

# Diagramming Review

WJHS

8<sup>th</sup> Grade English

29 April 2013

# Sentence Basics

- The subject of the sentence is the person or thing is performing the action of the sentence or is being described by the sentence. The subject must be a noun or pronoun.
- The verb of the sentence will either convey the action of the sentence or it will connect the subject with its description.



# The Sentence Baseline

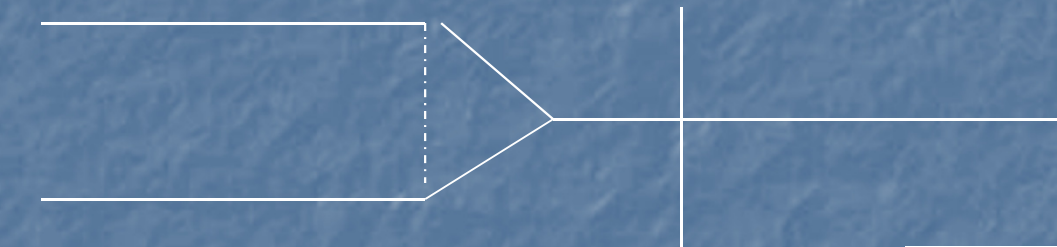
- The subject is placed on the left of the dividing line.
- The verb is placed to the right of the dividing line.

Ex. Babies cry.

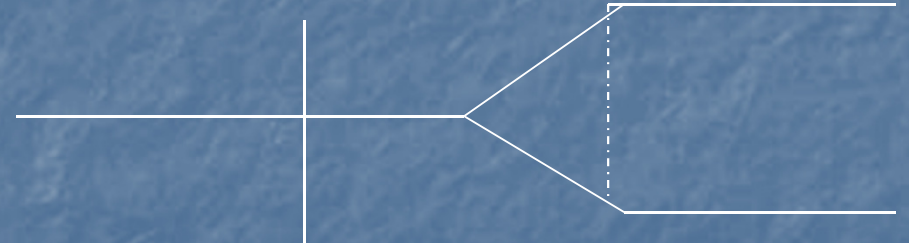
SUBJECT	VERB
Babies	cry

# Compound Subjects & Verbs

- When a sentence has a compound subject and/or verb, the sentence baseline is split in two – resembling a meat fork.



**COMPOUND SUBJECT**

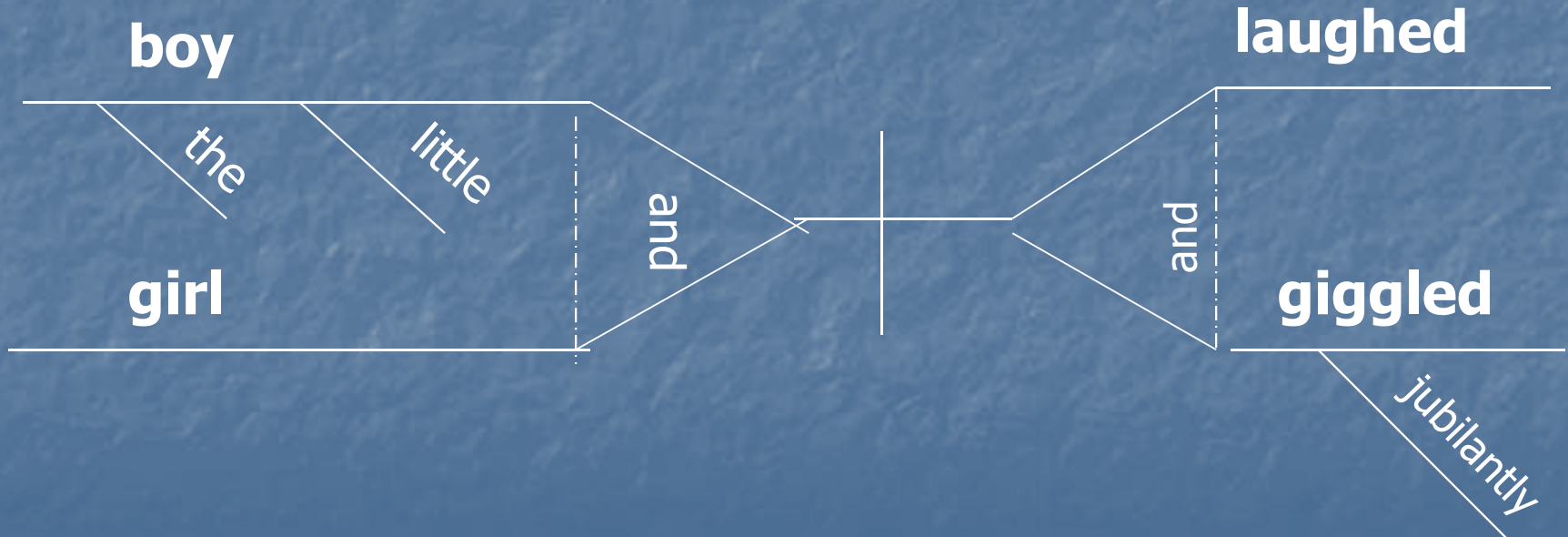


**COMPOUND VERB**



# Example

The little boy and girl laughed and giggled  
jubilantly.



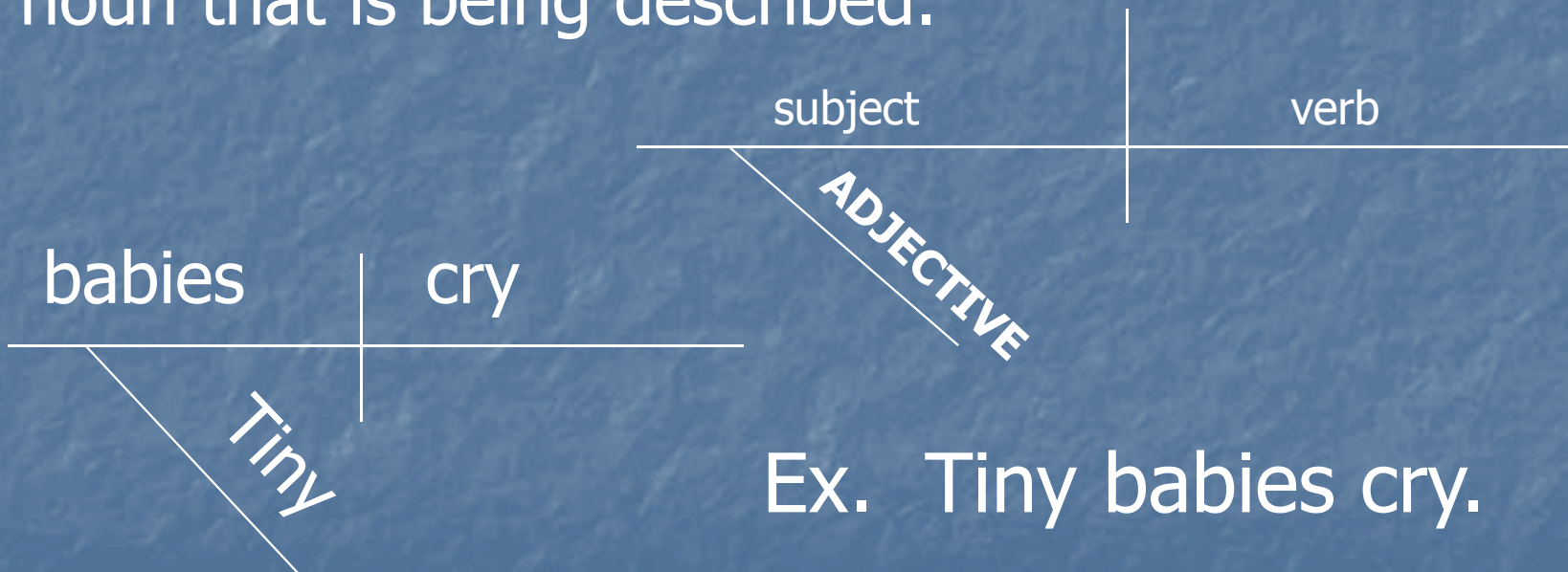
# Adjective Modifiers

- Adjectives modify nouns and pronouns in a sentence.
- The articles – a, an, & the – are considered special adjectives.
- Adjectives add detail to the sentence by answering the questions “which one?, what kind?, and how many?”.



