

Diagramming

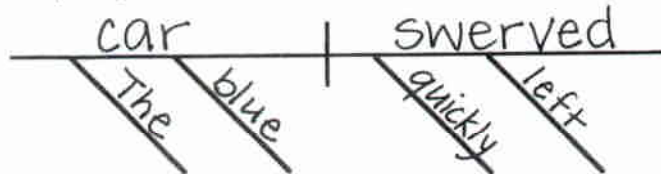
You do not need to complete several Skill Drill assignments with the rest of the class. Instead of completing the exercises and quizzes over the next six or so periods, please work through these alternate assignments on your own (one per day). If you run into trouble, ask another student who is working on the same assignment or discretely ask your teacher for help.

Skill Drill 3.1

Sentence diagrams are pictures of the structure of a sentence--that is, they illustrate ways of placing the words of a sentence into a pattern, so that their functions can be more easily seen. The first thing to do in making a diagram is to draw a horizontal line on your paper. On this horizontal line you will write the sentence base. In approximately the center of the line you will draw a short vertical line cutting the horizontal one. This vertical line is the dividing point between the subject and the predicate (verb). The subject and all words relating to it go to the left of this vertical line; the verb and all words relating to it go to the right.



Modifiers of the subject and verb (adjectives and adverbs) are written on slanting lines beneath the subject or the verb. Example: The blue car quickly swerved left.



A verb phrase is made up of a main verb and one or more helping verbs. Helping verbs are so called because they help the main verb to express action or make a statement. When diagramming sentences, the entire verb phrase is placed to the right of the dividing line. Here is a list of common helping verbs:

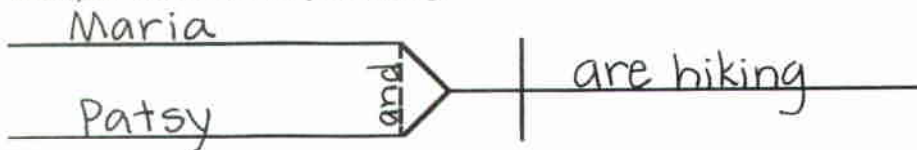
am	were	has	will be	can have	might have
are	do	had	will have	could (would, should) be	might have been
is	did	can	has (had) been	could (would, should) have	must
was	have	may	can be	will have been	must have

On a separate piece of paper clearly labeled "Skill Drill 3.1," practice diagramming the following sentences:

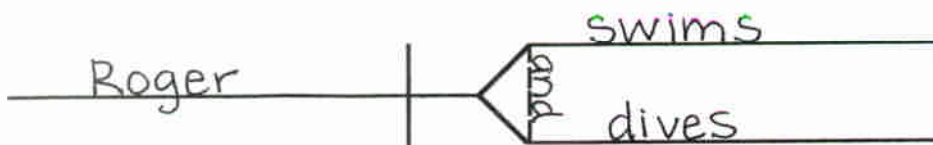
1. The small dog trotted slowly.
2. Six PC computers whined loudly.
3. A tall player fell hard.
4. The long line moved quickly.
5. An hour quickly passed.
6. The good bargains may quickly disappear.
7. Three antique plates must have fallen loudly.
8. Miranda should have quietly explained.
9. The large black bug must have splattered.
10. The green light will be changing instantaneously.

Skill Drill 3.2

If the subject is compound, diagram it as in the following example. Note the position of the conjunction on the broken line. Example: Maria and Patsy are hiking.



If the verb is compound, diagram it this way. Example: Roger swims and dives.

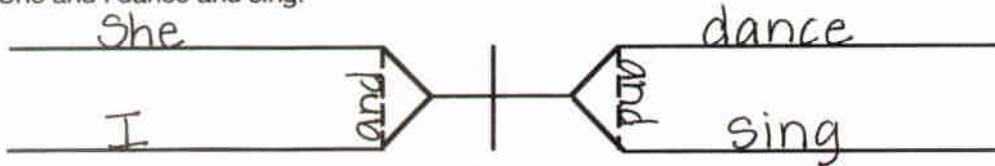


Turn over -->

Skill Drill 3.2 (continued)

If the sentence has both a compound subject and a compound verb, diagram it this way.

