“After all, a machine has feelings—when it isn’t a machine anymore.”

—Isaac Asimov
UNIT 8
Subjects, Predicates, and Sentences

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Kinds of Sentences

- A sentence is a group of words that expresses a complete thought.

  Different kinds of sentences have different purposes. A sentence can make a statement, ask a question, give a command, or express strong feeling. All sentences begin with a capital letter and end with a punctuation mark, which is determined by the purpose of that sentence.

- A declarative sentence makes a statement. It ends with a period.
  
  Ecologists study relationships in nature.

- An interrogative sentence asks a question. It ends with a question mark.
  
  Do animals and plants depend on each other?

- An exclamatory sentence expresses strong feeling. It ends with an exclamation point.
  
  What important work ecologists do!

- An imperative sentence gives a command or makes a request. It ends with a period.
  
  Look at these animals.

Do they also work in the lab?

Ecologists often do research in the field.

The work can be dangerous!

Please preserve our wildlife.
Exercise 1  Identifying Kinds of Sentences

For each sentence, write whether it is declarative, interrogative, exclamatory, or imperative.

1. Ecologists study the world’s population.
2. They also study the world’s food supply.
3. Do ecologists study air pollution too?
4. They tell us about the effects of air pollution.
5. Have ecologists also studied water pollution?
6. Examine the source of the water supply.
7. Aren’t ecologists concerned about wildlife?
8. How awful that so many species are endangered!
9. Ecologists can give us clues to saving endangered species.
10. What an exciting field this is!

Exercise 2  Punctuating Different Kinds of Sentences

Write each sentence, adding capital letters and punctuation marks where necessary.

1. Ecologists and other experts study the effects of air and water pollution.
2. Do you know how pollution affects your life?
3. Air pollution increases lung and breathing ailments.
4. Think about the effect of pollution on the water you drink.
5. Can fish live in poisoned water?
6. Look to the oceans for food in the future.
7. What fascinating work marine biologists do.
8. Don’t ecologists use information from many sources?
9. What other kinds of information do ecologists use?
10. They use knowledge from physics and mathematics.
11. How important this field of study is.
12. Ecologists spread their message in many ways.
13. Ecologists often speak about the importance of a clean environment.
14. They may appear before meetings of private organizations.
15. Do they also write magazine articles?
16. Read articles in the daily newspapers.
17. What a need for publicity exists.
18. Colleges offer courses in ecology.
19. Students of ecology learn about the cycles of nature.
20. Think about becoming an ecologist.
8.2 Sentences and Sentence Fragments

Every sentence has two parts: a subject and a predicate.

- The **subject part** of a sentence names whom or what the sentence is about.
- The **predicate part** of the sentence tells what the subject does or has. It can also describe what the subject is or is like.

A sentence must have both a subject and a predicate. It must also express a complete thought.

- A **sentence fragment** is a group of words that does not express a complete thought. It may also be missing a subject, a predicate, or both.

You often use sentence fragments when you speak. You should use complete sentences, however, in anything you write for school or business.

### Correcting Sentence Fragments

<table>
<thead>
<tr>
<th>FRAGMENT</th>
<th>PROBLEM</th>
<th>SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lush forests.</td>
<td>The fragment lacks a predicate.</td>
<td>Lush forests provide scenic land for recreation.</td>
</tr>
<tr>
<td></td>
<td><em>What do the lush forests do?</em></td>
<td></td>
</tr>
<tr>
<td>Inhabits the woodlands.</td>
<td>The fragment lacks a subject.</td>
<td>Wildlife inhabits the woodlands.</td>
</tr>
<tr>
<td></td>
<td><em>Who or what inhabits the woodlands?</em></td>
<td></td>
</tr>
<tr>
<td>For animals.</td>
<td>The fragment lacks both a subject and a predicate.</td>
<td>Forests provide shelter for animals.</td>
</tr>
</tbody>
</table>
Exercise 3  Identifying Sentences and Fragments

Write sentence or sentence fragment for each group of words. If it is a sentence fragment, explain why.

