

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 adjectives and adverbs
- * guide to sentence structure

OBJECTIVES TO BE TESTED:

- * vocabulary
- * story content
- * adjectives/adverbs
- * sentence structure

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

- | | |
|---|---|
| 01. anxious | temporal |
| 02. banner | d. Enjoyment; delight |
| 03. beholding | e. Close by; next to; in the immediate vicinity |
| 04. bolted | f. Express an intent to hurt or harm |
| 05. bracelets | g. One who inherits |
| 06. disgrace | h. Extreme fear |
| 07. far-flung | i. Not sacred, hallowed, or consecrated; wicked; impious |
| 08. flown | j. Valuable; highly esteemed or valued |
| 09. flushed | k. Precious stones; gems |
| 10. funeral | l. Inside; interior |
| 11. gasping | m. A structure that is relatively high for its length and width; turret |
| 12. glorious | n. Excited; exhilarated |
| 13. groped | o. Triumph; winning |
| 14. haltingly | p. Felt one's way along with the fingers or hands, as in darkness |
| 15. heir | q. Strewn; thrown about in random order |
| 16. helmet | r. Ornamental rings worn around the wrist |
| 17. inner | s. Decomposing; disintegrating |
| 18. jackals | t. Burnish; rub in order to make shiny |
| 19. jewels | u. Ran away; fled |
| 20. livid | v. Victory; winning |
| 21. mist | w. Flag; pennant |
| 22. necklace | x. Splendid; magnificent |
| 23. neighboring | y. Forays; sudden attacks |
| 24. pleasure | z. Eagerly wishing |
| 25. polish | aa. Panting; breathing with great effort |
| 26. precious | bb. Showered lightly, as with water |
| 27. raids | cc. Seeing; looking upon |
| 28. rotting | dd. With starts and stops; hesitantly |
| 29. scattered | ee. Burial place; mausoleum |
| 30. shamefaced | ff. Rites surrounding death and burial |
| 31. spit | gg. Narrow promontory of land |
| 32. sprinkled | hh. Ornamental ring worn around the neck |
| 33. stir | ii. Protective headgear for purposes of battle, occupational safety, etc. |
| 34. swollen | jj. Covering a large or extended area |
| 35. terror | kk. Those who betray friends, family, duty, etc. |
| 36. threaten | ll. Small wild dogs of Africa and Asia |
| 37. tomb | mm. Showing or feeling shame |
| 38. tower | nn. In a manner showing fatigue |
| 39. traitors | oo. Rouse; awaken |
| 40. triumph | pp. Ran away |
| 41. unholy | qq. Public dishonor; disrepute; shame |
| 42. victory | rr. Marvelous; amazing |
| 43. wearily | ss. Crying; sobbing; shedding tears |
| 44. weeping | tt. Fog |
| 45. wonderful | |
| 46. worldly | |
| a. Puffed up; bloated | |
| b. Discolored from being bruised | |
| c. Pertaining to life; limited to this world; | |

STUDY QUESTIONS FOR THE DEATH OF BEOWULF AND MOURNING BEOWULF

Directions: Answer the following questions:

01. What does Beowulf realize in lines 736-740?
02. How does Beowulf access his time as king?
03. Cite a sense of fatalism or predestiny in Beowulf's words.
04. What does he tell Wiglaf to go and do?
05. What does he say he has never done in lines 753-754?
06. What does this reveal about common practice of rulers doing this time?
07. What does Beowulf say will ease his death, in lines 761-763?
08. What does the narrator say about gold in lines 776-778?
09. How can he see in this underground place?
10. Why does Wiglaf hurry back to Beowulf?
11. To whom does Beowulf give thanks for the treasure:
12. What does he tell Wiglaf to do in lines 810-812?
13. What does he tell Wiglaf to do in lines 812-814?
14. Why does he want this done?
15. What gifts does Beowulf present to Wiglaf?
16. Who return from the woods after Beowulf dies?
17. How does the narrator describe them?
18. How do they feel?
19. What controls all earthly events, in lines 842-846?
20. According to Wiglaf, what is the one thing that the cowards will have?
21. What does Wiglaf say would have been better for them?
22. Why did the Geats make the burial tower for Beowulf so strong and tall?
23. Cite the alliterations in lines 875-876.
24. What was buried along with the ashes of Beowulf?
25. Summarize the actions and words of the Geats just after entombing Beowulf.
26. What does the narrator say other men should do?
27. Summarize the final analysis of Beowulf, according to the Geats.

