

Choices: Investigating Complements

Here's your chance to step out of the grammar book and into the real world. You may not notice complements, but you and the people around you use them every day. The following activities challenge you to find a connection between complements and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

POETRY

Happiness Is . . .

What people, places, situations, events, or objects make you happy? Write a short poem that uses predicate nominatives to name a few sources of happiness. Rhyming isn't necessary, but your poem should be at least ten lines long.

WRITING

All About You

Have you ever filled out sheets that asked you to name your favorite song, color, and other things? Design a sheet of ten fill-in-the-blank sentences for your class. Each of your sentences should require a complement. Appropriate sentences might include statements such as *My favorite class is _____* or *If I had a million dollars, I would give _____ half*. For each blank, specify which of the four types of complements should be supplied: direct object, indirect object, predicate nominative, and predicate adjective. Make copies and give one to everyone in the class.

MATHEMATICS

180°

What does the word *complement* mean to a mathematician? Prepare a diagram that clearly illustrates mathematical complements. Then, with your teacher's permission, present your definition and your diagram to the class.

MUSIC

Intervals and Octaves

If you've been studying music, here's a project for you. What does the word *complement* mean to a musician? Prepare illustrations, both visual and musical. Then, get permission to present your definition and your examples to the class. You may either give a short presentation or prepare handouts for your class.

ART

Moody Faces

How are you feeling? Are you happy or sad? Answering these questions will probably lead you to use a predicate adjective. Become aware of your feelings by making a list of a dozen different emotions. Then, draw cartoon faces illustrating a number of these emotions. Under each face, write a sentence with the appropriate predicate adjective. Make a poster out of your illustrations and sentences. Then, ask to show your work to the class.

LINGUISTICS

The Object of the Game

Wait until you see the number of meanings in a dictionary for the word *object*! Check out these definitions for yourself. Then, make a chart of the different meanings. Include a sentence for each meaning. Your chart could be simply geometrical, or your chart could be more pictorial, such as a tree or an octopus, with each branch or arm representing a meaning. Pass out copies of your chart or make a poster so everyone can get a good look at it. Be sure to ask your teacher before you hang up anything in the classroom.

DRAMA

One of Each

Write a dialogue for four people in which each character uses only one type of complement. For instance, one character will include a predicate adjective in each of his or her sentences, another character will include a direct object in each of his or her sentences, and so on. With your teacher's approval, perform your dialogue for the class. At the end of your dialogue, ask audience members to identify each character by the type of complement he or she used.

Complements

4a. A **complement** is a word or a word group that completes the meaning of a verb.

EXAMPLES Fran told **him** the good **news**. [*Him* and *news* complete the meaning of the verb *told*.]

Paco was **happy** about the news. [*Happy* completes the meaning of the verb *was*.]

EXERCISE A Underline the complement(s) in each of the following sentences.

Example 1. Mia and I visited Mr. Merkenson's plant nursery.

1. Mr. Merkenson is a horticulturist.
2. He grows many different kinds of plants at the nursery.
3. Mr. Merkenson showed us some lovely ferns.
4. All of the ferns looked extremely healthy.
5. Do ferns require any special care?
6. Ferns are rather hardy plants.
7. Mr. Merkenson handed me a booklet about ferns.
8. I read the part about plant care.
9. Mia and I bought our mother a beautiful Boston fern.
10. Our mother seemed appreciative of the gift.

EXERCISE B In each of the following sentences, identify the underlined word by writing above it *COMP* for complement, *ADV* for adverb, or *OP* for object of a preposition.

Example 1. I met with my school ^{*OP*} counselor today.

11. The eighth-graders are forming a recycling campaign at the school.
12. Because of the rainy weather, we stayed indoors all day.
13. Are all of these cards and letters for me?
14. The guest speaker spoke to the class about fire prevention.
15. The Nineteenth Amendment gave women the right to vote.
16. My little brother grew restless toward the end of the movie.
17. The president of the company addressed her audience eloquently.
18. Do all bears hibernate during the winter months?
19. Claudio had bought a new suit especially for the occasion.
20. Aunt Epatha is a collector of rare books.

