

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

May 4 – May 8

Time Allotment: 45 minutes per day

Guided Instruction Times:

<i>1st Period</i>	Mon. & Wed.	10:00 – 10:50
<i>2nd Period</i>	Mon. & Wed.	11:00 – 11:50
<i>3rd Period</i>	Mon. & Wed.	1:00 – 1:50
<i>4th Period</i>	Tues & Thurs.	10:00 – 10:50
<i>5th Period</i>	Tues & Thurs.	11:00 – 11:50
<i>6th Period</i>	Tues & Thurs.	1:00 – 1:50

Student Name: _____

Teacher Name: _____

Packet Overview

Date	Objective	Page #
Monday, May 4	You should be able to diagram INDIRECT OBJECT and RETAINED OBJECT.	3
Tuesday, May 5	You should be able to recite the list of linking verbs (which is on page 2) and be able to identify sentences with PREDICATE NOMINATIVES and PREICICATE ADJECTIVES.	5
Wednesday, May 6	You should be able to diagram sentences with an INTRANSITIVE LINKING verb and be able to label when a linking verb is taking a PREDICATE NOMINATIVE or PREDICATED ADJECTIVE (and label it correctly as such).	7
Thursday, May 7	You should be able you should be able to label and diagram all four kinds of verbs and their compliments, and sort them out when they're mixed together.	9
Friday, May 8	You should be able you should be able to label and diagram all four kinds of verbs and their compliments, and sort them out when they're mixed together.	10

NOTE: If you work for 45 minutes and do not finish the day's assignment, your parent may sign the bottom of the page and you are exempt from the rest of that day's work. I recommend you use Google Classroom to scan and turn in your work at the end of the week.

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:

VERBS

TRANSITIVE (Carries action to a receiver)		INTRANSITIVE (Does NOT carry action to a receiver)	
A C T I O N	<p>TRANSITIVE ACTIVE (TA)</p> <p>Subject <u>does</u> action. Direct Object <u>receives</u> action. (TA <u>ALWAYS</u> HAS DO)</p>	A C T I O N	<p>INTRANSITIVE COMPLETE (IC)</p> <p>Action, but <u>no</u> receiver. Subject <u>does</u> action.</p>
	T I O N		<p>TRANSITIVE PASSIVE (TP)</p> <p>Subject <u>receives</u> action. Doer of action, if shown, is in prepositional phrase after "by."</p>

Monday, April 27

Topic: Review of TRANSITIVE ACTIVE and INDIRECT OBJECTS; lesson on INDIRECT OBJECT, and a brief note on RETAINED OBJECTS.

Objective: You should be able to diagram INDIRECT OBJECT and RETAINED OBJECT.

Let's start out the week with some review exercises.

Exercise 3-8: All TA and DO but one; find it as you diagram these sentences.

1. He might have found the missing button in the washer.
2. That large mouse has eaten Harry's cheese.
3. Can you see the flag by the dawn's early light?
4. The tuxedo was thrown carelessly on the bed.
5. Beside the road the ducks were eating the grain.

Exercise 3-9: ALL IC or TP; make sure which is which as you diagram and label. (Subject does verb =IC; Verb acts on subject = TP.)

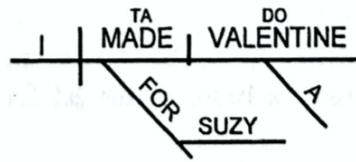
1. Beside the still waters, the sheep were being pastured.
2. Herman has been singing sourly in the shower.
3. The king's presence was awaited in the room.
4. Another storm might have been expected.
5. Might the bundle have fallen off the truck?
6. Suddenly the forest was glowing in the moonlight.
7. Mighty Mouse came to the rescue in time.
8. Could Joe have been pretending?
9. Will her story be remembered?
10. He has forgotten about it completely.

If you have still made errors in this last exercise, study the area that troubles you. If, for example, you labeled a TP verb IC, review TP verbs. Make sure you understand why the answers differ from your work. Prove your case before you decide the answer is wrong.

Before we go on to the fourth and last type of verbs, INTRANSITIVE LINKING, (they are SOOO hard) let us learn one more thing about transitive verbs:

Some TRANSITIVE ACTIVE verbs have INDIRECT OBJECTS. Of course you remember that ALL TA verbs have DO's. But certain verbs of giving, sending, throwing, making, etc., do a tricky thing sometimes. Look at this sentence:

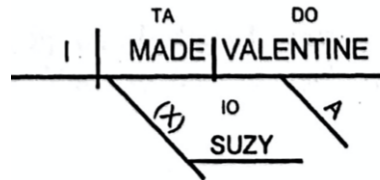
I made a valentine for Suzy.



