

CHAPTER 21 *The Phrase*

Prepositional Phrases

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun called the **object of the preposition**.

EXERCISE Place parentheses around all prepositional phrases in the following sentences. Underline all objects of prepositions.

EXAMPLE: Which (of you boys and girls) ran (into the kitchen) as I came (down the stairs)?

Commonly Used Prepositions			
about	beneath	in	through
above	beside	inside	throughout
across	besides	into	till
after	between	like	to
against	beyond	near	toward
along	but (meaning	of	under
amid	"except")	off	underneath
among	by	on	until
around	concerning	out	unto
as	down	outside	up
at	during	over	upon
before	except	past	with
behind	for	regarding	within
below	from	since	without

- Recent evidence from archaeological excavations suggests that giant camels and mastodons were once native to this country.
- A purse of leather usually outlasts one of vinyl.
- The television salesperson showed us the new models on display in the store.
- The new secretary reminded Dr. Bowles of her afternoon appointment and evening dinner engagement.
- Susan rejoiced as the lightning flashed and the thunder rolled down the valley.
- In spite of their awkwardness the toddlers were endearing in their dance costumes.
- Because of the demands of her work, Alicia reluctantly cancelled the trip.
- Interest in consumer education has escalated in recent years.
- Today weekend hobbyists can buy professional tools at reasonable cost.
- Of the many designs, the basket weave is my favorite.
- John took courses in early-childhood development.
- The table, made of oak heartwood, was a striking piece of furniture.
- Jane cut four cords of stove wood in one exhausting day.
- From a distance the motorbikes sounded like chainsaws.
- The joy of the event was marred by their sudden departure.
- Because the supply of gasoline sold to the public was rationed, more was available for the armed forces.
- Accustomed to the publicity, the candidate relaxed and enjoyed the campaign.
- Jane Eyre* is Charlotte Brontë's best-known work of art.
- Our view was blocked by cars parked along the curb.
- Joyce visualized whirling, red spirals of sound whenever she heard a siren.

CHAPTER 19 *The Parts of Speech*

Prepositions

A **preposition** is a word used to show the relationship of a noun or pronoun to some other word in the sentence.

EXERCISE Draw a single line under each preposition and a double line under its object.

EXAMPLE: Members of the French Club baked eight kinds of bread.

1. Some people say that there are ghosts living in that house.
2. The fence by the side of the road is badly in need of repair.
3. Jake will meet the rest of the team after practice.
4. Were you waiting for Joe?
5. The inside of the box was engraved with the initials of its original owner.
6. The terms of the agreement between them were explicitly stated in the contract.
7. I borrowed the book from Susan after class.
8. We haven't had electricity since last week, when the power failed during a storm.
9. Behind that house is a grove of orange trees.
10. All suggestions concerning discipline were considered by the committee.
11. I'm looking forward to my trip to the mountains.
12. Juan and Maria will have the next meeting at their house.
13. The tornado struck without warning and destroyed everything in its path.
14. The dog crawled under the lilac bush.
15. Who is that little boy by the mailbox?
16. All the plants except one survived the harshness of last winter.

Name _____

Period _____

55 Prepositions

a	b	i	t
a	b	i	t
a	b	i	t
a	b	l	t
a	b	n	t
a	b _ _ (meaning "except")	o	u
a		o	u
a	b	o	u
a	c	o	u
a	d	o	u
a	d	o	u
b	e	p	w
b	f	p	w
b	f	p	w

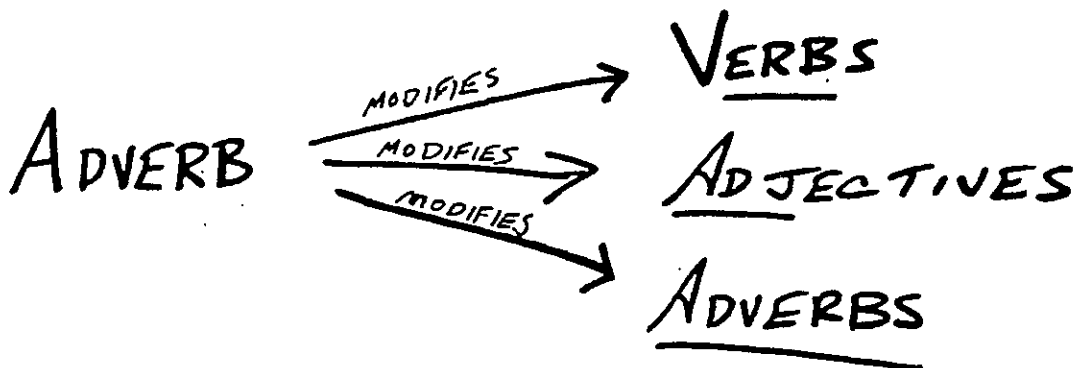
CHAPTER 19 The Parts of Speech

Adverbs

EXERCISE Underline the adverbs in the following sentences. Draw an arrow from each adverb to the word(s) it modifies.

EXAMPLE: Henry felt extremely unsure, but he acted confidently.

1. She glared menacingly at the culprit.
2. The mountain top rose beyond our sight, but we climbed tirelessly.
3. She painted the scene effortlessly because she enjoyed her work.
4. He danced well and hoped for a career as a professional dancer.
5. Someone else brilliantly discovered the answer before we could understand the problem!
6. Already we have had five inches of snow during this week.
7. Father walked very briskly around the block before dinner.
8. You should check your work more carefully and reduce the number of careless errors.
9. Pelting rain fell steadily through the night.
10. Beautifully woven baskets hung in the hallway.
11. Under the tree lay a bewhiskered gentleman who was snoring loudly.
12. Silently but quickly, he crept into the room in which his brother was fast asleep.
13. The ancient, gnarled tree swayed precariously in the violent wind.
14. It was indeed a pleasure to see him smile again.
15. The orderly crowd dispersed slowly after the very disappointing game.
16. The boy opened the birthday presents eagerly as his proud father took his photograph.
17. He never played fairly.
18. The woods seemed haunted in the ghostly white moonlight.
19. Our car always starts on the first try, even on icy mornings.
20. No one would tell him what had actually happened.



NAME _____ PER _____

SUBORDINATE
CONJUNCTION

A.)

1. sa
2. si • af
3. trefa
4. fi
5. enies
6. oaulthhg
7. ss • alno • ga
8. eilwh
9. nt • tahro • drei
10. phattrod • deiv
11. evnehrew
12. hg • sthuao
13. esacboe
14. eeobrf
15. tt • oash
16. ntah
17. gthvoh
18. uslesn
19. Intui
20. hewn
21. ruwthee
22. ee hrw

B.

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | |
| 3. _____ | 6. _____ | |

WORD.
CONJ.

A. Noun	E. Adverb
B. Pronoun	AB. Preposition
C. Adjective	AC. Conjunction
D. Verb	AD. Interjection

After being served in their car, Steve and Laurie have an "adult" conversation about the future prospects for their relationship. He suggests having the freedom to date others while away at college: "Maybe, before I leave, we could, ah, agree that, that seeing other people while I'm away can't possibly hurt, you know?...I think it would strengthen our relationship. Then we'd know for sure that we're really in love. Not that there's any doubt."

Unexpectedly agreeing with him but devastated by the suggestion, Laurie removes the chain around her neck holding his class ring: "I can't expect you to be a monk or something while you're away."

NAME _____

CASEY AT THE BAT

Ernest Lawrence Thayer

(IDENTIFY THE PART
OF SPEECH)

A - NOUN

B - PRO

C - ADJ

D - V

I. The ¹outlook ²wasn't ³brilliant for the Mudville nine ⁴that day;
The score ⁵stood four to two with but ⁶one ⁷inning more to play.
And then when ⁸Gooney died at first and Barrows ⁹did the same,
A ¹⁰sickly silence fell upon the ¹¹patrons of the game.

A straggling few got up to go in ¹²deep despair. The rest
¹³Clung to the hope ¹⁴which springs eternal in the human breast;
They ¹⁵thought if only ¹⁶Casey could but get a ¹⁷whack at that—
We'd put up even ¹⁸money now with Casey at the bat.

But Flynn ¹⁹preceded Casey, as did also ²⁰Jimmy Blake,
And the former was a lulu and the latter was a cake;
So upon that stricken multitude grim melancholy ²¹sat,
For there ²²seemed but ²³little chance of Casey's getting to ²⁴the bat.

But Flynn let ²⁵drive a single, to the wonderment of ²⁶all,
And Blake, the much despised, ²⁷tore the cover off the ball;
And when the dust ²⁸had lifted, and the men saw ²⁹what had occurred,
There ³⁰was Jimmy safe at second and Flynn a-hugging third.

Then from five thousand ³¹throats and more there ³²rose a lusty yell;
It ³³rumbled through the valley, it rattled in the dell;
It ³⁴knocked upon the mountain and recoiled upon the flat.
For Casey, mighty Casey, was ³⁵advancing to the bat.

There ³⁶was ease in Casey's manner as ³⁷he stepped into his place;
There was ³⁸pride in Casey's bearing and a smile on Casey's face.
And when, responding to the cheers, he lightly ³⁹doffed his hat,
No ⁴⁰stranger in the crowd ⁴¹could doubt 'twas Casey at the bat.

II.

A = TRANSITIVE

B = INTRANSITIVE

(CLASSIFY THE ACTION VERB)

Ten thousand eyes were on him as he ⁴²rubbed his hands with dirt;
Five thousand tongues ⁴³applauded when he wiped them on his shirt.
Then while the writhing pitcher ⁴⁴ground the ball into his hip,
Defiance ⁴⁵gleamed in Casey's eye, a sneer ⁴⁶curled Casey's lip.

Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand tongues applauded when he wiped them on his shirt.
Then while the writhing pitcher ground the ball into his hip,
Defiance gleamed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped—
"That ain't my style," said Casey. "Strike one," the umpire said.

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm waves on a stern and distant shore.
"Kill him! Kill the umpire!" shouted someone on the stand;
And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult; he bade the game go on;
He signaled to the pitcher, and once more the spheroid flew;
But Casey still ignored it, and the umpire said, "Strike two."

"Fraud!" cried the maddened thousands, and echo answered,
"Fraud!"

But one scornful look from Casey and the audience was awed.
They saw his face grow stern and cold, they saw his muscles strain,
And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lip, his teeth are clenched in hate;
He pounds with cruel violence his bat upon the plate.
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favored land the sun is shining bright;
The band is playing somewhere, and somewhere hearts are light,
And somewhere men are laughing, and somewhere children shout;
But there is no joy in Mudville—mighty Casey has struck out.

UNFORTUNATE COINCIDENCE

DOROTHY PARKER

By the time you swear you're his,
Shivering and sighing,
And he vows his passion is
Infinite, undying—
Lady, make a note of this:
One of ~~you is~~ lying.

JABBERWOCKY

LEWIS CARROLL

Everybody—naturally—knows the famous nonsense poem from Through the Looking Glass. But not everybody remembers that Carroll also provided at least a partial translation. This is the way Alice first encounters the poem:

There was a book lying near Alice on the table, and while she sat watching the White King (for she was still a little anxious about him, and had the ink all ready to throw over him, in case he fainted again), she turned over the leaves, to find some part that she could read, “—for it’s all in some language I don’t know,” she said to herself.
It was like this.

YKOW NABBAW

23001 ykibz sht bno gillind 23001
i sdnur sht nri sldnng bno svq bnd
230010001 sht svur yemim 11A
sbnrgno zhtv smom sht bnd

She puzzled over this for some time, but at last a bright thought struck her. “Why, it’s a Looking-glass book, of course! And, if I hold it up to a glass, the words will all go the right way again.”

This was the poem that Alice read—

JABBERWOCKY

“Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

“Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!”

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

“And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!”
He chortled in his joy.

"*Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.*"

"It seems very pretty," she said when she had finished it, "but it's *rather* hard to understand!" (You see she didn't like to confess, even to herself, that she couldn't make it out at all.) "Somehow it seems to fill my head with ideas—only I don't exactly know what they are! However, *somebody* killed *something*; that's clear, at any rate—"

It is not until 70 pages later (in my edition) that Alice encounters that master of words and manipulator of obscurities called Humpty Dumpty. Abashed as she is by his brilliance, she still has the presence of mind to ask the sagacious man about that troublesome poem.

"You seem very clever at explaining words, Sir," said Alice. "Would you kindly tell me the meaning of the poem called 'Jabberwocky'?"

"Let's hear it," said Humpty Dumpty. "I can explain all the poems that ever were invented—and a good many that haven't been invented just yet."

This sounded very hopeful, so Alice repeated the first verse:—

"'*Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.*'"

"That's enough to begin with," Humpty Dumpty interrupted: "there are plenty of hard words there! '*Brillig*' means four o'clock in the afternoon—the time when you begin *broiling* things for dinner."

"That'll do very well," said Alice: "and '*slithy*'?"

"Well, '*slithy*' means 'lithe and slinky.' 'Lithe' is the same as 'active.' You see it's like a portmanteau—there are two meanings packed up into one word."

"I see it now," Alice remarked thoughtfully: "and what are '*toves*'?"

"Well, '*toves*' are something like badgers—they're something like lizards—and they're something like corkscrews."

"They must be very curious-looking creatures."

"They are that," said Humpty Dumpty: "also they make their nests under sun-dials—also they live on cheese."

"And what's to '*gyre*' and to '*gimble*'?"

