The Noun

A noun is a word or word group that is used to name a person, a place, a thing, or an idea.

PERSONS governor, children, Mr. Garcia, African Americans
PLACES college, islands, rain forest, Kentucky
THINGS computer, clouds, Ferris wheel, Lincoln Memorial
IDEAS creativity, imagination, self-respect, Christianity

Exercise

Underline each noun in the following sentences.

Example 1. The state of New Mexico is in the southwestern part of the United States.

1. New Mexico achieved statehood in the early twentieth century.
2. Santa Fe is the capital of this southwestern state.
3. It is the oldest and highest United States capital.
4. The city lies near the Sangre de Cristo Mountains, a range of the Rocky Mountains.
5. The first European explorers here were Spanish.
6. Before Spanish colonists arrived, the Pueblo lived there peacefully.
7. The western end of the famous Santa Fe Trail was there.
8. The trail extended from Missouri to New Mexico.
9. It was a popular trade route for much of the nineteenth century.
10. Tourism is important to the economy of the state.
11. Santa Fe has many interesting attractions.
12. One popular attraction is the Palace of the Governors.
13. It is recognized as the oldest public building in the nation.
14. The palace is now a part of the Museum of New Mexico.
15. Santa Fe honors its Spanish and American Indian heritage at its many historical sites.
16. The city has one of the oldest churches in the United States.
17. Mission of San Miguel of Santa Fe is its name.
18. The Wheelwright Museum houses artwork created by Navajos.
19. In the center of the city are many shops and restaurants.
20. This bustling, historic area is named the Plaza.
Proper, Common, Concrete, and Abstract Nouns

A proper noun names a particular person, place, thing, or idea and is capitalized. A common noun names any one of a group of persons, places, things, or ideas and is generally not capitalized.

PROPER NOUNS  Sandra Cisneros, Houston, Statue of Liberty, Islam
COMMON NOUNS  author, city, monument, religion

A concrete noun names a person, place, or thing that can be perceived by one or more of the senses (sight, hearing, taste, touch, and smell). An abstract noun names an idea, a feeling, a quality, or a characteristic.

CONCRETE NOUNS  violin, onions, word processor, Eiffel Tower
ABSTRACT NOUNS  peace, honor, self-control, Confucianism

Exercise A  For each of the following sentences, draw one line under each common noun and two lines under each proper noun.

Example 1. Makenna, my friend, is a gifted violinist.

1. One of the fastest-growing sports in the United States is soccer.
2. Moonrise, Hernandez, New Mexico is one of the best-known photographs by Ansel Adams.
3. Climbers often speak of the mystical attraction they feel for Mount Everest.
4. Has Megan already invited you to her wedding?
6. Another name for Yom Kippur, which is a Jewish holiday, is Day of Atonement.
7. Bull sharks have been caught in the Mississippi River.
8. Enrico can play the trumpet, I believe.
9. Mount McKinley is also known as Denali.
10. The recipe calls for chopped jalapeños, doesn’t it?

Exercise B  On the line provided, identify each of the following nouns by writing C for concrete noun or A for abstract noun.

Example A 1. beauty

11. peanuts  16. truth
12. patriotism  17. dragonfly
13. totem pole  18. heritage
14. mountain  19. loyalty
15. enthusiasm  20. Atlantic Ocean
Compound and Collective Nouns

A **compound noun** consists of two or more words used together as a single noun. The parts of a compound noun may be written as one word, as separate words, or as a hyphenated word.

**ONE WORD**  baseball, caregiver, willpower, Greenland
**SEPARATE WORDS**  guest of honor, school bus, North Forest High School
**HYPHENATED WORD**  self-confidence, president-elect, Stratford-on-Avon

A **collective noun** is a word that names a group.

**EXAMPLES**  band, jury, class, swarm, group, herd

**EXERCISE A**  Underline the compound nouns in the following sentences.

**Example 1.**  We are planning a visit to our **grandparents** and other relatives in **San Francisco**.

1. This California city has perhaps the largest Chinese community in the United States.
2. Thousands of Chinese Americans live in Chinatown.
3. After the second new moon in winter, the Chinese New Year is celebrated by these and other Chinese people throughout the world.
4. My sister and brother-in-law sent me snapshots of last year’s celebration.
5. The people say farewell to one year and welcome the next with great festivities.
6. Exploding firecrackers are part of the tradition.
7. Each year, my grandmother and I put up a new paper image of Tsao Shen, the Kitchen God.
8. Traditionally, many people eat seaweed for prosperity.
9. The celebration concludes with the Festival of Lanterns.
10. In 2000, the Chinese celebrated the Year of the Dragon.

**EXERCISE B**  Underline the collective noun in each of the following pairs of nouns.

**Example 1.**  herd  animals

11. children  family
12. faculty  teachers
13. committee  chairperson
14. Congress  Capitol
15. football  team
16. Pep Club  cheerleaders
17. neighbors  community
18. orchestra  concert
19. spectators  audience
20. flock  birds
Pronouns and Antecedents

1b. A pronoun is a word that is used in place of one or more nouns or pronouns.

The word that a pronoun stands for or refers to is called the antecedent of the pronoun. The pronoun may appear in the same sentence as its antecedent or in a nearby sentence.

**EXAMPLES**
The children gave themselves a big hand. [The antecedent of the pronoun *themselves* is *children*.]

Don and Carla finally solved the algebra problem. They had worked on it a long time. [The antecedents of the pronoun *They* are Don and Carla; the antecedent of the pronoun *it* is *problem*.]

**EXERCISE A** Underline the pronouns in the following sentences. Then, draw an arrow from each pronoun to its antecedent.

**Example 1.** Kendra searched for her ring, but she never found it.

1. Cesar invited his friends to go camping with him.
2. Erica said she had prepared the whole meal herself.
3. Why are the baseball players wearing their caps backward?
4. Jody and Michelle gathered things for a time capsule and buried it in their backyard.
5. Loni wore her suede boots in the snow. Now they are probably stained.
6. Juanita lent Dominic her calculator. He had left his in his locker.
7. Brian and Marla play golf whenever they can. It is their favorite sport.
8. Ahmal hopes to compete in the next Olympic games. Where will they be held?
9. Did Carolyn sprain her ankle while she was skating?
10. Carlos and Ann decided they could not stay indoors on such a beautiful day.

**EXERCISE B** Above the underlined words and word groups in the following sentences, write the pronouns that can correctly replace the underlined words and word groups.

**Example 1.** To many people, Jim Abbott is a hero. Many people have found Jim Abbott’s courage and determination inspiring.

11. Baseball requires various talents and skills; the sport also demands great strength and stamina.
12. Jim Abbott played professional baseball despite the fact that Jim Abbott has only a thumb and no fingers on Jim Abbott’s right hand.
13. Jim Abbott’s disability did not stop Jim Abbott from succeeding as a major league pitcher.
15. Perhaps the baseball card is in one of these other boxes. Let’s look through these other boxes.
Personal, Reflexive, and Intensive Pronouns

A personal pronoun refers to the one speaking (first person), the one spoken to (second person), or the one spoken about (third person).

FIRST PERSON   I, me, my, mine, we, us, our, ours
SECOND PERSON  you, your, yours
THIRD PERSON   he, him, his, she, her, hers, it, its, they, them, their, theirs

A reflexive pronoun refers to the subject of a sentence and functions as a complement or as an object of a preposition. An intensive pronoun emphasizes its antecedent and has no grammatical function.

REFLEXIVE AND INTENSIVE PRONOUNS  myself, ourselves, yourself, yourselves, himself, herself, itself, themselves

EXAMPLES  I [personal] consider myself [reflexive] fortunate to have such good friends.
They [personal] made the costumes themselves [intensive].

EXERCISE A  Underline the personal pronouns in the following sentences.

Example 1. She and I will meet you at the theater.
1. My teacher gave me another chance to answer the question correctly.
2. Did you see the painting that I did for the art fair at our school?
3. My mother reminded us that we had not fed the bird all day.
4. Cynthia and Julia took our books by mistake, and we picked up theirs.
5. Her father asked her to help him carry in the groceries from his car.

EXERCISE B  On the line in each of the following sentences, write a reflexive or an intensive pronoun that will correctly complete the sentence. Above the pronoun, write REF for reflexive or INT for intensive.

Example 1. The club members themselves prepared all of the food for their banquet.
6. What happened was an accident; you shouldn’t blame yourself.
7. Aunt Ling herself made all of the decorations for the anniversary party.
8. Didn’t Reginald paint a portrait of himself?
9. We could either buy the piñatas or make them ourselves.
10. I cut myself when I was fixing the bicycle chain.
11. I am just not myself today.
12. She raised the funds for the new equipment herself.
13. Tony is outside harvesting okra by himself.
14. Suzanne gave herself a moment to catch her breath.
15. Did you two create that Web page yourself?
Demonstrative, Interrogative, and Relative Pronouns

A **demonstrative pronoun** (*this*, *that*, *these*, *those*) is used to point out a specific person, place, thing, or idea.

**EXAMPLE** *This* is a snapshot of my pen pal from Quebec.

An **interrogative pronoun** (*who*, *whom*, *whose*, *which*, *what*) introduces a question.

**EXAMPLE** *What* is the capital of Canada?

A **relative pronoun** (*who*, *whom*, *whose*, *which*, *that*) introduces a subordinate clause.

**EXAMPLE** My brother works at the animal shelter **that** is located on Sycamore Street.

**EXERCISE** In each of the following sentences, identify the underlined pronoun by writing above it **DEM** for demonstrative pronoun, **INTER** for interrogative pronoun, or **REL** for relative pronoun.

