

**BASICS FIRST**

**Diagramming  
Sentences**

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**BASICS FIRST**



**Frank Schaffer Publications**

# Diagramming Sentences

## Book B

### Table of Contents

Introduction.....	1
Diagramming Review (Basic review).....	2
Lions, Tigers, and Bears (Words in a series).....	3
Be Positive (Appositives).....	4
Go for the Gold (Review).....	5
Be Preppy! (Adjective prepositions).....	6
Preppy Practice (Adjective prepositions).....	7
Preppy From the Start (Adverb prepositions).....	8
The Preppy Challenge (Adverb prepositions).....	9
The Preppy Review (Review).....	10
Double Duty (Participles).....	11
Working Hard (Participial phrases).....	12
Learning Is Easy (Gerunds).....	13
Studying the Phrase (Gerund phrases).....	14
To Live and Learn (Infinitives used as nouns).....	15
The One to Watch (Infinitives used as adjectives and adverbs).....	16
Just Checking (Review).....	17
Whatever You Say (Noun clauses).....	18
Noun Clauses Challenge (Noun clauses).....	19
The Dinner I Ate (Adjective clauses).....	20
Adjective Clauses Challenge (Adjective clauses).....	21
When the Going Gets Tough (Adverb clauses).....	22
Adverb Clauses Challenge (Adverb clauses).....	23
Clause I Can (Review).....	24
The Final Review.....	25–26
Answers.....	27–32

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## Diagraming Sentences

### Book B

**R**eading and writing are the cornerstones of education. Knowledge of the basic skills for these two content areas is critical for a child's success in school. Understanding basic phonics principles helps students become better readers, just as understanding grammar and mechanics helps students become better writers.

*Diagraming Sentences Book B* is part of a *Basics First* series that has been designed to help students succeed in learning basic reading and writing skills. The activities were created to help students feel confident about their skills and abilities.

The pages have been arranged in a sequential and easy-to-follow format. This format allows the parent or teacher to choose from a variety of lessons that increase in difficulty. Each lesson begins with definitions and examples. The rest of the page is designed for student practice. Review pages are included so you can assess the child's progress.

Today, more emphasis is placed on basic skills. This is because these skills play a vital role in the student's ability to become successful in elementary school, middle school, high school, and college. Teaching grammar and mechanics is essential in preparing students to become confident speakers and writers.

This book can be used alone or as an integral part of any language program. It can also be used in conjunction with literature-based programs to provide students with the benefits of a well-rounded language arts education.

# Diagramming Review

Basic review

Name \_\_\_\_\_

This page is designed to give you practice with the basic diagramming skills taught in Book A. Complete this page to help prepare you to do the more difficult diagramming in this book.

Read and diagram the following sentences.

1. Bears and lions eat and sleep.



2. The rare coin is very shiny.

3. The bride seemed very happy.

4. That woman is a judge.

5. Mom handed my sister the phone.

6. The scary movie gave me the shivers.

# Lions, Tigers, and Bears

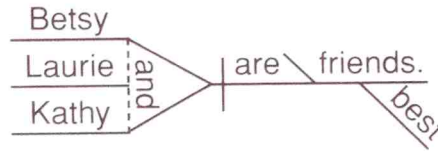
Words in a series

Name \_\_\_\_\_

Words in a series are diagrammed on parallel lines connected to the main line by diagonal lines. The conjunction is written on a dotted line that connects the parallel lines. Words in a series are diagrammed this way no matter what part of the sentence they are.

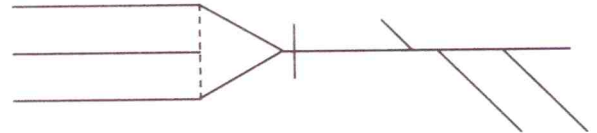
## Example:

*Betsy, Laurie, and Kathy are best friends.*

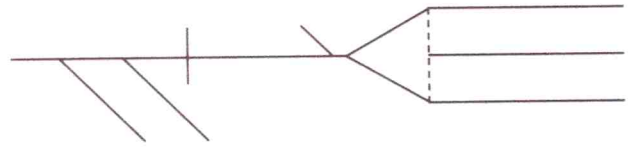


Read and diagram the following sentences. The first few frames are drawn for you.

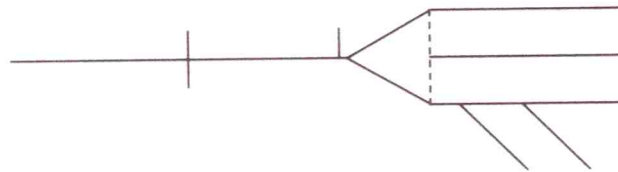
1. Basketball, soccer, and hockey are my favorite sports.



2. Her best subjects are reading, writing, and math.



3. We saw bears, lions, and a baby seal.



4. The animal shelter helps dogs, cats, and other pets.

5. The class hiked, swam, and ate.

6. My aunt, uncle, and cousin visited us yesterday.

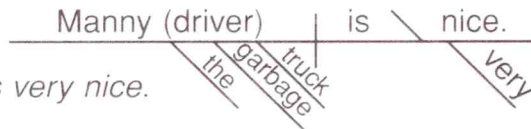
# Be Positive

Name \_\_\_\_\_

Appositives identify or explain nouns or pronouns. Appositives and their modifiers follow the nouns or the pronouns they explain. Appositives are often set off by commas.

In the example below, the appositive phrase is *the garbage truck driver*. Notice that the appositive *driver* describes the subject *Manny* and is placed in the parentheses after the subject. The other words in the appositive phrase describe the appositive and are diagrammed like adjectives under the appositive.

**Example:**

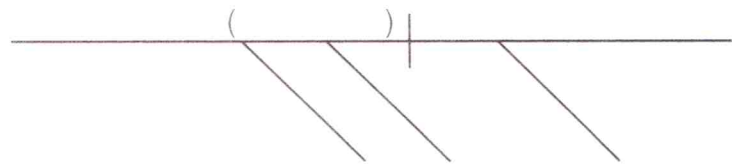


*Manny, the garbage truck driver, is very nice.*

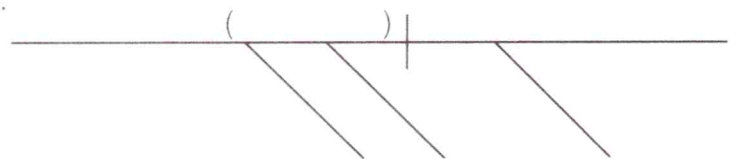


Read each sentence. Underline the appositive phrase and circle the appositive. Then diagram the sentences. The first few frames are drawn for you.

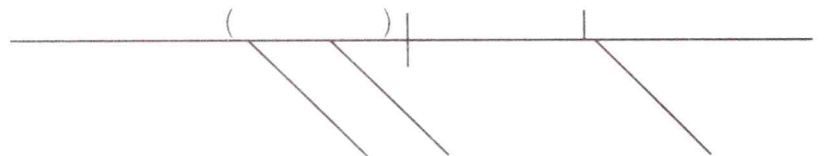
1. Steve, the football coach, clapped loudly.