"To '*gyre*' is to go round and round like a gyroscope. To '*gimble*' is to make holes like a gimlet."

"And '*the wabe*' is the grass-plot round a sun-dial, I suppose?" said Alice, surprised at her own ingenuity.

"Of course it is. It's called '*wabe*' you know, because it goes a long way before it, and a long way behind it—"

"And a long way beyond it on each side," Alice added.

"Exactly so. Well then, '*mimsy*' is 'flimsy and miserable' (there's another portmanteau for you). And a '*borogove*' is a thin shabby-looking bird with its feathers sticking out all round—something like a live mop."

"And then '*mome raths*'?" said Alice. "I'm afraid I'm giving you a great deal of trouble."

"Well, a '*rath*' is a sort of green pig: but '*mome*' I'm not certain about. I think it's short for 'from home'—meaning that they'd lost their way, you know."

"And what does '*outgrabe*' mean?"

"Well, '*outgrabe*' is something between bellowing and whistling, with a kind of sneeze in the middle: however, you'll hear it done, maybe—down in the wood yonder—and, when you've once heard it, you'll be *quite* content. Who's been repeating all that hard stuff to you?"

"I read it in a book," said Alice.

Grammar: The Extra Credit Opportunity

I have decided to make some extra credit available to any class member who wishes to take advantage of the opportunity. The work will be due on Monday, October 25 and will be graded on a scale from 1—10 points. No late work will be accepted.

You may do one of the following:

1. Complete any of the unfinished worksheets on pp. 13-23 in the Holt Workbook B. (This option is available only to those students who scored 70% or below on the test.)
2. Create a 25 item Parts of Speech test on your own modeled on the format of the text you just took. The text should be from one of the stories read in class. Each part of speech must be represented (interjections optional). Include an answer key. (Available to those students who scored an 86% or below on the test)
3. Select a passage (1—2 pp.) from a story read in class and write a paragraph in which you examine the author's use of some particular part of speech. Consider discussing the effect upon the reader of his/her vivid verbs, colorful adjectives, specific nouns, etc. Include a copy of the passage in which you highlight the words you examine. (Available to students who scored 100% or below on the test)

JABBERWOCKY

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 Beware the Jubjub bird, and shun
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 And burbled as it came!

One, two! One, two! And through and through
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 He left it dead, and with its head
 He went galumphing back.

"And, hast thou slain the Jabberwock?
 Come to my arms, my beamish boy!
 O frabjous day! Callooh! Callay!"
 He chortled in his joy.

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 Did gyre and gimble in the wabe:
 All mimsy were the borogoves,
 And the mome raths outgrabe.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 9. _____ | 17. _____ |
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| 6. _____ | 14. _____ | |
| 7. _____ | 15. _____ | |
| 8. _____ | 16. _____ | |

page four

1 truly 2 prepared 3 for 4 the 5 rapid 6 succession 7 of 8 floating 9 meatballs (fifteen, count
 'em, fifteen) 10 that 11 shot 12 out 13 of 14 this 15 dynamo 16 in 17 the 18 next 19 forty 20 seconds or so.
 Wilson's 21 stay 22 lasted 23 two 24 weeks 25 before 26 he 27 was 28 given 29 to 30 a 31 co-worker--
 like 32 a sort of "chain pig."
 I 33 refuse 34 to 35 help 36 bathe 37 the 38 wolfhound.

Mark H. Larson

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 11. _____ | |
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| 10. _____ | 20. _____ | |

o Noun

o Pronoun

o Adjective

o Verb

o Adverb

o preposition

o conjunction

o interjection

Armed to the teeth with a variety of pig hygiene aids, Doug and I entered the bathroom. Wilson was a shy little guy, maybe twelve inches high and twenty inches long. He would've been kind of cuddly if he weren't covered with thousands of tiny bristles. Doug induced him to come out from behind the toilet, and the two of them began tentatively reintroducing themselves to one another. My job was pretty basic. As Doug distracted him, I was to grab Wilson by the harness on his back and plop him in the water. While I held the pig steady, Doug would scrub him with a toilet brush and then apply the skin lotion. No sweat....

Doug coaxed, Wilson snuffled, the water beckoned... I sighted my target and pounced.

When a pig roars in anger and outrage, it is not a pretty sound....

I had been prepared for some panicked squealing (Hey, I'd seen the film, *Deliverance*), maybe even some rapid leg movement and wiggling. This, however, was the sort of noise you hear on *Wild Kingdom* when the mother wolverine's young are under attack. This pig started roaring and trying to rotate around and bite me! Twenty-five pounds of pissed-off-pork were determined to hurtle themselves against me in a frontal assault. It was all I could do to keep this creature at arm's length. Then it commenced a sort of leaping and squealing combo that I eventually guided into a lunge into the tub.

Now we had been warned that a pig is unable to control its bowels when it's immersed in warm water. Knowing is one thing, but I wasn't

Name _____

Period _____

page two

turned ¹to ²despair ³as the dog quickly established its daily routine:

alternating ⁴between ⁵dropping salami-size loads and knocking over lamps with its ever swishing tail. yikes!

⁶Despair turned to action. In an ⁷effort to regain ⁸some ⁹lost ¹⁰sense of marital balance, Doug ¹¹arrived home ¹²one day with a ¹³purchase of ¹⁴his own--a Vietnamese pot-bellied pig. Kate ¹⁵hated ¹⁶it at once, ¹⁷which of course, made Doug all the more ¹⁸devoted to it.

They sprung the news of the ¹⁹new acquisition while my wife and I were entertaining them for dinner ²⁰that ²¹same night. "Wilson" the pig (think about Wilson's ²²most ²³famous sports product--I suggested the name "Capitalist", myself) was ²⁴currently prowling the confines of their ²⁵newly remodeled bathroom. Kate was ²⁶upset that it smelled ²⁷bad ²⁸(Gee, what a surprise!) and insisted that the fellow be bathed before the night were through.

Maybe it was the ³⁰company or maybe it was the wine, ³¹but somehow giving the porker a ³²little ³³scrub ³⁴seemed ³⁵like a ³⁶perfectly ³⁷appropriate and pleasant evening's work.

Now you may or ³⁹may not ⁴⁰know ⁴¹that ⁴²if a pig is kept in the house, it must be ⁴³oiled once a day or else ⁴⁴its skin dries out. Your conventional outdoor ⁴⁵tusker performs this task ⁴⁶itself by having a good ⁴⁷wallow in the mud, but ⁴⁸unless you've got a tub full of mud in the bathroom you need to help him out by applying ⁴⁹some Avon's "Skin So Soft" (or ^{Swine}Pig So Soft, if you ⁵⁰will) with a small brush.

Noun
pro.
adj.
verb

o adverb
o prep.
o conj
o interj

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35. _____

Chapter 1: The Parts of Speech**WORKSHEET 1****Types of Nouns A**

A **noun** is a word used to name a person, place, thing, or idea. A **proper noun** names a particular person, place, thing, or idea and is always capitalized. A **common noun** is a general name for a person, place, thing, or idea. A common noun is not capitalized unless it begins a sentence or is part of a title.

COMMON NOUNS: woman, city

PROPER NOUNS: Alice Walker, Memphis

A **concrete noun** names an object that can be perceived by the senses. An **abstract noun** names an idea, a feeling, a quality, or a characteristic.

CONCRETE NOUNS: tree, bicycle

ABSTRACT NOUNS: bravery, charm

Exercise A Underline the twenty-five nouns that appear in the following paragraph. Treat as single nouns all capitalized names containing more than one word. Do not include years, such as 1815. Then above each noun, write whether the noun is *proper* or *common*.

EXAMPLE: [1] ^{proper} Elizabeth Cady Stanton was born in ^{proper} Johnstown, ^{proper} New York, in 1815.

[1] As a young woman, Elizabeth Cady Stanton studied the classics and mathematics both at home and at Troy Female Seminary, from which she graduated in 1832. [2] Beginning at an early age, she recognized the injustices suffered by women, especially in education and politics. [3] In 1840, she married Henry Stanton, a prominent abolitionist. [4] At an antislavery convention in London, Mrs. Stanton was outraged at the treatment of the female delegates. [5] She later helped to organize the first meeting to address women's rights. [6] At that convention, she read her Declaration of Sentiments, which addressed the inferior status of women and called for reforms.

Exercise B On the line provided, identify each of the following nouns as *concrete* or *abstract*.

EXAMPLE: 1. pencil concrete

- | | |
|--------------------|-----------------------|
| 1. lightning _____ | 6. infant _____ |
| 2. velvet _____ | 7. awkwardness _____ |
| 3. pumpkin _____ | 8. humility _____ |
| 4. strength _____ | 9. encyclopedia _____ |
| 5. endurance _____ | 10. flute _____ |

Chapter 1: The Parts of Speech**WORKSHEET 2****Types of Nouns B**

A **collective noun** is singular in form but names a group of persons or things.

crowd faculty public troop audience

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 two or more words, or as a hyphenated word.

highway Bill of Rights brother-in-law Louise Erdrich

Exercise A Underline the collective noun in each of the following sentences.

EXAMPLE: 1. My family enjoys watching classic movies.

1. The public seems to like movies about strange creatures.
2. Perhaps the majority likes to escape from reality by watching these movies.
3. I read about a club in California that is devoted to old monster movies.
4. Our neighborhood group gets together to watch Alfred Hitchcock movies.
5. Hitchcock can frighten an audience without monsters.
6. I saw a variety of his movies last summer.
7. Suspense and monster movies still attract a big crowd at our local theater.
8. A committee selects classic movies for showing at school.
9. The faculty chose Hitchcock's *Vertigo* last month.
10. I know that our class certainly enjoyed that movie.

Exercise B Underline all the compound nouns in the following sentences.

EXAMPLE: 1. Elizabeth Blackwell displayed great determination as she struggled to become the first female to graduate from medical school in the United States.

1. Harriet Tubman, an African American and probably the most famous conductor on the Underground Railroad, led her own parents to safety and freedom in 1857.
2. I read in the newspaper that in 1955 Marian Anderson appeared with the Metropolitan Opera in New York City, becoming the first African American soloist to perform with that company.
3. My stepfather and my sister-in-law saw her perform at the Met.
4. Creativity and imagination, as well as an interest in the education of the deaf, led Alexander Graham Bell to invent the telephone.
5. Roberto Clemente, who played baseball for the Pittsburgh Pirates, was killed in a plane crash while on a relief mission for victims of an earthquake in Nicaragua.

Chapter 1: The Parts of Speech**WORKSHEET 3****Pronouns and Antecedents;
Personal Pronouns**

A **pronoun** is a word used in place of one or more nouns. The noun that the pronoun replaces is called the **antecedent** of the pronoun. In the following example, the arrows point from the pronouns to their antecedents.

Lián showed her dad her new book and put it on the desk.

The most commonly used pronouns are **personal pronouns**.

FIRST PERSON: I, my, mine, me, we, our, ours, us

SECOND PERSON: you, your, yours

THIRD PERSON: he, his, him, she, her, hers, it, its, they, their, theirs, them

We saw William in his new car in front of your house.

Exercise A Underline each personal pronoun in the following sentences. Then draw an arrow to each pronoun's antecedent or antecedents if the antecedent or antecedents are present in the sentence.

EXAMPLE: 1. Alexandra showed her mother the computer system and its instruction book.

1. I hope that the skates are worth the money that you paid for them.
2. Jared offered me a free ticket to his uncle's play, but since I had already bought a ticket, he gave it to my sister.
3. Mike and Zahara played their guitars, and then I got my guitar and joined them.
4. Our coats look so much alike that I can't tell which coat is mine and which is yours.
5. Angie wrote to me and explained why she couldn't visit us this summer.

Exercise B In the following paragraph, replace the italicized words with personal pronouns. Cross out the italicized words and write the pronouns in the space above the words.

EXAMPLE: [1] Mrs. Rodríguez read the students in ^{her} ~~Mrs. Rodríguez's~~ class an article.

[1] The article was about an archaeologist named John Hohmann, and Mrs. Rodríguez knew the students would be interested in *the article*. [2] In 1990, *Mr. Hohmann* and *Mr. Hohmann's* two assistants went to Arizona to explore an ancient village known as Casa Malpais. [3] *Mr. Hohmann and Mr. Hohmann's two assistants* were curious about the caverns at Casa Malpais and wanted to explore *the caverns*. [4] The archaeologists were surprised when *the archaeologists* entered the caverns. [5] These caverns contained chambers where ancestors of the Hopi and the Zuni Native American peoples had buried *the Hopi and the Zuni Native American peoples' ancestors'* dead.

Chapter 1: The Parts of Speech



Other Types of Pronouns

A **reflexive pronoun** refers to the subject and directs the action of the verb back to the subject. An **intensive pronoun** emphasizes a noun or another pronoun. Reflexive and intensive pronouns are *myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves*.

REFLEXIVE: You can help **yourself**.

INTENSIVE: Yoko dialed the long distance number **herself**.

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

I know **who** will be the guest speaker.

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

What is today's date? **Whose** umbrella is this?

A **demonstrative pronoun** (*this, that, these, those*) points out a person, place, thing, or idea.

That was a wonderful movie! I like **these** better than **those**.

An **indefinite pronoun**, such as *all, each, either, everyone, several, nobody, or someone*, refers to a person, a place, or a thing that is not specifically named.

Nobody knows yet who won the election. **All** of us need help sometimes.

