Subject and Predicate

**Subject:** the part of the sentence about which something is said. The subject is always a noun or a word or phrase that functions as a noun.

**Predicate:** contains the verb and is the part of the sentence that says something about the subject.

**Complete Subjects and Complete Predicates**

A **complete subject** is the subject with all of its modifiers.

- Most of the students went on vacation over the long weekend.

A **complete predicate** is the verb with all of its modifiers.

- Most of the students **went on vacation over the long weekend**.

Draw a line between the **complete subject** and the **complete predicate** in the following sentences.

1. “The Necklace” takes place in Paris in the second half of the 19\textsuperscript{th} century.
2. The main character of “The Necklace,” Mme. Loisel, is an unhappy person.
3. She dreams of living a sumptuous and luxurious life.
4. Mme. Loisel and her husband receive an invitation to a party at the home of the Minister of Education.
5. Her drab clothing depresses Mme. Loisel.
6. She gets a new dress and borrows a diamond necklace from her friend.
7. Unfortunately, the necklace disappears at some point during the evening.
8. Their only option is to replace the necklace.
9. Mme. Loisel subjects herself to a grueling ten years of poverty in order to pay off the debt.
10. She makes the shocking discovery that the necklace was an imitation.
Simple Subject and Simple Predicate

A **simple subject** is the subject without its modifiers.

A **simple predicate** is the verb without its modifiers.

Underline the **simple subject** once. Underline the **simple predicate** twice. *Cross out prepositional phrases!*

1. Williamsburg is a restored colonial town in Virginia.
2. At this tourist attraction, costumed guides show visitors around their town.
3. In the springtime, gardens are filled with daffodils and tulips.
4. Hungry tourists enjoy dinners in candle-lit taverns and restaurants.
5. Uniformed soldiers perform maneuvers on the commons to the delight of both children and adults.
6. At some sites, craftspersons practice long-forgotten arts such as blacksmithing and candlemaking.
7. Williamsburg served as the capitol of the Virginia Colony from 1699 to 1779.

Compound Subjects and Predicates

A **compound subject** is composed of two or more simple subjects.

Most of the **students** and **teachers** went on vacation over the long weekend.

A **compound predicate** is composed of two or more simple predicates.

Most of the students and teachers **went** on vacation and **relaxed** over the long weekend.

Underline the compound subject once and the compound predicate twice (do not underline any conjunctions or modifiers). Cross out prepositional phrases.

1. Companies and corporations sell shares to stockholders.
2. Stocks usually increase or decrease in value over time.
3. Profits and losses by a company affect its stock’s value.
4. Good times and good management increase a stock’s value.
5. Bad management hurts or sometimes destroys a company.
6. Stockbrokers check prices and made trades for buyers.
Subjects in Unusual Places

Understood Subject and Predicate: either the subject or predicate may be missing from the sentence, but both must be clearly understood.

Who is making supper? (Who is the subject; is making supper is the predicate.)

No one. (No one is the subject; the predicate is making supper is understood.)

Put on that apron. (The subject you is understood; put on the apron is the predicate.)

Delayed Subject: In sentences that begin with there or it followed by a form of the “be” verb, the subject comes after the verb. The subject is also “delayed” in questions.

There was nothing in the refrigerator. (The subject is nothing; the predicate is was.)

Where is my sandwich? (The subject is sandwich; the predicate is is.)

Is your phone working properly? (The subject is phone; the predicate is is working.) (In this sentence the predicate is interrupted by the subject.)

Underline the compound subject once and the compound predicate twice (do not underline any conjunctions or modifiers). If the subject is an understood you, write the you in before the sentences. Cross out prepositional phrases.

1. Write home as soon as possible.
2. There is an exhibit of Ray’s photographs at the bank.
3. Does Francine play tennis on the school team?
4. Always check your answers on a test.
5. Here are the tickets to the concert.
6. how much money did the group raise for charity?
7. On the front door hung a large wreath.
8. There will be a meeting of the French Club on Thursday.
9. In Lancaster County, Pennsylvania, are many Amish families.
10. Here is the key to the mailbox.
11. Into the rain forest went the photographers.
12. Save me a place in class.
13. There was too much noise backstage.
14. Has Quintero heard the new CD?
15. What did Anna tell you?
16. To your left is the mansion of the governor.
Subject Complements

Linking Verbs—such as be, appear, become, feel, grow, seem, smell, sound, and taste—always need a subject complement to complete their meaning in a sentence.

There are two kinds of complements: **predicate nominatives** (nouns that follow linking verbs) and **predicate adjectives** (adjectives that follow linking verbs).

Predicate nominatives rename, identify, or refer to the subject of the sentence. They are either predicate nouns or predicate pronouns.

Those people are **tourists**. (predicate noun)
This magazine is **mine**. (predicate pronoun)

Predicate adjectives modify the subject of a sentence.

