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.
# Sentence Diagramming

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**PART I Simple Sentences**

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# Sentence Diagraming

## Part I

### Simple Sentences

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Simple Subjects and Simple Predicates I

A sentence diagram is a visual representation of the words and parts of a sentence. A diagram shows how sentence elements relate to each other and to the sentence as a whole. A **diagram frame**, like the one shown here, is the starting point in diagraming sentences. 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. A diagram shows words in the subject of the sentence on the left side of the diagram frame, and words in the predicate on the right side.

The **simple subject** of a sentence is the key noun or pronoun (or other word group acting as a noun) 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, place the simple subject on the baseline to the left of the vertical line. Place the simple predicate on the baseline to the right of the vertical line.

**Example** Sheep graze.

Sheep | graze | simple subject | simple predicate

In a diagram, keep capitalization as it is in the sentence but omit any punctuation.

**Understood Subject**

Sometimes the subject *you* is not included in a sentence but is understood. Place the understood subject in parentheses to the left of the vertical line.

**Example** Jump!

(you) | Jump | simple subject | simple predicate

**EXERCISE** Diagram each sentence.

1. Children play.
2. Stop!
3. Listen!
4. Parrots fly.
Simple Subjects and Simple Predicates II

Simple Subject or Simple Predicate Having More Than One Word
A simple subject or simple predicate may have more than one word. For example, the simple subject may be a compound noun, such as sugar maple, or a person’s full name, such as Dr. William Fort. The simple predicate, or verb, may be a single word or a verb phrase. A verb phrase, such as had been moving, consists of a main verb (moving) and all its auxiliary, or helping, verbs (had, been). Place all the words of a simple subject or simple predicate on the baseline of a diagram frame on the correct side of the vertical rule.

Example Miss Ramona Rodríguez has been waiting.

Simple Subject and Simple Predicate in Inverted Order
A sentence phrased as a question is diagramed the same as a statement. The positions of the subject and the predicate remain the same—the subject always appears to the left of the vertical line and the predicate to the right. Remember to keep capitalization as it is in the original sentence and to omit the punctuation.

Example Can ducks fly?

EXERCISE Diagram each sentence.

1. Kim is concentrating.
2. Have you eaten?
3. Mr. Robertson helped.
4. Workers are protesting.
5. Professor White will speak.
6. Can Jackie Smith sing?
7. Stop!
8. Must everyone recite?
Sentence Diagraming

**Compound Subjects and 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, either the subject or the predicate (or both) may have more than one part. In such a case, the baseline is forked to make space for the multiple parts.

**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 shown below.

**Example**  Adults and children cheered.

```
Adults

children

| cheered |
```

If a correlative conjunction such as *both . . . and or neither . . . nor* is used, write one word of the conjunction on each side of the dotted line, as shown here.

**Example**  Both adults and children cheered.

```
adults

children

| both

| and

| cheered |
```

**EXERCISE**  Diagram each sentence.

1. Phyllis or you may win.

2. Both Jason and Eric participated.

3. Coach Bush and Ms. Lu officiated.

4. Neither Laura nor Carla could come.
Compound Subjects and 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**  
Contestants ran or swam.

```
Contestants  \  ran
          or
          \        swam
              \    
      simple subject  \ part 1 of compound verb
                      \ part 2 of compound verb
```

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

**Example**  
Contestants were either running or swimming.

```
Contestants  \  running
          either
          \        swimming
\          \    
subject  helping verb  \ part 1 of compound verb
                  \ part 2 of compound verb
```

**EXERCISE**  
Diagram each sentence.

1. We competed but lost.

2. Everyone stayed and talked.

3. Kites both soared and dipped.

4. Janine was neither reading nor writing.
Compound Subjects and Predicates III

Compound Subject and Compound Predicate
A sentence may have both a compound subject and a compound verb. Then the baseline is forked on both sides of the vertical line, as in this example.

Example  Lee and Juan watched and waited.

More Than Two Parts in a Compound Element
A compound subject or a compound predicate may have more than two parts. Draw as many parallel horizontal lines in the fork for that element as there are parts, as shown here.

Example  Lee, Juan, Sue, and Dorothy entered, watched, and waited.

EXERCISE  Diagram each sentence.
1. Men, women, and children participated.
2. Spectators cheered, booed, and groaned.
3. Will Lois, Matt, or you compete or watch?
4. Both Bernie and Dawn trained, ran, and won.
Compound Subjects and Predicates IV

Complete Subject and Complete Predicate

The complete subject of a sentence consists of the simple subject and all the words that modify it. The complete predicate consists of the simple predicate, or verb, and all the words that modify it or complete its meaning. To diagram a sentence, begin by identifying and diagraming its simple subject and verb. Be sure to locate all parts of compound subjects and compound verbs. All other words of the complete subject and complete predicate are added to the diagram later.

In each example below, all words to the left of the vertical bar are the complete subject, and those to the right are the complete predicate. The underlined words are the simple subject and verb. Under each sentence is the first stage of its diagram.

Example  George, in excellent physical condition, | ran the fastest of all and won.

Example  The judges, referees, and guards at the meet | have volunteered their time.

EXERCISE  For each of these sentences, create the first stage of its diagram. Show only simple subjects and verbs, including all compound elements, and conjunctions.

1. Both snow and rain were falling at the same time.

2. Agile acrobats performed in the ring and drew applause.

3. Listen carefully and follow my directions for this game.

4. Are the roses or peonies in your garden blooming yet?
Adjectives and Adverbs I

Many sentences use modifiers to limit or describe nouns, pronouns, and verbs. Adjectives and adverbs are two types of modifiers.

**Adjectives**

An adjective is a word that modifies a noun or pronoun. It tells what kind, which one, how many, or how much. Examples include funny, those, five, and more. The articles a, an, and the are also adjectives. In addition, possessive nouns, such as Jack’s, and possessive pronouns, such as his, may be grouped with adjectives because they describe nouns. In the example below, every adjective is underlined.

To diagram a sentence with one or more 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** Jack’s clever invention succeeded.

EXERCISE Diagram each sentence.

1. The little baby slept.
2. Which leaky boat sank?
3. These red tulips are opening.
4. Many popular music groups will appear.
Adjectives and Adverbs II

**Adverbs**
An adverb is a word that modifies a verb, adjective, or other adverb by making its meaning more specific. Adverbs answer the questions *when?*, *where?*, *how?*, and *to what extent?* In the examples below, all 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 before or after the verb. It may be separated from the verb by other words or phrases. In this example, the adverb *suddenly* may take three different positions. Note that all three sample sentences are shown by the same diagram. Since *Then* and *suddenly* both tell *when*, they both modify the verb and are placed below it in the diagram.