Exercise Each of the following sentences contains an italicized reflexive, intensive, relative, interrogative, demonstrative, or indefinite pronoun. Identify the type of pronoun on the line provided.

EXAMPLE: 1. *Those* are the shoes that Lainie bought for the dance.
demonstrative

1. *Everybody* in my family likes to go camping. _____
2. He poured *himself* a glass of apple juice. _____
3. Terry designed all of the costumes *herself*. _____
4. Whose books are *these*? _____
5. Juan said *that* he enjoys boating. _____
6. *What* is the name of the book about Malcolm X? _____
7. A *few* of the sandwiches are left. _____
8. Last summer we stayed at a rustic camp in the Rocky Mountains, *which* are not far from our hometown. _____
9. *Which* tent did you use? _____
10. *That* was a tasty meal cooked over an open fire. _____

Chapter 1: The Parts of Speech**WORKSHEET 5****Nouns, Pronouns,
and Adjectives**

A **noun** names a person, place, thing, or idea. A **pronoun** is a word used in place of one or more nouns.

He told me his plans. [*He, me, and his* are pronouns. *Plans* is a noun.]

An **adjective** is a word used to modify a noun or a pronoun. The most frequently used adjectives, *a*, *an*, and *the*, are called **articles**. *The* is a **definite article**; *a* and *an* are **indefinite articles**.

A dangerous storm is approaching the eastern islands.

Some words may be used either as adjectives or as pronouns.

ADJECTIVE: Each person was told to take shelter.

PRONOUN: The officer gave each of us directions to the shelter.

Some nouns may be used as adjectives.

COMMON NOUN: hurricane

ADJECTIVE: hurricane winds

PROPER NOUN: Texas

PROPER ADJECTIVE: Texas beaches

Exercise A Underline the adjectives in the following sentences. Do not include the articles *a*, *an*, and *the*.

EXAMPLE: [1] Bicycling has an interesting history in this country.

[1] By the 1890s, an extraordinary craze for bicycling had swept the United States. [2] The early versions of bicycles made for an awkward ride. [3] Ungainly, the cycles had a large wheel in the front and a small wheel in the back. [4] In 1885, however, a more sensible model was introduced, one that resembled the modern cycle. [5] Bicycling quickly became a national sport.

Exercise B On the lines provided, identify each italicized word in the following sentences as an adjective (ADJ), a pronoun (PRO), or a noun (N).

EXAMPLE: 1. Our PRO teacher, Mr. López, N, identified the various ADJ trees along the nature trail.

- As a young girl, Susan B. Anthony was taught the beliefs of the Quakers, which stress the equality of all people.
- Many people are working to clean up polluted rivers and streams to make them more livable environments for wildlife.
- The cover of this book has seen better days.
- Someone has filled the fruit bowl with dates.
- Does that new bird feeder in the elm tree attract chickadees?

Chapter 1: The Parts of Speech

Action Verbs and Linking Verbs

A **verb** is a word used to express an action or a state of being. An **action verb** expresses activity, whether physical or mental.

PHYSICAL ACTIVITY: run, cook, build, swim, walk

MENTAL ACTIVITY: like, trust, remember, forget, worry

An action verb can be transitive or intransitive. A **transitive verb** expresses an action directed toward a person or a thing. Words that receive the action of transitive verbs are called **objects**. An **intransitive verb** expresses action without reference to an object. A verb can be transitive in one sentence and intransitive in another.

TRANSITIVE VERB: The British **fought** the French for control of parts of Canada.

INTRANSITIVE VERB: The British and the French **fought** for land control.

A **linking verb** (also called a **state-of-being verb**) links the subject with a noun, a pronoun, or an adjective. The most commonly used linking verbs are forms of the verb *be*. Others include *appear*, *become*, *feel*, *look*, *seem*, *taste*, and *sound*. The noun, pronoun, or adjective following a linking verb completes the meaning of the verb and refers to the noun or pronoun that comes before the verb. Some linking verbs can be used as action verbs.

LINKING VERB: This apple **tastes** crisp. ACTION VERB: The boy **tastes** the soup.

Exercise A Underline the transitive verbs once and underline the intransitive verbs twice in each of the following sentences.

EXAMPLE: 1. The strong winds died down, so we flew our kites.

1. We quickly packed lunch for a trip to the seashore.
2. The whitecaps on the ocean disappeared.
3. At low tide, Rosita suddenly spotted a starfish.
4. She noticed its five purplish arms.
5. Three horseshoe crabs swam in the tidal pool.

Exercise B Each sentence in the following paragraph contains an italicized action verb or linking verb. Circle each italicized linking verb.

EXAMPLE: [1] Ancient Egypt is a fascinating subject.

[1] The ruins at Karnak on the banks of the Nile River in Egypt *are* some of the most impressive sights in the world. [2] The largest structure there *is* the temple of Amon-Re. [3] The ceiling of the temple *rests* more than 23 meters above the floor. [4] Of course, the columns that support the roof *look* enormous. [5] Engineers and artists alike *appreciate* the tremendous efforts that went into the completion of this temple.

Chapter 1: The Parts of Speech**WORKSHEET 7****The Verb Phrase**

A verb phrase consists of a main verb preceded by at least one helping verb (also called an auxiliary verb). Some commonly used helping verbs are forms of the verbs *be*, *have*, *do* and other words such as *may*, *might*, *must*, *can*, *shall*, *will*, *could*, *should*, and *would*.

The United States has purchased the Louisiana Territory from Napoleon.

Sometimes the parts of a verb phrase are interrupted by other parts of speech. The word *not* and its contraction, *-n't*, are never part of a verb phrase; they are adverbs.

I haven't yet found the right color paint for my room.

Exercise A Underline the verb phrase in each of the following sentences. Then underline again the helping verb or verbs.

EXAMPLE: 1. At the time of the Louisiana Purchase, the land between the Mississippi River and the Rocky Mountains hadn't yet been explored by outsiders.

1. President Jefferson must have wanted information about these interior lands.
2. Meriwether Lewis, Jefferson's private secretary, and William Clark were chosen as the leaders of the expedition into the Louisiana Territory.
3. A young Shoshone woman, Sacagawea, was living in a Mandan Indian village near Lewis and Clark's camp.
4. Didn't she accompany them on their expedition as an interpreter and guide?
5. I have read about her assistance to the explorers.

Exercise B Underline the ten verb phrases that appear in the following paragraph.

EXAMPLE: Could Lewis and Clark have succeeded without Sacagawea?

The Lewis and Clark expedition had followed a trail that led to the Rocky Mountains. Those high mountain peaks must have appeared impassable to the members of the expedition. How could they ever get to the other side? Fortunately, Sacagawea knew these mountain passes. This was the land that she had traveled through as a youngster before she had been captured by enemies. The expedition eventually encountered Sacagawea's own Shoshone people, including her brother, who had become a chief of the Shoshone. Sacagawea convinced him that he should provide the explorers with horses, food, and canoes so that the expedition could continue through the mountains to the ocean. On November 15, 1805, the explorers reached the Pacific Ocean. Sacagawea, the woman who guided the expedition to its goal, has not been forgotten. A mountain pass, a mountain peak, and a river have been named in honor of the young Shoshone woman.

Chapter 1: The Parts of Speech

WORKSHEET 8

The Adverb

An **adverb** is a word used to modify a verb, an adjective, or another adverb. The adverb modifies by telling *where, when, how, or to what extent, (how often or how much).*

We stayed **inside**. [The adverb *inside* modifies the verb *stayed* and tells *where*.]

It was an **unusually** quiet morning. [The adverb *unusually* modifies the adjective *quiet* and tells *how*.]

The dog barked **quite** loudly. [The adverb *quite* modifies the adverb *loudly* and tells *to what extent*.]

Exercise The following paragraphs contain twenty adverbs. Underline the adverb or adverbs in each sentence. Then underline twice the word or words each adverb modifies.

EXAMPLE: [1] I have always liked houseplants.

- [1] A couple of months ago, my sister Juana and I finally decided to buy a houseplant.
 [2] The large ones we saw were too expensive for us. [3] In addition, they are almost always raised in hothouses, and, as a result, they do not adjust easily to living in cold climates.
 [4] Suddenly Juana had a brainstorm. [5] "Let's buy some seeds and grow them indoors.
 [6] That way, the seedlings will automatically adapt themselves to the climate in our house."

[7] At the seed store, the owner, Mrs. Miller, greeted us cheerfully. [8] We explained that we wanted to grow a large plant but that our room rarely gets bright sunlight and that in the winter it can be especially chilly and dark. [9] We also mentioned that we wanted seeds for a plant seldom sold in local shops. [10] "I know what you need," Mrs. Miller promptly replied. [11] "These are seeds of the bo tree, an unusually hardy member of the fig family native to India. [12] There, this tree is sacred to Buddhists because it is said that the Buddha received enlightenment under a bo tree." [13] When we got back to our house, we planted the seeds. [14] In a short time they sprouted, and we now have an unusual houseplant that is perfectly suited to our cold environment.

Chapter 1: The Parts of Speech



The Preposition and the Conjunction

A **preposition** is a word used to show the relationship of a noun or a pronoun to another word. A preposition introduces a prepositional phrase.

We traveled to a foreign land. They marched across the bridge.

Prepositions consisting of more than one word are **compound prepositions**.

I succeeded in spite of many obstacles.

A **conjunction** is a word used to join words or groups of words. **Coordinating conjunctions** and **correlative conjunctions** (pairs of conjunctions) connect sentence parts that are used in the same way.

COORDINATING CONJUNCTION: My mom and dad said that I can go.

CORRELATIVE CONJUNCTION: Neither Heta nor Evan had read the book.

Exercise A Underline the prepositional phrases in the following sentences. Then on the lines provided, write the prepositions.

EXAMPLE: 1. After Cortes's military triumphs, Mexico and Central America were ruled by Spain. After, by

1. In 1519, Hernando Cortes led an expedition to Mexico. _____
2. Under his command were 553 soldiers and 110 sailors. _____
3. After a rough voyage, he reached Mexico, where a mighty empire had been established by the Aztecs. _____
4. According to historians, Cortes and his small army had trouble seizing control of the empire because of the Aztecs' sophisticated military organization. _____
5. However, Cortes joined forces with the Aztecs' enemies and conquered the Aztec Empire in 1521. _____

Exercise B Underline the coordinating conjunctions once and the correlative conjunctions twice in the sentences in the following paragraph.

EXAMPLE: [1] Once Nantucket and New Bedford, Massachusetts, were home ports of huge whaling fleets.

[1] Whaling brought tremendous profits into Massachusetts ports, but the golden days of whaling ended with the American Civil War. [2] Even a successful whaling trip was no pleasure cruise for either the captain or the crew. [3] Maintaining order was a difficult task on a long voyage, because the food and living conditions were often dreadful. [4] The development of a new fuel signaled the decline not only of whaling but also of whale oil processing. [5] By 1860, kerosene, a cheaper and better fuel, had replaced whale oil.

Chapter 1: The Parts of Speech



The Interjection; Determining Parts of Speech

An **interjection** is a word used to express emotion. It has no grammatical relation to the other words in the sentence. It is set off from the rest of the sentence by an exclamation point or a comma.

Wow! I can't believe we won that game in the final second!

Well, it certainly was an exciting game, wasn't it?

The way a word is used in a sentence determines the word's part of speech. You can figure out what part of speech a word is from the word's **context**—the way the word is used in the sentence.

NOUN: Tina has a small **cut** on her finger.

VERB: Lamont **cut** some logs for the fire.

Exercise A Underline the interjections in the following sentences.

EXAMPLE: 1. Great! Our soccer team is in the finals.

1. Ugh! The field is so muddy.
2. I don't mind playing in the rain, but, well, I don't like getting covered in mud.
3. Oh, I think it will be fun.
4. Hey! Watch out, or you'll fall.
5. Yikes! Your warning came too late.

Exercise B On the line provided, write the part of speech of the italicized word in each of the following sentences.

EXAMPLE: 1. Be careful when you *cross* the street. verb

1. Their hedges always look *trim* and neat. _____
2. We usually *trim* the tree with homemade ornaments. _____
3. Mom always *shears* a couple of inches off the top of the tree. _____
4. Later, she uses *shears* to cut straggling branches. _____
5. My brother *spices* peach preserves with nutmeg and allspice. _____
6. These *spices* are available in most stores. _____
7. We were worried, *for* we had not seen a gas station for miles. _____
8. We needed to stop *for* gasoline. _____
9. The river is too wide to swim *across*. _____
10. I saw you *across* the river. _____

Chapter 1: The Parts of Speech**WORKSHEET 11****Review**

Exercise A On the line provided, identify each of the italicized nouns in the following paragraph as *proper* or *common* and as *concrete* or *abstract*. Also, tell if a noun is *collective* or *compound*.

EXAMPLE: After watching the [1] *Cajun Connection*, a music show, I decided to find out more about Cajuns.

1. proper/concrete/compound

[1] *Cajuns* are descended from French settlers who were expelled from Acadia (Nova Scotia) by the British in 1755. When these displaced people settled in the [2] *Atchafalaya Basin* in southeastern Louisiana, they had to invent [3] *ways* to use local foods. Typical Cajun foods are [4] *crawfish* and gumbo. In addition to crawfish, shrimp, oysters, and other [5] *seafood*, freshwater fish, alligator meat, rice, and many [6] *spices* are used in Cajun cooking. Gumbos are soups thickened with [7] *filé*, which is powdered sassafras leaves. [8] *Gumbos* often contain okra and a meat such as sausage, chicken, or seafood. The [9] *American public* has become interested in Cajun foods in recent years. The [10] *popularity* of Cajun dishes has spread throughout the United States.

