

## Choices: Examining the Parts of a Sentence

The following activities challenge you to find a connection between the parts of a sentence and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class.

### LINGUISTICS

#### Transformations

There are many different ways to analyze sentences. Find an example of another way of diagramming sentences. Then, with your teacher's permission, give a short description of the method and provide examples for the class.

### OBSERVATION/LISTENING

#### Kid Talk

Do you know any children between ages two and six? If so, let them do the work for this project! All you have to do is tape-record a few examples of children's endless chattering and make a few observations. Bring your tape to class. Discuss your observations of the parts of speech favored by the children, the sentence structures mastered, their use of complements, and anything else you notice. If other students choose this project, gather your notes together and make a time line of them, arranging them in order of each child's age. What patterns do you notice?

### ANIMATION

#### Cartoon Madness

Using either a computer program or a flip book, create an animation of a sentence being created, corrected, and edited. Since animation is known for its humor, add a few laughs to your footage. For instance, instead of just crossing out a word, have another word eat it! You might want to include sound effects or recordings for atmosphere.

### ETYMOLOGY

#### Keep on the Subject

Investigate the words *subject* and *predicate*. What are their roots? How many meanings does each have? What are they? What other words have the same roots? Write a memo detailing your findings. Give everyone in the class a copy.

### CREATIVE WRITING/DRAMA

#### Communication Gap

Write a dialogue for four characters. One character speaks only in declarative sentences, one only in interrogative sentences, one only in imperative sentences, and one only in exclamatory sentences. Find three or four friends to help you stage your skit for the class.

### STYLE

#### K.I.S.

Those letters stand for "Keep it simple!" Some writers follow this advice by using the simple style. The simple style aims at keeping the subject, verb, and complement together. In the simple style, no adjectives, adverbs, or prepositional phrases come between these three basic elements of the sentence. Try it. Take a piece of your writing or a passage from a published work. Then, rewrite it in the simple style. Post both versions of the writing selection so that everyone in the class can have a chance to compare them.

### DESIGN

#### Fine Form

Create forms for your classmates to use as they analyze the sentence structure of their own writings. Use all the categories that you have studied so far: subjects, verbs, prepositional phrases, and kinds of sentences. Also, make a column for the number of words in each sentence. Then, make copies of your chart for all your classmates.

### ROLE PLAY

#### Love or Money?

With a partner, create and perform a skit in which a stern businessperson tries to explain business writing to a rather wild poet. The poet has a fixation on sentence fragments; however, the business person most decidedly does not harbor such idiosyncrasies. Create a somewhat friendly disagreement between the two.

## Sentences and Sentence Fragments

**2a.** A **sentence** is a word group that contains a subject and a verb and that expresses a complete thought.

A **sentence fragment** is a word or word group that is capitalized and punctuated as a sentence but that does not contain both a subject and a verb or that does not express a complete thought.

**FRAGMENT** Tony, the outstanding baseball player on the team.

**SENTENCE** Tony, the outstanding baseball player on the team, is my brother.

**SENTENCE** Hurry! [*You* is the understood subject.]

**EXERCISE A** Identify each of the following groups of words as a sentence or a sentence fragment. On the line provided, write *S* if the group of words is a sentence or *F* if it is a fragment.

**Example**   *F*   1. The lamp that tipped on its side and shattered.

\_\_\_\_\_ 1. The delicately sculptured, alabaster Chinese statue.

\_\_\_\_\_ 2. At Saint Croix in the Virgin Islands, where the water is warm.

\_\_\_\_\_ 3. Glancing at the thick Sunday paper.

\_\_\_\_\_ 4. The aircraft that just departed is headed toward Denver.

\_\_\_\_\_ 5. Lois Lane, the *Daily Planet's* star reporter, whom Superman loved.

\_\_\_\_\_ 6. Before marching down the deck, the sailor saluted the captain.

\_\_\_\_\_ 7. After the violent summer storm, we were content to stay at home.

\_\_\_\_\_ 8. On a scorching summer day when children and adults enjoy cool, fresh fruit and sip icy lemonade.

\_\_\_\_\_ 9. The painting of a little girl with somber brown eyes.

\_\_\_\_\_ 10. Stretching for miles through barren and rocky terrain.

**EXERCISE B** Identify each of the following groups of words as a sentence or a sentence fragment. On the line provided, write *S* if the group of words is a sentence or *F* if it is a fragment.

**Example**   *F*   [1] Six students who joined the chess club.

\_\_\_\_\_ [11] Campaigning to encourage more students to join the chess club. \_\_\_\_\_ [12] Several new students became members of the school's chess team. \_\_\_\_\_ [13] The important competition

scheduled for next month. \_\_\_\_\_ [14] The team was both nervous and excited about the event.

\_\_\_\_\_ [15] Everyone studied the common strategies used to succeed.

# Subjects and Predicates

## 2b. Sentences consist of two basic parts: subjects and predicates.

The *subject* tells whom or what the sentence or clause is about, and the *predicate* tells something about the subject.

**SUBJECT**

**PREDICATE**

The police on the island of Tobago / once rode bicycles.

**PREDICATE SUBJECT**

**PREDICATE**

Now / the police / ride in air-conditioned sedans.

**PREDICATE SUBJECT PREDICATE**

When did / this change / take place?

**EXERCISE** In each sentence below, underline the subject once and the predicate twice.

**Example 1.** The island of Bequia lies between the islands of Grenada and St. Vincent.

1. Until recently, tourists could reach the tiny island only by boat.
2. The island of Bequia remains relatively untouched by the trappings of modern life.
3. A need for economic growth has led to the construction of an airport.
4. Some islanders are worried about the loss of the old way of life.
5. Six hundred species of butterfly have been recorded on Tobago and Trinidad.
6. The Tobago Forest Preserve has protected much of the island from tourism.
7. About a half mile offshore is beautiful Buccoo Reef.
8. Sun-drenched fishing villages dot the scenic coastline.
9. On Little Tobago Island, eager bird-watchers may spot several kinds of exotic birds.
10. The red-billed tropicbird is one of the magnificent birds inhabiting the forests of Tobago.
11. Many other birds migrate over the area.
12. Different kinds of trees, shrubs, and wildlife are abundant on the islands.
13. Tobagonians share their island with many types of snakes, lizards, and frogs.
14. Different kinds of bats, including the fish-eating bat, inhabit the island.
15. Four types of forests can be found in Tobago.
16. The mangrove forest occupies the wetlands.
17. The coastal edge of the island and the surrounding beaches are home to the littoral woodlands.
18. The seasonal deciduous forest extends to the lower level of the mountain range.
19. The evergreen rain forest covers the top of the mountain range.
20. The streams of Tobago also provide homes to many types of fish and crabs.

# Simple and Complete Subjects

**2c.** The main word or word group that tells whom or what the sentence is about is called the **simple subject**.

The **complete subject** consists of the simple subject and any words or word groups that modify the simple subject.

**SENTENCE** The flowers in the vase are wilted.

**COMPLETE SUBJECT** The flowers in the vase      **SIMPLE SUBJECT** flowers

**EXERCISE A** In each sentence below, underline the simple subject.

**Example 1.** The last person out of the gym pulled the door shut.

- Twenty people applied for the job.
- Last year my mother traveled to China.
- The cat's thick fur was soft to the touch.
- Is *The Hobbit* your favorite book?
- The wet, exhausted hiker was happy to see the shelter.
- The long rain yesterday turned our yard green overnight.
- Suddenly, the old bridge began to sag in the middle.
- The large, orange ball bounced over my head.
- The dog just had puppies.
- Cool, fresh air blew through the open window.

**EXERCISE B** In each sentence below, underline the complete subject and circle the simple subject.

**Example 1.** The small child appeared to be lost.

- A young boy was wandering alone through the large shopping mall.
- The fearful child began to cry.
- Several concerned shoppers tried to help him.
- The frightened child, however, would not speak.
- Finally, an elderly lady walked up to the child.
- The kind lady began to tell the child a story.
- Her long, funny story was about a prince.
- The handsome prince had gotten lost on the way to see his lady.
- A beautiful white horse helped the prince find his way.
- After telling the story, the kindhearted lady helped the child find his mother.

# Simple and Complete Predicates

**2d.** The **simple predicate, or verb**, is the main word or word group that tells something about the subject.

The **complete predicate** consists of the verb and all the words that modify the verb and complete its meaning.

