

LESSON PACKET FOR BEOWULF, (BATTLE WITH GRENDEL AND GRENDEL'S MOTHER))
ENGLISH III, BRITISH LITERATURE
MR. CHAFFIN/A-315
JUNE 2016

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 nouns
- * guide to capitalization
- * commentary on Beowulf

OBJECTIVES TO BE TESTED:

- * vocabulary
- * story content
- * figurative language
- * literary elements
- * nouns
- * capitalization

Nouns are words that name a person, place, thing of idea. Nouns are one of the eight parts of speech. Nouns can be classified as **common**, **proper**, **collective**, and **possessive**. A common noun names a general person, place, thing, or idea. A proper noun names a particular person, place, thing or idea. A collective noun names a group. A possessive noun is used like an adjective, to show possession or ownership. Proper nouns are capitalized. Look at the following examples:

<u>COMMON</u>	<u>PROPER</u>	<u>COLLECTIVE</u>	<u>POSSESSIVE</u>
boy	Gerald	band	Joe's
girl	Majorie	faculty	administration's
car	Suzuki Forenza	flock	women's
airplane	F-18 Hornet	herd	babies'
state	Oklahoma	committee	Rosses'
religion	Christianity	crew	Ross's

A gerund is a present participle of a verb being used as a noun:

Swimming is my favorite form of exercise. (*swimming is the subject*)

They hated **writing**. (*writing is the direct object*)

He gave **skiing** a try. (*skiing is an indirect object*)

Note that, in none of the three examples, is the present participle actually being used as a verb. Compare them to these examples, in which the present participle **IS** being used as a verb:

They **were swimming** in the community pool.

She **had been writing** technical manuals for ten years.

We **had been skiing** all day.

In these examples, the words "swimming", "writing", and "skiing" are the main verbs in verb phrases.

THE USE OF NOUNS IN SENTENCES

Nouns, as well as pronouns, are used as simple subjects, direct objects, indirect objects, predicate nominatives, appositives, and objects of prepositions.

The **simple subject** of a sentence is the person or thing doing something or being written about.

The **direct object** receives an action from the subject via a transitive verb; it answers the questions *who?* or *what?* after an action verb.

The **indirect object** falls between a subject and a direct object. It can always be converted to a prepositional phrase. It answers the questions *to whom?* *for whom?* *to what?* or *for what?* You cannot have an indirect object without a direct object.

A **predicate nominative** is a noun that follows a linking (non-action) verb and renames the subject. It cannot follow an action verb.

An **object of a preposition** is the last word in a prepositional phrase.

An **appositive** is a word put into a sentence-and set off with commas-to restate another word just used.

Look at the following examples:

The **lawyer**, Mr. Stotts, sent Jerry a letter about the problem. (*subject*)

The lawyer, **Mr. Stotts**, sent Jerry a letter about the problem. (*appositive*)

The lawyer, Mr. Stotts, sent **Jerry** a letter about the problem. (*indirect object*)
The lawyer, Mr. Stotts, sent Jerry a **letter** about the problem. (*direct object*)
The lawyer, Mr. Stotts, sent Jerry a letter about the **problem**. (*object of a preposition*)
That man in the red shirt at the podium is the English **teacher**. (*predicate nominative*)

It is important to know how nouns are used in sentences. When you begin to study **pronouns**, you will find that pronouns often change their spelling to indicate how they are used. This is called **case**. English does not change the spelling of nouns to indicate usage. However, some foreign languages do. If you intend to study certain foreign languages, it will be very helpful to understand this! Furthermore, English nouns are generally **neutral gender**, except for such nouns as man/woman, stag/doe, boy/girl, stallion/mare, etc. Some languages classify most nouns as either **masculine gender** or **feminine gender**. You will need to know this if you study certain foreign languages.

COLLECTIVE NOUNS

A **collective noun** can be either **singular** or **plural**. It is sometimes difficult to determine this, but it is important in terms of subject and verb agreement. Look at the following examples:

The **faculty** attends a meeting after school on Tuesdays.

(*faculty is singular; the group is doing something as a singular entity*)

The **faculty** bring their computers with them to the meeting.