1. Tall trees provide shade.
2. Groves of birches.
3. Under the shelter of trees.
4. Many plants grow in a forest.
5. Healthy forest land.
6. Forests provide benefits.
7. Among the trees.
8. Hardwood makes sturdy furniture.
9. Oak is a valuable hardwood.
10. Threatened by insect pests.

Exercise 4  Identifying Subjects and Predicates

Write each numbered item. Underline each subject part once and each predicate part twice. If the item is not a complete sentence, write sentence fragment.

1. Acres of forest land support many kinds of wildlife.
2. The great northern forest consists mostly of spruce.
3. Pine, fir, hemlock, and cedar, with birch and willow.
5. Pines are common in the South.
6. Forests of red and white pine.
7. Oak trees dominate the East.
8. Maple trees are also commonly found there.
10. Of birches and pines.
11. Tropical forests ring the middle of the globe.
12. Form a large patch in Africa, India, and Southeast Asia.
13. Remain green all year.
14. Teak is prized for its hard wood.
15. Chapparal and mesquite grow in dry areas.
16. Forests can provide food and shelter.
17. The tall trees of an ancient forest.
18. Each level of a forest has its own layer of life.
19. Even the forest soil teems with life.
20. Affected by air, water, and soil pollution.
Subjects and Predicates

A sentence consists of a subject and a predicate, which together express a complete thought. Both a subject and a predicate may consist of more than one word.

<table>
<thead>
<tr>
<th>COMPLETE SUBJECT</th>
<th>COMPLETE PREDICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The capable foresters</td>
<td>study forests closely.</td>
</tr>
<tr>
<td>Foresters</td>
<td>are guardians of the environment.</td>
</tr>
</tbody>
</table>

- The **complete subject** includes all of the words in the subject of a sentence.

- The **complete predicate** includes all of the words in the predicate of a sentence.

Not all of the words in the subject or the predicate are of equal importance.

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

The simple subject is usually a noun or a pronoun. A **noun** is a word that names a person, a place, a thing, or an idea. A **pronoun** is a word that takes the place of one or more nouns.

- The **simple predicate** is the main word or group of words in the complete predicate.

The simple predicate is always a verb. A **verb** is a word that expresses an action or a state of being.

Sometimes the simple subject is also the complete subject. Similarly, the simple predicate may also be the complete predicate.
Exercise 5  Identifying Complete Subjects and Complete Predicates

Write each sentence. Underline each complete subject once and each complete predicate twice.

1. Capable loggers cut only certain trees.
2. Some simple procedures preserve the conditions of the forest.
3. Several foresters study the trees in this region.
4. Their careful observations are useful to ecologists.
5. Their plans for lumber production seem reasonable.
6. Logging companies practice a variety of methods.
7. The most harmful method is clear-cutting.
8. This method totally destroys forest growth.
9. Only vast treeless areas remain.
10. New growth solves the problem in time.
11. A better way harvests only older trees.
12. Younger trees have a chance then.
13. Logging companies need plans for the distant future.
14. Concentration on short-term profits wastes natural resources.
15. Trees are a renewable resource.
16. Forest management requires a careful plan.
17. Forest workers plant new trees.
18. The bare land returns to forest eventually.
19. Some kinds of trees grow more slowly than others.
20. The slowest-growing trees are the most valuable.

Exercise 6  Identifying Simple Subjects and Simple Predicates

Write each simple subject and each simple predicate.

1. Scientists control changes in the environment.
2. Ecologists counteract the effects of forest fires, erosion, and floods.
3. Everyone near a forest benefits from these efforts.
4. Careful people preserve natural resources.
5. Biologists observe the growth of plants.
6. Farmers improve the soil on their land.
7. The soil provides crops with valuable nutrients.
8. Some crops take few nutrients from the soil.
9. Lush green fields are a farmer’s delight.
10. A temperate climate always helps.
Identifying the Subject

Most statements begin with the subject.

Loggers cut special trees.

Not all sentences begin with the subject, however. Many questions begin with a word that is part of the predicate. The subject comes next, followed by the rest of the predicate.

Are some trees too small?

To locate the subject in a question, it helps to rearrange the words to form a statement.

