

**7th Grade Literature & Composition: Sentence
Diagraming**

April 20 - 24

Time Allotment: 45 minutes per day

Office Hours:

1st Period M & W : 10-10:50

2nd Period M & W : 11-11:50

3rd Period M & W : 1-1:50

4th Period T & TH : 10-10:50

6th Period T & TH : 1-1:50

Student Name: _____

Teacher Name: _____

Packet Overview

Date	Objective(s)	Page Number
Monday, April 20	Objective: You should be able to identify and diagram helping verbs and modifiers.	2
Tuesday, April 21	Objective: You should be able to diagram prepositions and prepositional phrases.	3
Wednesday, April 22	Objective: You should be able to diagram prepositional phrases and state which question each prepositional phrase is answer.	5
Thursday, April 23	Objective: You should be able to explain and diagram examples of coordinating conjunctions, compound elements, and the implied “you.”	7
Friday, April 24	NO CLASS	—

NOTE: If you’ve worked for 45 minutes and have not finished the day’s assignment, simply have a parent sign the bottom of the page and you are done with that day’s work.

Additional Notes:

- Use loose paper (it would be a good idea to use blank printer paper, since it’s easier to diagram on this kind of paper). Put a title and date on the top of each page and be sure to keep them in order.
- There are answers to the exercises attached at the end of the packet.
- If you find yourself with any extra time, please practice reciting “Ulysses” by reading it aloud dramatically. A copy of “Ulysses” is attached to this packet.

Academic Honesty

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

Student signature:

I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

Parent signature:

Monday, April 20

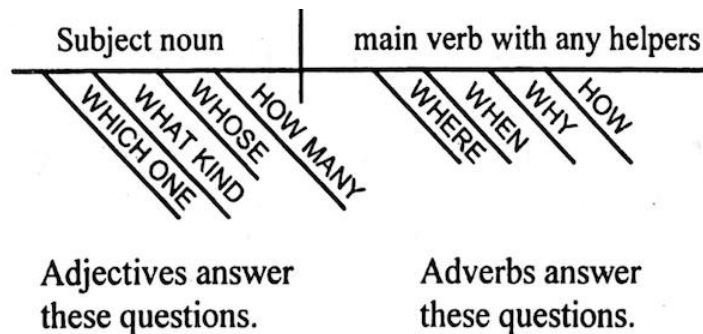
Topic: Review sentence diagramming thus far.

Objective: You should be able to identify and diagram helping verbs and modifiers.

Review and Practice

What have we learned so far?

1. In a sentence, SOMEBODY or SOMETHING DOES or IS SOMETHING.
- 2.



3. Before diagramming a question, turn it into a declarative statement, keeping every word.

Exercise 2-5: Diagram these sentences. Be sure to find all helping verbs, and be careful that each modifier is attached to the word it modifies. Don't give up and check the answers till you have tried your best on each item.

1. Harry has been listening carefully.
2. Harry has not been listening carefully.
(Clue: "not" answers how Harry listens.)
3. Lucy's blue sweater was thrown downstairs.
4. Might that sweet old lady have been sleeping there?
5. Suddenly the booming thunder echoed hollowly.
6. The big bad wolf huffed importantly.
7. What child might be crying now?
8. How they must have been laughing!
9. Away flew the silly geese. (Careful! What IS the verb? What or who DID the verb?)
10. May my sister play here?
11. Who has been whistling?
12. Everyone was sniffing softly.
13. A brilliant sun was streaming everywhere.
14. A very big cookie was being baked.

15. Somewhere fireworks were exploding wildly.
16. Sweetly sings the sparrow.
17. An extremely skinny old cat finally came out.
18. Afterward he talked politely.
19. Now dawn was breaking.
20. Those rather yellow plants have been slowly growing.

After you have checked with the answers, try to figure out why any answer of yours was different. Review the previous material if you had many errors. Chances are mistakes resulted from NOT saying, "What question does this answer?"

Tuesday, April 21

Topic: Prepositions and prepositional phrases.

