

PRACTICE *the skill*Label the sentence patterns **S-InV**, **S-TrV-DO**, or **S-TrV-IO-DO**.

1. Roger Williams, the son of a London tailor, founded the colony of Rhode Island.
S TrV DO
2. Williams attended Cambridge University in England.
S TrV DO
3. After graduation in 1627, he ministered as a chaplain.
S InV
4. Williams immigrated to Boston in 1631.
S InV
5. In 1635 government officials gave Williams a sentence of banishment from the Massachusetts Bay Colony.
S TrV IO DO
6. Later, he secured a charter for a new colony, Providence Plantation.
S TrV DO
7. Williams also preached among the American Indians.
S InV
8. In 1643 he published *A Key into the Language of America*.
S TrV DO
9. This promotional tract contains Narragansett dialogue with English translations.
S TrV DO
10. The people of Rhode Island and Providence Plantation offered Williams the presidency over the unified colony.
S TrV IO DO

The direct object in sentence 8 is the entire title of the tract that Williams published.

PRACTICE *the skill*Label the sentence patterns **S-LV-PN** or **S-LV-PA**.

1. Carlos Montezuma became prominent as an American Indian spokesman during the early twentieth century.
S LV PA
2. He was a Yavapai Apache.
S LV PN
3. His original name was Wassaja (“signal”).
S LV PN
4. Wassaja became Carlos after his adoption by Carlos Gentile.
S LV PN
5. Montezuma seemed motivated.
S LV PA
6. He was a graduate from Chicago Medical College in 1889.
S LV PN



Smithsonian Institution / National Anthropology Archives

WritingLink

Encourage students to research further some of the Native Americans mentioned in this chapter and to write brief reports to share with the class.

7. After graduation, Montezuma became a physician for the Indian Service. S LV PN
8. He stayed active in Chicago as a teacher and doctor from 1896 until 1922. S LV PA
9. Montezuma was also an outspoken advocate for American Indian rights. S LV PN
10. Writing remained important as an outlet for his activism. S LV PA

2.9

REVIEW *the skill*

Label the sentence patterns **S-InV**, **S-TrV-DO**, **S-TrV-IO-DO**, **S-LV-PN**, or **S-LV-PA**.

1. Many Native Americans have respect for the legends of their ancestors. S TrV DO
2. Most tribal peoples were conservationists. S LV PN
3. They took from the land only the bare necessities. S TrV DO
4. In return, the land yielded them harvests of fruit and grain. S TrV IO DO
5. Sometimes the tribe needed skins or meat. S TrV DO DO
6. Then they hunted buffalo or other wild prey. S TrV DO DO
7. Early Native Americans hunted only for survival. S InV
8. A hunt for sport was unacceptable to the Native Americans. S LV PA
9. They sometimes herded buffalo over cliffs. S TrV DO
10. This method was strictly a last resort. S LV PN



Buffalo Chase by Seth Eastman
oil on canvas, c. 1851

Additional Sentence Patterns


Subject–Transitive Verb–Direct Object–Objective Complement (S-TrV-DO-OC)

Sometimes a direct object is not enough to complete the idea in a sentence. An **objective complement**, either a noun or an adjective, renames or describes the direct object. This completer is called an *objective* complement because it completes the information about the direct object. Only a few verbs can be used in this pattern.

Today wireless networks make Internet access easy.


The objective complement, *easy*, describes the direct object, *access*. Notice that the objective complement always follows the direct object, unlike the indirect object, which always precedes the direct object.

Some people still find new technology difficult.

 Sentence diagram answers for Review the Skill 2.9 are found in the “Diagram Answers” section of the Teacher’s Toolkit. If you teach sentence diagramming, you may wish to consult the sample diagrams found in the “Sentence Diagrams” section of *The Writer’s Toolbox*.

If students diagram *Native American* as an adjective and a noun, remind them that this term is a proper noun when it refers to a member of an indigenous tribe. Proper nouns that consist of more than one word are treated as open compound nouns.

Point out that subjective complements (predicate nouns and predicate adjectives) do for the subject what an objective complement does for the direct

 Many languages do not have a sentence pattern with an objective complement. Use the ESL note on page 44 in the student worktext to help your students understand the close relationship between the direct object and the objective complement, as caused by the action of the verb.

TEACHING STRATEGY Induction

Read the following sentence: *Mother appointed Evan head of the kitchen clean-up crew.* Ask the students to assign a sentence pattern to the sentence. (*They will probably answer, “S-TrV-DO.”*) Tell them that this answer is partially correct, but ask what the word *head* is in the sentence. Explain that it is an objective complement. An objective complement is a noun or an adjective that completes the idea of what the verb does to the direct object. Read the information on

the sentence pattern S-TrV-DO-OC on pages 43–44.

TEACHING STRATEGY Discussion

Point out to students that objective complements always follow direct objects, unlike indirect objects, which always precede direct objects.

ESL

Notice the close relationship between the direct object and the objective complement. You can usually imagine that there is a form of *be* between them.

