

Choices: Exploring 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!

BUILDING BACKGROUND KNOWLEDGE

To Give or Not to Give?

If you've tried to write sentences with indirect objects, you know that not every verb takes an indirect object. Which ones do? Make a list of these verbs, and give the list to your classmates. Leave room for additions to the list.

FOREIGN LANGUAGES

The Order of the Day

How do other languages present subjects, verbs, and objects? In what order do they appear? What differences and similarities can you find between the sentence structures of English and those of, for instance, Spanish? Write a short essay detailing several of these points, or give a presentation to the class.

LINGUISTIC ANALYSIS

The Force Is with Him

Hey, *Star Wars* fans, have you ever noticed that Yoda talks rather strangely? Why is that? Check out a *Star Wars* book, and write down some of Yoda's speeches. How did the author make Yoda sound so special? What elements of the standard subject-verb-object order did the author invert or reverse? Begin by identifying the subject, verb, and object of each of Yoda's sentences. Then, identify the adverbs. Look out for the way Yoda uses *not!*

REPRESENTING

Four Branches, One Tree

Make a flowchart or decision tree that illustrates the process of identifying complements. Begin by noting the questions that you ask yourself at each step of the process. Transfer your chart to poster board. Use colors and other graphic techniques to help viewers understand your chart. With your teacher's permission, post your chart in the classroom where everyone can use it.

ART

Catch a Wave

Your classmates will remember direct objects better if you provide illustrations of specific situations. If you have access to a computer, page through the clip art and look for situations that may be described with direct objects. Print them out and make a collage, writing appropriate sentences under each one. If you prefer, cut out appropriate pictures from magazines and newspapers and assemble them into a poster. With your teacher's permission, hang your poster in the classroom.

WRITING

The Sincerest Form of Flattery

Do you have a saying or a sentence that you live by, one that you admire? Analyze the structure of that sentence. Identify its subject, verb, and other important elements. Then, taking that sentence as a model, write five more sentences that use that exact structure. You just might be surprised at what a fine writer you can be.

MUSIC

Beyond Firefighters and Astronauts

Do you remember when grown-ups used to ask you, "What do you want to be when you grow up?" Well, you're growing up now. Do you have an answer? Perhaps what you have is a lot of questions and a few dreams. Write a song about the problems of choosing a career. Include plenty of predicate nominatives and predicate adjectives. Then—you guessed it—sing your song to the class!

Complements

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

A complement may be a noun, a pronoun, or an adjective.

NOUN I enjoy **books** of all types.

PRONOUN I read **them** at every opportunity.

ADJECTIVE This book is **suspenseful**.

EXERCISE A Complete the meaning of each verb by adding a complement.

Example 1. Yesterday I read Watership Down.

1. This poem is _____.
2. I greatly admire _____.
3. I recently composed a _____.
4. I'll give _____ the books they wanted.
5. My skills as an author are _____.
6. In the ghost story, the weather was always _____.
7. The ancient ghost haunted the _____.
8. When I told you, did you believe _____?
9. A mystery story should be _____.
10. Tell _____ the rest of the story.

EXERCISE B Underline the complements in each of the following sentences.

Example 1. Do you smell smoke?

11. John built these shelves.
12. Russell grows basil in his garden.
13. Spooky is our new cat.
14. Is Spike your pet iguana?
15. These pecans are very crunchy.
16. My sister enjoys grapes enormously.
17. Marcia has a new kitten.
18. Last summer we built a birdhouse.
19. Was Rafael happy about his new bicycle?
20. Suzi and Eric gave us a ride to the park.

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 Alexander Graham Bell invented the **telephone**. [What did Bell invent?]

Mia took **Brent** and **Lenice** to the play. [Whom did Mia take?]

Because a linking verb does not express action, it cannot have a direct object.

EXERCISE A Underline the direct objects in the following sentences. One sentence contains a compound direct object. If a sentence does not contain a direct object, write *none* on the line provided.

Example _____ 1. Have you ever seen a cotton gin?

_____ 1. In 1793, Eli Whitney invented a machine for cotton farmers.

_____ 2. His machine was the cotton gin.

_____ 3. The machine separates seeds and small sticks from the cotton fibers.

_____ 4. It combs the fibers with tiny, fine-toothed rakes.

_____ 5. Whitney's invention was important to the economy of the South.

EXERCISE B Underline the direct objects in the following sentences. Some sentences contain compound direct objects.

Example [1] Ms. Costa explained faults and earthquakes to my class.

[6] Thick plates of solid material form the earth's crust, and sometimes these plates move.

[7] The movement causes cracks in the earth's surface, such as the famous crack known as the San Andreas fault in California. **[8]** Sudden movements along this crack caused a terrible earthquake

in 1906. **[9]** It ruined many homes and other buildings in San Francisco. **[10]** Thousands of people

lost their lives. **[11]** Natural gas pipelines exploded, and fires devoured homes and other struc-

tures. **[12]** Courageous firefighters fought blazes throughout the city. **[13]** Unfortunately, they

didn't have enough water and equipment. **[14]** The earthquake destroyed lives and property.

