The Magic Lens III

Fifth Edition

PARENT MANUAL

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She decided to roll the shadow up.

This sentence is from James M. Barrie’s novel *Peter Pan*. 
Adjectives modify nouns or pronouns.

**Adjective (adj.):** An adjective is a word that modifies a noun or a pronoun: the *howling* wind, the *tortuous* path, the *very* bottom, she was *satisfied*, he was *somber* and *petulant*. Why would we want to modify a noun or pronoun? Great writers warn us that the overuse of adjectives or adverbs can make sentences wordy and tedious. So instead of modifying nouns with adjectives, why not just use better nouns? Would it not be better to use nouns all the time and eliminate adjectives? Well, even if that were desirable, it would be impossible because we have only thousands of nouns—a hundred thousand or so—but there are billions of things in the universe. We need adjectives to describe things for which no precise nouns exist and to describe all of the things for which we do not have an exact noun. Adjectives also help us to express subtle differences between similar things. We say that adjectives modify nouns or pronouns, but notice that in most cases the pronoun means the noun, so even then the adjective really is modifying the noun.

*Modify is more precise than describe.* Sometimes we hear that adjectives *describe* nouns, but that is not an accurate expression. We can describe something without changing it. We should use the word *modify*. To modify is to change. How do adjectives modify nouns? Imagine a *placid* ocean. Think about the *placid* ocean until you can picture it in your mind. Now, imagine a *stormy* ocean. Does the second adjective modify (change) the ocean image that you have in your mind? The adjective changes the noun in the mind.
Notice that an adjective is *always* part of a binary system, like a moon circles a planet. The presence of an adjective implies the presence of its noun or pronoun. Every modifier modifies its modified. If you see *the* in a sentence, look for the noun; there has to be the *something*. A noun can do without an adjective, but an adjective cannot exist without a noun or pronoun. If a word is not modifying a noun or pronoun, it is not an adjective.

**Three degrees of adjectives**: Adjectives have a wonderful property. They can change degree. A pillow can be soft, softer, or softest. Wood can be hard, harder, or hardest. An idea can be good, better, or best. These three degrees of adjective intensity are known as the **positive** (good), **comparative** (better), and **superlative** (best) degrees. These degrees allow us to make clear comparisons between similar nouns:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>clear</td>
<td>clearer</td>
<td>clearest</td>
</tr>
</tbody>
</table>

**Proper adjectives**: Proper adjectives are made out of proper nouns. *Greece* makes *Greek*. *Mexico* makes *Mexican*. When we convert the proper noun *Florence* into the proper adjective *Florentine*, we retain the capitalization. *The countertops were made from Florentine marble*. The reason the name of a school subject such as English or Spanish is capitalized and a name such as history or mathematics is not capitalized is that *English* and *Spanish* are proper adjectives made from the proper names of countries.

**Verbal adjectives**: Sometimes we use verb forms as adjectives to modify nouns or pronouns. We might use what we call a **participial** form, such as *patronizing: the patronizing speech*, or we might use the **infinitive** form of a verb, such as *to rectify: the problem to rectify*. In these cases, the word is an adjective, not a verb, because it performs the adjective function of modifying a noun or pronoun. We identify a word based on its function.

**Number adjectives**, such as two days or nine volumes, should be written out as words, rather than given as numerals. It is two days, not 2 days. Save 2 for math problems and other numeric purposes.
The articles—
a, an, and the—are adjectives.

**Articles:** The articles—sometimes also called determiners—are the three adjectives *a*, *an*, and *the*, which modify nouns. The **definite article** is *the*, and the **indefinite articles** are *a* and *an*. Notice how perfect these names are. We are being definite when we ask about *the* game, but we are being indefinite when we ask about *a* game. The articles are little noun-alerts; they beep before nouns, letting us know that a noun is coming. The Latin *artus* meant joint; the articles break sentences into nouny segments, like an insect’s jointed leg, each segment beginning with a noun alert.

The archaeologist examined a fossil closely, trying to find an indication of *the* way in which *the* civilization had ended, hoping that *the* past would provide an answer.