There are two kinds of modifiers in English: adjectives and adverbs. These modifiers may be a single word, a prepositional phrase, a verbal phrase, or a dependent clause.

ADJECTIVES

An adjective describes a noun or a pronoun. An adjective tells *which one(s)*, *what kind*, *how much*, or *how many*. An adjective may be placed *before the noun* it modifies, *in apposition after it*, or after a *linking verb*.

A **tall blonde** girl walked into the room. (*tall and blonde describe girl*)

The girl, **tall and blonde**, walked into the room. (*tall and blonde describe girl*)

The girl was **tall and blonde**. (*tall and blonde are predicate adjectives describing girl*)

Four cars were in the parking lot. (*four tells how many cars*)

Black shadows filled the room. (*black tells what kind of shadows*)

That book is worth reading. (*that tells which book*)

Extensive work went into the project. (*extensive tells how much work*)

A proper adjective is an adjective formed from a proper noun:

Shakespearean sonnets are a form of poem. (*formed from the proper noun Shakespeare*)

A predicate adjective is an adjective that follows a linking verb and describes the subject of the sentence:

The cat was **old**. (*“old” follows the linking verb “was” and refers back to the subject “cat”*)

A demonstrative adjective is a demonstrative pronoun used as an adjective:

I want **that** package. (*that tells which package.*)

The articles- “a”, “and” and “the”-are considered a separate part of speech, but they act as adjectives.

A book, **an** organizer, and **the** pencil lay on **the** desk. (*the articles function essentially as adjectives*)

A possessive adjective is a possessive pronoun used as an adjective:

My desk is in the corner of the room. (*my describes desk*)

An adjective phrase is a prepositional phrase used as an adjective:

The book **on the desk** is fun to read. (*on the desk tells which book*)

An adjective clause is a dependent or subordinate clause used as an adjective:

The book **that I bought** is on the desk. (*that I bought tells which book*)

A possessive noun is a noun used as an adjective:

Joe’s book is on the desk. (*Joe’s tells which book*)

The present participle or past participle of a verb can be used as an adjective:

The **smoking** grill is where we got the **cooked** meat. (*smoking describes grill; cooked describes meat*)

A participial phrase is a verbal phrase used as an adjective.

The man **standing in the room** is my uncle. (*standing in the room describes uncle*)

Cars **parked at the curb** will be towed. (*parked at the curb describes cars*)

An infinitive phrase is a verbal phrase that can be used as an adjective.

That is the best book **to read**. (*to read describes book*)

THE COMPARATIVE AND SUPERLATIVE OF ADJECTIVES

Adjectives have comparative and superlative forms. Most adjectives form the comparative and superlative by adding **-er** and **-est** to the basic form or by putting the words **more** and **most** in front of it. However, there are many and varied **irregular forms**, both in spelling and in form. The dictionary will tell you irregular forms of adjectives.

The **comparative** is used to compare one to one other:

This book is better than that one.	Her tests are easier than mine.
He is the taller of the two men.	She is more popular than her sister.
It is the worse of the two choices.	They divided the task between the two of them.

The **superlative** is used to compare more than two things or one to all things in a class of things:

That is the best of the pile of books.	His tests are the easiest of all the teachers.
He is the tallest man in the group.	She is the most popular of the four girls.
It is the worst idea of all.	They divided the test among the five of them.

Be sure to **avoid double comparatives and superlatives** when dealing with irregular forms. Some adjectives, because of the absolute nature of their meaning, don't really have meaningful comparatives and superlatives:

This coffee is more better!	This coffee is better!
That is the bestest book!	That is the best book!
It was the deadest skunk.	(<i>It can't be more dead than dead!</i>)
He came in firstest.	(<i>He can't be more first than first!</i>)

Some adjectives have more than one acceptable comparative and superlative, depending on exact meaning:

He has **less** money. (*little, less, least*) He has **littler** ears. (*little, littler, littlest*)

Some adjectives **share forms** with others:

much, more, most **many, more, most**

Generally, adjectives that are **one-syllable** add **-er** or **-est**, if they are regular; adjectives of **more than one syllable** place **more** or **most** in front of the adjective, if they are regular. There are, however, exceptions. If in doubt, check the dictionary:

"Fun" does not become *funner* and *funnest* ; it becomes *more fun* and *most fun*.