Objective: You should be able to diagram prepositions and prepositional phrases.

2-D. PREPOSITIONS AND PREPOSITIONAL PHRASES

Here are two important definitions:

A **PHRASE** is a GROUP OF WORDS WITHOUT a SUBJECT AND VERB. (It acts as a single part of speech.)

A **CLAUSE** is a GROUP OF WORDS WITH a SUBJECT AND VERB.

All phrases serve as a single part of speech. That means that even though EACH WORD of a prepositional phrase is acting as a certain part of speech, the whole PHRASE may be considered as doing one "job" in the sentence, or being one part of speech.

Prepositional phrases generally serve as either ADJECTIVES or ADVERBS. That means that they will modify NOUNS if they are adjective phrases, or VERBS, ADJECTIVES or other ADVERBS if they are adverb phrases.

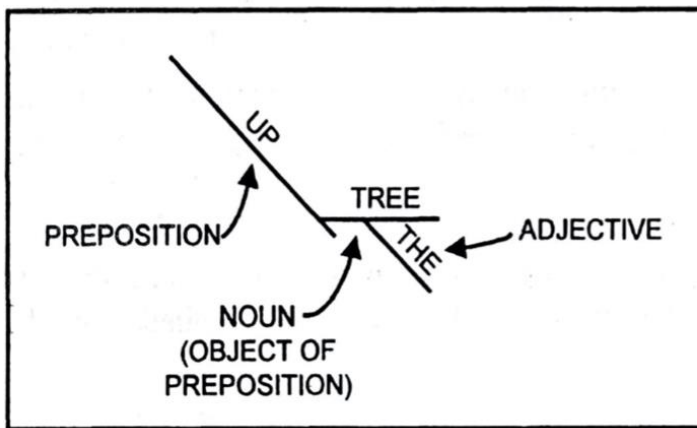
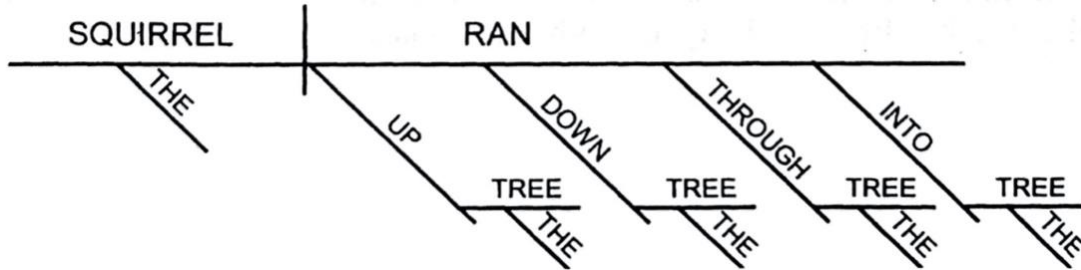
What is a preposition? One definition says: "A preposition is anything a squirrel can do to a tree." You will like that if you already know what a preposition is. If you don't, nothing but experience will help. Look up a list of prepositions and learn them if all else fails. Otherwise, carefully consider these examples:

The squirrel ran up the tree, down the tree, behind the tree, through the tree, under the tree, around the tree, into the tree.

All the underlined words connect a noun, "tree," with the rest of the sentence, in this case through the verb "ran." Notice that each prepositional phrase ("phrase" means the preposition, its OBJECT-the noun it connects-and any modifiers of the object) answers the question "where" or possibly

“how.” These are our old friends, the ADVERB QUESTIONS, and since the phrase answers where and how the verb was carried out, we know these phrases are acting as ADVERBS modifying the verb.

Before we go on to prepositional phrases serving as ADJECTIVES, let’s have a look at that squirrel diagrammed:



PREPOSITIONAL PHRASE USED AS ADVERB

Notice that the preposition goes on a slanting line just below the word the phrase modifies, the object goes on a horizontal line connected to the preposition line, and any modifier of the noun object goes under it. In these phrases the word "the" is an adjective telling "which tree." Even though our word order goes: preposition, adjective, noun object, we diagram it: preposition, noun object, adjective, because we are showing the importance of the words. Tarzan, you see, might say, "Squirrel ran up tree," and we would understand. Newspaper headlines frequently skip words in this manner.

