

Chapter 2

The Parts of a Sentence

Subject, Predicate, Complement

As you study this chapter and do the exercises in it, you will become familiar with the structure of a sentence. You will learn how a given part of speech functions as part of a sentence – how a noun functions as a subject or a complement, for example. You will then be able to develop or fortify your “sentence sense.” This means that you will learn to recognize what a sentence is and how its parts fit together to communicate a complete thought. This understanding of sentence structure will help you to speak and to write more effectively.

In your everyday conversations, you frequently do not use complete sentences. You might say something like the following:

Nice weather for this time of year.

Hi, Jane.

Your meaning here is perfectly clear. In written English, however, you should express your ideas in clear, complete sentences.

EXAMPLE Although it was still February, the weather was turning warm, promising an early spring.

THE SENTENCE

Although you use sentences constantly in speaking and writing, you may not be able to say exactly what a sentence is.

2a. A *sentence* is a group of words expressing a complete thought.

As the basic unit of written expression, a sentence must express a complete thought.

SENTENCE	We peered into the room.
NOT A SENTENCE	the room with the high ceiling
SENTENCE	The thief was waiting by the door.
NOT A SENTENCE	waiting by the door
SENTENCE	Who has finished the test?
NOT A SENTENCE	after you have finished the test

If a group of words does not express a complete thought, it is a fragment, or piece of a sentence, not a sentence.

FRAGMENTS chicken and rice
 from August through October
 the president of our club
 doing well in school

These groups of words can become sentences only when other words are added to make the thoughts complete:

SENTENCES I enjoy a meal of chicken and rice.
 The rainy season lasts from August through October.
 Florence was elected president of our club.
 Most of us are doing well in school.

EXERCISE 1. Number 1-20 on your paper. Decide whether each group of words is a sentence or only a fragment. If the word group is a sentence, write *S* after the proper number. If the word group is a fragment, change it to a sentence by adding one or more words to make the thought complete, and write the sentence. *As you turn the fragments into sentences, remember to begin the first word with a capital letter and to insert a mark of punctuation after the last word.*

1. on Monday or later this week
2. patiently waiting for the mail carrier
3. will you be there tomorrow
4. four people in a small car
5. just yesterday I discovered
6. two strikes and no one on base
7. it runs smoothly
8. leaning far over the railing
9. two doves and a swan
10. all during the movie and then later at home
11. she sauntered in alone
12. at the comer we spotted
13. either bean sprouts or alfalfa
14. noticed my new jogging shoes
15. neither of them would have wanted
16. while playing the videotape recorder
17. Ray turned pale
18. performed an entire symphony
19. give me a hand

20. a firm understanding of decimals

SUBJECT AND PREDICATE

2b. A **sentence** consists of two parts: the **subject** and the **predicate**. The **subject** of the sentence is the part about which something is being said. The **predicate** is the part which says something about the subject.

In the following examples, the subjects are separated from the predicates by vertical lines.

Seagulls | were flying around the pier.

The members of the club | arrived.

The person in the first row | is my sister.

As you see, the subject and the predicate may be only one word each, or they may be more than one word.

In the previous examples, the words to the left of the vertical line make up the *complete subject*. The words to the right of the vertical line make up the *complete predicate*. Often, however, the subject can be in the middle of or at the end of a sentence. Notice the complete subjects, which are in bold-faced type, in the examples below.

On rainy mornings, is **your bus** usually late?

In the desk were **the red pencils**.

Do your **parents** mind your getting home late?

EXERCISE 2. Number your paper 1-10. After the corresponding number on your paper, write the complete subject of each sentence.

1. Some large animals can move very quickly.
2. The rhinoceros, one of the world's largest animals, can charge with great speed and change direction rapidly.
3. Its big, bulky body makes it a fearsome sight.
4. Animals such as the water buffalo and the elephant are more dangerous, however.
5. The legs of a rhinoceros are rather stout and short and end in broad feet.
6. Jutting from its upper lip is a large, heavy horn.
7. Other mammals have horns in more appropriate locations.
8. Doesn't the rhinoceros charge at the slightest disturbance?
9. Its eyesight is very poor, however.
10. Swarms of bloodsucking parasites crawl all over its back.

EXERCISE 3. Add complete predicates to the following complete subjects to

make complete sentences.

1. they
2. honesty
3. her nickname
4. good intentions
5. my best friend
6. all kinds of fireworks
7. a lantern and a hatchet
8. a basket of peaches
9. one girl near me
10. a trip to Utah or Ohio

The Simple Subject

Within the complete subject, every sentence has a *simple subject*.

2c. The *simple subject* is the main word or group of words in the complete subject.

To distinguish the simple subject from the complete subject, you select the most important word in the complete subject. This word names the person, place, thing, or idea being talked about.

EXAMPLE Successful executives budget their time wisely.

Complete subject Successful executives

Simple subject executives

EXAMPLE The venturesome Langston Hughes called his autobiography *The Big Sea*.

Complete subject The venturesome Langston Hughes

Simple subject Langston Hughes

• **NOTE** Compound nouns, such as Langston Hughes in the example, are considered one noun.

From the examples above, you can see that the complete subject consists of the simple subject and all the words that belong with it. Adjectives and prepositional phrases that modify the simple subject are included in the complete subject.

Hereafter in this book, the term *subject*, when used in connection with the sentence, refers to the simple subject, unless otherwise indicated.

EXERCISE 4. On a separate sheet of paper, fill in each of the following blanks with a subject plus any other words needed to complete the thought.

1. ___ may soon wither.
2. ___ will rearrange the furniture.
3. ___ is an interesting conversationalist.
4. Had ___ eaten a green persimmon?
5. ___ scooted over to the curb.

