

**7th Grade Literature & Composition: Eight Parts of
Speech and Sentence Diagraming**

April 14 - 17

Time Allotment: 45 minutes per day

Office Hours:

1st Period MW 10-10:50

2nd Period MW 11-11:50

3rd Period MW 1-1:50

4th Period TH 10-10:50

6th Period TH 1-1:50

Student Name: _____

Teacher Name: _____

Packet Overview

| Date | Objective(s) | Page Number |
|---------------------|--|-------------|
| Monday, April 13 | NO WORK | — |
| Tuesday, April 14 | Objective: You should be able to identify nouns, pronouns, and verbs in a sentence. | 3 |
| Wednesday, April 15 | Objective: You should be able to identify adjectives, adverbs, prepositions, and interjections in a sentence. | 5 |
| Thursday, April 16 | Objective: You should be able to diagram basic sentences with helping verbs, and reorder questions into declarative sentence form. | 7 |
| Friday, April 17 | Objective: You should be able to diagram adjectives, adverbs, and which question each modifier is answering. | 9 |

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.

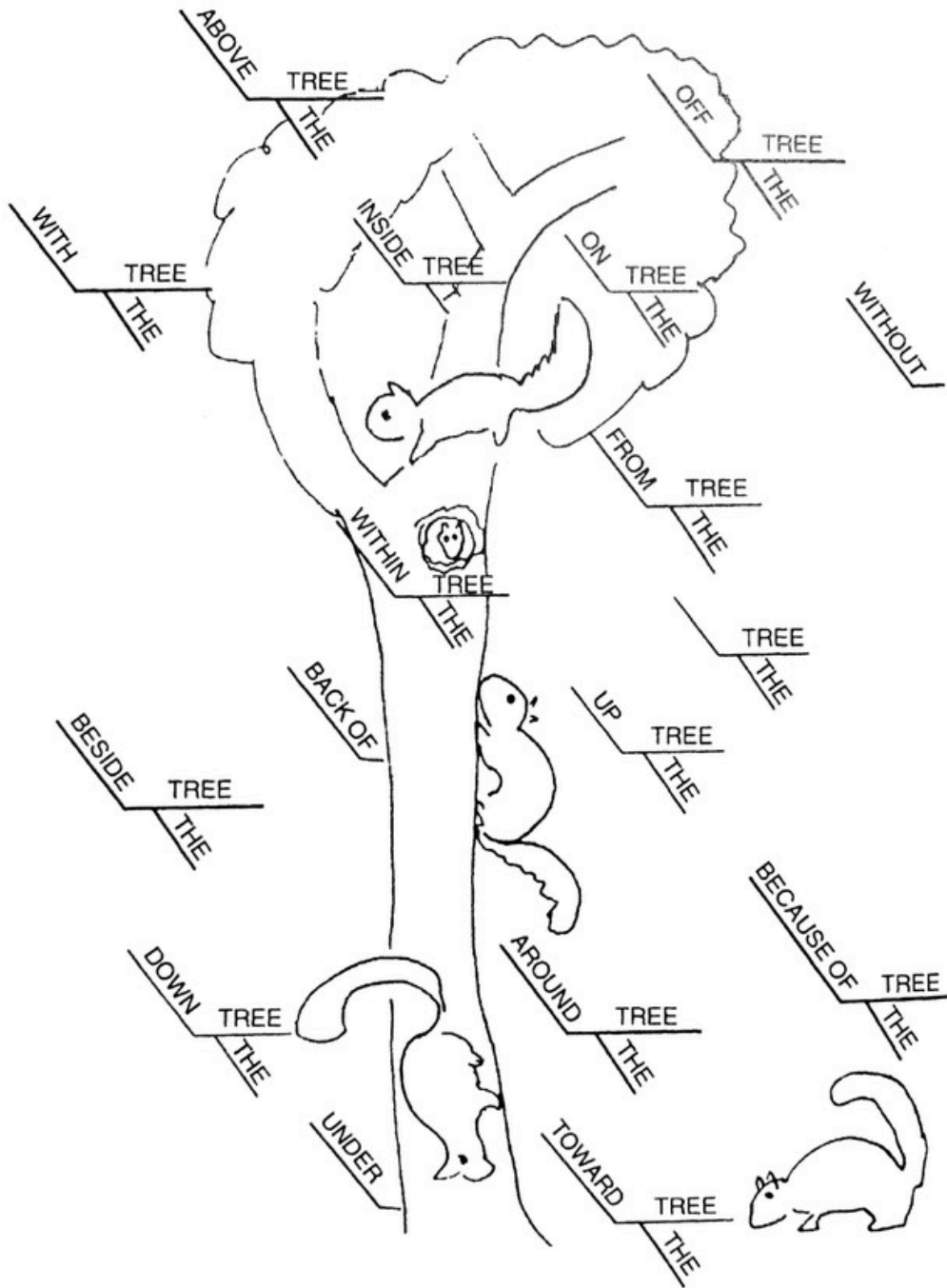
Academic Honesty

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:



A preposition
is
“anything a squirrel can do to a tree”

Tuesday, April 14

Parts of Speech Review: Nouns, pronouns, and verbs.

Objective: You should be able to identify nouns, pronouns, and verbs in a sentence.

1. NOUN—A noun names a person, place, thing or idea.

Find the NOUNS in this sentence:

Oliver called the fish “Floater,” and he bought a tank with water for it to swim in.

(You should have found one person and four things.)

Full of daring, I looked over the edge of the Grand Canyon.

(You should have found an idea, and two places.)

Answers: Oliver, fish, Floater, tank, water, daring, edge, Grand Canyon.

Oliver, Floater, and Grand Canyon are “proper” nouns—they start with capital letters. The rest are “common nouns”—they are not capitalized.

There is only one “abstract” noun, “daring.” It is an idea that you can’t perceive with the senses. The rest are “concrete” nouns.

