To the Teacher

Sentence Diagraming is a blackline master workbook that offers samples, exercises, and step-by-step instructions to expand students’ knowledge of grammar and sentence structure. Each lesson teaches a part of a sentence and then illustrates a way to diagram it. Designed for students at all levels, Sentence Diagraming provides students with a tool for understanding written and spoken English.
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Simple Subjects and Simple Predicates

A sentence diagram is a chart of a sentence. It shows how the words and parts of a sentence relate to each other and to the sentence as a whole. To diagram any sentence, begin with a diagram frame, like the one shown here. Make the vertical line that cuts through the baseline equally long above and below the baseline.

**Simple Subject and Simple Predicate**

Every sentence has two parts: a subject and a predicate. The subject tells what a sentence is about. The predicate says something about the subject. The subject of the sentence appears on the left side of the diagram frame. The predicate appears on the right.

The simple subject of a sentence is the key noun or pronoun in the subject. The simple predicate is the verb or verb phrase that expresses the essential thought about the subject. To diagram a sentence with a simple subject and simple predicate, write the simple subject on the baseline to the left of the vertical line. Write the simple predicate on the baseline to the right of the vertical line.

**Example**  Robins fly.

In a diagram, keep capitalization as it is in the sentence. However, leave out any punctuation.

**Understood Subject**

In some sentences, the subject you is not stated, but it is understood. Place the understood subject in parentheses to the left of the vertical line.

**Example**  Sit.

**EXERCISE**  Diagram each sentence.

1. Dolphins swim.
2. Wait!
3. Turn.
4. Tiffany jogs.
Simple Subjects and Simple Predicates II

Simple Subject or Simple Predicate Having More than One Word
A simple subject may have more than one word. For example, it may be a compound noun, such as White House, or a person’s full name, such as President William Henry Harrison. A simple predicate, or verb, may also have more than one word. A main verb with its helping, or auxiliary, verbs is called a verb phrase. An example is have been voting, in which the main verb is voting and the helping verbs are have and been. In a diagram, place all the words of a simple subject or simple predicate on the baseline on the correct side of the vertical rule.

Example Sojourner Truth was speaking.

Simple Subject and Simple Predicate in Inverted Order
In some questions, the simple subject appears between a helping verb and the main verb. An example is Was she crying? The simple subject, she, comes between the words of the verb phrase, was crying. In a diagram, however, the locations of the simple subject and the simple predicate always stay the same—the subject at the left of the vertical line and the predicate at the right.

Study the example below. Remember that capitalization stays the same as in the original sentence but that punctuation is not used.

Example Is anyone listening?

EXERCISE 1 Diagram each sentence.
1. Hector has been exercising.
   4. Hurry!
2. Did you forget?
   5. Dr. Lee has been calling.
   6. Have guests been invited?
7. Work!  

8. Senator Adams will have retired.  

9. Who called?  

10. Did Aunt Emily go?  

**EXERCISE 2** In each of these sentences, the simple subject and the verb are shown in boldface type. Diagram only the boldfaced simple subject and verb of each sentence.  

1. **Sleet** is falling on the sidewalks and roads.  

2. **Were you planning** to fix the broken window?  

3. All year long, the **Doans have been remodeling** their old house near the seashore.  

4. At the end of the race, **drink** some water.  

5. **Plants** of many kinds **are sold** at the garden center.  

6. **One** of these statements **is** false.
Compound Subjects and Compound Predicates

A simple sentence has only one main clause. That is, it has a single subject and a single predicate. Its diagram uses only one baseline. However, the subject or the predicate may have more than one part. If a simple sentence has a compound subject or predicate, its diagram still uses only one baseline. However, the baseline is forked at the appropriate side to make space for more than one part.

**Compound Subject**

A **compound subject** is made up of two or more simple subjects that are joined by a conjunction—such as *and, but, or or*—and have the same verb. The diagram for a sentence with a compound subject has a fork in the baseline at the left (subject) side of the vertical line. Draw parallel horizontal lines, one for each part of the subject. Connect the lines with a dotted vertical line at their right, and write the conjunction along that dotted line. Draw angled lines from both the top and bottom subject lines to join the stack to the baseline, as this example shows:

**Example** Trucks and tractors raced.

![Diagram of compound subject with fork and conjunction]

If a correlative conjunction such as *both . . . and or either . . . or* is used, write one word of the conjunction on each side of the dotted line. Study this example:

**Example** Both trucks and tractors raced.

![Diagram of compound subject with fork and correlative conjunction]

**EXERCISE** Diagram each sentence.

1. Both Emma and Becky laughed.
2. Was Phillip or Annette returning?
3. Boaters and swimmers were rescued.
4. Either Jeremy or Mark was whispering.
Compound Predicates

A compound predicate (or compound verb) is made up of two or more verbs or verb phrases that are joined by a conjunction and have the same subject. The diagram for a sentence with a compound verb has a fork in the baseline at the right (verb) side of the vertical line. To diagram a sentence with a compound verb, draw a mirror image of the diagram for a compound subject. Look at the example below.

**Example** Icicles gleamed but dripped.

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<table>
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<th>part 1 of compound verb</th>
<th>part 2 of compound verb</th>
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<td>Icicles</td>
<td>gleamed</td>
<td>but</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dribbed</td>
</tr>
</tbody>
</table>
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If a helping verb is not repeated, write it on the baseline between the vertical line and the fork, as in the next example.

**Example** Icicles were gleaming but dripping.

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<table>
<thead>
<tr>
<th>simple subject</th>
<th>helping verb</th>
<th>part 1 of compound verb</th>
<th>part 2 of compound verb</th>
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<td>were</td>
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<td>but</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>dripping</td>
</tr>
</tbody>
</table>
```

**EXERCISE** Diagram each sentence.

1. Rex was growling and biting.

2. Waves rose and fell.

3. Stop and listen!

4. She either complains or criticizes.

5. Elaine paused but continued.

6. Skiers were slipping and falling.
Compound Subjects and Compound Predicates III

Compound Subject and Compound Predicate

Some sentences have both compound subjects and compound verbs. The diagram for any of those sentences has a baseline that is forked on both ends, as in this example.

Example  Tracey and Donna strolled and shopped.

