

**Lesson 9**

**Complements: Objects of Verbs**

*Teaching*

Action verbs often need complements called direct objects and indirect objects to complete their meaning.

A **direct object** is a word or a group of words that names the receiver of the verb's action. It answers the question *what?* or *whom?*

Gayle sent seashells from Florida. (*What* did Gayle send? Seashells)

An **indirect object** is a word or group of words that tells *to what, or whom, or for whom* an action is done. The indirect object usually comes between the verb and the direct object. Verbs that are often followed by an indirect object include *ask, bring, give, hand, lend, make, offer, send, show, teach, tell, and write.*

Gayle brought Tina seashells from Florida. (*For whom* did Gayle bring the seashells? Tina)

**Recognizing Objects of Verbs**

In each sentence, if the underlined word is a direct object, write **DO** on the line. If it is an indirect object, write **IO**.

EXAMPLE The diver found a shipwreck. **DO**

1. The U.S. basketball team won the gold medal. \_\_\_\_\_
2. The Maxwells offered Cher a glass of lemonade. \_\_\_\_\_
3. France sold Louisiana to the United States. \_\_\_\_\_
4. Please send me the latest issue of your magazine. \_\_\_\_\_
5. Our school sponsored a carnival last spring. \_\_\_\_\_
6. We hung a wreath on our door. \_\_\_\_\_
7. The principal awarded the co-captains the trophy. \_\_\_\_\_
8. Lydia gave Michelle some good advice. \_\_\_\_\_
9. Pat got a digital watch for his birthday. \_\_\_\_\_
10. Marta made us a Mexican dinner. \_\_\_\_\_
11. The messenger handed Mr. Bronson a sealed envelope. \_\_\_\_\_
12. I carefully answered every question on the test. \_\_\_\_\_
13. The opera fans gave the singer long-stemmed roses. \_\_\_\_\_
14. Arnita telephoned Mia last night. \_\_\_\_\_
15. Lauren mailed her friends postcards from Canada. \_\_\_\_\_

## Complements: Objects of Verbs

*More Practice*

### A. Identifying Objects of Verbs

Identify the function of the boldfaced word in each sentence below. Write **DO** for direct object and **IO** for indirect object. If the word is not the direct object or the indirect object, write **N**.

1. A hurricane is a powerful, swirling **storm**. \_\_\_\_\_
2. Meteorologists watched a big **storm** carefully. \_\_\_\_\_
3. Newscasters gave their **listeners** warnings about the hurricane. \_\_\_\_\_
4. The hurricane struck **land** in the morning. \_\_\_\_\_
5. The hurricane winds swirled around the eye of the **storm**. \_\_\_\_\_
6. The hurricane caused huge **waves**. \_\_\_\_\_
7. The waves produced widespread **floods**. \_\_\_\_\_
8. The floodwaters destroyed many people's **property**. \_\_\_\_\_
9. Television newscasts showed their **audiences** pictures of the storm. \_\_\_\_\_
10. Volunteers sent the hurricane **victims** emergency supplies. \_\_\_\_\_

### B. Using Indirect Objects

Underline the direct object in each sentence below. Then rewrite each sentence, adding an indirect object. Use a different indirect object for every sentence.

1. The mayor gave a medal for bravery.  
\_\_\_\_\_
2. Adam cooked supper.  
\_\_\_\_\_
3. Amber bought a birthday gift.  
\_\_\_\_\_
4. The salesperson showed a new style of camera.  
\_\_\_\_\_
5. The juggler showed some tricks.  
\_\_\_\_\_

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**Complements: Objects of Verbs**

*Application*

**A. Using Objects of Verbs**

Choose one word from each list below to complete each sentence. Use each word only once. Each sentence should have both an indirect object and a direct object. If you wish, you can add words to make the sentences more interesting.

**Use as indirect object**

- the cooks
- the receiver
- her sick grandmother
- their guests
- the winners
- its customers
- the candidate
- the students

**Use as direct object**

- their trophies
- a question
- their test papers
- his beef stew recipe
- a discount
- cheese and crackers
- a pass
- a get-well card

1. The quarterback threw \_\_\_\_\_.
2. The reporter asked \_\_\_\_\_.
3. The gymnastics judge awarded \_\_\_\_\_.
4. Mrs. Ryan handed \_\_\_\_\_.
5. The famous chef gave \_\_\_\_\_.
6. The store offered \_\_\_\_\_.
7. Jean sent \_\_\_\_\_.
8. The Reynolds served \_\_\_\_\_.