“He,” “it,” and DO refer to people/things, but since they take the place of “Oliver” and “fish,” they are called pronouns. “I” is also a pronoun, but we don’t know its antecedent (the name or word a pronoun refers to).

While the basic NOUN JOB is naming things, NOUNS will be subdivided into quite a few categories. They will still NAME things, but they will have various functions in the sentence: SUBJECT, OBJECTS, APPOSITIVES, etc. Don’t let this frighten you. IF IT’S A NAME, IT’S A NOUN in some capacity, even being adjectives and adverbs! (You’ll see this later.)

Exercise 1-1: Write down all the nouns you can find in these sentences. Then check with the answers in the back of the packet.

1. The lean black cat sat on the rusty fence singing to the Siamese in the window.
2. Rex, who had chewed up the slipper, licked father with his tongue.
3. My birthday, next Tuesday, will be celebrated in peace and quiet, since all my friends have gone on vacation.
4. Medicine Hat, Nebraska, is far from Boston; its culture is somewhat different, but it is home to Harry.

Perhaps you have heard “the” called a “determiner.” This means that when you see “the,” you can expect a noun to follow. It may follow immediately: the wolf. Or there may be adjectives before the noun: the big bad wolf.

2. PRONOUN—A pronoun takes the place of a noun.

You are familiar with PERSONAL pronouns-I, you, he, etc.-that take the place of names of people. Other pronouns stand for indefinite quantities or unknown persons pronouns in this packet, but we will not cover all of them. If you find a word DOING A NOUN JOB but NOT definitely naming a person, place, thing, or quality, you probably have a pronoun.

Exercise 1-2: See how many pronouns you can find in these sentences and then check with the answers.

1. He told me who took my pencil, but it was too late to get it back.
2. Somebody wrote something on the board, but no one can read it.
3. Who can say whether this will be a good plan for us?
4. Those are Brussels sprouts; can you tell what these are?
5. The boy whose name I have forgotten left before I paid him everything I owed him.