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

Exercise B On the lines provided, identify the part of speech of the italicized word or words in each sentence in the following paragraph. Use the abbreviations *N* for noun, *P* for pronoun, *ADJ* for adjective, *V* for verb, *ADV* for adverb, *PREP* for preposition, *CONJ* for conjunction, and *INTER* for interjection.

EXAMPLE: [1] *Neither* the cowboys *nor* CONJ the cattle had an *easy* ADJ life on the trail.

[1] In the *thirty* _____ years following the Civil War, millions of longhorn cattle were driven *over* _____ long trails from ranches in Texas to railroads in Kansas. [2] During this *period* _____, the cowboy *became* _____ an American hero. [3] Novels *and* _____ magazine articles *glorified* _____ life on the range. [4] The men *who* _____ rode this rugged land, however, had to endure *many* _____ hardships. [5] Cowboys spent most of their *time* _____ in the saddle, rounding up strays and moving the herd *along* _____. [6] Caring for sick animals, repairing fences, and, *well* _____, doing what needed to be done were all part of *most* _____ normal working days. [7] At the end of such a day, each

Chapter 1, Worksheet 11, continued

cowboy *not only* had to look after his horse *but also* _____ had to cook dinner
himself _____ and do a host of other chores. [8] The quiet *evenings* _____ gave cowboys a
 chance to relax by telling stories and singing *campfire* _____ songs. [9] Such details of trail
 life are *realistically* _____ portrayed in the *popular* _____ paintings of Charles M. Russell.
 [10] *Because of* _____ these images and our search for a *truly* _____ American hero,
 cowboys have become a colorful part of our history.

Exercise C On the lines provided, write two sentences for each of the following words,
 using the word as a different part of speech in each sentence. At the end of the sentence,
 write what part of speech the word is in that sentence.

EXAMPLE: 1. toy

My brother has a new toy. (noun)

Will you toy with the idea? (verb)

1. long

2. cut

3. back

4. fast

5. iron

Chapter 8: Sentence Structure**WORKSHEET 1****Sentences and Fragments**

A sentence is a group of words that contains a subject and a verb and expresses a complete thought. A sentence always begins with a capital letter and ends with a period, a question mark, or an exclamation point. If a group of words does not express a complete thought, it is a **fragment**, or a piece of a sentence.

FRAGMENT: the Isthmus of Panama

SENTENCE: The Isthmus of Panama connects North and South America.

Exercise A On the line provided, identify each of the following word groups as a sentence (S) or a fragment (F).

EXAMPLE: 1. F Books by my favorite author, Willa Cather.

- _____ 1. Willa Cather was born in Back Creek Valley in northern Virginia.
- _____ 2. In 1883, when she was nine years old.
- _____ 3. Her family moved to the treeless prairie of Nebraska.
- _____ 4. Fascinated by the wild and rolling plains.
- _____ 5. She tracked buffalo and collected prairie flowers.
- _____ 6. Listening to the stories of neighboring settlers.
- _____ 7. They told memorable tales about the harsh struggles of the homesteaders.
- _____ 8. After she graduated from high school in the village of Red Cloud, Nebraska.
- _____ 9. Red Cloud still has buildings that would have been familiar to Willa Cather.
- _____ 10. The Opera House at the end of the street where Cather and her class graduated in 1890.

Exercise B On the lines provided, identify each of the numbered word groups in the following paragraph as either a sentence (S) or a fragment (F).

EXAMPLE: [1] Red Cloud is near the Kansas-Nebraska state line. S

[1] In college, Willa Cather discovered her talent for writing. _____ [2] Contributing stories and reviews to local newspapers in Lincoln, Nebraska. _____ [3] At first, her writing failed to reach a wider audience outside her region. _____ [4] After some years as a schoolteacher and a magazine editor in New York City. _____ [5] She succeeded in establishing herself as a writer. _____ [6] Although Cather enjoyed living in New York. _____ [7] She never lost touch with the sights and sounds of her childhood. _____ [8] In her first novel, *O Pioneers!* _____ [9] She describes how farmers turned the unruly plains into orderly fields of wheat and corn. _____ [10] In a later novel, *My Ántonia*, the immigrant neighbors of her childhood play prominent roles. _____

Chapter 8: Sentence Structure**WORKSHEET 2****Subject and Predicate**

A sentence consists of two parts: the subject and the predicate. The **subject** is the part that names the person or thing spoken about in the rest of the sentence. The subject may come at the beginning, in the middle, or at the end of the sentence. The **predicate** is the part that says something about the subject. A subject and a predicate may be one word each or more than one.

SUBJECT: The police on the island of Tobago once rode bicycles.

PREDICATE: The police now drive air-conditioned sedans.

Exercise A Underline the subject once and the predicate twice in each of the following sentences.

EXAMPLE: 1. The silver-white metallic element, platinum, occurs worldwide.

1. The discovery of platinum has been credited to people from a variety of countries.
2. Spanish explorers in search of gold supposedly discovered this precious metal in the rivers of South America.
3. However, they considered it a worthless, inferior form of silver.
4. Their name for platinum was *platina*, meaning "little silver."
5. Back into the river went the little balls of platinum!
6. The platinum might then become gold, according to one theory.
7. Europeans later mixed platinum with gold.
8. This mixture encouraged the production of counterfeit gold bars and coins.
9. Platinum commands a high price today because of its resistance to corrosion.
10. Such diverse products as jet planes and jewelry require platinum in some form.

Exercise B Complete each of the following sentences by adding a predicate to the subject or a subject to the predicate. Then, underline the subject once and the predicate twice.

EXAMPLE: 1. One of the horses has escaped from the corral.

1. The last Tuesday of each month _____.
2. _____ went to New York City to see a play.
3. The surf _____.
4. _____ climbed the high cliffs.
5. The students in our school _____.

Chapter 8: Sentence Structure



Complete Subjects and Simple Subjects

The **simple subject** is the main word or group of words in the complete subject. The **complete subject** consists of the simple subject and any words, phrases, or clauses that modify the simple subject.

SENTENCE: Ceramics classes taught by Mr. Chen are fun but demanding.

COMPLETE SUBJECT: Ceramics classes taught by Mr. Chen

SIMPLE SUBJECT: classes

Exercise Underline the complete subject in each of the following sentences. Then, on the line provided, write the simple subject.

EXAMPLE: 1. American scientist Benjamin Banneker made important contributions to scientific knowledge. Benjamin Banneker

1. Benjamin Banneker (1731–1806) was born near Baltimore, Maryland, of a free mother and an enslaved father. _____
2. Considered free, Banneker was able to attend an integrated private school. _____
3. There, he began his lifelong study of science and math. _____
4. Despite having only an eighth-grade education, this young man became a noteworthy American astronomer and mathematician. _____
5. His astronomical research led to his acclaimed prediction of the solar eclipse of 1789. _____
6. A few years later, the first of his almanacs was published. _____
7. Banneker's almanacs contained tide tables and data on future eclipses. _____
8. Some famous sayings and bits of practical advice were also included. _____
9. These popular almanacs came out every year for more than a decade. _____
10. In addition to his scientific discoveries, Banneker is known for his work as a surveyor during the planning of Washington, D.C. _____

Chapter 8: Sentence Structure



Complete Predicates and Simple Predicates

The **simple predicate**, or **verb**, is the main word or group of words in the complete predicate. The simple predicate may be a single verb or a **verb phrase** (a verb with one or more helping verbs). The **complete predicate** consists of the verb and any words, phrases, or clauses that modify the verb or complete the meaning of the verb.

SENTENCE: I have been playing my new guitar every day.

COMPLETE PREDICATE: have been playing my new guitar every day

SIMPLE PREDICATE: have been playing

Exercise Underline the complete predicate in each sentence in the following paragraph. Then, on the line provided, write the simple predicate.

EXAMPLE: [1] Pandas may be seen in some major world city zoos.
may be seen

[1] Scientists throughout the world have expressed concern about the fate of the giant panda of China. _____ [2] In recent years, this animal's natural habitat has slowly become smaller. _____ [3] Many forests of bamboo, the panda's favorite food, have died. _____ [4] A panda may devour as much as forty pounds of bamboo daily. _____ [5] However, each tender green shoot of bamboo contains only a small amount of nutrients. _____ [6] In addition, the large but sluggish panda is not known as a successful hunter. _____

[7] In their concern for the panda's survival, scientists are now studying the habits of this animal. _____ [8] A captured panda is held in a log trap for several hours. _____ [9] During this time, scientists attach a radio to the panda's neck. _____ [10] The radio sends the scientists valuable information about the freed animal's behavior. _____

Chapter 8: Sentence Structure**WORKSHEET 5****Finding the Subject**

The best way to find the subject of a sentence is to find the verb first. Then ask "Who?" or "What?" in front of the verb. The following sentence structures can make it difficult to locate the subject:

- (1) sentences that begin with prepositional phrases

In the newspaper today is the review of the school play. [What is? A *review* is.]

Note: The subject of a verb is never in a prepositional phrase.]

- (2) sentences that ask questions

Is this old record valuable? [What is? The *record* is.]

- (3) sentences beginning with *there* or *here*

Here comes the rain. [What comes? The *rain* comes.]

- (4) sentences, such as requests or commands, in which *you* is the understood subject

Hand me the pliers, please. [Who hands the pliers? *You* do.]

Exercise Find and underline the subject in each sentence in the following paragraph. Remember that the subject won't be in a prepositional phrase.

EXAMPLE: [1] In the summer and fall, there are many butterflies in our garden.

[1] Despite their fragile appearance, butterflies have a lot of stamina. [2] They often fly more than one thousand miles during migration. [3] The painted lady butterfly, for example, has been seen in the middle of the Atlantic Ocean. [4] This species was once spotted over the Arctic Circle. [5] During the spring, millions of these insects flutter across North America. [6] Huge flocks of these colorful butterflies fly from their winter home in New Mexico to places as far north as Newfoundland, Canada. [7] Another long-distance traveler, the brilliant orange-and-black monarch butterfly, flies south each September from Canada toward Florida, Texas, and California. [8] The migratory flight of the monarch may cover a distance of close to two thousand miles. [9] Every winter for the past several decades, monarchs have gathered in a small forest not far from San Francisco. [10] The thick clusters of the monarchs' orange wings make this forest very popular with tourists.

Chapter 8: Sentence Structure**Compound Subjects
and Verbs**

A **compound subject** consists of two or more subjects that are joined by a conjunction and have the same verb. A **compound verb** consists of two or more verbs that are joined by a conjunction and have the same subject. Both the subject and the verb may be compound.

COMPOUND SUBJECT: Either **Rozene** or **Lynn** will work tomorrow.

COMPOUND VERB: Jacob **cut** the wood and **is stacking** it near the door.

COMPOUND SUBJECT: **Taro, Kim, and May** are in the drama club.

COMPOUND VERB: Flora **has designed** and **built** the trophy cabinet and **will present** it to the school tomorrow.

COMPOUND SUBJECT AND VERB: Both the **debate team** and the **math team** **competed** in the state finals and **won** first place awards.

Exercise Underline the subject once and the verb twice in each of the following sentences. Watch for compound subjects and verbs. If the subject is understood, write *you* above the sentence.

EXAMPLE: 1. Ice and snow damage tree limbs by bending and breaking them.

1. Jackets and ties are required in that restaurant.
2. Are bears and pumas living in these woods?
3. Write or print in pen or pencil on the history exam.
4. Where do you and Liz buy your cassettes?
5. Find your rackets and bring them to the tennis court.
6. Wisdom and humor can be found in folk sayings and proverbs.
7. Is either the kitten or the puppy sick?
8. Bats, most birds, and many insects can fly.
9. In town and in the country, bird feeders and houses attract different kinds of birds.
10. Birds' and bats' wings lift and push them through the air.

Chapter 8: Sentence Structure**WORKSHEET 7****Subject Complements**

A **subject complement** is a noun, a pronoun, or an adjective that follows a linking verb and describes or identifies the subject. A **predicate nominative** is a noun or pronoun in the predicate that renames or identifies the subject of a sentence or a clause. A **predicate adjective** is an adjective in the predicate that modifies the subject of a sentence or a clause. Subject complements may be compound.

PREDICATE NOMINATIVE: Skating is my favorite sport. [noun]

PREDICATE NOMINATIVE: The simplest patterns are those. [pronoun]

PREDICATE ADJECTIVE: His bike looks dirty.

PREDICATE ADJECTIVE: This fabric feels rough and coarse. [compound]

To find the subject complement in an interrogative sentence, rearrange the sentence to make a statement.

Was Ian the highest scorer? [Ian was the highest scorer.]

To find the subject complement in an imperative sentence, insert the understood subject *you*.

Look alert! [(You) look alert.]

The subject complement may precede the subject of a sentence or a clause.

What a dedicated student you are! [The predicate nominative *student* identifies *you*.]

Exercise On the line provided, write the subject complement in each of the following sentences. (There may be more than one.) Then tell whether the complement is a predicate nominative (PN) or a predicate adjective (PA).

