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.

*Wildlife conservationists* monitor endangered animals.

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

*Endangered animals need protection.*

**Identifying Complete Subjects and Complete Predicates**

Underline the complete subject once and the complete predicate twice.

**EXAMPLE** *The blue whale needs protection from commercial hunters.*

1. The clearing of forests destroys many animals’ habitats.
2. Some animals cannot adapt to new environments.
3. New laws protect the habitat of many threatened animals.
4. American bison became an endangered species in the 1800s.
5. The bison herd is growing once again.
6. Dangerous chemicals in the water and on land poison some types of animals and birds.
7. National parks provide a safe place for animals to live.
8. The California condor population is getting bigger.
9. Many scientists are working to save the giant panda.
10. The Asiatic lion and the Bengal tiger still face extinction.
11. Endangered animals are the group most in danger of becoming extinct.
12. Threatened animals may be at risk as well.
13. Zoos raise some endangered animals in captivity.
14. Peregrine falcons and Hawaiian geese have been raised successfully this way.
15. Grown animals are released into wildlife refuges or national parks.
16. Pelican Island in Florida was the first federal wildlife refuge in the U. S.
17. The Fish and Wildlife Service helps to preserve endangered animals.
19. About 40 kinds of birds became extinct in the last 200 years.
20. Two lost species are the passenger pigeon and the Carolina parakeet.
21. The California grizzly bear could not be saved from extinction.
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**  Several animals | are endangered today.

1. Tropical forests contain more kinds of animals than any other place.
2. Biologists discovered 43 different ants in one tree in South America.
3. A change in the tropical forest affects many species.
4. Many conservationists are worried about the destruction of tropical forests.
5. Pollution harms some types of animals as well.
6. Acid rain kills some animals and fish.
7. State and federal authorities want lower pollution levels.
8. Overhunting in an area changes the animal population.
9. Species often cannot maintain themselves in the face of these problems.
10. Yellowstone National Park is one of the biggest wildlife refuges in the United States.

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**  a beautiful bird **CS**  
A beautiful bird landed on my windowsill.

1. a delicious picnic lunch  ____________  
   ____________________________________________
2. marched down the street  ____________  
   ____________________________________________
3. big cities  ____________  
   ____________________________________________
4. won the race  ____________  
   ____________________________________________
A. Revising by Adding Details
Add details to the subjects and predicates to make these simple sentences more interesting.

1. Fish swim.

2. Birds fly.

3. Lions roam.

4. Scientists study.

5. Turtles live.

6. Elephants travel.

B. Writing with Complete Subjects and Complete Predicates
One student wrote these notes for a report. Because he was in a hurry, he wrote them as sentence fragments, not complete sentences. Review his notes, and rewrite the fragments as complete sentences with complete subjects and predicates. If you like, you may combine two or more fragments in a single sentence.

Successful conservation effort by Museum of Natural History. Eagle eggs found. Nest destroyed. Eggs in incubator at museum. Tried to get newly hatched eaglets to eat. Food from an eyedropper. Later, eagle’s head hand puppet used to feed bits of meat. Museum built nest in tree. Taught birds to fly down from nest. Finally able to fly and get own food. Released into wildlife preserve with other eagles.
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 sentence, the simple subject is underlined.

People in a large city lead busy lives.

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

Councilman Johnson in our ward cares about neighborhood concerns.

Identifying Simple Subjects

Underline the simple subject in each sentence.