6. ___ glittered in the moonlight.
7. ___ flippantly tossed a coin to the beggar.
8. Next in line was ___ .
9. Lying beside the wrecked car was ___ .
10. On the other side of the fence stood ___ .

The Simple Predicate

2d. The *simple predicate*, or *verb*, is the main word or group of words within the complete predicate.

The essential word (or words) in the complete predicate is always the simple predicate, usually referred to as the *verb*. The other words in the complete predicate may affect the meaning of the verb in various ways, often by making it more definite, but it is the verb that is essential in completing the statement.

EXAMPLE The Canadian hockey player flicked the puck deftly past the goalie and into the net. [Complete predicate: *flicked the puck deftly past the goalie and into the net*. Verb: *flicked*.]

The simple predicate may consist of a single verb or of a verb phrase. In the latter, the verb will be more than one word: *will sing*, *has been broken*, *may have been trying*, etc.

When you are asked to pick out the simple predicate in a sentence, be sure to include all parts of a verb phrase. In doing so, keep in mind the various helping verbs that are commonly used as parts of verb phrases: *shall*, *will*, *has*, *have*, *had*, *do*, *does*, *did*, *may*, *might*, *must*, *can*, *could*, *should*, *would*, *am*, *is*, *are*, *was*, *were*, *be*, and *been*.

Study the following examples, noticing the difference between the complete predicate and the verb.

EXAMPLE Douglas had thoroughly scrubbed the dingy walls.
Complete predicate had thoroughly scrubbed the dingy walls
Verb had scrubbed

EXAMPLE My aunt was sitting on the sofa.
Complete predicate was sitting on the sofa
Verb was sitting

Hereafter throughout this book, the word verb will be used to refer to the simple predicate, unless otherwise indicated.

EXERCISE 5. Make two columns on your paper. Label one of them *Complete predicate* and the other *Verb*. From the following sentences, copy the complete predicates and the verbs in the appropriate columns. If you find a verb phrase,

be sure to include all helpers.

1. Many writers' first novels are autobiographical.
2. *Look Homeward, Angel*, the first novel of Thomas Wolfe, was written about his early life in Asheville, North Carolina.
3. In the novel appear the people and scenes of Wolfe's youth.
4. His mother, father, and brother Ben will always be remembered .because of Wolfe's book.
5. The boyhood home of Wolfe is still standing in Asheville.
6. The house and its furnishings are carefully described by Wolfe in *Look Homeward, Angel*.
7. A trip to the Asheville library supplies one with many facts about Wolfe.
8. In the library can be found all the newspaper clippings about Wolfe's life and works.
9. At first an outcast in Asheville, Wolfe was later revered by the town's citizens.
10. The whole town mourned the early death of its most famous son.

Now that you have learned about subjects and predicates, you should be able to distinguish sentences from fragments more easily.

EXERCISE 6. Remembering that a sentence must have a subject and a predicate, revise the following fragments to' make .the thoughts complete. Number your paper 1–10 and write each complete thought after the proper number.

1. my bruised toes
2. food for the puppies
3. seems unnecessary
4. a wasp on the back of your neck
5. flashing neon signs
6. rolled down the mountainside
7. dropped thirty degrees during the night
8. a capsized canoe
9. completely destroyed the old building
10. soared high above the dark clouds

Finding the Subject

The best way to find the subject of a sentence is to find the verb first. After you have found the verb, ask "Who?" or "What?" in connection with the verb.

EXAMPLES There we can wade across the Mississippi River. [The verb is

can wade. Who can wade? The answer is *we*, the subject.]

Around the bend roared a freight train. [The verb is *roared*. What roared? The *train* roared; therefore, *train* is the subject.]

The road to the lake has big holes in it. [The verb is *has*. What has? *Road* is the subject.]

EXERCISE 7. Find the subject of each of the following sentences by first finding the verb and then by asking “Who?” or “What?” in front of the verb. After numbering 1-10, list on your paper each verb and its subject. Be sure to include all parts of a verb phrase.

1. Before the equal rights movement, American women became leaders in their professions.
2. Evangeline Booth was General of the International Salvation Army from 1934 to 1939.
3. The Salvation Army has always treated men and women equally.
4. Have you heard of Nellie Bly, the famous newspaper reporter?
5. In 1890 she traveled alone around the world.
6. Her travels were reported in the *New York World*.
7. Nellie Bly’s investigative reporting showed courage and cleverness.
8. In 1876 Melville Bissell invented the carpet sweeper.
9. After the death of her husband in 1888, Anne Bissell managed his company for forty years.
10. Under her management as corporation president, the company sold millions of carpet sweepers.

2e. The subject of a verb is never in a prepositional phrase.

You will remember that a prepositional phrase begins with a preposition and ends with a noun or a pronoun: *to the bank*, *by the door*, *in the picture*, *of a book*, *on the floor*, *after class*, *at intermission*, *for them*, *except him*. Since the prepositional phrase contains a noun or a pronoun, and since it often comes before the verb, you may make the mistake of thinking that the noun following a preposition is the subject.

EXAMPLE One of the girls helped us.

When you ask “Who helped?” you may be tempted to answer, “Girls helped.” But on second thought you realize that the sentence does not say the *girls helped*; it says only *one* of the girls *helped*. The fact is that a word in a prepositional phrase is never the subject. *Girls* is in the phrase *of the girls*.

Prepositional phrases can be especially misleading when the subject follows the verb.

EXAMPLE In the middle of the lake is a small island.

Neither *middle* nor *lake* can be the subject because each word is part of a prepositional phrase. The subject of *is* has to be *island*.