**SENTENCE** She has posted the notice.

**COMPLETE PREDICATE** has posted the notice      **SIMPLE PREDICATE** has posted

**EXERCISE A** In each sentence below, underline the verb.

**Example 1.** The storm clouds blew over the mountains.

- Nicci and Jackie sat on the porch swing for the photograph.
- Carl lifted the lid of the pot.
- The old barn leaned a little to one side.
- The four cowboys walked down the street in a line.
- One of the players brought her own soccer ball to the match.
- The dog slept on the porch all afternoon.
- The plumber shut off the water under the sink.
- We have made our final selection from the menu.
- Will Carter come to the party on Friday?
- You need this book for class tomorrow.

**EXERCISE B** In each sentence below, underline the complete predicate and circle the verb.

**Example 1.** Magical flowers grew in the girl's garden.

- Margarette designed a beautiful garden in the backyard.
- She planted very special tulips along the edges of the garden.
- One day Margarette went outside to water the garden.
- Margarette heard an unusual noise coming from the edges of the garden.
- The tulips were making a soft noise.
- Margarette knelt down near one of the tulips.
- The tulip talked to Margarette in a soft, delicate voice.
- A small red tulip was thanking Margarette for watering it!
- The voices of the tulips always amazed Margarette.
- After all, not too many people have heard the gentle voice of a tulip.

## Complete and Simple Subjects and Predicates

- 2c.** The main word or word group that tells whom or what the sentence is about is called the **simple subject**.

The **complete subject** consists of the simple subject and any words or word groups that modify the simple subject.

- 2d.** The **simple predicate**, or **verb**, is the main word or word group that tells something about the subject.

The **complete predicate** consists of the verb and all the words that modify the verb and complete its meaning.

<b>SENTENCE</b>	That last dive qualified him for the finals.
<b>COMPLETE SUBJECT</b>	That last dive
<b>SIMPLE SUBJECT</b>	dive
<b>COMPLETE PREDICATE</b>	qualified him for the finals
<b>SIMPLE PREDICATE</b>	qualified

**EXERCISE A** In each sentence below, underline the complete subject and circle the simple subject.

**Example 1.** The entire family enjoys the nearby park.

- The Gómez family goes to a nearby park almost every weekend.
- The two youngest boys enjoy playing soccer with their friends.
- The older girls prefer to go bird-watching through the park's beautiful trails.
- Sometimes the entire family goes hiking together.
- A long day at the park is a favorite pastime for the Gómez family.

**EXERCISE B** In each sentence below, underline the complete predicate and circle the simple predicate.

**Example 1.** Many composers of music have gained international fame.

- Modern composer Dan Welcher was born in 1948.
- Welcher earned degrees from the Eastman School of Music and Manhattan School of Music.
- Dan Welcher is one of the most original and exciting modern American composers.
- Dan Welcher has composed many types of music, including symphonies, operas, and chamber music.
- The Chicago Symphony, the St. Louis Symphony, and many other orchestras have performed Welcher's music.

## Finding the Subject

### 2e. The subject of a verb is never in a prepositional phrase.

Do not mistake a noun or pronoun in a prepositional phrase for the subject of a sentence.

**EXAMPLE** **Some** of the apples were rotten.

The word *there* or *here* may begin a sentence, but it is almost never the subject.

**EXAMPLE** Here comes the **train**.

Questions usually begin with a verb, a helping verb, or a word such as *what*, *when*, *where*, *how*, or *why*. In most cases, the subject follows the verb or part of the verb phrase.

**EXAMPLE** Is his **brother** coming with us?

**EXERCISE** In the following sentences, underline the verb twice and the subject once.

**Example 1.** Here is a painting by Diego Rivera.

1. The people of Mexico have a great appreciation of his work.
2. Is Rivera known for any particular style?
3. His murals of Mexico's social problems are famous.
4. We looked at that painting of two Mexican women with a baby.
5. How does the artist achieve the feeling of tranquillity in that picture?
6. What do you think of the muted colors?
7. Don't those soft pastel colors convey a sense of calm?
8. There is a copy of that picture in this brochure about the artist.
9. What is the title of that painting?
10. Here is an article about Rivera.
11. Which years was Rivera in the United States?
12. Have you seen photographs of his murals?
13. Some of the murals show different aspects of Mexican history.
14. Do you know about his wife, Frida Kahlo?
15. Wasn't Kahlo an accomplished artist, also?
16. There have been many great artists of the twentieth century.
17. What kinds of art influenced Rivera?
18. Several different styles of art influenced the artist.
19. Was he influenced by postmodernism and cubism?
20. There are significant moments in history reflected in Rivera's works.

## The Understood Subject

In a request or a command, the subject is usually not stated. In such sentences, *you* is the *understood subject*.

**REQUEST** [*You*] Take this to the principal's office, please.

**COMMAND** [*You*] Do your homework now, María.

**EXERCISE** On the line before each sentence, write the subject of the sentence. If the subject of the sentence is understood to be *you*, write *you* in the blank.

**Example** \_\_\_\_\_ *you* 1. Patricia, please hand me those maps.

- \_\_\_\_\_ 1. Jerome didn't hear your answer.
- \_\_\_\_\_ 2. Speak more clearly.
- \_\_\_\_\_ 3. Please help the children with their luggage.
- \_\_\_\_\_ 4. Constance is arriving at noon.
- \_\_\_\_\_ 5. Please tell me what time it is.
- \_\_\_\_\_ 6. Jaime, be careful on your trip.
- \_\_\_\_\_ 7. Karl is wearing his new suit.
- \_\_\_\_\_ 8. Ginger left the meeting early.
- \_\_\_\_\_ 9. Rogelio, please write me a list of what you'd like from the store.
- \_\_\_\_\_ 10. Be respectful of the students who have not finished their tests yet.
- \_\_\_\_\_ 11. Bring me the salad bowl, please.
- \_\_\_\_\_ 12. Is Teddy going to be at the track meet?
- \_\_\_\_\_ 13. Jim told Margaret to bring her bathing suit.
- \_\_\_\_\_ 14. Take the bread out of the oven.
- \_\_\_\_\_ 15. Please, Jeremy, don't laugh at me.
- \_\_\_\_\_ 16. While reading this poem, you should pay particular attention to the rhythm.
- \_\_\_\_\_ 17. Paolo seemed distracted by the radio.
- \_\_\_\_\_ 18. Sing the solo yourself.
- \_\_\_\_\_ 19. Clean your room as soon as possible, Martina.
- \_\_\_\_\_ 20. We will all take a look at the rings of Saturn.



## Compound Subjects

**2f.** A **compound subject** consists of two or more subjects that are joined by a conjunction and that have the same verb.

The parts of a compound subject are generally joined by the coordinating conjunction *and* or *or*.

**EXAMPLES** Many **flowers, shrubs, and fruit trees** began blooming early this spring.  
Either the **cups** or the **glasses** go in that cupboard.

**EXERCISE** Underline the compound subjects in the following sentences.

**Example 1.** Both Marvin and Abel are going on the trip.

1. Exercise, a healthful diet, and sufficient rest are essential for good health.
2. Either Raoul or Marty will win the election.
3. The oaks, the maples, and the sycamores have lost their leaves.
4. Greta or Sheila will water the garden this afternoon.
5. Sheep, goats, and chickens wandered around in the large yard.
6. The musicians, dancers, and actors met for a final dress rehearsal.
7. Either Jon or I will wash the dishes tonight.
8. Did the children and their parents enjoy the camping trip?
9. Randy, Martha, and Jennifer were the top three finishers in the math competition.
10. Will Monday or Tuesday be a good day for a meeting?
11. The police and the fire department responded to the alarm.
12. Planes, trains, and buses are all means of public transportation.
13. Will Victor or Elian answer the question?
14. The hippos and giraffes crowded around the water hole.
15. Either exercise or an extended vacation will help relieve your stress.
16. *The Grapes of Wrath* and *East of Eden* are two novels by John Steinbeck.
17. The barn and the front pasture were flooded during the storm.
18. In spite of Roger's objection, Kelly and Wilson painted the doghouse bright red.
19. John Lennon and Paul McCartney were the two chief songwriters for the Beatles.
20. Did Ross, Margaret, and Chen recognize the bicycle?

## Compound Verbs

**2g.** A **compound verb** consists of two or more verbs that are joined by a conjunction and that have the same subject.

The parts of a compound verb are usually joined by the coordinating conjunction *and*, *but*, or *or*.

**EXAMPLES** The boys **cooked** dinner and also **washed** the dishes.

We **have finished** our project but **have** not yet **cleaned** up our mess.

**EXERCISE** Each of the sentences below contains a compound verb. Draw a line under each verb that is part of a compound verb.