(*faculty is plural; it is the antecedent to “their” and “them”, which are both plural; therefore, the antecedent and the verb must be plural*)

The flock of birds flies in a great black cloud.

(*flock is singular; the group is doing something as a single entity*)

The flock scatter in all different directions.

(*flock is plural; we must be considering the actions of the individuals if they are going different directions*)

POSSESSIVE NOUNS

Possessive nouns are used, essentially, as **adjectives**. Possessive nouns use an **apostrophe** to show possessive form. There are rules for proper usage. All singular nouns, as well as those nouns whose plural IS NOT formed by adding “s” or “es”, form the possessive by adding an apostrophe and “s”. Only plural nouns that DO end in “s” put the apostrophe after the terminal “s”. Look at the following examples:

book's (*belonging to one book*)

books' (*belonging to more than one book*)

man's (*belonging to one man*)

men's (*belonging to more than one man*)

child's (*belonging to one child*)

children's (*belonging to more than one child*)

baby's (*belonging on one baby*)

babies' (*belonging to more than one baby*)

mouse's (*belonging on one mouse*)

mice's (*belonging to more than one mouse*)

Ross's (*belonging to one Ross*)

Rosses' (*belonging to more than one Ross*)

Do not confuse plural noun forms with possessive forms or with contractions. Plurals do not use an apostrophe unless they are possessive. The contractive apostrophe shows that the verb has been contracted onto the noun. For example, “The boy's going to the store” means “The boy is going to the store”. Compare that to “The boys are going to the store”. In the second example, “boys” is plural, but not contractive.

PLURALIZATION OF NOUNS

There are many ways to pluralize nouns in English. It can be somewhat confusing.

Most nouns pluralize by adding “s” or “es”:

dog/dogs cat/catspencil/pencils idea/ideas church/churches ranch/ranches

Some nouns are the same in the singular and in the plural:

sheep fish deer species aircraft scissors pants
grouse Chinese Japanese tweezers pliers chassis sheep

There is no such word as “Chineses” or “tweezeres” or “pantsees”!

Some plurals are quite unusual; the dictionary will show you the plural form:

woman/women man/men child/children alumnus/alumni crisis/crises
datum/data oasis/oases foot/feet goose/geese louse/lice
index/indices

Add -s to many nouns that end in *f*, *fe*, or *ff*:

chief/chiefs gulf/gulfs ruff/ruffs waif/waifs

Drop the *f* or *fe* and add -ives to some nouns:

half/halves wife/wives wolf/wolves calf/calves thief/thieves

Add -s to nouns ending in -ey:

donkey/donkeys attorney/attorneys key/keys valley/valleys

Drop the *y* and add -ies to words ending in -y:

gully/gullies ferry/ferries penny/pennies pantry/pantries

Add -es to nouns ending in *ch*, *s*, *sh*, *x*, or *z*:

roach/roaches tax/taxes crash/crashes quiz/quizzes (note the doubled “z”)

Add -s to nouns ending in a vowel and -o and to music terms ending in -o:

stereo/stereos video/videos soprano/sopranos piano/pianos

Sometimes words dealing with music can have another possible pluralization, due to their Italian origins:

basso/bassos or bassi soprano/sopranos or soprani alto/altos or alti

Add -s to compound nouns ending in -ful:

handful/handfuls spoonful/spoonfuls tankful/tankfuls eyeful/eyefuls

Add -s to the most important word in compound nouns, especially if hyphenated:

commander-in-chief/commanders-in-chief attorney-at-law/attorneys-at-law
mother-in-law/mothers-in-law four-cylinder-engine/four-cylinder-engines

If you are in doubt as to the correct plural form of a word, consult the dictionary. If the plural is in any way irregular, then the dictionary will indicate this.

GUIDE TO CAPITALIZATION

by Neill J. Chaffin

Capitalization is a way of calling attention to the most important words in a sentence. There are many rules of capitalization in English. Study them carefully.

NAMES AND TITLES

Capitalize the names of people, including middle initials and the abbreviations Jr. and Sr.