# Diagramming Adjective Modifiers

Adjective modifiers are “dropped” below the sentence baseline on a slanted line angled to the right. This diagonal line is positioned below the noun that is being described.



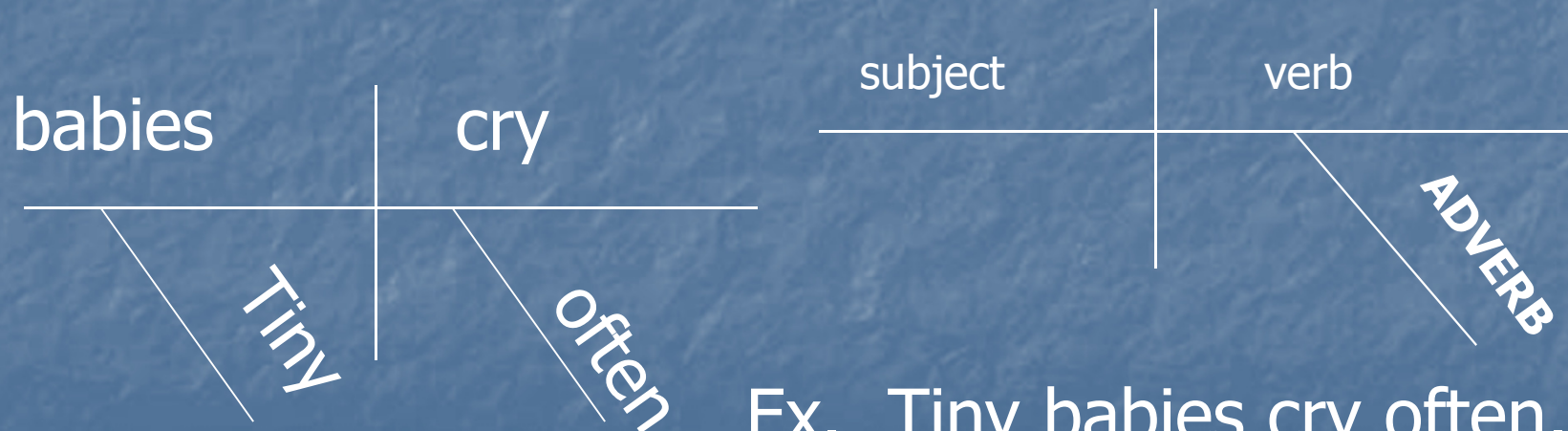
# Adverb Modifiers

- Adverbs can modify three different parts of speech. They can modify . . .
  - Verbs
  - Adjectives
  - Other adverbs
- They add detail to the sentence by answering the questions “where?, when?, how?, why?, and to what extent?”.



# Diagramming Adverb Modifying Verbs

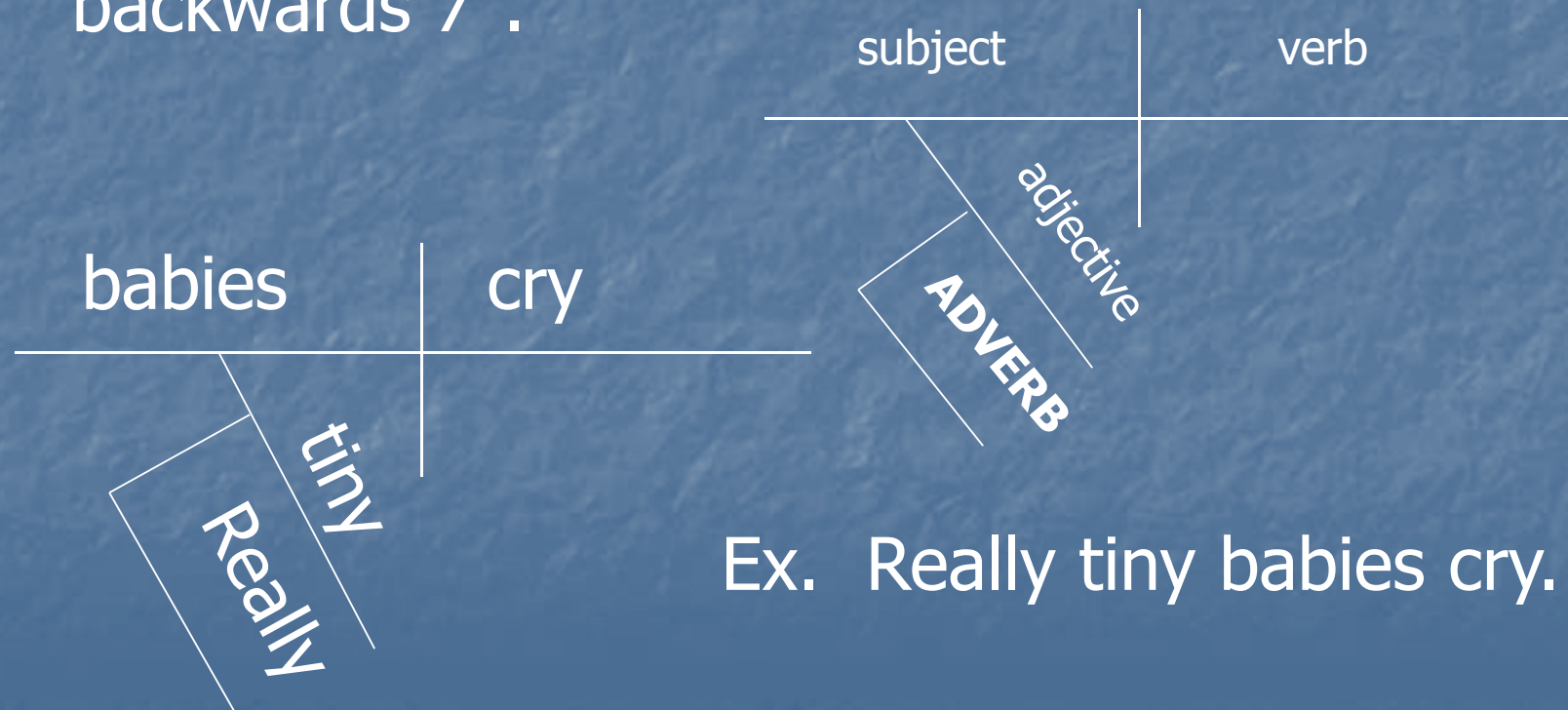
Adverb modifying verbs are “dropped” below the sentence baseline on a slanted line angled to the right. This diagonal line is positioned below the verb that is being described.



Ex. Tiny babies cry often.

# Adverbs Modifying Adjectives

Adverbs modifying adjectives are “dropped” below the adjective on a line the resembles a “backwards 7”.

