

Lesson
1

Subjects and Predicates

Teaching

A **sentence** is a group of words that expresses a complete thought. Every sentence can be divided into two parts: the subject and the predicate. The most basic elements of a sentence are the simple subject and the simple predicate. The **simple subject** tells who or what performs the action in a sentence. The **simple predicate**, or **verb**, tells what the subject did or what happened to the subject.

Storytellers kept the ancient legend alive for centuries.

SIMPLE SUBJECT SIMPLE PREDICATE

The **complete subject** includes the simple subject and all the words that modify it. The **complete predicate** includes all the words that tell what the subject did or what happened to the subject.

The war between the Greeks and the Trojans lasted for many years.

COMPLETE SUBJECT

COMPLETE PREDICATE

A **sentence fragment** is a group of words that is only part of a sentence. It may lack a subject, a predicate, or both.

A. Identifying Subjects and Predicates

If the simple subject is boldfaced, write **SS** on the line. If the simple predicate is boldfaced, write **SP**. Write **CS** if the boldfaced words are the complete subject or **CP** if they are the complete predicate.

1. Seeds for the Trojan War **were sown at the wedding feast of Peleus.** _____
2. All the gods and goddesses **were invited** except for Eris, the goddess of discord. _____
3. The angry goddess **sent a golden apple inscribed "For the most beautiful."** _____
4. **Paris, who loved Helen,** settled the dispute of who was most beautiful. _____
5. Paris **awarded** the apple to the goddess Aphrodite, who had promised him Helen. _____
6. Helen **had been promised** to King Menelaus. _____
7. When Paris stole Helen, **Menelaus** became angry. _____
8. **Menelaus and his brother** assembled an army to fight Troy, Paris's home. _____

B. Identifying Complete Sentences

Read each of the following groups of words. If the words form a complete sentence, write **S** on the line. If the words form a sentence fragment, write **F** and tell if it is missing a subject (**MS**) or a predicate (**MP**).

1. Retold the story of the epic battles for centuries. _____
2. The women warriors, the Amazons, fought for the Trojans. _____
3. The Greek warrior Achilles and his friend Patroclus. _____
4. Built a huge, hollow wooden horse and filled it with Greek soldiers. _____
5. The soldiers waiting inside the huge horse that was taken into Troy. _____

CHAPTER 1

Compound Sentence Parts

Teaching

A **compound subject** is made up of two or more subjects that share the same verb.

Dogs and cats often fight.

A **compound verb** is made up of two or more verbs or verb phrases that share the same subject.

Cats hiss and scratch.

A **compound predicate** includes a compound verb and all the words that go with each verb.

Sometimes cats arch their backs and puff out their fur.

Conjunctions join compound sentence parts and make the relationship between the parts clear. For example, *and* shows a combination, *or* or *either . . . or* shows a choice, and *neither . . . nor* shows a negative choice.

Identifying Simple Subjects and Verbs

In each sentence, underline the simple subject(s) once and the verb(s) twice. Write **CS** if the sentence has a compound subject or **CV** if it has a compound verb. The sentences with compound predicates have already been identified.

EXAMPLE Veterinarians diagnose and treat illnesses in animals. CV

1. Dogs and cats visit vets regularly for checkups and shots. _____
2. After all, rabies and tuberculosis may be transmitted to humans from animals. _____
3. Vets check animals for disease and teach their owners effective pet care. CP
4. Neither house pets nor farm animals stay perfectly healthy all their lives. _____
5. Vets understand the needs of farmers and fight widespread outbreaks of disease. CP
6. Either injuries or disease is the cause of most visits to vets. _____
7. On office visits, healthy pets undergo and benefit from thorough checkups. _____
8. Vets diagnose and medicate diseased animals. _____
9. Farm vets test dairy cattle for disease and often prescribe antibiotics. CP
10. Graduates of four-year veterinary college first receive their licenses and then make decisions about where to work. CP
11. Either private practice or research may be the choice of the graduating vet. _____
12. The U.S. Public Health Service and the U.S. Department of Agriculture employ some research-oriented vets. _____
13. Animal owners trust and respect veterinarians. _____

Lesson
2

Compound Sentence Parts

More Practice

A. Identifying Compound Sentence Parts

All of these sentences have either a compound subject, a compound verb, or a compound predicate. In every sentence, underline simple subject(s) once and the verb(s) twice.