Direct Objects

4b. A **direct object** is a noun, pronoun, or word group that tells who or what receives the action of the verb.

EXAMPLES Ms. Damon arranged the **desks** into a circle.
She bought a **sofa** and a **chair**. [compound direct object]

EXERCISE In the following sentences, circle the verb and underline the direct object. Some sentences do not have a direct object.

Example 1. Tonight I will read the last chapter of this book.

1. Ms. McCourt manages her business carefully.
2. Our tabby cat, Mr. Alp, stalked the mouse through the garden.
3. Please bring me a salad from the sandwich shop on the corner.
4. At first, she put the dog and the cat in separate rooms.
5. Jada and Whitney attended their ten-year high school reunion last week.
6. He could have talked about African history for hours.
7. Has the detective reached a conclusion about the burglary yet?
8. The mathematician thought about the unusual proof for several days.
9. The final scene of that movie completely surprised me.
10. After the final performance of the play, Ms. Marrazzo congratulated the cast and crew.
11. At his concert last night, Taj Mahal played “Think,” a blues song.
12. Did you rent any videos last week?
13. The author finally published the article.
14. Conchata practices piano three times a week.
15. I’ll be waiting for your call.
16. Mr. Pinkett gave his old books, a computer, and a mattress to the Salvation Army.
17. Did you hear the president on the radio this morning?
18. For my birthday, my sister gave me the latest book in the series.
19. Mr. Miyasaki is an expert on bonsai trees.
20. In a seat at the back of the theater, the playwright watched her play.

Indirect Objects

- 4c.** An **indirect object** is a noun, pronoun, or word group that sometimes appears in sentences containing direct objects.

An indirect object tells *to whom* or *to what* or *for whom* or *for what* the action of the verb is done.

EXAMPLES Aunt Aretha bought **herself** a terrarium. [Note: *Terrarium* is the direct object.]
Later she gave **Theo** and **me** the terrarium. [compound indirect object]

An indirect object is never part of a prepositional phrase.

EXAMPLE Later she gave the terrarium to **Theo** and **me**. [objects of the preposition *to*]

EXERCISE In each of the following sentences, underline the indirect object. If a sentence does not have an indirect object, write *None* after it.

Example 1. In 1993, the Swedish Academy gave Toni Morrison the Nobel Prize for Literature.

1. Iola sent her brother a gift certificate for his birthday.
2. Miriam, Judy, and Roberto taught themselves three-part harmony.
3. Tell me the answer.
4. Ms. Ankers found her glasses on the floor under her bed.
5. The tall man gave us directions to the film festival.
6. Gregory bought himself a burrito for lunch.
7. At the American Museum of Natural History, Mr. Hsing showed James the hall of dinosaurs.
8. Kendall offered Jason his congratulations for winning the bicycle race.
9. At the wedding reception Chang sang Meg and Gordon their favorite song.
10. What gave you the idea for your story?
11. Mr. Linson took us on a field trip to the art museum.
12. After pondering the problem for a long time, Dean revealed his solution to us.
13. Very carefully, Annie offered the cat a piece of tuna fish.
14. The coach gave Vic, Bob, and Dan their varsity sweaters.
15. Carter returned the broken CD player to the manufacturer.
16. Our neighborhood grocery store provided the food for our annual charity picnic.
17. When you come back to the table, please bring me the mustard.
18. Jed told the class a story about his trip to Vermont.
19. The company will give you whatever you need to finish the job.
20. The little girl's story won the hearts of the nation.

Direct Objects and Indirect Objects A

- 4b.** A **direct object** is a noun, pronoun, or word group that tells who or what receives the action of the verb.

EXAMPLE The Bavarian king Ludwig II built **Neuschwanstein Castle**.

- 4c.** An **indirect object** is a noun, pronoun, or word group that sometimes appears in sentences containing direct objects.