The food is **spicy**. (predicate adjective)

Predicate nominatives and predicate adjectives can be compound.

Those people are **tourists** and **explorers**. (compound predicate nominative)

The food is **spicy** and **hot**. (compound predicate adjective)

In the following sentences, underline subject once and the verb twice. Cross out the prepositional phrases. Circle the subject complements, labeling predicate nominatives PN and predicate adjectives PA.

1. The author W. D. Wetherell has been a magazine editor and a teacher.
2. The main character of his story “The Bass, the River, and Sheila Mant” is vulnerable and familiar.
3. Sheila Mant is an older girl who **seems inaccessible**.
4. Sheila is indifferent to what is important to him.
5. When he finally asks her out, she **seems surprised** but agreeable.
6. He grows more and more nervous as their date approaches.
7. She is dubious about getting in the boat with him.
8. Sheila’s main topic of conversation is herself.
9. The narrator becomes aware of pressure on his fishing line.
Using This Correctly in your Writing

Read each question carefully and write a sentence about any subject that follows the prescribed grammar rules.

1. Write a sentence with one subject, one predicate, and an action verb.

____________________________________________________________________________________
____________________________________________________________________________________

2. Write a sentence with one subject, one predicate, and a linking verb.

____________________________________________________________________________________
____________________________________________________________________________________

3. Write a sentence with one subject, one predicate, and a helping verb.

____________________________________________________________________________________
____________________________________________________________________________________

4. Write a sentence with a compound subject, compound predicate or both.

____________________________________________________________________________________
____________________________________________________________________________________

5. Write a sentence with a detailed complete subject and an action verb.

____________________________________________________________________________________
____________________________________________________________________________________

6. Write a sentence with a detailed complete subject (more than one word) and a linking verb.

____________________________________________________________________________________
____________________________________________________________________________________

7. Write a sentence with a detailed complete predicate (more than one word).

____________________________________________________________________________________
____________________________________________________________________________________
Subject Complements

Predicate nominatives rename, identify, or refer to the subject of the sentence. They are either predicate nouns or predicate pronouns.

Those people are **tourists**. (predicate noun)
This magazine is **mine**. (predicate pronoun)

Predicate adjectives modify the subject of a sentence.

The food is **spicy**. (predicate adjective)

In the following sentences, underline subject once and the verb twice. Cross out the prepositional phrases. Circle the subject complements, labeling predicate nominatives PN and predicate adjectives PA.

1. All day the sky looked threatening.
2. People became nervous about the weather bulletins.
3. The chances for a major winter storm were excellent.
4. After all, blizzards are dangerous storms.
5. The roads became icy in early evening.
7. The snow was light at first.
8. The major highways became sheets of ice.
9. Accumulations are the measurements of snow in inches.
10. Accumulations were the highest near the lake.
11. Chardon and Chesterland were the sites of the most snow.
12. The winds were fierce.
13. The turnpike became impassable around two o’clock in the morning.
14. The next morning, schools were empty.
15. The outdoors became children’s playgrounds.
16. The snacks of the day were hot chocolate and popcorn.
17. In people’s homes, chocolate chip cookies smelled delicious.
18. The snow plows remained busy all day.
19. The winter storm warnings were only memories.
20. The winter sun looked pale in the light blue sky.
There are **four subject compliments**: Predicate Adjectives, Predicate Nominatives, Direct Objects, and Indirect Objects.

We have already learned that predicate adjectives and predicate nominatives follow linking verbs and go back to describe the subject.

Direct and Indirect Objects follow (some) action verbs. **Direct Objects** answer the questions *What?* or *Whom?* **Indirect Objects** answer the questions *To whom?* *For whom?* or *To what?*

Be careful—they can NOT be in prepositional phrases!
You can NOT have an indirect object without a direct object!

Sam bought some candy.

Sam bought me some candy.

Sam bought some candy for me.

The choir sang a beautiful song.

The choir sang the president a beautiful song.

The choir sang a beautiful song for the president.

The choir sang to the president for a long time.

**NOTE:**
- You CAN have a direct object without an indirect object.
- You CAN NOT have an indirect object without a direct object.
- Indirect objects come BEFORE direct objects.
Direct and Indirect Complements

An action verb describes what is happening, has happened, or will happen. Some action verbs need additional words to complete their meaning. These additional words are called direct objects and indirect objects.

**Direct Object:** receives the action of the verb—it answers the question *What?* or *Whom?* about the verb

Everyone likes **presents.** (likes *what?*)

Della thanked **Jim** for his hard work. (thanked *whom?*)

A direct object can be a single word, as in the preceding sentences, or it can be a phrase or clause. A direct object can also be compound.