No indirect object there. Just a good old TA and DO with a prepositional phrase telling for whom I made the valentine. But our language has another way to say this:

I made Suzy a valentine.

It is diagrammed:



See that the diagrams are nearly alike. An (x) takes the place of a missing preposition. The WORD ORDER has changed. When a prepositional phrase telling "to whom" or "for whom" something is done becomes an INDIRECT OBJECT, the preposition disappears and the noun moves BETWEEN the TA and DO. Read these practice sentences carefully. Rewrite where necessary to make INDIRECT OBJECTS. Then diagram the new sentence and label TA, DO, and IO.

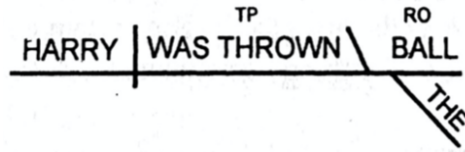
Exercise 3-10:

1. I threw the ball to Harry. I threw Harry the ball (Most beginning diagrammers will find themselves "throwing Harry." The ball receives the DIRECT action. It gets thrown. So **ball** is DO.)
2. Did he write a letter to you? Did he write you a letter?
3. By November I had mailed a present to Vernon.
4. He had saved a seat for Ann in the front row.
5. Lottie gives a pain to Mervin.
6. Throw a rope to me!
7. Have you baked a cake for the class?
8. Zelda did knit a sweater for him.

One more way we can put off those INTRANSITIVE LINKING verbs is to study the RETAINED OBJECT. But this is so complicated, you may find it more fun to go on to the IL's. Anyway, you do remember practicing turning TA's to TP's and vice versa? Thus, you could take "I threw Harry the ball" and turn it right around and say, "The ball was thrown TO Harry by me." That would be quite correct. As usual, you made the DO (ball) the subject and then the TP verb (was thrown) carried the action to the subject. Well, sometimes you will see a sentence like this:

Harry was thrown the ball.

Oh! What to do? Well, when in doubt, diagram:



When an INDIRECT OBJECT becomes the SUBJECT of a TP verb, the receiver of the action becomes the RETAINED OBJECT. (This won't happen often.)

Here are some more examples of RETAINED OBJECT so you won't forget it:

Jill was sent money. They had been given many kisses. Joan was handed the problem.

Well, we could learn about objective complements, but no, we'll save them for later and go on to our last and most miserable kind of verb.

Tuesday, April 28

Topic: The first lesson on INTRANSITIVE LINKING VERBS.

Objective: You should be able to recite the list of linking verbs (which is on page 2) and be able to identify sentences with PREDICATE NOMINATIVES and PREICICATE ADJECTIVES.

3-D. INTRANSITIVE LINKING VERBS

All together now, what were our three kinds of ACTION verbs? Intransitive Complete, Transitive Active and Transitive Passive. Good. But since a VERB is a word of ACTION or BEING, we must have some BEING verbs, and here they are.

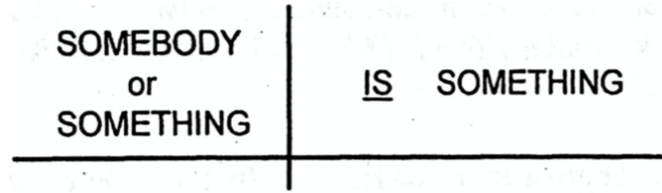
If you have studied any grammar, you have probably heard of LINKING verbs. Just remember that their full name is INTRANSITIVE LINKING and label them IL.

Can you guess WHY they are INTRANSITIVE? Because they DO NOT CARRY ACTION TO A RECEIVER.

And why don't they? BECAUSE THERE IS NO ACTION!

We have just covered the easy part.

While many of our sentences in life deal with actions, because we are interested in what things do, we also need a sentence pattern for talking about what a thing IS. We have our five senses, and we wish to express what those senses perceive about things and people. We want to say that



And so we have the INTRANSITIVE LINKING verbs to act as EQUALS MARKS between the SOMEBODY or SOMETHING and the THING or QUALITY it IS.

Study the Verb Chart. At the bottom is a list of INTRANSITIVE LINKING verbs. MEMORIZE THEM NOW. Notice that the first one is BE. Review the many forms that the verb “to be” may take (called parts of the verb) and LEARN THEM:

AM ARE IS WAS WERE BEING BEEN

Until now, we have seen the verb “be” and its parts used only as helpers. Now we are ready to use “be” as a main verb. You may have been advised that “be” is not a very strong or interesting verb and now you can see why. It has no ACTION. It doesn’t **crash** or **burn** or **dance** or **terrify**. But what would we do without it? Well, perhaps we would sound like Tarzan: “Jane pretty.”

