

# Nouns

Teaching

A noun is a word that names a person, place, thing, or idea.

Type of noun	Definition	Example
<b>common noun</b>	general name for a person, place, thing, or idea	city
<b>proper noun</b>	name of a particular person, place, thing, or idea	Baltimore
<b>singular noun</b>	one person, place, thing, or idea	street
<b>plural noun</b>	more than one person, place, thing, or idea	streets
<b>collective noun</b>	name of a group regarded as a unit	council
<b>concrete noun</b>	name of something perceptible by the senses	sign
<b>abstract noun</b>	name of an idea, quality, or state	law
<b>compound noun</b>	single noun formed from two or more words	streetlight
<b>possessive noun</b>	noun that shows ownership or relationship	dog's tail, dogs' tails

REVIEW

## Finding Nouns

Underline every noun in each sentence.

- Most of the people in the world live in cities.
- Cities offer a number of opportunities for their citizens, from jobs to entertainment.
- Every city offers its own special attractions.
- Usually, a city is known for at least one unique landmark.
- In Philadelphia, look for Independence Hall where the Declaration of Independence was signed.
- Most older towns developed near a body of water, such as the ocean, or a river or lake.
- Cleveland, Ohio, grew up by Lake Erie, a waterway that gave local industries a way to transport materials and products.
- What factors determine a typical citizen's choice of which city to call home?
- Weather may play a part in the choice.
- Many Americans say that they enjoy the warm, dry weather of the Southwest.
- Other people choose a hometown based on factors such as the presence of a professional sports team.
- What attracts residents to your hometown?
- Perhaps your city has many museums, galleries, and libraries where you can spend a quiet Sunday.
- Could the attraction be the scenery or the schools?
- In the past, some cities such as Reims, France, were built inside protective walls.
- The wall was designed to discourage invaders.
- The cities of Europe usually had one main church that towered over the rest of the buildings.
- Skyscrapers dominate the skyline of the modern city.
- Noisy traffic often clogs the streets, especially at rush hour.
- Do you enjoy the excitement and fast pace of urban life?

# Nouns

## More Practice

### A. Identifying Nouns

Identify each numbered and italicized noun by writing **common, proper, abstract, concrete, collective, compound, or possessive** on the corresponding line below. Each noun belongs to at least two categories.

The stretch of (1) *Hudson Street* where I live is each day the scene of an intricate sidewalk (2) *ballet*. I make my own first entrance into it a little after eight when I put out the garbage can, surely a prosaic (3) *occupation*, but I enjoy my part, my little (4) *clang*, as the (5) *droves* of junior high school students walk by the center of the stage dropping candy wrappers. (How do they eat so much candy so early in the morning?)

While I sweep up the wrappers I watch the other rituals of the morning: Mr. Halpert unlocking the laundry's (6) *handcart* from its mooring to a cellar door, Joe Comacchia's (7) *son-in-law* stacking out the empty crates from the delicatessen, the barber bringing out his sidewalk folding chair, . . . I exchange my ritual (8) *farewell* with Mr. Lofaro, the short, thick-bodied, white-aproned fruit man who stands outside his (9) *doorway* a little up the street, his arms folded, his feet planted, looking as solid as earth itself. We nod; we each glance quickly up and down the street, then look back to each other and smile. We have done this many a morning for more than ten (10) *years*, and we both know what it means: All is well.

Jane Jacobs, *The Death and Life of Great American Cities*

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

### B. Identifying Nouns

Underline the noun or nouns described in parentheses after each sentence.

- Antonio emigrated to the United States from Italy. (proper noun)
- The homeless woman in the doorway often reads the newspaper. (common noun)
- The bicycle had a basket attached to the handlebars. (common noun)
- Charlotte's flower shop is open seven days a week. (possessive noun)
- I could feel the beat of the drums outside the club. (concrete noun)
- University students sat on the library steps between classes. (plural noun)
- On extremely hot days, the stench of garbage can be overwhelming. (concrete noun)
- The city pulses with energy and excitement. (abstract noun)

# Nouns

## Application

### A. Supplying Nouns

Complete the paragraph by supplying nouns as indicated in parentheses. Write each word you would use on the blank line:

Sydney is going to meet her friends at the **(1. proper noun)** this afternoon. Instead of walking, she decides to take the **(2. common noun)**. While getting ready to go, Sydney grabs her **(3. compound noun)**, and notices that she still has her friend **(4. possessive proper noun)** CD. She liked the CD, and she admired the artists' **(5. abstract noun)**. She plans to stop at the **(6. concrete noun)** and check out another CD by the same **(7. collective noun)**.

