



# Complements: Objective Complements

*Grammar for Writing  
Workbook, pp. 28-30*  
11<sup>th</sup> Grade

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# Why Grammar?

- 11<sup>th</sup> Grade Content standards:
  - Written and Oral English Language Conventions: *Grammar and Mechanics of Writing*
    - 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
    - 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- CSTs
  - 12% of the English Language Arts test measures your knowledge of the Written and Oral English Language Convention standards
- MACHS-SJS-FPA School Performance
  - 0% of FPA 9<sup>th</sup>-graders scored Advanced in the area of grammar on the Periodic Assessments; 3% scored Proficient
  - 2% of FPA 10<sup>th</sup>-graders scored Advanced in the area of grammar on the Periodic Assessments; 10% scored Proficient

# Why Grammar?



# Lesson Objective

- Students will be able to identify objective complements.

# Warm-Up: Review

Read the sentences below. **Copy each exercise (#1-6) onto a separate sheet of paper. Leave spaces between each sentence.** Label the following parts of each sentence: use **V** for verb, **DO** for direct object, and **IO** for indirect object.

1. Lila sent Mr. Hernandez an e-mail.
2. We gave my grandmother a gift certificate for Mother's Day.
3. The dentist mailed my parents a bill for my cleaning.
4. The little girl made her father a card for his birthday.
5. Mrs. Adams read her kindergarteners a story before their snack.
6. The pitcher threw the batter a 95-mile-an-hour fastball.

\*Remember, **in**direct objects appear **in**-between the verb and the direct object!

# Answers

1. Lila sent Mr. Hernandez an e-mail.

V IO DO

2. We gave my grandmother a gift certificate

V IO DO

for Mother's Day.

3. The dentist mailed my parents a bill for my cleaning.

V IO DO

4. The little girl made her father a card for his birthday.

V IO DO

5. Mrs. Adams read her kindergarteners a story before

V IO DO

their snack.

6. The pitcher threw the batter a 95-mile-an-hour fastball.

V IO DO

# Complements

Some sentences require more than just a subject and a simple predicate to complete their meaning.

- The selfish child grabbed. (Grabbed what?)
- He insulted. (Insulted whom?)
- They were. (Were what?)

Words required to complete the meaning of the predicate of a sentence are known as **complements**. The fragments above are lacking necessary complements.

# Complements

- One type of complement is the **objective complement**.
- **Objective complements** follow a direct object

# Objective Complement (OC)

- An **objective complement** is a noun or adjective that follows the direct object and identifies or describes it.

## Examples

- **Some historians consider Polo's tales unreliable.**

S

V

DO

OC

- I found the guard sleeping. (OC = sleeping)
- We all consider her unworthy. (OC = unworthy)
- She painted her house purple. (OC = purple)

# Practice

- p. 29, Section A, #1, 3, 6
- Remember:
  - Direct object (DO): Receives the action of the verb
    - Ask yourself: What is receiving the action? (e.g., I gave what? I ate what? I heard what?)
  - Indirect object (IO): To whom/for whom/for what the action is done
    - **Indirect objects are in-between** the verb and the DO
    - Ask yourself: To whom/for whom/for what is the action being done? (To my niece, to the car, for the grade)
  - Object complement (OC): Noun or adjective that follows the DO and identifies or describes it.
    - Ask yourself: Which noun is describing the DO?

# Homework

- **pg. 29, Section A, #7-8, 10**
- **pg. 30, Section A (all exercises)**