```
Tracey and Donna  strolled and  shopped
```

EXERCISE  Diagram each sentence.

1. Nick and Lawanna swept and dusted.
2. Tina and Mr. Lopez fished and talked.
3. Did Ernie and you stop and look?
4. Neither Midnight nor Belle the Cat scratches or bites.
5. Letters and packages were delivered and opened.
6. Was Diane or Joan singing?
7. Mayor Axon visited and spoke.
8. Both Angela and Rudy have been traveling but will return.
Direct Objects and Indirect Objects I

Verbs that express physical or mental action are called *action verbs*. Some action verbs are complete in themselves, but others pass their action on to other elements in the sentence. These elements are called the *objects* of the action verbs.

**Direct Object**

A *transitive verb* is an action verb that is followed by a word or words that answer the question *what?* or *whom?* Such words are called *direct objects*. Nouns, pronouns, and other words acting as nouns may be direct objects.

To diagram a sentence with a direct object, place the direct object on the baseline to the right of its verb. Separate the object from the verb with a vertical line above the baseline only.

**Example**  I like picnics.

```
I  |  like  |  picnics
subject  |  action verb  |  direct object
```

**EXERCISE** Diagram each sentence.

1. Everyone brought food.  
5. Ants were bothering us.

2. Fran packed cookies.  
6. Boys and girls played baseball.

3. Tony cooked hamburgers.  
7. Both Max and I hit homers.

4. Did anyone bring napkins?  
8. Has everyone had fun?
Direct Objects and Indirect Objects II

Compound Direct Object
If a verb has a compound direct object, the right end of the baseline, where the direct object belongs, is forked. To the right of the vertical line after the verb, draw parallel horizontal lines, one for each part of the compound object. Connect the lines with a dotted vertical line at their left. Write the conjunction along that line. Draw angled lines from both the top and bottom lines to join the stack to the baseline. Study this example.

Example  Herbert roasted both corn and potatoes.

EXERCISE  Diagram each sentence.

1. Parks have tables and benches.

2. You use either grills or campfires.

3. Did you drink juice or cola?

4. Chang was swatting houseflies and mosquitoes.

5. We saw neither rain nor clouds.

6. Danelle and Gina had prepared salads and rolls.

7. Mike ate both food and bugs.

8. Campers should bring bedrolls and tents.
Direct Objects and Indirect Objects III

**Indirect Object**
An *indirect object* answers the question *to whom or what?* or *for whom or what?* after an action verb. Almost always, a sentence with an indirect object also has a direct object. In the sentence, the indirect object appears between the verb and the direct object.

To diagram a sentence with an indirect object, begin by diagraming the subject, verb, and direct object. Then draw a line that slants down from the baseline under the verb, bends, and extends horizontally to the right. Place the indirect object on the horizontal segment of the line, as in this example.

**Example** Ranger O’Brien gives campers directions.

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<th>gives</th>
<th>directions</th>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td><strong>action verb</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>direct object</strong></td>
</tr>
<tr>
<td>campers</td>
<td></td>
<td><strong>indirect object</strong></td>
</tr>
</tbody>
</table>
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**EXERCISE** Diagram each sentence.

1. Mr. Norris assigned us jobs.

2. He taught me birdcalls.

3. We made ourselves dinner.


5. She handed everyone marshmallows.

6. Roger lent Manny sunglasses.
Direct Objects and Indirect Objects IV

Compound Verb with Direct and Indirect Objects

In some sentences with a compound verb, all parts of the verb share a single direct object. To diagram such a sentence, connect the horizontal lines holding the verb parts to the baseline at both left and right, as shown below. Then extend the baseline at the right to hold the shared direct object.

Example  Campers examined and compared maps.

![Diagram of Campers examining and comparing maps]

The diagram shows that the campers both examined maps and compared maps.

In other sentences with a compound verb, a direct or an indirect object completes only one part of the verb. To diagram that type of sentence, connect the object(s) with only one verb part, as in this example.

Example  Steve drew maps and made us copies.

![Diagram of Steve drawing and making copies]

EXERCISE  Diagram each sentence. Make sure that each direct or indirect object is related to the correct verb or verb part.

1. Rangers led hikes and gave hikers advice.

2. Campers collected and buried leftovers.
3. Food can attract bears and bring campers problems.

4. Weather can help or hurt vacationers.

5. Rain gives plants nourishment but can dampen spirits.

6. Have you camped or visited parks?
Adjectives and Adverbs I

In addition to nouns, pronouns, and verbs, many sentences use modifiers. The two types of modifiers are adjectives and adverbs.

**Adjectives**

An adjective is a word that modifies, or describes, a noun or pronoun. An adjective can tell what kind, which one, how many, or how much. Examples include strong, this, three, and less. The articles a, an, and the are also adjectives. In addition, possessive nouns and pronouns can be considered adjectives because they describe nouns. Examples of possessive nouns are children’s, adults’, and Mrs. Dean’s. Possessive pronouns include our, your, his, and her. In the example below, every adjective is underlined.

Any noun or pronoun in a sentence may be modified by one or more adjectives. To diagram a sentence with adjectives, place each adjective on a slant line below the word it modifies. If more than one adjective modifies the same word, place the modifiers from left to right in the order in which they appear in the sentence.

**Example**  Lucy’s older brother oiled her squeaky bicycle wheel.

**EXERCISE**  Diagram each sentence.

1. Those happy fans watched a great race.

2. Did the famous cyclist win first prize?
3. Many enthusiastic people attended that recent event.

4. My cousin enjoys extreme sports.

5. That adventurous teenager climbs steep mountains.

6. Tough triathlons attract him.

7. Dangerous activities give him memorable thrills.
Adjectives and Adverbs II

Adverbs
An adverb is a word that modifies, or describes, a verb, an adjective, or another adverb. Adverbs answer the questions when?, where?, how?, and to what extent? In the examples below, the adverbs are underlined.

To diagram a sentence with one or more adverbs, place each adverb on a slant line below the word it modifies.

Adverbs Modifying Verbs
In a sentence, an adverb that modifies a verb may appear either before or after the verb. It may be separated from the verb by other words or phrases. In these examples, the adverb often takes two different positions. However, because often modifies hosts in both sentences, the diagrams of the sentences are the same. When diagraming a sentence in which two or more adverbs modify the verb, place the adverbs under the verb in the order they appear in the sentence.

Example
My family often hosts parties.
