

Chapter 2

The Sentence

Subjects, Predicates, and Complements

In speech, we often leave out parts of our sentences. For example, we often answer a certain kind of question in a few words, not bothering to speak in sentences.

“Why was Angela late?”

“Car trouble.”

“Really?”

“Yes.”

When we write, however, our words have to convey the whole message. Our readers cannot hear us, and if they do not understand, they cannot ask for a repetition. Therefore, when we put our thoughts on paper, we are expected to express them in complete sentences. Before we discuss all that can go into a complete sentence, we must review the definition of a sentence.

2a. A *sentence* is a group of words containing a subject and verb and expressing a complete thought.

The two parts of this definition are closely related. To express a complete thought, a sentence must refer to someone or something (the *subject*), and it must tell us something about that person or thing. This job of telling about something is done by the *predicate*, which always contains a verb.

SUBJECT AND PREDICATE

2b. A sentence consists of two parts: the *subject* and the *predicate*. The *subject* of the sentence is that part

about which something is being said. The *predicate* is that part which says something about the subject.

subject | *predicate*
The most dangerous saltwater fish | is probably the great barracuda.

predicate | *subject*
Sleek and sharp-eyed are | the members of this species.

subject | *predicate*
All West Indian divers | fear the attack of the barracuda.

EXERCISE 1. Find the subject and predicate of each of the following sentences. If your teacher directs you to copy the sentences onto your paper, draw *one* line under the complete subject and *two* lines under the complete predicate. Keep in mind that the subject may come after the predicate.

1. The fabric known as batik has an interesting history.
2. The dyeing of batik became an art in Java more than a thousand years ago.
3. The sarong of a Javanese girl frequently represents many hours of labor.
4. Javanese can read in its intricate design volumes of information about the wearer.
5. One design might tell them of her family, her village, and her tribe.
6. They might learn from another her family connections and the respect due her.
7. The finest batiks have a soft, creamy tone unknown in Western fabrics.
8. The design is painted on the cloth with wax.
9. The waxed part of the fabric resists the dye in the vat.
10. Boiling removes the wax and leaves the design.

The Simple Predicate and the Complete Predicate

The predicate of a sentence is that part which says something about the subject. This part is properly called the

complete predicate. Within the complete predicate, there is always a word (or words) that is the "heart" of the predicate. It is essential because it is the key word in completing the statement about the subject. This word (or words) is called the *simple predicate*, or *verb*.

2c. The principal word or group of words in the complete predicate is called the *simple predicate*, or the *verb*.

EXAMPLES Dolphins communicate with each other by high-pitched whistles and grunts. [complete predicate: *communicate with each other by high-pitched whistles and grunts*; verb: *communicate*]

A couple of flashlights blinked in the distance. [complete predicate: *blinked in the distance*; verb: *blinked*]

The Verb Phrase

Often the simple predicate, or verb, will consist of more than one word. It will be a verb phrase like the following: *are walking, will walk, has walked, might have walked*, etc. When this is so, do not forget to include all parts of a verb phrase when you are asked to pick out the simple predicate of any sentence.

EXAMPLES Has Jane arrived yet? [simple predicate: *has arrived*]

The new stadium will certainly accommodate many more fans. [simple predicate: *will accommodate*]

In the following sentences, the verb is underscored; the complete predicate is in bold-faced type. Study the sentences carefully so that you will be able to pick out the verb in the sentences in the next exercise.

The coach posted the names of the basketball players on the bulletin board.

He had chosen the members very carefully.

Everybody rushed to read the notice.

I was biting my nails from nervousness.

Some of the boys were disappointed by the news.

Throughout the rest of this book, the simple predicate is referred to as the verb.

EXERCISE 2 Number from 1-10 in a column on your paper. Find the verb in each of the following sentences, and write it after the proper number on your paper. If you find a verb phrase, be sure to include all the helping verbs.

1. In 1608 a Dutch maker of spectacles held two ordinary lenses in his fingers.
2. Idly, he stared through one of them at a nearby church steeple.
3. The steeple, of course, appeared smaller.
4. Lippershey sighed with boredom.
5. The long hot summer afternoon was drowsy with sun and quiet.
6. Listlessly, he lifted both lenses to the steeple.
7. Despite himself, he gasped with astonishment.
8. In the nearer lens of the telescope, the steeple had miraculously grown in size.
9. This little incident may never have occurred.
10. Nevertheless, legend gives this account of the discovery of the telescope.

The Simple Subject and the Complete Subject

The subject of a sentence is that part about which something is being said. This part is properly called the *complete subject*. Within the complete subject there is always a word (or group of words) which is the "heart" of the subject, and this principal word within the complete subject is called the *simple subject*.

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

EXAMPLE The speed of light is 186,000 miles a second. [complete subject: *the speed of light*; simple subject: *speed*]

In naming the simple subject, consider compound nouns as one word.

EXAMPLE The Taj Mahal in India is one of the most beautiful buildings in the world. [complete subject: *The Taj Mahal in India*; simple subject: *Taj Mahal*]

Throughout the rest of this book unless otherwise indicated, the word *subject* will mean "the simple subject."