1. Life in the city is often hectic.
2. Ms. Hale took a cab to the convention center.
3. The airport closed because of the storm.
4. Many unhappy passengers were left stranded.
5. Shuttle buses took passengers to the hotel.
6. A large truck blocked the street in front of the apartment building.
7. Main Street in the downtown area was under construction.
8. Football fans gathered for the first game in the new stadium.
9. Mayor Thomas attended the game as a special guest.
10. The express train to New York left at six o’clock.
11. Students from the university volunteered as reading tutors at the nearby school.
12. Our civic orchestra gave a free concert at Public Square.
13. The art museum has a new exhibit on Egyptian art.
14. Two new office buildings just opened yesterday.
15. The library in my neighborhood hosted a speech by a famous author.
16. Rush-hour traffic was slowed by the heavy rains.
17. An emergency medical helicopter landed at the hospital.
18. Samantha stopped at the mall to look for some shoes.
19. A slow-moving street cleaner backed up traffic on the freeway for miles.
20. Wu moved into an apartment near school.
21. The freighter from Greece slowly approached the pier.
22. People on the docks prepared for its arrival.
23. Cities, with all their activities, are never boring.
A. Identifying Simple Subjects
Underline the simple subject in each of the following sentences.
1. Judge Lane presided over municipal court.
2. The airport terminal was crowded with holiday travelers.
3. Buses to downtown had standing room only.
4. Some people on their way to downtown hotels hailed cabs.
5. A free rock concert was held in the city park.
6. Captain Gomez of the police department directed the traffic unit during the
   president’s visit.
7. The subways were nearly empty during the late night hours.
8. Trucks at the airport dropped off the packages for morning delivery to
   the coast.
9. The restaurant at the train station served only sandwiches and soups.
10. The firefighters welcomed visitors to an open house at the station.

B. Writing Simple Subjects
Choose one of the following words to complete each sentence below. Write the
simple subject on the line.
buses  skyscraper  workers  museum  restaurants
trucks  traffic  stores  stoplight  sounds

1. The _______________________ in the downtown area had big sales on nearly
everything.

2. _______________________ in the high-rise buildings saw the parade through
their office windows.

3. Many _______________________ from all over the city take riders to work
every day.

4. A broken _______________________ caused a traffic jam on Fifth Street.

5. The new _______________________ under construction will have 50 floors plus
   a restaurant on the roof.

6. A _______________________ highlighting the city’s history will open soon.

7. _______________________ around the stadium was moving smoothly with
   no problems.

8. Many neighborhood _______________________ offer specials on ethnic foods.

9. _______________________ filled with debris rumbled through the city on their
   way to the dump.

10. Loud cheering _______________________ were coming from the baseball stadium.
Simple Subjects

A. Writing Simple Subjects in Sentences
Use each of these words as the simple subject in a sentence.

1. traffic

2. buildings

3. streets

4. people

5. excitement

B. Revising
Read this paragraph carefully. In some sentences, the writer has left out 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 Some cities attract many visitors.

Visitors to a big city have many things to do and see. If you have the energy, the city has the activities. For example, the may have historical buildings for you to visit. If your tastes run to the artistic, try the art museum with its impressive collection of paintings and sculptures from around the world. A public filled with thousands of books and magazines is another excellent place to visit. A tourist may shop at many different stores. Offer the hungry visitor a variety of delicious meals. Fancy have plays or concerts nightly. A huge new for football or baseball games offers another type of entertainment. Most are not bored when they visit a city.
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 people **have** interesting hobbies.

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

Hobbies **can entertain** you for years.

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

**Identifying Simple Predicates, or Verbs**

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

1. One popular hobby is stamp collecting.
2. Some people collect stamps from one country only.
3. Others save stamps from around the world.
4. Stamp collectors like rare or unusual stamps.
5. Books and magazines give valuable information about this hobby.
6. Some groups exchange special cards as their hobby.
7. Sports fans trade baseball, football, or basketball cards.
8. Different kinds of cards are everywhere.
9. Many people enjoy their coin collections.
10. Music provides a hobby for some.
11. People of all ages sing by themselves or in a choir.
12. Others play musical instruments for fun.
13. Still others listen to tapes and CDs.
14. More active people participate in sports.
15. Bowling is a relaxing hobby.
16. Hobbies include board games and card games.
17. Crafts attract hobbyists who are skillful with their hands.
18. Attractive pottery items start with a lump of clay.
19. Hand-sewn designs last for many years.
20. Model railroaders build whole landscapes for their trains.
A. Identifying Simple Predicates, or Verbs

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

1. Hobbies fill many leisure hours.
2. Your favorite hobby depends on your interests and skills.
3. Some hobbies develop into a lifetime activity.
4. People collect antiques, dolls, or autographs.
5. Others work with their hands.
6. Woodworking requires careful planning.
7. Models of airplanes or cars take many hours to assemble.
8. Quilters sew tiny pieces of cloth in a special design.
9. Photographers need special equipment for their hobby.
10. Painting is an interesting form of relaxation.