<table>
<thead>
<tr>
<th>PREDICATE</th>
<th>SUBJECT</th>
<th>PREDICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>most people</td>
<td>understand the delicate balance of nature?</td>
</tr>
<tr>
<td>Most people</td>
<td>do understand the delicate balance of nature.</td>
<td></td>
</tr>
</tbody>
</table>

The predicate also precedes the subject in statements beginning with *There is, There are, Here is, or Here are.*

There are environmental laws.

In commands the subject is usually not stated. The predicate is the entire sentence. The word *you* is understood to be the subject.

(You) Plant these seedlings.
Exercise 7  Identifying the Subject in Different Sentences

Write the complete subject for each sentence. Write the word (You) for the subject if the sentence is a command.

1. The production of clean timber takes several years.
2. Lumber companies buy large amounts of timber.
3. Some simple procedures protect the conditions of the forest.
4. Growers of trees divide the forest into several sections.
5. Loggers work one section each year.
6. The workers cut individual trees.
7. Do the loggers leave some trees?
8. Think of the heavy chain saws.
9. Do plants sprout easily in the region?
10. Here is a book about ecology.
11. Other interesting books on the subject are in the library.
12. Many kinds of bacteria help the environment.
13. Do human beings change their environment?
14. Green plants need a certain amount of light.
15. Do ecologists study animal populations?
16. Scientists reduce the number of undesirable insects.
17. Look at the new plants in this region.
19. There are many helpful agricultural advances.
20. Learn about them when you have time.

Exercise 8  Finding the Subject

Write the complete subject from each of the following sentences.

1. Can the rain forest be saved?
2. Is the clearing of thousands of acres of forest necessary?
3. There are many reasons to preserve the rain forest.
4. List as many reasons as you can think of.
5. Is an important reason the effect on global weather patterns?
6. Think about the effect on wildlife.
7. Consider the valuable resources that are lost.
8. Does the rain forest release oxygen into the atmosphere?
9. Here is the world’s greatest living resource.
10. Work to save it.
8.5 Compound Subjects and Predicates

A sentence may have more than one simple subject or simple predicate.

- A **compound subject** has two or more simple subjects that have the same predicate. The subjects are joined by *and*, *or*, or *nor*.

  PNG: **COMPOUND SUBJECT**
  
  Rangers and loggers study forest conditions.

  When the two simple subjects are joined by *and* or by *both . . . and*, the compound subject is plural and takes the plural form of the verb. In the sentence above, the verb *study* agrees with the plural compound subject. When all parts of a compound subject refer to the same person or thing, the subject takes the singular form of the verb.

  When simple subjects are joined by *or* or *nor*, the compound subject may be singular or plural. The verb must agree with the nearer simple subject.

  A ranger or **one** of his assistants **is** always on watch in the observation tower.

  A ranger or his **assistants are** always on watch in the observation tower.

- A **compound predicate** has two or more simple predicates, or verbs, that have the same subject. The simple predicates are connected by *and*, *but*, *or*, or *nor*.

  PNG: **COMPOUND PREDICATE**
  
  Rangers **explore** and **protect** the forest.

  *Explore* and *protect* are the simple predicates, or verbs, in the compound predicate. The plural noun *rangers* is the subject of both verbs. Notice that both verbs agree with the plural noun in the subject.
Exercise 9  Identifying Compound Subjects and Predicates

Write whether each sentence has a compound subject or a compound predicate.

1. Trees and grass hold soil in place.
2. Scientists observe and study the effects of erosion.
3. Both plants and minerals enrich the soil.
4. Erosion destroys and wastes valuable land.
5. Winds and rain sometimes harm the earth.
6. The wind lifts and blows away the topsoil.
7. Neither the soil nor its nutrients last forever.
8. Either rain or flood waters wash soil into streams.
9. Streams and rivers carry the soil away.
10. Crops wither and die in the poor soil.

Exercise 10  Making Subjects and Verbs Agree

Write each sentence, using the correct form of the verb in parentheses.