**Example** 1. I applied for the job **that** I saw advertised in the school paper.

1. Who is your karate instructor?
   - **INT**
   - **DEM**

2. Is **that** a picture of Charles Lindbergh’s famous airplane?
   - **REL**

3. The family **that** bought the house next door is moving in next week.
   - **DEM**

4. This is the song we sang in the talent show at school.
   - **INT**

5. What will we do if it rains on the day of our picnic?
   - **INTER**

6. Who went to the movie with you yesterday?
   - **REL**

7. Both actors **who** had lead roles in the play were somewhat nervous.
   - **DEM**

8. Those are the fans who sat near the back of the auditorium.
   - **INT**

9. Of the planets Mars and Venus, **which** is closer to Earth?
   - **INT**

10. Did you say that the girl **who** won the golf match is in the ninth grade?
    - **INTER**

11. Whom did Enrique invite to his Cinco de Mayo celebration?
    - **REL**

12. This was the night for **which** the school orchestra had been preparing.
    - **INTER**

13. Which of the science exhibits is yours?
    - **DEM**

14. I enjoyed reading the short stories, especially **those**.
    - **INT**

15. Who is the current secretary-general of the United Nations?
    - **DEM**

16. Oh, **these** are the tastiest empanadas I have ever eaten!
    - **REL**

17. Marguerite, **whose** parents are doctors, knows a great deal about first aid.
    - **DEM**

18. Who is responsible for **this**?
    - **INT**

19. Which of the puppies would you like to adopt?
    - **DEM**

20. Is that a direct quotation?
Indefinite Pronouns

An indefinite pronoun refers to one or more persons, places, things, or ideas that may or may not be specifically named. Some common indefinite pronouns are all, another, anybody, both, each, either, everyone, many, nothing, several, and some.

Examples A few of the students had already read most of the books on the list.

Exercise Underline the indefinite pronouns in the following sentences.

Example 1. She knew the answers to all of the questions except one.

1. Everyone who went to the space camp had a wonderful experience.
2. Will you tell the others that the meeting has been canceled?
3. None of these keys will unlock either of those doors.
4. This peach is sweet. May I have another?
5. She can run faster than anyone on the school’s track team.
6. I have read many of her short stories.
7. Is anything wrong? You act as if something is troubling you.
8. Ken and I spent much of July, August, September, and October working on a Kentucky horse farm.
9. Someone told me that the bald eagle is no longer on the list of endangered species.
10. The teacher asked, “Can anybody in the class name the capital of each of the states?”
11. A few of these baseball cards are extremely valuable.
12. Are you able to save any of your weekly allowance?
13. The performances by both of the comedians were hilarious!
14. Most of us have already seen that movie.
15. All but one of the club members voted to increase the membership dues.
16. Do we have everything we need for the picnic?
17. Neither of these flashlights works.
18. No one was absent from school today.
19. The principal requested that several of the art students paint a colorful mural on a wall of the school’s lobby.
20. In their search for gold, some of the early prospectors found nothing but “fool’s gold,” or iron pyrite, which looks like gold.
Identifying Pronouns

1b. A pronoun is a word that is used in place of one or more nouns or pronouns.

EXAMPLES  

She bought herself a pair of skates like those. [She is a personal pronoun, herself is a reflexive pronoun, and those is a demonstrative pronoun.]

Who made all of the costumes that were on display? [Who is an interrogative pronoun, all is an indefinite pronoun, and that is a relative pronoun.]

Juanita finished the installation herself. [Herself is an intensive pronoun.]

EXERCISE  In each of the following sentences, identify the underlined pronouns by writing above each one PER for personal, REF for reflexive, INTEN for intensive, DEM for demonstrative, INTER for interrogative, REL for relative, or IND for indefinite.

Example 1. Couldn’t we develop the film ourselves in Dad’s darkroom?

1. Those are the pilots whom the general himself chose for the mission.
2. She amused herself by reading a book by Erma Bombeck.
3. Oh, this is some of that delicious tuna salad.
4. What is the name of the senator who is speaking?
5. The cyclists took their water bottles with them on the trail.
6. We ourselves must decide the number of hours to study.
7. Shelley adopted two turtles, which she named Snapper and Swifty.
8. Whom did she invite to go to the movies with her?
9. In the woods, we spotted a doe that had a fawn.
10. Each of us had a good time on our trip to the aquarium.
11. Which of these are endangered species?
12. Someone told me that Erica had built the treehouse herself.
13. How badly did they hurt themselves when they fell?
14. This is one of the best computer games I have ever played!
15. Everyone tried to solve the riddle, but only a few were successful.
16. Who is the student who painted this beautiful seascape?
17. Have you ever read any of Nina Otero’s works?
18. Unlike the others, Maria can read something once and recall almost every detail.
19. Is that the baseball that the pitcher autographed for your brother?
20. Saul likes to keep to himself whenever he studies for an exam.
The Adjective

1c. An adjective is a word that is used to modify a noun or a pronoun.

An adjective tells what kind, which one, or how many.

**EXAMPLES** narrow road, helpful teacher, one-act play
that person, African American holiday, one-hundredth anniversary
several chores, fewer errors, twenty-five minutes

The most frequently used adjectives are a, an, and the. These words are usually called **articles**.

**Exercise** Underline the adjectives in the following sentences. Then, circle the articles.

**Example 1**. Seven club members stayed for the entire meeting.

1. After the hot, humid summer, we welcomed the cool, crisp autumn days.
2. The driving test requires a thorough understanding of the various traffic signs.
3. The mayor surprised everyone at the winter carnival by arriving in a horse-drawn sleigh.
4. Completing these math projects took many hours.
5. The most important contest in professional football is the annual Super Bowl game.
6. Helena placed a bouquet of fresh flowers in a vase on the oak table.
7. The curious sightseers looked forward to exploring the mysterious cavern.
8. A young eagle soared swiftly beyond the billowy, snow-white clouds.
9. The new karate instructor is a skillful teacher.
10. In the nest were three tiny newborn robins.
11. I heard that they are remodeling this old barn to convert it into a spacious and comfortable home.
12. Diana, a talented musician, plays cello in the local symphony.
13. Which of the species is the largest member of the vulture family?
14. Doesn’t that movie contain vivid scenes of gratuitous violence?
15. Atop the snowcapped mountain peak were four weary but joyful climbers.
16. The swirling river wildly tossed the smaller empty boats.
17. *Jane Eyre*, a classic novel about enduring love, has been made into a movie several times.
18. The Mexican artist Rufino Tamayo created bold, colorful paintings.
19. One of the birthday gifts was a new remote-controlled car.
20. My best friend, Alicia, is an avid mystery reader.
**Pronoun or Adjective?**

1b. A pronoun is a word that is used in place of one or more nouns or pronouns.

1c. An adjective is a word that is used to modify a noun or a pronoun.

Some words may be used as either pronouns or adjectives. For example, *this, that, these,* and *those* are called *demonstrative pronouns* when they take the place of nouns or other pronouns and are called *demonstrative adjectives* when they modify nouns or pronouns.

**PRONOUN** That is my sister's guitar.

**ADJECTIVE** That guitar belongs to my sister.

**EXERCISE** In each of the following sentences, identify the part of speech of the underlined word by writing above the word PRO for pronoun or ADJ for adjective.

Example 1. Danielle has many pets.

1. These fajitas certainly are spicy!

2. These are the spiciest fajitas I have ever tasted!

3. Most of the ninth-graders participated in the readathon.

4. Most ninth-graders participated in the readathon.

5. Which ice sculpture did you create?

6. Which of the ice sculptures did you create?

7. This is one of my favorite songs.

8. Do you like this song?

9. Aren't those wildflowers beautiful?

10. Yes, those are more colorful than the ones we saw earlier.

11. What are some languages you speak?

12. What other languages do you speak?

13. That skyscraper is the tallest one in the world.

14. That is the tallest skyscraper in the world.

15. Either answer is acceptable.

16. Either of the answers is acceptable.

17. Some animals hibernate during the winter.

18. Toads, turtles, and bats are some of the animals that hibernate during the winter.

19. Whose are these?

20. Whose skates are these?
Noun or Adjective?

1a. A noun is a word or word group that is used to name a person, a place, a thing, or an idea.

1c. An adjective is a word that is used to modify a noun or a pronoun.

Many words can be used as nouns or as adjectives.

**NOUN** Who was the first American to travel in space?

**ADJECTIVE** Who made the first American flag?

**EXERCISE** In each of the following sentences, identify the part of speech of the underlined word or word group by writing above it **N** for noun or **ADJ** for adjective.

**Example 1.** For dinner, Dad prepared a chicken casserole.

1. Geraldo is the sports reporter for the school newspaper.
2. Geraldo plays two sports at school: baseball and field hockey.
3. The students are busily working on their science projects.
4. Which course in science are you taking this year?
5. I took this snapshot of the New York City skyline.
6. Albany, not New York City, is the capital of New York.
7. For most of the summer, I worked at a local farmers’ market.
8. Did you have a summer job?
9. The library stays open until 8:00 P.M.
10. I need to return these library books today.
11. That ocean liner is famous for its winter cruises.
12. Not every bird flies south for the winter.
13. According to the bus schedule, we should arrive by 3:15 P.M.
14. Do you want to travel by bus?
15. Mr. Morris served as principal of the school for twenty-three years.
16. I believe the principal crops of the Philippines include rice, corn, coconuts, bananas, and pineapples.
17. Our class read Joseph Bruchac’s retelling of the Seneca tale titled “Sky Woman.”
18. Long ago, the Seneca told this story to explain the creation of the earth.
19. Do you practice soccer after school every day?
20. Do you have soccer practice after school every day?
Adjectives in Sentences

**1c.** An adjective is a word that is used to modify a noun or a pronoun.

An adjective usually comes before the noun or pronoun it modifies.

**EXAMPLE**  Dances with Wolves portrays Lakota Sioux culture.

Sometimes, adjectives follow the words they modify.

**EXAMPLES**  The protagonist, alone and bored, tries to befriend a wolf.

This movie is spectacular!

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**EXERCISE**  Underline the adjectives in the following sentences. Do not include a, an, and the. Then, draw an arrow from each underlined adjective to the word it modifies.

