A sentence is a group of words that expresses a complete thought. Every complete sentence has two basic parts: a subject and a predicate.

The complete subject includes all the words that tell whom or what the sentence is about.

The rays of the sun give energy to the earth.

The complete predicate includes the verb and all the words that tell what the subject is or what the subject does.

Energy is needed for work.

Identifying Complete Subjects and Complete Predicates
Underline the complete subject once and the complete predicate twice.

EXAMPLE The energy in food makes our muscles work.

1. People of long ago used animals as a source of energy.
2. Strong animals plowed fields for farmers.
3. Coal, oil, and natural gas are called fossil fuels.
4. Fossil fuels come from the remains of prehistoric plants and animals.
5. The earth contains a limited supply of fossil fuels.
6. Modern humans use fossil fuels more than any other type of energy.
7. Energy from the sun is stored in oil, wood, and coal.
8. Waterfalls or rapids produce energy.
9. Many early cotton mills were built near waterfalls.
10. The energy of the water ran the machinery in the factory.
11. Inventors introduced the steam engine.
12. Hydroelectric plants now make use of water energy in rivers and waterfalls.
13. Many appliances need electrical energy to work.
14. Electricity is necessary for the modern way of life.
15. Wind energy turns windmills.
16. The energy of the wind also moves boats with sails.
17. Solar furnaces collect the sun’s rays with mirrors.
18. Solar energy cells can heat a home even in winter.
19. The gasoline engine produces energy for our cars.
20. Nuclear power plants change nuclear energy into electrical energy.
21. All these kinds of energy are important to life on Earth.
A. Identifying Complete Subjects and Predicates

Draw a vertical line between the complete subject and the complete predicate in each of the following sentences.

**Example** Water power | is an important energy source.

1. Petroleum is the most widely used fossil fuel.
2. The production of electricity and steel requires a large amount of coal.
3. The cleanest fossil fuel is natural gas.
4. Natural gas heats many homes and factories.
5. Solar cells convert the light of the sun into energy.
6. A strong and steady wind is necessary for successful conversion of wind power into energy.
7. Tidal power produces a very small amount of energy.
8. The battery-like fuel cell makes electricity chemically.
9. Some cities get electricity by burning trash.
10. Scientists and engineers are developing better sources of energy for the future.

B. Using Complete Subjects and Predicates

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

**Example** bright sunlight CS
Bright sunlight streamed through my window this morning.

1. a strong wind

________________________________________________________________________________________

2. floated down the river

________________________________________________________________________________________

3. electric cars

________________________________________________________________________________________

4. wrote a report

________________________________________________________________________________________
A. Revising by Adding Details
Add details to the subjects and predicates to make more interesting sentences.

1. Wind blows.

2. Machines work.

3. Electricity flows.

4. Windmills turn.

5. The sun shines.

6. Cars need.

B. Writing with Complete Subjects and Complete Predicates
Imagine that you have taken these notes for a report. As you review your notes, you will rewrite fragments as complete sentences. Write the following notes as sentences that have complete subjects and predicates. If you like, you may combine two or more fragments in a single sentence.

Simple Subjects

The **simple subject** is the main word or words in the complete subject. Words that describe the subject are not part of the simple subject. In the following sentences, the simple subjects are underlined.

**Athletes all over the world** enjoy extreme sports.

If a proper name is used as the subject, all parts of the name make up the simple subject.

**Dr. Evans** at the sports clinic treats many sports injuries.

**Identifying Simple Subjects**

Underline the simple subject in each sentence.

1. Extreme sports are a new kind of entertainment.
2. Participants in these sports sometimes ignore the danger.
3. The athletes enjoy the great challenge in each sport.
4. Great skill is needed for mountain biking.
5. The rider travels down a high hill or mountain on a narrow track.
6. A cross-country biker follows a rough course over a long distance.
7. The position of the rider’s body is very important in mountain biking.
8. Only brave swimmers use surfboards in giant waves.
9. A new extreme sport is body surfing.
10. The body surfer rides the waves without a board.
11. Both arms of the body surfer must be extended in front.
12. The feet must be together.
13. Body surfers on a wave dive underwater as they get close to the beach.
14. Another popular ocean sport is body boarding.
15. Regular surfers stand on their surfboards.
16. Body boarders lie down on their stomachs.
17. Some athletes do spinners and El Rollos on their body boards.
18. Another extreme sport is skydiving.
19. Several sites on the Internet give information about extreme sports.
20. Sports equipment is also advertised.
A. Identifying Simple Subjects
Underline the simple subject in each of the following sentences.