An indirect object tells *to whom* or *to what* or *for whom* or *for what* the action of the verb is done.

EXAMPLE Ludwig II built **himself** many other castles. [Note: *Castles* is a direct object.]

EXERCISE A In each of the following sentences, identify the underlined word by writing above it *DO* for *direct object*, *IO* for *indirect object*, or *OP* for *object of a preposition*.

Example 1. Robert Louis Stevenson wrote ^{*DO*} Kidnapped.

- The novel offers readers a great adventure.
- In the novel a poor boy finds himself a captive on a ship.
- The captain of the ship forces the young prisoner to work for him.
- He brings the captain food and other supplies.
- Eventually, the boy and another passenger secretly make plans to escape.

EXERCISE B In the following sentences, draw one line under each direct object and two lines under each indirect object. Not every sentence contains an indirect object. (Hint: At least one sentence contains a compound direct object or a compound indirect object.)

Example 1. Carlos bought his brother a birthday gift.

- Charlotte and I gave our Dalmatian puppy a bath.
- Eartha told Kim and me a secret.
- Pass me the ball!
- After dinner last night, Dad told us a hilarious story.
- The explorers found the valuable treasure in a cave.
- At soccer practice, we ran ten laps around the field.
- At the request of the teacher, each student made a list of his or her goals.
- Did Karen accept your invitation to the fiesta?
- Gail gave her story a one-word title.
- At the beginning of the tour, the museum guide handed each of us a name tag and a brochure.

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Direct Objects and Indirect Objects B

- 4b.** A **direct object** is a noun, pronoun, or word group that tells who or what receives the action of the verb.

EXAMPLE Terence framed a **photograph** for his grandmother.

- 4c.** An **indirect object** is a noun, pronoun, or word group that sometimes appears in sentences containing direct objects.

An indirect object tells *to whom* or *to what* or *for whom* or *for what* the action of the verb is done.

EXAMPLE Terence sent **her** the card for Grandparents Day. [Note: *Card* is a direct object.]

EXERCISE A In each of the following sentences, identify the underlined word by writing above it *DO* for direct object, *IO* for indirect object, or *OP* for object of a preposition.

Example 1. My uncle gave me a guitar for my birthday.

- He also gave me a book of easy-to-play Beatles songs.
- The book shows the reader the hand positions for each song.
- So far, I have taught myself three songs.
- I have learned "Yesterday," "Hey Jude," and "Yellow Submarine."
- After he heard me play, my uncle praised me for my talent.

EXERCISE B In the following sentences, draw one line under each direct object and two lines under each indirect object. Not every sentence contains an indirect object.

Example 1. The coach offered us a chance to play.

- Ms. Wong wrote the store a check for the groceries.
- Sophie told Carmen the complete story.
- Carl proposed a title for the film.
- Offer our guest some soup, Cedric.
- The newspaper article gave Cody an idea for a story.
- Just in case, the purser issued every passenger a life vest.
- Give yourselves a nice round of applause.
- The avalanche carried away the empty cabin.
- Mother gave Tim and me some money for lunch at school.
- Helen gave a tour of the studio to Tonya and Peter.

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Subject Complements

- 4d.** A **subject complement** is a word or word group that completes the meaning of a linking verb and that identifies or describes the subject.

EXAMPLES The horse seemed exhausted. [The adjective *exhausted* completes the meaning of the linking verb *seemed* and describes the subject *horse*.]
 Roberto became a teacher. [The noun *teacher* completes the meaning of the linking verb *became* and identifies the subject *Roberto*.]

EXERCISE A In the following sentences, circle the linking verb and underline the subject complement.

Example 1. Jeremiah is a friend of mine.

- Joyce certainly seemed busy this afternoon.
- Over the years, the song became an anthem for a generation.
- The tall man at the back of the photograph is my grandfather.
- Are the pies ready yet?
- The bad weather in Minnesota this time of year is a good reason to stay home.
- The cat seems friendly.
- Jake is the winner of this week's prize.
- Dr. Morbius appears happy about the results of his experiment.
- Irene was the last person out of the pool.
- Carey was the most improved player.