**Example 1.** For many reasons, I think that movie is great.

1. The movie is set in the West during the latter part of the nineteenth century.
2. John J. Dunbar, the main character, is a Civil War veteran.
3. Dunbar had been an army lieutenant.
4. The Lakota Sioux, cautious and apprehensive, eventually befriend Dunbar.
5. The friendly lieutenant maintains a peaceful relationship with the Lakota Sioux.
6. In the beginning some minor problems do arise.
7. A greater conflict occurs when other soldiers arrive.
8. Kevin Costner both starred in and directed this powerful film.
9. Costner is not only a talented actor but also a skilled director.
10. Costner was especially careful about presenting an accurate picture of the Lakota Sioux.
11. He hired a woman to teach the Lakota Sioux language to many actors in the film.
12. He also dispatched designers to find authentic clothing and jewelry.
13. Tending to so many details must have taken Costner and the film crew a long time.
14. Graham Greene and Floyd Red Crow Westerman were two of many American Indians selected for important parts in the movie.
15. The performances by these actors are certainly praiseworthy.
16. This movie was a box-office success.
17. Some Hollywood critics predicted that the three-hour movie would fail.
18. Numerous other movie critics, however, praised the film.
19. Did Costner receive any Oscar nominations for acting and directing?
20. This wonderful film received a number of nominations and won several awards.
The Verb

1d. A verb is a word that is used to express action or a state of being.

EXAMPLES  Both Mom and Dad work full time. [action]
My sister Amy and I are responsible for the care of the lawn. [state of being]

EXERCISE Underline the verbs in the following sentences.

Examples  1. Every Saturday morning, Amy and I mow the yard and tend the flower garden.
2. I think the grass is taller.
3. Soon after breakfast, Amy and I go outside and begin our chores.
4. We start early because by noon the weather is usually too hot.
5. The minute the dew dries, Amy says to me, "Grab the lawn mower!"
6. While I cut the grass, Amy edges the lawn.
7. After we neatly clip the grass, we weed the flower garden.
8. I loosen the dirt around the flowers, and my sister pulls the weeds.
9. By noon both the lawn and the garden look decidedly better than they did earlier.
10. Tired and thirsty, we go inside, wash our hands, and eat lunch.
11. Nature, however, stands still for no one.
13. Within a few days the grass again creeps over the edges of the driveway.
14. Amy and I do the job all over again the next Saturday.
15. Fortunately, both of us like outdoor work and enjoy our jobs as "yardeners."
16. Every Saturday afternoon, we have another chore.
17. My sister and I clean our rooms.
18. Amy, who is neat, usually finishes before I do.
19. Consequently, she often helps me.
20. I certainly appreciate her assistance.
21. My sister and I work very well together.
22. We are not only sisters but also best friends.
Transitive and Intransitive Verbs

A transitive verb is a verb that expresses an action directed toward a person, place, or thing. The action expressed by a transitive verb passes from the doer (the subject) to the receiver (the object) of the action.

**Example**  Suddenly, we spotted a solitary eagle overhead. [The action of the verb spotted is directed toward the eagle.]

An intransitive verb expresses an action (or tells something about the subject) without the action passing to a receiver, or object.

**Example**  The eagle soared above. [The action of the verb soared does not pass to an object.]

**Exercise**  Underline the verb in each of the following sentences. Then, above each verb, write T if the verb is transitive or I if the verb is intransitive.

**Example 1.** Colonial America offered freedom to a variety of people.

1. In the 1600s, English taxes supported the Church of England.
2. Some people considered the taxes unfair.
3. For others, the Americas provided an opportunity for religious freedom.
4. Many people immigrated to the Colonies.
5. Victims of religious intolerance sought an escape from persecution.
6. The Puritans, for example, disagreed with many Church of England policies.
7. As a result, some Puritans left England.
8. This religious group founded settlements in Virginia and New England.
9. Indentured servants also traveled to American shores.
11. They worked in America as payment for their passage.
12. Many remained in America after settlement of their debts.
13. Some indentured themselves for seven years.
14. Tenant farmers came, too.
15. They brought their dreams of prosperity with them.
16. These Colonial settlers arrived with hope.
17. From the American Indians, the immigrants learned a great deal.
18. New England colonists celebrated their first Thanksgiving Day in America in 1621.
19. They held the celebration after the harvest.
20. Many of their American Indian neighbors shared in the celebration.
Action Verbs

An action verb expresses either physical or mental action.

**Physical Action**  climb, sneeze, write, reply, pull

**Mental Action**  suppose, expect, consider, remember, ponder

Some verbs do not express action.

**Examples**  am, be, been, become, seem

**Exercise A**  On the line before each of the following verbs, write P if the verb expresses physical action, M if it expresses mental action, or N if it expresses no action.

**Example**  __M__  1. imagine

1. seem  11. speak  
2. dream  12. know  
3. type  13. skid  
4. stomp  14. are  
5. is  15. cherish  
6. regret  16. yearn  
7. ski  17. travel  
8. fly  18. were  
9. was  19. resent  
10. forget  20. push

**Exercise B**  Underline only the action verbs in the following sentences.

**Example**  1. Although my mother very much enjoys her hobby, she sometimes thinks that it is too time-consuming.

21. In her spare time my mother designs and pieces quilts.

22. The first quilt she made is extremely special to me.

23. She used pieces of clothing that I wore when I was an infant.

24. Everyone we know admires her quilts and says they are incredibly beautiful.

25. My mother gets much joy and satisfaction from her hobby; in fact, she often calls her hobby a labor of love.
Linking Verbs

A linking verb connects the subject to a word or word group that identifies or describes the subject. The most commonly used linking verbs are the forms of the verb be. Other frequently used linking verbs are appear, become, remain, seem, turn, smell, taste, feel, look, and sound.

**EXAMPLES**

- Tyler is my best friend. [The verb *is* connects the subject *Tyler* to the noun *friend*, which identifies Tyler.]
- The ice-covered branches seem fragile and glasslike. [The verb *seem* connects the subject *branches* to the adjectives *fragile* and *glasslike*, which describe the branches.]

**Exercise**

In each of the following sentences, draw one line under the linking verb and two lines under the words that the verb connects.

**Example 1.** This yogurt smells sour.

1. Mother felt ill this morning.
2. Shirley is the secretary and the treasurer of the class.
3. The bread on the counter smelled delicious.
4. Connie grew bored and restless toward the end of the movie.
5. Affie seemed confused by the directions that you gave him.
6. Are we still friends?
7. The new student looks familiar to me.
8. Are all deserts hot and dry?
9. The scout leader was proud of her troop.
10. What is the problem?
11. During this time of year, the weather often becomes stormy in the late afternoon.
12. My voice sounds hoarse from all that cheering at the game.
13. The salesperson seemed annoyed by the shoppers who crowded the store.
14. The captain of the ship remained calm and optimistic.
15. This fabric turned white from exposure to the sun.
16. Do you know whether the library is open on Saturdays?
17. The lights grew dimmer in the theater.
18. The tourists were curious about the mysterious cave.
19. A few of the tomatoes on the vines are already ripe.
20. I absolutely have to say that I think the costume for my character in the play looks ridiculous!
Verb Phrases

A *verb phrase* consists of at least one main verb and one or more helping verbs. A *helping verb* (or *auxiliary verb*) helps the main verb express action or a state of being. Besides forms of the verb *be*, common helping verbs include forms of the verbs *can, do, have, may, should, and will.*

**EXAMPLE** I have been researching the Seven Wonders of the World.

**Exercise** Identify the verb phrases in the following sentences by drawing one line under each helping verb and two lines under each main verb.

1. Our class has been studying the Seven Wonders of the Ancient World.
2. Can you name the Seven Wonders of the Ancient World?
3. Some people may ask why these structures are called wonders.
4. Could it be that people have “wondered” how these monumental structures could have been built without the kinds of construction equipment that builders are using today?
5. The pyramids of Egypt were constructed around 2600 B.C.
6. The three pyramids are considered the oldest of the seven wonders.
7. The largest of the pyramids was commissioned by Khufu, an Egyptian king.
8. Of the seven wonders, this group of pyramids has survived in the best condition.
9. Are any of the pyramids being restored today?
10. The Hanging Gardens of Babylon were built by Nebuchadnezzar around 600 B.C.
11. These gardens were set on terraces high above a vaulted building.
12. Some historians have estimated the terraces’ height at 75 feet to 300 feet.
13. The statue of Zeus at Olympia was made of ivory and gold.
14. The statue has not survived, but pictures of it do appear on coins.
15. Did Goths destroy the Temple of Artemis at Ephesus in the third century A.D.?
16. Some remains of the Mausoleum at Halicarnassus are housed in the British Museum.
17. The other two wonders—the Colossus of Rhodes and the Lighthouse of Alexandria—were completed in the third century B.C.
18. Did earthquakes destroy both of these wonders?
19. You should always look in several sources for information about the seven wonders.
20. You will find that some historians do not agree with this list of wonders.
21. For example, some historians have identified the Walls of Babylon, instead of the Hanging Gardens, as a wonder.
The Adverb

An adverb modifies a verb, an adjective, or another adverb.

An adverb tells where, when, how, or to what extent (how long or how much).

Where? Please set the package here.
When? Yesterday we went on a picnic.
How? The audience responded enthusiastically.
To what extent? Your advice was quite helpful.

Exercise Underline each adverb in the following sentences. Above each adverb, write whether it tells where, when, how, or to what extent.

Example 1. May we go there tomorrow?

1. During summer vacations I usually go to camp.
2. The swirling river tossed the boat wildly.
3. We will meet you later at the library.
4. Dangerously strong winds threatened the coastal villages.
5. Hurry! Our bus is already here!
6. Where do you go to school?
7. I try to avoid horror movies, for they frighten me badly.
8. The actor would not wear the silly costume chosen by the director.
9. “If you want a chance to win the tickets, call now!” cried the announcer.
10. The concert artist Yo-Yo Ma’s performance was exceedingly polished.
11. Although I practice daily, I am a clumsy piano player.
12. The children held hands and crossed the street cautiously.
13. The weather in April was unusually warm.
14. Ricardo and I arrived earlier than the other guests.
15. The audience waited restlessly for the concert to begin.
16. Is this garden soil too sandy, Manuel?
17. Skateboarding is still a very popular form of recreation.
18. An elderly woman walked over and offered to help us.
19. The young street artist drew a caricature that was quite good.
20. On the first day at camp, we arose early and went fishing.
Adverbs and the Words They Modify

1e. An adverb modifies a verb, an adjective, or another adverb.