3. VERB—A verb is a word of action or being.

Chapter 3 will tell you more about verbs than you want to know. Right now make sure you can pick out the word of action: run; dance; rain; skip; destroy; sleep; vegetate; economize; think. You can see that some actions are mental actions, some are very inactive actions. Then get to know the HELPING VERBS that go ahead of the words of action sometimes:

MAY CAN MUST MIGHT SHALL WILL SHOULD WOULD COULD HAVE DO BE

Examples: Has run, did dance, might rain, could have been skipping, will be destroyed, must have slept, shall vegetate, can economize, may have been thinking.

The verbs of being are what we call "linking verbs." You will study those later. The most important is the verb "to be," which comes in these forms, or "parts":

AM ARE IS WAS WERE BEING BEEN

These verbs of being can have helpers:

shall have been, was being, might be

Exercise 1-3: Write all the complete verbs-that means include all helpers. There may be more than one verb per sentence.

1. Laura and Nancy competed for Jeff's attention, but he was interested only in Gail.
2. Because he has been coming to your house so often, your grocery bill has increased dramatically.
3. Rex might have been the dog who upset your trash that you had left on your sidewalk.
4. It has really been snowing since the sun went down.

Wednesday, April 15

Parts of Speech Review: adjectives, adverbs, conjunctions, interjections.

Objective: You should be able to identify adjectives, adverbs, prepositions, and interjections in a sentence.

4. ADJECTIVE—An adjective modifies a noun or pronoun.

What can we know about a certain noun (or pronoun)? Take, for example, BOX. We can know:

| | | |
|------------|---------|-------|
| WHICH ONE? | THAT | box |
| WHAT KIND? | WOODEN | box |
| WHOSE? | RALPH'S | box |
| HOW MANY? | THREE | boxes |

The words which answer these questions about nouns are ADJECTIVES.

Exercise 1-4: Find the adjectives. Include the “articles,” a, an, and the.

1. Three fat blackbirds with red patches on their wings sat on our telephone wire.
2. The only way to make a really good sundae is to include chocolate, vanilla, and strawberry ice cream, maple syrup, chopped nuts, and marshmallow sauce.
3. After an enormous Sunday dinner, the old farmer walked slowly to the vine-covered porch and eased into the creaking swing to begin his regular Sunday nap.

5. ADVERB—An adverb modifies a verb, adjective, or other adverb.

What can we know about a certain verb (or adjective or adverb), for example, “HAD RUN”? We can know:

| | | |
|--------|----------------------------------|-----------|
| WHEN? | had run | YESTERDAY |
| WHERE? | had run | AWAY |
| WHY? | (this is hard to do in one word) | |
| HOW? | had run | QUICKLY |

Here are examples of ADVERBS modifying ADJECTIVES:

| | | |
|----------------------------|----------|----------------|
| a VERY big tree (HOW big?) | TOO easy | REALLY serious |
|----------------------------|----------|----------------|

Here are examples of ADVERBS modifying OTHER ADVERBS:

| | | |
|--------------|---------------------------|--------------|
| VERY quickly | NEVER again (WHEN again?) | QUITE slowly |
| SO hungrily | | |

Exercise 1-5: Find the adverbs.

1. Suddenly the sky became very dark, the wind blew wildly, and the rain hurriedly began.
2. When the ingredients are thoroughly mixed, very carefully pour the mixture into the well-greased pans.

3. She stared gloomily out the window, fully convinced that the snow would not begin soon enough.
4. I will never tell you a secret again, for you betrayed my trust so very eagerly!

6. CONJUNCTION—A conjunction joins two words, phrases, or clauses.

There are two kinds of CONJUNCTIONS.

COORDINATING conjunction-joins EQUALS

SUBORDINATING conjunction-joins DEPENDENT clause to INDEPENDENT clause

COordinating conjunctions are: AND BUT OR NOR FOR

Examples: Love AND marriage; cake OR pie; He came BUT I went; He did not speak, NOR did I; I spoke, FOR he couldn't.

SUBordinating conjunctions include such words as: whenever; since; because; until; if.