ADVERBS

The other kind of modifier is the adverb. The adverb modifies a verb, adjective, or other adverb. It tells *when, where, how, why, or to what extent*. Like adjectives, an adverb may be a single word, a prepositional phrase, a verbal phrase, or a dependent clause. Adverbs may be placed almost anywhere in a sentence.

They arrived late . (<i>late tells when they arrived</i>)	They stood up . (<i>up tells how they stood</i>)
She walked quickly . (<i>quickly tells how she walked</i>)	It is there! (<i>there tells where it is</i>)
We never quarrel. (<i>never tells to what extent we quarrel</i>)	I type accurately . (<i>accurately tells how I type</i>)

Adverbs are flexible in their placement:

Slowly the water dropped.	The water dropped slowly .
Never do we tell lies.	We never do tells lies.

Adverbs, as indicated above, may modify verbs, adjectives, or other adverbs:

They were **quietly** buying stock. (*quietly modifies the verb were buying*)

It was a **very** large airplane. (*very modifies the adjective large*)
The temperature dropped **quite** slowly. (*quite modifies the adverb slowly*)

Adverbs may be **prepositional phrases**, **verbal phrases**, or **dependent (subordinate) clauses**:

We walked **through the store**. (*prepositional phrase telling where*)
My brother swims **to relax**. (*infinitive phrase telling why*)
She cried **because her foot hurt**. (*adverb clause telling why*)
When they arrived, the party began. (*adverb clause telling when*)

There are four adverbs **used to ask questions**:

When will you finish the job? **Why** have you come?
Where is the screwdriver? **How** is this going to help?

Here and **there** are adverbs:

Here is the rest of the paper. **There** is not enough time to do this.

Adverbs frequently interrupt **verb phrases**:

She has **almost never** polished her shoes. (*almost and never interrupt the verb phrase has polished*)
We could **barely** see the end of the road (*barely interrupts the verb phrase could see*)

A **conjunctive adverb** introduces the second half of a **compound sentence** after a **semi-colon**. Some conjunctive adverbs consist of more than one word:

She arrived late; **consequently**, she could not complete the job. (*consequently is the conjunctive adverb*)
The bolt was left loose; **as a result**, the part fell off the machine. (*as a result is the conjunctive adverb*)

The **comparative** and **superlative** forms of adverbs follow much the same rules as for **adjectives**. If in doubt, consult the **dictionary**:

She ran **more slowly** than the other girl. She ran **slower** than the other girl.
They played **worse** than we did. She played **worst** of all.

Do not confuse **adjective and adverb forms of the same word**:

This is a **real** can of soup. (*adjective*) This is **really** good soup. (*adverb*)
He made a **bad** call. (*adjective*) He called the play **badly**. (*adverb*)
She sang a **good** song. (*adjective*) She sang **well**. (*adverb*)

Note: **Good** and **well** and **bad** can be confusing. Both use the same comparative and superlative forms:

good, better, best **well, better, best**

Good is an adjective. **Well** can be an adjective if it is used as a **predicate adjective** to indicate health:

He is in **good** health. (*adjective*) He lives **well**. (*adverb*)
He feels **bad**. (*adjective*) He feels **badly**. (*adverb; feel, as in probe with the fingers*)
She looked **well**. (*adjective; she's in good health*) She looked **well** at the paper. (*adverb, how she looked at*)
She looks **good**. (*adjective; she is attractive*)

Sometimes an adverb used to introduce a sentence must have a comma after it:

First, find all of the parts. **Second**, put them together. **Finally**, give up and take it back to the store.

GUIDE TO SENTENCES
RUN-ONS, FRAGMENTS, COMPLETE
SIMPLE, COMPOUND, COMPLEX, COMPOUND/COMPLEX
by Neill J. Chaffin

A complete sentence must contain a subject (even if merely understood or implied), it must contain a verb, and it must make a complete thought. If a sentence fails on any of these points, it is considered an incomplete sentence, a sentence fragment. If two or more sentences are combined improperly, it is considered a run-on sentence. Another type of run-on is a sentence that simply is too long and complex to be easily understood. Like the Energizer Bunny, it just keeps going and going and going.....!

A **simple sentence** is any sentence that is properly a sentence but **cannot** be separated at any place into two

complete sentences and does not contain any kind of **dependent (subordinate) clause**. A simple sentence may contain **compound** elements (**subjects, verbs**, etc.) and still be considered a simple sentence.

