

**7<sup>th</sup> Grade Literature & Composition: Sentence  
Diagraming**

May 11 – May 15

*Time Allotment: 45 minutes per day*

Guided Instruction Times:

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

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

## Packet Overview

Date	Objective	Page #
Monday, May 11	You should be able to identify and adverb clause in a sentence and tell me where you would diagram the subordinating conjunction.	2
Tuesday, May 12	You should be able to recite the list of subordinating conjunctions.	6
Wednesday, May 13	You should be able to diagram an elliptical clause	7
Thursday, May 14	Finish Exercise 4-3 (on adverbial clauses) and complete the minor assessment.	9
Friday, May 15	You should be able to diagram an adjective clause.	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:*

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

*Parent signature:*

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## Monday, May 11

Topic: Introduction to dependent clauses and one kind of dependent clause: the adverb clause.

Objective: You should be able to identify and adverb clause in a sentence and tell me where you would diagram the subordinating conjunction.

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*There are nine questions at the end of this lesson (on page 5!). It looks like a long lesson, but that's the only work you need to complete for today. You don't have to answer the questions in complete sentences, but you need to either write down the answers in this packet or on another piece of paper. You can look at the questions now answer them as you read through today's lesson.*

### DEPENDENT CLAUSES

What is a CLAUSE? Memorize these two definitions:

A **PHRASE** is a GROUP OF WORDS WITHOUT a subject and verb, used as a SINGLE PART OF SPEECH.

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

You have already studied TWO kinds of PHRASES:

1. VERB PHRASE - a main verb and all its helpers. (Example: Rex has been chasing cars.)
2. PREPOSITIONAL PHRASE - a preposition, its object, and any modifiers of the object. (Example: Rex ran through the dark woods.)

Notice that a verb phrase has no subject within it. But a SENTENCE always has a subject and a verb. SO every sentence you have studied so far has BEEN a CLAUSE.

That means you have already been studying ONE kind of clause:

1. MAIN or INDEPENDENT CLAUSE-a group of words WITH a SUBJECT and VERB that can STAND ALONE.

Now you will study:

2. DEPENDENT or SUBORDINATE CLAUSE-a group of words WITH SUBJECT and VERB that CAN **NOT** STAND ALONE and that is used as a SINGLE PART OF SPEECH.

For an overview of PHRASES and CLAUSES, you may wish to look at the Appendix. It is a good idea to keep reviewing the total picture. But now we must dig into the specifics.

May we assume that you understand that a SENTENCE ALWAYS includes AT LEAST ONE MAIN CLAUSE? For a SENTENCE is “a group of words WITH SUBJECT and VERB expressing a COMPLETE thought.”

But now we must learn about GROUPS OF WORDS with SUBJECT and VERB that **CANNOT STAND ALONE**.

Why does our language need such a construction? Let us think back to our study of MODIFIERS. We found we needed MORE INFORMATION about our subjects and verbs. First we studied one-word modifiers:

Rex barked yesterday.

“Yesterday” is a one-word ADVERB answering “When?”

But suppose we wanted to be more specific:

Rex barked in the afternoon.

For this information we needed a prepositional phrase. It includes a preposition, a noun object, and an adjective modifying the object. The whole PHRASE is used as a SINGLE PART OF SPEECH, namely an ADVERB answering “When?”

Now look carefully at this:

Rex barked when the mailman came.

We now have something with a conjunction, adjective, noun, and verb. But it is a unit. Did the “mailman” do the “coming”? Yes, so we have a SUBJECT and VERB.

What we have in “when the mailman came” is A GROUP OF WORDS

- 1) with SUBJECT AND VERB
- 2) that CANNOT STAND ALONE (try it) AND
- 3) that IS USED AS A SINGLE PART OF SPEECH (an adverb that answers “When?”)

That is exactly the definition of a DEPENDENT or SUBORDINATE CLAUSE!

Let’s review:

When did Rex bark?	Yesterday. (An adverb.)
When did Rex bark?	In the afternoon. (An adverb phrase.)
When did Rex bark?	When the mailman came. (An adverb clause.)

