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Grammar Basics:  
The Harold Syntax  
Guide to Interjections,  
Conjunctions & Prepositions

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# THE HAROLD SYNTAX GUIDE TO INTERJECTIONS, CONJUNCTIONS & PREPOSITIONS

From the

***Grammar Basics Series***

Grades 7-12

Viewing Time: 17:30

## INTRODUCTION

### Background

*The Harold Syntax Guide to Interjections, Conjunctions & Prepositions* is the sixth program in the ***Grammar Basics*** series. The program's target audience is language arts/grammar students in grades 7-12. The program's goal is to significantly enhance student comprehension of the main topics almost always covered when interjections, conjunctions and prepositions are studied at the middle school and high school levels: (a) the function of mild and strong interjections, (b) the functions of coordinating, correlative and subordinating conjunctions and (c) the functions of prepositions and prepositional phrases.

### Curriculum Correlation

This video helps students meet Standard Six of the National Council of Teachers of English (NCTE), which states, "Students (should be able to) *apply knowledge of language structure...*"

Moreover, the program's topics closely parallel those of almost all major language arts texts. An online review of school district scope and sequence charts also indicates that the program's teaching points correspond to grammar concepts currently taught in middle school and high school language arts programs.

## Program Summary

As the programs begin, Professor Syntax and Nemesis are on a trip to Syntaxylvania to see the Syntaxylvanian branch of the Syntax family, one of whom is Aunty Sylvia, the matriarch of the Syntaxylvanian Syntaxes. Aunty Sylvia, a thespian, was responsible for the interjection, which she invented when a tossed coin struck her head. Her father, Maurice, devised a way to determine the difference between the mild interjection (followed by a comma) and strong interjection (followed by an exclamation point). When the train makes a temporary stop, Professor Syntax and Nemesis are greeted by Cousin Horatio "Silver Tongue" Syntax, a politician who is particularly adept at using conjunctions. Conjunctions allow him to talk continually. The professor explains the differences between coordinating, correlative and subordinating conjunctions. Clauses are mentioned during this section of the program. The train finally arrives in the capital city of Syntaxenstein, home of the Syntaxenstein stein factory. That is where the preposition's invention, prompted by the necessity of putting steins *into* boxes, took place. Prepositions are defined and prepositional phrases are discussed in detail.

## Preparation and Pretest

Before presenting the lessons suggested below, we encourage you to preview the program, as well as review this guide and the accompanying blackline master activities in order to familiarize yourself with their content.

In addition, you may wish to give the *Pre-Test* before starting your instruction. This brief quiz is an assessment tool intended to gauge student comprehension of the program's key concepts. If you give the *Pre-Test*, explain to your students that they are not expected to answer all the questions correctly, but they are expected to do their best. You can remind them that the questions point to key concepts they should focus on while watching the program. After you evaluate your students' answers, as well as review the materials presented in this guide, you may find it necessary to make some changes, additions or deletions to meet the specific needs of your class. We encourage you to do so; for only by tailoring this program to your students will they obtain the maximum instructional benefits afforded by the material.

## **STUDENT OBJECTIVES**

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Define and tell the functions of mild and strong interjections.
2. Define and tell the functions coordinating, correlative and subordinating conjunctions.
3. Define and tell the function of prepositions.
4. Define and tell the functions of prepositional phrases.

## **PREPARATION**

### **Materials Needed**

Students will need a pencil for the handout material. If possible, duplicate all handout material before beginning the unit.

## Viewing Strategies

Several viewing strategies may be employed. You may find it useful to show the program in its entirety, then play it segment by segment, using each segment as a basis for a single lesson or multiple lessons, depending on the level of student comprehension. A final review screening, fast-forwarding through stop points, undoubtedly will help reinforce student understandings.

### On-Screen Type

Main words are capitalized when used as titles or headings. This capitalization improves readability and follows commonly accepted rules of grammar.

## **SUGGESTED LESSON PLAN**

### Introduce the Program

Discuss the statement, “Written and spoken language is an outward extension of our inner selves.” What does the statement mean? Help your class understand that language allows us to state our perceptions of the world and our feelings. Does language also help us change and adapt what we think and feel? If we are adept at language and have large vocabularies, are we better able to formulate within ourselves how we view the world? Can we be more precise with better language tools? Now write several strong interjections, such as “darn!” and “nuts!” on the chalkboard. What emotions do they reflect? Strong disappointment? Disappointment coupled with surprise?

Alternately, if your class has seen the first five programs in this series, you may pick up the conceptual thread by mentioning that they will now see a program that gives more information on three more parts of speech – interjections, conjunctions and prepositions.

