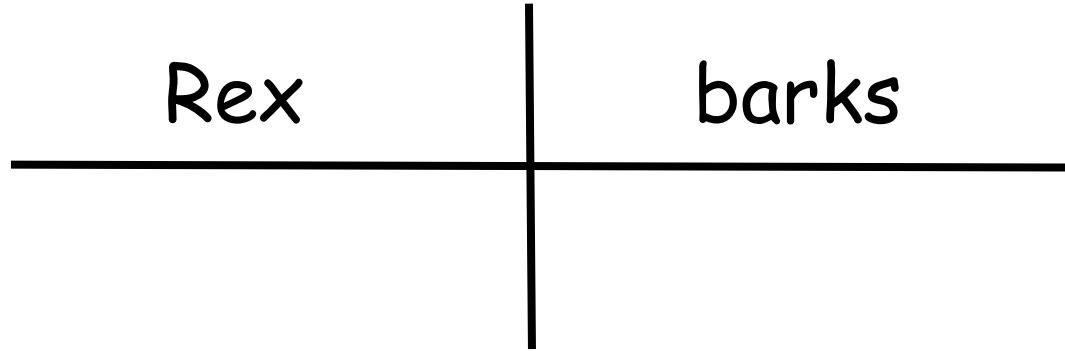


# Diagramming Begins

**Chapter 2**

# Diagramming Begins



## Diagramming Begins

- Every sentence *MUST* have a subject, a verb, and a complete thought.
- The subject will be some kind of noun.
- The verb will be some word or words of doing or being.

# Diagramming Begins

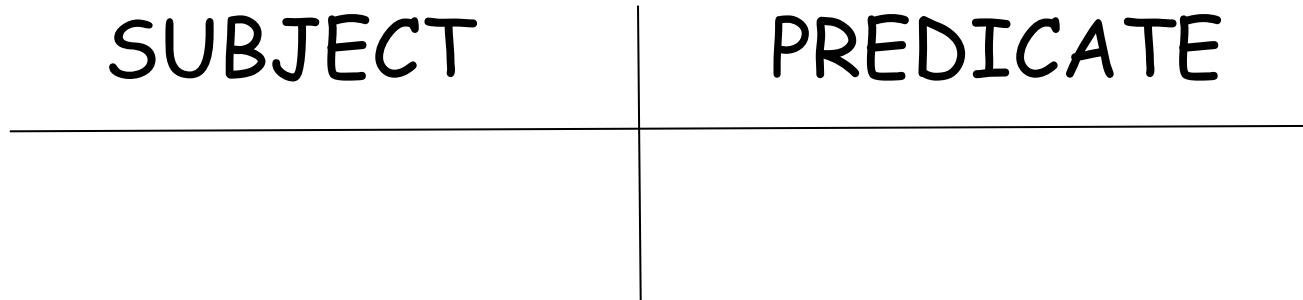
- Begin every diagram by asking:
  - WHO or WHAT is DOING or BEING something?
  - If you can find only an action, ask: who or what is the doer of it?
  - The subject is the "doer" or "be-er" of the verb; the VERB is what the subject "does" or "is."

# Diagramming Begins

Now draw a horizontal line and divide it with a vertical one.

The SUBJECT and all things that go with it belong on the left side.

The PREDICATE (that means the verb and all things that go with it) goes to the right of the vertical line.



# Diagramming Begins

- 2A - Helping Verbs

- Helping verbs are verbs that help the main verb in a sentence by extending the meaning of the verb.
- They add detail to how time is conveyed in a sentence.
  - be, am, is, are, was, were, being, been
  - have, has had
  - do, does, did
  - can, could, may, might, will, would, shall, should, must

# Diagramming Begins

- Helping Verbs

- Examples:

S      HV      HV      HV      V

Aaron should have been sleeping.

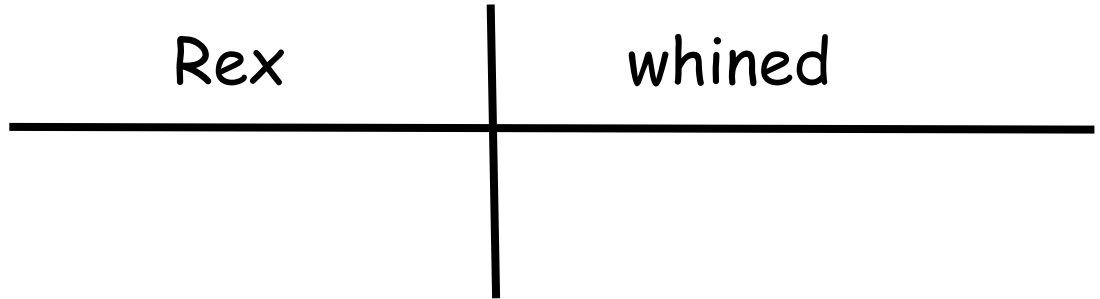
ART S HV ADV V PREP ART OP

The dog did not bark ~~at the cat.~~

## Diagramming Begins Ex. 2-1

Directions: Rewrite the sentences and label each word accordingly; then diagram each sentence. Be sure to use the labeling key so that parts of speech are documented correctly.

1.     <sup>S</sup>     <sup>V</sup>  
Rex whined.

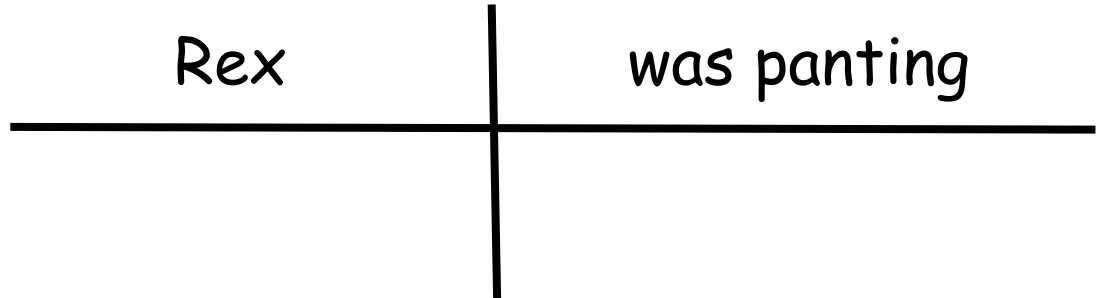




## Diagramming Begins Ex. 2-1

Directions: Rewrite the sentences and label each word accordingly; then diagram each sentence. Be sure to use the labeling key so that parts of speech are documented correctly.

S    HV    V  
2. Rex was panting.



# Diagramming Begins

- 2B - Questions
    - In the previous lesson, problems 4 and 5 were written as interrogative sentences. From this point forward, rewrite them as declarative sentences.
4. Did Rex bark?      →      Rex did bark.
5. Should Rex have howled?      →      Rex should have howled.