Example: She and I dance and sing.

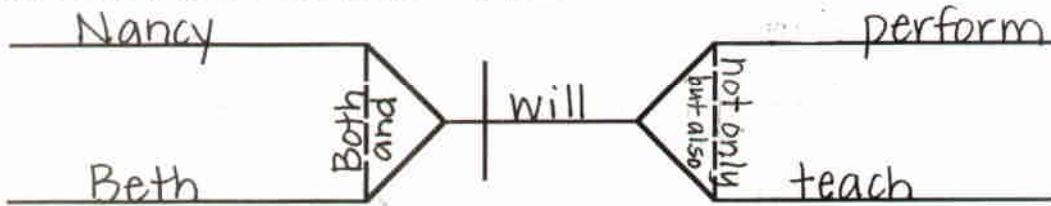


Sometimes groups of words are joined by correlative conjunctions. Examples of these are:

- | | | |
|------------------|--------------------------|-----------------|
| either. . . or | not only. . . but (also) | whether. . . or |
| neither. . . nor | both. . . and | |

Diagram a sentence with a correlative conjunction this way:

Example: **Both** Nancy **and** Beth will **not only** perform **but also** teach.



On a separate piece of paper clearly labeled "Skill Drill 3.2," practice diagramming the following sentences:

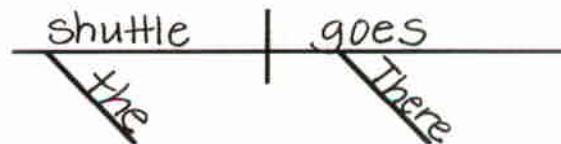
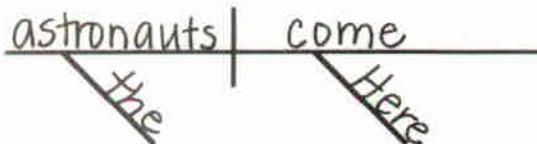
- | | |
|---|--|
| 1. Malcolm and Reece ran quickly. | 7. Karen not only sings but also dances beautifully. |
| 2. Their mom and Dad sneezed loudly. | 8. This car and that truck were designed and built here. |
| 3. Julius ran and jumped. | 9. My dog and his dog not only run but also jump. |
| 4. My little cat snored loudly and purred quietly. | 10. The small fish and long eel swam gracefully and dove simultaneously. |
| 5. Ross and Rachel got married and divorced quickly. | |
| 6. The President and First Lady leaned forward and looked sideways. | |

Skill Drill 3.3

When the words *here*, *there*, and *where* are modifiers of the verb, diagram them in the following way:

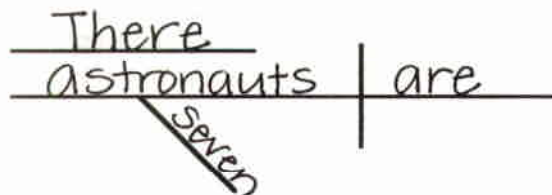
Example: Here come the astronauts!

There goes the shuttle.

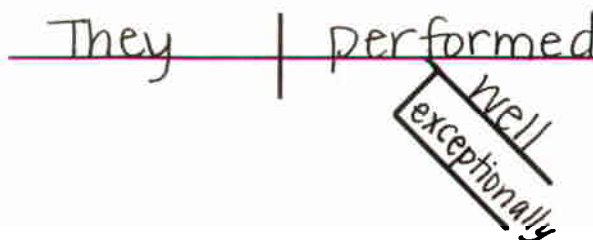


When the word *there* begins a sentence but does not modify either the verb or the subject, it is diagrammed on a line by itself, as in the following example.

Example: There are seven astronauts.



A word that modifies another modifier is diagrammed like this: Example: They performed exceptionally well.