[15] Eventually, however, the city repaired the damage.

Indirect Objects

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

Indirect objects tell *to whom* or *to what*, or *for whom* or *for what*, the action of the verb is done.

EXAMPLES He fed the **dog** a biscuit. [To what did he feed the biscuit?]

I gave **Jaime** and **Alameda** their tickets. [To whom did I give the tickets?]

EXERCISE A Each of the following sentences contains both a direct object and an indirect object. For each sentence, underline the direct object once. Then, underline the indirect object twice. Hint: Some sentences may contain a compound indirect object.

Example 1. I promised Hortensia and Mary two slices of the freshly baked bread.

- The president gave the astronaut a medal.
- The weather report promised us sunshine for the weekend.
- After a long delay, the store sent Mr. Wong a refund.
- Virgil and Mike sent Chim a birthday card.
- María gave the carpenters and bricklayers clear directions.

EXERCISE B In each sentence, circle the verb. Then, underline the direct object once and the indirect object twice. If a sentence doesn't contain any objects, write *none* after the sentence. Hint: A sentence may contain a direct object but no indirect object.

Example 1. I gave Fido and Cheeky a bath.

- The governor gave her staff a party.
- Carlos showed Delia pictures from his vacation.
- The witness gave the jury additional information about the crime scene.
- Shizuo has been my friend for years.
- Felice threw the ball to me.
- The scary movie gave us the shivers.
- Melissa gave the waitress her order.
- Please tell me a story, Arthur.
- My friend Heather is the secretary of the Hiking Club.
- Give the speaker your complete attention.

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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.

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

DIRECT OBJECTS After sitting down, I studied my **program**.

I adore the **costumes** and **songs** in opera productions.

INDIRECT OBJECTS Later, I lent **Melissa** my opera glasses.

She gave **Eddie** and **Carlos** a turn with the glasses, too.

EXERCISE A Identify each underlined word by writing above it *DO* for *direct object* or *IO* for *indirect object*. Add *C* if the word is part of a compound object.

Example 1. Will you send ^{*IO, C*} Grandma and Grandpa these tickets, please?

- Pierre gave me a ticket to the opera *Madama Butterfly*.
- We took a bus to the opera house.
- An usher showed Pierre and me our seats.
- The orchestra began the overture.
- The opera tells a sad and touching story.
- A woman marries a man who is in the navy.
- Soon after their marriage, the man sails his ship to faraway places.
- He leaves the woman and her little child.
- Sadly she watches the sea, hoping for his return.
- The performers tell us the entire story through their beautiful songs.

EXERCISE B In each of the sentences, circle the verb. Then, underline the direct object once and the indirect object twice. Some sentences do not contain indirect objects.

Example 1. Each afternoon after school, I give Willy food and water.

- My neighbor across the hall has an interesting pet.
- The Stoneham Zoo gave her a chinchilla whose name was Willy.
- For years, the zoo featured the chinchilla in its Children's Zoo.
- When Willy grew old, the zoo needed a new home for him.
- Ms. Jefferson, my neighbor, volunteered her home for Willy.

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

EXERCISE A In each of the following sentences, underline each direct object once and each indirect object twice. Some sentences contain compound objects.

Example 1. Before entering the room, Maya gave the guard her camera.

- The museum does not allow cameras.
- According to our guide, that diamond caused its owner some trouble.
- She finally gave the museum the diamond and some other gems.
- Did you see the rubies and the emeralds?
- Color, brilliance, and weight determine a gem's value.
- A lapidary, or gem cutter, gives a gem its final shape.
- This museum also has an exhibit and books about famous gems.
- Indian and Persian rulers possessed the famous *Koh-i-noor* diamond for centuries.
- The British East India Company gave Queen Victoria the *Koh-i-noor* in 1850.
- Show the teacher and the class your postcards from the exhibit.

EXERCISE B In each of the following sentences, underline the direct object. Then, on the lines provided, rewrite each sentence so that it has both a direct object and an indirect object.

Example 1. Will you write a letter today? *Will you write your grandmother a letter today?*

- Throw the football. _____

- Lani will show her project tomorrow morning. _____

- Mr. Garcia told a story about his childhood. _____

- Please bring a glass of water. _____

- Did she send a birthday card? _____

Subject Complements

4d. A **subject complement** is a word or word group in the predicate that identifies or describes the subject.

A subject complement is connected to the subject by a linking verb.

EXAMPLES The world's oldest surviving religion is **Judaism**. [*Judaism* is a noun that identifies the subject *religion*.]

This prayer book looks **new**. [*New* is an adjective that describes the subject *book*.]

EXERCISE Circle each verb, and underline each subject complement in the following sentences. Some sentences do not contain a subject complement.

Examples 1. Is Taoism a religion of the East?

