

6. my grandparents in Oaxaca. **6. We visited**
 7. thought quickly. **7. Called on to answer the question, Aaron**
 8. after the intermission. **8. they returned to their seats.**
 9. until sunset. **9. The offer is good only**
 10. the science fair. **10. Jaime's project was a great success at**

Review A Distinguishing Between Sentence Fragments and Sentences; Identifying Subjects and Predicates

Identify each word group as a sentence (S) or a sentence fragment (F). Then, for each sentence, write the simple subject, underlining it once, and the simple predicate (verb), underlining it twice.

EXAMPLE 1. The talented musicians played well together.

1. *S—musicians—played*

1. Jazz music filled the room. **1. S**
2. Supporting the other instruments, the piano carried the melody. **2. S**
3. The saxophonist, with lazy, lingering notes. **3. F**
4. Beside him, the bass player added depth to the band. **4. S**
5. A female vocalist with a deep, rich voice. **5. F**
6. Charmed the audience with her delivery. **6. F**
7. The band's star performer was the drummer. **7. S**
8. For most of the evening, she stayed in the background. **8. S**
9. Until the last half-hour. **9. F**
10. Then she dazzled everyone with her brilliant, high-speed technique. **10. S**

Finding the Subject

To find the subject of a sentence, find the verb first. Then, ask “Who?” or “What?” before the verb.

EXAMPLES Here you can swim year-round. [The verb is *can swim*. Who can swim? You can swim. You is the subject.]

There is Aunt Ivory's new truck. [What is there? Truck is. Truck is the subject.]

Into the pond jumped the frog. [What jumped? Frog jumped. Frog is the subject.]

Please close the window. [Who is to close the window? You are—that is, the person spoken to. You is the understood subject.]

Reference Note

For information on the **understood subject**, see page 97.

SKILLS FOCUS

Identify the subject of a sentence.

Exercise 7 Identifying Subjects and Verbs

Identify the verb and its subject in each of the following sentences. Be sure to include all parts of a verb phrase.

- EXAMPLE**
1. Long before the equal rights movement of the 1960s, women in the United States were excelling in their professions.
1. *were excelling—verb; women—subject*
 1. Anne Bissell ran a carpet sweeper business in the late 1800s.
 2. For a time, she served as corporation president.
 3. Under her direction, the company sold millions of sweepers.
 4. In the late nineteenth century, a journalist named Nellie Bly reported on social injustice.
 5. On assignments, she would often wear disguises.
 6. Ida Wells-Barnett became editor and part owner of the *Memphis Free Speech* in 1892.
 7. By the early 1930s, she had been crusading for forty years against racial injustice and for suffrage.
 8. At the end of her fourth term as general of the Salvation Army, Evangeline Booth retired in 1939.
 9. Booth's efforts helped to make the Salvation Army a financially stable organization.
 10. She also improved many Salvation Army services.

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

EXAMPLES **Most** of the women voted. [Who voted? *Most* voted. *Women* is the object in the prepositional phrase of *the women*.]

One of the parakeets in the pet shop looks like ours. [What looks? *One* looks. *Parakeets* and *pet shop* are each part of a prepositional phrase.]

Are **two** of the books missing? [What are missing? *Two* are missing. *Books* is the object in the prepositional phrase of *the books*.]

A **prepositional phrase** includes a preposition, the object of the preposition, and any modifiers of that object.

EXAMPLES

next to Jorge	by the open door	on the floor
of a good book	at intermission	after class
in the photograph	for all of them	instead of this

Reference Note

For more information about **prepositional phrases**, see page 116.

SKILLS FOCUS

Identify the subject of a sentence.

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

EXAMPLE Around the corner from our house is a **store**. [What is? *Store is. Neither corner nor house can be the subject because each is part of a prepositional phrase.*]

Exercise 8 Identifying Verbs and Subjects

Identify the verb and the subject in each of the following sentences.

EXAMPLE 1. Most of the students in our class have enjoyed discussing our town's folklore.

