

Name _____ Date _____

Sometimes subjects and predicates are separated from each other in a sentence. Sometimes the subject comes after the predicate.

No matter how the sentence reads, the pattern of the subject and predicate in a diagram is always the same:

subject | predicate

HOW TO DIAGRAM SUBJECTS AND PREDICATES

Example sentences:

Down the block ran the dog.

Is Bob working?

A box of pears was sent.

dog | ran

Bob | Is working

box | was sent

MORE EXAMPLES:

Sometimes the word "you" is understood as the subject. Put it in parentheses in a diagram.

Study your history.

(You) | Study

Write the subjects and predicates in these diagrams. (Don't worry about any other words.)

1. Do you want this dress?

_____ | _____

2. Up the hill went Josie.

_____ | _____

3. There were many letters on the desk.

_____ | _____

4. Was the movie any good?

_____ | _____

5. Dust this shelf.

_____ | _____

On a separate sheet of paper make your own diagrams of the subjects and predicates of these sentences. (Don't worry about any other words.)

1. Is that book interesting?
2. The dishes in the sink were dirty.
3. There were many fleas on the dog.
4. Into the cave ran the bear.
5. The man in the suit was dancing.

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Why do we diagram sentences? A sentence diagram helps us to see and understand how a sentence is put together. Later, you will learn how to diagram any sentence. For now, you will work with the two necessary parts of a sentence: the **subject** (the doer of the action) and the **predicate** (the verb).

HOW TO DIAGRAM SUBJECTS AND PREDICATES

Example sentence: Dogs bark.

1. Start with a horizontal line, like this: _____
(This is the base line. All the *important* parts of the sentence will go on it.)

2. Draw a vertical line that crosses the base line, like this: _____

3. Write the predicate on the right side, like this: _____ bark

4. Write the subject on the left side, like this: Dogs _____ bark

MORE EXAMPLES:

Mary | sings

Joe | has acted

Chris | has been skiing

(Remember that a verb sometimes has helping words.)

Write the subjects and predicates in these diagrams.

1. Babies cry. _____

2. Birds will sing. _____

3. Who has won? _____

4. Maurice has been insulted. _____

5. Craig will be hired. _____

Use a separate sheet of paper to make your own diagrams of these sentences.

1. Flowers grow.
2. Fish swim.
3. Janet has been practising.
4. Cindy was dancing.
5. Maria has been reading.

Diagramming Sentences

Written by Emily Hutchinson

To The Teacher

The activities in this book are not for students who are just beginning to learn grammar. They must have a knowledge of parts of speech and of parts of sentences before doing these exercises.

Other books in this series can prepare a student for diagramming. The entire series includes—

- 1846 NOUNS AND PRONOUNS (*Years 5-6*)
- 1847 VERBS (*Years 5-6*)
- 1848 ADJECTIVES & ADVERBS (*Years 5-6*)
- 1849 PREPOSITIONS, CONJUNCTIONS AND INTERJECTIONS (*Years 5-8*)
- 1850 PARTS OF SENTENCES (*Years 5-8*)
- 1851 DIAGRAMMING SENTENCES (*Years 5-8*)

The activities in this book are sequential and follow this outline.

Page	Subject
1	Subjects and Predicates
2	Subjects and Predicates (continued)
3	Compound Subjects and Predicates
4	Review—Subjects and Predicates
5	Direct Objects
6	Compound Direct Objects
7	Predicate Nouns and Predicate Adjectives
8	Compound Predicate Nouns and Predicate Adjectives
9	Review of pages 5-8
10	Adjectives and Adverbs
11	Adjective Phrases
12	Adverb Phrases and Indirect Objects
13	Compound Sentences
14	Review of pages 10-13
15	Complex Sentences—Adjective Clauses
16	Complex Sentences—Adverb Clauses
17	Complex Sentences—Noun Clauses
18	Compound-Complex Sentences
19	More Compound-Complex Sentences
20	Review of pages 15-19
21	Definitions
22	Definitions
23-31	Answer pages

Notice that we have included a list of definitions of grammatical terms on pages 21 and 22. Photocopy and distribute this list to the class for review and reference.