## Diagramming Begins Ex. 2-2

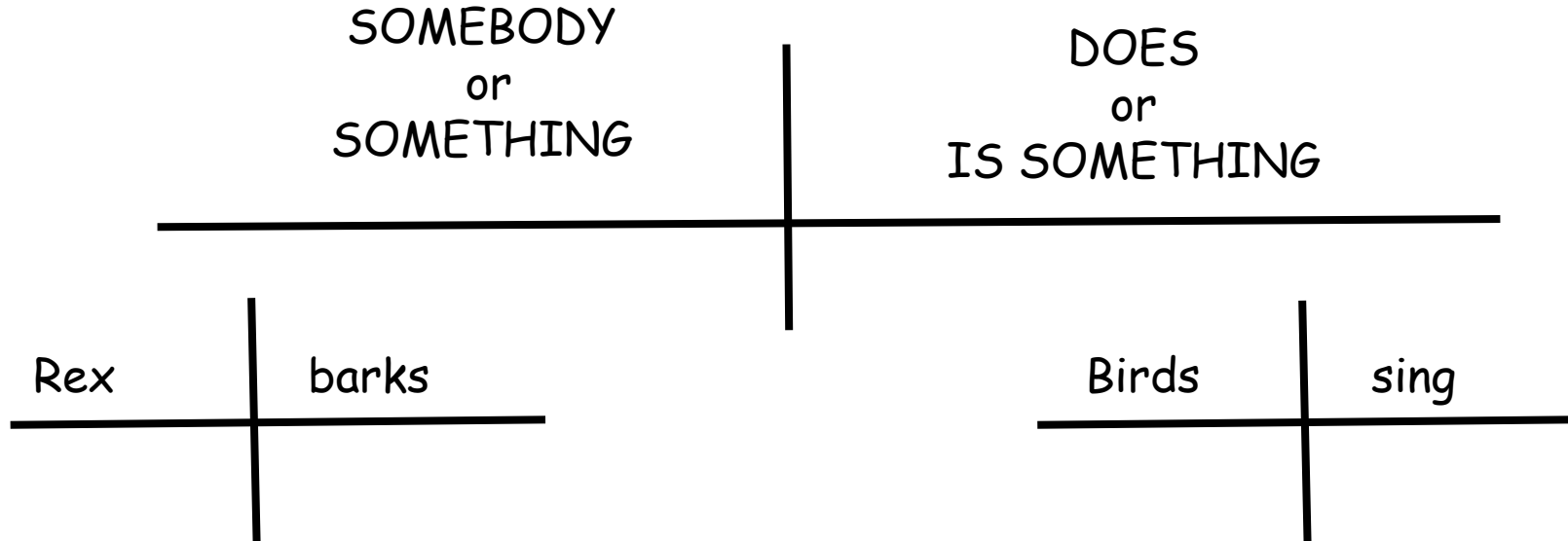
Directions: Practice changing questions to declarative statements. (You are not ready to diagram these). Extra credit for labeling the parts of speech correctly.

1. Has Joe been here?  $\longrightarrow$  Joe has been here.  
S HV V ADV

2. Would you have done that?  $\longrightarrow$  You would have done that.  
S HV HV V DO

# Diagramming Begins

- 2C - Modifiers: Adjectives and Adverbs



# Diagramming Begins

- 2C - Modifiers: Adjectives and Adverbs
  - About the BIRDS, we ask:
    - These are the ADJECTIVE QUESTIONS:
      - Which ones?
      - What kinds?
      - Whose?
      - How many?

# Diagramming Begins

- 2C - Modifiers: Adjectives and Adverbs
  - About the action, *SING*, we ask:
    - These are the ADVERB QUESTIONS:
      - Where?
      - When?
      - Why?
      - How?

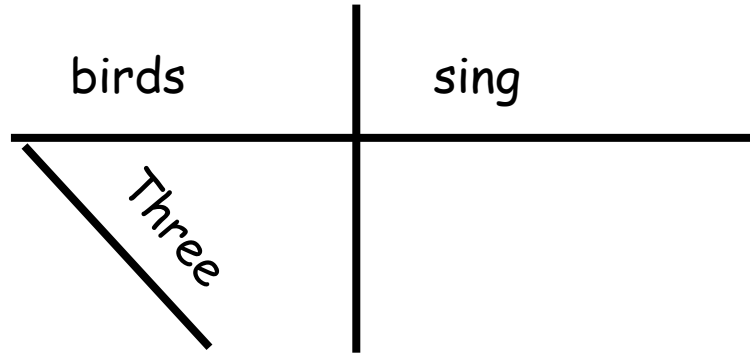
# Diagramming Begins

- 2C - Modifiers: Adjectives and Adverbs

Three birds sing.

Adj      N      V

Three birds sing.

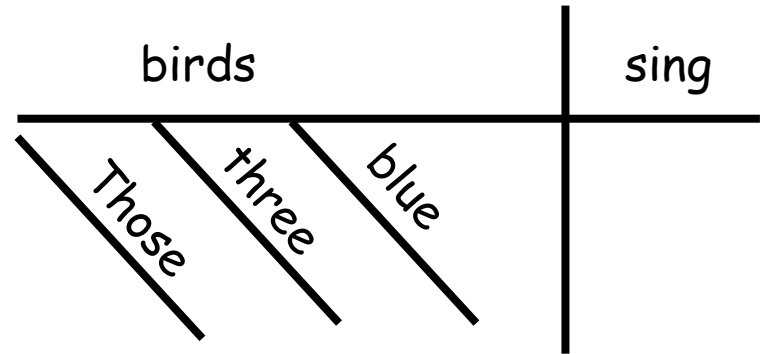


# Diagramming Begins

- 2C - Modifiers: Adjectives and Adverbs

Those three blue birds sing.

ADJ   ADJ   ADJ   N   V  
Those three blue birds sing.



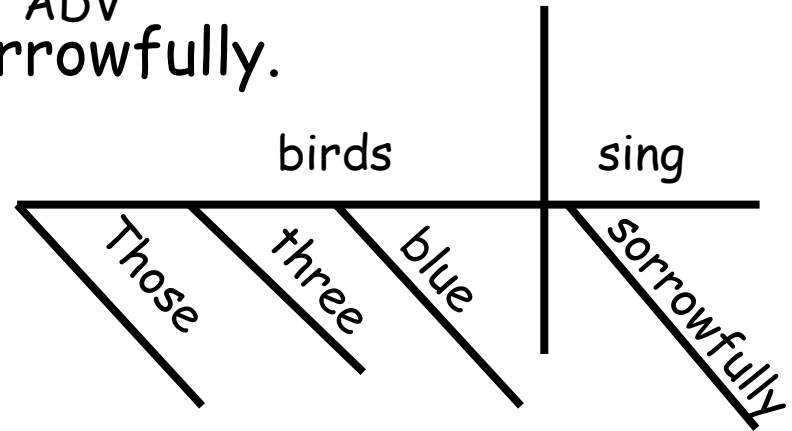


# Diagramming Begins

- 2C - Modifiers: Adjectives and Adverbs

Those three blue birds sing sorrowfully.

ADJ    ADJ    ADJ    N    V    ADV  
Those three blue birds sing sorrowfully.

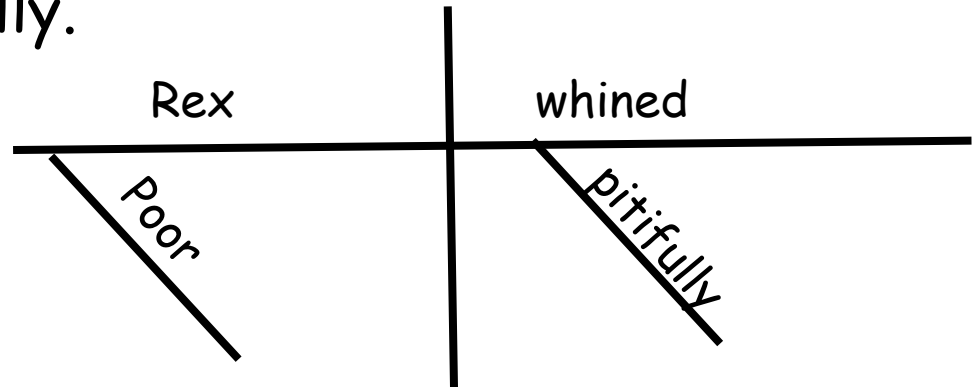


## Diagramming Begins Ex. 2-4

Directions: Rewrite the sentences and label each word appropriately and then diagram each sentence.

