

# CHAPTER 4

## Predicates/ Verbs

### Vocabulary Power

ar•chi•tec•ture

[är'kə·tek'chər] *n.* The science or profession of designing and putting up buildings and other structures.

# Complete and Simple Predicates

The **complete predicate** includes all the words that tell what the subject of the sentence is or does. The **simple predicate** is the main word or words in the complete predicate.

You know that every sentence must have a subject and a predicate. A complete predicate often gives more information about the simple predicate. Sometimes the simple predicate and the complete predicate are the same.

### Examples:

<b>Complete Predicate</b>	Natalie <b>worked on the sculpture.</b>
<b>Simple Predicate</b>	Natalie <b>worked</b> on the sculpture.
<b>Complete Predicate</b>	Her clay sculpture <b>is beautiful.</b>
<b>Simple Predicate</b>	Her clay sculpture <b>is</b> beautiful.

## Guided Practice

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

**Examples:** Juan spoke to the class about architecture.  
*spoke to the class about architecture, spoke*  
Architects design buildings for our cities.  
*design buildings for our cities, design*

1. People cross the Brooklyn Bridge every day.
2. The bridge connects Manhattan and Long Island.
3. People traveled to Manhattan in boats long ago.
4. People use bridges now for city travel.
5. New Yorkers have pride in their many museums.
6. My friend and I visited one museum last week.
7. Statues, pottery, and vases lined the hallway.
8. The faces of the statues seemed real.
9. We looked with interest at the pottery.
10. All of the pottery had come from Mexico.



## Independent Practice

- B. Write whether the underlined word or words in each sentence are the complete predicate or the simple predicate.

**Examples:** *Skyscraper* is the word for a very tall building. *simple*  
Elevators and metal frames made tall buildings possible. *complete*

11. Elevators moved people quickly and easily.
12. A steel frame gives a skyscraper support.
13. Tall skyscrapers sway in the wind.
14. The steel frame keeps the building upright.
15. The Eiffel Tower in Paris, France, was once the world's tallest structure.

- C. Write each sentence. Draw a line between the complete subject and the complete predicate. Underline the simple predicate.

**Example:** The work of a sculptor interests me.  
*The work of a sculptor* interests me.

16. Some artists carve small statues of ivory and bone.
17. Others carve blocks of marble into statues.
18. Many sculptors mold clay into shapes.
19. Sometimes sculptors want color in their artwork.
20. Glaze adds color to a sculpture.

### Writing Connection

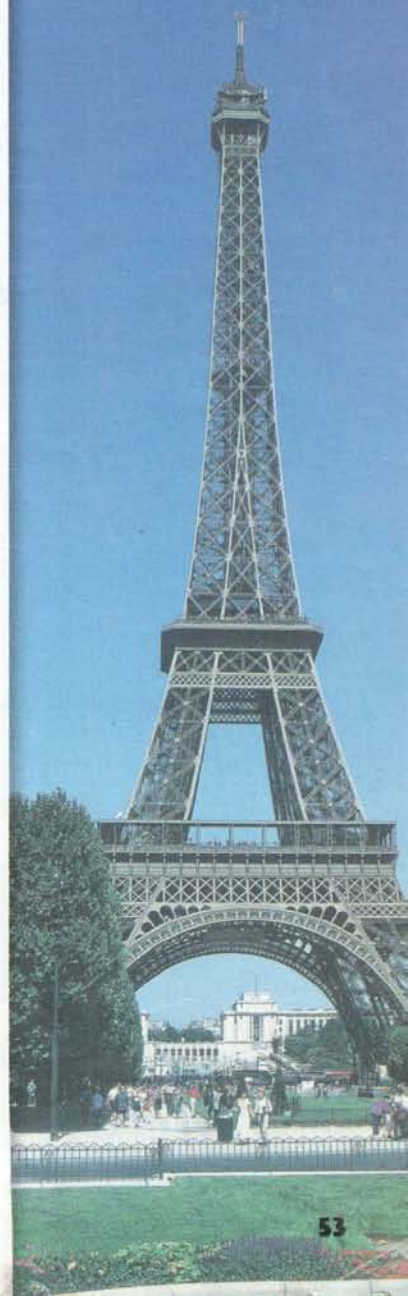
**Art** What kinds of sculpture do you see in your community? For example, a local museum, a library, or another building may have a sculpture in front of it. Write five sentences about a local sculpture. (If you wish, imagine a sculpture that would fit in your community and then write about it.) When you finish, proofread your sentences. Make sure each one has a subject and a predicate.