EXAMPLE Many talented singers and dancers work long hours.

1. Careers in entertainment attract a large number of people but are notoriously elusive.
2. Many actors and singers enjoy the excitement of stage acting or live TV shows.
3. Some actors either perform in films or find parts in television shows.
4. Neither long hours of practice nor high hopes guarantee success.
5. Luck is unpredictable and often plays a huge part in an actor's career.

B. Using Compound Subjects, Compound Verbs, and Compound Predicates

Combine the sentence pairs to form a new sentence with the sentence part indicated in parentheses. Use the conjunction (*either . . . or; neither . . . nor; and, or, nor, or but*) that makes the most sense.

EXAMPLE Bicycles are environment-friendly alternatives to cars. In-line skates are also alternatives. (compound subject)
Bicycles and in-line skates are environment-friendly alternatives to cars.

1. Jill cleaned the old silverware. She polished it too. (compound verb)

2. The audience applauded for the world-famous pianist. Then they cheered for her. (compound verb)

3. The volunteers sandbagged the river. They could not prevent the floodwaters from overflowing the banks. (compound predicate)

4. The legends did not keep Peter from staying the night in the old house. The newspaper reports, also, did not have any effect on him. (compound subject)

5. Brandy loves winter and participates in as many winter sports as she can. Her father is the same. (compound subject and compound predicate)

6. Greg will paint the props. Perhaps Diane will paint them. (compound subject)

Compound Sentence Parts

Application

A. Sentence Combining with Compound Subjects, Compound Verbs, and Compound Predicates

Combine each pair of sentences by writing a compound subject, a compound verb, or a compound predicate. Be sure that the subject and the verb agree in number.

1. Construction workers build houses, factories, and other buildings. They also repair these buildings.

2. Architects are highly skilled construction workers. Civil engineers are also highly skilled workers.

3. Carpenters construct the frameworks of buildings. They also hang doors and windows.

4. Plumbers often train at vocational schools. Electricians also may train at vocational schools.

5. General contractors estimate building costs. They supervise construction work.

B. More Sentence Combining

Revise the following paragraph using compound subjects, compound verbs, and compound predicates to combine sentences with similar ideas. Write the new paragraph on the lines below. Use a separate piece of paper if necessary.

Environmentalists are people who protect the environment. They also improve the environment. They can work indoors in classrooms, laboratories, or offices. They can work outdoors in forests, shorelines, or cities. Environmentalists preserve wildlife. They develop recreational areas. Farmers go to these specialists for advice. City planners ask their advice, also. Society has become more concerned about the environment. It will require the expertise of environmentalists even more in the future.

Lesson
3

Subjects in Sentences

Teaching

There are four types of sentences, each with a specific function. In most sentences, the subject comes before the verb. A **declarative sentence** states a fact, a wish, an intent, or a feeling. An **interrogative sentence** asks a question. An **imperative sentence** gives a command, a request, or a direction. The subject of an imperative sentence is *you*, and it is usually understood, not stated. An **exclamatory sentence** expresses strong feeling.

Declarative	Abigail Becker lived on Long Point on Lake Erie.
Interrogative	Can the average person become a hero?
Imperative	Stay in port when bad weather is predicted.
Exclamatory	How brave Abigail was that night!

In an **inverted sentence**, the subject appears after the verb or between the words that make up the verb phrase. An inverted sentence can be used for variety or emphasis. Inverted word order is used in most interrogative sentences, to change the emphasis in declarative or exclamatory sentences, and in sentences beginning with *here* or *there*.

How could the sailors survive? (The subject interrupts the verb phrase *could survive*.)

