

GLENCOE LANGUAGE ARTS

Sentence Diagramming

Middle
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To the Teacher

Sentence Diagraming is a blackline master workbook that offers samples, exercises, and step-by-step instructions to expand students' knowledge of grammar and sentence structure. Each lesson teaches a part of a sentence and then illustrates a way to diagram it. Designed for students at all levels, *Sentence Diagraming* provides students with a tool for understanding written and spoken English.

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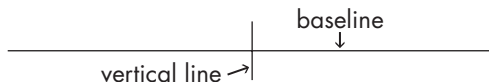
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Simple Sentences

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Simple Subjects and Simple Predicates I

A sentence diagram is a chart of a sentence. It shows how the words and parts of a sentence relate to each other and to the sentence as a whole. To diagram any sentence, begin with a **diagram frame**, like the one shown here. Make the vertical line that cuts through the baseline equally long above and below the baseline.

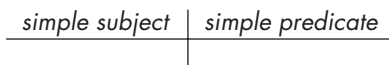


Simple Subject and Simple Predicate

Every sentence has two parts: a subject and a predicate. The **subject** tells what a sentence is about. The **predicate** says something about the subject. The subject of the sentence appears on the left side of the diagram frame. The predicate appears on the right.

The **simple subject** of a sentence is the key noun or pronoun in the subject. The **simple predicate** is the verb or verb phrase that expresses the essential thought about the subject. To diagram a sentence with a simple subject and simple predicate, write the simple subject on the baseline to the left of the vertical line. Write the simple predicate on the baseline to the right of the vertical line.

Example Robins fly.

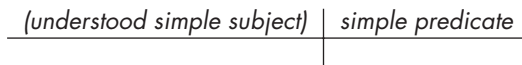
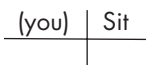


In a diagram, keep capitalization as it is in the sentence. However, leave out any punctuation.

Understood Subject

In some sentences, the subject *you* is not stated, but it is understood. Place the understood subject in parentheses to the left of the vertical line.

Example Sit.



EXERCISE Diagram each sentence.

1. Dolphins swim.
2. Wait!
3. Turn.
4. Tiffany jogs.

Simple Subjects and Simple Predicates II

Simple Subject or Simple Predicate Having More than One Word

A simple subject may have more than one word. For example, it may be a compound noun, such as *White House*, or a person's full name, such as *President William Henry Harrison*. A simple predicate, or **verb**, may also have more than one word. A main verb with its helping, or auxiliary, verbs is called a **verb phrase**. An example is *have been voting*, in which the main verb is *voting* and the helping verbs are *have* and *been*. In a diagram, place all the words of a simple subject or simple predicate on the baseline on the correct side of the vertical rule.

Example Sojourner Truth was speaking.



Simple Subject and Simple Predicate in Inverted Order

In some questions, the simple subject appears between a helping verb and the main verb. An example is *Was she crying?* The simple subject, *she*, comes between the words of the verb phrase, *was crying*. In a diagram, however, the locations of the simple subject and the simple predicate always stay the same—the subject at the left of the vertical line and the predicate at the right.

Study the example below. Remember that capitalization stays the same as in the original sentence but that punctuation is not used.

Example Is anyone listening?



EXERCISE 1 Diagram each sentence.

- | | |
|--|--|
| <p>1. Hector has been exercising.</p> <p>2. Did you forget?</p> <p>3. Ms. Alice Cummins interrupted.</p> | <p>4. Hurry!</p> <p>5. Dr. Lee has been calling.</p> <p>6. Have guests been invited?</p> |
|--|--|

Sentence Diagraming

LESSON

2
Continued

7. Work!

9. Who called?

8. Senator Adams will have retired.

10. Did Aunt Emily go?

EXERCISE 2 In each of these sentences, the simple subject and the verb are shown in boldface type. Diagram only the boldfaced simple subject and verb of each sentence.

1. **Sleet is falling** on the sidewalks and roads.

4. At the end of the race, **drink** some water.

2. **Were you planning** to fix the broken window?

5. **Plants** of many kinds **are sold** at the garden center.

3. All year long, the **Doans have been remodeling** their old house near the seashore.

6. **One** of these statements **is** false.

Sentence Diagraming

LESSON 3

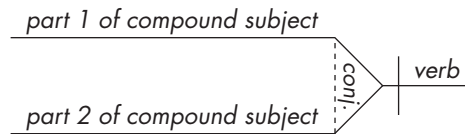
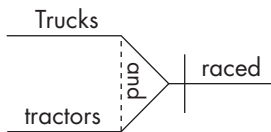
Compound Subjects and Compound Predicates I

A simple sentence has only one main clause. That is, it has a single subject and a single predicate. Its diagram uses only one baseline. However, the subject or the predicate may have more than one part. If a simple sentence has a compound subject or predicate, its diagram still uses only one baseline. However, the baseline is forked at the appropriate side to make space for more than one part.

Compound Subject

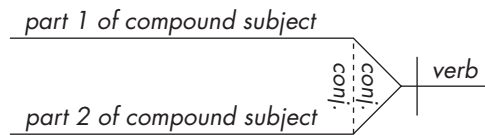
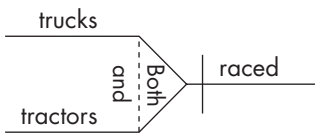
A **compound subject** is made up of two or more simple subjects that are joined by a conjunction—such as *and*, *but*, or *or*—and have the same verb. The diagram for a sentence with a compound subject has a fork in the baseline at the left (subject) side of the vertical line. Draw parallel horizontal lines, one for each part of the subject. Connect the lines with a dotted vertical line at their right, and write the conjunction along that dotted line. Draw angled lines from both the top and bottom subject lines to join the stack to the baseline, as this example shows:

Example Trucks and tractors raced.



If a correlative conjunction such as *both . . . and* or *either . . . or* is used, write one word of the conjunction on each side of the dotted line. Study this example:

Example Both trucks and tractors raced.



EXERCISE Diagram each sentence.

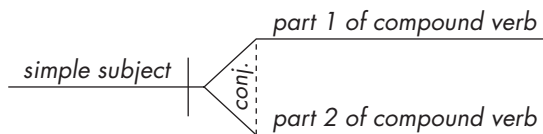
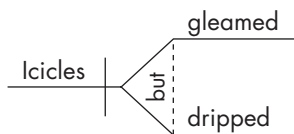
1. Both Emma and Becky laughed.
2. Was Phillip or Annette returning?
3. Boaters and swimmers were rescued.
4. Either Jeremy or Mark was whispering.

Compound Subjects and Compound Predicates II

Compound Predicate

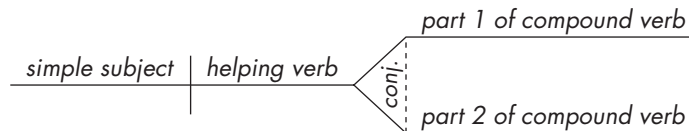
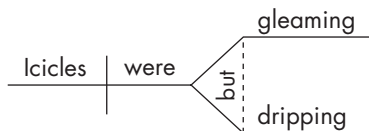
A **compound predicate** (or **compound verb**) is made up of two or more verbs or verb phrases that are joined by a conjunction and have the same subject. The diagram for a sentence with a compound verb has a fork in the baseline at the right (verb) side of the vertical line. To diagram a sentence with a compound verb, draw a mirror image of the diagram for a compound subject. Look at the example below.

Example Icicles gleamed but dripped.



If a helping verb is not repeated, write it on the baseline between the vertical line and the fork, as in the next example.

Example Icicles were gleaming but dripping.



EXERCISE Diagram each sentence.

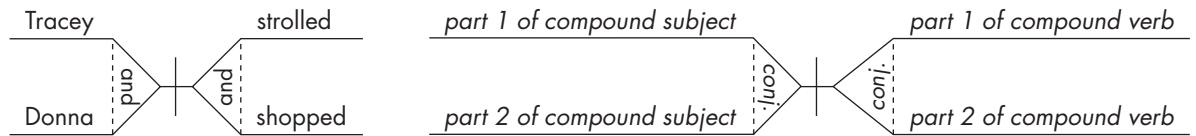
1. Rex was growling and biting.
2. Waves rose and fell.
3. Stop and listen!
4. She either complains or criticizes.
5. Elaine paused but continued.
6. Skiers were slipping and falling.

Compound Subjects and Compound Predicates III

Compound Subject and Compound Predicate

Some sentences have both compound subjects and compound verbs. The diagram for any of those sentences has a baseline that is forked on both ends, as in this example.

Example Tracey and Donna strolled and shopped.



EXERCISE Diagram each sentence.

1. Nick and Lawanna swept and dusted.
2. Tina and Mr. Lopez fished and talked.
3. Did Ernie and you stop and look?
4. Neither Midnight nor Belle the Cat scratches or bites.
5. Letters and packages were delivered and opened.
6. Was Diane or Joan singing?
7. Mayor Axon visited and spoke.
8. Both Angela and Rudy have been traveling but will return.

Direct Objects and Indirect Objects I

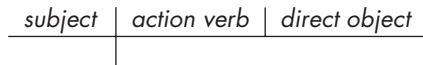
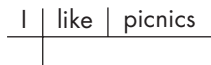
Verbs that express physical or mental action are called **action verbs**. Some action verbs are complete in themselves, but others pass their action on to other elements in the sentence. These elements are called the **objects** of the action verbs.

Direct Object

A **transitive verb** is an action verb that is followed by a word or words that answer the question *what?* or *whom?* Such words are called **direct objects**. Nouns, pronouns, and other words acting as nouns may be direct objects.

To diagram a sentence with a direct object, place the direct object on the baseline to the right of its verb. Separate the object from the verb with a vertical line above the baseline only.

Example I like picnics.



EXERCISE Diagram each sentence.

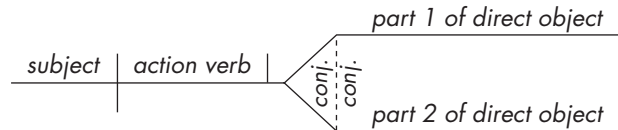
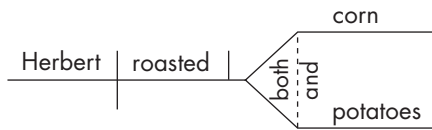
- | | |
|------------------------------|------------------------------------|
| 1. Everyone brought food. | 5. Ants were bothering us. |
| 2. Fran packed cookies. | 6. Boys and girls played baseball. |
| 3. Tony cooked hamburgers. | 7. Both Max and I hit homers. |
| 4. Did anyone bring napkins? | 8. Has everyone had fun? |

Direct Objects and Indirect Objects II

Compound Direct Object

If a verb has a compound direct object, the right end of the baseline, where the direct object belongs, is forked. To the right of the vertical line after the verb, draw parallel horizontal lines, one for each part of the compound object. Connect the lines with a dotted vertical line at their left. Write the conjunction along that line. Draw angled lines from both the top and bottom lines to join the stack to the baseline. Study this example.

Example Herbert roasted both corn and potatoes.



EXERCISE Diagram each sentence.