**Example**

Then lightning suddenly flashed.
Then lightning flashed suddenly.
Then, suddenly, lightning flashed.

**EXERCISE** Diagram each sentence.

1. Keisha paused briefly.
2. Soon they will gallop away.
3. Wait here quietly.
4. Earlier, we had been skating there safely.
Adjectives and Adverbs III

Adverbs That Modify Other Modifiers
A sentence may have both kinds of modifiers, with adjectives modifying nouns and pronouns, and adverbs modifying verbs.

Example Loud thunder rumbled threateningly.

In addition, the sentence may have other adverbs modifying these modifiers. To diagram an adverb that modifies a word already shown on a slant line, place the adverb on a slant line that is 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 the next example, the adverbs extremely and rather modify the adjective loud and the adverb threateningly.

Example Extremely loud thunder rumbled rather threateningly.

EXERCISE Diagram each sentence.

1. Very pesky weeds grow everywhere!
2. Dale answered rather hesitantly.
3. My remarkably talkative sister phones often.
4. Habitually shy, the child played alone.
Adjectives and Adverbs IV

Modifiers with a Compound Subject or Verb
In a sentence with a compound subject or verb, a modifier may describe one part of the compound element or all parts. In the first example below, excitedly modifies shrieked, and inside modifies ran. In the second example, both adverbs modify both verb parts. See how the diagrams differ.

**Examples**  Vana and Jason shrieked excitedly and ran inside.  
Inside, Vana and Jason excitedly talked and laughed.

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. We rose instantly and cheered loudly.
2. Both your hen and her chicks survived.
3. Later the band will meet and practice here.
4. That black horse can run fast and jump high!
Adjectives and Adverbs V

Compound Adjectives and Adverbs
Two or more adjectives joined by a conjunction are called a compound adjective.
Two or more adverbs joined by a conjunction are called a compound adverb.

Diagram the parts of a compound adjective or adverb on separate slant lines below the word they modify, and link them by drawing a dotted horizontal line between the slant lines. Write the conjunction on the horizontal line, as in these examples.

Example A clear but cold day dawned.

Example Yesterday, winds blew strongly and unceasingly.

EXERCISE Diagram each sentence.
1. One old and leaky boat sank. 3. Finally, the long and dull speech ended.
2. The seeing-eye dog lay still but watchfully. 4. The batter, powerful and confident, swung.
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.

To diagram a sentence with a direct object, place the direct object on the baseline just to the right of its verb. Separate the two sentence parts with a vertical line that lies above the baseline only.

Example The class is planning a trip.

EXERCISE Diagram each sentence.

1. Class members are considering various destinations.

2. They may rent a bus.

3. Naturally, the trip demands adequate funds.

4. The students have already held two fund-raisers.
Direct Objects and Indirect Objects II

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 has an indirect object only if it has a direct object as well. In the sentence, the indirect object appears between the verb and the direct object.

To diagram the sentence, draw a line that slants down from 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  A travel agency sent the curious students information.

EXERCISE  Diagram each sentence.

1. Most airlines charge customers high prices.

2. A local company may give us a better deal.

3. Did the class send the helpful agent a deposit?
Direct Objects and Indirect Objects III

Compound Direct Object
If a verb has a compound direct object, the right end of the baseline, where the direct object is usually placed, 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, and 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  Students researched transportation, schedules, and prices.

Example  Some resources gave us and our teachers useful facts.

EXERCISE  Diagram each sentence.
1. Zoltan’s committee contacted several hotels and a campground.

2. The operators sent Zoltan and his committee useful information.
Direct Objects and Indirect Objects IV

**Compound Verb with Direct and Indirect Objects**
To diagram a sentence with all parts of a compound verb sharing a direct object, connect the horizontal lines holding the verb parts to the baseline at both left and right, as shown below. Then extend the baseline to hold the shared direct object. In some sentences, the shared object is a compound object.

**Example** Students read and compared schedules.

If a direct or indirect object completes only one part of a compound verb, connect the object with only the specific verb part, as shown in this next example.

**Example** Students read a novel and told Mrs. King their reactions.

**EXERCISE** Diagram each sentence. Make sure that each direct or indirect object is connected to the correct verb or verb part.

1. Passengers boarded the aircraft and took their seats.

2. Amos dragged and pushed his heavy suitcase.
3. Tell me your idea and explain its advantages.

4. Captain Ellis welcomed passengers and introduced himself.

5. The guide gave Gary and Ruby a great tour but charged a small fee.

6. Gary and Ruby thanked and tipped their guide.
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. The word or phrase linked to the subject is called a subject complement. There are two kinds of subject complements—predicate nominatives and predicate adjectives—but they are diagramed the same way.

Predicate Nominative

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

Example That judge is Gloria’s uncle.

EXERCISE Diagram each sentence.

1. This courtroom is a famous site.
2. Murder was the charge.
3. Mrs. Wing was an alternate juror.
4. These audio tapes are evidence.
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, use the same approach as for a sentence with a predicate nominative. Place the adjective on the baseline to the right of the linking verb. Draw a slant line between the verb and predicate adjective that ends at the baseline.

Example  Judge Fox is very patient.

\[
\begin{array}{c|c|c|c}
\text{Judge Fox} & \text{is} & \text{very} & \text{patient} \\
\end{array}
\]

EXERCISE  Diagram each sentence. Decide first whether the sentence has a subject complement or a direct object, and use a slant or straight line, as appropriate, to separate that word from the verb.

1. The current trial is rather remarkable.  4. Is the jurors’ decision final?
2. The young defendant appears frightened.  5. The victim’s parents are giving their testimony.
3. The case involves burglary.  6. Newspaper reporters have frequently been present.
Subject Complements III

Compound Subject Complements

Both predicate nominatives and predicate adjectives may have compound parts. For a sentence with a compound subject complement of either type, the baseline of the diagram is forked at the right of the slant line, as in these examples.

Examples  The next witness is the defendant's neighbor and her classmate.
She has always been very honest and loyal.

In the second example, note how the adverb very, which modifies both parts of the compound predicate adjective, is connected to the baseline before the fork.

EXERCISE  Diagram each sentence.