## Pre-Viewing Activities

### *Segment 1: Interjections*

Tell the class they will see the first part of the program, which talks about words that express emotion. Can anyone give examples of such words? (Only those that can be used in polite company, please.) Tell the class they will now see the first part of the program, which gives a somewhat humorous – and fictional – account of a part of speech that shows emotion, interjections.

## Post-Viewing Activities

### *Segment 1*

Have the class write several sentences with mild and strong interjections, and have volunteers read their sentences aloud. Discuss whether the interjections are strong or mild. Have someone write the sentences on the chalkboard. Hand out *Interjections*. This exercise may be assigned as homework, or the class may complete it as seatwork or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers.

## Pre-Viewing Activities

### *Segment 2: Conjunctions*

Review the first section of the program if you feel it will help your students. Tell the class that they will now see the second part of the program, which discusses conjunctions. Can anyone give some examples of conjunctions? Does anyone have any ideas about what conjunctions do? If your class has seen the first production in the series, have them analyze the word's prefix, root and suffix. That, of course, will tell what the conjunction does. Mention that there are three types of conjunctions, and that each type has a particular job. Tell the class that after they see the program, everyone will be expected to know what those three kinds are and what they do. Now show the second segment.

## Post-Viewing Activities

### *Segment 2*

Ask the class if there are any questions about the differences among coordinating, correlative and subordinating conjunctions. Make certain that the class understands what those differences are. Next, ask your students to write a sentence with each kind of conjunction. Ask for volunteers to write their sentences on the chalkboard, and discuss which kind of conjunction has been used. Finally, hand out ***Conjunctions***. This handout may be assigned as homework, or the class may complete it as seatwork or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers.

## Pre-Viewing Activities

### *Segment 3: Prepositions*

Briefly review the first and second segments if you feel it will be beneficial to your class. Write the following sentences on the board: *The train went through the tunnel. Ricardo placed all the items in the shipping cartons.* Ask if anyone knows what part of speech the underlined words are. If anyone mentions prepositions, ask what part of speech are the words “tunnel” and “cartons.” When it has been determined that both words are nouns, mention that the next portion of the program discusses both prepositions and prepositional phrases, and that nouns or pronouns almost always follow prepositions and are generally the last part of prepositional phrases. Now show the third part of the program.

## Post-Viewing Activities

### *Segment 3*

Write on the chalkboard or overhead projector, “A preposition is a word generally placed between a noun, pronoun or verb and another noun or pronoun. It, and the

words following it through the noun or pronoun (called the prepositional phrase) always act as an adjective or adverb.” Now, ask the class to write three sentences with prepositional phrases. After everyone has had a chance to write the sentences, ask for volunteers to write their sentences on the board with a blank space where the preposition should go. Then call for other volunteers to come to the board to fill in the blank spaces with an appropriate preposition. Discuss the sentences. Do the prepositional phrases follow the guidelines/definitions previously discussed? Then hand out *Prepositions*. This handout may be assigned as homework, or the class may complete it as seatwork or in small groups. Or it may be done orally, as a class exercise. When completed, go over the answers.

After all the handouts have been completed, conduct a final review of the concepts covered in the program. Then show the program one more time, in its entirety, before giving the *Post Test*. After the Post-Test has been graded, go over the answers with the class and clear up any misunderstandings that have been revealed.

## DESCRIPTION OF BLACKLINE MASTERS

**PRE-TEST** – An assessment tool intended to gauge student comprehension of the objectives prior to viewing the program.

**INTERJECTIONS** – An activity designed to reinforce an understanding of mild and strong interjections and the appropriate punctuation that follows each.

**CONJUNCTIONS** – An exercise that gives students practice forming and identifying coordinating, subordinating and correlative conjunctions.

**PREPOSITIONS** – An activity designed to reinforce an understanding of prepositions and prepositional phrases

**POST-TEST** – An assessment tool intended to gauge student comprehension of the program’s objectives after completing the unit.

**DISCUSSION QUESTIONS** – Provides questions to be asked after each segment of the program.

## ANSWER KEY

### **Video Quiz**

1. b    2. a    3. True    4. pairs    5. a    6.  
coordinating    7. False    8. b    9. another noun or  
pronoun    10. as an adverb telling where the coin fell

### **Modifier Pre-Test**

1. F    2. F    3. T    4. T    5. F    6. T  
7. F    8. T    9. T    10. T    11. F    12. F  
13. T    14. T    15. F

### **Interjections**

1. Well,    2. Yippee! You    3. Wow! You  
4. Help! A    5. Ouch!    6. Oh,    7. Yuck! That  
8. Good grief! The    9. My,    10. Hey! Get    or  
Hey,

### **Conjunctions**

1. and, coordinating    2. Neither-nor, correlative  
3. before, subordinating    4. before, subordinating  
5. and, coordinating    6. Not only-but also, correlative  
7. or, coordinating    8. when, subordinating  
9. but, coordinating    10. Either-or, correlative.