**B. Writing Sentences with Objects of Verbs**

Complete each sentence with a direct and an indirect object. Use a different direct and indirect object in every sentence.

**EXAMPLE** The chef made *her customers a lemon pie.*

1. Our grandmother sent \_\_\_\_\_.
2. The gardener gave \_\_\_\_\_.
3. The delivery person brought \_\_\_\_\_.
4. The basketball player handed \_\_\_\_\_.
5. The judge told \_\_\_\_\_.

## Fragments and Run-Ons

Sentence fragments and run-on sentences are writing errors that can make your writing difficult to understand.

A **sentence fragment** is part of a sentence that is written as if it were a complete sentence. A sentence fragment is missing a subject, a predicate, or both.

**Fragments** Colonists in Indian costume. (missing a predicate)  
 Dumped chests of tea into Boston Harbor. (missing a subject)  
 On December 16, 1773. (missing both)

**Revision** Colonists in Indian costume dumped chests of tea into Boston Harbor on December 16, 1773.

A run-on sentence is two or more sentences written as if they were a single sentence. When you combine two sentences with a conjunction, use a comma before the conjunction.

**Run-on** The British tried to make the colonists pay taxes they resisted.

**Revision** The British tried to make the colonists pay taxes, but they resisted.

### Identifying Sentences, Sentence Fragments, and Run-Ons

On the short line at the right of each word group below, write **CS**, **F**, or **RO** to identify the word group as a complete sentence, a fragment, or a run-on sentence.

1. British soldiers marched toward Concord, Massachusetts. \_\_\_\_\_
2. They hoped to capture arms stored in Concord, Paul Revere and William Dawes raced to warn the colonists. \_\_\_\_\_
3. The Minutemen from nearby towns. \_\_\_\_\_
4. Waited for the British in Lexington. \_\_\_\_\_
5. Clashes in Lexington and Concord started the American Revolution. \_\_\_\_\_
6. George Washington became the army's commander-in-chief he took command on July 3, 1775. \_\_\_\_\_
7. Poorly trained and without uniforms. \_\_\_\_\_
8. The Declaration of Independence was adopted on July 4, 1776 it was written by Thomas Jefferson. \_\_\_\_\_
9. A young officer, Nathan Hale. \_\_\_\_\_
10. Hale was hanged by the British as a spy he became a hero to the Americans. \_\_\_\_\_
11. France joined the war as an ally of the Americans. \_\_\_\_\_
12. The British were defeated at the battle of Yorktown it meant the end of the war. \_\_\_\_\_

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# Fragments and Run-Ons

*More Practice*

## A. Identifying and Correcting Fragments and Run-Ons

On the line after each word group below, write **CS**, **F**, or **RO** to identify the word group as a complete sentence, a fragment, or a run-on sentence. Then rewrite each fragment or run-on as one or more correct sentences. Add sentence parts as needed.

1. Because of the bad weather.

\_\_\_\_\_

2. The boys rode the roller coaster five times in a row.

\_\_\_\_\_

3. The curtain opened the show began.

\_\_\_\_\_

4. Explained the rules of the game.

\_\_\_\_\_

5. This restaurant serves great pizza let's eat here.

\_\_\_\_\_

## B. Correcting Fragments and Run-ons

Rewrite this paragraph, correcting each fragment and run-on. You may add words to any fragment to make it a sentence, or you may combine it with another sentence. To correct a run-on, you may either separate the sentences or join them correctly.

Patrick Henry failed as a storekeeper and a farmer he became a lawyer. He became famous. As an orator. Patrick Henry delivered a speech protesting the Stamp Tax it was one of his greatest speeches. During a speech in 1775. Henry pretended to stab himself with a letter opener he cried, "Give me liberty or give me death!" Henry became governor. Of Virginia. In 1776. He was re-elected governor four times.

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_