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Grammar Basics:  
The Harold Syntax  
Guide to Sentences, Part One

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# THE HAROLD SYNTAX GUIDE TO SENTENCES, PART ONE

From the  
*Grammar Basics Series*  
Grades 7-12

Viewing Time: 18:48

## INTRODUCTION

### Background

*The Harold Syntax Guide Sentences, Part One* is the seventh program in the *Grammar Basics* series. The program's target audience is language arts/grammar students in grades 7-12. The program's goal is to significantly enhance student comprehension of the main topics almost always covered when simple sentences are studied at the middle school and high school levels: (a) the sentence subject; (b) the sentence predicate; (c) the sentence object; (d) the predicate nominative; (e) the predicate adjective, and (f) the three most common variations of the simple sentence.

### Curriculum Correlation

This video helps students meet Standard Six of the National Council of Teachers of English (NCTE), which states, "Students (should be able to) *apply knowledge of language structure...*"

Moreover, the program's topics closely parallel those of almost all major language arts texts. An online review of school district scope and sequence charts also indicates that the program's teaching points correspond to grammar concepts currently taught in middle school and high school language arts programs.

## Program Summary

As the program begins, Professor Syntax recalls his expedition to Tibet, where he and Nemesis come across the Syntax Swami sitting high atop a mountain. Responding to the professor's inquiry, "What is the simple sentence all about?" the Swami mysteriously answers, "Two, but sometimes three." Later, Syntax and Nemesis come upon something that explains the Swami's cryptic words – an ancient stone tablet that shows that all sentences have a subject and predicate, and some also have a third part, an object or predicate nominative or predicate adjective. Each part of the simple sentence is explained, and then, in the last part of the program, Syntax explains three of the four structural variations of the simple sentence: (1) the simple sentence with single-word modifiers, (2) the simple sentence with one or more prepositional phrases and (3) the simple sentence with either a compound subject or compound predicate, or both. The professor stresses that intermingling these variations is quite common.

## Preparation and Pretest

Before presenting the lessons suggested below, we encourage you to preview the program, as well as review this guide and the accompanying blackline master activities in order to familiarize yourself with their content.

In addition, you may wish to give the *Pre-Test* before starting your instruction. This brief quiz is an assessment tool intended to gauge student comprehension of the

program's key concepts. If you give the *Pre-Test*, explain to your students that they are not expected to answer all the questions correctly, but they are expected to do their best. You can remind them that the questions point to key concepts they should focus on while watching the program. After you evaluate your students' answers, as well as review the materials presented in this guide, you may find it necessary to make some changes, additions or deletions to meet the specific needs of your class. We encourage you to do so; for only by tailoring this program to your students will they obtain the maximum instructional benefits afforded by the material.

## **STUDENT OBJECTIVES**

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Define "sentence subject" and identify the subject in simple sentences.
2. Define "sentence predicate" and identify the predicate in simple sentences.
3. Define "sentence object" and identify the object in simple sentences.
4. Define the predicate adjective and predicate nominative and be able to identify each in simple sentences.
5. Tell three of the four variations of the simple sentence and be able to write examples of each.

## **PREPARATION**

### **Materials Needed**

Students will need a pencil for the handout material. If possible, duplicate all handout material before beginning the unit.

## Viewing Strategies

Several viewing strategies may be employed. You may find it useful to show the program in its entirety, then play it segment by segment, using each segment as a basis for a single lesson or multiple lessons, depending on the level of student comprehension. A final review screening, fast-forwarding through stop points, undoubtedly will help reinforce student understandings.

### On-Screen Type

Main words are capitalized when used as titles or headings. This capitalization improves readability and follows commonly accepted rules of grammar.

## **SUGGESTED LESSON PLAN**

### Introduce the Program

Ask if everyone knows what a sentence is. Does the sentence have any basic requirements? Is “through the tunnel” a sentence? Why or why not? Is “Jump!” a sentence? Why or why not? Are there different kinds of sentences? Does anyone know what those kinds of sentences are called?