B. Writing Simple Predicates, or Verbs

Choose one of the following words to complete each sentence below. Write the simple predicate, or verb, on the line. After you use a word, cross it out.

- build
- collect
- glue
- buy
- research
- listen
- cut
- follow
- thread
- write

1. Crafters _______________________ instructions step by step as they work.
2. Some people _______________________ poetry as a hobby.
3. Jewelry makers _______________________ bags of colored beads at the craft store.
4. Collage makers _______________________ images on a surface with a special paste.
5. Music lovers _______________________ to their favorite songs over and over.
6. Some crafters use sharp scissors to _______________________ designs and patterns out of cloth and paper.
7. Sometimes rock hounds _______________________ unusual stones to polish.
8. Railroad enthusiasts buy or _______________________ bridges and other structures for their trains.
9. Weavers _______________________ their looms with yarn or other material.
10. Antique collectors _______________________ an item to determine its value.
A. Writing Simple Predicates, or Verbs, in Sentences

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

1. collect

2. sew

3. buy

4. build

5. draw

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  Making pottery is an interesting hobby.

Some hobbyists specialize in pottery making. A lump of clay becomes a work of art in their hands. First, they the color and type of clay. Then they decide how to make their object. For the coil method, they the clay into a rope. They lay the coils next to each other to complete their design.

Sometimes, they the clay smooth so the coils do not show. For the slab method, potters flatten the clay into sheets. They the sheets together to make square objects. Sometimes, potters use a wheel to make round objects. To strengthen the pottery, they apply glaze. Glaze in many colors. Finally the pottery goes into an oven, called a kiln. The finished product hard, shiny, and beautiful.
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 Underground Railroad helped slaves.

MAIN VERB (ACTION)

The people involved were brave.

MAIN VERB (LINKING)

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

Some houses could shelter many slaves at one time.

HELPING VERB

<table>
<thead>
<tr>
<th>Common Helping Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms of be</td>
</tr>
<tr>
<td>Forms of do</td>
</tr>
<tr>
<td>Forms of have</td>
</tr>
<tr>
<td>Others</td>
</tr>
</tbody>
</table>

Identifying Verb Phrases

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

1. The Underground Railroad has played a special role in our history.
2. No one really was hidden underground.
3. A network of sympathetic people would help slaves to freedom.
4. These people were called conductors.
5. The hiding places along the way to freedom were called stations.
6. Runaway slaves could stop at the stations for food and clothing.
7. Conductors might show the slaves the best routes to Canada.
8. Many people today are researching the history of the Underground Railroad.
9. Some can follow the routes of the runaway slaves.
10. Most slaves did escape through Ohio, Indiana, and Pennsylvania.
11. Interested history buffs may study the lives of some conductors of the railroad.
12. One famous conductor has been called the “president of the railroad.”
13. Levi Coffin may have helped more than 3,000 slaves to freedom.
14. More information will increase our understanding of this period in our history.
15. Do you know any other facts about the Underground Railroad?
A. Identifying Main Verbs and Helping Verbs
Underline the main verb once and the helping verb twice in each of the following sentences.

**EXAMPLE** Our class is **studying** about the Underground Railroad.

1. The Underground Railroad was operating in the mid-1800s.
2. Thousands of people were helped to freedom.
3. Many runaway slaves would walk all night.
4. During the day they might be seen by other people.
5. Most slaves had escaped with little food or clothing.
6. Without a guide, they could lose their way to the North.
7. A slave could encounter natural barriers such as rivers or lakes.
8. Stories have been written about the dangerous trip to freedom.
9. Have you read about the Underground Railroad?
10. Do you understand its importance?

B. Writing Verb Phrases
Add a helping verb to complete the verb phrase in each sentence below.

1. Sarah ____________ reading about the Underground Railroad.
2. ____________ you ever hear of Harriet Tubman?
3. It ____________ have been frightening to escape from slavery.
4. The trip to Canada must ____________ been full of danger.
5. ____________ a slave be sure that a hiding place was safe?
6. ____________ you have had the courage to be part of the Underground Railroad?
7. Today we ____________ hardly imagine slavery.
8. Slavery ____________ been gone from America for over 150 years.
9. We ____________ thank the conductors of the Underground Railroad.
10. History books ____________ never forget the conductors’ willingness to help others.
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 in your sentence.