**Español:** In Spanish—and other languages—there are masculine and feminine articles. Every noun is either masculine or feminine and is designated by a masculine definite article, *el*, or a feminine definite article, *la*. So whereas in English we simply say *the book* or *the window*, in Spanish we have to change gender between *el libro* and *la ventana*. The articles also change to agree with nouns’ singular and plural number:

```
the book       el libro
the books     los libros
the window    la ventana
the windows   las ventanas
```

**Good or well?** The word *good* is a good adjective that may be used to modify nouns or pronouns well; the word *well* is usually an adverb that modifies verbs, adjectives, or other adverbs. *The good leader delegates well.* We should not say “I do not feel well,” which means that one has no talent for feeling things! We should say “I do not feel good,” which uses the adjective *good* to modify the pronoun *I*. *Good friends keep confidences well.*
Adjectives from Shakespeare’s *The Taming of the Shrew*: In his play of confrontation between Katarina and Petruchio, Shakespeare uses adjectives such as haggard, stoic, credulous, tedious, amiable, craven, austere, currish, affable, pithy, effectual, peremptory, voluble, extempore, and bereft.

An adjective from Shakespeare’s *Julius Caesar*: Among the most effective adjectives in literature is this one, *gamesome*, from Shakespeare’s *Julius Caesar*, Act I, Scene ii, in which Brutus tells Cassius that he does not have the spirit of fun that Antony has:

I am not *gamesome*: I do lack some part
Of that quick spirit that is in Antony.

A Classic Adjective: *Odious*. The adjective *odious* is a word that is frequently found in the classics. Its use goes back hundreds of years. In his 1599 play *Much Ado about Nothing*, Shakespeare wrote that “Comparisons are odious.” Milton referred to “odious Truth” and to the “odious din of War” in *Paradise Lost*. In Jane Austen’s *Pride and Prejudice*, we read, “Pray do not talk to that odious man.” In *Frankenstein*, Mary Shelley’s character refers to “the scene of my odious work.” In Thackeray’s *Vanity Fair*, we learn that “the odious Captain Rook did smell of tobacco,” and in Henry James’s *The American*, we read that “You have been odiously successful.” One of the best *odious* sentences comes from Joseph Conrad’s *Lord Jim*: “The perforated pipe gurgled, choked, spat, and splashed in odious ridicule of a swimmer fighting for his life.”
Adjectives
from William Shakespeare’s
Hamlet

HAMLET, I.iv.
My fate cries out,
And makes each petty artery in this body
As hardy as the Nemean lion’s nerve.

GHOST, I.v.
I could a tale unfold whose lightest word
Would harrow up thy soul, freeze thy young blood....

HAMLET, II.ii.
I have of late—
but wherefore I know not—lost all my mirth,
forgone all custom of exercises, and indeed
it goes so heavily with my disposition
that this goodly frame the earth seems to me a sterile promontory,
this most excellent canopy, the air,
look you, this brave o’erhanging firmament,
this majestical roof fretted with golden fire—
why, it appears no other thing to me than
a foul and pestilent congregation of vapors.

HAMLET, III.iv.
Look you now, what follows:
Here is your husband, like a mildewed ear
Blasting his wholesome brother. Have you eyes?
Could you on this fair mountain leave to feed,
And batten on this moor? Ha! Have you eyes?

HAMLET, IV.i.
Alas, poor Yorick!
I knew him, Horatio: a fellow of infinite jest,
of most excellent fancy: he hath borne me
on his back a thousand times.
From Ernest Hemingway’s *The Old Man and the Sea*:

He felt the light, delicate pulling and then the harder pull.

<table>
<thead>
<tr>
<th>Parts of Speech</th>
<th>He</th>
<th>felt</th>
<th>the</th>
<th>light,</th>
<th>delicate</th>
<th>pulling</th>
<th>and</th>
<th>then</th>
<th>the</th>
<th>harder</th>
<th>pull.</th>
</tr>
</thead>
<tbody>
<tr>
<td>pron.</td>
<td>v.</td>
<td>adj</td>
<td>adj.</td>
<td>adj.</td>
<td>n.</td>
<td>conj.</td>
<td>adv.</td>
<td>adj.</td>
<td>adj.</td>
<td>n.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Parts of Sentence</th>
<th>subj.</th>
<th>AVP</th>
<th>compound D.O.</th>
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<tr>
<th>Phrases</th>
<th>----------gerund phrase----------</th>
</tr>
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<tr>
<th>Clauses</th>
<th>-----------------------------one independent clause-----------------------------</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a simple declarative sentence</td>
</tr>
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</table>

The old man begins to catch the fish, and Hemingway’s sentence is filled with adjectives that tell the story. Notice that *harder* is a comparative degree adjective.
An **adverb** modifies a verb, an adjective, or another adverb.

