

If the word *to* or *for* is used, the noun or pronoun following it is part of a prepositional phrase and not an indirect object.

OBJECTS OF PREPOSITIONS	My teacher showed the bird's nest to the class . I left some dessert for you .
INDIRECT OBJECTS	The teacher showed the class the bird's nest. I left you some dessert.

Both direct and indirect objects may be compound.

EXAMPLES	Lydia sold cookies and lemonade . [compound direct object] Lydia sold Geraldo , Freddy , and me lemonade. [compound indirect object]
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NOTE Do not mistake an adverb in the predicate for a complement.

ADVERB	Go inside , Skippy. [<i>Inside</i> is an adverb telling <i>where</i> .]
COMPLEMENT	Tamisha sanded the inside of the wooden chest. [<i>Inside</i> is a noun used as a direct object.]

Exercise 19 Identifying Direct Objects and Indirect Objects

Identify the direct and indirect objects in the following sentences. Make sure that you give all parts of compound direct and indirect objects.

- EXAMPLE**
- Sometimes I read my little brother stories from Greek mythology.
 - indirect object—brother; direct object—stories*
 - In one myth, the famous artist and inventor Daedalus built the king of Crete a mysterious building known as the Labyrinth.
 - The complicated passageways of this building give us the word *labyrinth*, (“a maze or confusing structure”).
 - After the completion of the Labyrinth, the king imprisoned Daedalus and his son, whose name was Icarus.
 - To escape, Daedalus made Icarus and himself wings out of feathers and beeswax.
 - He gave Icarus careful instructions not to fly too near the sun.
 - However, Icarus soon forgot his father's advice.
 - He flew too high, and when the sun melted the wax in the wings, he plunged to his death in the ocean.

Reference Note

For information on **prepositional phrases and objects of prepositions**, see page 116.

Reference Note

For information on **adverbs**, see page 67.

HELP



Not every sentence in Exercise 19 contains an indirect object.

Link to



Literature

HELP

Not every sentence in Review C contains a complement; some sentences contain more than one.

- | | |
|-------------------|----------|
| 1. i.o./d.o. | 2. p.n. |
| 3. d.o. | 4. n.c. |
| 5. d.o./d.o. | 6. d.o. |
| 7. p.a. | 8. d.o. |
| 9. p.a./i.o./d.o. | 10. p.n. |

HELP

Remember that subordinate clauses contain subjects and verbs and may also contain complements.

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|---------|---------|
| 1. d.o. | 2. s. |
| 3. p.n. | 4. i.o. |
| 5. d.o. | |

8. Though saddened by the death of his son, Daedalus flew on and reached Sicily in safety.
9. Mythology tells us other stories of his fabulous inventions.
10. Even today, the name Daedalus suggests genius and inventiveness.

Review C Identifying Complements

Identify the complements in the following sentences. Then, tell whether each complement is a predicate nominative, a predicate adjective, a direct object, or an indirect object. If a sentence does not contain a complement, write no complement.

EXAMPLE [1] My brother Bill gave Mom a birthday surprise.

1. Mom—*indirect object*; surprise—*direct object*

[1] My brother made Mom a birthday cake. [2] However, the project soon became a fiasco. [3] First, Bill cracked three eggs into a bowl. [4] Unfortunately, bits of the shells went in, too. [5] Then he added the flour and other dry ingredients. [6] The electric mixer whirled the batter right onto the ceiling. [7] The batter was so sticky that it stayed there and didn't fall off. [8] Bill did not clean the ceiling immediately, and the sticky substance hardened overnight. [9] Mom was not angry, but she did give Bill a suggestion for a gift. [10] "A clean kitchen would be a great birthday present."

Review D Identifying the Parts of a Sentence

Identify the italicized words in the following passage. Use these abbreviations.

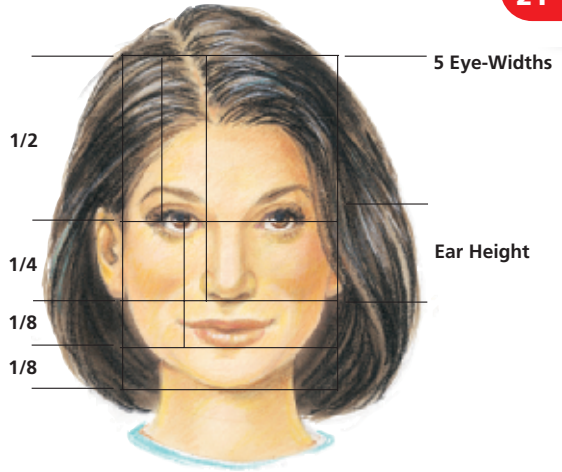
s. subject	p.a. predicate adjective
v. verb	d.o. direct object
p.n. predicate nominative	i.o. indirect object

EXAMPLE When you draw faces, do they look [1] *realistic*?