Examples: We cried BECAUSE we were sad. SINCE it rained, we stayed home.
AFTER he spoke, the room was quiet.

NOTE: There is another group of words called CONJUNCTIVE ADVERBS. They are regarded as ADVERBS.

Examples: I think; THEREFORE, I am. We are tired, YET he stays. The window is open; NEVERTHELESS, it is hot in here.

7. PREPOSITION—A preposition connects a noun or pronoun to the rest of the sentence, showing some relationship.

Chapter 2 will examine prepositions and prepositional phrases in detail. Meanwhile, see how well you can recall (or learn) how to spot a prepositional phrase. PREPOSITIONS ALWAYS OCCUR IN PREPOSITIONAL PHRASES: THERE WILL ALWAYS BE AN OBJECT (A NOUN OR PRONOUN) OF EVERY PREPOSITION.

Example: He glanced into the box. "Into" is the preposition; "box" is the object.

Examine these PREPOSITIONAL PHRASES:

He searched behind the couch, under the table, above the mantel, on the porch, in the cellar, and beneath the laundry.

Exercise 1-6: Find the prepositional phrases. Note that the object may be delayed by one or more ADJECTIVES after the preposition.

1. In spring we look eagerly for signs of new life in our yard.
2. After school Jay ran to the store, eager for a way to spend the dollar he got for his birthday.
3. During this terrible, suffocating heat wave, even the stores have closed, since no one ventures out of his house.
4. To his credit he told the truth about the robbery.

5. I know that in the dark of the night, things look bigger to children, and I remember the lion under my bed.

8. INTERJECTION-An interjection expresses emotion. It is not connected grammatically to the sentence.

Examples: Wow! Look at that!

Hooray! We won!

Oh! I forgot my keys!

Alas, it is too late.

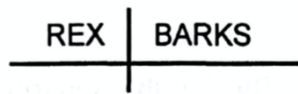
Thursday, April 16

The basics of diagramming, helping verbs, and reorder questions into declarative statement form.

Objective: You should be able to diagram basic sentences with helping verbs, and reorder questions into declarative sentence form.

DIAGRAMMING BEGINS

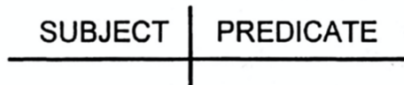
Get a small straight edge, a pencil with plenty of eraser, and enough paper so that you can spread out your work comfortably. Here is your first diagram done for you:



Every sentence **MUST** have a subject and verb. The subject will be some kind of noun; the verb will be some word or words of doing or being.

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.”

Now draw a horizontal line and divide it with a vertical one. The **SUBJECT** and all the things that go with it belong on the left side; the **PREDICATE** (that means the verb and all the things that go with it) goes to the right of the vertical line.



Exercise 2-1: Diagram these sentences.

1. Rex whined.
2. Rex was panting.
3. Rex might have been scratching.

4. Did Rex bark?
5. Should Rex have howled?
6. Rex could have been growling.
7. Rex must have run.
8. Rex had slept.
9. Rex may be eating.
10. Rex will have been digging.

Check your answers. Some new things were thrown at you in this exercise. Did you figure them out? If not, don't worry. We are about to take them up in an orderly manner.

2-A. HELPING VERBS

You have noticed that the verbs in Sentences 2-10 have more than one word. All the words in those sentences except "Rex," which was always the subject, and the very last word, which was the main verb, were HELPING VERBS. Our language shows many fine differences in actions and states of being by the use of helping verbs. For example, "should have been" is a past tense that never happened!

Students who mean business will LEARN the following list of helping verbs:

MAY CAN MUST MIGHT SHALL WILL SHOULD WOULD COULD HAVE
DO BE

HAVE includes HAS, HAD, and sometimes HAVING

DO includes DID

BE is a real treasure chest:

AM ARE IS WAS WERE BEING BEEN

Note: HAVE, DO, and BE can be MAIN VERBS, too.