**Adverb (adv.):** An adverb is a word that modifies a verb, an adjective, or another adverb. Therefore, adverbs modify three kinds of words that adjectives do not modify. *Victor cried sanctimoniously. The monster is too doleful. He was mortified, too. He and she lived well.*

**Conjunctive adverbs:** The words *however, therefore, furthermore,* and others are conjunctive adverbs; they connect two clauses, but they are primarily adverbial in function.

**I think; therefore I am.**

Sometimes we hear that we should use many adjectives and adverbs in our sentences because they make sentences rich and flavorful, but most great writers say the opposite because modifiers often make sentences wordy without making them stronger. Modifiers can bloat a sentence and obscure the most important words. In their classic book *The Elements of Style,* William Strunk and E.B. White said, “Write with nouns and verbs.”

**WRITE WITH NOUNS AND VERBS.**

**Very:** Sometimes a modifier will backfire, especially when it is overused. One example is the adverb *very.* People use *very* in an effort to intensify adjectives, especially when they sense that the adjective is weak. Unfortunately, the adverb *very* often has the effect of weakening the sentence by filling it with two flabby syllables. Omit the *verys,* and let the adjective speak.
Very soon, the very reason: Let us remind ourselves that the word very is only an adverb if it is modifying a verb, an adjective, or another adverb. If it is modifying a noun, as in at the very edge of the universe, then very is an adjective. The words adverb and adjective refer to functions; what part of speech a word is depends on what it is doing.

Adverbs in Nathaniel Hawthorne’s The House of the Seven Gables: A good friend of Herman Melville, Nathaniel Hawthorne used a mammoth vocabulary in his novels. In his somber classic novel The House of the Seven Gables, Hawthorne used many strong adverbs, such as acutely, fain, thither, anon, ostentatiously, heretofore, prodigiously, lugubriously, affably, profoundly, wistfully, indefeasibly, irrefragably, irrevocably, indefatigably, sedulously, preternaturally, obstreperously, and obsequiously. Are there some that you do not know?


A Language Illustration from my Alice, Peter, and Mole trilogy: Here is a beautiful sentence from Kenneth Grahame’s The Wind in the Willows. Note the adverb that modifies the adjective uppish:

Instead, he was so uppish and inflated....

adv. pron. v. adv. adj. conj. adj.

subj. LVP compound S.C.

no phrases

independent clause

Grahame uses the power of the compound to give complexity and substance to this subject complement.
This sentence from Mark Twain’s *A Connecticut Yankee in King Arthur’s Court* illustrates the way a linking verb helps to construct an equation between a subject and a subject complement, but it also has a most unusual use of *she*, normally a pronoun but here used as an adjective to modify the noun *one*. 

It was a she one, this time.
The **subject complement** is the noun, pronoun, or adjective that is linked into an equation with the subject by a linking verb.

**Subject complement**: A subject complement is a noun, subject pronoun, indefinite pronoun, or adjective that complements the subject; it is **linked to the subject by a linking verb**. The subject complement, in a sense, renames the subject. *Galileo was Kepler’s colleague.* Notice that the subject complement does precisely what its name implies; it complements (completes) the subject because it makes our knowledge of the subject more complete than it would otherwise have been. Subject pronouns can be subject complements because a subject is a subject.

Remember that the main linking verb is *to be*, but there are other tricky linking verbs that look like action verbs at first: *It smells fragrant. The cherries taste divine. He seems imperious.*

When the subject complement is a noun or pronoun, we call it a **predicate nominative**; when the subject complement is an adjective, we call it a **predicate adjective**. In this text, however, we will focus on the main term **subject complement** to reinforce the use of subject pronouns.