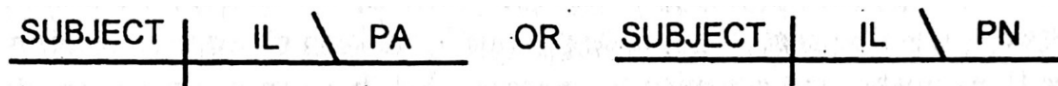
With our linking verbs, however, we can express Jane’s prettiness with many shades of meaning:
Jane IS (or was or had been, etc.) pretty. Jane BECAME pretty. Jane SMELLS pretty. Jane SEEMED pretty. Jane REMAINS pretty.
Jane APPEARED pretty. Jane GREW pretty (or prettier). Jane STAYED pretty.

We can also have helpers with IL verbs:
Jane MIGHT HAVE BEEN GROWING prettier.

Naturally, if an IL verb is to act as an EQUALS MARK, there has to be something on the other side of the mark. In math you don’t leave an equation:

$$2+2 =$$

So, just as a TA ALWAYS has a DO (you hadn’t forgotten?), an IL verb will be completed by a PREDICATE NOUN (PN) OR PREDICATE ADJECTIVE (PA). The form for the diagram will be:



Before we forget, since DO’s, PA’s and PN’s COMPLETE the verb, they are called COMPLEMENTS, which means “completers.” So two kinds of verbs take COMPLEMENTS. Quick, what are they? TA’s and IL’s, you say? Right. (Try to keep awake, please.) Did you notice in the diagram form for IL verbs that the line between IL and PA or PN slants? Unlike the vertical line between TA and DO, which is like a fence, the slanted line before the PA or PN POINTS BACK TO THE SUBJECT. This is very important. Notice:

Diagram 1: REX | TA BIT | DO JOE

Are Rex and Joe the same thing?
Or does Joe describe Rex?
Heavens, NO!
(At least not in this sentence.)

Diagram 2: REX | IL IS \ / PN DOG

Are Rex and dog the same thing?
Yes. Rex equals dog is the message
of the sentence.

Diagram 3: REX | IL IS \ / PA HAPPY

Does happy describe Rex?
Yes. **Happy** points back to Rex.

Right now, go ahead and look back at the list of linking verbs on page 2 and MEMORIZE them, if you haven't already. Recite them out loud several times, and then write them out from memory.

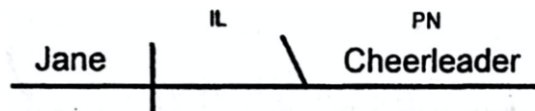
Wednesday, April 29

Topic: INTRANSITIVE LINKING VERBS, and review.

Objective: You should be able to diagram sentences with an INTRANSITIVE LINKING verb and be able to label when a linking verb is taking a PREDICATE NOMINATIVE or PREDICATED ADJECTIVE (and label it correctly as such).

Not every INTRANSITIVE LINKING verb can take a PN. They can ALL take PA's, however. We showed how **Jane** could EQUAL **pretty**, a PA, with all the IL's that made sense. (She may even have **tasted** pretty, depending on the flavor of her lipstick.) Let's check out which ones can take PN's Make **Jane** EQUAL cheerleader. (Don't throw in any "to be's" like "appeared to be a"; infinitives are way down the line.) Fill in the blank with all the IL's that make sense. Remember that you will need to consider the various forms of "be" for the first one.

Exercise 3-11:

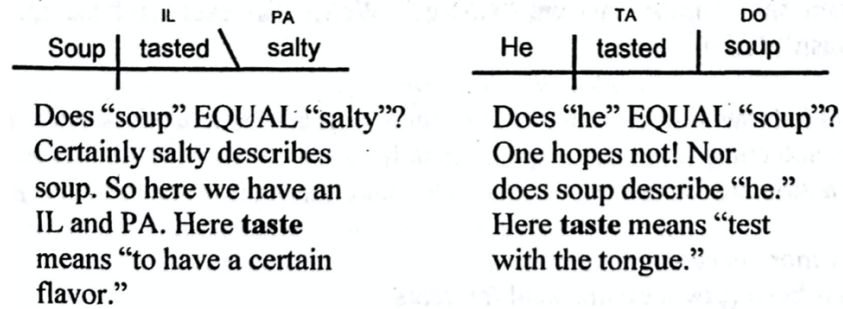


I found four; how many did you get? Check the answers.