EXAMPLE: 1.. He seems clever and brave. clever; brave—PA

1. The last scene of the play is very intense. _____
2. Those two small birds are finches. _____
3. The music sounded lively. _____
4. It is difficult to choose a winner when each contestant's costume looks so elegant. _____
5. My goldfish Alonzo grows larger every day. _____
6. The report is a highly detailed one. _____
7. The setting of the story is a Spanish castle that looks old and deserted. _____
8. Your solution to this algebra problem is clever. _____
9. We felt full after we had eaten Thanksgiving dinner. _____
10. When did Uncas become a chief of the Mohegans? _____

Chapter 8: Sentence Structure**WORKSHEET 8****Objects**

Objects complete the meaning of transitive action verbs, never linking verbs.

A **direct object** is a noun or pronoun that receives the action of the verb or shows the results of the action. It answers the question "Whom?" or "What?" after a transitive action verb.

Kirk studied **Spanish** in Barcelona. [The direct object *Spanish* receives the action of the verb *studied* and tells *what*.]

An **indirect object** is a noun or pronoun that precedes the direct object and usually tells *to whom* or *for whom* (or *to what* or *for what*) the action of the verb is done.

Please send **me** your address. [The indirect object *me* tells *to whom* you should send your address.]

Both direct and indirect objects may be compound.

DIRECT OBJECTS: Josh plays the **guitar and the harmonica**.

INDIRECT OBJECTS: He sent **Logan and me** a tape he made.

Exercise A Circle the direct objects and underline the indirect objects in the sentences in the following paragraph. Not all sentences contain both kinds of objects.

EXAMPLE: [1] Leroy gave me (advice) about my swimming strokes.

[1] Last summer, Leroy told us his plans for the future. [2] He wants a place on the U.S. swim team in the next Olympic Games. [3] Of course, this goal demands hours of hard practice. [4] Every day, Leroy swims one hundred laps in the college pool and works out with weights for an hour. [5] Such intense training could have cost him his social life. [6] With his rigorous schedule, Leroy doesn't have much time to spend with friends. [7] However, we all understand and give him lots of encouragement and support. [8] But we can't teach him the fine points of competitive swimming. [9] His coach does that. [10] Working together, Leroy and his coach have already improved Leroy's best time.

Exercise B It's your first day working at a restaurant, and you've just taken a family's order. Write five sentences that will help you remember who should get what. In your sentences, use five direct objects and at least two indirect objects. Circle the direct objects and underline the indirect objects. For indirect objects, use pronouns or general terms such as *man* or *child*, or use imaginary names.

EXAMPLE: Give Margot the spinach (appetizer).

Chapter 8: Sentence Structure

Classifying Sentences by Purpose

Sentences may be classified as *declarative*, *imperative*, *interrogative*, or *exclamatory*.

- (1) A **declarative** sentence makes a statement. It is followed by a period.

Today is a beautiful day for a hike.

- (2) An **imperative** sentence gives a command or makes a request. It is usually followed by a period. A strong command may be followed by an exclamation point.

Leave the books where they are.

Take that dog out of here!

- (3) An **interrogative** sentence asks a question. It is followed by a question mark.

Is your new job interesting?

- (4) An **exclamatory** sentence expresses strong feeling. It is followed by an exclamation point.

I have never been so surprised!

Exercise On the line provided, identify each of the following sentences as declarative (DEC), imperative (IMP), interrogative (INT), or exclamatory (EXC). Then add the correct end punctuation.

EXAMPLE: INT 1. How could the CD have fallen into the soup?

- _____ 1. The loudspeakers in our living room are small yet powerful
- _____ 2. Turn down the volume
- _____ 3. Is that music or noise, Ramona
- _____ 4. Listening to very loud music every day can damage a person's hearing
- _____ 5. How many watts does your amplifier produce
- _____ 6. Sound levels are measured in units called decibels
- _____ 7. Do you know that each increase of ten decibels represents a doubling in the sound level
- _____ 8. Try not to blast your sound system
- _____ 9. Instead, keep it at a reasonable volume
- _____ 10. How relaxing music played softly can be

Chapter 8: Sentence Structure



Classifying Sentences by Structure

According to their structures, sentences are classified as *simple*, *compound*, *complex*, or *compound-complex*.

(1) A **simple sentence** has one independent clause and no subordinate clauses. It may have a compound subject, a compound verb, and any number of phrases.

In the United States, presidential elections are held in November.

(2) A **compound sentence** has two or more independent clauses but no subordinate clauses. The independent clauses may be joined by a comma and a coordinating conjunction, by a semicolon, or by a semicolon and a conjunctive adverb.

Some state elections occur in November, but others are held in different months.

(3) A **complex sentence** has one independent clause and at least one subordinate clause.

After voters register, they may cast ballots in national, state, and local elections.

(4) A **compound-complex sentence** contains two or more independent clauses and at least one subordinate clause.

Voters who keep up with current events are more informed about issues, and they are more likely to take the time to vote.

Exercise On the line provided, classify each of the following sentences as *simple*, *compound*, *complex*, or *compound-complex*.

EXAMPLE: 1. We couldn't find the Christmas ornaments. simple

1. Holidays differ around the world, but most are joyous events. _____
2. The major festival in India is the Festival of Lights. _____
3. This holiday, which is celebrated by making lamps, triggers a cooking spree. _____
4. Relatives exchange gifts early in the day; then at sunset they light lamps that have a special significance. _____
5. The lamps are supposed to beckon to Lakshimi, who is the Hindu goddess of wealth. _____
6. Mexico celebrates religious and civic holidays with fiestas. _____
7. Fiestas are colorful and loud; brightly costumed musicians sing and play drums, guitars, and wind instruments. _____
8. One important holiday, which falls on September 16, celebrates the beginning of the rebellion that freed Mexico from Spain. _____
9. In Japan, festivals honor nature, children, and religion. _____
10. The New Year Festival, which lasts a week, begins the year; the traditional paying of all debts on December 31 ends the year. _____

Chapter 8: Sentence Structure

WORKSHEET 11

Review

Exercise A On the line provided, identify each of the following groups of words as either a sentence (S) or a fragment (F).

EXAMPLE: F 1. On the third of May of last year.

- _____ 1. The delicately sculptured, alabaster Chinese statue.
- _____ 2. At Saint Croix in the Virgin Islands, where the water is warm.
- _____ 3. Glancing at the thick Sunday paper.
- _____ 4. The small four-seater aircraft that just took off is going to Denver, Colorado.
- _____ 5. Lois Lane, the *Daily Planet's* star reporter, whom Superman loved.

Exercise B Underline the complete subject once and the complete predicate twice in the following sentences. Then circle the simple subject and the simple predicate.

EXAMPLE: 1. Did you see the fire-breathing dragon in the parade?

1. People in China still celebrate an ancient Chinese tradition—heralding the arrival of the New Year.
2. These festivities also occur in the United States.
3. The Chinese New Year celebration, with its dragon parades and colorful decorations, has added another dimension to American culture.
4. In the 1850s, the earliest Chinese immigrants came to the United States for jobs in the gold mines and on the railroads.
5. At first, only men were allowed to immigrate.

Exercise C Underline the compound parts in the following sentences. Then on the line provided, write CS for compound subject or CV for compound verb.

EXAMPLE: CS 1. Azaleas and camellias bloom early in April here.

- _____ 1. Exercise, a balanced diet, and sufficient rest are essential for good health.
- _____ 2. The speech will be televised live at noon and rerun at six.
- _____ 3. I have finished my research and can now write my report.
- _____ 4. Either Raoul or Marty will win the election.
- _____ 5. The oaks, the maples, and the sycamores have lost their leaves.

Chapter 8, Worksheet 11, continued

Exercise D On the line provided, identify each of the italicized words in the following sentences as a subject (S), a verb (V), a predicate adjective (PA), a predicate nominative (PN), a direct object (DO), or an indirect object (IO).

EXAMPLE: PA 1. Working in a robotics laboratory is *fascinating*.

- _____ 1. Have *you* ever met a robot?
- _____ 2. How were these complex *machines* first used?
- _____ 3. There are a *number* of interesting early examples of robots at work.
- _____ 4. One of the first robots raised a hammer and struck a *bell* every hour.
- _____ 5. At the 1939 New York World's Fair, Elektro was a popular *attraction*.
- _____ 6. Electric motors gave *Elektro* power for a variety of amazing tricks.
- _____ 7. The robot Sparko was Elektro's *dog*.
- _____ 8. Sparko *could bark* and even wag his tail.
- _____ 9. Today, *some* of the simplest robots are drones in research laboratories.
- _____ 10. They can be *useful* in many different ways.

Exercise E On the line provided, classify each of the following sentences as declarative (DEC), interrogative (INT), imperative (IMP), or exclamatory (EXC). Then add the proper end punctuation.

EXAMPLE: INT 1. Would you like to have a robot to help with housework?

- _____ 1. Can you picture a robot twenty-five feet tall
- _____ 2. Well, step up and say hello to a robot called Beetle
- _____ 3. Perhaps you have already heard of CAM, an even more advanced robot
- _____ 4. It can travel on long legs across rough terrain at thirty-five miles per hour
- _____ 5. How much it looks like a science fiction creature

Exercise F On the lines provided, classify each of the sentences in the following paragraph as simple (S), compound (CD), complex (CX), or compound-complex (CC).

EXAMPLE: [1] We asked for money-raising ideas, and Bette suggested holding a rummage sale. CD

[1] Our club, the Key Club, sponsored a rummage sale and requested donations from everyone at school. _____ [2] We accepted whatever was donated, but we welcomed housewares most. _____ [3] The principal donated a vacuum cleaner, the coach contributed a set of dishes, and several of the teachers provided towels and sheets. _____ [4] We sold almost everything that had been donated, and we celebrated our success with pitchers of lemonade. _____ [5] Afterward, we gave all the profits that we had made from the sale to the city's homeless shelter. _____

Chapter 1: The Parts of Speech

WORKSHEET 1

Types of Nouns A

A **noun** is a word used to name a person, place, thing, or idea. A **proper noun** names a particular person, place, thing, or idea and is always capitalized. A **common noun** is a general name for a person, place, thing, or idea. A common noun is not capitalized unless it begins a sentence or is part of a title.

COMMON NOUNS: woman, city

PROPER NOUNS: Alice Walker, Memphis

A **concrete noun** names an object that can be perceived by the senses. An **abstract noun** names an idea, a feeling, a quality, or a characteristic.

CONCRETE NOUNS: tree, bicycle

ABSTRACT NOUNS: bravery, charm

Exercise A Underline the twenty-five nouns that appear in the following paragraph. Treat as single nouns all capitalized names containing more than one word. Do not include years, such as 1815. Then above each noun, write whether the noun is *proper* or *common*.

EXAMPLE: [1] ^{proper} Elizabeth Cady Stanton was born in ^{proper} Johnstown, ^{proper} New York, in 1815.

[1] As a young woman, Elizabeth Cady Stanton studied the classics and mathematics both at home and at Troy Female Seminary, from which she graduated in 1832. [2] Beginning at an early age, she recognized the injustices suffered by women, especially in education and politics. [3] In 1840, she married Henry Stanton, a prominent abolitionist. [4] At an antislavery convention in London, Mrs. Stanton was outraged at the treatment of the female delegates. [5] She later helped to organize the first meeting to address women's rights. [6] At that convention, she read her Declaration of Sentiments, which addressed the inferior status of women and called for reforms.

Exercise B On the line provided, identify each of the following nouns as *concrete* or *abstract*.

EXAMPLE: 1. pencil concrete

- | | |
|--------------------|-----------------------|
| 1. lightning _____ | 6. infant _____ |
| 2. velvet _____ | 7. awkwardness _____ |
| 3. pumpkin _____ | 8. humility _____ |
| 4. strength _____ | 9. encyclopedia _____ |
| 5. endurance _____ | 10. flute _____ |

Chapter 1: The Parts of Speech



Types of Nouns B

A **collective noun** is singular in form but names a group of persons or things.

crowd faculty public troop audience

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 two or more words, or as a hyphenated word.

highway Bill of Rights brother-in-law Louise Erdrich

Exercise A Underline the collective noun in each of the following sentences.

EXAMPLE: 1. My family enjoys watching classic movies.

1. The public seems to like movies about strange creatures.
2. Perhaps the majority likes to escape from reality by watching these movies.
3. I read about a club in California that is devoted to old monster movies.
4. Our neighborhood group gets together to watch Alfred Hitchcock movies.
5. Hitchcock can frighten an audience without monsters.
6. I saw a variety of his movies last summer.
7. Suspense and monster movies still attract a big crowd at our local theater.
8. A committee selects classic movies for showing at school.
9. The faculty chose Hitchcock's *Vertigo* last month.
10. I know that our class certainly enjoyed that movie.

Exercise B Underline all the compound nouns in the following sentences.

EXAMPLE: 1. Elizabeth Blackwell displayed great determination as she struggled to become the first female to graduate from medical school in the United States.

1. Harriet Tubman, an African American and probably the most famous conductor on the Underground Railroad, led her own parents to safety and freedom in 1857.
2. I read in the newspaper that in 1955 Marian Anderson appeared with the Metropolitan Opera in New York City, becoming the first African American soloist to perform with that company.
3. My stepfather and my sister-in-law saw her perform at the Met.
4. Creativity and imagination, as well as an interest in the education of the deaf, led Alexander Graham Bell to invent the telephone.
5. Roberto Clemente, who played baseball for the Pittsburgh Pirates, was killed in a plane crash while on a relief mission for victims of an earthquake in Nicaragua.