- | | |
|---|---|
| <p>1. Parks have tables and benches.</p> | <p>5. We saw neither rain nor clouds.</p> |
| <p>2. You use either grills or campfires.</p> | <p>6. Danelle and Gina had prepared salads and rolls.</p> |
| <p>3. Did you drink juice or cola?</p> | <p>7. Mike ate both food and bugs.</p> |
| <p>4. Chang was swatting houseflies and mosquitoes.</p> | <p>8. Campers should bring bedrolls and tents.</p> |

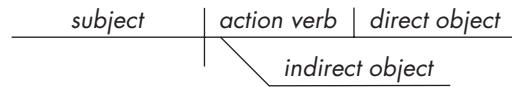
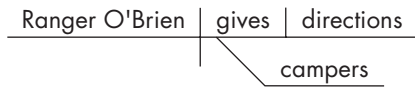
Direct Objects and Indirect Objects III

Indirect Object

An **indirect object** answers the question *to whom or what?* or *for whom or what?* after an action verb. Almost always, a sentence with an indirect object also has a direct object. In the sentence, the indirect object appears between the verb and the direct object.

To diagram a sentence with an indirect object, begin by diagraming the subject, verb, and direct object. Then draw a line that slants down from the baseline under the verb, bends, and extends horizontally to the right. Place the indirect object on the horizontal segment of the line, as in this example.

Example Ranger O'Brien gives campers directions.



EXERCISE Diagram each sentence.

1. Mr. Norris assigned us jobs.
2. He taught me birdcalls.
3. We made ourselves dinner.
4. Ms. Varsey told us stories.
5. She handed everyone marshmallows.
6. Roger lent Manny sunglasses.

Sentence Diagraming

LESSON

9
Continued

3. Food can attract bears and bring campers problems.

4. Weather can help or hurt vacationers.

5. Rain gives plants nourishment but can dampen spirits.

6. Have you camped or visited parks?

Sentence Diagraming **LESSON 10**

Adjectives and Adverbs I

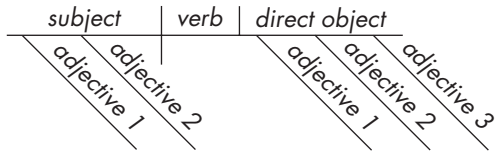
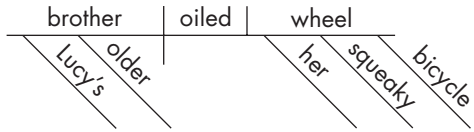
In addition to nouns, pronouns, and verbs, many sentences use modifiers. The two types of modifiers are adjectives and adverbs.

Adjectives

An **adjective** is a word that modifies, or describes, a noun or pronoun. An adjective can tell *what kind, which one, how many, or how much*. Examples include *strong, this, three, and less*. The **articles** *a, an, and the* are also adjectives. In addition, possessive nouns and pronouns can be considered adjectives because they describe nouns. Examples of possessive nouns are *children's, adults', and Mrs. Dean's*. Possessive pronouns include *our, your, his, and her*. In the example below, every adjective is underlined.

Any noun or pronoun in a sentence may be modified by one or more adjectives. To diagram a sentence with adjectives, place each adjective on a slant line below the word it modifies. If more than one adjective modifies the same word, place the modifiers from left to right in the order in which they appear in the sentence.

Example Lucy's older brother oiled her squeaky bicycle wheel.



EXERCISE Diagram each sentence.

1. Those happy fans watched a great race.

2. Did the famous cyclist win first prize?

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Adjectives and Adverbs II

Adverbs

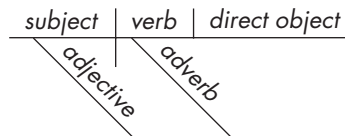
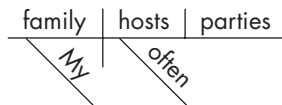
An **adverb** is a word that modifies, or describes, a verb, an adjective, or another adverb. Adverbs answer the questions *when?*, *where?*, *how?*, and *to what extent?* In the examples below, the adverbs are underlined.

To diagram a sentence with one or more adverbs, place each adverb on a slant line below the word it modifies.

Adverbs Modifying Verbs

In a sentence, an adverb that modifies a verb may appear either before or after the verb. It may be separated from the verb by other words or phrases. In these examples, the adverb *often* takes two different positions. However, because *often* modifies *hosts* in both sentences, the diagrams of the sentences are the same. When diagraming a sentence in which two or more adverbs modify the verb, place the adverbs under the verb in the order they appear in the sentence.

Example My family often hosts parties.
 My family hosts parties often.



EXERCISE Diagram each sentence.

- | | |
|---|---|
| 1. Cold winds howled noisily. | 4. Soon, everyone was seated comfortably. |
| 2. The Dawsons greeted their guests warmly. | 5. Had the Lopezes been there before? |
| 3. Immediately, they hurried the guests inside. | 6. The visit ended early. |

Adjectives and Adverbs III

Adverbs That Modify Other Modifiers

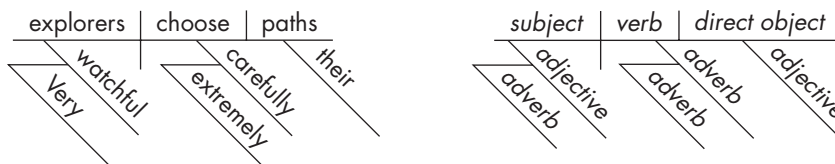
A single sentence may have both kinds of modifiers, with adjectives modifying nouns and pronouns, and adverbs modifying verbs.

Example Watchful explorers choose their paths carefully.



Also, the sentence may have other adverbs modifying these modifiers. To diagram an adverb that modifies an adjective or another adverb shown on a slant line, write the additional adverb on a slant line parallel to but slightly lower than the slant line of the word modified. Connect the two lines with a short horizontal line at the top of the lower slant line. In this example, the adverbs *very* and *extremely* modify the adjective *watchful* and the adverb *carefully*.

Example Very watchful explorers choose their paths extremely carefully.



EXERCISE Diagram each sentence.

1. Alarmingly thick bushes blocked the path almost everywhere.

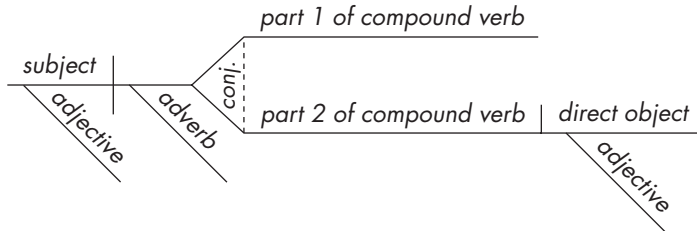
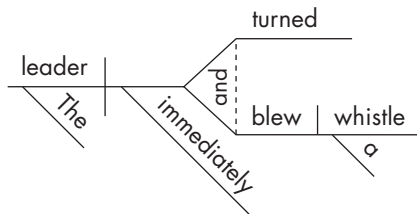
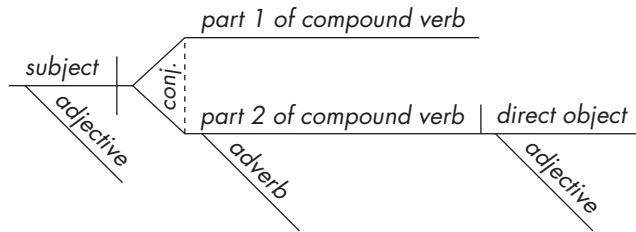
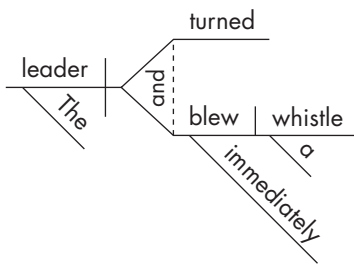
2. The travelers looked about rather wearily.

Adjectives and Adverbs IV

Modifiers with Compound Subjects, Verbs, and Objects

In a sentence with a compound subject, verb, or object, a modifier may describe one part of the compound element or all parts. What the modifier describes affects where it is placed in the diagram. In the first example below, *immediately* modifies *blew*. In the second example, *immediately* modifies both verb parts. See how the diagrams differ.

Examples The leader turned and immediately blew a whistle.
 The leader immediately turned and blew a whistle.



If a modifier modifies only one part of the compound element, place it under that part of the fork. If the modifier modifies all parts, place it under the shared baseline.

EXERCISE Diagram each sentence.

1. The cowardly explorer shivered suddenly and fainted.
2. Scary stories always frighten and delight me.
3. Both the book and its sequel sold well.
4. The story fascinated adventurous teens and adults.

Subject Complements I

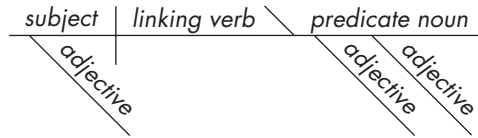
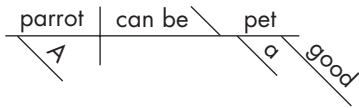
A **linking verb** links, or joins, the subject of the sentence with a word or phrase describing or identifying the subject. The most common linking verb is *to be*. Other linking verbs are *appear*, *sound*, and *feel*. The word or phrase linked to the subject is called a **subject complement**. There are two kinds of subject complements: predicate nouns and predicate adjectives. They are diagrammed the same way.

Predicate Noun

A **predicate noun** is a noun or pronoun that follows a linking verb and renames or further identifies the subject. It may be modified by adjectives.

To diagram a sentence with a predicate noun, place the noun or pronoun on the baseline to the right of the linking verb. Draw a slant line between the verb and the predicate noun that ends at the baseline.

Example A parrot can be a good pet.



EXERCISE Diagram each sentence.

1. Kiwi is a yellow cockatiel.
2. Cockatiels are parrots.
3. Parrots are popular pets.
4. How long has Kiwi been Frank's pet?

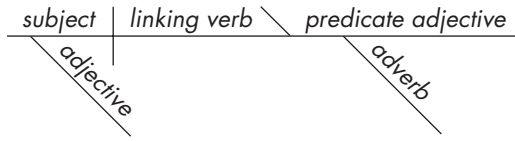
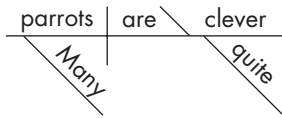
Subject Complements II

Predicate Adjective

A **predicate adjective** is an adjective that follows a linking verb and further describes the subject. It may be modified by adverbs.

To diagram a sentence with a predicate adjective, place the adjective on the baseline to the right of the linking verb. Draw a slant line between the verb and the predicate adjective that ends at the baseline.

Example Many parrots are quite clever.



EXERCISE Diagram each sentence.

1. Frank's cockatiel is very friendly.
2. Kiwi appears happy.
3. Her birdcage is rather large.
4. Kiwi seems smart.
5. Are her tricks difficult?
6. Kiwi's owner feels extremely fortunate.