2. Mrs. Jones, our art teacher, paints beautifully.



3. Fluffy, our new cat, climbed a tree.



4. My best friend, Susan, loves chocolate.

5. Tim, my older brother, is a pest.

6. My room is purple, my favorite color.

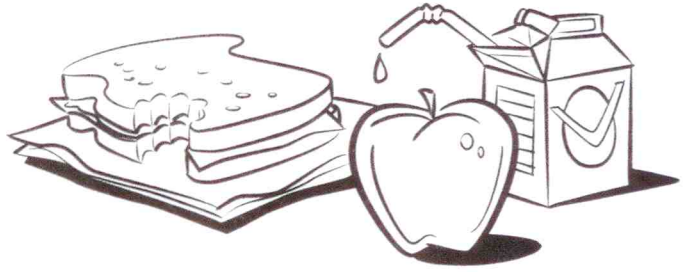
# Go for the Gold

Review

Name \_\_\_\_\_

Read and diagram the following sentences.

1. The weather is cloudy, gloomy, and cold.



2. I brought a sandwich, an apple, and milk.

3. The player, coach, and referee argued loudly.

4. Lorena, my aunt, baked these cookies.

5. Westwood Mall, the local hangout, is closed today.

6. Bill, Brian, and Mark, the three muskateers, are inseparable.

# Be Preppy!

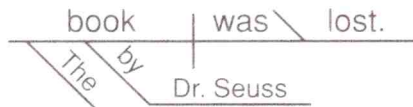
Name \_\_\_\_\_

A preposition shows the relationship between a noun or a pronoun and another word in the sentence. A prepositional phrase is a group of words made up of a preposition, its object, and any other words that describe the object.

Look at the example below. The preposition *by* shows a relationship between *book* and *Dr. Seuss*. Adjective prepositions describe a noun or a pronoun in the sentence. Adjective prepositions are placed on a diagonal line below the noun they describe. The object of the preposition is placed on a horizontal line attached to it. Modifiers of the object of the preposition are placed on diagonal lines below the object.

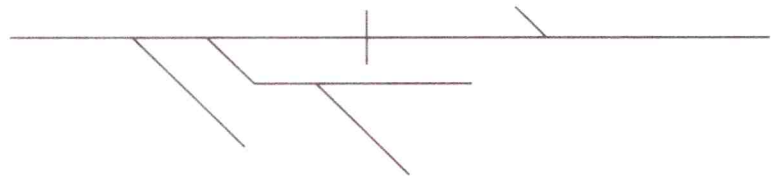
### Example:

*The book by Dr. Seuss was lost.*



Read each sentence. Underline the preposition and circle its object. Then diagram the sentences. The first few frames are drawn for you.

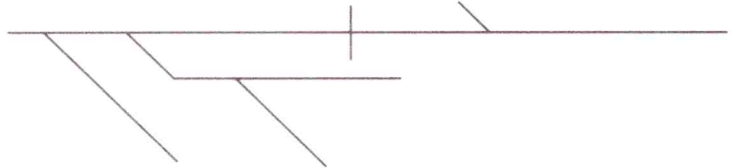
1. The baby in the stroller was cute.



2. Someone bought the house across the street.



3. The answer to the question is five.



4. The game on the table is too boring.

5. The surprise is the frog in my lunchbox.

6. The kids in the neighborhood are good friends.

# Preppy Practice

Adjective prepositions

Name \_\_\_\_\_

This page is designed to give you more practice with adjective prepositional phrases. These sentences are a little more challenging.

Read and diagram the following sentences.

1. The new red car in the driveway was scratched.



2. The bright green marker at my desk was stolen.

3. The dusty antique doll on my top shelf is very delicate.

4. The runner in the marathon was very tired.

5. The question on the test was difficult.

6. The light in the night sky was a rocket from Florida.

# Preppy From the Start

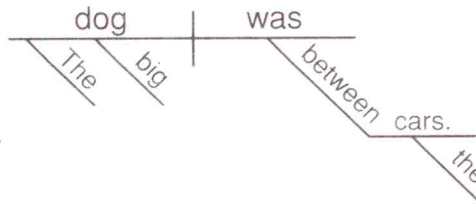
Adverb prepositions

Name \_\_\_\_\_

Adverb prepositions describe the verb. In the example below, the prepositional phrase *between the cars* describes where the dog was. The preposition *between* is placed on a diagonal line below the verb. The object of the preposition, *cars*, is placed on a horizontal line attached to it. Modifiers of the object of the preposition are placed on diagonal lines beneath the object.

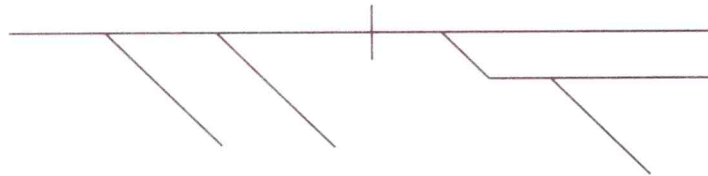
## Example:

*The big dog was between the cars.*

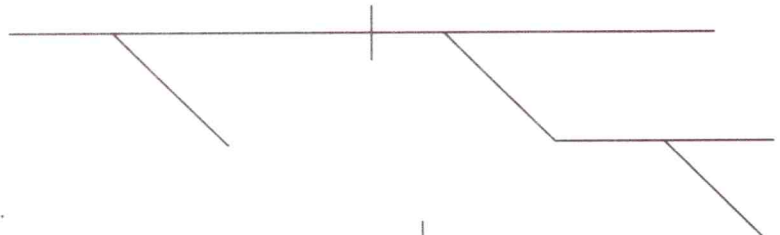


Read each sentence. Underline the preposition and circle its object. Then diagram the sentences. The first few frames are drawn for you.

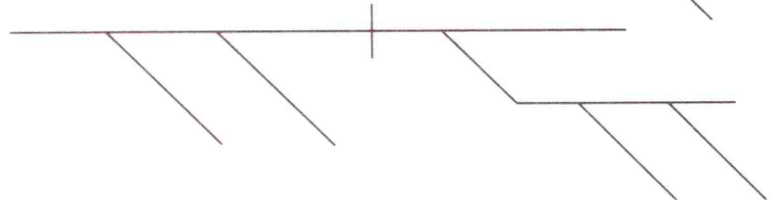
1. The big antenna fell off the roof.



2. The baseball rolled down the hill.



3. The old toys sold at the garage sale.



4. During the movie, Sue cried.

5. Nina sat in the chair.

6. Mom drove to the school.

# The Preppy Challenge

Adverb prepositions

Name \_\_\_\_\_

This page is designed to give you more practice with adverb prepositional phrases. These sentences are a little more challenging.

Read and diagram the following sentences.

1. The lost dog went to the pound.



2. The football flew between the goalposts.

3. The umbrella is in the closet.

4. The kids at our house swam in the big pool.

5. After the game we ate pizza.

6. The tomatoes in our garden grew on a vine.

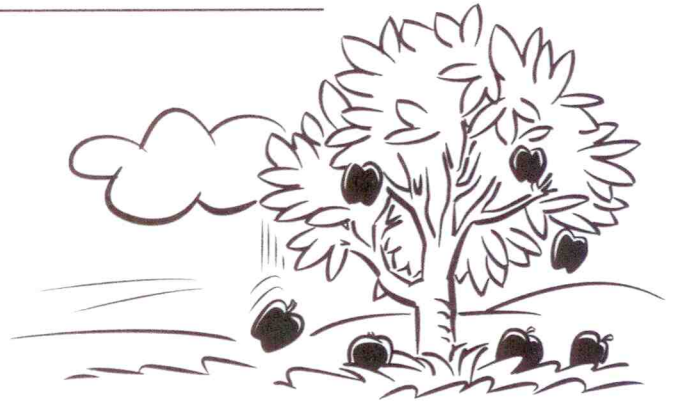
# The Preppy Review

Review

Name \_\_\_\_\_

Read and diagram the following sentences.