**EXAMPLE**

**jump**  
Ray will jump over the hurdle in the race.

1. discover

2. escape

3. search

4. help

5. swim

6. fight

B. Writing Using Verb Phrases

Use at least five 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.

- will climb
- have gone
- may find
- is working
- do remember
- has met
- would begin
- can write
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.

Rain and hail fell during the thunderstorm.

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.

Snow swirled and drifted into huge mounds.

**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. Dark clouds and strong winds were the first sign of the thunderstorm. ______________
2. The brisk winds tossed and turned the small sailboat back and forth. ______________
3. Suddenly, rain and hail pelted the ground. ______________
4. The large hailstones dented or flattened several items in the garden. ______________
5. Lightning flashed and struck a nearby tree. ______________
6. Branches and twigs scattered everywhere. ______________
7. Loud thunder rumbled and crackled overhead. ______________
8. Frightened birds and animals scurried for shelter. ______________
9. An old garbage can bumped and clattered down the street. ______________
10. Luckily, neither my dog nor my cat was outside in the storm. ______________
11. Slender trees bent and swayed in the howling wind. ______________
12. A waterspout damaged or destroyed a few boats in the harbor. ______________
13. No twister or tornado was spotted on land. ______________
14. Some homes and stores were slightly damaged by the strong wind. ______________
15. Finally, the thunder and lightning moved eastward. ______________
16. Raindrops gleamed and glistened as the sun appeared once more. ______________
17. Small puddles and deep pools of water covered the ground. ______________
18. Travis cut and removed the damaged tree. ______________
Compound Sentence Parts

A. Identifying Simple Subjects and Verbs

In the following sentences underline the subjects once and the verbs twice.

**EXAMPLE** The *thunder* crashed and then *died* away.

1. A tornado damages or destroys everything in its path.
2. Warm, humid air rises and then rotates in a tornado.
3. Powerful winds lift and carry heavy objects long distances.
4. Large trees or even railroad cars can fly through the air like toys.
5. Sensitive weather instruments predict and track these vicious storms.

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 road was snow covered. Our driveway was snow covered too.

*compound subject*

The road **and** our driveway were snow covered.

1. The freezing rain caused many accidents. Sleet also caused accidents.

*compound subject*

2. Snow was falling all night. It was drifting all night too. (compound verb)

3. Ian could shovel the snow from the sidewalk. He could sweep the snow from the sidewalk instead. (compound verb)

4. Cars were stuck in the deep snow. Trucks were stuck in the deep snow too. (compound subject)

5. After the snowfall, Bridget went cross-country skiing. Donna also went cross-country skiing. (compound subject)

6. Hot chocolate tasted especially good that day. Homemade cookies tasted good too. (compound subject)
A. Sentence Combining with Compound Subjects and Compound Verbs

Write sentences using these compound subjects and compound verbs.

1. ice and snow

__________________________________________________________________________________________

2. ran and played

__________________________________________________________________________________________

3. slipped and slid

__________________________________________________________________________________________

4. wind and rain

__________________________________________________________________________________________

5. designed and built

__________________________________________________________________________________________

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.

A hurricane is a very dangerous storm. Strong winds rip up buildings. These winds blow down buildings too. The whirling wind destroys beaches. High waves destroy beaches also. Huge waves may cause flooding. Heavy rains also cause flooding. People must take shelter away from the path of the storm. Animals also must take shelter from the path of the storm. Hurricane forecasters study the storms. These forecasters track the storms too. Satellites help the forecasters follow the path of the hurricane. Radar helps the forecasters follow the path as well.

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Kinds of Sentences

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

Australia is both a country and a continent.

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

Is Australia the smallest continent?

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

Find Australia on this map of the world.

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

I’d love to visit Australia!