Into the wild lake swam Abigail.
VERB SUBJECT

Here was a brave woman.
VERB SUBJECT

Identifying Kinds of Sentences

On the line to the right of each sentence, identify the sentence as **DEC** for declarative, **INT** for interrogative, **IMP** for imperative, or **EXC** for exclamatory. Add the proper punctuation mark at the end of each sentence: question mark for interrogative, exclamation point for exclamatory or emotional imperative, and period for all others.

1. Bad weather struck the schooner *Conductor* on Lake Erie in November 1984 _____
2. Could the captain avoid the hidden sandbars and return to port safely _____
3. Swim for shore or you will die _____
4. How cold the water was _____
5. Abigail Becker swam to the crew members and pulled them back to shore _____
6. Thank the quiet young woman who saved your life _____

B. Finding Subjects and Verbs in Sentences

In the following sentences, underline each simple subject once and each verb or verb phrase twice. If the subject is understood, write *You* in parentheses on the line.

1. Within each gene is information about a hereditary trait. _____
2. Why do we shiver in cold weather? _____
3. Stop at the third intersection after the traffic signal. _____

CHAPTER 1

Subjects in Sentences

More Practice

Using Different Kinds of Sentences

On the line to the right of each sentence, identify each sentence as **DEC** for declarative, **INT** for interrogative, **IMP** for imperative, or **EXC** for exclamatory. Add the correct end punctuation to each of these sentences. Then rewrite the sentences according to the instructions in parentheses. Use the same subject and verb. You may have to add or delete words and change word order.

EXAMPLE The sunshine certainly feels good on my back Dec
 (Change to an interrogative sentence.)
Does the sunshine feel good on your back?

1. Did you hear the weather forecast for today _____
 (Change to a declarative sentence.)

2. Set your alarm for 6 o'clock sharp _____
 (Change to an interrogative sentence.)

3. Did you notice the symmetry in this painting _____
 (Change to an imperative sentence.)

4. That sound could be the fire alarm _____
 (Change to an exclamatory sentence.)

B. Writing Sentences

Rewrite each sentence to make the verb come before the subject. You may rewrite it as a question or an inverted sentence, or you may begin the sentence with *here* or *there*. Then underline each subject once and underline each verb twice in your new sentence.

EXAMPLE The manta ray swam over the ocean floor.
Over the ocean floor swam the manta ray.

1. The coral reefs are there.

2. The brave rescuer waded into the surf.

3. A week's supply of newspapers is piled up by your front door.

Lesson 3

Subjects in Sentences

Application

A. Revising Using a Variety of Sentence Types

The writer of this paragraph decided to use only declarative sentences with the traditional word order of subject before verb. Rewrite the paragraph, this time using a variety of sentence types.

Terry Fox was 18 years old and a college student in Vancouver, Canada, when he learned he had bone cancer. His dreams of becoming a professional athlete were shattered by this discovery. Terry's right leg was amputated above the knee. However, Terry refused to give up sports. He decided to run across Canada to raise money for cancer research. Terry's journey began on April 12, 1980. He started running on the Atlantic coast in Newfoundland and planned on running all the way to the Pacific Ocean. Unfortunately, his cancer spread more quickly than anticipated, and Terry died before reaching his goal. Nevertheless, other cancer victims gained hope from his strength.

B. Revising Using a Variety of Sentence Orders

The writer of this paragraph decided to use both traditional word order of subject before verb and a less traditional inverted sentence order. Rewrite the paragraph, this time using a variety of sentence orders to make it more understandable and pleasing to the reader.

Do I have dreams of foreign travel? Definitely. Here is my current wish. I would love to see Paris. What do I admire about Paris? Filled with so much history is that magnificent city. Beautiful are its many gardens and parks. So excited would I be to see the Eiffel Tower! Visiting the Louvre Museum would be one of the first things I would do when I arrived. There are outdoor cafés to enjoy and churches to visit. However, here is the problem—enough money for such a trip have I not. So, for now, my dream will be just that—a dream.

