California Standard:
1.0 Written and Oral English-Language Conventions - students read and write with a command of standard English conventions.
1.3 Demonstrate control of grammar

Identifying all parts of speech and types of sentences is a California State Standard from the seventh grade (Written and Oral Language Conventions 1.3). Therefore, incoming 9th graders should be able to demonstrate an understanding of the basic parts of speech.

To complete the following activities, students should use either resources at home or on the internet. It is the responsibility of the student to start their ninth grade year with a solid understanding of the parts of speech as they are the building blocks for understanding grammar.

**Part One:**
Complete Cornell Notes in which you define all of the following parts of speech:
* If you are unfamiliar with Cornell Notes refer to [http://coe.jmu.edu/learningtoolbox/cornellnotes.html](http://coe.jmu.edu/learningtoolbox/cornellnotes.html)

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**Part Two:**
Complete all grammar worksheets prior to returning to school. Additional practice identifying the parts of speech can be found at: [http://grammar.ccc.commnet.edu/GRAMMAR/quiz_list.htm](http://grammar.ccc.commnet.edu/GRAMMAR/quiz_list.htm)

Upon returning to school in August, worksheets will be reviewed and students will have a final on the parts of speech.
The Noun

A noun is a word or word group that is used to name a person, a place, a thing, or an idea.

PERSONS: governor, children, Mr. Garcia, African Americans
PLACES: college, islands, rain forest, Kentucky
THINGS: computer, clouds, Ferris wheel, Lincoln Memorial
IDEAS: creativity, imagination, self-respect, Christianity

Exercise: Underline each noun in the following sentences.

Example 1. The state of New Mexico is in the southwestern part of the United States.

1. New Mexico achieved statehood in the early twentieth century.
2. Santa Fe is the capital of this southwestern state.
3. It is the oldest and highest United States capital.
4. The city lies near the Sangre de Cristo Mountains, a range of the Rocky Mountains.
5. The first European explorers here were Spanish.
6. Before Spanish colonists arrived, the Pueblo lived there peacefully.
7. The western end of the famous Santa Fe Trail was there.
8. The trail extended from Missouri to New Mexico.
9. It was a popular trade route for much of the nineteenth century.
10. Tourism is important to the economy of the state.
11. Santa Fe has many interesting attractions.
12. One popular attraction is the Palace of the Governors.
13. It is recognized as the oldest public building in the nation.
14. The palace is now a part of the Museum of New Mexico.
15. Santa Fe honors its Spanish and American Indian heritage at its many historical sites.
16. The city has one of the oldest churches in the United States.
17. Mission of San Miguel of Santa Fe is its name.
18. The Wheelwright Museum houses artwork created by Navajos.
19. In the center of the city are many shops and restaurants.
20. This bustling, historic area is named the Plaza.
Proper, Common, Concrete, and Abstract Nouns

A proper noun names a particular person, place, thing, or idea and is capitalized. A common noun names any one of a group of persons, places, things, or ideas and is generally not capitalized.

**PROPER NOUNS**  Sandra Cisneros, Houston, Statue of Liberty, Islam

**COMMON NOUNS**  author, city, monument, religion

A concrete noun names a person, place, or thing that can be perceived by one or more of the senses (sight, hearing, taste, touch, and smell). An abstract noun names an idea, a feeling, a quality, or a characteristic.

**CONCRETE NOUNS**  violin, onions, word processor, Eiffel Tower

**ABSTRACT NOUNS**  peace, honor, self-control, Confucianism

**EXERCISE A** For each of the following sentences, draw one line under each common noun and two lines under each proper noun.

**Example** 1. Makenna, my friend, is a gifted violinist.

1. One of the fastest-growing sports in the United States is soccer.
2. *Moonrise, Hernandez, New Mexico* is one of the best-known photographs by Ansel Adams.
3. Climbers often speak of the mystical attraction they feel for Mount Everest.
4. Has Megan already invited you to her wedding?
6. Another name for Yom Kippur, which is a Jewish holiday, is Day of Atonement.
7. Bull sharks have been caught in the Mississippi River.
8. Enrico can play the trumpet, I believe.
9. Mount McKinley is also known as Denali.
10. The recipe calls for chopped jalapeños, doesn’t it?