Alternately, if your class has seen the first six programs in this series, you may pick up the conceptual thread by mentioning that since all the parts of speech have now been discussed, the class will now move on to sentence structure, and will start with what is known as the “simple sentence.” You might add that even though these sentences are called “simple,” they may be, in fact, quite complicated and may have many parts.

## Pre-Viewing Activities

### *Segment 1: Subjects & Predicates*

Tell the class that they will now see the first part of the program, which talks about the two basic parts of every simple sentence. Write on the chalkboard or overhead projector, “Josh wrote his report last night.” Tell the class that after the first part of the program is viewed, you’ll want everyone to be able to identify the two “core” parts in this particular sentence. Now show the first section of the program.

## Post-Viewing Activities

### *Segment 1*

Have the class identify the subject (Josh) and the predicate (wrote). Now have them write five two-word sentences and identify the subject and predicate in each. Tell them that they should use only action verbs in their sentences, not state-of-being verbs. Ask for volunteers to read their sentences. Did they correctly identify the subjects and predicates? Tell the class to keep their sentences, which will be used later. Hand out ***Subjects & Predicates***. This handout may be assigned as homework, or the class may complete it as seat work or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers.

## Pre-Viewing Activities

### *Segment 2: Objects, Predicate Nominatives & Predicate Adjectives*

Review the first section of the program if you feel it will help your students. Tell the class that, obviously, most sentences contain more than just a subject and predicate. Ask them to take out their five two-word sentences and rewrite them in expanded form, adding other parts. (You may have to demonstrate how to do this. If so, write the

following two sentences to illustrate: *John plays. John plays tennis.*) After everyone has expanded their sentences, tell them that they will now see the next segment of the program, which discusses the third part of sentences. Add that the third part falls within one of three classifications. Tell the class everyone will be expected to know what those three categories are and what function each performs in simple sentences. Now show the second segment.

## Post-Viewing Activities

### *Segment 2*

Have everyone take out their expanded sentences and have them label all objects. Ask for volunteers to write their sentences on the board. Did they correctly label the objects? Now ask everyone to write three sentences using state-of-being verbs and either predicate adjectives or predicate nominatives. Ask for volunteers to read their sentences aloud and identify the third part. Discuss the sentences. Next, tell the class that predicate nominatives and predicate adjectives also may follow what are called *verbs of sensation* (feel, look, smell, sound, taste). They also may follow what are called *verbs of existence* (act, appear, be, become, continue, grow, prove, remain and seem). Write several examples on the chalkboard or overhead projector. Finally, hand out ***Objects, Predicate Nominatives & Predicate Adjectives***. This handout may be assigned as homework, or the class may complete it as seat work or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers.

## Pre-Viewing Activities

### *Segment 3: Simple Sentence Variations*

Briefly review the first and second segments if you feel it will be beneficial to your class. Discuss sentence structure. If your students have seen the program on nouns, ask them

to recall Syntax's statement regarding patterns of language. Do sentences have patterns? Help your students understand that English is an enormously rich and varied language, one with many sentence patterns which reflect that richness. However, despite wide variation, all simple sentences can be classified into four over-arching patterns. Tell your class that the next segment of the program shows three of them. Now show the third part of the program.

## Post-Viewing Activities

### *Segment 3*

Ask the class to name the three variations of the simple sentence, and as they do, write down the classifications on the chalkboard or overhead projector. Then ask for volunteers to come to the chalkboard to write examples of each variation. Discuss the sentences. Then ask, "Why is it important to know these three variations? Help your students understand that a knowledge of sentence structure helps them write and speak with proper syntax – with sentences that can be easily understood. You may want to give some examples of sentences with garbled syntax to show how difficult it can be to understand sentences with improper syntax patterns. Then hand out ***Three Simple Sentence Patterns***. This handout may be assigned as homework, or the class may complete it as seat work or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers.

After all the handouts have been completed, conduct a final review of the concepts covered in the program. Then show the program one more time, in its entirety, before giving the ***Post-Test***. After the Post-Test has been graded, go over the answers with the class and clear up any misunderstandings that have been revealed.

## DESCRIPTION OF BLACKLINE MASTERS

**PRE-TEST** – An assessment tool intended to gauge student comprehension of the objectives prior to viewing the program.