**subject complement noun**: The scientist is an **astronomer**.

**subject complement pronouns**: The challengers of the theory were **she** and **I**.

**subject complement pronoun**: It is **everyone** in the room.

**subject complement adjective**: I am **perplexed** about the events.
An Equation

**An equation:** We touched on the equation principle in the section about verbs, but let us now return to it. The key to understanding subject complements is to see a subject complement as part of an equation, with the linking verb as the equals sign. The **subject complement equals the subject.** The subject complement *is* the subject re-expressed. **Linking verbs link,** so the left term is the same as—is equal to—the right term.

\[
\begin{array}{ccc}
A & = & B \\
\text{subject} & \text{linking verb} & \text{subject complement} \\
\end{array}
\]

Jefferson was the author.
I am she.
Integrity is crucial.
Everybody felt exculpated.
It smelled delectable.

This logic seems obvious when you first examine it, but it can be tricky if you do not focus on the equation. Which of the sentences below does not contain a subject complement?

The painting looked **shadowy.**
The physicist was an experienced **professional.**
We soon became **aware** of the complexity.
Science demands extreme **accuracy.**
Newton looked **validated** afterward.

The fourth sentence is the only one that does not have a subject complement. The sentence does not mean that science *is* accuracy. It is not an equation. The verb *demands* is not a linking verb.
**Object complement**: There is another term that we should note because it is sometimes mistaken for one of the main parts of sentence: the **object complement**. An object complement is a noun, object pronoun, or adjective that follows and completes the meaning of the direct object. *I offered him lemonade. She painted the background black.*

**The Boolean (if, then) logic of sentence analysis**: When you analyze the parts of a clause, begin by looking for a one-two thought: a subject/predicate set. Find the subject and its verb. Is the verb action or linking? *If* the verb is an action verb, *then* there might be a direct object. (You need not look for a subject complement because subject complements go only with linking verbs.) *If* there is a direct object receiving the verb’s action, *then* look between the direct object and the action verb for an indirect object. *If* the verb is a linking verb, *then* there might be a subject complement. (You need not look for a direct object because direct objects go only with action verbs.) Once you have completed analyzing the clause, proceed to the next clause, and repeat the process. Notice that everything hinges on whether the verb is action or linking.

**Hamlet and his father’s ghost**: In Act I, Scene v of *Hamlet*, Hamlet speaks to Horatio and Marcellus, who are anxious to know about Hamlet’s conversation with his father’s ghost. Hamlet, however, does not want to reveal the essence of his shocking conversation. He merely replies, “It is an honest ghost—that let me tell you.” In this sentence, *ghost* is a subject complement, and the sentence is in the form of an equation.
Reserving judgments is a matter of infinite hope.

This sentence from F. Scott Fitzgerald’s *The Great Gatsby* uses a gerund phrase to make a beautiful subject.
A **verbal** is a verb form used as a different part of speech.

**Verbal phrase**: A verbal is not a verb; it is a former verb doing a different job. **Gerunds**, **participles**, and **infinitives** are the three kinds of verbals. Gerunds are nouns made of verbs, participles are adjectives made of verbs, and infinitives are nouns or modifiers made of verbs. In other words, when we change a verb into a different part of speech, we call it a **verbal**. Verbals are nouns, adjectives, or adverbs made out of verbs.

A verbal can be a single word, or it can join with other words to become a verbal phrase. As an example, if I take the verb *was gesticulating* and saw off the helping verb *was* so that I only have *gesticulating* left, I can use this ex-verb as a noun. I can say *Gesticulating wildly was how she usually communicated*. In that sentence the subject *Gesticulating* is a verbal, a gerund. It is not yet a verbal phrase. I can make it a verbal phrase by adding words to it: *Gesticulating with her hands emphasized her point*.

**Verbals are fun** because they are so creative and energetic. Verbals are not verbs in sentences; they are ex-verbs, but they still have a verby quality, a verbiness, that gives them energy and force. Verbals are still verby enough that they can have their own objects, even when they are being used as nouns! Example: *Commandeering the ship was a brave move for the sailor*. The gerund phrase *Commandeering the ship* is the subject of the sentence. Notice that *ship* is the object of the noun/gerund *Commandeering*. If the object of the verbal is a personal pronoun, it must be an object pronoun and not a subject pronoun because **an object is an object**:

Right:  \[ \text{Thanking you and me was the reason for his visit.} \]
Wrong:  \[ \text{Thanking you and I was the reason for his visit.} \]

The key is to remember that a phrase acts as a **single part of speech**; this means that it can also be a **single part of sentence**. In other words, an entire phrase might be the subject of the sentence. It might be the direct object. We have to think of the group of words as one word.