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. Australia is the home of some very unusual animals
   -
2. Have you ever heard of the platypus
   -
3. What a strange creature it is
   -
4. Look for a picture of the platypus in an encyclopedia
   -
5. Is the koala a native of Australia
   -
6. Koalas like to eat the leaves of the eucalyptus tree
   -
7. How cute and cuddly they seem
   -
8. Wallabies look like small kangaroos
   -
9. List three ways the two animals are different
   -
10. Notice how fast the kangaroos run
   -
11. Do you know what a dingo is
   -
12. A dingo is a wild dog that lives in Australia
   -
13. Its howling sends shivers down your spine
   -
14. Can you name two Australian birds
   -
15. Search for information about the emu and the kookaburra
   -
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**  How strange those animals are!
(Change to a declarative sentence.)
Those animals are strange.

1. Can you recognize the duck-billed platypus
   (Change to a declarative sentence.)

2. Tell me where Australia is located
   (Change to an interrogative sentence.)

3. The capital of Australia is Canberra
   (Change to an interrogative sentence.)

4. Is the kangaroo out of control
   (Change to an exclamatory sentence.)

5. What a close call that was
   (Change to a declarative sentence.)

6. Will you tell us about Australia’s history
   (Change to an imperative sentence.)

7. How dry and barren this land is
   (Change to a declarative sentence.)
Kinds of Sentences

A. Writing Different Kinds of Sentences in a Speech
Imagine that you are showing a new student around your school. Write a short speech that you might give as you introduce him or her to your school’s most important people and places. Use at least one of each kind of sentence: declarative, interrogative, imperative, and exclamatory. Use the correct punctuation at the end of each sentence.

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B. Writing Different Kinds of Sentences in a Diary
Imagine that you are going on a long trip to a faraway place such as Australia. Write a diary entry for one day of your journey. Use at least one of each kind of sentence: declarative, interrogative, imperative, and exclamatory. Use the correct punctuation at the end of each sentence.

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Subjects in Unusual Order

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

Are you ready? Have you packed a bag? (Have packed 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.

Get into the car.

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

Off on a trip went the happy family.

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 the state park. There are many campsites available.

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. Over the hill came a park ranger.
2. Did he help the family with their tent?
3. Was the tent easy to assemble?
4. There were four air mattresses for four people.
5. Start the campfire carefully.
6. Here is the food for our supper.
7. Near our tent stood a large deer.
8. Was the deer alone or with a group?
9. There goes a family of raccoons through the woods.
10. Look at all the stars in the sky tonight.
11. Can you spot the Big Dipper?
12. Here comes an owl above the treetops.
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**

Through the woods **scurried** a frightened **rabbit**.

*A frightened rabbit scurried through the woods.*

1. Was the family trip to the state park fun?

2. Around the campfire sat the entire family.

3. Are boats available at that campsite?

4. In the deep lake swam many fish.

5. Were you sorry when the trip ended?

---

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 sun rose over our campsite.

*Over our campsite rose the sun*

1. You can hike through the forest.

2. Beautiful wildflowers grew in the meadow.

3. Poison ivy is here by this tree.

4. You must extinguish the campfire carefully.

5. Wading birds live around the lake.
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 found in an unusual position or is understood. Rewrite the paragraph. Use a variety of sentence orders to improve the paragraph.

Have you ever gone camping with your family? To a state park went my family last weekend. In a tent camped all four of us. There were many interesting things to do. Through the woods hiked the family. There were wildflowers in the meadow. Around our campsite were spotted many wild animals. There were boats to row on the lake. All too soon came the time to leave. Reluctantly packed my family. To come back to the state park again was our decision.

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_____________________________________________________________________________________________
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_____________________________________________________________________________________________
_____________________________________________________________________________________________

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.

We made a list of camping equipment to take with us. A tent was first on our list. Air mattresses were also on our list. We included sleeping bags for each of us. A small propane stove for cooking our meals was needed, too. Two large coolers were added to our list. We took enough food and beverages for the entire weekend. Flashlights were at the bottom of the list. Everyone brought some rain gear, just in case. We were ready for anything.

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
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_____________________________________________________________________________________________
Complements: Subject Complements

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,* and *were,* and verbs such as *appear, feel, look, sound, seem,* and *taste.*

Subject complements can act as nouns or adjectives.