**Example 1.** She will go early and get things ready for the ceremony.

1. The speech will be televised live at noon and rerun at six.
2. I have finished my research and can now write my report.
3. The teacher reviewed the material and asked each student a question.
4. I put the plants in the sunlight and watered them thoroughly.
5. We talked, laughed, and sang during the long bus ride.
6. Have the students researched the issue or discussed different possibilities yet?
7. I will go to the movies, see a play, or visit a museum this weekend.
8. The actress could sing and dance quite well.
9. Jack put on his coat and went out into the snow.
10. The entertainer juggled several balls and performed acrobatics.
11. Will you pack your bags and confirm your airline reservations today?
12. The audience rose to their feet and applauded loudly.
13. The picnickers gathered the leftovers, collected the trash, and cleaned the tables.
14. Next summer we will hike, climb mountains, and ride our bikes in Colorado.
15. Did Uncle William receive the package and examine it?
16. We read the papers, signed them, and mailed them back to the agency.
17. Will you come to my house and help me with some repairs?
18. After school, we exercise at the gym and then do our homework.
19. The customer looked at her receipt and asked about her change.
20. Our grandmother paints, sews, and plays flute quite well.

## Compound Subjects and Verbs

**2f.** A **compound subject** consists of two or more subjects that are joined by a conjunction and that have the same verb.

**EXAMPLE** Is there a **hammer** or a **screwdriver** in that toolbox?

**2g.** A **compound verb** consists of two or more verbs that are joined by a conjunction and that have the same subject.

**EXAMPLE** The laundry **has been taken** out of the dryer and **folded**.

Both the subject and the verb of a sentence may be compound.

**EXERCISE** In each of the following sentences, underline each part of the subject once and each part of the verb twice.

**Example 1.** The children and their parents lined up and waited for the contest to begin.

1. Will the players and their team captain introduce themselves?
2. The four boys ran to the line, picked up a stick, and raced back to the start.
3. Jeanette and her brother will be at choir practice early.
4. Did you feed the cats and change their water?
5. Are Maía and Paula rehearsing tonight?
6. The members of the committee discussed the proposition and then voted against it.
7. We washed the vegetables, sliced them, and then cooked them with spices.
8. Ducks, geese, and swans were swimming around the large lake.
9. Luigi doesn't swim, run, or cycle very often.
10. Florentine painted a picture of black doves and hung it in the living room.
11. The book and the movie were equally dull.
12. Bob and Geno put on their helmets and rode their bikes.
13. Dietrich studied hard for his exam and made a high grade.
14. Are the cardinals and blue jays visible from here?
15. Sasha and Boris played a hard game of tennis and then swam in the lake.
16. The tourists took photographs, asked questions, and looked around curiously.
17. Jacqui washed the clothes, hung them to dry, and folded them neatly.
18. We listened to the song and asked the singer many questions about it.
19. Will the coach teach us a new drill and practice it with us?
20. When will the crew and passengers board the plane?

# Complements

**2h.** A **complement** is a word or word group that completes the meaning of a verb.

The complement may be a noun, a pronoun, or an adjective.

**EXAMPLES**      S            V            C  
We were feeling very **tired**. [adjective]

                         S            V            C                            C  
Ms. Johnson found your **notebook** and your **glasses**. [nouns]

                         S            V            C            C  
Shawna sent **me** an **invitation** to her party. [pronoun, noun]

                         S            V            C  
This lamp is an **antique**. [noun]

**EXERCISE** Underline each complement in the following sentences.

**Example 1.** Mark sent his sister a birthday gift.

1. The pilot checked the gauges carefully.
2. Have you given your brother his lunch yet?
3. After a long day at work, the nurse felt exhausted.
4. Wanda became an engineer after graduation.
5. I read science fiction and mysteries most often.
6. After the concert, the musicians seemed satisfied.
7. Did you find a book about real estate yet?
8. The committee planned the construction and maintenance of roadways.
9. After the football game, Duane appeared tired.
10. Stephen mailed his grandmother a music box.
11. Send a birthday card to your uncle John.
12. The sweater looks green to me.
13. Has Richie submitted a college application yet?
14. The candidate sent the reporter a copy of his speech.
15. Bring me the bread knife, please.
16. Steve enjoys horror novels and action movies.
17. Will Moira send her poem to a magazine?
18. Errol is often late.
19. This book is not the one.
20. The babysitter gave little Nora her dinner.

# The Subject Complement: Predicate Nominatives

**2i.** A **subject complement** is a word or word group that completes the meaning of a linking verb and identifies or modifies the subject.

(1) A **predicate nominative** is a word or word group that is in the predicate and that identifies the subject or refers to it.

**EXAMPLES** She had been my **friend**.      The class president will be **he**.  
 What **nonsense** that is!      My favorite colors are **turquoise** and **black**.

**EXERCISE A** Underline each predicate nominative in the following sentences.

**Example 1.** Did Peter become the new captain of the team?

- Louis is a mathematician and a teacher.
- Were those two girls the winners?
- After years of hard work, she became a superb ballerina.
- Should Barney have been the leader of this team?
- What an excellent singer she is!
- The pianist is a composer, also.
- Mrs. Woodward became an excellent nurse.
- Her doves' names are Juliette, Musetta, and Luigi.
- What a mistake that could have been!
- My father has been an engineer, a scientist, and a professor.

**EXERCISE B** On the blank provided in each of the following sentences, write an appropriate predicate nominative.

**Example 1.** After years of medical school, Tonya at last became a doctor.

- My favorite movie star is \_\_\_\_\_.
- The winner of the spelling bee is \_\_\_\_\_.
- Ms. Ozu had been a \_\_\_\_\_ before she became a teacher.
- Is Chet the new \_\_\_\_\_ of the student council?
- The best day to visit the museum is \_\_\_\_\_.

## The Subject Complement: Predicate Adjectives

**2i.** A **subject complement** is a word or word group that completes the meaning of a linking verb and identifies or modifies the subject.

(2) A **predicate adjective** is an adjective that is in the predicate and that modifies the subject of a sentence or a clause.

**EXAMPLES** He is becoming **stronger**. I heard that the joke you told was **humorous**.  
How **ridiculous** I felt! The children seem **lively** and **mischievous**.

**EXERCISE A** Underline each predicate adjective in the following sentences.

**Example 1.** Did the baby seem restless and nervous this morning?

1. Carlos has grown much taller through the years.
2. Does the soup taste too salty to you?
3. How beautiful her voice is!
4. The seas appear calm this morning.
5. The kitten looked quite content in its new box.
6. The modern music sounded odd to us.
7. Does Jorge seem happy in his new home?
8. The roses from the bush outside smell sweet.
9. François is satisfied with his new job.
10. How soft and delicate the baby bird seems!

**EXERCISE B** On the blank provided in each of the following sentences, write an appropriate predicate adjective.

**Example 1.** The ending of the tragic play was very sad.

11. How \_\_\_\_\_ the sunset is this evening!
12. Lin often feels \_\_\_\_\_ after soccer practice.
13. As the sky grew darker, the stars grew \_\_\_\_\_.
14. Jennifer seems \_\_\_\_\_ about winning the award.
15. This ghost story is \_\_\_\_\_ than I remembered.

## Subject Complements

**2i.** A **subject complement** is a word or word group that completes the meaning of a linking verb and identifies or modifies the subject.

There are two kinds of subject complements: the *predicate nominative* and the *predicate adjective*.

(1) A **predicate nominative** is a word or word group that is in the predicate and that identifies the subject or refers to it.

**EXAMPLES** Grace is a **nurse**.                      The team captain will be **she**.

(2) A **predicate adjective** is an adjective that is in the predicate and that modifies the subject of a sentence or a clause.

**EXAMPLES** Joshua became **angry**.                      Was the book very **interesting**?

**EXERCISE** Underline the subject complements in the following sentences. Identify each complement by writing above it *PN* for *predicate nominative* or *PA* for *predicate adjective*.

**Example 1.** Chico Mendes was a rubber <sup>*PN*</sup>tapper from Brazil.

- Latex becomes rubbery when heated.
- Rubber tappers from the Amazon sell latex, which they extract from rubber trees, to manufacturers; this substance is the basis for many rubber products.
- The rubber tappers are mostly poor and uneducated, but they are hard workers.
- The ranchers and farmers were greedy for land and began to burn the rain forest at an alarming rate.
- These fires were dangerous not only to the thousands of species of plants and animals of the forest but also to the livelihood of the rubber tappers.
- Chico Mendes was a rubber tapper and a member of a workers' union.
- He became the spokesperson for and a hero to the poor rubber tappers.
- He warned that the destruction of the Amazon rain forest was a threat to the world.
- Environmentalists from around the world took notice of Mendes's message, but local ranchers and farmers became angry with Mendes.
- It was a surprise to the world when two local ranchers assassinated Chico Mendes on December 22, 1988.