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ |          |

### B. Writing with Nouns

Write sentences that contain the kinds of nouns indicated. Underline these nouns in your sentences.

- Use a common noun and a plural noun.

\_\_\_\_\_

- Use a proper noun and a collective noun.

\_\_\_\_\_

- Use an abstract noun and a singular noun.

\_\_\_\_\_

- Use a possessive noun and a proper noun.

\_\_\_\_\_

- Use a compound noun and a concrete noun.

\_\_\_\_\_

- Use a possessive noun and a common noun.

\_\_\_\_\_

- Use an abstract noun and a plural noun.

\_\_\_\_\_

- Use a concrete noun and a proper noun.

\_\_\_\_\_

REVIEW

# Pronouns

## Teaching

A **pronoun** is a word used in place of a noun or another pronoun.

Type of pronoun	Example	Function
personal	refers to first person, second person, and third person	I, you, he
possessive	shows ownership or belonging	mine, ours
reflexive	reflects an action back on a preceding noun or pronoun	himself
intensive	emphasizes a noun or pronoun in the same sentence	herself
interrogative	used to ask a question	who, what
demonstrative	points out specific persons, places, things, or ideas	that, those
relative	introduces a subordinate clause	who, which
indefinite	does not refer to a specific person or thing	someone

### Finding Pronouns

Underline all the pronouns in the following sentences.

**EXAMPLE** The distance it takes to stop your vehicle depends on several factors.

1. Many of the rules of driving involve simple common sense.
2. Patricia changed the flat tire herself.
3. What will they do if it breaks down on the highway?
4. He always stops to get a cold drink when he feels tired.
5. The state troopers themselves stay within the posted speed limit.
6. Moving at a fast speed means you will need more room between you and the car ahead of you.
7. Someone driving below the posted minimum speed poses a potential threat to others.
8. Use your low-beam headlights, not your brights, when driving in fog.
9. Keep your car safe by checking its oil and tire pressure often.
10. Which of the drivers at an intersection without a traffic control device has the right of way?
11. Yoshi prepared himself for the driving test.
12. Natasha blamed herself for not calling sooner to schedule her road test.
13. What should Daniel bring to the exam station?
14. Quiana stood in the line that seemed to move the slowest.
15. Jacqueline signed the card that permits donation of organs.
16. Our car horn was not in working order the day of the driving test.
17. My brother had mixed emotions about taking the driver's license exam.
18. You may help someone with your gift of a human organ.
19. Where do I sign this?
20. That is where you will have your picture taken.
21. My father himself drove me to the driving test.
22. Anyone who drives a car accepts great responsibility.



# Pronouns

## More Practice

REVIEW

### A. Finding Pronouns

Underline the pronoun or pronouns described in parentheses after each sentence.

1. Laura admitted she was nervous before her driving test. (possessive)
2. My grandfather claims that he taught himself how to drive. (reflexive)
3. Both of my sisters have their driver's licenses. (indefinite)
4. The examiner told me to park the car, and then he got out. (personal)
5. I myself passed the test on my first try. (intensive)
6. What can I do to improve my driving? (interrogative)
7. Those are the same officers with whom I spoke at the bureau. (demonstrative)
8. Anyone who has taken driving lessons should be able to pass the test. (indefinite)
9. Can I drive you anywhere? (personal)
10. Are you the person to whom I should report? (relative)
11. Did somebody drop his or her car keys? (indefinite)
12. Sharese told herself to relax before her test. (reflexive)
13. Most of the drivers who have taken lessons pass the test on their first try.  
(indefinite)
14. The license itself confers on its owner both privileges and responsibilities.  
(intensive)
15. We are relieved that this day is over. (personal)

### B. Identifying Pronouns

Underline the pronoun in each sentence and identify it by writing **personal**, **possessive**, **reflexive**, **intensive**, **interrogative**, **demonstrative**, **relative**, or **indefinite** on the line.