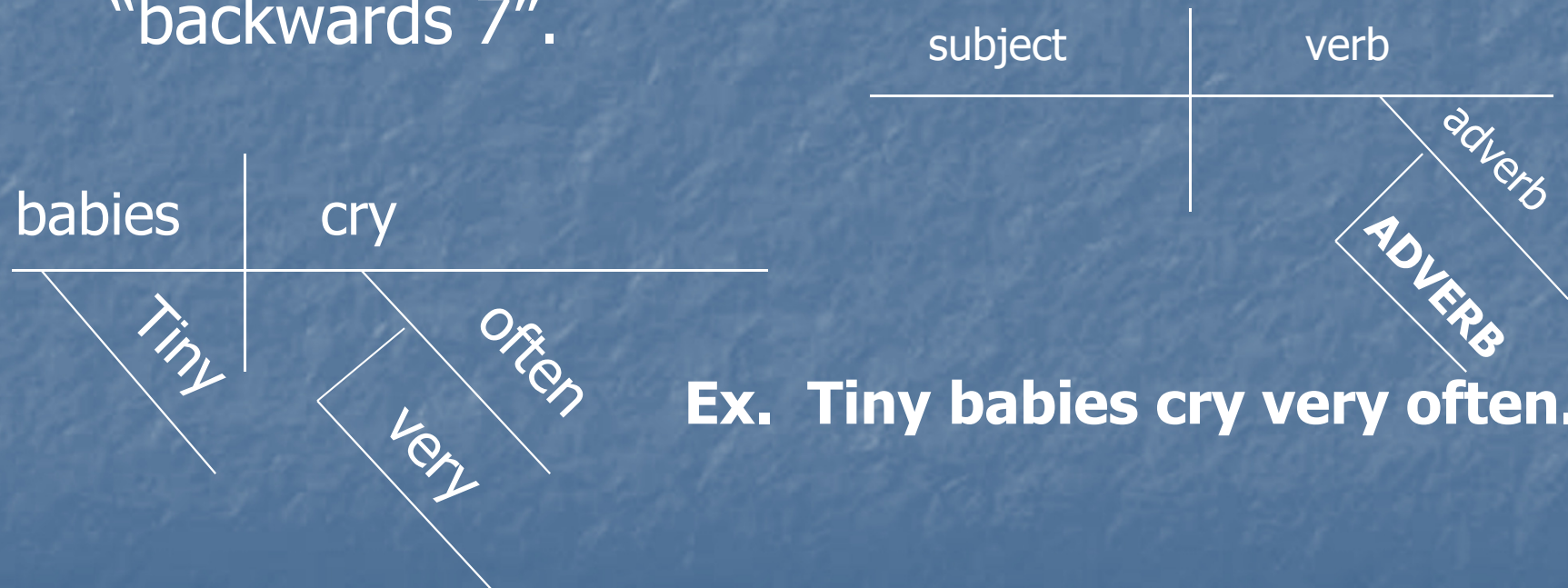


Ex. Really tiny babies cry.



# Diagramming Adverbs Modifying Adverbs

Adverbs modifying other adverbs are “dropped” below the adverb on a line the resembles a “backwards 7”.



**Ex. Tiny babies cry very often.**

# Prepositional Phrases

- Prepositional phrases add detail to the sentence by showing relationships between words in the sentence.
- A prepositional phrase begins with a preposition and ends with a noun or pronoun that is called the object of the preposition.
- Prepositional phrases can act as either adjectives or adverbs.



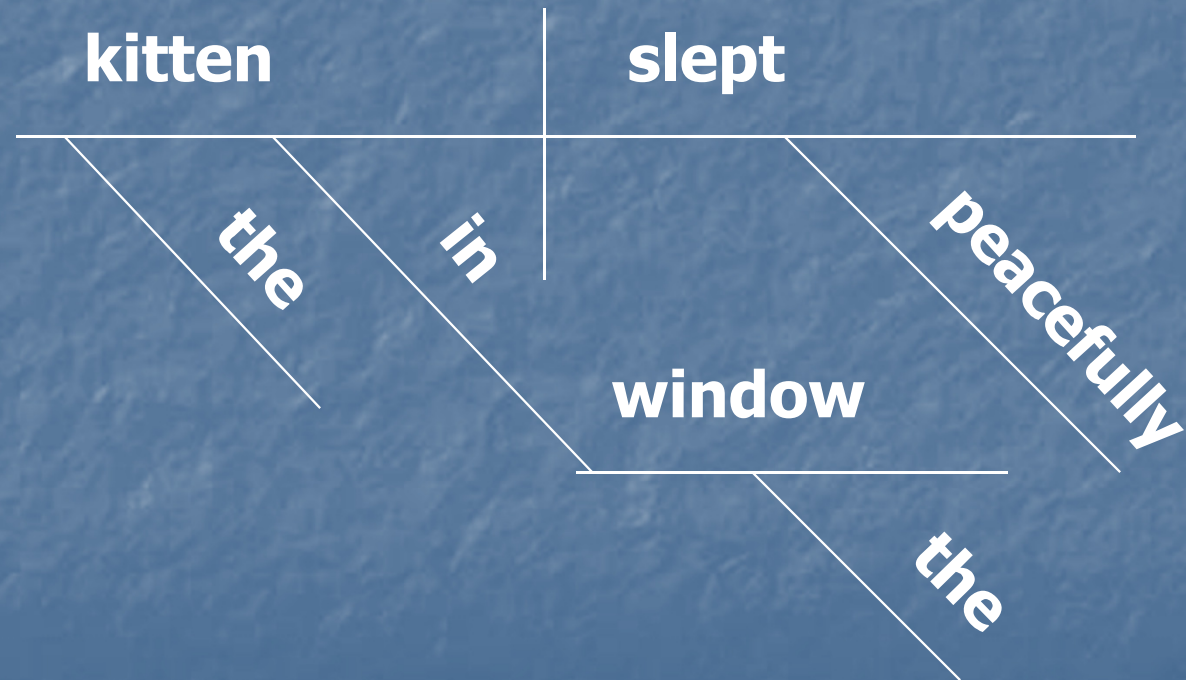
# Diagramming Prepositional Phrases Acting as Adjectives

- Prepositional phrases acting as adjectives, modifying nouns or pronouns, are “dropped” below the sentence baseline beneath the word they modify. They are placed on a bracket that looks like a “lazy L”.



# Example

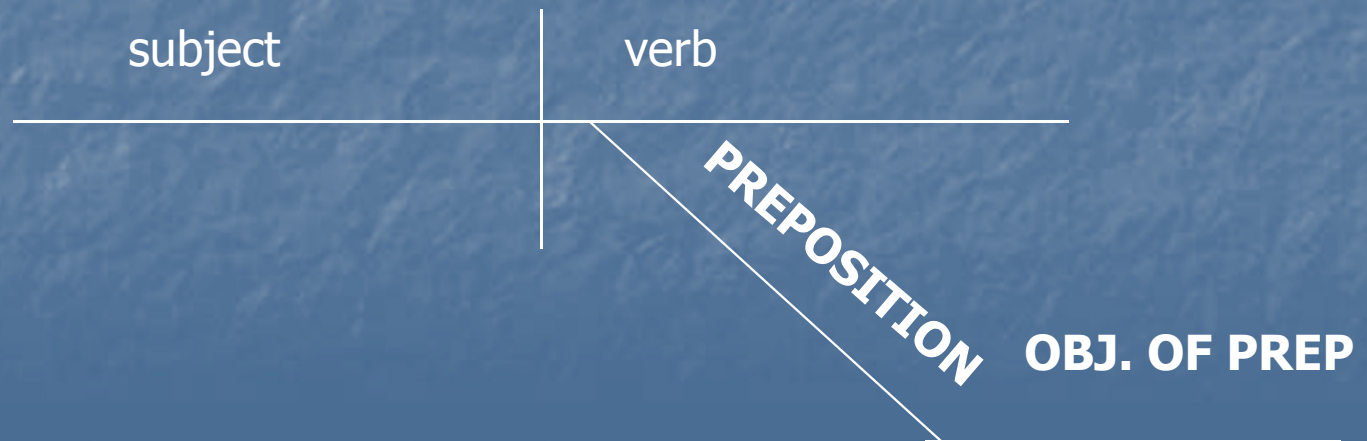
The kitten in the window slept peacefully.