1. The sport of wakeboarding is becoming very popular.
2. The water-skier uses a large board instead of water skis.
3. A powerful boat pulls the wakeboarder across the water.
4. The wakeboarder makes the board do whole and half turns in the water or in the air.
5. Some people consider off-road in-line skating another extreme sport.
6. Great endurance is needed when skating on a beach or over rough ground.
7. Another new sport is snowboarding.
8. The rider of a snowboard stands sideways on the board.
9. An extreme snowboarder goes from the top of a mountain to the bottom using only the snowboard.
10. Falls are very common in this sport.

B. Writing Simple Subjects
Choose one of the following simple subjects to complete each sentence below.

- athletes
- Cavers
- Parachutists
- mountaineer
- bikes
- rafts
- stunts
- Snowboarders

1. A _______________________ is a person who climbs the tallest mountains of the world.
2. _______________________ explore deep underground caverns.
3. White-water _______________________ must be made of tough material.
4. _______________________ sometimes choose to jump off high mountains.
5. Mountain _______________________ must be made strong for riding over rough roads.
6. _______________________ use special bindings to keep their feet from slipping off the board.
7. Dangerous _______________________ can cause serious injuries.
8. Well-trained _______________________ must work out constantly to keep in shape.
A. Writing Simple Subjects in Sentences

Use each of these words as the simple subject in a sentence.

1. danger

__________________________________________________________________________

__________________________________________________________________________

2. climbers

__________________________________________________________________________

__________________________________________________________________________

3. athletes

__________________________________________________________________________

__________________________________________________________________________

4. reporters

__________________________________________________________________________

__________________________________________________________________________

5. safety

__________________________________________________________________________

__________________________________________________________________________

6. excitement

__________________________________________________________________________

__________________________________________________________________________

B. Revising

Read this paragraph carefully. In some sentences, the writer has left out some of the simple subjects. When you find a sentence without a simple subject, insert this proofreading symbol and write a simple subject in the space above it.

**EXAMPLE** Extreme sports are not for everyone.

TV has made extreme sports very popular. Now can watch athletes try seemingly impossible stunts. One new sport is called skysurfing. The wears a regular parachute. A specially designed board is strapped to the feet. The jumps out of the plane when it reaches the proper altitude. The is not open yet, so the skysurfer is freefalling through the air at 120 miles per hour. The is moved with the feet so the athlete can perform spins and flips. Finally the opens. The surfer floats safely to the ground.
The simple predicate, or verb, is the main word or words in the complete predicate. In the following sentence, the simple predicate, or verb, is underlined.

Many unusual plants\textbf{ grow} in the rain forest. (\textit{grow in the rain forest} is the complete predicate)

The verb can be a single word as in the sentence above, or a verb phrase, as in the sentence below.

Exotic animals\textbf{ can be found} there. (\textit{can be found} is a verb phrase)

\textbf{Verbs} are words used to express actions, conditions, or states of being. \textbf{Linking verbs} tell what the subject is. \textbf{Action verbs} tell what the subject does, even when the action cannot be seen.

\textbf{Identifying Simple Predicates, or Verbs}

Underline the simple predicate, or verb, in each sentence.

1. Most of the rain forests grow near the equator.
2. The temperature in the rain forest remains hot all year long.
3. Rain falls nearly every day in some part of the forest.
4. Humid air makes the rain forest uncomfortable for most people.
5. More types of trees grow in the rain forest than anywhere else on earth.
7. The trees block the sunlight from the floor of the forest.
8. People walk through the forest with little trouble.
9. Some rain forests contain a jungle.
10. A jungle forms in certain sunny areas of the forest.
11. Dense plant growth makes travel through the jungle difficult.
12. Rain forests harbor about half of all the species of plants in the world.
13. Flowering plants bloom all year long.
15. Ferns and orchids are two kinds of air plants.
16. Other plants twine around the branches and trunks of trees.
17. Many different kinds of birds and reptiles live in the forest.
18. Colorful parrots eat fruits and nuts from the trees.
19. Monkeys swing from tree to tree.
20. Lizards and snakes slither among the branches.
A. Identifying Simple Predicates, or Verbs

Underline the simple predicate, or verb, in each of the following sentences.

1. The Amazon rain forest is the biggest in the world.
2. Other rain forests grow in Africa, Asia, and islands in the Pacific Ocean.
3. All rain forests stay green throughout the year.
4. Thundershowers soak the rain forest frequently.
5. The tops of the tallest trees form an upper canopy over the forest.
6. Slightly shorter trees make a lower canopy high above the forest floor.
7. Some animals live their entire lives between the upper and lower canopy.
8. They never descend to the ground.
9. Sloths feed on the abundant leaves in the canopy.
10. Anteaters and opossums hang by their tails from the tree branches.

