

## OLYMPIADS SCHOOL/GRADE 8 ENGLISH/HANDOUT 5

### GRAMMAR

#### Inversion of subject and verb

<https://www.englishgrammar.org/inversion-subject-verb/>

In English, the usual order of words in a sentence is subject + verb + object. Sometimes certain adverbs come at the beginning of the sentence. This order is then inverted and the verb comes before the subject.

Study the following sentences.

- Scarcely had I stepped out when the telephone rang.
- Hardly had I reached the station when the train departed.
- No sooner had she read the telegram than she started crying.
- Never have I seen such a mess.

Note that the sentences given above can also be written with normal word order.

- I had scarcely stepped out when the telephone rang.
- I had hardly reached the station when the train departed.

#### **Circle the correct form of the verb.**

1. Down that dark path (sit, sits) the haunted house.
2. Here (is, are) the book you wanted to read.
3. Untouched (was, were) the tranquil garden.
4. From the bank the thief (steal, steals) the money.
5. From the bowl (eat, eats) three cats.
6. There (was, were) a big fire here last year.
7. Where (is, are) my favorite hat?
8. There (stand, stands) the president of the United States.
9. What (do, does) you do for a living?
10. Attached (is, are) a copy of the file.

#### Types of sentences

[http://libweb.surrey.ac.uk/library/skills/Grammar%20Guide%20Leicester/page\\_03.htm](http://libweb.surrey.ac.uk/library/skills/Grammar%20Guide%20Leicester/page_03.htm)

As well as being able to write in complete sentences, it is important to be able to use a variety of sentence types that are correctly punctuated.

Sentences are made up of **clauses**: groups of words that express a single idea. There are two types of clauses: **independent clauses** and **dependent clauses**. Independent clauses can stand alone as complete sentences. A dependent clause needs an independent clause to complete its meaning. Different types of sentences are made up of different combinations of these two types of clauses.

**Simple sentences** consist of just one independent clause; it requires only one punctuation mark at the end (a full stop, exclamation or question mark).

The essay was late.

**Compound sentences** are made by joining simple sentences. We join sentences which are closely related in content to make the writing more fluid. We can join simple sentences with a comma and a word such as: *and, but, so, yet*.

The essay was late, so he lost marks.

We can also join simple sentences with a semi-colon.

The essay was late; he lost marks.

**Complex sentences** are made when we combine an independent clause with a dependent clause. The dependent clause in the following example is in italics.

Because his essay was late, he lost marks.

When the dependent clause comes first, as in the example above, it is separated from the independent clause with a comma. When the sentence begins with the independent clause, there is no need to separate the clauses with a comma.

He lost marks because the essay was late.

Comparing these two examples, it can be seen that the emphasis tends to fall on the clause at the beginning of the sentence. Vary your placement of dependent clauses in order to emphasise the most important idea in the sentence. Common ways to begin a dependent clause are: *although, as, because, even though, if, instead, through, when, whenever, where, while*.

Whilst more than one dependent clause can be used in a sentence, they must always be combined with an independent clause to complete the idea. Again, the dependent clauses in this example are in italics.

*Although there are many dissenters, many of whom were prominent citizens,* the policy still stands today.

Different types of sentences can be combined to form **compound-complex sentences**. In the example below, the central independent clause combines two sentence types. It serves as both the ending of the complex sentence and the beginning of the compound sentence.

When considering owning a pet, you must calculate the cost, or the animal may suffer.

When punctuating a compound-complex sentence, apply the rules for both compound and complex sentences. The example above begins with a dependent clause separated from the central clause by a comma, as in the rule for complex sentences. At the end of

the sentence the independent clause is joined by a comma and the word *or*, as in the rule for the compound sentences.

### Practice

Circle the correct answer:

1. Pauline and Bruno have a big argument every summer over where they should spend their summer vacation.  
A. Simple Sentence B. Compound Sentence C. Complex Sentence  
D. Compound-Complex Sentence
2. Pauline loves to go to the beach and spend her days sunbathing.  
A. Simple Sentence B. Compound Sentence C. Complex Sentence  
D. Compound-Complex Sentence
3. Bruno, on the other hand, likes the view that he gets from the log cabin up in the mountains, and he enjoys hiking in the forest.  
A. Simple Sentence B. Compound Sentence C. Complex Sentence  
D. Compound-Complex Sentence
4. Pauline says there is nothing relaxing about chopping wood, swatting mosquitoes, and cooking over a woodstove.  
A. Simple Sentence B. Compound Sentence C. Complex Sentence  
D. Compound-Complex Sentence
5. Bruno dislikes sitting on the beach; he always gets a nasty sunburn.  
A. Simple Sentence B. Compound Sentence C. Complex Sentence  
D. Compound-Complex Sentence

### Sentence Fragments

<http://writingcenter.unc.edu/handouts/fragments-and-run-ons/>

What's wrong with the following sentences?

