ |
| 07. We had never seen the show that was playing on television. | _____ |
| 08. It was the time when they had to perform. | _____ |
| 09. Here is the stuff you ordered; over there is the stuff I bought. | _____ |
| 10. None of the boys in the room or the girls in the hall heard the news. | _____ |

EXERCISE ON PARTICIPIAL PHRASES

Directions: Circle the participial phrases:

01. Those boys walking on the lawn live on the next block. (4)* *number of words*
02. His finger, scratched by the cat, bled profusely. (4)
03. Those paper clips lying on the desk must be used for the packets. (4)
04. Stunned by the blow to his head, the boxer reeled back into his corner. (7)
05. Strolling along on the beach, the couple picked up shells and pebbles. (5)
06. The computer mouse damaged by the spilled drink would not work properly. (5)
07. The old man, thoughtfully stroking his beard, gave his opinion on the matter. (4)
08. Besprinkled by rain, the sidewalk chalk drawing began to smear. (3)
09. The cats resting on the window sill belong to the man living in the next house. (5) (5)
10. Absolutely amazed, he gaped at the UFO. (2)

EXERCISE ON GERUND PHRASES

Directions: Circle the gerund phrases. Then tell how each is used (subject, direct object, subject complement, appositive, etc.):

- | | |
|---|-------|
| 01. Jumping out of an airplane seems silly to me. (5)* <i>number of words</i> | _____ |
| 02. They demonstrated their courage by walking a high tightrope. (4) | _____ |
| 03. Have you ever tried skiing through a revolving door? (5) | _____ |
| 04. He gave lifting weights a good effort. (2) | _____ |
| 05. Her favorite exercise is jumping to conclusions. (3) | _____ |
| 06. She also likes flying off the handle. (4) | _____ |
| 07. His favorite hobby, building clocks, consumed much of his time. (2) | _____ |
| 08. Slowly simmering soup atop a stove enhances the flavor. (6) | _____ |
| 09. His singing was excruciatingly bad. (2) | _____ |
| 10. We thought it was the howling of a dying cat. (6) | _____ |

EXERCISE ON INFINITIVE PHRASES

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

- | | |
|---|-------|
| 01. To err is human. (2)* <i>number of words</i> | _____ |
| 02. This is the best way to go. (2) | _____ |
| 03. To live quietly and securely was his goal. (5) | _____ |
| 04. These instructions are difficult to understand. (2) | _____ |
| 05. I like to work on clocks. (4) | _____ |
| 06. None of them tried to complete the work. (4) | _____ |
| 07. He tried to jump from one roof to another. (7) | _____ |
| 08. The best flight to take leaves at 9:00 A.M. (2) | _____ |
| 09. The path was easy to follow. (2) | _____ |

VOCABULARY

MACBETH, ACT ONE, SCENES ONE AND TWO

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

- | | |
|-----------------|----------------|
| 01. announced | 07. conclude |
| 02. banners | 08. conflict |
| 03. battlements | 09. confronted |
| 04. brandished | 10. conquered |
| 05. cling | 11. craves |
| 06. compelled | 12. curbing |

- | | |
|---|---|
| 13. deceive | condition |
| 14. deign | k. A going against authority; refusal to obey or submit |
| 15. direful | l. Robust; vigorous; able to withstand fatigue, privation, etc. |
| 16. disbursed | m. Hold fast to by entwining, clutching, etc. |
| 17. discomfort | n. Wicked, detestable, or hateful acts or conduct |
| 18. disdainful | o. A small mammal closely resembling a rabbit |
| 19. dismal | p. Refusing or rejecting with contempt or scorn |
| 20. doubtful | q. Raised, shook or held aloft as a menace, challenge, etc. |
| 21. ere | r. Fawning or servile companion or servant |
| 22. execution | s. Parapet with open spaces (crenellations) for shooting |
| 23. flout | t. Without compassion or pity |
| 24. former | u. Throwing back from a surface of sound, light, heat, etc. |
| 25. foul | v. Arousing terror or extreme distress; dreadful; terrible |
| 26. furbished | w. Uneasiness; inconvenience; distress |
| 27. hardy | x. Forced to do; required to do |
| 28. hare | y. Looking over; perusing |
| 29. hover | z. Polished; burnished; made to look bright, shiny, etc. |
| 30. lapped | aa. Increased twofold in action, strength, etc. |
| 31. lavish | bb. Giving off steam, smoke, etc.; having a strongly offensive odor |
| 32. memorize | cc. Mock; scorn; jeer; show contempt for |
| 33. merciless | dd. Depressing; causing gloom or misery |
| 34. minion | ee. Wrapped; covered; enfolded |
| 35. plight | ff. Faced boldly or defiantly |
| 36. pronounce | gg. Very generous or liberal; extravagant |
| 37. rebellious | hh. Restraining; checking; limiting |
| 38. redoubled | ii. Gave out; spent, as of money, equipment, etc. |
| 39. reeking | jj. Condescend to do something thought to be slightly below one's dignity |
| 40. reflection | kk. Fool; mislead; lie to |
| 41. revolt | ll. Say aloud; announce; make known officially |
| 42. smack | mm. Before the present time, occasion, etc.; no longer in effect |
| 43. surveying | nn. War; battle; struggle |
| 44. thane | oo. End; cease |
| 45. traitor | pp. Flags; pennants |
| 46. villainies | qq. Distinct flavor, taste, etc. |
| a. Poetic contraction for "before" | rr. Commit to memory |
| b. Offensive to the senses; extremely dirty or impure | ss. Desires; wants |
| c. Hang motionless in the air | tt. Dubious; not certain |
| d. Opposing control; defiant; engaged in rebellion | |
| e. Overcame; vanquished; defeated | |
| f. An old Scottish title meaning a clan chief, who held land from the king | |
| g. Turncoat; one who betrays his country, cause, friends, etc. | |
| h. Killing under civil or military authority as a punishment for some crime | |
| I Made known; said publicly | |
| j. Awkward, sad, or dangerous situation or | |