Simple Sentences with Phrases

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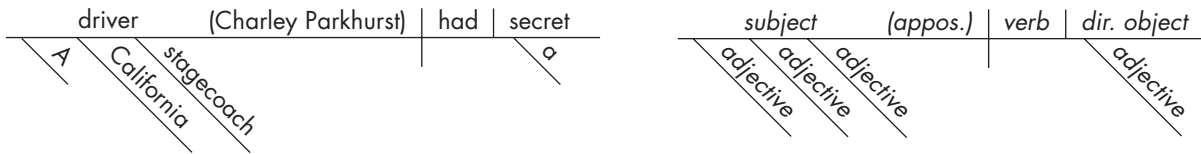
Sentence Diagraming

LESSON 17

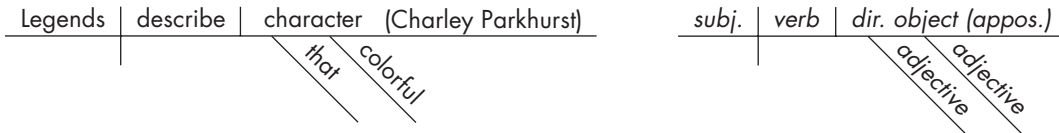
Appositives and Appositive Phrases

An **appositive** is a noun or pronoun that identifies another noun or pronoun in the sentence. Any noun or pronoun may have an appositive. To diagram a sentence with an appositive, place the appositive immediately after the word it identifies, and set it off in parentheses.

Example A California stagecoach driver, Charley Parkhurst, had a secret.

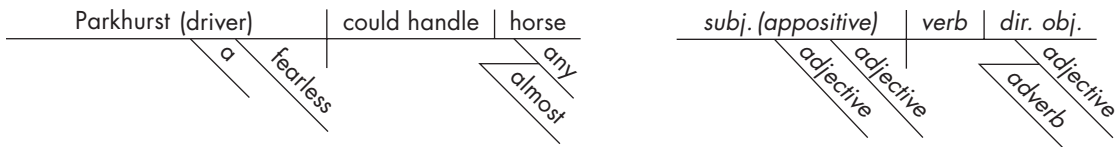


Example Legends describe that colorful character, Charley Parkhurst.



An **appositive phrase** is composed of an appositive and all the words that modify it. To diagram a sentence with an appositive phrase, write the appositive within parentheses immediately after the word identified, and place the modifiers on slant lines under the appositive rather than under the word identified.

Example Parkhurst, a fearless driver, could handle almost any horse.



EXERCISE Diagram each sentence.

1. Charley Parkhurst was really Charlotte Parkhurst, an orphan.

2. Fifteen-year-old Charlotte, a tall, strong girl, left an unfriendly orphanage.

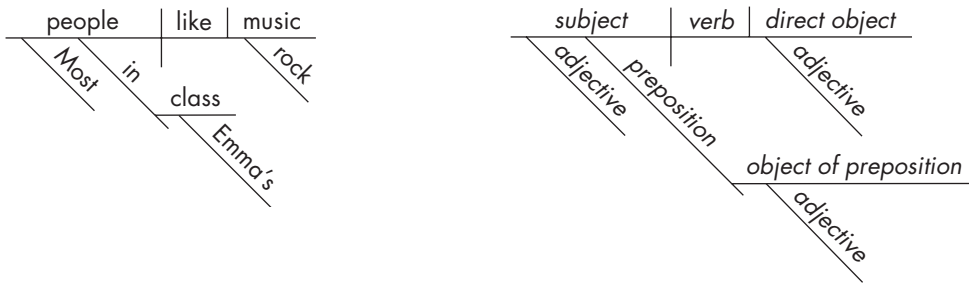
Prepositional Phrases I

A **preposition** is a word that indicates how a noun or pronoun relates to some other word in its sentence. Examples include *before*, *throughout*, and *with*. Some prepositions are made up of more than one word, such as *in front of* and *except for*. A **prepositional phrase** is made up of a preposition, its object, and any modifiers of the object. Examples of prepositional phrases are “before the storm,” “during heavy rain,” and “in front of an old barn.” Prepositional phrases may act as adjectives or as adverbs.

Used as Adjectives

To diagram a prepositional phrase used as an adjective, place the preposition on a slant line below the noun or pronoun modified. Place the object of the preposition on a horizontal line connected to the slant line and lying at its right. The slant line should extend slightly beyond the horizontal line. If the object of the preposition has modifiers, write them on slant lines below the object.

Example Most people in Emma’s class like rock music.



EXERCISE Diagram each sentence.

1. Posters throughout the city announced the rock concert.
2. Holders of particular tickets would also receive passes to backstage areas.

Sentence Diagraming

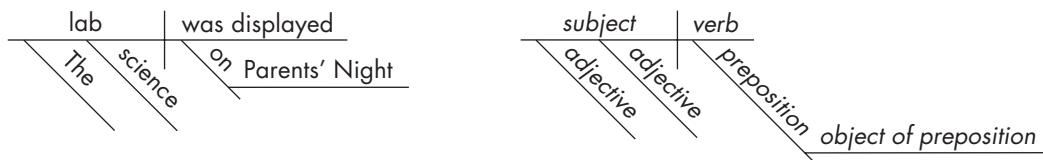
LESSON 19

Prepositional Phrases II

Used as Adverbs

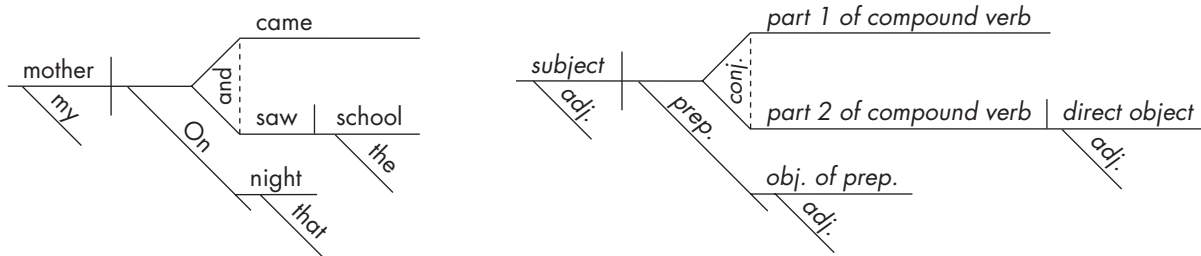
A prepositional phrase used as an adverb is diagrammed the same way as one used as an adjective. Study this model of a prepositional phrase used to modify a verb. The preposition is placed on the slant line and its object is placed on the adjoining horizontal line. Note that the phrase is placed beneath the verb modified.

Example The science lab was displayed on Parents' Night.



If the prepositional phrase modifies only one part of a compound element, place it under that part only. Otherwise, the slant line begins beneath the shared baseline.

Example On that night, my mother came and saw the school.



As shown above, a prepositional phrase used as an adverb does not always immediately follow the verb. You can identify a phrase used as an adverb if it answers this question: *When, where, or how does or did the action occur?*

EXERCISE Diagram each sentence.

1. Before Parents' Night, we practiced our experiments.
2. Mrs. Sanchez wrote precise instructions on the chalkboard.

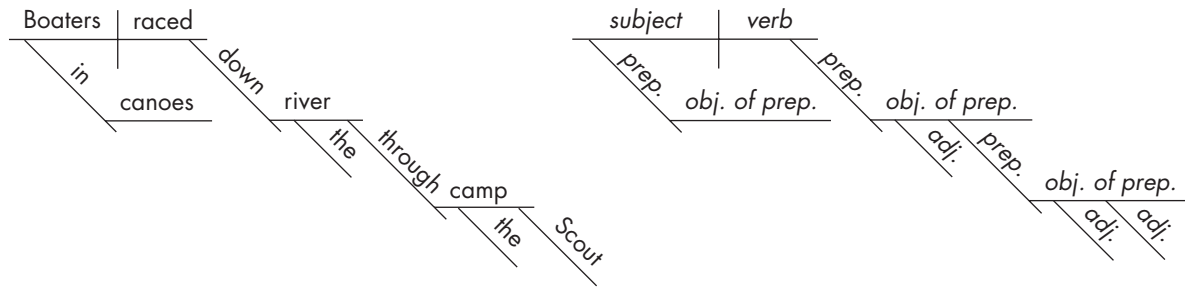
Sentence Diagraming **LESSON 20**

Prepositional Phrases III

Used to Modify Other Prepositional Phrases

A prepositional phrase that modifies another prepositional phrase is diagramed like any other prepositional phrase. Simply place the phrase beneath the object of the prepositional phrase that is modified. Study this example.

Example Boaters in canoes raced down the river through the Scout camp.



In this example, the prepositional phrase “down the river” tells where the boaters raced, so it is placed under the verb *raced*. The prepositional phrase “through the Scout camp” tells which river, so it is placed under the object of the first phrase, *river*.

Any sentence may contain a series of prepositional phrases. Be sure to determine which word is modified by each phrase, and place each phrase under the word it modifies.

EXERCISE Diagram each sentence.

1. The race was held on a day with threats of rain.

2. Danny rowed with a winner of the previous race.

Sentence Diagraming **LESSON 22**

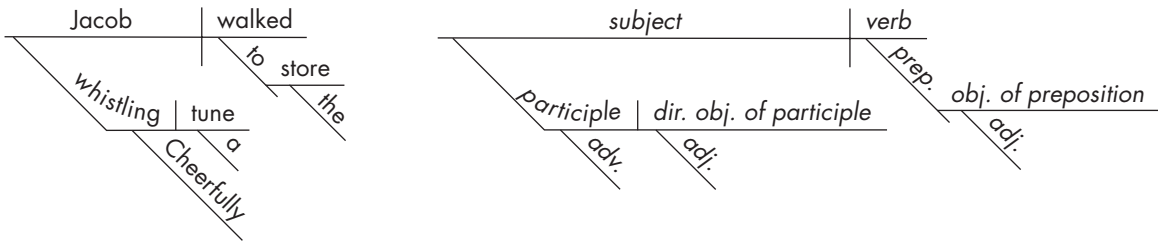
Participles and Participial Phrases II

Participial Phrases

As a form of verbs, participles may take direct objects, indirect objects, predicate nouns, and predicate adjectives. They may also be modified by adverbs and prepositional phrases. A **participial phrase** is made up of a participle, any complements it may have, and all words and phrases that modify the participle and its complements.

To diagram a participial phrase, first diagram the participle on its bent line. Then diagram any objects, complements, and modifiers in the phrase, adding them to the bent line of the participle. Be sure to place every modifier under the correct element of the participial phrase.

Example Cheerfully whistling a tune, Jacob walked to the store.



Participial phrases can occur almost anywhere in a sentence. Be sure to identify which word is modified by each participial phrase, and diagram the phrase so that the participle extends below that word.

EXERCISE Diagram each sentence.

1. Looking over his shoulder, Jacob spotted a large dog.

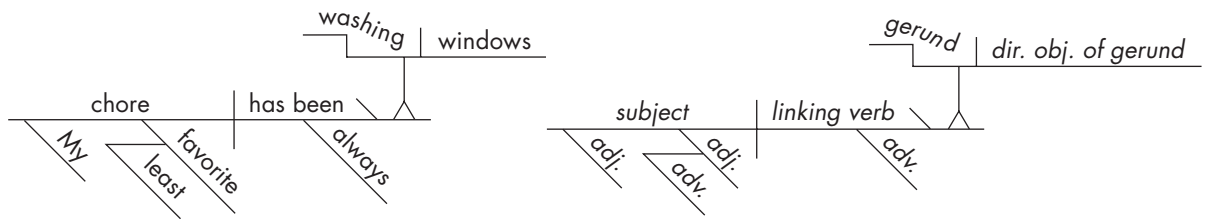
2. The dog, barking furiously, chased the frightened boy.

Gerunds and Gerund Phrases III

Used as Predicate Nouns

To diagram a sentence with a gerund or gerund phrase as a predicate noun, place a stilt on the baseline where the predicate noun belongs, following a slant line. Draw a stepped line above the stilt. Curve the gerund over the step, and add any other words of the gerund phrase to the stepped line. Study this example.