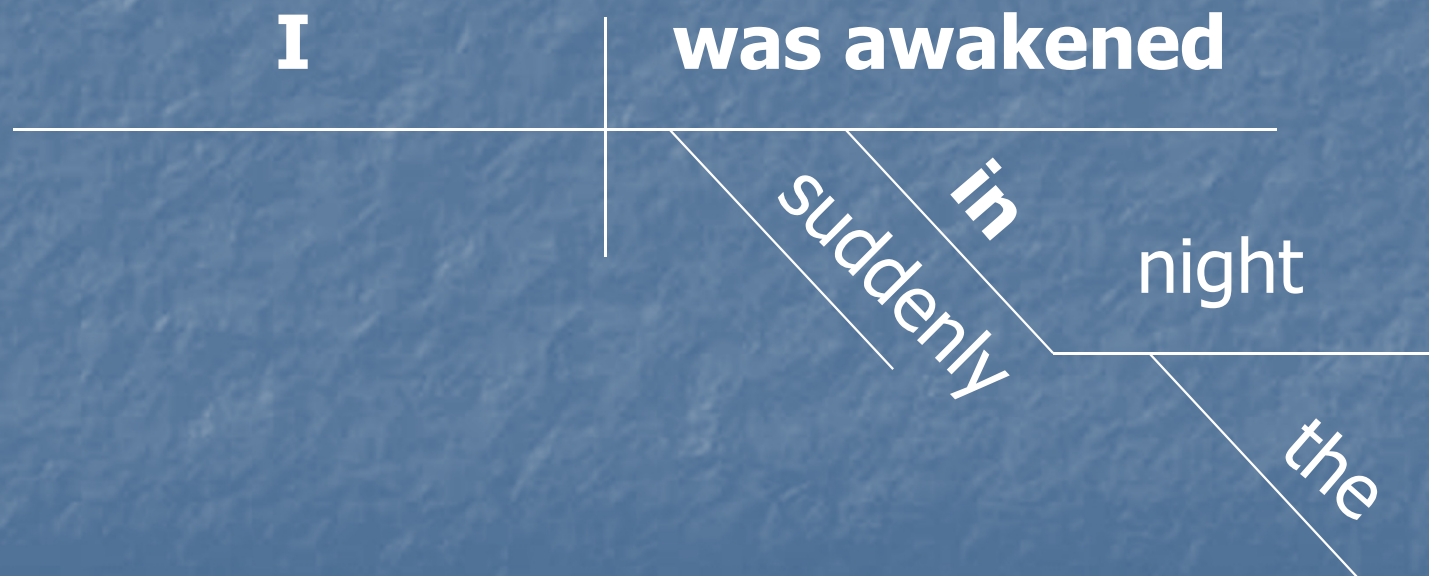
# Diagramming Prepositional Phrases Working as Adverbs

- Prepositional phrases acting as adverbs, modifying verbs, adjectives, and other adverbs, are “dropped” below the sentence baseline beneath the word they modify. They are placed on a bracket that looks like a “lazy L”.



# Example

Ex. I was awakened suddenly in the night.





# Complements

- Complements complete the idea begun by the subject and the verb.
- Complements can follow both action and linking verbs.
- Complements can be . . .
  - Nouns
  - Pronouns
  - Adjectives

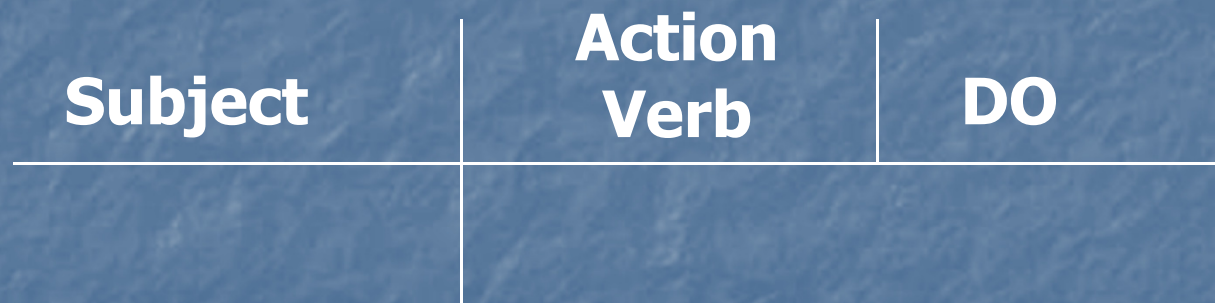
# Direct Objects

- Direct Objects follow transitive verbs – verbs that transfer action to an object.
- Direct Objects must be either nouns or pronouns.
- Direct Objects can NEVER be located inside of a prepositional phrase.
- Direct Objects answer this question . . .  
$$S + V + \textit{who? or what?} = DO$$



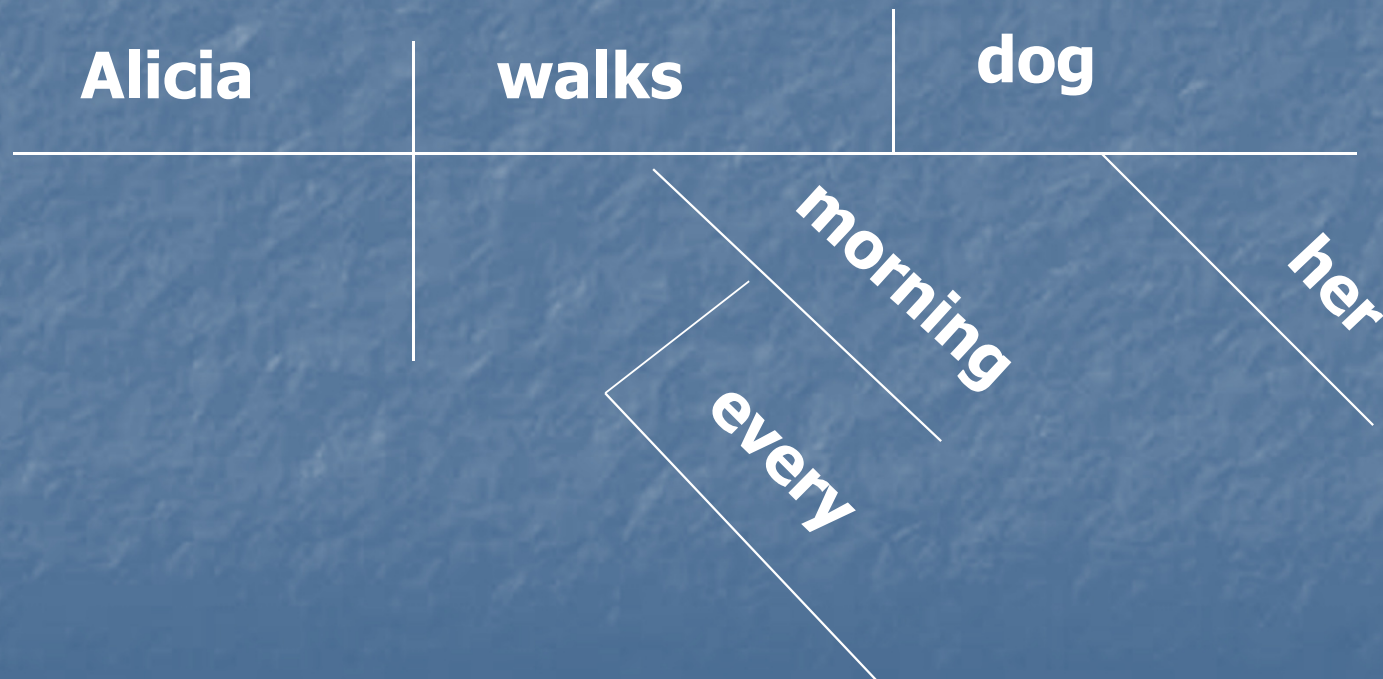
# Diagramming Direct Objects

- The DO is added to the sentence baseline.
- The DO is separated from the action verb by a line that is perpendicular to the baseline.



# Example

Alicia walks her dog every morning.