2. I attend a Catholic church.

1. Jerusalem is the capital of Israel.
2. That beautiful Islamic mosque appears ancient.
3. I visited Vatican City in Rome once.
4. The church bells sounded pleasantly harmonious in the night air.
5. Many magnificent structures become tourist attractions.
6. The Eiffel Tower was an attraction at the World Exposition in 1889.
7. In ancient Greece the Parthenon honored the goddess Athena.
8. The Forbidden City in China became open to the public.
9. The Statue of Liberty stands majestically in New York harbor.
10. The Great Wall of China seems almost endless!
11. It stretches nearly 1,500 miles.
12. The North Pole is not a land mass.
13. In fact, the Arctic Ocean covers the North Pole.
14. The South Pole remains frozen year round.
15. Unlike the North Pole, the South Pole lies on an icy land mass.
16. The winds of Antarctica feel bitter.
17. The biggest lake in the world is the Caspian Sea.
18. The Caspian Sea is not an arm of the ocean.
19. However, the water tastes salty.
20. Lake Baikal is much deeper.

Predicate Nominatives

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

A predicate nominative may be a noun, a pronoun, or a word group that functions as a noun. A predicate nominative is connected to the subject by a linking verb.

EXAMPLES A tiger is a wild **animal**.

The guilty people in the room were **he** and **she**.

That is **what I wrote**.

EXERCISE A Circle the linking verb in each of the following sentences. Then, underline the predicate nominative. Some predicate nominatives may be compound.

Example 1. Jacques Cousteau has always been one of my role models.

1. Jacques-Yves Cousteau was a French underwater explorer.
2. His main interests were ocean life and conservation.
3. The fish and plants of the sea were his topics of study.
4. Underwater exploration is sometimes a dangerous occupation.
5. Cousteau's explorations have become the subjects of films and books.

EXERCISE B In the sentences below, circle each verb. Then, identify each underlined word or word group by writing above it *PN* for *predicate nominative* or *DO* for *direct object*.

Example 1. My brother may become a ^{PN}doctor.

6. Lyndon Johnson became president in 1963.
7. That story describes him exactly.
8. Tomás Ortega is the best student in our class.
9. A leopard has spots on its coat for camouflage.
10. A rake is a useful tool in a garden.
11. Billie Holiday is Kevin's favorite jazz singer.
12. The class elected Jennifer.
13. She was probably the best candidate.
14. Her friend Martin managed the campaign.
15. That is what she promised before the election.

Predicate Adjectives

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

A predicate adjective is connected to the subject by a linking verb.

EXAMPLES Yesterday I felt **sick**.

The cider was **cold** and **refreshing**.

EXERCISE A Circle the linking verbs in the following sentences, and underline the predicate adjectives. Some predicate adjectives are compound.

Example 1. Your dog appears tired or ill.

1. The ocean looks calm tonight.
2. The governor seemed happy with the meeting.
3. After roller-skating, the children were hungry and tired.
4. Traffic on my street becomes quite heavy during rush hour.
5. The committee's plan is very complicated.

EXERCISE B Underline each predicate adjective or compound predicate adjective in the following sentences. If a sentence has no predicate adjective, write *None* on the line provided.

Examples _____ 1. Reading is fun and relaxing.

_____ *None* 2. These books are about adventures.

- _____ 6. Scott O'Dell is a fantastic writer.
- _____ 7. His books have become famous.
- _____ 8. *Island of the Blue Dolphins* is excellent in my opinion.
- _____ 9. The main character is an American Indian girl.
- _____ 10. Alone on a deserted island, she feels lonely and scared.
- _____ 11. Fierce, wild dogs are inhabitants of the island, too.
- _____ 12. They seem very frightening to her.
- _____ 13. She then becomes intent on leaving the island in a canoe.
- _____ 14. Her journey becomes dangerous when the canoe springs a leak.
- _____ 15. She is a brave person but wisely turns back.

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.

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

PREDICATE NOMINATIVE Yesterday was my **birthday**.

PREDICATE ADJECTIVE Yesterday was **sunny**.

EXERCISE A Identify each underlined word by writing above it *PN* for *predicate nominative* or *PA* for *predicate adjective*. Add *C* if it is part of a compound complement.

Example 1. My favorite movies are old and ^{PA, C}musical.

1. Fred Astaire was an actor and a dancer.
2. When he danced, he seemed very light on his feet.
3. Astaire's first dancing partner was his sister Adele.
4. His solo dances were sophisticated and improvisational.
5. In many movies, Ginger Rogers was his dancing partner.
6. The movies they made together became very famous and popular.
7. My two favorites are Top Hat and Swing Time.
8. Astaire's career was long and brilliant.
9. He became an actor in 1933 and continued to make films until 1981.
10. He was the winner of a special Academy Award, several Emmys, and two lifetime achievement awards.

EXERCISE B In each of the following sentences, underline each predicate nominative once and underline each predicate adjective twice.

Example 1. Adrienne seems especially happy and excited today.

11. The clouds on the horizon looked dark.
12. She is both a swimmer and a dancer.
13. Those pears are inexpensive and delicious.
14. My favorite sports are hockey and lacrosse.
15. Is the girl in the green parka your sister?