**EXERCISE B** On the line provided, identify each of the following nouns by writing C for concrete noun or A for abstract noun.

**Example**  A 1. beauty

___ 11. peanuts   ___ 16. truth
___ 12. patriotism  ___ 17. dragonfly
___ 13. totem pole  ___ 18. heritage
___ 14. mountain    ___ 19. loyalty
___ 15. enthusiasm  ___ 20. Atlantic Ocean
Compound and Collective Nouns

A compound noun consists of two or more words used together as a single noun. The parts of a compound noun may be written as one word, as separate words, or as a hyphenated word.

**ONE WORD**  baseball, caregiver, willpower, Greenland

**SEPARATE WORDS**  guest of honor, school bus, North Forest High School

**HYphenated word**  self-confidence, president-elect, Stratford-on-Avon

A collective noun is a word that names a group.

**EXAMPLES**  band, jury, class, swarm, group, herd

**Exercise A**  Underline the compound nouns in the following sentences.

**Example 1.**  We are planning a visit to our grandparents and other relatives in San Francisco.

1. This California city has perhaps the largest Chinese community in the United States.
2. Thousands of Chinese Americans live in Chinatown.
3. After the second new moon in winter, the Chinese New Year is celebrated by these and other Chinese people throughout the world.
4. My sister and brother-in-law sent me snapshots of last year’s celebration.
5. The people say farewell to one year and welcome the next with great festivities.
6. Exploding firecrackers are part of the tradition.
7. Each year, my grandmother and I put up a new paper image of Tsao Shen, the Kitchen God.
8. Traditionally, many people eat seaweed for prosperity.
9. The celebration concludes with the Festival of Lanterns.
10. In 2000, the Chinese celebrated the Year of the Dragon.

**Exercise B**  Underline the collective noun in each of the following pairs of nouns.

**Example 1.**  herd  animals

11. children  family
12. faculty  teachers
13. committee  chairperson
14. Congress  Capitol
15. football  team
16. Pep Club  cheerleaders
17. neighbors  community
18. orchestra  concert
19. spectators  audience
20. flock  birds
Pronouns and Antecedents

1b. A pronoun is a word that is used in place of one or more nouns or pronouns.

The word that a pronoun stands for or refers to is called the antecedent of the pronoun. The pronoun may appear in the same sentence as its antecedent or in a nearby sentence.

EXAMPLES

- The children gave themselves a big hand. [The antecedent of the pronoun themselves is children.]
- Don and Carla finally solved the algebra problem. They had worked on it a long time. [The antecedents of the pronoun They are Don and Carla; the antecedent of the pronoun it is problem.]

EXERCISE A
Underline the pronouns in the following sentences. Then, draw an arrow from each pronoun to its antecedent.

Example 1. Kendra searched for her ring, but she never found it.

1. Cesar invited his friends to go camping with him.
2. Erica said she had prepared the whole meal herself.
3. Why are the baseball players wearing their caps backward?
4. Jody and Michelle gathered things for a time capsule and buried it in their backyard.
5. Loni wore her suede boots in the snow. Now they are probably stained.
6. Juanita lent Dominic her calculator. He had left his in his locker.
7. Brian and Marla play golf whenever they can. It is their favorite sport.
8. Ahmal hopes to compete in the next Olympic games. Where will they be held?
9. Did Carolyn sprain her ankle while she was skating?
10. Carlos and Ann decided they could not stay indoors on such a beautiful day.

EXERCISE B
Above the underlined words and word groups in the following sentences, write the pronouns that can correctly replace the underlined words and word groups.

Example 1. To many people, Jim Abbott is a hero. Many people have found Jim Abbott’s courage and determination inspiring.