B. Writing Simple Predicates, or Verbs

Choose one of the following simple predicates, or verbs, to complete each sentence below.

- live
- roam
- fly
- build
- sip
- hop
- study
- contain
- eat
- grow

1. Colorful toucans ____________________ from branch to branch in the rain forest.
2. Hummingbirds ____________________ nectar from the flowering trees.
3. Several kinds of frogs ____________________ from branch to branch.
4. Deer, hogs, and other animals ____________________ through the forest.
5. They ____________________ roots, seeds, leaves, and fruit.
6. Termites ____________________ huge colonies.
7. Different nuts and fruits ____________________ on the many trees.
8. Parts of some plants ____________________ special medicines.
9. Scientists ____________________ the many plants and animals in the rain forest.
10. A few native people ____________________ in small villages in the forest.
A. Writing Simple Predicates, or Verbs, in Sentences

Use each of these words as the simple predicate, or verb, in a sentence.

1. spread __________________________________________________________________________
__________________________________________________________________________________________

2. shelter ____________________________________________________________________________
__________________________________________________________________________________________

3. give____________________________________________________________________________
__________________________________________________________________________________________

4. make ______________________________________________________________________________
__________________________________________________________________________________________

5. save ____________________________________________________________________________
__________________________________________________________________________________________

B. Revising

Read this paragraph carefully. In some sentences, the writer has left out the simple predicates, or verbs. When you find a sentence without a simple predicate, or verb, insert this proofreading symbol and write a verb in the space above it.

EXAMPLE Rain forests as a precious natural resource.

Rain forests places of great natural beauty. They contain more species of plants and animals than any other forests in the world. Many plants rare and valuable. Some animals in one particular rain forest and nowhere else. In the past, few people lived in the forest. Most visitors just to study the plants and animals. Today, more people want the products of the forest. They valuable trees, such as mahogany and rosewood. They capture some of the rare animals and reptiles. Others claim the land itself. They the rain forest for their farms and ranches. Miners for valuable minerals. Many people fear for the unique plants and animals of the rain forest.
Lesson 4

Verb Phrases

The simple predicate, or verb, may consist of two or more words. These words are called the verb phrase. A verb phrase is made up of a main verb and one or more helping verbs.

A main verb can stand by itself as the simple predicate of a sentence.

- The human brain directs our bodies.

  MAIN VERB (ACTION)

- Our brain is very important.

  MAIN VERB (LINKING)

Helping verbs help the main verb express action or show time.

- The brain could be called the body’s control center. (could be is the helping verb; called is the main verb)

<table>
<thead>
<tr>
<th>Common Helping Verbs</th>
<th>Forms of be</th>
<th>is, am, are, was, were, be, been</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms of do</td>
<td>do, does, did</td>
<td></td>
</tr>
<tr>
<td>Forms of have</td>
<td>has, have, had</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>may, might, can, could, will, would, shall, should</td>
<td></td>
</tr>
</tbody>
</table>

Identifying Verb Phrases

Underline the verb phrase in each sentence. Include main verbs and helping verbs.

1. The human brain is receiving messages all the time.
2. Some messages are telling the brain about conditions in the body.
3. Our senses will send messages about the world around us.
4. The brain can process the messages very quickly.
5. It can guide the body’s reactions in an instant.
6. Our brain could be compared to a library, a storage area of information.
7. Even our thoughts and emotions are coming from the brain.
8. No other animals’ brains have developed as highly as human brains.
9. I can do many activities impossible for other animals.
10. What other animal can write a song or a poem?
11. Do you know the three main parts of the brain?
12. The cerebrum has been studied by many scientists.
13. Damage to the cerebellum might cause a problem with balance.
14. Certain body functions are controlled by the brain stem.
15. Special x-ray machines may teach us more about the brain.
16. Some brain diseases have been discovered with these machines.
Verb Phrases

A. Identifying Main Verbs and Helping Verbs

Underline the main verb once and the helping verb twice in each of the following sentences.

EXAMPLE  Scientists are learning new information about the brain.

1. The human brain is studied by many kinds of scientists.
2. Some have been looking at the chemicals in the brain.
3. The wrong balance of chemicals could change our thoughts or actions.
4. Other scientists are learning about diseases of the brain.
5. They might study brain waves with special instruments.
6. Powerful machines can take detailed pictures of the brain.
7. Doctors may try new medicines for certain diseases.
8. Some researchers are studying processes of thought and memory.
9. Exactly how does the brain work?
10. We may know the answer to that question in the future.

B. Writing Verb Phrases

Add a helping verb to complete the verb phrase in each sentence below.