Let us go on to prepositional phrases used as ADJECTIVES.

Exercise 2-6: Think about these sentences. Find the prepositional phrases, decide what question each answers, and diagram the sentences.

1. The boy with the red hat was singing.
2. A basket of food appeared.
3. That cat of Lucy’s scratches.
4. An amount of six dollars was owed.

Wednesday, April 22

Topic: Review prepositional phrases.

Objective: You should be able to diagram prepositional phrases and state which question each prepositional phrase is answer.

Most prepositional phrases used as adjectives answer the ADJECTIVE QUESTIONS “which one” and “what kind.” However, did you notice that in the four sentences above, each adjective question was answered once? If you missed it, go back and look at them again.

Before we review and practice, here is a warning. No, I will go ahead and trick you, and then you will remember better.

Exercise 2-7: Diagram: The bird in the tree sang happily.

You found the prepositional phrase. You asked, “What question does it answer?” and you said “Where,” didn’t you? What the prepositional phrase “in the tree” really tells is “which one.”

It does this by telling “where.” Now think about that. We often tell “which one” about a noun in this way. “Which dress will you wear?” “The one on the bed.” NOT the one in the closet, or over the chair, or under the dresser.

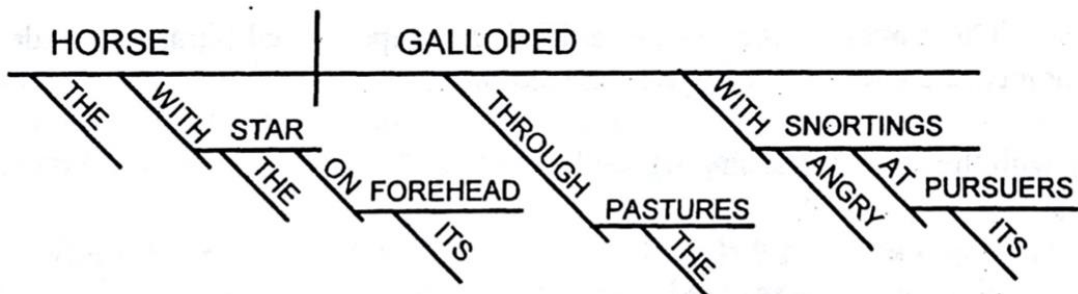
This is an example of how you must always THINK about what words and word groups are really doing. In most cases, word order will be a clue as to what a prepositional phrase modifies.

It may be well to notice that, in our speech patterns, while one-word adjectives generally go in front of the nouns they modify, prepositional phrases used as adjectives go after their nouns.

The big bad wolf ; the bottle (of milk).

One final example to study:

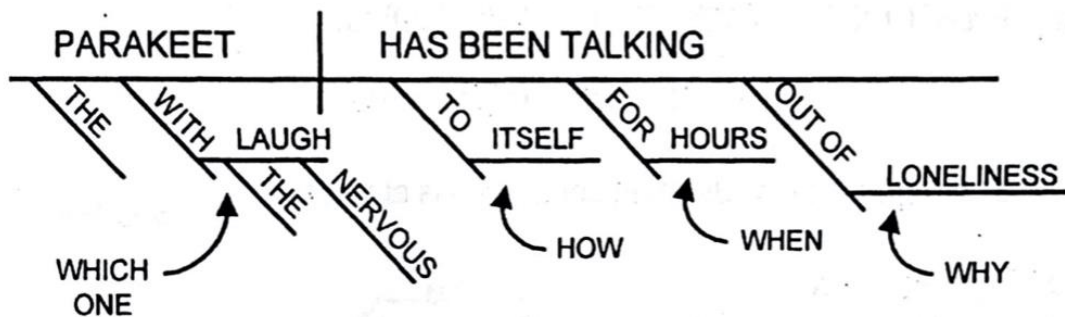
The horse with the star on its forehead galloped through the pastures with angry snortings at its pursuers.