ADJ      S                  V                  ADV

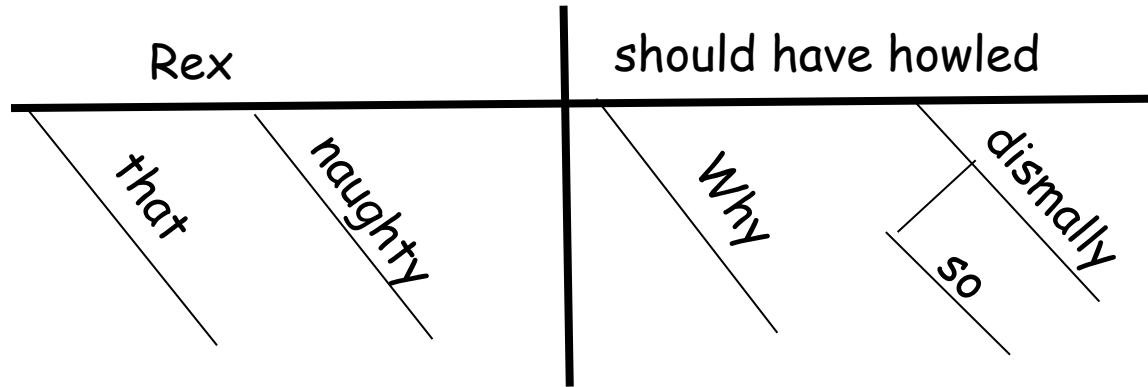
1. Poor Rex whined pitifully.



# Diagramming Begins Ex. 2-4

Directions: Rewrite the sentences, label each word appropriately, and then diagram each sentence.

ADV    HV    ADJ    ADJ    S    HV    V    ADV    ADV  
5. Why should that naughty Rex have howled so dismally?



# Diagramming Begins

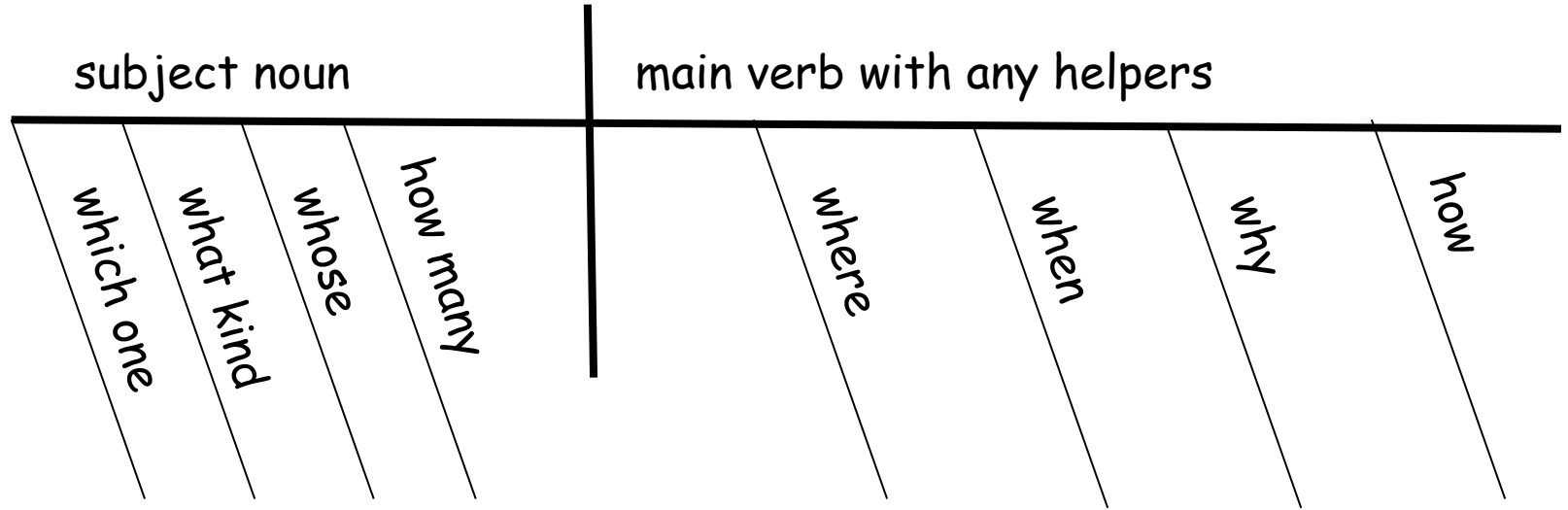
## Review and Practice

1. In a sentence, **SOMEBODY** or **SOMETHING DOES** or **IS SOMETHING**.
2. Before diagramming a question, turn it into a declarative statement, keeping every word.

# Diagramming Begins

## Review and Practice

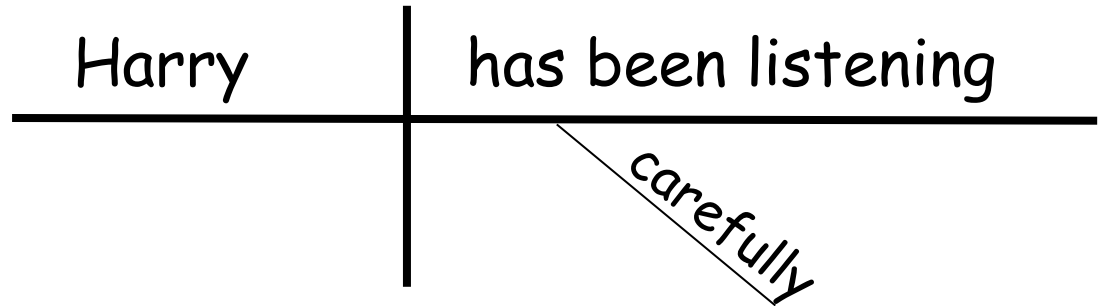
3.



## Diagramming Begins Ex. 2-5

Directions: Rewrite the sentences and label each word accordingly; then diagram each sentence. Be sure to use the labeling key so that parts of speech are documented correctly.

- S      HV    HV      V      ADV  
                                 tree  
1. Harry has been listening carefully.



# Diagramming Begins

- 2D - Prepositions and Prepositional Phrases
  - A PHRASE is a group of words **WITHOUT** a subject and a verb.
    - It acts as a single part of speech.
    - 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.

# Diagramming Begins

- 2D - Prepositions and Prepositional Phrases
  - Prepositional phrases generally serve as either **ADJECTIVES** or **ADVERBS**.
  - That means they will modify **NOUNS** if they are adjective phrases, or **VERBS, ADJECTIVES** or other **ADVERBS** if they are adverb phrases.



# Diagramming Begins

- 2D - Prepositions and Prepositional Phrases
  - A preposition is anything a squirrel can do to a tree.
    - The squirrel ran UP the tree, DOWN the tree, BEHIND the tree, THROUGH the tree, UNDER the tree, AROUND the tree, INTO the tree, etc...

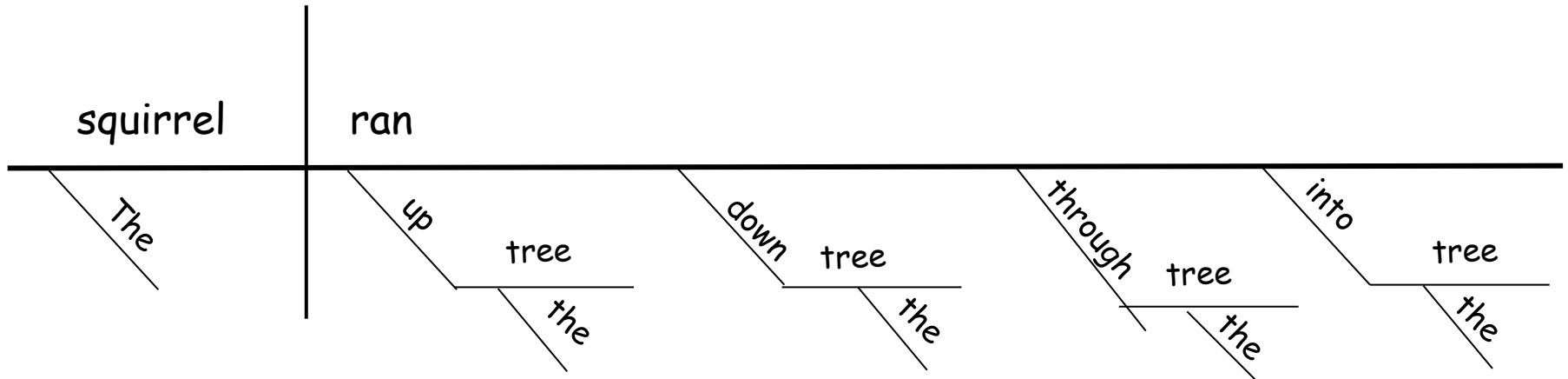
# Diagramming Begins

- 2D - Prepositions and Prepositional Phrases
  - 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 phrases are acting as ADVERBS modifying the verb.