1. Both lawyers have been logical and persuasive.

2. The defendant was extremely happy and grateful.

3. Carl will be either a lawyer or a doctor.
Object Complements

A sentence with a direct object may also have an object complement. An object complement answers the question what? after a direct object. It completes the meaning of the object by identifying or describing it. Object complements occur only with verbs having the general meaning of “make” or “consider.”

To diagram a sentence with an object complement, first identify which word is the direct object and which word completes its meaning. Diagram the direct object in the usual way, separating it from the verb with a vertical line that ends at the baseline. Then place the complement to the right of the direct object, and separate it from the object with a slant line that ends at the baseline.

**Examples** Students elected Ann president. They consider her trustworthy.

```
<table>
<thead>
<tr>
<th>Students</th>
<th>elected</th>
<th>Ann \ president</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>verb</td>
<td>dir. obj. \ obj. comp.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>They</th>
<th>consider</th>
<th>her \ trustworthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject</td>
<td>verb</td>
<td>dir. obj. \ obj. comp.</td>
</tr>
</tbody>
</table>
```

If any element in a sentence with an object complement is compound, follow the usual methods of diagraming the compound element. Here is an example:

**Example** Voters named Bob secretary and Viv class treasurer.

```
<table>
<thead>
<tr>
<th>Voters</th>
<th>named</th>
<th>Bob \ secretary \ and \ Viv \ treasurer</th>
</tr>
</thead>
<tbody>
<tr>
<td>dir. obj., pt. 1 \ object complement 1</td>
<td>bj. \ verb</td>
<td>dir. obj., pt. 2 \ object complement 2</td>
</tr>
</tbody>
</table>
```

Remember that an object complement modifies the direct object and follows verbs such as call, find, appoint, declare, name, elect, and consider.

**EXERCISE** Diagram each sentence.

1. Kim proved Sam wrong.
2. I considered their argument silly.
3. Paul calls his dog Rushmore.
5. The governor declared our township and the next county a disaster.

6. Critics and audiences found the play witty and delightful.

7. The mayor declared today a holiday.

8. Many Americans consider the first astronauts national heroes and recall their feats proudly.
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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, including a subject, object, or complement. To diagram a sentence with an appositive, place the appositive immediately after the word it identifies, and set it off in parentheses.

Example  Our first president, George Washington, had been a military commander.

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  I asked my history teacher, Miss Brooks, a question.

EXERCISE  Diagram each sentence. Be sure to find every appositive and appositive phrase.

1. Washington gave us, his admirers, a tremendous heritage.

2. Our second president, John Adams, had been an ambassador.
3. Next, the nation elected the statesman Thomas Jefferson president.

4. Both John Adams and his son, John Quincy Adams, were presidents.

5. The sixteenth U.S. president was Abraham Lincoln, a Republican.

6. Presidents Day, a national holiday, is celebrated annually.

Prepositional Phrases I

A **preposition** is a word that indicates a relationship of a noun or pronoun to some other word in the sentence. Examples include *to, of,* and *near.* A **prepositional phrase** consists of a preposition, its object, and any modifiers of the object. Examples of prepositional phrases are “to the front,” “of clay,” and “near the rose garden.” 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 line that slants from left to right 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**  The flowers beside the oak tree need water.

If a prepositional phrase modifies an appositive, place the preposition on a slant line directly beneath the appositive, not the word that the appositive identifies.

**Example**  Water the begonias—those flowers with shiny leaves.

**EXERCISE**  Diagram each sentence.

1. The youngest children planted a garden of sunflowers.
2. Visitors to the garden especially enjoyed the sight of tall golden flowers.
Prepositional Phrases II

Used as Adverbs
All prepositional phrases are diagramed the same whether they are used as adjectives or adverbs. Examine this model of a prepositional phrase used to modify a verb, noting how the phrase is placed beneath the verb modified. The preposition is placed on the slant line and its object on the adjoining horizontal line.

Example  We will plant the vegetables after lunch.

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 Monday, Jason pulled weeds and trimmed bushes with his new shears.

A prepositional phrase used as an adverb does not always immediately follow the verb. It answers this question: When, where, or how does or did the action occur?

EXERCISE  Diagram each sentence.
1. During the week, Mandy will volunteer at the park.

2. Her team has been working on the new trails for a month.
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  Look at those flowers next to the walk!

In this sentence, the prepositional phrase “at those flowers” tells where to look, so it is placed under the verb. The prepositional phrase “next to the walk” tells which flowers, so it is placed under the object of the first phrase.

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. An aquarium is being constructed near the mouth of the river.

2. That site is perfect for the location of a tourist attraction.
3. Everyone on the committee is happy with the plans.

4. The design of the building came from a local architect.

5. Her design was selected from a number of proposals.

6. Students from any school in the state can get free passes to the aquarium.
Participles and Participial Phrases I

Not all verb forms function in sentences as verbs. A **participle** is a verb form that functions in a sentence as an adjective. Present participles end in *-ing*. Most past participles end in *-ed* but some have irregular forms.

**Participles**

To diagram a sentence that includes a participle, first identify the word that the participle modifies. Draw a line that slants down from that word, bends, and extends horizontally to the right. Write the participle on the line, curving it in the angle of the line, as shown in this example.

**Example** A crane lifted the fallen trees from the road.

While participles that end in *-ing* or *-ed* are easy to recognize, irregular participles such as *fallen* may not be as obvious. Remember that any verb form used as an adjective is a participle and should be diagramed as shown above.

**EXERCISE** Diagram each sentence.

1. Pausing, she searched for the source of the annoying noise.

2. Perhaps an experienced jeweler can repair the broken chain.
Participles and Participial Phrases II

Participial Phrases
Because participles are a form of verbs, they may take direct and indirect objects, predicate nominatives and adjectives, and object complements. 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  My little cousin looks so innocent, cheerfully giving his mother a hug.

Participial phrases can occur anywhere in a sentence. Always diagram a participial phrase so that it extends below the word it modifies, no matter where the participial phrase appears in the sentence.

EXERCISE  Diagram each sentence.

1. The first aircraft carrying people rose into the air in November of 1783.

2. That aircraft was a basket lifted by a balloon.
3. The balloon, constructed by the Montgolfier brothers, was filled with hot air.

