

## Unit 2: Parts of the Sentence

### Lesson 12

## Simple Subjects and Simple Predicates

Every sentence has two main parts, a subject and a predicate. The **simple subject** is the main noun or pronoun that tells what the sentence is about.

The **batter** swung at the third ball. (main noun as simple subject)

**She** hit a high pop foul. (main pronoun as simple subject)

A **simple predicate** is the verb or verb phrase that expresses action or being about the subject.

The crowd **cheered** after the touchdown. (main verb as simple predicate)

The team **will practice** on Saturday. (main verb phrase as simple predicate)

You can find a simple subject by asking Who? or What? about the verb.

My **grandmother** lived in Poland as a girl. (Who lived in Poland?)

Her **quilts** have won many prizes at state fairs. (What won many prizes?)

► **Exercise 1** ~~Draw one line under the simple subject and two lines under the simple predicate of each sentence below.~~ Phrases in ( ), S : ✓

I am ready for a vacation.

1. Our <sup>S</sup> family <sup>AV</sup> traveled (through Africa) (last summer).
2. (At the airport) we <sup>S</sup> joined <sup>AV</sup> a sightseeing tour.
3. The <sup>S</sup> guide <sup>AV</sup> loaded us (into a huge old van).
4. He <sup>S</sup> drove <sup>AV</sup> the van (to a nearby game preserve).
5. Unfortunately, the ancient vehicle <sup>S</sup> lacked <sup>AV</sup> good shock absorbers.
6. Our <sup>S</sup> bodies <sup>AV</sup> were jolted (with every turn) of the wheels.
7. Clouds <sup>S</sup> (of dust around the van) <sup>AV</sup> obscured our vision.
8. The driver <sup>S</sup> slowed <sup>AV</sup> the van (to a stop).
9. Mom <sup>S</sup> started <sup>AV</sup> loading her camera (in anticipation).
10. Suddenly, several passengers <sup>S</sup> spotted <sup>AV</sup> a giraffe and several lions.
11. Soundlessly, we crept from the van for a closer look.
12. The lions were snoozing in the sun.
13. Two small cubs batted each other with padded paws.

14. A zebra herd cautiously passed the sleeping lions.
15. The driver pointed at a hyena on the lookout for its meal.
16. In the distance an elephant was eating the bark off a tree.
17. I could hardly believe the nearness of so many wild creatures.
18. Mom shot a whole roll of film at just that one location.
19. The day ended too soon with a journey back to the town.
20. Maybe we can return to this serene spot next year.

► **Exercise 2** Supply a simple subject for each of the sentences below by writing a noun or a pronoun in the blank. Draw two lines under each simple predicate. *Put a ✓ over each verb!*

- My pets are safe.
1. Earlier today, the weather soon announced an approaching snowstorm.
  2. I filled several plastic bottles with fresh water.
  3. Mr. Brothers hung extra tarpaulins over the windows in the family room.
  4. My llama rushed outside to find the animals.
  5. My goldfish gathered flashlights and candles.
  6. Soon the mood darkened.
  7. The kulture (in the trees) was moaning eerily.
  8. The ghost whisperer heard the sounds of the storm distinctly.
  9. After a particularly loud crash Mrs. Duffy told a joke for relief.
  10. The Tigers were crouching unhappily (at our feet)
  11. The \_\_\_\_\_, however, strolled through the house serenely.
  12. Shortly after a lightning strike, the \_\_\_\_\_ flickered out.
  13. Luckily \_\_\_\_\_ had bought a battery-powered radio after the last storm.
  14. \_\_\_\_\_ sat in the dark with the radio as a friendly voice.
  15. A \_\_\_\_\_ had been smashed by high water on the Little River.
  16. Thankfully, the \_\_\_\_\_ had closed it just minutes before.
  17. Civil defense \_\_\_\_\_ were providing shelter in the schools.
  18. My \_\_\_\_\_ worried about their families a few miles upstate.
  19. The long \_\_\_\_\_ passed slowly into daylight.
  20. \_\_\_\_\_ will not forget the storm of July 1994.

## Lesson 14

# Compound Subjects and Compound Predicates

A **compound subject** consists of two or more simple subjects that share the same verb. The two subjects are joined by a conjunction. (For a list of conjunctions, see Lesson 11, page 71.) The conjunctions in the following sentences are and, neither ... nor, and either ... or.

**Andrea** and **Rick** entered the relay race.

Neither the **teachers** nor the **students** favor the new schedule.

Either **cinnamon** or **nutmeg** is used in this recipe.

► **Exercise 1** Draw one line under each compound subject and two lines under the simple predicate they share. Circle the conjunction or conjunctions.

Misha and Lani saw Lani at the mall.