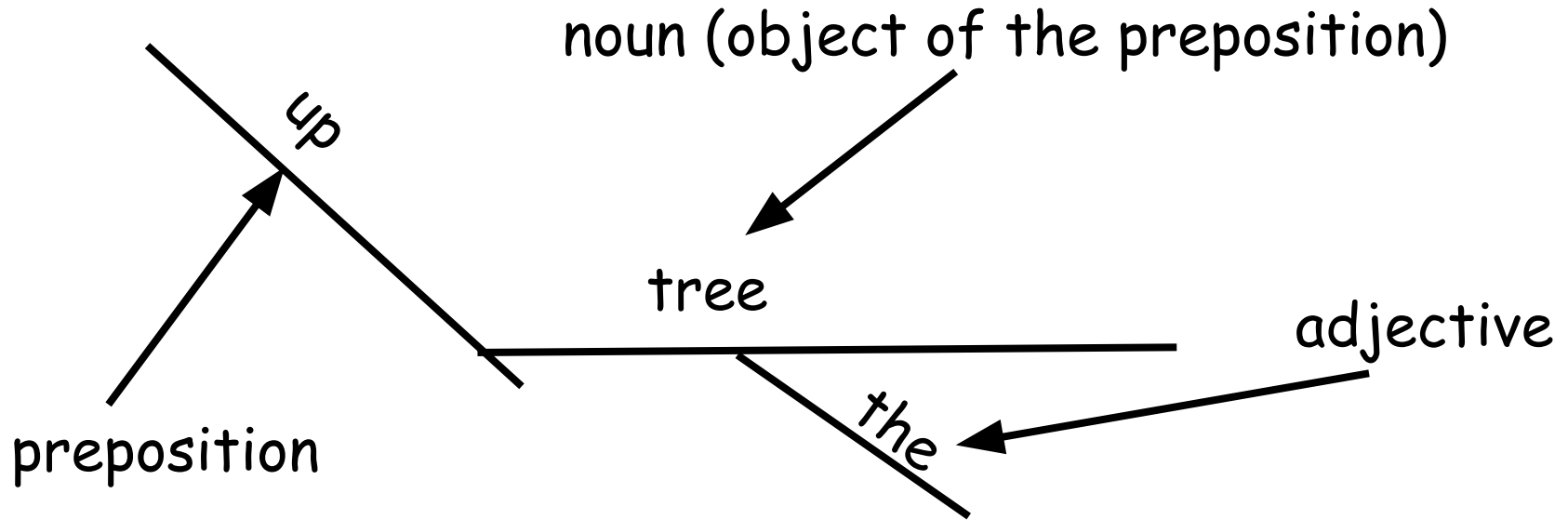
# Diagramming Begins

- 2D - Prepositions and Prepositional Phrases

ART S V PREP ART OP PREP ART OP PREP ART OP  
The squirrel ran UP the tree, DOWN the tree, BEHIND the tree,  
PREP ART OP PREP ART OP PREP ART OP PREP ART  
THROUGH the tree, UNDER the tree, AROUND the tree, INTO the  
OP  
tree.



# Diagramming Begins

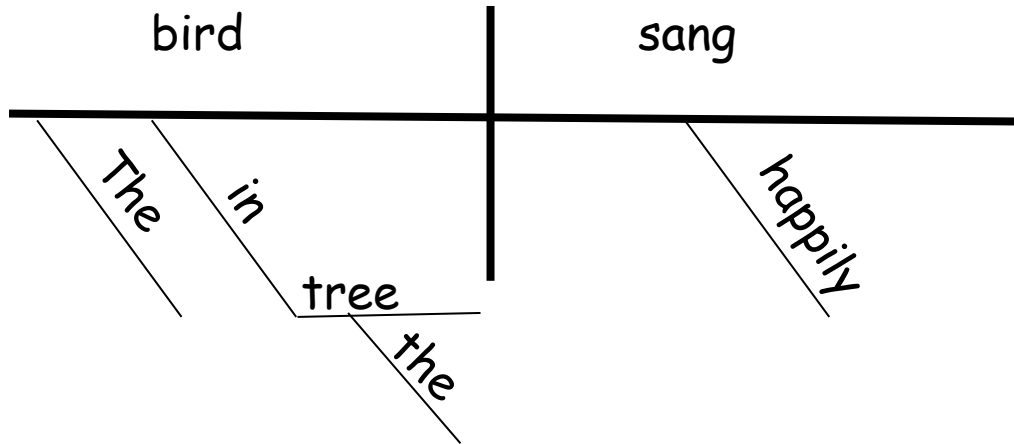


PREPOSITIONAL PHRASE used as an ADVERB.

# Diagramming Begins

Answers the questions  
"which one."

ART    S    PREP    ART    OP    V    ADV  
The bird in the tree sang happily.



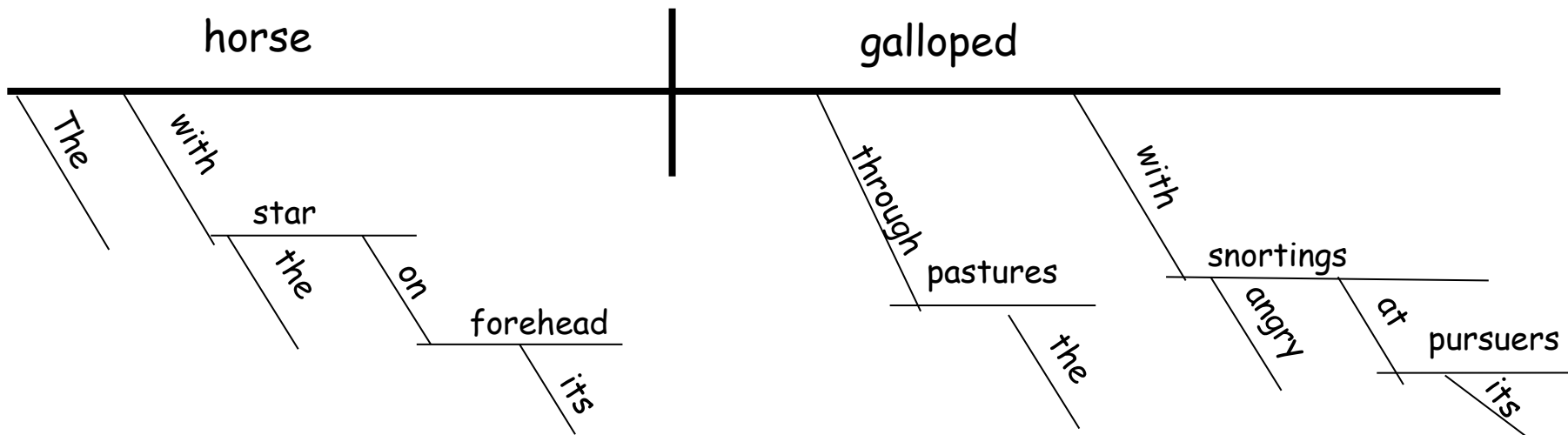
# Diagramming Begins

ART S PREP ART OP PREP ADJ OP V

The horse with the star on its forehead galloped

PREP ART OP PREP ADJ OP PREP ADJ OP

through the pastures with angry snortings at its pursuers.



## Diagramming Begins - Review

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, noun object, and perhaps some adjectives modifying the object.