1. ____________ you understand the thought patterns of animals?
2. Scientists ____________ been doing studies on animal brains.
3. For a long time they ____________ known that the brains of other animals are more simple than human ones.
4. They ____________ know for sure that worms and insects have groups of nerve cells.
5. These animals ____________ gather information from their senses.
6. They ____________ react to things but cannot think.
7. The brains of sharks and other fish ____________ remained rather simple over time.
8. These animals ____________ listed far below squirrels in brain power.
9. The chimpanzee’s brain ____________ be classified as most like the human brain.
10. No one ____________ discovered an organ as complex as the human brain.
Verb Phrases

A. Writing Sentences Using Verb Phrases

Make a verb phrase by adding a helping verb to each main verb below. Then write a sentence using the verb phrase. Underline the verb phrase.

**EXAMPLE**

**collect**

The brain can collect information rapidly.

1. think

__________________________________________________________________________________________

2. feel

__________________________________________________________________________________________

3. read

__________________________________________________________________________________________

4. remember

__________________________________________________________________________________________

5. react

__________________________________________________________________________________________

6. sleep

__________________________________________________________________________________________

B. Writing Using Verb Phrases

Use at least four of the following verb phrases in a story. Write the story on the lines below and underline the verb phrases that you have used. If you like, you can change the tense of the verbs in your paragraph.

is thinking  did stop  will discover  could be compared
should use   are working  can take   have been made

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

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

Dogs and cats are the most common household pets.

A compound verb is made up of two or more verbs that share the same subject. The verbs are joined by a conjunction such as and, or, or but.

Unusual pets demand and receive more care.

Identifying Compound Sentence Parts

In each sentence, underline the words in the compound subject or the compound verb. Do not underline the conjunctions that join the words. On the line to the right, write CS for compound subject or CV for compound verb.

1. Canaries and parakeets are popular pets.
2. Some canaries sing and chirp merrily all day long.
3. Parakeets say and repeat words and sounds.
4. Tropical fish and goldfish are also common pets.
5. Fancy aquariums or plain glass bowls are in many homes.
6. Lively fish dart and hide among the rocks and seaweed on the bottom of the tank.
7. Hamsters or guinea pigs make good pets for people who live in a city.
8. These animals mainly eat and play in small cages.
9. Proper food and water are necessary for all pets.
10. Many pets enjoy and appreciate special treats occasionally.
11. In the country, some children raise and train different farm animals.
12. Horses and goats may become their pets.
13. Sometimes, rabbits or chickens are raised as pets.
14. Any pet grows and thrives in a caring home.
15. Neither wild animals nor exotic reptiles should be kept as pets.
16. Some untamed animals chew or rip furniture.
17. Others carry and spread unusual diseases among the family.
18. Loyal pets and caring owners make the best combination of all.
A. Identifying Subjects and Verbs
In the following sentences underline the subjects once and the verbs twice.

**Example**  My dog **chases** and **returns** a thrown stick.

1. Jamie washes and brushes his Irish setter often.
2. Jamie’s dog and his cat are good friends, most of the time.
3. The veterinarian checks and inoculates the pets as needed.
4. Jamie’s family buys and serves healthy foods to the pets.
5. The loyal setter loves and protects Jamie in return.
6. The cat and her kittens keep life busy and entertaining.

B. Using Compound Subjects and Compound Verbs
Combine the sentence pairs to form a new sentence with the sentence part in parentheses. Use the conjunction—and, or, nor, or but—that makes the most sense.

**Example**  The fish in my aquarium swim all day. They eat all day.

(compound verb)

The fish in my aquarium **swim and eat** all day.

   (compound subject)

2. The hamster’s cage should be cleaned often. It should be scrubbed, as well.
   (compound verb)

3. Sometimes my cat purrs when I come home. Other times when I come home, she meows.
   (compound verb)

   (compound subject)

5. Faithful dogs are good companions for many people. Faithful cats are good companions for many people, too.
A. Sentence Combining with Compound Subjects and Compound Verbs

Write sentences using these compound subjects and compound verbs.

1. barks or growls

2. parakeets and canaries

3. feed and water

4. mice and gerbils

5. watch and protect

B. More Sentence Combining

Revise the following paragraph, using compound subjects and compound verbs to combine sentences with similar ideas. Write the new paragraph on the lines below. You may need to change some verbs to make the verbs agree with the compound subjects.