People sometimes think verbals are difficult to learn, but there are only three kinds, and each one can be defined in a single sentence. They are far simpler than team sports or complicated games. The difficulty is a myth, an illusion. Concentrate, and you will learn them quickly.
A **gerund** is an *-ing* verb form used as a noun.

**Gerund:** A **gerund** is a noun made out of an *-ing* verb or an *-ing* verb made into a noun—two ways of saying the same thing. All kinds of subjects and objects may be made out of gerunds or gerund phrases. A gerund might be by itself, or it might join with other words to make a **gerund phrase.** *Researching* is interesting. *Researching deeply* is enriching. *She loves researching.* If you do not understand gerunds, you do not fully understand nouns. In this sentence, *painting* is a gerund:

<table>
<thead>
<tr>
<th>Painting</th>
<th>the</th>
<th>high</th>
<th>ceiling</th>
<th>was</th>
<th>Michelangelo’s</th>
<th>challenge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>n.</td>
<td>adj.</td>
<td>adj.</td>
<td>n.</td>
<td>v.</td>
<td>n.</td>
<td>n.</td>
</tr>
</tbody>
</table>

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The entire gerund phrase is the subject. It acts like a single noun.
Let us look at a few more variations of gerund phrases. We have seen a gerund phrase used as the subject of the sentence; now let us look at one that serves as the direct object:

<table>
<thead>
<tr>
<th>Octavian</th>
<th>enjoyed</th>
<th>venerating</th>
<th>Roman</th>
<th>gods.</th>
</tr>
</thead>
<tbody>
<tr>
<td>n.</td>
<td>v.</td>
<td>n.</td>
<td>adj.</td>
<td>n.</td>
</tr>
</tbody>
</table>

__________________________________________________________
subj. AVP ----------------------D.O.------------------------

---------------gerund phrase-----------------

The entire gerund phrase is the direct object. It acts like a single noun. Note that on line one of the analysis, we identify venerating as a noun. It is a noun because it is the direct object, and by definition a direct object is a noun or pronoun. We identify it based on what it is doing here—its function—not based on where it came from.

In this image we see that the entire gerund phrase, venerating Roman gods, acts like a single part of speech, like a noun, and serves as the direct object of the action verb. With this device we can create beautiful and complex nouns and use them as subjects or objects in our ideas.
A participle is any verb form used as an adjective.

**Participial phrase**: A participle is an adjective made out of any verb form. Note that gerunds always end in -ing, but participles can end in -ing, -ed, -en, or any verb form. Participles always act as adjectives to modify nouns or pronouns. A participle might be by itself, or it might join with other words to make a **participial phrase**:

- **a participle**: The tilting column began to crumble.
- **a participle**: Jane tended to his broken leg.
- **a participle**: A cracked shutter let in a finger of light.

A participial phrase is a participle that has its own modifiers or its own object:

- **a participial phrase**: Wearing the scarlet A, Hester looked at Pearl.
- **a participial phrase**: Chillingworth watched Dimmesdale sleeping restlessly.
- **a participial phrase**: Pearl, murmuring cheerfully, played in the water.

**The introductory participial phrase**: There is a special type of participial phrase that we must master because when used correctly, it is one of the most powerful elements that we can bring into our writing, and when used incorrectly, it makes us sound foolish. The **introductory participial phrase** is a participial phrase that comes at the beginning of the sentence, that modifies the subject, and that is set off by a comma:

> Hiding a secret, Rochester courted Jane.

> Holding to her moral standards, Jane left Thornfield Hall.

The introductory participial phrase lets us inject energy and power into the sentence, but if we break the rules, we get disaster—a **misplaced modifier**:

- **Glowing luminously**, the chemist studied the beaker.
- **Draped in expensive silks**, the slave bowed to the emperor.
A participial phrase is a group of words acting as an adjective, and so we identify the participle as an adjective. Here the participle is *obfuscating*, which modifies the subject noun *Phaedo*. Phaedo was a character in one of Plato’s *Dialogues*; in this dialogue, Socrates discusses the afterlife with him.