Did you notice that the verbs of the five senses wouldn't work? What our senses that perceive how things LOOK, FEEL, SOUND; TASTE and SMELL really do is to answer the ADJECTIVE QUESTION: "What kind?" So they will connect the subject with a PREDICATE ADJECTIVE (PA) only.

Wouldn't it be nice to know that any time you saw one of your dozen IL verbs you could pin it down with an IL label? Alas! You have to make sure that it is really being an EQUALS MARK between a subject and a PA or PN.

When one of the verbs on the IL list is used as another type of verb (IC, TA, or TP), the MEANING of the verb has changed somewhat. Observe:



Exercise 3-12: First let's diagram some sentences where all the verbs are IL. You will have to decide whether the COMPLEMENT is PA or PN. Label verbs and complements and make sure the line between slants toward the subject.

1. She has been looking sick lately.
2. I am becoming angrier by the minute.
3. The trees in the Blue Ridge Mountains do look blue.
4. After the game, Nancy and Helen sounded very unhappy.
5. This corn must have been fresher yesterday.
6. Can the lake have appeared this blue before?
7. That old man has remained our club's president for years.
8. In Nellie's eyes, Harry is a prince.
9. The actor seemed young at first but grew older during the play.
10. Should he always be the winner of every race?

Exercise 3-13: After you have checked your answers, make sure you understand any errors you made. Now we will look at some sentences that show verbs from our IL list doing other things. This will be a good review of IC, TA, and TP verbs. Diagram and label all verbs and complements. See how the verb is used differently from the way it was used as IL.

1. The beggar looked in the window.
2. Suddenly he appeared at the door.
3. Rex smelled the stranger.
4. The fireman sounded the alarm.
5. The pudding had been tasted by the cook.
6. Herman grew rapidly. Herman grew carrots.
7. Stay away from me!
8. That dress really becomes you.

9. The three blind men carefully felt the elephant.
10. Is the doctor in his office?

That last one is peculiar, isn't it? Diagrammed, it seems to be an IC. But if you read the "headline," (doctor is), you feel something is not complete. The sentence really needs the adverbial prepositional phrase, "in his office," to complete the meaning. But that phrase answers "where?" Well, who ever said the English language wasn't full of variety?

Thursday, April 30

Topic: IC, TA, TP, and IL verbs.

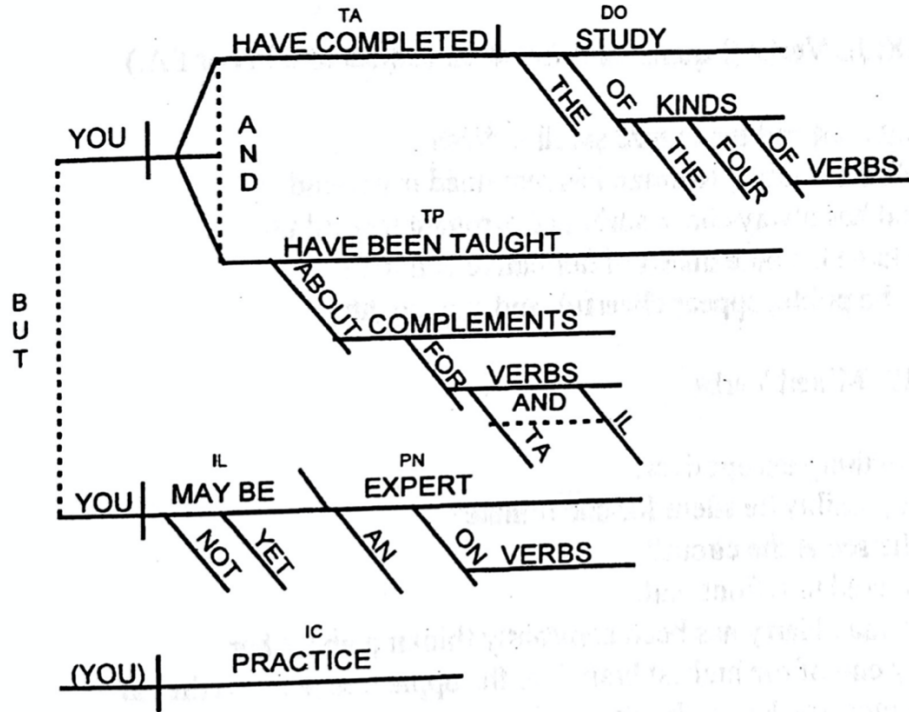
Objective: You should be able you should be able to label and diagram all four kinds of verbs and their compliments, and sort them out when they're mixed together.