Study the placement of all phrases. Notice "on its forehead" modifies the noun "star." ("On forehead" does NOT describe this horse!) Nor did it "gallop" "at its pursuers." That tells about its "snortings." Any noun, not just the subject noun, may be modified by a prepositional phrase.

Review and Practice

1. Each word in a sentence is one of the eight parts of speech, depending on the job it does in the sentence.
2. Groups of words, called phrases, may act as single parts of speech.
3. A prepositional phrase consists of a preposition, a noun object, and perhaps some adjectives modifying the object.
4. A preposition connects the object with the rest of the sentence and shows how the object is related to the sentence. Usually the relationship has to do with direction, space, time, possession, etc.
5. Prepositional phrases usually act as ADJECTIVES or ADVERBS. The whole phrase will answer one of the ADJECTIVE or ADVERB QUESTIONS.
6. We diagram a prepositional phrase under the word it modifies. The object goes on a horizontal line connected to the preposition. Any modifiers of the object go under the object. Example:



Exercise 2-8: Diagram these sentences after you have found each prepositional phrase and asked yourself, "What question does it answer?"

NOTE: You will complete the first ten sentences today and finish the last ten sentences of the exercise tomorrow.

1. The lamp with the crooked shade leaned against the wall.
2. The carefree moth with the black spots on its wings lunged happily toward the flames of the sooty lantern.
3. The rich society lady sighed with regret over the column in the paper.
4. After the rain Nellie splashed in the puddles on the walk.
5. John had been reading about space travel in that book with the orange cover.
6. Have you ever looked so closely at a bug before tonight?
(Perhaps you should check your answers up to this point and smooth out any problems you may be having.)
7. Suzy has been playing with that girl in the house at the corner.
8. During the winter the farmer worked at repairs in his barn.

9. Should Harry have been sleeping on the porch without a blanket?

10. In January I walk to school in the dark.

Thursday, April 23

Topic: Coordinating conjunctions, compound elements, and understanding “you.”

Objective: You should be able to explain and diagram examples of coordinating conjunctions, compound elements, and the implied “you.”

Exercise 2-8: Diagram these sentences after you have found each prepositional phrase and asked yourself, "What question does it answer?"

NOTE: You are continuing this exercise from yesterday.

11. Beside the dry brook she wept for the thirsty violets.

12. Across the bed lay her beautiful gown.

(Careful!)

13. Can he really be sleeping through all this noise?

14. His game of tennis was canceled because of rain. (Treat “because of” as one word.)

15. Nobody had been looking toward the mountain with its halo of sunset.

16. What can be known of the outcome?

17. Whose shoe was thrown down the stairs?

18. She laughed about the incident.

19. He sat on a chair with a purple cushion on its seat.

20. With all this practice in diagramming, I am growing in my knowledge of grammar.

2-E. COORDINATING CONJUNCTIONS

There are two kinds of CONJUNCTIONS: COordinating and SUBordinating.

Coordinating conjunctions join two EQUAL words, phrases, or clauses.

Learn this list of COORDINATING CONJUNCTIONS:

AND BUT OR NOR FOR

Study these examples of coordinating conjunctions at work:

Joe **and** Suzy (two words)

Up the tree **and** down the tree (two phrases)

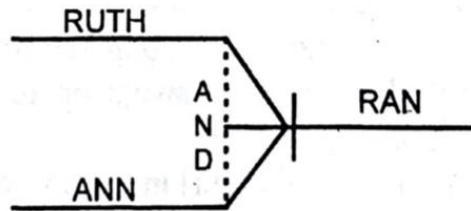
He went **but** I stayed. (two clauses)

Rain or shine—Neither war **nor** peace
(Neither is nearly always used with nor.)

