4PRACTICE I
GRAMMAR  VOCABULARY  POETICS  WRITING

One Hundred Four-Level Analysis
Practice Sentences

A Supplement to The Magic Lens I,
The Word Within the Word I, and Poetry and Humanity

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Royal Fireworks Press
Unionville, New York
8 Parts of Speech
noun, pronoun, adjective, verb, adverb, conjunction, preposition, interjection

5 Parts of Sentence
subject, predicate, direct object, indirect object, subject complement

Phrases
prepositional phrase, appositive phrase, verbal phrases

Clauses
independent clause, dependent clause
Notes to Students

Is grammar really important? Is it important for me to learn intellectual words that I never hear on television or in conversation? What is the point of studying poetry if I have no intention of becoming a poet? Why should I read old classic novels that were written a century or even more ago? Why do I need to learn about the rules of correct writing if I can make myself understood anyway?

In the back of your mind, you may have wondered about some of these questions—and they are good and important questions—all of your life. The truth is that these different areas of formal language study are important—so important that it is difficult to put it in words. Let’s try to explain it anyway because you deserve no less.

Language is one of the core abilities in human experience. Not only is language the core of all academic content because history and science and all other subjects are conducted in language, but language is in many ways the core of all human interaction. You will submit your essays in all of your classes in high school, college, and graduate school in formal English, and if you are great at language, you will be a better student in every subject, but you will also speak to your family, your loved ones, your friends, and your professional colleagues in language, and all of these relationships will benefit from your ability to find words for what you think and to express your ideas in ways that help other people understand you.

The purpose of this book is to pull all of the different sides of formal language study together into a single vision to show you how all of them not only work together but become parts of the same thing, just like hands and hearts and voices and dreams are all part of a person.
On each page of this book, you will see a sentence with four blank lines below it. These lines represent the four levels of traditional grammar: the parts of speech, the parts of sentence, phrases, and clauses. Each level is important in your ability to write correctly.

If the sentence were “We walked away, but two birds sang songs about us,” you would write the abbreviations of the parts of speech directly below each word in the first line, the parts of sentence in the second, phrases in the third, and clauses in the fourth. For phrases and clauses, you would make little lines to show where the phrase or clause begins and ends. Each answer should be written straight down from its target.

The abbreviations used in *4Practice I* are:

### Parts of Speech
- n. noun
- pron. pronoun
- adj. adjective
- v. verb
- adv. adverb
- prep. preposition
- conj. conjunction
- interj. interjection

### Parts of the Sentence
- subj. subject
- AVP action verb predicate
- LVP linking verb predicate
- D.O. direct object
- I.O. indirect object
- S.C. subject complement
- O.C. object complement

### Phrases
- prep. prepositional (phrase)
- app. appositive (phrase)
- ger. gerund (phrase)
- par. participial (phrase)
- inf. infinitive (phrase)

### Clauses
- indep. independent (clause)
- dep. dependent (clause)
- I independent clause
- D dependent clause
- ,cc comma and coordinating conjunction
We walked away, but two birds sang songs about us.

--prep. phrase--

---indep. clause---                     --------------------independent clause------------------------

a compound declarative sentence

Below this detailed analysis of grammar, there are four blank sections—**grammar**, **vocabulary**, **poetics**, and **writing**—that give you an opportunity to comment on details in the sentence. In the teacher manual, a page looks like this:
The die was **irrevocably** cast when Caesar ordered his army to cross the Rubicon.

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**Grammar:** In the dependent clause we see an infinitive phrase used as the direct object. Infinitives can be nouns or modifiers (adjectives or adverbs); we know that this one is a noun because it is the direct object. Although at first you may think that *was cast* might be passive voice, we can reason it out from Caesar’s words, *The die is cast*, in which he compared sending his army across the river to the casting of dice in gambling.

**Vocabulary:** The word **irrevocably** means beyond recall; *ir* means no, *re* means again or perhaps back in this example, and *voc* means voice. In other words, **irrevocable** is made of pieces that literally mean *not call back*. W24

**Poetics:** There is good play using alliteration and consonance on the *k* sound: **irrevocably**, *cast*, *cross*, *Rubicon*. A key word in each clause begins with the sound: *cast*, *cross*.

**Writing:** Remember not to put a comma after an introductory independent clause in an ID complex sentence; we use the comma when the order is reversed: D.I.
Sentence 10

*The Aeneid*, Virgil’s *magnum opus*, was the *cinéma vérité* of ancient Rome.

Grammar:

Vocabulary:

Poetics:

Writing:
After Portia enunciated her hope, the obsessed Brutus refused to abrogate his plot.

Grammar:

Vocabulary:

Poetics:

Writing:
Sentence 60

The **anthropomorphic** gods loved influencing the **bellicose** Greeks’ lives.

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**Grammar:**

**Vocabulary:**

**Poetics:**

**Writing:**
We climbed the path and soon heard the euphoric music of the Dionysian dithyramb.