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

That dance is the **waltz.** *(is is the linking verb)*

A **predicate adjective** follows a linking verb and describes the subject, telling what qualities it has.

The dancers are **graceful.**

**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. Dancing is one of the oldest forms of communication. ________
2. Dancing is movement in rhythm, usually accompanied by music. ________
3. Ballet is a form of formal dancing performed for audiences. ________
4. Oriental dances are very traditional. ________
5. The square dance, the Irish jig, and the polka are well-known folk dances. ________
6. The dance numbers in movie musicals look imaginative. ________
7. Ballroom dancing appears elegant. ________
8. The tango is a popular Latin-American dance. ________
9. Many dances seem popular for only a short time. ________
10. The waltz became quite fashionable in the 1800s. ________
11. In the 1920s, the Charleston was a fad. ________
12. In the 1930s and 1940s, the swing music of big bands was a big craze. ________
13. The favorite dance of many people in that era was the jitterbug. ________
14. The dances of the 1960s became quite free. ________
15. Dancing remains a popular activity at many celebrations. ________
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 dance floor is crowded.  PA

1. Under the twinkling lights, the auditorium looked magical.  
2. Ginny is a great dancer.  
3. Gary seemed nervous before the dance.  
4. The tickets to the dance were expensive.  
5. Mrs. Lopez is a chaperone at the dance.  
6. The band playing at the dance is a local group.  
7. At first, the music sounded too loud.  
8. The second song was a familiar favorite for many of the dancers.  
9. Dancing in a long line is fun.  
10. The school dance was a success.  

B. Using Subject Complements

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

**EXAMPLE**  The experiment was a success.  
   The experiment was dangerous.

1. The scientist is _______________________.  
   The scientist is _______________________.
2. The laboratory was _______________________.  
   The laboratory was _______________________.
3. The scientist’s assistant was _______________________.  
   The scientist’s assistant was _______________________.
4. The award the scientist earned is _______________________.  
   The award the scientist earned is _______________________.

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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. The dance performance was incredible. (2) The dancers seemed confident. (3) The dances were very complex. (4) My favorite act was the tap-dancing routine. (5) Most of the music in the show sounded familiar. (6) The show was one of the best I have ever seen.

B. Writing with Subject Complements
Imagine that you have been to a dance or have seen professional dancers at a performance, and you want to tell a friend about your experience. Write six sentences about the dance. Three of the sentences should have predicate adjectives. Three should have predicate nouns.
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 action of an action verb. It answers the question what? or whom?

Brooke threw the ball. (What did Brooke throw?)

An indirect object is a word or group of words that tells to what, to 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.

Brooke threw Nicole the ball. (To whom did Brooke throw the ball?)

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 Ms. Steinberg needed a new compass. DO

1. The sparrow chased a big crow from the apple tree.
2. We saw a picture of Harriet Tubman in the library.
3. The school mailed the new students their registration forms.
4. Every year Juan gives the children presents.
5. Kings ruled the early Sumerian cities.
6. The accident taught the sailors an important lesson.
7. My mother bought our family a new computer.
8. The wrestling coach told the team the rules.
9. Mr. Thies argued the case in court.
10. The cocker spaniel waved his bushy tail.
11. Give that nail a good whack.
12. Will you show the electrician the location of the fuse box?
13. Mix a batch of granola for tomorrow’s breakfast.
14. Alex asked Judith about her knowledge of reptiles.
15. Some horses give trainers many problems.
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. Our visit to the museum was educational. 
   __________

2. The tour guide showed our class the newest exhibits. 
   __________

3. She patiently answered our questions. 
   __________

4. Then, she handed us maps of the museum. 
   __________

5. The natural history exhibit was our favorite. 
   __________

6. The ancient fossils amazed everyone. 
   __________

7. The size of the dinosaur bones surprised me. 
   __________

8. The class also enjoyed the rock exhibit. 
   __________

9. Some students bought their families souvenirs. 
   __________

10. The museum is so big, we could not see everything. 
    __________

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. For my mother’s birthday, I bought a card. 
   ________________________________________________