John J. Chaffin Sandra Leanne Carter Howard Millivan Jr. Bill Jack

Capitalize titles or abbreviations used with a name; generally, DO NOT capitalize titles NOT used with a name unless the name is used in place of a name as a noun in direct address.

Mr. Williams Mrs. McDonald Dr. Jones Captain Bellanger Senator Smeltzer

The **mayor** is in a meeting. (*mayor is not capitalized*)

We met with **Mayor** Smith. (*Mayor is used with a name and capitalized*)

Do you think, **Mayor**, that the city is thriving? (*Mayor is used as a noun in direct address in place of a name*)

Capitalize the titles President and Vice-President when they refer to the chief officers of a country, even when they are not used in direct address or with a name.

Capitalize words for family members if they are used with a name or as a noun in direct address.

Have you spoken with **Uncle** George this week? (*Uncle is used with a name and thus capitalized*)

My **uncle** is coming to visit this summer. (*uncle is not capitalized; it is just a reference to a family relationship*)

Are you sure you are comfortable, **Uncle**? (*Uncle is a noun used as a name in direct address and capitalized*)

Capitalize abbreviations for professional degrees that follow a name.

Bill Donaldson, PhD. Maria Gonzales, Md. Father John Bolton, SJ

PLACE NAMES

Capitalize the names of cities, counties, states, nations, and continents.

Tulsa Cleveland County Arkansas Belgium Africa

Capitalize the names of sections of the country, but not compass directions or words deriving from them.

the Southwest New England the Great Plains the Pacific Northwest the South
West Virginia North Carolina South Dakota the East Alaska

but not:

the **western** part of the state **north** towards the border along the **southern** route

Capitalize the names of rivers, lakes, seas, oceans, mountains, mountain ranges, and other geographical features, but not the words “of”, “on”, or “upon”.

Nile River Lake Eufala Atlantic Ocean Mt. Ranier Andes Mountains
Grand Canyon Black Mesa Stratford-upon-Avon Gulf of Mexico Stoke-on-Trent

Capitalize the names of streets, roads, highways, bridges, buildings, monuments, parks, etc.

47th Street Classen Boulevard Route 66 Golden Gate Bridge Chrysler Building
Brock Park Washington Monument Fifth Avenue Wall Street Ford Theater

Capitalize the names of planets, stars, galaxies, constellations, and other celestial bodies, but not usually the words *sun*, *earth*, or *moon* unless they are included in a list of other planets, satellites, etc.

Jupiter Betelgeuse Big Dipper Haley's Comet Crab Nebula Milky Way

Capitalize the names of businesses, corporations, clubs, associations, institutions, and government agencies.

Boys Club of America Intel Corporation Hewlett-Packard, Inc. Alcoholics Anonymous
Central Intelligence Agency U.S. Senate Oklahoma State University Sun Business Systems

Capitalize the names of days of the weeks, months, holidays, and historical eras, but not the names of the seasons.

Monday September New Year's Day the Gilded Age the Renaissance
winter spring summer fall

Capitalize the names of races, religions, nationalities, and languages, but generally not the words *black* or *white* when applied to race.

Asian Chinese Christian Belgian American Indians Native Americans

Capitalize the names of historical documents, periods, and events.

Declaration of Independence Bill of Rights Magna Carta Age of Enlightenment
Middle Ages World War II Black Death Roaring Twenties

Capitalize the abbreviations A.M, P.M., A.D., B.C., and BCE.

Note: increasingly, these are not being capitalized, nor are the periods being included.

Capitalize the names of awards, prizes, and medals.

Academy Award Pulitzer Prize Distinguished Service Cross Medal of Honor

Capitalize brand names but not the product descriptors.

Colgate toothpaste Tide detergent Clorox bleach Folger's coffee

Capitalize the first word in a sentence, the pronoun "I", the first word in a direct quote, the first word in an inside quote, the first word and names or titles used as names in the salutation of a letter, and the first word in the complimentary close of a letter.

The computer monitor was dirty.
She said, "**The** car is ready to use."
Dear Mr. Smith:
Dear Sirs:

Did you think that **I** was that stupid?
"Did Mr. Chaffin say, '**Get** ready to work?'" asked Gina.
Yours truly,
Gentlemen:

Note: Do not capitalize indirect quotes; they are not the exact words of a speaker; do not use quotation marks.