My family hosts parties often.

EXERCISE
Diagram each sentence.

1. Cold winds howled noisily.
4. Soon, everyone was seated comfortably.

2. The Dawsons greeted their guests warmly.
5. Had the Lopezes been there before?

3. Immediately, they hurried the guests inside.
6. The visit ended early.
Adjectives and Adverbs III

Adverbs That Modify Other Modifiers
A single sentence may have both kinds of modifiers, with adjectives modifying nouns and pronouns, and adverbs modifying verbs.

**Example** Watchful explorers choose their paths carefully.

Also, the sentence may have other adverbs modifying these modifiers. To diagram an adverb that modifies an adjective or another adverb shown on a slant line, write the additional adverb on a slant line parallel to but slightly lower than the slant line of the word modified. Connect the two lines with a short horizontal line at the top of the lower slant line. In this example, the adverbs very and extremely modify the adjective watchful and the adverb carefully.

**Example** Very watchful explorers choose their paths extremely carefully.

**EXERCISE** Diagram each sentence.

1. Alarmingly thick bushes blocked the path almost everywhere.

2. The travelers looked about rather wearily.
3. Extremely sharp hatchets cleared a path remarkably fast.

4. The usually energetic leader walked exceedingly slowly.

5. The group was entering a particularly dangerous area.

6. Suddenly, the least courageous member yelled shockingly loudly.
Adjectives and Adverbs IV

Modifiers with Compound Subjects, Verbs, and Objects

In a sentence with a compound subject, verb, or object, a modifier may describe one part of the compound element or all parts. What the modifier describes affects where it is placed in the diagram. In the first example below, immediately modifies blew. In the second example, immediately modifies both verb parts. See how the diagrams differ.

Examples

The leader turned and immediately blew a whistle.
The leader immediately turned and blew a whistle.

If a modifier modifies only one part of the compound element, place it under that part of the fork. If the modifier modifies all parts, place it under the shared baseline.

EXERCISE Diagram each sentence.

1. The cowardly explorer shivered suddenly and fainted.
2. Scary stories always frighten and delight me.
4. The story fascinated adventurous teens and adults.
Subject Complements I

A linking verb links, or joins, the subject of the sentence with a word or phrase describing or identifying the subject. The most common linking verb is to be. Other linking verbs are appear, sound, and feel. The word or phrase linked to the subject is called a subject complement. There are two kinds of subject complements: predicate nouns and predicate adjectives. They are diagramed the same way.

Predicate Noun
A predicate noun is a noun or pronoun that follows a linking verb and renames or further identifies the subject. It may be modified by adjectives.

To diagram a sentence with a predicate noun, place the noun or pronoun on the baseline to the right of the linking verb. Draw a slant line between the verb and the predicate noun that ends at the baseline.

Example A parrot can be a good pet.

EXERCISE Diagram each sentence.
1. Kiwi is a yellow cockatiel.
2. Cockatiels are parrots.
3. Parrots are popular pets.
4. How long has Kiwi been Frank's pet?
Subject Complements II

Predicate Adjective
A predicate adjective is an adjective that follows a linking verb and further describes the subject. It may be modified by adverbs.

To diagram a sentence with a predicate adjective, place the adjective on the baseline to the right of the linking verb. Draw a slant line between the verb and the predicate adjective that ends at the baseline.

Example  Many parrots are quite clever.

EXERCISE  Diagram each sentence.

1. Frank’s cockatiel is very friendly.
2. Kiwi appears happy.
3. Her birdcage is rather large.
4. Kiwi seems smart.
5. Are her tricks difficult?
6. Kiwi’s owner feels extremely fortunate.
Subject Complements III

Compound Subject Complements
Both predicate nouns and predicate adjectives may have compound parts. The diagram of a sentence with a compound subject complement has a baseline that is forked at the right of the slant line. Study these examples.

**Examples**  Today, our major parties are Republicans and Democrats.  
The parties’ history is quite long and colorful.

In the second example, note how the adverb *quite*, which modifies both parts of the compound predicate adjective, is connected to the baseline before the fork.

**EXERCISE** Diagram each sentence. Decide first whether the sentence has a subject complement or a direct object, and use a slant or straight line, as appropriate, to separate that word from the verb.

1. Political cartoons can be both funny and meaningful.

2. Their messages may be timely but durable.
3. Teddy Roosevelt was both a strong president and a memorable public figure.

4. One cartoon showed Teddy and a cute bear.

5. The teddy bear is still popular and lovable.

6. Wartime political cartoons are often critical or inspirational.
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Appositives and Appositive Phrases

An **appositive** is a noun or pronoun that identifies another noun or pronoun in the sentence. Any noun or pronoun may have an appositive. To diagram a sentence with an appositive, place the appositive immediately after the word it identifies, and set it off in parentheses.

**Example** A California stagecoach driver, Charley Parkhurst, had a secret.

<table>
<thead>
<tr>
<th>driver</th>
<th>(Charley Parkhurst)</th>
<th>had</th>
<th>secret</th>
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<td>A</td>
<td>stagecoach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California</td>
<td></td>
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</table>

**Example** Legends describe that colorful character, Charley Parkhurst.

<table>
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<th>describe</th>
<th>character</th>
<th>(Charley Parkhurst)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>that</td>
<td>colorful</td>
<td></td>
</tr>
</tbody>
</table>

An **appositive phrase** is composed of an appositive and all the words that modify it. To diagram a sentence with an appositive phrase, write the appositive within parentheses immediately after the word identified, and place the modifiers on slant lines under the appositive rather than under the word identified.

**Example** Parkhurst, a fearless driver, could handle almost any horse.

<table>
<thead>
<tr>
<th>Parkhurst</th>
<th>(driver)</th>
<th>could handle</th>
<th>horse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(driver)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>almost</td>
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<td></td>
<td></td>
<td>any</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>fearless</td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE** Diagram each sentence.

1. Charley Parkhurst was really Charlotte Parkhurst, an orphan.

2. Fifteen-year-old Charlotte, a tall, strong girl, left an unfriendly orphanage.
3. She took a man's job, stable hand.

4. She also took a man's name, Charley.

5. Charley, the pretend man, became the first woman voter.

6. Her one vice, tobacco, gave Charley cancer.