2-B. QUESTIONS

In Sentences 4 and 5, you found that part of the verb came before the subject. Before you diagram a question, you must turn it around to a declarative statement. Change 4 to "Rex did bark." Change 5 to "Rex should have howled." Be careful to include all the helpers in your newly-arranged sentence.

Exercise 2-2: Practice changing questions to declarative statements. (You are not ready to diagram these.)

1. Has Joe been here?
2. Would you have done that?
3. Why did he leave? (This sounds strange turned around: "He did leave why.")
4. Where have you been all day?
5. What can he mean by that statement?
6. Who came to the door?

- 7. Could Mary be the one we want?
- 8. Must Alex always be driving his car?
- 9. Which one did he pick?
- 10. Whom can a poor girl trust?

Check your answers. If this was very hard, make up some more questions, practice turning them around, and then try the exercise again.

Friday, April 17

Diagraming adjectives and adverbs.

Objective: You should be able to diagram adjectives, adverbs, and which question each modifier is answering.

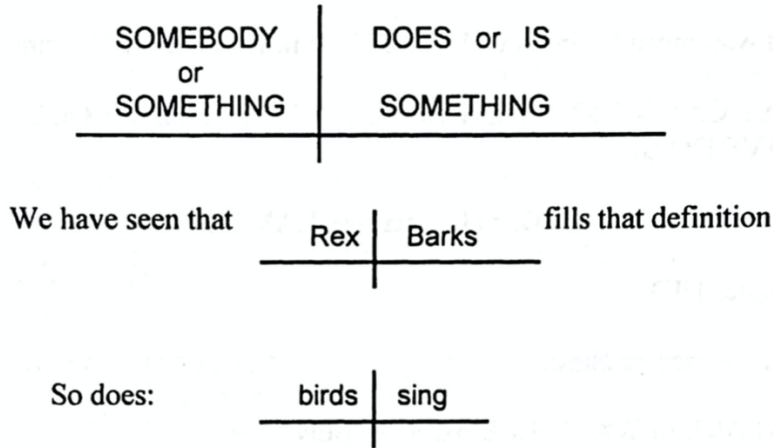
BREIF ASSESMENT

Directions: Diagram the following sentences on a SEPARATE sheet of paper. Don't use this paper for anything else.

- 1. Bill jumps.
- 2. Millie may be eating.
- 3. Nancy must have screamed.
- 4. Ruth had talked.
- 5. Should Bill have yelled?
- 6. Bill could have been dancing.
- 7. Dave might have been sneezing.
- 8. Did Bill run?
- 9. Bill was laughing.
- 10. Suzie will have been dancing.

2-C. MODIFIERS: ADJECTIVES AND ADVERBS

Further sentences will be hopelessly boring unless we add some new elements to our study. Let us go back to the definition of a sentence:



To understand how MODIFIERS work, form a picture in your mind of that sentence, “Birds sing.” Are you seeing the birds? Do you imagine them singing? Now hold that picture while we talk about what it means “to modify” something. If you modify a room in your house, you change it, don’t you? You rip out a wall or build cupboards. It looks different afterward. That is what our word modifiers do, too. In addition to wanting to know who or what does or is something, we also have questions about the doer and the action or state of being. We want to have our mental picture filled in.

About the BIRDS, we ask:

WHICH ONES? WHAT KINDS? WHOSE? HOW MANY?
These are the ADJECTIVE QUESTIONS.

About the action, SING, we ask:

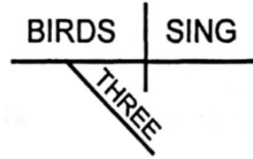
WHERE? WHEN? WHY? HOW?
These are the ADVERB QUESTIONS.

L*E*A*R*N T*H*E*M N*O*W!

You will ABSOLUTELY have to know these questions if you are to learn how to analyze sentences. You will constantly be confronting words and wondering what they are doing in the sentence. You will have to say to yourself, “What question does this answer about what word?” You will not find the right answers unless you learn the **ADJECTIVE AND ADVERB QUESTIONS!**

Now back to your original picture of “Birds sing.” How many did you see? If you had seen only two birds and I say “three birds,” your picture is modified, or changed, by my ADJECTIVE “three,” which told “HOW MANY” birds.