Capitalize the first word in most lines of poetry, even though the line does not begin a new sentence.

Awake! For morning in the bowl of night,

Has flung the stone that puts the stars to flight.

And Lo! The Hunter of the East has caught,

The Sultan's turret with a noose of light.

*Note: In the above example, the exclamation **Lo!** is capitalized; so is the personification of the sun (the **Hunter of the East**). This is common in older poetry. Many modern poets do not capitalize the first word of each line.*

Capitalize words referring to the Deity (God) and to names of holy books, scripture, religions, and denominations, but not the words “god” or “goddess” used in a mythological sense.

God	Allah	Holy Bible	Koran	Zend-Avesta	Buddhism
Baptists	Moslems	Hindus	god of war	goddess of love	

Capitalize the names of ships, trains, planes, automobiles, spacecraft, etc.

U.S.S. Cole	Wabash Cannonball	Spirit of St. Louis	Chevrolet Corvette	Challenger
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Capitalize the names of books, poems, short stories, magazines, movies, newspapers, plays, musical works, and works of art. Do not capitalize articles, conjunctions, or prepositions in titles unless they begin or end the title.

<i>The Hobbit</i>	“The Lay of the Last Minstrel”	“Three Skeleton Key”	<i>Newsweek</i>
<i>Chicago Tribune</i>	<i>The Hunger Games</i>	<i>My Fair Lady</i>	<i>The Swan Lake</i>
“Fortunate Son”	<i>The Birth of Venus</i>		

Note: We will cover the italicization, underlining, or quotation marks related to titles later in the year.

DO NOT capitalize the names of school courses unless they are languages or are followed by a course number.

social studies	English	mathematics	Spanish	Algebra II
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Capitalize proper adjectives, adjectives formed from proper nouns.

Nigerian	American	Shakespearean	British	Puerto Rican
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VOCABULARY (THE BATTLE WITH GRENDEL)

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

- | | |
|----------------|---------------|
| 01. affliction | 13. erect |
| 02. afflictor | 14. fashioned |
| 03. ancestral | 15. fierce |
| 04. artfully | 16. flight |
| 05. behold | 17. gaped |
| 06. bewitched | 18. gnaw |
| 07. boast | 19. grating |
| 08. bogs | 20. gruesome |
| 09. bolted | 21. guardian |
| 10. claws | 22. harsh |
| 11. cowering | 23. infamous |
| 12. desiring | 24. inlaid |
| | 25. instantly |

- | | |
|---|--|
| 26. ivory | o. Protector; one who guards or protects |
| 27. jogged | p. Claws, especially of a bird |
| 28. miserable | r. Standing upright |
| 29. murky | s. Brag; make claims for one's own prowess, worth, etc. |
| 30. pilgrimage | t. A fleeing or running away as from danger |
| 31. rafters | u. Having a bad reputation; notorious |
| 32. relished | v. Wanting; wishing; craving |
| 33. seized | w. Wretched; unhappy; suffering |
| 34. sinews | x. Turning or twisting; contorting |
| 35. snarling | y. Survive; endure |
| 36. stallions | z. Skillfully; cleverly |
| 37. swirling | aa. Grinding, rubbing, or scraping against |
| 38. talons | bb. Made; contrived; constructed |
| 39. taut | cc. White bone-like material of a tusk or teeth; of the color of such tusks or teeth |
| 40. threshold | dd. Cringing; shrinking back as from fear |
| 41. tormentor | ee. Tight; stretched |
| 42. tracing | ff. Inherited; pertaining to one's forebears or antecedents |
| 43. wakeful | gg. Under a hex or spell; charmed; enchanted |
| 44. weave | hh. One who causes pain or suffering; tormentor |
| 45. withstand | ii. One who causes pain or suffering; afflictor |
| 46. writhing | jj. Tendons |
| a. Marshes; fens; morasses; swamps | kk. A condition of pain or suffering; a calamity |
| b. Rough; crude; forbidding; cruel; unfeeling | ll. Long boards spanning walls and supporting a roof |
| c. The entrance or beginning point of something | mm. See; observe |
| d. Set in pieces into the surface of another material to form a smooth surface | nn. Stared open-mouthed in wonder or surprise |
| e. Growling fiercely, showing the teeth | oo. Following; tracking |
| f. Violently savage or cruel; wild | pp. Moving with a twisting or circling motion |
| g. Causing horror or disgust; grisly | qq. Muddy; dark; gloomy |
| h. Enjoyed greatly; liked; craved | rr. A trip or journey undertaken for religious purposes |
| i. Cut or bite, wearing away slowly with the teeth | ss. Male horses |
| j. Sharp hooked or curved bony structures at the end of fingers, toes, etc.; talons | tt. Moved along at a steady pace; trotted |
| k. Swallowed hurriedly; gulped down | uu. Construct in the mind or imagination a story, poem, etc. |
| l. Alert; vigilant; watchful | |
| m. At once; without delay | |
| n. Took suddenly; grabbed | |