Caution: Remember that *noun* and *subject* do not mean the same thing. A *noun* is the name of a person, place, thing, or idea. A *subject* is the name of a part of a sentence; it is usually a noun or pronoun.

How to Find the Subject of a Sentence

Because the subject may appear at almost any point in the sentence, you will find it easier to locate the subject if you pick out the verb first. For instance:

The leaders of the troops were carefully chosen.

The verb is *were chosen*. Now ask yourself, "Who or what were chosen?" Your answer is *leaders*; hence *leaders* is the subject. In the sentence *Into the house rushed the dog* the verb is *rushed*. Ask yourself, "Who or what rushed?" Your answer is *dog*; hence *dog* is the subject.

EXERCISE 3. Number your paper 1-10. Find the subject and verb of each sentence, and write them down, subject first, then verb, after the proper number on your paper. Underline the subject once and the verb twice.

1. A year later in Venice, Galileo heard of the curious story of the Dutchman's experience with the lenses.
2. On fire with eagerness, Galileo hurried home to Padua.
3. He set a convex lens in one end of a lead tube and a concave lens in the other end.
4. The primitive telescope focused clearly only on objects a certain distance away.

5. Those nearer or farther away would blur.
6. The distance between the lenses had to be changed for different distances.
7. Galileo quickly taught himself the art of lens-grinding.
8. He soon scanned the skies with an efficient telescope.
9. With Padua beneath him, he turned the telescope on Jupiter.
10. For the first time, the four large moons around the planet appeared to human eyes.

EXERCISE 4. Follow the directions for Exercise 3.

1. A book about the Chinese experience in America has been written by Victor G. Nee and Brett de Bary Nee.
2. The title of the book is *Longtime Californ': A Documentary Study of an American Chinatown*.
3. The book traces the history of Chinese immigration and the development of the Chinese-American community.
4. The first immigrants came for jobs in the gold mines and on the railroads in the 1850's.
5. In the beginning only men could immigrate.
6. In time the early immigrants sent to China for their wives.
7. During the 1920's the cohesive family society of Chinatown developed.
8. Interviews of old and young residents of today's Chinatown give the book its immediate and authentic character.
9. A good example of this technique is the interview with Lisa Mah about her return to Chinatown after her family's departure.
10. The spirit of the Chinatown community is subtly captured.

EXERCISE 5. Add predicates to the subjects listed below. After you have done so, underline the simple subject once and the verb twice.

- | | |
|-------------------------------|------------------------------|
| 1. These days | 6. The ocean |
| 2. A single pink dogwood | 7. Life on the ranch |
| 3. My best friend | 8. The strange beast |
| 4. Most athletes with ability | 9. The snow in the mountains |
| 5. The members of the team | 10. The best possible time |

The Subject in an Unusual Position

There are two kinds of sentences which may at first confuse you when you wish to find the verb and its subject. These are (1) sentences that begin with the words *there* or *here*, and (2) sentences that ask a question.

Sentences Beginning with *There* or *Here*

When the word *there* or *here* comes at the beginning of a sentence, it may appear to be the subject, but it is not. Use the “*who* or *what*” formula to find the subject. This will prevent you from mistaking *here* and *there* for the subject.

EXAMPLE There are many trees in the yard. [What are? *Trees*.]

Sentences That Ask Questions

Questions usually begin with a verb or a verb helper. Also they frequently begin with words like *what*, *when*, *where*, *how*, *why*, etc. Either way, the subject usually follows the verb or verb helper.

EXAMPLES Why are you leaving?
Will she come again?

In questions that begin with a helping verb, the subject always comes between the helping verb and the main verb. Another way to find the subject is to turn the question into a statement, find the verb, and ask “Who?” or “What?” in front of it.

EXAMPLES *Question:* Were the boys late?
Statement: The boys were late.
[Who were late? *Boys*.]
Subject: Boys.
Question: Has the dog been fed?
Statement: The dog has been fed.
[What has been fed? *Dog*.]
Subject: Dog.

EXERCISE 6. Number 1–10 in a column. Select the verb and the simple subject in each of the following sentences,

and write them after the proper number on your paper. Select the verb first. Be sure to write down all parts of a verb phrase.

1. There were two candidates for the office.
2. Here are my reasons in favor of the voting machines.
3. Where do you go for voter registration?
4. Will many people cast their ballots in this election?
5. There will be a gigantic rally this evening.
6. Where will we place the posters?
7. There were too many campaign speeches last year.
8. Are there enough seats in the hall?
9. Where shall we hold the next meeting?
10. Did you vote in the last election?

Sentences in Which the Subject Is Understood

In requests and commands the subject is usually left out of the sentence. The subject of a command or request is *you* (understood but not expressed).

EXAMPLES Close the door.
Take this to the office.

In these sentences the verbs are *close* and *take*. In both sentences the subject is the same. Who must *close* and *take*? The subject is *you*, even though the word does not appear in either of the sentences. A subject of this kind is said to be *understood*.