7. Death finally revealed her secret, her womanhood.
Prepositional Phrases I

A preposition is a word that indicates how a noun or pronoun relates to some other word in its sentence. Examples include before, throughout, and with. Some prepositions are made up of more than one word, such as in front of and except for. A prepositional phrase is made up of a preposition, its object, and any modifiers of the object. Examples of prepositional phrases are “before the storm,” “during heavy rain,” and “in front of an old barn.” Prepositional phrases may act as adjectives or as adverbs.

Used as Adjectives
To diagram a prepositional phrase used as an adjective, place the preposition on a slant line below the noun or pronoun modified. Place the object of the preposition on a horizontal line connected to the slant line and lying at its right. The slant line should extend slightly beyond the horizontal line. If the object of the preposition has modifiers, write them on slant lines below the object.

Example  Most people in Emma’s class like rock music.

EXERCISE  Diagram each sentence.
1. Posters throughout the city announced the rock concert.

2. Holders of particular tickets would also receive passes to backstage areas.
3. Will you get tickets for the show?

4. Spotlights in many different colors lit the stage.

5. The loudspeakers behind my ears blared announcements about souvenirs.

6. Could you see the drummer with long blond hair?
Prepositional Phrases II

Used as Adverbs
A prepositional phrase used as an adverb is diagramed the same way as one used as an adjective. Study this model of a prepositional phrase used to modify a verb. The preposition is placed on the slant line and its object is placed on the adjoining horizontal line. Note that the phrase is placed beneath the verb modified.

Example  The science lab was displayed on Parents’ Night.

The preposition is placed on the slant line and its object is placed on the adjoining horizontal line. Note that the phrase is placed beneath the verb modified.

If the prepositional phrase modifies only one part of a compound element, place it under that part only. Otherwise, the slant line begins beneath the shared baseline.

Example  On that night, my mother came and saw the school.

As shown above, a prepositional phrase used as an adverb does not always immediately follow the verb. You can identify a phrase used as an adverb if it answers this question: When, where, or how does or did the action occur?

EXERCISE  Diagram each sentence.
1. Before Parents’ Night, we practiced our experiments.

2. Mrs. Sanchez wrote precise instructions on the chalkboard.
3. Turtles and frogs crawled over the aquarium rocks.

4. A gray mouse slept quietly inside a cardboard tube.

5. The teams performed the experiments with great care.

6. We recorded data and observations in our lab notebooks.
Prepositional Phrases III

Used to Modify Other Prepositional Phrases
A prepositional phrase that modifies another prepositional phrase is diagramed like any other prepositional phrase. Simply place the phrase beneath the object of the prepositional phrase that is modified. Study this example.

Example  Boaters in canoes raced down the river through the Scout camp.

In this example, the prepositional phrase “down the river” tells where the boaters raced, so it is placed under the verb raced. The prepositional phrase “through the Scout camp” tells which river, so it is placed under the object of the first phrase, river.

Any sentence may contain a series of prepositional phrases. Be sure to determine which word is modified by each phrase, and place each phrase under the word it modifies.

EXERCISE  Diagram each sentence.
1. The race was held on a day with threats of rain.

2. Danny rowed with a winner of the previous race.
3. Near the end of the race, dark clouds filled the sky.

4. Danny and his partner sped to the goal at the fork in the river.

5. Immediately, the rowers in all of the other boats stopped.
Participles and Participial Phrases I

Not all verb forms function in sentences as verbs. A participle is a verb form that functions in a sentence as an adjective. Participles may be either present or past. Present participles end in –ing. Most past participles end in –ed, but some have irregular forms.

**Participles**

To diagram a sentence that includes a participle, first identify the word that the participle modifies. Draw a line that slants down from that word, bends, and extends horizontally to the right. Write the participle on the line, curving it in the angle of the line, as shown in this example.

**Example**  Growling, the monster charged the wounded hero.

Irregular participles such as risen or caught may not be recognized easily. Remember that any verb form used as an adjective is a participle.

**EXERCISE**  Diagram each sentence.

1. The hero swung a broken branch at the creature.

2. Defeated, the monster fled from the relieved fighter.

3. The satisfied crowd soon left the crowded theater.
Participles and Participial Phrases II

Participial Phrases
As a form of verbs, participles may take direct objects, indirect objects, predicate nouns, and predicate adjectives. They may also be modified by adverbs and prepositional phrases. A **participial phrase** is made up of a participle, any complements it may have, and all words and phrases that modify the participle and its complements.

To diagram a participial phrase, first diagram the participle on its bent line. Then diagram any objects, complements, and modifiers in the phrase, adding them to the bent line of the participle. Be sure to place every modifier under the correct element of the participial phrase.

**Example**  
Cheerfully whistling a tune, Jacob walked to the store.

![Diagram of the example sentence]

Participial phrases can occur almost anywhere in a sentence. Be sure to identify which word is modified by each participial phrase, and diagram the phrase so that the participle extends below that word.

**EXERCISE**  
Diagram each sentence.

1. Looking over his shoulder, Jacob spotted a large dog.

2. The dog, barking furiously, chased the frightened boy.
3. Thinking quickly, Jacob jumped over a fence.

4. The confused dog stopped, giving the exhausted boy a rest.

5. Surprised, he noticed the dog’s wagging tail.

6. Jacob, holding his breath, opened the gate.
Gerunds and Gerund Phrases I

A gerund is a verb form that ends in -ing and is used in a sentence as a noun. A gerund phrase is made up of a gerund, its complements, and all modifiers of the gerund and its complements. Gerunds and gerund phrases may be used in sentences wherever nouns may be used.

In a diagram, a gerund is written in a curved shape over a line with a step. The stepped line lies at the top of a “stilt,” and the stilt is placed where you would put a noun or pronoun used as the gerund is used.

**Used as Subjects**

To diagram a gerund or a gerund phrase used as a subject, place a stilt on the baseline where the subject usually lies. Draw a stepped line above the stilt and curve the gerund itself over the step. Then diagram any objects, complements, and modifiers of the gerund phrase, adding these elements to the stepped line.

**Example**  Giving speeches frightens some people.

EXERCISE  Diagram each sentence.

