

Subjects and Predicates

Reteaching

A **sentence** is a group of words that expresses a complete thought. A complete sentence has a subject and a 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.

Ichabod Crane taught in the Sleepy Hollow schoolhouse.

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 people of Sleepy Hollow respected their learned schoolmaster.

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 and **CP** if they are the complete predicate.

1. Ichabod Crane **had come to Sleepy Hollow from Connecticut.** _____
2. The **schoolmaster** lived with a different family every week. _____
3. He **enjoyed** the hospitality and good cooking of the neighborhood housewives. _____
4. **This nervous man** was quite superstitious and fearful of shapes in the shadows. _____
5. Crane **fell** in love with the beautiful Katrina Van Tassel, the daughter of a wealthy Dutch farmer. _____
6. Crane's **rival** for the affections of Katrina was local hero Brom Van Brunt. _____
7. One dark night in the forest, **Ichabod Crane** was terrorized by a figure on horseback, the ghost of a headless horseman. _____
8. The frightened schoolmaster **disappeared that night after a desperate chase through the woods.** _____

B. Identifying Complete Sentences

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

1. Washington Irving, one of the first American writers. _____
2. Told the story of Ichabod Crane in "The Legend of Sleepy Hollow." _____
3. This short story has become an American classic. _____
4. In the quiet New York village of Sleepy Hollow with distinctly American characters. _____

Subjects and Predicates

More Practice

A. Identifying Subjects and Predicates

Draw a vertical line between the complete subject and the complete predicate. Then underline the simple subject once and the simple predicate twice.

EXAMPLE People of Pawley Island | tell a story of a helpful apparition.

1. Pawley Island, South Carolina, is a beachcomber's paradise.
2. Its beautiful beaches attract ocean enthusiasts throughout the year.
3. The island often lies on the pathways of severe storms and hurricanes.
4. The Gray Man of Pawley Island appears before every major storm.
5. The sight of this helpful ghost warns residents of approaching bad weather.
6. Residents of the island reported sightings of the Gray Man before Hurricane Hazel in 1954.
7. The elusive Gray Man is dressed all in gray, with a long jacket and a strange hat.
8. The most amazing characteristic of the apparition is that he has no face.
9. According to local legend, the man may be the ghost of a veteran of the American Revolution.
10. This mysterious figure appeared before storms in 1822, 1893, 1916, and 1954.

B. Using Complete Subjects and Predicates

On the line to the right of each item, write how each of the following groups of words could be used: **CS** for a complete subject or **CP** for a complete predicate. Then use each group of words to write a complete sentence, adding a complete subject or a complete predicate as necessary.

EXAMPLE hiked to the bottom of the canyon and back CP.

The enthusiastic tourists hiked to the bottom of the canyon and back.

1. animals of the desert _____

2. photographed natural wonders _____

3. the strange case of the missing parakeet _____

4. forgot the words to the national anthem before the ball game _____

5. nachos with salsa _____

6. made cookies for the school bake sale _____

Subjects and Predicates

Application

A. Writing Subjects and Predicates

Write sentences on the lines below by adding both a subject and a predicate to each fragment. Do not use the fragment as the subject of the sentence.

EXAMPLE the light of the harvest moon *Farmers work by the light of the harvest moon.*

1. after the homecoming dance

2. the steps to a new dance

3. in a bottle on the shelf in the basement

4. a thoroughbred race horse

5. beyond the furthest planet of the solar system

B. Revising

Read this paragraph carefully. It contains several sentence fragments. When you find a sentence fragment, insert this proofreading symbol \wedge and write the words necessary to complete the sentence above the symbol.

EXAMPLE In 1843 the writer Charles Dickens ^{wrote} \wedge the popular tale, *A Christmas Carol*.

A Christmas Carol a story about a bitter, selfish, mean old man named Ebenezer Scrooge. The ghost of his former partner, Jacob Marley, visits him at night. Marley Scrooge that three spirits will visit him that night. First, a ghost who shows Scrooge how he had been as a young boy. Second, a ghost who shows Scrooge himself in the present arrives. This ghost shows Scrooge the home of his employee, Bob Cratchit. Indeed, does not pay Cratchit well enough to support his large family. Last, a ghost shows Scrooge his future. It is gloomy and depressing. The ghosts have taught Scrooge how his behavior has hurt those around him.

