



**The Grammar Dog Guide to
All's Well That
Ends Well
by William Shakespeare**

**All quizzes use sentences from the play.
Includes over 240 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 - ALL'S WELL THAT ENDS WELL 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. Moderate lamentation is the right of the dead, excessive grief the enemy to the living.

- ___2. In his youth he had the wit which I can well observe today in our young lords.

- ___3. Alone she was, and did communicate to herself her own words to her own ears.

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. In delivering my son from me, I bury a second husband.

- ___2. Be comfortable to my mother, your mistress, and make much of her.

- ___3. Man setting down before you will undermine you and blow you up.

EXERCISE 9 STYLE: FIGURATIVE LANGUAGE

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

p = personification *s* = simile *m* = metaphor *h* = hyperbole

ACT I

- ___1. The best wishes that can be forged in your thoughts be servants to you!

- ___2. Withal, full oft we see cold wisdom waiting on superfluous folly.

- ___3. And your virginity, your old virginity, is like one of our French withered pears.

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EXERCISE 12 STYLE: ALLUSIONS

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

a. *history* b. *mythology* c. *religion* d. *superstition* e. *sickness/medicine*

ACT I

- ___1. I think it would be the death of the King's disease.
- ___2. With a world of pretty, fond, adoptious christendoms that blinking Cupid gossips.
- ___3. Though honesty be no Puritan, yet it will do no hurt.

EXERCISE 14 STYLE: LITERARY ANALYSIS – SELECTED PASSAGE 2

Read the following passage the first time through for meaning.

King: 'Tis only title thou disdain'st in her, the which I can build up. Strange is it that our bloods, Of color, weight, and heat, poured all together, Would quite confound distinction, yet stands off In differences so mighty. If she be All that is virtuous – save what thou dislik'st, A poor physician's daughter – thou dislik'st Of virtue for the name. But do not so. From lowest place when virtuous things proceed, The place is dignified by th' doer's deed. Where greet additions swell 's, and virtue none, It is a dropsied honor. Good alone Is good without a name; vileness is so; The property by what it is should go,

Not by the title. She is young, wise, fair; In these to nature she's immediate heir, And these breed honor. That is honor's scorn Which challenges itself as honor's born And is not like the sire. Honors thrive When rather from our acts we them derive Than our forgoers. The mere word's a slave Debauched on every tomb, on every grave A lying trophy, and as oft is dumb Where dust and damned oblivion is the tomb Of honored bones indeed. What should be said? If thou canst like this creature as a maid, I can create the rest. Virtue and she Is her own dower; honor and wealth from me. (Act 2, scene 3, 117-144)

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 <i>King:</i> 'Tis only title thou disdain'st in her, the which | 15 Not by the title. She is young, wise, fair; |
| 2 I can build up. Strange is it that our bloods, | 16 In these to nature she's immediate heir, |
| 3 Of color, weight, and heat, poured all together, | 17 And these breed honor. That is honor's scorn |
| 4 Would quite confound distinction, yet stands off | 18 Which challenges itself as honor's born |
| 5 In differences so mighty. If she be | 19 And is not like the sire. Honors thrive |
| 6 All that is virtuous – save what thou dislik'st, | 20 When rather from our acts we them derive |
| 7 A poor physician's daughter – thou dislik'st | 21 Than our forgoers. The mere word's a slave |

SAMPLE EXERCISES - ALL'S WELL THAT ENDS WELL by William Shakespeare

- | | |
|---|--|
| 8 Of virtue for the name. But do not so. | 22 Debauched on every tomb, on every grave |
| 9 From lowest place when virtuous things proceed, | 23 A lying trophy, and as oft is dumb |
| 10 The place is dignified by th' doer's deed. | 24 Where dust and damned oblivion is the tomb |
| 11 Where greet additions swell 's, and virtue none, | 25 Of honored bones indeed. What should be said? |
| 12 It is a dropsied honor. Good alone | 26 If thou canst like this creature as a maid, |
| 13 Is good without a name; vileness is so; | 27 I can create the rest. Virtue and she |
| 14 The property by what it is should go, | 28 Is her own dower; honor and wealth from me. |

- ___1. The word *bloods* in Lines 2-5 is an example of . . .
a. parataxis b. metonymy c. dysphemism d. euphemism
- ___2. The shift that begins in Line 9 is signaled by the continued use of . . .
a. rhyme b. alliteration c. consonance d. assonance
- ___3. The PREDOMINANT poetic device in Line 10 is . . .
a. assonance b. consonance c. alliteration d. rhyme

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