EXERCISE 8. Copy the following sentences onto your paper. Cross out each of the prepositional phrases. Underline each verb twice and its subject once.

1. That house near the railroad tracks is my home.
2. My aunt on my father's side willed it to us last year.
3. Everything about the house except its location is very satisfactory.
4. Every hour or so trains of all shapes and sizes roar through our backyard.
5. The vibrations of the heavy freight trains cause the most damage.
6. Sometimes a picture on the living-room wall crashes to the floor.
7. The oven door .of the gas range habitually snaps open.
8. Yesterday at breakfast, a piece of plaster from the ceiling fell into Mom's coffee.
9. The thunderous clanking of the trains completely absorbs the sound of our television.
10. Each of the advertisers on the screen seems to speak without saying a thing.

The Subject in an Unusual Position

Sentences that ask questions and sentences that begin with *there* or *here* have a word order which places the subject in an unusual position.

Sentences That Ask Questions

Questions often begin with a verb or with a verb helper. They also frequently begin with words such as *what*, *when*, *where*, *how*, or *why*. Either way, the subject ordinarily follows the verb or verb helper.

EXAMPLES How is she now?

Does the novel have a happy ending?

In questions that begin with a helping verb, like the second example above, the subject always comes between the helper and the main verb. You can also find the subject by turning the question into a statement, finding the verb, and asking "Who?" or "What?" in front of the verb.

EXAMPLES Was the door open? *becomes* The door was open. [What was open? *Door*.]

Did she tell you the news? *becomes* She did tell you the news.
[Who did tell? *She.*]

Sentences Beginning with There

There is never the subject of a sentence, except when spoken of as a word, as in this sentence. However, this word often appears in the place before a verb where we would expect to find a subject. *There* can be used to get a sentence started when the real subject comes after the verb. In this use, *there* is called an *expletive*. (The verb and its subject are labeled for you in the sentences below.)

v s

EXAMPLES There is a log cabin in the clearing.

v s

 There are oranges in the refrigerator.

To find the subject in such a sentence, omit *there* and ask “Who?” or “What?” before the verb.

 There is someone in the phone booth. [Who *is?* *Someone.*
 Therefore, *someone* is the subject.]

With *there* omitted, these sentences read as follows:

A log cabin is in the clearing.
Oranges are in the refrigerator.
Someone is in the phone booth.

EXERCISE 9. Numbering your paper 1-20, list the subjects and verbs in the following sentences after the proper numbers. Write subjects first, verbs second.

1. There are many questions on American history in my book.
2. Naturally, there are answers, too.
3. Under whose flag did Columbus sail?
4. Where is Plymouth Rock?
5. How much do you know about the Lost Colony?
6. What does “squatter’s rights” mean?
7. In what area did most of the early Dutch colonists settle?
8. Was there dissension among settlers in Massachusetts?
9. What kinds of schools did the colonists’ children attend?
10. How did one travel in colonial America?
11. Were there any sports?
12. When were the famous Salem witch trials?
13. Why did such a tragedy occur?

14. Can you name the three oldest colleges in America?
15. Were there many great American writers during the colonial period?
16. For what inventions is Benjamin Franklin remembered?
17. Why were the colonists dissatisfied with England?
18. How did the Americans proclaim their independence?
19. Did all of the colonists fight against England '1
20. How many of the leaders of the Revolution can you identify?

The Understood Subject

In a request or a command, the subject of a sentence is usually not stated. In such sentences, the person spoken to is understood to be the subject.

EXAMPLES Please close the door.
 Listen carefully to these instructions.

In the first sentence, a request, who is to close the door? You are -that is, the person spoken to. In the second sentence, a command, who is to listen? Again, you are. In each sentence, then, you is the understood subject.

Sometimes a request or command will include a name.

EXAMPLES Phyllis, please close the door.
 Listen carefully to these instructions, students.

Neither *Phyllis* nor *students* is the subject of its sentence. These words are called nouns of *direct address*. They identify the person spoken to. *You*, however, is still the understood subject of each sentence.

Phyllis, (you) please close the door.

Compound Subjects

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

The conjunctions most commonly used to connect the words of a compound subject are *and* and *or*. Study these sentences:

EXAMPLES Antony baked the bread [Who baked the bread? Antony baked it. *Antony* is the simple subject.]
 Antony and Mae baked the bread. [Who baked the bread? Antony baked it. Mae baked it. *Antony* and *Mae*, then, form the compound subject.]

When more than two words are included in the compound subject, the conjunction is generally used only between the last two words. Also, the words

are separated by commas.

EXAMPLES Antony, Mae, and Pamela baked the bread. [Compound subject: *Antony, Mae, Pamela*]

Correlative conjunctions may be used with compound subjects.

EXAMPLE Either Antony or Mae baked the bread. [Compound subject: *Antony, Mae*]

EXERCISE 10. Number your paper 1-10. Find and list the compound subjects as well as the verbs in the following sentences.

EXAMPLES 1. Broken mirrors and black cats are often associated with bad luck.

1. *mirrors, cats – are associated*

1. Hurricanes and earthquakes are two kinds of natural disasters.
2. The hero of the novel and a student in my class have similar personalities.
3. Venus, Juno, and Minerva were three famous Roman goddesses.
4. Do you or he know the origin of the word bedlam?
5. Frankenstein and Dracula were both written during the nineteenth century.
6. Either a parrot or a crow may outlive its owner.
7. Into the room swept Queen Bess and her companion.
8. There have always been optimists and pessimists.
9. Both poets and royalty are buried in Westminster Abbey.
10. Where are the dictionaries and other reference books located?