An adverb tells where, when, how, or to what extent (how long or how much).

**EXAMPLES** Mia, who is **incredibly** athletic, plays basketball **exceptionally well**. [Incredibly modifies the adjective athletic, telling to what extent; exceptionally modifies the adverb well, telling to what extent; well modifies the verb plays, telling how.]

**EXERCISE** Underline the adverbs in the following sentences. Draw an arrow from each adverb to the word or words it modifies. On the line provided, identify the part of speech of the word or words that each adverb modifies by writing V for verb, ADJ for adjective, or ADV for adverb.

**Example** Usually, I do not have any fear of flying in airplanes.

1. Yesterday, my family and I boarded a small plane.
2. White, billowy clouds drifted rather calmly past my window.
3. Earlier the weather service had predicted unseasonably stormy conditions.
4. The flight attendants insisted most politely that we fasten our seat belts.
5. We neared our destination, and the airplane suddenly plunged.
6. Almost immediately, I checked my seat belt and braced myself.
7. Soon, the pilot skillfully leveled the airplane.
8. Seeing the runway, we relaxed, and the airplane landed safely.
9. I was extremely happy to touch the ground.
10. We rented a car and drove away slowly.
11. We greatly enjoyed our road trip, for our route was very scenic.
12. We reached our hotel fairly late.
13. We eventually went to Venice, which sits on small Adriatic islands.
14. Cars are not used there.
15. Today, motorboats are more common than gondolas.
16. The main water route is appropriately named the Grand Canal.
17. Numerous bridges span the canals, connecting somewhat narrow streets.
18. Saint Mark’s Square is often quite crowded.
19. Many remarkably beautiful buildings, including the Doges’ Palace, rest nearby.
20. The tall bell tower of Saint Mark is the most conspicuous structure in the square.
Noun or Adverb?

A **noun** is a word or word group that is used to name a person, a place, a thing, or an idea.

An **adverb** modifies a verb, an adjective, or another adverb.

An adverb tells where, when, how, or to what extent (how long or how much). Some words that can be used as adverbs can also be used as nouns.

**EXAMPLES**

Tomorrow my sister begins her part-time job at the animal hospital. [*Tomorrow, telling when, is an adverb that modifies the verb begins.*]

Tomorrow will be a special day. [*Tomorrow is a noun that names the day.*]

**EXERCISE** For the following sentences, identify each underlined word by writing above it **N** for noun or **ADV** for adverb.

**Example 1.** Do you have a club meeting tonight?

1. Shouldn’t we transplant these seedlings **now**?
2. Yes, now is a good time to transplant these seedlings.
3. Here is the place where you should stand.
4. Please stand **here**.
5. Ernesto crossed the finish line **first**.
6. The **first** to cross the finish line was Ernesto.
7. Are the essays for the writing contest due **Friday**?
8. Yes, the deadline for the essays is **Friday**.
9. Have you seen Emily **today**?
10. Isn’t today the first day of winter?
11. Who used this computer **last**?
12. I think Sara was the last to use this computer.
13. Please be home by 9:00 P.M.
14. Her home is about a mile from here.
15. We painted the outside of the shed.
16. The children are playing **outside**.
17. I am looking forward to **then**.
18. I will be fifteen years old **then**.
19. Are you leaving **tonight** or early in the morning?
20. **Tonight** is opening night for our school play.
The Preposition

A preposition is a word that shows the relationship of a noun or pronoun to another word.

The noun or pronoun that a preposition relates another word to is called the **object of the preposition**.

**EXAMPLES**

- I went **to** the new card shop **in** the mall. [The preposition *to* relates its object, *shop*, to the verb *went*. The preposition *in* relates its object, *mall*, to the noun *shop*.]
- The card shop is located **next to** the bookstore. [The compound preposition *next to* shows the relationship of its object, *bookstore*, to the verb phrase is *located*.]

**EXERCISE** In the following sentences, underline each preposition and draw an arrow from the preposition to its object.

**Example** 1. I recently read about the origin of greeting cards.

1. In 1840, the British issued the first postage stamps.
2. Prior to this innovation, the recipient usually was responsible for the postage.
3. Thus, mail service was used mainly by the wealthy.
4. However, the new “penny post” made mail delivery affordable for most people.
5. Soon, people throughout Britain were sending each other greeting cards.
6. Greeting cards became popular in the United States also.
7. People bought Christmas cards and valentines from individual designers.
8. Joyce Hall, who earned a living with his picture postcards, founded a card company.
9. Over the years, Hall’s company has grown into a successful business.
10. Today, in addition to Hall’s company, many other card companies sell greeting cards.
11. Seemingly, there is a card for every occasion.
12. As I look through card racks, I am usually drawn to the humor section.
13. When I read the cover of a humorous card, I enjoy guessing what the funny verse inside the card will say.
14. During this past summer, my family got a computer.
15. Along with the computer came software that enables me to create greeting cards.
16. I sent the first birthday card I created to my pen pal in the Philippines.
17. Across the card’s cover, I wrote **HAPPY BIRTHDAY**!
18. I replaced the **I** in **BIRTHDAY** with a picture of a candle.
19. Then I placed a cake under the words so that they all looked like decorations on it.
20. Inside the card was a funny verse amid small pictures of wrapped gifts.
The Conjunction

A conjunction is a word that joins words or word groups.

**COORDINATING CONJUNCTIONS**
- vitamins and minerals
- in the oven or on the grill
- Sara was born in Chicago, but she grew up in Dallas.

**CORRELATIVE CONJUNCTIONS**
- Both Enrique and Saul
- not only in the morning but also at night
- Either my brother will drive me there or I will ride the bus.

**EXERCISE A** Identify the conjunctions in the following sentences. Draw one line under the coordinating conjunctions and two lines under the correlative conjunctions.

**Example 1.** Both Tessa and I are taking dance lessons.

1. Neither Tessa nor I have ever seen a professional dance company perform live.
2. Today I bought tickets to an Alvin Ailey production, so I am quite excited.
3. Alvin Ailey was born in Texas in 1931, but he eventually moved to New York.
4. As a young man he danced in many shows, and in 1958, he formed the Alvin Ailey American Dance Theater.
5. Not only as a dancer but also as the choreographer of the dance company, Ailey was very much admired.

**EXERCISE B** Use coordinating or correlative conjunctions to join each of the following pairs of words or word groups in a complete sentence. Write your sentences on the lines provided.

**Example 1.** I win/he wins Whether I win or he wins, we will remain friends.

6. winter/summer

7. Chico/Matt

8. under the bed/behind the desk

9. Jolene worked/she rested

10. swiftly/quietly
The Interjection

1h. An interjection is a word that expresses emotion. An interjection has no grammatical relation to the rest of the sentence.

EXAMPLES  Wow! What an incredible storm that was!
           I would like to go, but, yikes, I have too much work to do.

EXERCISE A  Underline the interjections in the following sentences.

Example 1. Uh-oh, has anyone seen my pet snake?

1. Yikes! There’s a snake under the table!
2. Oops! I must have forgotten to cover the terrarium.
3. I like snakes, but, whoa, not when I’m eating dinner.
4. I tend to scream when snakes crawl over my feet, ugh!
5. Goodness! I’ve never seen such a long snake.
6. Oh, it’s really harmless.
7. Wow! That’s a relief!
8. Do you think that, well, you might want to put the snake back in its terrarium?
9. The snake, alas, seems to have disappeared.
10. Aha! There it is, hanging from the chandelier.

EXERCISE B  Rewrite each sentence, adding an interjection and appropriate punctuation.

Example 1. The island of Tobago has a variety of snakes. Boy-oh-boy! What a variety of snakes the island of Tobago has!

11. Mom told us that not all of the snakes are dangerous, of course.

12. A man named Snakeman was their guide in Trinidad.

13. Snakeman held the world record for capturing bushmasters.

14. Isn’t the bushmaster a large, poisonous snake?

15. The Asa Wright Nature Center in Trinidad encompasses close to five hundred acres.
Determining Parts of Speech

**NOUN** Are these soft pillows filled with **down**?

**ADVERB** If you write things **down**, you may recall them more easily.

**PREPOSITION** The two squirrels scurried up and **down** the tree.

**Exercise** In the following sentences, identify the part of speech of each underlined word by writing above it one of these abbreviations:

- N for noun
- PRO for pronoun
- ADJ for adjective
- V for verb
- ADV for adverb
- PREP for preposition
- CONJ for conjunction
- INTER for interjection

**Examples**

1. Would you like to have another enchilada?
   
2. Is that enchilada sauce hot or mild?

1. Marianne exhibited her model spacecraft at the science fair.

2. How long did it take Marianne to build the model?

3. We stopped **by** your house, but you weren't home.

4. At what time did you stop **by**?

5. These are extremely tasty pears.

6. Substitute these new art supplies for your old ones.

7. Doesn't Ms. Napoli coach the girls' basketball team?

8. She is also the coach of the school's swim team.

9. Everyone **but** Bethany was at the meeting.

10. Actually, Bethany came to the meeting but left early.

11. Are you a member of the student **council**?

12. The council members meet twice a month.

13. All of the volunteers at the fund-raiser were a big help.

14. Selena always volunteers to help.

15. I left my books **inside** on the table.

16. I left my books **inside** my locker.

17. That painting must be extremely valuable.

18. **That** must be an extremely valuable painting.

19. **Well**, that seems like a good idea.