1. *have enjoyed*—verb; *Most*—subject

1. Many regions of the United States have local legends.
2. One pine-forested area in New Jersey is supposedly inhabited by the Jersey Devil.
3. This fearsome monster reportedly chases campers and wayward travelers through the woods.
4. In contrast, Oregon is haunted by numerous legends of the less aggressive Bigfoot.
5. This humanlike creature supposedly hides in heavily forested areas.
6. Its shaggy coat of hair looks like a bear's fur.
7. According to legend, Bigfoot is gentle and shy by nature, avoiding contact with strangers.
8. Stories from the Lake Champlain area tell about a monster resembling a sea serpent in the depths of the lake.
9. Many sightings of this beast have been reported to authorities.
10. No one, however, has ever taken a convincing photograph of the monster.

Sentences That Ask Questions

Questions often begin with a verb, a helping verb, or a word such as what, when, where, how, or why. The subject of a question usually follows the verb or helping verb.

EXAMPLES How is the **movie** different from the book?

Where is the **CD** I gave you?

Does **she** have a ride home?

In questions that begin with a helping verb, like the third example above, the subject comes between the helping verb and the main verb.

TIPS & TRICKS

In many sentences, you can find the subject and the verb more easily if you cross out any prepositional phrases.

EXAMPLE

Several ~~of the puzzle pieces~~ are ~~under the sofa~~.

SUBJECT

Several

VERB

are

SKILLS FOCUS

Identify the subject of a sentence.

You can find the subject by turning the question into a statement and then finding the verb and asking “Who?” or “What?” before it.

EXAMPLES Was the train late? becomes The train was late. [What was late? The train was.]

Has she answered the letter? becomes She has answered the letter. [Who has answered? She has.]

Sentences Beginning with *There* or *Here*

The word *there* or *here* is almost never the subject of a sentence. Both *there* and *here* may be used as adverbs telling *where*. To find the subject in a sentence beginning with *there* or *here*, ask “Who?” or “What?” before the verb and the adverb.

EXAMPLES There are my cousins. [Who are there? Cousins are.]

Here is your backpack. [What is here? Backpack is.]

NOTE Sometimes *there* starts a sentence but does not tell where. In this use, *there* is not an adverb but an expletive. An **expletive** is a word that fills out a sentence’s structure but does not add to its meaning.

EXAMPLES

V	S
There is	A drawbridge

over the river. [There adds no information to the sentence, which could be rewritten as *A drawbridge is over the river.*]

EXAMPLES

V	S
There are	insects

in our garden. [The sentence could be rewritten as *Insects are in our garden.*]

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

EXAMPLE There was a clerk at the counter. [Who was? A clerk was.]

Exercise 9 Identifying Subjects and Verbs

Identify the subjects and the verbs in the following sentences.

EXAMPLE 1. Will you help me study for my history test?

1. you—subject; will help—verb

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. Here is Plymouth Rock, Anita.
5. How much do you know about the Lost Colony?

SKILLS FOCUS

Identify the subject of a sentence.

6. What does squatter's rights mean?
7. In what area did most of the early Dutch colonists settle?
8. Was there disagreement among settlers in Massachusetts?
9. What kinds of schools did the colonists' children attend?
10. How did people travel in colonial America?

The Understood Subject

In a request or a command, the subject of a sentence is usually not stated. In such sentences, *you* is the **understood subject**.

REQUEST Please answer the phone. [Who is to answer?
You are—that is, the person spoken to.]

COMMAND Listen carefully to his question. [Who is to listen?
You—the person spoken to—are.]

Sometimes a request or a command includes a name.

EXAMPLES Amber, please send us your new address.
Line up, class.

Amber and *class* are not subjects in the sentences above. These words are called **nouns of direct address**. They identify the person spoken to or addressed. *You* is the understood subject of each sentence.

EXAMPLES Amber, [you] please send us your new address.
[You] line up, class.

Exercise 10 Writing Requests or Commands

Using the following five situations, write sentences that are requests or commands. In two of your sentences, use a noun of direct address.

EXAMPLES	<i>Setting</i>	<i>Person Speaking</i>	<i>Person Addressed</i>
1.	castle	queen	wizard
2.	kitchen	parent	teenager
	1.	<i>Wizard, make this straw into gold.</i>	
	2.	<i>Please don't drink out of the carton.</i>	

	<i>Setting</i>	<i>Person Speaking</i>	<i>Person Addressed</i>
1.	desert oasis	Aladdin	genie
2.	courtroom	judge	defense attorney
3.	child's room	child	baby sitter
4.	spaceship	alien invader	crew member
5.	forest	Big Bad Wolf	Little Red Riding Hood

SKILLS FOCUS

Identify the subject of a sentence.