4. The gasoline engine, invented in the late 1800s, led to the development of modern aircraft.

5. Running experiments in their Ohio bicycle shop, the Wright brothers made a breakthrough.

6. The engine of their aircraft, driving a propellor, produced enough forward speed for flight.
Gerunds and Gerund Phrases I

A gerund is a verb form that ends in -ing and is used in a sentence as a noun. A gerund phrase is made up of a gerund, its complements, and all modifiers of the gerund and its complements. Gerunds and gerund phrases may be used in sentences wherever nouns may be used, including compound sentence parts.

In a diagram, a gerund is written in a curved shape over a line with a step. The stepped line lies at the top of a “stilt,” and the stilt is placed where you would put a noun or pronoun used as the gerund is used.

Used as Subjects

To diagram a gerund or a gerund phrase used as a subject, place a stilt on the baseline where the subject usually lies. Draw a stepped line above the stilt and curve the gerund itself over the step. Then diagram any objects, complements, and modifiers of the gerund phrase, adding these elements to the stepped line.

Example  Judging any contest well demands fairness.

EXERCISE  Diagram each sentence.

1. Becoming a good referee takes time.

2. Gaining expertise as a referee is not easy.

3. Following fast-paced action requires energy.
Gerunds and Gerund Phrases II

Used as Direct Objects
To diagram a sentence with a gerund or gerund phrase as a direct object, place a stilt on the baseline where the direct object usually goes. Draw a stepped line, as shown here, above the stilt. Curve the gerund over the step. Add any complements or modifiers in the gerund phrase to the stepped line.

Example  The coach suggested giving the players extra practice.

Remember that both gerunds and present participles end in *-ing*. However, gerunds act as nouns, while participles act as adjectives. If a verb form can be replaced with the singular pronoun *it* in a sentence, that verb form is a gerund.

**EXERCISE** Diagram each sentence.

1. Good players avoid running with the ball.

2. The referee noticed some pushing and shoving.

3. During the playoffs, our tired players appreciated having a free day.
Gerunds and Gerund Phrases III

**Used as Predicate Nominatives**

To diagram a sentence with a gerund or gerund phrase as a predicate nominative, place a stilt on the baseline where the predicate nominative 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** Jerry’s latest passion is climbing cliffs at the park.

![Diagram of sentence structure]

**EXERCISE** Diagram each sentence. Be sure a gerund or gerund phrase used as a direct object is diagramed appropriately.

1. Tara’s mistake is serving the volleyball too quickly.

2. The addition to the gym will permit holding the regional meet here.

3. My biggest thrill is winning a close game in the final seconds.
Gerunds and Gerund Phrases IV

Used as Objects of Prepositions

To diagram a sentence with a gerund or gerund phrase as the object of a preposition, prepare space for the gerund by drawing a long slant line for that preposition. Then place a stilt on the horizontal line where the object of the preposition belongs, and draw a stepped line above the stilt. Curve the gerund over the step itself. Add any complements and modifiers of the gerund phrase to the stepped line. Study this example.

Example  The speaker talked about photographing wild animals in Africa.

Whenever you come across a gerund in a sentence to be diagramed, mentally replace it with the pronoun it and decide where you would place that pronoun in a sentence. Then place the gerund or gerund phrase on a stilt in that position.

EXERCISE  Diagram each sentence.

1. The speaker kept the audience's attention by showing videos of his work.

2. His report of witnessing a cheetah running at top speed was remarkable.
3. The audience learned about choosing good times for photographing different animals.

4. The job of demonstrating survival skills to cubs is the responsibility of the mother cheetah.

5. Learning these skills increases the cubs’ chances of growing to adulthood.
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 read.” An **infinitive phrase** is made up of an infinitive, its complements, and any modifiers of the infinitive and its complements. An example is “to read a mystery book quickly.” Infinitives and infinitive phrases can be used in sentences as adjectives, adverbs, or nouns.

**Used as Adjectives or Adverbs**

Infinitives or infinitive phrases used as modifiers are diagramed in the same way as prepositional phrases are. 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. Study these examples.

**Examples**  
The club appreciated Paul’s offer to serve as treasurer.  
Members voted to accept his offer.

```
<table>
<thead>
<tr>
<th>club</th>
<th>appreciated</th>
<th>offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paul’s</td>
<td>to</td>
<td>serve</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to</td>
<td>treasurer</td>
</tr>
</tbody>
</table>
```

```
<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>dir. obj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>adj.</td>
<td>adj.</td>
<td>“to”</td>
</tr>
<tr>
<td>“to”</td>
<td>“to”</td>
<td>infinitive (base form)</td>
</tr>
<tr>
<td>prep.</td>
<td></td>
<td>obj. of prep.</td>
</tr>
</tbody>
</table>
```

In the first example, the infinitive phrase “to serve as treasurer” tells *what kind* of offer. It acts as an adjective modifying *offer*. In the second, the phrase “to accept his offer” tells *how* the members voted. It acts as an adverb, modifying *voted*.

**EXERCISE** Diagram each sentence.

1. World leaders gathered to negotiate a treaty.
2. The session to debate the terms of the treaty begins soon.

3. Will the leaders fail to reach an agreement?

4. World War I’s horrors were not enough to lead to peace.

5. World War II finally produced the will to unite.
Infinitives and Infinitive Phrases II

Used as Nouns
To diagram a sentence with an infinitive or infinitive phrase used as a noun, first identify its role in the sentence, for example, subject, direct object, or predicate nominative. In the diagram, draw a stilt in that position. Next, draw a short slant line at the left of a horizontal line above the stilt. 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 these examples. In the first, the infinitive phrase is the subject of the sentence. In the second, the infinitive phrase is the direct object.

Examples
To win the class presidency is Latoya’s greatest ambition.
She expects to campaign vigorously.

EXERCISE
Determine how the infinitive or infinitive phrase is used in each sentence, and then diagram the sentence.
1. My brother likes to study history.
2. To hear his report on the First Continental Congress takes ten minutes.

3. The goal of the representatives was to protest Great Britain’s treatment of the American colonies.

4. To declare independence from England was, apparently, the goal of the Second Continental Congress.
Absolute Phrases

A simple sentence may contain a phrase that has no grammatical connection to the rest of the sentence. This kind of phrase, called an absolute phrase, is made up of a noun or pronoun modified by a participle or participial phrase. Because an absolute phrase belongs to neither the subject nor the predicate of the sentence, it is diagramed with no connection to the rest of the sentence.