**Because he had a flat tyre.**

**After the snow storm.**

**When you finally know how to swim.**

**Since you asked.**

**If you want to leave.**

A sentence fragment is an **incomplete sentence**. Some fragments are incomplete because they lack either a subject or a verb, or both. The fragments that most students have trouble with, however, are **dependent clauses**—they have a subject and a verb, so they look like complete sentences, but they don't express a complete thought.

They're called "dependent" because they can't stand on their own (just like some people you might know who are SO dependent!). Look at these dependent clauses. They're just begging for more information to make the thoughts complete:

*Because his car was in the shop (...What did he do?)*

*After the rain stops (...What then?)*

*When you finally take the test (...What will happen?)*

*Since you asked (...Will you get the answer?)*

*If you want to go with me (...What should you do?)*

Does each of these examples have a subject? Yes. Does each have a verb? Yes. So what makes the thought incomplete? It's the first word (*Because, After, When, Since, If*). These words belong to a special class of words called **subordinators** or **subordinating conjunctions**. If you know something about subordinating conjunctions, you can probably eliminate 90% of your fragments.

First, you need to know that subordinating conjunctions do three things:

1. join two sentences together
2. make one of the sentences dependent on the other for a complete thought (make one a dependent clause)
3. indicate a logical relationship

Second, you need to recognize the subordinators when you see them. Here is a list of common subordinating conjunctions and the relationships they indicate:

**Cause / Effect:** *because, since, so that*

**Comparison / Contrast:** *although, even though, though, whereas, while*

**Place & Manner:** *how, however, where, wherever*

**Possibility / Conditions:** *if, whether, unless*

**Relation:** *that, which, who*

**Time:** *after, as, before, since, when, whenever, while, until*

Third, you need to know that the subordinator (and the whole dependent clause) doesn't have to be at the beginning of the sentence. The dependent clause and the independent clause can switch places, but the whole clause moves as one big chunk. Look at how these clauses switched places in the sentence:

*Because his car was in the shop,*  
John took the bus.

John took the bus  
*because his car was in the shop.*

Finally, you need to know that every dependent clause needs to be attached to an independent clause (remember, the independent clause can stand on its own).

**How do you find and fix your fragments?** Remember the basics: subject, verb, and complete thought. If you can recognize those things, you're halfway there. Then, scan your sentences for subordinating conjunctions. If you find one, first identify the whole chunk of the dependent clause (the subject and verb that go with the subordinator), and then make sure they're attached to an independent clause.

*John took the bus. (Independent clause. So far, all is well!) Because his car was in the shop. (Dependent clause all by itself. Uh oh! Fragment!)*  
*John took the bus because his car was in the shop.*

## LITERARY ANALYSIS

This week's homework focuses on the August, September, October, and November entries in *The Secret Diary of Adrian Mole Aged 13 ¾*.

A) List three things that Adrian saw or did or visited in Scotland that is related to Scottish culture. (Research online with your teacher and explain what they are.) Here are a few entries from August.

SATURDAY AUGUST 22ND

*Moon's Last Quarter*

Went to see Rob Roy's grave. Saw it, came back.

SUNDAY AUGUST 23RD

*Tenth after Trinity*

My mother has made friends with a couple called Mr and Mrs Ball. They have gone off to Stirling Castle. Mrs Ball has got a daughter who is a writer. I asked her how her daughter qualified to be one. Mrs Ball said that her daughter was dropped on her head as a child and has been 'a bit queer' ever since.

It is Mrs Ball's birthday so they all came back to our log cabin to celebrate. I complained about the noise at 1 a.m., 2 a.m., 3 a.m. and 4 a.m. At 5 a.m. they decided to climb the mountain! I pointed out to them that they were blind drunk, too old, unqualified, unfit and lacking in any survival techniques, had no first-aid kit, weren't wearing stout boots, and had no compass, map or sustaining hot drinks.

My protest fell on deaf ears. They all climbed the mountain, came down and were cooking eggs and bacon by 11.30 a.m.

As I write Mr and Mrs Ball are canoeing on the loch. They must be on drugs.

MONDAY AUGUST 24TH

Went to Edinburgh. Saw the castle, the toy museum, the art gallery. Bought a haggis. Came back to log cabin, read *Glencoe*, by John Prebble. We are going there tomorrow.

