

Royal Fireworks Language Arts by Michael Clay Thompson

PRACTICE VOYAGE

One Hundred Four-Level Analysis Practice Sentences

Third Edition

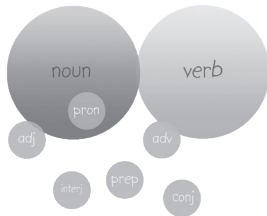
Compatible with Practice Voyage Student Book Second Edition

A Supplement to Grammar Voyage, Essay Voyage, and Caesar's English II

Instructor Manual

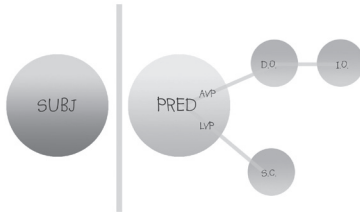
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8 Parts of Speech

noun, pronoun, adjective, verb, adverb,
conjunction, preposition, interjection



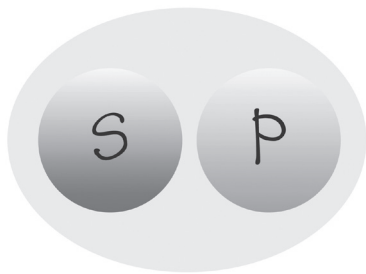
5 Parts of Sentence

subject, predicate, direct object, indirect object,
subject complement



Phrases

prepositional phrase, appositive phrase,
verbal phrases



Clauses

independent clause, dependent clause

Notes to Instructors

For years, teachers asked me for more examples of four-level analysis sentences that they could work through with their students. Here they are—a collection of sentences for year-long practice and improvement in a sequence of graduated difficulty that will let students begin with the basics and work up through increasing complexity.

LEVEL: This book provides one hundred practice sentences that instructors can use to supplement the work begun in *Grammar Voyage* and *Essay Voyage*. Those two books provide the instruction for the four-level method of grammar analysis, which overcomes the perils of studying grammar elements in isolation by presenting all four levels of grammar in a simple, visual, easy-to-learn format. In four-level analysis, students quickly realize that all sentences are similar, arranging eight kinds of words into the subject and predicate sides of each clause. Students soon realize that they are seeing the exact same (simple) patterns over and over again; it is only when they examine entire sentences in this complete way that these patterns are visible.

CONCEPT: *Practice Voyage* adheres to the academic content of *Grammar Voyage* and *Essay Voyage*. Although there are brief notes accompanying these practice sentences, the full instruction for the concepts is located in *Grammar Voyage* and *Essay Voyage*. This book contains practice sentences for those books.

FLEXIBILITY and SIMPLICITY: *Practice Voyage* has been prepared with the goals of maximum simplicity and maximum flexibility in mind. It is organized in the most straightforward and uncomplicated form possible: one hundred sentences of four-level analysis, generally beginning with the least difficult sentences, and roughly grouped into four chapters of twenty-five sentences each for the four levels of grammar. The first twenty-five sentences (Chapter One) feature parts of speech, the second chapter features the parts of sentence, the third the phrases, and the fourth the clauses. All four chapters, however, do analyze all four levels. There is no expectation that every sentence in the book be done or that they be done in the precise order that they appear. Rather, this is a collection you can draw from freely and creatively to enhance and continue the learning initiated in *Grammar Voyage* and *Essay Voyage*.

If you use *Grammar Voyage* alone (without *Essay Voyage*), then *Practice Voyage* allows you to follow that instruction with several example sentences per week for the rest of the year. The sentences can be assigned as homework, as Socratic discussions, or as written lesson assignments. If you use both *Grammar Voyage* and *Essay Voyage*, then work through *Grammar Voyage* first; afterward, enrich the study of *Essay Voyage* with sentences from *Practice Voyage*. Continue with several practice sentences per week for the rest of the year.

WRITTEN ASSIGNMENTS: In the student book, there is a sentence at the top of each page with four lines beneath it. Students should write the abbreviations for the parts of speech 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, they should make little lines to show where the phrase or clause begins and ends. At the bottom of the page, there is a place to write a comment about anything the students think is interesting or fun about the sentence. Abbreviations need not be used if space permits.