1. The wildflowers on the hill bloomed.



2. Apples fell from the tree.

3. Church bells rang during the ceremony.

4. The stereo in my room shakes the house.

5. The ring on her finger sparkled in the sunlight.

6. The clouds in the sky moved quickly over the mountains.

# Double Duty

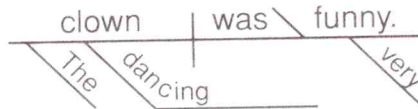
Name \_\_\_\_\_

A participle is a word that works as a verb and an adjective.

In the example below, the participle *dancing* expresses action like a verb and describes the noun *clown* like an adjective. A participle is diagramed under the word it describes where a diagonal and horizontal line meet.

**Example:**

*The dancing clown was very funny.*



Read each sentence. Circle the participle. Then diagram the sentences.

1. I saw you laughing. \_\_\_\_\_

2. Crying, Tuan pleaded for forgiveness. \_\_\_\_\_

3. The teacher caught the student cheating. \_\_\_\_\_

4. Lost, Jessica asked for directions.

5. The student, embarrassed, left the stage.

6. Norio saw the car speeding.

# Working Hard

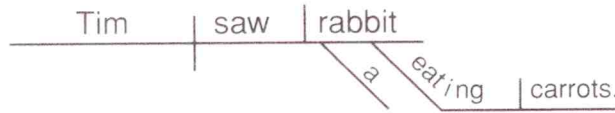
Name \_\_\_\_\_

A participial phrase is a group of words that contains a participle.

Look at the example below. The participle *eating* has an object, *carrots*. Within the participial phrase diagram, notice that the object is diagrammed just as it would be if it were in the main sentence.

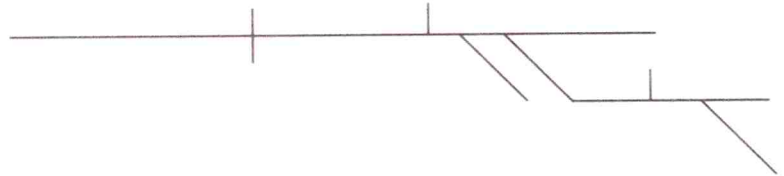
**Example:**

*Tim saw a rabbit eating carrots.*

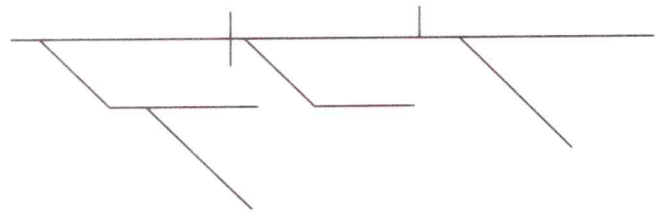


Read each sentence. Underline the participial phrase and circle the participle. Then diagram the sentences. The first few frames are drawn for you.

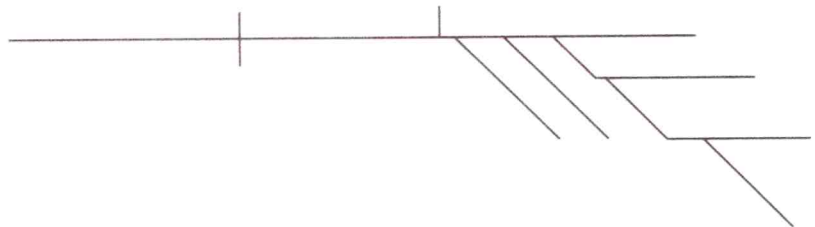
1. Hakeem heard the carpenter building the fence.



2. Whispering quietly, Juan told Ken the secret.



3. Anna saw the police car racing to the crime.



4. Patty and I watched a horse eating hay.

5. Frightened by the noise, Anthony searched the house.

6. Everyone going on the field trip board the bus.

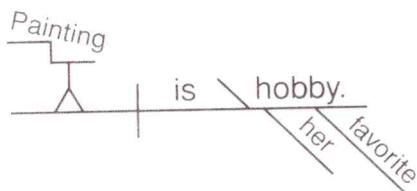
Name \_\_\_\_\_

A gerund is a verb ending in *-ing* that is used as a noun.

In the example below, notice that the gerund *painting* expresses action like a verb, but, as the subject of the sentence, it is used as a noun. When diagramming the sentence, the gerund is placed on a step that sits on a pedestal above the main line where the noun it replaces would be.

**Example:**

*Painting is her favorite hobby.*



Read each sentence. Circle the gerund. Then diagram the sentences. The first few frames are drawn for you.

1. Winning was fun.



2. Studying is hard work.



3. Marsha enjoys singing.



4. Swimming is good exercise.

5. Librarians encourage reading.

6. Laughing makes me happy.

# Studying the Phrase

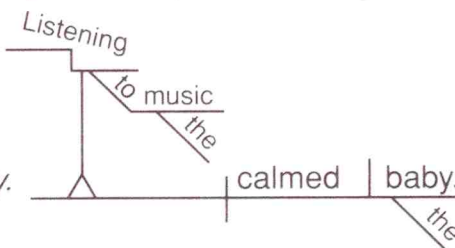
Name \_\_\_\_\_

A gerund phrase is a group of words that contains a gerund.

In the example below, the gerund phrase is *listening to music*. The gerund phrase is the subject of the sentence. The phrase consists of the gerund *listening* and the prepositional phrase *to the music*. Within the gerund phrase, the prepositional phrase is diagrammed just as it would be if it were in the main part of the sentence.

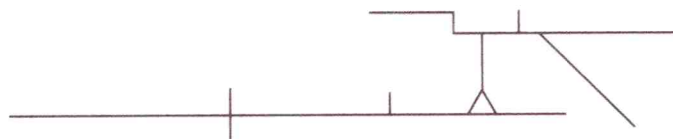
**Example:**

*Listening to the music calmed the baby.*

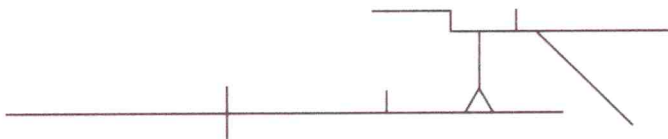


Read each sentence. Underline the gerund phrase and circle the gerund. Then diagram the sentences. The first few frames are drawn for you.

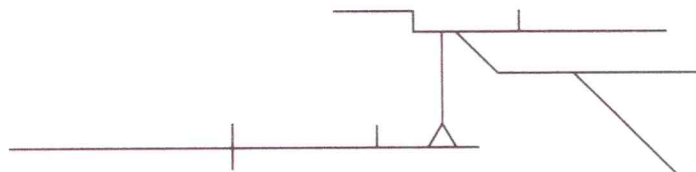
1. Carol likes writing romance stories.