<table>
<thead>
<tr>
<th>Obfuscating</th>
<th>the question,</th>
<th>Phaedo</th>
<th>used</th>
<th>specious</th>
<th>logic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>adj.</td>
<td>adj.</td>
<td>n.</td>
<td>n.</td>
<td>v.</td>
<td>adj.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>subj.</th>
<th>AVP</th>
<th>D.O.</th>
</tr>
</thead>
</table>

------------participial phrase-------------

Here is a classic introductory participial phrase acting as an adjective, modifying the subject of the sentence, and set off by a comma. The sentence has a past tense action verb *used* that sends transitive action to the direct object.

It can be difficult at first to realize that a verbal is not a verb in the sentence. After all, a word such as *obfuscating* certainly sounds verby. The trick is to find the real verb, which here is *used*. For the real verb you can always identify the verb’s tense, but notice that the participle *obfuscating* does not form a tense and does not have a subject. It is important to see this common pattern: the introductory participial phrase, modifying the subject, set off by a comma.
An **infinitive** is
a noun or modifier (adj. or adv.)
made from the *to* form
of the verb.

**Infinitive phrase:** An infinitive is the general *to* form of the verb made into a noun, adjective, or adverb. This general form of the verb is expressed with the word *to:* *to hope, to placate, to languish, to importune.* Sometimes the *to* is implied, and that is called a **bare infinitive:** I watched Mattie *to* confound her opponent. The infinitive is named for the fact that it is not *(in)* limited *(fin)* in tense/time. Because the infinitive is not limited to a tense, it is never used as a true predicate; we never say, for example, *I to enjoy birdwatching.*

<table>
<thead>
<tr>
<th>infinitive as noun:</th>
<th>To dig for artifacts is exacting work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>infinitive as adjective:</td>
<td>The artifact <em>to unearth</em> is in the desert.</td>
</tr>
<tr>
<td>infinitive as adverb:</td>
<td>I wish <em>to unearth</em> evidence of earlier civilizations.</td>
</tr>
</tbody>
</table>

**A noun?** If an infinitive can be a noun, then that means that an infinitive phrase can be the subject of the sentence: *To carry the burden yourself is unnecessary.* An infinitive phrase can be anything any other noun can be.

**To think is one word:** We regard an infinitive as one word. In our four-level analysis, an infinitive such as *to think* is a single word, whereas a prepositional phrase such as *to Patagonia* is two words. Hamlet’s *To be or not to be* is considered to be four words!

**No split infinitives:** Because an infinitive is only one word, we do not split infinitives with other words. Splitting an infinitive usually means inserting an adverb between the two parts of the infinitive. If we take the infinitive *to ignore* and split it with the adverb *deliberately,* we have *to deliberately ignore,* which is a split infinitive. It is better to put the adverb outside the infinitive: *to ignore deliberately.*

Wrong:  Alexander taught us *to never settle for less.*  
Right:  Alexander taught us never *to settle for less.*
An infinitive phrase as a noun and the subject of the sentence: Because infinitive phrases can be nouns, we find them in the usual noun places, such as the subject of the sentence. Here we see an infinitive phrase, To touch the triptych, acting as one word, as a noun. In this sentence triptych is the object of the infinitive. Remember that an infinitive is one word, so here To touch is a noun.

To touch the triptych is forbidden by the museum.

Notice that the entire infinitive phrase is the subject, as though it were one word; a phrase acts like a single part of speech. Notice that the infinitive To touch is one word, a noun.

To emphasize: It would be wrong to say that To touch is the subject of the sentence or that triptych is the subject of the sentence. The subject is To touch the triptych; the whole phrase is the subject. A phrase acts like a single part of speech.
An infinitive phrase as a modifier: Infinitive phrases also can be modifiers—i.e., adjectives or adverbs. Adjective: Mort is the man to paint the house. Adverb: He lives to catch trout.

