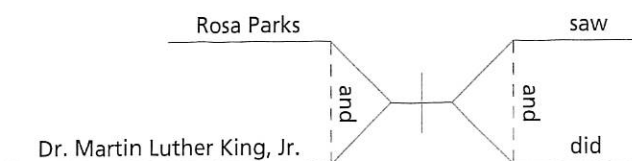


Compound Subjects and Compound Verbs

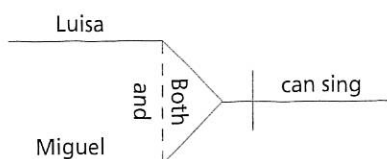
A sentence with both a compound subject and a compound verb combines the patterns for each.

EXAMPLE **Rosa Parks and Dr. Martin Luther King, Jr., saw a problem and did something about it.**



Sometimes parts of a compound subject or a compound verb are joined by correlative conjunctions, such as *both . . . and*. Correlatives are diagrammed like this:

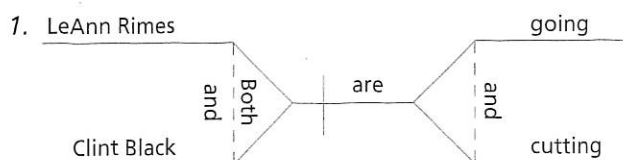
EXAMPLE **Both Luisa and Miguel can sing.**



Exercise 2 Diagramming Compound Subjects and Compound Verbs

Diagram the simple subjects and the verbs in the following sentences. Include the conjunctions that join the compound subjects or the compound verbs.

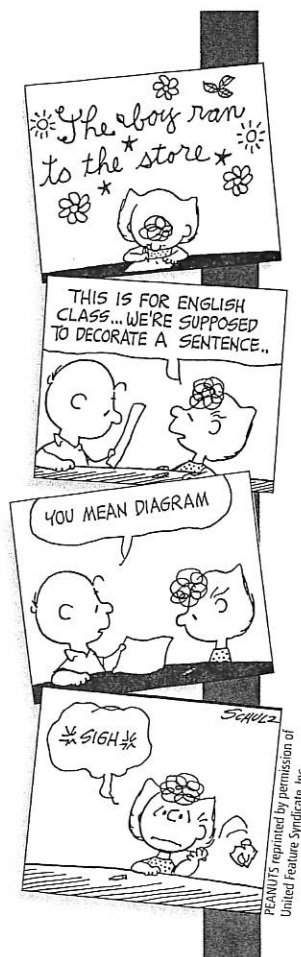
EXAMPLE 1. Both LeAnn Rimes and Clint Black are going on tour and cutting new albums.



- Everyone knows and likes Mr. Karras.
- Hurricanes and tornadoes occur most often during the summer.
- Julio and Rosa were cutting paper and tying string for the kites.

Reference Note

For information on using compound subjects with compound verbs, see page 15.



Reference Note

For information on **possessive pronouns**, see page 30.

Reference Note

For information on **adjectives**, see page 34.

Reference Note

For information on **adverbs**, see page 54.

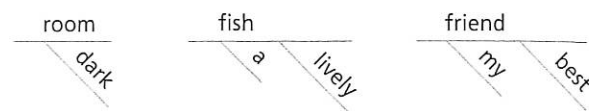
4. Both Jade Snow Wong and Amy Tan have written books about their childhoods in San Francisco's Chinatown.
5. Elena and I grabbed our jackets and took the bus to the mall.

Adjectives and Adverbs

Adjectives and adverbs are written on slanted lines connected to the words they modify. Notice that possessive pronouns are diagrammed in the same way adjectives are.

Adjectives

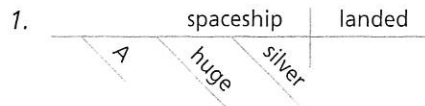
EXAMPLES **dark** room **a lively** fish **my best** friend



Exercise 3 Diagramming Sentences with Adjectives

Diagram the subjects, the verbs, and the adjectives that modify the subjects in the following sentences.