## Objects: Direct Objects

An *object of a verb* is a noun, pronoun, or word group that completes the meaning of a *transitive verb*—a verb that expresses an action directed toward a person, a place, a thing, or an idea.

- 2j.** A **direct object** is a noun, pronoun, or word group that tells *who* or *what* receives the action of a transitive verb or shows the result of the action.

A direct object answers the question “Whom?” or “What?” after a transitive verb.

**EXAMPLES** I gave the **books** to Harrison. [Gave what? *Books*.]

Don't forget **Hans** and **Kate**. [Forget whom? *Hans* and *Kate*.]

**EXERCISE A** Decide whether the underlined words in the following sentences are direct objects. If the word is a direct object, write *DO* above the word. If it is not a direct object, write *NDO*.

**Example 1.** Medieval knights often rescued <sup>*DO*</sup> people in danger.

- The nobles wore steel armor and helmets.
- He was a successful warrior thanks to his great war horse.
- Women in splendid gowns attended the tournaments.
- A knight would often throw a scarf to his lady during the events.
- People of the Middle Ages respected chivalry, bravery, and honor.
- Medieval students studied the craft of alchemy.
- Travelers took shelter in a castle or monastery.
- Educated nobles enjoyed the tales of Chaucer and the poetry of Petrarch.
- King Edward III's son was the Black Prince.
- King Edward III started a war with France.

**EXERCISE B** Underline the direct objects in the following sentences.

**Example 1.** Knights endured dangerous Crusades to foreign lands.

- In 1346, trading ships carried infected black rats into Italian ports.
- Fleas on the rats spread a dangerous disease.
- The bubonic plague killed thousands throughout Europe until 1352.
- It attacked people of all ages.
- Medieval doctors found no cure for the plague.



## Objects: Indirect Objects

An **object of a verb** is a noun, pronoun, or word group that completes the meaning of a **transitive verb**—a verb that expresses an action directed toward a person, a place, a thing, or an idea.

**2k.** An **indirect object** is a noun, pronoun, or word group that often appears in sentences containing direct objects. An indirect object tells *to whom* or *to what* (or *for whom* or *for what*) the action of a transitive verb is done.

**EXAMPLES** Hand **her** the clean sheets, please. [Hand the sheets to whom? *Her.*]  
Play **Kim** and **me** a tune. [Play a tune for whom? *Kim* and *me.*]

**EXERCISE A** Decide whether the underlined words in the following sentences are direct objects or indirect objects. If the word is a direct object, write *DO* above the word. If it is an indirect object, write *IO*.

**Example 1.** Jill handed <sup>*IO*</sup> Jack <sup>*DO*</sup> the bucket.

1. Are you reading the book I gave you?
2. I mailed my brother the birthday gift.
3. Juanita sent her teacher an Easter card.
4. Would you like a drink with your sandwich?
5. Please send me a copy of the letter.
6. The flight attendant offered the passengers drinks and snacks.
7. Are you going to buy plates and napkins for the picnic?
8. The dog chased its tail for several minutes.
9. Please hand me the pitcher of orange juice, Franco.
10. Have you given Janice your answer yet?

**EXERCISE B** Underline the indirect objects in the following sentences.

**Example 1.** Fred sent the college his application.

11. Why don't you tell us a story?
12. Aunt Maria brought me a souvenir from Thailand.
13. The driver told the officer his version of the accident.
14. Please offer cousin Tina my condolences.
15. Lester loaned Miranda a sweater.

## Objects: Direct and Indirect Objects

**2j.** A **direct object** is a noun, pronoun, or word group that tells *who* or *what* receives the action of a transitive verb or shows the result of the action.

A direct object answers the question “Whom?” or “What?” after a transitive verb.

**EXAMPLE** We sent some **flowers** to Aunt Grace. [Sent what? *Flowers*.]

**2k.** An **indirect object** is a noun, pronoun, or word group that often appears in sentences containing direct objects. An indirect object tells *to whom* or *to what* (or *for whom* or *for what*) the action of a transitive verb is done.

**EXAMPLE** Russell offered **her** the tickets. [Offered the tickets to whom? *Her*.]

**EXERCISE A** Decide whether the underlined words in the following sentences are direct objects or indirect objects. Above each object, write *DO* for *direct object* or *IO* for *indirect object*.

**Example 1.** Please take <sup>*IO*</sup> him these sandwiches.

- The committee chairperson gave her the gavel.
- Our pool’s lifeguard left Manuelo the free passes.
- The interview will give Emily a chance to visit the college.
- The algebra teacher lent her a new ruler.
- Aerobic dancing provided us an opportunity for vigorous exercise.
- The track star jumped hurdles and ran relays during the meet.
- The pet store owner gave the puppy a bone.
- The doctor prescribed penicillin for the child’s illness.
- The counselor offered the students some advice.
- Their discovery of radium and polonium earned Pierre and Marie Curie the Nobel Prize in physics.

**EXERCISE B** In the following sentences, underline the indirect objects once and the direct objects twice. Not every sentence contains an indirect object.

**Example 1.** She sent me a book about woodworking.

- Kareem taught his sister an African American folk song.
- The president signed the energy bill after the congressional vote.
- The Lions Club awarded Mrs. Rosa a silver tray for community service.
- The tree branch struck the car’s windshield with a crash.
- Toni Morrison read the audience an excerpt from her novel.

for CHAPTER 2: THE PARTS OF A SENTENCE pages 35–56

## Parts of a Sentence

**2a.** A **sentence** is a word group that contains a subject and a verb and that expresses a complete thought.

**2b.** Sentences consist of two basic parts: subjects and predicates.

Sentences may contain **complements**, such as **subject complements: predicate nominatives** and **predicate adjectives**; or **objects of verbs: direct objects and indirect objects**.

**EXERCISE** Decide whether the underlined words in the following sentences are predicate nominatives, predicate adjectives, direct objects, or indirect objects. Above each underlined word, write *PN* for predicate nominative, *PA* for predicate adjective, *DO* for direct object, or *IO* for indirect object.

**Example 1.** After he gave <sup>*IO*</sup> her a rowing <sup>*DO*</sup> lesson, he felt <sup>*PA*</sup> tired.

- Ruth became the new treasurer for the bicycle club.
- Felix wrote Martha a long letter while she was away.
- The students seemed tired after the long lecture.
- We finished our geometry homework before dinner.
- The principal offered the seniors some good advice about choosing a college.
- Has the coach given the players their gloves?
- The salad tasted better after you added the horseradish.
- The winner of this year's poetry competition was Carlita.
- The sophomores chose a new team name.
- What a great leader he became!
- The magician appeared nervous during the beginning of her performance.
- Will Jacqueline be our new tutor?
- Hear this beautiful poem by Emily Dickinson.
- Are the counselors going to send us a list of recommended books?
- We went to the shopping mall and bought some candles and a vase.
- Ron gave me some paint, a few brushes, and a large pad to practice with.
- The soup that my grandmother made smells spicy.
- When will Trevor become a performer?
- The snow felt cold, but we continued to play outside.
- Are those black birds with yellow spots starlings?

## Classifying Sentences by Purpose

**21.** Depending on its purpose, a sentence may be classified as *declarative*, *imperative*, *interrogative*, or *exclamatory*.

(1) A **declarative sentence** makes a statement and ends with a period.

**EXAMPLE** I wonder how the fans will react to our victory.

(2) An **imperative sentence** gives a command or makes a request. Most imperative sentences end with a period. A strong command ends with an exclamation point.

**EXAMPLES** Please tell the coach that I'll be a little late. Look at that score!

(3) An **interrogative sentence** asks a question and ends with a question mark.

**EXAMPLE** Are you coming to the celebration at the coach's house tonight?

(4) An **exclamatory sentence** shows excitement or expresses strong feeling and ends with an exclamation point.

**EXAMPLE** We finally beat the Cougars!

**EXERCISE** Punctuate each of the following sentences with an appropriate end mark. Then, on the line provided, classify each sentence by writing *DECL* for *declarative*, *IMP* for *imperative*, *INT* for *interrogative*, or *EXCL* for *exclamatory*.

**Example** IMP 1. What a great team!

- \_\_\_\_\_ 1. How were we able to win
- \_\_\_\_\_ 2. We won by using our superior skill and stamina
- \_\_\_\_\_ 3. Stop gloating
- \_\_\_\_\_ 4. Oh, why shouldn't we brag just a bit
- \_\_\_\_\_ 5. It's never becoming to brag
- \_\_\_\_\_ 6. I can't believe we won
- \_\_\_\_\_ 7. Keep your excitement to yourself
- \_\_\_\_\_ 8. Do you hear that applause
- \_\_\_\_\_ 9. It's so loud
- \_\_\_\_\_ 10. Let's go accept our trophy

## Review A: Sentences and Sentence Fragments

**EXERCISE** Identify each of the following groups of words as a sentence or a sentence fragment. On the line provided, write *S* if the group of words is a sentence or *F* if it is a fragment.