11. Baseball requires various talents and skills; the sport also demands great strength and stamina.
12. Jim Abbott played professional baseball despite the fact that Jim Abbott has only a thumb and no fingers on Jim Abbott’s right hand.
13. Jim Abbott’s disability did not stop Jim Abbott from succeeding as a major league pitcher.
15. Perhaps the baseball card is in one of these other boxes. Let’s look through these other boxes.
Personal, Reflexive, and Intensive Pronouns

A **personal pronoun** refers to the one speaking (first person), the one spoken to (second person), or the one spoken about (third person).

**FIRST PERSON**  
I, me, my, mine, we, us, our, ours

**SECOND PERSON**  
you, your, yours

**THIRD PERSON**  
he, him, his, she, her, hers, it, its, they, them, their, theirs

A **reflexive pronoun** refers to the subject of a sentence and functions as a complement or as an object of a preposition. An **intensive pronoun** emphasizes its antecedent and has no grammatical function.

**REFLEXIVE AND INTENSIVE PRONOUNS**  
myself, ourselves, yourself, yourselves, himself, herself, itself, themselves

**EXAMPLES**  
I [personal] consider myself [reflexive] fortunate to have such good friends.  
They [personal] made the costumes **themselves** [intensive].

**EXERCISE A**  
Underline the personal pronouns in the following sentences.

**Example 1.** She and I will meet you at the theater.

1. My teacher gave me another chance to answer the question correctly.
2. Did you see the painting that I did for the art fair at our school?
3. My mother reminded us that we had not fed the bird all day.
4. Cynthia and Julia took our books by mistake, and we picked up theirs.
5. Her father asked her to help him carry in the groceries from his car.

**EXERCISE B**  
On the line in each of the following sentences, write a reflexive or an intensive pronoun that will correctly complete the sentence. Above the pronoun, write **REF** for reflexive or **INT** for intensive.

**Example 1.** The club members **themselves** prepared all of the food for their banquet.

6. What happened was an accident; you shouldn’t blame __________________.
7. Aunt Ling __________________ made all of the decorations for the anniversary party.
8. Didn’t Reginald paint a portrait of __________________?
9. We could either buy the piñatas or make them __________________.
10. I cut __________________ when I was fixing the bicycle chain.
11. I am just not __________________ today.
12. She raised the funds for the new equipment __________________.
13. Tony is outside harvesting okra by __________________.
14. Suzanne gave __________________ a moment to catch her breath.
15. Did you two create that Web page __________________?
Demonstrative, Interrogative, and Relative Pronouns

A **demonstrative pronoun** (*this, that, these, those*) is used to point out a specific person, place, thing, or idea.

**EXAMPLE**  This is a snapshot of my pen pal from Quebec.

An **interrogative pronoun** (*who, whom, whose, which, what*) introduces a question.

**EXAMPLE**  What is the capital of Canada?

A **relative pronoun** (*who, whom, whose, which, that*) introduces a subordinate clause.

**EXAMPLE**  My brother works at the animal shelter **that** is located on Sycamore Street.

**EXERCISE**  In each of the following sentences, identify the underlined pronoun by writing above it **DEM** for demonstrative pronoun, **INTER** for interrogative pronoun, or **REL** for relative pronoun.

**Example 1.**  I applied for the job **that** I saw advertised in the school paper.

1. Who is your karate instructor?
2. Is **that** a picture of Charles Lindbergh’s famous airplane?
3. The family **that** bought the house next door is moving in next week.
4. This is the song we sang in the talent show at school.
5. What will we do if it rains on the day of our picnic?
6. Who went to the movie with you yesterday?
7. Both actors **who** had lead roles in the play were somewhat nervous.
8. **Those** are the fans who sat near the back of the auditorium.
9. Of the planets Mars and Venus, **which** is closer to Earth?
10. Did you say that the girl **who** won the golf match is in the ninth grade?
11. Whom did Enrique invite to his Cinco de Mayo celebration?
12. This was the night **for which** the school orchestra had been preparing.
13. **Which** of the science exhibits is yours?
15. Who is the current secretary-general of the United Nations?
16. Oh, **these** are the tastiest empanadas I have ever eaten!
17. Marguerite, **whose** parents are doctors, knows a great deal about first aid.
18. Who is responsible for **this**?
19. **Which** of the puppies would you like to adopt?
20. Is **that** a direct quotation?
Indefinite Pronouns

An **indefinite pronoun** refers to one or more persons, places, things, or ideas that may or may not be specifically named. Some common indefinite pronouns are *all, another, anybody, both, each, either, everyone, many, nothing, several*, and *some*.