Compound Sentence Parts

Reteaching

A **compound subject** is made up of two or more subjects that share a verb. The subjects are joined by a conjunction, or connecting word, such as *and*, *or*, or *but*.

Juniors and seniors are working on a project.

A **compound verb** is made up of two or more verbs or verb phrases that are joined by a conjunction and share the same subject. They may also share the same direct objects.

They meet and plan.

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

The classes chose a leader and outlined their goals.

Identifying 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 Faculty and students are excited about a time capsule CS

1. The students and teachers at Valley High School recently buried a time capsule. _____
2. The faculty organized and planned a time capsule contest for the students. _____
3. Participants picked an object and then explained the reasons for their choice. CP
4. Newspapers and magazines were chosen most frequently. _____
5. The history teacher liked the choice but demanded the right of final approval of the reading material. CP
6. Both CDs and video games were chosen by quite a few of the students as well. _____
7. A few of the students selected and defended different choices. _____
8. One student liked a particular cologne and wanted a bottle of it in the capsule for a fragrant package. CP
9. The faculty read the suggestions and chose some unusual objects themselves. CP
10. Running shoes and a gym membership card were also included in the capsule. _____
11. Fat-free potato chips were chosen but were eaten by some faculty members prior to the burial of the capsule. _____
12. A pair of khaki pants and an advertisement for an Internet service provider were selected last. _____

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 Tiny wristwatches and grandfather clocks have one thing in common.

1. Clocks keep and show the time.
2. Timepieces may swing a pendulum or may record the vibrations of atoms.
3. Atomic clocks lose or gain no more than a second every 250,000 years.
4. Churches and public buildings often display the time to passersby.
5. The Chinese probably invented the first mechanical clock but did not develop their invention completely.

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 The cheese and tomato pizza at the new restaurant is very tasty. The eggplant lasagna is also very tasty. (compound subject)

The cheese and tomato pizza and the eggplant lasagna at the new restaurant are very tasty.

1. Gabriel did not walk the two puppies last night. He also did not bathe them last night. (compound verb)

2. The assistant typed the director's speech for the fundraising dinner. Then she printed it. (compound verb)

3. Joshua applied to five colleges in his senior year of high school. He did not get accepted into his first choice, though. (compound predicate)

4. The girls' soccer team did not lose a game last year. The boys' soccer team had the same record last year too. (compound subject)

5. Jerry enjoys helping people and wants to become a pediatrician after his graduation from college. Interestingly, his twin sister feels the same about her future. (compound subject and compound predicate)

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. Science fiction authors imagine events in the future. Then, they write about these events.

2. Boston is located in the Eastern Standard Time Zone. Miami is also in that time zone.

3. In *The Time Machine* by H.G. Wells, the main character travels to the near future of World War I and World War II. The main character also visits a time 800,000 years into the future.

4. Sailors use Greenwich Mean Time (GMT). Astronomers use it as well.

5. Standard time, which was introduced in 1883, cleared up complications in railroad schedules. It required all clocks in one time zone to be set to the same time.

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 an additional piece of paper if needed.

Foreign Service Officers are people who work for the State Department. Foreign Service Officers solve problems involving U.S. relations with other countries. They may work in Washington, D.C. They may also be sent abroad to any country. Foreign Service Officers study foreign trends. They develop new policies for the U.S. government. The President relies on the State Department and the Secretary of State for information and advice on foreign policy. Members of the House of Representatives and the Senate turn to the State Department for information and advice too. Formulating and directing foreign policy has become more complicated during the past century. It will demand more informed and better-trained officers.

Kinds of Sentences -

Reteaching

There are four types of sentences, each with a specific function. In most sentences, the subject comes before the verb. A **declarative sentence** expresses a statement of fact, wish, intent, or feeling. An **interrogative sentence** asks a question. An **imperative sentence** gives a command, request, or direction. An **exclamatory sentence** expresses strong feeling.

declarative	The Great Depression was a worldwide phenomenon.
interrogative	How did the Depression affect the United States?
imperative	Explain the reasons for the Depression.
exclamatory	How terrible it was for those who lost their jobs!

Identifying Kinds of Sentences

Insert appropriate end punctuation after each sentence below. 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.

