

GLENCOE LANGUAGE ARTS

# Sentence Diagramming

High  
School



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## 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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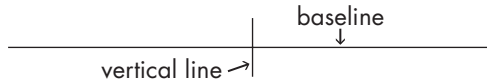
# Sentence Diagraming

## LESSON

## 1

### Simple Subjects and Simple Predicates I

A sentence diagram is a visual representation of the words and parts of a sentence. A diagram shows how sentence elements relate to each other and to the sentence as a whole. A **diagram frame**, like the one shown here, is the starting point in diagraming sentences. Make the vertical line that cuts through the baseline equally long above and below the baseline.

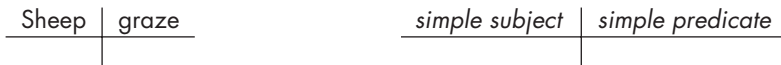


#### Simple Subject and Simple Predicate

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. A diagram shows words in the subject of the sentence on the left side of the diagram frame, and words in the predicate on the right side.

The **simple subject** of a sentence is the key noun or pronoun (or other word group acting as a noun) 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, place the simple subject on the baseline to the left of the vertical line. Place the simple predicate on the baseline to the right of the vertical line.

**Example** Sheep graze.

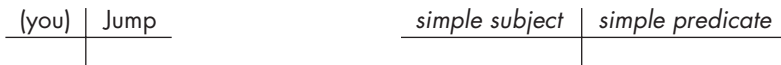


In a diagram, keep capitalization as it is in the sentence but omit any punctuation.

#### Understood Subject

Sometimes the subject *you* is not included in a sentence but is understood. Place the understood subject in parentheses to the left of the vertical line.

**Example** Jump!



**EXERCISE** Diagram each sentence.

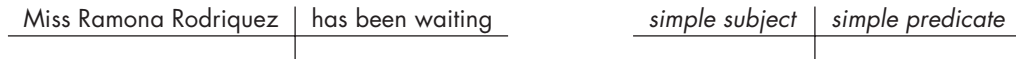
1. Children play.
2. Stop!
3. Listen!
4. Parrots fly.

## Simple Subjects and Simple Predicates II

### Simple Subject or Simple Predicate Having More Than One Word

A simple subject or simple predicate may have more than one word. For example, the simple subject may be a compound noun, such as *sugar maple*, or a person's full name, such as *Dr. William Fort*. The simple predicate, or **verb**, may be a single word or a verb phrase. A **verb phrase**, such as *had been moving*, consists of a main verb (*moving*) and all its auxiliary, or helping, verbs (*had, been*). Place all the words of a simple subject or simple predicate on the baseline of a diagram frame on the correct side of the vertical rule.

**Example** Miss Ramona Rodriguez has been waiting.



### Simple Subject and Simple Predicate in Inverted Order

A sentence phrased as a question is diagramed the same as a statement. The positions of the subject and the predicate remain the same—the subject always appears to the left of the vertical line and the predicate to the right. Remember to keep capitalization as it is in the original sentence and to omit the punctuation.

**Example** Can ducks fly?



### EXERCISE Diagram each sentence.

- |   |  |
|---|--|
| <p>1. Kim is concentrating.</p> <p>2. Have you eaten?</p> <p>3. Mr. Robertson helped.</p> <p>4. Workers are protesting.</p> | <p>5. Professor White will speak.</p> <p>6. Can Jackie Smith sing?</p> <p>7. Stop!</p> <p>8. Must everyone recite?</p> |
|---|--|

# Sentence Diagraming

## LESSON

## 3

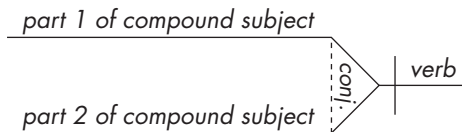
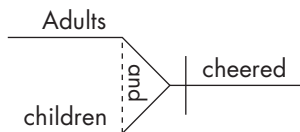
### Compound Subjects and Predicates I

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, either the subject or the predicate (or both) may have more than one part. In such a case, the baseline is forked to make space for the multiple parts.

#### Compound Subject

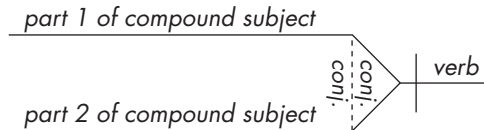
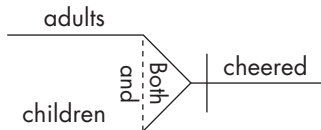
A **compound subject** is made up of two or more simple subjects that are joined by a conjunction—such as *and*, *but*, or *or*—and have the same verb. The diagram for a sentence with a compound subject has a fork in the baseline at the left (subject) side of the vertical line. Draw parallel horizontal 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 shown below.

**Example** Adults and children cheered.



If a correlative conjunction such as *both . . . and* or *neither . . . nor* is used, write one word of the conjunction on each side of the dotted line, as shown here.

**Example** Both adults and children cheered.



#### EXERCISE Diagram each sentence.

1. Phyllis or you may win.
2. Both Jason and Eric participated.
3. Coach Bush and Ms. Lu officiated.
4. Neither Laura nor Carla could come.



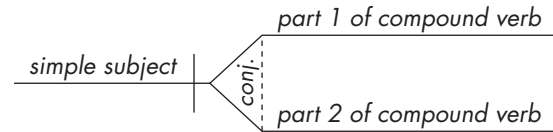
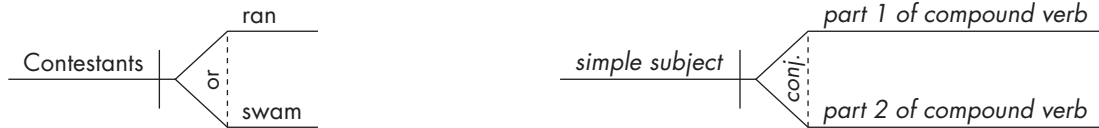
**Sentence Diagraming** **LESSON 4**

## Compound Subjects and Predicates II

### Compound Predicate

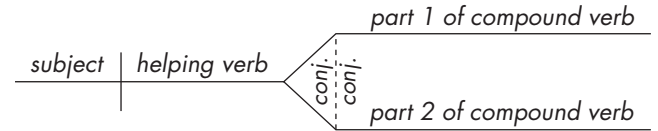
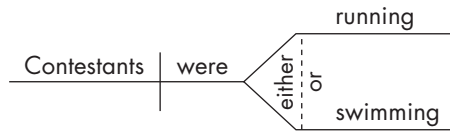
A **compound predicate** (or **compound verb**) is made up of two or more verbs or verb phrases that are joined by a conjunction and have the same subject. The diagram for a sentence with a compound verb has a fork in the baseline at the right (verb) side of the vertical line. To diagram a sentence with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

**Example** Contestants ran or swam.



If a helping verb is not repeated, write it on the baseline between the vertical line and the fork, as in this example.

**Example** Contestants were either running or swimming.



### EXERCISE Diagram each sentence.

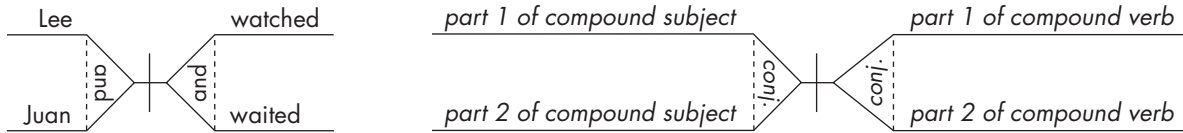
1. We competed but lost.
2. Everyone stayed and talked.
3. Kites both soared and dipped.
4. Janine was neither reading nor writing.

## Compound Subjects and Predicates III

### Compound Subject and Compound Predicate

A sentence may have both a compound subject and a compound verb. Then the baseline is forked on both sides of the vertical line, as in this example.

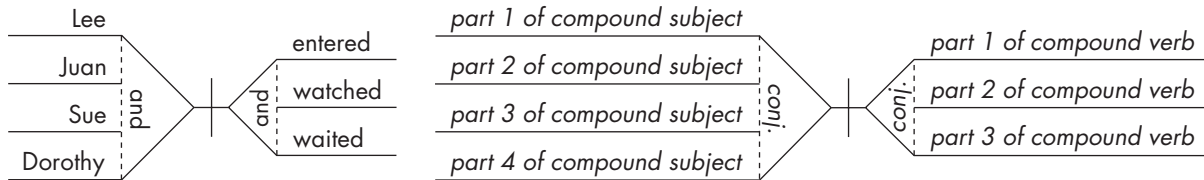
**Example** Lee and Juan watched and waited.



### More Than Two Parts in a Compound Element

A compound subject or a compound predicate may have more than two parts. Draw as many parallel horizontal lines in the fork for that element as there are parts, as shown here.

**Example** Lee, Juan, Sue, and Dorothy entered, watched, and waited.



### EXERCISE Diagram each sentence.

1. Men, women, and children participated.
2. Spectators cheered, booed, and groaned.
3. Will Lois, Matt, or you compete or watch?
4. Both Bernie and Dawn trained, ran, and won.

**Sentence Diagraming** **LESSON 6**

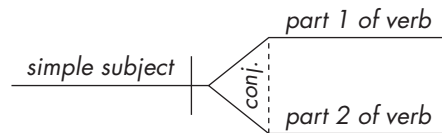
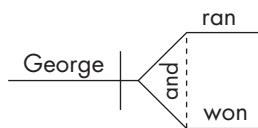
## Compound Subjects and Predicates IV

### Complete Subject and Complete Predicate

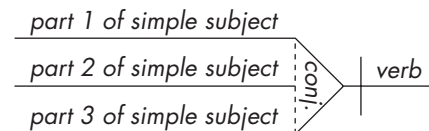
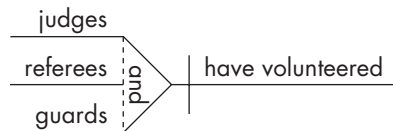
The **complete subject** of a sentence consists of the simple subject and all the words that modify it. The **complete predicate** consists of the simple predicate, or verb, and all the words that modify it or complete its meaning. To diagram a sentence, begin by identifying and diagraming its simple subject and verb. Be sure to locate all parts of compound subjects and compound verbs. All other words of the complete subject and complete predicate are added to the diagram later.

In each example below, all words to the left of the vertical bar are the complete subject, and those to the right are the complete predicate. The underlined words are the simple subject and verb. Under each sentence is the first stage of its diagram.

**Example** George, in excellent physical condition, | ran the fastest of all and won.



**Example** The judges, referees, and guards at the meet | have volunteered their time.



**EXERCISE** For each of these sentences, create the first stage of its diagram. Show only simple subjects and verbs, including all compound elements, and conjunctions.

1. Both snow and rain were falling at the same time.
2. Agile acrobats performed in the ring and drew applause.
3. Listen carefully and follow my directions for this game.
4. Are the roses or peonies in your garden blooming yet?

## Adjectives and Adverbs I

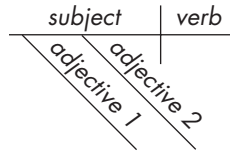
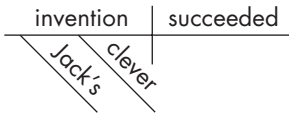
Many sentences use modifiers to limit or describe nouns, pronouns, and verbs. Adjectives and adverbs are two types of modifiers.

### Adjectives

An **adjective** is a word that modifies a noun or pronoun. It tells *what kind*, *which one*, *how many*, or *how much*. Examples include *funny*, *those*, *five*, and *more*. The **articles** *a*, *an*, and *the* are also adjectives. In addition, possessive nouns, such as *Jack's*, and possessive pronouns, such as *his*, may be grouped with adjectives because they describe nouns. In the example below, every adjective is underlined.

To diagram a sentence with one or more 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** Jack's clever invention succeeded.



**EXERCISE** Diagram each sentence.

- |  |   |
|--|---|
| <p>1. The little baby slept.</p><br><br><br><br><p>2. Which leaky boat sank?</p> | <p>3. These red tulips are opening.</p><br><br><br><br><p>4. Many popular music groups will appear.</p> |
|--|---|

## Adjectives and Adverbs II

### Adverbs

An **adverb** is a word that modifies a verb, adjective, or other adverb by making its meaning more specific. Adverbs answer the questions *when?*, *where?*, *how?*, and *to what extent?* In the examples below, all 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.

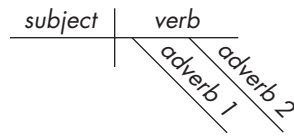
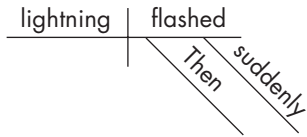
### Adverbs Modifying Verbs

In a sentence, an adverb that modifies a verb may appear before or after the verb. It may be separated from the verb by other words or phrases. In this example, the adverb *suddenly* may take three different positions. Note that all three sample sentences are shown by the same diagram. Since *Then* and *suddenly* both tell *when*, they both modify the verb and are placed below it in the diagram.

**Example** Then lightning suddenly flashed.

Then lightning flashed suddenly.

Then, suddenly, lightning flashed.



### EXERCISE Diagram each sentence.

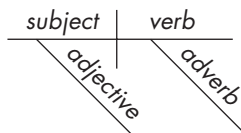
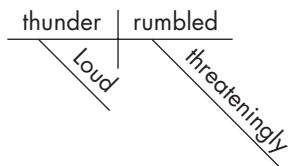
1. Keisha paused briefly.
2. Soon they will gallop away.
3. Wait here quietly.
4. Earlier, we had been skating there safely.

## Adjectives and Adverbs III

### Adverbs That Modify Other Modifiers

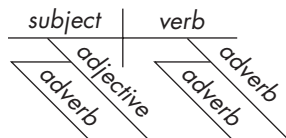
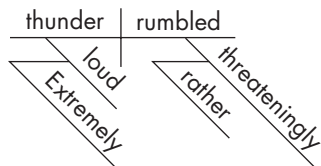
A sentence may have both kinds of modifiers, with adjectives modifying nouns and pronouns, and adverbs modifying verbs.

**Example** Loud thunder rumbled threateningly.



In addition, the sentence may have other adverbs modifying these modifiers. To diagram an adverb that modifies a word already shown on a slant line, place the adverb on a slant line that is 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 the next example, the adverbs *extremely* and *rather* modify the adjective *loud* and the adverb *threateningly*.

**Example** Extremely loud thunder rumbled rather threateningly.



### EXERCISE Diagram each sentence.

1. Very pesky weeds grow everywhere!
2. Dale answered rather hesitantly.
3. My remarkably talkative sister phones often.
4. Habitually shy, the child played alone.

**Sentence Diagraming**

**LESSON 10**

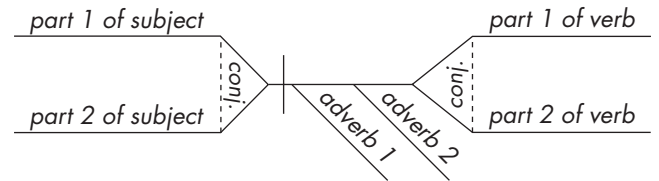
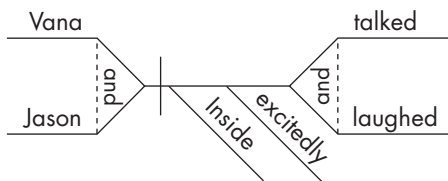
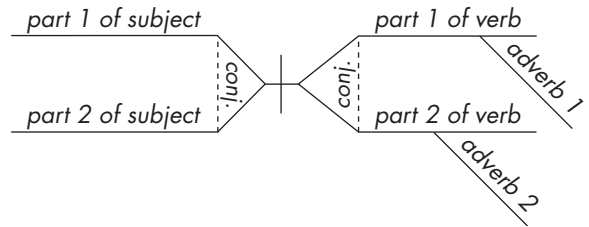
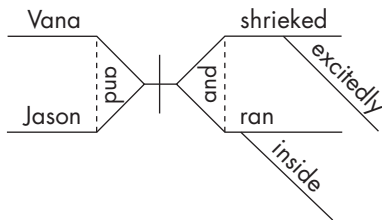
## Adjectives and Adverbs IV

### Modifiers with a Compound Subject or Verb

In a sentence with a compound subject or verb, a modifier may describe one part of the compound element or all parts. In the first example below, *excitedly* modifies *shrieked*, and *inside* modifies *ran*. In the second example, both adverbs modify both verb parts. See how the diagrams differ.