Complements

Teaching

Complements are words or groups of words that complete the meaning or action of verbs. A **direct object** is a noun or pronoun that tells who or what receives the action of a verb. A sentence with an direct object may also have an **indirect object**, a noun or pronoun that tells *to* or *for whom* or *what* the action of the verb is done. (An indirect object never follows a preposition.)

Direct object	Marco Polo told <u>stories</u> of faraway Cathay.
Indirect object	He told his <u>readers</u> stories of his travels.

An **objective complement** is a noun or adjective that follows the direct object and identifies or describes it. Only a few verbs and their synonyms can be followed by objective complements, including *appoint, call, choose, consider, elect, find, keep, make, name, and think*.

Objective complement Some historians consider Polo's tales unreliable.

Subject complements are words that follow linking verbs and identify and describe the subjects. **Predicate nominatives** are nouns or pronouns that function as subject complements. **Predicate adjectives** are adjectives that function as subject complements.

Predicate nominative	Marco Polo's journey was a historical <u>wonder</u> .
Predicate adjective	His tales were almost <u>unbelievable</u> .

Identifying Linking Verbs and Subject Complements

On each line, identify the boldfaced word as a direct object (**DO**), an indirect object (**IO**), an objective complement (**OC**), a predicate nominative (**PN**), or a predicate adjective (**PA**).

1. Marco Polo was an Italian **trader** during the 13th and 14th centuries. _____
2. He is **famous** for his remarkable stories of travels in China at a time when China was a distant mystery. _____
3. In 1269, Marco's father and uncle brought back **tales** of their adventures in the Far East. _____
4. Their stories inspired **Marco** and made him long to visit China himself, and his wish was granted only two years later. _____
5. Marco took detailed **notes** about what he saw along the way. _____
6. The great Mongol leader Kublai Khan considered the Polo family his **friends** for years. _____
7. He gave **them** gifts of jewels, silk, and ivory. _____
8. He also gave the **Polo family** orders to stay in China; however, fearing for their lives, they eventually escaped. _____
9. Twenty-four years after starting their journey, the Polo family told their **neighbors** in Venice exciting stories about the East. _____
10. Some people, then and now, consider the stories **untrue**. _____

Lesson
4

Complements

More Practice

A. Identifying Complements

In each of the following sentences, underline the complement indicated in parentheses.

EXAMPLE Hong Kong is one of the busiest ports in the world.
(predicate nominative)

1. Great Britain long considered Hong Kong a colony. (objective complement)
2. Hong Kong is now a special administrative region of China. (predicate nominative)
3. Great Britain told the people of Hong Kong that they would relinquish control of Hong Kong after 99 years. (indirect object)
4. No matter who controls this region, it is clearly prosperous. (predicate adjective)
5. Hong Kong is home to more than 6.5 million people. (predicate nominative)
6. Hong Kong even has its own flag, which features a red background with a white, five-petaled flower in the center. (direct object)
7. Hong Kong offers the world textiles as well as sophisticated electronic equipment. (indirect object)
8. The fact that Hong Kong collected no import duties on imported goods made it a base of operations for many international businesses. (objective complement)
9. Because it has so many residents and so little vacant land, Hong Kong is always anxious to import large amounts of foods. (predicate adjective)
10. Many workers ride the ferry from Kowloon to Hong Kong every day. (direct object)

B. Using Subject Complements

Complete each sentence below. First complete it with a predicate nominative. Then complete it with a predicate adjective.

EXAMPLE The old house was a colonial.
The old house was empty.

1. The architect was _____.
The architect was _____.
2. The last owner was _____.
The last owner was _____.
3. The garden became _____.
The garden became _____.
4. The neighborhood is _____.
The neighborhood is _____.
5. The old house will someday be _____.
The old house will someday be _____.

Complements

Application

A. Using Complements in Sentences

Choose one group of words from each list below to complete each sentence. Use each item only once. Each sentence should have both an indirect object and a direct object. If you wish, you can add words to make the sentences more interesting.