1. The 1920s had been a time of prosperity and high hopes _____
2. Millions of Americans invested heavily in the stock market _____
3. Was the stock market crash of 1929 totally unexpected, or could it have been predicted ahead of time _____
4. How devastated the small and large investors must have been when their stocks plummeted in value _____
5. Imagine going to the bank and being told that you could not withdraw your money _____
6. Savers were faced with this upsetting development after the banks failed during the late 1920s and early 1930s _____
7. How could people buy anything without being able to withdraw their money from the bank _____
8. People not only stopped buying extras, but they also were not able to pay their house mortgages or food bills _____
9. Picture the homeless trying to live in the streets of big cities _____
10. Think about the poor farmers who had experienced money troubles for years, even before the stock market crash _____
11. What more could go wrong for these people _____
12. A prolonged dry spell turned the central section of the United States into a Dust Bowl _____
13. The rich topsoil blew away, leaving farmers with no possibility of income for years _____

CHAPTER 1

Kinds of Sentences

More Practice

A. Writing Different Kinds of Sentences

Label each sentence below as **DEC** for declarative, **INT** for interrogative, **IMP** for imperative, or **EXC** for exclamatory. Then write a sentence of your own of the same kind.

EXAMPLE Factories and businesses shut their doors. *DEC*
No one had the money to buy new products.

1. The Great Depression caused much suffering.

2. How strange it must have been to be suddenly poor!

3. Were your grandparents or great-grandparents affected by the Depression?

4. Put yourself in the position of those who lived through the Depression.

5. Experiences during the Depression changed how some people treated money.

B. Writing Different Kinds of Sentences

On the line to the right, identify each sentence as **DEC** for declarative, **INT** for interrogative, **IMP** for imperative, or **EXC** for exclamatory. Then rewrite the sentences according to the instructions in parentheses. You may have to add or delete words and change word order.

EXAMPLE Will you show me where to sign this form? *INT*
 (Change to an imperative sentence.)
Show me where to sign this form.

1. The plane will depart at 8:22 a.m. (Change to an interrogative sentence.) _____

2. We will arrive at the airport one hour before take-off. _____

(Change to an imperative sentence.)

3. The plane is crowded this morning. (Change to an exclamatory sentence.) _____

4. How fluffy the clouds look! (Change to an declarative sentence.) _____

Kinds of Sentences

Application

A. Writing Different Kinds of Sentences in a Diary Entry

Imagine that you had been alive during the Depression and suddenly found yourself without an income. Write a diary entry from the day when you lost your job. Use at least one of each of the following types of sentences: declarative, interrogative, imperative, and exclamatory. Use the correct punctuation at the end of each sentence.

B. Writing Different Kinds of Sentences in a Dialogue

Write a dialogue that two students might have after a difficult test. Use at least one of each kind of sentence: declarative, interrogative, imperative, and exclamatory. Enclose each speaker's words in quotation marks. Use the correct punctuation at the end of each sentence, inside the quotation marks.

Subjects in Unusual Positions

Reteaching

Usually, the subject in a sentence comes before the verb. However, in some sentences, the order is reversed.

In an **inverted sentence**, the verb or part of the verb phrase is stated before the subject. An inverted sentence can be used for variety or emphasis.

Under the ground lie the tulip bulbs.
VERB SUBJECT

When a sentence begins with **here** or **there**, the subject usually follows the verb.

There are six flowering trees in my garden.

In most **questions**, the subject appears between the words that make up the verb phrase.

Were the bulbs planted in the spring? (The subject interrupts the verb phrase *were planted*.)

In **imperative sentences and commands**, the subject is usually understood to be *you*.

(You) Plant tulip bulbs about two inches deep.

Finding Subjects and Verbs in Sentences

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

1. There are 12 tea roses along the fence in the garden. _____
2. Dig the hole for the bush one foot deep and two feet wide. _____
3. Will Shasta daisies grow in the shade? _____
4. Over the rocks cascaded the purple phlox. _____
5. Here are the necessary gardening tools for the job. _____
6. Use a trellis for the climbing roses. _____
7. Have you planned the herb garden yet? _____
8. Among the pine trees gleamed the white lilies. _____
9. Transplant the hostas to the back of the garden. _____
10. Here was last year's vegetable garden. _____
11. Through the blanket of snow peeked yellow and purple crocuses. _____
12. Can this hydrangea survive another year? _____
13. Spread the pine bark mulch over the entire area. _____
14. Around the pond grew tall sedges. _____

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Subjects in Unusual Positions

More Practice

A. Writing Sentences

In the following sentences, underline the simple subject once and the verb twice. Then rewrite each sentence so that the subject comes before the verb.