**EXAMPLES**

A **few** of the students had already read **most** of the books on the list.

**EXERCISE** Underline the indefinite pronouns in the following sentences.

**Example 1.** She knew the answers to all of the questions except one.

1. Everyone who went to the space camp had a wonderful experience.
2. Will you tell the others that the meeting has been canceled?
3. None of these keys will unlock either of those doors.
4. This peach is sweet. May I have another?
5. She can run faster than anyone on the school’s track team.
6. I have read many of her short stories.
7. Is anything wrong? You act as if something is troubling you.
8. Ken and I spent much of July, August, September, and October working on a Kentucky horse farm.
9. Someone told me that the bald eagle is no longer on the list of endangered species.
10. The teacher asked, “Can anybody in the class name the capital of each of the states?”
11. A **few** of these baseball cards are extremely valuable.
12. Are you able to save any of your weekly allowance?
13. The performances by both of the comedians were hilarious!
14. Most of us have already seen that movie.
15. All but one of the club members voted to increase the membership dues.
16. Do we have everything we need for the picnic?
17. Neither of these flashlights works.
18. No one was absent from school today.
19. The principal requested that several of the art students paint a colorful mural on a wall of the school’s lobby.
20. In their search for gold, some of the early prospectors found nothing but “fool’s gold,” or iron pyrite, which looks like gold.
The Adjective

An adjective is a word that is used to modify a noun or a pronoun.

An adjective tells what kind, which one, or how many.

**EXAMPLES**
- narrow road, helpful teacher, one-act play
- that person, African American holiday, one-hundredth anniversary
- several chores, fewer errors, twenty-five minutes

The most frequently used adjectives are *a*, *an*, and *the*. These words are usually called **articles**.

**EXERCISE**
Underline the adjectives in the following sentences. Then, circle the articles.

**Example 1.** Seven club members stayed for the entire meeting.

1. After the hot, humid summer, we welcomed the cool, crisp autumn days.
2. The driving test requires a thorough understanding of the various traffic signs.
3. The mayor surprised everyone at the winter carnival by arriving in a horse-drawn sleigh.
4. Completing these math projects took many hours.
5. The most important contest in professional football is the annual Super Bowl game.
6. Helena placed a bouquet of fresh flowers in a vase on the oak table.
7. The curious sightseers looked forward to exploring the mysterious cavern.
8. A young eagle soared swiftly beyond the billowy, snow-white clouds.
9. The new karate instructor is a skillful teacher.
10. In the nest were three tiny newborn robins.
11. I heard that they are remodeling this old barn to convert it into a spacious and comfortable home.
12. Diana, a talented musician, plays cello in the local symphony.
13. Which of the species is the largest member of the vulture family?
14. Doesn’t that movie contain vivid scenes of gratuitous violence?
15. Atop the snowcapped mountain peak were four weary but joyful climbers.
16. The swirling river wildly tossed the smaller empty boats.
17. *Jane Eyre*, a classic novel about enduring love, has been made into a movie several times.
18. The Mexican artist Rufino Tamayo created bold, colorful paintings.
19. One of the birthday gifts was a new remote-controlled car.
20. My best friend, Alicia, is an avid mystery reader.
The Verb

A verb is a word that is used to express action or a state of being.

**Examples**

Both Mom and Dad **work** full time. [action]

My sister Amy and I **are** responsible for the care of the lawn. [state of being]

**Exercise** Underline the verbs in the following sentences.

**Examples**

1. Every Saturday morning, Amy and I **mow** the yard and **tend** the flower garden.
2. I think the grass is **taller**.