20. Don't you think that everyone on the team played **well**?
EXERCISE  In the following sentences, identify the part of speech of each underlined word or word group by writing above it one of these abbreviations:

- N for noun
- PRO for pronoun
- ADJ for adjective
- V for verb
- ADV for adverb
- PREP for preposition
- CONJ for conjunction
- INTER for interjection

**Example 1.** Every night, my family and I have what we call “talk time.”

1. This is an important time for all of us.
2. We discuss what we have done during the day.
3. It is usually hard for my little brother to recall what he has done.
4. Then Mom or Dad asks him some questions.
5. “Oh, I remember now,” my brother eventually says.
6. Then he begins telling about his morning adventures.
7. He often becomes quite lively when he talks about them.
8. Some of my brother’s stories sound silly to me.
9. I sometimes become impatient because I want to talk about my day at school.
10. I start with tales about the ride on the school bus in the morning.
11. Then I tell about all of the classes I have.
12. My best friend, Cheryl, and I have every class together.
13. My favorite subjects are history and science, so I usually tell my family a great deal about those classes.
14. I especially have a lot to say when my history class has gone on a field trip or my science class has performed an experiment.
15. My brother generally shouts, “No more stories about fossils and explosions!”
16. My mother often has said to my brother, “Let your sister finish her story.”
17. In addition to telling about my classes and extracurricular activities, I tell about what my friends and I do at lunch.
18. Frequently, one story leads to the next one and then to the next and the next.
19. As I keep going from one story to another, big grins appear on my parents’ faces.
20. When I ask why they are grinning, they reply, “Well, wouldn’t you like to hear a little about our day?”
Review B: Parts of Speech

**Exercise** In the following sentences, identify the part of speech of each underlined word or word group by writing above it one of these abbreviations:

- N for noun
- PRO for pronoun
- ADJ for adjective
- V for verb
- ADV for adverb
- PREP for preposition
- CONJ for conjunction
- INTER for interjection

**Example 1.** We always have a good time when we visit our grandparents in Texas.

1. My grandfather, a Texas rancher, loves dogs.

2. The porch of his ranch house ordinarily is full of dogs of all shapes and sizes.

3. My grandmother, who is fond of cats, has several big Persian cats.

4. They generally feel happiest inside the house because, outside, the dogs will chase them up the nearest tree.

5. Some of the smaller cats cannot climb back down, and a ranch hand must rescue them with a ladder.

6. "Whew, those dogs can be such a bother!" my grandmother exclaims.

7. Needless to say, the quiet cats and the playful dogs do not mix well.

8. Grandfather keeps the mischievous dogs away from the cattle.

9. Many of the steers angrily charge all dogs.

10. Grandfather's dogs usually stay inside the wooden fence, but occasionally they leave this safe place.

11. If they do wander near the cattle, the dogs are soon forced to retreat.

12. The dogs then return to their comparatively dull life inside the yard.

13. Frequent visits from us always delight them.

14. When the dogs see us, they wag their tails enthusiastically.

15. Generally, the excited dogs crowd around us.

16. My little brother's favorite dogs, naturally, are the puppies.

17. The roly-poly puppies frequently stumble and fall.

18. The puppies ordinarily stay near the kennels throughout their first year of life.

19. The oldest dog that lives at the ranch is a German shepherd named Rascal.

20. Rascal seems to act as protector of all of the other dogs on the ranch.
Review C: Parts of Speech

EXERCISE In the following sentences, identify the part of speech of each underlined word or word group by writing above it one of these abbreviations:

N for noun PRO for pronoun ADJ for adjective
ADV for adverb PREP for preposition CONJ for conjunction
V for verb INTER for interjection

Example 1. Australia is home to many unique species of plants and animals.

1. Thousands of wildflowers are native to Australia.
2. Among those species is a red-and-green wildflower called the kangaroo paw.
3. Its shape resembles that of a kangaroo's hind foot.
4. Other plants found in Australia include the especially fragrant honeyflower and the beautiful fuchsia.
5. With bright red blooms the spear lily commonly grows twelve feet tall.
6. Many different varieties of orchid thrive on the continent.
7. Oh, how delicate the lovely orchids are!
8. Across the continent grows the acacia, which is often called the wattle tree.
9. Early European settlers in Australia discovered that they could build walls and roofs by intertwining, or wattling, the flexible branches of the acacia.
10. Also growing throughout Australia is the eucalyptus, or the gum tree.
11. Eucalyptus leaves are the principal source of food for the koala.
12. The koala is a marsupial, an animal that has an external abdominal pouch for carrying and nursing its young.
13. In addition to the koala, more than forty kinds of kangaroo live in Australia.
14. One of the tallest species is the red kangaroo; much smaller are the wallaby and the rat kangaroo.
15. Among other Australian marsupials are the wombat, which resembles a small bear, and the bandicoot, which looks like a rat.
16. One of the most unusual mammals on the continent is the platypus.
17. The platypus is unlike most other mammals in that it lays eggs.
18. Australia also has many special birds, including the emu and the black swan.
19. Unlike most other birds, the emu cannot fly, but it can run very swiftly.
20. Wow! The black swan certainly looks powerful in flight!
Sentences and Sentence Fragments A

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

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

FRAGMENT Bears extremely protective of their young. [no verb]
FRAGMENT According to the film we saw. [incomplete thought]
SENTENCE According to the film we saw, bears are extremely protective of their young.

Exercise Identify each of the following groups of words as a sentence or a sentence fragment. On the line provided, write S for sentence or F for fragment.

Example  

1. Once frightened by a bear.
   
   1. Bears are classified as carnivores, or meat eaters.
   2. Also enjoy feeding on plants and honey.
   3. Because they are myopic, or nearsighted.
   4. Bears have difficulty seeing objects that are far away.
   5. Their keen sense of hearing, which makes up for their limited vision.
   6. Bears can identify sounds at a great distance.
   7. Their most acute sense is that of smell.
   8. The tracks left by the bear’s prey.
   9. The small prey unable to escape.
   10. Bears are powerful predators.
   11. The muscles in the upper part of a large bear’s front legs.
   12. Bears are native to four continents.
   14. In North America, which includes the United States.
   15. In North America live the brown bear, the grizzly bear, and the American black bear.
   16. Alaska is the home of the largest brown bear, the kodiak bear.
   17. The kodiak bear, which may reach a weight of about 1,700 pounds (780 kilograms) and a length of about 10 feet (3 meters).
   18. Native to Asia is the Malayan sun bear.
   19. The Malayan sun bear, smaller than any other species of bear.
   20. Inhabiting the mountain forests of South America is the spectacled bear.
Sentences and Sentence Fragments B

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

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

<table>
<thead>
<tr>
<th>FRAGMENT</th>
<th>SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Described ancient cities of Mexico. [no subject]</td>
<td>The articles, which we had found in this magazine, described ancient cities of Mexico.</td>
</tr>
</tbody>
</table>

**Exercise A** Decide whether each group of words is a sentence or a sentence fragment. On the line provided, write S for sentence or F for fragment.

**Example**  
1. Gardens where Emperor Maximilian and Empress Carlota strolled.
   
   FRAGMENT  
   
   1. Cuernavaca, a city in Mexico.
   2. The famous Spanish explorer Cortés lived in a palace there.
   3. The Spaniards arrived in 1521.
   4. The resort with its tropical climate and hot springs.
   5. From the dining room at Las Mañanitas.

**Exercise B** Each item below shows a sentence fragment. On the lines provided, rewrite the fragment to make it into a sentence.

**Example**  
1. Fragment: Enjoyed seeing the sights and meeting the people.  
   My cousins and I enjoyed seeing the sights and meeting the people.

6. Fragment: Our driver Cesar, who was a guide at the ruins.

7. Fragment: Made our way back.

8. Fragment: Waiting at the hotel.

9. Fragment: Our cameras, which we took with us.

Subjects and Predicates

2b. The subject tells whom or what the sentence is about, and the predicate says something about the subject.

The complete subject and the complete predicate may be only one word each, or they may be more than one word.

COMPLETE SUBJECT South Africa produces much of the world’s gold.

COMPLETE PREDICATE South Africa produces much of the world’s gold.

Exercise A Decide whether the subject or the predicate is underlined in each of the following sentences. On the line provided, write S for subject or P for predicate.

Example  P  1. At a temperature of 2808 degrees Celsius, gold boils.

  1. Gold melts at 1064 degrees Celsius.
  2. A leaf of gold is less than one millimeter thick.
  3. Early craftworkers found ways to heat gold, pound it, and shape it to make jewelry.
  4. Gold items over four thousand years old have been found on the coast of the Black Sea.
  5. Currently, South Africa is the leading producer of gold in the world.
  6. Silver may be combined with gold to make jewelry.
  7. In the early 1960s, the largest discovery of gold in the United States in the twentieth century was made in Nevada.
  8. The first gold rush in the United States was in Georgia in 1828.
  9. In 1849 came the famous California gold rush.
  10. Was El Dorado, the legendary kingdom of gold, ever discovered?

Exercise B In each of the following sentences, draw one line under the complete subject and two lines under the complete predicate.

Example 1. Located in the northern part of Kentucky is Fort Knox.

11. The word bullion refers to bars or ingots of gold or silver.
12. Within steel and concrete vaults at Fort Knox lie bars of pure gold.
13. Since 1936, most of the gold in the United States has been kept at Fort Knox.
14. When did the United States stop minting gold coins?
15. Which country has the largest gold reserve?
Simple and Complete Subjects

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

The **complete subject** consists of the simple subject and any words, phrases, or clauses that modify the simple subject.

<table>
<thead>
<tr>
<th>SENTENCE</th>
<th>Bicycle racing requires skill and stamina.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMPLE SUBJECT</td>
<td>racing</td>
</tr>
<tr>
<td>COMPLETE SUBJECT</td>
<td>Bicycle racing</td>
</tr>
</tbody>
</table>

**EXERCISE A** The complete subject is underlined in each of the following sentences. Circle each simple subject.

**Example 1.** The first African American world **champion** in bicycle racing was Marshall Taylor.

1. At age thirteen, **Marshall Taylor** won his first amateur bicycle race.
2. The owner of a bicycle factory hired him and encouraged him to race.
3. From 1896 to 1910, this famous and extremely popular cyclist **raced** in the United States, Europe, and Canada.
4. During those years, **international and American championship titles** were awarded to Taylor.
5. Taylor’s induction into the bicycling hall of fame came after 117 wins in 168 races.