You can teach many animals to do tricks. Dogs will roll over for a treat. They will beg for one too. Cats can learn very simple tricks. Birds can learn very simple tricks as well. As a trainer, your job is simple but time-consuming. You show the pet what to do. You tell the pet what to do. You repeat the process many times. Your pet repeats the process over and over as well. When your pet does the trick correctly, praise your pet. Also reward the pet. Treats make good rewards for a job well done. Pats are a good reward, also. Remember that tricks can be difficult for your pet. Patience is needed to teach a pet good tricks. Hard work is needed to teach a pet, too.
Kinds of Sentences

A declarative sentence expresses a statement. It ends with a period.

A successful inventor must use both knowledge and creativity.

An interrogative sentence asks a question. It ends with a question mark.

Who invented the telephone?

An imperative sentence tells or asks someone to do something. It usually ends with a period but may end with an exclamation point.

Name the inventor of the telegraph. Answer the question and win $1,000!

An exclamatory sentence shows strong feeling. It always ends with an exclamation point.

I’m so glad someone invented the computer!

Identifying Kinds of Sentences

On the line, identify each sentence below by writing D for declarative, INT for interrogative, IMP for imperative, or E for exclamatory. Add the proper punctuation mark at the end of each sentence.

1. Alexander Graham Bell was an American inventor
2. Did you know he invented the telephone in 1876
3. What a useful invention that was
4. Try to name another American inventor
5. Have you ever heard of Garrett A. Morgan
6. He was the inventor of the traffic light
7. Imagine the traffic problems we’d have without it
8. Matthias Baldwin built a locomotive called Old Ironsides
9. Find out what else Baldwin invented
10. William Seward Burroughs developed the first recording adding machine
11. Do you enjoy photography
12. Be thankful that George Eastman invented the film for your camera
13. How easy it is to take pictures today
14. Think of an invention that could make life easier
15. Would you like to be an inventor someday
Kinds of Sentences

Using Different Kinds of Sentences

Add the correct end punctuation to each of these sentences. Then rewrite the sentences according to the instructions in parentheses. You may have to add or delete words and change word order.

**EXAMPLE**

Did Thomas Edison make the first light bulb?
(Change to a declarative sentence.)

*Thomas Edison made the first light bulb.*

1. How useful the invention of the light bulb was
(Change to a declarative sentence.)

2. Thomas Edison was born in 1847
(Change to an interrogative sentence.)

3. Will you tell me what Edison’s first job was
(Change to an imperative sentence.)

4. Edison was a creative thinker
(Change to an exclamatory sentence.)

5. What a tremendous effect Edison’s inventions have had on the world
(Change to a declarative sentence.)

6. Was Edison the inventor of the phonograph too
(Change to a declarative sentence.)

7. Edison’s laboratory was in New Jersey
(Change to an interrogative sentence.)
A. Writing Different Kinds of Sentences
Suppose you could meet one of the great inventors, such as Thomas Edison. Write what you might say in that situation. Use at least one of each kind of sentence: declarative, interrogative, imperative, and exclamatory. Use correct punctuation at the end of each sentence.

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

B. Writing Different Kinds of Sentences in a Diary
Choose a character in a book you have read or a movie you have seen. Pretend to be that character, and write a diary entry for one day in that character’s life. Use at least one of each kind of sentence: declarative, interrogative, imperative, and exclamatory. Use the correct punctuation at the end of each sentence.

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
In most questions, the subject comes after the verb or between parts of the verb phrase.

Are you healthy? (you is the subject; are is the verb)

Do you have agility? (you is the subject; Do have is the verb phrase)

The subject of a command, or imperative sentence, is usually you. Often, you doesn’t appear in the sentence because it is implied, or understood.

Practice that maneuver.

Verb (The implied subject is you.)

In an inverted sentence, the subject comes after the verb.

Up the mountain climbed the brave hiker.

In some sentences beginning with the words here or there, the subject follows the verb. You find the subject by looking at the words that follow the verb.

Here is a steep cliff. There were many climbers on the mountain.

Finding Subjects and Verbs in Unusual Positions

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. Do you know anything about mountain climbing?

2. There are people in love with the sport.

3. Are you one of them?

4. Has anyone tried that steep trail?

5. Here are some suggestions for safe climbing.

6. Hike with others, not alone.

7. Choose your path carefully.

8. There should be an emergency plan in case of danger.

9. Over the sharp rocks stumbled the weary climber.

10. Here comes a rockslide!

11. Around the mountain climbers howled the fierce snowstorm.

12. Are your hiking boots waterproof?
Subjects in Unusual Order

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**  
To the peak **struggled** the victorious **climber**.  
*The victorious climber struggled to the peak*

1. There are mountains under water.

2. In the Black Hills are dome mountains.

3. Were some mountains volcanic?

4. Far above sea level rises the mighty Mt. Everest.

5. Did the Rockies form after the Appalachians?

B. Writing Sentences
Rewrite each sentence as an inverted or imperative sentence. You may choose to add *Here* or *There*. Then underline each subject once and each verb twice in your new sentence.