1. What are the requirements for obtaining a driver license? \_\_\_\_\_
2. Josh received his temporary license by passing two tests. \_\_\_\_\_
3. The manager of the driving school himself rode with Pat. \_\_\_\_\_
4. You have to study and learn all the material in the vehicle law book. \_\_\_\_\_
5. Our state requires drivers to pass a written test and a road test. \_\_\_\_\_
6. The examiner who administered Al's test carried a clipboard. \_\_\_\_\_
7. Is that the marker Halle's front bumper hit? \_\_\_\_\_
8. Which of the sections did Elijah pass, driving or maneuverability? \_\_\_\_\_
9. Everyone took lessons through the school's program. \_\_\_\_\_
10. Maeve drove herself to school the next day. \_\_\_\_\_

# Pronouns

## Application

### A. Writing Sentences with Pronouns

Write sentences using the types of pronouns indicated. Underline the required pronouns in your sentences. Be sure the pronoun matches the person, number, and gender of its antecedent.

1. personal pronoun in the third person, nominative case

\_\_\_\_\_

2. personal pronoun in the first person, objective case

\_\_\_\_\_

3. possessive pronoun that stands alone

\_\_\_\_\_

4. demonstrative pronoun

\_\_\_\_\_

5. feminine reflexive pronoun

\_\_\_\_\_

### B. Writing Dialogue with Pronouns

Underline all the pronouns in the dialogue below. Then write one more quotation from each of the two speakers. Include at least four of these kinds of pronouns: personal, possessive, demonstrative, reflexive, intensive, interrogative, indefinite, and relative. Underline the pronouns in your dialogue. Use a separate piece of paper if necessary.

"I can't believe this happened. My parents are going to be really upset.

Look at their car! It is messed up! What will I tell them?"

"Just tell them the truth. They'll understand. I'm sure they'll just be glad we are all right."

"That is probably true. Even my Dad himself got into a fender bender last summer."

"See? He'll understand."

"Oh, what was I doing? I don't remember what I was thinking about when it happened. I guess I won't be driving everyone out to the farm next month. I am sure my parents will take away my car privileges."

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

# Verbs

## Teaching

A **verb** is a word used to express an action, a condition, or a state of being.

An **action verb** expresses a physical or mental action. Action verbs may be transitive or intransitive. A **transitive verb** transfers the action from the subject toward a direct object. An **intransitive verb** does not transfer action so it does not have an object.

**Transitive verb**      The lion stalked the antelope. (*Antelope* is the direct object.)

**Intransitive verb**      The antelope ran away.

A **linking verb** connects the subject with a word or words that identify or describe the subject. Some linking verbs are forms of *be*, such as *am*, *is*, *was*, and *were*. Others express condition, such as *appear*, *become*, *feel*, *look*, *remain*, *sound*, and *taste*.

The zebras looked startled.

An **auxiliary verb**, also called a **helping verb**, helps the main verb express action or make a statement. A **verb phrase** is made up of a main verb and one or more helping verbs. Some common auxiliary verbs are *had*, *do*, *might*, *will*, *must*, *could*, and *would*.

The elephant should be running from the hunters. (The main verb is *running*.)

### A. Identifying Verbs

Underline the verb or verb phrase in each sentence. In the space above each verb, write **A** if it is an action verb, **L** if it is a linking verb, or **AUX** if it is an auxiliary verb.

1. The passengers grew restless during the long train ride.
2. The colors of the fabrics seemed iridescent in the bright light.
3. An incorrect ZIP code might have delayed the letter.
4. Diego Rivera painted many significant murals in Mexico and the United States.
5. Have you measured the temperature of the water?
6. At the bottom of Carlsbad Caverns, the air feels cold and damp.

### B. Identifying Transitive and Intransitive Verbs

Underline the verb or verb phrase in each sentence. On the line, write **T** for a transitive verb or **I** for an intransitive verb.