Compound Verbs

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

The following sentences show how verbs may be compound:

EXAMPLES Sojourner Truth traveled and lectured much of her life.

We searched the attic but found nothing.

The children skated, rode bicycles, and played hopscotch.

Mother will rent or sell the house.

Notice in the last sentence that the helping verb *will* is not repeated before *sell*, though it is understood: Mother *will rent* or *will sell* the house. In compound

verbs consisting of verb phrases, the helper may not be repeated before the second verb if the helper is the same for both verbs. Often the helper is not repeated when there is a correlative conjunction:

EXAMPLES I will not only scrub the floor but also wax it.

EXERCISE 11. After numbering 1-10, make a list of the compound verbs in these sentences. Be sure to include verb helpers.

1. Stop, look, and whistle.
2. During the class Walter stretched, yawned, and sighed.
3. At the rodeo Vaughan leaped upon the wild steer and stayed on it for four full minutes.
4. Must you always worry or complain?
5. My hound can bark, sit up, or lie down.
6. Pauline can neither sing nor dance.
7. Between two and three o'clock I will either be studying in Room 17 or be reading in the library.
8. Can you type a letter or take shorthand?
9. Jeff rewound the cassette and then pressed the playback button.
10. The ball lingered for a few seconds on the edge of the basket and then dropped through for a score.

Both the subject and the verb may be compound.

EXAMPLES The boys and girls | played games and sang songs.
Either Karen or Fran | will rent the tape recorder and reserve the auditorium. [Notice that with the second verb, *reserve*, the helper *will* is understood.]

REVIEW EXERCISE A. Try to make a perfect score on this exercise, which is a mastery test on subjects and verbs. After you have copied the sentences below, your job is this:

1. Cross out all prepositional phrases so that you can isolate the verb and the subject.
2. Cross out a *here* or *there* at the beginning of a sentence, thus eliminating these words as possible subjects.
3. Underscore all verbs twice; be sure to include all helpers and all parts of a compound verb.
4. Underscore all subjects once; be sure to underscore all parts of a compound subject.

EXAMPLES 1. ~~At our school,~~ ballads have become very popular.

2. *There are individual singers and group singers on the music program tonight.*

1. There are ballads for different tastes and for different occasions.
2. Ballads tell simple stories and create strong moods.
3. In ballads people live, work, love, and die.
4. The words of ballads were written by the common people and therefore relate the concerns of the common people.
5. In one ballad can be heard a jilted lover's complaints.
6. In another is found the lament of a mother for her dead son.
7. The death of a dog and the heroism of a coal miner are related in still other ballads.
8. How can anyone resist the appeal of such simple tales?
9. Everyone at some time or other has felt the emotions of the characters in ballads.
10. Here, then, are some of the reasons for the popularity of ballads since the Middle Ages.

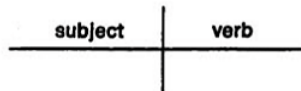
DIAGRAMMING SENTENCES

In order to write good sentences, you should have in your mind a clear picture of the ways in which sentences are built. Many students find that they can understand a sentence better when they use a diagram. A diagram is a quick picture of how the parts of a sentence fit together and how the words in a sentence are related.

Diagramming the Subject and the Verb

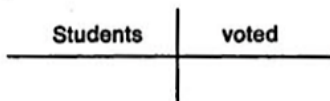
A diagram begins with a straight horizontal line. This line is for the main parts of the sentence. Crossing it approximately in the center is a short vertical line. This vertical line divides the complete subject from the complete predicate. On the horizontal line the simple subject is placed to the left of the vertical line, the verb to the right of it.

PATTERN



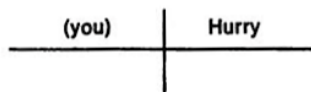
EXAMPLE

Students voted.



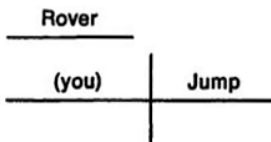
If the sentence has an understood subject, place *you* in parentheses on the subject line.

EXAMPLE Hurry!



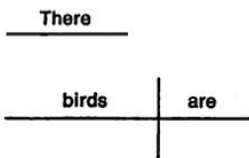
Nouns of direct address are placed on a separate horizontal line above the understood subject.

EXAMPLE Jump, Rover!



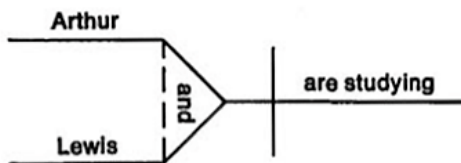
The expletive *there* is also placed on a separate horizontal line. (Modifiers have been omitted from the following diagram.)

EXAMPLE There are three birds in the tree.



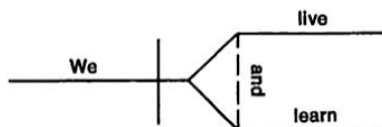
When the sentence has a compound subject, diagram it as in the following example. Notice the position of the coordinating conjunction on the broken line.

EXAMPLE Arthur and Lewis are studying.



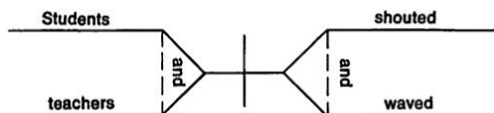
If the verb is compound, it is diagramed in this way:

EXAMPLE We live and learn.



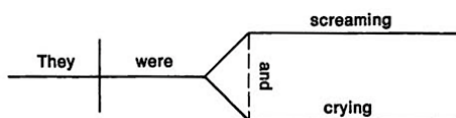
A sentence with both a compound subject and a compound verb is diagramed in this way:

EXAMPLE Students and teachers shouted and waved.