Exercise 3-14: Now you will have to sort out a mixture. Diagram these sentences. Label verbs and complements, test your "headlines" to see if they make sense, and use mental action arrows and equals marks to make sure you did them properly.

1. Rex grew more nervous in the crowd.
2. Cotton has been grown on this land for years.
3. Before the flood, the city had been growing normally.
4. The murderer might have grown a beard since the crime.
5. Popeye smelled spinach and felt hopeful.
6. Edna remained a housewife throughout her marriage.
7. The king became angry but stayed his hand. -
8. His wrath had been felt by the people.
9. She might be becoming slim because of her diet.
10. He had been a frog but became a prince.

How did you do on those? What did your errors show you? If you are feeling desperate, review the Verb Chart. Then reread the introductory material for each type of verb and try a few of the exercises. Perhaps studying the answer section will give you the most help. Look up WHY each thing is where it is.

And if you did well in all this, HOORAY!



Review and Practice: Diagram, label, and check answers.

Exercise 3-15: IC Verbs (Action but no receiver.)

1. Those naughty twins have been jumping on the sofa again.
2. Out the window flew the parakeet.
3. Does that young man still believe in the Easter Bunny?
4. Where can he be going at this hour?
5. Clara should not have been wading in the brook.

Exercise 3-16: TA Verbs (Action carried to DO receiver.)

1. Must we carry those heavy baskets to town?
2. That slender girl has thrown the discus for a record distance.
3. She might have sent me the money in the letter. (IO!)
4. Quietly she smelled the sweet aroma of the gardenia.
5. In the last race he had seriously hurt his chances of winning.

Friday, May 1

Topic: Review and practice diagramming IC, TA, TP, and IC verbs. Minor assessment.

Objective: You should be able you should be able to label and diagram all four kinds of verbs and their compliments, and sort them out when they're mixed together.

Exercise 3-17: TP Verbs (Subject receives action.)

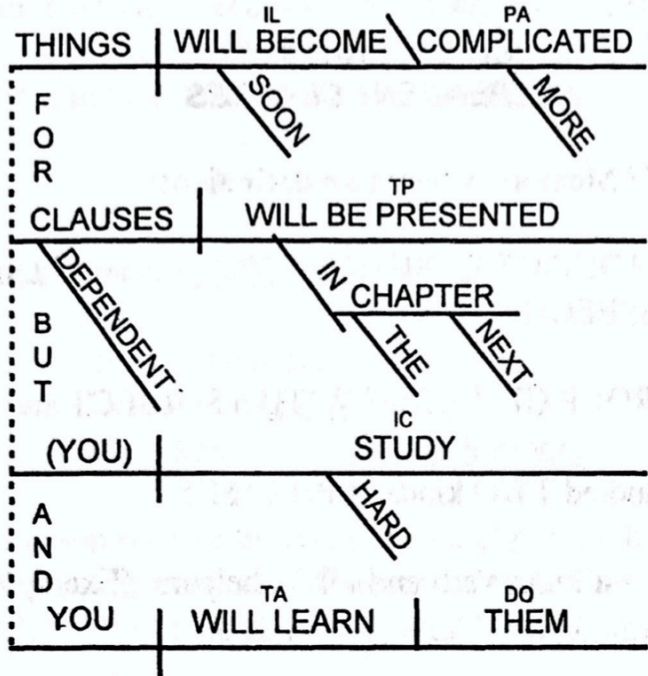
1. A message in a crumpled paper was dropped at her feet.
2. Can such an outrage be allowed?
3. Bill's speech was received by the student body with cheers.
4. The letter had been opened earlier by another Mr. Smith.
5. The ad should not have been published until Friday.

Exercise 3-18: IL Verbs (Equals mark between subject and PN or PA.)

1. The rain felt cool and the breeze smelled fresh.
2. Through all the trouble, Norman has remained my friend.
3. That official has always been surly and arrogant toward us.
4. Might she have become queen of her native country?
5. Look neat, be polite, appear cheerful, and stay healthy.

Exercise 3-19: Mixed Verbs.

1. I can eat anything except liver.
2. Could you possibly be silent for one minute?
3. What did he see at the circus?
4. He was ushered to a front seat.
5. Since yesterday Harry has been constantly thinking about her.
6. At the very end of the highest branch of the apple tree perched the cat.
7. Paul's sweater was lost at the station, but no one turned it in.
8. The careless driver was speeding past the police car.
9. Loosen your tie, take your shoes off, and relax.
10. I feel bad about your loss of your favorite easy chair.