Were you bothered to see a PREPOSITIONAL PHRASE called an ADVERB PHRASE, or a DEPENDENT CLAUSE called an ADVERB CLAUSE? That is just like saying, “I am from the USA” and “I am from Virginia.” One is a unit contained within another, thus:

#### PREPOSITIONAL PHRASES

Adverb phrases  
Adjective phrases

DEPENDENT or SUBORDINATE CLAUSES

Adverb clauses  
Adjective clauses  
Noun clauses

By the way, let's not worry about DEPENDENT and SUBORDINATE. They mean the same thing and the terms are interchangeable.

MAIN and INDEPENDENT are also interchangeable.

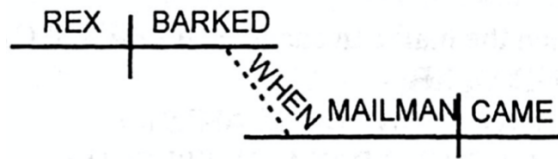
We will begin with the easiest kind of dependent clause.

#### 4-A. ADVERB CLAUSES

We have just studied an example of an adverb clause:

Rex barked when the mailman came.

Here is how we diagram it:



Read through these sentences and underline (or write down) the adverb clauses:

1. Rex barked after the mailman left.
2. Rex barked because he hates the mailman.
3. Rex barked until the sun went down.
4. If he does not stop barking, Rex will be very sorry.
5. Since Rex started barking, three people have called.

If you were playing detective, what could you learn about adverb clauses from those five sentences? Go back and study them some more. You may wish to diagram them. Then compare your list of findings with mine. (Really! Write down what you think makes a verb clause from these sentences before looking at my list.)

1. Adverb clauses answer “why?” and some other strange things. What question does “if” answer? It tells something like “under what circumstances?” (We can lump such adverb clauses under things that tell “how.”)

2. Adverb clauses are introduced by a connecting word. These sentences had after, because, until, if, and since.

3. Adverb clauses, like other adverbs, may move to the front of the sentence. In Sentences 4 and 5 the adverb clauses came first.

4. When the adverb clause comes first, it is followed by a comma.

That is what you could have observed from the five examples. Did you find it all? Did you find anything else? You might have noticed that “after” is sometimes a preposition. Compare these two:

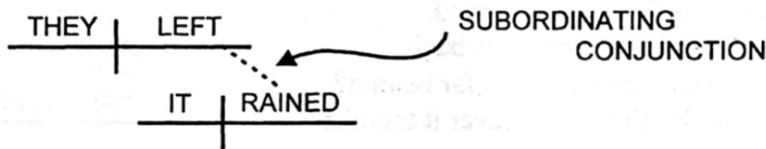
Rex ran after the ball.

Rex barked after the mailman came.

The first “after” is a PREPOSITION.

The second “after” is a:  
SUBORDINATING CONJUNCTION  
introducing an ADVERB CLAUSE.

There are many, many subordinating conjunctions. You can make your own list by seeing how many words make sense on the conjunction line, a dotted line joining the word the clause modifies and the adverb clause itself.



The word “subordinating” means “making something of lower rank.” See what SUBORDINATING CONJUNCTIONS do to these sentences: (Underline the subordinating conjunctions.)

- |                             |                                |
|-----------------------------|--------------------------------|
| 1. The mailman came.        | When the mailman came          |
| 2. He left.                 | After he left                  |
| 3. Nellie caught the ball.  | Because Nellie caught the ball |
| 4. You don't pay attention. | If you don't pay attention     |

The first group in each case CAN stand alone. We may desire more information about the sentence “He left.” But we will be satisfied to wait for another sentence to find out when, why, etc.

But suppose someone comes into the room and says any of those second parts. You want to know, “Well, what?” What happened when the mailman came? What happened after he left? The addition of just one word, the SUBORDINATING CONJUNCTION, made us aware that the idea in the clause was not complete, that the MAIN information was missing.