Absolute Phrases

To diagram an absolute phrase, first draw a horizontal line. Write the subject of the absolute phrase on the line. Place the participle and any complements on a bent line below the horizontal line. Add any modifiers in the phrase below the subject, participle, or complement as needed. Then, below the absolute phrase diagram and separate from it, draw the sentence diagram. The absolute phrase is always diagramed first, even if it follows the rest of the sentence.

Examine how this sample sentence and its absolute phrase are diagramed.

Examples Smoke alarms screaming, my family awoke to a fire.

EXERCISE Diagram each sentence.

1. The residents having been safely evacuated, firefighters battled the blaze.

2. People left the scene, the fire having been completely extinguished.
3. Its structure damaged, the building was condemned.

4. Affordable apartments being scarce, our family searched in another town for a new home.

5. We bought new furniture, our old possessions completely gone.
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 connected by a semicolon or by a comma and a conjunction. When you diagram a compound sentence, diagram each independent clause separately. Then connect the clauses as this lesson and the next describe.

**Clauses Connected by a Semicolon**

When two main clauses in a compound sentence are connected by a semicolon, 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**  Bethany has an optimistic attitude; her smile is contagious.

**EXERCISE** Diagram each compound sentence.

1. Lou enjoys football; Mae prefers basketball.

2. All of my friends boycotted the concert; ticket prices were outrageous.
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, 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 below.

Example Are you walking, or will you ride your bike?

```
<table>
<thead>
<tr>
<th>verb</th>
<th>conj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are walking</td>
<td>or</td>
</tr>
<tr>
<td>you</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>will ride</td>
<td></td>
</tr>
<tr>
<td>you</td>
<td></td>
</tr>
<tr>
<td>your bike</td>
<td></td>
</tr>
</tbody>
</table>
```

EXERCISE Diagram each compound sentence.

1. Enid and her older sister were in a traffic accident yesterday, but their injuries were not serious.

2. Recently the population of Kirkland has grown, and our traffic problems have also grown.
3. That intersection may need larger stop signs, or the city should install a traffic light there.

4. Enid will have her driver's license soon, and her experience will probably make her a cautious driver.
Compound Sentences III

Clauses with Compound Predicates
If a main clause in a compound sentence has a compound verb, the connecting line should begin (or end) at the shared baseline, before the fork for the parts of the verb, as in this example.

Example I walked yesterday and arrived late, but today I will bike.

EXERCISE Diagram each compound sentence.
1. In January, a blizzard paralyzed the city and closed schools, but this school year has been uneventful.

2. Dave may study architecture or become a contractor; he likes buildings.
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. How a complex sentence is diagramed 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. The adjective clause is usually introduced by one of the relative pronouns (who, whom, whose, that, and which).

Begin the diagram of the 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 with a dotted line that begins with the word in the main clause that is modified and ends with the introductory relative pronoun in the adjective clause. This dotted line is not always a straight line. Study this example.

Example  A woman whom we met recently received an award.

EXERCISE  Diagram each complex sentence.

1. A friend of mine who attends a music academy is very talented.
2. Gregor often composes music for poems that he likes.

3. He wrote a short piece that the city orchestra will play in its next program.

4. Mozart, whose work my friend greatly admires, began composing as a young child.
Complex Sentences with Adjective or Adverb Clauses II

Adjective Clauses Introduced by Words Other Than Pronouns
Besides relative pronouns, certain other words, such as when and where, may introduce adjective clauses. To be sure that a clause is an adjective clause, decide whether it tells what kind? or which one? about the noun modified. If it does, follow the directions below. If it does not, that complex sentence is diagramed differently.

First diagram the main clause. Then diagram the subordinate clause, placing it below the main clause. Draw a dotted line from the word in the main clause that is modified to the introductory word in the adjective clause. Study this example.

Example  The prize was presented in the city where the winner works.

The clause “where the winner works” modifies city, telling which city. The clause begins with the adverb where, which modifies the verb in the subordinate clause. The dotted line connecting the clauses runs from city to where.

EXERCISE  Diagram each complex sentence.
1. The week when we take the entrance exam is coming fast.

2. The library is the only place where I can study.
Complex Sentences with Adjective or Adverb Clauses III

Adverb Clauses That Modify Verbs

An adverb clause is a subordinate clause that modifies a verb, adjective, or adverb in the main clause. Adverb clauses are introduced by subordinating conjunctions such as these: after, although, as if, as soon as, because, if, in order that, since, though, unless, when, whenever, where, wherever, while. 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, place the conjunction on the dotted line.

Study this example.

Example As soon as the guest of honor arrives, the award ceremony will begin.

Notice that the sentence begins with the adverb clause, but the diagram begins with the main clause. The adverb clause “As soon as the guest of honor arrives” modifies will begin, telling when an event will begin, so it is shown under that verb.

EXERCISE Diagram each complex sentence.

1. Richard has studied ants since he was in kindergarten.
2. Whenever he found anything written about ants, he read and memorized it.

3. His friends and family members even searched for ant material because they knew of his fascination with ants.

4. Although he already knows a great deal about the topic, Richard is determined to become an expert on ants.
Complex Sentences with Adjective or Adverb Clauses IV

Adverb Clauses That Modify Adjectives and Adverbs
An adverb clause is a subordinate clause that modifies a verb, an adjective, or an adverb in the main clause. An adverb clause that modifies an adjective or adverb usually tells how much about that modifier. Such an adverb clause is usually introduced by the subordinating conjunction than.

To diagram a complex sentence with an adverb clause modifying a modifier, first diagram the main clause. Then diagram the adverb clause, placing it below the main clause. Connect the clauses with a dotted line that begins under the modified adjective or adverb in the main clause and slants down to the verb in the adverb clause. If the modifier is already on a slant line, the dotted line must be bent, as shown in the example below. Last, place the conjunction on the dotted line.

Study this example.

Example Today Darren left his office earlier than he usually does.

The adverb clause “than he usually does” modifies earlier, telling how much earlier. Therefore, the dotted line of the conjunction begins at earlier. It extends a short distance to the left so that it will not be confused with the line under earlier, and then slants down to the verb of the subordinate clause.

EXERCISE Diagram each complex sentence.
1. You painted a prettier picture than I did.
2. The queen ruled more powerfully than her early supporters could have imagined.