Example My least favorite chore has always been washing windows.



EXERCISE Diagram each sentence. Use the correct line before each gerund—straight or slanted—to indicate whether it is used as a direct object or as a predicate noun.

1. The first step of any job is finding the right tools.

2. The tired workers stopped doing their best.

3. Elena's hobby was repairing dolls.

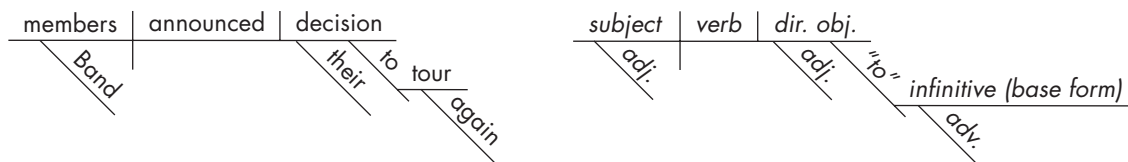
Infinitives and Infinitive Phrases I

An **infinitive** is a verb form that matches the base form of a verb and is usually preceded by the word *to*. An example is “to tell.” An **infinitive phrase** is made up of an infinitive, its complements, and any modifiers of the infinitive and its complements. An example is “to tell a friend the news.” Infinitives and infinitive phrases can be used in sentences as adjectives, adverbs, or nouns.

Used as Adjectives

Infinitives or infinitive phrases used as adjectives are diagramed in the same way as prepositional phrases are. Write the word *to* on a slant line below the noun or pronoun modified by the infinitive. Write the base form of the verb on a horizontal line drawn to the right of the slant line, near its lower end. Study this example.

Examples Band members announced their decision to tour again.



The infinitive phrase “to tour again” tells *what kind* of decision. It acts as an adjective modifying *decision*.

EXERCISE Diagram each sentence.

1. The audience shouted demands to play favorite songs.

2. On tour, musicians need the ability to sleep at odd hours.

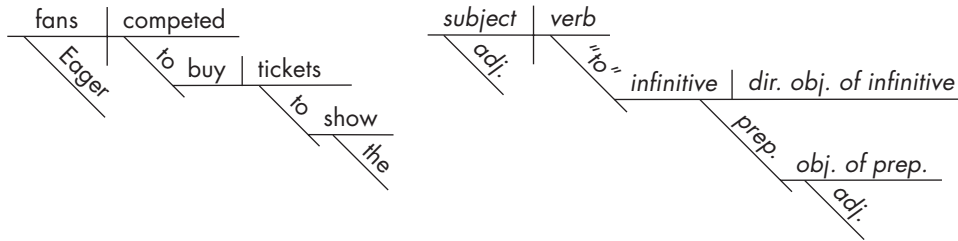
3. An overnight bag to hold essential items is a necessity.

Infinitives and Infinitive Phrases II

Used as Adverbs

Infinitives or infinitive phrases used as adjectives and those used as adverbs are diagramed in the same way. Write the word *to* on a slant line below the word modified by the infinitive. Write the base form of the verb on a horizontal line drawn to the right of the slant line, near its lower end. Here is an example.

Examples Eager fans competed to buy tickets to the show.



In the example, the infinitive phrase “to buy tickets” tells *how* or *why* the fans competed. It acts as an adverb, modifying *competed*.

EXERCISE Diagram each sentence.

1. To get closer to the stage, some audience members pushed others.

2. Guards at the auditorium worked to prevent injuries.

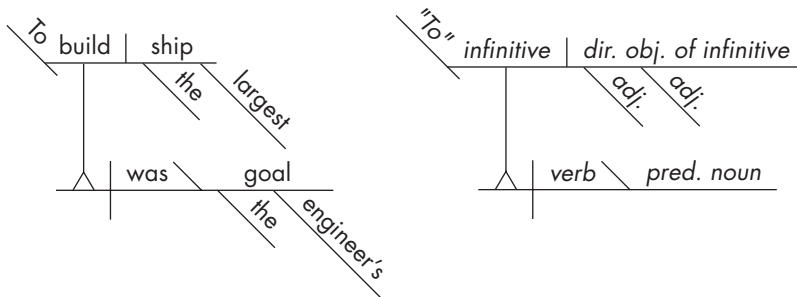
3. The band played two encores to show their appreciation.

Infinitives and Infinitive Phrases III

Used as Subjects

To diagram a sentence with an infinitive or infinitive phrase used as a noun, first identify its role in the sentence. If the phrase is used as a subject, draw a stilt on the baseline where the subject belongs. Next, draw a horizontal line above the stilt, and a short slant line at the left of that horizontal line, as in the example below. Write the word *to* on the slant line, and the base form of the verb on the horizontal line. (Make sure the verb form is directly above the stilt.) Add complements and modifiers in the infinitive phrase to the horizontal line. Study this example.

Examples To build the largest ship was the engineer's goal.



EXERCISE Diagram each sentence.

1. In good weather, to ride a bike to school saves time.

2. To buy a secondhand bike was a wise decision.

3. To change this tire will take twenty minutes.

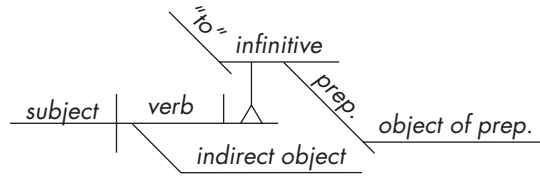
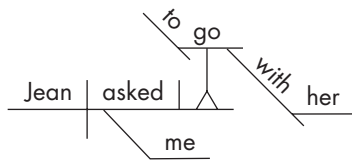
Infinitives and Infinitive Phrases IV

Used as Direct Objects

To diagram a sentence with an infinitive or infinitive phrase used as a direct object, draw a stilt on the baseline where the direct object belongs. Next, draw a horizontal line above the stilt, and a short slant line at the left of that horizontal line. See the example below. Write the word *to* on the slant line, and the base form of the verb on the horizontal line. (Place the verb form directly above the stilt.) Add complements and modifiers in the infinitive phrase to the horizontal line.

In this example, the infinitive phrase is the direct object of the sentence.

Examples Jean asked me to go with her.



EXERCISE Diagram each sentence.

1. Callers to the station asked to hear your song.

2. The child refused to eat broccoli.

3. None of my friends can afford to buy every new video game.

Compound and Complex Sentences

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Compound Sentences I

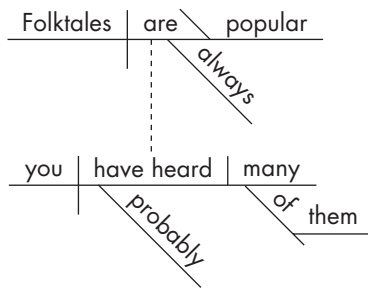
A **clause** is a group of words that has a subject and a predicate and is used as a part of a sentence. A **main**, or **independent, clause** can also stand alone in a simple sentence. A **subordinate**, or **dependent, clause** cannot stand alone.

A **compound sentence** has two or more main clauses and no subordinate clauses. The clauses are joined by a semicolon or by a comma and a conjunction. In a diagram of a compound sentence, each independent clause is diagramed separately; then the clauses are connected. The type of connection used depends on whether the clauses are joined by a semicolon or a conjunction.

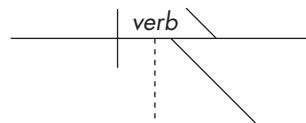
Clauses Connected by a Semicolon

When two main clauses in a compound sentence are joined by a semicolon, first diagram the clauses separately in the order in which they appear in the sentence. Then draw a vertical dotted line between the verbs of the clauses, as shown here.

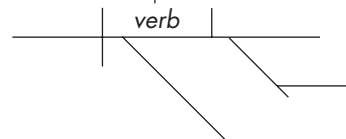
Example Folktales are always popular; you have probably heard many of them.



MAIN CLAUSE #1



MAIN CLAUSE #2



EXERCISE Diagram each compound sentence.

1. Some folktales have been told for generations; many different versions exist.

2. In many tales, animals talk; they stand for humans.

Sentence Diagraming

LESSON

32
Continued

3. In some tales, the animals are wise; in others, they are foolish or selfish.

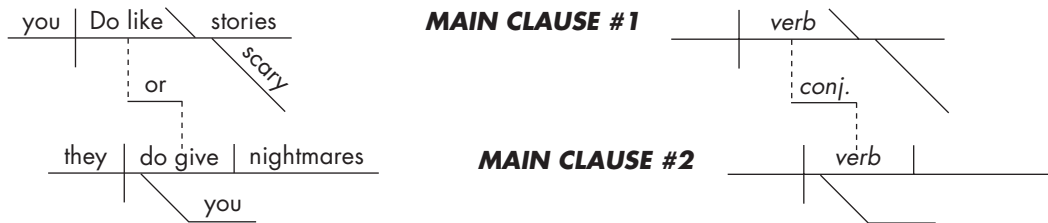
4. Writers in various countries have made collections of folktales; the Grimm brothers are among these writers.

Compound Sentences II

Clauses Connected by a Conjunction

When the main clauses in a compound sentence are connected by a conjunction such as *and*, *but*, or *or*, first diagram each clause separately. Next, write the conjunction on a solid horizontal line between the two main clauses. Last, draw vertical dotted lines to connect that solid line to the verb of each clause, as shown in this example.

Example Do you like scary stories, or do they give you nightmares?



EXERCISE Diagram each compound sentence.

1. In very old English tales, Grendel was a terrible monster, and his mother was equally horrible.

2. Grendel terrorized the countryside, but finally the hero Beowulf stopped him.

Sentence Diagraming

LESSON

33
Continued

3. In the *Odyssey*, Scylla and Charybdis were monstrous neighbors, and sailors feared them.

4. Scylla tore ships apart, or Charybdis pulled them and their crews underwater.

Complex Sentences with Adjective or Adverb Clauses I

A **clause** is a group of words that has a subject and a predicate and is used as part of a sentence. A **main**, or **independent, clause** can stand alone in a simple sentence. A **subordinate**, or **dependent, clause** cannot stand alone. There are three types of subordinate clauses: adjective, adverb, and noun clauses.

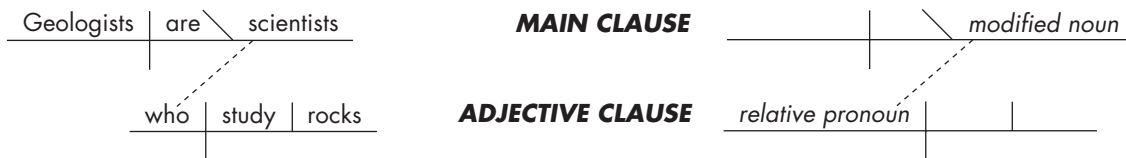
A **complex sentence** has one main clause and one or more subordinate clauses. The diagram of a complex sentence depends on the type of subordinate clause it includes.

Adjective Clauses Introduced by Relative Pronouns

An **adjective clause** is a subordinate clause that modifies a noun or pronoun in the main clause. Most adjective clauses are introduced by relative pronouns (*who, whom, whose, that, and which*).

Always begin the diagram of a complex sentence by diagraming the independent clause, even if it comes second in the sentence. Then diagram the subordinate clause separately, placing it below the main clause. Finally, connect the two clauses. To connect a main clause and an adjective clause that begins with a relative pronoun, draw a dotted line between the introductory pronoun and the word in the main clause that the adjective clause modifies. Study this example.

