

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

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

FRAGMENT: the Isthmus of Panama

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

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

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

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

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

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

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

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

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

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

PREDICATE: The police now drive air-conditioned sedans.

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

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

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

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

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

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

**Chapter 8: Sentence Structure**

# Complete Subjects and Simple Subjects

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

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

COMPLETE SUBJECT: Ceramics classes taught by Mr. Chen

SIMPLE SUBJECT: classes

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

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

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

**Chapter 8: Sentence Structure****WORKSHEET 4****Complete Predicates  
and Simple Predicates**

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

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

COMPLETE PREDICATE: have been playing my new guitar every day

SIMPLE PREDICATE: have been playing

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

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

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

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

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

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

- (1) sentences that begin with prepositional phrases

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

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

- (2) sentences that ask questions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PREDICATE ADJECTIVE: His bike looks **dirty**.

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

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

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

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

Look alert! [(You) look *alert*.]

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

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

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

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

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

## Chapter 8: Sentence Structure

### WORKSHEET 8

# Objects

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

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

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

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

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

Both direct and indirect objects may be compound.

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

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

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

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

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

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

EXAMPLE: Give Margot the spinach (appetizer).

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**Chapter 8: Sentence Structure****WORKSHEET 9****Classifying Sentences  
by Purpose**

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

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

Today is a beautiful day for a hike.

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

Leave the books where they are.

Take that dog out of here!

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

Is your new job interesting?

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

I have never been so surprised!

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

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

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

## Chapter 8: Sentence Structure



# Review

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

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

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

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

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

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

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

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

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

**Chapter 8, Worksheet 11, continued**

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

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

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

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

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

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

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

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

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