1. At the break of day, the lion stretched lazily. \_\_\_\_\_
2. It gazed at the grass-filled veldt around it. \_\_\_\_\_
3. Some animal movement in the distance caught its eye. \_\_\_\_\_
4. The gazelle herd was feeding fearlessly in the grass, unaware of the danger nearby. \_\_\_\_\_
5. The lion chose a small gazelle from the herd as its prey. \_\_\_\_\_

# Verbs

## More Practice

### A. Identifying Verbs

Underline each verb once. If the verb has a direct object, underline the direct object twice. In the space above each verb, write **T** for transitive or **I** for intransitive.

1. P. T. Barnum, the circus king, brought famous performers to America.
2. Opera stars, acrobats, animal trainers, and clowns performed in his circus.
3. Jenny Lind, "The Swedish Nightingale," joined about 1850.
4. The prima donna was then considering complete retirement.
5. Financial problems had troubled her for some time.
6. Both Lind and Barnum felt, at the time, fortunate with their deal.
7. An advance of \$187,500 sealed the huge contract.
8. Barnum used many advertising and publicity stunts.

### B. Using Verbs

Refer to the passage below to complete these items.

The rhinoceros is a huge, heavy animal. It has thick skin and very little hair. Its magnificent horn grows throughout its lifetime. Although useful in battle, the rhinoceros's horn has become the source of its troubles in recent decades. Many hunters kill rhinos simply for their horns. They sell the horns, in a powdered form, all over the world. Today, wild rhinoceros live in Africa and in Southeast Asia. Another species of rhinoceros, the Sumatran rhinoceros, is now almost extinct. Aware of the constant threat of extinction, many countries and international organizations are now forbidding the hunting of the rhinoceros.

1. Find examples of two transitive verbs in the passage. On the lines below, write those verbs and the direct objects that receive their actions.

Transitive verb 1: \_\_\_\_\_ Direct object: \_\_\_\_\_

Transitive verb 2: \_\_\_\_\_ Direct object: \_\_\_\_\_

2. Write three action verbs from the passage on the lines below.

\_\_\_\_\_

3. Write two verb phrases from the passage. Underline the auxiliary verbs in each phrase.

\_\_\_\_\_

4. Write one of the sentences from the passage that contains a linking verb. Underline the two words that are connected by the linking verb.

\_\_\_\_\_

5. Find examples of two intransitive verbs in the passage. Write them on the lines below.

\_\_\_\_\_



Review  
3

# Verbs

## Application

### A. Writing with Verbs That Can Be Either Transitive or Intransitive

Underline the verb in each sentence. Write **T** above it if it is transitive or **I** if it is intransitive. Then, if it is transitive, use it as an intransitive verb in a sentence of your own. If it is intransitive, use it as a transitive verb. Write your new sentence on the line.

EXAMPLE The bird sang outside my window. *The bird sang a sweet song.*

1. The photographers packed their equipment for the safari.

\_\_\_\_\_

2. They had planned the trip for months.

\_\_\_\_\_

3. The group gathered just before sunrise.

\_\_\_\_\_

4. Their expert guides had walked the route many times before.

\_\_\_\_\_

5. One participant forgot some of her film at base camp.

\_\_\_\_\_

### B. Proofreading

The writer of this paragraph was careless and omitted many verbs. Proofread the paragraph, looking for places where an action verb, a linking verb, or an auxiliary verb would improve the writing. Then insert this proofreading symbol  $\wedge$  and write the verb you wish to add above it.

EXAMPLE Elephants  $\wedge$ <sup>are</sup> the largest animals that live on land.

The great size of elephants is, in fact, their best protection. They have little fear of most animals, because they able to crush and kill small attackers. However, they do have powerful enemies, namely lions, crocodiles, snakes, and human beings. Adult elephants not usually attacked, but tigers and leopards killed elephant calves. Despite its size, the elephant can be gentle and tame. People trained elephants for thousands of years. Loggers elephants to carry heavy loads.