1. Clubs and sports are two of Lani's favorite hobbies.
2. Neither Chris nor Juan shares her interest.
3. Lani and her other friends belong to the drama club.
4. Either Tuesday or Wednesday is the day of their next meeting.
5. Sets, costumes, and props will be discussed.
6. Scripts and audition forms will be passed out.
7. Lani and Susan will audition for the fall play.
8. Either Our Town or Romeo and Juliet will be the first production.
9. Neither the drama teacher nor the club president can decide.
10. Either March or April will be the month of the second production.
11. Tessa and Mr. Tanaka will choose a musical for the spring play.
12. Oklahoma! and The Sound of Music are Lani's favorite shows.
13. Lights and sound could be a problem, though.
14. Neither time nor money is available for the improvement of the auditorium.
15. Mr. Tanaka and the drama club are meeting with the school board this afternoon.
16. Either Ms. Jenkins or Mr. Rodriguez will preside at the meeting.
17. Drama and other extracurricular activities are on the agenda.
18. Mr. Tanaka, Tessa, and Lani will make short speeches.
19. Interest and enthusiasm for drama clubs are their topics.
20. Either Lani or Tessa will speak first.

A **compound predicate** consists of two simple predicates that share the same subject. The two simple predicates are connected by a conjunction.

Harold **picked** the flowers and **arranged** them.

The well-trained dogs **will** neither **bark** nor **bite**.

The angry customer has either **called** or **written** five times.

A flock of birds **swooped** behind the hill but **reappeared** above the trees.

The conjunctions in the sentences above are and, neither ... nor, either ... or, and but.

► **Exercise 2** Draw one line under each simple subject and two lines under each compound predicate in the following sentences.

Audiences admire and enjoy the writer's work.

1. Plays entertain and inform audiences.
2. New plays often open the mind and spark new ideas.
3. Regional theaters either commission new works or read submissions.
4. Playwrights improve and refine their dialogue (during rehearsal).
5. Directors can add elements but cannot save a weak script.
6. Actors often try different approaches and choose the most effective one (for the character).
7. Set designers create and develop the proper atmosphere (for the play).
8. The playwright neither describes nor limits every element (of production).
9. Each artist contributes ideas and enhances the show.
10. (After the first performance, the playwright will evaluate the script and make improvements.
11. Sometimes audience members complete surveys or offer comments to the writer.
12. The writer can either accept or reject their suggestions.
13. A single play may be produced and revised several times.
14. Broadway producers seek new plays and acquire rights to the best ones.
15. Audiences appreciate new shows but often buy more tickets for familiar works.
16. Producers neither desire nor support unpopular plays.
17. However, interesting new plays excite producers and draw large audiences.
18. The best plays win awards and sometimes become movies.
19. Movies are neither produced nor directed like stage shows.
20. Live theater heightens drama and adds a third dimension for the audience.

## Lesson 15

# Order of Subject and Predicate

In most sentences that you read and write, the subject comes before the predicate.

SUBJECT                      PREDICATE

The red-tailed **hawk** | **soared** high overhead.

For variety or special emphasis, some sentences are written in **inverted order**. In such cases the predicate comes before the subject.

PREDICATE                      SUBJECT

High overhead **soared** | the red-tailed **hawk**.

The subject also follows the verb in any sentence that begins with *there* or *here*.

PREDICATE                      SUBJECT

There **sit** |                      the missing **books!**  
 Here **is** |                      your birthday **present.**

► **Exercise 1** Draw a vertical line (|) between the complete subject and the complete predicate.

Here is| a summary of the plot.

1. ( Behind the hills ) sank the setting sun. S
2. Here are the photographs ( of the eclipse. ) S
3. ( Across the lawn ) crept the stalking cat. S
4. Myra watched the baby. S AV
5. Rich took the pie ( to the Bayers ( next door. ) ) S V K
6. The rainbow appeared after the storm. S AV ( ) S
7. ( Over the bridge ) rumbled the ancient truck. S
8. From the broken dam tumbled the floodwaters.
9. Here are several of Grandma's quilts.
10. My friend Helen wants to be a teacher.
11. Here are the corrected test papers.
12. Over the intercom came the principal's announcement.
13. Inside the car sat my baby sister.
14. Behind the bookcase was the entrance to a secret tunnel.
15. There is no excuse for your behavior.

16. Through the storm flew the brave seagull.
17. The weary travelers camped by the river.
18. Beyond the planet Mars lie the asteroids.
19. Here is your baseball glove.
20. Beside the desk was the missing picture.

► **Exercise 2 Rewrite the sentences below by inverting the order of the subjects and predicates.**

Players from both teams were at the meeting. At the meeting were players from both teams.