Compound Subjects and Verbs

2e. Two or more subjects connected by *and* or *or* and having the same verb are called a *compound subject*.

EXAMPLE Mr. Holmes and his friends went on a fishing trip.
[verb: *went*; compound subject: *Mr. Holmes* (and) *friends*]

2f. Two or more verbs joined by a connecting word and having the same subject are called a *compound verb*.

EXAMPLES On our last trip to Europe, we sailed on a freighter and saved a great deal of money. [compound verb: *sailed* (and) *saved*; subject: *we*]

I have cut the grass and clipped the hedges. [The subject is *I*; the compound verb is *have cut* (and) *have clipped*. Notice that the helping verb *have* goes with both *cut* and *clipped*.]

2g. The subject is never in a prepositional phrase.

A prepositional phrase is a group of words which begins with a preposition and ends with a noun or pronoun: *around the house, of us*. Finding the subject when it is followed by a phrase may be difficult.

EXAMPLE One of my Dalmatians has won many blue ribbons.

You see at once that the verb is *has won*. When you ask, "Who has won?" you may be tempted to answer *Dalmatians*. However, that is not what the sentence says. The sentence says, "One of my Dalmatians has won many blue ribbons." The subject is *One*. Notice that *Dalmatians* is part of the phrase *of my Dalmatians*. In many sentences you can easily isolate the subject and verb simply by crossing out all prepositional phrases.

EXAMPLE The bus ~~with the skiers~~ will leave ~~for the lodge~~ in ~~three minutes~~. [verb: *will leave*; subject: *bus*]

EXERCISE 7. Write two sentences containing an understood subject, two containing a compound subject, two containing a compound verb, two in which the subject follows the verb, and two in which the subject is followed by a prepositional phrase.

EXERCISE 8. Number your paper 1–10. Write the subject and the verb of each sentence. If the subject of the sentence is understood, write *you* as the subject, placing parentheses around it.

EXAMPLES 1. Fortunately, there are two gallons of ice cream in the freezer.

1. *gallons are*

2. My niece and nephew will arrive early in August and stay for three weeks.

2. *niece, nephew will arrive, will stay*

3. Lend me your notebook.

3. *(you) lend*

1. Confusion and misery were written on the faces of the lost boys.
2. Are there enough steaks for dinner?
3. There are many new cottages at the lake this year.
4. Save now for a home (at Horseshoe Lake.)
5. Frank either pitches or plays shortstop.
6. Where are you and Liz going for your vacation?
7. Both of your answers were wrong.
8. Use your brakes!
9. There is too much confusion at my house on Saturdays.
10. Will one of you girls take the dog for a walk?

FRAGMENTS

You have learned that a sentence contains a verb and its subject. However, not all groups of words containing a subject and verb are sentences. Some do not express a complete thought. For example, *When she was sixteen* contains a verb and its subject—the verb is *was*; the subject is *she*. Yet the group of words is not a sentence because it does not express a complete thought. It suggests that more is to be said. It is a fragment, a part of a longer sentence.

She passed her driving test when she was sixteen.

Now you have a sentence. The thought has been completed.

EXERCISE 9. Number your paper 1–20. If a word group is a sentence, put an *S* beside the proper number on your paper. If it is not a sentence, write an *F* for fragment. Ask yourself whether the group of words has a verb and a subject and whether it expresses a complete thought.

1. Jessamyn West was born in Indiana of Quaker parents
2. Educated in California
3. Her writing and career interest me
4. Because I have gone to school in California and have lived most of my life there
5. After graduating from Whittier College
6. And after continuing her studies in England
7. She attended the University of California
8. I know that she has been a teacher and a lecturer
9. Her writing has appeared in many periodicals
10. Including the *New Yorker* and the *Atlantic Monthly*
11. If you are a short story fan
12. You should get one of her exciting collections and read it.
13. In the story which I have just read
14. The main character is a young girl
15. She sits and sews and listens to the story of a stranger
16. With whom she silently falls in love
17. He tells a story of his own lost love
18. Filled with mystery, romance, realistic detail, and a pervasive shadow of tragedy and unfulfillment
19. Of all the stories so far this is my favorite
20. Jessamyn West's short stories range broadly from past to present, and her characters represent a sweep of personalities

THE SENTENCE BASE

Every sentence has a base. The base may be compared to the foundation of a building. It is the part upon which all other parts rest. The sentence base is composed usually of two parts: the subject and the verb.

EXAMPLES A cloud of smoke appeared. [base: *cloud appeared*]
Our plans for the trip were discussed. [base: *plans were discussed*]

In these examples, the sentence base consists of only a subject and verb. In many sentences, however, something else is required in the predicate to complete the meaning of

the subject and verb. This third element is a *complement* (a completer).

COMPLEMENTS

2h. A *complement* is a word or group of words which completes the meaning begun by the subject and verb.

The following example will show you how the complement does this.

S V C
The drought ruined the crops.