1. Rachel Carson and other biologists (warns, warn) people.
2. She and others (tells, tell) about the dangers of pollution.
3. *Silent Spring* (explains, explain) about pesticides.
4. Both plants and trees (releases, release) oxygen.
5. Some chemicals either (fights, fight) or (controls, control) pests.
6. Humans and animals often (eats, eat) the same foods.
7. The chemicals both (travels, travel) and (mixes, mix) in the food chain.
8. DDT and other chemicals (poisons, poison) insects.
9. Birds and mice (eats, eat) the poisoned insects.
10. Farmers (sprays, spray) and (harvests, harvest) grain crops.
11. DDT (turns, turn) up in milk and butter.
12. Other types of pollution (reaches, reach) and (harms, harm) us.
13. Power plants and cars (releases, release) gases into the air.
14. Some of these gases (mixes, mix) and (forms, form) acid rain.
15. Either smog or acid rain (injures, injure) the earth.
16. Air pollution and water pollution (affects, affect) the soil.
17. Acid rain (kills, kill) forests and (pollutes, pollute) lakes.
18. Both fertilizers and pesticides (leaks, leak) down through the dirt.
19. These (enters, enter) and (pollutes, pollute) underground water.
20. Either scientists or lab workers (studies, study) the effects of pollution.
8.6 Simple and Compound Sentences

A **simple sentence** has one subject and one predicate.

![Simple Sentence]

Rachel Carson **wrote** *Silent Spring.*

A simple sentence may have a compound subject, a compound predicate, or both, as in the following example.

![Simple Sentence]

**Alexis** and **Zeely** **read** and **study** books.

- **A compound sentence** is a sentence that contains two or more simple sentences joined by a comma and a coordinating conjunction or by a semicolon.
- A compound sentence has two complete subjects and two complete predicates.

![Compound Sentence]

**Ecologists** **study** nature, **and** **rangers** **protect** it.

A run-on sentence is two or more sentences incorrectly written as one sentence. To correct a run-on, write separate sentences or combine the sentences as shown below.

### Correcting Run-on Sentences

<table>
<thead>
<tr>
<th>RUN-ON</th>
<th>CORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecologists study nature they protect it.</td>
<td>Ecologists study nature. <strong>They</strong> protect it.</td>
</tr>
<tr>
<td>Ecologists study nature, they protect it.</td>
<td>Ecologists study nature, <strong>and</strong> they protect it.</td>
</tr>
<tr>
<td>Ecologists study nature; they protect it.</td>
<td>Ecologists study nature; <strong>they</strong> protect it.</td>
</tr>
</tbody>
</table>
Identifying Simple and Compound Sentences

Write whether each sentence is simple, compound, or run-on. If it is a run-on sentence, rewrite it correctly.

1. Ecologists study forests, their research provides information for the rangers and for government agencies.
2. Ecologists study and work in modern, well-equipped laboratories.
3. The laboratories develop new instruments of science the instruments must work well in the field.
4. Some problems arise in forest environments; ecologists develop solutions to these problems.
5. Neither the animals’ homes nor their food sources escape the effects of the unwise use of resources.
6. Small plants grow under tall trees and provide food for the smaller animals of the forest.
7. Sometimes animals can return to the forest after a disaster; this heartens ecologists.
8. Soil and leaves may be losing elements.
9. The burning of gas, oil, and coal pollutes the air and perhaps causes acid rain in certain regions.
10. A great many lakes in Canada and forests in the United States are harmed by acid rain.
11. Scientists develop antipollution devices farmers use natural fertilizers.
12. The Environmental Protection Agency establishes and enforces clean-air standards.
13. Ordinary people can help end pollution and save the earth.
14. Paper bags are made out of trees, plastic bags are made out of oil.
15. Many people are eager to do their part, but they need information and encouragement.
16. Americans use 50 million tons of paper a year that is about 580 pounds per person.
17. Americans should save newspapers and recycle them.
18. Newspaper is shredded and mashed into pulp, and the pulp is turned back into paper.
19. This could save millions of trees a year the effort is worth it.
20. There is only so much laws can do, people must cooperate.
In Water Sky, Lincoln Noah, a young half-Inuit boy from Massachusetts, visits the whaling village where his father once lived. There Lincoln observes how a community can live in harmony with its environment. In this passage, the boy learns about the relationship that exists between whales and humans by talking to an Inuit whaling captain, Vincent Ologak. The passage has been annotated to show some of the sentence structures covered in this unit.