Chapter 1: The Parts of Speech**WORKSHEET 3****Pronouns and Antecedents;
Personal Pronouns**

A **pronoun** is a word used in place of one or more nouns. The noun that the pronoun replaces is called the **antecedent** of the pronoun. In the following example, the arrows point from the pronouns to their antecedents.

Lian showed her dad her new book and put it on the desk.

The most commonly used pronouns are **personal pronouns**.

FIRST PERSON: I, my, mine, me, we, our, ours, us

SECOND PERSON: you, your, yours

THIRD PERSON: he, his, him, she, her, hers, it, its, they, their, theirs, them

We saw William in his new car in front of your house.

Exercise A Underline each personal pronoun in the following sentences. Then draw an arrow to each pronoun's antecedent or antecedents if the antecedent or antecedents are present in the sentence.

EXAMPLE: 1. Alexandra showed her mother the computer system and its instruction book.

1. I hope that the skates are worth the money that you paid for them.
2. Jared offered me a free ticket to his uncle's play, but since I had already bought a ticket, he gave it to my sister.
3. Mike and Zahara played their guitars, and then I got my guitar and joined them.
4. Our coats look so much alike that I can't tell which coat is mine and which is yours.
5. Angie wrote to me and explained why she couldn't visit us this summer.

Exercise B In the following paragraph, replace the italicized words with personal pronouns. Cross out the italicized words and write the pronouns in the space above the words.

EXAMPLE: [1] Mrs. Rodríguez read the students in ^{her} ~~Mrs. Rodríguez's~~ class an article.

[1] The article was about an archaeologist named John Hohmann, and Mrs. Rodríguez knew the students would be interested in *the article*. [2] In 1990, *Mr. Hohmann* and *Mr. Hohmann's* two assistants went to Arizona to explore an ancient village known as Casa Malpais. [3] *Mr. Hohmann and Mr. Hohmann's two assistants* were curious about the caverns at Casa Malpais and wanted to explore *the caverns*. [4] The archaeologists were surprised when *the archaeologists* entered the caverns. [5] These caverns contained chambers where ancestors of the Hopi and the Zuni Native American peoples had buried *the Hopi and the Zuni Native American peoples' ancestors' dead*.

Chapter 1: The Parts of Speech



Other Types of Pronouns

A **reflexive pronoun** refers to the subject and directs the action of the verb back to the subject. An **intensive pronoun** emphasizes a noun or another pronoun. Reflexive and intensive pronouns are *myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves*.

REFLEXIVE: You can help **yourself**.

INTENSIVE: Yoko dialed the long distance number **herself**.

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

I know **who** will be the guest speaker.

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

What is today's date? **Whose** umbrella is this?

A **demonstrative pronoun** (*this, that, these, those*) points out a person, place, thing, or idea.

That was a wonderful movie! I like **these** better than **those**.

An **indefinite pronoun**, such as *all, each, either, everyone, several, nobody, or someone*, refers to a person, a place, or a thing that is not specifically named.

Nobody knows yet who won the election. **All** of us need help sometimes.

Exercise Each of the following sentences contains an italicized reflexive, intensive, relative, interrogative, demonstrative, or indefinite pronoun. Identify the type of pronoun on the line provided.

EXAMPLE: 1. *Those* are the shoes that Lainie bought for the dance.
demonstrative

1. *Everybody* in my family likes to go camping.
2. He poured *himself* a glass of apple juice.
3. Terry designed all of the costumes *herself*.
4. Whose books are *these*?
5. Juan said *that* he enjoys boating.
6. *What* is the name of the book about Malcolm X?
7. A *few* of the sandwiches are left.
8. Last summer we stayed at a rustic camp in the Rocky Mountains, *which* are not far from our hometown.
9. *Which* tent did you use?
10. *That* was a tasty meal cooked over an open fire.

Chapter 1: The Parts of Speech**WORKSHEET 5****Nouns, Pronouns,
and Adjectives**

A noun names a person, place, thing, or idea. A pronoun is a word used in place of one or more nouns.

He told me his plans. [*He, me, and his* are pronouns. *Plans* is a noun.]

An adjective is a word used to modify a noun or a pronoun. The most frequently used adjectives, *a*, *an*, and *the*, are called articles. *The* is a definite article; *a* and *an* are indefinite articles.

A dangerous storm is approaching the eastern islands.

Some words may be used either as adjectives or as pronouns.

ADJECTIVE: Each person was told to take shelter.

PRONOUN: The officer gave each of us directions to the shelter.

Some nouns may be used as adjectives.

COMMON NOUN: hurricane

ADJECTIVE: hurricane winds

PROPER NOUN: Texas

PROPER ADJECTIVE: Texas beaches

Exercise A Underline the adjectives in the following sentences. Do not include the articles *a*, *an*, and *the*.

EXAMPLE: [1] Bicycling has an interesting history in this country.

[1] By the 1890s, an extraordinary craze for bicycling had swept the United States. [2] The early versions of bicycles made for an awkward ride. [3] Ungainly, the cycles had a large wheel in the front and a small wheel in the back. [4] In 1885, however, a more sensible model was introduced, one that resembled the modern cycle. [5] Bicycling quickly became a national sport.

Exercise B On the lines provided, identify each italicized word in the following sentences as an adjective (ADJ), a pronoun (PRO), or a noun (N).

EXAMPLE: 1. Our PRO teacher, Mr. López N, identified the various ADJ trees along the nature trail.

- As a *young* _____ girl, Susan B. Anthony was taught the beliefs of the *Quakers* _____, *which* _____ stress the equality of *all* _____ people.
- Many* _____ people are working to clean up *polluted* _____ rivers and *streams* _____ to make them more livable *environments* _____ for wildlife.
- The *cover* _____ of *this* _____ book has seen *better* _____ days.
- Someone* _____ has filled the *fruit* _____ bowl with *dates* _____.
- Does *that* _____ new bird feeder in the *elm* _____ tree attract *chickadees* _____?

Chapter 1: The Parts of Speech

Action Verbs and Linking Verbs

A **verb** is a word used to express an action or a state of being. An **action verb** expresses activity, whether physical or mental.

PHYSICAL ACTIVITY: run, cook, build, swim, walk

MENTAL ACTIVITY: like, trust, remember, forget, worry

An action verb can be transitive or intransitive. A **transitive verb** expresses an action directed toward a person or a thing. Words that receive the action of transitive verbs are called **objects**. An **intransitive verb** expresses action without reference to an object. A verb can be transitive in one sentence and intransitive in another.

TRANSITIVE VERB: The British **fought** the French for control of parts of Canada.

INTRANSITIVE VERB: The British and the French **fought** for land control.

A **linking verb** (also called a **state-of-being verb**) links the subject with a noun, a pronoun, or an adjective. The most commonly used linking verbs are forms of the verb *be*. Others include *appear*, *become*, *feel*, *look*, *seem*, *taste*, and *sound*. The noun, pronoun, or adjective following a linking verb completes the meaning of the verb and refers to the noun or pronoun that comes before the verb. Some linking verbs can be used as action verbs.

LINKING VERB: This apple **tastes** crisp. ACTION VERB: The boy **tastes** the soup.

Exercise A Underline the transitive verbs once and underline the intransitive verbs twice in each of the following sentences.

EXAMPLE: 1. The strong winds died down, so we flew our kites.

1. We quickly packed lunch for a trip to the seashore.
2. The whitecaps on the ocean disappeared.
3. At low tide, Rosita suddenly spotted a starfish.
4. She noticed its five purplish arms.
5. Three horseshoe crabs swam in the tidal pool.

Exercise B Each sentence in the following paragraph contains an italicized action verb or linking verb. Circle each italicized linking verb.

EXAMPLE: [1] Ancient Egypt is a fascinating subject.

[1] The ruins at Karnak on the banks of the Nile River in Egypt *are* some of the most impressive sights in the world. [2] The largest structure there *is* the temple of Amon-Re. [3] The ceiling of the temple *rests* more than 23 meters above the floor. [4] Of course, the columns that support the roof *look* enormous. [5] Engineers and artists alike *appreciate* the tremendous efforts that went into the completion of this temple.

Chapter 1: The Parts of Speech**WORKSHEET 7****The Verb Phrase**

A verb phrase consists of a main verb preceded by at least one helping verb (also called an auxiliary verb). Some commonly used helping verbs are forms of the verbs *be*, *have*, *do* and other words such as *may*, *might*, *must*, *can*, *shall*, *will*, *could*, *should*, and *would*.

The United States has purchased the Louisiana Territory from Napoleon.

Sometimes the parts of a verb phrase are interrupted by other parts of speech. The word *not* and its contraction, *-n't*, are never part of a verb phrase; they are adverbs.

I haven't yet found the right color paint for my room.

Exercise A Underline the verb phrase in each of the following sentences. Then underline again the helping verb or verbs.

EXAMPLE: 1. At the time of the Louisiana Purchase, the land between the Mississippi River and the Rocky Mountains hadn't yet been explored by outsiders.

1. President Jefferson must have wanted information about these interior lands.
2. Meriwether Lewis, Jefferson's private secretary, and William Clark were chosen as the leaders of the expedition into the Louisiana Territory.
3. A young Shoshone woman, Sacagawea, was living in a Mandan Indian village near Lewis and Clark's camp.
4. Didn't she accompany them on their expedition as an interpreter and guide?
5. I have read about her assistance to the explorers.

Exercise B Underline the ten verb phrases that appear in the following paragraph.

EXAMPLE: Could Lewis and Clark have succeeded without Sacagawea?

The Lewis and Clark expedition had followed a trail that led to the Rocky Mountains. Those high mountain peaks must have appeared impassable to the members of the expedition. How could they ever get to the other side? Fortunately, Sacagawea knew these mountain passes. This was the land that she had traveled through as a youngster before she had been captured by enemies. The expedition eventually encountered Sacagawea's own Shoshone people, including her brother, who had become a chief of the Shoshone. Sacagawea convinced him that he should provide the explorers with horses, food, and canoes so that the expedition could continue through the mountains to the ocean. On November 15, 1805, the explorers reached the Pacific Ocean. Sacagawea, the woman who guided the expedition to its goal, has not been forgotten. A mountain pass, a mountain peak, and a river have been named in honor of the young Shoshone woman.

Chapter 1: The Parts of Speech**WORKSHEET 8****The Adverb**

An **adverb** is a word used to modify a verb, an adjective, or another adverb. The adverb modifies by telling *where, when, how, or to what extent, (how often or how much)*.

We stayed **inside**. [The adverb *inside* modifies the verb *stayed* and tells *where*.]

It was an **unusually** quiet morning. [The adverb *unusually* modifies the adjective *quiet* and tells *how*.]

The dog barked **quite** loudly. [The adverb *quite* modifies the adverb *loudly* and tells *to what extent*.]

Exercise The following paragraphs contain twenty adverbs. Underline the adverb or adverbs in each sentence. Then underline twice the word or words each adverb modifies.

EXAMPLE: [1] I have always liked houseplants.

[1] A couple of months ago, my sister Juana and I finally decided to buy a houseplant.
[2] The large ones we saw were too expensive for us. [3] In addition, they are almost always raised in hothouses, and, as a result, they do not adjust easily to living in cold climates.
[4] Suddenly Juana had a brainstorm. [5] "Let's buy some seeds and grow them indoors.
[6] That way, the seedlings will automatically adapt themselves to the climate in our house."

[7] At the seed store, the owner, Mrs. Miller, greeted us cheerfully. [8] We explained that we wanted to grow a large plant but that our room rarely gets bright sunlight and that in the winter it can be especially chilly and dark. [9] We also mentioned that we wanted seeds for a plant seldom sold in local shops. [10] "I know what you need," Mrs. Miller promptly replied. [11] "These are seeds of the bo tree, an unusually hardy member of the fig family native to India. [12] There, this tree is sacred to Buddhists because it is said that the Buddha received enlightenment under a bo tree." [13] When we got back to our house, we planted the seeds. [14] In a short time they sprouted, and we now have an unusual houseplant that is perfectly suited to our cold environment.

Chapter 1: The Parts of Speech



The Preposition and the Conjunction

A **preposition** is a word used to show the relationship of a noun or a pronoun to another word. A preposition introduces a prepositional phrase.

We traveled **to** a foreign land. They marched **across** the bridge.

Prepositions consisting of more than one word are **compound prepositions**.

I succeeded **in spite of** many obstacles.

A **conjunction** is a word used to join words or groups of words. **Coordinating conjunctions** and **correlative conjunctions** (pairs of conjunctions) connect sentence parts that are used in the same way.

COORDINATING CONJUNCTION: My mom **and** dad said that I can go.

CORRELATIVE CONJUNCTION: **Neither** Heta **nor** Evan had read the book.

Exercise A Underline the prepositional phrases in the following sentences. Then on the lines provided, write the prepositions.

EXAMPLE: 1. After Cortes's military triumphs, Mexico and Central America were ruled by Spain. After, by

1. In 1519, Hernando Cortes led an expedition to Mexico. _____
2. Under his command were 553 soldiers and 110 sailors. _____
3. After a rough voyage, he reached Mexico, where a mighty empire had been established by the Aztecs. _____
4. According to historians, Cortes and his small army had trouble seizing control of the empire because of the Aztecs' sophisticated military organization. _____
5. However, Cortes joined forces with the Aztecs' enemies and conquered the Aztec Empire in 1521. _____

Exercise B Underline the coordinating conjunctions once and the correlative conjunctions twice in the sentences in the following paragraph.