### *Nine Questions About Today's Lesson*

1. *What's the definition of a PHRASE?*

2. *What's the definition of a CLAUSE?*

3. *What are the two kinds of phrases that we've studied so far?*
  
4. *So, when you're diagramming a sentence and come across a helping verb, where does it go in your diagram? On the predicate line or underneath the verb?*
  
5. *Is "may" a helping verb? "Must"? "Might"?*
  
6. *What are the two types of clauses called?*
  
7. *What's the difference between these two types of clauses?*
  
8. *Is "when the mailman came" a clause or a phrase? Why?*
  
9. *What are the three things that make up the definition of a DEPENDENT or SUBORDINATE clause?*

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## Tuesday, May 12

Topic: Adverb phrases

Objective: You should be able to recite the list of subordinating conjunctions.

So we have seen that a subordinating conjunction **subordinates**. We also know that a conjunction **joins**. Remember the definition: A CONJUNCTION joins two words, phrases, or CLAUSES.

Do you remember learning this? (way back)

There are two kinds of CONJUNCTIONS:

COORDINATING—joins two EQUAL words, phrases or clauses  
(AND, BUT, OR, NOR, FOR)

SUBORDINATING—

You can now fill in a definition for SUBORDINATING. How about “introduces an adverb clause and joins it to a main clause.” (Write it down on your page!)

**Exercise 4-1:** Diagram these and check your answers. Notice that every sentence has a MAIN clause. Make sure the main clause is on top in your diagram.

1. While Nero fiddled, Rome burned.
2. She laughed after he turned his back.
3. If winter comes, can spring be far behind?
4. Rex hides in the closet whenever it thunders.
5. When money talks, I listen.
6. As you stand up, the group will sit down.
7. I danced until the musicians were tired.
8. Whither thou goest, I will go.
9. Although I don't like him, I must be kind to him.
10. I came because you called.

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## Wednesday, May 13

Topic: Elliptical clauses.

Objective: You should be able to diagram an elliptical clause (and normal adverb clauses that we've already covered!)

These are certainly easy, aren't they? But you knew something would complicate things, didn't you? There are several tricky things which can be put under the heading of

### ELLIPTICAL CLAUSES

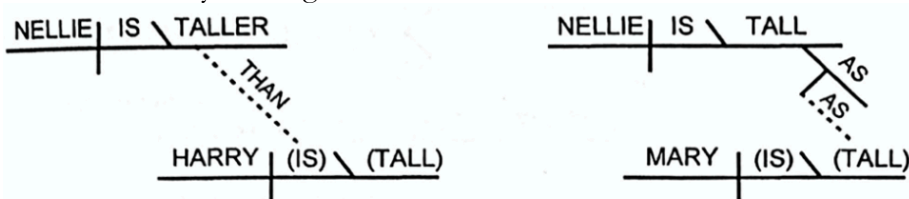
An elliptical expression is one which has some words left out. (Now don't ask me why it is called that.)

Notice these sentences:

Nellie is taller than Harry.

Nellie is as tall as Mary.

Here is how they are diagrammed:



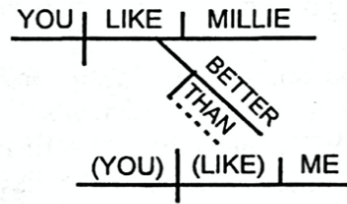
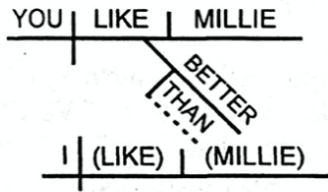
You might have thought that “than Harry” was a prepositional phrase. Not so! “Than” is ALWAYS a conjunction. It nearly always introduces an elliptical clause. If you understand that, you can figure out the difference between these two sentences.



You like Millie better than me.

You like Millie better than I.

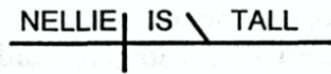
Diagramming is the best way to illustrate the difference:



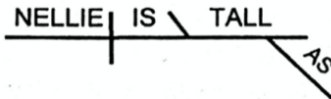
While you can count on “than” to be a conjunction, “as” is much trickier. It often comes in pairs, as it did in the example:

Nellie is as tall as Mary.