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.

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

PREDICATE NOMINATIVE Mammals are **vertebrates**.

PREDICATE ADJECTIVE Mammals are **warm blooded**.

EXERCISE A Identify each underlined word by writing above it *PN* for *predicate nominative* or *PA* for *predicate adjective*. Add *C* if it is part of a compound.

Example 1. Is this script comic or ^{PA, C}tragic?

- Lawrence Kasdan's writing is skillful and clever.
- His works are not books, poems, or articles.
- Many of Kasdan's works become exciting films.
- One of the first movies that he wrote was Raiders of the Lost Ark.
- To many people, that movie seemed exciting and funny.
- Harrison Ford was wonderful as the leading man, Indiana Jones.
- Kasdan's script for *Return of the Jedi* led to a film that is full of adventure and colorful characters.
- The western *Silverado* is another film by Kasdan.
- The actor Kevin Kline is one of the stars of *Silverado*.
- Kasdan was once a student at the University of Michigan.

EXERCISE B Complete each sentence by writing a predicate nominative or a predicate adjective on the line provided. You may have to write more than one word for a sentence to be meaningful. Above each complement, write *PN* for *predicate nominative* or *PA* for *predicate adjective*.

Example 1. Tuesday was ^{PN}my birthday.

- These lemons and grapefruit taste _____.
- My cousin Isaiah is _____.
- My uncle Nathan is _____.
- Mario and Marco are _____.
- The little girl felt _____.

Review A: Identifying Complements

EXERCISE Identify the underlined word in the following sentences by writing above it *DO* for *direct object*, *IO* for *indirect object*, *PN* for *predicate nominative*, or *PA* for *predicate adjective*. Add *C* if it is part of a compound object or subject complement.

Example 1. This tall tale is silly yet ^{PA, C} entertaining!

1. I'll tell you and your friends an American tale or two.
2. According to legend, Pecos Bill was the inventor of the lasso.
3. Coyotes raised the young Pecos Bill.
4. His horse was Widow-Maker, and his wife was Slue-Foot Sue.
5. The physically powerful Paul Bunyan issued lumbermen their orders.
6. In one meal he devoured half of a wagon load of vegetables and several sides of beef.
7. Paul Bunyan's pet ox Babe was huge and blue.
8. John Henry was incredibly strong as well.
9. In tall tales, he is a railroad worker in West Virginia and other areas.
10. In one tale, he challenges a machine to a contest of strength and speed.
11. Tall tales may seem impossibly far-fetched.
12. Some legends and tales, however, feature characters from real life.
13. Two real-life heroes were Johnny Appleseed and Davy Crockett.
14. Johnny Appleseed offered animals his friendship.
15. He also planted apple trees throughout Pennsylvania.
16. The dates of Appleseed's birth and death are 1774 and 1845.
17. Davy Crockett's life spanned the years from 1786 to 1836.
18. Sally Ann Thunder Ann Whirlwind rescued Davy Crockett.
19. Then she married him.
20. While growing up, she had given her brothers strong competition in wrestling, running, and fishing.

Review B: Identifying Complements

EXERCISE A Identify the underlined word in the following sentences by writing above it *DO* for *direct object*, *IO* for *indirect object*, *PN* for *predicate nominative*, or *PA* for *predicate adjective*. Add *C* if the word is part of a compound object or subject complement.

Example 1. Old Yeller is the ^{*PN*} name of a dog in one of my favorite books.

1. Fred Gipson wrote a wonderful book called *Old Yeller*.
2. I know the book will give you hours of pleasant reading.
3. The main character and narrator is Travis, a teenage boy.
4. The setting is Texas, just after the Civil War.
5. Travis is responsible for the farm during his father's absence.
6. One day, a stray dog steals some meat.
7. To Travis, the dog seems ugly and useless.
8. However, the dog soon becomes a companion and a hero.
9. The dog gains the family's affection and gratitude.
10. I will lend you my copy of *Old Yeller* if you want to read a terrific book.

EXERCISE B Underline the complement in each of the following sentences. Then, identify the complement by writing above it *DO* for *direct object*, *IO* for *indirect object*, *PN* for *predicate nominative*, or *PA* for *predicate adjective*. Some sentences have more than one complement.

Example 1. Are onions the pizza ^{*PN*} topping?

11. Rumpelstiltskin spun straw into gold for the miller's daughter.
12. Earth is not the only planet in the solar system with a moon.
13. That house has a lovely porch.
14. My older brother is now a sophomore at Princeton University.
15. Please send Sarah a postcard while you are traveling.
16. This apple tastes slightly sour.
17. Mark Twain's home in Hartford, Connecticut, has become a museum.
18. We read the class a ballad about John Henry.
19. Many of the magician's tricks were unbelievable.
20. Was the pep rally before the game loud?

Review C: Identifying Complements

EXERCISE A Identify the underlined word in the following sentences by writing above it *DO* for *direct object*, *IO* for *indirect object*, *PN* for *predicate nominative*, or *PA* for *predicate adjective*. Add *C* if it is part of a compound object or subject complement.