1. Up the falls swam the salmon. The salmon swam up the falls.
2. Past the crowd sped the wheelchair racers. The racers sped past the crowd.
3. Across the range flew the fighter plane. \_\_\_\_\_
4. On the stove bubbled the chocolate pudding. \_\_\_\_\_
5. Spring comes after winter. \_\_\_\_\_
6. A grandfather clock stood against the wall. \_\_\_\_\_
7. Through the woods hiked the weary scouts. \_\_\_\_\_
8. Tulips and daffodils grew along the fence. \_\_\_\_\_
9. A pirate ship appeared out of the mist. \_\_\_\_\_  
\_\_\_\_\_
10. Behind the house stood a pine forest. \_\_\_\_\_
11. Across the sky twinkled the light of the satellite. \_\_\_\_\_  
\_\_\_\_\_
12. Down the road trotted a riderless pony. \_\_\_\_\_
13. My best friend stood beside me. \_\_\_\_\_
14. Between the jagged cliffs flowed the river. \_\_\_\_\_
15. Throughout the book appeared colorful illustrations. \_\_\_\_\_  
\_\_\_\_\_
16. Tiny fish swam beneath the surface of the pond. \_\_\_\_\_  
\_\_\_\_\_
17. A family of bears lived in the cave. \_\_\_\_\_
18. From the kitchen came the wonderful smell of challah. \_\_\_\_\_  
\_\_\_\_\_

## Lesson 16

# Complements: Direct and Indirect Objects

A **complement** completes the meaning of a verb. It may be one word or a group of words. One kind of complement is the direct object. A **direct object** answers the question *what?* or *whom?* after an action verb.

Mario picked some **flowers** for the mantel. (Mario picked what?)

Liu trusts her **sister** completely. (Liu trusts whom?)

A **direct object** may have more than one part.

The farmer carried the **calf** and the **lamb** through the floodwaters.

► **Exercise 1** Draw one line under the simple subject and two lines under the simple predicate. Circle the direct object. At the end of the sentence, write the word *what?* or *whom?* to tell which question the direct object answers.

Astronomers study celestial bodies. what?

1. Early astronomers observed the heavens constantly. \_\_\_\_\_
2. The movements of the sky fascinated them. \_\_\_\_\_
3. Often they created myths and stories explaining the stars. \_\_\_\_\_
4. To learn more, our class visited the planetarium yesterday. to learn more is an infinitive
5. Mr. Simpson told us about the solar system. \_\_\_\_\_
6. Then we named the planets in order from the sun. \_\_\_\_\_
7. All the planets orbit the sun. \_\_\_\_\_
8. On its surface, tiny Mercury resembles our moon. \_\_\_\_\_
9. However, Mercury lacks an atmosphere and a moon. \_\_\_\_\_
10. Venus possesses a poisonous atmosphere. \_\_\_\_\_
11. The spacecraft photographed the surface of Venus. \_\_\_\_\_
12. Clouds covered the surface. \_\_\_\_\_
13. We told Mr. Simpson about our studies. \_\_\_\_\_
14. First, Earth contains rocky material. \_\_\_\_\_
15. A moon orbits our home planet. \_\_\_\_\_
16. Earth's atmosphere supports many forms of life. \_\_\_\_\_
17. My friend studies Mars and Jupiter. \_\_\_\_\_

18. Some people plan a trip to Mars. \_\_\_\_\_

19. Mr. Simpson often studies the moon through a telescope. \_\_\_\_\_

20. He prefers the moon to everything else in the solar system. \_\_\_\_\_

Another kind of complement, the **indirect object**, answers these questions following an action verb: *to whom? for whom? to what?*

The child threw her **father** and **mother** a kiss. (The child threw a kiss to whom?)

Keanu bought **them** some popcorn. (Keanu bought popcorn for whom?)

The crowd gave our **team** a cheer. (The crowd gave a cheer to what?)

► **Exercise 2** Write *D.O.* above the direct objects and *I.O.* above the indirect objects.

I.O.    D.O.

Mr. Stephens read us a legend about the wind.

1. Ms. Bailey gave our class a lecture (on weather).  
*S AV IO DO*
2. She teaches college students weather forecasting.  
*S AV IO DO*
3. Our science teacher, Mr. Stephens, sent her an invitation.  
*S AV IO DO*
4. She brought us weather maps and other data.  
*S AV IO DO DO*
5. We showed her our ideas (for the weather forecasts).  
*S AV IO DO*
6. She offered the class her opinion.
7. Mr. Stephens showed us pictures of the first thermometers and barometers from the seventeenth century.
8. Weather stations once gave others information on current conditions by telegraph.
9. By the late nineteenth century, organizations were providing forecasters standards for weather records.
10. In turn, these records provide meteorologists statistics.
11. Recent technology gives them more help.
12. Satellites send professional forecasters information from space.
13. Computers offer them numerical models for predictions.
14. These models save meteorologists time.
15. The predictions give people warnings about bad weather.
16. Ms. Bailey drew our class a graph of weather trends.