**SUBJECTS & PREDICATES** – An activity designed to reinforce an understanding of the two basic parts of the simple sentence.

**OBJECTS, PREDICATE NOMINATIVES & PREDICATE ADJECTIVES** – An exercise that gives students practice forming and identifying the “third parts” of simple sentences.

**THREE SIMPLE SENTENCE PATTERNS** – An activity designed to reinforce an understanding of three of the four major variations of the simple sentence.

**POST-TEST** – An assessment tool intended to gauge student comprehension of the program’s objectives after completing the unit.

**DISCUSSION QUESTIONS** – Provides questions to be asked after each segment of the program.

## ANSWER KEY

### Video Quiz

1. subject, predicate
2. False
3. explorers – subject; scanned – predicate; mountains - object
4. verb
5. a
6. False
7. hungry
8. man
9. swami
10. False

### Sentence I Pre-Test

1. F
2. T
3. F
4. T
5. T
6. T
7. T
8. F
9. F
10. T
11. T
12. F
13. T
14. F
15. F

## **Subjects & Predicates**

1. Underlined - Professor Syntax; circled – gave
2. Underlined - I; circled – do
3. Underlined - people; circled – get
4. Underlined - I; circled – will get
5. Underlined - Stan; circled – went
6. Underlined – Juan Carlos; circled – auditioned
7. Underlined – May Ling; circled – will chair
8. Underlined – Lefty; circled – turned, played
9. Underlined – Dennis LeBon; circled – is
10. Underlined - plot; circled – revolved
11. Underlined – Mix-ups; circled – occur
12. Underlined - Barbara; circled – swam, took
13. Underlined - I; circled – listen
14. Underlined – Katy; circled - grilled

## **Objects, Predicate Nominatives & Predicate Adjectives**

1. engine, O
2. student, O
3. old, PA, arrow points to barn
4. graceful, PA, arrow points to dancer
5. president, PN, arrow points to Ted
6. girl, PN, arrow points to Phyllis
7. rations, O
8. comedian, PN, arrow points to Bob Hope
9. site, PN, arrow points to mansion
10. famous, PA, arrow points to Esther
11. bricks, O
12. person, PN, arrow points to He
13. expressive, PA, arrow points to face
14. entertaining, PA, arrow points to book

## **Three Simple Sentence Patterns**

Answers will vary.

## **Sentences, Part I Post-Test**

Part I

1. F
2. T
3. T
4. T
5. F

## Part II

Sentences will vary.

1. Arrow points from friendly to dog.
2. Arrow points from dangerous to storm.
3. Arrow points from graceful to dancer.
4. Arrow points from honest to I.
5. Arrow points from old to house.
6. Arrow points from tall to Janice.
7. Arrow points from good to steak.
8. Arrow points from classical to music.
9. Arrow points from ecstatic to Randolph.
10. Arrow points from calm to firefighter.

## Part III

Sentences will vary.

1. Arrow points from shady to tree.
2. Arrow points from Texans to people.
3. Arrow points from student to Pablo.
4. Arrow points from cheerleader to Martha.
5. Arrow points from gamers to athletes.
6. Arrow points from genius to she.
7. Arrow points from vice-president to Lee.
8. Arrow points from manager to John.
9. Arrow points from shareholders to they.
10. N/A

## TRANSCRIPT OF THE VIDEO

Oh, hello again! Good to see you!

I was just looking in my photo album here and came across these musty, old photographs of the time Nemesis and I took an expedition to Tibet.

As you can see, we were a bit younger in those days. Oh my, yes!

Anyway, we were hiking through the Himalayas when we spied a person who I must say possessed the most remarkable mental powers.

**Swami:** Ohm-mahdmepahdma-Ooohm. Ohm Mahdmepahdma-Ooohm.

**Syntax:** He was the Syntax Swami, a seer and sage of unparalleled wisdom.

Well, at the time, I was still of relatively tender years. Even so, I immediately saw an opportunity to increase my knowledge of the English language.

So I asked, "Oh, Great Swami, what is the simple sentence all about?" And he answered...