EXAMPLE: [1] Once Nantucket **and** New Bedford, Massachusetts, were home ports of huge whaling fleets.

[1] Whaling brought tremendous profits into Massachusetts ports, but the golden days of whaling ended with the American Civil War. [2] Even a successful whaling trip was no pleasure cruise for either the captain or the crew. [3] Maintaining order was a difficult task on a long voyage, because the food and living conditions were often dreadful. [4] The development of a new fuel signaled the decline not only of whaling but also of whale oil processing. [5] By 1860, kerosene, a cheaper and better fuel, had replaced whale oil.

Chapter 1: The Parts of Speech



The Interjection; Determining Parts of Speech

An **interjection** is a word used to express emotion. It has no grammatical relation to the other words in the sentence. It is set off from the rest of the sentence by an exclamation point or a comma.

Wow! I can't believe we won that game in the final second!

Well, it certainly was an exciting game, wasn't it?

The way a word is used in a sentence determines the word's part of speech. You can figure out what part of speech a word is from the word's **context**—the way the word is used in the sentence.

NOUN: Tina has a small **cut** on her finger.

VERB: Lamont **cut** some logs for the fire.

Exercise A Underline the interjections in the following sentences.

EXAMPLE: 1. Great! Our soccer team is in the finals.

1. Ugh! The field is so muddy.
2. I don't mind playing in the rain, but, well, I don't like getting covered in mud.
3. Oh, I think it will be fun.
4. Hey! Watch out, or you'll fall.
5. Yikes! Your warning came too late.

Exercise B On the line provided, write the part of speech of the italicized word in each of the following sentences.

EXAMPLE: 1. Be careful when you *cross* the street. verb

1. Their hedges always look *trim* and neat. _____
2. We usually *trim* the tree with homemade ornaments. _____
3. Mom always *shears* a couple of inches off the top of the tree. _____
4. Later, she uses *shears* to cut straggling branches. _____
5. My brother *spices* peach preserves with nutmeg and allspice. _____
6. These *spices* are available in most stores. _____
7. We were worried, *for* we had not seen a gas station for miles. _____
8. We needed to stop *for* gasoline. _____
9. The river is too wide to swim *across*. _____
10. I saw you *across* the river. _____

Chapter 1: The Parts of Speech

The Preposition and the Conjunction

A **preposition** is a word used to show the relationship of a noun or a pronoun to another word. A preposition introduces a prepositional phrase.

We traveled **to** a foreign land. They marched **across** the bridge.

Prepositions consisting of more than one word are **compound prepositions**.

I succeeded **in spite of** many obstacles.

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Chapter 1: The Parts of Speech



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9. The river is too wide to swim *across*. _____
10. I saw you *across* the river. _____

Chapter 1: The Parts of Speech**WORKSHEET 11****Review**

Exercise A On the line provided, identify each of the italicized nouns in the following paragraph as *proper* or *common* and as *concrete* or *abstract*. Also, tell if a noun is *collective* or *compound*.

EXAMPLE: After watching the [1] *Cajun Connection*, a music show, I decided to find out more about Cajuns.

1. *proper/concrete/compound*

[1] *Cajuns* are descended from French settlers who were expelled from Acadia (Nova Scotia) by the British in 1755. When these displaced people settled in the [2] *Atchafalaya Basin* in southeastern Louisiana, they had to invent [3] *ways* to use local foods. Typical Cajun foods are [4] *crawfish* and gumbo. In addition to crawfish, shrimp, oysters, and other [5] *seafood*, freshwater fish, alligator meat, rice, and many [6] *spices* are used in Cajun cooking. Gumbos are soups thickened with [7] *filé*, which is powdered sassafras leaves. [8] *Gumbos* often contain okra and a meat such as sausage, chicken, or seafood. The [9] *American public* has become interested in Cajun foods in recent years. The [10] *popularity* of Cajun dishes has spread throughout the United States.

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

Exercise B On the lines provided, identify the part of speech of the italicized word or words in each sentence in the following paragraph. Use the abbreviations *N* for noun, *P* for pronoun, *ADJ* for adjective, *V* for verb, *ADV* for adverb, *PREP* for preposition, *CONJ* for conjunction, and *INTER* for interjection.

EXAMPLE: [1] *Neither* the cowboys *nor* *CONJ* the cattle had an *easy* *ADJ* life on the trail.

[1] In the *thirty* _____ years following the Civil War, millions of longhorn cattle were driven *over* _____ long trails from ranches in Texas to railroads in Kansas. [2] During this *period* _____, the cowboy *became* _____ an American hero. [3] Novels *and* _____ magazine articles *glorified* _____ life on the range. [4] The men *who* _____ rode this rugged land, however, had to endure *many* _____ hardships. [5] Cowboys spent most of their *time* _____ in the saddle, rounding up strays and moving the herd *along* _____, [6] Caring for sick animals, repairing fences, and, *well* _____, doing what needed to be done were all part of *most* _____ normal working days. [7] At the end of such a day, each

Chapter 1, Worksheet 11, continued

cowboy *not only* had to look after his horse *but also* _____ had to cook dinner
himself _____ and do a host of other chores. [8] The quiet *evenings* _____ gave cowboys a
 chance to relax by telling stories and singing *campfire* _____ songs. [9] Such details of trail
 life are *realistically* _____ portrayed in the *popular* _____ paintings of Charles M. Russell.
 [10] *Because of* _____ these images and our search for a *truly* _____ American hero,
 cowboys have become a colorful part of our history.

Exercise C On the lines provided, write two sentences for each of the following words,
 using the word as a different part of speech in each sentence. At the end of the sentence,
 write what part of speech the word is in that sentence.

EXAMPLE: 1. toy

My brother has a new toy. (noun)

Will you toy with the idea? (verb)

1. long

2. cut

3. back

4. fast

5. iron

Chapter 8: Sentence Structure**WORKSHEET 1****Sentences and Fragments**

A sentence is a group of words that contains a subject and a verb and expresses a complete thought. A sentence always begins with a capital letter and ends with a period, a question mark, or an exclamation point. If a group of words does not express a complete thought, it is a **fragment**, or a piece of a sentence.

FRAGMENT: the Isthmus of Panama

SENTENCE: The Isthmus of Panama connects North and South America.

Exercise A On the line provided, identify each of the following word groups as a sentence (S) or a fragment (F).

EXAMPLE: 1. F Books by my favorite author, Willa Cather.

- _____ 1. Willa Cather was born in Back Creek Valley in northern Virginia.
- _____ 2. In 1883, when she was nine years old.
- _____ 3. Her family moved to the treeless prairie of Nebraska.
- _____ 4. Fascinated by the wild and rolling plains.
- _____ 5. She tracked buffalo and collected prairie flowers.
- _____ 6. Listening to the stories of neighboring settlers.
- _____ 7. They told memorable tales about the harsh struggles of the homesteaders.
- _____ 8. After she graduated from high school in the village of Red Cloud, Nebraska.
- _____ 9. Red Cloud still has buildings that would have been familiar to Willa Cather.
- _____ 10. The Opera House at the end of the street where Cather and her class graduated in 1890.

Exercise B On the lines provided, identify each of the numbered word groups in the following paragraph as either a sentence (S) or a fragment (F).

EXAMPLE: [1] Red Cloud is near the Kansas-Nebraska state line. S

[1] In college, Willa Cather discovered her talent for writing. _____ [2] Contributing stories and reviews to local newspapers in Lincoln, Nebraska. _____ [3] At first, her writing failed to reach a wider audience outside her region. _____ [4] After some years as a schoolteacher and a magazine editor in New York City. _____ [5] She succeeded in establishing herself as a writer. _____ [6] Although Cather enjoyed living in New York. _____ [7] She never lost touch with the sights and sounds of her childhood. _____ [8] In her first novel, *O Pioneers!* _____ [9] She describes how farmers turned the unruly plains into orderly fields of wheat and corn. _____ [10] In a later novel, *My Ántonia*, the immigrant neighbors of her childhood play prominent roles. _____

Chapter 8: Sentence Structure**WORKSHEET 2****Subject and Predicate**

A sentence consists of two parts: the subject and the predicate. The **subject** is the part that names the person or thing spoken about in the rest of the sentence. The subject may come at the beginning, in the middle, or at the end of the sentence. The **predicate** is the part that says something about the subject. A subject and a predicate may be one word each or more than one.

SUBJECT: **The police on the island of Tobago** once rode bicycles.

PREDICATE: The police **now drive air-conditioned sedans**.

Exercise A Underline the subject once and the predicate twice in each of the following sentences.

EXAMPLE: 1. The silver-white metallic element, platinum, occurs worldwide.

1. The discovery of platinum has been credited to people from a variety of countries.
2. Spanish explorers in search of gold supposedly discovered this precious metal in the rivers of South America.
3. However, they considered it a worthless, inferior form of silver.
4. Their name for platinum was *platina*, meaning "little silver."
5. Back into the river went the little balls of platinum!
6. The platinum might then become gold, according to one theory.
7. Europeans later mixed platinum with gold.
8. This mixture encouraged the production of counterfeit gold bars and coins.
9. Platinum commands a high price today because of its resistance to corrosion.
10. Such diverse products as jet planes and jewelry require platinum in some form.

Exercise B Complete each of the following sentences by adding a predicate to the subject or a subject to the predicate. Then, underline the subject once and the predicate twice.

EXAMPLE: 1. One of the horses has escaped from the corral.

1. The last Tuesday of each month _____.
2. _____ went to New York City to see a play.
3. The surf _____.
4. _____ climbed the high cliffs.
5. The students in our school _____.

Chapter 8: Sentence Structure



Complete Subjects and Simple Subjects

The **simple subject** is the main word or group of words in the complete subject. The **complete subject** consists of the simple subject and any words, phrases, or clauses that modify the simple subject.

SENTENCE: Ceramics classes taught by Mr. Chen are fun but demanding.

COMPLETE SUBJECT: Ceramics classes taught by Mr. Chen

SIMPLE SUBJECT: classes

Exercise Underline the complete subject in each of the following sentences. Then, on the line provided, write the simple subject.

EXAMPLE: 1. American scientist Benjamin Banneker made important contributions to scientific knowledge. Benjamin Banneker

1. Benjamin Banneker (1731–1806) was born near Baltimore, Maryland, of a free mother and an enslaved father. _____
2. Considered free, Banneker was able to attend an integrated private school. _____
3. There, he began his lifelong study of science and math. _____
4. Despite having only an eighth-grade education, this young man became a noteworthy American astronomer and mathematician. _____
5. His astronomical research led to his acclaimed prediction of the solar eclipse of 1789. _____
6. A few years later, the first of his almanacs was published. _____
7. Banneker's almanacs contained tide tables and data on future eclipses. _____
8. Some famous sayings and bits of practical advice were also included. _____
9. These popular almanacs came out every year for more than a decade. _____
10. In addition to his scientific discoveries, Banneker is known for his work as a surveyor during the planning of Washington, D.C. _____

Chapter 8: Sentence Structure**Complete Predicates
and Simple Predicates**

The **simple predicate**, or **verb**, is the main word or group of words in the complete predicate. The simple predicate may be a single verb or a **verb phrase** (a verb with one or more helping verbs). The **complete predicate** consists of the verb and any words, phrases, or clauses that modify the verb or complete the meaning of the verb.

SENTENCE: I have been playing my new guitar every day.

COMPLETE PREDICATE: have been playing my new guitar every day

SIMPLE PREDICATE: have been playing

Exercise Underline the complete predicate in each sentence in the following paragraph. Then, on the line provided, write the simple predicate.

EXAMPLE: [1] Pandas may be seen in some major world city zoos.
may be seen.

[1] Scientists throughout the world have expressed concern about the fate of the giant panda of China. _____ [2] In recent years, this animal's natural habitat has slowly become smaller. _____ [3] Many forests of bamboo, the panda's favorite food, have died. _____ [4] A panda may devour as much as forty pounds of bamboo daily. _____ [5] However, each tender green shoot of bamboo contains only a small amount of nutrients. _____ [6] In addition, the large but sluggish panda is not known as a successful hunter. _____

[7] In their concern for the panda's survival, scientists are now studying the habits of this animal. _____ [8] A captured panda is held in a log trap for several hours. _____ [9] During this time, scientists attach a radio to the panda's neck. _____ [10] The radio sends the scientists valuable information about the freed animal's behavior. _____

Chapter 8: Sentence Structure**WORKSHEET 5****Finding the Subject**

The best way to find the subject of a sentence is to find the verb first. Then ask "Who?" or "What?" in front of the verb. The following sentence structures can make it difficult to locate the subject:

- (1) sentences that begin with prepositional phrases

In the newspaper today is the review of the school play. [What is? A *review* is.]

Note: The subject of a verb is never in a prepositional phrase.]

- (2) sentences that ask questions

Is this old record valuable? [What is? The *record* is.]

- (3) sentences beginning with *there* or *here*

Here comes the rain. [What comes? The *rain* comes.]

- (4) sentences, such as requests or commands, in which *you* is the understood subject

Hand me the pliers, please. [Who hands the pliers? *You* do.]

Exercise Find and underline the subject in each sentence in the following paragraph. Remember that the subject won't be in a prepositional phrase.

EXAMPLE: [1] In the summer and fall, there are many butterflies in our garden.