**Example**   *F*   1. The students who won blue ribbons in the contest.

- \_\_\_\_\_ 1. Jeffrey will graduate from high school next year.
- \_\_\_\_\_ 2. Trying to decide which college to go to.
- \_\_\_\_\_ 3. It's a good idea to apply to several colleges.
- \_\_\_\_\_ 4. Sent requests to seven colleges that looked interesting.
- \_\_\_\_\_ 5. The colleges sent information packets.
- \_\_\_\_\_ 6. Looking at the tuition expenses, majors offered, and location.
- \_\_\_\_\_ 7. Jeffrey was interested in five of the colleges.
- \_\_\_\_\_ 8. He requested applications to the five colleges he preferred.
- \_\_\_\_\_ 9. Takes some time for the applications to be processed.
- \_\_\_\_\_ 10. A good idea to start looking for colleges early.
- \_\_\_\_\_ 11. Very important to keep good grades.
- \_\_\_\_\_ 12. Jeffrey's high school maintains his grade-point average.
- \_\_\_\_\_ 13. An A is worth four points.
- \_\_\_\_\_ 14. Maintaining above a 3.5 grade-point average.
- \_\_\_\_\_ 15. The colleges will consider his test scores and high school grades.
- \_\_\_\_\_ 16. Offering better programs than other colleges.
- \_\_\_\_\_ 17. The reputation of the colleges that Jeffrey is interested in.
- \_\_\_\_\_ 18. All five of the colleges offer advanced degrees in electrical engineering.
- \_\_\_\_\_ 19. A lot of math and science courses.
- \_\_\_\_\_ 20. An advisor will help Jeffrey plan out his schedule each semester.

## Review B: Sentence Parts

**EXERCISE A** In each of the following sentences, underline the simple subject once and the verb twice. If the subject is understood, write it in parentheses before the sentence. Be sure to include all parts of a verb phrase and all parts of a compound subject or verb.

**Example** (*You*) 1. Listen carefully and write each word on the line provided.

1. Do many of us worry about the future?
2. To most of us, the future probably seems uncertain.
3. Will we go to college?
4. What kinds of jobs will we have?
5. Some of us are wondering about marriage and children.
6. Even very young boys and girls sometimes worry about world conditions.
7. We surely cannot predict the future with any certainty.
8. In my opinion, one should not waste time and fret about the future.
9. One should plan ahead but should also enjoy the present.
10. Tell me your thoughts about the future.

**EXERCISE B** Each of the following sentences contains at least one complement. Underline each complement, and above the complement, indicate the type of complement it is by writing *PA* for *predicate adjective*, *PN* for *predicate nominative*, *DO* for *direct object*, or *IO* for *indirect object*.

**Example** 1. Did I ever tell <sup>*IO*</sup> you <sup>*DO*</sup> the story about my friends' night in jail?

11. Several years ago my family bought a new place in Arizona.
12. At that time my friends were college students in Texas.
13. We sent them an invitation for a weekend visit.
14. They were happy and accepted the invitation immediately.
15. Our home was a ranch about thirty miles from the nearest town.
16. We sent them detailed directions for getting to the ranch.
17. A bus was the only link between the ranch and the town.
18. Unfortunately, my friends arrived in town after 6:00 P.M. and missed the last bus.
19. The only hotel in town was full.
20. The friendly police chief gave my friends a room for the night in the local jail.

## Review C: Sentence Parts

**EXERCISE A** In each of the following sentences, underline the simple subject once and the verb twice. If the subject is understood, write it in parentheses before the sentence. Be sure to include all parts of a verb phrase and all parts of a compound subject or verb.

**Example** (*You*) 1. Come with me to buy Mother's birthday present, please.

- How far in advance do you usually shop for birthday presents?
- In my opinion, birthdays are very important occasions.
- Gifts for others should reflect their tastes, not yours.
- One must consider the recipients' interests carefully.
- Not many of my relatives share my sister's interests or like her taste.
- Her choice of gift for a grandparent or an aunt or an uncle is often inappropriate.
- Neither subtle hints nor candid suggestions penetrate her consciousness.
- Fortunately, all of us recognize the thought behind the present.
- Tell me your opinions about birthday gifts.
- Would you consider a job as a personal shopper?

**EXERCISE B** Each of the following sentences contains at least one complement. Underline each complement, and above the complement, indicate the type of complement it is by writing *PA* for *predicate adjective*, *PN* for *predicate nominative*, *DO* for *direct object*, or *IO* for *indirect object*.

**Example** 1. Did you send <sup>*IO*</sup> Flora a <sup>*DO*</sup> thank-you note?

- The reading assignment was an informative article about medical ethics.
- The haiku is a major form of Japanese verse.
- The last mile of a ten-mile hike always seems longest.
- Do you give your pets enough water during the summer?
- The jurors carefully considered the allegations of the defense counsel.
- The audience at the awards dinner grew restless during the long speeches and fidgeted uncomfortably.
- To the playwright's surprise, his work became the talk of the town.
- I gave my brother a book for his birthday last year.
- The group improvised and sang the song without accompaniment.
- They sent us a detailed list of suggestions for the camping trip.

## Review D: Kinds of Sentences

**EXERCISE** Punctuate each of the following sentences with an appropriate end mark. Then, on the line provided, classify each sentence by writing *DECL* for *declarative*, *IMP* for *imperative*, *INT* for *interrogative*, or *EXCL* for *exclamatory*.

**Example** IMP 1. Please call us as soon as possible.

- \_\_\_\_\_ 1. What fantastic weather we had on our vacation
- \_\_\_\_\_ 2. Where is the nearest fire station
- \_\_\_\_\_ 3. How we will raise the money is a good question
- \_\_\_\_\_ 4. Ask the owner's permission before feeding the animals
- \_\_\_\_\_ 5. Stop making all that noise
- \_\_\_\_\_ 6. Can you recommend anyone for the job
- \_\_\_\_\_ 7. If necessary, may we call on you for help
- \_\_\_\_\_ 8. At what time do you get off work
- \_\_\_\_\_ 9. I have a job at the local supermarket this summer
- \_\_\_\_\_ 10. Would you mind helping me with my homework
- \_\_\_\_\_ 11. What an exciting trip that was
- \_\_\_\_\_ 12. When did the first settlers arrive in Australia
- \_\_\_\_\_ 13. Where the meeting will be held is anybody's guess
- \_\_\_\_\_ 14. Does the University of Washington have a medical school
- \_\_\_\_\_ 15. How pleased your parents must be
- \_\_\_\_\_ 16. Go to Mrs. Panico's office and give her this note
- \_\_\_\_\_ 17. A noted chemist has been invited to speak at the next assembly
- \_\_\_\_\_ 18. In case of emergency, dial this number
- \_\_\_\_\_ 19. What is the correct English translation of that Latin expression
- \_\_\_\_\_ 20. If you have any questions, be sure to ask your teacher



## Literary Model: Short Story

There was a summer in my life when the only creature that seemed lovelier to me than a largemouth bass was Sheila Mant. I was fourteen. The Mants had rented the cottage next to ours on the river; with their parties, their frantic games of softball, their constant comings and goings, they appeared to me denizens of a brilliant existence. “Too noisy by half,” my mother quickly decided, but I would have given anything to be invited to one of their parties. . . .

Sheila was the middle daughter—at seventeen, all but out of reach. She would spend her days sunbathing on a float my Uncle Sierbert had moored in their cove, and before July was over I had learned all her moods. If she lay flat on the diving board with her hand trailing idly in the water, she was pensive, not to be disturbed. On her side, her head propped up by her arm, she was observant, considering those around her with a look that seemed queenly and severe. Sitting up, arms tucked around her long, suntanned legs, she was approachable, but barely, and it was only in those glorious moments when she stretched herself prior to entering the water that her various suitors found the courage to come near.

—from “*The Bass, the River, and Sheila Mant*” by W. D. Wetherell

**EXERCISE A** List the predicate nominatives and predicate adjectives that appear in the above passage. After each one, write the subject (of a sentence or clause) that is being explained or identified.

### Predicate Nominatives

### Predicate Adjectives

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**EXERCISE B** What function do these predicate nominatives and predicate adjectives have in the passage?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Writing Application: Letter

A friend whispers to you, “That guy is.” Undoubtedly, you’ll be waiting for your friend to complete the sentence, since the group of words does not express a complete thought—despite the presence of a subject and verb. To make sense, the group of words needs a predicate nominative or predicate adjective that identifies or describes the subject *guy*.