VOCABULARY (GRENDEL'S MOTHER)

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

- | | |
|----------------|--------------|
| 01. assured | 10. forged |
| 02. boar | 11. fortune |
| 03. burst | 12. glorious |
| 04. dens | 13. groves |
| 05. devastated | 14. heavens |
| 06. drew | 15. monsters |
| 07. driven | 16. pleasant |
| 08. dwelt | 17. recounts |
| 09. female | 18. refuses |

19. reversed
20. seek
21. sheltered
22. slashing
23. smashing
24. sorrow
25. spot
26. spray
27. stabbing
28. stag
29. stirs
30. torch
31. vane
32. victim
33. weep

- a. Luck; chance; fate
- b. Turned back or in the opposite direction
- c. A flat piece of metal, cloth, etc. to catch the wind and turn a windmill
- d. The gender that produces offspring; woman
- e. Crush; break into pieces
- f. Metal formed or shaped with heat and hammering
- g. A male pig or hog
- h. Cutting or wounding with a sweeping stroke
- I. Piercing with a knife, dagger, etc.
- j. Pulled or removed from a sheath or scabbard, as of a sword
- k. Someone killed or harmed by the action of another
- l. Made certain; guaranteed
- m. Protected; guarded
- n. Splendid; magnificent
- o. Gave sudden expression to feeling, as of laughter, speech, etc.
- p. Sadness; melancholy
- q. Imaginary part-human, part-animal creatures
- r. Lairs; refuges; havens
- s. Completely destroyed; reduced to ruins
- t. Tells; relates
- u. Lived; abided
- v. Copses; thickets
- w. Mist or droplets of water propelled by wind, wave motion, etc.
- x. A light, usually a fire on the end of a stick
- y. A male deer
- z. Impelled or forced along
- aa. Declines to go, give, grant, etc.
- bb. Nice; agreeable
- cc. Area; place; location
- dd. Moves, shakes, or agitates slightly
- ee. Cry; sob
- ff. Skies
- gg. Try to find; look for

MULTI-MEANING WORDS

Directions: Match the definitions to the words by writing the letter of the definition in front of the word. Some words will have more than one meaning.

- | | |
|--------------|--|
| 01. bolted | a. Joined together with a threaded rod and fastener |
| 02. drew | b. A set of stairs, as between landings or floors |
| 03. flight | c. Shook or revived, as of a person |
| 04. forged | d. People going down a river on a simple floating vessel |
| 05. jogged | e. Suddenly grasped with the mind |
| 06. rafters | f. Copying by placing a semi-transparent paper over something |
| 07. refuses | g. Move from side to side or in and out |
| 08. seized | h. Pulled; towed |
| 09. smashing | I. Faked, as of a document, money, etc. |
| 10. spot | j. (Usually singular) trash; debris; detritus |
| 11. spray | k. A British slang term meaning outstandingly good or extraordinary |
| 12. stag | l. See |
| 13. stirs | m. An arrangement of flowers, leaves, berries, etc. |
| 14. torch | n. Reserved solely for males, as of a party |
| 15. tracing | o. Moves or agitate a liquid so as to mingle the ingredients |
| 16. weave | p. Set fire to; burn |
| | q. Slang word for jails or prisons |
| | r. Ran out or fled suddenly |
| | s. Stuck or jammed, due to excessive friction or heat |
| | t. A small stain or blemish |
| | u. Make a figure, design, or picture with a pen, pencil, brush, etc. |

HOMOPHONES

Directions: Some of the vocabulary words from the previous two pages have homophones, words that are spelled differently but sound the same. Write the homophones of the words that fit the following definitions. Some words will be used more than once.