Example 1. Tell Marianne and ^{*IO, C*} me a pirate story!

1. One of New England's early pirates was Dixie Bull.
2. He attacked ships and trading posts in Maine until 1633.
3. Before he turned to piracy, Bull had been a trader and a fisherman.
4. But French pirates stole all of his supplies and boats.
5. Angered at this, he became a pirate as well.
6. Key West, Florida, is famous for the pirates who once sailed in and out.
7. The ocean off Key West is often violent and dangerous.
8. The harsh waves and huge rocks gave ships a terrible beating.
9. Pirates would watch the ships as they passed through the rough waters.
10. They would give the officers and crew aid, but they would also take the cargoes.

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

Example 1. I have just discovered the thought-provoking ^{*DO*} writings of Thoreau.

11. Henry David Thoreau wrote Walden.
12. It is a book about his experiences near Walden Pond in Massachusetts.
13. Thoreau was a teacher in Concord, Massachusetts.
14. In 1845, he left his home and went to the woods near Walden Pond.
15. His cabin in the woods was small.
16. He was seeking a life of simplicity.
17. His life at Walden Pond was an experiment in quiet solitude.
18. For Thoreau, nature seemed peaceful and instructive.
19. His daily journal about his life and thoughts became Walden.
20. I will read you one of the inspiring quotations about his search for personal freedom.

NAME _____

CLASS _____

DATE _____

for CHAPTER 4: COMPLEMENTS pages 79–80

Literary Model: Poetry

Living Tenderly

by May Swenson

My body a rounded stone
with a pattern of smooth seams.
My head a short snake,
retractive, projective.
My legs come out of their sleeves
or shrink within,
and so does my chin.
My eyelids are quick clamps.

My back is my roof.
I am always at home.
I travel where my house walks.
It is a smooth stone.
It floats within the lake,
Or rests in the dust.
My flesh lives tenderly
inside its bone.

EXERCISE A Make a list of the predicate nominatives that appear in the poem. After each one, write the subject that the predicate nominative identifies. (Hint: In the first and third lines of the poem, the linking verb *is* is understood to follow the subject.)

EXERCISE B This poem is a riddle poem. Why is the use of predicate nominatives particularly effective in this type of poem?

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Writing Application: Report

Direct and indirect objects complete a sentence’s meaning when transitive verbs are involved. Without them, meaning can be incomplete and even beyond understanding.

BEYOND UNDERSTANDING The emcee handed.

INCOMPLETE MEANING The emcee handed the award.

COMPLETE MEANING The emcee handed the glamorous actress the award.

Sometimes, of course, a sentence can do without an indirect object, as in this example: “The actress accepted the award with many thanks.” Read each sentence aloud, listening for complete meaning.

WRITING ACTIVITY

Every month or so, some awards show makes its way to television. Hollywood chooses the best of recent movies, music video stations count down the top ten songs of the year, or people go online to vote for a favorite episode of a popular show. In “real life,” too, awards ceremonies occur, from an elementary school awards assembly to the honors of graduation. Choose an awards ceremony, on television or in your area. Watch or attend it; then write a report for your school or local paper. Use direct and indirect objects as you list who won what.

PREWRITING First, choose the awards ceremony on which you will report. Then watch or attend it, but not as a passive observer. Take active and thorough notes of every announcement. Get a program from the ceremony, if possible; or you might be able to get information online. Gather all the data you can to use as you write your report.

WRITING Journalistic writing is brief, so write a sentence or two of introduction in which you tell readers the when, where, and why of the awards ceremony. Then list the awards, organizing them by category to avoid simply writing a list. Write a few sentences of concluding material, too, commenting on the interest or value of the ceremony.

REVISING You could write “The award for new artist went to Starla Lane,” using a prepositional phrase to tell who got the award. However, since newspapers have strict space limitations, using object complements can make your writing more concise: “Starla Lane received the new artist award” or “The host gave Starla Lane the statuette.”

PUBLISHING Check your report for errors in punctuation and spelling, especially capitalization of proper nouns and adjectives. Follow all instructions for submitting your report to the paper.

EXTENDING YOUR WRITING

This exercise could lead to a more developed writing project. For a speech class, investigate the appeal (or lack of it) of television awards shows. Interview people who like the shows, and talk also to some who dislike them. Consider why those little gold-plated statuettes grab the attention of so many people.

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Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

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EXERCISE A

Answers will vary. Sample responses are given.

1. This poem is my favorite.
2. I greatly admire determined athletes.
3. I recently composed a song about the earth.
4. I'll give Josh and Lena the books they wanted.
5. My skills as an author are strong.
6. In the ghost story, the weather was always stormy.
7. The ancient ghost haunted the widow's walk.
8. When I told you, did you believe me?
9. A mystery story should be suspenseful to the last page.
10. Tell all of us the rest of the story.