2. Evan enjoys eating fresh fruit.



3. Elayne likes playing music in her bedroom.



4. His true talent is programming the computer.

5. His dream was singing the national anthem in the auditorium.

6. Luis received a medal for fighting in the war.

# To Live and Learn

Infinitives used as nouns

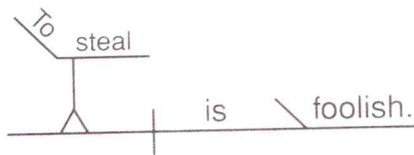
Name \_\_\_\_\_

An infinitive is the word *to* followed by a verb. An infinitive can be used as a noun, an adjective, or an adverb. An infinitive that is used as a noun is diagrammed on a horizontal line that sits on a pedestal. The pedestal is placed where the noun it replaces would go in the sentence.

Look at the example below. Because the infinitive *to steal* is the subject of the sentence, the pedestal is placed where the subject would go. The word *to* is placed on a diagonal line. The verb is placed on a horizontal line that sits on the pedestal. Any object or modifier for the infinitive phrase is written on the horizontal line.

**Example:**

*To steal is foolish.*

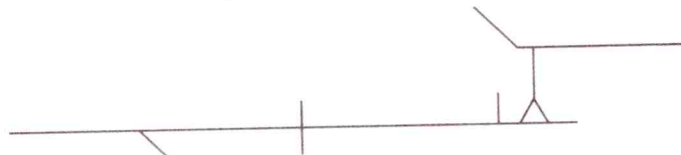


Read each sentence. Underline the infinitive or infinitive phrase. Then diagram the sentences. The first few frames are drawn for you.

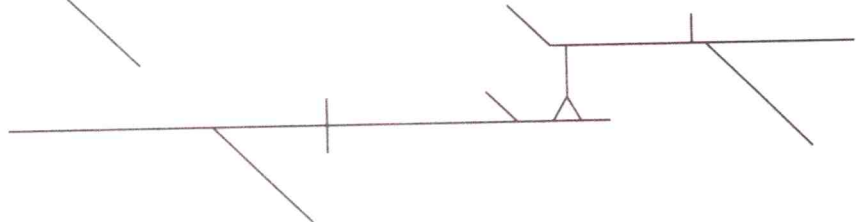
1. Jonathan likes to run.



2. The wildcats plan to win.



3. My dream is to travel the world.



4. To balance the objects requires a steady hand.

5. We tried to watch the scary video.

6. My plan was to save money for college.

# The One to Watch

Infinitives used as adjectives and adverbs

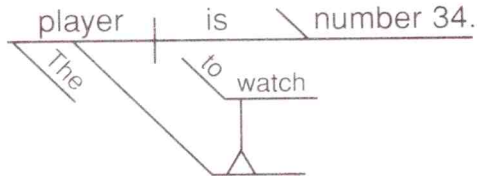
Name \_\_\_\_\_

An infinitive can also be used as an adjective or adverb. An infinitive that is used as an adjective or adverb is diagrammed on a pedestal that sits on a horizontal line below the word it modifies. The horizontal line is connected to the main line by a diagonal line.

In the example below, the infinitive *to watch* describes the subject *player*. The infinitive is being used as an adjective. Notice that the infinitive is diagrammed below the subject. The word *to* is on a diagonal line connected to the verb *watch*, which is on a horizontal line.

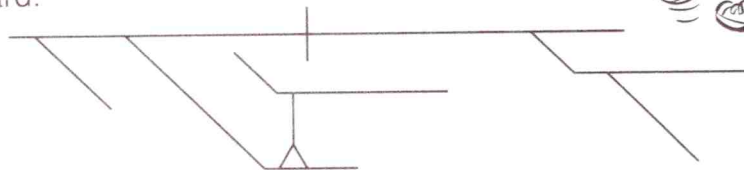
**Example:**

*The player to watch is number 34.*

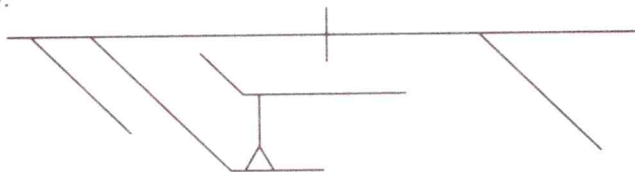


Read each sentence. Underline the infinitive or infinitive phrase. Then diagram the sentences. The first few frames are drawn for you.

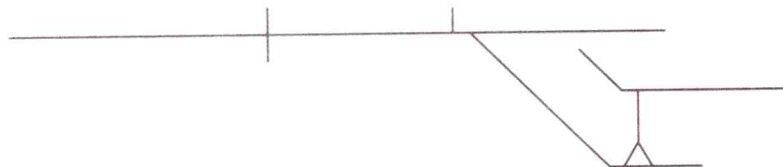
1. The words to learn are on the board.



2. The time to fight is now.



3. I have money to spend.



4. Sarah went home to study.

5. The teacher is the person to ask.

6. Javier and Mike came to my house to play basketball.

# Just Checking

Review

Name \_\_\_\_\_

Read and diagram the following sentences.

1. Mary Ann, missing the last bus, yelled in frustration.



2. Smiling broadly, the surfer caught the wave.

3. Diving is very dangerous.

4. My family likes traveling in the summer.

5. The hard workers hoped to get a sizable raise.

6. The ability to love is a gift.

# Whatever You Say

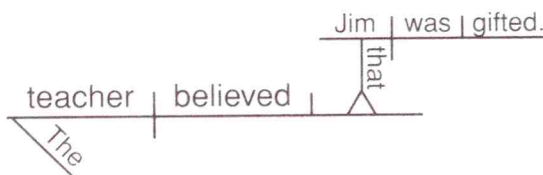
Name \_\_\_\_\_

A subordinate clause is a group of words within a sentence that has a subject and a verb. Because a subordinate clause has a subject and a verb, it is diagrammed much like a sentence. A noun clause is a subordinate clause that is used like a noun.

Look at the example below. The noun clause *that Jim was gifted* is diagrammed on a separate line that sits on a pedestal. The position of the pedestal on the main line shows that the noun clause in this sentence is the object. The word *that* introduces the clause. If a clause has an introductory word that has no other use in the phrase, the word is diagrammed on the pedestal.

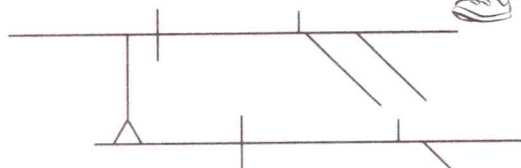
**Example:**

*The teacher believed that Jim was gifted.*

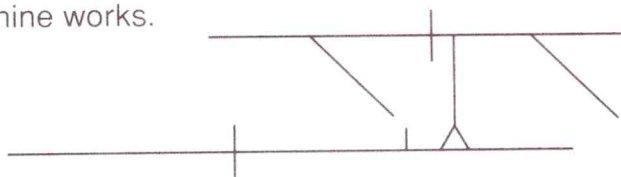


Read each sentence. Underline the noun clause. Then diagram the sentences.