**Examples** Vana and Jason shrieked excitedly and ran inside.

Inside, Vana and Jason excitedly talked and laughed.



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. We rose instantly and cheered loudly.
2. Both your hen and her chicks survived.
3. Later the band will meet and practice here.
4. That black horse can run fast and jump high!

## Adjectives and Adverbs V

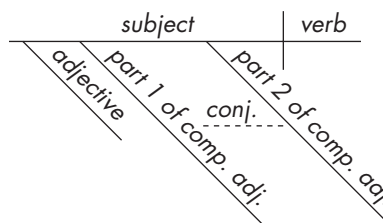
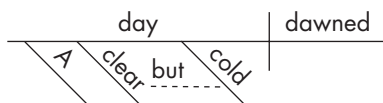
### Compound Adjectives and Adverbs

Two or more adjectives joined by a conjunction are called a **compound adjective**.

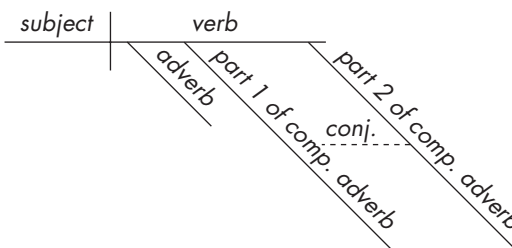
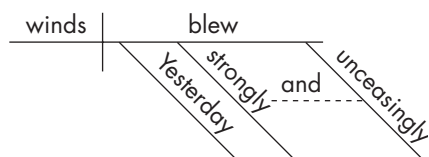
Two or more adverbs joined by a conjunction are called a **compound adverb**.

Diagram the parts of a compound adjective or adverb on separate slant lines below the word they modify, and link them by drawing a dotted horizontal line between the slant lines. Write the conjunction on the horizontal line, as in these examples.

**Example** A clear but cold day dawned.



**Example** Yesterday, winds blew strongly and unceasingly.



**EXERCISE** Diagram each sentence.

1. One old and leaky boat sank.
2. The seeing-eye dog lay still but watchfully.
3. Finally, the long and dull speech ended.
4. The batter, powerful and confident, swung.



# Sentence Diagraming

## LESSON 12

### Direct Objects and Indirect Objects I

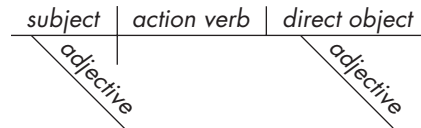
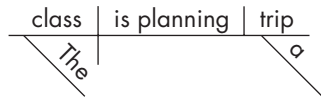
Verbs that express physical or mental action are called **action verbs**. Some action verbs are complete in themselves, but others pass their action on to other elements in the sentence. These elements are called the **objects** of the action verbs.

#### 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**.

To diagram a sentence with a direct object, place the direct object on the baseline just to the right of its verb. Separate the two sentence parts with a vertical line that lies above the baseline only.

**Example** The class is planning a trip.



**EXERCISE** Diagram each sentence.

1. Class members are considering various destinations.
2. They may rent a bus.
3. Naturally, the trip demands adequate funds.
4. The students have already held two fund-raisers.

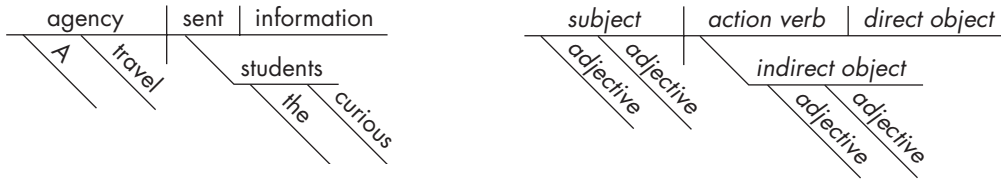
## Direct Objects and Indirect Objects II

### 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 has an indirect object only if it has a direct object as well. In the sentence, the indirect object appears between the verb and the direct object.

To diagram the sentence, draw a line that slants down from 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** A travel agency sent the curious students information.



### EXERCISE Diagram each sentence.

1. Most airlines charge customers high prices.

2. A local company may give us a better deal.

3. Did the class send the helpful agent a deposit?

# Sentence Diagraming

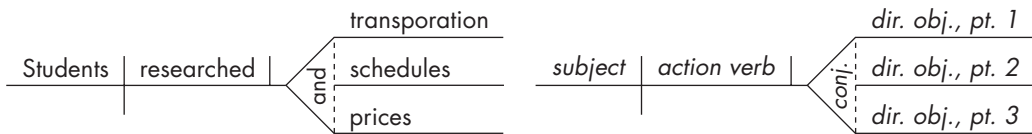
## LESSON 14

### Direct Objects and Indirect Objects III

#### Compound Direct Object

If a verb has a compound direct object, the right end of the baseline, where the direct object is usually placed, 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 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, and 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.

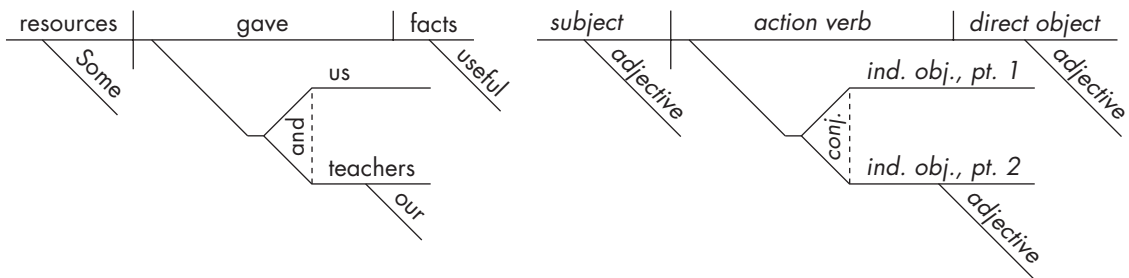
**Example** Students researched transportation, schedules, and prices.



#### Compound Indirect Object

In a sentence with a compound indirect object, the horizontal line below the baseline is forked and the stack of indirect object parts is connected there, as in this example.

**Example** Some resources gave us and our teachers useful facts.



#### EXERCISE Diagram each sentence.

1. Zoltan's committee contacted several hotels and a campground.
  
2. The operators sent Zoltan and his committee useful information.





# Sentence Diagraming

## LESSON 16

### Subject Complements I

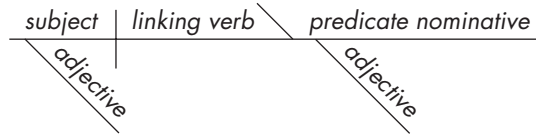
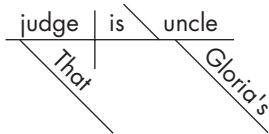
A **linking verb** links, or joins, the subject of the sentence with a word or phrase describing or identifying the subject. The most common linking verb is *to be*. The word or phrase linked to the subject is called a **subject complement**. There are two kinds of subject complements—predicate nominatives and predicate adjectives—but they are diagramed the same way.

#### Predicate Nominative

A **predicate nominative** 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 nominative, place the noun or pronoun on the baseline to the right of the linking verb. Draw a slant line between the verb and predicate nominative that ends at the baseline.

**Example** That judge is Gloria's uncle.



#### EXERCISE Diagram each sentence.

1. This courtroom is a famous site.
2. Murder was the charge.
3. Mrs. Wing was an alternate juror.
4. These audio tapes are evidence.

# Sentence Diagraming

## LESSON 17

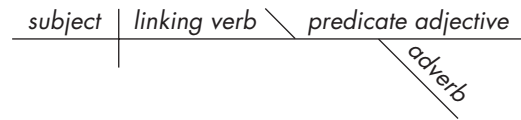
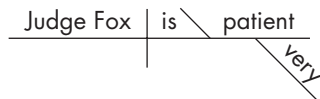
### Subject Complements II

#### 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, use the same approach as for a sentence with a predicate nominative. Place the adjective on the baseline to the right of the linking verb. Draw a slant line between the verb and predicate adjective that ends at the baseline.

**Example** Judge Fox is very patient.



**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. The current trial is rather remarkable.
2. The young defendant appears frightened.
3. The case involves burglary.
4. Is the jurors' decision final?
5. The victim's parents are giving their testimony.
6. Newspaper reporters have frequently been present.

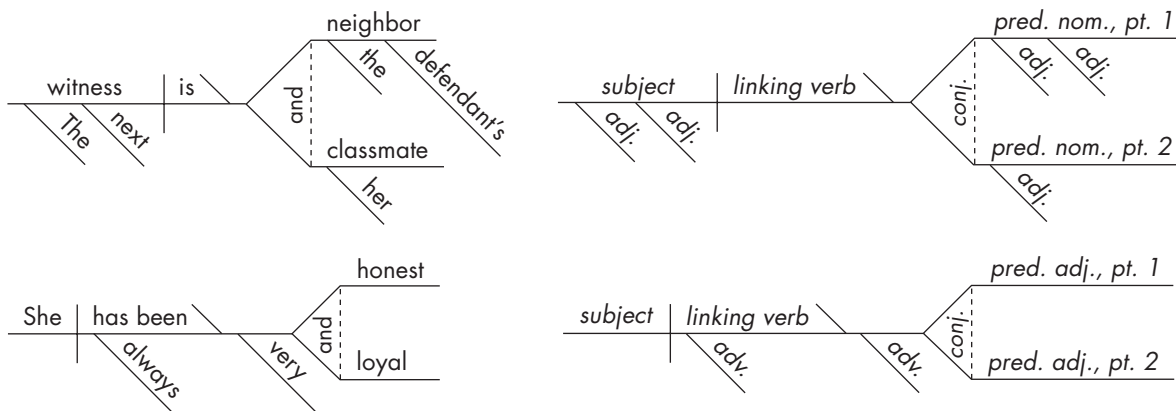
## Subject Complements III

### Compound Subject Complements

Both predicate nominatives and predicate adjectives may have compound parts. For a sentence with a compound subject complement of either type, the baseline of the diagram is forked at the right of the slant line, as in these examples.

**Examples** The next witness is the defendant's neighbor and her classmate.

She has always been very honest and loyal.



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

### EXERCISE Diagram each sentence.

1. Both lawyers have been logical and persuasive.
  
2. The defendant was extremely happy and grateful.
  
3. Carl will be either a lawyer or a doctor.



# Sentence Diagraming

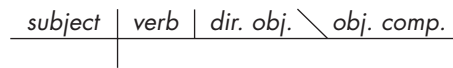
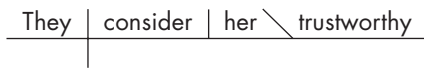
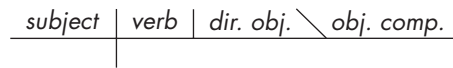
## LESSON 19

### Object Complements

A sentence with a direct object may also have an object complement. An **object complement** answers the question *what?* after a direct object. It completes the meaning of the object by identifying or describing it. Object complements occur only with verbs having the general meaning of “make” or “consider.”

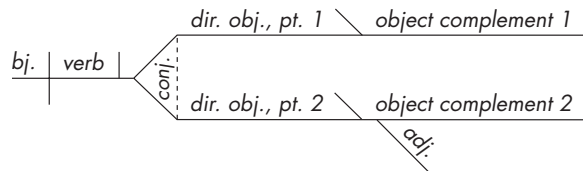
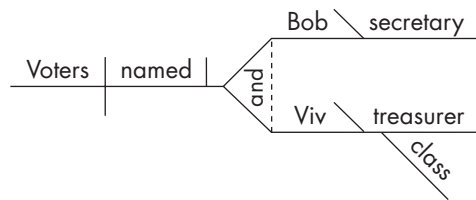
To diagram a sentence with an object complement, first identify which word is the direct object and which word completes its meaning. Diagram the direct object in the usual way, separating it from the verb with a vertical line that ends at the baseline. Then place the complement to the right of the direct object, and separate it from the object with a slant line that ends at the baseline.

**Examples** Students elected Ann president. They consider her trustworthy.



If any element in a sentence with an object complement is compound, follow the usual methods of diagraming the compound element. Here is an example:

**Example** Voters named Bob secretary and Viv class treasurer.



Remember that an object complement modifies the direct object and follows verbs such as *call*, *find*, *appoint*, *declare*, *name*, *elect*, and *consider*.

**EXERCISE** Diagram each sentence.

1. Kim proved Sam wrong.
2. I considered their argument silly.
3. Paul calls his dog Rushmore.
4. Ali dyed her T-shirt green.



**Simple Sentences with Phrases**

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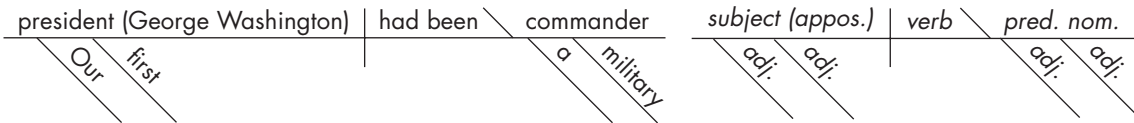
# Sentence Diagraming

## LESSON 20

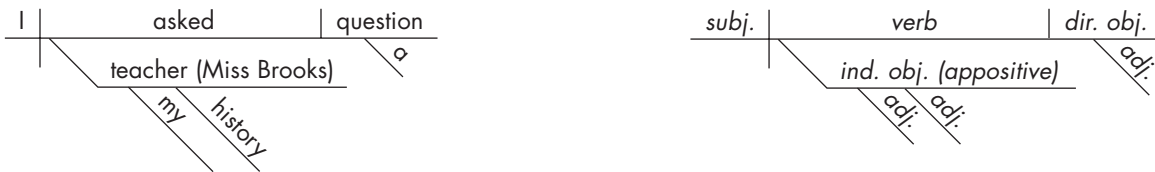
### Appositives and Appositive Phrases

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

**Example** Our first president, George Washington, had been a military commander.

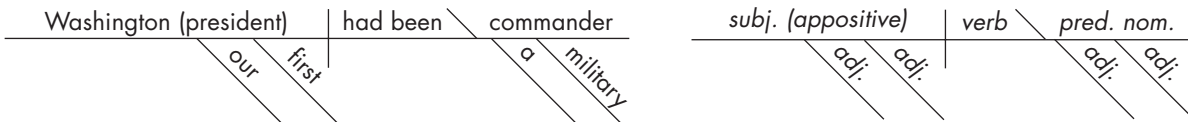


**Example** I asked my history teacher, Miss Brooks, a question.



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** Washington, our first president, had been a military commander.



**EXERCISE** Diagram each sentence. Be sure to find every appositive and appositive phrase.

1. Washington gave us, his admirers, a tremendous heritage.

2. Our second president, John Adams, had been an ambassador.

## Sentence Diagraming

LESSON

20  
Continued

3. Next, the nation elected the statesman Thomas Jefferson president.

4. Both John Adams and his son, John Quincy Adams, were presidents.

5. The sixteenth U.S. president was Abraham Lincoln, a Republican.

6. Presidents Day, a national holiday, is celebrated annually.

7. It honors two presidents, Washington and Lincoln.

# Sentence Diagraming

## LESSON 21

### Prepositional Phrases I

A **preposition** is a word that indicates a relationship of a noun or pronoun to some other word in the sentence. Examples include *to*, *of*, and *near*. A **prepositional phrase** consists of a preposition, its object, and any modifiers of the object. Examples of prepositional phrases are “to the front,” “of clay,” and “near the rose garden.” Prepositional phrases may act as adjectives or as adverbs.