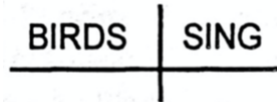
Since ADJECTIVES answer the ADJECTIVE QUESTIONS about NOUNS, they are diagrammed on slanting lines under the noun they modify, thus:



Now notice this sentence.

Those three blue birds sing.

We still have the same subject and verb:



but the subject noun is modified by three words that answer three different ADJECTIVE QUESTIONS.

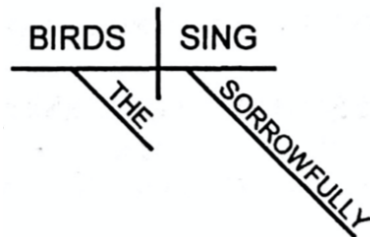
Exercise 2-3: Diagram the sentence:

Those three blue birds sing.

Tell what question each adjective answers. Then check with the answers in the back of the packet.

By the way, the “articles” (as you may have learned to call them) A, AN, and THE, will be considered ADJECTIVES. “A” and “an” tell “how many”; “the” tells “which one.”

Can you remember your original picture of “Birds sing”? If I say they were singing “sorrowfully,” your picture is modified again. Words ending in “-ly” are usually ADVERBS nearly always answering the ADVERB QUESTION: HOW?



Notice that, while an adjective usually goes in front of its noun, an adverb can hop about in the sentence:

Sorrowfully the birds sing.

The birds sorrowfully sing.

The birds sing sorrowfully.

All three sentences are diagrammed in exactly the same way. (See previous page.)

Exercise 2-4: Diagram these sentences. Put adjectives under nouns, adverbs under verbs. Write what question each modifier answers.

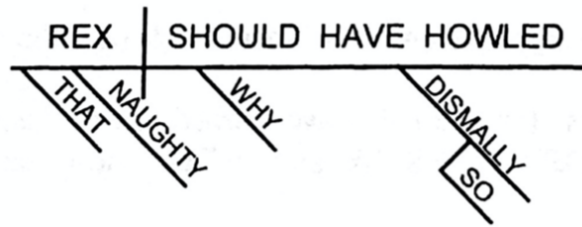
1. Poor Rex whined pitifully.
2. That tired Rex was panting furiously.
3. Yesterday Rex might have been scratching.

4. Did Rex really bark?
5. Why should that naughty Rex have howled so dismally?

There are two tricky things in Sentence 5. First, “why” doesn’t answer an adverb question; it is an adverb question. Diagram it just as you would an adverb.

Where did you put “so”? That was really sneaky! It answers the ADVERB QUESTION: HOW. But it does not modify the verb “howled.” (How did he howl? So? No.) No, it answers the question “how” about “dismally.” (How dismally? So dismally.) Remember that “adverbs modify verbs, adjectives and other adverbs.”

So let us take a look at Sentence 5:



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.

CHAPTER ONE

1-1 NOUNS

1. cat, fence, Siamese, window
2. Rex, slipper, father, tongue
3. birthday, Tuesday, peace, quiet, friends, vacation
4. Medicine Hat, Nebraska, Boston, culture, home, Harry

1-2 PRONOUNS

1. He, me, who, my, it, it
2. Somebody, something, one, it
3. Who, this, us
4. Those, you, what, these
5. Whose, I, I, him, everything, I, him

1-3 VERBS

1. competed, was interested
2. has been coming, has increased
3. might have been, upset, had left
4. has been snowing (really is an adverb), went

1-4 ADJECTIVES

1. Three, fat, red, their (possessive pronouns are also adjectives when they answer "whose"), our, telephone
2. The, only, (to make is an infinitive used as an adjective), a, good, chocolate, vanilla, strawberry, maple, chopped, marshmallow
3. an, enormous, Sunday, the, old, the, vine-covered, the, creaking, his, regular, Sunday

(Did you notice that some of these ADJECTIVES can also be NOUNS in other sentences?)