MINOR ASSESSMENT

Directions: Diagram and label the following sentences on a SEPARATE sheet of paper. Don't use that paper for anything else. Write your name, the date, and "MINOR ASSESSMENT" at the top of this page.

1. The child might have grown teeth since the birthday.
2. Does that old tortuous still walk in the forest?
3. That beautiful tree has dropped its leaves for autumn time.
4. Oliver's bowl was filled by the caretaker with soup.
5. That doctor has always been kind and friendly toward her.
6. The thoughtless student was running past the hall monitor.

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.

3-10

1. I | TA THR | DO BALL | HE | TA DIDWR | DO L

2. IO H | IO YOU

3. By November I had mailed Vernon a present.

I | TA HM | DO PR

BY N | IO VER

4. He had saved Ann a seat in the front row.

HE | TA HAD SAVED | DO SEAT

IO ANN | IO ROW

FR

5. Lottie gives Mervin a pain.

L | TA G | DO PAIN

IO MER

6. Throw me a rope!

(YOU) | TA THROW | DO ROPE

IO ME

7. Have you baked the class a cake?

YOU | TA HB | DO CAKE

IO CL

8. Zelda did knit him a sweater.

Z | TA DK | DO SW

IO HIM

3-11

IL

IS, WAS, HAS BEEN, ETC.

BECAME PN
REMAINED
STAYED | CHEERLEADER

3-8

1. H | TA MHF | DO BUT | TA HE | DO CH

IN W | M TH | LAR | H'S

3. YOU | TA CS | DO FL | TP WTHR | ON BED

BY LI | D'S E | CAR

5. DU | TA WE | DO GR

BE RO

3-9

1. SH | TP WB PAST | IC HBS | IN SH

BE WAT | ST | SOU

3. PR | TP WAW | TP MHBEX

IO R | ST ANO

5.

1. BUN | IC MHF | IC WGL | FOR | IN M

OFF TR | SUD

7.