#### Used as Adjectives

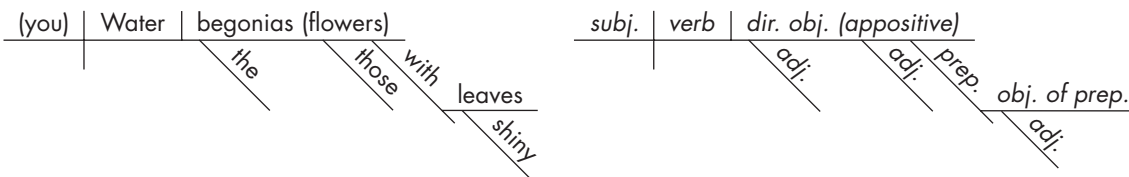
To diagram a prepositional phrase used as an adjective, place the preposition on a line that slants from left to right below the noun or pronoun modified. Place the object of the preposition on a horizontal line connected to the slant line and lying at its right. The slant line should extend slightly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

**Example** The flowers beside the oak tree need water.



If a prepositional phrase modifies an appositive, place the preposition on a slant line directly beneath the appositive, not the word that the appositive identifies.

**Example** Water the begonias—those flowers with shiny leaves.



#### EXERCISE Diagram each sentence.

1. The youngest children planted a garden of sunflowers.
2. Visitors to the garden especially enjoyed the sight of tall golden flowers.









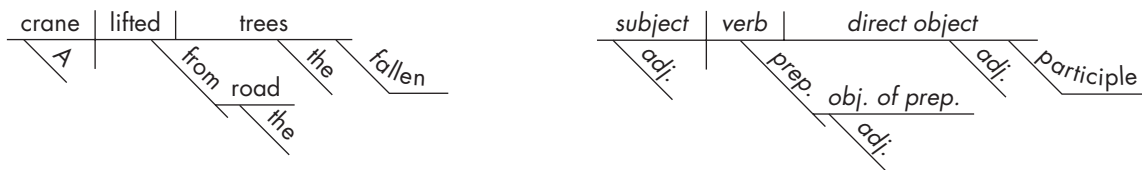
## Participles and Participial Phrases I

Not all verb forms function in sentences as verbs. A **participle** is a verb form that functions in a sentence as an adjective. 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** A crane lifted the fallen trees from the road.



While participles that end in *-ing* or *-ed* are easy to recognize, irregular participles such as *fallen* may not be as obvious. Remember that any verb form used as an adjective is a participle and should be diagramed as shown above.

**EXERCISE** Diagram each sentence.

1. Pausing, she searched for the source of the annoying noise.
2. Perhaps an experienced jeweler can repair the broken chain.

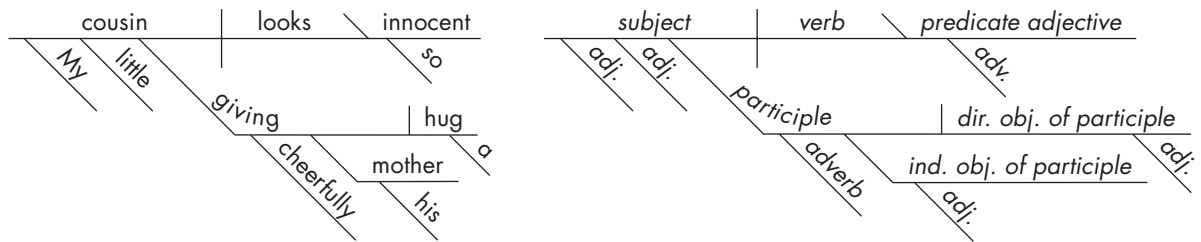
## Participles and Participial Phrases II

### Participial Phrases

Because participles are a form of verbs, they may take direct and indirect objects, predicate nominatives and adjectives, and object complements. 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** My little cousin looks so innocent, cheerfully giving his mother a hug.



Participial phrases can occur anywhere in a sentence. Always diagram a participial phrase so that it extends below the word it modifies, no matter where the participial phrase appears in the sentence.

### EXERCISE Diagram each sentence.

1. The first aircraft carrying people rose into the air in November of 1783.
2. That aircraft was a basket lifted by a balloon.



## Gerunds and Gerund Phrases I

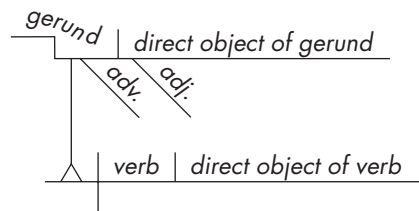
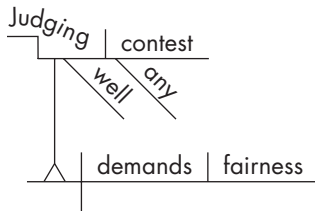
A **gerund** is a verb form that ends in *-ing* and is used in a sentence as a noun. A **gerund phrase** is made up of a gerund, its complements, and all modifiers of the gerund and its complements. Gerunds and gerund phrases may be used in sentences wherever nouns may be used, including compound sentence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

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** Judging any contest well demands fairness.



### EXERCISE Diagram each sentence.

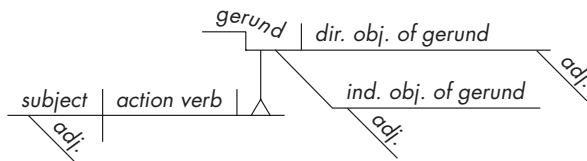
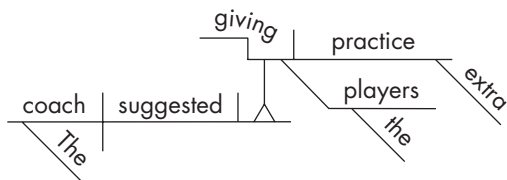
1. Becoming a good referee takes time.
  
2. Gaining expertise as a referee is not easy.
  
3. Following fast-paced action requires energy.

### Gerunds and Gerund Phrases II

#### Used as Direct Objects

To diagram a sentence with a gerund or gerund phrase as a direct object, place a stilt on the baseline where the direct object usually goes. 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** The coach suggested giving the players extra practice.



Remember that both gerunds and present participles end in *-ing*. However, gerunds act as nouns, while participles act as adjectives. If a verb form can be replaced with the singular pronoun *it* in a sentence, that verb form is a gerund.

#### EXERCISE Diagram each sentence.

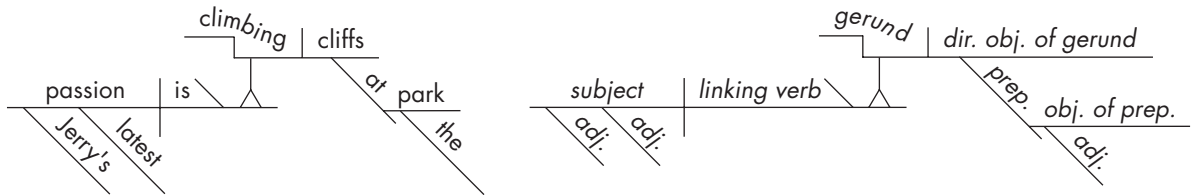
1. Good players avoid running with the ball.
  
  
  
  
  
2. The referee noticed some pushing and shoving.
  
  
  
  
  
3. During the playoffs, our tired players appreciated having a free day.

## Gerunds and Gerund Phrases III

### Used as Predicate Nominatives

To diagram a sentence with a gerund or gerund phrase as a predicate nominative, place a stilt on the baseline where the predicate nominative 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** Jerry's latest passion is climbing cliffs at the park.



**EXERCISE** Diagram each sentence. Be sure a gerund or gerund phrase used as a direct object is diagramed appropriately.

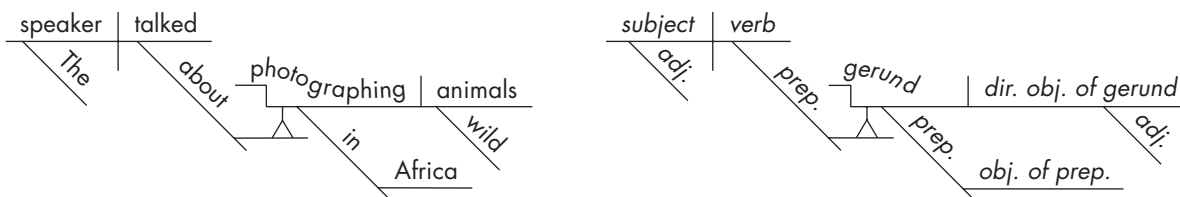
1. Tara's mistake is serving the volleyball too quickly.
2. The addition to the gym will permit holding the regional meet here.
3. My biggest thrill is winning a close game in the final seconds.

## 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 speaker talked about photographing wild animals in Africa.



Whenever you come across 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 sentence. Then place the gerund or gerund phrase on a stilt in that position.

### EXERCISE Diagram each sentence.

1. The speaker kept the audience's attention by showing videos of his work.
2. His report of witnessing a cheetah running at top speed was remarkable.



## Sentence Diagraming

LESSON

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Continued

3. The audience learned about choosing good times for photographing different animals.

4. The job of demonstrating survival skills to cubs is the responsibility of the mother cheetah.

5. Learning these skills increases the cubs' chances of growing to adulthood.

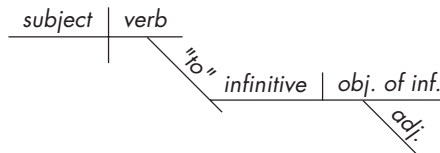
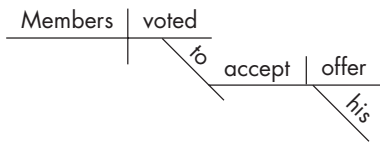
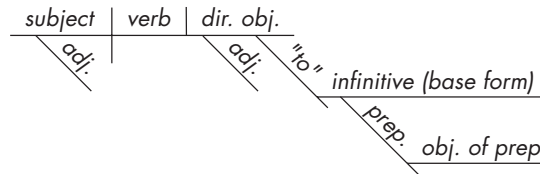
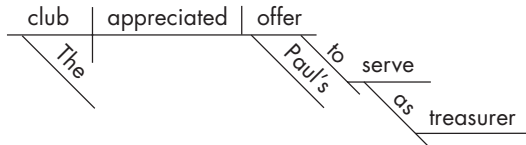
## Infinitives and Infinitive Phrases I

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 read.” An **infinitive phrase** is made up of an infinitive, its complements, and any modifiers of the infinitive and its complements. An example is “to read a mystery book quickly.” Infinitives and infinitive phrases can be used in sentences as adjectives, adverbs, or nouns.

### Used as Adjectives or Adverbs

Infinitives or infinitive phrases used as modifiers are diagramed in the same way as prepositional phrases are. 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. Study these examples.

**Examples** The club appreciated Paul’s offer to serve as treasurer.  
 Members voted to accept his offer.



In the first example, the infinitive phrase “to serve as treasurer” tells *what kind* of offer. It acts as an adjective modifying *offer*. In the second, the phrase “to accept his offer” tells *how* the members voted. It acts as an adverb, modifying *voted*.

### EXERCISE Diagram each sentence.

- World leaders gathered to negotiate a treaty.

## Sentence Diagraming

LESSON

30  
Continued

2. The session to debate the terms of the treaty begins soon.

3. Will the leaders fail to reach an agreement?

4. World War I's horrors were not enough to lead to peace.

5. World War II finally produced the will to unite.

# Sentence Diagraming

## LESSON 31

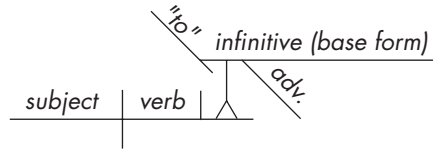
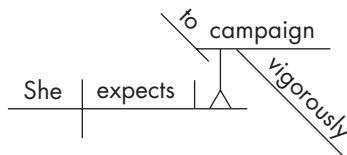
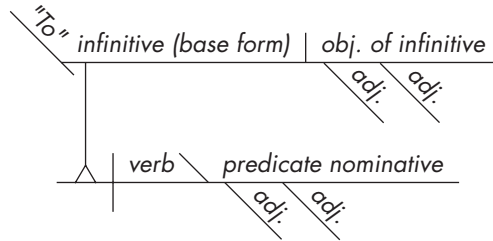
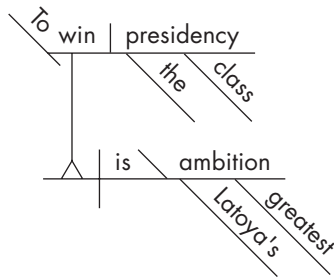
### Infinitives and Infinitive Phrases II

#### Used as Nouns

To diagram a sentence with an infinitive or infinitive phrase used as a noun, first identify its role in the sentence, for example, subject, direct object, or predicate nominative. In the diagram, draw a stilt in that position. Next, draw a short slant line at the left of a horizontal line above the stilt. 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 these examples. In the first, the infinitive phrase is the subject of the sentence. In the second, the infinitive phrase is the direct object.

**Examples** To win the class presidency is Latoya's greatest ambition.  
 She expects to campaign vigorously.



**EXERCISE** Determine how the infinitive or infinitive phrase is used in each sentence, and then diagram the sentence.

1. My brother likes to study history.



## Absolute Phrases

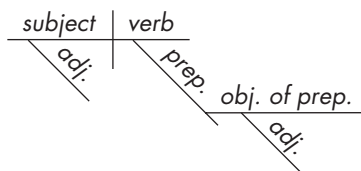
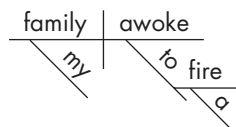
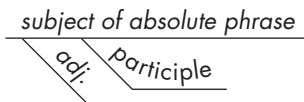
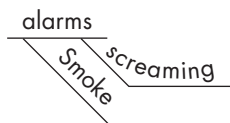
A simple sentence may contain a phrase that has no grammatical connection to the rest of the sentence. This kind of phrase, called an **absolute phrase**, is made up of a noun or pronoun modified by a participle or participial phrase. Because an absolute phrase belongs to neither the subject nor the predicate of the sentence, it is diagrammed with no connection to the rest of the sentence.

### Absolute Phrases

To diagram an absolute phrase, first draw a horizontal line. Write the subject of the absolute phrase on the line. Place the participle and any complements on a bent line below the horizontal line. Add any modifiers in the phrase below the subject, participle, or complement as needed. Then, below the absolute phrase diagram and separate from it, draw the sentence diagram. The absolute phrase is always diagrammed first, even if it follows the rest of the sentence.

Examine how this sample sentence and its absolute phrase are diagrammed.

**Examples** Smoke alarms screaming, my family awoke to a fire.



### EXERCISE Diagram each sentence.

1. The residents having been safely evacuated, firefighters battled the blaze.
2. People left the scene, the fire having been completely extinguished.