1. Soon after breakfast, Amy and I go outside and **begin** our chores.
2. We start early because by noon the weather is usually too hot.
3. The minute the dew **dries**, Amy says to me, “Grab the lawn mower!”
4. While I cut the grass, Amy **edges** the lawn.
5. After we neatly **clip** the grass, we **weed** the flower garden.
6. I **loosen** the dirt around the flowers, and my sister **pulls** the weeds.
7. By noon both the lawn and the garden look decidedly better than they did earlier.
8. Tired and thirsty, we go inside, wash our hands, and **eat** lunch.
9. Nature, however, stands still for no one.
10. Almost at once, new weeds **appear** in the garden.
11. Within a few days the grass again **creeps** over the edges of the driveway.
12. Amy and I do the job all over again the next Saturday.
13. Fortunately, both of us like outdoor work and enjoy our jobs as “yarders.”
14. Every Saturday afternoon, we have another **chore**.
15. My sister and I **clean** our rooms.
16. Amy, who is neat, usually **finishes** before I do.
17. Consequently, she often helps me.
18. I **certainly** appreciate her assistance.
19. My sister and I **work** very well together.
20. We are not only sisters but also best friends.
Transitive and Intransitive Verbs

A transitive verb is a verb that expresses an action directed toward a person, place, or thing. The action expressed by a transitive verb passes from the doer (the subject) to the receiver (the object) of the action.

**Example**  Suddenly, we spotted a solitary eagle overhead. [The action of the verb spotted is directed toward the eagle.]

An intransitive verb expresses an action (or tells something about the subject) without the action passing to a receiver, or object.

**Example**  The eagle soared above. [The action of the verb soared does not pass to an object.]

**Exercise**  Underline the verb in each of the following sentences. Then, above each verb, write T if the verb is transitive or I if the verb is intransitive.

**Example 1.** Colonial America offered freedom to a variety of people.

1. In the 1600s, English taxes supported the Church of England.
2. Some people considered the taxes unfair.
3. For others, the Americas provided an opportunity for religious freedom.
4. Many people immigrated to the Colonies.
5. Victims of religious intolerance sought an escape from persecution.
6. The Puritans, for example, disagreed with many Church of England policies.
7. As a result, some Puritans left England.
8. This religious group founded settlements in Virginia and New England.
9. Indentured servants also traveled to American shores.
11. They worked in America as payment for their passage.
12. Many remained in America after settlement of their debts.
13. Some indentured themselves for seven years.
14. Tenant farmers came, too.
15. They brought their dreams of prosperity with them.
16. These Colonial settlers arrived with hope.
17. From the American Indians, the immigrants learned a great deal.
18. New England colonists celebrated their first Thanksgiving Day in America in 1621.
19. They held the celebration after the harvest.
20. Many of their American Indian neighbors shared in the celebration.
**Action Verbs**

An *action verb* expresses either physical or mental action.

**PHYSICAL ACTION**
- climb, sneeze, write, reply, pull

**MENTAL ACTION**
- suppose, expect, consider, remember, ponder

Some verbs do not express action.

**EXAMPLES**
- am, be, been, become, seem

**EXERCISE A**

On the line before each of the following verbs, write *P* if the verb expresses physical action, *M* if it expresses mental action, or *N* if it expresses no action.

**Example**

1. imagine

- 1. seem ***11. speak***
- 2. dream ***12. know***
- 3. type ***13. skid***
- 4. stomp ***14. are***
- 5. is ***15. cherish***
- 6. regret ***16. yearn***
- 7. ski ***17. travel***
- 8. fly ***18. were***
- 9. was ***19. resent***
- 10. forget ***20. push***

**EXERCISE B**

Underline only the action verbs in the following sentences.