**EXERCISE B** In each of the following sentences, underline the complete subject and circle the simple subject.

**Example 1.** One of the most famous bicycle races is the Tour de France.

6. This well-known race was first held in 1903.
7. The course for the race extends about 2,500 miles through France and five other countries.
8. This famous cycling event lasts about three weeks.
9. The leader in the race wears a yellow jersey.
10. Some cyclists have won the race more than once.
11. Among the winners is Greg LeMond.
12. In 1986, this U.S. cyclist became the first non-European winner of the Tour de France.
14. Another famous winner had to overcome grave difficulties.
15. In 1999, Lance Armstrong, having successfully struggled with cancer, made an incredible comeback and won the race.
Simple and Complete Predicates

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

The simple predicate may be a one-word verb or a verb phrase (a verb with one or more helping verbs). The complete predicate consists of a verb and all the words that describe the verb and complete its meaning.

**SENTENCE** I have been reading a collection of her stories.
**SIMPLE PREDICATE** have been reading [verb phrase]
**COMPLETE PREDICATE** have been reading a collection of her stories

**EXERCISE A** The complete predicate is underlined in each of the following sentences. Circle the simple predicate.

**Example** 1. Leslie Marmon Silko's poetry has long been my favorite reading.

1. Silko has written many poems, short stories, and novels. 
2. The author was raised at Laguna Pueblo in New Mexico.
3. In the 1960s, she attended high school in Albuquerque.
4. Many of Silko's stories have been inspired by American Indian folk tales.
5. In her youth she heard these stories from other family members.
6. The Laguna Pueblos' reverence for nature is traditional.
7. One of Silko's poems is based on the Pueblos' respect for the bear.
9. I have read many of the poems in that collection.
10. Do you have a copy of her story "The Man to Send Rain Clouds"?

**EXERCISE B** In each of the following sentences, underline the complete predicate and circle the simple predicate.

**Example** 1. American Indians have given the world many foods.

11. Popcorn, one of the oldest forms of corn, may be native to Central America.
12. American Indians were growing popcorn more than one thousand years ago.
13. Popcorn was used for decorations and for food.
14. Popcorn without oil or butter is low in calories.
15. Almost all of the world's popcorn is grown in the United States.
Complete and Simple Subjects and Predicates

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

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

The complete subject consists of the simple subject and any words, phrases, or clauses that modify the simple subject. The complete predicate consists of a verb and all the words that describe the verb and complete its meaning.

Exercise In each of the following sentences, underline the complete subject once and the complete predicate twice. Then, circle each simple subject and verb.

Example 1. Traditional Chinese painting is characterized by meticulous brush strokes.

1. Among the most famous Chinese artists is Chang Dai-chien.
2. I have seen several of the paintings by Chang, Dai-chien.
3. Many art experts consider Chang a genius.
4. Dozens of Chang’s paintings hang in an exhibit at the museum.
5. Across the marble floor came the tour guide.
6. The guide pointed to the collection of paintings.
7. She directed our attention to an unusual painting.
8. On the bushy branches of a pine tree sits the artist.
9. Chang exhibited one hundred paintings at his first show in 1926.
10. Beside one painting hangs a gorgeous fan.
11. My sister had read the description of Musical Performance.
12. A digital picture of this painting appears on the Internet.
13. In the next gallery were artworks by Zhu Qizhan.
14. At the age of ninety, he accepted an invitation to lecture in the United States.
15. Did the group recall of his paintings with flowers and still lifes?
16. Included among the images is a picture of grapes.
17. A colorful landscape painting hangs nearby.
18. His landscapes are renowned for their technical achievement.
19. The mountains in this painting are beautiful.
20. Zhu Qizhan used impressionist techniques in his work.
Finding the Subject

EXAMPLE  Three of the animals are at the watering hole. [Three is the subject. Animals is the object of the preposition of.]

Questions often begin with a verb, a helping verb, or a word such as what, when, where, which, how, or why. The subject of a question may follow the verb or may come between the helping verb and the main verb.

EXAMPLE  In which country does the largest herd live? [The subject herd comes between the helping verb does and the main verb live.]

The word there or here is almost never the subject of a sentence. To find the subject, ask “Who?” or “What?” before the verb.

EXAMPLE  There are two species of African rhinoceroses. [What are? Species are.]

EXERCISE A  In each of the following sentences, circle the subject of the underlined verb.

Example 1. How many kinds of rhinoceroses exist in the world?

1. There are five types of rhinoceroses.
2. What are the two species of African rhinoceroses called?
3. Here are some pictures of the black rhinoceros.
4. Where did the name for the black rhinoceros originate?
5. Can these rhinoceroses really uproot bushes and small trees?

EXERCISE B  For each of the following sentences, underline the subject once and the verb twice.

Example 1. How can we save this rhinoceros?

6. For what reasons are these African rhinoceroses in need of protection?
7. There is much interest in the black rhinoceros of Africa.
8. Is poaching affecting the survival rate of the black rhinoceros?
9. How have people like Kenneth Manyangadze helped the black rhinoceroses?
10. Will Save Valley Wildlife Conservancy provide a safe home for African rhinoceroses?
11. In the preserve, there is a special area for the black rhinoceroses.
12. Where did Manyangadze see that two-ton female black rhinoceros?
13. How have volunteers saved some black rhinoceroses from poachers?
14. Here is a helpful tracking device.
15. In what ways can a tracking collar pinpoint the location of a rhinoceros in the wild?
The Understood Subject

In a request or command, the subject of a sentence is usually not stated. You is the understood subject, even when the request or command includes a noun of direct address, a name that identifies the person spoken to or addressed.

Example  Please read the first question aloud, Tony. [Who is to read? You is the understood subject; Tony is a noun of direct address.]

Exercise  Rewrite each of the following sentences as a request or a command with an understood subject. Use the underlined words in the first five sentences as nouns of direct address.

Example 1. Amy will show us a copy of the survey.

Show us a copy of the survey, Amy.

1. For tomorrow, the class will read the chapter.

2. Sherise plans to tell us about the career of a highway patrol officer.

3. José will explain the reasons for the popularity of those jobs.

4. Karen will describe some careers in medicine.

5. Eduardo will list the requirements for a career as a travel agent.

6. You should respond to each survey question with only yes or no.

7. You should take notes as you read the chapter.

8. You should review these articles about computers.

9. You can report your findings to the rest of the class.

10. For additional information, you can search the Internet.
Compound Subjects

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

**Example** The **time** and **place** for the prom will be announced tomorrow.

**Exercise A** In each of the following sentences, draw one line under the parts of the compound subject. Draw two lines under the conjunction or conjunctions joining those parts.

**Example 1.** Michael, Diane, and Martin will help make the prom decorations.

1. Some freshmen and a few sophomores will convert the gym into an ocean liner.
2. Either Ms. Lyle or another teacher will supervise the conversion.
3. Balloons, streamers, and other colorful decorations will adorn the gym.
4. Not only the walls but also the ceiling will sparkle with gold glitter.
5. The night before the prom, the gym floor and the bleachers will be waxed.
6. On prom night both students and chaperones will appreciate the prom committee's efforts.
7. Will Sheila, Eddie, or Douglas introduce the band at the prom?
8. Carlos and I do not want to be the first ones on the dance floor.
9. There are neither songs nor activities planned that aren't related to the ocean-liner theme.
10. The king and queen of the prom will be crowned by the principal.

**Exercise B** On the line provided, rewrite each pair of sentences as one sentence with a compound subject. You may need to change some verbs and pronouns to agree in number with the subject.

**Example 1.** Gunda is an excellent dancer. Alex is also an excellent dancer. **Both Gunda and Alex are excellent dancers.**

11. "Do You Want to Dance?" is a favorite song of mine. "Respect" is also one of my favorites.

12. The stroll is a dance that I like. The cha-cha is a dance that I like, too.

13. Ms. Hall, a chaperone, danced at the prom. Mr. Contrri, another chaperone, danced at the prom.

14. Tanita may have won the door prize. Chauncey may have won it. Mavis may have won it.

15. Denise played guitar in the band. Don played guitar in the band.
Compound Verbs

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

EXAMPLE One helicopter could fly, land, or navigate on its own.

EXERCISE A In the following sentences, draw one line under the parts of the compound verbs. Draw two lines under the conjunctions that join the parts of the compound verbs.

Example 1. The International Aerial Robotics Competition welcomes and supports students.

1. Model helicopters and blimps must be built and operated by student inventors.
2. Each aircraft must depart from a small area, fly over a field, identify objects, and retrieve them.
3. Two Canadian students had consulted the Internet and found the IARC Web page.
4. They had not designed, engineered, or flown robotic aircraft before.
5. The boys talked about ideas, studied catalogs, and shopped for equipment.
6. Dave and Pawel received donations from some businesses but borrowed other equipment.
7. Could the boys or their computer fly and command the model helicopter?
8. At the competition the boys’ helicopter flew well but could not retrieve the target objects.
9. A demonstration machine could fly rapidly, bank, hover, and land gracefully.
10. Many businesses would not only enjoy but also profit from advances in aerial robotic designs.

EXERCISE B Rewrite each of the following sets of sentences as one sentence with a compound verb. Use the conjunction or conjunctions given in parentheses to connect the parts of the compound verb.

Example 1. The judges will conduct the final tests. The judges will evaluate the results. (and) 

The judges will conduct the final tests and evaluate the results.

11. That scientist works in a laboratory. That scientist also tutors students. (not only . . . but also) 

12. Inventors may think of new ideas. They may use old ideas in new ways. (either . . . or) 

13. The two students entered the contest. They did not win. (but) 

14. Eugene and I designed this robot. Eugene and I programmed it, too. (both . . . and) 

15. Susan built a blimp. She refined its design. She entered the invention in the contest. (and) 

Grammar, Usage, and Mechanics: Language Skills Practice
Compound Subjects and Verbs

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

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

**COMPOUND SUBJECT**
- Both **Bianca** and **Kevin** want to become architects.

**COMPOUND VERB**
- **Can** you **sing** or **play** a musical instrument?

A sentence may contain both a compound subject and a compound verb.

**EXAMPLE**
- Janetta and Ahmad carefully **performed** the experiment and **recorded** the results.

**EXERCISE A** In the following sentences, draw one line under each subject and two lines under each verb.

Example 1. Blue and white are our school colors.