**EXAMPLE**  
The miners drilled into the mountain.  
*Into the mountain **drilled** the miners.*

1. The silver mine is down this shaft.

2. Nuggets of gold sparkled there in the mountain stream.

3. Coal carts rumbled through the mine entrance.

4. You must wear a hard hat in the mine.

5. Precious minerals are deep within some mountains.


A. Revising Using Different Sentence Orders

The writer of this paragraph decided never to use the usual word order of subject before verb. In all of the paragraph’s sentences, the subject is in an unusual place or is understood. Rewrite the paragraph. Use a variety of sentence orders to improve it.

There are many attractions in the mountains. Very exciting is rock hunting. Just on the surface are different kinds of rocks. Could some of them be fossils? In the mountains live many animals also. There are small mammals and birds to study. Occasionally are seen larger animals, such as deer or moose. In a photo album can be placed pictures of these creatures. Are mountain plants important, too? On mountain meadows thrive unusual wildflowers. Think of other ways you can enjoy the mountains.

B. Revising Using a Variety of Sentence Orders

The writer of this paragraph decided always to use the usual word order of subject before verb. Rewrite the paragraph, this time using many kinds of sentence orders. Write at least two sentences in which the subject comes before the verb. Write at least two sentences in a more unusual order, with the subject after the verb.

Mountains are named by how they are formed. Sometimes the earth’s crust folds like a wave. A *folded mountain* is made in this way. Often, the crust breaks into huge pieces. A *block mountain* comes from these broken pieces. Sometimes the crust rises up, but it does not fold or crack. A *dome mountain* results from the bulging crust. Occasionally, lava and ash pour out of a crack in the earth. A *volcanic mountain* is formed in this way.
A complement is a word or group of words that completes the meaning of the verb.

A subject complement is a word or group of words that follows a linking verb and renames or describes the subject. Common linking verbs include forms of be, such as am, is, are, was, were, being, and been; and verbs such as appear, feel, look, sound, smell, seem, and taste.

Both nouns and adjectives can serve as subject complements.

A predicate noun follows a linking verb and defines or renames the subject.

The dessert is chocolate cake. (The predicate noun does not include modifiers.)

A predicate adjective follows a linking verb and describes a quality of the subject.

The dessert tastes delicious after the meal. (The predicate adjective usually does not include prepositional phrases.)

Identifying Linking Verbs and Subject Complements
In the following sentences, underline the linking verbs once and the subject complements twice. On the line, write PA for predicate adjective or PN for predicate noun.

1. Food is a basic need. ________
2. The variety of foods seems incredible! ________
3. Rice is a main dish in Asia. ________
4. Fish is the “meat” of the Pacific Islands. ________
5. In Argentina, beef is quite common. ________
6. Of all prepared foods, pancakes may be the oldest. ________
7. Tortillas are corn “pancakes.” ________
8. Tortillas with meat, cheese, and hot salsa taste spicy. ________
9. The Italian word for pie is pizza. ________
10. Pizza remains popular throughout the world. ________
11. Many fruits are favorite snacks. ________
12. Fruits, such as peaches and apples, taste sweet. ________
13. Dairy products are important in many cultures. ________
14. Milk is a source of calcium. ________
15. A good diet is important. ________
A. Identifying Types of 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 noun or **PA** if it is a predicate adjective.

**EXAMPLE**  The dessert is delicious.  **PA**

1. My grandfather is a great baker.  _________
2. His chocolate chip cookies are a real treat.  _________
3. His brownies are famous in her neighborhood.  _________
4. His specialty is homemade raisin bread.  _________
5. That bread is incredibly tasty.  _________
6. His blueberry muffins always look scrumptious!  _________
7. His apple pies are masterpieces.  _________
8. My grandfather’s devil’s food cake tastes heavenly!  _________
9. His biscuits are amazingly light.  _________
10. Unfortunately, many of his recipes remain secret.  _________

B. Using Subject Complements

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

**EXAMPLE**  The meal was pepperoni pizza.  The meal was extremely spicy.

1. The cook is _______________________
   The cook is _______________________.
2. The main course was _______________________.
   The main course was _______________________.
3. The table was _______________________.
   The table was _______________________.
4. The guests were _______________________.
   The guests were _______________________.
Complements: Subject Complements

A. Writing Subject Complements

Rewrite each of the numbered sentences in the passage below with a new subject complement. Underline your new subject complement. If it is a predicate noun, write PN in parentheses after the sentence. If it is a predicate adjective, write PA.