Example Geologists are scientists who study rocks.



EXERCISE Diagram each complex sentence.

- Evidence that is found in rocks shows changes in the earth.
- Information about the center of the earth is found in lava, which is rock from volcanoes.

Sentence Diagraming

LESSON

34
Continued

3. Valerie, who is the daughter of a geologist, shares his love of rocks.

4. She also learns about the field from other geologists who work with her father.

Complex Sentences with Adjective or Adverb Clauses II

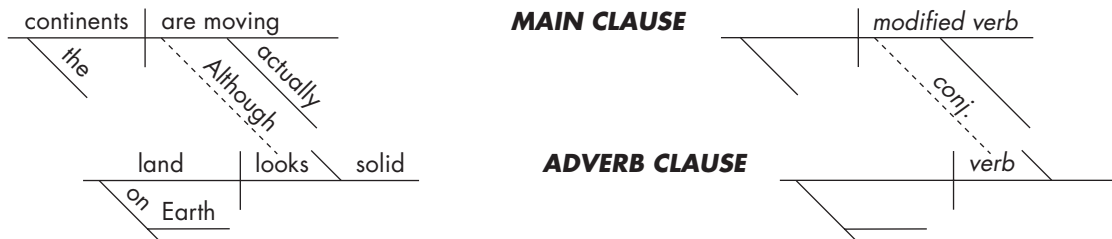
Adverb Clauses That Modify Verbs

An **adverb clause** is a subordinate clause that modifies a verb, an adjective, or an adverb in the main clause. Adverb clauses are introduced by subordinating conjunctions such as these: *after, before, because, as, as if, as soon as, in order that, until, although, when, where, and whenever*. An adverb clause that modifies a main clause verb usually tells *when, where, how, or why*.

To diagram a complex sentence with an adverb clause modifying a verb, first diagram the main clause, even if it comes second in the sentence. Next, diagram the adverb clause, placing it below the main clause. Connect the clauses with a dotted line that begins under the modified verb in the main clause and slants down to the verb in the adverb clause. Last, write the conjunction on the dotted line.

Study this example.

Example Although land on Earth looks solid, the continents are actually moving.



Notice that the sentence begins with the adverb clause, but the diagram begins with the main clause. The adverb clause "Although land on Earth looks solid" modifies *are moving*.

EXERCISE Diagram each complex sentence.

1. Continents move because massive plates under them shift.
2. Where two plates collide, land on one plate may push over the other.

Sentence Diagraming

LESSON

35
Continued

3. If you could watch the collision for millions of years, you would see the growth of a mountain.

4. When two plates pull away from each other suddenly, an earthquake results.

Complex Sentences with Noun Clauses I

A **noun clause** is a subordinate clause used as a noun. Noun clauses may be used wherever nouns are used. Some noun clauses are introduced by pronouns such as *who*, *whom*, and *whatever*. Others are introduced by adverbs such as *how*, *where*, and *why*.

Unlike adjective and adverb clauses, a noun clause is a part of the main clause. It is diagramed within the main clause. How this is done depends on how the noun clause is used in the sentence.

Used as Subjects

To diagram a complex sentence with a noun clause used as the subject, first draw a diagram frame for the main clause. Draw a stilt on the baseline where the subject belongs. On top of the stilt, draw a second baseline. Diagram the noun clause on that baseline, placing the verb of the noun clause immediately above the stilt.

Study these examples.

Example Whatever you decide is fine.



Example How we get there is your problem.



EXERCISE Diagram each complex sentence.

- Whoever made this pottery did a good job.
- When the plane will actually depart has not yet been announced.

Sentence Diagraming

LESSON

36
Continued

3. How a room is furnished affects its noise level.

4. What the detective discovered about her client raised new questions.

5. Why rust forms on metal is easily explained.

Complex Sentences with Noun Clauses II

Used as Direct Objects

To diagram a complex sentence with a noun clause used as direct object, begin with a diagram frame for the main clause. Fill in the subject, the verb, and a vertical line to separate the verb from the object. Then draw a stilt on the main clause baseline where the object belongs. On top of the stilt, draw a second baseline. Use that baseline to diagram the noun clause, placing the verb of the noun clause immediately above the stilt, as shown in the following example.

Example Mr. Denton taught us how plants make sugar.



EXERCISE Diagram each complex sentence.

1. The engineers finally discovered who caused the oil spill.

2. At the buffet, take whatever you want.

3. That dog licks whomever it meets.

Sentence Diagraming **LESSON 38**

Complex Sentences with Noun Clauses III

Introduced by *That*

The word *that* is a special introductory word. It often appears before a noun clause, but it doesn't always have to.

In this example, the noun clause has no introductory word.

Example Everyone says time travel is impossible.



A noun clause may begin with the word *that*. Usually, however, *that* introduces a noun clause without being part of it—as in the example below. To diagram a complex sentence in which *that* only introduces a noun clause, write *that* on its own solid line above the verb of the noun clause. Draw a vertical dotted line from *that* to the verb of the noun clause.

Example Everyone says that time travel is impossible.



EXERCISE Diagram each sentence.

1. The police officer claimed the car had been speeding.

2. That I could even surf was incredible.

Sentence Diagraming

LESSON

38
Continued

3. The reporter noted that Rocky fouled fourteen pitches in a row.

4. We regret that we arrived late.

5. That the club has powerful members gives it influence.

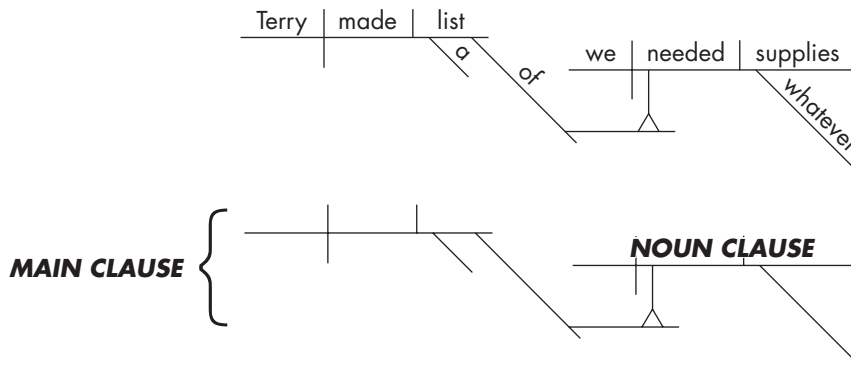
6. We hope you will get well soon.

Complex Sentences with Noun Clauses IV

Used as Objects of Prepositions

To diagram a complex sentence with a noun clause used as the object of a preposition, first diagram the other elements of the main clause. Under the word modified by the prepositional phrase involving the noun clause, draw a long slant line for the preposition. Place a stilt on the horizontal line where the object of the preposition belongs, and draw a second baseline on top of the stilt. Finally, diagram the noun phrase on the second baseline. Study this example.

Example Terry made a list of whatever supplies we needed.



EXERCISE Diagram each complex sentence.

1. Give this fruit to whoever wants it.
2. Researchers were puzzled by how cave dwellers had made paintings on the cave wall.

Complex Sentences with Noun Clauses V

Used as Predicate Nouns

To diagram a complex sentence with a noun clause used as a predicate noun, first diagram the subject and verb of the main clause. Then draw a slant line after the verb to separate it from the predicate noun. Place a stilt on the main clause baseline where the predicate noun belongs. On top of the stilt, draw a second baseline. Diagram the noun clause on that baseline. Study this example.

Example A long vacation is what you need.



EXERCISE Diagram each complex sentence.

1. Tomorrow is when we leave.

2. This hammer is what I need for my construction project.

3. My wish is that I can visit a kelp forest someday.

PART I

Lesson 1 Simple Subjects and Simple Predicates I

1. Dolphins | swim
2. (you) | Wait
3. (you) | Turn
4. Tiffany | jogs

Lesson 2 Simple Subjects and Simple Predicates II

Exercise 1

1. Hector | has been exercising
2. you | Did forget
3. Ms. Alice Cummins | interrupted
4. (you) | Hurry
5. Dr. Lee | has been calling
6. guests | Have been invited
7. (you) | Work
8. Senator Adams | will have retired

9. Who | called

10. Aunt Emily | Did go

Exercise 2

1. Sleet | is falling
2. you | Were planning
3. Doans | have been remodeling
4. (you) | drink
5. Plants | are sold
6. One | is

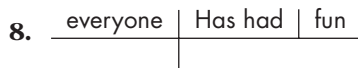
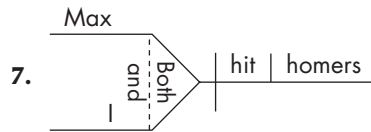
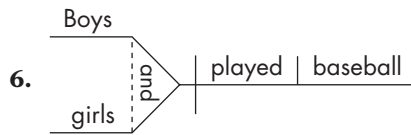
Lesson 3 Compound Subjects and Compound Predicates I

1. Emma
and
Becky | Both | laughed

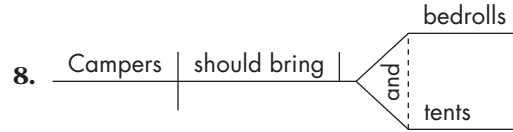
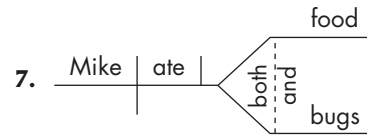
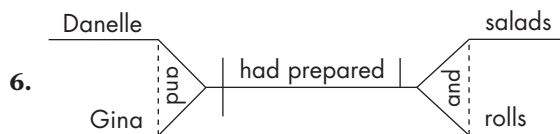
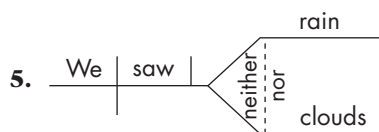
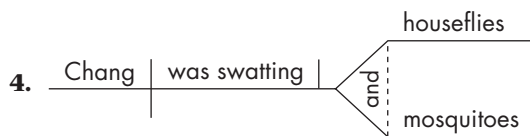
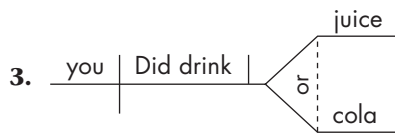
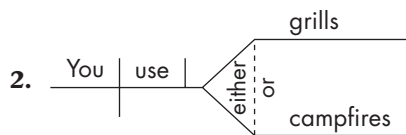
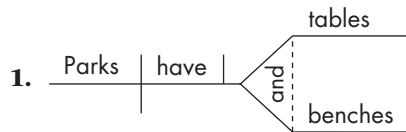
2. Phillip
or
Annette | Was returning

3. Boaters
and
swimmers | were rescued

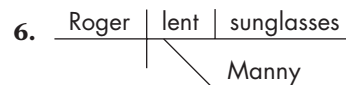
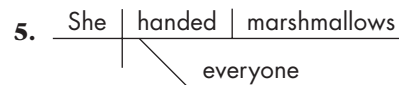
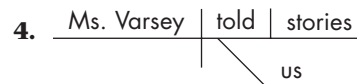
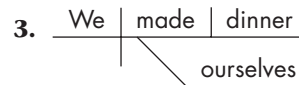
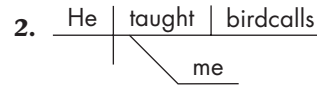
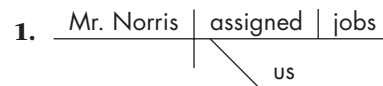
4. Jeremy
or
Mark | Either | was whispering



