

# CHAPTER 2

## Subjects/ Nouns



### Vocabulary Power

tap•es•try

[ta'pə•strē] *n.* A heavy ornamental cloth with designs or pictures woven into it, usually hung on a wall or used to cover furniture.

# Complete and Simple Subjects

The **complete subject** includes all the words that name *who or what* the sentence is about. The **simple subject** is the main word or words in the complete subject.

### Complete Subject

The empty glass

Pieces of glass

### Predicate

fell onto the floor.

scattered everywhere.

### Simple Subject

The empty glass fell onto the floor.

Pieces of glass scattered everywhere.

Sometimes the simple subject and the complete subject in a sentence are the same.

Pieces scattered everywhere.

The subject usually comes at the beginning of a declarative sentence. Notice where it comes in these questions.

Did **the glass** fall?

Where are **the pieces**?

## Guided Practice

A. Identify the complete and simple subject in each sentence.

**Example:** Large machines weave cloth in factories.

*Large machines, machines*

1. Some cloth has colorful designs woven into it.
2. Tapestries often show scenes from history.
3. Students in our class saw a tapestry at the museum.
4. Did your class take a field trip to the museum?
5. Several groups of students take a field trip each year.



## Independent Practice

B. The nouns in each sentence are underlined. Choose and write the noun that is the simple subject.

**Example:** Weavers in mills use threads to make cloth. Weavers

11. Are the rugs on our floors woven?
12. Threads from natural fibers make excellent cloth.
13. People learned to weave thousands of years ago.
14. Products such as screens are also made by weaving.
15. Many people in the world design fabrics as a hobby.
16. Weavers put threads on a frame called a loom.
17. The fabrics from a loom have two sets of threads.
18. One set of threads on the loom is called the warp.
19. The weaver draws another set of threads over and under the warp.
20. These threads are called the weft.

C. Write each sentence. Underline each noun. Circle the noun that is the simple subject.

**Example:** Baskets were made in countries all over the world.  
Baskets were made in countries all over the world.

21. Ancient people made baskets for food.
22. Baskets are often made with grasses.
23. Makers of baskets use tools such as knives.
24. Weavers use similar skills and materials.
25. People create baskets in many different ways.
26. Weaving is the simplest method.
27. Another method is braiding.
28. Artists use materials of different colors to make designs.
29. American Indians used baskets to store food.
30. Baskets were sometimes decorated with beads.

### Writing Connection

**Art** Design an object that you could use at home, such as a piece of pottery, a basket, or a weaving. Draw a picture of your design. Write a description of the object, and tell how you would use it. Then exchange papers with a partner, and identify any nouns used as simple subjects in your partner's sentences.

### Remember

that words that name people, places, things, or ideas are nouns. Simple subjects are usually nouns.





# Combining Sentences: Compound Subjects

A **compound subject** is two or more subjects that are joined by a **conjunction**.

You know that every sentence has a subject. Some sentences have two or more subjects that are joined by a conjunction. A conjunction is a joining word. Words such as *and* and *or* are conjunctions. If three or more subjects are joined by a conjunction in a compound subject, use commas to separate them.

## Common Conjunctions

and or

### Examples:

**Articles, photographs, and advertisements** are included in magazines.

**Stories or poems** appear in each issue.

Notice that a comma is not used before the conjunction if it joins only two nouns.

Two or more sentences with similar predicates can sometimes be combined. The subjects of the sentences are joined by a conjunction to form a compound subject.

### Example:

Books can be made into movies. Plays can also be made into movies.

**Books and plays** can be made into movies.

## Guided Practice

A. In each sentence, identify the complete subject and the conjunction that joins the nouns.

**Example:** Books and magazines are made of separate pieces of paper. *Books and magazines*

1. Pages and covers are the main parts of books.
2. Illustrations and pictures are sometimes printed in color.
3. Extra pages or special pages can be added to a book.
4. Glue, paste, or tape holds special pages in a book.
5. Bookbinders and bookmakers use machines to insert the extra pages.





## Independent Practice

B. Write each sentence. Underline the complete subject. Circle the conjunction.

**Example:** Paper and ink have not always been the materials used for writing.

*Paper (and) ink have not always been the materials used for writing.*

6. Tablets and scrolls were the first books.
7. Leather and cloth were used for the first covers.
8. Glue and thread held the pages together.
9. Words and pictures were engraved on the leather.
10. Maps and plants were topics of early picture books.

C. Combine each pair of sentences to form one sentence. Use a conjunction to make a compound subject. Write each combined sentence.

**Example:** Machines made printing faster and easier. Inventions made printing faster and easier.

*Machines and inventions made printing faster and easier.*

11. Bookstores make books available to many people. Libraries make books available to many people.
12. Computers provided information. The Internet provided information.
13. Movies are entertaining. Books are entertaining. Plays are entertaining.
14. Book lovers still prefer books. Book collectors still prefer books.
15. Children enjoy books with pictures. Adults also enjoy books with pictures.