Most elephants in herds. They enjoy water and frequently swim in lakes and rivers. They grass, leaves, and bark, and they drink up to 40 gallons of water daily. Humans, the elephant's most dangerous enemy, destroyed much of its natural habitat, but today many African and Asian countries set aside land to protect elephants.

## Adjectives and Adverbs

### Teaching

Adjectives and adverbs are modifiers that describe other words in a sentence.

**Adjectives** modify nouns or pronouns. They qualify or specify the meaning of the words they modify. Adjectives answer the following questions: *What kind? Which one? How many? How much?*

plastic cup    that sign    several tables    some help

**Predicate adjectives** follow linking verbs and modify the subject of a sentence.

Pizza is delicious.    The warm bread smells wonderful.

**Adverbs** modify verbs, adjectives, or other adverbs. They answer the following questions about the words they modify: *how* (quickly, brightly); *where* (here, there, up); *when* (now, yesterday); and *to what extent* (very, too).

### Finding Adjectives and Adverbs

Underline all the adjectives once in the following sentences, ignoring the articles. Underline the adverbs twice.

- The wide variety of foods we eat every day links us to people everywhere.
- The number of international foods you eat may surprise you.
- Let us carefully examine some foods that one family eats.
- Mrs. Jones eagerly drinks her first large cup of coffee early in the morning.
- Coffee probably first came from the African country of Ethiopia, and it still grows there.
- Mr. Jones usually prefers to drink a cup of hot tea.
- British traders brought tea from China to thirsty people in Great Britain and in European countries.
- It became a very popular hot beverage among the British.
- The British brought their favorite drink to the American colonies in the 1700s.
- The Jones children always have nutritious oatmeal.
- Hot oatmeal has long been a breakfast tradition in the British Isles.
- Mrs. Jones chooses some creamy yogurt for her morning snack.
- This food originated in eastern Europe or central Asia.
- After playing in the snow, the cold children want their cocoa.
- Aztec Indians of Mexico enjoyed this rich beverage before Spanish explorers arrived in the Americas.
- The whole family enthusiastically enjoys juicy hamburgers.
- The popular hamburger originated as a meat patty in the German city of Hamburg.
- Tonight the Jones family is eating rice, a food grain from Asia, as a side dish.
- Mr. Jones never skips his snack of tasty corn chips.
- These corn chips have recently been adapted from the traditional fried corn tortillas of the Mexican and Central American peoples.
- These foods, and so many others, make the American diet truly multicultural.

# Adjectives and Adverbs

## More Practice

### A. Identifying Adjectives

Underline each adjective once and underline the word it modifies twice. Some words are modified by more than one adjective. Do not underline articles.

1. Bread has been a basic food for most people for thousands of years,
2. White bread is quite popular in this country.
3. The French people love their crusty French bread, thin pancakes called crepes, and soft croissants.
4. Quick breads include tasty muffins and corn bread.
5. These breads have a crumbly texture, but can be made in a short time.
6. In some parts of the world, people eat thin, crisp sheets of flat bread.
7. Central American peoples eat various kinds of flat bread called tortillas.
8. These breads are made from corn meal.
9. People in eastern Asia make their flat bread from rice flour.
10. Obviously, bread is one food that can be found in many parts of the world in different forms.

### B. Identifying Adverbs

Underline the word the boldfaced adverb modifies. If the word it modifies is a verb, write **V**, an adjective, write **ADJ**, or an adverb, write **ADV**.

1. Our library **seldom** allows renewal of books on the best-seller list. \_\_\_\_\_
2. For his age and size, Max is an **unusually** fine running back. \_\_\_\_\_
3. Today's assignment on dialects will be **thoroughly** discussed on Friday. \_\_\_\_\_
4. You have made that point **before**, I believe. \_\_\_\_\_
5. **Extremely** intense concentration is needed for a good game of chess. \_\_\_\_\_
6. Two eaglets perched **somewhat** hesitantly at the edge of their treetop nest. \_\_\_\_\_
7. George is **too** critical to enjoy working on a committee. \_\_\_\_\_
8. Technology and federal subsidies have **radically** changed farming methods. \_\_\_\_\_
9. During the puppet program, the toddlers behaved **quite** well. \_\_\_\_\_
10. Too **quickly**, summer's days shortened into those of fall. \_\_\_\_\_

REVIEW

# Adjectives and Adverbs

## Application

### A. Writing Sentences with Adjectives and Adverbs

Revise each of these plain sentences by adding at least one adjective and one adverb. You may also add phrases if you wish. Write your new sentences on the lines below. Underline the adjectives once and the adverbs twice.