**Swami:** Ah, two, my son, two. Ah! But sometimes three.

**Syntax:** Well, I must admit, it was a bit confusing, that mystical allusion to numbers. Nemesis thought the old boy had gone bonkers.

Still, as we went on our way, I couldn't help thinking that there was something to what he had said, although I couldn't put my finger on it.

Then suddenly, there it was! An ancient stone tablet that told all! That, I suddenly realized, was what the Swami had meant! All simple sentences in the English language contain a minimum of two, and no more than three, basic parts.

Well, I must tell you, it was one of those mystical experiences one never forgets! Seldom does one get such an overpowering insight.

Specifically, the insight was this: all simple sentences in the English language – all of them – contain a subject made up of a noun or pronoun or a phrase that functions as a noun. And all of them also have a predicate which is composed of a verb.

The subject tells what or whom the sentence is about; and, basically the predicate tells what the subject does (or did or will do); or what the subject is (or was or will be).

Well, when I told Nemesis of this remarkable flash of discovery, I could see that he didn't have the foggiest notion of what I was talking about. So I gave him some examples.

"See here, old boy. In the sentence, '*Nemesis climbs mountains*,' Nemesis – a noun – is the subject because it's whom the sentence is about. It's about Nemesis.

"The verb *climbs* tells what the subject does, so it's the predicate. *Nemesis climbs* – the subject and predicate is the core of the sentence, the two parts upon which all the other portions of the sentence are built.

"You see, you could very well stretch out the sentence – add all kinds of words – but the subject and predicate, the core, still remain unchanged: It's still about Nemesis and what he did. Remarkable, isn't it?"

## STOP ONE

Well, I could see I had Nemesis hooked on the basic parts of the simple sentence, because he asked me about the word *mountains* in the sentence we had been discussing – *Nemesis climbs mountains*.

"Yes, yes, old chap," I said, "that's one of the third parts of the sentence to which the Swami was referring.

"*Mountains*' is the object in the sentence. The object generally is the word or phrase which has something done to it. In this case, the mountains have something done to them: they're climbed.

"Grammarians often say the object receives the action of the verb.

"In addition, the object often answers the question '*what?*' or '*whom?*'

"In this sentence the question is, '*What does he eat?*' The object, '*lunch*,' gives the answer.

"In this sentence, the question would be, '*Whom does Nemesis envy?*' The object, '*him*' provides the answer.

"Note that the word '*him*' is an objective case personal pronoun. Sentence objects are, quite logically, in the objective case.

"Of course," I went on, "not all sentences have objects. Some have only subjects and predicates.

"Others have another type of 'third part,' to which the Swami was referring. It normally comes after the predicate and is called the predicate nominative.

"As you can see by this example," I continued, "it is in the nominative case: '*He*' is a nominative case personal pronoun. Because predicate nominatives are the same person or thing as the subject, they are placed in the same case as the subject.

"One could say the predicate nominative renames the subject. And, in fact, that's exactly what a predicate nominative is by definition: a noun or pronoun (or phrase which functions as a noun) that renames the subject. And notice that it follows a state-of-being verb.

"Now, when an adjective such as '*angry*' describes the subject in the sentence – here, '*Nemesis*' – *and* when it also follows a state-of-being verb, it is said to be a predicate adjective.

"So, old boy, you can see now what the Swami meant when he said all English sentences have at least two and generally three. He was saying that all sentences have at least two parts – a subject and a predicate.

"And they often have an additional, third part – either an object, or a predicate nominative or a predicate adjective."

Just to make certain that Nemesis understood exactly what I was talking about, I gave him a little quiz!

See if you can do as well as Nemesis did by naming the subjects and predicates, and any objects, predicate adjectives or predicate nominatives that may appear in these sentences.

Here are Nemesis' answers – which, by the way, were all correct.

## STOP TWO

Well, as I was saying, the Syntax Swami's words and the mystical stone tablet provided a most remarkable insight – even more remarkable when one considers what happened later that week.

Nemesis and I were in a little club in Lhasa, listening to the piano player, and as we ate, I again was struck by a sudden mental flash.