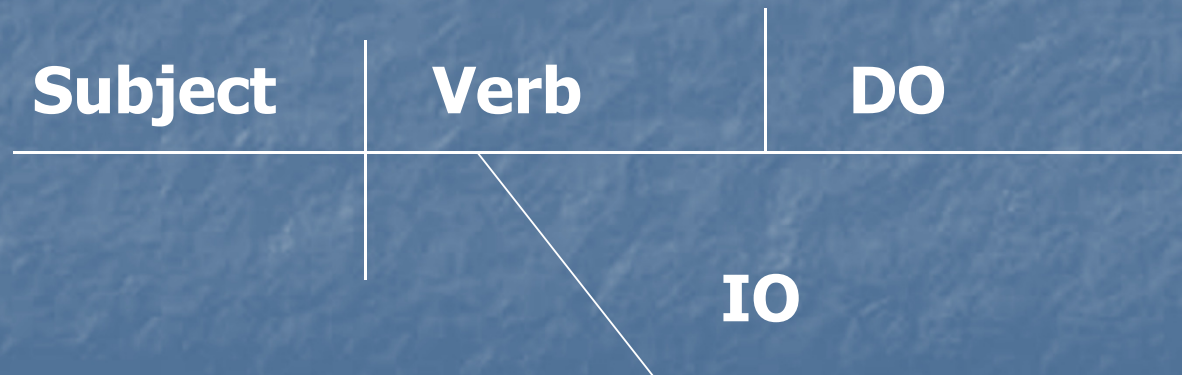


# Indirect Objects

- Indirect Objects also follow transitive verbs.
- They are ALWAYS located between the verb and the Direct Object.
- They will NEVER be found inside a prepositional phrase.
- They answer the question . . .  
S + V+ DO + *to whom? or for whom?* = IO

# Diagramming Indirect Objects

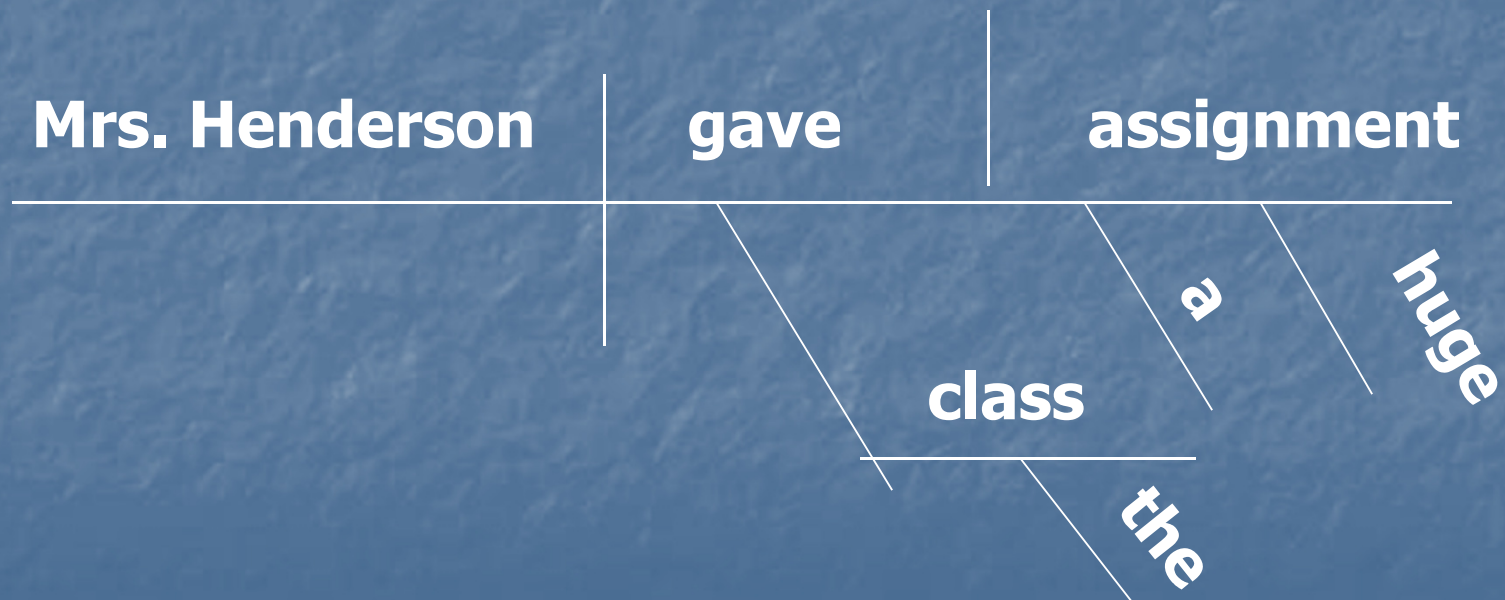
- Indirect Objects are dropped below the sentence baseline.
- They are placed on a “Lazy L” directly beneath the verb.





# Example

Mrs. Henderson gave the class a huge assignment.



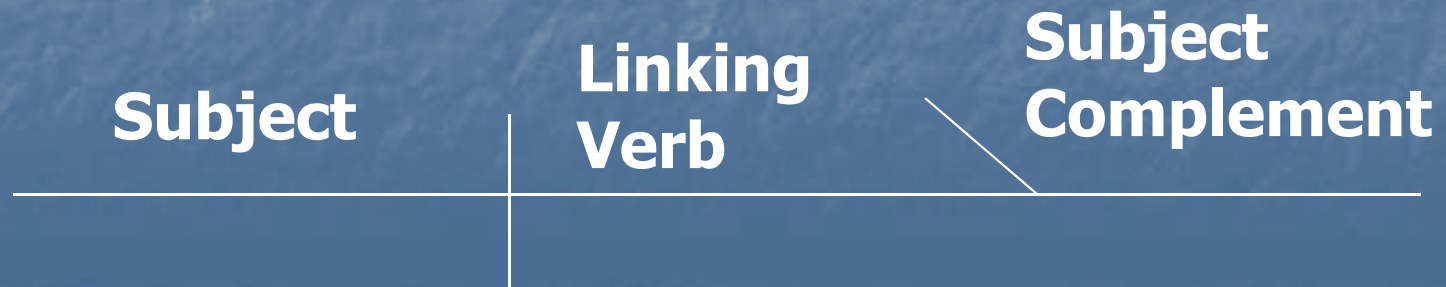
# Subject Complements

- Subject complements follow a linking verb.
- If the complement is a Predicate Adjective, it describes the subject.
- If the complement is a Predicate Nominative (Noun or Pronoun), it clarifies who or what the subject is.
- Subject Complements will NEVER be located inside a Prepositional Phrase.
- The Subject Complement Questions is . . .  
***S + form of is + what? = Subject Complement***



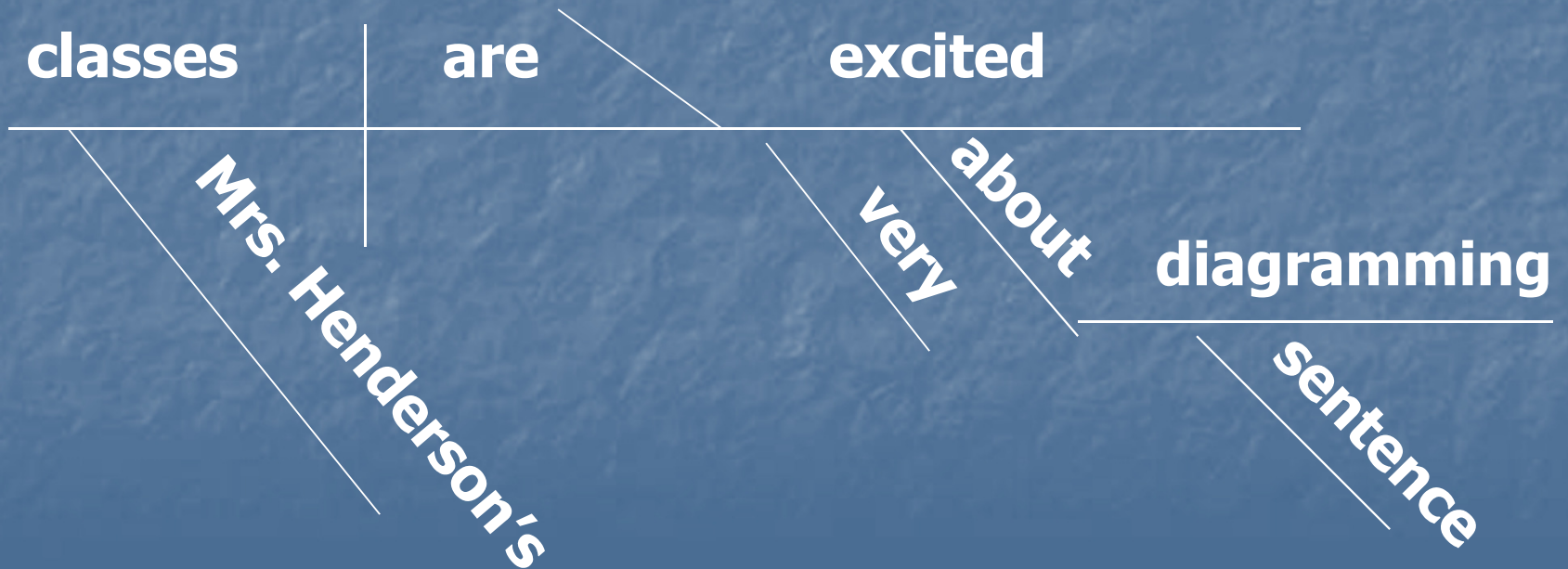
# Diagramming Subject Complements

- Like the Direct Object, Subject Complements are also placed on the sentence baseline after the verb.
- The Subject complement is separated from the verb by a slanted line angled back toward the subject.