**EXAMPLE** Ally walked to the mall.

*With two of her best friends, Ally walked slowly to the local mall.*

1. The chef prepared a meal.

\_\_\_\_\_

2. The dinner guests took their places.

\_\_\_\_\_

3. The host offered a toast.

\_\_\_\_\_

4. The guests made conversation.

\_\_\_\_\_

5. The dinner party was a success!

\_\_\_\_\_

### B. Writing with Adjectives and Adverbs

Playwrights often include directions to the actors about how to say their lines, how to hold their bodies, and where to move. Complete the stage directions below with adjectives or adverbs. Write your stage directions in the parentheses after each character's name.

**Andy** (speaking \_\_\_\_\_ and holding his stomach) I am so hungry!

**Cal** (in a \_\_\_\_\_ manner) So am I. I'm glad Coach Warren offered to bring back some lunch for us.

**Dennis** (\_\_\_\_\_ looking \_\_\_\_\_) I just hope he does not bring pizza. I am tired of pizza.

**Andy** (\_\_\_\_\_ and with a \_\_\_\_\_ expression) Especially pizza with anchovies!

**Cal** (\_\_\_\_\_ and in a \_\_\_\_\_ voice) I would really prefer some carrot sticks and veggie burgers for a change.

**Darryl** (\_\_\_\_\_ from across the field) And some fruit juice!

**Coach Warren** (\_\_\_\_\_ moving \_\_\_\_\_ to the boys) I'm back! I know teenagers love pizza, and since you guys will eat anything, I got it with anchovies! And plenty of soft drinks for all!

**Cal and Andy** (\_\_\_\_\_ and turning their heads away) Yuck!  
(\_\_\_\_\_ and trying to hide their feelings) Great! Let's eat!

## Prepositions

*Teaching*

A **preposition** is a word used to show the relationship between a noun or pronoun and some other word in the sentence. A preposition always introduces a phrase called a **prepositional phrase**. A prepositional phrase ends in a noun or a pronoun called an **object of the preposition**. Any modifiers of the object are also part of the prepositional phrase.

Hang the large painting **on the far wall**. (The preposition is *on*, the object of the preposition is *wall*, and the prepositional phrase is *on the far wall*.)

A **compound preposition** is a preposition that consists of more than one word. Some examples of compound prepositions include the following: *according to*, *in addition to*, *aside from*, *in place of*, and *by means of*. **Compound objects** are two or more objects of a single preposition.

The museum displays sculptures in addition to paintings and tapestries.

COMPOUND                      COMPOUND OBJECTS  
PREPOSITION

### Finding Prepositions

Underline each preposition once. Remember that compound prepositions have two or more words. Underline each object of the preposition twice.

1. You can visit traditional museums like art museums or planetariums.
2. If you prefer, you can travel across the country seeing unusual museums.
3. You might choose the Banana Museum in California.
4. Within its walls is a great banana article collection.
5. If you want a banana cookie jar, banana magnets, or books about bananas, the Banana Museum is your place.
6. The Toaster Museum has an impressive collection showing the toaster's impact on popular culture.
7. Unfortunately, the Toaster Museum is presently without a permanent home.
8. Are you a magic fan? Visit the Houdini Historical Center, a museum devoted to the great magician Harry Houdini.
9. The center contains lock picks, handcuffs, and straitjackets used by Houdini.
10. Why not visit one of Florida's stranger museums, the Teddy Bear Museum?
11. Its teddy bear collection numbers over 2,300 furry friends.
12. You might enjoy stepping into the Shoe Museum.
13. A recent addition includes jogging shoes from Bill Clinton.
14. In New Mexico, see the American International Rattlesnake Museum.
15. You might like Max Nordeen's Wheel Museum because of its spark plug collection and vintage cars.
16. See the Hamburger Museum and enjoy standing beside a hamburger waterbed and a hamburger motorcycle.
17. If you are Texas-bound, see the Cockroach Hall of Fame.
18. In spite of its name, the museum has some interesting exhibits.