S TrV DO OC OC
They built the wall tall and strong.

The wall *is* tall and strong because they built it that way.

S TrV DO OC
We elected Troy class president.

Troy *is* class president because we elected him.

Further information on the *S-be-AdvI* sentence pattern can be found in the section “Basic Sentence Analysis” in *The Writer’s Toolbox*.



Adverbs
pp. 15–16

Subject–be–Adverbial (S-be-AdvI)

Sentences with the verb *be* may have a prepositional phrase or an adverb acting as a complement. These completers, called **adverbials**, come only after a form of the verb *be*. They include adverbs such as *here* and *now* and prepositional phrases that express information about time, location, or condition.

S be AdvI

My sister’s cell phone *is* never out of her sight.

Normally a prepositional phrase such as “after class” would be an optional modifier, but in the sentences below, it is the necessary complement.

S be AdvI

The best time for texting *is* after class.

S be AdvI

Your cell phone will still *be* here.



Prepositional
Phrases
pp. 57–59

in SUMMARY

An **objective complement**, either a noun or an adjective, renames or describes the direct object because of the action of the verb.

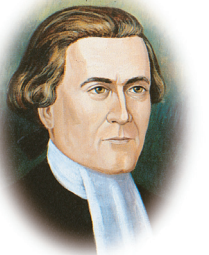
An **adverbial** is an adverb or an adverbial prepositional phrase that follows a form of the verb *be*.

2.10

PRACTICE *the skill*

Label the sentence patterns *S-TrV-DO-OC* or *S-be-AdvI*. If the adverbial is a prepositional phrase, underline it.

1. The power of David Brainerd’s diary made many of his readers missionaries.
2. Brainerd was often in prayer for hours before his visits to the American Indians.
3. Brainerd considered these people important.
4. Brainerd also made a young lady, Jerusha Edwards, the object of his affection.



David Brainerd, detail from *History of Evangelism* in the Bob Jones Jr. Memorial Seminary and Evangelism Center, James Brooks, artist

TEACHING STRATEGY

Demonstration

Write sentences using the *S-be-AdvI* sentence pattern for display. For example, *The practice will be after dinner. An awards ceremony is in the planning stage.* Refer your students to page 44 of the worktext for information on this new sentence pattern.

SCRIPTURAL APPLICATION

Research and share with the class some information about the life of David Brainerd (1717–47), missionary to the American Indians. Or encourage advanced students to read and report about him and his work.

EVALUATION

Use **Teaching Help 2B** to assess students’ understanding of the sentence patterns they have learned in this chapter.

REINFORCEMENT

If needed, distribute copies of **Concept Reinforcement 2** for practice with sentence patterns.

5. Often Brainerd was in very poor health.
S be Advl
6. Gentle Jerusha Edwards made Brainerd her full-time patient.
S TrV DO OC
7. She was there at his death on October 9, 1747.
S be Advl
8. Brainerd made his wish to see her again his final message to Jerusha Edwards.
S TrV DO OC
9. Only five months after his death, David Brainerd and Jerusha Edwards were in heaven together.
S Advl Advl be
10. Jonathan Edwards made the biography of his friend and his daughter a legacy for David and Jerusha.
S TrV DO OC


2.11

REVIEW *the skill*

Label the sentence patterns *S-InV*, *S-TrV-DO*, *S-TrV-IO-DO*, *S-LV-PN*, *S-LV-PA*, *S-TrV-DO-OC*, or *S-be-Advl*. If the adverbial is a prepositional phrase, underline it.

1. Another friend of David Brainerd was Jerusha Edwards's little brother, Jonathan Edwards Jr.
S LV PN
2. Like Brainerd, Jonathan Edwards Jr. had a great love for the American Indians.
S TrV DO
3. Young Jonathan made the American Indian children his friends.
S TrV DO OC
4. He was constantly among them and in their homes.
S be Advl Advl
5. His knowledge of their language and their unique way of life was extensive.
S LV PA
6. Nine-year-old Jonathan left his family and helped an older missionary with American Indian languages and customs.
S TrV DO TrV DO
7. Later, hostility grew among the tribes, and they feared for Jonathan's life.
S InV S InV
8. They considered their little friend valuable, and they took him back to his home.
S TrV DO OC S TrV DO
9. At the end of the long, dangerous trip, Jonathan was safely on the shoulder of an adult American Indian.
S be Advl
10. By the end of his life, Edwards had given his friends years of service and a complete grammar of their own language.
S TrV IO DO DO



 Sentence diagram answers for Review the Skill 2.11 are found in the "Diagram Answers" section of the Teacher's Toolkit. If you teach sentence diagramming, you may wish to consult the sample diagrams found in the "Sentence Diagrams" section of *The Writer's Toolbox*.

If students diagram *American Indian* as an adjective and a noun, remind them that this term is a proper noun when it refers to a member of an indigenous tribe. Proper nouns that consist of more than one word are treated as open compound nouns.