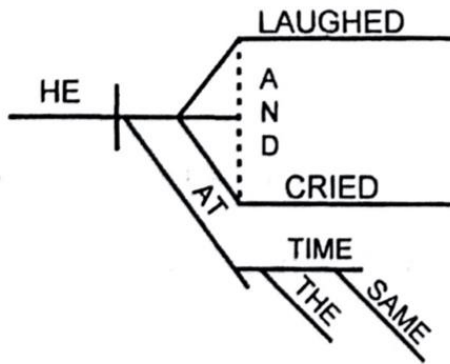
2-F. COMPOUND ELEMENTS

When two or more items are joined by a coordinating conjunction, they form a COMPOUND ELEMENT. Here are some examples of how these things are diagrammed:

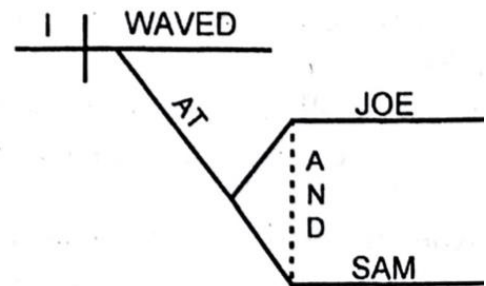
Compound subjects:



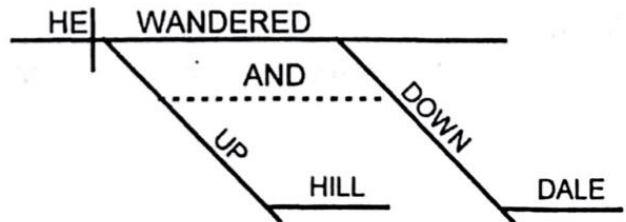
Compound verbs:



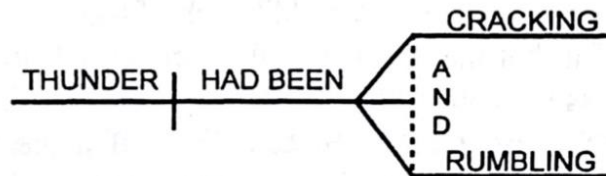
Compound objects of prepositions:



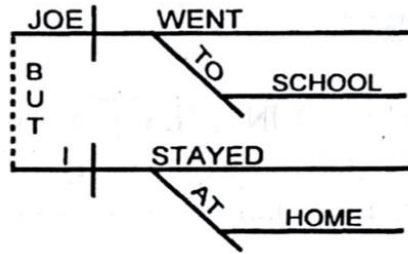
Compound prepositional phrases:



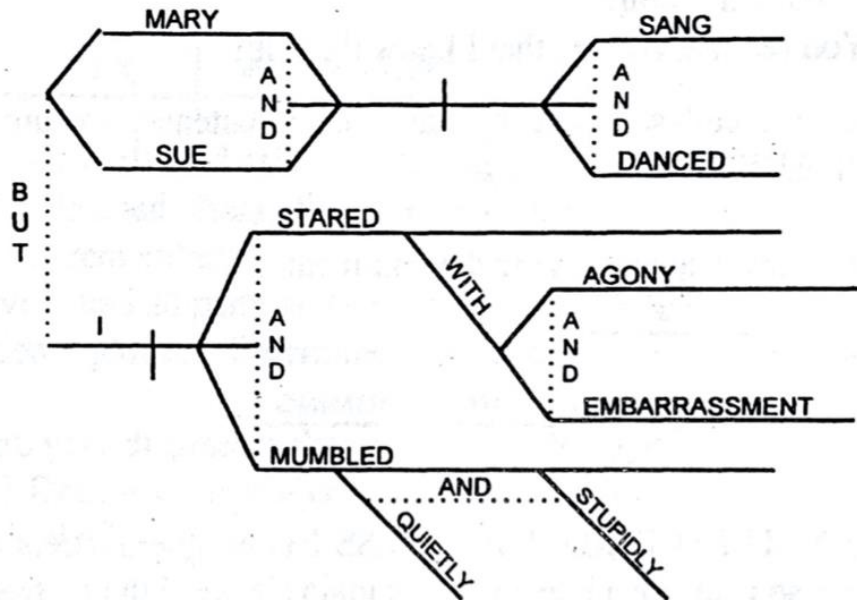
Compound main verbs:



Even compound sentences:



Or combinations:

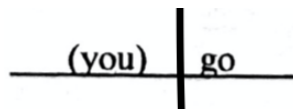


2-G. UNDERSTOOD “YOU”

So far you have always, it is hoped, found the subject of each verb. In every sentence the “doer” or “be-er” of the verb has been stated. However, what about this sentence?

Go!

If a large, fierce person says this to you, you will not stick around looking for a subject. You are immediately aware that the doer of the action is supposed to be “you.” That is quickly understood. In fact, we call the subject of a command the “understood ‘you’” and we diagram it thus:



Most commands are given with the subject (you) understood. “Let me alone.” “Give me my purse.” “March!” Each of these sentences could have the “you” in front of it, but the receiver of these commands understands without it. Requests, like “Pass the butter, please,” also have understood “you” as subject. The “please” is probably an abbreviated condition, “if it pleases you.” “Please” is a rather strange word grammatically; you may enjoy considering it further after you have mastered sentence diagraming.

BREIF ASSESMENT

Directions: Diagram the following sentences on a SEPARATE sheet of paper. Don't use this paper for anything else. Write your name, the date, and “BREIF ASSESMENT” at the top of this page.

1. Run!
2. Jill danced and laughed at the local festival.
3. The bread is in the cupboard.
4. I am not laughing nor are you funny.
5. He pleaded, but I was not listening.
6. Danny and Jack grappled and fought.
7. Slowly the tall mysterious stranger walked deliberately through the doorway.
8. The squirrel ran up the tree, through its branches, and near the branch on the left.
9. Very quickly the frightened turkey trotted into the woods.
10. Bill and Joe happily dug and tossed, and I watched in shame and horror.

ULYSSES

ALFRED, LORD TENNYSON

It little profits that an idle king,
By this still hearth, among these barren crags,
Match'd with an aged wife, I mete and dole
Unequal laws unto a savage race,
That hoard, and sleep, and feed, and know
not me.
I cannot rest from travel: I will drink
Life to the lees: All times I have enjoy'd
Greatly, have suffer'd greatly, both with those
That loved me, and alone, on shore, and when
Thro' scudding drifts the rainy Hyades
Vext the dim sea: I am become a name;
For always roaming with a hungry heart
Much have I seen and known; cities of men
And manners, climates, councils,
governments,
Myself not least, but honour'd of them all;
And drunk delight of battle with my peers,
Far on the ringing plains of windy Troy.
I am a part of all that I have met;
Yet all experience is an arch wherethro'
Gleams that untravell'd world whose margin fades
For ever and forever when I move.
How dull it is to pause, to make an end,
To rust unburnish'd, not to shine in use!
As tho' to breathe were life! Life piled on life
Were all too little, and of one to me
Little remains: but every hour is saved
From that eternal silence, something more,
A bringer of new things; and vile it were
For some three suns to store and hoard
myself,
And this gray spirit yearning in desire
To follow knowledge like a sinking star,
Beyond the utmost bound of human thought.

This is my son, mine own Telemachus,
To whom I leave the sceptre and the isle,—
Well-loved of me, discerning to fulfil
This labour, by slow prudence to make mild

A rugged people, and thro' soft degrees
Subdue them to the useful and the good.
Most blameless is he, centred in the sphere
Of common duties, decent not to fail
In offices of tenderness, and pay
Meet adoration to my household gods,
When I am gone. He works his work, I mine.