Notice how a compound verb is diagramed when the helping verb is not repeated:

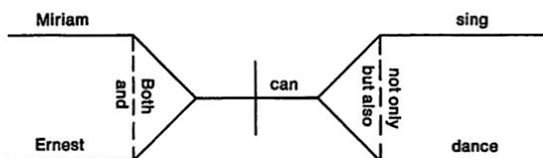
EXAMPLE They were screaming and crying.



Since *were* is the helper for both *screaming* and *crying*, it is placed on the horizontal line, and the conjunction *and* joins the main verbs *screaming* and *crying*.

Sometimes parts of a compound subject or a compound verb will be joined by correlative conjunctions. Correlatives are diagramed like this:

EXAMPLE Both Miriam and Ernesto can not only sing but also dance.



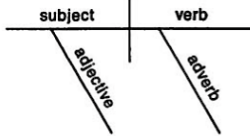
EXERCISE 12. Diagram the following sentences.

1. Vesuvius erupted.
2. Look, Mario!
3. James and he are sleeping.
4. Soldiers fought and died.
5. Both Ellen and Camille have finished and gone.

Diagramming Adjectives and Adverbs

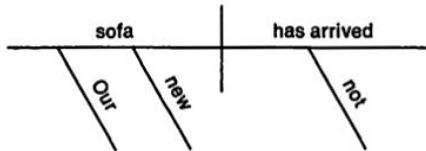
Adjectives modify nouns or pronouns, and adverbs modify verbs, adjectives, or other adverbs. Both adjectives and adverbs are written on slanted lines connected to the words they modify.

PATTERN



EXAMPLE

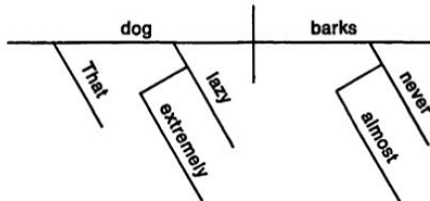
Our new sofa has not arrived.



An adverb that modifies an adjective or an adverb is placed on a line connected to the adjective or adverb modified, as follows:

EXAMPLE

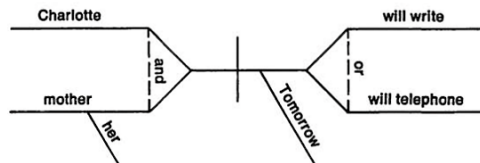
That extremely lazy dog almost never barks.



Notice the position of the modifiers in the following

EXAMPLE

Tomorrow Charlotte and her mother will write or will telephone.

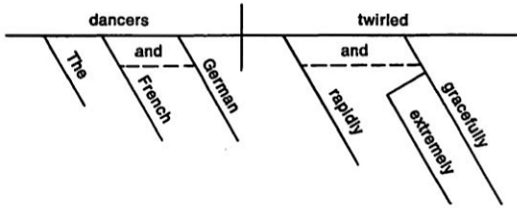


Her modifies only one part of the compound subject: *mother*. *Tomorrow* modifies both parts of the compound verb: *will write* and *will telephone*. Where would *will* have been placed in the diagram if it had not been repeated before *telephone*?

When a conjunction joins two modifiers, it is diagrammed as in this example:

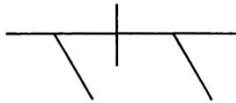
EXAMPLE

The French and German dancers twirled rapidly and extremely gracefully.

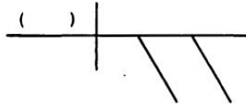


EXERCISE 13. Diagrams for the following sentences have been provided for you. Copy them on your paper, and fill them in correctly.

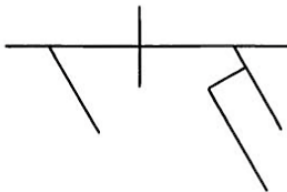
1. Each boy listened attentively.



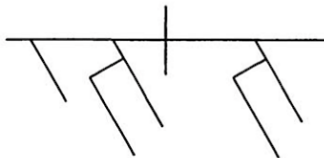
2. Do not leave now.



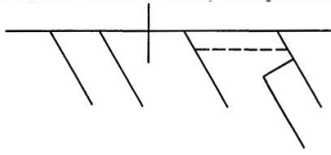
3. The scouts arose very early.



4. An extremely interesting book nearly always sells.



5. The big airliner landed safely and quite smoothly.



REVIEW EXERCISE B. Diagram each of the following sentences.

1. Leon and Tom win occasionally.
2. There was much hubbub.
3. Rosalie graciously smiled and bowed.
4. There were many unpopular and seemingly senseless regulations.
5. The fire flickered weakly and then died.
6. Father and Uncle Edmund are hammering and sawing enthusiastically.
7. Menacingly the white and red horse snorted and stamped.
8. Here come Dr. Bradford and her intelligent assistant.
9. Sit quietly and concentrate hard.
10. Both Elise and her brother can read and write rather well.

REVIEW EXERCISE C. Write five separate sentences, using an example of each of the following; underline what is asked for.

EXAMPLE 1. a prepositional phrase

1. *We ate at the drugstore.*

1. a verb phrase
2. a compound verb
3. a compound subject
4. an understood subject
5. an adverb modifying an adjective

COMPLEMENTS

Every sentence has a *base*. This base may be compared to the backbone of an animal or to the main framework of a building. It is that part of the sentence on which are suspended all other parts. A sentence base may consist of only the subject and the verb; for many sentences nothing else is needed.

EXAMPLE Flowers died.

One girl from Oklahoma was yodeling.

Frequently the sentence base will have not only a subject and a verb but also a completer, or complement.