The teacher typed a test.

A strong wind blew relentlessly across the prairie.

Many flies flew around the office and pestered the teacher. (*compound verb, but simple sentence*)

Both the teachers and the students went to the assembly. (*compound subject, but simple sentence*)

Listen carefully! (*understood "you" is the subject: You listen carefully!*)

An **incomplete sentence (sentence fragment)** fails one or more of the criteria of a complete sentence:

Sat at the desk and worked to complete the test. (*lacks a subject: who sat?*)

The teacher in the tan shorts and white tee-shirt. (*lacks a verb; what did he do?*)

Around the corner and rapidly down the street. (*lacks both a subject and verb; just prepositional phrases*)

A **run-on sentence** is any compound sentence that is not properly joined together or is too long and complex to be easily understood:

The wind blew all day the rain fell heavily. (*lacks a comma and conjunction: a run-on*)

The wind blew all day, the rain fell heavily. (*lacks a conjunction: a run-on*)

The rain blew all day and the rain fell heavily. (*lacks a comma: a run-on*)

The rain blew all day, and the rain fell heavily. (*has both a comma and conjunction: NOT a run-on*)

The rain blew all day; the rain fell heavily. (*has a semi-colon: NOT a run-on*)

He walked slowly into the field, reflecting upon the problems of his life, and then he began to notice that it was beginning to rain, and his left shoe sole was coming loose, which irritated him because the shoe was only a couple of weeks old, causing him to become angry with the company that had made the shoes. (*run-on: this should be several shorter sentences!*)

Note: *As you can see from the above examples, you must use a comma and conjunction or you must use a semi-colon to join two sentences into one compound sentence. A comma alone or a conjunction alone is not enough. You also cannot build sentences that are too long and complex, even if they are punctuated correctly.*

A **compound sentence** is two or more **simple sentences** properly joined together with a **comma** and a **conjunction** or with a **semi-colon**. It cannot contain a **dependent (subordinate) clause**:

We sat on the dock, and the others fished from a boat. (*has a comma and conjunction*)

We sat on the dock; the others fished from a boat. (*has a semi-colon*)

They talked, we listened, but others left the room. (*has commas and conjunctions*)

George didn't listen because he was lazy. (*has a subordinate clause: because he was lazy*)

Note: **Very short** compound sentences *may* properly *dispense* with the comma, but I don't recommend it:

He worked and she spent money. (*very short sentences*)

Complex sentences are those which contain an **adjective or adverb dependent (subordinate) clause**:

The dog that roamed the neighborhood suddenly disappeared. (*that roamed the neighborhood is an*

She failed the test because she did not study. *adjective clause*
(because she did not study is an adverb clause)

Notice that these adjective or adverb clauses can be removed from the sentence, and you will still have a complete sentence, albeit missing some information.

Compound-complex sentences are those sentences which are compound and also contain one or more **dependent (subordinate) clauses**:

The man who typed the test got a cup of coffee, and then he wrote another test. *(two complete sentences properly joined together and with an adjective clause: who typed the test)*

Because she was smart, she finished college; then she got a good job. *(two complete sentences properly joined together and with an adverb clause: because she was smart)*

The rain fell heavily; consequently, the flowers that he had planted thrived. *(two complete sentences properly joined together and with a subordinate clause: that he had planted)*

The dog that did this lives nearby; because they didn't like it, the neighbors complained to the city. *(two complete sentences properly joined together and with two subordinate clauses: that did this and because they didn't like it)*

EXERCISE ON ADJECTIVES

Directions: Circle the adjectives, including possessive nouns and possessive pronouns used as adjectives; include demonstrative adjectives; ignore "a", "an" and "the":

01. Her long yellow hair rippled down her slender shoulder and over her back. (6)
02. Goldberry's gown was green and decorated with silver and gold threads. (4)
03. Tom's coat was yellow, and his boots were blue; his fashion sense was terrible! (7)
04. There were four deep mattresses with white blankets. (3)
05. He had a dreadful feeling that he was listening to that horrible, dry, creaking voice. (5)
06. The wine was sweet, the sun was hot, and he was sleepy. (3)
07. The ground beside the road was covered for many miles with short springy turf. (3)
08. The red flowers on the beans began to glow against the wet green leaves. (3)
09. He seemed quite dry, except for his boots. (2)
10. He was lying in a soft slimy bog and, springing up, he set his foot on a cold hard flagstone. (5)