1. Jogging tires me quickly.

2. Hearing that joke reminds me of a funny story.
Gerunds and Gerund Phrases II

**Used as Direct Objects**
To diagram a sentence with a gerund or gerund phrase as a direct object, draw a stilt on the baseline where the direct object is usually placed. Draw a stepped line, as shown here, above the stilt. Curve the gerund over the step. Add any complements or modifiers in the gerund phrase to the stepped line.

**Example** Armando enjoys solving difficult riddles.

- Armando | enjoys | solving | riddles | gerund |
- subject | verb | direct object of gerund

Both gerunds and present participles end in –ing. However, gerunds act as nouns, while participles act as adjectives. Test for gerunds by asking this question: Can the verb form be replaced with the pronoun it? If so, that verb form is a gerund.

**EXERCISE** Diagram each sentence.

1. My whole family enjoyed watching the fireworks display.

2. I remember being lifted by my father for a better view.
Gerunds and Gerund Phrases III

Used as Predicate Nouns
To diagram a sentence with a gerund or gerund phrase as a predicate noun, place a stilt on the baseline where the predicate noun belongs, following a slant line. Draw a stepped line above the stilt. Curve the gerund over the step, and add any other words of the gerund phrase to the stepped line. Study this example.

Example  My least favorite chore has always been washing windows.

EXERCISE  Diagram each sentence. Use the correct line before each gerund—straight or slanted—to indicate whether it is used as a direct object or as a predicate noun.

1. The first step of any job is finding the right tools.

2. The tired workers stopped doing their best.

3. Elena’s hobby was repairing dolls.
Gerunds and Gerund Phrases IV

Used as Objects of Prepositions

To diagram a sentence with a gerund or gerund phrase as the object of a preposition, prepare space for the gerund by drawing a long slant line for that preposition. Then place a stilt on the horizontal line where the object of the preposition belongs, and draw a stepped line above the stilt. Curve the gerund over the step itself. Add any complements and modifiers of the gerund phrase to the stepped line. Study this example.

**Example** The people cheered us for entertaining them.

Whenever you find a gerund in a sentence to be diagramed, mentally replace it with the pronoun *it* and decide where you would place that pronoun in a diagram. Then place the gerund or gerund phrase on a stilt in that position.

**EXERCISE** Diagram each sentence. Decide first how each gerund is used, and place the stilt for the gerund in the correct place.

1. You win this game by popping five balloons.

2. The library has a policy against talking loudly.

3. Marsha dreams of competing in the Olympics.
4. I found the instructions for assembling the unit.

5. Skiing in Colorado has been extremely enjoyable.

6. Maynard’s habit of finding lost coins is uncanny.

7. Tutoring younger children prepares you for becoming a teacher.
Infinitives and Infinitive Phrases I

An **infinitive** is a verb form that matches the base form of a verb and is usually preceded by the word *to*. An example is “to tell.” An **infinitive phrase** is made up of an infinitive, its complements, and any modifiers of the infinitive and its complements. An example is “to tell a friend the news.” Infinitives and infinitive phrases can be used in sentences as adjectives, adverbs, or nouns.

**Used as Adjectives**

Infinitives or infinitive phrases used as adjectives are diagramed in the same way as prepositional phrases are. Write the word *to* on a slant line below the noun or pronoun modified by the infinitive. Write the base form of the verb on a horizontal line drawn to the right of the slant line, near its lower end. Study this example.

**Examples**

Band members announced their decision to tour again.

- Members: Band
- Announced: their
- Decision: to tour again

The infinitive phrase “to tour again” tells *what kind* of decision. It acts as an adjective modifying *decision*.

**EXERCISE** Diagram each sentence.

1. The audience shouted demands to play favorite songs.

2. On tour, musicians need the ability to sleep at odd hours.

3. An overnight bag to hold essential items is a necessity.
Infinitives and Infinitive Phrases II

**Used as Adverbs**

Infinitives or infinitive phrases used as adjectives and those used as adverbs are diagramed in the same way. Write the word to on a slant line below the word modified by the infinitive. Write the base form of the verb on a horizontal line drawn to the right of the slant line, near its lower end. Here is an example.

**Examples** Eager fans competed to buy tickets to the show.

In the example, the infinitive phrase “to buy tickets” tells how or why the fans competed. It acts as an adverb, modifying *competed*.

**EXERCISE** Diagram each sentence.

1. To get closer to the stage, some audience members pushed others.

2. Guards at the auditorium worked to prevent injuries.

3. The band played two encores to show their appreciation.
Infinitives and Infinitive Phrases III

**Used as Subjects**
To diagram a sentence with an infinitive or infinitive phrase used as a noun, first identify its role in the sentence. If the phrase is used as a subject, draw a stilt on the baseline where the subject belongs. Next, draw a horizontal line above the stilt, and a short slant line at the left of that horizontal line, as in the example below. Write the word *to* on the slant line, and the base form of the verb on the horizontal line. (Make sure the verb form is directly above the stilt.) Add complements and modifiers in the infinitive phrase to the horizontal line. Study this example.

**Examples**
To build the largest ship was the engineer’s goal.

EXERCISE Diagram each sentence.

1. In good weather, to ride a bike to school saves time.

2. To buy a secondhand bike was a wise decision.

3. To change this tire will take twenty minutes.
Infinitives and Infinitive Phrases IV

**Used as Direct Objects**
To diagram a sentence with an infinitive or infinitive phrase used as a direct object, draw a stilt on the baseline where the direct object belongs. Next, draw a horizontal line above the stilt, and a short slant line at the left of that horizontal line. See the example below. Write the word *to* on the slant line, and the base form of the verb on the horizontal line. (Place the verb form directly above the stilt.) Add complements and modifiers in the infinitive phrase to the horizontal line.

In this example, the infinitive phrase is the direct object of the sentence.

**Examples**  Jean asked me to go with her.

![Diagram of sentence with infinitive phrase]

**EXERCISE** Diagram each sentence.

1. Callers to the station asked to hear your song.
2. The child refused to eat broccoli.
3. None of my friends can afford to buy every new video game.
Infinitives and Infinitive Phrases V

**Used as Predicate Nouns**
An infinitive or infinitive phrase used as a predicate noun is diagramed the same way as one used as a direct object, except that it follows a slant line after the verb rather than a vertical line. Study this example. Note where the word to and the base form of the verb are placed.

**Examples**  Dean’s long-range plan is to run his own business.