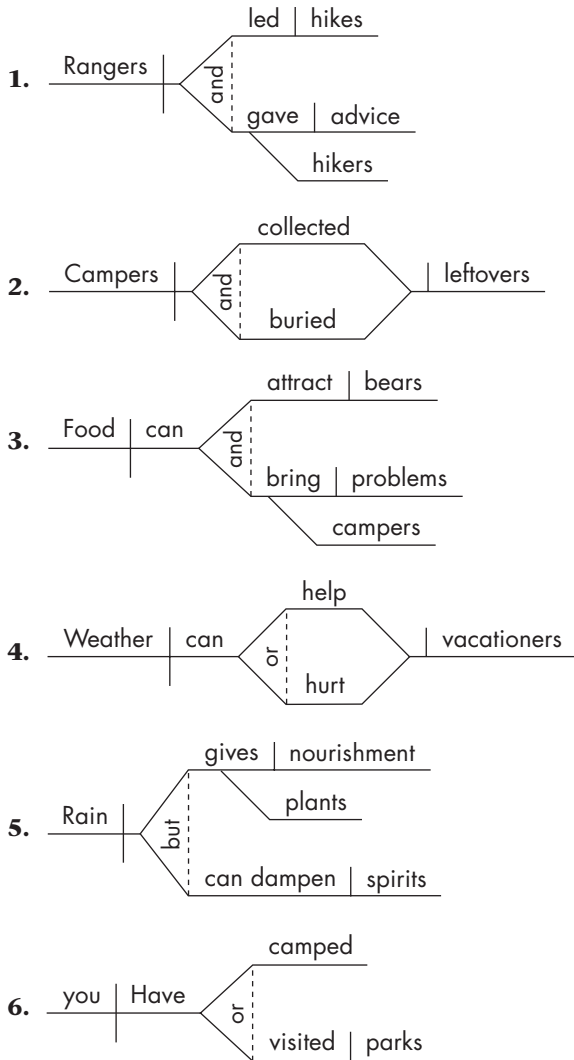
Lesson 7 Direct Objects and Indirect Objects II



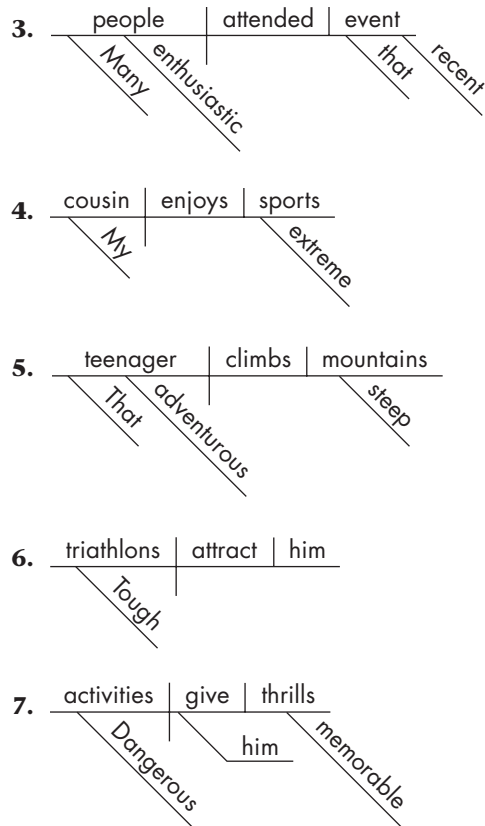
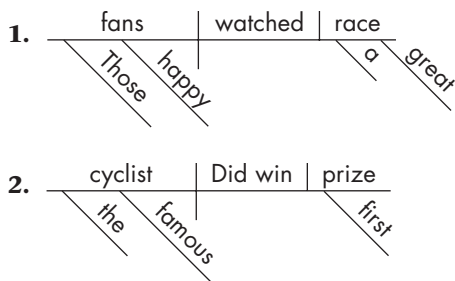
Lesson 8 Direct Objects and Indirect Objects III



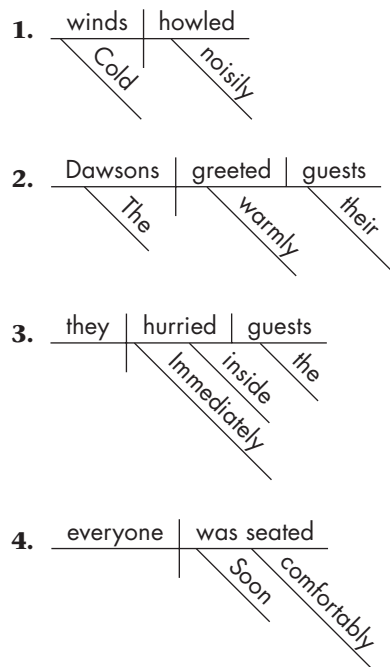
Lesson 9 Direct Objects and Indirect Objects IV

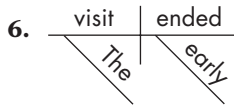
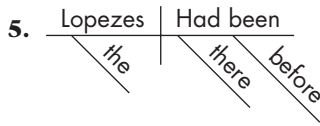


Lesson 10 Adjectives and Adverbs I

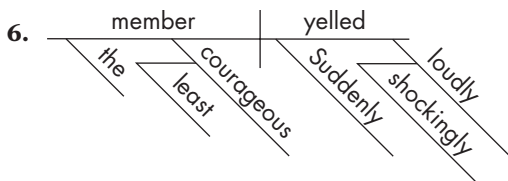
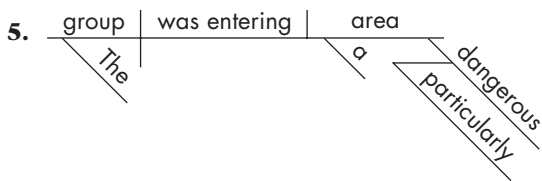
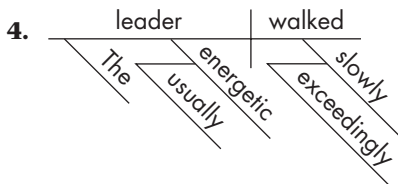
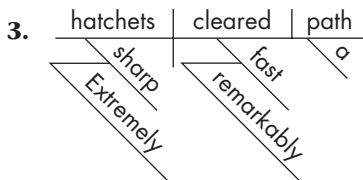
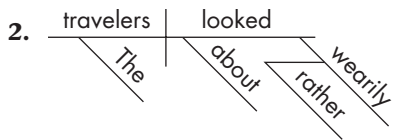
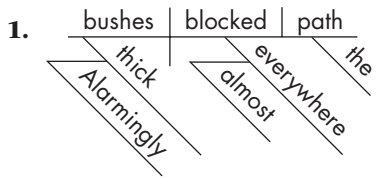


Lesson 11 Adjectives and Adverbs II

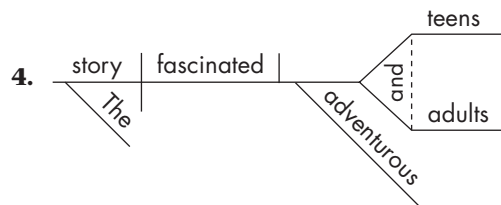
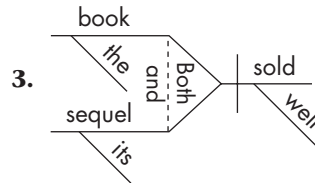
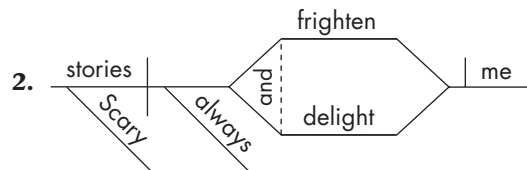
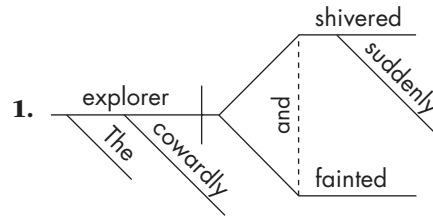




Lesson 12 Adjectives and Adverbs III



Lesson 13 Adjectives and Adverbs IV



Lesson 14 Subject Complements I

- Kiwi | is | cockatiel
 a yellow
- Cockatiels | are | parrots
- Parrots | are | pets
 popular
- Kiwi | has been | pet
 long How Frank's

Lesson 15 Subject Complements II

- cockatiel | is | friendly
 Frank's very
- Kiwi | appears | happy
- birdcage | is | large
 Her rather
- Kiwi | seems | smart
- tricks | Are | difficult
 her
- owner | feels | fortunate
 Kiwi's extremely

Lesson 16 Subject Complements III

- cartoons | can be | funny
 Political both and meaningful
- messages | may be | timely
 Their but durable
- Teddy Roosevelt | was | president
 both and a strong figure a memorable public
- cartoon | showed | Teddy
 One and bear a cute
- bear | is | popular
 The teddy still and lovable
- cartoons | are | critical
 Wartime Political often or inspirational

PART II

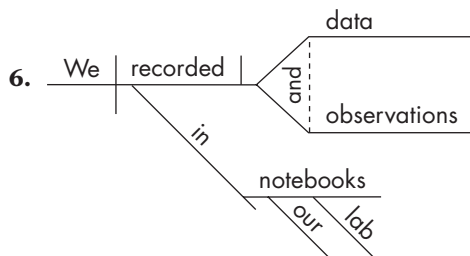
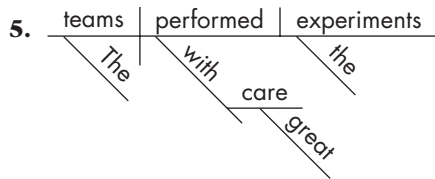
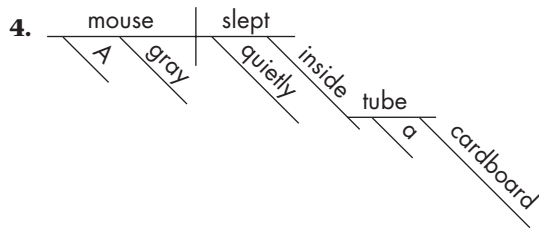
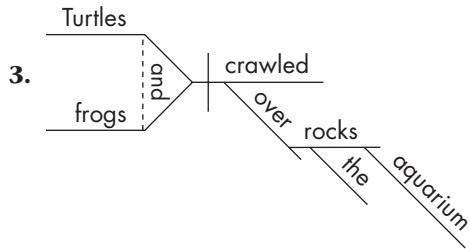
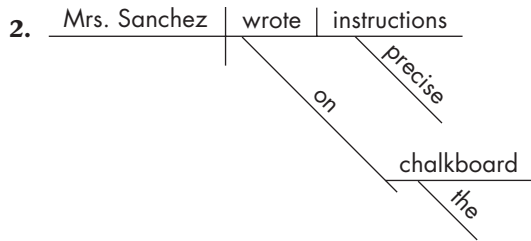
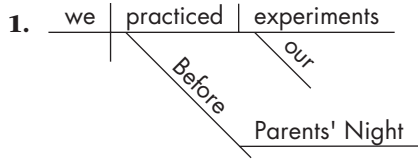
Lesson 17 Appositives and Appositive Phrases