Writers use **whatever topics may interest them.** (clause)

Some writers write **prose** and **poetry.** (compound)

**Indirect Object:** tells *to whom, for whom, to what,* or *for what* the action expressed by the verb is performed. A sentence can only have an indirect object if there already is a direct object.

I gave **them presents.** (presents—direct object   *them is the indirect object because it states gave to whom?*)

In the following sentences, underline subject once and the verb twice. Cross out the prepositional phrases. Circle the direct object and label DO. Circle the indirect object and label IO.

1. **O. Henry wrote “The Gift of the Magi” on the theme of selfless giving.**

2. **Della and Jim love each other deeply.**

3. **Della has saved a little money for Jim’s present.**

4. **To raise more money, Della sells her hair.**

5. **Then she can buy Jim a chain for his prized watch.**

6. **Mme. Sofronie gives her twenty dollars for her hair.**

7. **Meanwhile, Jim gives his wife proof of his love.**

8. **Selling his watch for cash, Jim buys Della combs for her hair.**

9. **He gives her the gift that she once wanted more than anything.**

10. **By their actions they show us the true spirit of Christmas.**
Direct and Indirect Complements

An action verb describes what is happening, has happened, or will happen. Some action verbs need additional words to complete their meaning. These additional words are called direct objects and indirect objects.

**Direct Object:** receives the action of the verb—it answers the question *What? or Whom?* about the verb

- Everyone likes **presents.** *(likes what?)*
- Della thanked **Jim** for his hard work. *(thanked whom?)*

**Indirect Object:** tells *to whom, for whom, to what, or for what* the action expressed by the verb is performed. A sentence can only have an indirect object if there already is a direct object.

- I gave **them presents.** *(presents—direct object   them is the indirect object because it states gave to whom?)*

In the following sentences, underline subject once and the verb twice. Cross out the prepositional phrases. Circle the direct object and label DO. Circle the indirect object and label IO.

1. Residents near this airport dislike the noise.
2. The plumber’s assistant handed him a wrench.
3. Did the biology lab receive new equipment this year?
4. Robots are replacing people in some factories.
5. Mrs. White has been teaching students French for ten years.
6. The student council collected food for the homeless.
7. Did you write your aunt in Colorado a letter?
8. The Lee family gave the exchange students a welcoming party.
10. Judges presented the winner a silver trophy.
11. Rafael is making his sister a costume for the class party.
12. Jack, did you catch a trout at Pine Lake last week?
13. The inspector noticed the mud on the taxi driver’s boot.
14. Some people took cameras to the air show.
15. Jen gave her cousin a framed picture for her birthday.
16. Mike sent his application to the summer program.
17. Did the mechanic inspect the brakes after the accident?
18. Will you save me a seat at the concert?
There are **four subject compliments**: Predicate Adjectives, Predicate Nominatives, Direct Objects, and Indirect Objects.

We have already learned that predicate adjectives and predicate nominatives follow linking verbs and go back to describe the subject.

Direct and Indirect Objects follow (some) action verbs.  
**Direct Objects** answer the questions *What? Or Whom?*  
**Indirect Objects** answer the questions *To whom? For whom? Or For what? To what?*

Be careful – they can NOT be in prepositional phrases!  
You can NOT have an indirect object without a direct object!
Let’s Review Some STUFF!

1. The ___________ is who or what the sentence is about.
2. The ___________ is what the subject is doing or says something about the subject.
3. Subjects and predicates cannot be in ________________ phrases.

There are four subject complements:

4. Predicate adjectives are adjectives that follow ___________ verbs and go back to ___________ the subject.
5. Predicate nominatives are ______ or ___________ that follow ___________ verbs and rename the subject.
6. Direct objects follow ___________ verbs and answer the questions _______________ or _______________.
7. Indirect objects follow ______ verbs the questions ____________, ____________, ____________, and ___________.
8. You cannot have a(n) ___________ object without a(N) ____________ object.
9. All of the above cannot be in ________________ phrases.

In the following sentences, underline subject once and the verb twice. Cross out the prepositional phrases.
Label the following:

<table>
<thead>
<tr>
<th>PA</th>
<th>PN</th>
<th>DO</th>
<th>IO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicate Adjective</td>
<td>Predicate Nominative</td>
<td>Direct Object</td>
<td>Indirect Object</td>
</tr>
</tbody>
</table>

Remember—a sentence does NOT have to have any subject complements!

1. Mary and Sally are good friends.
2. The teachers and students at our high school appear friendly.
3. Fred did give his teacher a lame excuse about homework.
4. My boss gave a raise to my coworker and me.
5. The hotdog tasted bad.
6. The little boys sang their parents a cute song.
7. Our agreement has always sounded like a good idea.
8. Swimming at the high school level is my favorite sport.
9. Mom wants us to come visit for her birthday but expects no presents.