**PREDICATE NOMINATIVE** That guy is **captain** of the basketball team.

**PREDICATE ADJECTIVE** That guy is absolutely **amazing** on the court.

Remember that *be* is only one of several verbs that can link a subject and a predicate adjective or predicate nominative. Other linking verbs include *appear, become, feel, look, remain, and seem*.

### WRITING ACTIVITY

You have just been told that an eccentric aunt is giving away her fortune to relatives she considers deserving of her money. You’ve never met this aunt. You decide to write a detailed letter describing yourself, hoping that she will consider you worthy of a financial gift. Your letter should include at least five predicate nominatives, five predicate adjectives, and two linking verbs other than *be*.

**PREWRITING** You’re quite an expert on the letter’s topic: *yourself*. However, it may still help you to brainstorm for points you want to make about the topic. Jot down all the ideas that come to your mind without stopping to evaluate them. Then, choose the most significant points that you will develop and prioritize them from most important to least important.

**WRITING** Write a draft of the letter with the framework for a persuasive essay in mind. Begin with an attention-grabbing statement of your opinion that you’re worthy of the financial gift. Discuss the reasons, accompanied by explanations and evidence, that you think yourself worthy. Conclude the letter with a restatement of your opinion.

**REVISING** Read the draft to a friend. Ask him or her whether there are enough reasons to convince your audience (the aunt) and whether any of the reasons could be made stronger. Check that you have used at least five predicate nominatives, five predicate adjectives, and two linking verbs other than *be*. Ask yourself whether any of the adjectives in the draft could be replaced with a more descriptive or precise word.

**PUBLISHING** When you’re trying to impress someone, your writing should be completely error-free. Read your draft slowly to identify errors in grammar, usage, spelling, capitalization, and punctuation. Finally, check to make sure that you have followed the proper format for a personal letter. Continue revising this personal letter until you consider it completely polished.

### EXTENDING YOUR WRITING

Add your final letter to an anthology of letters you’ve written. You will probably find these letters quite interesting to read one or two years from now, as they are written records of how you viewed yourself at this present stage of your life. Gather the letters into a booklet and, if appropriate, share them with your classmates.

## Chapter 2: The Parts of a Sentence, pp. 30–56

### Choices: Examining the Parts of a Sentence, p. 30

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

### Sentences and Sentence Fragments, p. 31

#### EXERCISE A

- |      |      |       |
|------|------|-------|
| 1. F | 5. F | 8. F  |
| 2. F | 6. S | 9. F  |
| 3. F | 7. S | 10. F |
| 4. S |      |       |

#### EXERCISE B

- |       |       |
|-------|-------|
| 11. F | 14. S |
| 12. S | 15. S |
| 13. F |       |

### Subjects and Predicates, p. 32

#### EXERCISE

1. Until recently, tourists could reach the tiny island only by boat.
2. The island of Bequia remains relatively untouched by the trappings of modern life.
3. A need for economic growth has led to the construction of an airport.

4. Some islanders are worried about the loss of the old way of life.
5. Six hundred species of butterfly have been recorded on Tobago and Trinidad.
6. The Tobago Forest Preserve has protected much of the island from tourism.
7. About a half mile offshore is beautiful Buccoo Reef.
8. Sun-drenched fishing villages dot the scenic coastline.
9. On Little Tobago Island, eager bird-watchers may spot several kinds of exotic birds.
10. The red-billed tropicbird is one of the magnificent birds inhabiting the forests of Tobago.
11. Many other birds migrate over the area.
12. Different kinds of trees, shrubs, and wildlife are abundant on the islands.
13. Tobagonians share their island with many types of snakes, lizards, and frogs.
14. Different kinds of bats, including the fish-eating bat, inhabit the island.
15. Four types of forests can be found in Tobago.
16. The mangrove forest occupies the wetlands.
17. The coastal edge of the island and the surrounding beaches are home to the littoral woodlands.
18. The seasonal deciduous forest extends to the lower level of the mountain range.
19. The evergreen rain forest covers the top of the mountain range.
20. The streams of Tobago also provide homes to many types of fish and crabs.

### Simple and Complete Subjects, p. 33

#### EXERCISE A

1. Twenty people applied for the job.
2. Last year my mother traveled to China.
3. The cat's thick fur was soft to the touch.
4. Is The Hobbit your favorite book?
5. The wet, exhausted hiker was happy to see the shelter.
6. The long rain yesterday turned our yard green overnight.
7. Suddenly, the old bridge began to sag in the middle.
8. The large, orange ball bounced over my head.
9. The dog just had puppies.
10. Cool, fresh air blew through the open window.

#### EXERCISE B

11. A young boy was wandering alone through the large shopping mall.
12. The fearful child began to cry.
13. Several concerned shoppers tried to help him.
14. The frightened child, however, would not speak.
15. Finally, an elderly lady walked up to the child.
16. The kind lady began to tell the child a story.
17. Her long, funny story was about a prince.
18. The handsome prince had gotten lost on the way to see his lady.
19. A beautiful white horse helped the prince find his way.
20. After telling the story, the kindhearted lady helped the child find his mother.

### Simple and Complete Predicates, p. 34

#### EXERCISE A

1. Nicci and Jackie sat on the porch swing for the photograph.
2. Carl lifted the lid of the pot.
3. The old barn leaned a little to one side.
4. The four cowboys walked down the street in a line.
5. One of the players brought her own soccer ball to the match.
6. The dog slept on the porch all afternoon.
7. The plumber shut off the water under under the sink.
8. We have made our final selection from the menu.
9. Will Carter come to the party on Friday?
10. You need this book for class tomorrow.

#### EXERCISE B

11. Margarette designed a beautiful garden in the backyard.
12. She planted very special tulips along the edges of the garden.
13. One day Margarette went outside to water the garden.
14. Margarette heard an unusual noise coming from the edges of the garden.
15. The tulips were making a soft noise.
16. Margarette knelt down near one of the tulips.
17. The tulip talked to Margarette in a soft, delicate voice.
18. A small red tulip was thanking Margarette for watering it!
19. The voices of the tulips always amazed Margarette.

20. After all, not too many people have heard the gentle voice of a tulip.

### Complete and Simple Subjects and Predicates, p. 35

#### EXERCISE A

1. The Gómez family goes to a nearby park almost every weekend.
2. The two youngest boys enjoy playing soccer with their friends.
3. The older girls prefer to go bird-watching through the park's beautiful trails.
4. Sometimes the entire family goes hiking together.
5. A long day at the park is a favorite pastime for the Gómez family.

#### EXERCISE B

6. Modern composer Dan Welcher was born in 1948.
7. Welcher earned degrees from the Eastman School of Music and Manhattan School of Music.
8. Dan Welcher is one of the most original and exciting modern American composers.
9. Dan Welcher has composed many types of music, including symphonies, operas, and chamber music.
10. The Chicago Symphony, the St. Louis Symphony, and many other orchestras have performed Welcher's music.

### Finding the Subject, p. 36

#### EXERCISE

1. The people of Mexico have a great appreciation of his work.

2. Is Rivera known for any particular style?
3. His murals of Mexico's social problems are famous.
4. We looked at that painting of two Mexican women with a baby.
5. How does the artist achieve the feeling of tranquility in that picture?
6. What do you think of the muted colors?
7. Don't those soft pastel colors convey a sense of calm?
8. There is a copy of that picture in this brochure about the artist.
9. What is the title of that painting?
10. Here is an article about Rivera.
11. Which years was Rivera in the United States?
12. Have you seen photographs of his murals?
13. Some of the murals show different aspects of Mexican history.
14. Do you know about his wife, Frida Kahlo?
15. Wasn't Kahlo an accomplished artist, also?
16. There have been many great artists of the twentieth century.
17. What kinds of art influenced Rivera?
18. Several different styles of art influenced the artist.
19. Was he influenced by postmodernism and cubism?
20. There are significant moments in history reflected in Rivera's works. [or There are significant moments in history reflected in Rivera's works.]

### The Understood Subject, p. 37

#### EXERCISE

1. Jerome
2. you
3. you
4. Constance
5. you
6. you
7. Karl
8. Ginger
9. you
10. you
11. you
12. Teddy
13. Jim
14. you
15. you
16. you
17. Paolo
18. you
19. you
20. We

### Compound Subjects, p. 38

#### EXERCISE

1. Exercise, a healthful diet, and sufficient rest are essential for good health.
2. Either Raoul or Marty will win the election.
3. The oaks, the maples, and the sycamores have lost their leaves.
4. Greta or Sheila will water the garden this afternoon.
5. Sheep, goats, and chickens wandered around in the large yard.
6. The musicians, dancers, and actors met for a final dress rehearsal.
7. Either Jon or I will wash the dishes tonight.
8. Did the children and their parents enjoy the camping trip?
9. Randy, Martha, and Jennifer were the top three finishers in the math competition.
10. Will Monday or Tuesday be a good day for a meeting?
11. The police and the fire department responded to the alarm.
12. Planes, trains, and buses are all means of public transportation.
13. Will Victor or Elian answer the question?

