

**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 adverb clauses
- \* grammar/usage exercises
- \* composition guidelines

**OBJECTIVES TO BE TESTED:**

- \* vocabulary
- \* story content
- \* adverb clauses

**ADVERB CLAUSES**

*by Neill J. Chaffin*

An **adverb clause** is a type of **subordinate (dependent) clause**: adjective clauses, adverb clauses, and noun clauses. Since it functions as an adverb, it tells when, where, how, why, or to what extent about verbs, adjectives, or adverbs.

**An adverb clause is introduced by a subordinating conjunction, the most common of which are:**

<b>after</b>	<b>although</b>	<b>as</b>	<b>as if</b>	<b>as long as</b>	<b>as much as</b>	<b>while</b>
<b>as soon as</b>	<b>because</b>	<b>before</b>	<b>if</b>	<b>even though</b>	<b>in order that</b>	<b>like</b>
<b>provided</b>	<b>since</b>	<b>so that than</b>	<b>though</b>	<b>unless</b>	<b>where</b>	
<b>until</b>	<b>when</b>	<b>whenever</b>	<b>whereas</b>	<b>wherever</b>		

Like any adverb modifier (word, phrase, or infinitive), an adverb clause can be removed from a sentence and you will still have a structurally complete sentence, albeit missing some information. **If you begin a sentence with an adverb clause, you must put a comma after the clause.**

We washed the car <b>so that it would look good for the show.</b>	<i>(tells “why” we washed the car: modifies washed)</i>
None of us left <b>as long as we were curious about the event.</b>	<i>(tells “when” none of us left: modifies left)</i>
They hid the treasure <b>where no one could find it.</b>	<i>(tells “where” they hid it: modifies hid)</i>
She tried harder <b>than the other people did.</b>	<i>(tells “to what extent”: modifies harder)</i>
We will walk <b>when the rain stops.</b>	<i>(tells “when”: modifies will walk)</i>
<b>After the concert ended,</b> we went out for dinner.	<i>(tells “when”: note comma after introductory clause)</i>

**Adverb clauses are very useful in combining sentences. You can combine two sentences by making one into a subordinate (dependent) clause. Be careful when you do this: you can come up with unintended meanings.**

**None of us left. We were fascinated by the events.**

Because we were fascinated by the events, none of us left. *(correct “cause and effect”)*

Because none of us left, we were fascinated by the events. *(faulty “cause and effect”)*

**The bell rings. Everyone leaves the room.**

When the bell rings, everyone leaves the room. *(correct “sequence of events”)*

Everyone leaves the room when the bell rings. *(correct “sequence of events”)*

When everyone leaves the room, the bell rings. *(faulty “sequence of events”)*

**He listens to the radio. He washes the car.**

While he listens to the radio, he washes the car. *(simultaneous events: no problem)*

He listens to the radio while he washes the car. *(simultaneous events: no problem)*

**Few people enrolled. The class was canceled.**

Few people enrolled because the class was delayed. *(one possible “cause and effect”)*

Because few people enrolled, the class was delayed. *(different “cause and effect”)*

**Sometimes part of the clause is left out: this is called an elliptical adverb clause and you must infer what is missing.**

He is more competent **than she is.**

He is more competent **than she.**

*(note the omitted part of the clause)*

**When you are letting down clock springs**, use spring clamps.

**When letting down clock springs**, use spring clamps.

*(note the omitted part of the clause)*

**While he is washing the car**, he listens to the radio.

**While washing the car**, he listens to the radio.

*(note the omitted part of the clause)*

## **EXERCISE ON ADVERB CLAUSES**

*Directions: Circle the adverb clauses:*

01. None of us left the classroom until the bell rang.
02. Before we left for school, we closed all of the windows.
03. When the clock struck nine, the cat jumped down from the shelf.
04. She will complete the work as soon as she receives the necessary information.

05. The grass has grown rampantly since the heavy rains began.
06. If you will come inside, I will make some tea.
07. The men kept working on the problem until they solved it.
08. When applying for a job, be sure to dress in an appropriate manner.
09. Unless we can find some more money soon, we will have to end some of our programs.
10. The students started their tests as soon as they were permitted.
11. The family sat at the table while John cooked the steaks.
12. After the first conference ends, we will go to lunch.
13. The audience grew quiet as Greg approached the microphone.
14. Willow trees grow best when there is plenty of available water.
15. Because we were late to the party, we didn't get anything to eat.
16. The soldiers will never give up as long as they have a chance to win.
17. The weather was hot where we were going.
18. People often return gifts if they don't like them.
19. The program was more interesting to them than to us.
20. No one else could work like he could.