MM | IC CAME | IC CHBP

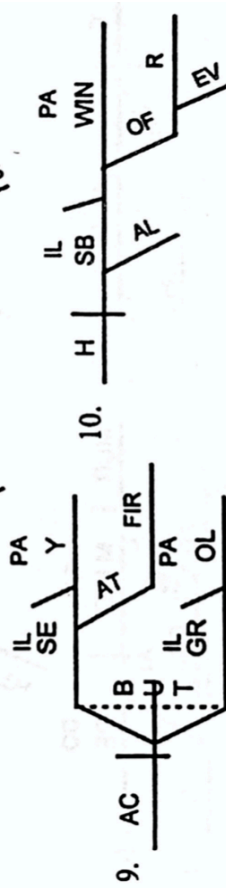
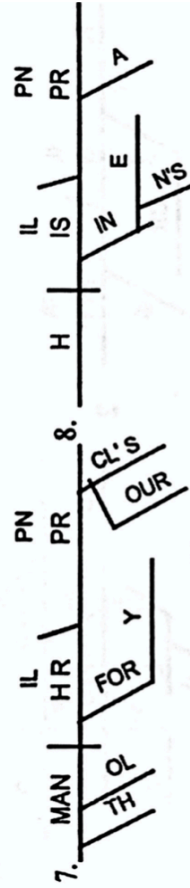
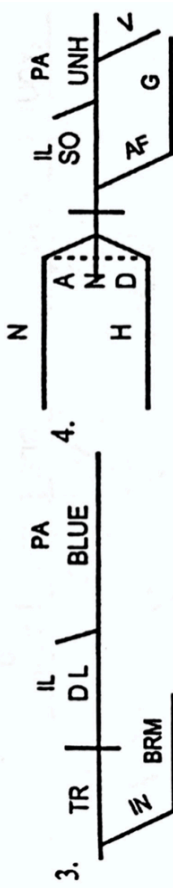
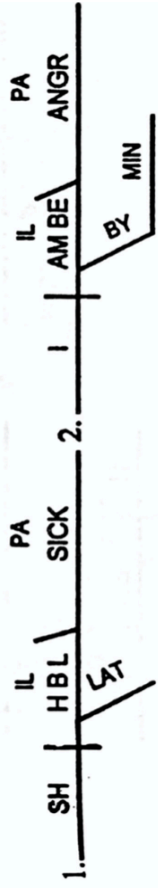
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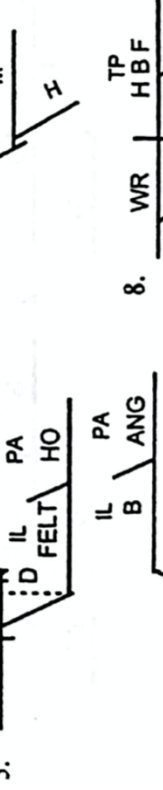
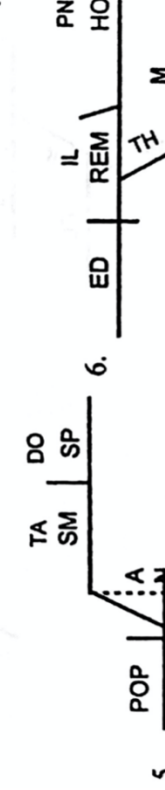
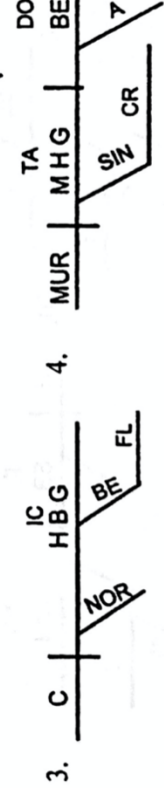
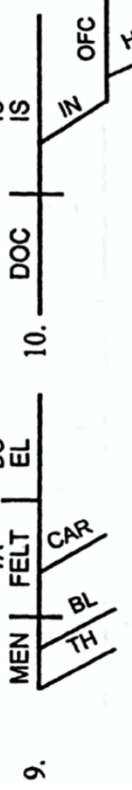
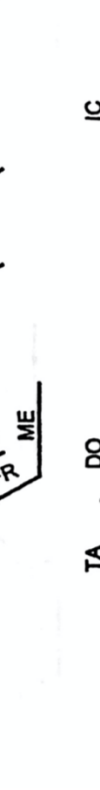
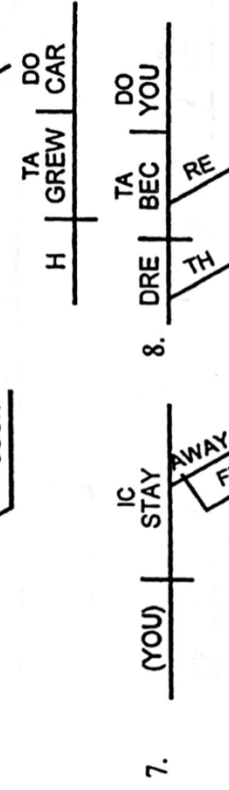
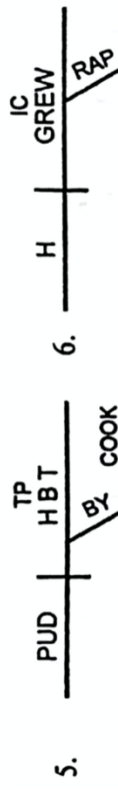
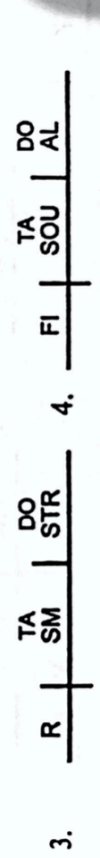
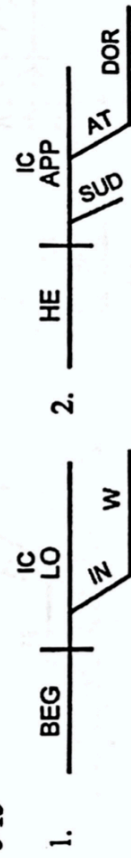
ST | TP WBR | IC HF | HE | COM | AB | IT

10.