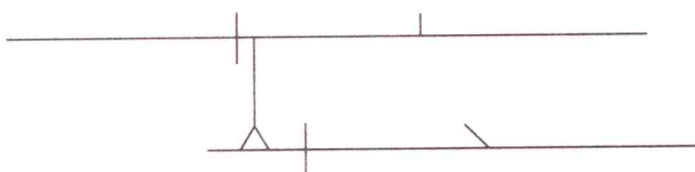
1. Whoever knows the right answer raise your hand.



2. I know how this machine works.



3. What you need is courage.



4. I wonder how he paid for his car.

5. George thought that I liked him.

6. Whatever you do is okay with me.

# Noun Clauses Challenge

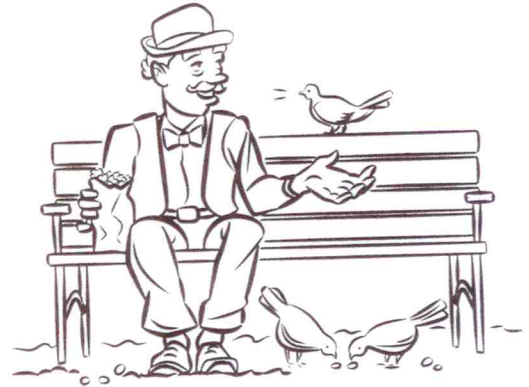
Noun clauses

Name \_\_\_\_\_

This page is designed to give you practice with noun clauses. These sentences are a little more challenging. Good luck!

Read and diagram the following sentences.

1. We knew this was the right solution.



2. I wonder how they disappeared so quickly.

3. What the old man needs is a new friend.

4. The reference book says rainbows are illusions.

5. Lori made dinner for whoever was hungry.

6. I believe that everyone is equal under the law.

# The Dinner I Ate

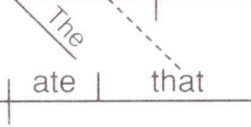
Name \_\_\_\_\_

An adjective clause is a subordinate clause used like an adjective to modify a noun or pronoun. Adjective clauses often begin with the pronouns *which*, *that*, *what*, *who*, *whom*, and *whose*. These are called relative pronouns because they are related to a word or idea in the sentence.

Look at the example below. The adjective clause *that I ate* describes the subject *the dinner*. The adjective clause is diagrammed on a separate horizontal line below the main line. The relative pronoun *that* is connected to the word it describes by a dotted diagonal line.

**Example:**

dinner | was | delicious.

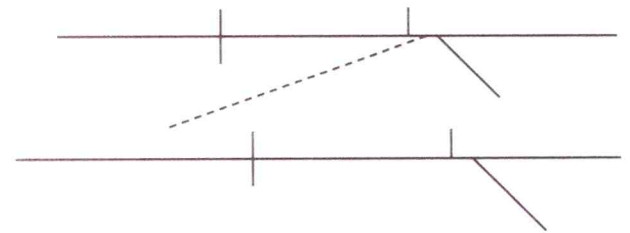


*The dinner that I ate was delicious.*

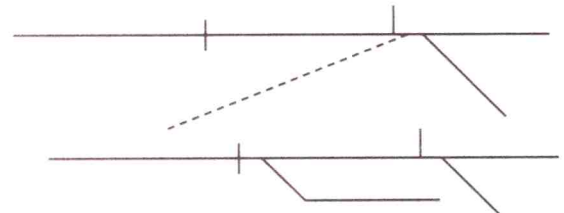


Read each sentence. Underline the adjective clause and circle the relative pronoun. Then diagram the sentences. The first few frames are drawn for you.

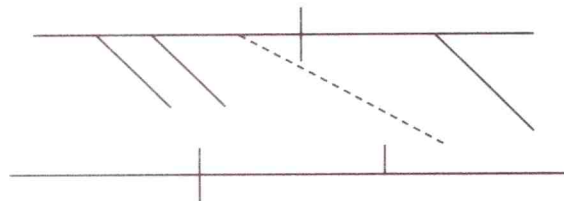
1. I saw the runner who won the medal.



2. Andrea admires the teacher who gave her the book.



3. The used car that I bought runs perfectly.



4. The present that I gave her was a large diamond.

5. I found the mouse, which was under the table.

# Adjective Clauses Challenge

Adjective clauses

Name \_\_\_\_\_

This page is designed to give you more practice with adjective clauses. These sentences are a little more challenging. Good luck!

Read and diagram the following sentences.



1. This is the special toy that the sick boy wanted.

2. The dog that she walked bit her best friend.

3. Tricia thanked the crossing guard who helped her.

4. The building that we painted is a warehouse.

5. The painter whom I hired works quickly.

6. The box in which Mary wrapped the present was very small.

# When the Going Gets Tough

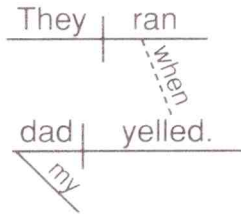
Name \_\_\_\_\_

An adverb clause is a subordinate clause that is used like an adverb to modify a verb, an adjective, or an adverb. Adverb clauses begin with subordinating conjunctions. These conjunctions join the clause to the rest of the sentence. Some examples of subordinating conjunctions are *after*, *because*, *when*, *if*, *since*, *where*, *while*, *so that*, *before*, *than*, and *though*.

Look at the example below. The adverb clause *when my dad yelled* is diagrammed on a horizontal line below the main line. The adverb clause is connected by a dotted diagonal line from the verb in the clause to the word it modifies. The subordinating conjunction *when* is written on the dotted diagonal line.

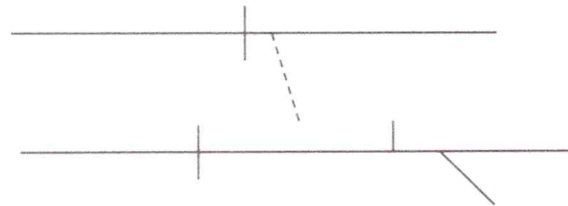
**Example:**

*They ran when my dad yelled.*

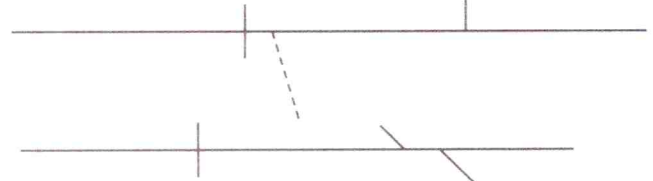


Underline the adverb clause and circle the subordinating conjunction. Then diagram the sentences.

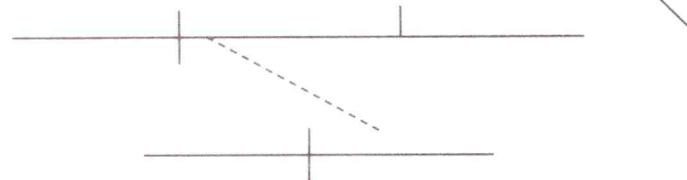
1. Suki laughed after she heard the joke.



2. Sheila invited Jack because he is her cousin.



3. I collect postcards wherever I go.



4. While the hare slept, the turtle won the race.

5. Because Trevor fell so hard, he broke a bone.

# Adverb Clauses Challenge

Adverb clauses

Name \_\_\_\_\_

This page is designed to give you more practice with adverb clauses. These sentences are a little more challenging. Good luck!

Read and diagram the following sentences.