VOCABULARY

MACBETH, ACT ONE, SCENES THREE AND FOUR

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

01. ambition
02. attire
03. bark
04. blasted
05. bleak
06. charge
07. cleave
08. commencing
09. commendations
10. contend
11. fantastical
12. fulfill
13. function
14. gleefully
15. heath
16. herald
17. hereafter
18. horrid
19. imperfect
20. imperial
21. ingratitude
22. interim
23. interpret
24. leaf
25. liege
26. munched
27. peak
28. pine
29. post
30. prisoner
31. prologues
32. prophecy
33. prophesy
34. prospect
35. quarters
36. rapt
37. recompense
38. registered
39. repentance
40. selfsame
41. sieve
42. surmise
43. thither
44. thrice
45. withal
46. wracked
- a. Cold; harsh; bare; treeless; gloomy; dreary
- b. Happily; exultantly
- c. Foretell; prognosticate; predict
- d. Bring to fruition; satisfy
- e. Something foretold; prediction; prognostication
- f. Terrible; revolting; very bad; ugly
- g. Chewed; ate
- h. Strainer; wire mesh to separate solids from liquid
- I. There; toward another place
- j. Lodgings; places of abode
- k. Become sickly; droop; waste away
- l. Waste away through grief, longing, etc.
- m. A kind of boat with two square-rigged masts and one fore-and-aft
- n. Wrecked; ruined; destroyed
- o. Three times
- p. Dress; clothing
- q. Tell the meaning of; change from one language to another
- r. From hence forth; after this time
- s. Having a strange or weird appearance; imaginary
- t. Dazed; engrossed; completely absorbed in
- u. With that; therewith
- v. Having a fault or error
- w. Broad view; scene; mental view or examination
- x. Blighter; withered; destroyed
- y. Open wasteland of low shrubs and heather; a moor
- z. Command; demand of
- aa. Identical; exact same as
- bb. Strive in debate or controversy
- cc. Place where a person is stationed
- dd. Summon; call to attendance
- ee. Introductions; preliminary act or course of action that foreshadows something
- ff. Of or pertaining to a country having control or sovereignty over others
- gg. Occupation of employment
- hh. Guess; conjecture; inference
- ii. Written down; kept track of; recorded
- jj. Stick; adhere to
- kk. Time being; a space or interval between others
- ll. Strong desire to attain or achieve a certain goal or end
- mm. Lord or sovereign
- nn. Feeling of sorrow or remorse
- oo. Page, as of a book
- pp. Lack of thankfulness
- qq. Payment; repayment; reward; requital
- rr. Beginning; starting
- ss. Captive
- tt. Praises; approvals

STUDY QUESTIONS FOR MACBETH, ACT ONE, SCENES ONE AND TWO

Directions: Answer the following questions:

01. In the opening scene, when, according to the witches, will they meet again?
02. Why do they leave?
03. Whom will they meet when they convene again?
04. The first scene is more or less in verse. Chart the rhyme scheme.
05. What does their final rhyme in the first scene indicate about their sense of morality?
06. What news has the bloodied man brought at the opening of the second scene?
07. What does Malcolm say the man has done for him?
08. Summarize what MacBeth has done, according to the captain.
09. When the men of the Western Isles, Macdonwald's men, fled, what did the Norwegian king do?
10. What effect did this have on MacBeth and Banquo?
11. What does Ross report about MacBeth?
12. What has the Norwegian king requested?
13. What condition have Ross and Angus set on this?
14. What does Duncan order done to the rebel thane of Cawdor, Macdonwald?
15. How is Duncan going to reward MacBeth's bravery?

STUDY QUESTIONS FOR MACBETH, ACT ONE, SCENES THREE AND FOUR

01. Why does the first witch harass the woman's husband?
02. What are the witches doing as they dance in a circle?
03. Why does MacBeth say the day is "foul and fair"?
04. Why is Banquo not sure the witches are women?
05. With what titles do the witches greet MacBeth?
06. What three things do the witches say to Banquo?
07. Why does MacBeth question the witches calling him Thane of Cawdor?
08. Do the witches answer him?
09. What great news, answering one of the witches' comments, does Ross bring to MacBeth?
10. What does MacBeth ask Banquo if he hopes?
11. What caution does Banquo make to MacBeth about the witches' promises?
12. What is MacBeth thinking to himself in his aside beginning "Two truths....."?
13. How does Malcolm praise the now executed Macdonwald at the opening of Scene Four?
14. How does Duncan feel toward MacBeth?
15. Does MacBeth say he deserves these awards? How does he answer Duncan's comments?
16. Whom does Duncan name as his heir?
17. What conflict does this arouse in MacBeth?
18. What is MacBeth's tragic flaw?