# Example

Mrs. Henderson's classes are very excited about sentence diagramming.





# Diagramming Complex Sentences

- A clause is a group of words that contain a subject and a verb.
- Complex sentences contain more than one clause.
  - 1 Independent (main clause)
  - 1 Dependent
- So, we need to add a lower baseline for the dependent clause.

# Diagramming Complex Sentences

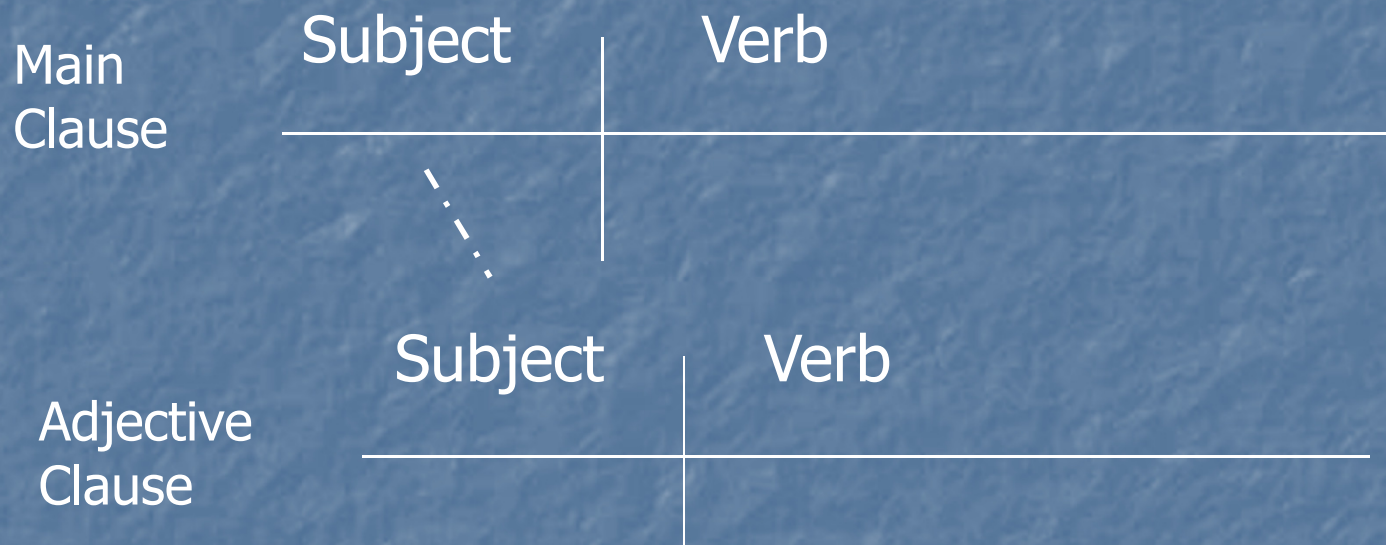
- A clause is a group of words that contain a subject and a verb.
- Complex sentences contain more than one clause.
  - 1 Independent (main clause)
  - 1 Dependent
- So, we need to add a lower baseline for the dependent clause.



# Adjective Clauses

- An adjective clause modifies the noun right before it in the sentence.
- It begins with a relative pronoun (who, whose, whom, whoever, which, and that; or where or when).

# Diagramming Adjective Clauses

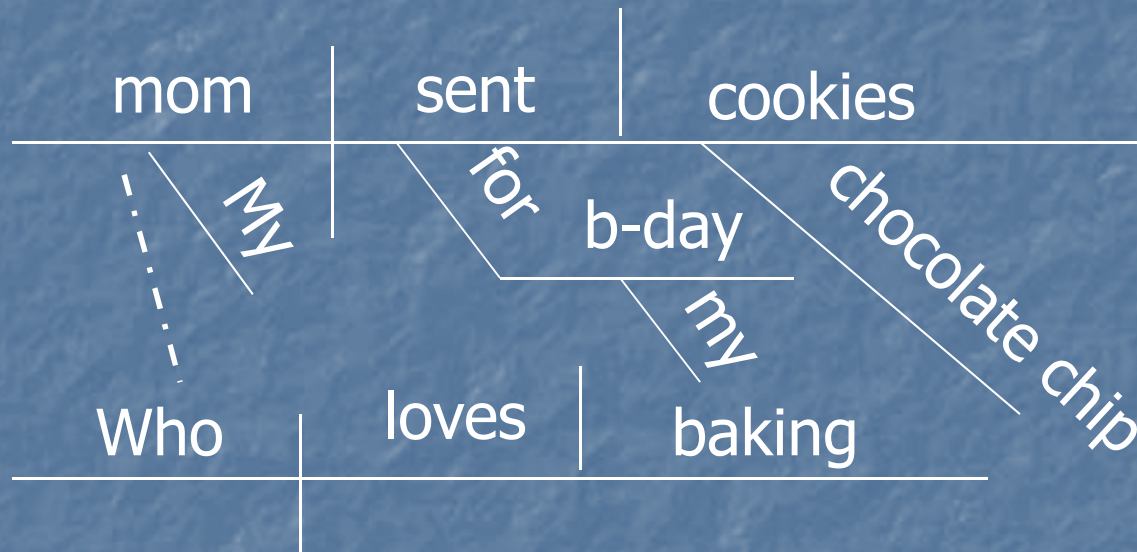


Use a dotted line to connect the Relative Pronoun to the noun which the clause modifies in the main clause.



# Example

My mom, **who loves baking**, sent chocolate chip cookies for my birthday.

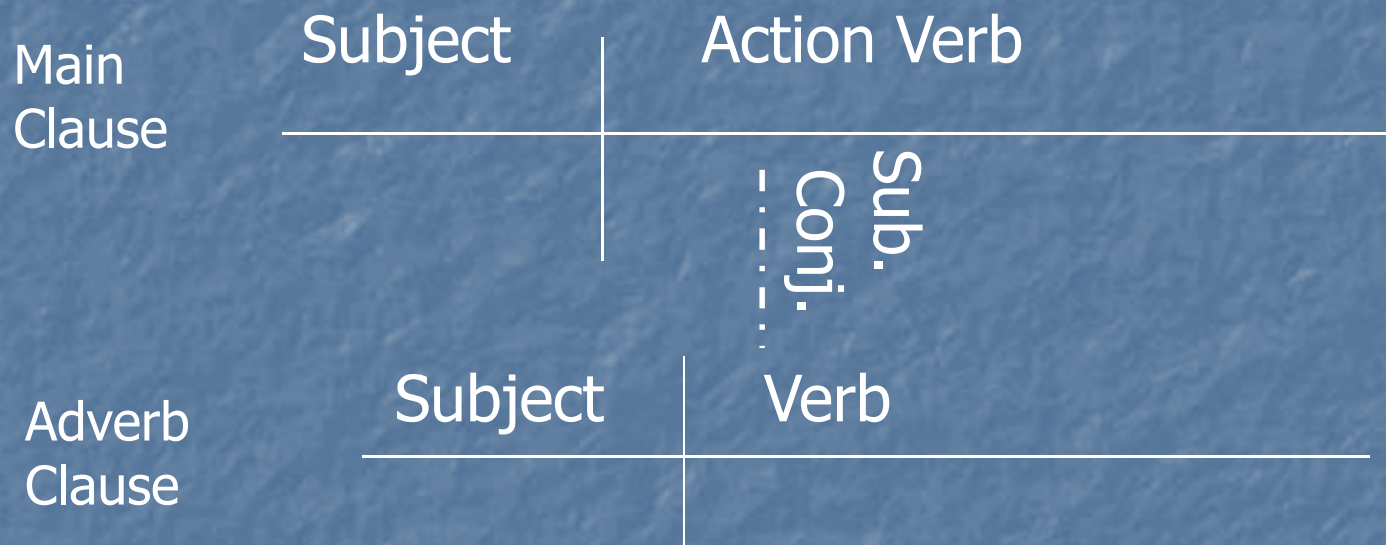


# Adverb Clauses

- An adverb clause most commonly modifies the action in the main clause.
- It can also modify the predicate word following a linking verb.
- It answers the questions *where? when? how? why? and under what conditions?*
- It begins with a subordinating conjunction.