“Nemesis, old boy, have you been listening to that music? No? Well, listen carefully.

“That piano player has been playing the same tune all evening. But he's varied it by playing in different keys, chords and tempos.

“No, no. Don't look at me that way. This mountain air hasn't gotten to me.

“Listen, that fellow playing the piano is merely playing a variation on a theme.

“And it's the same for simple sentences. Even though they may look and sound very different, they're still composed of basically the same things – certainly a subject and predicate –and possibly an object, predicate nominative or predicate adjective.

“And now that I think about it, there are only four variations on that basic theme we call the simple sentence.

“The first variation is quite straightforward: merely a sentence with single-word modifiers – adjectives and/or adverbs.

“Variation number two is again fairly uncomplicated: a sentence with one or more prepositional phrases – which, of course, function as modifiers.

“The third variation is the simple sentence with either a compound subject or compound predicate or both.

“Intermingling the first three variations is very common. We do it all the time.

“Well, perhaps I have gone a big fast for you, old boy. Let’s take a few examples, shall we? I’m sure that will clear things up.

“The sentence I’m writing now is an example of variation number one – the simple sentence with single-word modifiers.

“You see, ‘*a*’ and ‘*confused*’ are single-word modifiers – adjectives describing Nemesis. ‘*Blankly*’ is a single-word modifier telling how Nemesis stared. Since it modifies a verb, ‘*blankly*’ is an adverb.

“And so, the first variation: subject-predicate-single-word modifiers. Of course, there could be an object, predicate adjective or predicate nominative in this variation, too.

“The second variation, as we said, is a sentence with one or more prepositional phrases.

“As you can see, the prepositional phrase, ‘*at the napkin*,’ functions as an adverb because it modifies the verb ‘*looked*’ by telling *where* Nemesis looked – at the napkin. Again, an object, predicate nominative or predicate adjective could be added.

“Now, if I can get another napkin, I can show you an example of a simple sentence with compound subjects and predicates.

“You see, it’s really quite simple – two subjects and two predicates. Of course, there could be more than two, also. The variation holds true as long as there are at least two of one or the other.

“As I said, these three variations generally are intermingled.

“Wait a minute. This is going to take a little more time. Ah, there we are! As you’d expect, there are hundreds upon hundreds of ways these three variations can be intermingled.

“This is only one, of course. In this sentence, ‘*Nemesis*’ and ‘*I*’ is the compound subject; ‘*good*’ is a single-word modifier – an adjective describing Nemesis; ‘*through the mountains*’ is a prepositional phrase that functions as an adverb telling where Nemesis and I walked. ‘*Today*’ is a single-word modifier – an adverb telling when we walked; ‘*misty*,’ an adjective, tells what kind of mountains. And, of course, the predicate is ‘*walked*.’”

At that point, Nemesis asked about the fourth variation. But I could see we'd run out of napkins for the time being, and so I told him he'd have to wait for another time.

"But," I said, "why don't we review instead?"

"First, the simple sentence is always composed of at least two basic parts – the subject, which tells what or whom the sentence is about, and the predicate, which in the main, tells what the subject does, did or will do...or what the subject is, was or will be.

"The subject is composed of a noun, pronoun or phrase that functions as a noun; the predicate is always a verb.

"In addition to a subject and predicate, many simple sentences have an object made up of a noun or pronoun stated in the objective case.

"Another possible *'third part'* of the simple sentence is the predicate nominative, a noun pronoun that renames the subject.

"Predicate nominatives follow state-of-being verbs, as do predicate adjectives, another possible *'third part'* of simple sentences. Predicate adjectives describe the subject.

"And so, the core of all simple sentences in the English language are structured in one of four ways: subject-predicate; subject-predicate-object; subject-predicate-predicate nominative; subject-predicate-predicate adjective.

"There are, however, variations on this theme.

And so, there we were in Lhasa, two young explorers who had explored not only the lovely valleys of the Himalayas, but also the mystical peaks of the simple sentence.