Skill Drill 3.3 (continued)

On a separate piece of paper clearly marked "Skill Drill 3.3," practice diagramming the following sentences:

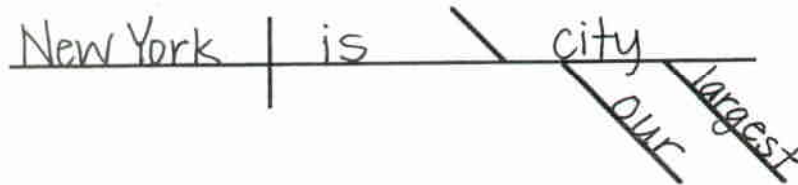
- | | |
|--|--|
| 1. Where is my mother? | 6. My mom and dad sang extremely well. |
| 2. There are seven cats. | 7. Where will they play tomorrow? |
| 3. That driver drives too fast. | 8. There are six hamsters. |
| 4. The dark clouds moved very swiftly. | 9. There are my socks! |
| 5. Jack usually sits there. | 10. My brother and sister run very fast. |

Skill Drill 4.1

Some sentences express a complete thought by means of a subject and verb only (for example, "She won"). Most sentences, however, have in the predicate one word or more that completes the meaning of the subject and verb. These completing words are called *complements* (for example, "She won the **race**"). Only nouns, pronouns, and adjectives function as complements. Complements that refer to (describe, explain, or identify) the subject are *subject complements*. There are two kinds: the *predicate nominative* and the *predicate adjective*.

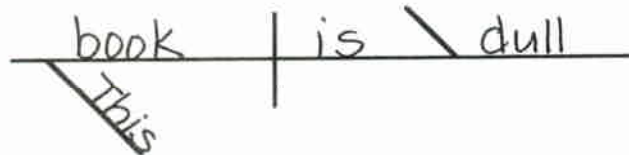
A predicate nominative is a noun or pronoun complement that refers to the same person or thing as the subject of the verb. It is placed on the same horizontal line with the simple subject and the verb. It comes after the verb, and a line drawn upward from the horizontal line and slanting toward the subject separates it from the verb. The line slants toward the subject to show that the subject complement is closely related to the subject.

Example: New York is our largest city. (*city* refers to the subject *New York*)



A predicate adjective is an adjective complement that modifies the subject of the verb.

Example: This book is dull.



On a separate piece of paper clearly labeled "Skill Drill 4.1," practice diagramming the following sentences.

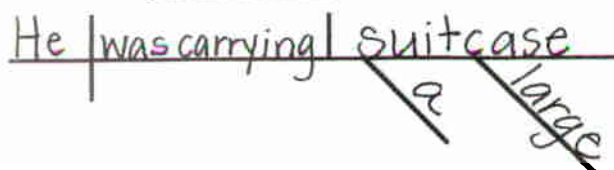
- | | |
|---|---------------------------------------|
| 1. Some old books are very valuable. | 6. Are you our new teacher? |
| 2. Does the recording sound scratchy? | 7. Drivers should be more careful. |
| 3. That might have been her fastest race. | 8. Charles has grown careless lately. |
| 4. Hockey is my favorite sport. | 9. This sweater is too large. |
| 5. Most cats are seldom affectionate. | 10. Beggars can not be choosers. |

Skill Drill 4.2

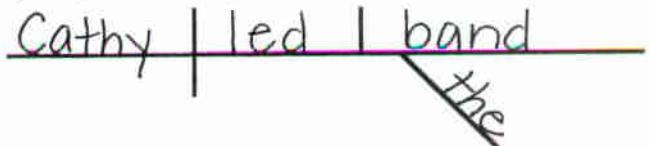
Complements that receive or are affected by the action of the verb are called *objects*. They are of two kinds: the *direct object* and the *indirect object*.

The direct object of the verb receives the action of the verb or shows the result of the action. It answers the question *What?* or *Whom?* after an action verb. When diagramming a direct object, the line separating the object from the verb is vertical:

Example: He was carrying a large suitcase.
(He carried *what*?)



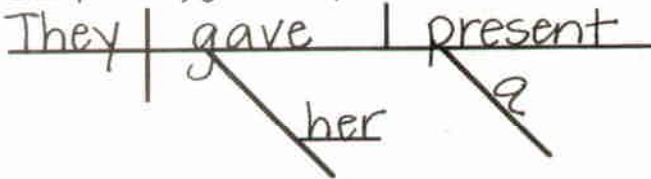
Example: Cathy led the band.
(Cathy led *whom*?)