## Diagramming Begins - Review

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.

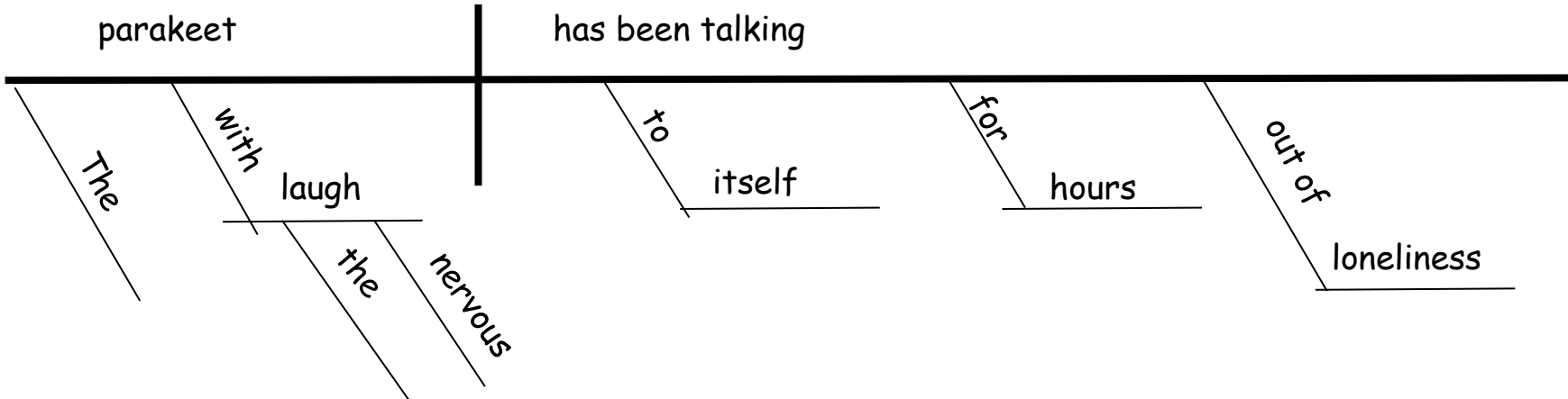


## Diagramming Begins - Review

6. Diagram a prepositional phrase under the word it modifies.
7. The object goes on a horizontal line connected to the preposition.
8. Any modifiers of the object go under the object.

# Diagramming Begins - Review and Practice

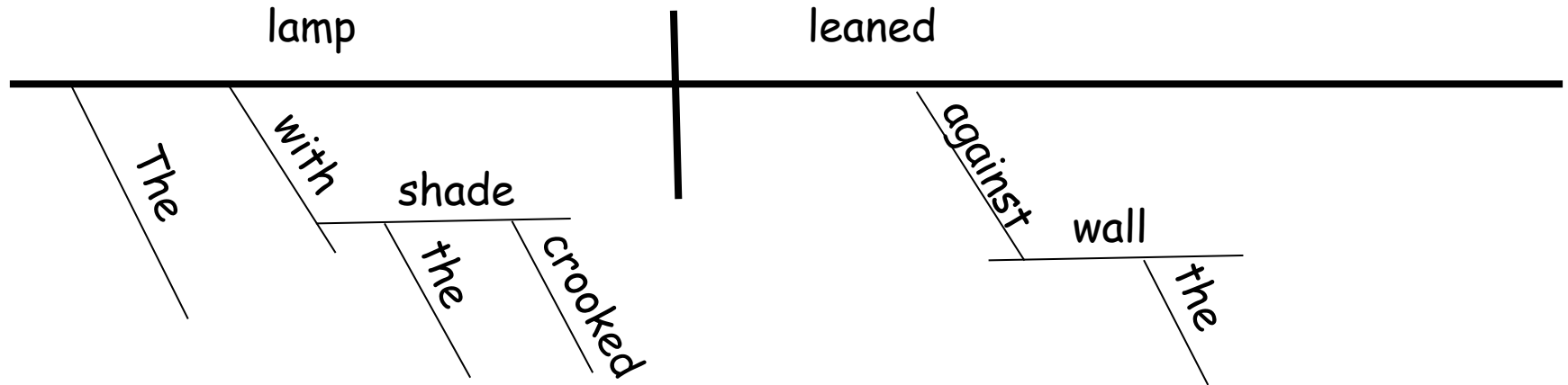
ART    S    PREP ART    ADJ    OP    HV    HV    V    PREP OP    PREP OP  
The parakeet with the nervous laugh has been talking to itself for hours  
PREP    OP  
out of loneliness.



# Diagramming Begins Ex. 2-8

Directions: Rewrite the sentences and label each word accordingly; then diagram each sentence. Be sure to use the labeling key so that parts of speech are documented correctly.

- ART S PREP ART ADJ OP V PREP ART OP  
1. The lamp ~~with the crooked shade~~ leaned ~~against the wall~~.



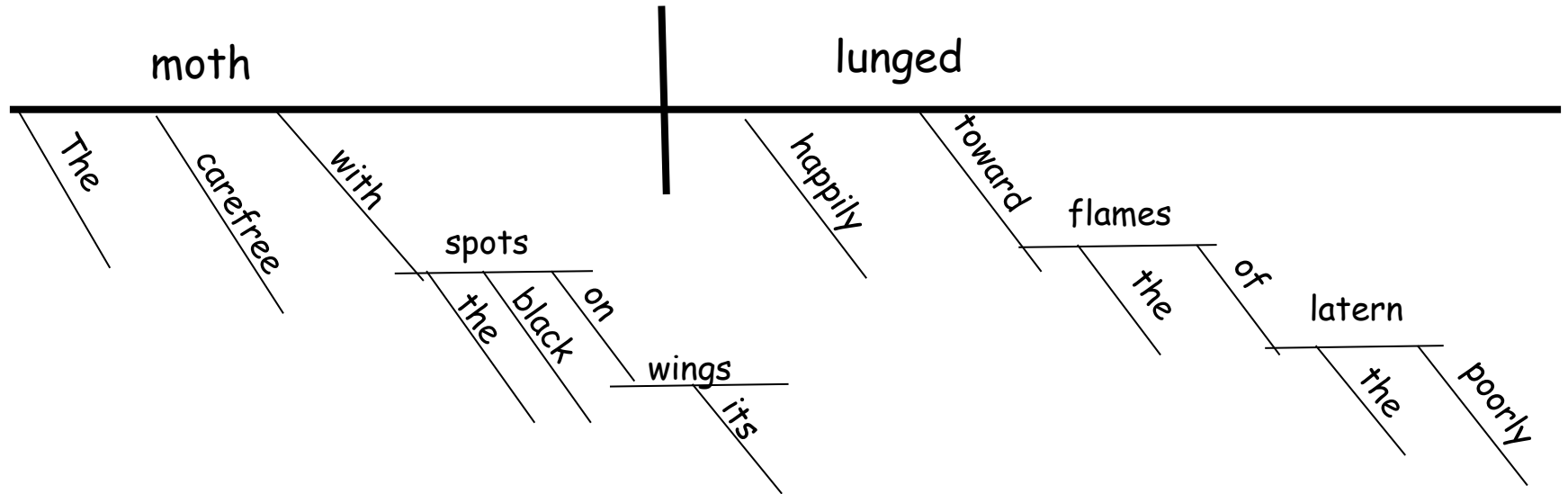
# Diagramming Begins Ex. 2-8

ART ADJ S PREP ART ADJ OP PREP ADJ OP V

2. The carefree moth ~~with the black spots on its wings~~ lunged

ADV PREP ART OP PREP ART ADJ OP

happily ~~toward the flames of the sooty lantern.~~



## Diagramming Begins

- 2E - Coordinating Conjunctions
  - There are two kinds of CONJUNCTIONS:
    - Coordinating
    - Subordinating