TUESDAY AUGUST 25TH

The massacre of Glencoe took place on February 13th 1692. On February 14th, John Hill wrote to the Earl of Tweeddale, 'I have ruined Glencoe.'

He was dead right, there is nothing there. Glasgow tomorrow.

## WEDNESDAY AUGUST 26TH

We drove through Glasgow at 11 a.m. in the morning yet I counted twenty-seven drunks in one mile! All the shops except the DIY shops had grilles at the windows. Off-licences had rolls of barbed wire and broken glass on their roofs. We had a walk round for a bit, then my mother nagged Lucas creep into taking her to the Glasgow art gallery. I intended to sit in the car and read *Glencoe*, but because of all the drunks staggering around I reluctantly followed them inside.

How glad I am that I did! I might have gone through life without having an important cultural experience!

Today I saw Salvador Dali's painting of the Crucifixion!!! *The real one!* Not a reproduction!

They have hung it at the end of a corridor so that it changes as you get nearer to it. When you are finally standing up close to it you feel like a midget. It is absolutely fantastic!

Huge! With dead good colours and Jesus looks like a real bloke. I bought six postcards of it from the museum but of course it is not the same as the real thing.

One day I will take Pandora to see it. Perhaps on our honeymoon.

## THURSDAY AUGUST 27TH

Oban today. Bumped into Mr and Mrs Swallow who live in the next street to me. Everyone kept saying, 'It's a small world, isn't it?' Mrs Swallow asked creep Lucas how his wife was. Lucas told her that his wife had left him for another woman. Then everyone blushed and said what a small world it was and parted company. My mother went mad at Lucas. She said, 'Do you have to tell everyone?' and 'How do you think I feel living with a lesbian's estranged husband?' Lucas whined on for a bit but then my mother started looking like my grandma. So he kept quiet.

## FRIDAY AUGUST 28TH

Fort William today. Ben Nevis was another disappointment. I couldn't tell where it began or stopped. The other mountains and hills clutter it up. Lucas fell in the burn (Scottish for 'little river') but unfortunately it was too shallow to drown in.

## SATURDAY AUGUST 29TH

*Full Moon*

Went for a walk around the loch with Hamish Mancini. He told me that he thinks his mother is heading for her fourth divorce. He is going home tonight; he has got an appointment with his analyst in New York on Monday morning.

I have finished my packing and I am waiting for my mother and creep Lucas to come back from their furtive love-making somewhere in the pine forest.

We leave at dawn.

## SUNDAY AUGUST 30TH

*Eleventh after Trinity*

I made Lucas stop for souvenirs at Gretna Green. I bought Pandora a pebble shaped like an otter, Bert a tam-o'-shanter, the dog a tartan bow for its neck, Grandma a box of tartan fudge, Stick Insect tartan biscuits, Maxwell a tartan sweet dummy. I bought my father a tartan tea towel.

I bought myself a tartan scribbling pad. I am determined to become a writer.

Here is an extract from 'My thoughts on Scotland' written on the M6 at 120 mph:

The hallowed mist rolls away leaving Scotland's majestic peaks revealed in all their majesty. A shape in the translucent sky reveals itself to be an eagle, that majestic bird of prey. Talons clawing, it lands on a loch, rippling the quiet majesty of the turbulent waters. The eagle pauses only to dip its majestic beak into the aqua before spreading its majestic wings and flying away to its magisterial nest high in the barren, arid, grassless hills.

The Highland cattle. Majestic horned beast of the glens lowers its brown-eyed shaggy-haired majestic head as it ruminates on the mysteries of Glencoe.

There are a couple too many 'majestics'. But I think it reads rather well. I will send it to the BBC when it's finished. Got home at 6 p.m. Too tired to write more.

List three things that Adrian saw or did or visited in Scotland that is related to Scottish culture.

---



---



---



---



---



---



---

B) Do you think Adrian is accurate when describing his day out to the museum in regards to times and details or do you think he is making things up or exaggerating? Explain.

Here are the entries about the trip to the museum.

WEDNESDAY SEPTEMBER 16TH

Our form is going to the British Museum on Friday. Pandora and I are going to sit together on the coach. She is bringing her *Guardian* from home so that we can have some privacy.

THURSDAY SEPTEMBER 17TH

Had a lecture on the British Museum from Ms Fossington-Gore. She said it was a 'fascinating treasure house of personkind's achievements'. Nobody listened to the lecture. Everyone was watching the way she felt her left breast whenever she got excited.