There lies the port; the vessel puffs her
sail:
There gloom the dark, broad seas. My
mariners,
Souls that have toil'd, and wrought, and
thought with me—
That ever with a frolic welcome took
The thunder and the sunshine, and opposed
Free hearts, free foreheads—you and I are
old;
Old age hath yet his honour and his toil;
Death closes all: but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with Gods.
The lights begin to twinkle from the rocks:
The long day wanes: the slow moon climbs:
the deep
Moans round with many voices. Come, my
friends,
'T is not too late to seek a newer world.
Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.
It may be that the gulfs will wash us down:
It may be we shall touch the Happy Isles,
And see the great Achilles, whom we knew.
Tho' much is taken, much abides; and tho'
We are not now that strength which in old
days
Moved earth and heaven, that which we are,
we are;
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield.

From here on answers will be abbreviated. I hope you will not have trouble figuring out that "h b list" = "has been listening."

- 2-5
1. HAR | H B LIST | HAR | H B LIST | CAR
 NOT | CAR
 2. HAR | H B LIST | HAR | H B LIST | CAR
 NOT | CAR
 3. SWEATER | WTHR | DOWN
 L'S | BL
 4. LADY | MHB SL | THERE
 THAT | SW | OL
 5. THUN | ECH | HOL
 THE | BOOM | SUD
 6. WOLF | HUF | IMP
 THE | BIG | BAD

7. CHI | M B CR | NOW
 WHA
 8. THEY | MHB LAU | HOW
 9. GEE | FLEW | AWAY
 THE | SILLY
 10. SIS | MAY PL | HERE
 MY
 11. WHO | HB WH
 12. EV | WAS SN | SOF
 13. SUN | WST | EV
 A | BR
 14. COOK | WB BAK
 A | BIG
 VER
 15. FIREW | WEX | WIL
 SOM
 16. SPAR | SINGS | SW
 THE
 17. CAT | CAME | OUT
 AN | OLD | SKIN | F/N
 EX
 18. HE | TAL | POL
 AFT
 19. DAWN | W BR | NOW
 20. PLANTS | HB GR | SLOW
 THOSE | YEL
 RATH
- 2-6
1. BOY | W SING | BASK | APP
 THE | WI | HAT | WHICH ONE
 THE | RED
 2. BASK | APP
 A | OF FOOD
 WHAT KIND
 3. CAT | SCR | WHOSE
 TH | OF | L'S
 4. AMT | WAS OWED | HOW MANY (MUCH)
 AN | OF | DOL
 6

9. H | SHBSL | WI BL A
 ON POR TH
10. I | WALK | IN D TH
 IN JAN TO SC TH
11. SHE | WEPT | FOR VIO THE THIR
 BES BRO DR TH
12. HE | CBSL | THR NOISE THIS
 REA ALL
13. NOB | HBL | TOW MT W HALO OF SU
 TH ITS
14. GOWN | LAY | AC BED TH
 HER BEAU TH
15. GAME | W CAN | BEC OF R
 HIS OF TEN
16. WHAT | CBK | OF OUT TH
 OR
17. SHOE | W THR | D ST TH
 WHOS
18. SHE | LAU | AB INC TH
19. HE | SAT | ON CHAIR W CUSH ON SEAT ITS
 A PURP A
20. I | AM GRO | IN KNOWL MY OF GR
 WI PRAC TH IN DIA

- 2-7. BIRD | SANG | HAP
 THE IN TREE TH
 WHICH ONE
1. LAMP | LEANED | AG WALL TH
 TH WI SHA CR TH
2. MOTH | LUNGED | TO FLA
 THE CARE W SP HAP OF LAN SOOTY
 TH BL ON W ITS
3. LADY | SIGHED | OV COL IN PUD ON WA TH
 THE RICH W REG TH IN PA TH
4. N | SPL | AFT RA TH
5. J | HBR | IN BOOK W COV OR
 AB TR TH TH
6. YOU | HAVE LOOKED | BEF TO
 EV AT B A
 CLO SO
7. S | HBPL | IN HOUSE AT COR TH
 W GIRL TH TH
8. FARM | WORK | IN B HIS
 TH DUR WIN TH AT REF. TH OR
- (NOTE "in..." could modify "girl," too.)