EXERCISE B

11. John built these shelves.
12. Russell grows basil in his garden.
13. Spooky is our new cat.

14. Is Spike your pet iguana?
15. These pecans are very crunchy.
16. My sister enjoys grapes enormously.
17. Marcia has a new kitten.
18. Last summer we built a birdhouse.
19. Was Rafael happy about his new bicycle?
20. Suzi and Eric gave us a ride to the park.

Direct Objects, p. 70

EXERCISE A

1. In 1793, Eli Whitney invented a machine for cotton farmers.
2. *None*
3. The machine separates seeds and small sticks from the cotton fibers.
4. It combs the fibers with tiny, fine-toothed rakes.
5. *None*

EXERCISE B

[6] Thick plates of solid material form the earth's crust, and sometimes these plates move. [7] The movement causes cracks in the earth's surface, such as the famous crack known as the San Andreas fault in California. [8] Sudden movements along this crack caused a terrible earthquake in 1906. [9] It ruined many homes and other buildings in San Francisco. [10] Thousands of people lost their lives. [11] Natural gas pipelines exploded, and fires devoured homes and other structures. [12] Courageous firefighters fought blazes throughout the city. [13] Unfortunately, they didn't have enough water and equipment. [14] The earthquake destroyed lives and property. [15] Eventually, however, the city repaired the damage.

Indirect Objects, p. 71

EXERCISE A

1. The president gave the astronaut a medal.
2. The weather report promised us sunshine for the weekend.
3. After a long delay, the store sent Mr. Wong a refund.
4. Virgil and Mike sent Chim a birthday card.
5. María gave the carpenters and bricklayers clear directions.

EXERCISE B

6. The governor gave her staff a party.
7. Carlos showed Delia pictures from his vacation.
8. The witness gave the jury additional information about the crime scene.
9. Shizuo has been my friend for years.
10. Felice threw the ball to me.
11. The scary movie gave us the shivers.
12. Melissa gave the waitress her order.
13. Please tell me a story, Arthur.
14. My friend Heather is the secretary of the Hiking Club. *None*
15. Give the speaker your complete attention.

Direct Objects and Indirect Objects A, p. 72

EXERCISE A

1. Pierre gave me a ticket to the opera *Madama Butterfly*. *IO*
2. We took a bus to the opera house. *DO*
3. An usher showed Pierre and me our seats. *IO, C*
4. The orchestra began the overture. *DO*
5. The opera tells a sad and touching story. *DO*
6. A woman marries a man who is in the navy. *DO*

7. Soon after their marriage, the man sails his ship to faraway places. *DO*
8. He leaves the woman and her little child. *DO, C*
9. Sadly she watches the sea, hoping for his return. *DO*
10. The performers tell us the entire story through their beautiful songs. *IO*

EXERCISE B

11. My neighbor across the hall has an interesting pet.
12. The Stoneham Zoo gave her a chinchilla whose name was Willy.
13. For years, the zoo featured the chinchilla in its Children's Zoo.
14. When Willy grew old, the zoo needed a new home for him.
15. Ms. Jefferson, my neighbor, volunteered her home for Willy.

Direct Objects and Indirect Objects B, p. 73

EXERCISE A

1. The museum does not allow cameras.
2. According to our guide, that diamond caused its owner some trouble.
3. She finally gave the museum the diamond and some other gems.
4. Did you see the rubies and the emeralds?
5. Color, brilliance, and weight determine a gem's value.
6. A lapidary, or gem cutter, gives a gem its final shape.
7. This museum also has an exhibit and books about famous gems.
8. Indian and Persian rulers possessed the famous *Koh-i-noor* diamond for centuries.
9. The British East India Company gave Queen Victoria the Koh-i-noor in 1850.

10. Show the teacher and the class your postcards from the exhibit.

EXERCISE B

Answers will vary. Sample responses are given.

11. football Throw me the football.
12. project Lani will show her supervisor her project tomorrow morning.
13. story Mr. Garcia told the group a story about his childhood.
14. glass Please bring your little sister a glass of water.
15. card Did she send each client a birthday card?

Subject Complements, p. 74

EXERCISE

1. Jerusalem is the capital of Israel.
2. That beautiful Islamic mosque appears ancient.
3. I visited Vatican City in Rome once.
4. The church bells sounded pleasantly harmonious in the night air.
5. Many magnificent structures become tourist attractions.
6. The Eiffel Tower was an attraction at the World Exposition in 1889.
7. In ancient Greece the Parthenon honored the goddess Athena.
8. The Forbidden City in China became open to the public.
9. The Statue of Liberty stands majestically in New York harbor.
10. The Great Wall of China seems almost endless!
11. It stretches nearly 1,500 miles.
12. The North Pole is not a land mass.

13. In fact, the Arctic Ocean covers the North Pole.
14. The South Pole remains frozen year round.
15. Unlike the North Pole, the South Pole lies on an icy land mass.
16. The winds of Antarctica feel bitter.
17. The biggest lake in the world is the Caspian Sea.
18. The Caspian Sea is not an arm of the ocean.
19. However, the water tastes salty.
20. Lake Baikal is much deeper.