## Sentence Diagraming

LESSON

32  
Continued

3. Its structure damaged, the building was condemned.

4. Affordable apartments being scarce, our family searched in another town for a new home.

5. We bought new furniture, our old possessions completely gone.





**Compound and Complex Sentences**

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	Adjective clauses introduced by relative pronouns	
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## Compound Sentences I

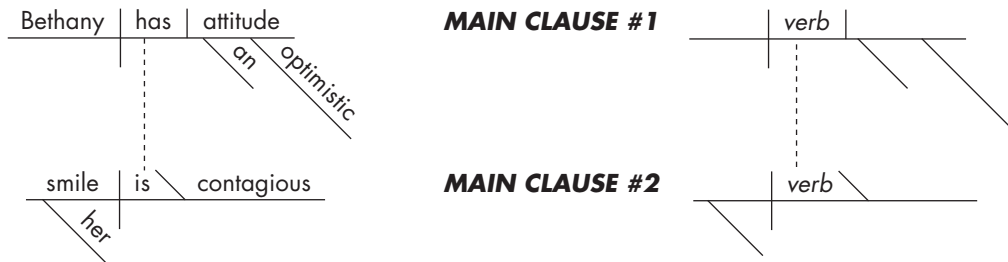
A **clause** is a group of words that has a subject and a predicate and is used as a part of a sentence. A **main**, or **independent, clause** can also stand alone in a simple sentence. A **subordinate**, or **dependent, clause** cannot stand alone.

A **compound sentence** has two or more main clauses and no subordinate clauses. The clauses are connected by a semicolon or by a comma and a conjunction. When you diagram a compound sentence, diagram each independent clause separately. Then connect the clauses as this lesson and the next describe.

### Clauses Connected by a Semicolon

When two main clauses in a compound sentence are connected by a semicolon, 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** Bethany has an optimistic attitude; her smile is contagious.



**EXERCISE** Diagram each compound sentence.

- Lou enjoys football; Mae prefers basketball.
- All of my friends boycotted the concert; ticket prices were outrageous.

Sentence Diagraming

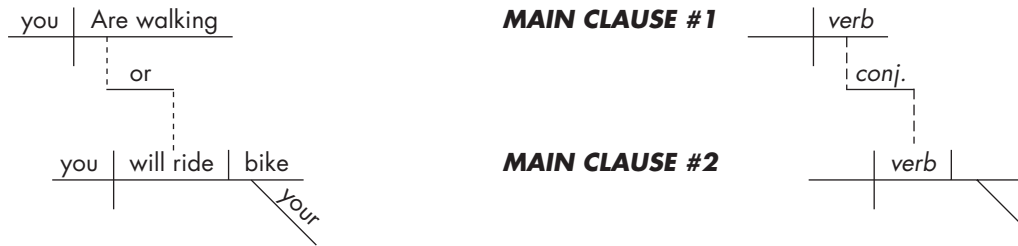
LESSON 34

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*, 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 below.

Example Are you walking, or will you ride your bike?



EXERCISE Diagram each compound sentence.

- 1. Enid and her older sister were in a traffic accident yesterday, but their injuries were not serious.
  
  
  
  
  
  
  
  
  
  
- 2. Recently the population of Kirkland has grown, and our traffic problems have also grown.

## Sentence Diagraming

LESSON

34  
Continued

3. That intersection may need larger stop signs, or the city should install a traffic light there.

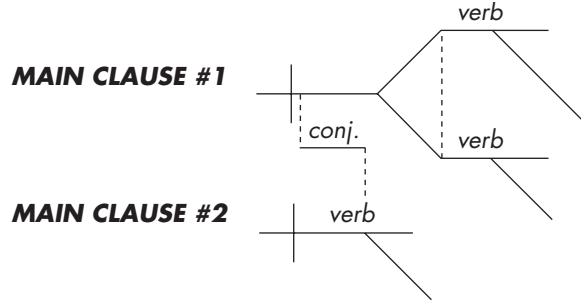
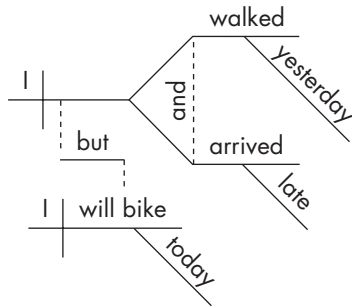
4. Enid will have her driver's license soon, and her experience will probably make her a cautious driver.

### Compound Sentences III

#### Clauses with Compound Predicates

If a main clause in a compound sentence has a compound verb, the connecting line should begin (or end) at the shared baseline, before the fork for the parts of the verb, as in this example.

**Example** I walked yesterday and arrived late, but today I will bike.



#### EXERCISE Diagram each compound sentence.

- In January, a blizzard paralyzed the city and closed schools, but this school year has been uneventful.
- Dave may study architecture or become a contractor; he likes buildings.

# Sentence Diagraming

## LESSON 36

### 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.

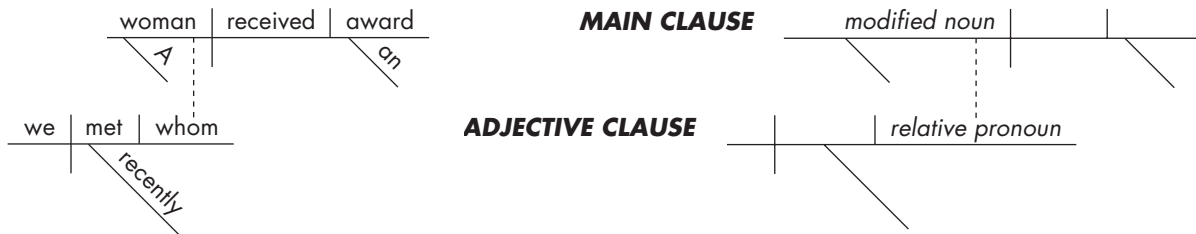
A **complex sentence** has one main clause and one or more subordinate clauses. How a complex sentence is diagramed depends on the type of subordinate clause it includes.

#### Adjective Clauses Introduced by Relative Pronouns

An **adjective clause** is a subordinate clause that modifies a noun or pronoun in the main clause. The adjective clause is usually introduced by one of the relative pronouns (*who, whom, whose, that, and which*).

Begin the diagram of the 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 with a dotted line that begins with the word in the main clause that is modified and ends with the introductory relative pronoun in the adjective clause. This dotted line is not always a straight line. Study this example.

**Example** A woman whom we met recently received an award.



**EXERCISE** Diagram each complex sentence.

1. A friend of mine who attends a music academy is very talented.

## Sentence Diagraming

LESSON

36  
Continued

2. Gregor often composes music for poems that he likes.

3. He wrote a short piece that the city orchestra will play in its next program.

4. Mozart, whose work my friend greatly admires, began composing as a young child.

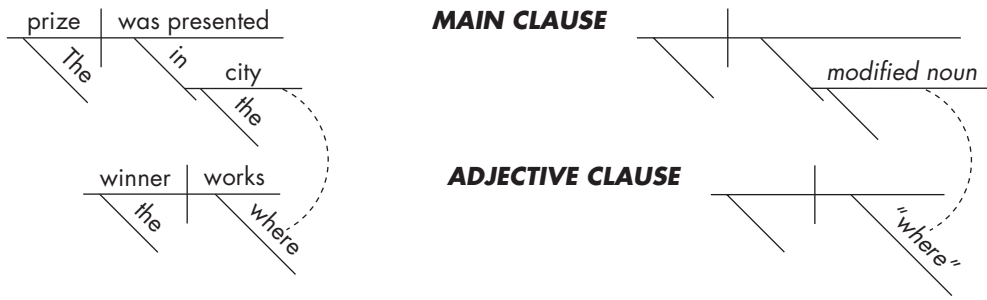
**Complex Sentences with Adjective or Adverb Clauses II**

**Adjective Clauses Introduced by Words Other Than Pronouns**

Besides relative pronouns, certain other words, such as *when* and *where*, may introduce adjective clauses. To be sure that a clause is an adjective clause, decide whether it tells *what kind?* or *which one?* about the noun modified. If it does, follow the directions below. If it does not, that complex sentence is diagramed differently.

First diagram the main clause. Then diagram the subordinate clause, placing it below the main clause. Draw a dotted line from the word in the main clause that is modified to the introductory word in the adjective clause. Study this example.

**Example** The prize was presented in the city where the winner works.



The clause “where the winner works” modifies *city*, telling *which city*. The clause begins with the adverb *where*, which modifies the verb in the subordinate clause. The dotted line connecting the clauses runs from *city* to *where*.

**EXERCISE** Diagram each complex sentence.

1. The week when we take the entrance exam is coming fast.

2. The library is the only place where I can study.



## Complex Sentences with Adjective or Adverb Clauses III

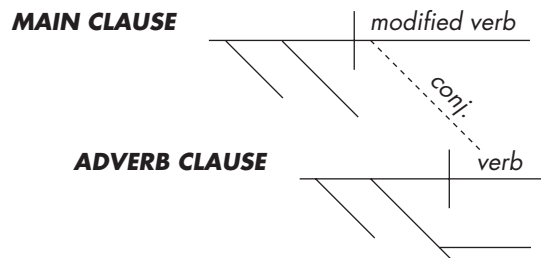
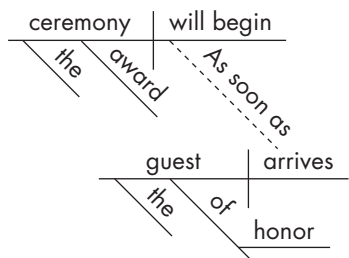
### Adverb Clauses That Modify Verbs

An **adverb clause** is a subordinate clause that modifies a verb, adjective, or adverb in the main clause. Adverb clauses are introduced by subordinating conjunctions such as these: *after, although, as if, as soon as, because, if, in order that, since, though, unless, when, whenever, where, wherever, while*. 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, place the conjunction on the dotted line.

Study this example.

**Example** As soon as the guest of honor arrives, the award ceremony will begin.



Notice that the sentence begins with the adverb clause, but the diagram begins with the main clause. The adverb clause “As soon as the guest of honor arrives” modifies *will begin*, telling *when* an event will begin, so it is shown under that verb.

### EXERCISE Diagram each complex sentence.

- Richard has studied ants since he was in kindergarten.

## Sentence Diagraming

LESSON

38  
Continued

2. Whenever he found anything written about ants, he read and memorized it.

3. His friends and family members even searched for ant material because they knew of his fascination with ants.

4. Although he already knows a great deal about the topic, Richard is determined to become an expert on ants.

**Sentence Diagraming** **LESSON 39**

## Complex Sentences with Adjective or Adverb Clauses IV

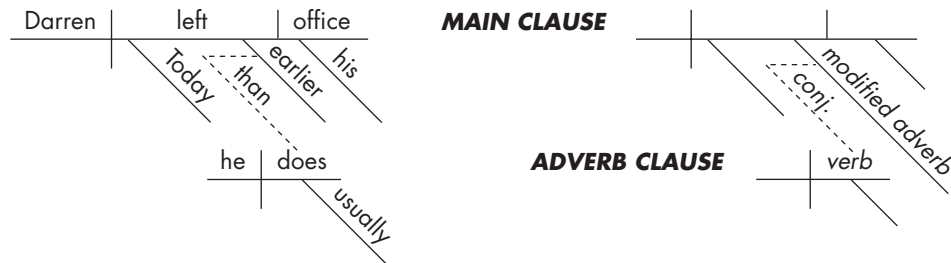
### Adverb Clauses That Modify Adjectives and Adverbs

An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb in the main clause. An adverb clause that modifies an adjective or adverb usually tells *how much* about that modifier. Such an adverb clause is usually introduced by the subordinating conjunction *than*.

To diagram a complex sentence with an adverb clause modifying a modifier, first diagram the main clause. Then diagram the adverb clause, placing it below the main clause. Connect the clauses with a dotted line that begins under the modified adjective or adverb in the main clause and slants down to the verb in the adverb clause. If the modifier is already on a slant line, the dotted line must be bent, as shown in the example below. Last, place the conjunction on the dotted line.

Study this example.

**Example** Today Darren left his office earlier than he usually does.



The adverb clause “than he usually does” modifies *earlier*, telling *how much earlier*. Therefore, the dotted line of the conjunction begins at *earlier*. It extends a short distance to the left so that it will not be confused with the line under *earlier*, and then slants down to the verb of the subordinate clause.

**EXERCISE** Diagram each complex sentence.

1. You painted a prettier picture than I did.

## Sentence Diagraming

### LESSON

39  
Continued

- 
2. The queen ruled more powerfully than her early supporters could have imagined.
3. Books about our city are even rarer than you might suppose.
4. This station has broadcast classical music longer than any other station in the United States has.

**Sentence Diagraming** **LESSON 40**

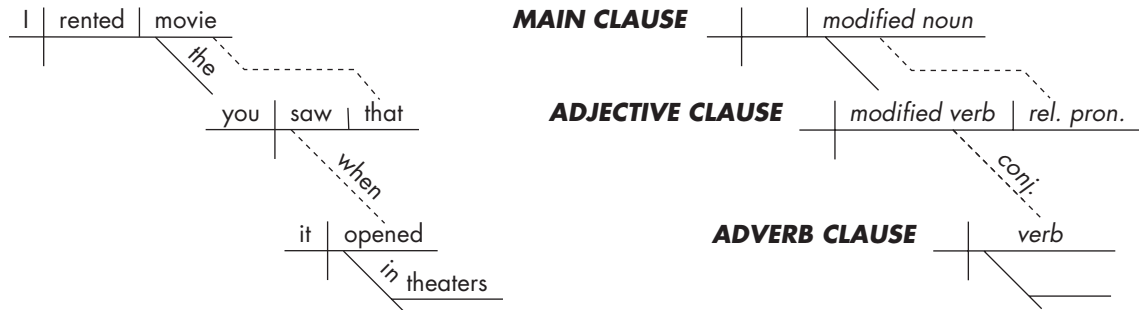
## Complex Sentences with Adjective or Adverb Clauses V

### More Than One Subordinate Clause

A complex sentence may have both an adjective clause and an adverb clause, or more than one of one kind. To diagram a complex sentence with two or more adjective or adverb clauses, first identify each subordinate clause and the word that each one modifies. Then diagram the main clause. Next, diagram each subordinate clause and draw a dotted line to connect the subordinate clause to the word it modifies. Finally, write the subordinating conjunctions of adverb clauses on their dotted lines.

Study this example. The first subordinate clause is an adjective clause modifying *movie*; the second is an adverb clause modifying the verb *saw*.

**Example** I rented the movie that you saw when it opened in theaters.



**EXERCISE** Diagram each complex sentence. Make sure that you connect each subordinate clause to the correct word.

1. I liked the actress who played the villain, though her part was small.

## Sentence Diagraming

LESSON

40  
Continued

2. The director, whose films are always popular, has again produced a movie that will attract crowds.

3. Because Dave loves mysteries, he probably saw this film earlier than I saw it.

4. As you hear the score, you notice themes that are associated with various characters.

**Sentence Diagraming** **LESSON 41**

## 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, including as subjects, objects, and objects of prepositions. 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 an inseparable part of the main clause, and it is diagramed within the main clause. The position of a noun clause in the main clause diagram depends on its role in the sentence.

### Used as Subjects

To diagram a complex sentence with a noun clause used as the subject, first draw the diagram frame for the main clause. If you like, fill in other elements of the main clause. Then draw a stilt on the main clause baseline where the subject belongs. On top of the stilt, draw a second baseline. Use that baseline to diagram the noun clause as you would any other clause, with one added rule: Place the verb of the noun clause immediately above the stilt. (Note: Use of *that* as a special introductory word is discussed in Lesson 43.)

Study this example.

**Example** What your team really needs is a strong quarterback.



**EXERCISE** Diagram each complex sentence.

- Whoever scores the most runs wins the game.

## Sentence Diagraming

### LESSON

### 41 Continued

2. How football is played has changed over the years.

3. Who will compete in the playoffs will not be known for several weeks.

4. Whatever the coach said to the players during halftime certainly inspired great play.



## Complex Sentences with Noun Clauses II

### Used as Direct Objects

To diagram a complex sentence with a noun clause used as direct object, first draw a diagram frame for the main clause and 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. See the example. (Note: Use of *that* as a special introductory word is discussed in Lesson 43.)