"The drought ruined" would not be a complete statement by itself, even though it contains a subject and a verb. "The drought ruined *what?*" a reader would ask. The word *crops* completes the meaning of the sentence by telling *what* the drought ruined. Study the following sentences, in which subjects, verbs, and complements are labeled. Name the part of speech of each complement.

S V C
Mrs. Hill is our new senator.

S V C
She is very tall.

S V C
The drill sergeant gave an order.

S V C
The moon is a satellite of the earth.

S V C
The ground feels dry.

S S V C
Both Jim and George appeared quite confident.

EXERCISE 10. Construct sentences from the following sentence bases. Do not be satisfied with adding only one or two words. Make interesting sentences.

SUBJECT	VERB	COMPLEMENT
1. boy	left	room
2. remarks	were	clever

SUBJECT	VERB	COMPLEMENT
3. hunter	shot	deer
4. chemical	was discovered	
5. child	looked	unhappy
6. report	was	short
7. shirts	were	warm
8. bells	rang	
9. teacher	helped	student
10. library	furnishes	information

► **NOTE** Like the subject of a sentence, a complement is never in a prepositional phrase.

The police caught **one** of the robbers. [The complement is *one*, not *robbers*; *robbers* is in a prepositional phrase.]

An adverb is never a complement. Complements may be nouns, pronouns, or adjectives, but not adverbs.

That noise is **mysterious**. [*Mysterious*, an adjective, is a complement.]

Bess studies **hard**. [*Hard*, an adverb, is not a complement.]

EXERCISE 11. Number your paper 1–20 in a column. For each of the following sentences, list the subject and verb. If there is a complement, list it after the verb.

- Every year the Arctic Ocean contains more open water.
- Melting ice will raise the level of the oceans.
- The sea could invade coastlands and could submerge islands.
- Millions of people in the Temperate Zone would fear the approach of winter.
- Outside, the wind would moan ceaselessly throughout the short days.
- Great quantities of moisture would evaporate from the ice-free waters of the Arctic Ocean.
- This moisture would condense and would fall on the continents as snow.
- The warmth of the short, cool summers would not melt the huge drifts of winter.
- Autumn would bring new and more terrible blizzards.
- A thousand years of storms would create mountains of ice.

- Their own weight would set the glaciers in motion southward.
- These masses of ice would create vast lakes.
- Along the forefront of these glaciers, blizzards would rage continually.
- Farther southward, heavy rains would change the deserts.
- The Sahara and Gobi deserts would become vast, rich grasslands.
- Enormous herds of antelope would darken the grasslands.
- Sheets of ice might cover most of North America.
- The refreezing of the Arctic Ocean would probably bring the cycle to a halt.
- Once again, the seas would grow warmer.
- At last the great storms would slacken and would then stop altogether.

The Subject Complement

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

EXAMPLES Michael is an eagle scout.
Susan grew weary.

In the first example, *scout* identifies the subject *Michael*. In the second, *weary* describes the subject *Susan*.

There are two kinds of subject complements. If the subject complement is a noun or a pronoun, it is a *predicate nominative*. If it is an adjective, it is a *predicate adjective*.

Predicate nominatives (nouns and pronouns) explain the subject or give another name for the subject. Predicate adjectives describe the subject. Both predicate nominatives and predicate adjectives are linked to the subject by linking verbs. The common linking verbs are *be*, *become*, *feel*, *smell*, *taste*, *look*, *grow*, *seem*, *appear*, *remain*, *sound*, *stay*.¹

EXAMPLES The acorn becomes an oak. [predicate nominative]

¹ The forms of *be* are *am*, *is*, *are*, *was*, *were*, and verb phrases ending in *be* or *been*: *can be*, *has been*, etc.

The flower appears red but is actually purple. [predicate adjectives]

EXERCISE 12. Number your paper 1–10. Select the subject complement from each of the following sentences, and write it after the corresponding number on your paper. (First find the verb and its subject, then the complement.) After each complement, write what kind it is: predicate nominative or predicate adjective.

1. The music in the opera *Aida* is very melodic.
2. The small plants were zinnias.
3. The trumpet sounded loud.
4. This apple tastes sour to me.
5. The patient grew worse each hour.
6. Steve's story about camp life is a boring one.
7. The time of the novel is the period of the Trojan War.
8. Your statements are incorrect.
9. The hikers were weak from the heat.
10. The room certainly looks attractive.

Distinguishing Between Subject and Complement

When the subject is not in the normal position before the verb, it is sometimes hard to tell which is the subject and which is the complement. When the word order is normal, there is no problem—the subject comes before the verb and the subject complement comes after:

^S ^V ^C
 Matthew Henson was a famous explorer.

When the word order is reversed, as in questions, the subject still comes before the subject complement in most cases:

^V ^S ^C
 Was he the leader of the expedition?

Sometimes, however, a writer or speaker may put the subject complement first for emphasis:

^C ^V ^S
 How sweet is freedom!

^C ^S ^V
 What a fine athlete Ray is!