### Remember

that the **simple predicate** is the main word or words in the **complete predicate**.

Sometimes the **simple and complete predicates** are the same.





# Verbs in Predicates

Every **predicate** has a **verb** that tells what the subject is or does.

You know that every sentence must have a verb. The verb expresses action or being. The simple predicate in a sentence is always a verb. The verb may have more than one word.

**Examples:**

Michelangelo **was** an Italian sculptor in the 1500s.

He **carved** many marble statues.

Most people **admire** his work today.

We **have seen** pictures of his work.

Whether a word is a verb depends on the way it is used in a sentence. In which sentences below is *look* used as a verb?

**Examples:**

We **look** at the painting.

The face **looks** peaceful.

The face has a peaceful **look**.

In the first two sentences, *look* is a verb. It works with a subject to show action or being. In the third sentence, *look* is a noun. It names something that the face has.

## Guided Practice

A. Identify the verb in each sentence. Be ready to explain your answers.

**Examples:** Michelangelo worked for four years on a statue of Moses.

*worked*

Artists today still study the statue.

*study*

1. Michelangelo showed Moses as an old man with a long beard.
2. He began with a block of marble.
3. Michelangelo cut away pieces of the marble.
4. He carved the tiny details with smaller tools.
5. The figure of Moses appears thoughtful.



## Independent Practice

B. Write each sentence. Underline the verb.

**Examples:** Anita creates colorful objects from old metal.

Anita creates colorful objects from old metal.

Her artwork makes people smile.

Her artwork makes people smile.

6. Anita saves steel and aluminum cans for her art.
7. One day she looked for junk metal.
8. She found a set of rusty garden tools.
9. She combined the parts in new ways.
10. Anita created a flock of metal birds.

C. Write each sentence. Use a verb from the box to complete each sentence, or use a verb or verbs of your own.

molds	chooses	creates	keeps
shapes	orders	produces	puts

**Example:** My friend Yoko \_\_\_\_ beautiful pieces of pottery.  
*My friend Yoko creates beautiful pieces of pottery.*

11. Yoko \_\_\_\_ clay into beautiful bowls and mugs.
12. She \_\_\_\_ the clay moist and ready for use.
13. Yoko \_\_\_\_ the clay with skill.
14. Yoko \_\_\_\_ her colors carefully.
15. Then she \_\_\_\_ it back in the kiln for a final firing, or baking.

### Writing Connection

Writer's  
Journal

**Writer's Journal: Strong Verbs** A strong verb is one that really makes a reader picture what is happening. Write several sentences with forms of the verb go (go, goes, went). Then rewrite the sentences using stronger verbs. Here is an example: *I went down the hill on my bicycle. I **sped** down the hill on my bicycle.* Start a list of strong verbs in your Writer's Journal.



**Remember**

that a simple  
predicate is always  
a verb.





# Combining Sentences: Compound Predicates

A **compound predicate** is two or more predicates that have the same subject. The simple predicates in a compound predicate are usually joined by a **conjunction** such as *and*, *but*, or *or*.

Sometimes, two or more sentences have the same subject, but different verbs. You can combine the sentences into one sentence with a compound predicate. If there are three or more predicates in a compound predicate, use commas to separate them. Do not use a comma when there are only two predicates.

## Separate Sentences with the Same Subject

My sister paints pictures.  
My sister also draws cartoons.

Sometimes Nick and I talk  
about art.  
Sometimes we shop for supplies.  
Sometimes we visit museums.

## Sentence with Compound Predicate

My sister paints pictures **and**  
draws cartoons.

Sometimes Nick and I talk  
about art, shop for supplies, **or**  
visit museums.