Indirect objects	Direct objects
her friends	a birthday cake
the new players	a thank-you note
the parakeet	flowers
his wife	her new watch
the hostess	a few pointers
their families	two new words
the customers	their dinners
her daughter	postcards

- Misty showed _____.
- Mr. Stuart sent _____.
- The tennis pro gave _____.
- Mrs. Davis baked _____.
- A considerate guest writes _____.
- The tourists sent _____.
- The trainer taught _____.
- The waiter served _____.

B. Writing Subject Complements

Complete each sentence in the following passage with either a predicate nominative or a predicate adjective. Following your sentence, write **PN** if you have used a predicate nominative or **PA** if you have used a predicate adjective.

(1) Traveling to a foreign country can be _____. (2) Seeing new sights is _____. (3) However, trying to find your way in a new place is often _____. (4) Not understanding the language may be _____. (5) When you want to take a bus, train, or plane, the experience is sometimes _____.

- _____
- _____
- _____
- _____
- _____

Sentence Diagramming

More Practice 1

Complete each diagram with the sentence provided.

A. Simple Subjects and Simple Predicates

Cities grow.



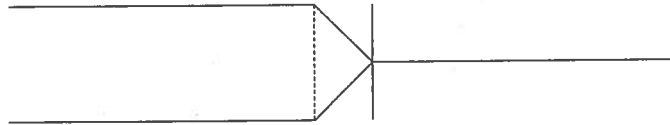
Los Angeles has grown.



B. Compound Subjects, Compound Verbs, and Modifiers

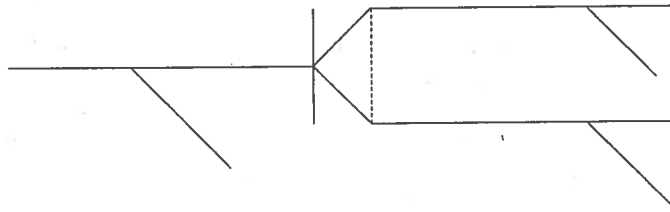
Compound Subject

Homes and businesses are built.



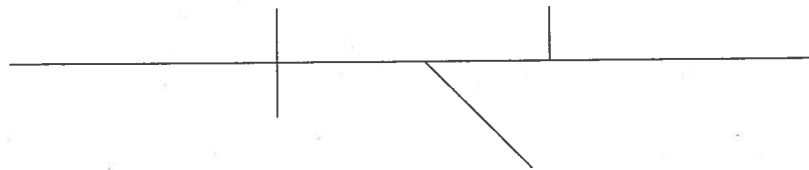
Compound Verb

New residents move in and settle down.

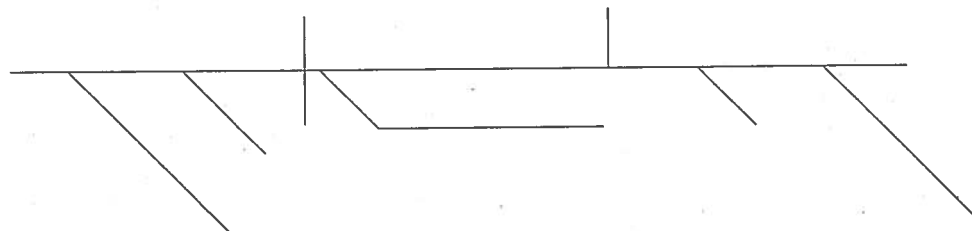


C. Direct Objects and Indirect Objects

Direct Object Cities quickly establish governments.



Indirect Object Efficient city governments give residents the necessary services.

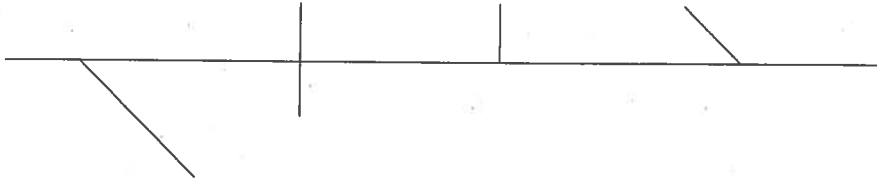


Sentence Diagramming

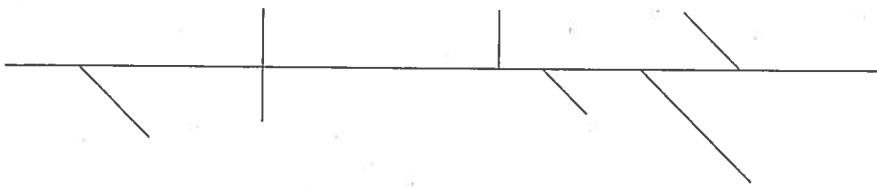
More Practice 2

D. Objective Complements

Unsafe streets made citizens upset.