When this happens you must consider which word is more likely to be the subject of the sentence. In most cases the subject will be the word that specifically identifies the person or thing that the sentence is about. The first example above presents little difficulty because *sweet* is an adjective and cannot be the subject. In the second example, however, both the subject complement (*athlete*) and the subject (*Ray*) are nouns. In this case you must ask yourself which noun more specifically identifies the subject. *Ray* has a more specific meaning than *athlete*, and consequently it is a more likely subject for the sentence.

EXERCISE 13. Copy the following sentences, and pick out the subject, the verb, and the subject complement. Label the subject of the sentence *S*, the verb *V*, and the subject complement *C*.

1. Were my directions clear?
2. How soft the night air seems.
3. Harriet Tubman was a woman of magnificent courage.
4. "Tiger of the Snows" is a wonderful story.
5. Does he appear sad?
6. What a fine dancer Sally is!
7. What a giant Joe has become!
8. How happy they look!
9. When does a child become an adult?
10. Sleep is a gentle thing.

Direct Objects and Indirect Objects

There is another kind of complement that does not refer to the subject. Instead, it receives the action of the verb or shows the result of the action.

EXAMPLE The secretary typed the report. [base: *secretary typed report*]

In sentences of this kind, the complement is called the *direct object*.

2j. The *direct object* is a word or group of words that directly receives the action expressed by the verb or

shows the result of the action. It answers the question "What?" or "Whom?" after an action verb.

EXAMPLES S V DO
The dentist cleaned my teeth.

 S V DO
She filled a small cavity.

In the first sentence, *teeth* is the direct object. It directly receives the action expressed by the verb. It answers the question "What?" after the verb. Cleaned what? Cleaned *teeth*. In the second sentence, *cavity* is the direct object, telling *what* the dentist filled.

Objects are used after action verbs only. Verbs like *think*, *believe*, *imagine*, which express mental action, are action verbs just as truly as are verbs like *jump*, *hit*, or *knock*, which express physical action.

EXERCISE 14. List the direct objects on your paper. Be able to name the verb whose action the object receives. *Caution:* Like all complements, the object of a verb is never part of a prepositional phrase.

1. The preparations for my trip to Europe exhausted me.
2. I needed a passport.
3. The airlines allowed forty pounds of luggage to a passenger on the economy flight.
4. I packed my suitcase about ten times.
5. I finally carried my raincoat over my arm.
6. My family and I reached the airport an hour early.
7. I took a sleeping pill on the plane.
8. The representative of the tourist bureau met us in Rome.
9. We had rented a car for the journey through Europe.
10. The car, a Volkswagen, pleased all of us immediately.

2k. An *indirect object* is a noun or pronoun in the predicate that precedes the direct object. It tells "to whom" or "for whom" the action of the verb is done.

EXAMPLES The instructor gave some lessons.
 The instructor gave *me* some lessons.

You recognize *lessons* as the direct object in both sentences. It tells what the instructor gave. In the second sentence you have another word which also receives the action of the verb. That word is *me*. *Me*, which comes before the direct object, tells *to whom* the lessons were given. It is an *indirect object*.

What is the indirect object in this sentence?

Experience taught the campers many things.

Things is the direct object. *Campers* is the indirect object. It is the campers *to whom* things were taught.

If the words *to* and *for* are used in the sentence itself, the word following them is part of a prepositional phrase and not an indirect object. Compare the following pairs.

Robert baked me a cake. [*Me* is the indirect object.]

Robert baked a cake for me. [no indirect object]

The teacher told the class a story. [*Class* is the indirect object.]

The teacher told a story to the class. [no indirect object]

Caution: When identifying complements, do not be confused by adverbs in the predicate.

We went home. [noun used as adverb telling *where*]

We built a new home. [direct object]

Compound Complements

Complements may be compound.

EXAMPLES The names of the dogs are Gypsy and Boots. [compound predicate nominative]

She is tall and slim. [compound predicate adjective]

The next group includes the collies and the terriers. [compound direct object]

The noise had given my brother and me a scare. [compound indirect object]

EXERCISE 15. Number your paper 1-10. After the proper number, write the objects in each sentence. Write *i.o.* after

an indirect object and *d.o.* after a direct object. Not all sentences contain both kinds of objects.

1. Last fall George told us his plans for the summer.
2. He wanted a job at a camp.
3. We gave him the name of a camp near Tupper Lake.
4. We also gave him all kinds of advice.
5. George wrote the manager a letter.
6. The letter of application cost him a great deal of effort.
7. Usually camps need many counselors for the summer.
8. Most camps do not pay their counselors much money.
9. A job as counselor does provide a free home for two months.
10. The manager offered George a position.

EXERCISE 16. Write one sentence containing a compound subject, one containing a compound verb, two containing a compound predicate nominative, two containing a compound predicate adjective, two containing a compound direct object, and two containing a compound indirect object.

SENTENCES CLASSIFIED BY PURPOSE

21. Sentences may be classified according to their purpose.

There are four kinds of sentences: (1) declarative, (2) imperative, (3) interrogative, and (4) exclamatory.

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

Its purpose is to declare something. Most of the sentences you use are declarative.

EXAMPLES As far as I'm concerned, a house can't be built with with too many closets.
In the summer I am constantly fighting crabgrass and cutworms.