Predicate Nominatives, p. 75

EXERCISE A

1. Jacques-Yves Cousteau was a French under-water explorer.
2. His main interests were ocean life and conservation.
3. The fish and plants of the sea were his topics of study.
4. Underwater exploration is sometimes a dangerous occupation.
5. Cousteau's explorations have become the subjects of films and books.

EXERCISE B

6. Lyndon Johnson became ^{PN} president in 1963.
7. That story describes ^{DO} him exactly.
8. Tomás Ortega is the best ^{PN} student in our class.
9. A leopard has ^{DO} spots on its coat for camouflage.
10. A rake is a useful ^{PN} tool in a garden.
11. Billie Holiday is Kevin's favorite jazz ^{PN} singer.
12. The class elected ^{DO} Jennifer.
13. She was probably the best ^{PN} candidate.

14. Her friend Martin managed the campaign.
DO
 15. That is what she promised before the election.
PN

Predicate Adjectives, p. 76

EXERCISE A

- The ocean looks calm tonight.
- The governor seemed happy with the meeting.
- After roller-skating, the children were hungry and tired.
- Traffic on my street becomes quite heavy during rush hour.
- The committee's plan is very complicated.

EXERCISE B

- None*
- His books have become famous.
- Island of the Blue Dolphins* is excellent in my opinion.
- None*
- Alone on a deserted island, she feels lonely and scared.
- None*
- They seem very frightening to her.
- She then becomes intent on leaving the island in a canoe.
- Her journey becomes dangerous when the canoe springs a leak.
- None*

Predicate Nominatives and Predicate Adjectives A, p. 77

EXERCISE A

- Fred Astaire was an actor and a dancer.
PN, C
- When he danced, he seemed very light on his feet.
PA
- Astaire's first dancing partner was his sister Adele.
PN

- His solo dances were sophisticated and improvisational.
PA, C
- In many movies, Ginger Rogers was his dancing partner.
PN
- The movies they made together became very famous and popular.
PA, C
- My two favorites are Top Hat and *Swing Time*.
PN, C
- Astaire's career was long and brilliant.
PA, C
- He became an actor in 1933 and continued to make films until 1981.
PN
- He was the winner of a special Academy Award, several Emmys, and two lifetime achievement awards.
PN

EXERCISE B

- The clouds on the horizon looked dark.
- She is both a swimmer and a dancer.
- Those pears are inexpensive and delicious.
- My favorite sports are hockey and lacrosse.
- Is the girl in the green parka your sister?

Predicate Nominatives and Predicate Adjectives B, p. 78

EXERCISE A

- Lawrence Kasdan's writing is skillful and clever.
PA, C
- His works are not books, poems, or articles.
PN, C
- Many of Kasdan's works become exciting films.
PN
- One of the first movies that he wrote was Raiders of the Lost Ark.
PN
- To many people, that movie seemed exciting and funny.
PA, C
- Harrison Ford was wonderful as the leading man, Indiana Jones.
PA

7. Kasdan's script for *Return of the Jedi* led to a film that is ^{PA} full of adventure and colorful characters.
8. The western *Silverado* is another ^{PN} film by Kasdan.
9. The actor Kevin Kline is ^{PN} one of the stars of *Silverado*.
10. Kasdan was once a ^{PN} student at the University of Michigan.

EXERCISE B

Answers will vary. Sample responses are given.

11. These lemons and grapefruits taste especially ^{PA} tart.
12. My cousin Isaiah is shorter than I am. ^{PA}
13. My uncle Nathan is an avid butterfly ^{PN} collector.
14. Mario and Marco are ^{PN} twins. ^{PA}
15. The little girl felt curious but timid. ^{PA}

Review A: Identifying Complements, p. 79

EXERCISE

1. I'll tell ^{IO, C} you and your friends an American tale or two.
2. According to legend, Pecos Bill was the ^{PN} inventor of the lasso.
3. Coyotes raised the young ^{DO} Pecos Bill. ^{PN}
4. His horse was Widow-Maker, and his wife was Slue-Foot Sue.
5. The physically powerful Paul Bunyan ^{IO} issued lumbermen their orders.
6. In one meal he devoured ^{DO, C} half of a wagon load of vegetables and several sides of beef.
7. Paul Bunyan's pet ox Babe was ^{PA, C} huge and blue.
8. John Henry was incredibly ^{PA} strong as well.
9. In tall tales, he is a railroad ^{PN} worker in West Virginia and other areas.

10. In one tale, he challenges a ^{DO} machine to a contest of strength and speed.
11. Tall tales may seem impossibly ^{PA} far-fetched.
12. Some legends and tales, however, feature ^{DO} characters from real life.
13. Two real-life heroes were ^{PN, C} Johnny Appleseed and Davy Crockett.
14. Johnny Appleseed offered ^{IO} animals his friendship.
15. He also planted apple ^{DO} trees throughout Pennsylvania.
16. The dates of Appleseed's birth and death are ^{PN, C} 1774 and 1845.
17. Davy Crockett's life spanned the ^{DO} years from 1786 to 1836.
18. Sally Ann Thunder Ann Whirlwind rescued ^{DO} Davy Crockett.
19. Then she married ^{DO} him.
20. While growing up, she had given her ^{IO} brothers strong competition in wrestling, running, and fishing.

