



**The Grammar Dog Guide to  
The Tragedy of  
King Lear  
by William Shakespeare**

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

## About Gramwardog

Gramwardog 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 Gramwardog.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.

Gramwardog'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 - THE TRAGEDY OF KING LEAR by William Shakespeare**

**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

**ACT I**

- \_\_\_1.        Thou, Nature, art my goddess; to thy law my services are bound.
- \_\_\_2.        Found you no displeasure in him by word nor countenance?
- \_\_\_3.        His knights grow riotous, and himself upbraids us on every trifle.

**EXERCISE 6            PHRASES**

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

*par* = participial

*ger* = gerund

*inf* = infinitive

*appos* = appositive

*prep* = prepositional

**ACT I**

- \_\_\_1.        Goneril, our eldest-born, speak first.
- \_\_\_2.        Beyond all manner of so much I love you.
- \_\_\_3.        What says our second daughter, our dearest Regan, wife of Cornwall?

**EXERCISE 9            STYLE: FIGURATIVE LANGUAGE**

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

*p* = personification

*s* = simile

*m* = metaphor

*o* = onomatopoeia

*h* = hyperbole

**ACT I**

- \_\_\_1.        Then 'tis like the breath of an unfee'd lawyer – you gave me nothing for 't.
- \_\_\_2.        ... how sharper than a serpent's tooth it is to have a thankless child.

**ACT II**

- \_\_\_3.        Thus out of season, threading dark-eyed night.

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**EXERCISE 12      STYLE: ALLUSIONS AND SYMBOLS**

Identify the allusions and symbols in the following sentences. Label the underlined words:

*a. history      b. mythology      c. literature      d. dementia/insanity      e. folklore/superstition*

**ACT I**

- \_\_\_1.      For, by the sacred radiance of the sun, the mysteries of Hecate and the night, by all the operation of the orbs from whom we do exist and cease to be . . .
- \_\_\_2.      Peace, Kent! Come not between the dragon and his wrath.
- \_\_\_3.      Then they for sudden joy did weep, and I for sorrow sung, that such a king should play bo-peep and go the fools among.

**EXERCISE 13      STYLE: LITERARY ANALYSIS – SELECTED PASSAGE 1**

Read the following passage the first time through for meaning.

*Lear.* I prithee, daughter, do not make me mad.  
I will not trouble thee, my child; farewell.  
We'll no more meet, no more see one another.  
But yet thou art my flesh, my blood, my daughter;  
Or rather a disease that's in my flesh,  
Which I must needs call mine. Thou art a boil,  
A plague-sore, or embossed carbuncle  
In my corrupted blood. But I'll not chide thee.  
Let shame come when it will, I do not call it.  
I do not bid the thunder-bearer shoot,  
Nor tell tales of thee to high-judging Jove.  
Mend when thou canst, be better at thy leisure;  
I can be patient, I can stay with Regan,  
I and my hundred knights. (II, iv, 214-225)

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 *Lear.* I prithee, daughter, do not make me mad.
- 2 I will not trouble thee, my child; farewell.
- 3 We'll no more meet, no more see one another.
- 4 But yet thou art my flesh, my blood, my daughter;
- 5 Or rather a disease that's in my flesh,
- 6 Which I must needs call mine. Thou art a boil,

**SAMPLE EXERCISES - THE TRAGEDY OF KING LEAR by William Shakespeare**

- 7 A plague-sore, or embossed carbuncle
- 8 In my corrupted blood. But I'll not chide thee.
- 9 Let shame come when it will, I do not call it.
- 10 I do not bid the thunder-bearer shoot,
- 11 Nor tell tales of thee to high-judging Jove.
- 12 Mend when thou canst, be better at thy leisure;
- 13 I can be patient, I can stay with Regan,
- 14 I and my hundred knights.

- \_\_\_ 1. Line 1 contains examples of . . .  
a. assonance   b. consonance   c. alliteration   d. rhyme
- \_\_\_ 2. Line 3 contains examples of . . .  
a. allusion and consonance  
b. anaphora and assonance  
c. allegory and rhyme  
d. consonance and allusion
- \_\_\_ 3. A shift in tone occurs in Line  
a. 2   b. 3   c. 4   d. 5

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