(2) A sentence which gives a command or makes a request is an *imperative* sentence.

EXAMPLES Tell the truth.
Please, keep off the grass.

(3) A sentence which asks a question is an *interrogative* sentence.

An interrogative sentence is followed by a question mark.

EXAMPLES Can you keep a secret?
Where are you going?

(4) A sentence which expresses strong feeling is an *exclamatory* sentence.

It exclaims. An exclamatory sentence is followed by an exclamation mark.

EXAMPLES What a beautiful boat this is!
How they loved a fast sloop!

Caution: A declarative, an imperative, or an interrogative sentence may be spoken in such a way that it will be exclamatory. Then it should be followed by an exclamation mark.

EXAMPLES That noise must stop! [Declarative becomes exclamatory.]
Use the brakes! [Imperative becomes exclamatory.]
What do you want? [Interrogative becomes exclamatory.]

EXERCISE 17. Classify the sentences below according to whether they are declarative, imperative, interrogative, or exclamatory. Write the proper classification after the number of each sentence.

1. More and more the human voice seems to be threatened by its battle with electronics.
2. What on earth do you hear in that stuff?
3. For heaven's sake switch to another channel!
4. Is that music or static, Harold?

5. Turn those loudspeakers down!
6. Call the neighbors, dear, and tell them we have to get up in the morning.
7. Could it be that technology is, in fact, forcing the creation of a new, more powerful human voice?
8. The energy level required to conquer the latest rock album is rather high.
9. Talk it over.
10. It may take a while to find a quiet spot for a conversation.

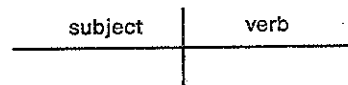
DIAGRAMING SENTENCES

Many students find that they can understand sentence structure better when they draw a diagram. A diagram is a way of arranging a sentence in picture form. The picture shows clearly how the various parts of the sentence fit together and how they are related.

The first thing to do in making a diagram is to draw a horizontal line on your paper. On this horizontal line you will write the sentence base. In approximately the center of the line you will draw a short vertical line cutting the horizontal one. This vertical line is the dividing point between the complete subject and the complete predicate. The subject and all words relating to it (complete subject) go to the *left* of this vertical line; the verb and all words relating to it (the complete predicate) go to the *right*.

Diagraming the Subject and Verb

The subject of the sentence is written first on the horizontal line. The verb is written on the second half of this line.



For an understood subject, use the word *you* in parentheses as the subject in your diagram.

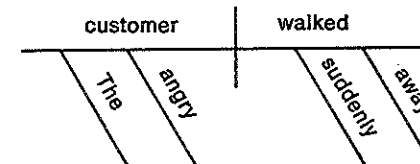
EXAMPLE Ring the bell.



Diagraming Modifiers

Modifiers of the subject and verb (adjectives and adverbs) are written on slanting lines beneath the subject or the verb.

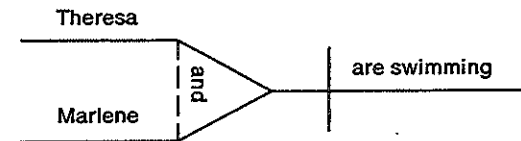
EXAMPLE The angry customer walked suddenly away.



Diagraming Compound Subjects and Compound Verbs

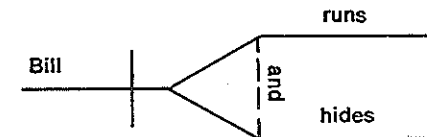
If the subject is compound, diagram it as in the following example. Notice the position of the coordinating conjunction on the broken line.

EXAMPLE Theresa and Marlene are swimming.



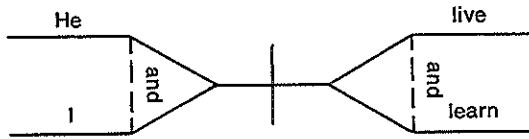
If the verb is compound, diagram it in this way:

EXAMPLE Bill runs and hides.



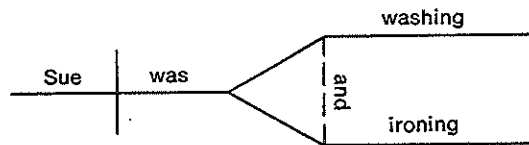
If the sentence has both a compound subject and a compound predicate, diagram it in this way:

EXAMPLE He and I live and learn.



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

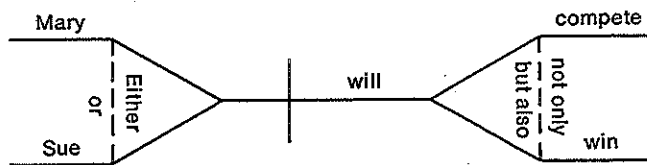
EXAMPLE Sue was washing and ironing.



Since *was* is the helping verb for both *washing* and *ironing*, it is placed on the horizontal line, and the conjunction *and* joins the main verbs *washing* and *ironing*.