3. Books about our city are even rarer than you might suppose.

4. This station has broadcast classical music longer than any other station in the United States has.
Complex Sentences with Adjective or Adverb Clauses V

More Than One Subordinate Clause
A complex sentence may have both an adjective clause and an adverb clause, or more than one of one kind. To diagram a complex sentence with two or more adjective or adverb clauses, first identify each subordinate clause and the word that each one modifies. Then diagram the main clause. Next, diagram each subordinate clause and draw a dotted line to connect the subordinate clause to the word it modifies. Finally, write the subordinating conjunctions of adverb clauses on their dotted lines.

Study this example. The first subordinate clause is an adjective clause modifying movie; the second is an adverb clause modifying the verb saw.

Example I rented the movie that you saw when it opened in theaters.

EXERCISE Diagram each complex sentence. Make sure that you connect each subordinate clause to the correct word.

1. I liked the actress who played the villain, though her part was small.
2. The director, whose films are always popular, has again produced a movie that will attract crowds.

3. Because Dave loves mysteries, he probably saw this film earlier than I saw it.

4. As you hear the score, you notice themes that are associated with various characters.
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, including as subjects, objects, and objects of prepositions. 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 an inseparable part of the main clause, and it is diagramed within the main clause. The position of a noun clause in the main clause diagram depends on its role in the sentence.

Used as Subjects
To diagram a complex sentence with a noun clause used as the subject, first draw the diagram frame for the main clause. If you like, fill in other elements of the main clause. Then draw a stilt on the main clause baseline where the subject belongs. On top of the stilt, draw a second baseline. Use that baseline to diagram the noun clause as you would any other clause, with one added rule: Place the verb of the noun clause immediately above the stilt. (Note: Use of that as a special introductory word is discussed in Lesson 43.)

Study this example.

Example  What your team really needs is a strong quarterback.

EXERCISE  Diagram each complex sentence.

1. Whoever scores the most runs wins the game.
2. How football is played has changed over the years.

3. Who will compete in the playoffs will not be known for several weeks.

4. Whatever the coach said to the players during halftime certainly inspired great play.
Complex Sentences with Noun Clauses II

Used as Direct Objects
To diagram a complex sentence with a noun clause used as direct object, first draw a diagram frame for the main clause and 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. See the example. (Note: Use of that as a special introductory word is discussed in Lesson 43.)

Example A good trainer gives players whatever help they need.

EXERCISE Diagram each complex sentence.
1. Speaking at the rally, Ms. Ames predicted how many medals her swimmers will win.

2. Both the swimmers and the other students hope she is right.
Complex Sentences with Noun Clauses III

Introduced by *That*

The pronoun *that* may introduce a noun clause in which it takes a role. For example, *that* is the subject of the noun clause in this sentence, "We know that is true." However, the word *that* may also introduce a noun clause without being part of it, as in “We know that this fact is true.” The diagram for this second sentence must indicate the difference in its use of *that*. Therefore, when you 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, as shown here. Draw a vertical dotted line from *that* to the verb of the noun clause.

**Example**  We know that this fact is true.

```
  \[ that \]
  fact \   \ is \   \ true \[ \]
  \[
  We \   know \[
```

**EXERCISE**  Diagram each complex sentence.

1. That the game lasted so long surprised both teams.

```
  \[ that \]
  fact \   \ is \   \ true \[ \]
  \[
  We \   know \[
```

2. The weather forecaster predicts that tomorrow will be sunny.

```
  \[ "that" \]
  fact \   \ is \   \ true \[ \]
  \[
  We \   know \[
```
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. Where the prepositional phrase involving the noun clause relates to the main 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 clause on the second baseline. Study this example.

Example  Tickets are available for whichever night you prefer.

EXERCISE  Diagram each complex sentence.

1. Exchange papers with whoever is beside you.

2. Your seat assignment depends on when you arrive.
3. The winner may keep the prize in whichever box he or she chooses.

4. Your grade will be affected by how well you do today.
Complex Sentences with Noun Clauses V

Used as Indirect Objects
To diagram a complex sentence with a noun clause used as the indirect object, begin by diagraming the subject and verb of the main clause. Draw a bent line as for an indirect object, but make the slant part of the line long enough to allow space for the noun clause. Draw a stilt on the horizontal part of the line, and place a second baseline on top of the stilt. Diagram the noun clause on the second baseline.

Study this example.

Example  Tell whoever arrives late about the schedule change.

EXERCISE  Diagram each complex sentence.
1. The candidate gave whomever he met a campaign badge.

2. At every house, Anita asked whoever answered the door for a donation.
Complex Sentences with Noun Clauses VI

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

Study this example. The subject of the sentence is an infinitive phrase. Note the differences between that phrase and a noun clause.

Example To play in the World Series is what every baseball player dreams of.

EXERCISE Diagram each complex sentence.
1. A good actress temporarily becomes whomever she is portraying onstage.

2. Westhaven Photo Mart is where I usually take my film.
Compound-Complex Sentences I

A **compound-complex sentence** consists of two or more main clauses and at least one subordinate clause. To diagram a compound-complex sentence, first identify each clause as a main clause, a noun clause, or an adjective or adverb clause. Then identify which main clause is completed or modified by each subordinate clause. Last, diagram each main clause and its related subordinate clause(s) in the order the main clauses take in the sentence. Be careful to connect all clauses correctly.

**With a Noun Clause**

The simplest compound-complex sentence has three clauses, two main and one subordinate. The example below is of a compound-complex sentence having a noun clause within one of the main clauses. Study the example.

**Example**  You can wear whatever you want, but come on time!

```
You can wear whatever you want, but come on time!
```

**EXERCISE** Diagram each compound-complex sentence.

1. I wonder who sent the flowers; they are lovely.
2. What the archaeologists discovered was very unusual, and at first nobody could identify it.

3. The temperature is pleasant at the moment, but we expect that a warm front will arrive soon.
Compound-Complex Sentences II

With an Adjective or Adverb Clause

The example below shows a compound-complex sentence with two main clauses and two subordinate clauses—both an adjective clause and an adverb clause. Study the example to see how the rules for diagraming both compound and complex sentences are followed in diagraming a compound-complex sentence.

Example After she searched for weeks, Gina got an afterschool job that pays well; now she can save for college.

EXERCISE Diagram each compound-complex sentence.

1. Have they decoded the message that the agent transmitted secretly, or do they need help?
2. My boss left early because he felt ill, and now I must close the store by myself.