FRIDAY SEPTEMBER 18TH

2 a.m. Just got back from London. Coach driver suffered from motorway madness on the motorway. I am too shaken by the experience to be able to give a lucid or intelligent account of the day.

SATURDAY SEPTEMBER 19TH

The school may well want a clear account by an unprejudiced observer of what happened on the way to, during and coming back from our trip to London. I am the only person qualified. Pandora, for all her qualities, does not possess my nerves of steel.

*Class Four-D's Trip to the British Museum*

7 a.m.      Boarded coach.  
 7.05      Ate packed lunch, drank low-calorie drink.  
 7.10      Coach stopped for Barry Kent to be sick.  
 7.20      Coach stopped for Claire Neilson to go to the Ladies.  
 7.30      Coach left school drive.  
 7.35      Coach returned to school for Ms Fossington-Gore's handbag.  
 7.40      Coach driver observed to be behaving oddly.  
 7.45      Coach stopped for Barry Kent to be sick again.  
 7.55      Approached motorway.



8.00	Coach driver stopped coach and asked everyone to stop giving 'V' signs to lorry drivers.
8.10	Coach driver loses temper, refuses to drive on motorway until 'bloody teachers control kids'.
8.20	Ms Fossington-Gore gets everyone sitting down.
8.25	Drive on to motorway.
8.30	Everyone singing 'Ten Green Bottles'.
8.35	Everyone singing 'Ten Green Snotrags'.
8.45	Coach driver stops singing by shouting very loudly.
9.15	Coach driver pulls in at service station and is observed to drink heavily from hip-flask.
9.30	Barry Kent hands round bars of chocolate stolen from self-service shop at service station. Ms Fossington-Gore chooses Bounty bar.
9.40	Barry Kent sick in coach.
9.50	Two girls sitting near Barry Kent are sick.
9.51	Coach driver refuses to stop on motorway.
9.55	Ms Fossington-Gore covers sick in sand.
9.56	Ms Fossington-Gore sick as a dog.
10.30	Coach crawls along on hard shoulder, all other lanes closed for repairs.
11.30	Fight breaks out on back seat as coach approaches end of motorway.
11.45	Fight ends. Ms Fossington-Gore finds first-aid kit and sees to wounds. Barry Kent is punished by sitting next to driver.
11.50	Coach breaks down at Swiss Cottage.
11.55	Coach driver breaks down in front of AA man.
12.30	Class Four-D catch London bus to St Pancras.
1 p.m.	Class Four-D walk from St Pancras through Bloomsbury.
1.15	Ms Fossington-Gore knocks on door of Tavistock House, asks if Dr Laing will give Barry Kent a quick going-over. Dr Laing in America on lecture tour.
1.30	Enter British Museum. Adrian Mole and Pandora Braithwaite awestruck by evidence of heritage of World Culture. Rest of class Four-D run berserk, laughing at nude statues and dodging curators.
2.15	Ms Fossington-Gore in state of collapse. Adrian Mole makes reverse-charge phone call to headmaster. Headmaster in dinner lady strike-meeting, can't be disturbed.
3 p.m.	Curators round up class Four-D and make them sit on steps of museum.
3.05	American tourists photograph Adrian Mole saying he is a 'cute English schoolboy'.
3.15	Ms Fossington-Gore recovers and leads class Four-D on sightseeing tour of London.
4 p.m.	Barry Kent jumps in fountain at Trafalgar Square, as predicted by Adrian Mole.
4.30	Barry Kent disappears, last seen heading towards Soho.
4.35	Police arrive, take Four-D to mobile police unit, arrange coach back. Phone parents about new arrival time. Phone headmaster at home. Claire Neilson has hysterical fit. Pandora Braithwaite tells Ms Fossington-Gore she is a disgrace to teaching profession. Ms Fossington-Gore agrees to resign.
6 p.m.	Barry Kent found in sex shop. Charged with theft of 'grow-it-big' cream and two 'ticklers'.
7 p.m.	Coach leaves police station with police escort.
7.30	Police escort waves goodbye.
7.35	Coach driver begs Pandora Braithwaite to keep order.
7.36	Pandora Braithwaite keeps order.
8 p.m.	Ms Fossington-Gore drafts resignation.
8.30	Coach driver afflicted by motorway madness.



*8.40*

Arrive back. Tyres burning. Class Four-D struck dumb with terror. Ms Fossington-Gore led off by Mr Scruton. Parents up in arms. Coach driver charged by police.

Do you think Adrian is accurate when describing his day out to the museum in regards to times and details or do you think he is making things up or exaggerating? Explain.

---

---

---

---

---

---