1. While we studied in the living room, they shot hoops in the driveway.



2. When Darren visited my house, he saw my pet rabbit.

3. Whenever I get some money, I buy books.

4. The old woman was very sick before she went to the doctor.

5. Nelson took us on a ride when he bought his boat.

6. The Cubs left the stadium after they lost the important game.

# Clause I Can

Review

Name \_\_\_\_\_

Read and diagram the following sentences.

1. Whoever wrote the nasty letter is mean.
2. What I hope to see is some snow.
3. Kevin knows the girl who broke the world record.
4. The addition that they built is the family room.
5. Whenever I run fast, my knee hurts.
6. Leann is very hyper before she races.



# The Final Review

Final review

Name \_\_\_\_\_

Read and diagram the following sentences.

1. The police, firemen, and paramedics came to the rescue.



2. Mom made white chocolate chip cookies, my favorite kind.

3. Your birthday present is the new car in the garage.

4. Mrs. Briggs's dog ran after the cat.

5. Thinking fast, Tony grabbed the rope.

6. Racing cars is a dangerous sport.

# The Final Review (cont.)

Final review

Name \_\_\_\_\_

7. My first notion was to leave.



8. Kyle went home to find his math book.

9. I wonder who won the race.

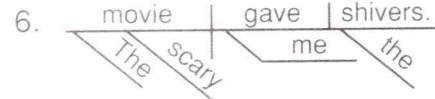
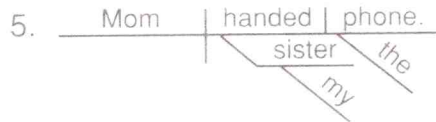
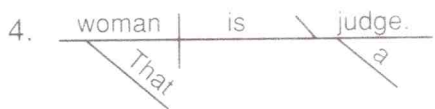
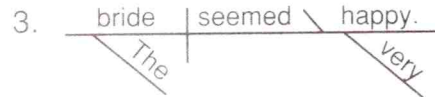
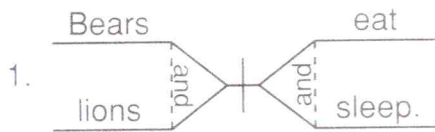
10. The man who sold me the tickets gave me a good deal.

11. Because Rick studied hard, he won a scholarship to a good college.

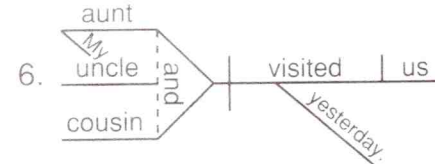
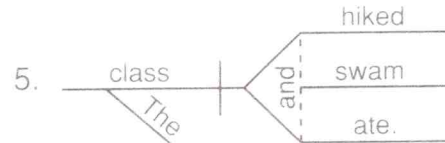
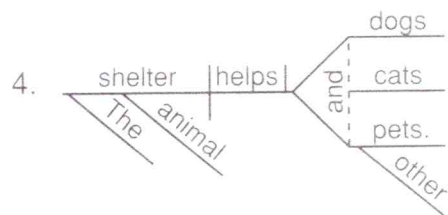
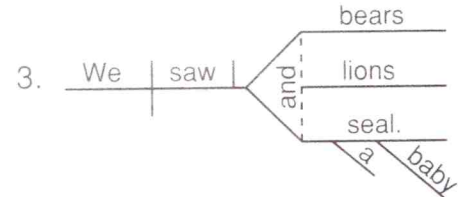
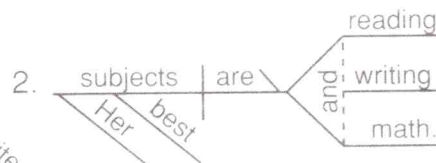
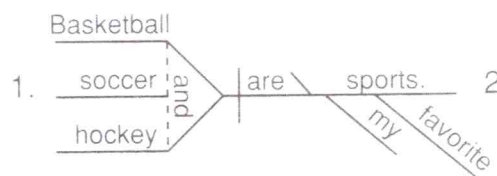
12. She believed that singing in the opera was her destiny.

# Answers

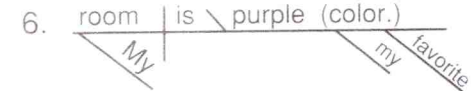
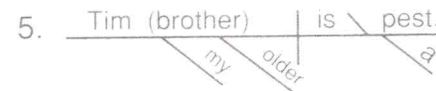
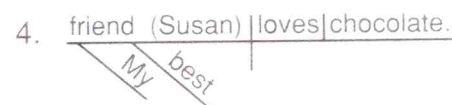
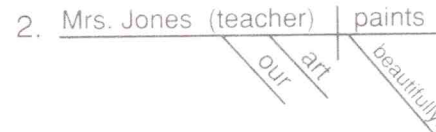
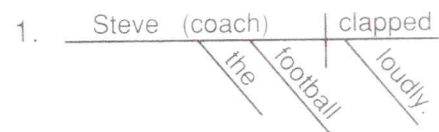
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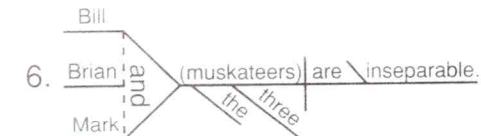
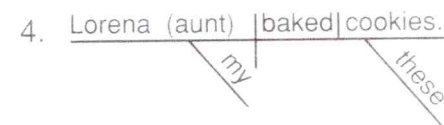
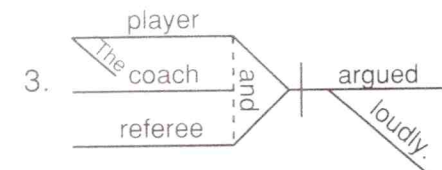
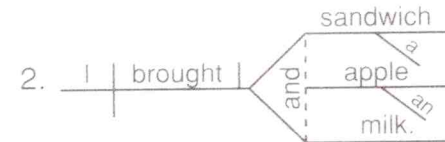
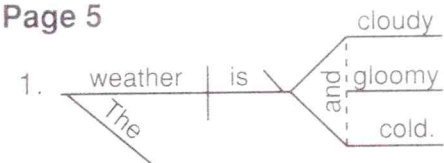
## Page 3



## Page 4



## Page 5



# Answers

## Page 6

1. baby was cute.  
The in stroller the
2. Someone bought house.  
the across street the
3. answer is five.  
The to question the
4. game is boring.  
The on table the too
5. surprise is frog.  
The the in lunchbox my
6. kids are friends.  
The in neighborhood the good

## Page 7

1. car was scratched.  
The new red in driveway the
2. marker was stolen.  
The bright green at desk my
3. doll is delicate.  
The dusty antique on shelf my top very
4. runner was tired.  
The in marathon the very
5. question was difficult.  
The on test the
6. light was rocket.  
The in sky the night a from Florida

## Page 8

1. antenna fell.  
The big off roof the
2. baseball rolled.  
The down hill the
3. toys sold.  
The old at sale the garage
4. Sue cried.  
During movie the
5. Nina sat.  
in chair the
6. Mom drove.  
to school the

## Page 9

1. dog went.  
The lost to pound the
2. football flew.  
The between goalposts the
3. umbrella is.  
The in closet the
4. kids swam.  
The at house in pool the big our
5. we ate pizza.  
After game the
6. tomatoes grew.  
The in garden on vine a our

## Page 10

1. wildflowers bloomed.  
The on hill the
2. Apples fell.  
from tree the
3. bells rang.  
Church during ceremony the
4. stereo shakes house.  
The in room the my
5. ring sparkled.  
The on finger in sunlight her the
6. clouds moved.  
The in sky quickly over mountains the

# Answers

## Page 11

1. I saw you laughing.

2. Tuan pleaded for forgiveness.  
Crying

3. teacher caught student  
The the cheating.