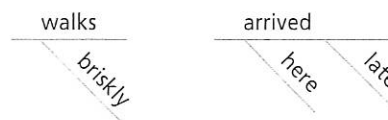
EXAMPLE 1. A huge silver spaceship landed in the field.



1. The action movie will soon begin.
2. The soft, silky kitten played with a shoelace.
3. A tall, redheaded woman walked into the room.
4. A talkative horse starred in that popular TV show.
5. A weird green light shone under the door.

Adverbs

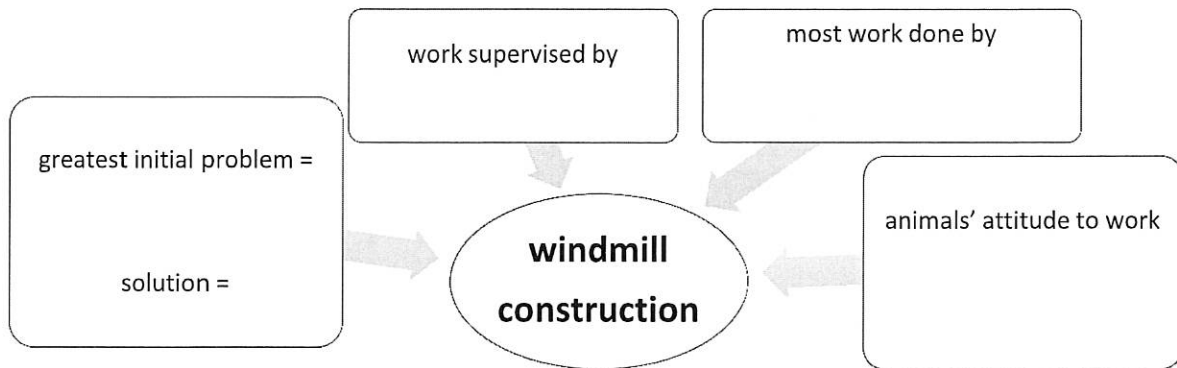
EXAMPLES walks **briskly** arrived **here late**



PLOT – CHAPTER 6 (STANDARD LEVEL)

CONSTRUCTION OF THE WINDMILL

Now, the construction of the windmill is well under way and it proves to be a difficult and laborious undertaking. Complete the diagram below on the construction of the windmill.



ENGAGING IN TRADE WITH HUMANS

With the farm's ambitions and plans, Animal Farm is not self-sufficient any longer; rather they need to engage in trade with the outside world to obtain goods they themselves cannot produce. How do the animals react to this news; why?

Who is the human they start to trade with? How is he described? What may his surname suggest?

THE FIRST WINDMILL DESTROYED

A storm in November blows down the windmill.

How do the animals react?	How does Napoleon react?	How is the destruction of the windmill explained? How is this explanation accepted?

ANIMALS' LIVING CONDITIONS

In Chapter 1, Old Major gives a speech which lays the foundations of Animalism. Think about how much of what he envisioned for the animals is still relevant. Do you think more of the initial rules will be broken?

Old Major's words	How/When are these ideals no longer adhered to? Provide examples.
<p>I merely repeat, remember always your duty of enmity towards Man and all his ways. Whatever goes upon two legs is an enemy. No animal must ever live in a house, or sleep in a bed, or wear clothes, or drink alcohol, or smoke tobacco, or touch money, or engage in trade. All the habits of Man are evil. And, above all, no animal must ever tyrannise over his own kind. Weak or strong, clever or simple, we are all brothers. No animal must ever kill any other animal. All animals are equal. (Chapter 1)</p>	

HOW HAS LIFE CHANGED⁴

Has life for the farm animals changed for the better or worse? Provide examples to justify your answers.

aspect	changes
food	
work	
self-governance	
relationships	

⁴ This activity has been adapted from *Animal Farm* – a Study Guide (Educasia 2012) and Study Guide for Animal Farm (Glencoe McGraw-Hill 2015)