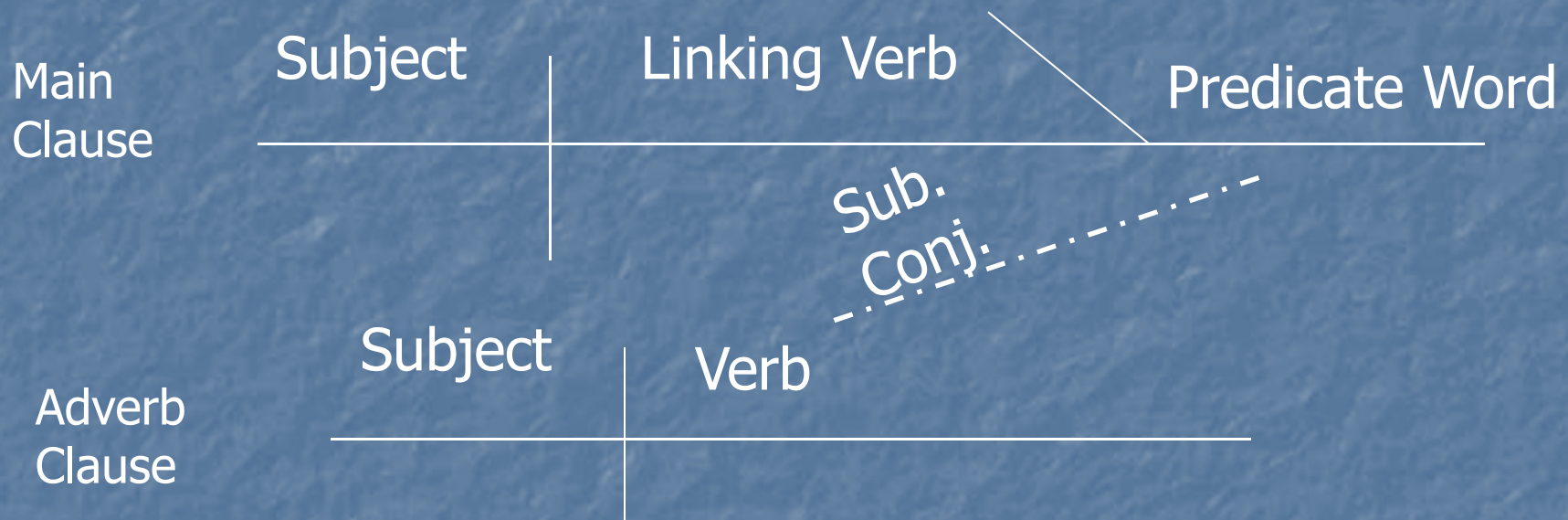


# Diagramming Adverb Clauses



Use a dotted line to connect verb of adverb clause to the action verb in main clause. The Subordinating Conjunction is written on that line.

# Diagramming Adverb Clauses

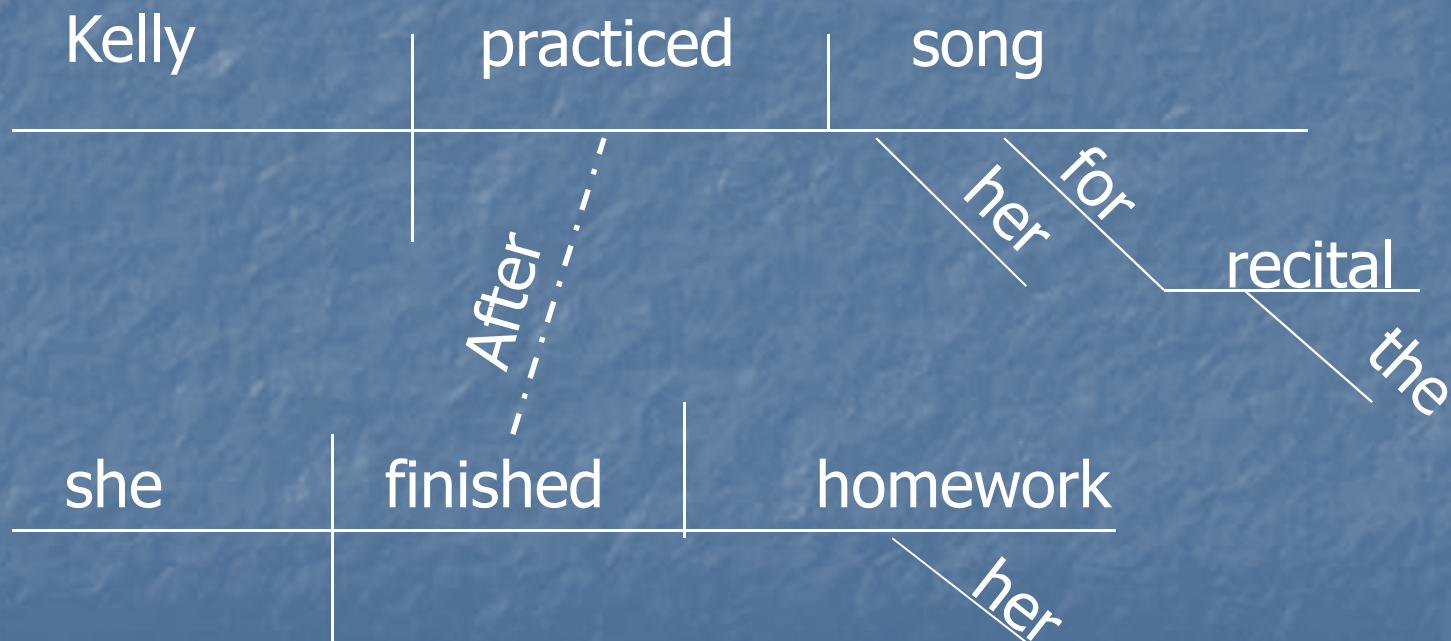


Use a dotted line to connect verb of adverb clause to the predicate word following the linking verb in the main clause. The Subordinating Conjunction is written on that line.



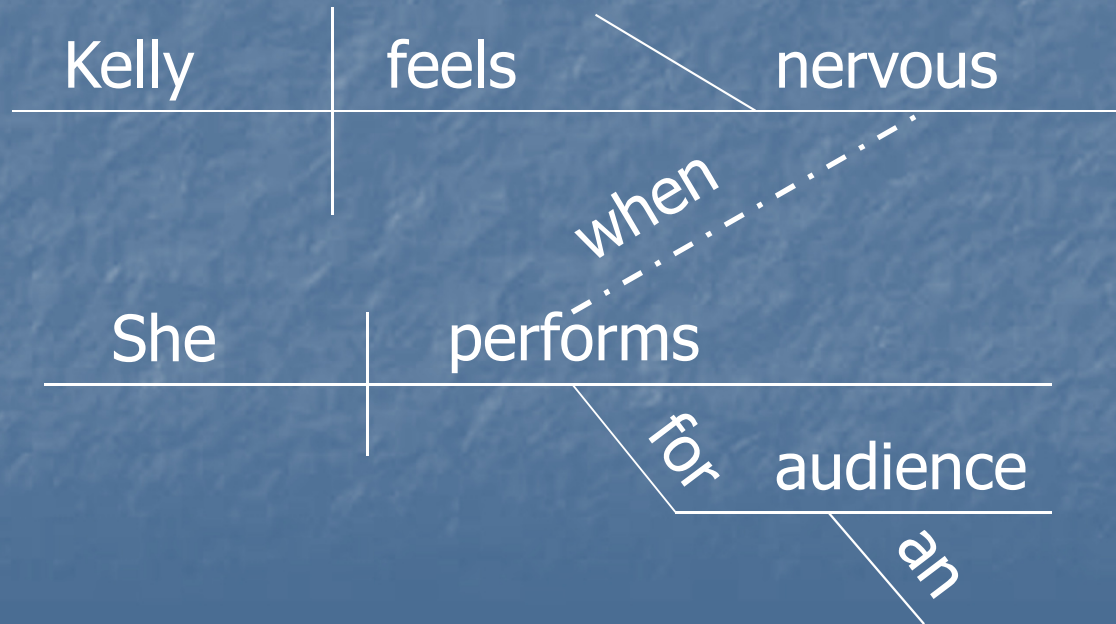
# Example

After she finished her homework, Kelly practiced her song for the recital.