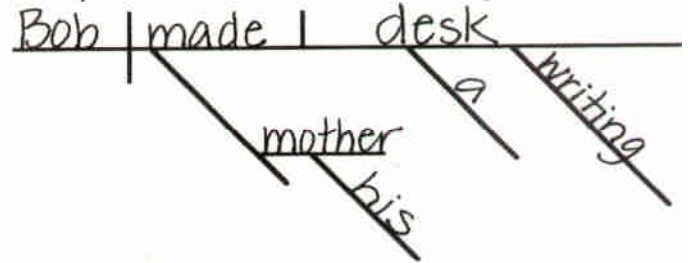
Skill Drill 4.2 (continued)

The indirect object of the verb precedes the direct object and usually tells to whom or for whom the action of the verb is done. It is diagrammed on a horizontal line beneath the verb. A slanting line connects the horizontal line and the verb. Notice how the slanting line extends slightly below the horizontal line:

Example: They gave her a present.



Example: Bob made his mother a writing desk.



On a separate piece of paper clearly labeled "Skill Drill 4.2," practice diagramming the following sentences:

1. She was holding a small hamster.
2. Rena followed a little boy.
3. The intense heat wilted the roses.
4. My neighbors and I always plant a garden.
5. My coach patiently taught me a new stunt.
6. We heard boos and hisses.
7. Computers may have created a revolution.
8. A spokesperson showed reporters several examples.
9. He gave the women his instructions.
10. She praised the stage crew and the cast.

Skill Drill 4.3

A prepositional phrase is a group of words that begins with a preposition and ends with the answer to the question *What?* or *Where?* or *Whom?*

I gave my roses to Edwina.....to whom?.....to Edwina.

Kenny will meet you after the game....after what?.....after the game.

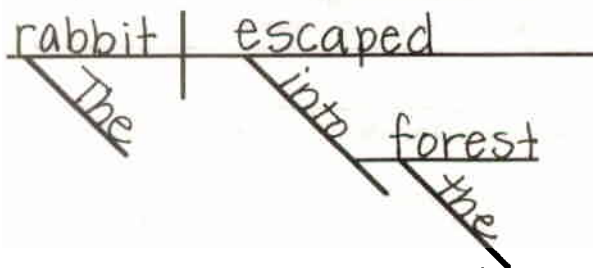
He'll find you in the park.....in what?.....in the park.

Here is a review list of common prepositions:

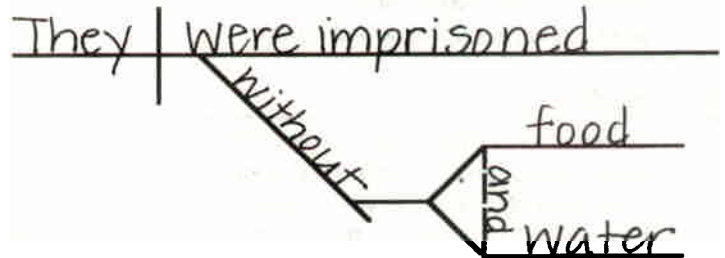
about	above	across	after	against	along	amid
among	around	at	before	behind	below	beneath
beside	between	beyond	by	down	during	except
for	from	in	into	of	off	on
over	past	since	through	to	toward	under
until	until	up	upon	with	within	without

An object of the preposition is placed on a horizontal line drawn from the slanting line.

Example: The rabbit escaped into the forest.



Example: They were imprisoned without food and water.



On a separate piece of paper clearly labeled "Skill Drill 4.3," practice diagramming these sentences:

1. I went to the game.
2. The flower lay on the grass.
3. Roger ran toward the goal.
4. The gift is from Patty.
5. Ellie jumped over the fence.
6. Andy ran amid a pack of other players.
7. The two young boys ran across the road.
8. The male lion lunged at the helpless zebra.
9. I would not go to the movies with my mom and dad.
10. The ball went through the hoop.

Be prepared to take a quiz over diagramming sentences next period.