## Guided Practice

A. Each of these sentences has a compound predicate. Tell what shorter sentences were combined to form each sentence.

**Example:** Nick made a vase and entered it in the art show.  
*Nick made a vase. Nick entered it in the art show.*

1. My friend went to the museum without me but met me afterward.
2. I went to the museum later and enjoyed my visit.
3. I copied patterns from ancient Greek vases or changed them to suit my style.
4. My friend Midori paints and makes jewelry.
5. Her glass vases win prizes and are popular as gifts.





## Independent Practice

- B. Combine each pair or group of sentences. Underline the verbs in each compound predicate.

**Example:** My brother and I stopped at a gift shop. We bought postcards. We went to an art show.

*My brother and I stopped at a gift shop, bought postcards, and went to an art show.*

6. An art gallery displays art. An art gallery has art for sale.
7. The gallery displayed masks. The gallery sold beautiful jewelry.
8. I looked at some jewelry. I enjoyed the colorful Greek masks.
9. Artists created masks for Greek plays. Artists made each one different.
10. I took my brother. I showed him the masks.

- C. Write each sentence, correcting the errors. If there is no error, write *Correct*.

**Example:** Tom works carefully, and makes fine pottery.  
*Tom works carefully and makes fine pottery.*

11. Tom makes bowls, but keeps only a few for himself.
12. Tom and I might hold an art show or open an art school together.
13. Tom and I found the perfect place and soon opened a school.
14. We bought materials set up classrooms and started classes.
15. We displayed student art, and offered more classes.



### Remember

that compound predicates are joined by a conjunction. If there are more than three predicates, they must be separated by commas.

## Writing Connection

**Writer's Craft: Choosing a Form** Write about a talent or skill that you would like to develop. Would you like to be an artist, a musician, a ballplayer? Choose your own form, such as a paragraph, a letter, a diary entry, or a poem. Use at least two compound predicates.





## Extra Practice

- A. Write each sentence. Draw a line between the complete subject and the complete predicate. Underline the simple predicate. *pages 52–53*

**Example:** The Italian word *terra-cotta* means “burnt earth.”  
The Italian word *terra-cotta* means “burnt earth.”

1. Terra-cotta is a clay with many uses.
2. Ancient Greeks and Romans made tiles from this baked clay.
3. They covered whole buildings in terra-cotta tiles.
4. Museums display terra-cotta dishes, pots, and tiles.
5. Artists made terra-cotta clay into many shapes.
6. People make flowerpots today from terra-cotta.
7. Terra-cotta pots break easily.
8. A terra-cotta flowerpot breaks after a fall.
9. Artists glaze terra-cotta for color and design.
10. Unglazed terra-cotta is a lovely color.

- B. Write each sentence. Underline the verb or verbs in each sentence. *pages 54–55*

**Example:** Sculptors design large works for outdoor use.  
Sculptors design large works for outdoor use.

11. Rain, snow, heat, and cold can damage outdoor sculptures.
12. A green color forms on bronze and copper statues.
13. The copper Statue of Liberty has turned green.
14. People rub some bronze statues for luck.
15. The human touch may keep parts of such statues bright for years.
16. The gold on some statues can fade with time.
17. Artists sometimes freshen the statues with new coats of gold.
18. In time, rain harms even stone and marble statues.
19. Sculptors today protect statues from the weather.
20. Sometimes people move statues indoors.
21. Some statues, however, must remain outdoors.
22. The Great Sphinx in Giza is a huge statue in the Egyptian desert.
23. Workers built it more than 4,500 years ago.
24. This statue has a lion’s body and a human face.
25. The Sphinx has suffered weather damage.

**Remember**

that a complete predicate includes all the words that tell what the subject of the sentence is or does. The simple predicate is the main word or words in the complete predicate.

**DID YOU KNOW?**

The largest piece of architecture in the world is the Great Wall of China. The wall covers 4,000 miles, took 2,000 years to build, and was built entirely by hand!



For more activities with predicates, visit The Learning Site:

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C. Combine each pair or group of sentences to form one sentence with a compound predicate. *pages 56–57*

**Example:** I design animal puppets. I sew animal puppets.  
*I design and sew animal puppets.*

- 26. I drew a bear on paper. I pinned the paper to brown cloth.
- 27. My sister Amy cut the cloth. She pinned the pieces together.
- 28. I sewed the bear. I attached button eyes. I gave it to Amy.
- 29. Amy liked the bear. Amy called him Bill.
- 30. Amy wrote a thank-you note. She asked for another puppet.