# Prepositions

## More Practice

### A. Identifying Prepositions

Underline each preposition once. Underline each object of the preposition twice. A sentence may have more than one prepositional phrase.

1. Many clocks are powered by a mainspring.
2. Neither candidate avoided controversy during the presidential debate.
3. After lunch Paul washed the dishes and finished his chores.
4. At the bird feeder, Denise identified three species of sparrows.
5. Out of a thicket a brace of partridges flew.
6. There are many legends about Johnny Appleseed.
7. According to today's newspaper, a local factory is closing.
8. He carefully placed the extra key inside the brown vase beside the oak bookcase.
9. Searchers found the box beneath fallen rafters.
10. Let's shoot some baskets after school and before dinner.

### B. Writing with Prepositional Phrases

Underline the prepositional phrase in each sentence. Then replace that phrase and write your new sentence on the line. Be sure to use a different preposition and a new object of the preposition.

**EXAMPLE** We took a tour through the museum's new exhibit.  
*We took a tour with a guide.*

1. We visited the Natural History Museum instead of the Art Museum.

\_\_\_\_\_

2. Standing beside actual dinosaur bones was a big thrill.

\_\_\_\_\_

3. We liked every exhibit except the insect exhibit.

\_\_\_\_\_

4. We saw the shell collection in addition to the butterfly collection.

\_\_\_\_\_

5. The museum is famous on account of its huge dioramas.

\_\_\_\_\_

6. I bought a book about our state's geology.

\_\_\_\_\_

Review  
5

# Prepositions

## Application

### A. Writing with Prepositional Phrases

Add one or more prepositional phrases to each simple sentence. Write your new sentence on the line.

1. The family waited for the bus.

\_\_\_\_\_

2. They got off the bus.

\_\_\_\_\_

3. Excitedly, they walked.

\_\_\_\_\_

4. The museum guard welcomed them.

\_\_\_\_\_

5. They saw paintings.

\_\_\_\_\_

6. They left the museum.

\_\_\_\_\_

### B. Writing with Prepositional Phrases

Use six of these prepositional phrases in an original story. Write your story on the lines below. Use a separate piece of paper if necessary.

above the front door  
under a giant chandelier  
after the tour

beside his signature  
against the far wall  
without any doubt

away from the guard  
among the visitors  
in the gift shop

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

REVIEW

# Conjunctions and Interjections

Teaching

A **conjunction** is a word used to join words or groups of words.

Type	Function
<b>coordinating</b>	connects words or word groups that have equal importance in a sentence ( <i>and, but, or, for, so, yet, nor</i> )
<b>correlative</b>	pairs of conjunctions that connect words or groups of words ( <i>both . . . and, either . . . or, not only . . . but also</i> )
<b>subordinating</b>	introduce subordinate clauses—clauses that cannot stand alone as complete sentences. Some common subordinating conjunctions include <i>after, because, before, in order that, since, until, when, and while</i> .

A **conjunctive adverb** is an adverb used as a coordinating conjunction. Examples include *finally, still, besides, however, and otherwise*.

An **interjection** is a word or short phrase used to express emotion, such as *wow* and *my goodness*.

## Identifying Conjunctions and Interjections

In the following sentences, underline the conjunctions once and underline the conjunctive adverbs twice. Draw parentheses around any interjections. Remember that there are two parts to a correlative conjunction.