EXERCISE ON ADVERBS

Directions: Circle the adverbs:

01. Two very tall men stepped quickly out of the shadows and then entered the long limousine. (3)
02. An extremely old cat lay lazily there on the sun-warmed patio. (3)
03. We had never before seen a dog that could dance wildly and bark musically. (4)
04. They could not fully understand the explanation that Sheldon had so quickly given. (4)
05. She almost never bought her clothes at the most expensive stores. (3)
06. Seldom had they seen a storm that immediately caused damage so quickly. (4)
07. The scared cat finally scrambled down and ran off. (3)
08. He often wrote Shakespearean sonnets and extremely dull articles about flea repellents.(2)
09. Very tired from diligently writing exercises about grammar and usage, he finally took a break. (3)
10. Then he remembered that he had to write another sentence. (1)

EXERCISE ON RUN-ONS, FRAGMENTS, AND COMPLETE SENTENCES

Directions: Classify the following as run-on, fragment, or complete. Then explain what is wrong, if anything. Problems are a missing subject, a missing verb, missing both, or defective punctuation/conjunction. If nothing is wrong, then write "complete" in the blank.

01. With it from the dark horizons of the West.

02. They ran to the windows all marveled at the view down the hill.

03. Each of the hobbits looked out over the valley.

04. As they listened, they began to understand the lives of the forest.

05. The exercise on run-ons and fragments in the English class.

06. Tom wore a blue coat and brown pants, Goldberry was clad in a shimmering silver gown.

07. Tom wore a blue coat and brown pants; Goldberry was clad in a shimmering silver gown.

08. Tom wore a blue coat and brown pants, and Goldberry was clad in a shimmering silver gown.

09. Tom wore a blue coat and brown pants and Goldberry was clad in a shimmering silver gown.

10. Before they had finished breakfast, the clouds.

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

Directions: Classify the following sentences as simple, compound, complex, or compound/complex:

01. Two very tall men stepped out of the shadows, and they entered the long limousine that sat at the curb.
02. An extremely old cat lay lazily there on the sun-warmed patio.
03. We had never before seen a dog that could dance wildly and bark musically.
04. They could not fully understand the explanation that Sheldon had so quickly given, but they faked it.
05. She never bought the clothes that she wore at the most expensive stores, but she still dressed well.
06. Seldom had they seen a storm that immediately caused damage so quickly.
07. The scared cat finally scrambled down and ran off.

08. He often wrote Shakespearean sonnets and extremely dull articles about flea repellents.
09. After he wrote exercises about grammar and usage, he finally took a break.
10. Then he remembered that he had to write another sentence.
11. Tom wore a blue coat and brown pants, and Goldberry was clad in a shimmering silver gown.
12. The wine was sweet, the sun was hot, and he was sleepy.
13. Tom's coat was yellow, and his boots were blue; his fashion sense was terrible!
14. Goldberry's gown was green and decorated with silver and gold threads that glistened in the firelight.
15. The ground beside the road was covered for many miles with short springy turf.
16. He was lying in a soft slimy bog, but he sprang up and set his foot on a cold hard flagstone.

COMPOSITION ASSIGNMENT

Directions: *Beowulf's ashes were entombed in a seaside tower that could be seen from afar by sailors; in short, a navigational aid as well as a lasting monument to him. Write a paragraph about burial practices that involve elaborate structures, either above or below ground. This may be either from actual history or from literature/myth/legend. Bring the paragraph to class and be prepared to share it with other students. Limit it to no more than about 200 words.*

Here is my sample paragraph:

Underground burial in more than simply a coffin in a hole in the ground has been practiced for several thousand years. Barrows, or mounds built up over underground burial chambers, can be found in numerous locations, including Ireland and Britain. Celtic burial mounds consisted of a single underground chamber with a short hall leading from the entrance to the chamber. Often the skulls of enemies that were killed by the occupant of the tomb during his life were ensconced in the frame surrounding the entrance. Inside the stone chamber were laid the body or the ashes of the occupant-always a chief or notable warrior-as well as grave goods, including treasure. Sometimes there were also the remains of human sacrifices to the deceased. Considerable superstitious fear often surrounded these barrows. J.R.R. Tolkien reflected this in his depiction of the burial mounds of the Barrow Downs in *The Fellowship of the Ring*. These were occupied by evil spirits, the barrow wights, who would lure in, entrap, and kill any trespassers.