2. My sister did a favor. 
   ________________________________________________

3. The artist showed his paintings. 
   ________________________________________________

4. The coach gave some advice. 
   ________________________________________________

5. The fable taught a lesson about hard work. 
   ________________________________________________
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 jury</td>
<td>some peanuts</td>
</tr>
<tr>
<td>the student</td>
<td>a pencil</td>
</tr>
<tr>
<td>the audience</td>
<td>the facts of the case</td>
</tr>
<tr>
<td>me</td>
<td>a story</td>
</tr>
<tr>
<td>the elephant</td>
<td>a letter</td>
</tr>
<tr>
<td>the little children</td>
<td>a box of nails</td>
</tr>
<tr>
<td>his mother</td>
<td>an A on her essay</td>
</tr>
<tr>
<td>the carpenter</td>
<td>a few tricks</td>
</tr>
</tbody>
</table>

1. The magician showed __________________________________________________________.
2. The construction worker handed ________________________________________________.
3. The teacher gave ______________________________________________________________.
4. The zookeeper brought __________________________________________________________.
5. The librarian read ______________________________________________________________.
6. The lawyer told ________________________________________________________________.
7. The soldier sent ________________________________________________________________.
8. My friend loaned ________________________________________________________________.

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 radio disk jockey offered listeners a prize.

1. The kindergartner made ________________________________________________________.
2. My sister taught ________________________________________________________________.
3. The cat brought ________________________________________________________________.
4. The audience gave ______________________________________________________________.
5. The witnesses told ______________________________________________________________.
Fragments and Run-Ons

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  Plants in the desert. (missing a predicate)
           Must adapt to life. (missing a subject)
           Without much water. (missing both)

Revision  Plants in the desert must adapt to life without much water.

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  Not much rain falls in the desert some animals still live there.

Revision  Not much rain falls in the desert, but some animals still live there.

Identifying Sentences, Sentence Fragments, and Run-Ons

On the short line to 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. A region that receives little water. ________
2. Months may pass between rainfalls when storms do occur, they may be violent. ________
3. The dry desert soil and hardly any water. ________
4. Piles of sand called dunes cover parts of the desert. ________
5. The desert is very hot during the day, the temperature in the desert may drop below freezing at night. ________
6. Animals and plants live in the desert they have developed ways to survive in the hot, dry climate. ________
7. The lives of many desert creatures of the desert. ________
8. Hide in burrows and beneath rocks. ________
9. Desert mammals become active at night. ________
10. Desert reptiles appear at sunrise. ________
11. Desert plants also face the problem of collecting water, the cactus is an expert at holding on to water. ________
12. Need to absorb as much water as possible. ________
13. Not many people except those in the desert. ________
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. The poster on the wall.

2. The photographer took a picture of the beautiful countryside.

3. There are shells all over the beach let's collect some.

4. Laughed at the comedian’s act.

5. I love that story I’ve read it three times.

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 combine it with another sentence. To correct a run-on, you may either separate the sentences or join them correctly.

The largest desert in the world. The Sahara in northern Africa. The Sahara covers an area about the size of the United States it extends into ten African countries. Its landscape includes mountains, plateaus, and huge areas of sand. Its population. Less than two million people. The Sahara has a hot, dry climate, some areas have an average rainfall of less than one inch per year.
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 combine it with another sentence. To correct a run-on, you may either separate the sentences or join them correctly.

The camel is a large, strong desert animal. Camels can travel great distances with little food or water. The camel carries its own food supply. On its back, in the form of a hump. The camel’s hump is a large lump of fat. The lump provides energy when there is no food. Camels can run about ten miles per hour. They can travel as far as one hundred miles in a day. They can carry loads up to 330 pounds. Unpredictable behavior. May groan, spit, or kick.

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 are needed to make the paragraph understandable.

The chuck wagon. A kitchen on wheels. For cowboys herding cattle in the American West. The word *chuck* means “food” or “grub” that is what was provided at the chuck wagon. The wagon was loaded with food, cooking utensils, and bedding for the cowboys. It was pulled by two teams of horses, it led the way from camp to camp. The cook was one of the most important persons on the trail. He was highly paid. Looking after saddles and bridles. Also the cook’s job. Many cooks. Quickly feed up to 40 cowboys.