- Charley Parkhurst | was | Charlotte Parkhurst (orphan)
 really | an
- Charlotte (girl) | left | orphanage
 Fifteen-year-old | a | tall | strong | an | unfriendly
- one | took | job | (nana)
 a | man's | stable
- She | took | name (Charley)
 also | a | man's
- Charley (man) | became | voter
 the | pretend | the | first | woman
- vice (tobacco) | gave | cancer
 Her | one | Charley
- Death | revealed | secret (womanhood)
 finally | her | her

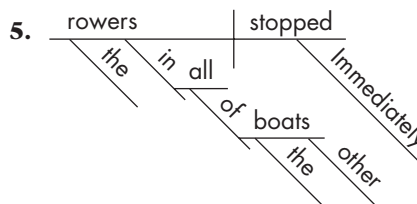
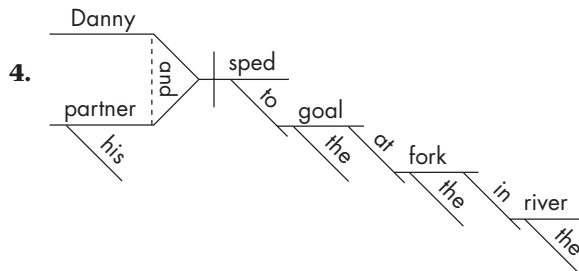
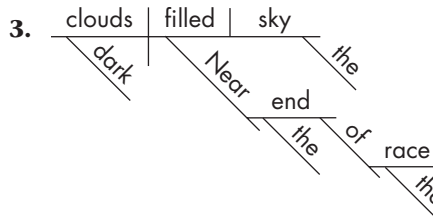
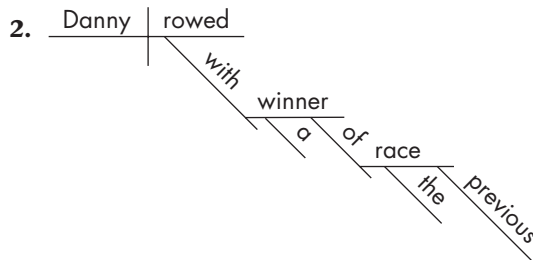
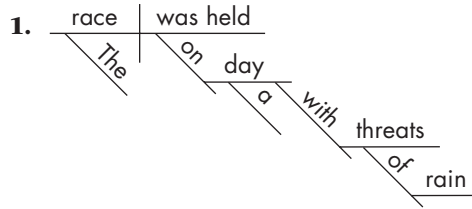
Lesson 18 Prepositional Phrases I

- Posters | announced | concert
 throughout city | the | rock
- Holders | would receive | passes
 of | tickets | also | to areas
 particular | backstage
- you | Will get | tickets
 for show | the
- Spotlights | lit | stage
 in colors | many | different | the
- loudspeakers | blared | announcements
 The | behind | ears | about souvenirs
 my
- you | Could see | drummer
 the | with | hair | long | blond

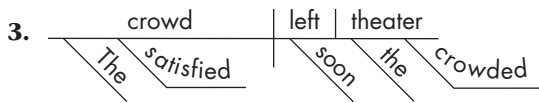
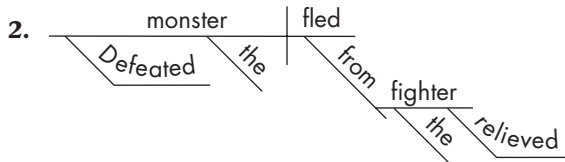
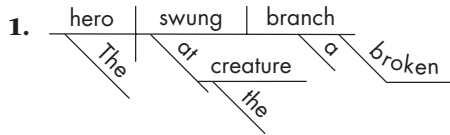
Lesson 19 Prepositional Phrases II



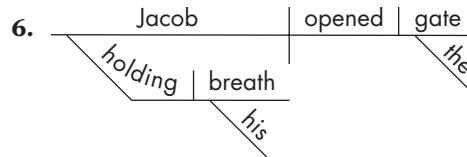
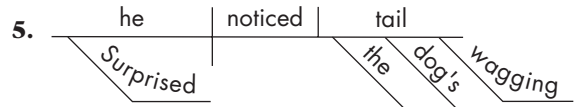
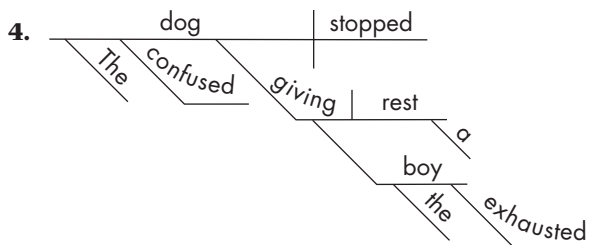
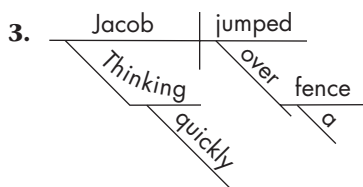
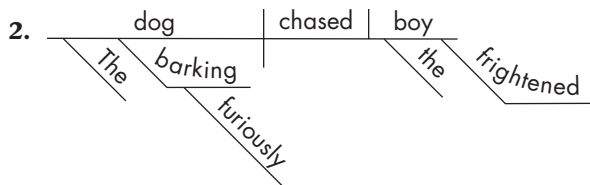
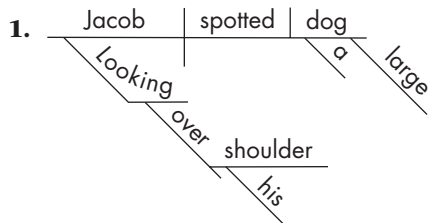
Lesson 20 Prepositional Phrases III



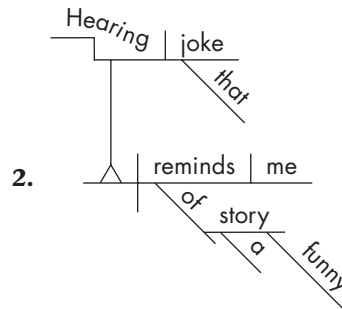
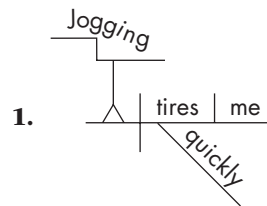
Lesson 21 Participles and Participial Phrases I



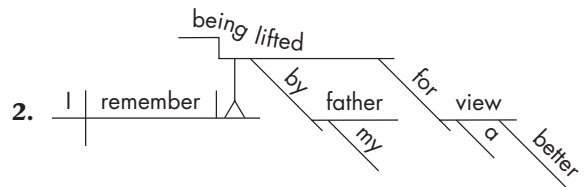
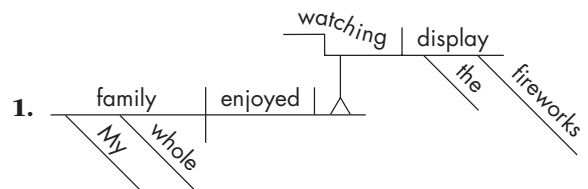
Lesson 22 Participles and Participial Phrases II



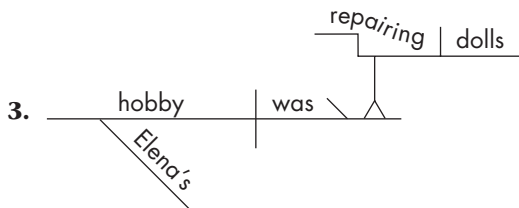
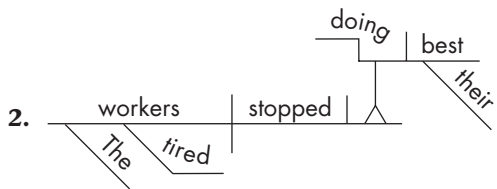
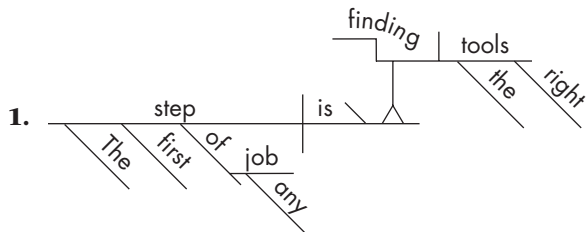
Lesson 23 Gerunds and Gerund Phrases I



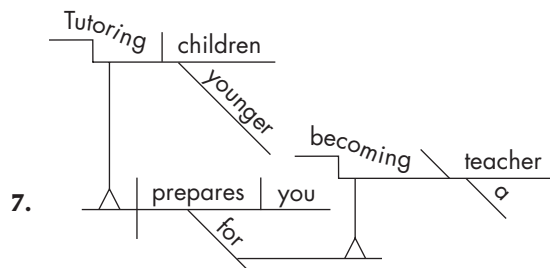
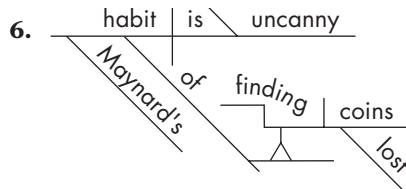
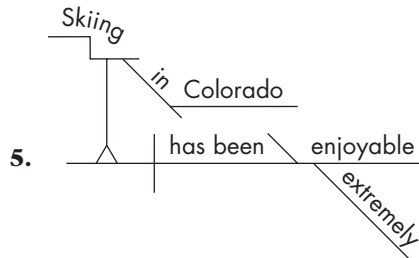
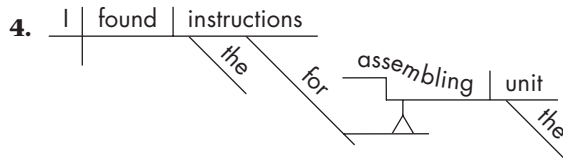
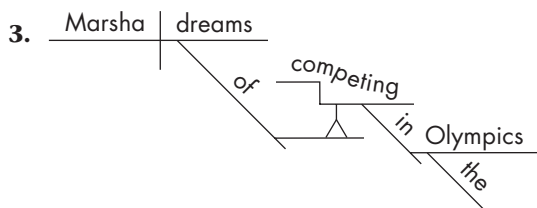
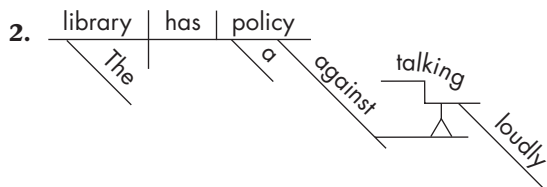
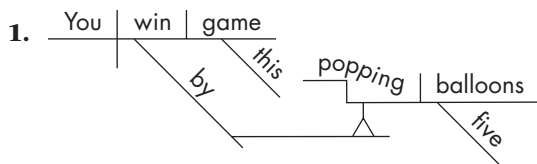
Lesson 24 Gerunds and Gerund Phrases II