**EXERCISE ON ADJECTIVE CLAUSES**

*Directions: Circle the adjective clauses:*

01. Some of the boys who went to camp have just returned.
02. None of us knew the answer to the problem that had arisen.
03. Does anyone know the combination that will open the vault door?
04. Is that the man whose invention led to the solution?
05. The pirates hid many treasures of which many have been found.
06. An adjective clause is a dependent clause that modifies a noun or pronoun.
07. Those bottles you put into the freezer have burst.
08. Are they the people whom you called?
09. Please don't give your child a name which is difficult to spell or pronounce.
10. The author, who also wrote many children's books, was best known for his mysteries.

**EXERCISE ON SIMPLE/COMPOUND/COMPLEX/COMPOUND-COMPLEX SENTENCES**

*Directions: Label the sentences as simple, compound, complex, or compound-complex:*

01. The people who lived in the house next door moved to Florida last week. \_\_\_\_\_
02. We walked to the store and bought a loaf of bread and some milk. \_\_\_\_\_
03. The dog barked all night, and we couldn't sleep because of the noise. \_\_\_\_\_
04. As the wind blew, the trees shook; as a result, many leaves fell. \_\_\_\_\_
05. Finish the exercise on figurative language before you do the puzzle. \_\_\_\_\_
06. Clocks and statues filled the shelves and sat on the tables. \_\_\_\_\_
07. The food you ordered has arrived; therefore, it is time to eat! \_\_\_\_\_
08. We watched carefully as the men demonstrated how to build the shelves. \_\_\_\_\_
09. Is that the type of computer that they wanted? \_\_\_\_\_
10. They were tired, hungry, and dirty as a result of the job. \_\_\_\_\_

**EXERCISE ON FRAGMENTS, RUN-ONS, AND COMPLETE SENTENCES**

*Directions: Label the sentences as fragments, run-ons, or complete:*

01. The new case of books that just arrived and was put in the library. \_\_\_\_\_

02. Sit down! \_\_\_\_\_
03. Finish the exercises then read the next chapter. \_\_\_\_\_
04. Finish the exercises; then read the next chapter. \_\_\_\_\_
05. Finish the exercises, then read the next chapter. \_\_\_\_\_
06. Finish the exercises and then read the next chapter. \_\_\_\_\_
07. Finish the exercises, and then read the next chapter. \_\_\_\_\_
08. They were tired from the walk as a result they went to bed early. \_\_\_\_\_
09. They were tired from the walk; as a result, they went to bed early. \_\_\_\_\_
10. They were tired from the walk, as a result they went to bed early. \_\_\_\_\_

**STUDY QUESTIONS FOR MACBETH, ACT ONE, SCENE FIVE**

*Directions: Answer the following questions:*

01. What does MacBeth’s letter to his wife tell her?
02. What does she fear her husband lacks?
03. Why does she want MacBeth to hurry home? That is, what does she want to do?
04. Whom is she, if unwittingly, aiding and abetting in what will be MacBeth’s foul ambition?
05. What news does the messenger bring Lady MacBeth?
06. What does she ask the spirits to do for her?
07. When MacBeth arrives, what does Lady MacBeth tell him to do? That is, how should he act?

**STUDY QUESTIONS FOR MACBETH, ACT ONE, SCENE SIX**

01. How do both the king and Banquo feel about the Castle Glamis as they arrive?
02. Summarize what Lady MacBeth says to Duncan.
03. For whom does Duncan ask?
04. What does Duncan ask her to do?

**STUDY QUESTIONS FOR MACBETH, ACT ONE, SCENE SEVEN**

01. Why is MacBeth having second thoughts about assassinating Duncan?
02. In what ways does he praise Duncan? That is, what reasons does he muse about for not killing him?
03. What does he conclude about his motives in lines 25-28?
04. What does MacBeth tell his wife when she enters?
05. Summarize what Lady MacBeth says to her husband?
06. At this point, which is more villainous, MacBeth or his wife?
07. What horrifying imagery does Lady MacBeth use to goad her husband to action in lines 54-59?
08. Summarize Lady MacBeth’s fiendish plans in lines 60-72.
09. Does she succeed in motivating her husband to kill Duncan?