## Web Resource

<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/sntstrct.html>

**Other Programs in the *Grammar Basics Series***

**The Harold Syntax Guide to Words  
The Harold Syntax Guide to Nouns  
The Harold Syntax Guide to Pronouns  
The Harold Syntax Guide to Verbs  
The Harold Syntax Guide to Modifiers  
The Harold Syntax Guide to Interjections,  
Conjunctions & Prepositions  
The Harold Syntax Guide to Sentences, Part II**

Name \_\_\_\_\_

## Sentences, Part I Pre-Test

Directions: In the blank space, write a "T" if the statement is true and an "F" if the statement is false.

- \_\_\_ 1. The simple sentence always has at least three basic parts.
- \_\_\_ 2. The subject of a sentence is always made up of a noun, pronoun or phrase that functions as a noun.
- \_\_\_ 3. The predicate is generally a verb, and rarely a preposition.
- \_\_\_ 4. The predicate can tell what the subject does, did or will do.
- \_\_\_ 5. The subject tells what or whom the sentence is about.
- \_\_\_ 6. Objects never follow state-of-being verbs.
- \_\_\_ 7. Predicate nominatives rename the subject.
- \_\_\_ 8. Predicate adjectives follow action verbs.
- \_\_\_ 9. The simple sentence has seven basic variations.
- \_\_\_ 10. Simple sentence variations are commonly intermingled.
- \_\_\_ 11. One variation of the simple sentence contains two subjects and two predicates.
- \_\_\_ 12. Simple sentences are limited to two prepositional phrases.
- \_\_\_ 13. The object in simple sentences can be a noun or pronoun.
- \_\_\_ 14. Predicate nominatives are never phrases.
- \_\_\_ 15. Predicate adjectives are either adjectives, adverbs or phrases that function as an adverbial modifier.

**Subjects & Predicates**

 **Prof. Syntax reminder: The subject tells what or whom the sentence is about and is composed of a noun, pronoun or phrase that functions as a noun. The predicate, a verb, tells what the subject does, did or will do; or what the subject is, was or will be.**

Directions: Underline the subjects and circle the predicates in the sentences below.

1. Professor Syntax gave Nemesis some examples.
2. I always do my homework on time.
3. Careless people often get hurt.
4. I will get a car upon graduation.
5. Stan went to California on vacation.
6. Juan Carlos auditioned for the part yesterday.
7. May Ling will chair the committee.
8. Lefty turned on his computer and played with the fractal program.
9. Dennis Le Bon is my favorite actor.
10. The plot revolved around a runaway train.
11. Mix-ups like that occur often.
12. Barbara swam seven laps and then took a shower.
13. I listen to that auto program on NPR every weekend.
14. Katy grilled the steak for 20 minutes.

**Objects, Predicate Nominatives & Predicate Adjectives**

 **Prof. Syntax reminder: The object follows an action verb and is a word or phrase that has something done to it. The predicate nominative, a noun, pronoun or phrase that functions as a noun, follows a state-of-being verb and renames the subject. The predicate adjective follows a state-of-being verb and describes or modifies the subject.**

Directions: Underline the object, predicate nominative or predicate adjective in the sentences below. Then, tell which “third part” it is by placing an “O,” “PN” or “PA” above it. If the “third part” is a predicate adjective or predicate nominative draw an arrow to the word it modifies or renames.

1. The mechanic tuned the engine.
2. The teacher tested the student.
3. The red barn was very old.
4. The dancer was graceful.
5. Ted is our club president for two years.
6. Phyllis is an extremely smart girl.
7. The soldiers ate their rations.
8. Bob Hope was a famous comedian.
9. That stately mansion is a national historic site.
10. Esther became famous practically overnight.
11. The craftsman carefully laid the bricks.
12. He is the nicest person in the organization.
13. Her face is very expressive.
14. The book was entertaining.

Name \_\_\_\_\_

## Three Simple Sentence Patterns

 **Prof. Syntax reminder: Simple sentences may have (1) single-word modifiers, (2) one or more prepositional phrases, or (3) compound subjects and predicates. These three variations are normally intermingled.**

Directions: In the space below, write a short essay entitled, “My Favorite Leisure Time Activity.” Use the three variations of simple sentences listed above at least three times in the essay. Label the variations either (1), (2) or (3). You may use the back of this paper if you need additional space.