# Diagramming Begins

- 2E - Coordinating Conjunctions
  - Coordinating conjunctions join two EQUAL words, phrases, or clauses.
    - List:
      - And, but, or, nor, for

# Diagramming Begins

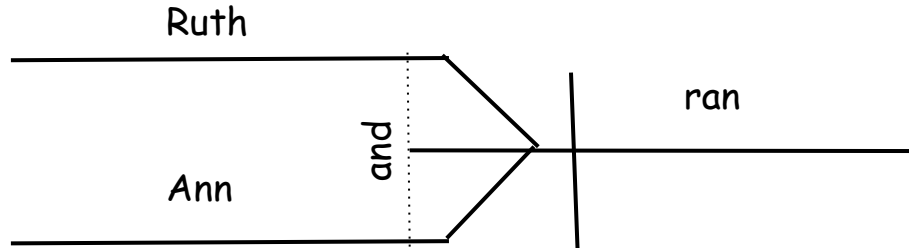
- 2E - Coordinating Conjunctions
  - Examples:
    - Joe **AND** Suzy (two words)
    - Up the tree **AND** down the tree (two phrases)
    - He went **BUT** I stayed. (two clauses)
    - Rain **OR** shine - Neither war **NOR** peace
      - (*Neither* is nearly always used with *nor*.)

# Diagramming Begins

- 2F - Compound Elements
  - When two or more items are joined by a coordinating conjunction, they form a **COMPOUND ELEMENT**.

S    CONJ    S    V

Compound subjects: Ruth and Ann ran.



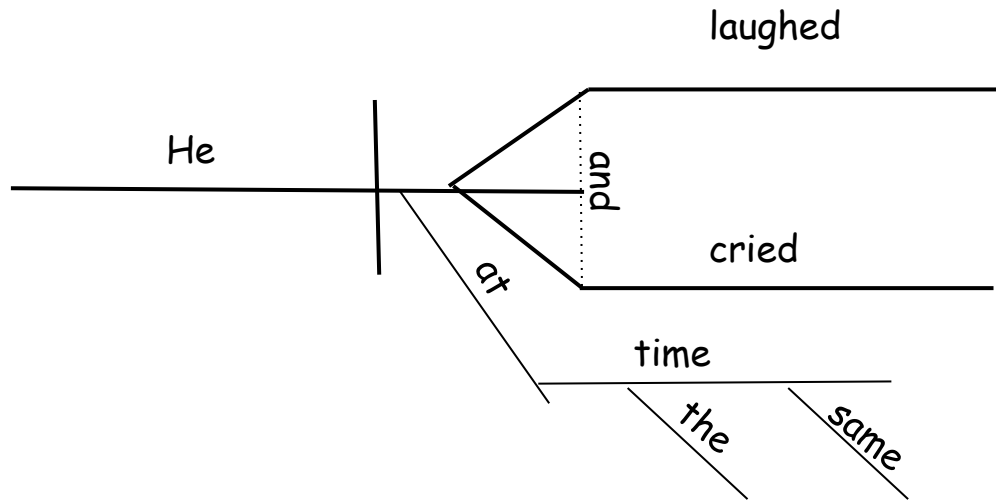


# Diagramming Begins

- 2F - Compound Elements

Compound verbs: He laughed and cried ~~at the same time.~~

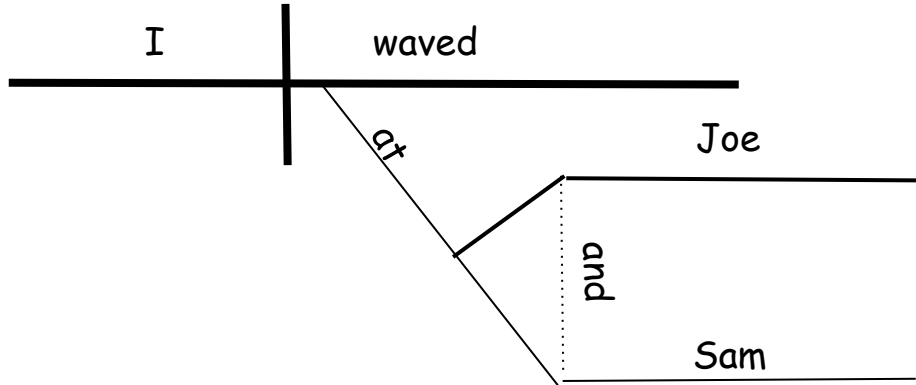
S                    V                    CONJ                    V                    PREP   ART   ADJ   OP



# Diagramming Begins

- 2F - Compound Elements

Compound objects of prepositions: I waved <sup>S</sup> <sup>V</sup> <sup>PREP</sup> <sup>OP</sup> <sup>CONJ</sup> <sup>OP</sup> ~~at Joe and Sam.~~

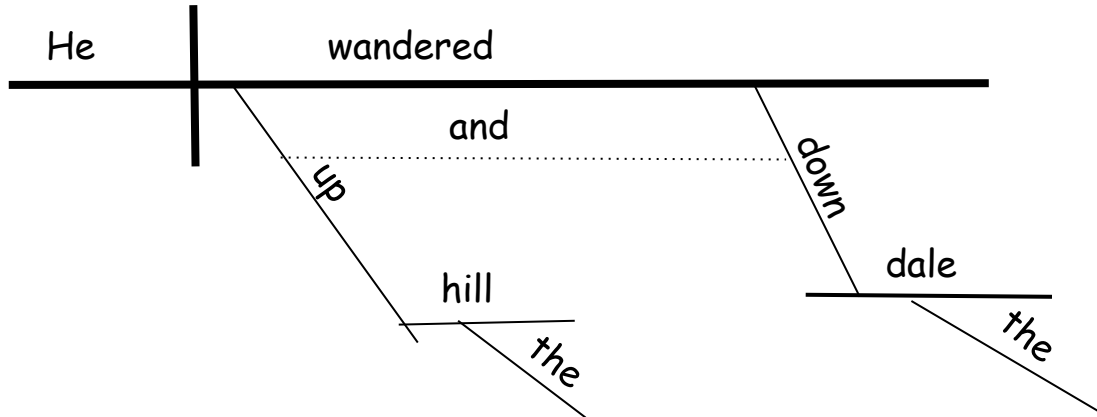


# Diagramming Begins

- 2F - Compound Elements

Compound prepositional phrases:

S            V            PREP ART OP    CONJ    PREP    ART    OP  
He wandered ~~up the hill~~ and ~~down the dale~~.



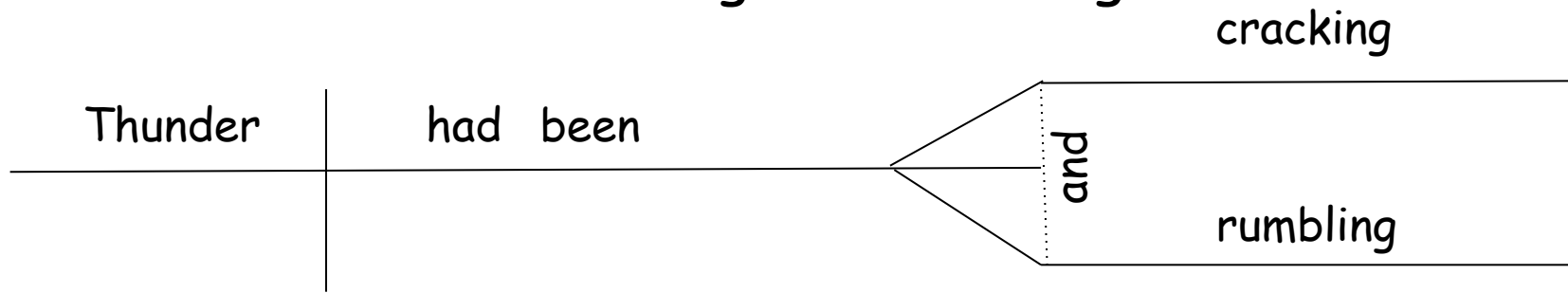
# Diagramming Begins

- 2F - Compound Elements

Compound main verbs:

S            HV   HV            V            CONJ            V

Thunder had been cracking and rumbling.