```
plan  to run | business
Dean's long-range  his own

```

**EXERCISE**  Identify the role of the infinitive or infinitive phrase in each sentence, and then diagram the sentence.

1. Alicia’s hobby is to ride trail horses.

2. The purpose of this booklet is to explain pet licenses.

3. To stick to the exact truth took courage.
4. Everybody wanted to see the parade.

5. One aim of the campaign is to raise awareness of this disease.

6. To increase sales at the store will not be easy.

7. Your first step is to notify the police of the theft.
Compound and Complex Sentences

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Compound Sentences I

A clause is a group of words that has a subject and a predicate and is used as a part of a sentence. A main, or independent, clause can also stand alone in a simple sentence. A subordinate, or dependent, clause cannot stand alone.

A compound sentence has two or more main clauses and no subordinate clauses. The clauses are joined by a semicolon or by a comma and a conjunction. In a diagram of a compound sentence, each independent clause is diagramed separately; then the clauses are connected. The type of connection used depends on whether the clauses are joined by a semicolon or a conjunction.

Clauses Connected by a Semicolon

When two main clauses in a compound sentence are joined by a semicolon, first diagram the clauses separately in the order in which they appear in the sentence. Then draw a vertical dotted line between the verbs of the clauses, as shown here.

Example  Folktales are always popular; you have probably heard many of them.

EXERCISE  Diagram each compound sentence.

1. Some folktales have been told for generations; many different versions exist.

2. In many tales, animals talk; they stand for humans.
3. In some tales, the animals are wise; in others, they are foolish or selfish.

4. Writers in various countries have made collections of folktales; the Grimm brothers are among these writers.
Compound Sentences II

Clauses Connected by a Conjunction
When the main clauses in a compound sentence are connected by a conjunction such as and, but, or or, first diagram each clause separately. Next, write the conjunction on a solid horizontal line between the two main clauses. Last, draw vertical dotted lines to connect that solid line to the verb of each clause, as shown in this example.

Example  Do you like scary stories, or do they give you nightmares?

EXERCISE  Diagram each compound sentence.
1. In very old English tales, Grendel was a terrible monster, and his mother was equally horrible.

2. Grendel terrorized the countryside, but finally the hero Beowulf stopped him.
3. In the *Odyssey*, Scylla and Charybdis were monstrous neighbors, and sailors feared them.

4. Scylla tore ships apart, or Charybdis pulled them and their crews underwater.
Complex Sentences with Adjective or Adverb Clauses I

A clause is a group of words that has a subject and a predicate and is used as part of a sentence. A main, or independent, clause can stand alone in a simple sentence. A subordinate, or dependent, clause cannot stand alone. There are three types of subordinate clauses: adjective, adverb, and noun clauses.

A complex sentence has one main clause and one or more subordinate clauses. The diagram of a complex sentence depends on the type of subordinate clause it includes.

Adjective Clauses Introduced by Relative Pronouns
An adjective clause is a subordinate clause that modifies a noun or pronoun in the main clause. Most adjective clauses are introduced by relative pronouns (who, whom, whose, that, and which).

Always begin the diagram of a complex sentence by diagraming the independent clause, even if it comes second in the sentence. Then diagram the subordinate clause separately, placing it below the main clause. Finally, connect the two clauses. To connect a main clause and an adjective clause that begins with a relative pronoun, draw a dotted line between the introductory pronoun and the word in the main clause that the adjective clause modifies. Study this example.

Example Geologists are scientists who study rocks.

EXERCISE Diagram each complex sentence.
1. Evidence that is found in rocks shows changes in the earth.

2. Information about the center of the earth is found in lava, which is rock from volcanoes.
3. Valerie, who is the daughter of a geologist, shares his love of rocks.

4. She also learns about the field from other geologists who work with her father.
Complex Sentences with Adjective or Adverb Clauses II

Adverb Clauses That Modify Verbs

An adverb clause is a subordinate clause that modifies a verb, an adjective, or an adverb in the main clause. Adverb clauses are introduced by subordinating conjunctions such as these: after, before, because, as, as if, as soon as, in order that, until, although, when, where, and whenever. An adverb clause that modifies a main clause verb usually tells when, where, how, or why.

To diagram a complex sentence with an adverb clause modifying a verb, first diagram the main clause, even if it comes second in the sentence. Next, diagram the adverb clause, placing it below the main clause. Connect the clauses with a dotted line that begins under the modified verb in the main clause and slants down to the verb in the adverb clause. Last, write the conjunction on the dotted line.

Study this example.

Example Although land on Earth looks solid, the continents are actually moving.

Notice that the sentence begins with the adverb clause, but the diagram begins with the main clause. The adverb clause “Although land on Earth looks solid” modifies are moving.

EXERCISE Diagram each complex sentence.

1. Continents move because massive plates under them shift.

2. Where two plates collide, land on one plate may push over the other.
3. If you could watch the collision for millions of years, you would see the growth of a mountain.

4. When two plates pull away from each other suddenly, an earthquake results.
Complex Sentences with Noun Clauses I

A **noun clause** is a subordinate clause used as a noun. Noun clauses may be used wherever nouns are used. Some noun clauses are introduced by pronouns such as *who, whom,* and *whatever.* Others are introduced by adverbs such as *how, where,* and *why.*

Unlike adjective and adverb clauses, a noun clause is a part of the main clause. It is diagramed within the main clause. How this is done depends on how the noun clause is used in the sentence.

**Used as Subjects**

To diagram a complex sentence with a noun clause used as the subject, first draw a diagram frame for the main clause. Draw a stilt on the baseline where the subject belongs. On top of the stilt, draw a second baseline. Diagram the noun clause on that baseline, placing the verb of the noun clause immediately above the stilt.

Study these examples.

**Example**  Whatever you decide is fine.

![Diagram of Example 1](example1.png)

**Example**  How we get there is your problem.

![Diagram of Example 2](example2.png)

**EXERCISE** Diagram each complex sentence.

1. Whoever made this pottery did a good job.

![Diagram of Exercise 1](exercise1.png)

2. When the plane will actually depart has not yet been announced.

![Diagram of Exercise 2](exercise2.png)
3. How a room is furnished affects its noise level.

4. What the detective discovered about her client raised new questions.

5. Why rust forms on metal is easily explained.
Complex Sentences with Noun Clauses II