Label the parts of speech in the following sentences: N Pro Adj Adv V Prep C I

Because you are some smart students, I have faith in your abilities.

Yes, some of our teachers do commute to school, while others live in town.
Problems with Modifiers

The word GOOD is an adjective.

The word WELL us usually an adverb; the exception: WELL is an adjective if it refers to the health of someone or something.

Examples:
Sammy is a _______________ student.

Sammy did _____________ on the test.

Sammy did not feel _____________, so she could not go to the dance.

Many adjectives you can make into adverbs by adding the ending –ly.

Clear – adjective

She had a nice, clear voice.

Clearly – adverb

She spoke clearly.

Quick – adjective

Quickly – adverb

Mary drives too _____________; she will probably get in an accident.

Mary is a _____________ driver; she will probably get in an accident.
Problems with Modifiers

Circle the correct word in parenthesis and draw an arrow to the word that it is modifying.

1. The blue jay clung ( tightly, tight ) to the branch throughout the storm.

2. The sun rose ( real, really ) early in the morning.

3. Clara exercises ( vigorous, vigorously ) for 30 minutes every day.

4. Auto racing can be an ( awful, awfully ) dangerous sport.

5. Bill feels too ( bad, badly ) to go to school today.

6. The witness’s story sounded ( suspicious, suspiciously ) to me.

7. Our puppy was sick yesterday, but he seems ( well, good ) today.

8. It seems ( obvious, obviously ) that Kim has been studying more.

9. Joellen looked ( hilariously, hilarious ) in her clown makeup.

10. The rain poured down ( steady, steadily ) all day.

11. Larry felt (bad, badly ) about leaving his brother home alone.

12. Anita dances (good, well ) enough to be a professional.

13. The toddler looked (wistful, wistfully ) at the toys on the shelf.
Problems with Modifiers

Circle the correct word in parenthesis and draw an arrow to the word that it is modifying.

1. I felt (bad, badly) until the doctor put me on antibiotics.

2. The geologist examined the rock (careful, carefully).

3. Professional athletes must be (real, really) fit.

4. After a good night’s sleep, the mountain climber felt (good, well) enough to keep going.

5. The toddler cried (loud, loudly) until the babysitter picked her up.

6. Her chicken salad tastes (delicious, deliciously) even on the second day.

7. Students at the high school score (good, well) on standardized math tests.

Write sentences in which you correctly use the adjectives and adverbs given.

1. Graceful _____________________________________________________________

2. Gracefully ___________________________________________________________

3. Bad ___________________________________________________________________

4. Badly __________________________________________________________________

5. Natural ________________________________________________

6. Naturally __________________________________________________________

7. Good __________________________________________________________________

8. Well __________________________________________________________________

9. Extreme __________________________________________________________________

10. Extremely __________________________________________________________________

11. Real __________________________________________________________________

12. Really ___________________________________________________________________
Unit 3 Grammar Quiz REVIEW

Label every word in these sentences.


1. Paul picked tomatoes yesterday; still, more work is needed.
2. Yellow tulips grew beautifully in the yard and flower boxes.
3. Yes, both the house and apartment building were not built recently.
4. Because some of you asked, we are doing some review today.

Underline the subject once and verb twice - label the verb action or linking.

5. Cross-country runners practice harder than anyone else and have fun at the same time.
6. In my humble opinion, pole vaulting sounds like a crazy sport.
7. Wrestlers who want to succeed have been training all winter for their big meet.
8. Golf and gymnastics are fun sports but do not get the recognition needed.

Label the underlined word as a Predicate Adjective (PA), Predicate Nominative (PN), Direct Object (DO), Indirect Object (IO), or Neither (N).

The dog brought the bone to me.

The snack of the day was popcorn.

Chocolate chip cookies smelled delicious.

Our boss chose Sally for the job.

The snow plows remained busy all day.

My husband bought me candy for our anniversary.

The winter storm warnings were only memories.

The winter sun looked paled in the light blue sky.

Did you bring Mrs. Filippi a Pepsi?
Circle the correct word to complete each sentence.

1. The students all decided they wanted to perform (good, well) on the test, so they studied.
2. My sister doesn’t feel (good, well), so she is going home ill.
3. The hot dog tasted (good, well).
4. The music sounded (wonderful, wonderfully) at rehearsal last week.
5. The team played (bad, badly) at Section 8A finals last year.
6. They hope to improve (great, greatly) this year.
7. Paul cries (loud, loudly) at bedtime or when he wants a snack.
8. His cries are (loud, loudly).

Find the errors in the following sentences and fix them. If the sentence is correct, simply write correct next to it!

1. Opening night went well.
2. Tim practiced poorly yesterday.
3. Mrs. Steve listened close to your suggestion.
4. Sally did not feel good after eating lunch.
5. Fred played bad at the concert.
6. He ran quick up the hill.