**VOCABULARY FOR MACBETH, ACT ONE, SCENES FIVE THROUGH SEVEN**

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

- |                  |                  |
|------------------|------------------|
| 01. access       | 09. cherubin     |
| 02. adage        | 10. compunctious |
| 03. adhere       | 11. couriers     |
| 04. ambition     | 12. croaks       |
| 05. audit        | 13. dispatch     |
| 06. beguile      | 14. esteem       |
| 07. chamberlains | 15. gall         |
| 08. chastise     | 16. haunt        |

- |  |   |
|--|---|
| 17. hie  | and material  |
| 18. hoarse   | k. News; information  |
| 19. ignorant   | l. Harsh and grating in sound                                       |
| 20. impedes  | m. Makes a deep, hoarse sound                                       |
| 21. innocent   | n. Sorrow; regret   |
| 22. instant  | o. Way in; entry  |
| 23. knowledge  | p. With a feeling of guilt, remorse, or twinge of conscience        |
| 24. metaphysical   | r. Bile; liquid in the gallbladder                                  |
| 25. mettle   | s. Wrap; enclose  |
| 26. missives   | t. Look in surreptitiously  |
| 27. morrow   | u. Carried; bore  |
| 28. mortal   | v. The present  |
| 29. nimbly   | w. Tomorrow   |
| 30. pains  | x. Intends; has the intent to                                       |
| 31. pall   | y. Deceive; trick; charm  |
| 32. peep   | z. Not guilty; free from sin, evil, or guilt                        |
| 33. plague   | aa. Management; care  |
| 34. purposes   | bb. Influence, force, or control over                               |
| 35. purveyor   | cc. Agilely   |
| 36. remorse  | dd. Hang out in; frequent   |
| 37. saluted  | ee. Troubles; efforts   |
| 38. shoal  | ff. With what; with which; that with which                          |
| 39. surcease   | gg. Furnisher or supplier   |
| 40. sway   | hh. Account; examination of checking of accounts or records         |
| 41. tidings  | ii. Confine; restrain; shackle                                      |
| 42. trammel  | jj. End; cessation  |
| 43. transported  | kk. Sand bar; shallow place in a river                              |
| 44. vaulting   | ll. Annoy; cause a nuisance to; trouble                             |
| 45. wassail  | mm. Winged angelic beings that support the throne of God            |
| 46. wherewith  | nn. Messengers  |
| a. Of man, as a being that must eventually die; human; not eternal     | oo. Overreaching; unduly confident                                  |
| b. Acquaintance of familiarity with a fact, place, etc.; awareness     | pp. Favorable opinion; high regard; respect                         |
| c. Letters; written messages   | qq. Saying; saw; an old saying generally regarded as true           |
| d. Greeted; especially, made a hand gesture of recognition or greeting | rr. Stick to; cleave to   |
| e. Not having knowledge  | ss. Officers in charge of the household of a ruler or lord; steward |
| f. Strong desire or want; desire to obtain a goal                      | tt. Spiced ale or other liquor with which toasts are made           |
| g. Hurry; go quickly from  | uu. Quality of character or temperament                             |
| h. Scold; upbraid  |   |
| I. Hinders; holds up   |   |
| j. Very abstract or subtle; beyond the physical                        |   |

## COMPOSITION ASSIGNMENT

*Directions: Find an example in history of the assassination of a national ruler. Write a paragraph about who did the murder, why, and with what help. Limit the paragraph to about 100-200 words.*

### Here is my example paragraph:

One of the best known assassinations in history is that of the Roman leader Julius Caesar. In

fact, Shakespeare wrote a play about it. It has been the subject of numerous movies. Julius Caesar was a notable general who had parlayed his military victories into political power. Because order needed to be restored in the country after the long difficulties involving the rivalry of Sulla and Marius, the Senate had voted to make Julius Caesar *dictator perpetuo*, dictator for life. This gave him great power to rule the country. Apparently, there were those who wanted to make him king, which was an idea deeply disturbing to many Romans for historical reasons. It is said that Julius Caesar refused this honor, but he was constantly striving to consolidate power in his own hands. Finally, a group of conspirators, fearing his autocratic tendencies, decided to assassinate him. The leaders of the plot were Gaius Cassius Longinus, Marcus Junius Brutus, and numerous Roman senators. On the Ides of March in 44 B.C., some of the conspirators stabbed him to death in the Senate.