**Used as Direct Objects**
To diagram a complex sentence with a noun clause used as direct object, begin with a diagram frame for the main clause. Fill in the subject, the verb, and a vertical line to separate the verb from the object. Then draw a stilt on the main clause baseline where the object belongs. On top of the stilt, draw a second baseline. Use that baseline to diagram the noun clause, placing the verb of the noun clause immediately above the stilt, as shown in the following example.

**Example**  Mr. Denton taught us how plants make sugar.

EXERCISE  Diagram each complex sentence.
1. The engineers finally discovered who caused the oil spill.

2. At the buffet, take whatever you want.

3. That dog licks whomever it meets.
Complex Sentences with Noun Clauses III

**Introduced by That**
The word *that* is a special introductory word. It often appears before a noun clause, but it doesn’t always have to.

In this example, the noun clause has no introductory word.

**Example**  Everyone says time travel is impossible.

A noun clause may begin with the word *that*. Usually, however, *that* introduces a noun clause without being part of it—as in the example below. To diagram a complex sentence in which *that* only introduces a noun clause, write *that* on its own solid line above the verb of the noun clause. Draw a vertical dotted line from *that* to the verb of the noun clause.

**Example**  Everyone says that time travel is impossible.

**EXERCISE**  Diagram each sentence.

1. The police officer claimed the car had been speeding.

2. That I could even surf was incredible.
3. The reporter noted that Rocky fouled fourteen pitches in a row.

4. We regret that we arrived late.

5. That the club has powerful members gives it influence.

6. We hope you will get well soon.
Complex Sentences with Noun Clauses IV

Used as Objects of Prepositions
To diagram a complex sentence with a noun clause used as the object of a preposition, first diagram the other elements of the main clause. Under the word modified by the prepositional phrase involving the noun clause, draw a long slant line for the preposition. Place a stilt on the horizontal line where the object of the preposition belongs, and draw a second baseline on top of the stilt. Finally, diagram the noun phrase on the second baseline. Study this example.

Example  Terry made a list of whatever supplies we needed.

EXERCISE  Diagram each complex sentence.
1. Give this fruit to whoever wants it.

2. Researchers were puzzled by how cave dwellers had made paintings on the cave wall.
3. I read a book about how organic food is grown.

4. Your school work is affected by how late you stay up at night.

5. The kitten ran to whoever rang the bell.

6. Despite what her stepmother told her, Cinderella had hope.
Complex Sentences with Noun Clauses V

Used as Predicate Nouns
To diagram a complex sentence with a noun clause used as a predicate noun, first diagram the subject and verb of the main clause. Then draw a slant line after the verb to separate it from the predicate noun. Place a stilt on the main clause baseline where the predicate noun belongs. On top of the stilt, draw a second baseline. Diagram the noun clause on that baseline. Study this example.

Example  A long vacation is what you need.

EXERCISE  Diagram each complex sentence.
1. Tomorrow is when we leave.

2. This hammer is what I need for my construction project.

3. My wish is that I can visit a kelp forest someday.
PART I

Lesson 1 Simple Subjects and Simple Predicates I

1. Dolphins | swim

2. (you) | Wait

3. (you) | Turn

4. Tiffany | jogs

Lesson 2 Simple Subjects and Simple Predicates II

Exercise 1

1. Hector | has been exercising

2. you | Did forget

3. Ms. Alice Cummins | interrupted

4. (you) | Hurry

5. Dr. Lee | has been calling

6. guests | Have been invited

7. (you) | Work

8. Senator Adams | will have retired

9. Who | called

10. Aunt Emily | Did go

Exercise 2

1. Sleet | is falling

2. you | Were planning

3. Doans | have been remodeling

4. (you) | drink

5. Plants | are sold

6. One | is

Lesson 3 Compound Subjects and Compound Predicates I

- Emma
  - laughed
  - Becky

- Phillip
  - Was returning
  - Annette

- Boaters
  - were rescued
  - swimmers

- Jeremy

- Either
  - was whispering
  - Mark

- Either
  - was whispering
  - Mark
Lesson 4 Compound Subjects and Compound Predicates II

1. Rex was growling and biting
2. Waves rose and fell
3. (you) listen
4. She neither criticizes nor complains
5. Elaine paused and continued
6. Skiers were slipping and falling

Lesson 5 Compound Subjects and Compound Predicates III

1. Nick swept and Lawanna dusted
2. Tina fished and Mr. Lopez talked

Lesson 6 Direct Objects and Indirect Objects I

1. Everyone brought food
2. Fran packed cookies
3. Tony cooked hamburgers
4. anyone Did bring napkins
5. Ants were bothering us
Lesson 7 Direct Objects and Indirect Objects II

1. Parks have tables and benches.
2. You use grills, either or campfires.
3. You drink juice, or cola.
4. Chang was swatting houseflies and mosquitoes.
5. We saw neither nor clouds.
6. Danelle and Gina had prepared salads and rolls.
7. Mike ate both food and bugs.
8. Everyone has had fun.

Lesson 8 Direct Objects and Indirect Objects III

1. Mr. Norris assigned jobs to us.
2. He taught me birdcalls.
3. We made dinner for ourselves.
4. Ms. Varsey told stories to us.
5. She handed marshmallows to everyone.
6. Roger lent sunglasses to Manny.
Lesson 9 Direct Objects and Indirect Objects IV

1. Rangers
   - gave advice
     - led | hikers

2. Campers
   - collected
     - buried | leftovers
   - attract | bears

3. Food
   - can
     - bring | problems
     - attract | bears

4. Weather
   - can help
     - vacationers
     - hurt

5. Rain
   - can dampen | spirits
     - plants

6. you
   - Have
     - camping | parks

Lesson 10 Adjectives and Adverbs I

1. fans
   - watched | race
     - Those
     - happy | great

2. cyclist
   - Did win | prize
     - the
     - famous | first

Lesson 11 Adjectives and Adverbs II

1. winds
   - howled
     - Cold | Noisily

2. Dawsons
   - greeted | guests
     - The
     - Warmly

3. they
   - hurried | guests
     - Inside
     - Immediately

4. everyone
   - was seated
     - Comfortably
Lesson 12 Adjectives and Adverbs III

1. bushes | blocked | path
   | thick | everywhere | almost | well
   Alarming

2. travelers | looked | wearily
   | The | about | taller

3. hatchets | cleared | path
   | sharp | fast | remarkably
   Extremely

4. leader | walked | slowly
   | The | energetic | exceedingly
   usually

5. group | was entering | area
   | The | dangerous | particularly
   particularly

6. member | yelled
   | The | courageous | suddenly | shockingly
   Least

Lesson 13 Adjectives and Adverbs IV

1. explorer | cowardly | and | shivered
   The | suddenly | faint

2. stories | frighten | to | delight me
   Scary | always | into
   book

3. the end | sold | well | sequel
   | hardly |

4. story | fascinated | about | teens
   The | adventurous | adults
   put

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**Lesson 14 Subject Complements I**

1. Kiwi | is | cockatiel
   | | yellow

2. Cockatiels | are | parrots

3. Parrots | are | pets
   | | popular

4. Kiwi | has been | pet
   | | long
   | | How
   | | Frank's

**Lesson 15 Subject Complements II**

1. cockatiel | is | friendly
   | | very
   | | Frank's

2. Kiwi | appears | happy

3. birdcage | is | large
   | | rather
   | | Her