Literature Model

from Water Sky
by Jean Craighead George

Vincent folded his arms and stood beside him. “Lincoln Noah,” he said, “I have something very important to say to you.” His eyes were soft, and his strength seemed to have returned. “A whale is coming to you.” “A whale is coming to me, Vincent Ologak? I do not understand.” “The animals give themselves to the Eskimos. They let us kill them. They then become us: our blood, our voices, our spirits. They join us in our bodies. That is what they wish. We are all one.”

Lincoln tried to understand. Vincent continued. “When your father left my igloo many years ago, he asked me what he could do to thank me. And so I said to him: Name your first son Lincoln, for the great protector of men. And give him a second name, Noah, for the great protector of animals.”
“He never told me that,” Lincoln said. “I sure wish he had. I always hated my name. Kids made fun of it.” He paused. “I guess I never asked about it.”

“Lincoln Noah is a fine name all right. I knew someday there would be a whale who would come to one named Lincoln Noah. I have waited and waited for you to grow up and the whale to grow old.”

**Review: Exercise 1  Identifying Sentences and Sentence Fragments**

Write each sentence and underline each complete subject once and each complete predicate twice. If the item is not a complete sentence, write *sentence fragment*.

**SAMPLE**  Vincent said something important to Lincoln.

**ANSWER**  Vincent said something important to Lincoln.

1. Talked about the bond between men and animals.
2. Lincoln listened to Ologak.
3. The whaling captain knew Lincoln’s father.
4. Had lived in Ologak’s igloo long ago.
5. Lincoln’s father was grateful to Ologak.
6. Ologak said to name the boy Lincoln Noah.
7. For Lincoln, the protector of men, and Noah, the protector of animals.
8. Lincoln Noah had hated his name.
9. Teased by the other kids because of his strange name.
10. Lincoln Noah was a fine name according to Ologak.
11. A whale who would come to one named Lincoln Noah.
12. Waited and waited for him to grow up.
13. And the whale to grow old.
14. The whaling captain told Lincoln about the whale.
15. Lincoln did not understand.
16. The animals give themselves to the Eskimos.
17. The whales and the Eskimos become one.
18. Their blood, their voices, their spirits.
19. The whales wished to do this.
20. Vincent continued with his story.
**Review: Exercise 2** Identifying Complete Subjects and Complete Predicates

Write each sentence. Underline each complete subject once and each complete predicate twice.

**SAMPLE** The Inuits’ way of life is rapidly disappearing.

**ANSWER** The Inuits’ way of life is rapidly disappearing.

1. The land of the Inuit stretches from Siberia to Greenland.
2. This cold country is troubled by gales.
3. Inuits of the past were expert hunters.
4. They hunted whale, walrus, seal, and caribou.
5. Two kinds of boats carried them across the water.
6. The light, swift kayak was ideal for chasing seals.
7. The larger, heavier umiak transported entire families.
8. Inuits of former times lived in harmony with the seasons.
9. They hunted through the spring, summer, and fall.
10. Their winter homes were snowhouse villages on the sea ice.

**Review: Exercise 3** Identifying Simple Subjects and Simple Predicates

Write each simple subject and each simple predicate.

**SAMPLE** Jean Craighead George studied science in college.

**ANSWER** Jean Craighead George / studied

1. George’s family enjoyed nature and the outdoors.
2. Her father was an entomologist.
3. Her jobs involved writing or art.
4. George writes about nature and natural history.
5. Her first books were animal stories for children.
6. The author explores the places in her books.
7. This extensive research takes time and energy.
8. Natural history blends with good stories in her books.
9. Her most famous book is probably *My Side of the Mountain*.
10. However, her own favorite is *Spring Comes to the Ocean*. 
Grammar Review

**Review: Exercise 4**  Identifying Subjects and Predicates in Questions

Rewrite each question as a statement. Then underline each simple subject once and each simple predicate twice.

**SAMPLE**  Do laws protect certain kinds of whales?
**ANSWER**  Laws **do** protect certain kinds of whales.

1. Are whales mammals?
2. Have people hunted whales since prehistoric times?
3. Can a whale produce sounds underwater?
4. Are some whales one hundred feet long?
5. Does size vary within species?
6. Have people confused whales with fish?
7. Does blubber insulate whales from the cold?
8. Are killer whales the fastest of all whales?
9. Do killer whales prey on seals, dolphins, and porpoises?
10. Are dolphins classified as whales?