**Example** A good trainer gives players whatever help they need.



### EXERCISE Diagram each complex sentence.

1. Speaking at the rally, Ms. Ames predicted how many medals her swimmers will win.
2. Both the swimmers and the other students hope she is right.

## Complex Sentences with Noun Clauses III

### Introduced by *That*

The pronoun *that* may introduce a noun clause in which it takes a role. For example, *that* is the subject of the noun clause in this sentence, "We know that is true." However, the word *that* may also introduce a noun clause without being part of it, as in "We know that this fact is true." The diagram for this second sentence must indicate the difference in its use of *that*. Therefore, when you 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, as shown here. Draw a vertical dotted line from *that* to the verb of the noun clause.

**Example** We know that this fact is true.



### EXERCISE Diagram each complex sentence.

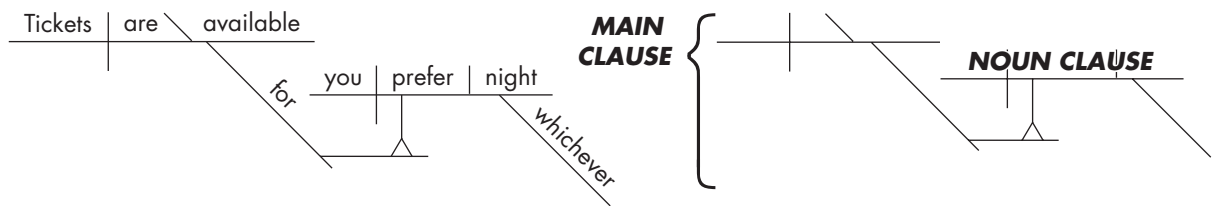
1. That the game lasted so long surprised both teams.
2. The weather forecaster predicts that tomorrow will be sunny.

## 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. Where the prepositional phrase involving the noun clause relates to the main 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 clause on the second baseline. Study this example.

**Example** Tickets are available for whichever night you prefer.



**EXERCISE** Diagram each complex sentence.

1. Exchange papers with whoever is beside you.

2. Your seat assignment depends on when you arrive.

## Sentence Diagraming

LESSON

44  
Continued

3. The winner may keep the prize in whichever box he or she chooses.

4. Your grade will be affected by how well you do today.

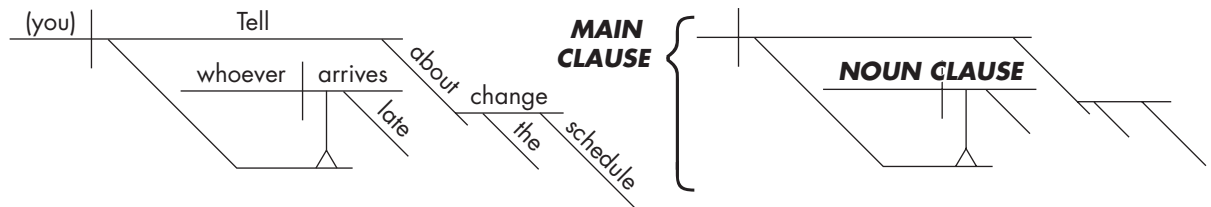
## Complex Sentences with Noun Clauses V

### Used as Indirect Objects

To diagram a complex sentence with a noun clause used as the indirect object, begin by diagraming the subject and verb of the main clause. Draw a bent line as for an indirect object, but make the slant part of the line long enough to allow space for the noun clause. Draw a stilt on the horizontal part of the line, and place a second baseline on top of the stilt. Diagram the noun clause on the second baseline.

Study this example.

**Example** Tell whoever arrives late about change the schedule.



**EXERCISE** Diagram each complex sentence.

1. The candidate gave whomever he met a campaign badge.
2. At every house, Anita asked whoever answered the door for a donation.

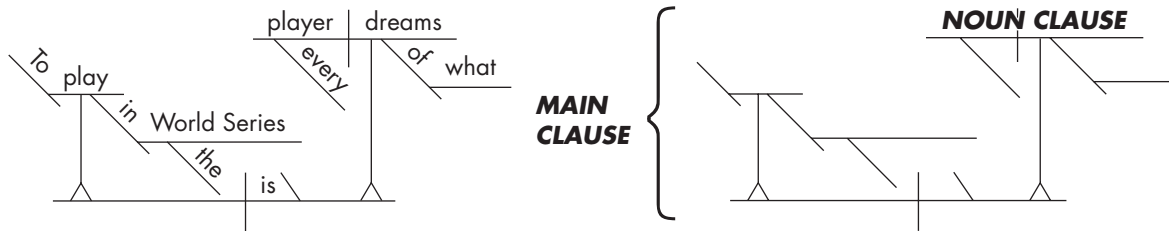
## Complex Sentences with Noun Clauses VI

### Used as Predicate Nominatives

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

Study this example. The subject of the sentence is an infinitive phrase. Note the differences between that phrase and a noun clause.

**Example** To play in the World Series is what every baseball player dreams of.



### EXERCISE Diagram each complex sentence.

1. A good actress temporarily becomes whomever she is portraying onstage.
2. Westhaven Photo Mart is where I usually take my film.

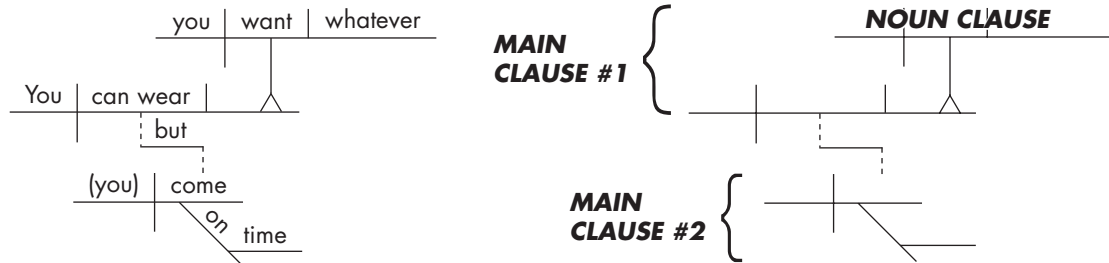
## Compound-Complex Sentences I

A **compound-complex sentence** consists of two or more main clauses and at least one subordinate clause. To diagram a compound-complex sentence, first identify each clause as a main clause, a noun clause, or an adjective or adverb clause. Then identify which main clause is completed or modified by each subordinate clause. Last, diagram each main clause and its related subordinate clause(s) in the order the main clauses take in the sentence. Be careful to connect all clauses correctly.

### With a Noun Clause

The simplest compound-complex sentence has three clauses, two main and one subordinate. The example below is of a compound-complex sentence having a noun clause within one of the main clauses. Study the example.

**Example** You can wear whatever you want, but come on time!



**EXERCISE** Diagram each compound-complex sentence.

1. I wonder who sent the flowers; they are lovely.

## Sentence Diagraming

LESSON

47  
Continued

2. What the archaeologists discovered was very unusual, and at first nobody could identify it.

3. The temperature is pleasant at the moment, but we expect that a warm front will arrive soon.



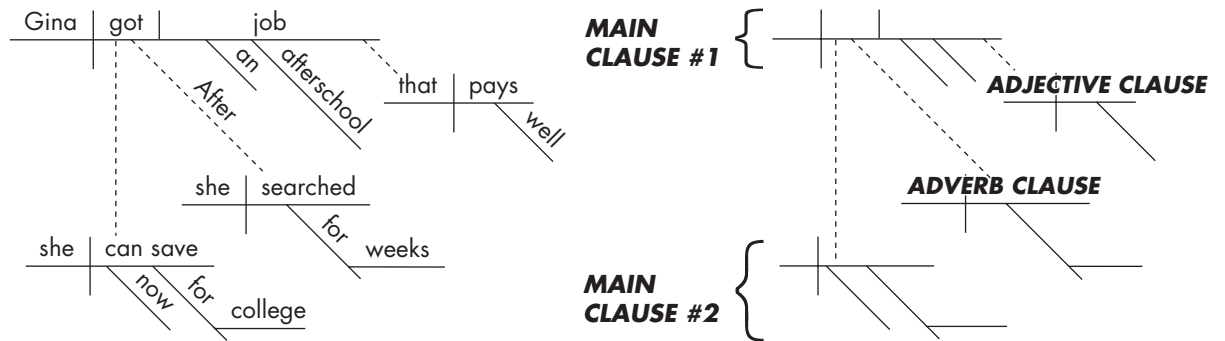
**Sentence Diagraming** **LESSON 48**

## Compound-Complex Sentences II

### With an Adjective or Adverb Clause

The example below shows a compound-complex sentence with two main clauses and two subordinate clauses—both an adjective clause and an adverb clause. Study the example to see how the rules for diagraming both compound and complex sentences are followed in diagraming a compound-complex sentence.

**Example** After she searched for weeks, Gina got an afterschool job that pays well; now she can save for college.



### EXERCISE Diagram each compound-complex sentence.

1. Have they decoded the message that the agent transmitted secretly, or do they need help?

# Sentence Diagraming

LESSON

48  
Continued

2. My boss left early because he felt ill, and now I must close the store by myself.

3. I would really like to score the winning goal, but I will be happy as long as we win!

### PART I

#### Lesson 1 Simple Subjects and Simple Predicates I

1. Children | play
2. (you) | Stop
3. (you) | Listen
4. Parrots | fly

#### Lesson 2 Simple Subjects and Simple Predicates II

1. Kim | is concentrating
2. you | Have eaten
3. Mr. Robertson | helped
4. Workers | are protesting
5. Professor White | will speak
6. Jackie Smith | Can sing
7. (you) | Stop
8. everyone | Must recite

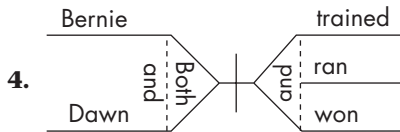
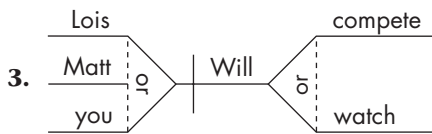
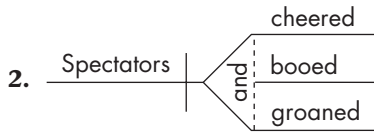
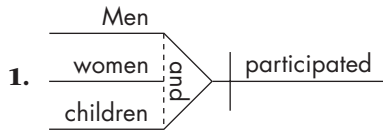
#### Lesson 3 Compound Subjects and Predicates I

1. Phyllis  
you | may win  
or
2. Jason  
Eric | participated  
and Both
3. Coach Bush  
Ms. Lu | officiated  
and
4. Laura  
Carla | could come  
Neither nor

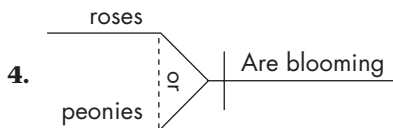
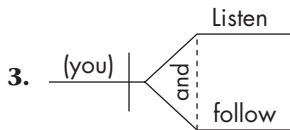
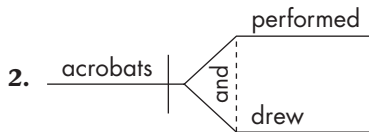
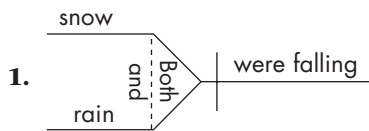
#### Lesson 4 Compound Subjects and Predicates II

1. We | competed  
lost  
but
2. Everyone | stayed  
talked  
and
3. Kites | soared  
dipped  
both and
4. Janine | was  
reading  
writing  
neither nor

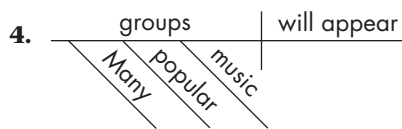
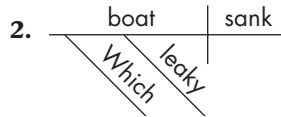
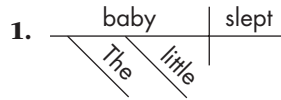
### Lesson 5 Compound Subjects and Predicates III



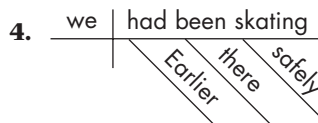
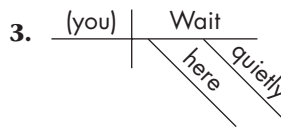
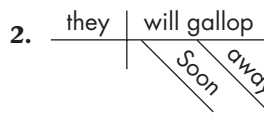
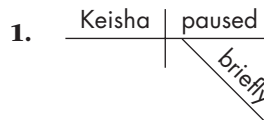
### Lesson 6 Compound Subjects and Predicates IV



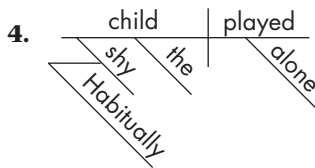
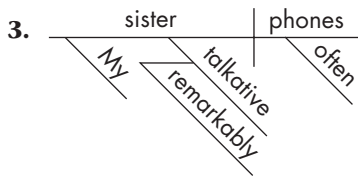
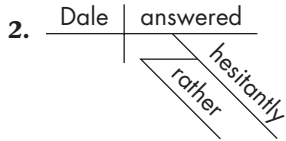
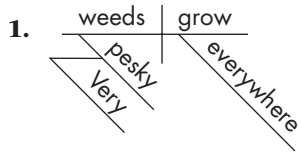
### Lesson 7 Adjectives and Adverbs I



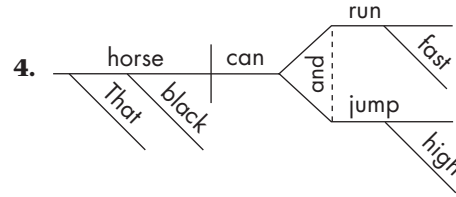
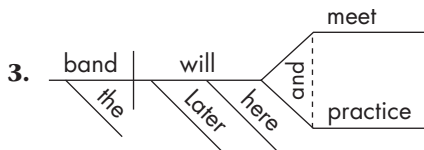
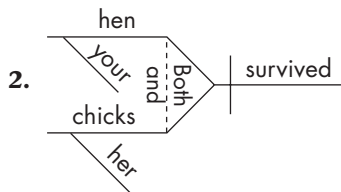
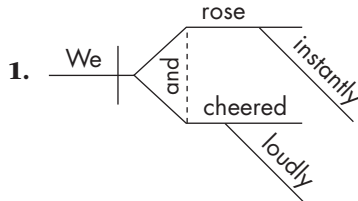
### Lesson 8 Adjectives and Adverbs II



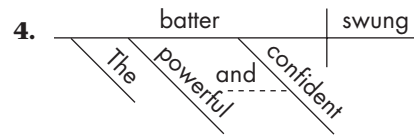
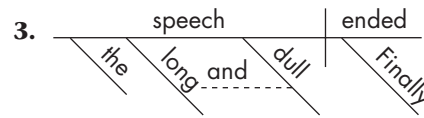
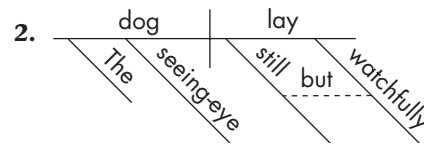
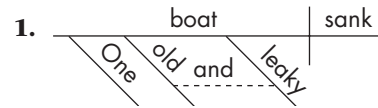
### Lesson 9 Adjectives and Adverbs III



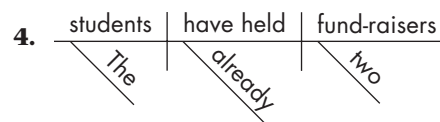
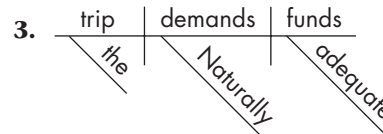
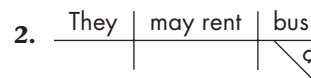
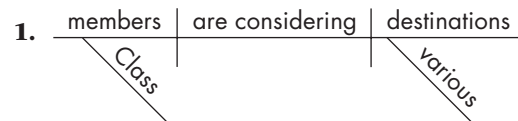
### Lesson 10 Adjectives and Adverbs IV