01. Overly proud of or concerned with one's appearance or reputation. _____
02. When capitalized, a member of a Hindu religious sect of northern India. _____
03. A part of a sentence, either dependent or independent. _____
04. Ended or stopped. _____
05. A contraction for "we have". _____
06. To make a hole in, usually by drilling. _____
07. Instructed; imparted knowledge to. _____
08. Gave birth to. _____
09. To weary by being dull or uninteresting. _____
10. A section of a legal or commercial document. _____
11. A high wall of moving water caused by a rapid rise of tide in a narrow channel. _____
12. Carried; toted. _____
13. Having no real value or use. _____
14. The hollow part inside a pipe, tube, or gun barrel.

STUDY QUESTIONS (THE BATTLE WITH GRENDEL AND GRENDEL'S MOTHER)

Directions: Answer the following questions:

01. What is Grendel's motivation for coming forth at night from the hills and bogs?
02. What shows the narrator's attitude toward Grendel? Describe the attitude.
03. What does the narrator's attitude and comments about Grendel reveal about the narrator's beliefs?
04. Cite the alliteration in line 236.
05. Cite the alliteration in line 237.
06. What is different about Herot this time when Grendel arrives?
07. What shows Grendel's physical strength when he goes into Herot?
08. What words are used in lines 246 and 248 to impress upon the reader how frightening Grendel is?
09. What does Grendel see when he gets into Herot?
10. How does this make him feel? That is, what emotion does it invoke in him?
11. What does he think about as he views the scene?
12. What is personified in line 257?
13. To whom does "human eyes were watching" refer?
14. What does Grendel do to the first Geat he comes to?
15. What happens when he grabs the next apparently sleeping man?
16. Who is the man?
17. Cite the metonymys or kennings in line 273.
18. Having been seized by Beowulf, what does Grendel want to do?
19. Who is "Higlac's follower"?
20. What was the "final boast" of this man?
21. What words show the violence of the fight between Beowulf and Grendel in lines 290-299?
22. What had the Hrothgar's men thought was the only thing that could destroy Herot?
23. How do the Danes react to the battle?
24. What do Beowulf's men do, in contrast to the Danes?
25. Was their action of any avail? Why or why not?
26. Why were the weapons of the Danes useless against Grendel?
27. Against whom, besides Beowulf, was Grendel fighting, according to the narrator?
28. Cite the alliteration in line 341.
29. What injury does Grendel sustain?
30. How has Beowulf's boast actually helped him?
31. What is going to happen to Grendel on account of his wound?
32. What does Beowulf do with his "trophy"?
33. How do the people coming to Herot in the morning feel?
34. Where has Grendel gone to die?
35. Describe the lake as the men view it.
36. What is Grendel's final fate, as stated in line 374?
37. How does this fit in with what the narrator has said on several occasions about Grendel's origins?
38. Cite the alliteration in lines 376-377.
39. How do all the people present feel?
40. With what thought do they temper their adulation of Beowulf?
41. What changes beginning with line 386? That is, when does the action of this part of the story take place?
42. What new monster shows up at Herot in the next part of the story?
43. What is this monster's motivation for attacking the people at Herot?
44. Cite the simile in line 398.

45. Explain “reversed the bright vane of their luck”.
46. What does the narrator say about the men in Herot and their actions when they are attacked?
47. What does their staunch defense of Herot cause the monster to do?
48. How is her single victim described? That is, who is he?
49. Why did Beowulf and his men not help with the defense of Herot at this time?
50. What did Grendel’s mother take with her besides the one man?
51. Cite the simile in line 428.
52. What is Hrothgar describing?
53. To what are the tree roots compared?
54. What does Hrothgar say in lines 434-439 that drives home how fearful the place is?
55. Cite the similes in line 442.
56. What does Hrothgar ask of Beowulf?
57. What reward does he offer him?