EXERCISE B In the blank in each of the following sentences, write a subject complement that will complete the meaning of the linking verb.

Example 1. Kyle felt excited after he heard the news.

- Gail became a respected _____ after she graduated from college.
- Michael appeared _____ as he played his guitar and sang for us.
- The squirrel seemed _____ when we walked past it.
- Does the soup taste too _____ to you?
- We all thought that the movie was very _____.

Predicate Nominatives

- 4e.** A **predicate nominative** is a word or word group that is in the predicate and that identifies the subject or refers to it.

EXAMPLES The protagonist of *The Call of the Wild* is a **dog** named Buck.
Buck becomes a hard-working **sled dog** and a devoted **companion** of John Thornton.
[compound predicate nominative]

EXERCISE In the following sentences, circle the linking verb and underline the predicate nominative.
(Hint: Some sentences contain a compound predicate nominative.)

Example 1. The leader will be Maria.

1. My partner for biology lab is Penelope.
2. Jason will be the next student council president.
3. Mrs. Furillo's favorite song is still "Night and Day."
4. Rocky Marciano was the world heavyweight boxing champion from 1952 to 1956.
5. My coat is the red one.
6. Leon would have been my first choice for the part.
7. Michelle Kwan has become an inspiration to us all.
8. Is Sara the runner in the blue T-shirt?
9. I could have been a contender.
10. The winner of the spelling bee was Tracy.
11. The next speaker will be Mr. Gonzalez.
12. Who was the fourteenth president of the United States?
13. My favorite memory of the trip is our day at the Grand Canyon.
14. At the age of eighteen, my father became the first person in his family to go to college.
15. Were the stars of that movie Lauren Bacall and Humphrey Bogart?
16. The winner is Terry!
17. Did Sheila become an accountant?
18. Grace's preferences for lunch are sandwiches or soup.
19. The next contestant on the show is Mr. Hynes.
20. Ginger should have become an actress.

Predicate Adjectives

4f. A **predicate adjective** is an adjective that is in the predicate and that describes the subject.

EXAMPLES Those enchiladas look **delicious**.

The sauce is **spicy** and uncommonly **sweet**. [compound predicate adjective]

EXERCISE In each of the following sentences, circle each linking verb and underline all predicate adjectives.

Example 1. Was the new airplane smaller and faster than the older planes?

1. Our cat Conrad is small for his age.
2. The boiled potatoes tasted a little too bland for me.
3. Belinda sounded optimistic about the outcome of the student council election.
4. Parker looks very nice in that hat.
5. Sales of the new school calendar appear brisk.
6. The llama's fur felt soft to Marcia's touch.
7. The door to the basement is squeaky.
8. After his feeding, the baby remained quiet for the rest of the night.
9. The crowd at the championship game was energetic and enthusiastic.
10. Michael's new wool coat felt rough and scratchy against his skin.
11. Lance didn't become tired until the final lap of the race.
12. The maze can be frustrating and tiring.
13. The moon appeared big and bright in the evening sky.
14. The bittersweet comedy seemed both funny and sad.
15. The soup may be too hot to eat right now.
16. Have you ever been afraid of the dark?
17. The trail of the meteor appeared blue, green, and red.
18. Every day, Taylor grew more confident about riding her new unicycle.
19. Is your new dog brown and white?
20. The slope of the mountainside is quite steep.

Predicate Nominatives and Predicate Adjectives A

4e. A **predicate nominative** is a word or word group that is in the predicate and that identifies the subject or refers to it.

EXAMPLES Leonardo da Vinci was a great **artist**.
He was not only an **artist** but also an **inventor**. [compound predicate nominative]

4f. A **predicate adjective** is an adjective that is in the predicate and that describes the subject.