4. Jessica asked for directions.  
Lost

5. student left stage.  
The embarrassed the

6. Norio saw car speeding.  
the

## Page 12

1. Hakeem heard carpenter  
the building fence the

2. Juan told secret.  
Whispering Ken the  
quietly

3. Anna saw car  
the police racing to crime the

4. Patty and watched horse  
a eating hay

5. Anthony searched house.  
Frightened by noise the  
the

6. Everyone board bus.  
going on trip the field the

## Page 13

1. Winning was fun.

2. Studying is work.  
hard

3. Marsha enjoys singing.

4. Swimming is exercise.  
good

5. Librarians encourage reading.

6. Laughing makes me happy.

## Page 14

1. Carol likes writing stories.  
romance

2. Evan enjoys eating fruit.  
fresh

3. Elayne likes playing music.  
in bedroom her

4. talent is programming computer.  
the  
His true

5. dream was singing anthem national  
in auditorium the  
His the

6. Luis received medal  
for fighting a  
in war the

# Answers

## Page 15

- Jonathan likes to run.
- wildcats plan to win.
- dream is to travel world.
- To balance objects the requires hand. a steady
- We tried to watch video. the scary
- plan was to save money for college.

## Page 16

- words are on board. The to learn the
- time is now. The to fight
- I have money to spend.
- Sarah went home to study.
- teacher is person The the to ask.
- Javier and Mike came to house to play basketball. my

## Page 17

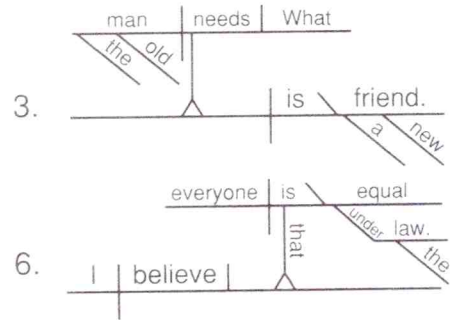
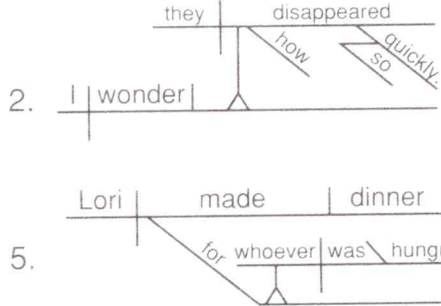
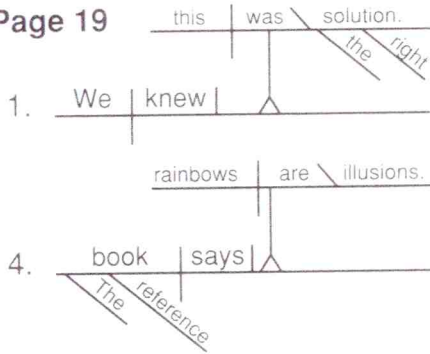
- Mary Ann yelled in frustration. missing bus the last
- surfer caught wave. Smiling the broadly the
- Diving is dangerous. very
- family likes traveling in summer. My the
- workers hoped to get raise. a sizable The hard
- ability is gift. The to love a

## Page 18

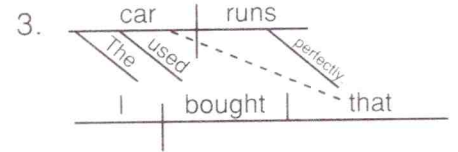
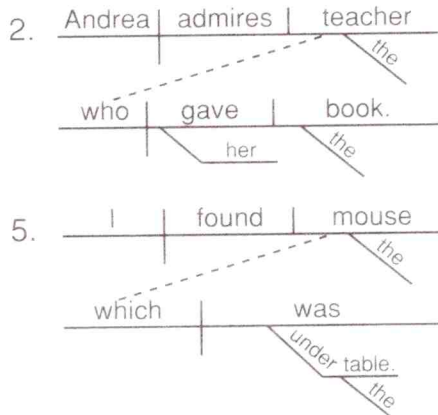
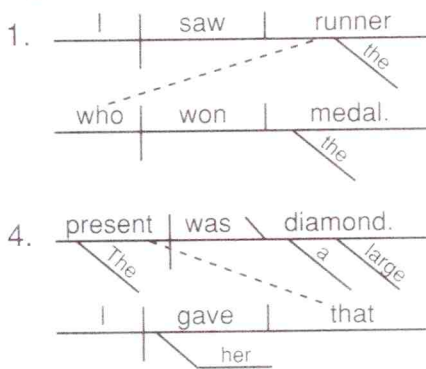
- Whoever knows answer raise hand. the right your
- I know machine works. this how
- you need What is courage.
- I wonder he paid how for car. his
- George thought I liked him. that
- you do Whatever is okay with me.

# Answers

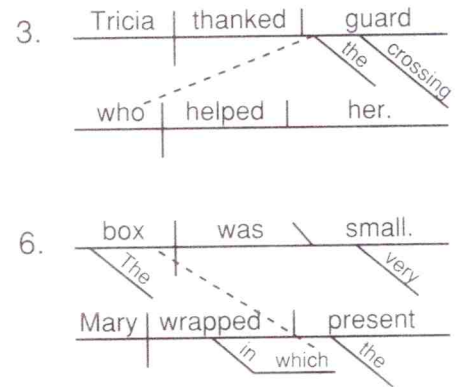
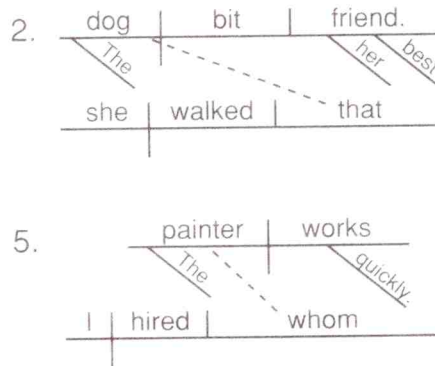
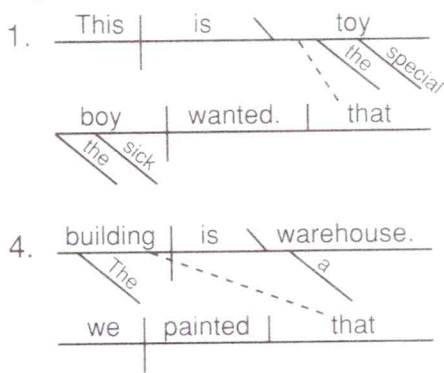
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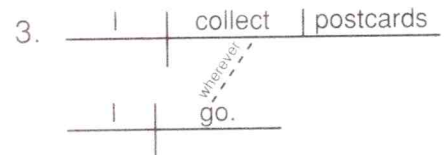
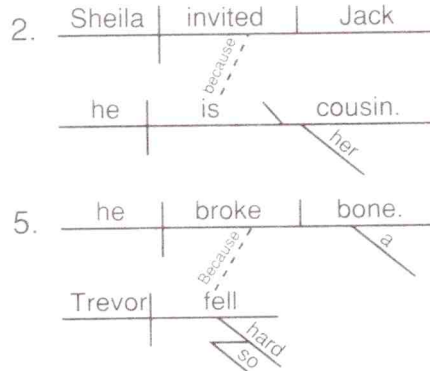
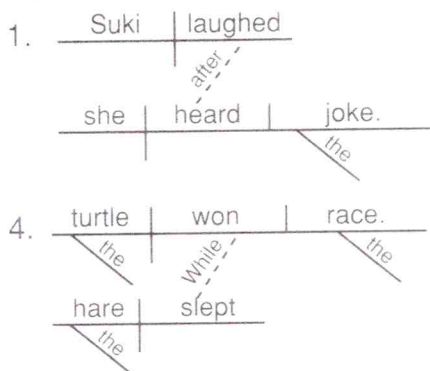
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## Page 21