3. I would really like to score the winning goal, but I will be happy as long as we win!
PART I

Lesson 1  Simple Subjects and Simple Predicates I

1. Children play

2. (you) Stop

3. (you) Listen

4. Parrots fly

Lesson 2  Simple Subjects and Simple Predicates II

1. Kim is concentrating

2. You have eaten

3. Mr. Robertson helped

4. Workers are protesting

5. Professor White will speak

6. Jackie Smith can sing

7. (you) Stop

8. Everyone must recite

Lesson 3  Compound Subjects and Predicates I

1. Phyllis may win

2. Jason

3. Coach Bush officiated

4. Laura could come

5. Carla

Lesson 4  Compound Subjects and Predicates II

1. We competed

2. Everyone stayed

3. Kites soared

4. Janine was reading

Neither Carla nor Laura could come.
Lesson 5 Compound Subjects and Predicates III

1. Men
   - women
   - children
   - and
   - participated

2. Spectators
   - cheered
   - booted
   - groaned

3. Lois
   - compete

4. Matt
   - you
   - Will
   - watch

Lesson 6 Compound Subjects and Predicates IV

1. snow
   - were falling
   - rain

2. acrobats
   - performed
   - drew

3. (you)
   - Listen
   - follow

4. roses
   - Are blooming
   - peonies

Lesson 7 Adjectives and Adverbs I

1. baby
   - slept
   - The
   - little

2. boat
   - sank
   - Which
   - leaky

3. tulips
   - are opening
   - These
   - red

4. groups
   - will appear
   - Many
   - popular
   - music

Lesson 8 Adjectives and Adverbs II

1. Keisha
   - paused
   - briefly

2. they
   - will gallop
   - Soon
   - away

3. (you)
   - Wait
   - quietly
   - here

4. we
   - had been skating
   - Earlier
   - there
   - safely
Lesson 9 Adjectives and Adverbs III

1. weeds grow
   - pretty
   - very
   - everywhere

2. Dale answered
   - hesitantly
   - rather

3. sister phones
   - My
   - talkative
   - remarkably
   - often

4. child played
   -首饰
   - the
   - alone
   - Habitually

Lesson 10 Adjectives and Adverbs IV

1. We plan
   - rose
   - instantly
   - loudly
   - the
   - hen

2. your puppet survived
   - you
   - your puppet
terns
   - her

3. band will practice
   - the
   - later
   - here

Lesson 11 Adjectives and Adverbs V

1. boat sank
   - One
   - old
   - and
   - leaky

2. dog lay
   - The
   - seeing
   - eye
   - still
   - but
   - watchfully

3. speech ended
   - the
   - long
   - and
   - dull
   - Finally

4. batter swung
   - The
   - Powerful
   - and
   - confident

Lesson 12 Direct Objects and Indirect Objects I

1. members are considering destinations
   - Class
   - various

2. They may rent bus
   - They
   - may rent
   - bus

3. trip demands funds
   - trip
   - demands
   - funds
   - the
   - Naturally
   - adequate

4. students have held fund-raisers
   - The
   - already
   - two
   - students
   - have held
   - two
   - fund-raisers
Lesson 13 Direct Objects and Indirect Objects II

1. airlines charge prices
   
   May customers better

2. company may give deal
   
   A local us o better

3. class Did send deposit
   
   His agent helpful o

Lesson 14 Direct Objects and Indirect Objects III

1. committee contacted hotels
   
   Zoltan's several campground o

2. operators sent information
   
   The Zoltan useful committee o

Lesson 15 Direct Objects and Indirect Objects IV

1. Passengers boarded aircraft
   
   and the seats

Lesson 16 Subject Complements I

1. courtroom is site
   
   This famous

2. Murder was charge
   
   The

3. Mrs. Wing was juror
   
   on an alternate

4. tapes are evidence
   
   There audio
Lesson 17 Subject Complements II

1. trial is remarkable
   The current trial is remarkable.

2. defendant appears frightened
   The defendant appears frightened.

3. case involves burglary
   The case involves burglary.

4. decision is final
   The decision is final.

5. parents are giving testimony
   The parents are giving testimony.

6. reporters have been present
   Newspaper reporters have been present.

Lesson 18 Subject Complements III

1. lawyers have been logical and persuasive
   Both lawyers have been logical and persuasive.

2. defendant was extremely grateful
   The defendant was extremely grateful.

3. Carl will be either doctor or lawyer
   Carl will be either a doctor or a lawyer.

Lesson 19 Object Complements

1. Kim proved Sam wrong
   Kim proved Sam wrong.

2. I considered argument silly
   I considered the argument silly.

3. Paul calls dog Rushmore
   Paul calls his dog Rushmore.

4. Ali dyed T-shirt green
   Ali dyed her T-shirt green.

5. governor declared disaster
   The governor declared disaster.
Lesson 19, continued

6. Critics
   found play the
   pun: delightful
   audiences

7. mayor declared today holiday
   The o

8. Americans
   Many
   recall feats
   consider astronauts heroes
   their

PART II

Lesson 20 Appositives and Appositive Phrases

1. Washington gave heritage
   us (admire) o tremendous
   his

2. president (John Adams) had been ambassador
   Our second o on

3. nation elected statesman (Thomas Jefferson) president
   the Next the
Lesson 20, continued

4. Washington and Lincoln

5. Presidents’ Day (holiday) is celebrated annually.

6. Both his son (John Quincy Adams) and his president were presidents.

7. It honors presidents (two).

Lesson 21 Prepositional Phrases I

1. Children planted gardens of sunflowers.

2. Visitors enjoyed the sight of flowers in the tall golden garden.

Lesson 22 Prepositional Phrases II

1. Mandy will volunteer during the week at the park.

2. Her team has been working on the new trails for the month.
Lesson 23 Prepositional Phrases III

1. aquarium is being constructed
   An near mouth of river

2. site is perfect
   That for location of attraction to tourist

3. Everyone is happy
   on committee with plans of the

4. design came
   The of building from architect of local

5. design was selected
   Her from number of proposals

6. Students can get passes
   from school free to aquarium
   any in state of the

Lesson 24 Participles and Participle Phrases I

1. she searched
   Pausing for source of noise the annoying

2. jeweler can repair chain
   on experienced Perhaps the broken
Lesson 25 Participles and Participial Phrases II