EXAMPLES Leonardo da Vinci was highly **competent** in many fields.
How **talented** and **creative** this versatile man was! [compound predicate adjective]

EXERCISE A In the following sentences, circle the linking verb and underline each subject complement. Then, on the line provided, identify each subject complement as *PN* for *predicate nominative* or *PA* for *predicate adjective*.

Example PN 1. Was Enrico Caruso a famous tenor?

- _____ 1. The bag with the bowling ball in it felt heavy.
- _____ 2. Mrs. Kaufman is my favorite teacher.
- _____ 3. The dog seemed eager to see us.
- _____ 4. The best vegetable, in my opinion, is spinach.
- _____ 5. Our next-door neighbor is a teacher at the local high school and the coach of the football team.
- _____ 6. Even after a week, the cat remained aloof from the other pets in the house.
- _____ 7. That casserole certainly smells delicious!
- _____ 8. Isn't Sonya the lead singer for the band?
- _____ 9. Some Asian dishes are perhaps too hot and spicy for some people.
- _____ 10. Toni Morrison is the author of several novels, including *Beloved* and *Song of Solomon*.

EXERCISE B Each of the following sentences contains at least one subject complement. Underline each predicate nominative once and each predicate adjective twice.

Example 1. The test did not seem very difficult to us.

11. Robert is the fastest runner on the team.
12. Does the pattern on this shirt seem faded to you?
13. The author Joseph Heller was a famous novelist.
14. Jorge's two favorite composers are Beethoven and Holst.
15. Will this energetic puppy ever become a calm pet?

Predicate Nominatives and Predicate Adjectives B

- 4e.** A **predicate nominative** is a word or word group that is in the predicate and that identifies the subject or refers to it.

EXAMPLE Faith Ringgold is a talented **artist**.

A predicate nominative is never part of a prepositional phrase.

EXAMPLE That quilt is **one** of her creations. [*One*, not *creations*, is the predicate nominative. *Creations* is the object of the preposition *of*.]

- 4f.** A **predicate adjective** is an adjective that is in the predicate and that describes the subject.

EXAMPLE Faith Ringgold is extremely **talented**.

EXERCISE A In each of the following sentences, identify the underlined word or word group by writing above it *PN* for *predicate nominative*, *PA* for *predicate adjective*, or *OP* for *object of a preposition*.

Example 1. Ms. Juarez is my English ^{*PN*}teacher.

- Ms. Juarez is also an imaginative playwright.
- "A Dog's Life" is one of her humorous one-act plays.
- In this play a man becomes a full-grown Labrador retriever.
- The man's children seem pleased with their new pet.
- As the play unfolds, the dog's behavior grows comically strange.

EXERCISE B In the following sentences, identify each predicate nominative or predicate adjective by writing above it *PN* for *predicate nominative* or *PA* for *predicate adjective*. (Hint: At least one sentence contains a compound predicate nominative or a compound predicate adjective.)

Example 1. Did Randy seem ^{*PA*}angry and ^{*PA*}frustrated to you?

- The dachshund is a highly intelligent breed of dog.
- Does the water in the swimming pool feel too cold to you?
- Broccoli is one of my favorite vegetables.
- The finalists in the eighth-grade geography bee are Kim Chun and she.
- The action in this movie may be too violent for some viewers.
- The photographer seemed quite pleased with his pictures.
- Una was certainly happy about the contest results.
- All of the scouts appeared tired and hungry after their long hike.
- My mother is a skilled carpenter.
- Is Rufino Tamayo the Mexican artist who painted *Homage to Juárez*?

Review A: Complements

EXERCISE A In each of the following sentences, identify the underlined word by writing above it *COMP* for *complement*, *ADV* for *adverb*, or *OP* for *object of a preposition*.

Examples 1. Who invented the ^{COMP}telephone?

2. Who was the inventor of the ^{OP}telephone?

- Alexander Graham Bell is the name of the inventor of the telephone.
- For many years, telephones did not have dials or push buttons.
- Telephone operators would place calls for people.
- A caller would tell an operator the telephone number to call.
- Telephones with dials became popular in the 1930s.
- Callers would turn the dials with their fingers.
- With dial phones people could place their calls more readily than before.
- Today's touch-tone phones are an improvement over dial phones.
- With touch-tone phones people can place their calls quickly.
- Today, callers can telephone nearly anyone in the world in a few seconds.