D. Rewrite each sentence, correcting the errors in punctuation. *pages 52–57*

- 31. An artist must get tools clear space and think of ideas.
- 32. Some artists work with metal, but practice with wood and clay.
- 33. They may also sculpt bars of soap, or cut paper sculptures.
- 34. I built a wire frame put papier-mâché on it and let it dry.
- 35. I will paint the sculpture cover it with glitter or leave it plain.



**Remember**

that a compound predicate is two or more predicates that have the same subject. Usually a conjunction joins the simple predicates in a compound predicate.

**Writing Connection**

**Real-Life Writing: Headlines** Newspaper headlines are not written as sentences, but they often contain subjects and verbs. Look at some examples of headlines. Then imagine that you have become a great success at something, now or in the future. Write the headlines of some articles about yourself that might appear in newspapers. Use strong verbs in your headlines.





## Chapter Review

For items 1 through 3, find the simple predicate of the sentence. Choose the letter below it.

1. The Statue of Liberty stands at the entrance to  

A
B
C

New York Harbor.  

D
2. The statue was a gift from the people of France.  

F
G
H
J
3. Frédéric Bartholdi designed the statue in the 1800s.  

A
B
C
D

For items 4 and 5, find the sentence that best combines the two sentences into one.

- |  |   |
|--|---|
| <p>4 <i>The statue holds a torch.</i><br/> <i>The statue welcomes visitors.</i></p> <p>F The statue holds a torch, and welcomes visitors.</p> <p>G The statue holds a torch or welcomes visitors.</p> <p>H The statue holds a torch and welcomes visitors.</p> <p>J The statue holds a torch, but welcomes visitors.</p> | <p>B Carlos visited the Statue of Liberty but climbed the stairs.</p> <p>C Carlos visited the Statue of Liberty and climbed the stairs.</p> <p>D Carlos visited the Statue of Liberty, or climbed the stairs.</p> |
|--|---|
- 
- |   |   |
|---|---|
| <p>5 <i>Carlos visited the Statue of Liberty.</i><br/> <i>He climbed the stairs.</i></p> <p>A Carlos visited the Statue of Liberty or climbed the stairs.</p> | <p>6 Find the sentence that is complete and is written correctly.</p> <p>F Is inside the statue.</p> <p>G Visitors climb the stairs.</p> <p>H Climbing the stairs to the crown.</p> <p>J A long, winding staircase.</p> |
|---|---|

**STANDARDIZED  
TEST PREP**

**TIP** Notice when the directions ask for the *best* way to do something. The right answer will have no mistakes. It will also be the clearest way to express the idea.



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# Adjusting Speech for Audience and Purpose

LISTENING  
AND  
SPEAKING

How do you feel about speaking to an **audience**? Do you get nervous or excited? Or do you feel calm? Perhaps your reaction depends on the audience itself. An audience can be a room of people listening to a speech. It can also be a person to whom you are talking about your homework. You are always changing your speaking style for your audience.

Since your goal is to be understood, you should speak as clearly and correctly as possible. Choose words that mean exactly what you want to say. Other things about your speech will vary, depending on your audience and purpose. They include

- your **rate** of speech, or how quickly you speak. For example, when you explain something, you need to give people time to understand what you are saying.
- your **volume**, or how loudly you speak. You might need to increase your volume when you talk in a room filled with many people.
- your **pitch**, or the highness or lowness of your voice. If you feel nervous, take a deep breath before speaking to keep your pitch normal.
- your **tone** of voice, or the emotion suggested by your voice. Your tone may be one of confidence, sadness, or anger.

## YOUR TURN

**DISCUSSION** With a partner, discuss how you would adjust your rate, volume, pitch, and tone for each of the following occasions. Think about the audience and your purpose for speaking in each case. Be prepared to share your ideas with the class.

- a discussion with friends about a movie that you all have seen
- a speech contest at your school
- a welcome to new children at camp that includes a list of the camp rules
- a pep talk to your teammates before you play the championship game

### TIP

Remember to think of your audience when you are speaking, both in formal situations and in informal ones.