



**The Grammar Dog Guide to
Jude the Obscure
by Thomas Hardy**

**All quizzes use sentences from the novel.
Includes over 250 multiple choice questions.**

About Grammartdog

Grammartdog was founded in 2001 by Mary Jane McKinney, a high school English teacher and dedicated grammarian. She and other experienced English teachers in both high school and college regard grammar and style as the key to unlocking the essence of an author.

Their philosophy, that grammar and literature are best understood when learned together, led to the formation of Grammartdog.com, a means of sharing knowledge about the structure and patterns of language unique to specific authors. These patterns are what make a great book *a great book*. The arduous task of analyzing works for grammar and style has yielded a unique product, guaranteed to enlighten the reader of literary classics.

Grammartdog's strategy is to put the author's words under the microscope. The result yields an increased appreciation of the art of writing and awareness of the importance and power of language.



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SAMPLE EXERCISES - JUDE THE OBSCURE by Thomas Hardy

EXERCISE 5 COMPLEMENTS

Identify the complements in the following sentences. Label the underlined words:

d.o. = direct object

i.o. = indirect object

p.n. = predicate nominative

o.p. = object of preposition

p.a. = predicate adjective

- ___1. The morning was a little foggy, and the boy's breathing unfurled itself as a thicker fog upon the still and heavy air.

- ___2. Then the day came when it suddenly occurred to him that if he ascended to the point of view after dark, or possibly went a mile or two further, he would see the night lights of the city.

- ___3. Vilbert was an itinerant quack-doctor, well known to the rustic population, and absolutely unknown to anybody else, as he, indeed, took care to be, to avoid inconvenient investigations.

EXERCISE 6 PHRASES

Identify the phrases in the following sentences. Label the underlined words:

par = participial

ger = gerund

inf = infinitive

appos = appositive

prep = prepositional

- ___1. He had never brought home a nest of young birds without lying awake in misery half the night after, and often reinstating them and the nest in their original place the next morning.

- ___2. "I wanted to know where the city of Christminster is, if you please."

- ___3. They talked a little more and a little more, as they stood regarding the limp object dangling across the hand-rail of the bridge.

EXERCISE 9 STYLE: FIGURATIVE LANGUAGE

Identify the figurative language in the following sentences. Label underlined words:

p = personification

s = simile

m = metaphor

o = onomatopoeia

- ___1. At each clack the rooks left off pecking, and rose and went away on their leisurely wings, burnished like tassets of mail, afterwards wheeling back and regarding him warily, and descending to feed at a more reproachful distance.

- ___2. Surely it was the sound of bells, the voice of the city, faint and musical, calling to him, "We are happy here!"

- ___3. He was getting so romantically attached to Christminster that, like a young lover alluding to his mistress, he felt bashful at mentioning its name again.

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EXERCISE 12 STYLE: ALLUSIONS AND SYMBOLS

Identify the type of allusion or symbol in the following sentences. Label underlined words:

a. *mythology* b. *religion* c. *literature* d. *Naturalism/fatalism* e. *folklore/surperstition*

___ 1. In the glow he seemed to see Phillotson promenading at ease, like one of the forms in Nebuchadnezzar's furnace.

___ 2. "I have read two books of the Iliad, besides being pretty familiar with passages such as the speech of Phoenix in the ninth book, the fight of Hector and Ajax in the fourteenth, the appearance of Achilles . . . and the funeral games . . ."

___ 3. "How much are these two?" she said, touching with her finger the Venus and the Apollo – the largest figures on the tray.

EXERCISE 13 STYLE: LITERARY ANALYSIS – SELECTED PASSAGE 1

Read the following passage the first time through for meaning.

Knowing not a human being here, Jude began to be impressed with the isolation of his own personality, as with a self-spectre, the sensation being that of one who walked but could not make himself seen or heard. He drew his breath pensively, and seeming thus almost his own ghost, gave his thoughts to the other ghostly presences with which the nooks were haunted.

During the interval of preparation for this venture, since his wife and furniture's uncompromising disappearance into space, he had read and learnt almost all that could be read and learnt by one in his position, of the worthies who had spent their youth within these reverend walls, and whose souls had haunted them in their maturer age. Some of them, by the accidents of his reading, loomed out in his fancy disproportionately large by comparison with the rest. The brushing of the wind against the angles, buttresses, and door jambs were as the passing of these only other inhabitants, the tappings of each ivy leaf on its neighbour were as the mutterings of their mournful souls, the shadows as their thin shapes in nervous movement, making him comrades in his solitude. In the gloom it was as if he ran against them without feeling their bodily frames. (From Part II, Chapter I)

Read the passage a second time, marking figurative language, sensory imagery, poetic devices, and any other patterns of diction and rhetoric, then answer the questions below.

- 1 Knowing not a human being here, Jude began to be impressed with the isolation of his own personality,
- 2 as with a self-spectre, the sensation being that of one who walked but could not make himself seen or
- 3 heard. He drew his breath pensively, and seeming thus almost his own ghost, gave his thoughts to the
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11 each ivy leaf on its neighbour were as the mutterings of their mournful souls, the shadows as their
12 thin shapes in nervous movement, making him comrades in his solitude. In the gloom it was as if
13 he ran against them without feeling their bodily frames.

- ___1. The underlined words in Line 3 are an example of . . .
 a. assonance b. consonance c. alliteration d. rhyme
- ___2. The PREDOMINANT poetic device in Line 6 is . . .
 a. repetition b. alliteration c. rhyme d. assonance
- ___3. Lines 9-12 contain examples of . . .
 a. allusion b. anecdote c. analogy d. antimetabole

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