14. The hippos and giraffes crowded around the water hole.
15. Either exercise or an extended vacation will help relieve your stress.
16. The Grapes of Wrath and East of Eden are two novels by John Steinbeck.
17. The barn and the front pasture were flooded during the storm.
18. In spite of Roger's objection, Kelly and Wilson painted the doghouse bright red.
19. John Lennon and Paul McCartney were the two chief songwriters for the Beatles.
20. Did Ross, Margaret, and Chen recognize the bicycle?

### Compound Verbs, p. 39

#### EXERCISE

1. The speech will be televised live at noon and rerun at six.
2. I have finished my research and can now write my report.
3. The teacher reviewed the material and asked each student a question.
4. I put the plants in the sunlight and watered them thoroughly.
5. We talked, laughed, and sang during the long bus ride.
6. Have the students researched the issue or discussed different possibilities yet?
7. I will go to the movies, see a play, or visit a museum this weekend.
8. The actress could sing and dance quite well.
9. Jack put on his coat and went out into the snow.
10. The entertainer juggled several balls and performed acrobatics.

11. Will you pack your bags and confirm your airline reservations today?
12. The audience rose to their feet and applauded loudly.
13. The picnickers gathered the leftovers, collected the trash, and cleaned the tables.
14. Next summer we will hike, climb mountains, and ride our bikes in Colorado.
15. Did Uncle William receive the package and examine it?
16. We read the papers, signed them, and mailed them back to the agency.
17. Will you come to my house and help me with some repairs?
18. After school, we exercise at the gym and then do our homework.
19. The customer looked at her receipt and asked about her change.
20. Our grandmother paints, sews, and plays flute quite well.
8. Ducks, geese, and swans were swimming around the large lake.
9. Luigi doesn't swim, run, or cycle very often.
10. Florentine  painted  a picture of black doves and hung it in the living room.
11. The book and the movie were equally dull.
12. Bob and Geno put on their helmets and rode their bikes.
13. Dietrich studied hard for his exam and made a high grade.
14. Are the cardinals and blue jays visible from here?
15. Sasha and Boris played a hard game of tennis and then swam in the lake.
16. The tourists took photographs, asked questions, and looked around curiously.
17. Jacqui washed the clothes, hung them to dry, and folded them neatly.
18. We listened to the song and asked the singer many questions about it.
19. Will the coach teach us a new drill and practice it with us?
20. When will the crew and passengers board the plane?

### Compound Subjects and Verbs, p. 40

#### EXERCISE

1. Will the players and their team captain introduce themselves?
2. The four boys ran to the line, picked up a stick, and raced back to the start.
3. Jeanette and her brother will be at choir practice early.
4. Did you feed the cats and change their water?
5. Are Maía and Paula rehearsing tonight?
6. The members of the committee discussed the proposition and then voted against it.
7. We washed the vegetables, sliced them, and then cooked them with spices.

### Complements, p. 41

#### EXERCISE

1. The pilot checked the gauges carefully.
2. Have you given your brother his lunch yet?
3. After a long day at work, the nurse felt exhausted.
4. Wanda became an engineer after graduation.
5. I read science fiction and mysteries most often.
6. After the concert, the musicians seemed satisfied.



7. Did you find a book about real estate yet?
8. The committee planned the construction and maintenance of roadways.
9. After the football game, Duane appeared tired.
10. Stephen mailed his grandmother a music box.
11. Send a birthday card to your uncle John.
12. The sweater looks green to me.
13. Has Richie submitted a college application yet?
14. The candidate sent the reporter a copy of his speech.
15. Bring me the bread knife, please.
16. Steve enjoys horror novels and action movies.
17. Will Moira send her poem to a magazine?
18. Errol is often late.
19. This book is not the one.
20. The babysitter gave little Nora her dinner.

**The Subject Complement: Predicate Nominatives, p. 42**

**EXERCISE A**

1. Louis is a mathematician and a teacher.
2. Were those two girls the winners?
3. After years of hard work, she became a superb ballerina.
4. Should Barney have been the leader of this team?
5. What an excellent singer she is!
6. The pianist is a composer, also.
7. Mrs. Woodward became an excellent nurse.
8. Her doves' names are Juliette, Musetta, and Luigi.
9. What a mistake that could have been!

10. My father has been an engineer, a scientist, and a professor.

**EXERCISE B**

*Answers will vary. Sample responses are given.*

11. My favorite movie star is Myrna Loy.
12. The winner of the spelling bee is the second grader wearing the blue jacket.
13. Ms. Ozu had been a student assistant before she became a teacher.
14. Is Chet the new president of the student council?
15. The best day to visit the museum is Tuesday.

**The Subject Complement: Predicate Adjectives, p. 43**

**EXERCISE A**

1. Carlos has grown much taller through the years.
2. Does the soup taste too salty to you?
3. How beautiful her voice is!
4. The seas appear calm this morning.
5. The kitten looked quite content in its new box.
6. The modern music sounded odd to us.
7. Does Jorge seem happy in his new home?
8. The roses from the bush outside smell sweet.
9. François is satisfied with his new job.
10. How soft and delicate the baby bird seems!

**EXERCISE B**

*Answers will vary. Sample responses are given.*

11. How colorful the sunset is this evening!
12. Lira often feels hungry after soccer practice.
13. As the sky grew darker, the stars grew brighter.
14. Jennifer seems pleased about winning the award.
15. This ghost story is scarier than I remembered.

## Subject Complements, p. 44

### EXERCISE

1. Latex becomes rubbery when heated. <sup>PA</sup>
2. Rubber tappers from the Amazon sell latex, which they extract from rubber trees, to manufacturers; this substance is the basis for many rubber products. <sup>PN</sup>
3. The rubber tappers are mostly poor and uneducated, but they are hard workers. <sup>PA</sup> <sup>PN</sup> <sup>PA</sup>
4. The ranchers and farmers were greedy for land and began to burn the rain forest at an alarming rate. <sup>PA</sup>
5. These fires were dangerous not only to the thousands of species of plants and animals of the forest but also to the livelihood of the rubber tappers. <sup>PA</sup>
6. Chico Mendes was a rubber tapper and a member of a workers' union. <sup>PN</sup> <sup>PN</sup>
7. He became the spokesperson for and a hero to the poor rubber tappers. <sup>PN</sup> <sup>PN</sup>
8. He warned that the destruction of the Amazon rain forest was a threat to the world. <sup>PN</sup>
9. Environmentalists from around the world took notice of Mendes's message, but local ranchers and farmers became angry with Mendes. <sup>PA</sup>
10. It was a surprise to the world when two local ranchers assassinated Chico Mendes on December 22, 1988. <sup>PN</sup>

## Objects: Direct Objects, p. 45

### EXERCISE A

1. The nobles wore steel armor and helmets. <sup>DO</sup> <sup>DO</sup>
2. He was a successful warrior thanks to his great war horse. <sup>NDO</sup>

3. Women in splendid gowns attended the tournaments. <sup>DO</sup>
4. A knight would often throw a scarf to his lady during the events. <sup>DO</sup>
5. People of the Middle Ages respected chivalry, bravery, and honor. <sup>DO</sup> <sup>DO</sup> <sup>DO</sup>
6. Medieval students studied the craft of alchemy. <sup>DO</sup>
7. Travelers took shelter in a castle or monastery. <sup>DO</sup>
8. Educated nobles enjoyed the tales of Chaucer and the poetry of Petrarch. <sup>DO</sup> <sup>DO</sup>
9. King Edward III's son was the Black Prince. <sup>NDO</sup>
10. King Edward III started a war with France. <sup>DO</sup>

### EXERCISE B

11. In 1346, trading ships carried infected black rats into Italian ports.
12. Fleas on the rats spread a dangerous disease.
13. The bubonic plague killed thousands throughout Europe until 1352.
14. It attacked people of all ages.
15. Medieval doctors found no cure for the plague.