EXAMPLE Here are the missing puzzle pieces.

The missing puzzle pieces are here.

1. Hanging from the vines all around us were juicy grapes.

2. There is a strange odor coming from the kitchen.

3. Will the school orchestra travel to Europe this spring?

4. Here are the statistics you asked for earlier today.

5. From a crack in the sidewalk grew a delicate flower.

B. Writing Sentences

Rewrite these sentences, following the directions in parentheses. Underline the simple subject of your sentence once and the verb twice. If the subject is an understood *you*, write *You* in parentheses after your sentence.

EXAMPLE The roses are here. (Begin with *Here*.)

Here are the roses.

1. You must water impatiens almost every day to insure maximum growth. (Change this to an imperative sentence.)

2. I work in my garden for about an hour each day. (Change the sentence to a question.)

3. Weeds are growing between the rows of marigolds. (Begin with *There*.)

4. Behind the shed are the extra clay pots. (Begin with the words *The extra*. Use a traditional word order.)

5. Will you move to a warm climate for year-round enjoyment of your flower garden? (Change this to an imperative sentence.)

Subject Complements

More Practice

CHAPTER 1

A. Identifying Subject Complements

In each of the following sentences, underline the linking verb once and the subject complement twice. Then, in the blank, write **PN** if the subject complement is a **predicate nominative** or **PA** if it is a **predicate adjective**.

1. A flag can be a symbol of a nation's people, territory, and heritage. _____
2. Other banners are signs of various organizations, such as the UN or the Boy Scouts. _____
3. Flags of various colors and designs can be message senders, as well. _____
4. The use of banners is quite ancient, dating to the Egyptians. _____
5. Flags of the Roman Army were easy for the soldiers and generals to see in battle. _____
6. The colors and symbols of a flag usually are important to that nation's history. _____
7. Stars on a banner often are a mark of unity. _____
8. Regional flags were abundant in the colonies before the Revolutionary War. _____
9. Our state flags are part of our country's history. _____
10. Ohio's flag is triangular, the only state flag so shaped. _____

B. Using Subject Complements

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

EXAMPLE The legend is an American classic.
The legend is unbelievable.

1. The logging giant Paul Bunyan was _____.
The logging giant Paul Bunyan was _____.
2. Storytellers are often _____.
Storytellers are often _____.
3. The main character in a legend may be _____.
The main character in a legend may be _____.
4. People who research fables and legends are _____.
People who research fables and legends are _____.
5. A modern, urban legend might be _____.
A modern, urban legend might be _____.

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Subject Complements

Application

A. Writing with Subject Complements

Using words from the columns below, write six sentences with subject complements. You may use each word only once, and you must use all the words. You may change the form of a verb. Add other words to make your sentences interesting.

Nouns	Verbs	Adjectives
castle	is	strong
dragons	appears	fiery
princess	was	grateful
kingdom	have been	handsome
prince	seems	lovely
armor	were	shiny

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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 completed the sentence with a predicate adjective.

- (1) Relating a folktale can be _____.
- (2) Your intonation and gestures are _____.
- (3) Keeping the attention of the audience is _____.
- (4) Whispering and rustling may be _____.
- (5) Memorizing the story may be _____.
- (6) A sure-fire way to end the tale is _____.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Objects of Verbs

Reteaching

Like subject complements, **object complements** are words or groups of words that complete the meaning of verbs.

A **direct object** is a noun or pronoun that receives the action of an action verb. It may be one word or may consist of a phrase or a clause.

Searchers can find almost anything on the Internet.

You can find whatever you are looking for within a few minutes.

An **indirect object** is a word or a group of words that tells *to whom* or *for whom* the action of the verb is being performed. Verbs that often take indirect objects include *bring, give, hand, lend, make, offer, send, show, teach, tell, and write*.

This site offers readers a list of related Web sites.

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; these verbs include *appoint, call, choose, consider, elect, find, keep, make, name, render, and think*.

Many consumers find Internet sites indispensable.

Identifying Objects of Verbs

On the line, identify the boldfaced word as a direct object (**DO**), an indirect object (**IO**), or an objective complement (**OC**).