Name \_\_\_\_\_

## Sentences, Part I Post-Test

### Part I

Directions: In the blank space, write a "T" if the statement is true and an "F" if the statement is false.

- \_\_\_ 1. The "third part" of sentences is always an object.
- \_\_\_ 2. All sentences have a subject and predicate.
- \_\_\_ 3. Predicate nominatives follow state-of-being verbs.
- \_\_\_ 4. A phrase can be the object of a sentence.
- \_\_\_ 5. Predicate adjectives follow action verbs.

### Part II

Directions: In the sentences below, draw an arrow from the predicate adjective to the word it describes. Then rewrite the sentence with another predicate adjective.

- 1. The dog was friendly. \_\_\_\_\_
- 2. The storm could have been dangerous. \_\_\_\_\_
- 3. The dancer was graceful. \_\_\_\_\_
- 4. I am honest. \_\_\_\_\_
- 5. The house is very old. \_\_\_\_\_
- 6. Janice is tall. \_\_\_\_\_
- 7. The steak is good. \_\_\_\_\_
- 8. The music has been classical. \_\_\_\_\_
- 9. Randolph is ecstatic. \_\_\_\_\_
- 10. The firefighter was calm. \_\_\_\_\_

Name \_\_\_\_\_

**Sentences. Part I Post-Test, Page 2**

Part III

Directions: In the sentences below, draw an arrow from the predicate nominative to the word to which it refers. Then rewrite the sentence with another predicate nominative. Write N/A on the line if the sentence does not have a predicate nominative.

1. That huge tree is shady. \_\_\_\_\_
2. Those people are Texans. \_\_\_\_\_
3. Pablo is an excellent student. \_\_\_\_\_
4. Martha was a cheerleader last year. \_\_\_\_\_
5. Those athletes are gamers. \_\_\_\_\_
6. She is a computer genius. \_\_\_\_\_
7. Sun Lee had been vice-president of our club. \_\_\_\_\_
8. John will be the new manager. \_\_\_\_\_
9. They were shareholders in the new business. \_\_\_\_\_
10. Bob bought a brown sweater. \_\_\_\_\_

Part IV

Directions: Write a sentence using the patterns given.

1. Subject-Predicate
2. Subject-Predicate-Object with one prepositional phrase.
3. Subject-Predicate-Predicate Nominative with single word modifiers.
4. Subject-Predicate-Predicate Adjective.
5. Subject-Subject-Predicate-Predicate with one prepositional phrase.

## **Sentences, Part I Discussion Questions**

### Part I: Subjects & Predicates

1. What are the two basic parts of all sentences? (subject, predicate)
2. What makes up the subject? (noun or pronoun or phrase that functions as noun)
3. What does the subject do? (tells what the sentence is about)
4. What makes up the predicate? (verb)
5. What does the predicate do? (tells what the subject does, did or will do; is, was or will be)
6. What is the subject and predicate in the following sentence? Bob bought a pencil. ("Bob" is the subject; "bought" is the predicate.)

### Part II: Objects, Predicate Nominatives & Predicate Adjectives

1. What is an object? (word or phrase that has something done to it)
2. What do grammarians often say objects do? (receives the action of the verb)
3. What questions do objects often answer? (what? whom?)
4. What is a predicate nominative? (word or phrase that renames the subject)
5. What case is the predicate nominative in? (nominative)
6. What kind of verb do predicate nominatives follow? (state-of-being)
7. What is a predicate adjective? (an adjective that describes the subject of the sentence and follows a state-of-being verb)

### Part III: Simple Sentence Variations

1. Give an example of a subject/predicate sentence pattern. (Answers will vary.)
2. Give an example of a subject/predicate/single-word modifier sentence pattern. (Answers will vary.)
3. Give an example of a subject/predicate/prepositional phrase sentence pattern. (Answers will vary.)
4. Give an example of a compound subject/compound predicate sentence pattern. (Answers will vary.)
5. Give an example of sentence with various patterns intermingled and analyze the sentence by telling its various parts. (Answers will vary.)