RELATED LITERATURE ASSIGNMENT

Directions: Find something in legend/myth/literature that tells the story of an heroic character killing a monster, dragon, demon, etc. Write a summary of it. Limit your excerpt or summary to no more than about 200 words maximum. Be prepared to share it with other students in the class.

Here is my summary of the killing of the dragon Smaug from *The Hobbit*, by J.R.R. Tolkien:

Smaug is angry! A golden cup has been stolen from his hoard of treasure at Erebor by Bilbo Baggins, the burglar in a troupe of dwarves who have come to kill the dragon and retrieve their treasure. Unable to kill the dwarves, and suspecting the men of Laketown are complicit, the dragon flies off to attack the town. As he approaches the town, Bard, a townsman descended from the royal line of Girion, runs to warn the town master. As panicked precautions are taken, the dragon swoops down upon the town, smashing houses with his tail and setting them alight with his fiery breath. Just as all seems lost, an old thrush flies down and perches by Bard’s ear. It tells him of a weakness in the thick, armor-like skin of the dragon. Courageously, Bard awaits the next swoop of the dragon. He shoots an arrow from his bow, and it hits the dragon in its weak spot. The dragon shoots high into the air and then crashes down upon the burning town. Smaug is dead.

Interestingly, the theft of a cup from a dragon hoard figures in *Beowulf*, as you will see in the next lesson packet. This is one of the numerous ideas taken from Northern European myth and legend by Tolkien. Bard reflects the ideal of a hero as shown in *Beowulf*: he is courageous, he is of noble descent, and he shows good faith and loyalty.

EXERCISE ON FIGURATIVE LANGUAGE

Directions: Classify the following as simile, personification, metaphor, metonymy, hyperbole, or irony:

01. Mist crept slowly over the fields and brooded in the ditches and creekbeds.
02. The waxing moon was riding high in the West.
03. The dale lay before them like a stony trough.
04. Three suns have already arisen on our journey.
05. The sun climbed to the noon and then rode slowly down the sky.
06. A rough path descended like a steep stair into the plain.
07. The land swelled like a green sea up to the very foot of the mountains.
08. The huge lineman were a solid wall against the opposing team.
09. A great silvery metal bird soared upward with a roar from the concrete runway.
10. Innumerable marbles spilled from the leather bag.
11. They went in a single file, running like hounds of a strong scent.
12. The earth must groan under their hateful feet.
13. He wore a smile you could see for a mile.
14. The hunter set the snare, but then, while testing it, he got himself caught.
15. The kite soared like a giant bird high into the sky.
16. The rain was a waterfall beyond the opening of the cave.
17. There was no one in the world who would not have recognized her.
18. "You have missed only one question over the last six tests!" he exclaimed. "Gee! What a failure!"
19. My legs must forget the miles of our journey. They would be more willing, if my heart were not so sad!
20. A brilliant fiery orange ball rose slowly above the eastern horizon.

EXERCISE ON AFFIXES

*Directions: Use the list of affixes to complete the words:
You will use each affix only once!*

- | | |
|---|--|
| 01. capitalize wrongly: _____ capitalize (3 letters) | 18. in a slow way: slow _____ (2 letters) |
| 02. reverse the connection: _____ connect (3 letters) | 19. not possible: _____ possible (2 letters) |
| 03. not able to be mistaken: _____ mistakable (2 letters) | 20. over aged: _____ annuated (5 letters) |
| 04. going up: up _____ (4 letters) | |
| 05. that can be maintained: maintain _____ (4 letters) | |
| 06. full of danger: danger _____ (3 letters) | |
| 07. not capable of: _____ capable (2 letters) | |
| 08. someone who talks: talk _____ (2 letters) | |
| 09. paints again: _____ paints (2 letters) | |
| 10. not funded enough: _____ funded (5 letters) | |
| 11. like a fool: fool _____ (3 letters) | |
| 12. noun form of entertain: entertain _____ (4 letters) | |
| 13. after the war: _____ war (4 letters) | |
| 14. before the war: _____ war (3 letters) | |
| 15. in the center of the sentence: _____ sentence (3 letters) | |
| 16. that can be collected: collect _____ (4 letters) | |
| 17. the most small: small _____ (3 letters) | |