1. The first carrying people into the air in November 1783

2. That lifted by balloon

3. The constructed with hot air by brothers Montgolfier

4. The gasoline led to development of aircraft in late 1800s of modern

5. The Wright brothers made a breakthrough running experiments in their Ohio bicycle

6. The engine produced speed enough for flight
Sentence Diagraming

Lesson 26 Gerunds and Gerund Phrases I

1. Becoming referee a good
   takes time

2. Gaining expertise as referee
   is easy not

3. Following action fast-paced
   requires energy

Lesson 27 Gerunds and Gerund Phrases II

1. players avoid running with ball the

2. referee noticed pushing
   The and showing

3. winning game close in seconds the final

Lesson 28 Gerunds and Gerund Phrases III

1. mistake is too quickly the Tara's

2. addition will permit holding here the regional

3. players appreciated having day a free

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Lesson 29 Gerunds and Gerund Phrases IV

1. speaker kept attention by showing videos or work the audience’s

2. report was remarkable His of witnessing cheetah running or speed top

3. audience learned The about choosing times good for photographing animals different

4. job is responsibility The of demonstrating skills to cubs survival the mother

5. increases chances the cubs or growing to adulthood
Lesson 30 Infinitives and Infinitive Phrases I

1. leaders gathered
   World to negotiate | treaty

2. session begins
   The to debate terms | soon

3. leaders Will fail
   The to reach agreement

Lesson 31 Infinitives and Infinitive Phrases II

1. brother likes
   My to hear report
   First Continental Congress

2. takes minutes
   Ten to protest treatment

3. goal was
   The or representatives
   of Great Britain's or American colonies

4. was goal
   From England to declare independence

4. horrors were not enough
   World War I's to lead to peace

5. World War II produced will
   Finally the to unite
Lesson 32 Absolute Phrases

1. residents
   The having been evacuated
   firefighters battled blaze

2. fire
   the having been extinguished
   People left scene

3. structure
   its damaged
   building was condemned

4. apartments
   affordable being scarce
   family searched our in town for home another for new

5. possessions
   our old gone completely
   We bought furniture new

PART III

Lesson 33 Compound Sentences I

1. Lou enjoys football
   Mae prefers basketball

2. All boycotted concert
   or friends my prices were outrageous

Lesson 34 Compound Sentences II

1. Enid
   sister older in accident yesterday her injuries were serious
   traffic not her their

2. population has grown
   the or Kirkland and Recently problems have grown
   our traffic also

3. intersection may need signs
   That or larger stop
   city should install light
   the there a traffic
Lesson 34, continued

4. Enid will have a license and soon her driver’s experience will make her driver’s probably cautious
driver

Lesson 35 Compound Sentences III

1. blizzard paralyzed city but January plan closed schools
   year has been uneventful
   this school

2. Dave may become contractor
   he likes buildings

Lesson 36 Complex Sentences with Adjective or Adverb Clauses I

1. friend is talented
   a or mine very
   who attends academy
   music

2. Gregor composes music
   often for poems
   he likes that

Lesson 37 Complex Sentences with Adjective or Adverb Clauses II

1. week is coming
   The lost
   we take exam when the entrance

2. library is place
   the only
   I can study where
Lesson 38  Complex Sentences with Adjective or Adverb Clauses III

1. Richard | has studied | ants
   | since |
   | he | was |
   | in | kindergarten |

2. he | read | it |
   | Wherever |
   | he | found | anything |
   | written | about | ants |
   | friends |

3. His | have searched |
   | members |
   | family |
   | and |
   | even | for | material |
   | because | they | knew |
   | or | fascination |
   | his | with | ants |

4. Richard | is | determined |
   | to become | expert |
   | on | on | ants |
   | he | knows | deal |
   | already | about | topic |
   | a | great | life |
**Lesson 39 Complex Sentences with Adjective or Adverb Clauses IV**

1. You painted picture prettier than I did.

2. Queen ruled more powerfully than her supporters could have imagined.

3. Books are rarer even than the early texts.

4. Station has broadcast music longer than the others in United States.

**Lesson 40 Complex Sentences with Adjective or Adverb Clauses V**

1. I liked actress though the part was small.

2. Football is played how over years.

3. Director has produced movie that will be hit.

4. Dave loves mysteries who are associated with various characters.

**Lesson 41 Complex Sentences with Noun Clauses I**

1. Whoever scores runs the most wins game.

2. Books are rarer than you might suppose.
Lesson 41, continued

3. Who will compete in playoffs
   will be known not for weeks

4. coach said Whatever
   to players during halftime
   inspired play

Lesson 42 Complex Sentences with Noun Clauses II

1. Ms. Ames predicted
   Speaking or rally
   swimmers will win medals
   she is right

2. students will win
   hope

Lesson 43 Complex Sentences with Noun Clauses III

1. That game lasted so long
   surprised teams both
   that tomorrow will be sunny

2. forecaster predicts The weather

Lesson 44 Complex Sentences with Noun Clauses IV

1. You Exchange papers
   with whoever is beside you

2. assignment depends
   you seat on you arrive
   when

3. winner may keep prize
   The he chooses box
   whichever

4. grade will be affected
   Your by you do well today
   how
Lesson 45 Complex Sentences with Noun Clauses V

1. candidate
   - gave
   - badge
   - he
   - met
   - whomever
   - campaign

2. Anita
   - asked
   - at
   - house
   - every
   - whoever
   - answered
   - door
   - for
   - donation

Lesson 46 Complex Sentences with Noun Clauses VI

1. actress
   - becomes
   - A
   - good
   - temporarily

2. Westhaven Photo Mart
   - is
   - take
   - film
   - where
   - usually
   - my
Lesson 47 Compound-Complex Sentences I

1. I wonder if they are lovely.
   - wonder
   - they
   - are
   - lovely

2. Archeologists discovered that what was unusual.
   - archeologists
   - discovered
   - what
   - was
   - unusual

3. The temperature is pleasant at the moment, but the front will arrive soon.
   - temperature
   - is
   - pleasant
   - at
   - the
   - moment
   - but
   - the
   - front
   - will
   - arrive
   - soon

Lesson 48 Compound-Complex Sentences II

1. They have decoded the message or the agent transmitted that secretly.
   - they
   - have decoded
   - the
   - message
   - or
   - the
   - agent
   - transmitted
   - that
   - secretly

2. My boss left early because he felt ill.
   - My
   - boss
   - left
   - early
   - because
   - he
   - felt
   - ill

3. I would like to score a goal to win the winning.
   - I
   - would like
   - to
   - score
   - a
   - goal
   - to
   - win
   - the
   - winning

as long as
we win