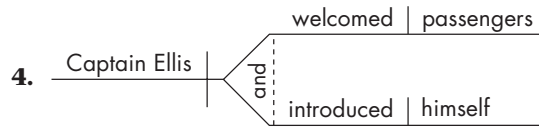
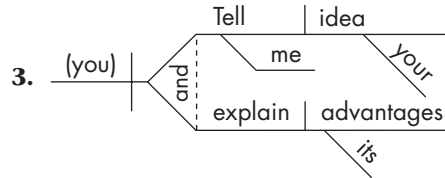
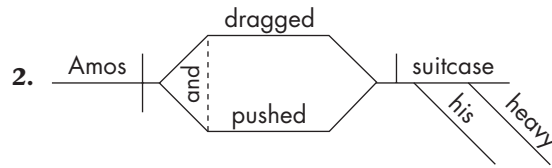
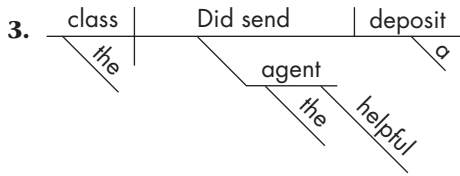
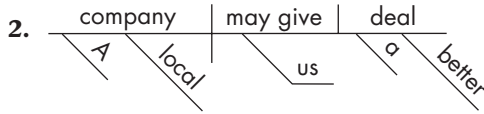
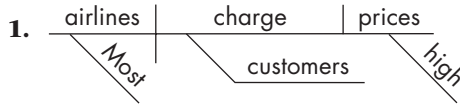
### Lesson 11 Adjectives and Adverbs V



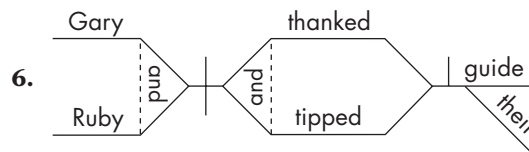
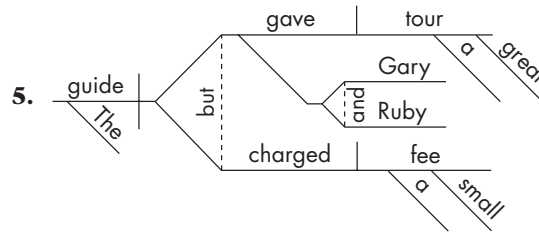
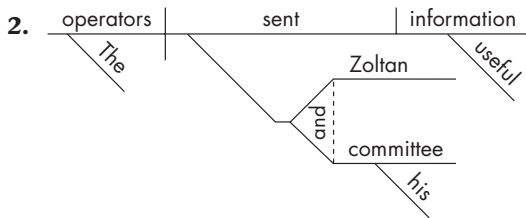
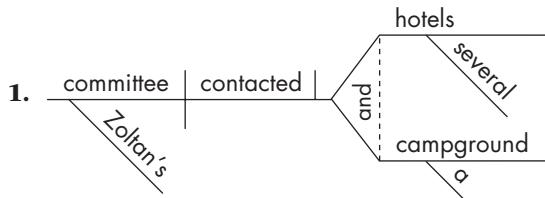
### Lesson 12 Direct Objects and Indirect Objects I



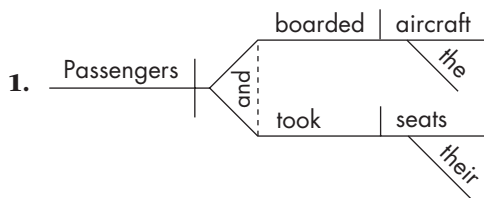
### Lesson 13 Direct Objects and Indirect Objects II



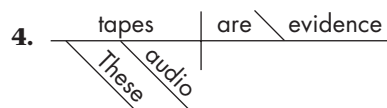
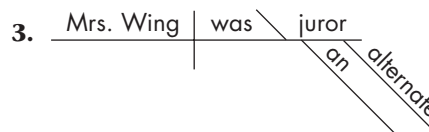
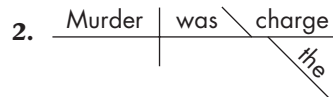
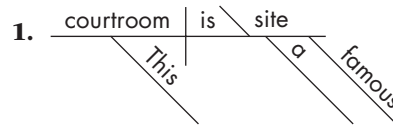
### Lesson 14 Direct Objects and Indirect Objects III



### Lesson 15 Direct Objects and Indirect Objects IV



### Lesson 16 Subject Complements I



### Lesson 17 Subject Complements II

- trial | is | remarkable

The current | rather
- defendant | appears | frightened

The young
- case | involves | burglary

The
- decision | is | final

the jurors'
- parents | are giving | testimony

The victim's | their
- reporters | have been | present

Newspaper | frequently

### Lesson 18 Subject Complements III

- lawyers | have been | logical

Both | and | persuasive
- defendant | was | happy

The | extremely | and | grateful
- Carl | will be | lawyer

either | or | a | doctor | a

### Lesson 19 Object Complements

- Kim | proved | Sam | wrong
- I | considered | argument | silly

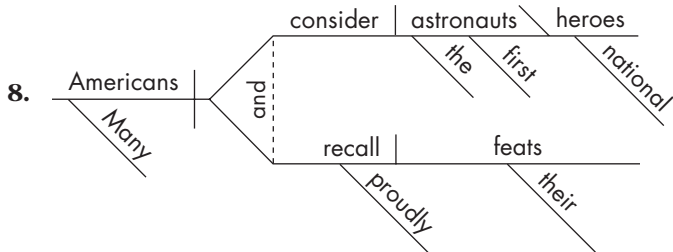
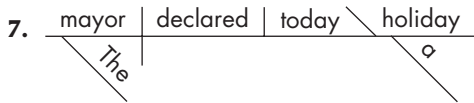
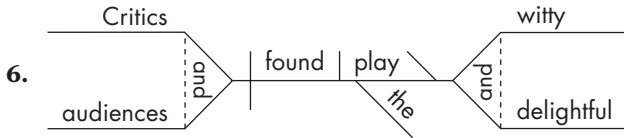
their
- Paul | calls | dog | Rushmore

his
- Ali | dyed | T-shirt | green

her
- governor | declared | township | disaster

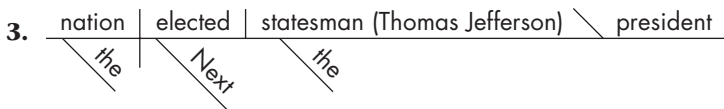
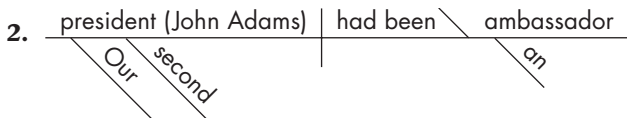
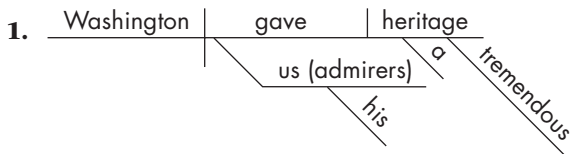
The | and | our | county | the next | a

### Lesson 19, continued



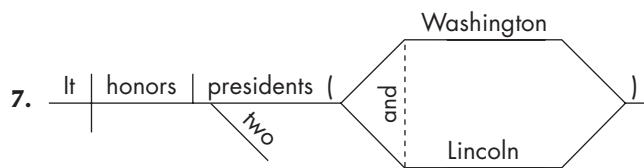
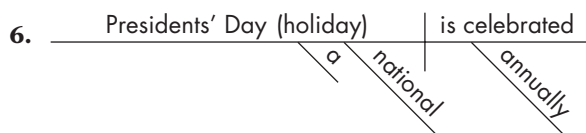
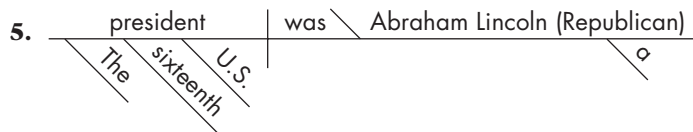
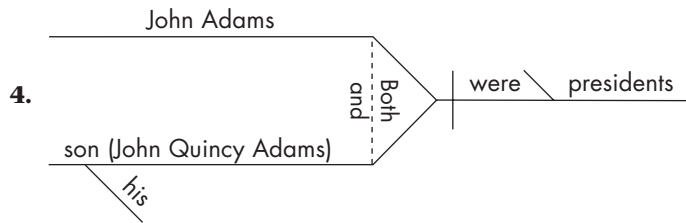
## PART II

### Lesson 20 Appositives and Appositive Phrases

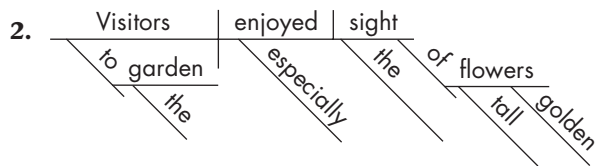
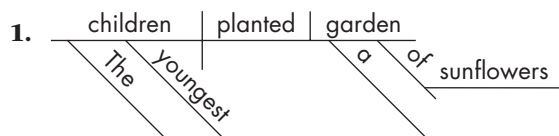




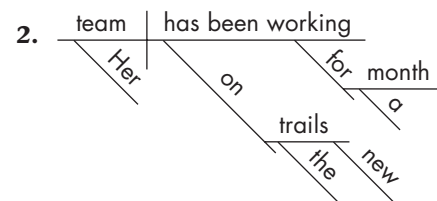
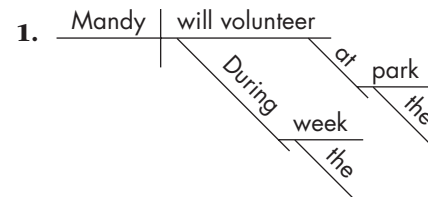
### Lesson 20, continued



### Lesson 21 Prepositional Phrases I



### Lesson 22 Prepositional Phrases II



### Lesson 23 Prepositional Phrases III

- aquarium | is being constructed

An | near | mouth | of | river | the

the
- site | is | perfect

That | for | location | of | attraction | a | tourist

the
- Everyone | is | happy

on | committee | with | plans | the

the
- design | came

The | of | building | from | architect | a | local

the
- design | was selected

Her | from | number | of | proposals

a
- Students | can get | passes

from | school | free | to | aquarium | the

any | in | state | the

### Lesson 24 Participles and Participial Phrases I

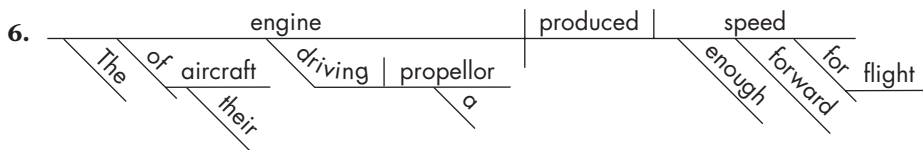
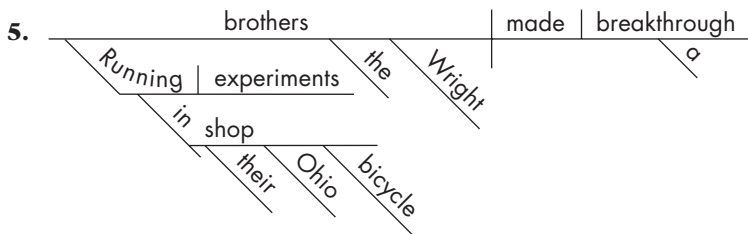
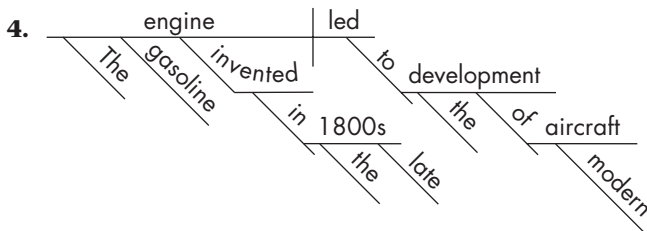
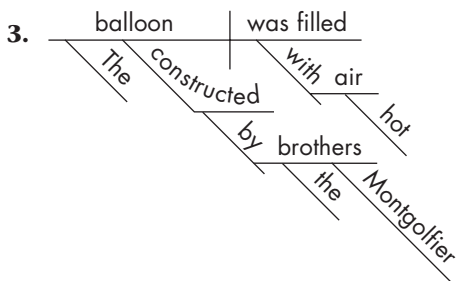
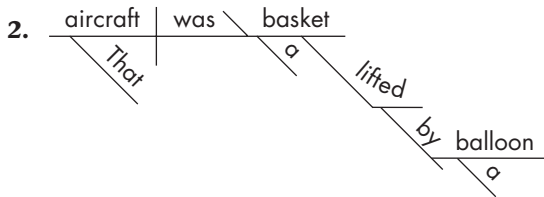
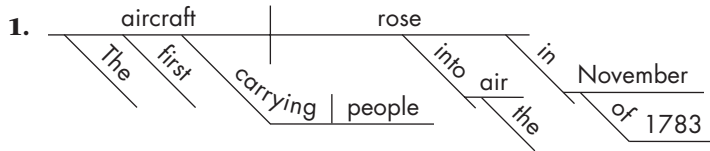
- she | searched

Pausing | for | source | of | noise | the | annoying

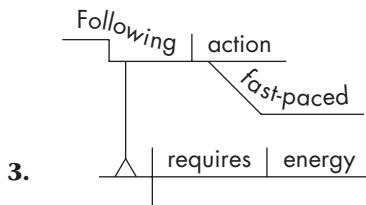
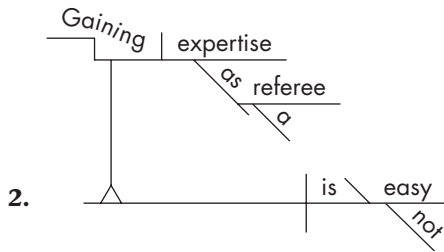
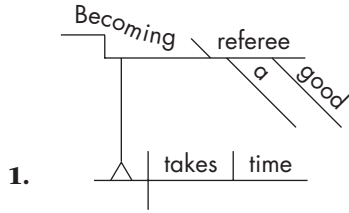
the
- jeweler | can repair | chain

an | experienced | Perhaps | the | broken

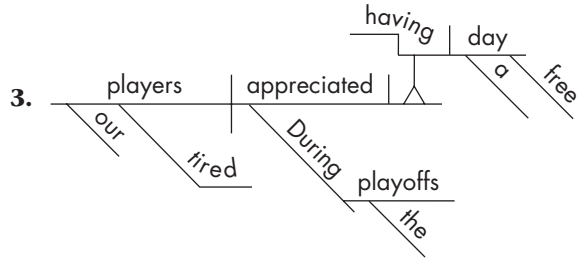
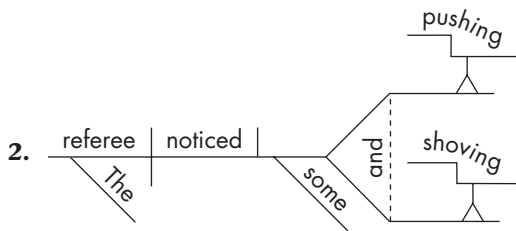
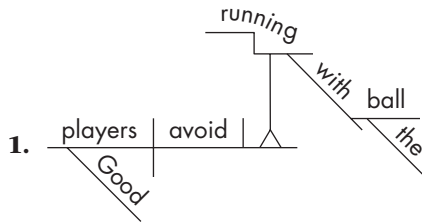
### Lesson 25 Participles and Participial Phrases II