**Review: Exercise 5**  Identifying Compound Subjects and Compound Predicates

Write whether the sentence has a *compound subject* or a *compound predicate*.

**SAMPLE**  Whales and dolphins have flippers instead of forelegs.
**ANSWER**  compound subject

1. The Greek philosopher Aristotle thought and wrote about whales.
2. Marine biologists observe and study marine mammals.
3. Whales and other marine mammals have traces of limbs.
4. They have lungs and breathe air.
5. Elephants and rhinos are tiny compared with blue whales.
7. Sheets of baleen trap and strain their food.
8. Toothed whales navigate and find food by means of sound.
9. Humpback whales and gray whales migrate north in the summer.
10. Thirty-foot-long orcas attack and eat larger whales.
**Review: Exercise 6  Making Subjects and Verbs Agree**

Write the correct form of the verb in parentheses.

1. Both the Inuit hunter and his daughter (watches, watch) the old whale.
2. The whale and his pod (lives, live) in the Bering Sea in winter.
3. The lengthening day and warming waters (signals, signal) them.
4. The whales (leaves, leave) and (swims, swim) north.
5. Either adolescents or young adults (makes, make) up most of the first group.
6. Mothers, calves, and old whales (forms, form) the next wave.
7. Whales of assorted sizes and ages (migrates, migrate) last.
8. Neither scientists nor whalers (understands, understand) why they do this.
9. All the whales (rests, rest) and (feeds, feed) in their summer home.
10. Either the hunter or his daughter (waves, wave) goodbye to the whale.

**Review: Exercise 7  Identifying Simple and Compound Sentences**

Write whether each sentence is *simple* or *compound*.

1. One creature had a long, spiraling tusk.
2. It resembled the mythical unicorn, and they called it the unicorn of the sea.
3. That creature was the narwhal, but little could be learned of it.
4. Few people actually saw the narwhal, and it eventually became a fantasy itself.
5. Kings and queens desired and paid fortunes for narwhal ivory.
6. Narwhals live in the far North; they are creatures of the ice.
7. Male narwhals have two tusks, but only one tusk grows long.
8. Scientists and other people wonder about the tusk's purpose.
9. The narwhal's tasty, vitamin-rich meat provided food for Inuits and their sled dogs.
10. Narwhals were once widely hunted, but recent laws restrict hunting and protect these unique creatures.
Review: Exercise 8  Identifying Compound Sentences and Run-on Sentences

Write compound if a sentence is a compound sentence. If it is a run-on sentence, rewrite it correctly.

1. Whales, dolphins, and porpoises are members of the order called cetaceans, and they are true air-breathing mammals.
2. Cetaceans are warm-blooded, they nurse their young on milk.
3. Cetaceans are divided into two subclasses; these are toothed whales and baleen whales.
4. Toothed whales are predators they pursue fish and squid.
5. Among the largest whales, only the sperm whale has teeth; the others are all baleen whales.
6. Baleen whales have fringed plates of baleen instead of teeth, and they strain small sea life out of the water.
7. These gentle giants were hunted almost to extinction, just a few hundred blue whales remain.
8. Whales need time to increase in number or they will die out.
9. The International Whaling Commission is working to end whaling, but some countries will not cooperate.
10. Norway hunts whales Japan, Iceland, and Korea do also.

Review: Exercise 9  Writing Compound Sentences

Use and, but, or or to combine each pair of simple sentences into a compound sentence.

1. Lincoln’s father had lived in the village. He wanted his son to spend time there too.
2. The whale hunters had to locate and spear a whale. People in their village would starve.
3. The whale would provide them with meat and blubber. They would also use it for oil and leather.
4. Lincoln hunted for the whale. He killed it.
5. Lincoln loved the Inuit community. He felt he should return to his life in Massachusetts.
The following passage is about Siwidi, a mythological hero of the Kwakiutl. The whale mask below was used in ceremonial dances to reenact that hero’s adventures. Rewrite the passage, correcting the errors in spelling, capitalization, grammar, and usage. Add any missing punctuation. There are ten errors.