1. *p.a.*

Before this winter, I couldn't draw a human [1] *face* well. However, our [2] *neighbor*, Mr. Teng, is a portrait [3] *painter*, and he has been giving [4] *me* some instructive [5] *tips*. He says that the most important

[6] *thing* is the correct [7] *placement* of the eyes. Apparently, most [8] *people* draw the [9] *eyes* too high. In fact, [10] *they* should be placed halfway down the head. Many people also [11] *make* the ears too small. The [12] *top* of each ear [13] *should align* with the eyebrow, and the [14] *bottom* should align with the tip of the nose. Getting the width of the face right is also [15] *important*. Mr. Teng says, “Use one eye’s [16] *width* as a unit of measure and make the head five eye-widths wide.” There are many other [17] *guidelines*, but these tips from Mr. Teng are the most [18] *basic*. By following them, I can now draw a human [19] *face* that [20] *looks* realistic.



6. s. 7. p.n. 8. s 9. d.o. 10. s. 11. v. 12. s.
13. v. 14. s. 15. p.a. 16. d.o. 17. s. 18. p.a. 19. d.o. 20. v.

Classifying Sentences by Purpose

21. A sentence may be classified, depending on its purpose, as declarative, imperative, interrogative, or exclamatory.

(1) A declarative sentence makes a statement and ends with a period.

EXAMPLES Jody Williams won the Nobel Peace Prize in 1997.

That one-celled organism is an amoeba.

(2) An imperative sentence gives a command or makes a request. Most imperative sentences end with a period. A strong command ends with an exclamation point.

EXAMPLES Please keep to the right. [request]

Take care of your little brother, Rick. [command]

Stop! [strong command]

Notice in these examples that a command or a request has the understood subject *you*.

Reference Note

For more information about **understood subjects**, see page 97.

SKILLS FOCUS

Classify sentences by purpose. Identify and use declarative sentences. Identify and use imperative sentences. Identify and use interrogative sentences.

Think as a Reader/Writer

Sometimes writers use both a question mark and an exclamation point to express the combined emotions of surprise and disbelief or wonder.

EXAMPLE

Is it really you?!

Such usage is appropriate only in informal situations and in dialogue, to convey the speaker's emotions.



SKILLS FOCUS

Identify and use exclamatory sentences.

(3) An **interrogative sentence** asks a question and ends with a question mark.

EXAMPLES Can they finish in time?

How did she find Yoshi and Sarah?

(4) An **exclamatory sentence** shows excitement or expresses strong feeling and ends with an exclamation point.

EXAMPLES What a good friend you are!

The battery is dead!

I can't believe this is happening!

NOTE

In conversation, any sentence may be spoken so that it becomes exclamatory or interrogative. When you are writing dialogue, use periods, exclamation points, and question marks to show how you intend a sentence to be read.

EXAMPLES They won. [declarative]

They won! [exclamatory]

They won? [interrogative]

Exercise 20 Identifying the Four Kinds of Sentences

Punctuate each of the following sentences with an appropriate end mark. Classify each sentence as imperative, declarative, interrogative, or exclamatory.

EXAMPLE 1. There are many delicious foods from India

1. *period*—declarative

1. Do you like spicy food? 1. int.
2. Some Indian food is hot, and some isn't. 2. dec.
3. *Sambar* is a soup made with lentils and vegetables. 3. dec.
4. Save me some of those curried shrimp. 4. imp.
5. What is that wonderful bread called? 5. int.
6. *Palek alu* is a spicy dish of potatoes. 6. dec.
7. Watch out for the hot chilies. [or!] 7. imp.
8. Isn't this yogurt drink called *lassi* good? 8. int.
9. Be sure to add the curry and other spices to the onions. 9. imp.
10. How tasty this rice-and-banana pudding is! 10. exc.