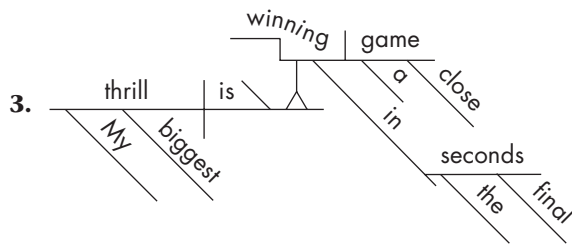
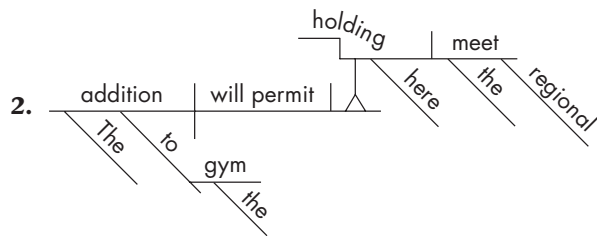
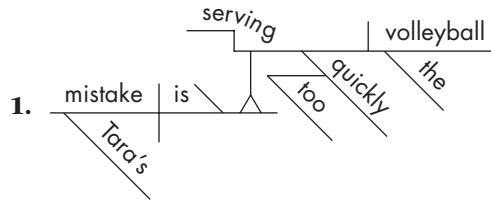
### Lesson 26 Gerunds and Gerund Phrases I



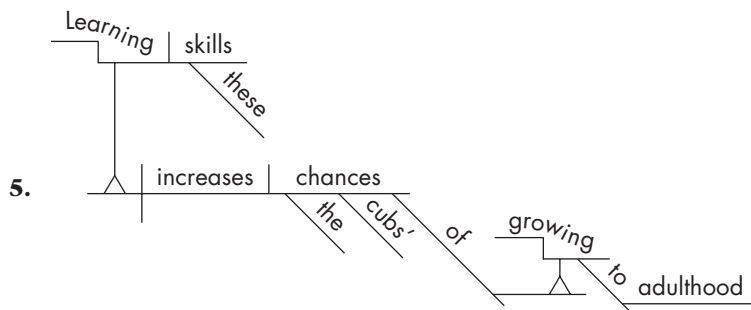
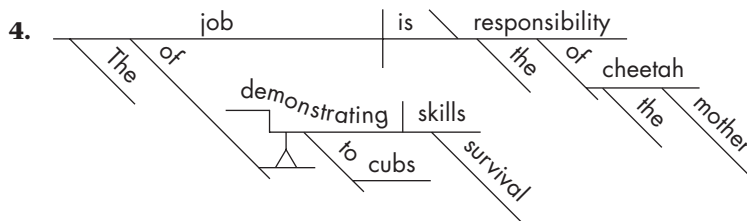
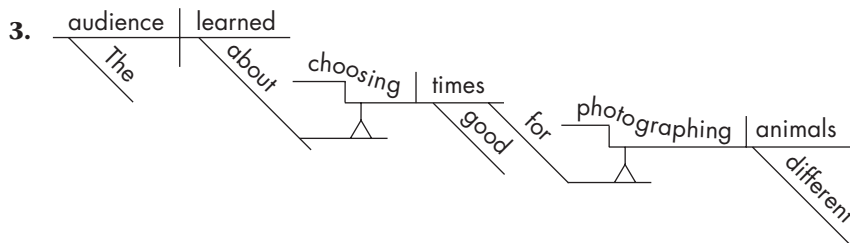
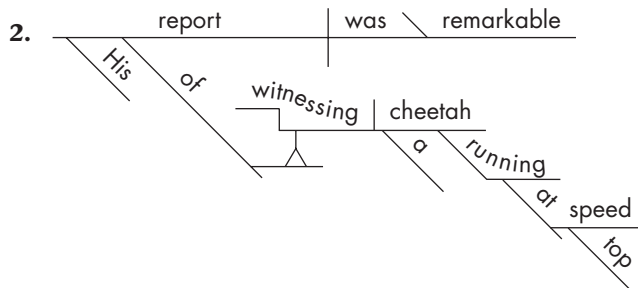
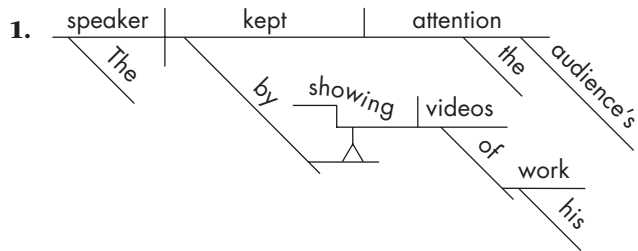
### Lesson 27 Gerunds and Gerund Phrases II



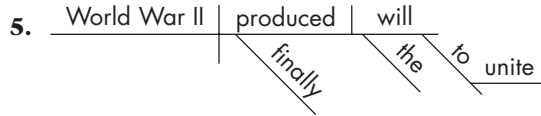
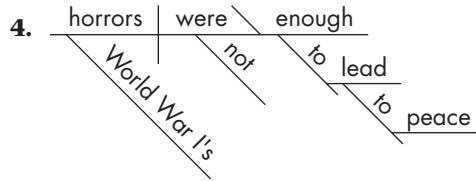
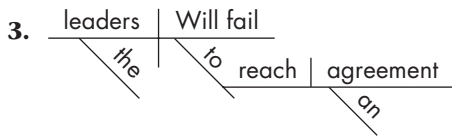
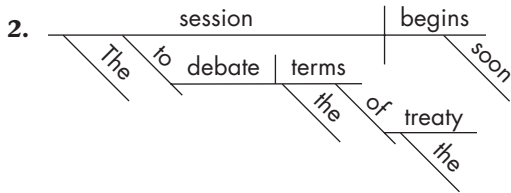
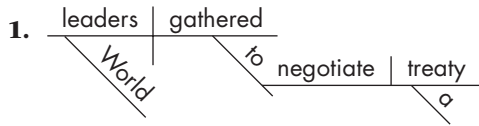
### Lesson 28 Gerunds and Gerund Phrases III



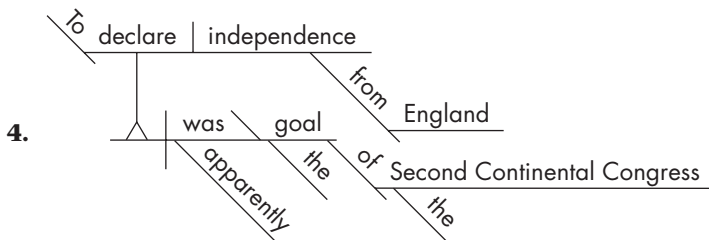
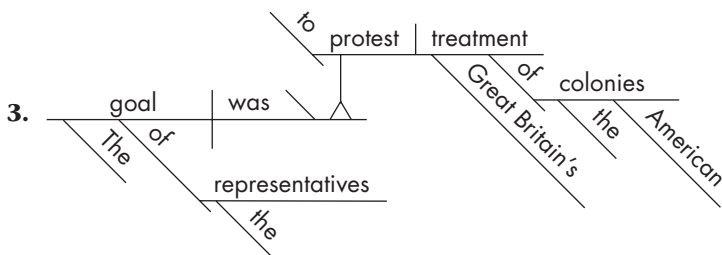
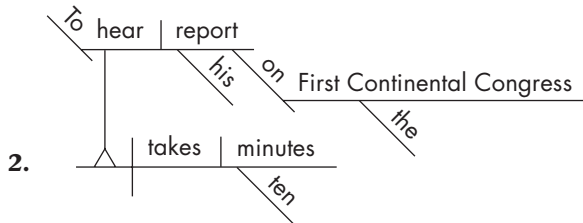
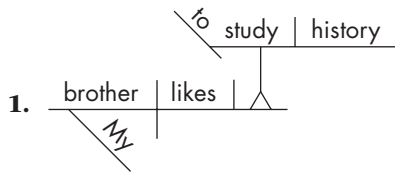
### Lesson 29 Gerunds and Gerund Phrases IV



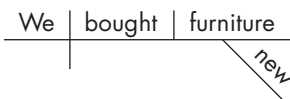
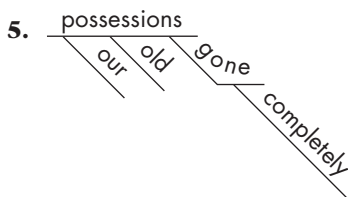
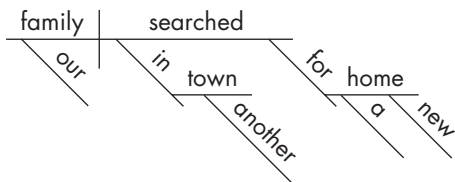
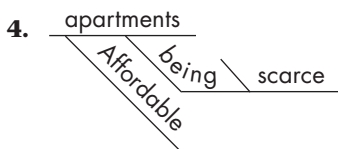
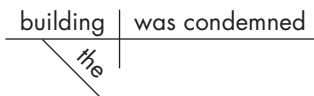
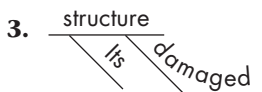
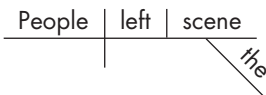
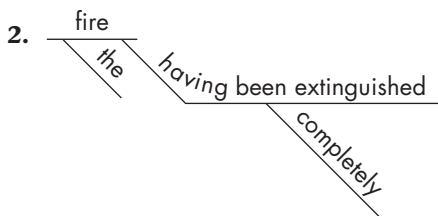
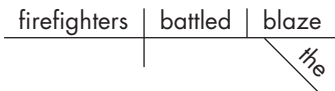
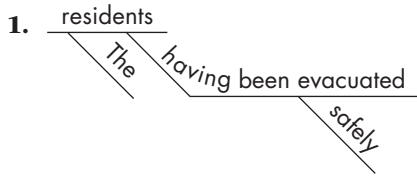
### Lesson 30 Infinitives and Infinitive Phrases I



### Lesson 31 Infinitives and Infinitive Phrases II

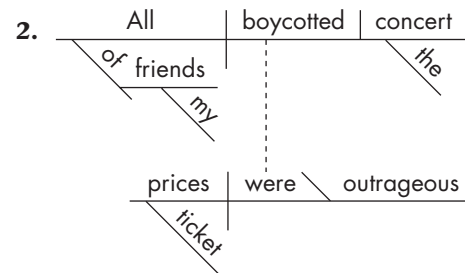
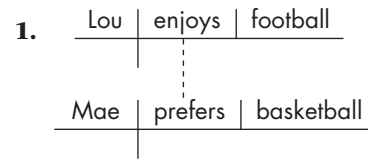


### Lesson 32 Absolute Phrases

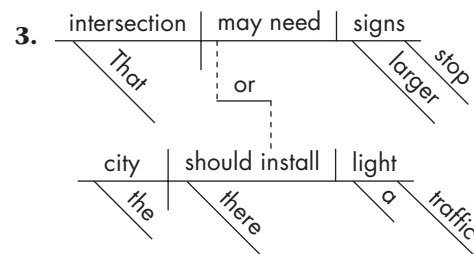
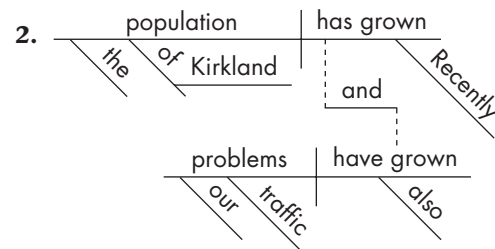
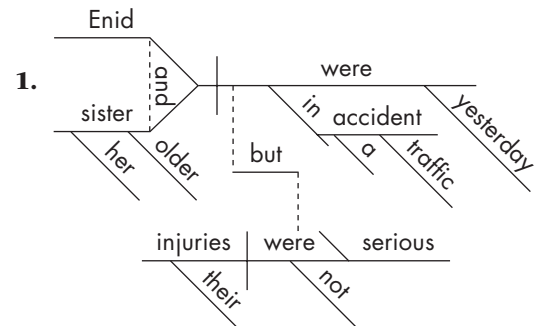


### PART III

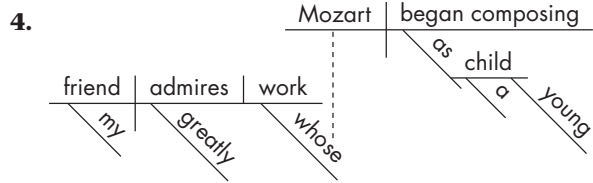
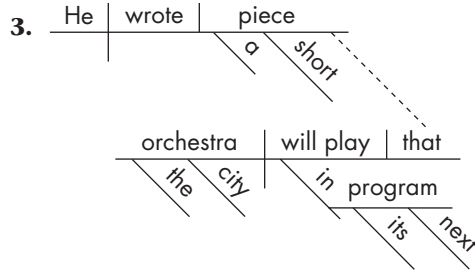
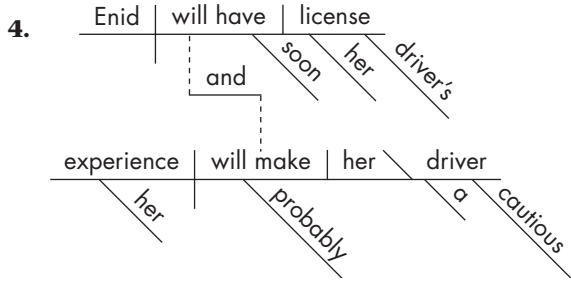
### Lesson 33 Compound Sentences I



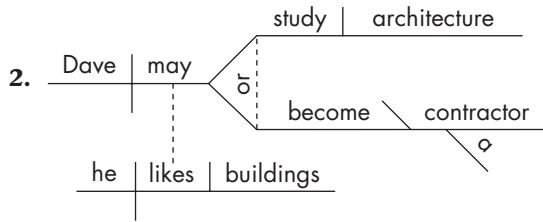
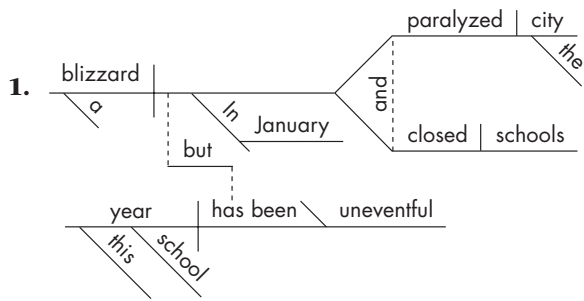
### Lesson 34 Compound Sentences II



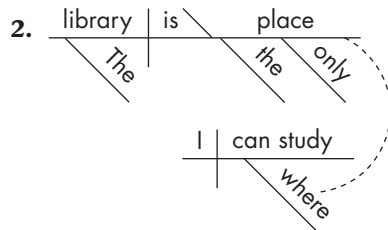
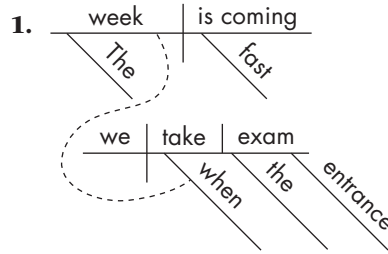
Lesson 34, continued



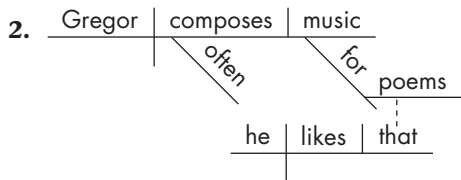
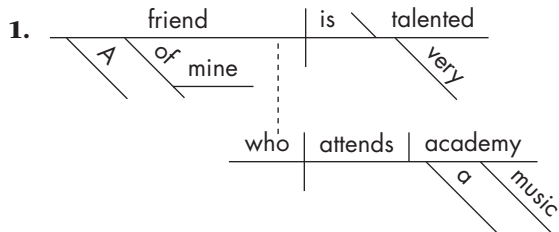
Lesson 35 Compound Sentences III