1. (1) Trying new foods is an adventure. (2) My favorite food is Italian. (3) Mexican foods taste too spicy for me. (4) Frogs’ legs are an exotic food. (5) Such a dish would be interesting to eat. (6) A chef must be patient with his or her customers!

B. Writing with Subject Complements

Imagine that you are a food critic who reviews restaurant food in different places. Write six sentences about a restaurant you recently visited. Three of the sentences should have predicate adjectives. Three should have predicate nouns.

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________

4. __________________________________________________________________________

5. __________________________________________________________________________

6. __________________________________________________________________________
Complements: Objects of Verbs

Action verbs often need complements called direct objects and indirect objects to complete their meaning.

A **direct object** is a word or a group of words that names the receiver of the verb’s action. It answers the question *what?* or *whom?*

Gayle sent **seashells** from Florida. (*What did Gayle send? Seashells*)

An **indirect object** is a word or group of words that tells *to what, or whom,* or *for whom* an action is done. The indirect object usually comes between the verb and the direct object. Verbs that are often followed by an indirect object include *ask, bring, give, hand, lend, make, offer, send, show, teach, tell,* and *write.*

Gayle brought **Tina** seashells from Florida. (*For whom did Gayle bring the seashells? Tina*)

**Recognizing Objects of Verbs**

In each sentence, if the underlined word is a direct object, write **DO** on the line. If it is an indirect object, write **IO.**

**EXAMPLE** The diver found a **shipwreck.**  **DO**

1. The U.S. basketball team won the gold **medal.**  **DO**
2. The Maxwells offered **Cher** a glass of lemonade.  **DO**
3. France sold **Louisiana** to the United States.  **DO**
4. Please send **me** the latest issue of your magazine.  **IO**
5. Our school sponsored a **carnival** last spring.  **DO**
6. We hung a **wreath** on our door.  **DO**
7. The principal awarded the **co-captains** the trophy.  **DO**
8. Lydia gave **Michelle** some good advice.  **DO**
9. Pat got a digital **watch** for his birthday.  **DO**
10. Marta made us a **Mexican dinner.**  **DO**
11. The messenger handed **Mr. Bronson** a sealed envelope.  **DO**
12. I carefully answered every **question** on the test.  **IO**
13. The opera fans gave the **singer** long-stemmed roses.  **IO**
14. Arnita telephoned **Mia** last night.  **DO**
15. Lauren mailed her **friends** postcards from Canada.  **DO**
Complements: Objects of Verbs

A. Identifying Objects of Verbs
Identify the function of the boldfaced word in each sentence below. Write **DO** for direct object and **IO** for indirect object. If the word is not the direct object or the indirect object, write **N**.

1. A hurricane is a powerful, swirling storm. ____________
2. Meteorologists watched a big storm carefully. ____________
3. Newscasters gave their listeners warnings about the hurricane. ____________
4. The hurricane struck land in the morning. ____________
5. The hurricane winds swirled around the eye of the storm. ____________
6. The hurricane caused huge waves. ____________
7. The waves produced widespread floods. ____________
8. The floodwaters destroyed many people’s property. ____________
9. Television newscasts showed their audiences pictures of the storm. ____________
10. Volunteers sent the hurricane victims emergency supplies. ____________

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. The mayor gave a medal for bravery.

2. Adam cooked supper.

3. Amber bought a birthday gift.

4. The salesperson showed a new style of camera.

5. The juggler showed some tricks.
Complements: Objects of Verbs

A. Using Objects of Verbs
Choose one word from each list below to complete each sentence. Use each word 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.

<table>
<thead>
<tr>
<th>Use as indirect object</th>
<th>Use as direct object</th>
</tr>
</thead>
<tbody>
<tr>
<td>the cooks</td>
<td>their trophies</td>
</tr>
<tr>
<td>the receiver</td>
<td>a question</td>
</tr>
<tr>
<td>her sick grandmother</td>
<td>their test papers</td>
</tr>
<tr>
<td>their guests</td>
<td>his beef stew recipe</td>
</tr>
<tr>
<td>the winners</td>
<td>a discount</td>
</tr>
<tr>
<td>its customers</td>
<td>cheese and crackers</td>
</tr>
<tr>
<td>the candidate</td>
<td>a pass</td>
</tr>
<tr>
<td>the students</td>
<td>a get-well card</td>
</tr>
</tbody>
</table>

1. The quarterback threw __________________________________________________________.
2. The reporter asked ____________________________________________________________.
3. The gymnastics judge awarded __________________________________________________.
4. Mrs. Ryan handed ______________________________________________________________.
5. The famous chef gave __________________________________________________________.
6. The store offered ______________________________________________________________.
7. Jean sent ____________________________________________________________________.
8. The Reynolds served ____________________________________________________________.