4. Kiwi | seems | smart

5. tricks | Are | difficult
   | | her

6. owner | feels | fortunate
   | | Kiwi's
   | | extremely

**Lesson 16 Subject Complements III**

1. cartoons | can be | Political
   | | both
   | | and
   | | meaningful

2. messages | may be | timely
   | | but
   | | durable

3. Teddy Roosevelt | was | president
   | | both
   | | strong
   | | Public
   | | memorable

4. cartoon | showed | Teddy
   | | One
   | | bear
   | | cute

5. bear | is | popular
   | | The
   | | teddy
   | | still
   | | lovable

6. cartoons | are | critical
   | | Wartime
   | | political
   | | often
   | | inspirational
PART II

Lesson 17 Appositives and Appositive Phrases

1. Charley Parkhurst | was \ Charlotte Parkhurst (orphan)
2. Charlotte (girl) | left | orphanage
3. One | took | a man's stable
4. She | took | name (Charley)
5. Charley (man) | became | voter
6. Vice (tobacco) | gave | cancer
7. Death | revealed | secret (womanhood)

Lesson 18 Prepositional Phrases I

1. Posters | announced | concert
2. Holders | would receive | passes
3. You | Will get | tickets
4. Spotlights | lit | stage
5. Loudspeakers | blared | announcements
6. You | Could see | drummer
Sentence Diagramming

**Lesson 19 Prepositional Phrases II**

1. we | practiced | experiments | Before | our | Parents' Night

2. Mrs. Sanchez | wrote | instructions | on | precise | chalkboard

3. Turtles | crawled | frogs | over | rocks | the | aquarium

4. mouse | slept | A | gray | quietly | inside | tube | on | cardboard

5. teams | performed | experiments | with | care | the | great | data

6. We | recorded | plans | in | our | lab | notebooks

**Lesson 20 Prepositional Phrases III**

1. race | was held | The | on | a | with | threats | or | rain

2. Danny | rowed | with | winner | a | of | race | the | previous

3. clouds | filled | sky | the | dark | Near | end | the | race

4. Danny | sped | partner | his | to | goal | the | at | fork | the | in | river

5. rowers | stopped | the | in | all | of | boats | the | other
Lesson 21 Participles and Participal Phrases I

1. hero swung branch
   The creature the broken

2. monster fled
   Defeated the from fighter the relieved

3. crowd left theater
   The satisfied soon the crowded

Lesson 22 Participles and Participal Phrases II

1. Jacob spotted dog
   Looking over shoulder his

2. dog chased boy
   The barking furiously the frightened

3. Jacob jumped
   Thinking over fence a

4. dog stopped
   The confused giving rest a boy the exhausted

5. he noticed tail
   Surprised dog’s wagging

6. Jacob opened gate
   Holding breath his

Lesson 23 Gerunds and Gerund Phrases I

1. tires me
   Quickly

2. reminds me
   Hearing joke that

Lesson 24 Gerunds and Gerund Phrases II

1. family enjoyed display
   Watching fireworks My whole

2. I remember
   Being lifted by father for view a better
Lesson 25 Gerunds and Gerund Phrases III

1. step is finding tools
   The first of job any

2. workers stopped repairing dolls
   The tired

3. hobby was Elena's

Lesson 26 Gerunds and Gerund Phrases IV

1. You win game by this popping balloons

2. library has policy talking loudly
   The against

3. Marsha dreams or competing
   Of competing
   In Olympics

Lesson 27 Infinitives and Infinitives Phrases I

1. audience shouted demands
   The to play songs

2. musicians need ability
   On tour the to sleep odd

3. bag is necessity
   An overnight to hold items

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Lesson 28 Infinitives and Infinitives Phrases II

1. members pushed others
   some audience to get closer to stage the

2. Guards worked
   at auditorium to prevent injuries the

3. band played encores
   The two to show appreciation their

Lesson 29 Infinitives and Infinitives Phrases III

1. ride bike a
   to school the
   saves time
   in weather good

2. buy bike a secondhand
   to buy
   was decision wise

3. change tire this
   to change
   will take minutes twenty

Lesson 30 Infinitives and Infinitives Phrases IV

1. Callers asked
   to station the
   to hear song your

2. child refused
   to eat broccoli

3. None can afford
   to buy game every new video my
Lesson 31 Infinitives and Infinitive Phrases V

1. hobby is Alicia’s

2. purpose is the or booklet

3. took courage

4. Everybody wanted to see parade

5. aim is One of campaign for disease

6. will be easy

7. step is your first to notify police or theft
PART III

Lesson 32 Compound Sentences I

1. folktales have been told
   Some versions exist
   many different

2. animals talk
   they stand
   many for humans

3. animals are wise
   they are foolish
   others for selfish

4. Writers have made collections
   they are among the writers
   the Grimm brothers

Lesson 33 Compound Sentences II

1. Grendel was a monster
   and old English tales were terrible
   mother was horrible
   his equal

2. Grendel terrorized the countryside
   but the hero (Beowulf) stopped him
   finally

3. Scylla were neighbors
   Charybdis pulled them underwater
   and monstrous
   sailors feared them

4. Scylla tore ships apart
   or Scylla pulled crews underwater
Lesson 34 Complex Sentences with Adjective or Adverb Clauses I

1. Evidence shows changes in earth that is found in rocks.

2. Information is found about center in lava of earth which is rock from volcanoes.

3. Valerie shares love of rocks his daughter of geologist the.

4. She learns also about field from geologists other who work with father her.
Lesson 35 Complex Sentences with Adjective or Adverb Clauses II

1. Continents move because plates shift.
   - mass of them

2. Land may push plates over other plates.
   - on one of them

3. You would see growth if you could watch the collision for millions of years.
   - of the mountain

4. Earthquake results from plates pulling two away from other each.
   - on massive two

Lesson 36 Complex Sentences with Noun Clauses I

1. Whoever made pottery this good did a good job.
   - made the

2. Plane will depart when actually not yet.
   - the
   - When

3. Room is furnished how how its noise affects level.
   - the

4. Detective discovered what about client her.
   - discovered

5. Rust forms why on metal easily.
   - forms

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Lesson 37 Complex Sentences with Noun Clauses II

1. engineers discovered
   The
   finally
   you want whatever

2. (you) take
   At
   buffet
   it meets whomever

3. dog licks
   That

Lesson 38 Complex Sentences with Noun Clauses III

1. officer claimed
   The
   That
   I could surf
   even

2. was incredible

3. reporter noted
   The
   fourteen
   row
   that
   we arrived late

4. We regret
   That
   club has members
   powerful

5. gives influence
   it
   you will get well
   soon

6. We hope
Lesson 39 Complex Sentences with Noun Clauses IV

1. (you) | Give | fruit
   | | |
   | to | whoever | wants | it
   | this |

2. Researchers | were puzzled
   | dwellers | had made | paintings
   | by | cave | how | on | wall |
   | the | cave |

3. I | read | book
   | a | food | is grown
   | about | organic | how |

4. work | is affected
   | your | school
   | by | you | stay | late
   | up | at night

5. kitten | ran
   | The | whoever | rang | bell
   | to |

6. Cinderella | had | hope
   | despite | her | stepmother | told | what
   | her | her
Lesson 40 Complex Sentences with Noun Clauses V

1. Tomorrow is when we leave.

2. I need what this hammer is for my construction project.

3. Wish is that I can visit my kelp forest someday.