### Writing Connection

**Writer's Craft: Sentence Variety** Find a partner, and talk to him or her about your favorite crafts or hobbies. Take notes as you talk. Use your notes to write a paragraph that describes two of your favorite crafts or hobbies. You might begin with a sentence such as this: \_\_\_\_\_ and \_\_\_\_\_ are my favorite hobbies. Use at least one other sentence with a compound subject in your paragraph. Exchange paragraphs with your partner. Look for the compound subjects your partner used.

### Remember

that the subjects in a compound subject are joined by a conjunction, usually *and* or *or*. Commas are used to separate three or more subjects.

hh

gg

ff

ee

dd



 Remember

that the simple subject is the main word or words in the complete subject. The simple subject and complete subject can be the same. The simple subject is usually a noun.

# Extra Practice

A. Write each sentence. Underline the complete subject. Circle the simple subject. *pages 34–35*

**Example:** Colorful beads are small, round objects used for decoration.

*Colorful (beads) are small, round objects used for decoration.*

1. Some ancient people valued beads.
2. A pea is often the same size as a bead.
3. Beads are made of clay, wood, shells, or seeds.
4. Artists shape the material first.
5. A bright light is helpful for working with beads.
6. A person must have very good eyesight to work with beads.
7. Artists use a needle and thread to attach beads to clothing.
8. Ancient cultures believed that beads could protect a person from harm.
9. Beads were important to some Native American tribes.
10. Early explorers took beads with them to the Americas.
11. Beads made from shells were used as gifts.
12. Clothing was often decorated with beads.
13. Glass beads brought by explorers were valuable in the Americas.
14. Colorful designs were created with the beads.
15. Beads today are usually worn as decoration.

B. Write each sentence. Underline each noun. Circle the noun that is the simple subject. *pages 36–37*

**Example:** My art teacher showed the class how to weave baskets from leaves.

*My art (teacher) showed the class how to weave baskets from leaves.*

16. My art teacher also showed the class how to weave a simple piece of fabric.
17. Expert weavers use thread made of silk.
18. One weaver in our town uses cotton or wool.
19. My cousin from Canada told us about the wall hangings in castles.
20. Our class saw an early loom at the museum.



21. The large machine wove the fabric quickly.
22. My class also visited an artist who weaves by hand.
23. The artist wove strips of colored paper into designs.
24. My best friend tried to weave with paper.
25. The students saw a loom made out of a box.

**C. Rewrite each pair of sentences as one sentence with a compound subject.** *pages 38–39*

**Example:** Printing presses run at high speeds. Paper mills run at high speeds.

*Printing presses and paper mills run at high speeds.*

26. Trees are used to make things. Other plants are also used to make things.
27. Paper is made from trees. Furniture is made from trees.
28. Books are made from paper. Newspapers are made from paper.
29. Trees are important for the oxygen in the environment. Other plants are also important for the oxygen in the environment.
30. Papers can be recycled. Bottles can be recycled. Newspapers can be recycled.



**Remember**

that the subjects in a compound subject are joined by a conjunction. If there are three or more subjects, use commas to separate them.

**DID YOU KNOW?**

The Crystal Palace was a gigantic glass building built for the Great Exhibition of 1851 in London, England. The building had 900,000 square feet of glass. It was destroyed in a fire in 1936.



**Writing Connection**

**Writer's Craft: Sensory Words** Choose a place that you enjoy. It may be outdoors or indoors. Think about how you experience the place with all your senses. Write a descriptive paragraph about it. Use nouns that name objects in the place as the subjects of your sentences. Make the nouns interesting by adding descriptive words that involve sight, hearing, touch, smell, and taste. Then find two sentences that you can combine to make a compound subject.

For more activities with subjects, visit *The Learning Site:*



[www.harcourtschool.com](http://www.harcourtschool.com)





# Figurative Language

**Figurative language** uses unusual comparisons to make writing more interesting. Compare the sentence on the left with the sentences on the right.

Literal	Figurative
He ran down the sidewalk.	He ran like a racehorse down the sidewalk.
	He ran down the ribbon of sidewalk.

See the difference? Two common figures of speech are **metaphors** and **similes**, which compare things that are unlike. There is an important difference between metaphors and similes. Similes compare things by using the words *like* or *as*. Metaphors compare things without using *like* or *as*. These examples show the difference.

Metaphors	Similes
The night was a dark cloak.	The cloud looked like cotton.
The moon was white marble.	The cheese felt like rubber.
A colorful quilt of leaves covered the lawn.	Her eyes were as dark as blackberries.

Using figurative language is a way of appealing to the senses with words. By comparing two things that are not alike, you help your reader imagine something in a new way. You also lead the reader to feel a certain way about what you are describing. For example, compare the effect of these two similes: *Her teeth were like pearls.* *Her teeth were like needles.* Figurative language is a powerful tool, especially in expressive writing.

## YOUR TURN

**NEW IDEAS** Many similes have been used so often that they are no longer fresh. Some examples are *cold as ice*, *bright as the sun*, *red as a beet*, and *soft as silk*. Think of a common simile, and write a sentence using it. Then rewrite the sentence, using a new simile or metaphor of your own. Add a few more sentences to your description, or turn it into a poem.

**TIP** Keep a picture of the object you are describing in front of you as you write. Use the picture to help you think of interesting comparisons.