[1] Despite their fragile appearance, butterflies have a lot of stamina. [2] They often fly more than one thousand miles during migration. [3] The painted lady butterfly, for example, has been seen in the middle of the Atlantic Ocean. [4] This species was once spotted over the Arctic Circle. [5] During the spring, millions of these insects flutter across North America. [6] Huge flocks of these colorful butterflies fly from their winter home in New Mexico to places as far north as Newfoundland, Canada. [7] Another long-distance traveler, the brilliant orange-and-black monarch butterfly, flies south each September from Canada toward Florida, Texas, and California. [8] The migratory flight of the monarch may cover a distance of close to two thousand miles. [9] Every winter for the past several decades, monarchs have gathered in a small forest not far from San Francisco. [10] The thick clusters of the monarchs' orange wings make this forest very popular with tourists.

Chapter 8: Sentence Structure**Compound Subjects
and Verbs**

A **compound subject** consists of two or more subjects that are joined by a conjunction and have the same verb. A **compound verb** consists of two or more verbs that are joined by a conjunction and have the same subject. Both the subject and the verb may be compound.

COMPOUND SUBJECT: Either **Rozene** or **Lynn** will work tomorrow.

COMPOUND VERB: Jacob cut the wood and **is stacking** it near the door.

COMPOUND SUBJECT: **Taro, Kim, and May** are in the drama club.

COMPOUND VERB: Flora **has designed** and **built** the trophy cabinet and **will present** it to the school tomorrow.

COMPOUND SUBJECT AND VERB: Both the **debate team** and the **math team** **competed** in the state finals and **won** first place awards.

Exercise Underline the subject once and the verb twice in each of the following sentences. Watch for compound subjects and verbs. If the subject is understood, write *you* above the sentence.

EXAMPLE: 1. Ice and snow damage tree limbs by bending and breaking them.

1. Jackets and ties are required in that restaurant.
2. Are bears and pumas living in these woods?
3. Write or print in pen or pencil on the history exam.
4. Where do you and Liz buy your cassettes?
5. Find your rackets and bring them to the tennis court.
6. Wisdom and humor can be found in folk sayings and proverbs.
7. Is either the kitten or the puppy sick?
8. Bats, most birds, and many insects can fly.
9. In town and in the country, bird feeders and houses attract different kinds of birds.
10. Birds' and bats' wings lift and push them through the air.

Chapter 8: Sentence Structure**WORKSHEET 7****Subject Complements**

A **subject complement** is a noun, a pronoun, or an adjective that follows a linking verb and describes or identifies the subject. A **predicate nominative** is a noun or pronoun in the predicate that renames or identifies the subject of a sentence or a clause. A **predicate adjective** is an adjective in the predicate that modifies the subject of a sentence or a clause. Subject complements may be compound.

PREDICATE NOMINATIVE: Skating is my favorite sport. [noun]

PREDICATE NOMINATIVE: The simplest patterns are those. [pronoun]

PREDICATE ADJECTIVE: His bike looks dirty.

PREDICATE ADJECTIVE: This fabric feels rough and coarse. [compound]

To find the subject complement in an interrogative sentence, rearrange the sentence to make a statement.

Was Ian the highest scorer? [Ian was the highest scorer.]

To find the subject complement in an imperative sentence, insert the understood subject *you*.

Look alert! [(You) look alert.]

The subject complement may precede the subject of a sentence or a clause.

What a dedicated student you are! [The predicate nominative *student* identifies *you*.]

Exercise On the line provided, write the subject complement in each of the following sentences. (There may be more than one.) Then tell whether the complement is a predicate nominative (PN) or a predicate adjective (PA).

EXAMPLE: 1. He seems clever and brave. clever, brave—PA

1. The last scene of the play is very intense. _____
2. Those two small birds are finches. _____
3. The music sounded lively. _____
4. It is difficult to choose a winner when each contestant's costume looks so elegant. _____
5. My goldfish Alonzo grows larger every day. _____
6. The report is a highly detailed one. _____
7. The setting of the story is a Spanish castle that looks old and deserted. _____
8. Your solution to this algebra problem is clever. _____
9. We felt full after we had eaten Thanksgiving dinner. _____
10. When did Uncas become a chief of the Mohegans? _____

Chapter 8: Sentence Structure

WORKSHEET 8

Objects

Objects complete the meaning of transitive action verbs, never linking verbs.

A **direct object** is a noun or pronoun that receives the action of the verb or shows the results of the action. It answers the question "Whom?" or "What?" after a transitive action verb.

Kirk studied **Spanish** in Barcelona. [The direct object *Spanish* receives the action of the verb *studied* and tells *what*.]

An **indirect object** is a noun or pronoun that precedes the direct object and usually tells *to whom* or *for whom* (or *to what* or *for what*) the action of the verb is done.

Please send **me** your address. [The indirect object *me* tells *to whom* you should send your address.]

Both direct and indirect objects may be compound.

DIRECT OBJECTS: Josh plays the **guitar** and the **harmonica**.

INDIRECT OBJECTS: He sent **Logan** and **me** a tape he made.

Exercise A Circle the direct objects and underline the indirect objects in the sentences in the following paragraph. Not all sentences contain both kinds of objects.

EXAMPLE: [1] Leroy gave me advice about my swimming strokes.

[1] Last summer, Leroy told us his plans for the future. [2] He wants a place on the U.S. swim team in the next Olympic Games. [3] Of course, this goal demands hours of hard practice. [4] Every day, Leroy swims one hundred laps in the college pool and works out with weights for an hour. [5] Such intense training could have cost him his social life. [6] With his rigorous schedule, Leroy doesn't have much time to spend with friends. [7] However, we all understand and give him lots of encouragement and support. [8] But we can't teach him the fine points of competitive swimming. [9] His coach does that. [10] Working together, Leroy and his coach have already improved Leroy's best time.

Exercise B It's your first day working at a restaurant, and you've just taken a family's order. Write five sentences that will help you remember who should get what. In your sentences, use five direct objects and at least two indirect objects. Circle the direct objects and underline the indirect objects. For indirect objects, use pronouns or general terms such as *man* or *child*, or use imaginary names.

EXAMPLE: Give Margot the spinach appetizer.

Chapter 8: Sentence Structure

Classifying Sentences by Purpose

Sentences may be classified as *declarative*, *imperative*, *interrogative*, or *exclamatory*.

- (1) A **declarative** sentence makes a statement. It is followed by a period.

Today is a beautiful day for a hike.

- (2) An **imperative** sentence gives a command or makes a request. It is usually followed by a period. A strong command may be followed by an exclamation point.

Leave the books where they are.

Take that dog out of here!

- (3) An **interrogative** sentence asks a question. It is followed by a question mark.

Is your new job interesting?

- (4) An **exclamatory** sentence expresses strong feeling. It is followed by an exclamation point.

I have never been so surprised!

Exercise On the line provided, identify each of the following sentences as declarative (DEC), imperative (IMP), interrogative (INT), or exclamatory (EXC). Then add the correct end punctuation.

EXAMPLE: INT 1. How could the CD have fallen into the soup?

- _____ 1. The loudspeakers in our living room are small yet powerful
- _____ 2. Turn down the volume
- _____ 3. Is that music or noise, Ramona
- _____ 4. Listening to very loud music every day can damage a person's hearing
- _____ 5. How many watts does your amplifier produce
- _____ 6. Sound levels are measured in units called decibels
- _____ 7. Do you know that each increase of ten decibels represents a doubling in the sound level
- _____ 8. Try not to blast your sound system
- _____ 9. Instead, keep it at a reasonable volume
- _____ 10. How relaxing music played softly can be

Chapter 8: Sentence Structure



Classifying Sentences by Structure

According to their structures, sentences are classified as *simple*, *compound*, *complex*, or *compound-complex*.

(1) A **simple sentence** has one independent clause and no subordinate clauses. It may have a compound subject, a compound verb, and any number of phrases.

In the United States, presidential elections are held in November.

(2) A **compound sentence** has two or more independent clauses but no subordinate clauses. The independent clauses may be joined by a comma and a coordinating conjunction, by a semicolon, or by a semicolon and a conjunctive adverb.

Some state elections occur in November, but others are held in different months.

(3) A **complex sentence** has one independent clause and at least one subordinate clause.

After voters register, they may cast ballots in national, state, and local elections.

(4) A **compound-complex sentence** contains two or more independent clauses and at least one subordinate clause.

Voters who keep up with current events are more informed about issues, and they are more likely to take the time to vote.

Exercise On the line provided, classify each of the following sentences as *simple*, *compound*, *complex*, or *compound-complex*.

EXAMPLE: 1. We couldn't find the Christmas ornaments. simple

1. Holidays differ around the world, but most are joyous events. _____
2. The major festival in India is the Festival of Lights. _____
3. This holiday, which is celebrated by making lamps, triggers a cooking spree. _____
4. Relatives exchange gifts early in the day; then at sunset they light lamps that have a special significance. _____
5. The lamps are supposed to beckon to Lakshimi, who is the Hindu goddess of wealth. _____
6. Mexico celebrates religious and civic holidays with fiestas. _____
7. Fiestas are colorful and loud; brightly costumed musicians sing and play drums, guitars, and wind instruments. _____
8. One important holiday, which falls on September 16, celebrates the beginning of the rebellion that freed Mexico from Spain. _____
9. In Japan, festivals honor nature, children, and religion. _____
10. The New Year Festival, which lasts a week, begins the year; the traditional paying of all debts on December 31 ends the year. _____

Chapter 8: Sentence Structure

WORKSHEET 11

Review

Exercise A On the line provided, identify each of the following groups of words as either a sentence (S) or a fragment (F).

EXAMPLE: F 1. On the third of May of last year.

- _____ 1. The delicately sculptured, alabaster Chinese statue.
- _____ 2. At Saint Croix in the Virgin Islands, where the water is warm.
- _____ 3. Glancing at the thick Sunday paper.
- _____ 4. The small four-seater aircraft that just took off is going to Denver, Colorado.
- _____ 5. Lois Lane, the *Daily Planet's* star reporter, whom Superman loved.

Exercise B Underline the complete subject once and the complete predicate twice in the following sentences. Then circle the simple subject and the simple predicate.

EXAMPLE: 1. Did you see the fire-breathing dragon in the parade?

- 1. People in China still celebrate an ancient Chinese tradition—heralding the arrival of the New Year.
- 2. These festivities also occur in the United States.
- 3. The Chinese New Year celebration, with its dragon parades and colorful decorations, has added another dimension to American culture.
- 4. In the 1850s, the earliest Chinese immigrants came to the United States for jobs in the gold mines and on the railroads.
- 5. At first, only men were allowed to immigrate.

Exercise C Underline the compound parts in the following sentences. Then on the line provided, write CS for compound subject or CV for compound verb.

EXAMPLE: CS 1. Azaleas and camellias bloom early in April here.

- _____ 1. Exercise, a balanced diet, and sufficient rest are essential for good health.
- _____ 2. The speech will be televised live at noon and rerun at six.
- _____ 3. I have finished my research and can now write my report.
- _____ 4. Either Raoul or Marty will win the election.
- _____ 5. The oaks, the maples, and the sycamores have lost their leaves.

Chapter 8, Worksheet 11, continued

Exercise D On the line provided, identify each of the italicized words in the following sentences as a subject (S), a verb (V), a predicate adjective (PA), a predicate nominative (PN), a direct object (DO), or an indirect object (IO).

EXAMPLE: PA 1. Working in a robotics laboratory is *fascinating*.

- _____ 1. Have *you* ever met a robot?
- _____ 2. How were these complex *machines* first used?
- _____ 3. There are a *number* of interesting early examples of robots at work.
- _____ 4. One of the first robots raised a hammer and struck a *bell* every hour.
- _____ 5. At the 1939 New York World's Fair, Elektro was a popular *attraction*.
- _____ 6. Electric motors gave *Elektro* power for a variety of amazing tricks.
- _____ 7. The robot Sparko was Elektro's *dog*.
- _____ 8. Sparko *could bark* and even wag his tail.
- _____ 9. Today, *some* of the simplest robots are drones in research laboratories.
- _____ 10. They can be *useful* in many different ways.

Exercise E On the line provided, classify each of the following sentences as declarative (DEC), interrogative (INT), imperative (IMP), or exclamatory (EXC). Then add the proper end punctuation.

EXAMPLE: INT 1. Would you like to have a robot to help with housework?

- _____ 1. Can you picture a robot twenty-five feet tall
- _____ 2. Well, step up and say hello to a robot called Beetle
- _____ 3. Perhaps you have already heard of CAM, an even more advanced robot
- _____ 4. It can travel on long legs across rough terrain at thirty-five miles per hour
- _____ 5. How much it looks like a science fiction creature

Exercise F On the lines provided, classify each of the sentences in the following paragraph as simple (S), compound (CD), complex (CX), or compound-complex (CC).

EXAMPLE: [1] We asked for money-raising ideas, and Bette suggested holding a rummage sale. CD

[1] Our club, the Key Club, sponsored a rummage sale and requested donations from everyone at school. _____ [2] We accepted whatever was donated, but we welcomed housewares most. _____ [3] The principal donated a vacuum cleaner, the coach contributed a set of dishes, and several of the teachers provided towels and sheets. _____ [4] We sold almost everything that had been donated, and we celebrated our success with pitchers of lemonade. _____ [5] Afterward, we gave all the profits that we had made from the sale to the city's homeless shelter. _____