2h. A *complement* completes the meaning begun by the subject and the verb.

It is possible for a group of words to have a subject and a verb and not express a complete thought. Notice how the following word groups need other words to complete their meaning.

EXAMPLES Those clothes look
 She may become
 I said

If you add words to complete the meaning, the sentences will make sense.

EXAMPLES Those clothes look clean.
 She may become an engineer.
 I said that.

The words *clean*, *engineer*, and *that* are complements; they complete the thought of the sentence. The complement may be a noun, a pronoun, or an adjective.

Study the structure of these sentences. The base of each sentence – subject, verb, complement – is labeled.

EXAMPLES	S	V	C
	A stranger approached me.		
	S	V	C
	The man in the moon looks friendly.		
	S	V	C
	At that time labor was very cheap.		
	S	V	C
	Roberta will be a lawyer.		
	S	V	C
	A recording provided background music.		

The complement is never in a prepositional phrase. Look at these sentences:

EXAMPLES Later she consulted the other students.
 Later she consulted with the other students.

In the first sentence, *students* is the complement. In the second sentence, *students* is the object of the preposition *with*; the prepositional phrase *with the other students* modifies the verb *consulted*.

EXERCISE 14. Add a complement to each of the following items.

1. Carol brought
2. Jim usually seems
3. Tomorrow the class will hear
4. That broiled fish looks

5. The student in front of me raised
6. Last week our class visited
7. Do you have
8. At the end of the meal, we left
9. A noun is
10. The word mobility means

EXERCISE 15. Write five sentences using the following sentence bases. Do not be satisfied with adding only one or two words. Make interesting sentences.

<i>Subject</i>	<i>Verb</i>	<i>Complement</i>
1. underdogs	upset	champions
2. impact	shattered	glass
3. girls	feel	responsible
4. people	desire	peace
5. recreation	can become	work

EXERCISE 16. Make three columns on your paper. Label the first *subject*, the second *verb*, and the third *complement*. Find the base of each sentence and enter the parts in the appropriate column.

- 1, The history of the English stage is very interesting.
- 2, In the beginning churches gave plays for instruction.
- 3, The stories of early English drama were usually biblical ones.
- 4, The plays, however, eventually became too irreverent for religious instruction.
- 5, Clergymen then recommended the abolition of acting within the churches.
- 6, At the same time, they encouraged the performance of religious drama in courtyards near the churches.
- 7, The actors presented their plays on wagons in the open air.
- 8, The top of the wagon soon became a convenient place for “heaven.”
- 9, There the “angels” in the play could address the “sinners” on earth below.
- 10, In Shakespeare’s time, the upper stage was an important part of the theater.
- 11, It was especially useful for eavesdroppers and critics.
- 12, Shakespeare used the upper stage for the famous balcony scene in *Romeo and Juliet*.

EXERCISE 17. Using each word in the list below as a complement, write ten

sentences. Underscore the subject once, the verb twice, and the complement three times.

EXAMPLE

1. glint

1. Thomas then noticed the glint in Susan's eye.

1. pencil

6. sluggish

2. bellhop

7. fable

3. groceries

8. clown

4. pilot

9. skeleton

5. shrewd

10. inevitable

The Subject Complement

2i. A **subject complement** is a noun, pronoun, or adjective that follows a linking verb. It describes or explains the simple subject.

EXAMPLES

Mark Twain's real name was Clemens.

The sea grew calm.

In the first sentence, the complement Clemens explains the subject name. In the second, the complement calm describes the subject sea.

(1) A **predicate nominative** is one kind of subject complement. It is a noun or pronoun that explains or identifies the subject of the sentence.

EXAMPLES

Angela will be our soloist.

The mayor is she.

A whale is a mammal.

(2) A **predicate adjective** is another kind of subject complement. It is an adjective that modifies the subject of the sentence.

EXAMPLES

That soil looks dry. [dry soil]

The soup is too hot. [hot soup]

She looks capable. [capable she]

Subject complements may be compound.

EXAMPLES

The class officers are Gina and Calvin. [compound predicate nominatives]

The com tastes sweet and buttery. [compound predicate adjectives]

EXERCISE 18. In the sentences of Exercise 16 there are six subject complements. List them on your paper. After each noun or pronoun, write

The police were expecting trouble.

EXERCISE 20. Number your paper 1-10 and write after the appropriate number the direct object for each sentence.

1. This article gives many interesting facts about libraries.
2. Alexandria, in Egypt, had the most famous library of ancient times.
3. This library contained a large collection of ancient plays and works of philosophy.
4. The Roman emperor Augustus founded two public libraries.
5. Fire later destroyed these buildings.
6. Readers could not take books from either the Roman libraries or the library in Alexandria.
7. The monastery library of the Middle Ages first introduced the idea of a circulating library.
8. In the sixth century, everyone in the Benedictine monasteries borrowed a book from the library for daily reading.
9. Today, the United States has thousands of circulating libraries.
10. Readers borrow millions of books from them every year.

EXERCISE 21. There are twenty direct objects in the following quotations. Number your paper 1-11 and write the direct objects after the appropriate numbers. Some sentences contain two or more direct objects.