*The Legend of Siwidi*

1 Siwidi acquired many wonderful gifts during his adventures in an undersea kingdom. 2 These gifts enabled Siwidi the great hero of the Kwakiutl, to change his appearance. 3 When the hero rose from the sea, he appeared to his people as a whale with an eagle on its back and a double tail. 4 People in canoes chased this great creature but they couldn’t catch it. 5 As a result of Siwidi’s undersea adventures, him became known as “Born-to-Be-Head-of-the-World.”

**Artist unknown, Kwakiutl whale mask, nineteenth century**
The Kwakiutl developed a dance to celebrate Siwidi’s appearance as a whale. The performer imitates the movements of a whale throughout this dance; also wears a large whale mask. By recognizing the bond between animals and people, Vincent Ologak of *Water Sky* showed his respect for whales the dance reflects the respect the Kwakiutl have for Siwidi and for all whales.

### Mixed Review

Identify the underlined word or words in each of the following sentences as a complete subject, a complete predicate, a simple subject, a simple predicate, a compound subject, or a compound predicate.

1. **The greatest event in an Inupiaq village** is the whale hunt.
2. One whale **can feed** many people.
3. Each **village** may take only a limited number of whales, however.
4. The Inupiaq people **respect and honor** the whales they hunt.
5. They think of the meat as a gift from the animal itself.
6. Inupiaq children learn an important lesson.
7. **Humans and animals** must live in harmony with each other and with nature.
8. Everyone **joins in the work of bringing in the whale**.
9. Even the youngest boys and girls **help pull the whale onto the ice**.
10. **Many children** hope to become whaling captains someday.
11. Whaling captains **earn money from the whales they catch**.
12. More important, a successful captain **divides and shares** his catch.
13. In the Arctic, **no one** goes hungry when a whale hunt is successful.
14. **The elderly and the sick** receive their share of food.
15. **Young people in the Arctic** have been taught sharing as a way of life for centuries.
16. **Inupiaq schoolchildren** learn both English and their native language in school.
17. They also **learn the traditional ways of their people**.
18. Not all Inupiaq children **stay and live** in their home villages.
19. **High school graduates** often go on to college, but some return to the Arctic.
20. **Many college graduates** **teach or work** in the native government system.
Sentence Types in Writing
Madeleine L’Engle uses different kinds of sentences in *A Wind in the Door* to convey her speakers’ tones and to make her writing clearer and more interesting. Examine the passage below, noting the italicized sentences.

“Okay, did the big boys jump you in the schoolyard this time, or when you got off the bus?”

“Meg, you aren’t listening to me.”

“I happen to care that you’ve been in school for two months now and not a single week has gone by that you haven’t been roughed up. If you’ve been talking about dragons in the garden or wherever they are, I suppose that explains it.”

“I haven’t. Don’t underestimate me. I didn’t see them till I got home.”

Techniques with Sentence Types
Try to apply some of Madeleine L’Engle’s techniques when you write.

1. Use interrogative sentences to capture a speaker’s tone and show that he or she is asking a question. Compare these:

**DECLARATIVE VERSION** the big boys jumped you when you got off the bus

**L’ENGLE’S VERSION** did the big boys jump you in the schoolyard this time, or when you got off the bus?

2. Make your writing more effective by using imperative sentences to convey a speaker’s feelings as he or she makes a demand or request.

**DECLARATIVE VERSION** I wish you wouldn’t underestimate me.

**L’ENGLE’S VERSION** Don’t underestimate me.

Practice these techniques by revising the following passage. Pay particular attention to the underlined words, changing the sentence types as necessary to make the passage more interesting, varied, and effective.

“By dinnertime we should be there,” said Marshall. “The stream might still be frozen.” He leaned eagerly over the front seat to nudge his father’s shoulder.

“Might it be, Marsh?” replied Ed. “We’ll check it out as soon as we get there.”

“I want to know how long it will be until we get there.”

“Oh, about an hour, I’d guess,” said his father. “You could sit back and relax.”

“Dad, I want to hear about how we’re going to ice fish in the stream,” said Marshall as the car turned off the highway for Naylor’s Peak.