**Example**

1. Although my mother very much **enjoys** her hobby, she sometimes **thinks** that it is too time-consuming.

21. In her spare time my mother designs and pieces quilts.

22. The first quilt she made is extremely special to me.

23. She used pieces of clothing that I **wore** when I was an infant.

24. Everyone we know **admires** her quilts and says they are **beautiful**.

25. My mother **gets** much joy and satisfaction from her hobby; in fact, she often calls her hobby a **labor** of love.
Linking Verbs

A linking verb connects the subject to a word or word group that identifies or describes the subject. The most commonly used linking verbs are the forms of the verb be. Other frequently used linking verbs are appear, become, remain, seem, turn, smell, taste, feel, look, and sound.

**EXAMPLES**

- Tyler is my best friend. [The verb is connects the subject Tyler to the noun friend, which identifies Tyler.]
- The ice-covered branches seem fragile and glasslike. [The verb seem connects the subject branches to the adjectives fragile and glasslike, which describe the branches.]

**EXERCISE** In each of the following sentences, draw one line under the linking verb and two lines under the words that the verb connects.

**Example 1.** This yogurt smells sour.

1. Mother felt ill this morning.
2. Shirley is the secretary and the treasurer of the class.
3. The bread on the counter smelled delicious.
4. Connie grew bored and restless toward the end of the movie.
5. Affie seemed confused by the directions that you gave him.
6. Are we still friends?
7. The new student looks familiar to me.
8. Are all deserts hot and dry?
9. The scout leader was proud of her troop.
10. What is the problem?
11. During this time of year, the weather often becomes stormy in the late afternoon.
12. My voice sounds hoarse from all that cheering at the game.
13. The salesperson seemed annoyed by the shoppers who crowded the store.
14. The captain of the ship remained calm and optimistic.
15. This fabric turned white from exposure to the sun.
16. Do you know whether the library is open on Saturdays?
17. The lights grew dimmer in the theater.
18. The tourists were curious about the mysterious cave.
19. A few of the tomatoes on the vines are already ripe.
20. I absolutely have to say that I think the costume for my character in the play looks ridiculous!
The Adverb

An **adverb** modifies a verb, an adjective, or another adverb.

An adverb tells *where*, *when*, *how*, or *to what extent* (*how long* or *how much*).

- **Where?** Please set the package *here*.
- **When?** *Yesterday* we went on a picnic.
- **How?** The audience responded *enthusiastically*.
- **To what extent?** Your advice was *quite* helpful.

**EXERCISE**  Underline each adverb in the following sentences. Above each adverb, write whether it tells *where*, *when*, *how*, or *to what extent*.

**Example 1.** May we go *there* tomorrow?

1. During summer vacations I usually go to camp.
2. The swirling river tossed the boat wildly.
3. We will meet you later at the library.
4. Dangerously strong winds threatened the coastal villages.
5. Hurry! Our bus is already here!
6. Where do you go to school?
7. I try to avoid horror movies, for they frighten me badly.
8. The actor would not wear the silly costume chosen by the director.
9. “If you want a chance to win the tickets, call now!” cried the announcer.
10. The concert artist Yo-Yo Ma’s performance was exceedingly polished.
11. Although I practice daily, I am a clumsy piano player.
12. The children held hands and crossed the street cautiously.
13. The weather in April was unusually warm.
14. Ricardo and I arrived earlier than the other guests.
15. The audience waited restlessly for the concert to begin.
16. Is this garden soil too sandy, Manuel?
17. Skateboarding is still a very popular form of recreation.
18. An elderly woman walked over and offered to help us.
19. The young street artist drew a caricature that was quite good.
20. On the first day at camp, we arose early and went fishing.
The Preposition

A preposition is a word that shows the relationship of a noun or pronoun to another word.

The noun or pronoun that a preposition relates another word to is called the object of the preposition.

**EXAMPLES**

1. I went to the new card shop in the mall. [The preposition to relates its object, shop, to the verb went. The preposition in relates its object, mall, to the noun shop.]
2. The card shop is located next to the bookstore. [The compound preposition next to shows the relationship of its object, bookstore, to the verb phrase is located.]

**EXERCISE** In the following sentences, underline each preposition and draw an arrow from the preposition to its object.