1-5 ADVERBS

1. Suddenly, very, wildly, hurriedly
2. (When is a conjunction introducing an adverb clause), thoroughly, very, carefully, well
3. gloomily, fully, soon, enough
4. never, again, so, very, eagerly

1-6 PREPOSITIONAL PHRASES

| Prepositions | Adjectives | Objects (Nouns) |
|--|---|------------------------------------|
| 1. in for of in | new our | spring signs life yard |
| 2. after to for (to spend is an INFINITIVE, not a preposition) for | the a his | school store way birthday |
| 3. during | this terrible suffocating heat | wave |
| out of (out of is considered one preposition) | his | house |
| 4. to about | his the | credit robbery |
| 5. in of to under | the the to my | dark night children bed |

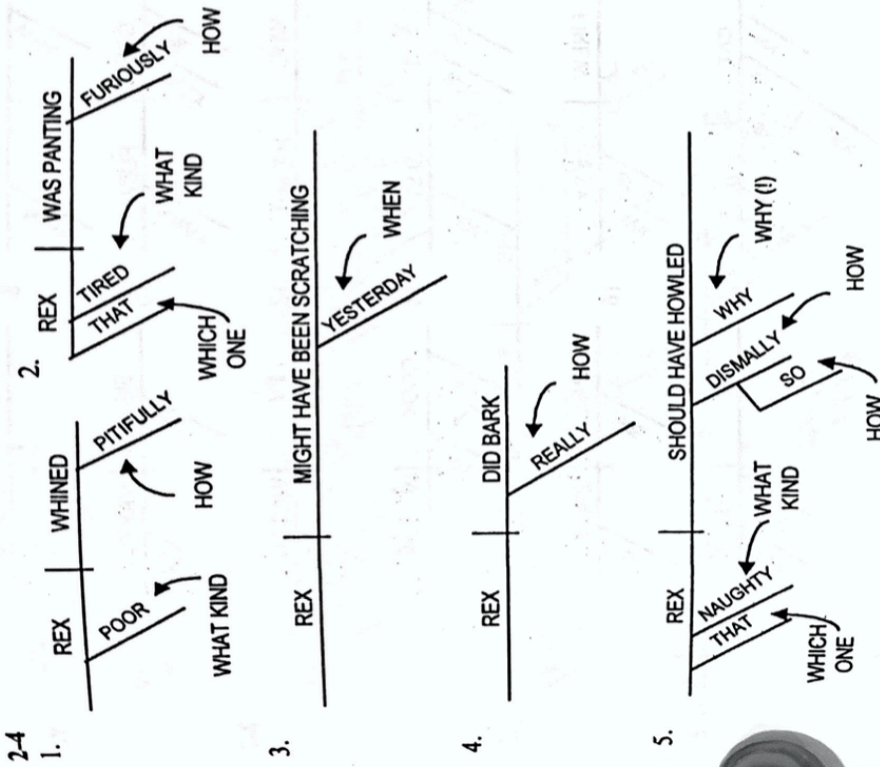
CHAPTER TWO

2-1

1. Rex | whined | 2. Rex | was panting
3. Rex | might have been scratching
4. Rex | did bark | 5. Rex | should have howled

2-4

1. Rex | could have been growing | _____
2. Rex | must have run | _____
3. Rex | may be eating | _____
4. Rex | will have been digging | _____
5. Rex | was panting | _____
6. Rex | might have been scratching | _____
7. Rex | did bark | _____
8. Rex | should have howled | _____
9. Rex | that | _____
10. Rex | that | _____



2-2 Subject verb

1. Joe has been here.
2. You would have done that.
3. He did leave why.
4. You have been where all day.
5. He can mean what by that statement.
6. Who came to the door? (No change necessary.)
7. Mary could be the one we want.
8. Alex must always be driving his car.
9. He did pick which one.
10. A poor girl can trust whom.

2-3