Review B: Identifying Complements, p. 80

EXERCISE A

1. Fred Gipson wrote a wonderful ^{DO} book called *Old Yeller*.
2. I know the book will give ^{IO} you hours of pleasant reading.
3. The main character and narrator is ^{PN} Travis, a teenage boy.
4. The setting is ^{PN} Texas, just after the Civil War.
5. Travis is ^{PA} responsible for the farm during his father's absence.
6. One day, a stray dog steals some ^{DO} meat.
7. To Travis, the dog seems ugly and ^{PA, C} useless.

8. However, the dog soon becomes a companion and a hero. ^{PN, C}
9. The dog gains the family's affection and gratitude. ^{DO, C}
10. I will lend you my copy of *Old Yeller* if you want to read a terrific book. ^{IO}

EXERCISE B

11. Rumpelstiltskin spun straw into gold for the miller's daughter. ^{DO}
12. Earth is not the only planet in the solar system with a moon. ^{PN}
13. That house has a lovely porch. ^{DO}
14. My older brother is now a sophomore at Princeton University. ^{PN}
15. Please send Sarah a postcard while you are traveling. ^{IO DO}
16. This apple tastes slightly sour. ^{PA}
17. Mark Twain's home in Hartford, Connecticut, has become a museum. ^{PN}
18. We read the class a ballad about John Henry. ^{IO DO}
19. Many of the magician's tricks were unbelievable. ^{PA}
20. Was the pep rally before the game loud? ^{PA}

Review C: Identifying Complements, p. 81

EXERCISE A

1. One of New England's early pirates was Dixie Bull. ^{PN}
2. He attacked ships and trading posts in Maine until 1633. ^{DO, C}
3. Before he turned to piracy, Bull had been a trader and a fisherman. ^{PN, C}
4. But French pirates stole all of his supplies and boats. ^{DO}
5. Angered at this, he became a pirate as well. ^{PN}

6. Key West, Florida, is famous for the pirates who once sailed in and out. ^{PA}
7. The ocean off Key West is often violent and dangerous. ^{PA, C}
8. The harsh waves and huge rocks gave ships a terrible beating. ^{IO}
9. Pirates would watch the ships as they passed through the rough waters. ^{DO}
10. They would give the officers and crew aid, but they would also take the cargoes. ^{IO, C}

EXERCISE B

11. Henry David Thoreau wrote Walden. ^{DO}
12. It is a book about his experiences near Walden Pond in Massachusetts. ^{PN}
13. Thoreau was a teacher in Concord, Massachusetts. ^{PN}
14. In 1845, he left his home and went to the woods near Walden Pond. ^{DO}
15. His cabin in the woods was small. ^{PA}
16. He was seeking a life of simplicity. ^{DO}
17. His life at Walden Pond was an experiment in quiet solitude. ^{PN}
18. For Thoreau, nature seemed peaceful and instructive. ^{PA PA}
19. His daily journal about his life and thoughts became Walden. ^{PN}
20. I will read you one of the inspiring quotations about his search for personal freedom. ^{IO DO}

Literary Model: Poetry, pp. 82–83

EXERCISE A

stone—body
 snake—head
 clamps—eyelids
 roof—back
 stone—it (house)

EXERCISE B

Answers will vary. A sample response is given.

The reader gets a clue to the answer of the riddle each time the author identifies or explains an aspect of the answer by comparing it with another noun.

EXERCISE C

Answers will vary. A sample response is given.

My outside is a decorated bark.
 My inside is a group of thin, thin leaves.
 And on the thin leaves markings will be seen
 That often speak of beautiful ideas.
 My roots are not the type to travel down
 But rather travel straight to someone's mind.
 And if that mind should be a fertile soil
 Ideas may begin to bloom and thrive.

EXERCISE D

Answers will vary but should correlate with the student's poem. The sample response uses the sample poem in Exercise C.

1. bark—outside
 group—inside
 type—roots
 soil—mind
2. In my poem the first two metaphors (the outside of the object is a decorated bark; the inside of the object is a group of thin leaves) give clues to the riddle's answer, but they also work to deliberately confuse the reader since they refer to parts of the tree. The third metaphor (the mind of someone is fer-

tile soil) does not directly contribute to the reader's guessing the riddle; instead, it furthers the poetic idea of what the ideas of a book can accomplish.

Writing Application: Report, p. 84

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

Direct and indirect objects are used to report who won what award.

1 2 3 4 5

The report is organized by award category.

1 2 3 4 5

Proper nouns and adjectives are capitalized.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 3 4 5

Total Score _____

5 = highest; 1 = lowest