-able
dis-
-er
-est
-ible
im-
in-
-ish
-ly
-ment

mid-
mis-
-ous
post-
pre-
re-
super-
un-
under-
-ward

EXERCISE ON NOUNS

Directions: Circle the nouns in these sentences. The number of nouns is in parentheses after the sentence. Then tell how the bold-faced noun is used (subject, direct object, indirect object, predicate nominative, object of a preposition)

01. Steam locomotives were developed in many **countries** by many men. (3) _____
02. Justice and **mercy** are hallmarks of a good legal system. (4) _____
03. He nibbled a **bit** of sorrel and drank from a small stream near the path. (4) _____
04. A small figure sat on a stool, with his back propped against a **pillar**. (4) _____
05. He had a natural **distrust** of hobbits from other parts of the Shire. (4) _____
06. They gave the **hobbits** a stern warning about the dangers they would face. (3) _____
07. The man in the gray suit was his **teacher**. (3) _____
08. **Caroline** stood by the curb and waited for the bus. (3) _____
09. The teacher typed the lesson on nouns, and then he gave his **neighbor** a call. (5) _____
10. The bird making the noise was an **owl**. (3) _____

EXERCISE ON CAPITALIZATION

Directions: Circle any errors in capitalization, whether missing or unnecessary:

01. We are all going to the party next Wednesday at the boys club Of america.
02. everyone came to the Celebration on new year's day.
03. Students at classen school of advanced studies alternate schedules each Friday.
04. the weather that Winter was unusually warm, especially during January.
05. "3M" is the usual abbreviation for minnesota mining And manufacturing, inc.
06. "ibm" is the famous acronym for international business machines corporation.
07. The bible is the Scripture of christianity; the torah is that of judaism.
08. That teacher drives a suzuki forenza, a product of general motors corporation.
09. the lecture was given by joe f. smith, phd.
10. Bill williams jr. Was given an Award by the national academy of underwater basket weaving.
11. The president spoke at a news conference at the white house.
12. his address was 621 ninah street, bakersfield, california.
13. The moors, a tribe from northern africa, invaded the iberian peninsula in 711 a.d.
14. The zambezi river is the only major River in africa that flows Eastward into the indian ocean.
15. Several japanese, nigerian, german, and english students attended the College.
16. A verse from a poem called "the rubaiyyat of omar khayyam", by a persian poet, reads:

iram Indeed is gone with all its rose,
and jamshyd's seven-ringèd Cup where no one knows;

but still a ruby kindles in the vine,
and many a garden By the water blows.

17. Some of the students come from sioux city, south dakota.
18. Jerry Said, “go tell mom that we are going to go sit on the roof during a lightning storm.”
19. “open the back of the clock,” He said, “And adjust the pendulum.”
20. “those are your books over there,” she said. “mine are on the desk.”
21. “Did mr. chaffin say, ‘get ready to take a test’?” Asked alice.
22. Can you tell me, general, if you have ever Questioned the orders of your superior Officers?
23. lunch consisted of french fries, polish sausage, english muffins, and chinese Egg Rolls.
24. In english Class we read *the lord of the rings* and then some Short Stories.
25. The letter began with the salutation “dear fiends,” and ended with the closing “unfortunately Yours,”.
26. We didn’t have time to do the assignment; Besides, we didn’t really want to do It.
27. many countries are on the Continent of africa; Only one is on the continent of australia.
28. We went Westward toward arizona, where we saw grand canyon, a well-known tourist destination.
29. The appalachian mountains and the atlantic coastal plain are Geographic features of the Eastern part of the united states.
30. Our classes included spanish, Science, Social Studies, algebra I, music, and english.
31. We visited the south, and then we went North toward new england.
32. some of us like uncle joe, But none of us can stand our Aunts.
33. One of the students was a kiowa, but several of the others were arapaho.