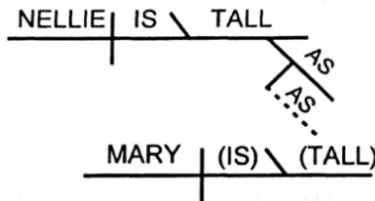
Here is how your thoughts should run as you diagram that. “Nellie” is the subject of “is.” “Tall” seems to be an adjective that completes “is.” So



is the main clause. Now, **how** “tall”? “As” tall. Hmmmm.



How “as”? As tall “as Mary (is) (tall).”



The FIRST “as” is an ADVERB modifying “tall” all by itself. This “as” is a special kind of adverb that needs a modifying clause introduced by another “as,” this time a subordinating conjunction. Isn’t that awful?

**Exercise 4-2:** Let’s diagram some elliptical clauses for practice.

1. Harry can sing louder than Mike can.
2. Can Suzy play the piano as well as Joe?
3. We stayed there longer than here.
4. He came as quickly as he could.
5. Mother gave you more money than me. (Remember IO?)

Did you observe that “than” and “as” clauses could modify something other than action verbs? Remember that ADVERBS can modify VERBS, ADJECTIVES, and other ADVERBS. Go

back and see what “than” and “as” clauses modified: ADJECTIVES like “tall” and “taller,” ADVERBS like “louder” or even “as.”

**Exercise 4-3 (Part 1):** We need one more practice on adverb clauses. Diagram these and check your answers.

1. Before Bill arrived, we hid behind the sofa.
2. We jumped out when he came and surprised him.
3. After the party was over, we cleaned the house, since it was a mess.
4. We overslept because the time had changed in the night.
5. I do a better thing than I have ever done.

Do you have these pretty well conquered? Notice that you have to remember all the other things you learned. That last practice included all types of verbs, some compound elements, an understood “you,” as well as the new material.

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## Thursday, May 14

Topic: Minor Assessment

Objective: Finish Exercise 4-3 (on adverbial clauses) and complete the minor assessment.

**Exercise 4-3 (Part 2):** We need one more practice on adverb clauses. Diagram these and check your answers.

- ~~1. Before Bill arrived, we hid behind the sofa.~~
- ~~2. We jumped out when he came and surprised him.~~
- ~~3. After the party was over, we cleaned the house, since it was a mess.~~
- ~~4. We overslept because the time had changed in the night.~~
- ~~5. I do a better thing than I have ever done.~~
6. He went where seldom is heard a discouraging word.
7. As the twig is bent, the tree is inclined.
8. He gave me food when I was hungry.
9. Though He slay me, yet will I trust Him.
10. If you see Mabel, say “Hi.”

Do not proceed to the next area until you really feel you know adverb clauses. Study the answers. Reread the explanations. Try the exercises again.

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### **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. When Jack spoke, we listened to him attentively.



2. A relative pronoun hangs on the end of the dotted line.
3. If you substitute the word above the dotted line for the word at the bottom of the dotted line, it makes sense: “dog barked.”
4. While an adverb clause seemed to come at the beginning of the sentence or after the main clause, this adjective clause came between the subject and the verb of the main clause. It came **RIGHT AFTER THE NOUN IT MODIFIED.**

If you didn’t discover all those things, learn them now. Nearly all of them apply to every sentence with an adjective clause in it.

Follow these directions as you diagram sentences with adjective clauses:

1. Find the main clause. Diagram it.
2. **HANG THE RELATIVE PRONOUN** from the noun or pronoun it refers to.
3. Find the adjective clause. Diagram it with reference to the relative pronoun.
4. Substitute the noun or pronoun at the top of the dotted line for the relative pronoun.

Does it make sense?

**Exercise 4-4:** Diagram according to directions.

1. The dog that followed me was wagging its tail.
2. People who live in glass houses should not throw stones.
3. He who hesitates is lost.
4. I met the lady who called us.
5. She called about the car that had been sold.