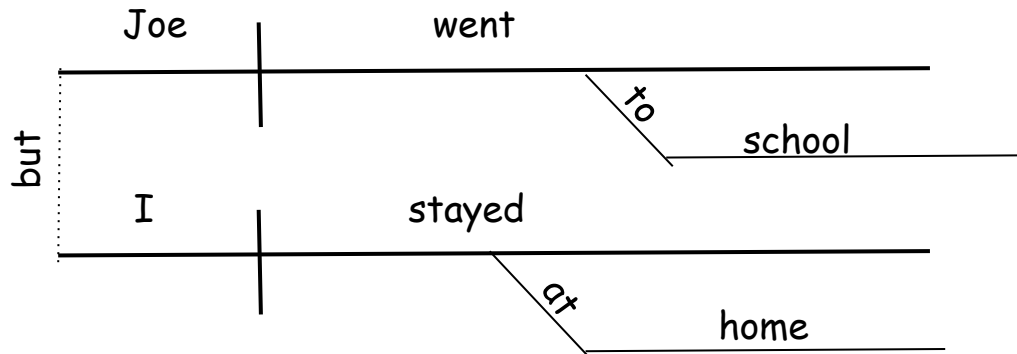


# Diagramming Begins

- 2F - Compound Elements

Compound sentences:

S      V      PREP      OP      CONJ      S      V      PREP      OP  
Joe went ~~to school~~, but I stayed ~~at home~~.



# Diagramming Begins

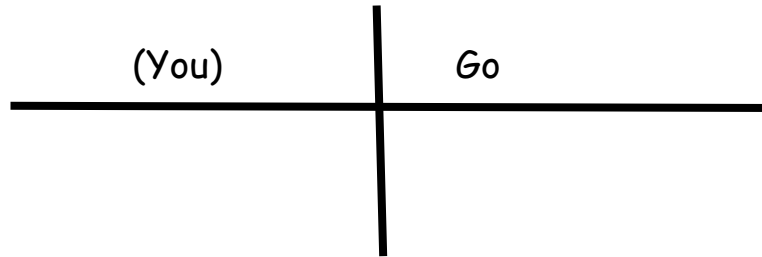
- 2F - Compound Elements

Combinations:

S    CONJ    S    V    CONJ    V    CONJ    S    V    PREP    OP  
Mary and Sue sang and danced, but I stared ~~with agony~~  
CONJ    OP    CONJ    V    ADV    CONJ    ADV  
~~and embarrassment~~ and mumbled quietly and stupidly.

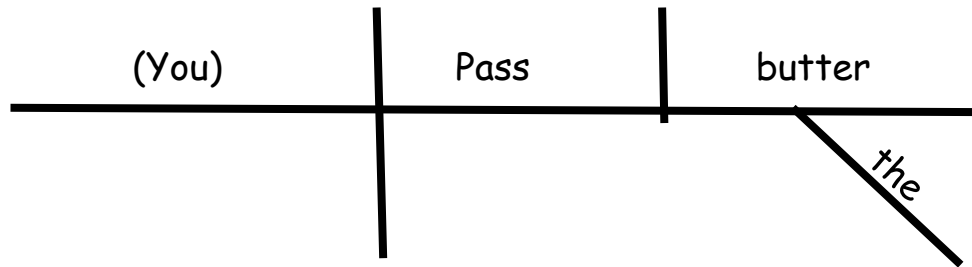
# Diagramming Begins

- 2G - Understood "You"
  - *Go!*    *s*    *v*
    - (You) *Go!*



# Diagramming Begins

- 2G - Understood "You"
  - Pass the butter.
    - (You) Pass the butter.





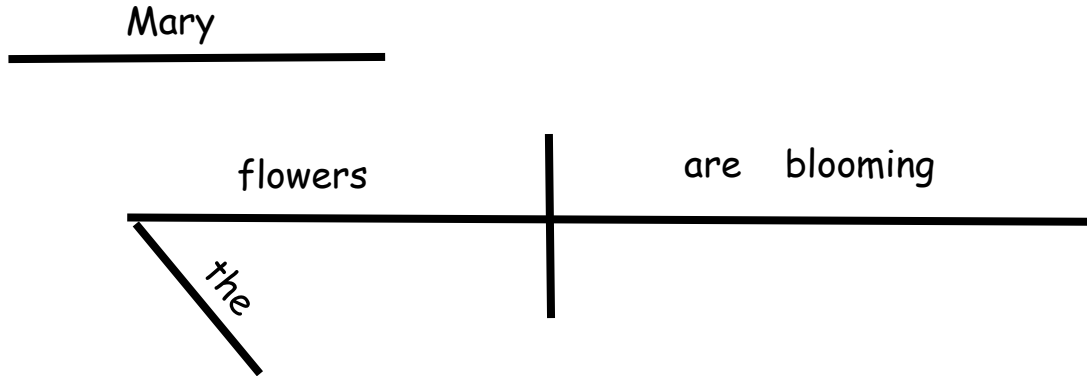
# Diagramming Begins

- 2H - Direct Address
  - When we call someone by name in a sentence, we are using a NOUN in DIRECT ADDRESS.
  - The NOUN of DIRECT ADDRESS has no grammatical connection with the sentence, so it sits on a line above the sentence.

# Diagramming Begins

- 2H - Direct Address

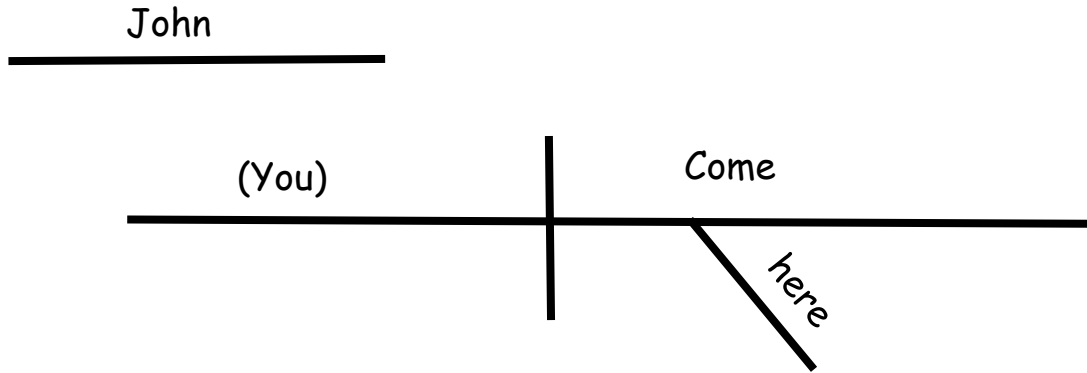
○ Mary, the flowers are blooming.



# Diagramming Begins

- 2H - Direct Address

- Come here, John. (You) Come here, John.