When the parts of a compound subject or a compound predicate are joined by correlative conjunctions, diagram the sentence in this way:

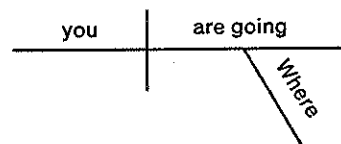
EXAMPLE Either Mary or Sue will not only compete but also win.



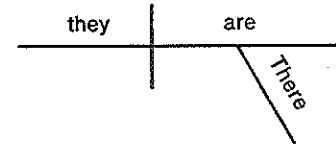
Diagramming *Here*, *There*, and *Where* as Modifiers

When the words *here*, *there*, and *where* are modifiers of the verb, diagram them as in the following illustrations.

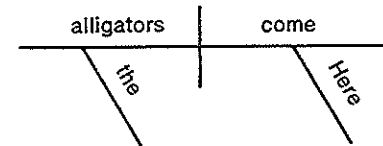
Where are you going?



There they are.



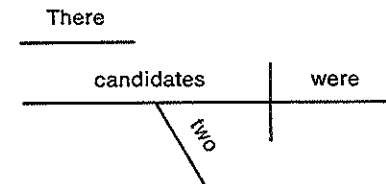
Here come the alligators!



Diagramming *There* When It Does Not Modify Anything

When *there* begins a sentence but does not modify either the verb or the subject, it is diagrammed on a line by itself, as in the following example. When used in this way, *there* is called an *expletive*.

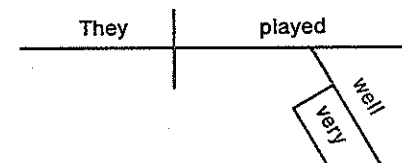
EXAMPLE There were two candidates.



Diagramming a Modifier of a Modifier

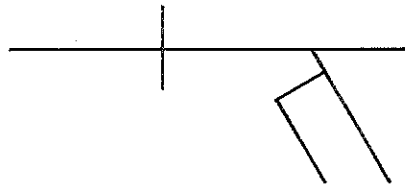
A word which modifies another modifier is diagrammed like *very* in the following example.

They played very well.

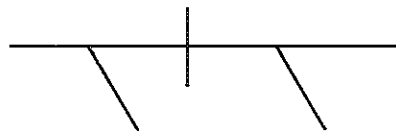


EXERCISE 18. Diagram the following sentences. Diagrams of the first five are provided for you to copy and fill in.

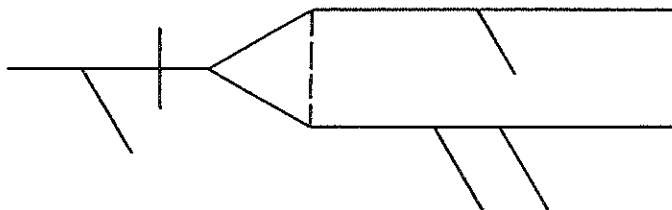
1. Sound travels very rapidly.



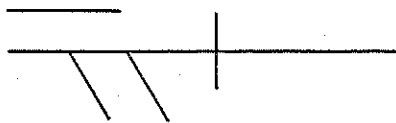
2. A plane circled low.



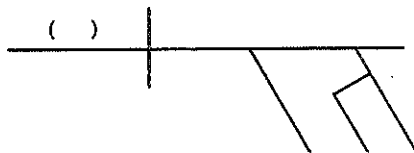
3. The plane rose quickly and flew silently away.



4. There was a loud scream.



5. Never eat too fast.



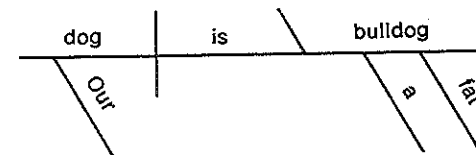
6. The team practices daily.
7. Our new members play quite professionally.
8. The small white dog ran away yesterday.

9. Where is my new hat?
10. An unusually heavy rain fell today.
11. Alan often comes here.
12. The cadets marched along smartly.
13. The heavy jacket was torn apart.
14. There are no amateurs here.
15. I stepped back and fell down.
16. Where does she usually go?
17. Does the old dog still wander away?
18. Forward march!
19. Margaret sings very well and dances beautifully.
20. The old man and his daughter were born and raised here.

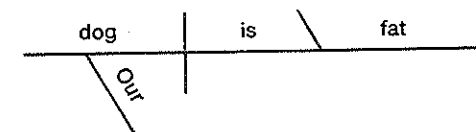
Diagraming the Predicate Nominative and the Predicate Adjective

A subject complement (predicate nominative or predicate adjective) should be placed on the same horizontal line with the simple subject and the verb. It comes after the verb, and a line slanting toward the subject and drawn upward from the horizontal line separates it from the verb. The line slants toward the subject to show that the subject complement is closely related to the subject.

PREDICATE NOMINATIVE Our dog is a fat bulldog.



PREDICATE ADJECTIVE Our dog is fat.