1. That store not only sells but also repairs computer equipment.
2. Both the blue whale and the humpback are endangered species.
3. At the Freshmen Follies, Lucia and Ramon sang a duet.
4. Either **Androcles and the Lion** or **A Midsummer Night's Dream** will be our school's spring play.
5. Alex and Isaac left for summer camp this morning and will be there for two weeks.

**EXERCISE B** On the line provided, rewrite each group of sentences as one sentence with a compound subject or a compound verb or both.

Example 1. At the state fair Dale rode in a hot-air balloon. I also rode in the hot-air balloon.

At the state fair Dale and I rode in a hot-air balloon.

1. The committee discussed the problem. The committee proposed no viable solution.

2. The table on the patio is in need of repair. The chairs on the patio are in need of repair.

3. I will talk to my guidance counselor. Then I will make my decision.

4. Gnats were unusually troublesome last summer. Mosquitoes were unusually troublesome, too.

5. Lin Sing saw the movie. Jalene saw it, too. They have been talking about it ever since.
Complements

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

A complement may be a noun, a pronoun, or an adjective, and may also be compound.

EXAMPLES The first European to visit the Society Islands was Samuel Wallis. [noun]
I read that in the encyclopedia. [pronoun]
The article about the islands was informative and thorough. [adjectives]

EXERCISE In each of the following sentences, write S above the subject, V above the verb, and C above the complement. Some sentences may have more than one complement.

Example 1. The Society Islands are part of French Polynesia.

1. Tahiti is one of the principal islands of the Society Islands.
2. The capital city is Papeete, on the island of Tahiti.
3. Papeete appears gracious and colorful.
4. Some aspects of Polynesian culture may seem unusual to tourists.
5. Polynesians settled the islands hundreds of years ago.
6. The islands must have seemed a paradise to those original settlers.
7. The island's exotic fruits may have tasted strange but delicious to them.
8. The French government claimed the fourteen islands.
9. Various writers and artists have illustrated the beauty of Tahiti.
10. Tahiti has spectacular waterfalls and streams.
11. Our first island adventure was a visit to a coral reef.
12. The island air smelled fresh and clean.
13. Islanders were selling fresh papayas.
14. During a hike in the mountains, I observed many kinds of wildlife.
15. The tropical vegetation was remarkable.
16. I saw bananas, coconuts, and papayas there.
17. Most of the islands' inhabitants are Polynesian.
18. Tahiti is certainly an extraordinary part of the world.
19. Our vacation in the Society Islands was too short.
20. This trip remains my all-time favorite vacation.
The Subject Complement: Predicate Nominatives

A subject complement is a word or word group that is in the predicate and that describes or identifies the subject.

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

**EXAMPLES**
- Greta has been my **pen pal** for two years. [*Pen pal identifies the subject Greta.*]
- The soccer team's co-captains are **Jamaal** and **he**. [*Jamaal and he are a compound predicate nominative identifying the subject co-captains.*]

**EXERCISE**
Underline the predicate nominatives in the following sentences.

**Example 1.** Is that your new bicycle?

1. Your lab partner will be either Michael or she.
2. Buenos Aires is the capital of Argentina.
3. The people who volunteered to help us were Moira and he.
4. Is Julie a sophomore or a junior?
5. Everyone in that ballet is an excellent dancer.
6. Two members of the wrestling team are Leslie and Jesse.
7. Beth is the tennis player whom I am coaching.
8. You have been a loyal friend to me!
9. Rodrigo, in my opinion, would be the best person to call for this job.
10. Barbara is the only soprano auditioning for the role.
11. Was she the one who called?
12. Is Leon your first name or your middle name?
13. The only applicants for the job were Josh, Enrique, and I.
14. Agoraphobia is the fear of being in large open places.
15. Is the current president of the United States a Democrat or a Republican?
16. Are you and Willis close friends?
17. We have always been avid fans of ice hockey.
18. Spanish is one of the Romance languages.
19. Is French a Romance language, too?
20. A fine mess this is!
The Subject Complement: Predicate Adjectives

2i. A subject complement is a word or word group that is in the predicate and that describes or identifies the subject.

A predicate adjective is an adjective that is in the predicate and that modifies the subject.

EXEMPLARY
This loaf of bread smells fresh to me. [fresh loaf]
Your essay is clear and concise. [clear and concise essay]

EXERCISE Underline the predicate adjectives in the following sentences.

Example 1. Is that volcano extinct?

1. This song was popular during the summer of 1999.
2. In my opinion, your plan is more reasonable than any of the others.
3. All of the contestants appear calm and confident.
4. Does that salsa taste too spicy?
5. Are these horses free to roam the ranch?
6. The poetry of Shel Silverstein is delightful.
7. My stepsister is two years older than I am.
8. Why are you reluctant to express your opinion?
9. Usually, the children remain quiet and still during storytelling time.
10. Not all of the protagonist's actions, however, are heroic.
11. All summer the weather here has been hot and dry.
12. Why does the cellar always smell dank and musty?
13. Keep this information, for it may be helpful to you later.
14. The strawberries should be ripe in a few days.
15. Are any of these library books overdue?
16. This whole-grain cereal is not only delicious but also good for you.
17. The audience grew restless waiting for the concert to begin.
18. Both of the students seemed genuinely sorry for what they had said.
19. The actor portraying the dragon in the play did not feel comfortable in the elaborate costume.
20. Long, narrow, and winding was the unpaved road leading to the castle.
Predicate Nominatives and Predicate Adjectives

2i. A subject complement is a word or word group that is in the predicate and that describes or identifies the subject.

Examples  Lasagna is my favorite food. [predicate nominative identifying Lasagna]
That sauce tastes rich and tangy. [compound predicate adjective describing sauce]
How delicious this lasagna is! [predicate adjective describing lasagna]

Exercise A  Underline each subject complement in the following sentences. Then, above each write PN for predicate nominative or PA for predicate adjective.

Example 1. The best cooks are she and Paulo.

1. This is a fine restaurant.
2. The Marliave Ristorante has always been my favorite one.
3. The prices at the Marliave seem reasonable and affordable.
4. The chefs are Esther DeFalco and her brother.
5. Their recipes are traditional.
6. The ingredients smell and taste fresh.
7. The pasta in their lasagna is homemade and light.
8. “Be careful when rolling out the pasta dough,” Esther says.
10. For the DeFalcos, the making of pasta remains an art.

Exercise B  On the lines provided, make the following word groups into complete sentences by adding the kinds of subject complements identified in parentheses.

Example 1. (predicate adjective) Sailing away from home to a strange land seems ____________.

11. (predicate adjective) For some immigrants, the voyage to the United States was ____________.
12. (predicate nominative) Was the decision to immigrate ____________?
13. (compound predicate adjective) The immigrants must have been ____________.
14. (predicate nominative) The task of adapting to a new way of life is ____________.
15. (compound predicate nominative) Two of the families who immigrated with the DeFalcos were
Direct Objects

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

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

**EXAMPLES**

Did you attend the football game? [You did attend what? Game.]

Did you meet Jason and Molly there? [You did meet whom? Jason and Molly.]

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

**Example 1.** Many reporters interviewed the winning quarterback.

1. In 1967, Los Angeles hosted the first Super Bowl game.
2. More than sixty thousand fans attended the game at Memorial Coliseum.
3. Kansas City played Green Bay in the first Super Bowl game.
4. Green Bay defeated Kansas City by twenty-five points.
5. Before the Super Bowl became an annual event, the two best teams from the National Football League played a championship game.
6. In 1960, the American Football League formed and held its first annual championship.
7. Eventually, the AFL and NFL championship teams played each other at the end of the season.
9. Has the NFC or the AFC won more Super Bowl titles?
10. Millions of fans watch it on television.
11. Many spectators find the halftime shows entertaining.
12. Do you know any amazing records set during Super Bowl games?
13. In 1994, Steve Christie kicked a 54-yard field goal.
14. How many records did Jerry Rice set?
15. In the early 1990s, the Buffalo Bills made appearances in four consecutive Super Bowls.
16. How many teams have won consecutive Super Bowl games?
17. Winners of more than one Super Bowl include San Francisco, Dallas, and Pittsburgh.
18. Which team won the Super Bowl last year?
19. Did you have tickets for the game?
20. What a terrific game those two teams played!
Indirect Objects

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

**EXAMPLE** I showed Mom and Dad my report. [Showed to whom? Mom and Dad.]

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

**Example 1.** Mr. Greico gave us a quiz in math today.

1. I lent Yolanda my baseball glove.
2. Maxine baked us a vegetable pizza.
3. The Nineteenth Amendment gives women the right to vote.
4. Nathan bought his grandfather leather gloves for Christmas.
5. At the concession stand, Tim bought himself a bag of popcorn and a bottle of water.
6. The store manager offered each of the applicants a part-time job.
7. Every Monday morning, our parents hand us our allowances for the week.
8. Ms. Wong told the children the story about Damocles and the sword.
9. I am weaving my aunt and uncle a tapestry with pictures of hummingbirds and magnolias.
10. My neighbor pays me twenty-five dollars for mowing his lawn.

**EXERCISE B** Rewrite the following sentences, making each underlined phrase an indirect object.

**Example 1.** Please give this message to Terrence or Scott. Please give Terrence or Scott this message.

11. Heather knitted a pair of socks for her baby brother.

12. The camping trip provided plenty of exciting moments for the hikers.

13. Did you send invitations to Rebecca and him?

14. The judges awarded gold medals to both Kristi and Carl.

15. Tomás showed his large collection of baseball cards to Armand and me.
Direct and Indirect Objects

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

**Example** Gayle visited an **island** in Florida. [Gayle visited what? Island.]

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

**Example** Give **Tish** and **me** your tickets. [Give to whom? Tish and me.]

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

**Example** 1. Who gave the teachers and students the maps showing the farm’s location?

1. The juniors planned a **trip** to Belle Grove, a nineteenth-century farm.
2. Farm children performed many **chores** before school each day.
3. They gave the chickens **feed** and milked the cows.
4. All family members had specific **duties** in the barn and fields.
5. Farmhands scattered **straw** over the barn floor.
6. A blacksmith pounded the **steel** with his hammer.
7. He told **us** his experiences as the village blacksmith.
8. The students asked **him** many questions.
9. Farm women made **lace** and embroidered during the winter.
10. One woman showed **me** her handmade shawl.