1. Highly motivated consumers consider Internet shopping **incomparable**. _____
2. Rodney purchased the lowest priced airline **tickets** through the Internet. _____
3. Web page links gave **him** other useful sources of information. _____
4. A virus contracted from the Internet attacked the **data** stored in Claire's computer. _____
5. Observation of most Internet users would find them **guilty** of wasting quite a bit of time. _____
6. The Internet brings the **user** a virtual shopping mall. _____
7. Jackie located the **article** that she needed by using the Web browser. _____
8. Surfing the net became such an obsession with Paul that his mother appointed one of his siblings **watchdog** over his computer use. _____
9. Rather than writing individual letters, Ann sent her **friends** an e-mail message. _____
10. With her notebook computer Ms. Worthington could send her **clients** the necessary information by e-mail even when traveling. _____
11. An Internet service provides **access** to the Internet for a fee. _____

Objects of Verbs

More Practice

A. Identifying Objects of Verbs

In each of the following sentences, underline any objects of the verb. Then identify them further by writing in the space above **DO** for direct object, **IO** for indirect object, or **OC** for objective complement. Some sentences have more than one object of the verb.

1. Many people consider Winslow Homer one of the world's greatest artists.
2. Homer's magazine illustrations of the Civil War battles brought him fame.
3. His watercolors of sea scenes, however, made him popular.
4. His paintings showed his audience the inherent dangers of seafaring.
5. *The Life Line* depicts people struggling to survive a shipwreck.
6. Homer gave us other masterful seascapes, such as *Breaking Storm*.
7. Many observers find his seascapes rich in technique and emotional depth.

B. Using Indirect Objects

Underline the direct object in each sentence below. Then rewrite each sentence, adding an indirect object. Use a different indirect object for every sentence.

1. On my friend's birthday, I sent a digital greeting over the Internet.

2. Show how to download a CD from the net.

3. The Internet offers a convenient way to communicate with others.

4. The computer salesperson made an offer that was quite attractive.

5. Online malls can bring catalogs of available products.

6. Send an e-mail message from your hotel.

Objects of Verbs

Application

A. Using Complements in Sentences

Choose one word 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.

Use as indirect object	Use as direct object
her penpal	a tip
his teacher	the newspaper
his neighbor	a story
her friend	a letter
his master	the homework assignment
the paper carrier	a refund
the preschoolers	an afghan
the passenger	a ladder

1. A cab driver offered _____
2. The elderly gentleman lent _____
3. Grandmother made _____
4. He handed _____
5. The librarian read _____
6. Linda wrote _____
7. Mr. Cummings gave _____
8. The sheepdog brought _____

B. Writing Sentences with Objects of Verbs

Complete each sentence with an objective complement—either a noun or an adjective. You may also add additional words to make the sentence clearer and more interesting.

EXAMPLE Online I have given myself a new name.

1. I consider talking to my friends online _____
2. Sheila calls her parakeet _____
3. Many people find the Internet _____
4. The committee elected Ryan _____
5. The all-day hike rendered the tourists _____
6. The principal appointed Gina _____

Sentence Diagramming

More Practice 1

Complete each diagram with the sentence provided.

A. Subjects and Verbs

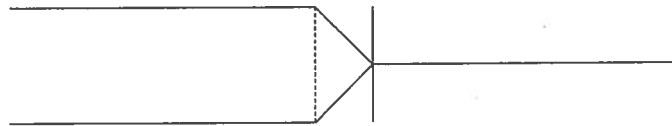
Simple Subject and Verb

Travelers sightsee.



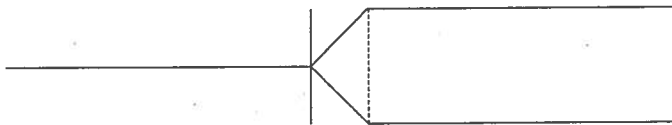
Compound Subject

Travelers and merchants converse.



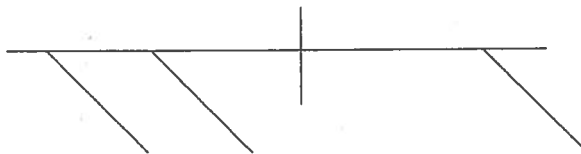
Compound Verb

Travelers observe and compare.