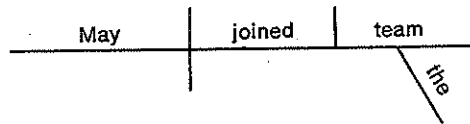
EXERCISE 19. Diagram the following sentences.

1. Some old houses are very large.
2. Does the report seem dull?
3. That might have been her latest record.
4. Tennis is my favorite game.
5. Some people are always cheerful.
6. Are you the director?
7. Beginners should be more careful.
8. Charles has become lazy recently.
9. The price was too high.
10. The young boxer is a good fighter.

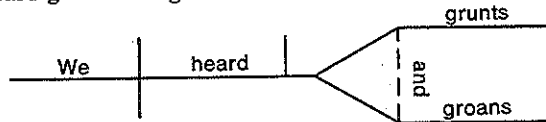
Diagramming the Direct and Indirect Object

The direct object is diagrammed in almost the same way as the predicate nominative. The only difference is that the line separating the object from the verb is vertical (not slanting) as in the following examples:

May joined the team.

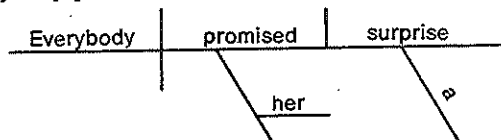


We heard grunts and groans.



The indirect object is diagrammed on a horizontal line beneath the verb of which the word is the indirect object. Notice how the slanting line extends slightly below the horizontal line.

Everybody promised her a surprise.



EXERCISE 20. Diagram the following sentences.

1. The nights were long and cold.
2. The stars looked exceptionally bright.
3. The cold weather froze the pond.
4. My friends and I usually enjoy winter sports.
5. My parents recently gave me some figure skates.

REVIEW EXERCISE A. Before you continue your study of the parts of a sentence, you should review what you have learned so far. Be sure that you understand everything you have covered because you will be building constantly upon what you have just learned. Can you give in your own words a definition of each of the following and make up an example to illustrate it?

- | | |
|-------------------------|------------------------------|
| 1. A sentence | 6. A verb (simple predicate) |
| 2. A complete subject | 7. A verb phrase |
| 3. A complete predicate | 8. A direct object |
| 4. A subject (simple) | 9. An understood subject |
| 5. A subject complement | 10. An indirect object |

REVIEW EXERCISE B. Number 1-15 in a column on your paper. Select from each of the following sentences the subject and the verb, and write them after the proper number on your paper. Be especially careful to include all parts of a verb phrase.

1. How would you like a trip to a dog show?
2. There will be a number of fine dogs there.
3. All of the dogs have been washed and brushed by their owners.
4. Are there many of these shows each year?
5. There must have been hundreds of champion dogs at Madison Square Garden.
6. A young handler in a blue apron stopped work and answered a few of our questions.
7. All training and teaching should be done by word and by the tone of your voice.
8. Never smack a dog with your hand.

9. The tone of your voice will convey your feelings.
10. A few hours of training may well be worthwhile.
11. Where will Larry and I find the collies?
12. Do you see them over there?
13. Look at these short little dogs.
14. What do you call them?
15. Tell me the Chinese legend about the origin of the Pekingese.

REVIEW EXERCISE C. Copy the numbered underlined words in a column on your paper. After each, write the correct one of the following identifications, using these abbreviations: subject, *s.*; verb, *v.*; predicate adjective, *p.a.*; predicate nominative, *p.n.*; direct object, *d.o.*; indirect object, *i.o.*; object of a preposition, *o.p.*

Did you ever wonder about the (1) pyramids of Egypt? How could an ancient (2) race, even with 100,000 workers, build such enormous (3) monuments? Almost every visitor (4) makes a trip out into the desert to see the massive tombs. They appear (5) majestic from a distance. The Great Pyramid of Khufu is (6) one of the wonders of the ancient world. (7) It was once encased with blocks of polished (8) limestone. However, weather and thievery (9) have combined to destroy its original casing. The pyramids (10) look (11) weather-beaten. Still, they are impressive (12) sights.

Invading Arabs about A.D. 650 needed (13) stone for the palaces and mosques in Cairo. Naturally it was (14) easier for them to obtain blocks of stone from the pyramids than to cut new ones from the (15) quarries. They removed the outer limestone blocks, but the two-ton (16) blocks at the bases of the pyramids were too (17) heavy. The task became (18) impossible. There was no (19) way of leveling the pyramids to the ground.

One Arab ruler decided to rob the tomb of Khufu. This ruler was (20) one of many people who believed there were vast treasures hidden in the Great Pyramid. With hundreds of workers at his disposal, he gave the (21) men his (22) instructions. The workers (23) hacked through the solid blocks of granite. The stone was (24) hard; their chisels were (25) poor. By accident, they suddenly (26) broke into a tunnel. Imagine the (27) excitement! All too soon they (28) discovered an enormous (29) plug

of granite blocking their way. They cut a passage around the plug and soon reached the inner (30) chamber.

Strangely enough, there was no (31) gold. No vast treasures (32) sparkled under the light of the torches. Probably the tomb had been robbed many centuries earlier by (33) Egyptians familiar with its secret entranceways.