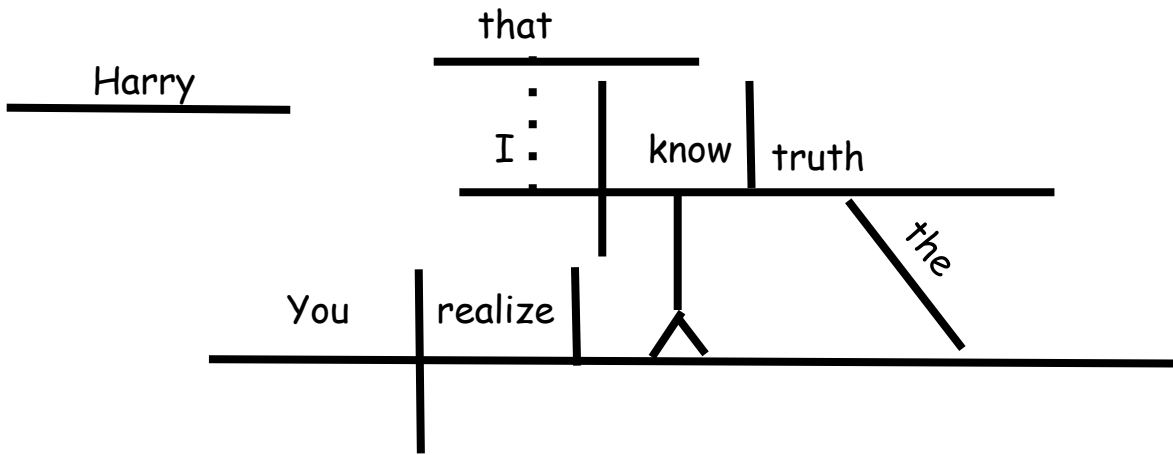
# Diagramming Begins

- 2H - Direct Address

Direct Object Noun Clauses

CONJ	PN	V	ART	DO
------	----	---	-----	----

○ You realize, Harry, that I know the truth.

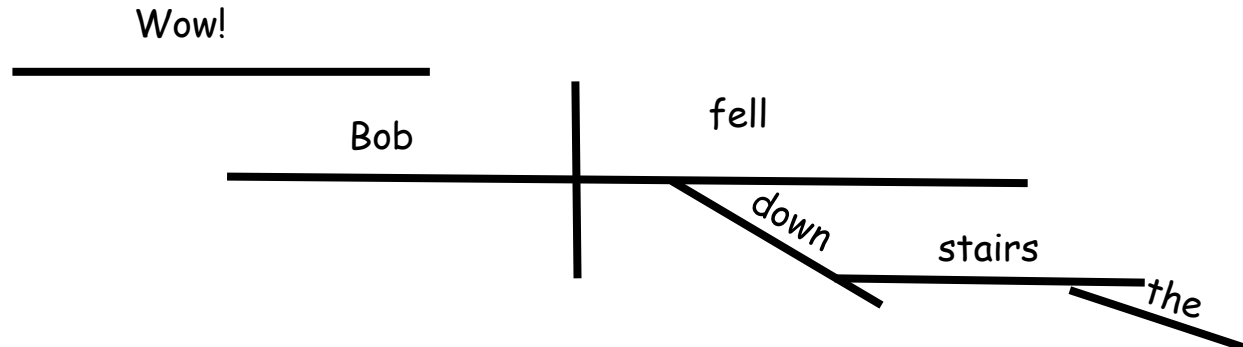


# Diagramming Begins

- 2H - Interjections!
  - An interjection expresses emotion.
  - It has no grammatical job in the sentence, so it sits on a line above the sentence.

INJ S V PREP ART DO

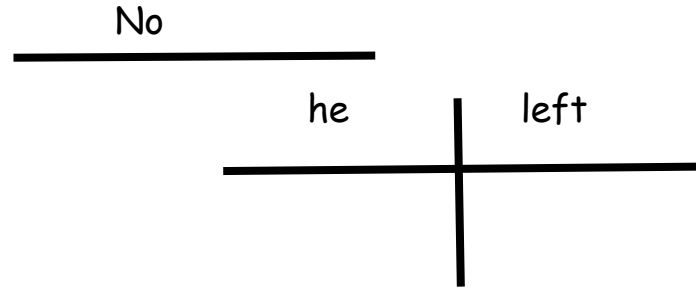
Wow! Bob fell ~~down the stairs~~.



# Diagramming Begins

- 2H - Interjections!
  - Like nouns of direct address and interjections, certain **INTRODUCTORY WORDS** have no grammatical connect with the sentence and are diagrammed on a line above the subject.

INT    S    V  
No, he left.

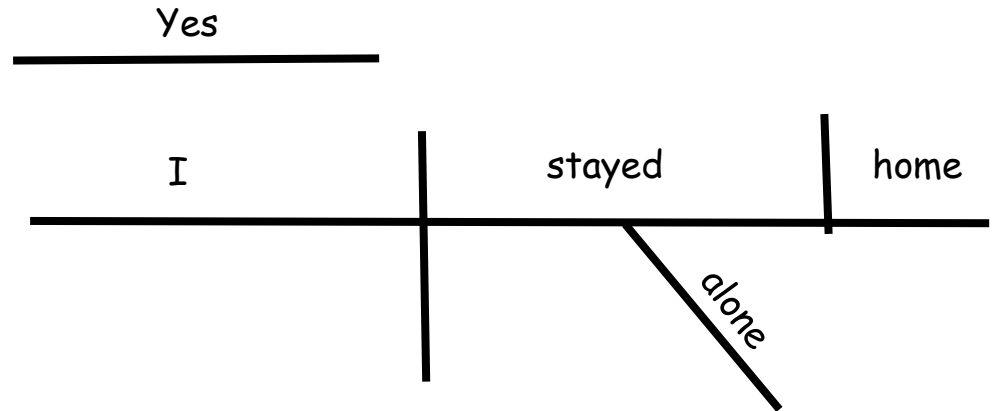


# Diagramming Begins

- 2H - Interjections!

INT   S   V   DO   ADV

Yes, I stayed home alone.



# Diagramming Begins - Review

- Identify all prepositional phrases first.
  - Determine what question (adjective or adverb) they answer.
- Find all parts of the verb, including all of the helpers.
- After labeling all the words in the sentence, diagram the sentence.
  - Check to make sure the diagram makes sense.

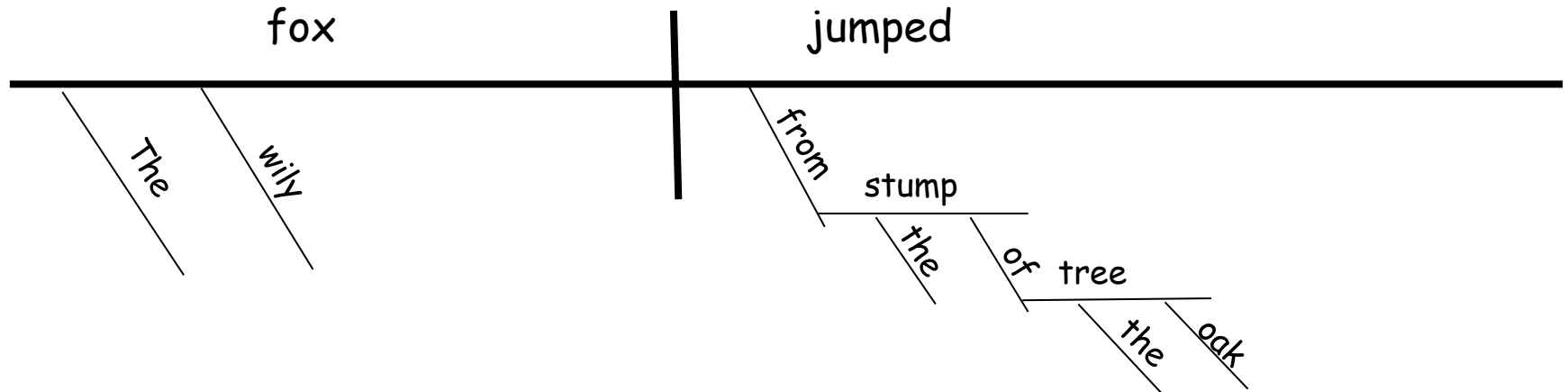


# Diagramming Begins Ex. 2-9

Directions: Rewrite the sentences and label each word accordingly; then diagram each sentence. Be sure to use the labeling key so that parts of speech are documented correctly.

ART ADJ S V PREP ART OP PREP ART ADJ OP

1. The wily fox jumped ~~from the stump of the oak tree.~~



# Diagramming Begins Ex. 2-9

2. Quickly he ran across the sunlit clearing and into the dark forest.

ADV      S      V      PREP      ART      ADJ      OP      CONJ

PREP      ART      ADJ      OP