EXERCISE B Underline every complement that appears in each of the following sentences. Then, identify each complement by writing above it *DO* for *direct object*, *IO* for *indirect object*, *PN* for *predicate nominative*, or *PA* for *predicate adjective*.

Example 1. Nearly every day, my pen pal sends ^{IO}me an e-mail ^{DO}message.

- Celine, my e-mail pal, is Canadian.
- Montreal, Quebec, is her hometown.
- Celine and I are both excited about our correspondence.
- Like me, she speaks both English and French fluently.
- We have the same tastes in music.
- She e-mailed me a long letter yesterday.
- In her letter she thanked me for the birthday gift.
- I had given her the latest CD by her favorite country singer.
- We are great fans of the last song on the CD.
- Celine sent my family and me tickets to a concert in New York City.

Review B: Complements

EXERCISE A In each of the following sentences, identify the underlined word by writing above it *COMP* for *complement*, *ADV* for *adverb*, or *OP* for *object of a preposition*.

Examples 1. Baseball is my favorite ^{*COMP*} sport.

2. Have you ever been to a professional baseball ^{*OP*} game?

1. My uncle Mark took my entire family to a baseball game yesterday.
2. It was a beautiful day for the game.
3. The weather was sunny and warm.
4. The weather, however, suddenly changed on our way to the stadium.
5. The sun disappeared, and storm clouds gathered directly overhead.
6. By the time of our arrival, though, the sky was once again clear.
7. Everyone in my family, even my sister, enjoyed the game.
8. One player gave my sister his autograph.
9. Naturally, we cheered enthusiastically during each of his turns at bat.
10. Like me, my sister is now an avid baseball fan.

EXERCISE B Underline every complement that appears in each of the following sentences. Then, identify each complement by writing above it *DO* for *direct object*, *IO* for *indirect object*, *PN* for *predicate nominative*, or *PA* for *predicate adjective*.

Example 1. People ask ^{*IO*} me ^{*DO*} many questions about my hobby.

11. People are curious about my unusual collection.
12. I started the collection at my old house in Michigan.
13. My mother had hired a crew of carpenters.
14. Each carpenter was a skilled roofer.
15. They carefully pulled the old shingles off the roof.
16. The nails in the boards under the shingles were old and unusually large.
17. One of the carpenters noticed my interest in the nails.
18. I handed her an empty box.
19. She gave me some of the nails.
20. Those were the first ones in my collection of handmade nails.

Review C: Complements

EXERCISE In each of the following sentences, identify each of the underlined words or word groups by writing above it *DO* for *direct object*, *IO* for *indirect object*, *PN* for *predicate nominative*, or *PA* for *predicate adjective*.

Examples 1. Please bring ^{IO} me a ^{DO} towel.

2. Don't worry; this recipe is ^{PA} easy.

1. Now that the election is over, Mr. Danton will be our new representative in Congress.
2. The English author Charles Dickens offers modern readers a vivid look at city life in the nineteenth century.
3. That seedling will eventually become a tree.
4. Marcia, read the class and me your essay.
5. We all use our backpacks to carry our books to and from school.
6. Jenna, my best friend, is the tallest person on our volleyball team.
7. This music is pretty exotic, don't you think?
8. Some people buy older homes and restore them.
9. Doesn't the new stereo sound wonderful?
10. Call the switchboard and ask for Jill.
11. The millionaire provided the scientist with the money to finish his research.
12. Did you give the dog his medicine and a treat this morning?
13. The aspiring writer gave the editor several chapters from his book.
14. Everyone in our family is a good diver and a good swimmer.
15. Nelson is curious about marine archaeology.
16. Please tell your sister and me the truth.
17. The ice on the lake seemed thicker the day after the temperature dropped.
18. Who is the person who left the beautiful flowers on my desk?
19. I think I look good in my new shirt.
20. Freddie brought a bat and a baseball glove to the first day of practice.