<table>
<thead>
<tr>
<th>To vex his foe,</th>
<th>Socrates used a subtle paradox.</th>
</tr>
</thead>
<tbody>
<tr>
<td>adv.</td>
<td>n.</td>
</tr>
<tr>
<td>adj.</td>
<td>v.</td>
</tr>
<tr>
<td>n.</td>
<td>adj.</td>
</tr>
<tr>
<td>v.</td>
<td>n.</td>
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</tbody>
</table>

Here an infinitive phrase acts as an adverb to modify the verb.
As he entered the labyrinth, Theseus gripped Ariadne’s thread.
An adjective clause: In addition to the ID and D,I complex sentences, in which the dependent clause acts like an adverb, there are also complex sentences in which the dependent clause acts like an adjective or even a noun. For example, if we say “The critic who insulted Rafael offended the others,” the independent clause is *The critic offended the others*, and the dependent clause *who insulted Rafael* acts as an adjective to modify the subject *critic*. In this case the dependent clause comes neither first nor last but in the middle of the independent clause. We put adjective clauses right after the noun that they modify.

<table>
<thead>
<tr>
<th>The magnifico who insulted Rafael offended all of the artists.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The magnifico who insulted Rafael offended all of the artists.</td>
</tr>
<tr>
<td>adj. n. pron. v. n. v. pron. prep. adj. n.</td>
</tr>
<tr>
<td>subj. AVP D.O.</td>
</tr>
<tr>
<td>----------- independent clause -----------------------------</td>
</tr>
<tr>
<td>(--------dependent clause--------)</td>
</tr>
<tr>
<td>a complex declarative sentence</td>
</tr>
</tbody>
</table>

A noun clause: A dependent clause also can serve as a noun.

<table>
<thead>
<tr>
<th>What Brunelleschi did next evoked a sense of wonder.</th>
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<tr>
<td>What Brunelleschi did next evoked a sense of wonder.</td>
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<tr>
<td>pron. n. v. adv. v. adj. n. prep. n.</td>
</tr>
<tr>
<td>subj. AVP D.O.</td>
</tr>
<tr>
<td>--------------- independent clause ----------------------</td>
</tr>
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</tr>
<tr>
<td>a complex declarative sentence</td>
</tr>
</tbody>
</table>
A complex sentence with an adjective clause

From William Shakespeare’s

*Romeo and Juliet*

Act I, Scene iii

Juliet: *It is an honour that I dream not of.*
Instructor
Section
Implementing Grammar in the MCT Curriculum

In my language arts curriculum, grammar is only one component. How do you arrange these different components for comprehensive student learning? What is the strategy?

**Grammar:** Teach grammar first. *The Magic Lens III* is designed to be taught first, providing students with the language of punctuation, vocabulary, and writing instruction. Work your way to four-level analysis, and study grammar-based punctuation before embarking on writing instruction. Build that foundation. Continue doing four-level analysis all year; it only takes two minutes to do a four-level, so that is a perfect warm-up activity. In *4Practice III*, you will find enough four-level analyses to do three per week.

**Vocabulary:** The parts of speech are the instructions for vocabulary usage. You can begin doing a lesson of *The Word Within the Word III* each week from the beginning of the year, doing both grammar and vocabulary at the same time, but as soon as you have taught the parts of speech, use those eight words to talk about vocabulary. Mention the part of speech of every vocabulary word. Instead of saying, “What does the word *invidious* mean?” say, “What does the adjective *invidious* mean?” Discuss vocabulary usage in terms of its grammar. Notice that vocabulary lists are typically composed of nouns, verbs, and adjectives, with adverb forms being derived from adjectives. Emphasize the way dictionaries use the names of the eight parts of speech to explain usage.

**Writing:** Finish launching the grammar program before beginning the writing program. Teach the grammar terms; then do intense work with punctuation of grammar; then you can use the writing text, *Advanced Academic Writing III*, to teach the elements of writing. All of my writing programs depend upon a foundation of grammar. In a typical school calendar, you might do the writing assignments during quarters two through four, though students might begin reading the writing text earlier.

**Poetics:** The poetics curriculum is flexible in terms of when you can implement it. *Poetry, Plato, and the Problem of Truth* is the text that goes with *The Magic Lens III*, but it is not keyed to it in any way that dictates when it must be scheduled. An appealing strategy would be to wait until you finish the first major paper in the writing text, and then study the poetry book, using it as a source of ideas for research papers. In other words, students could write papers about poets that are included in *Poetry, Plato, and the Problem of Truth*. 