**Exercise B** In the following sentences, underline direct objects once and indirect objects twice. Not all sentences contain both a direct object and an indirect object.

**Example** 1. The librarian showed my friend and **me** the biography section.

11. The Pulitzer Prize Board awarded Alex Haley a special citation for **Roots** in 1977.
12. In **Roots**, Haley presents a heroic saga about African Americans.
13. The book provides Americans some insight into the horrors of slavery.
15. Various organizations gave the miniseries prestigious awards.
Parts of a Sentence

Every sentence contains a **subject** and a **verb**. Some sentences may also contain **complements**—direct objects, indirect objects, predicate nominatives, or predicate adjectives. Any of these sentence parts may be compound.

**Exercise** In each of the following sentences, underline the sentence part or parts given in parentheses.

**Example 1. (direct object)** Give your tickets to the person at that window.

1. (direct object) Have you ever visited a county fair?
2. (compound subject) Last year, my best friend and I attended a fair in our state capital.
3. (predicate adjective) The playful antics of the rodeo clowns were quite **entertaining**.
4. (verb) Then we **wandered** around the fairgrounds.
5. (compound subject) Animal pens and **displays** of food and crafts filled the large exhibit halls.
6. (verb) In one area sheep were lying about in small pens.
7. (direct object) A ranchhand noticed our **interest** in the sheep and spoke to us.
8. (predicate nominative) “These animals can be good pets,” said the ranchhand.
9. (compound direct object) Until then, I had considered only **cats, dogs, or fish** as pets.
10. (indirect object) The friendly ranchhand brought the **sheep** some food.
11. (predicate adjective) “By now these sheep are **hungry**.”
12. (indirect object) “Would you give them lunch?”
13. (indirect object) The ranchhand gave each of us a handful of food pellets.
14. (compound verb) The sheep, apparently ravenous, **chewed** the food quickly and **looked** for more.
15. (direct object) The sheep gave me a brilliant **idea**.
16. (compound predicate adjective) Yardwork certainly can become **tiresome and dull**.
17. (direct object) Sheep, however, happily eat **grass**.
18. (predicate nominative) In other words, a sheep is a natural **lawn mower**!
19. (subject) There was only one **problem** with this idea.
20. (direct object) The city has zoning **laws** against sheep ranching!
Classifying Sentences by Purpose

21. A sentence may be classified, depending on its purpose, as declarative, imperative, interrogative, or exclamatory.

**DECLARATIVE**  Keiko is painting a watercolor in the style of the Japanese masters.

**IMPERATIVE**  Be sure to recycle those boxes.

**INTERROGATIVE**  At what time does the concert begin?

**EXCLAMATORY**  What a spectacular game that was!

**EXERCISE**  Classify each of the following sentences by purpose. On the line provided, write DEC if the sentence is declarative, IMP if it is imperative, INT if it is interrogative, or EXC if it is exclamatory.

Example  **DEC**

1. Please step onto the stage.

   1. Shana’s dream has come true, for all summer long Shana will be the magician’s assistant at Worlds of Entertainment.

   2. Imagine spending your summer being sawed in half and pulling rabbits out of a hat.

   3. What fun that would be!

   4. Have you heard the best part of all?

   5. At one point during the show, the magician makes Shana seem to float in the air.

   6. How does the magician make Shana float?

   7. Somehow, the curtain must cover the table on which Shana rests.

   8. What a fantastic trick that is!

   9. After the show, ask the magician and Shana for their autographs.

   10. Would you like to work with a magician?

   11. I am interested in the history of magic.


   13. Didn’t the ancient Egyptians create amulets for magical purposes?

   14. Pass me that book about alchemists in the Middle Ages.

   15. In other times, thousands of people were accused of being witches and executed.

   16. What strange times those must have been!

   17. Have advances in science weakened belief in magic?

   18. Do superstitions indicate a belief in magic?

   19. Please tell me what you think.

   20. How puzzling some superstitions are!
Review A: Sentences and Sentence Fragments

**Exercise** Identify each of the following groups of words as a sentence or a sentence fragment. On the line provided, write S for sentence or F for sentence fragment.

Example **F** 1. The city of Pamplona in the northern part of Spain.

___ 1. Pamplona, Spain, the site of Las Fiestas de San Fermín.

___ 2. This annual week-long celebration begins at noon on July 6.

___ 3. After a fireworks mortar has been fired.

___ 4. Perhaps the best-known part of the festival is the daily running of the bulls.

___ 5. The running of the bulls begins promptly at 8:00 A.M.

___ 6. City officials block off several streets.

___ 7. One of which is the calle de la Estafeta.

___ 8. The bulls run through streets leading to the plaza de toros.

___ 9. Traditionally, ahead of the bulls runs a crowd of young men.

___ 10. The daring runners wearing white shirts and pants and red bandannas and sashes.

___ 11. Obviously, this is very dangerous.

___ 12. Each day at noon, through the city’s streets several people in elaborate costumes.

___ 13. The two people wearing tall costumes.

___ 14. One of the costumes is that of a king.

___ 15. The other costume that of a queen.

___ 16. Other costumes, which include enormous heads.

___ 17. Especially enjoying this part of the festivities are the children.

___ 18. Dancing, singing, and celebrating continue throughout the night.

___ 19. A traditional snack called sopa de ajo.

___ 20. A garlic soup that is served cold.

___ 21. *Sopa de ajo* is a mixture of mashed raw garlic, bread crumbs, water, salt, vinegar, and olive oil.

___ 22. For a week the participants in the festival spend very little time sleeping.

___ 23. In Ernest Hemingway’s novel *Fiesta* is a description of the running of the bulls.

___ 24. *Have you ever been to Spain?*

___ 25. *If you’ve ever heard of Las Fiestas de San Fermín.*
Review B: Subjects and Predicates

**Exercise A** For each of the following sentences, underline the simple subject once and the verb twice. Before the numeral, write (you) if the subject is understood. Be sure to include all parts of any verb phrases and all parts of compound subjects or verbs.

**Example 1.** Neither my cousin nor I will ever forget my visit to his city last spring.
1. Last spring, I saw a fire.
2. My cousin, a nurse at a state hospital, had invited me down for the weekend.
3. Like him, I am studying for a career as a nurse.
4. He lives in a comfortable nurses' residence next to the hospital.
5. For our Saturday dinner, my cousin and I had bought fish fillets.
6. At six o'clock he put the fillets under the broiler.
7. Meanwhile, I was happily making a Waldorf salad.
8. Suddenly, his name was called over the public address system.
9. He groaned, rose to his feet, and gave me instructions.
10. "Just watch television in my room for a while."

**Exercise B** For each of the following sentences, underline the complete subject once and the complete predicate twice. Circle each simple subject and verb.

**Example 1.** I turned on one of my favorite programs.
11. I had already seen that episode of the television program.
12. I soon fell asleep on the sofa.
13. What woke me?
14. A loud wail of sirens came from the street below.
15. To my horror, the kitchen was full of black, acrid smoke.
16. Three figures in smoke masks charged past me.
17. They ran into the kitchen and opened the oven.
18. The firefighters extinguished the remains of the fish and cleared away the smoke.
19. The kitchen was a mess.
20. My cousin and I cleaned the kitchen.
Review C: Complements

**Exercise A** In each of the following sentences, decide what kind of complement the underlined word is. Above each underlined word, write DO for direct object, IO for indirect object, PN for predicate nominative, or PA for predicate adjective.

**Example 1.** The Internet can provide researchers valuable information.

1. Computers are useful machines for problem solving and for information processing.
2. However, some people fear computers.
3. To these people, computers seem too complicated.
4. Generally speaking, people appreciate the capabilities of computers.
5. Computers can give people the ability to work more efficiently.
6. The Internet provided me much information for my report on archaeology.
7. Archaeologists uncover the remains of ancient civilizations.
8. Studying artifacts can give archaeologists information about past cultures.
9. This information is useful to historians and sociologists.
10. In fact, many people study these data.

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

**Example 1.** The reporter had asked us an interesting question about current fads.

11. Are most people conformists?
12. Many students merely follow the crowd.
13. Awareness of fads or fashions is important to most of us.
14. We follow school fads in dress, slang, and behavior.
15. Such fads are a normal part of teenage life.
17. What are some of the current fads?
18. Describe a current fad, Jesse.
19. Does popular slang still include such words as cool, dude, and awesome?
20. Fads of today may seem silly to us a few years from now.
Review D: Sentence Fragments, Kinds of Sentences

**EXERCISE** Decide whether each of the following groups of words is a sentence or a sentence fragment. On the line provided, write S for sentence or F for fragment. Then, identify each complete sentence by writing on the line provided one of these abbreviations:

- DEC for declarative sentence
- EXC for exclamationary sentence
- INT for interrogative sentence
- IMP for imperative sentence

**Example** **S, INT** 1. Have you read any of Barbara Kingsolver’s works?

1. Ms. Osaka is one of the art teachers at my school.
2. Didn’t you receive my e-mail message?
3. How extraordinary your performance was tonight!
4. Some of the mementos of our trip.
5. Signal me when you are ready to begin singing.
6. What a thoughtful person you are!
7. Have you been practicing your saxophone lessons?
8. How many languages can you speak?
9. On our way home we stopped at the bakery to buy some bagels.
10. The last short story that I read.
11. Please show me how to knit a scarf.
12. What a clever trick that was!
13. In major-league baseball, who holds the record for hitting the most home runs in a season?
14. That restaurant serves Thai food.
15. As soon as Anthony and I arrived.
16. Call this number, and ask for Dr. Parker.
17. If you can speak Spanish, you may find French easier to understand.
18. Which freedoms does the First Amendment guarantee?
19. Because all of the tickets for the concert had already been sold.
20. Carmela, having decided that she would rather be a marine biologist than a chemical engineer.