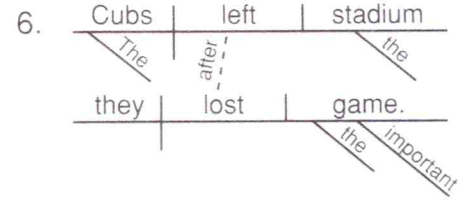
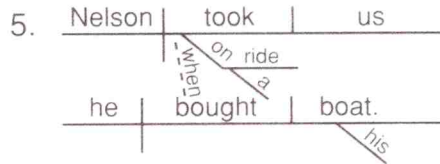
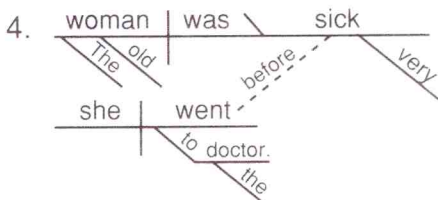
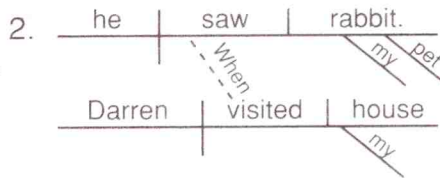
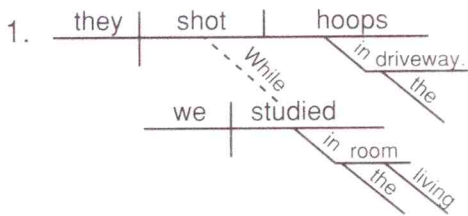


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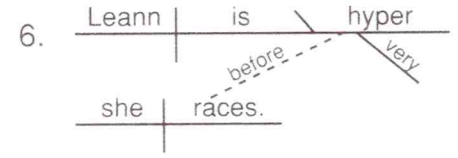
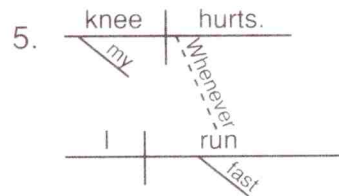
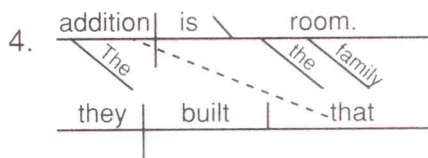
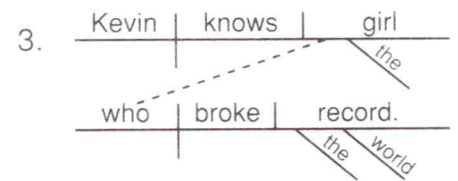
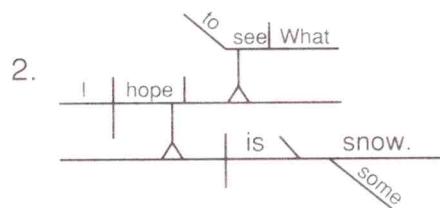
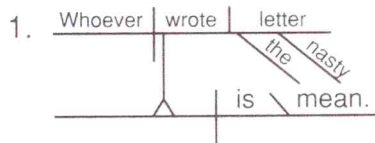


# Answers

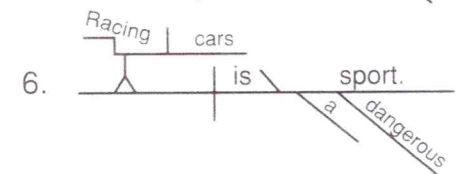
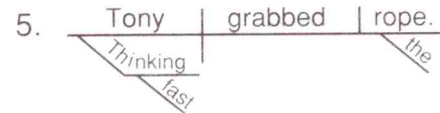
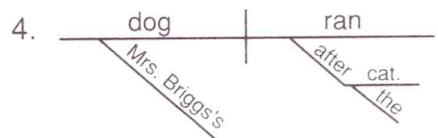
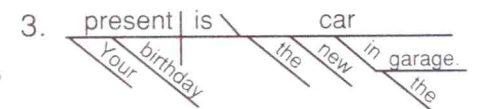
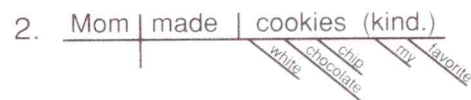
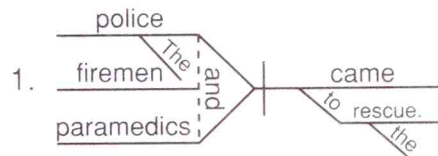
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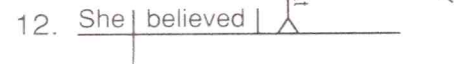
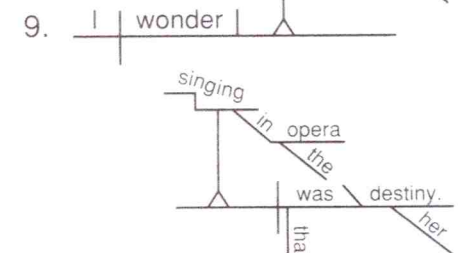
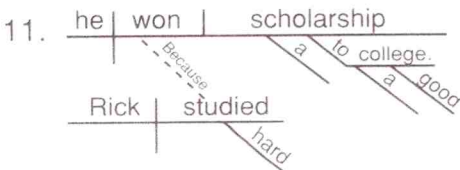
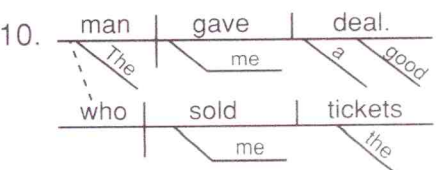
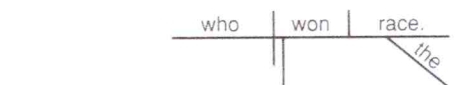
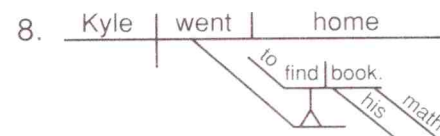
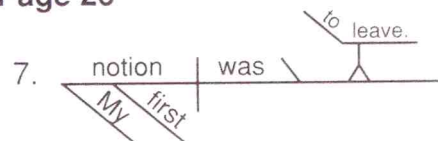
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## Page 25



## Page 26



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