B. Writing Sentences with Objects of Verbs
Complete each sentence with a direct and an indirect object. Use a different direct and indirect object in every sentence.

EXAMPLE The chef made her customers a lemon pie.

1. Our grandmother sent __________________________________________________________.
2. The gardener gave ______________________________________________________________.
3. The delivery person brought ____________________________________________________.
4. The basketball player handed __________________________________________________.
5. The judge told ________________________________________________________________.
Sentence fragments and run-on sentences are writing errors that can make your writing difficult to understand.

A sentence fragment is part of a sentence that is written as if it were a complete sentence. A sentence fragment is missing a subject, a predicate, or both.

Fragments  Colonists in Indian costume. (missing a predicate)
On December 16, 1773. (missing both)

Revision  Colonists in Indian costume dumped chests of tea into Boston Harbor on December 16, 1773.

A run-on sentence is two or more sentences written as if they were a single sentence. When you combine two sentences with a conjunction, use a comma before the conjunction.

Run-on  The British tried to make the colonists pay taxes they resisted.

Revision  The British tried to make the colonists pay taxes, but they resisted.

Identifying Sentences, Sentence Fragments, and Run-Ons
On the short line at the right of each word group below, write CS, F, or RO to identify the word group as a complete sentence, a fragment, or a run-on sentence.

1. British soldiers marched toward Concord, Massachusetts. ________
2. They hoped to capture arms stored in Concord, Paul Revere and William Dawes raced to warn the colonists. ________
3. The Minutemen from nearby towns. ________
4. Waited for the British in Lexington. ________
5. Clashes in Lexington and Concord started the American Revolution. ________
6. George Washington became the army’s commander-in-chief he took command on July 3, 1775. ________
7. Poorly trained and without uniforms. ________
8. The Declaration of Independence was adopted on July 4, 1776 it was written by Thomas Jefferson. ________
9. A young officer, Nathan Hale. ________
10. Hale was hanged by the British as a spy he became a hero to the Americans. ________
11. France joined the war as an ally of the Americans. ________
12. The British were defeated at the battle of Yorktown it meant the end of the war. ________
Fragments and Run-Ons

A. Identifying and Correcting Fragments and Run-Ons

On the line after each word group below, write CS, F, or RO to identify the word group as a complete sentence, a fragment, or a run-on sentence. Then rewrite each fragment or run-on as one or more correct sentences. Add sentence parts as needed.

1. Because of the bad weather.

2. The boys rode the roller coaster five times in a row.

3. The curtain opened the show began.

4. Explained the rules of the game.

5. This restaurant serves great pizza let’s eat here.

B. Correcting Fragments and Run-ons

Rewrite this paragraph, correcting each fragment and run-on. You may add words to any fragment to make it a sentence, or you may combine it with another sentence. To correct a run-on, you may either separate the sentences or join them correctly.

Patrick Henry failed as a storekeeper and a farmer he became a lawyer. He became famous. As an orator. Patrick Henry delivered a speech protesting the Stamp Tax it was one of his greatest speeches. During a speech in 1775. Henry pretended to stab himself with a letter opener he cried, "Give me liberty or give me death!" Henry became governor. Of Virginia. In 1776. He was re-elected governor four times.
A. Proofreading for Fragments and Run-Ons

Rewrite this paragraph, correcting each fragment and run-on. You may add words to any fragment to make it a sentence, or you may combine it with another sentence. To correct a run-on, you may either separate the sentences or join them correctly.

During the American Revolution, Great Britain had an army of well-trained soldiers the British soldier had a hard life. He rarely had much food. Was often moldy. His uniform was attractive. Was not practical. His hat did not offer much protection from the sun his suits were heavy. And hot. On one summer march. Near New York City. Sixty-three soldiers collapsed from heatstroke.

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

B. Recognizing and Revising Fragments and Run-ons

Read these notes one student wrote to use in a report. First figure out what the writer was going to say, and then use the information to write a paragraph. Use complete sentences instead of fragments and run-on sentences. Add any words that you need to make the paragraph understandable.

Children around the world enjoy playing with dolls adults enjoy dolls too. Many grown-ups collect antique dolls others collect costume dolls. As a hobby. The first dolls for children were made in the 1700s they looked and were dressed like adults. The first dolls that looked like babies. Appeared about 1850. Antique dolls are rare and expensive. Sell for thousands of dollars. Many museums huge doll collections.

_____________________________________________________________________________________________
_____________________________________________________________________________________________
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_____________________________________________________________________________________________
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