1. Wit has truth in it. – DOROTHY PARKER
2. A generous heart repairs a slanderous tongue. – HOMER
3. The clear-sighted do not rule the world, but they sustain and console it.
– AGNES REPLIER
4. One must never... turn his back on life. – ELEANOR ROOSEVELT
5. We may give advice, but we do not inspire conduct. – LA ROCHEFOUCAULD
6. Vanity plays lurid tricks with our memory. – JOSEPH CONRAD
7. One half of the world cannot understand the pleasures of the other. – JANE AUSTEN
8. The wise make proverbs, and fools repeat them. – ISAAC D'ISRAELI
9. If you once forfeit the confidence of your fellow citizens, you can never regain their respect and esteem. – ABRAHAM LINCOLN
10. Poetry ennobles the heart and the eyes and unveils the meaning of all things....It discovers the secret rays of the universe and restores to us forgotten paradises. – DAME EDITH SITWELL
11. But through all my changes I still see myself. – SIMONE DE BEAUVOIR

2k. The **indirect object** of the verb 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.

DIRECT OBJECTS Lisa sent a telegram.
Don will sing a ballad.

INDIRECT OBJECTS Lisa sent Dorothea an urgent telegram.
Don will sing us a ballad.

In the sentences above, *telegram* and *ballad* are direct objects answering the question “What?” after action verbs. Lisa sent a telegram *to whom?* *Dorothea*, the answer, is an indirect object. Don will sing a ballad *for whom?* *Us* is the indirect object.

The indirect objects in the sentences below are boldfaced. Each tells *to whom* or *for whom* something is done.

EXAMPLE He showed her the lantern.
The doctor gave **Mother** good advice.
I bought her a new baseball bat.
My cousin left Denise a message.

If the word *to* or *for* appears, the word following it is part of a prepositional phrase, not an indirect object.

PREPOSITIONAL PHRASES I sold tickets to the class.
Kathy saved some cake for me.

INDIRECT OBJECTS I sold the class tickets.
Kathy saved me some cake.

Both direct and indirect objects may be compound.

EXAMPLE Donna showed snapshots and slides. [compound direct object]
Donna showed Oscar and me some pictures. [compound indirect object]

EXERCISE 22. Number your paper 1-10, and list the indirect and direct objects in the following sentences. After each, write in parentheses *i.o.* (for indirect object) or *d.o.* (for direct object). You will not find an indirect object in every sentence.

- 1, According to Greek mythology, Daedalus, a famous artist and inventor, built the king of Crete a mysterious building known as the labyrinth.
- 2, The complicated passageways of this building give us our word for “a

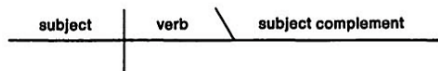
confusing maze of possibilities.

- 3, After the completion of the labyrinth, the king imprisoned Daedalus and his son, whose name was Icarus.
- 4, In order to escape, Daedalus made Icarus and himself wings out of feathers and beeswax.
- 5, He gave Icarus careful instructions not to fly too near the sun.
- 6, But Icarus soon forgot his father's advice.
- 7, He flew too high, and the hot sun melted the wax in the wings.
- 8, Daedalus used his wings wisely and reached Sicily in safety.
- 9, Mythology tells us many other stories of Daedalus' fabulous inventions.
- 10, Even today, the name Daedalus suggests almost superhuman ingenuity.

Diagramming Complements

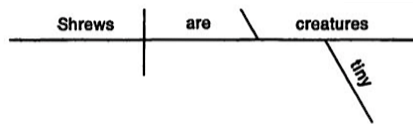
As a part of the sentence base, the subject complement is placed on the horizontal line with the subject and verb. It comes after the verb. A line slanting toward the subject, drawn upward from the horizontal line, separates the subject complement from the verb.

PATTERN



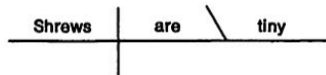
PREDICATE NOMINATIVE

Shrews are tiny creatures.



PREDICATE ADJECTIVE

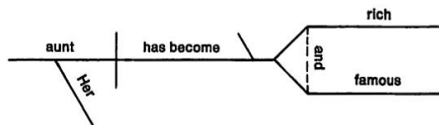
Shrews are tiny.



COMPOUND

SUBJECT COMPLEMENT.

Her aunt has become rich and famous



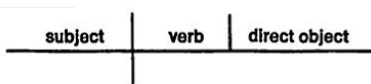
EXERCISE 23. Diagram the following sentences.

1. Superstitions are illogical beliefs.
2. A black cat is a bad sign.
3. A broken mirror remains an unlucky omen.
4. Such notions seem both childish and foolish.

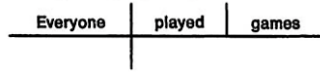
5. Superstitious beliefs are still common.

The *direct object* is diagramed in much the same manner as the predicate nominative. The only difference is that the line separating the direct object from the verb is vertical, not slanting.

PATTERN

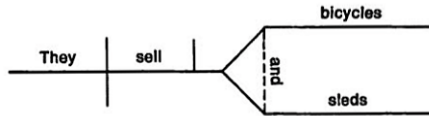


EXAMPLE Everyone played games.



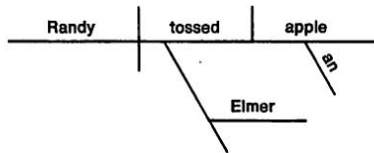
The compound direct object is diagramed in this way:

EXAMPLE They sell bicycles and sleds.



The *indirect object* is diagramed on a horizontal line beneath the verb.

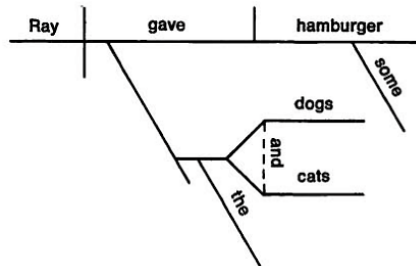
EXAMPLE Randy tossed Elmer an apple.



Note that the slanting line from the verb extends slightly below the horizontal line for the indirect object.