**Example 1.** I recently read about the origin of greeting cards.

1. In 1840, the British issued the first postage stamps.
2. Prior to this innovation, the recipient usually was responsible for the postage.
3. Thus, mail service was used mainly by the wealthy.
4. However, the new “penny post” made mail delivery affordable for most people.
5. Soon, people throughout Britain were sending each other greeting cards.
6. Greeting cards became popular in the United States also.
7. People bought Christmas cards and valentines from individual designers.
8. Joyce Hall, who earned a living with his picture postcards, founded a card company.
9. Over the years, Hall’s company has grown into a successful business.
10. Today, in addition to Hall’s company, many other card companies sell greeting cards.
11. Seemingly, there is a card for every occasion.
12. As I look through card racks, I am usually drawn to the humor section.
13. When I read the cover of a humorous card, I enjoy guessing what the funny verse inside the card will say.
14. During this past summer, my family got a computer.
15. Along with the computer came software that enables me to create greeting cards.
16. I sent the first birthday card I created to my pen pal in the Philippines.
17. Across the card’s cover, I wrote HAPPY BIRTHDAY!
18. I replaced the I in BIRTHDAY with a picture of a candle.
19. Then I placed streamers around the words, which made the card look festive.
20. Inside the card was a funny verse amid small pictures of wrapped gifts.
The Conjunction

A conjunction is a word that joins words or word groups.

**COORDINATING CONJUNCTIONS**
- vitamins and minerals
- in the oven or on the grill
- Sara was born in Chicago, but she grew up in Dallas.

**CORRELATIVE CONJUNCTIONS**
- Both Enrique and Saul
- not only in the morning but also at night
- Either my brother will drive me there or I will ride the bus.

**EXERCISE A** Identify the conjunctions in the following sentences. Draw one line under the coordinating conjunctions and two lines under the correlative conjunctions.

**Example 1.** Both Tessa and I are taking dance lessons.

1. Neither Tessa nor I have ever seen a professional dance company perform live.
2. Today I bought tickets to an Alvin Ailey production, so I am quite excited.
3. Alvin Ailey was born in Texas in 1931, but he eventually moved to New York.
4. As a young man he danced in many shows, and in 1958, he formed the Alvin Ailey American Dance Theater.
5. Not only as a dancer but also as the choreographer of the dance company, Ailey was very much admired.

**EXERCISE B** Use coordinating or correlative conjunctions to join each of the following pairs of words or word groups in a complete sentence. Write your sentences on the lines provided.

**Example 1.** I win/he wins Whether I win or he wins, we will remain friends.

6. winter/summer
7. Chico/Matt
8. under the bed/behind the desk
9. Jolene worked/she rested
10. swiftly/quietly
The Interjection

An interjection is a word that expresses emotion. An interjection has no grammatical relation to the rest of the sentence.

**EXAMPLES**
- Wow! What an incredible storm that was!
- I would like to go, but, yikes, I have too much work to do.

**EXERCISE A** Underline the interjections in the following sentences.

**Example 1.** Uh-oh, has anyone seen my pet snake?

1. Yikes! There’s a snake under the table!
2. Oops! I must have forgotten to cover the terrarium.
3. I like snakes, but, whoa, not when I’m eating dinner.
4. I tend to scream when snakes crawl over my feet, ugh!
5. Goodness! I’ve never seen such a long snake.
6. Oh, it’s really harmless.
7. Wow! That’s a relief!
8. Do you think that, well, you might want to put the snake back in its terrarium?
9. The snake, alas, seems to have disappeared.
10. Aha! There it is, hanging from the chandelier.

**EXERCISE B** Rewrite each sentence, adding an interjection and appropriate punctuation.

**Example 1.** The island of Tobago has a variety of snakes. *Boy-oh-boy*! What a variety of snakes the island of Tobago has!

11. Mom told us that not all of the snakes are dangerous, of course.

12. A man named Snakeman was their guide in Trinidad.

13. Snakeman held the world record for capturing bushmasters.

14. Isn’t the bushmaster a large, poisonous snake?

15. The Asa Wright Nature Center in Trinidad encompasses close to five hundred acres.