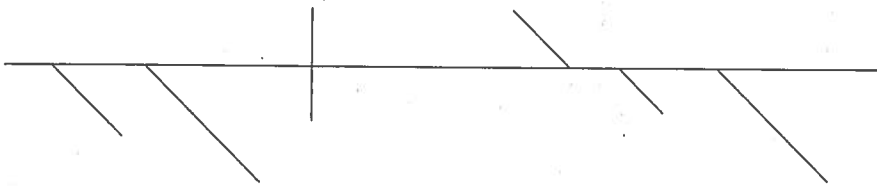


The mayor appointed a police officer commissioner.

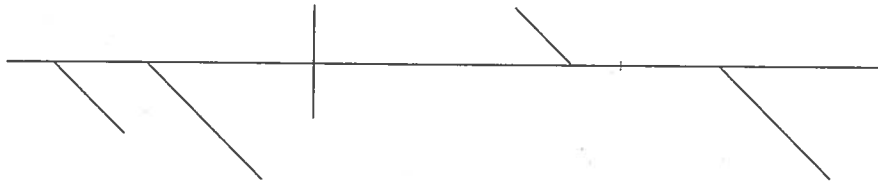


E. Subject Complements

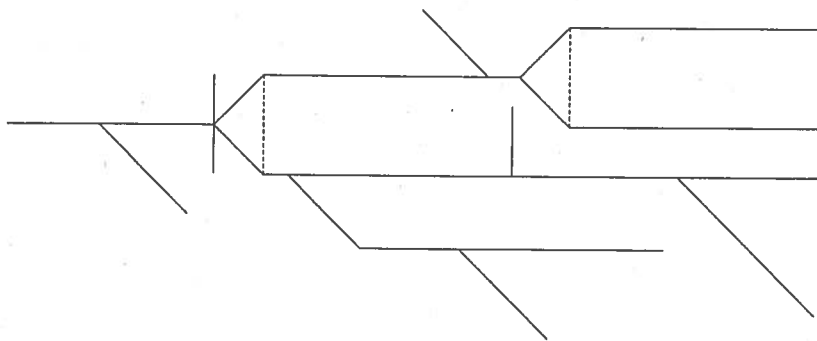
Predicate Nominative My next-door neighbor is a council member.



Predicate Adjective Some city administrations are exceptionally responsive.



Our mayor is honest and competent, and gives his deputies adequate support.



Sentence Diagramming

Application

On a separate piece of paper, diagram each of the following sentences.

A. Diagramming Subjects, Verbs, Objects, and Modifiers

1. Several work crews clean highways and residential streets constantly.
2. Police officers and detectives investigate crimes.
3. Firefighters answer alarms immediately.
4. Many cities give senior citizens special services.

B. Diagramming Objective Complements and Subject Complements

1. Some maintenance jobs look difficult.
2. That tree trimmer calls his job exciting.
3. Snow makes winter traffic a headache.
4. Many Southern cities regard rain their biggest problem.

C. Mixed Practice

1. Mayor Black appointed Captain Davis his new safety director.
2. Newspaper reporters and television crews attended the news conference.
3. The mayor gave one station an exclusive interview.
4. Director Davis's immediate concern is juvenile crime.
5. A water main burst nearby and stopped traffic.
6. Some residents called their street lights a disgrace.
7. Yesterday, numerous home owners and concerned renters staged a protest.
8. A mayoral candidate needs self-confidence, energy, and good humor.