- Wow! A strange object fell from the sky and crashed into Roswell, New Mexico.
- Both photographers and reporters covered the story.
- Honestly, before the object fell, few people had heard of Roswell.
- No one knows what happened that day; nevertheless, many people find the incident fascinating.
- People believed that a spaceship had landed, but the Air Force had a different explanation.
- First the government confirmed the rumors, and then they denied them.
- A scientist named Stanton Friedman was surprised by the eyewitness stories he heard; consequently, he wrote a book about the incident.
- "Unbelievable! When I visited the crash site," one eyewitness claims, "I saw an alien craft."
- Ridiculous! Neither Air Force investigators nor government spokespersons support that claim.
- Some people believe that the government hid the evidence so that they could study the aliens in secret.
- "The cover-up began then; moreover, it is still going on," the skeptics say.
- Men guarding the site saw important details, yet they stayed silent.
- As long as people enjoy a good mystery, the incident will not be forgotten.
- Either the witnesses are mistaken or someone is hiding the truth.
- The Roswell incident continues to puzzle and fascinate the public.



**Conjunctions and Interjections***More Practice***A. Identifying Conjunctions, Conjunctive Adverbs, and Interjections**

In the following sentences, underline the conjunctions once and underline the conjunctive adverbs twice. Draw parentheses around any interjections.

1. An unidentified flying object, also called a UFO, is a strange light or object that appears in the sky.
2. Some people believe UFOs are spaceships from other planets, but there is no proof for this.
3. Observers insist UFOs are spaceships since they fly in erratic, unusual patterns.
4. Either people are making up these stories, or they are mistaking one thing for another.
5. After some witnesses reported a UFO sighting, the object was proven to be a weather balloon.
6. Some people believe that aliens have not only visited Earth, but they also have taken humans aboard their ships. Incredible!
7. Your response might be "Crazy!"; still, the Air Force has investigated over 12,000 UFO reports.
8. The Air Force undertook this project to determine whether the UFOs were a threat to national security or a persistent hoax.
9. The Air Force ended the project in 1969; finally, they stated with certainty that the country was under no threat from unidentified flying objects.
10. Some evening, when you are gazing at the sky, you may still want to keep a lookout for a UFO.

**B. Using Conjunctions, Conjunctive Adverbs, and Interjections**

Complete each of the following sentences with a conjunction, a conjunctive adverb, or an interjection.

**EXAMPLE** We put an ad in the newspaper, yet nobody responded.

1. \_\_\_\_\_ this pair of leather shoes \_\_\_\_\_ that pair of suede boots would look fine.
2. Frank Lloyd Wright was known for both his commercial buildings \_\_\_\_\_ his homes.
3. "Dark horse" was originally a term for a promising \_\_\_\_\_ untried racehorse.
4. The dodg was a clumsy bird; \_\_\_\_\_, its wings were useless.
5. Whether Luther goes out \_\_\_\_\_ stays home, he has to do the dishes.
6. \_\_\_\_\_ the opera was unusually long, few people left before the end.
7. \_\_\_\_\_ trigonometry \_\_\_\_\_ calculus is an easy subject for me.

# Conjunctions and Interjections

## Application

### A. Choosing Conjunctions and Conjunctive Adverbs

Revise the following paragraph by adding conjunctions and conjunctive adverbs where they are needed. Choose from the list of words to the right.

Reports of small, glowing balls of light that not only move at high speed \_\_\_\_\_ make complex maneuvers are not new. During World War II, both Allied \_\_\_\_\_ German airmen spotted these glowing balls. Pilots reported seeing balls of fire that appeared suddenly \_\_\_\_\_ lingered for miles. The Allies thought these balls were a German secret weapon \_\_\_\_\_ the Germans assumed they were a new Allied weapon. United States pilots called them "foo fighters"; \_\_\_\_\_ the balls of light never attacked. \_\_\_\_\_ many people saw these foo fighters, it was never determined exactly what they were.

- but also
- and
- while
- but
- however
- although
- until
- so

### B. Writing a Diary Entry with Conjunctions and Interjections

Suppose you had seen the landing of a UFO piloted by alien beings. On the lines below, write a diary entry for that day. Use at least two coordinating conjunctions, two correlative conjunctions, two subordinating conjunctions, two conjunctive adverbs, and two interjections. Below your diary entry, list your conjunctions, conjunctive adverbs, and interjections under the appropriate headings.

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**Coordinating Conjunctions**

**Correlative Conjunctions**

**Interjections**

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**Subordinating Conjunctions**

**Conjunctive Adverbs**

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