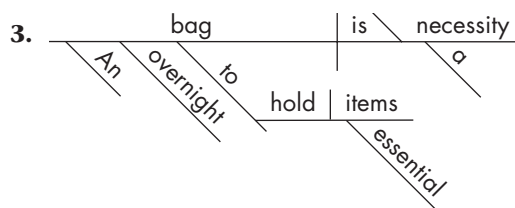
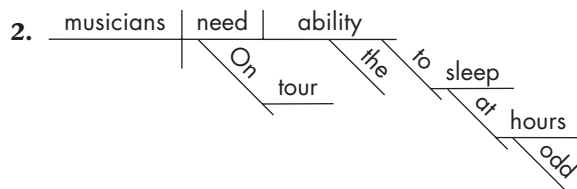
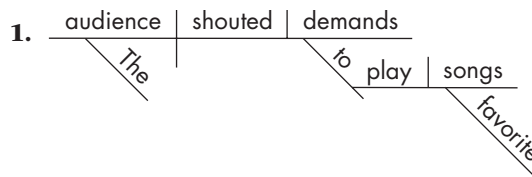
Lesson 25 Gerunds and Gerund Phrases III



Lesson 26 Gerunds and Gerund Phrases IV



Lesson 27 Infinitives and Infinitives Phrases I



Lesson 28 Infinitives and Infinitives Phrases II

- members pushed others

some audience

To get closer to stage the
- Guards worked

of auditorium the

to prevent injuries
- band played encores

The

to two

show appreciation their

Lesson 30 Infinitives and Infinitives Phrases IV

- Callers asked

to station the

to hear song your
- child refused

The

to eat broccoli
- None can afford

of friends my

to buy game every new video

Lesson 29 Infinitives and Infinitives Phrases III

- to ride bike a

to school

saves time

In weather good
- To buy bike a

secondhand

was decision a wise
- To change tire his

will take minutes twenty

PART III

Lesson 32 Compound Sentences I

- folktales | have been told
Some | *for generations*

versions | exist
many different
- animals | talk
In tales | *many*

they | stand
for humans
- animals | are | wise
the | *In tales* | *some*

they | are | *foolish*
in others | *or* | *selfish*
- Writers | have made | collections
in countries | *of folktales*

brothers | are
the Grimm | *among writers*
these

Lesson 33 Compound Sentences II

- Grendel | was | monster
and | *In tales* | *a* | *terrible*

mother | was | horrible
his | *old* | *English*
very | *equally*
- Grendel | terrorized | countryside
the

hero (Beowulf) | stopped | him
the | *finally*

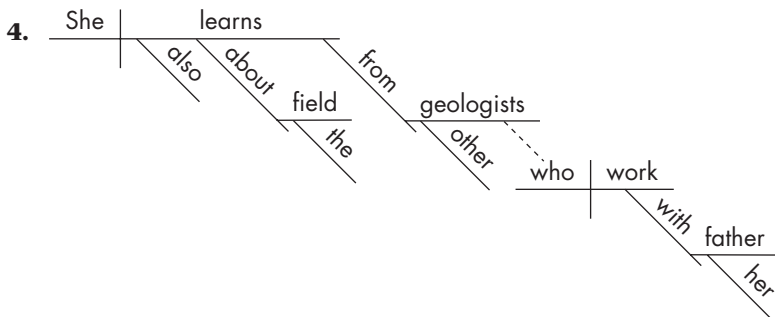
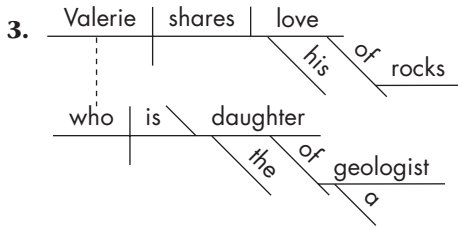
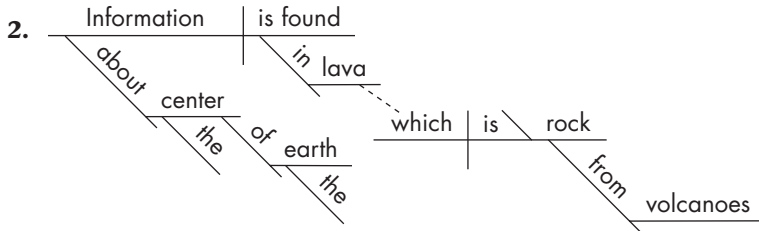
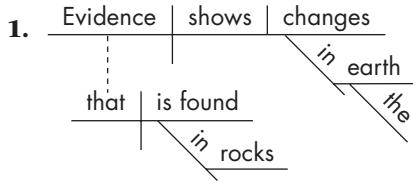
but
- Scylla

Charybdis | *and* | were | neighbors
In Odyssey | *monstrous*

sailors | feared | them
and | *the*
- Scylla | tore | ships
or | *apart*

Charybdis | pulled | *them*
underwater | *and* | *crews*
their

Lesson 34 Complex Sentences with Adjective or Adverb Clauses I



Lesson 35 Complex Sentences with Adjective or Adverb Clauses II

- Continents | move

because

plates | shift

massive | under | them
- land | may push

on | plate | one

Where

over | other | the

plates | collide

two
- you | would see | growth

If

the | of | mountain

a

you | could watch | collision

for | millions | of | years

the
- earthquake | results

an

When

plates | pull

two | away | from | other | suddenly

each

Lesson 36 Complex Sentences with Noun Clauses I

- Whoever | made | pottery

this

1. | did | job

a | good
- plane | will depart

the

When

actually

2. | has been announced

not | yet
- room | is furnished

a

How

3. | affects | level

its | noise
- detective | discovered | What

the

about | client

her

4. | raised | questions

new
- rust | forms

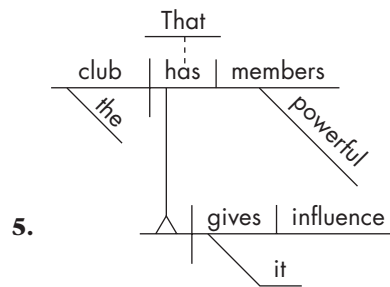
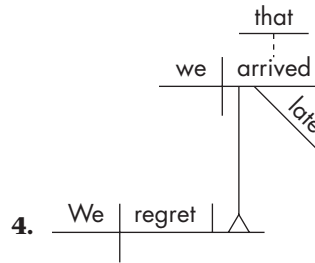
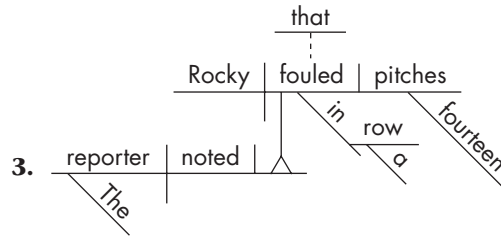
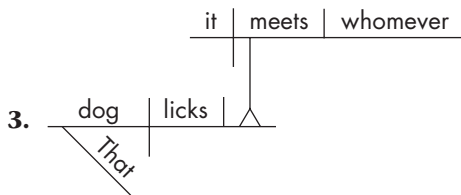
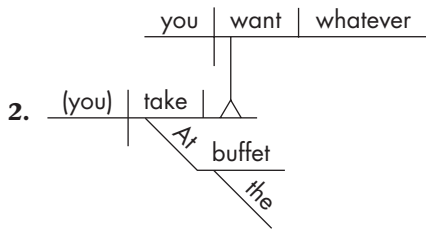
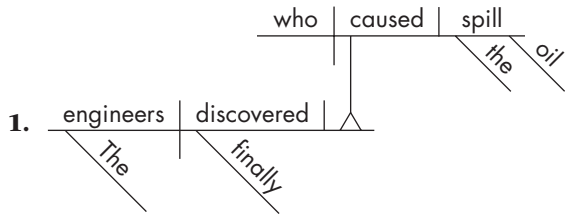
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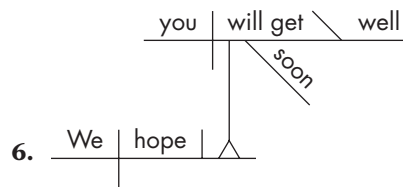
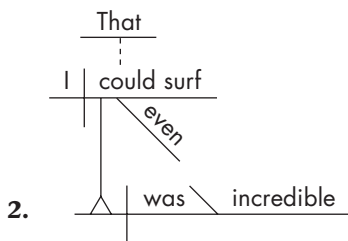
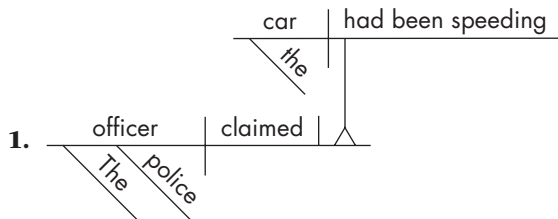
5. | is explained

easily

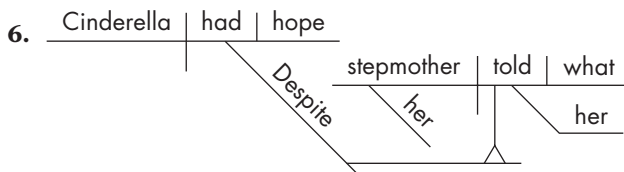
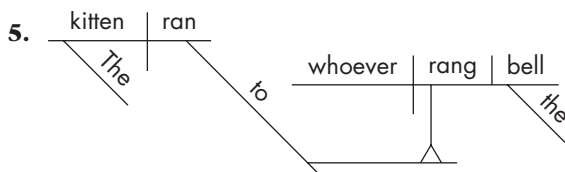
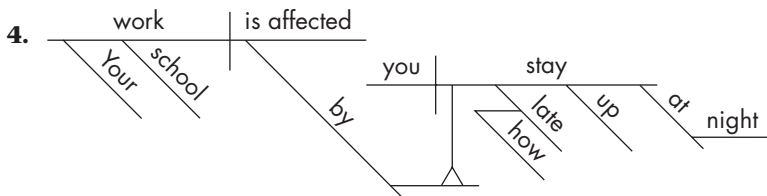
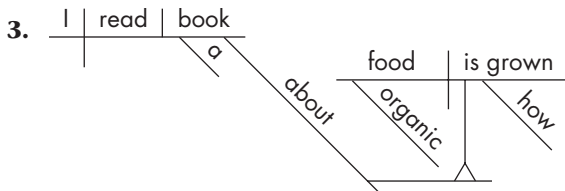
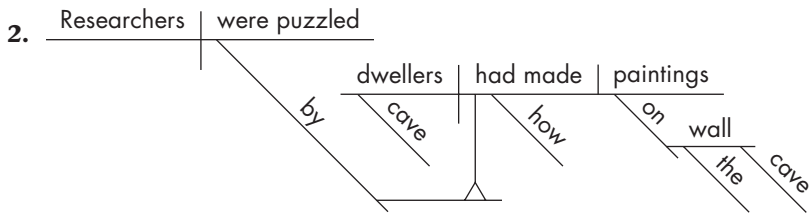
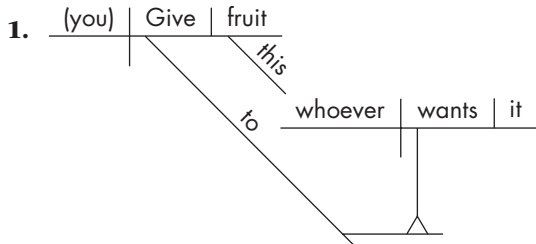
Lesson 37 Complex Sentences with Noun Clauses II



Lesson 38 Complex Sentences with Noun Clauses III



Lesson 39 Complex Sentences with Noun Clauses IV



Lesson 40 Complex Sentences with Noun Clauses V