## Objects: Indirect Objects, p. 46

### EXERCISE A

1. Are you reading the book I gave you? <sup>DO</sup>
2. I mailed my brother the birthday gift. <sup>IO</sup> <sup>DO</sup>
3. Juanita sent her teacher an Easter card. <sup>IO</sup> <sup>DO</sup>
4. Would you like a drink with your sandwich? <sup>DO</sup>
5. Please send me a copy of the letter. <sup>IO</sup> <sup>DO</sup>
6. The flight attendant offered the passengers drinks and snacks. <sup>IO</sup> <sup>DO</sup> <sup>DO</sup>

7. Are you going to buy <sup>DO</sup> plates and <sup>DO</sup> napkins for the picnic?
8. The dog chased its <sup>DO</sup> tail for several minutes.
9. Please hand <sup>IO</sup> me the <sup>DO</sup> pitcher of orange juice, Franco.
10. Have you given <sup>IO</sup> Janice your <sup>DO</sup> answer yet?

#### EXERCISE B

11. Why don't you tell us a story?
12. Aunt Maria brought me a souvenir from Thailand.
13. The driver told the officer his version of the accident.
14. Please offer cousin Tina my condolences.
15. Lester loaned Miranda a sweater.

#### Objects: Direct and Indirect Objects, p. 47

##### EXERCISE A

1. The committee chairperson gave <sup>IO</sup> her the gavel.
2. Our pool's lifeguard left Manuelo the free <sup>DO</sup> passes.
3. The interview will give <sup>IO</sup> Emily a chance to visit the college.
4. The algebra teacher lent <sup>IO</sup> her a new ruler.
5. Aerobic dancing provided us an <sup>DO</sup> opportunity for vigorous exercise.
6. The track star jumped <sup>DO</sup> hurdles and ran <sup>DO</sup> relays during the meet.
7. The pet store owner gave the <sup>IO</sup> puppy a bone.
8. The doctor prescribed <sup>DO</sup> penicillin for the child's illness.
9. The counselor offered the students some <sup>DO</sup> advice.

10. Their discovery of radium and polonium earned <sup>IO</sup> Pierre and <sup>IO</sup> Marie Curie the Nobel Prize in physics.

##### EXERCISE B

11. Kareem taught his sister an African American folk song.
12. The president signed the energy bill after the congressional vote.
13. The Lions Club awarded Mrs. Rosa a silver tray for community service.
14. The tree branch struck the car's windshield with a crash.
15. Toni Morrison read the audience an excerpt from her novel.

#### Parts of a Sentence, p. 48

##### EXERCISE

1. Ruth became the new <sup>PN</sup> treasurer for the bicycle club.
2. Felix wrote <sup>IO</sup> Martha a long <sup>DO</sup> letter while she was away.
3. The students seemed <sup>PA</sup> tired after the long lecture.
4. We finished our geometry <sup>DO</sup> homework before dinner.
5. The principal offered the <sup>IO</sup> seniors some good <sup>DO</sup> advice about choosing a college.
6. Has the coach given the <sup>IO</sup> players their <sup>DO</sup> gloves?
7. The salad tasted <sup>PA</sup> better after you added the horseradish.
8. The winner of this year's poetry competition was <sup>PN</sup> Carlita.
9. The sophomores chose a new team <sup>DO</sup> name.
10. What a great <sup>PN</sup> leader he became!

11. The magician appeared <sup>PA</sup> nervous during the beginning of her performance.
12. Will Jacqueline be our new <sup>PN</sup> tutor?
13. Hear this beautiful <sup>DO</sup> poem by Emily Dickinson.
14. Are the counselors going to send <sup>IO DO</sup> us a list of recommended books?
15. We went to the shopping mall and bought some <sup>DO</sup> candles and a <sup>DO</sup> vase.
16. Ron gave <sup>IO</sup> me some <sup>DO</sup> paint, a few <sup>DO</sup> brushes, and a large <sup>DO</sup> pad to practice with.
17. The soup that my grandmother made smells <sup>PA</sup> spicy.
18. When will Trevor become a <sup>PN</sup> performer?
19. The snow felt <sup>PA</sup> cold, but we continued to play outside.
20. Are those black birds with yellow spots <sup>PN</sup> starlings?

### Classifying Sentences by Purpose, p. 49

#### EXERCISE

- INT**—How were we able to win?
- DECL**—We won by using our superior skill and stamina.
- IMP**—Stop gloating. [or **IMP**—Stop gloating!]
- INT**—Oh, why shouldn't we brag just a bit?
- DECL**—It's never becoming to brag.
- DECL**—I can't believe we won. [or **EXCL**—I can't believe we won!]
- IMP**—Keep your excitement to yourself.
- INT**—Do you hear that applause?
- DECL**—It's so loud. [or **EXCL**—It's so loud!]
- DECL**—Let's go accept our trophy.

### Review A: Sentences and Sentence Fragments, p. 50

#### EXERCISE

- |      |       |       |
|------|-------|-------|
| 1. S | 8. S  | 15. S |
| 2. F | 9. F  | 16. F |
| 3. S | 10. F | 17. F |
| 4. F | 11. F | 18. S |
| 5. S | 12. S | 19. F |
| 6. F | 13. S | 20. S |
| 7. S | 14. F |       |

### Review B: Sentence Parts, p. 51

#### EXERCISE A

- Do many of us worry about the future?
- To most of us, the future probably seems uncertain.
- Will we go to college?
- What kinds of jobs will we have?
- Some of us are wondering about marriage and children.
- Even very young boys and girls sometimes worry about world conditions.
- We surely cannot predict the future with any certainty.
- In my opinion, one should not waste time and fret about the future.
- One should plan ahead but should also enjoy the present.
- (You) Tell me your thoughts about the future.

#### EXERCISE B

- Several years ago my family bought a new <sup>DO</sup> place in Arizona.
- At that time my friends were college <sup>PN</sup> students in Texas.
- We sent <sup>IO</sup> them an <sup>DO</sup> invitation for a weekend visit.

14. They were <sup>PA</sup> happy and accepted the <sup>DO</sup> invitation immediately.
15. Our home was a <sup>PN</sup> ranch about thirty miles from the nearest town.
16. We sent <sup>IO</sup> them detailed <sup>DO</sup> directions for getting to the ranch.
17. A bus was the only <sup>PN</sup> link between the ranch and the town.
18. Unfortunately, my friends arrived in town after 6:00 P.M. and missed the last <sup>DO</sup> bus.
19. The only hotel in town was <sup>PA</sup> full.
20. The friendly police chief gave my <sup>IO</sup> friends a <sup>DO</sup> room for the night in the local jail.

### Review C: Sentence Parts, p. 52

#### EXERCISE A

1. How far in advance do you usually shop for birthday presents?
2. In my opinion, birthdays are very important occasions.
3. Gifts for others should reflect their tastes, not yours.
4. One must consider the recipients' interests carefully.
5. Not many of my relatives share my sister's interests or like her tastes.
6. Her choice of gift for a grandparent or an aunt or an uncle is often inappropriate.
7. Neither subtle hints nor candid suggestions penetrate her consciousness.
8. Fortunately, all of us recognize the thought behind the present.
9. <sup>(You)</sup> Tell me your opinions about birthday gifts.
10. Would you consider a job as a personal shopper?

#### EXERCISE B

11. The reading assignment was an informative <sup>PN</sup> article about medical ethics.
12. The haiku is a major <sup>PN</sup> form of Japanese verse.
13. The last mile of a ten-mile hike always seems <sup>PA</sup> longest.
14. Do you give your <sup>IO</sup> pets enough <sup>DO</sup> water during the summer?
15. The jurors carefully considered the <sup>DO</sup> allegations of the defense counsel.
16. The audience at the awards dinner grew <sup>PA</sup> restless during the long speeches and fidgeted uncomfortably.
17. To the playwright's surprise, his work became the <sup>PN</sup> talk of the town.
18. I gave my <sup>IO</sup> brother a <sup>DO</sup> book for his birthday last year.
19. The group improvised and sang the <sup>DO</sup> song without accompaniment.
20. They sent <sup>IO</sup> us a detailed <sup>DO</sup> list of suggestions for the camping trip.

### Review D: Kinds of Sentences, p. 53

#### EXERCISE

1. **EXCL**—What fantastic weather we had on our vacation!
2. **INT**—Where is the nearest fire station?
3. **DECL**—How we will raise the money is a good question.
4. **IMP**—Ask the owner's permission before feeding the animals.
5. **IMP**—Stop making all that noise!
6. **INT**—Can you recommend anyone for the job?



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**Writing Application: Letter, p. 56**

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

**Scoring Rubric**

At least five predicate nominatives and five predicate adjectives are used.

1            2            3            4            5

At least two linking verbs other than *be* are used.

1            2            3            4            5

The personal letter contains strong points that are supported by reasons and evidence.

1            2            3            4            5

The assignment is relatively free of errors in grammar, usage, mechanics, and spelling.

1            2            3            4            5

**Total Score** \_\_\_\_\_

5 = highest; 1 = lowest