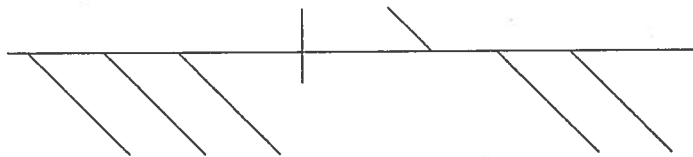
B. Adjectives and Adverbs

The eager visitors talked excitedly.

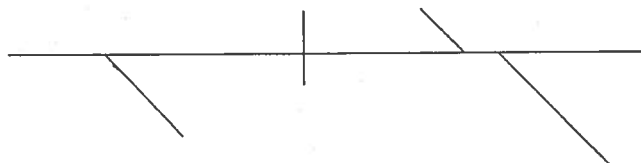


C. Subject Complements: Predicate Nominatives and Predicate Adjectives

Predicate Nominative That ancient, oval structure is the famous Coliseum.



Predicate Adjective The Pantheon looks remarkably new.

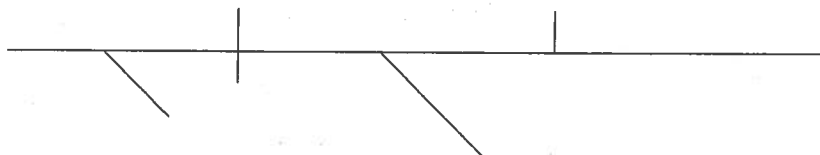


Sentence Diagramming

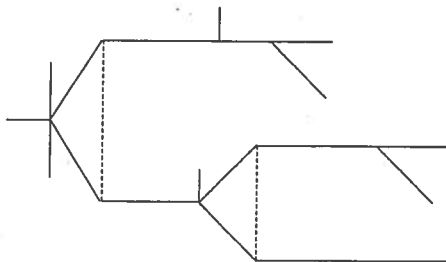
More Practice 2

D. Direct and Indirect Objects, and Objective Complements

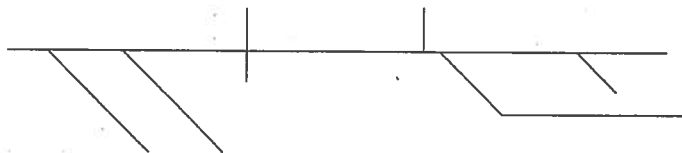
Direct Object My companions have been carrying cameras everywhere.



Compound Predicate I loved the scenery and shot still pictures and video.

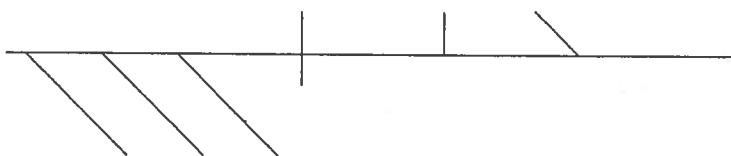


Indirect Object These famous buildings give visitors a thrill.

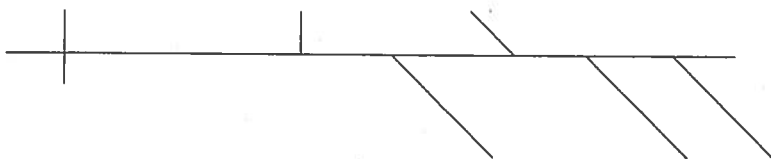


Objective Complement

The lovely Italian village held me spell-bound.



I considered our visit a memorable experience.



Sentence Diagramming

Application

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

A. Diagramming Subjects, Verbs, Modifiers, and Subject Complements

1. Some tour itineraries are too full.
2. Classical monuments and medieval castles are popular destinations.
3. The students and their guides toured tirelessly.
4. The Roman traffic sounded deafeningly loud.

B. Diagramming Objects and Objective Complements

1. No one tour can show you every worthwhile scene.
2. Most travelers come back and enjoy more sights.
3. You and your group must pace yourselves.
4. The gorgeous sunset made the evening perfect.

C. Mixed Practice

1. The friendly shopkeepers speak many languages.
2. Have you seen the Trevi Fountain?
3. One legend calls this old prison haunted.
4. Local people consider that story absurd.
5. This ancient statue must have been beautiful once.
6. Archaeologists still uncover valuable relics and share their discoveries.
7. Movies and television programs can never completely capture the travel experience.
8. A helpful travel agent is planning our next trip and will send us brochures and current prices soon.