The compound indirect object is diagramed in this way:

EXAMPLE Ray gave the dogs and cats some hamburger.



EXERCISE 24. Diagram the following sentences.

1. The traitor sold the enemy important secrets.
2. Mr. Tseng gave the team and the fans a memorable lesson.
3. Who will lend us a tent and a canoe?
4. Karen gave us a confident wave.
5. The storekeeper paid the other employees and me our wages and a bonus.

REVIEW EXERCISE D. Identify the italicized words in the passage below. (The italicized letters *X* and *O* are not words.) Use the following abbreviations:

s. subject

p.a. predicate adjective

v. verb

d.o. direct object

p.n. predicate nominative

i.o. indirect object

(1) *Many* of Edgar Allan Poe's stories do not deal with horror or terror. Not (2) *all* of his main characters are ghosts or (3) *devils*. Poe has written many comic (4) *tales*. For instance, "X-ing a Paragraph" or "Loss of Breath" (5) *gives* the (6) *reader* a (7) *chance* for hearty laughter.

"X-ing a Paragraph" (8) *is* the (9) *story* of a feud between two newspaper editors. Mr. Bullethead (10) *had moved* to a small town in the West, hoping to become its only newspaper editor. Much to his surprise, the (11) *town* already (12) *had* an (13) *editor*, Mr. John Smith, who (14) *published* the daily (15) *Gazette*. Bullethead, however, stubbornly (16) *refused* to move. (17) *He* published a competing (18) *paper* and in its first issue satirically (19) *attacked* Mr. Smith's (20) *style* of writing. Mr. Smith soon (21) *replied* with his own biting sarcasm, making fun of the letter *O*'s in Bullethead's prose. Mr. Bullethead (22) *became* so (23) *incensed* over the sarcasm that (24) *he* foolishly (25) *prepared* to print a paragraph filled with *O*'s. When the paragraph (26) *appeared*, however, (27) *it* was (28) *Mr. Smith* who (29) *had* the last laugh. Apparently, someone had stolen (30) *all* of the *O*'s from Mr. Bullethead's printer. The (31) *printer*, therefore, (32) *substituted* an *X* wherever an *O* (33) *was supposed* to appear. The resulting (34) *paragraph* was (35) *impossible* to read. (36) *Townpeople* knew that Mr. Smith (37) *had played* an *X*-cellent (38) *joke* on his rival.

In "Loss of Breath" is another amusing (39) *character*. The (40) *author* saw the (41) *humor* of the expression, "I've lost my breath." He (42) *based* a (43) *story* on it. The main (44) *character* in "Loss of Breath" (45) *is* (46) *Mr. Lackobreath*. Angry with his wife, he (47) *argues* furiously and loses his breath. Then the unhappy husband begins a long (48) *search* for his lost breath. Finally he finds it. On the very day of the argument, a (49) *man* by the name of 'Mr. Windenough had "caught his breath." The end of the story is a happy' (50) *one*.

CLASSIFYING SENTENCES BY PURPOSE

Sentences may be classified according to the kinds of messages they express. This method of classifying, which distinguishes between questions,

statements, commands or requests, and exclamations, reflects the purpose of the speaker or writer.

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

(1) A **declarative** sentence makes a statement.

Declarative sentences make assertions or state ideas without expecting a reply. Most sentences are declarative. All declarative sentences are followed by periods.

EXAMPLE Dr. Rosalyn Yalow won a Nobel Prize in medicine in 1977.

(2) An **imperative** sentence gives a command or makes a request.

A command or a request has the understood subject you. Like the declarative sentence, the imperative sentence is usually followed by a period. Very strong commands, however, may take an exclamation point.

EXAMPLE Go to the storm cellar now.
Be courteous to other drivers.
Run!

(3) An **interrogative** sentence asks a question.

To interrogate means to “ask.” An interrogative sentence is followed by a question mark.

EXAMPLES Wasn't her joke funny?
Why didn't she and Jan carry Susan?

(4) An **exclamatory** sentence expresses strong feeling. It exclaims.

An exclamatory sentence is always followed by an exclamation point.

EXAMPLES Oh, my! How time flies!
What hope a rainbow brings after a storm!

EXERCISE 25. Classify each of the following sentences according to its purpose. After numbering 1-10, write declarative, imperative, interrogative, or exclamatory after the corresponding number on your paper.

1. Wasn't that an exciting ending to our ball game?
2. The bases were loaded, and Roberta was next at bat.
3. What a tense moment!
4. Would she strike out, or would she make a miraculous hit?
5. After rubbing her hands in the sand, Roberta took a firm grip on the bat.

6. I'll knock this one to the west side of Kalamazoo!
7. Stand back out of my way.
8. The ball was low, fast, tricky.
9. Crack! The ball whizzed past the fielders and then crashed into a window a half block away!
10. When an angry face appeared at the broken window, all the players quickly scampered out of sight – except Roberta, who took plenty of time to enjoy her walk to home plate before going over to make friends with the window's owner.

EXERCISE 26. Copy the last word of each of the following sentences, and then give the correct mark of punctuation. Classify each sentence as imperative, declarative, interrogative, or exclamatory.

EXAMPLE 1. James Wong Howe filmed the scene

1. *scene, declarative*

1. Have you ever seen a pilot fish
2. What an unusual species it is
3. No, it's nothing like a sailfish
4. Where are pilot fish found
5. You can seldom find them at a market
6. A pilot fish is one of the most interesting fish in the sea
7. Name a few facts, and tell a few legends about this fish
8. To ancient tribes, the pilot fish was a sacred animal
9. What curious companions pilot fish and sharks are
10. How did the pilot fish get its name