The abbreviations used here are:

Parts of Speech

n.	noun
pron.	pronoun
adj.	adjective
v.	verb
adv.	adverb
prep.	preposition
conj.	conjunction
interj.	interjection

Parts of Sentence

subj.	subject
AVP	action verb predicate
LVP	linking verb predicate
BVP	being verb predicate
D.O.	direct object
I.O.	indirect object
S.C.	subject complement

Phrases

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

Clauses

indep.	independent (clause)
dep.	dependent (clause)

Example Sentence

We walked away, but two birds sang songs about us.

pron. v. adv. conj. adj. n. v. n. prep. pron.

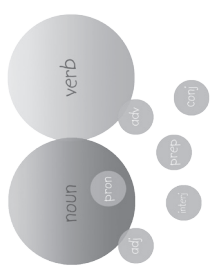
subj. AVP subj. AVP D.O.

-----prep. phrase-----

-----indep. clause-----independent clause-----
a compound declarative sentence

Comment: This is a compound sentence made of two independent clauses. Each clause has an action verb, but only the second action verb passes the action to a direct object.

Sentence 20



That **indolent** crew was replaced with a new group of sailors.

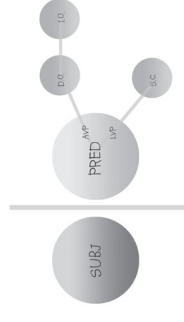
adj. adj. n. v. v. prep. adj. adj. n. prep. n.

subj. -----AVP-----

-----prep. phrase----- ---prep. phrase---

-----independent clause-----
a simple declarative sentence

Comment: In this sentence the word *that* is not a demonstrative pronoun; it is a demonstrative adjective because it modifies a noun. The most important detail in this sentence is the passive voice action verb *was replaced*. The adjective *indolent* means lazy.



Sentence 40

The suddenly **peremptory** tone of his voice shocked both you and me.

adj.	adv.	adj.	n.	prep.	adj.	n.	v.	adj.	pron.	conj.	pron.	
<hr/>												
								subi.	AVP			
									-----D.O.-----			

---prep. phrase---

-----independent clause
a simple declarative sentence

Comment: Here is a good compound direct object. Pronoun usage becomes easy once the parts of the sentence are perfectly visible. If what you are making is called an object, use object pronouns, but if it is called a subject, use subject pronouns. Notice that *both* is an adjective. If we said “both times,” it would be clear that *both* modifies the noun, just as here it modifies a compound pronoun. The adjective *peremptory* means imperious, bossy, overbearing.



Sentence 70

A clamorous **tumult** of costermongers causes cacophony in the wharves.

adj.	adj.	n.	prep.	n.	v.	n.	prep.	adj.	n.
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subj.

AVP

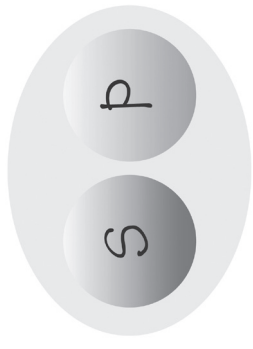
D.O.

-----prep. phrase-----

-----prep. phrase-----

-----independent clause-----
a simple declarative sentence

Comment: The key to the sentence is knowing that *tumult*, not *costermongers*, is the subject. That is why the verb is *causes*, not *cause*. The meaning of the sentence is enhanced by the alliteration on the *k* sound in *clamorous*, *costermongers*, *causes*, and *cacophony*. A clamor is an outcry, tumult is disturbance, costermongers are fruit and vegetable vendors, and cacophony is loud racket.



Sentence 90

The **livid** wound began to heal slowly; cleaning it was important.

adj.	adj.	n.	v.	-----n.-----	adv.	n.	pron.	v.	adj.
<hr/>									
		subj.	AVP	-----D.O.-----		-----subj.-----		LVP	S.C.
<hr/>									
-----infinite phrase----- ---gerund phr.----									
<hr/>									
-----independent clause----- -----independent clause----- an I;I compound declarative sentence									
<hr/>									

Comment: This compound sentence contains two independent clauses. In the first clause an infinitive phrase acts as a noun and direct object. In the second clause a gerund phrase is used as the subject of the linking verb. Notice the paradox that in a verbal phrase an adverb might modify a noun. The adjective *livid* means bruised, inflamed, or even angry; here it means that the wound had bruised colors.