# Example

Kelly feels nervous **when she performs for an audience.**





# Diagramming Verbals

- Verbals are forms of a verb that act like nouns, adjectives, or adverbs.
  - Participles act as adjectives that modify a noun.
  - Gerunds act as nouns and can be a subject, object of a preposition, direct object, indirect object, or a predicate nominative.
  - Infinitives act as either nouns, adjectives, or adverbs.

# More About Participles

- Participles are forms of a verb acting as an adjective.
- They may end with an –ing, -ed, -d, -t, or –n and DO NOT have a helping verb.
- Be aware that past and present participle forms of a verb can also be a part of the main verb. Be sure the word is not showing what the subject is doing.



# Participle or Main Verb

**Running down the street**, the child rushed to get home. (participle describing child)

The child **was running** down the street in a quite a hurry. (main verb showing what the child is doing).

# Participial Phrase

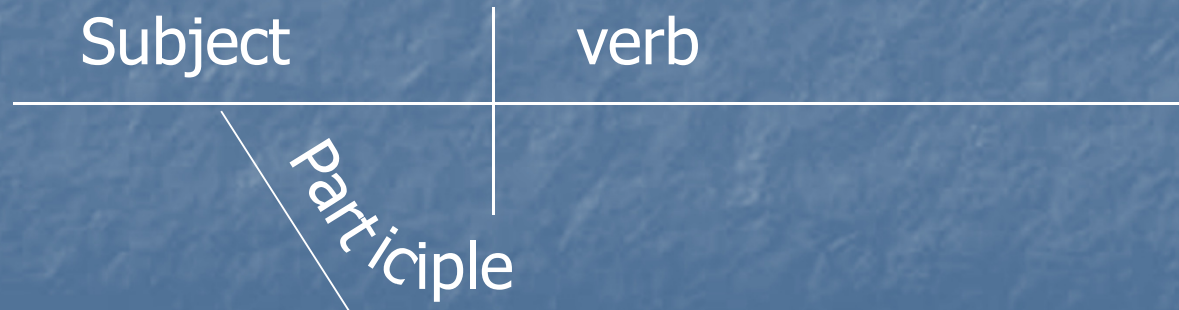
Because a participle is a form of a verb (even though it acts as an adjective) it can have all of the same attachments that a verb can have . . .

- Direct Object
- Indirect Object
- Adverbs
- Adverb Phrases



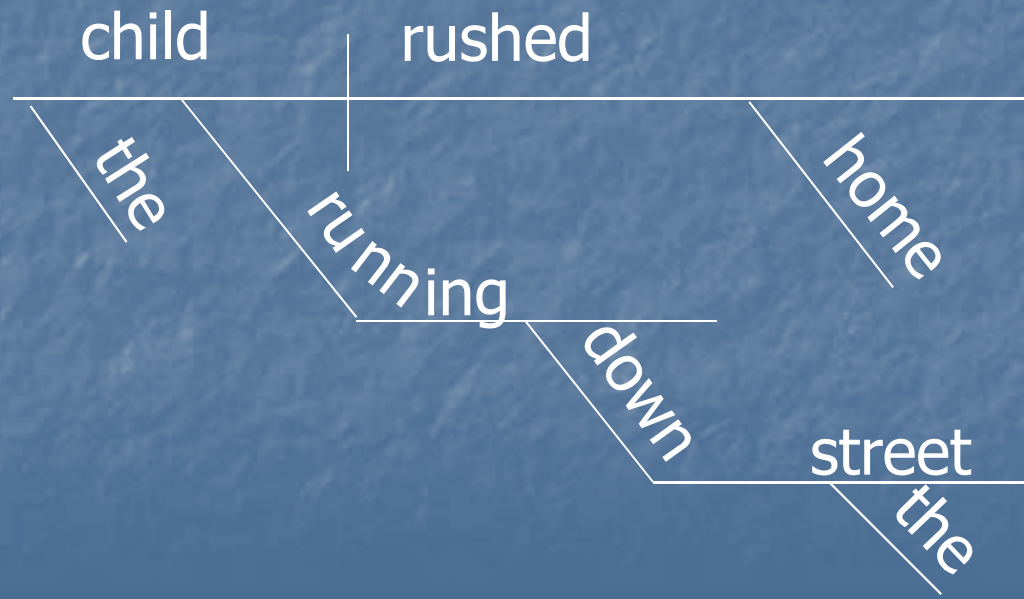
# Diagramming Participial Phrases

The Participial Phrase drops below the noun it modifies on a “Lazy L” bracket (Think along the lines of a prepositional phrase or direct object. The Participle is written across the bend.



# Example

Running down the street, the child rushed home.





# More About Gerunds

- Gerunds are forms of a verb acting as a noun.
- They ALWAYS end with an –ing and NEVER have a helping verb!
- A gerund can do anything a noun do in a sentence (S, OP, DO, IO, PN).

# Gerund or Main Verb

- Carol likes **reading** about foreign countries. (Gerund – direct object)
- Carol **was reading** an article about Egypt this morning. (Main verb – showing what Carol was doing)



# Gerund Phrase

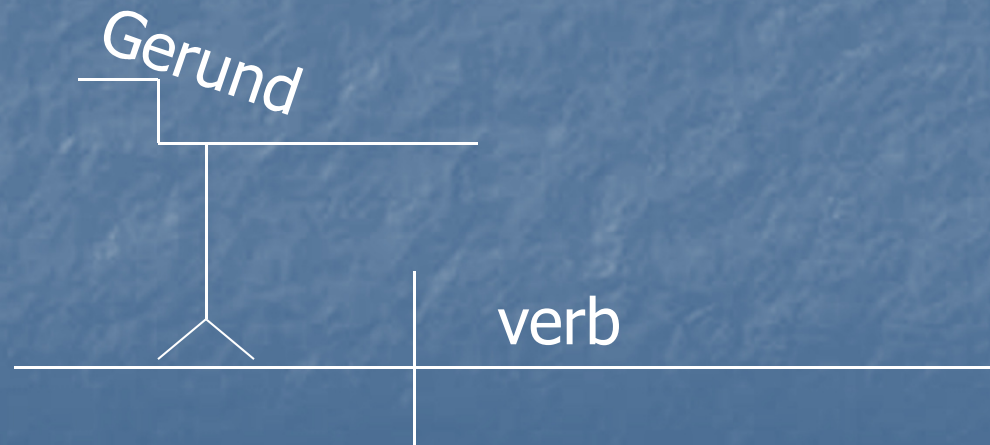
Because a Gerund is a form of a verb (even though it acts as a noun) it can have all of the same attachments that a verb can have . . .

- Direct Object
- Indirect Object
- Adverbs
- Adverb Phrases

Because it acts as a noun, it could also be modified by adjectives.

# Diagramming Gerunds

- Gerunds plug into the diagram in the same place a regular noun would.
- Gerunds are placed on top of a pedestal.





# Example

Carol likes reading about foreign countries.