Lesson 37 Complex Sentences with Adjective or Adverb Clauses II

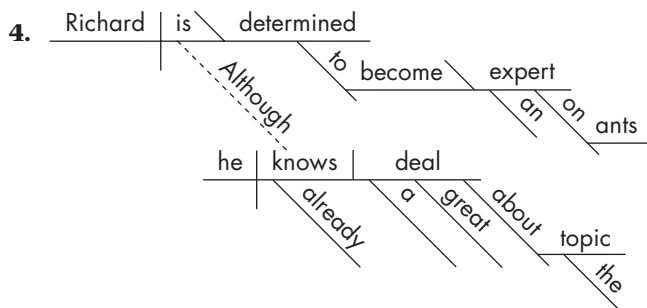
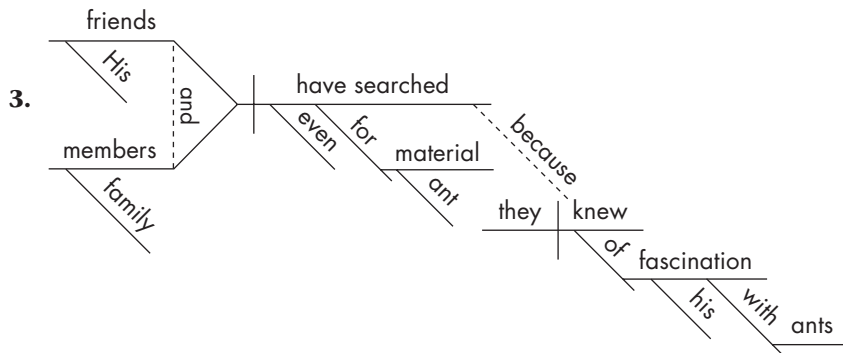
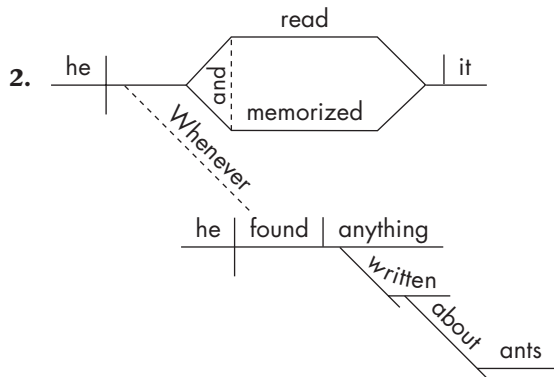
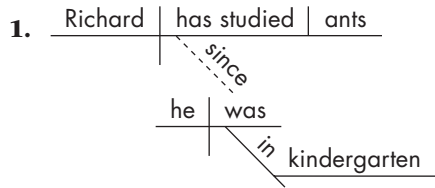


Lesson 36 Complex Sentences with Adjective or Adverb Clauses I

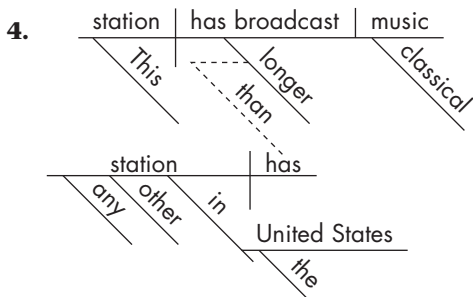
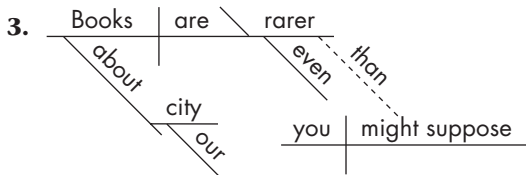
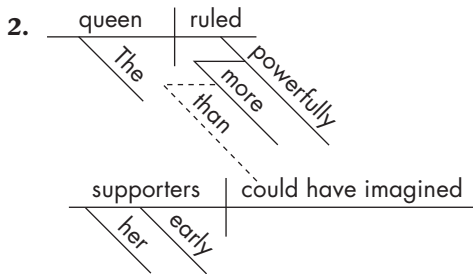
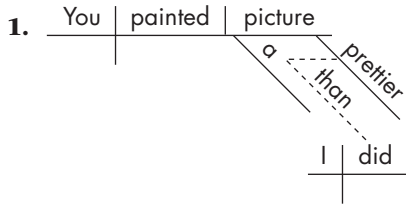




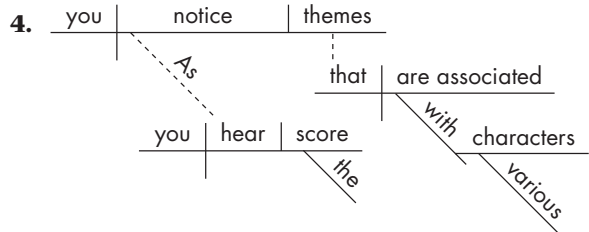
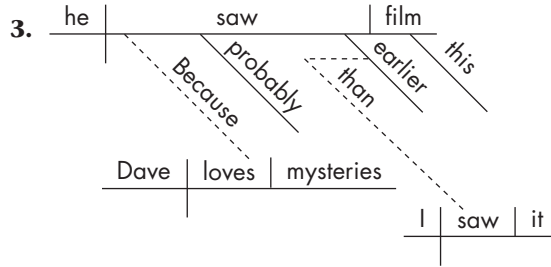
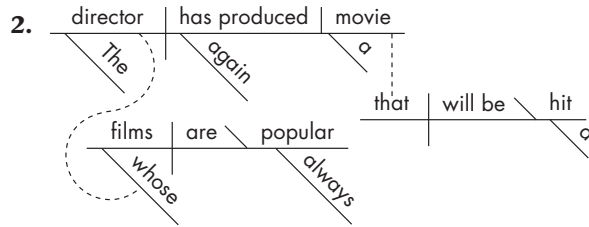
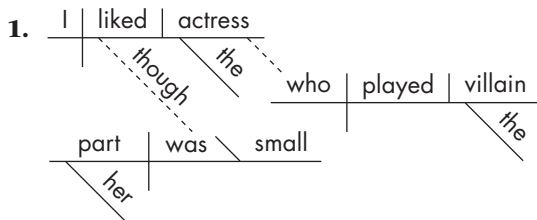
### Lesson 38 Complex Sentences with Adjective or Adverb Clauses III



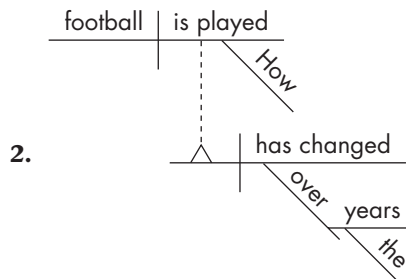
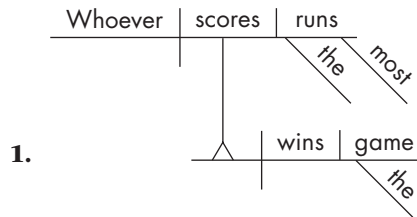
### Lesson 39 Complex Sentences with Adjective or Adverb Clauses IV



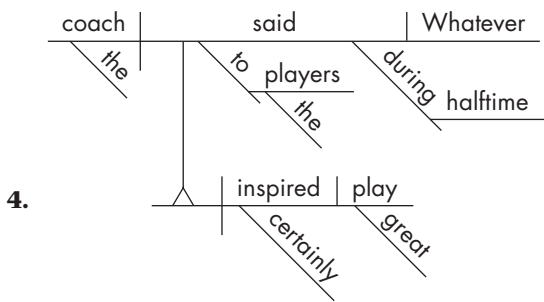
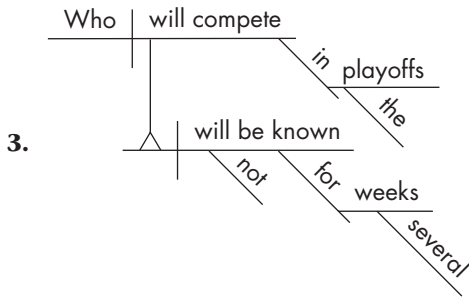
### Lesson 40 Complex Sentences with Adjective or Adverb Clauses V



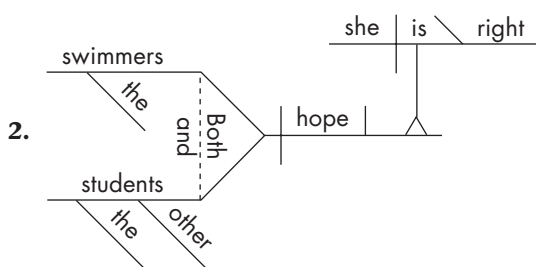
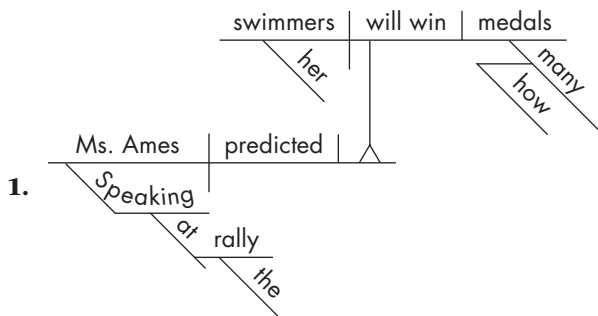
### Lesson 41 Complex Sentences with Noun Clauses I



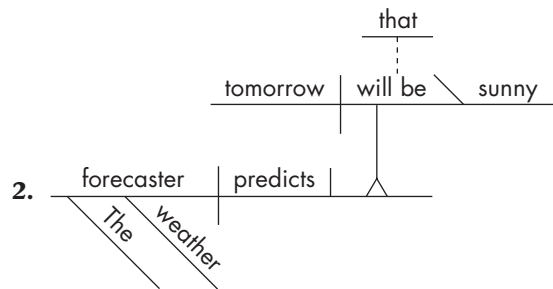
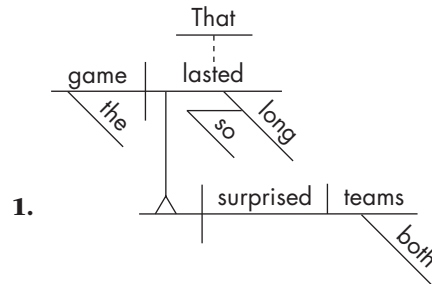
### Lesson 41, continued



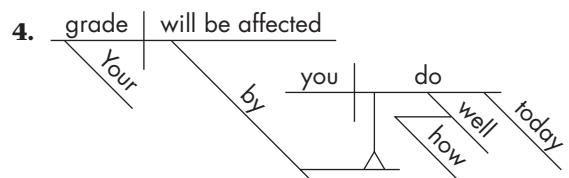
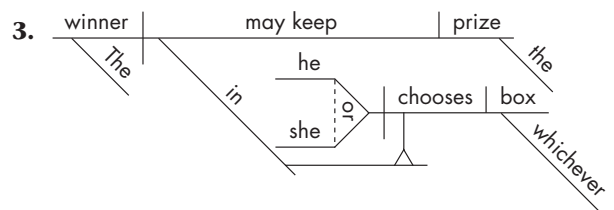
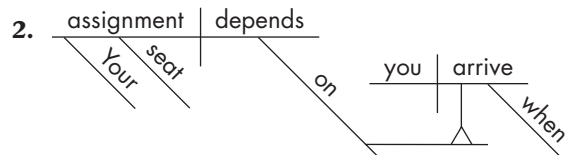
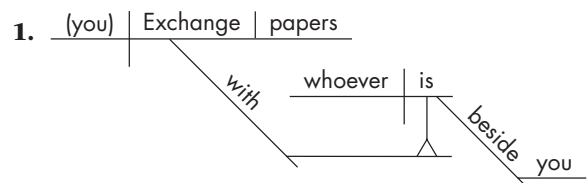
### Lesson 42 Complex Sentences with Noun Clauses II



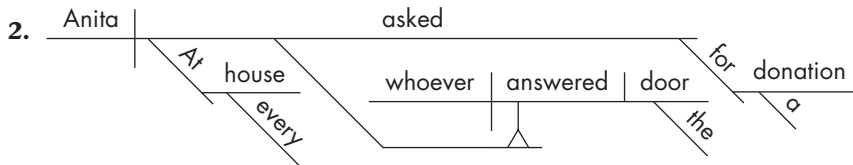
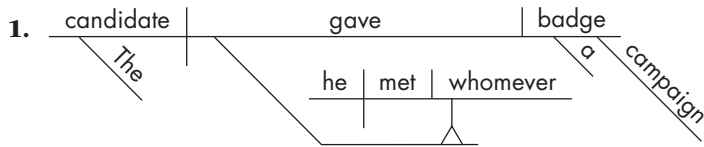
### Lesson 43 Complex Sentences with Noun Clauses III



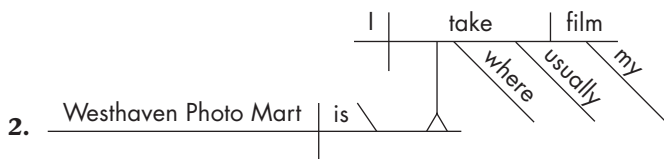
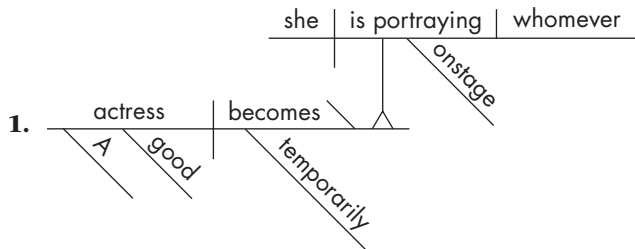
### Lesson 44 Complex Sentences with Noun Clauses IV



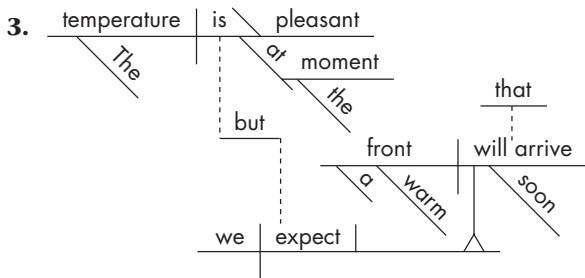
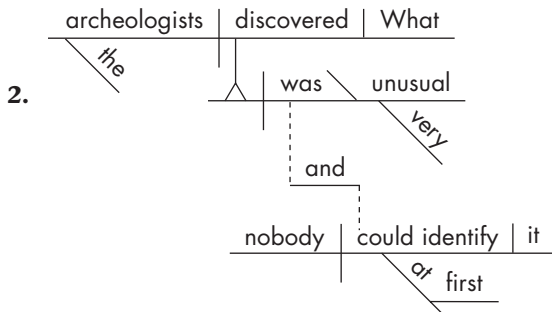
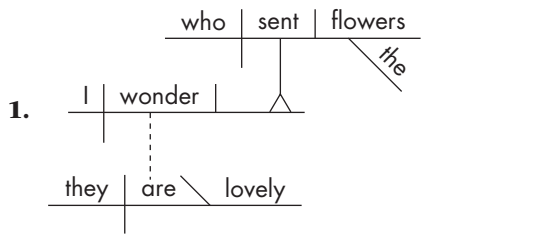
### Lesson 45 Complex Sentences with Noun Clauses V



### Lesson 46 Complex Sentences with Noun Clauses VI



### Lesson 47 Compound-Complex Sentences I



### Lesson 48 Compound-Complex Sentences II