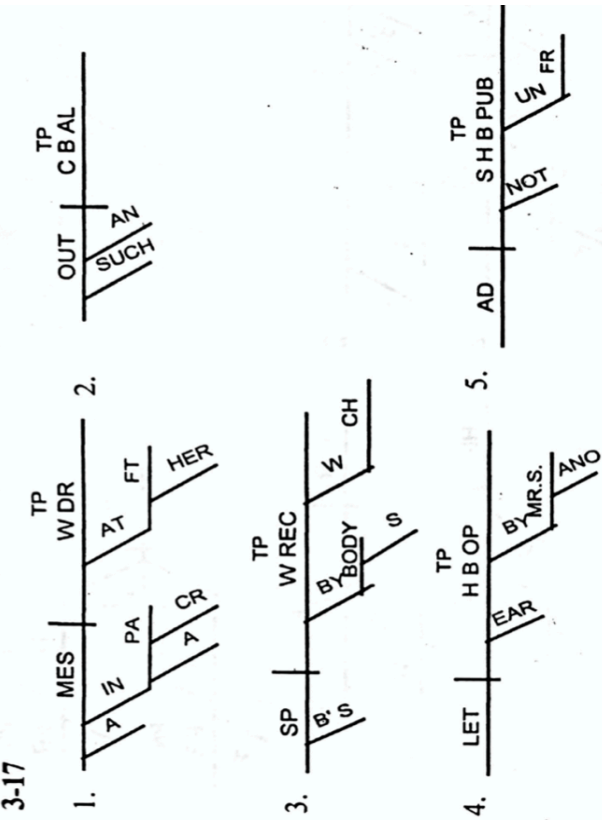
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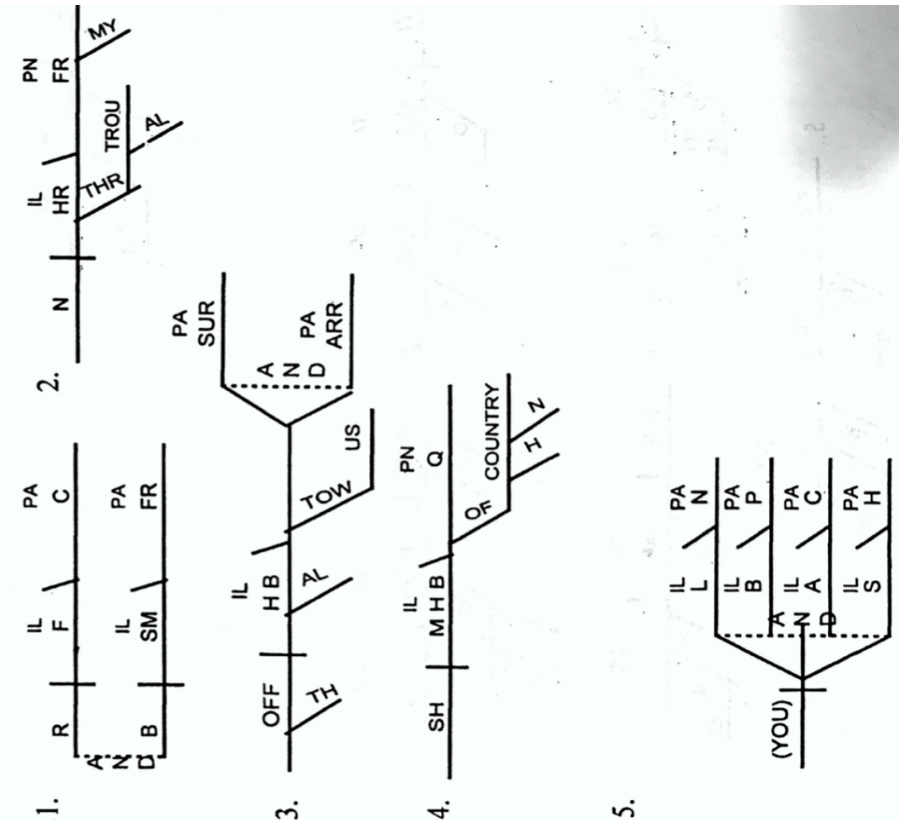
3-13



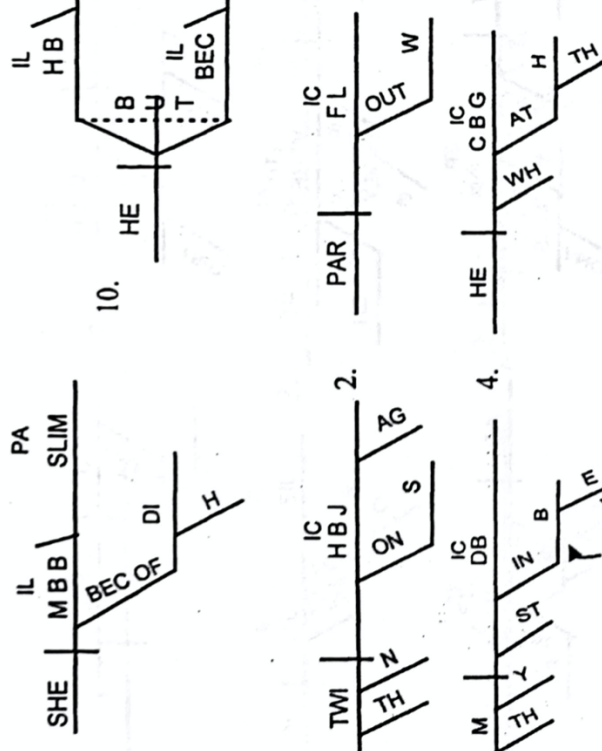
3-17



3-18



3-15



3-16



3-19