NAME _____

CLASS _____

DATE _____

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Literary Model: Predicate Nominatives in Poetry

On the Vanity of Earthly Greatness by Arthur Guiterman

The tusks that clashed in mighty brawls
Of mastodons, are billiard balls.

The sword of Charlemagne the Just
Is ferric oxide, known as rust.

The grizzly bear whose potent hug
Was feared by all, is now a rug.

Great Caesar's bust is on the shelf,
And I don't feel so well myself.

EXERCISE A Make a list of the predicate nominatives that appear in the above poem. After each one, write the subject that the predicate nominative describes or identifies.

EXERCISE B Why do predicate nominatives work well in this poem?

"On the Vanity of Earthly Greatness" from *Gaily the Troubadour* by Arthur Guiterman. Reprinted by permission of Louise H. Sclove.

NAME _____

CLASS _____

DATE _____

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Literary Model (continued)

EXERCISE C Guiterman's poem uses predicate nominatives to give us a humorous look at the way things change. Now, write a few stanzas of your own. Using Guiterman's poem as a model, write at least three stanzas that tell about things that used to be one way, but now exist in new forms. Rhyming is optional, but be sure to use a predicate nominative in each stanza. You can extend Guiterman's theme of uselessness, or you can show how some things change for the better. (Hint: In addition to the verb *be*, you can use other linking verbs such as *appear*, *become*, *remain*, and *seem*.)

EXERCISE D

1. Make a list of the predicate nominatives that appear in your stanzas. After each one, write the subject that the predicate nominative describes or identifies.

2. Would your stanzas have worked better without predicate nominatives? Explain your answer.

Writing Application: Description

Writers and speakers often use linking verbs and subject complements to describe the senses—taste, smell, touch, hearing, and sight. Predicate adjectives and predicate nominatives complete the meaning of a linking verb, while at the same time making a sentence interesting or memorable.

PREDICATE ADJECTIVES The soup tastes **spicy**. Cold water is **refreshing**. Sandpaper feels **rough**.

PREDICATE NOMINATIVES Hot cider is a tasty **drink** in winter weather, but cold water is the best **beverage** on a scorching day.

WRITING ACTIVITY

In art class, you are about to design a picture of some place that was special to you in the past. To prepare for the sketch, write several brief paragraphs about the place. Use linking verbs and complements as you recall every detail you can about the place—its sights, sounds, aromas, even textures. Your description will serve as a written companion piece for your drawing.

PREWRITING After you have chosen the special place, close your eyes and return to it in memory. Recall as many details about it as you can, and then open your eyes and write them down. Repeat this process until you generate enough details to write a vivid description of the place. Then, decide how you will organize your writing. Writers often use spatial organization when describing a place.

WRITING With your details and plan of organization in front of you, write reflectively about the special place. Describe the place, tell who shared the place with you, and explain why it is special to you. You may write rather dreamily at first—later, you can revise any vague sentences. Use linking verbs and complements as you re-create the sensory experience of the place you've chosen.

REVISING Ask several friends to close their eyes and listen as you read aloud. Ask them what they can see, hear, smell, feel—even taste—about the memory. They will let you know if you forgot to write about the sounds or smells of the place. Finally, re-read the paragraphs, asking yourself if they are detailed enough to guide you as you draw or paint. Place additional sensory details in an appropriate place in your description.

PUBLISHING Check your paragraphs for errors in spelling and punctuation. Using the details you have written, illustrate your special place. Then, tape your illustration beside your paragraphs; you may use poster board or construction paper. With your teacher's permission, display your description and picture in the classroom.

EXTENDING YOUR WRITING

If you enjoyed this exercise, you could develop it into a longer writing project. For an English class, you could write a personal narrative about an event that happened in this special place and how the event continues to affect you today. Alternatively, you could write a poem about the place and its importance to you.