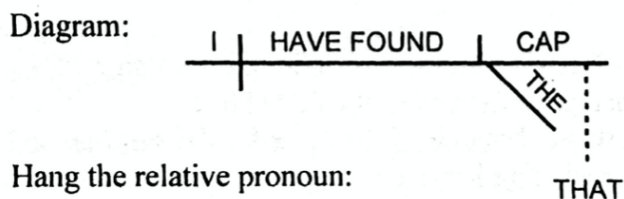
Check your answers and notice why you made mistakes. Did you follow the directions exactly? Did you **HANG** the relative pronoun from the thing it referred to? Or when you got to Sentence 4, did you think the “who” had to hang from the subject? An adjective clause can modify **ANY** noun or pronoun in the sentence, even, as in Sentence 5, a noun that is the object of a preposition.

Notice once more the direction (3) that says: Find the adjective clause. Diagram it **WITH REFERENCE TO THE RELATIVE PRONOUN.**

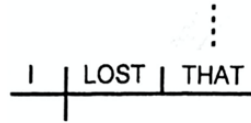
What can that mean? Here is a sentence to illustrate:

I have found the cap that I lost.

Main Clause: I have found the cap.



Now, diagram the adjective clause with reference to the relative pronoun. Let's see. The adjective clause is "that I lost." The verb is "lost." But if I put "lost" after "that," and substitute "cap" for "that," I have the "cap" doing the losing. No, something's wrong. What IS the subject of "lost"? Who did the losing in "that I lost"? Why, "I" did! OK, but what happens to "that"? Hmm. If I substitute "cap" for "that," I could say "I lost CAP." That makes sense. So why not diagram it:



And that is what Rule 3 means. Figure out the job the RELATIVE PRONOUN is doing IN ITS OWN CLAUSE! In this case it was being the DIRECT OBJECT. Yet look at what happened to the word order. Here are a number of adjective clauses with the same construction:

that I found, whom he saw, which he took, that we wanted

All of these would be diagrammed the same way. HANG the relative pronoun, then figure out what it's doing in the adjective clause. Let's see if you really can apply the rule.

## 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, verbs and complements will not be labeled. You will be expected to know that:

\_\_\_\_\_ means TA and DO

and \_\_\_\_\_ means IL and PA or PN.

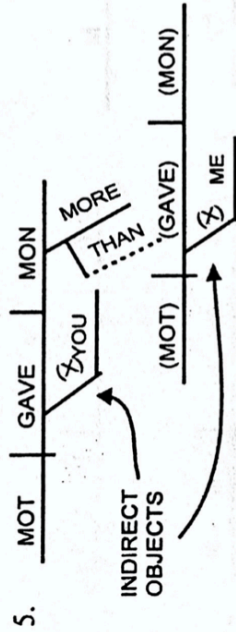
The only other tricky thing is whether an uncompleted verb is IC or TP. But most of the time it is not necessary to show that difference, just so you understand it.

**BUT PLEASE DON'T FORGET THESE DISTINCTIONS!**

**CHAPTER FOUR**  
4-1

- ROME | BURNED | SH | LA  
 NERO | FIDDLER | HE | TUR | BA | H  
 WHILE | AFT
- SPR | CB | CO | WIN | IF | BEH | FAR | THUN  
 REX | HI | WH | IN | CL
- LIS | TAL | MON | WH | D | WS | STA | UP  
 I | DANCED | UN | YOU | YOU | WILL GO  
 THOU | GOEST
- I | MB | KIND | I | CAME | BEC  
 I | DO LI | H I M | HMM  
 N'T

- H | CS | LOUDER | THAN | M | C (SING)
- S | CPL | PI | WELL | AS | AS | JOE | (CAN PLAY) | (PI)
- WE | STA | THERE | LONGER | THAN | (STA) | HERE | (WE)
- HE | CAME | QU | AS | HE | COULD (COME)



4-3

- WE | HID | BEH | SOF | WE | AR
- WE | BEC | TI | HCH | N
- WE | CL | H | S'N | W | M | 7  
 P | WAS | O | IT | W | M | 7
- WE | OV | BEC | TI | HCH | N