### **Prepositions**

1. to, to the beach    2. from, from her father  
3. With, With her savings    4. in, in New York

5. for, for his birthday      6. by, by the ants  
7. into, into the pool      8. on, on Broadway  
9. off, off the back porch.      10. at, at the rock concert.

## **Post-Test**

### Part I

1. T      2. T      3. T      4. F      5. T

### Part II

1. Ouch! That      2. Well,      3. Yikes! The  
4. Gee,      5. Holy cow!      6. Darn!  
7. Goodness,      8. Nuts!      9. My,  
10. Gracious! You      or Gracious,

### Part III

1. when, subordinating      2. and, coordinating  
3. Neither-nor, correlative      4. and, coordinating  
5. after, subordinating      6. but, coordinating  
7. and, coordinating      8. Either-or, correlative  
9. and, coordinating      10. before, subordinating

### Part IV

1. through, through the tunnel, adverb  
2. with, with the small dog, adjective  
to, to the park, adverb  
3. on, on the bureau, adjective  
4. with, with total abandon, adverb  
5. on, on his new laptop computer, adverb

## **Context Clues**

### **Post-Test**

1. a      2. c      3. c      4. a      5. b      6. a      7. c  
8. They      9. It      10. them

## TRANSCRIPT OF THE VIDEO

**Syntax:** Ah! Glad you could join us! Come in! Come in! We'll be starting our trip to Syntaxylvania shortly.

Oh, I'm so very excited about seeing the Syntaxylvanian branch of the family. Haven't seen them in years.

Ah! Right on time.

Of course, the Syntaxes of Syntaxylvania are the least well-known branch of the lineage – not really the black sheep of the family – but not very, well...not very distinguished.

Naturally, members of the family responsible for inventing or refining nouns, pronouns, verbs, adjectives and adverbs should get the most credit. After all, those five parts of speech do constitute the basis of the English language.

Even so, where would we be without little Aunt Sylvia, who, in time, became the matriarch of the Syntaxylvanian Syntaxes.

Aunt Sylvia, you see, was an entertainer. But more to the point, she was responsible for interjections – words that show sudden emotion.

Aunt Sylvia began using interjections at a very early age as a traveling dancer and thespian. Her parents, Maurice and Zelda, knowing a good thing when they saw it, put her on the stage as an infant.

And she was an instant hit – mainly because of her uncanny ability to extemporaneously use interjections.

**Sylvia:** Oh! Gee! Gosh! Wow!

**Syntax:** And, not insignificantly, it was Uncle Maurice who decided that adding an exclamation point after the interjection would provide a very nice touch, something the audience would appreciate.

And, by Jove, he was right!

Unfortunately, Sylvia's newfound success went to her head and she developed a very nasty temper when things didn't go exactly as she wanted.

From that time on, interjections took a turn of the worse. Oh my, yes! Simply terrible!

Fortunately, however, Zelda – who possessed the temperament of a saint – usually was able to calm down Sylvia, and the show could go on.

**Zelda:** Don't cry, Love. There, there, dear.

**Syntax:** Once, I believe it was when they were in hamlet of Pausenshort, Uncle Maurice made an astonishing discovery. Zelda's interjections were much milder than Sylvia's.

And so, to help distinguish between mild and strong interjections, he placed a comma after the mild ones – and, of course, continued placing an exclamation point after the strong ones, a practice we still observe to this very day.

## STOP ONE

My goodness! What's this?

**Horatio:** Ladies and gentlemen! The citizens of our fair village would like to take this opportunity to welcome the distinguished Herr Professor Harold Syntax.

**Syntax:** I simply can't believe it! Can it be true? Why, I believe it is!

It's my 7<sup>th</sup> cousin, Horatio! – “Old Silver-Tongue Syntax” they call him – from one of the more politically inclined wings of the family. Those Syntaxes love to talk – even more than I do.

In fact, they simply never stop – primarily because they were the ones who turned the use of conjunctions into a high art.

A conjunction, as you may know, is a word that joins words or groups of words.

“And” is the most popular of what are called coordinating conjunctions, one of the three classifications into which all conjunctions fall.

Coordinating conjunctions are those that connect words, or groups of words, that are of basically equal importance in a sentence. In addition to “and,” other all-time favorite coordinating conjunctions are “but,” “or,” “nor” and “for.”

Correlative conjunctions, on the other hand, are always used in pairs – such as “neither-nor.” Some others are “either-or,” “not only-but (also),” “both-and,” and “whether-or.”

Correlatives are the second classification of conjunctions.

The third, subordinating conjunctions, begin clauses that, in their entirety, normally function as adverbs – that is, those that usually tell “when,” “where” or occasionally, “why.” Now, you may be asking yourself, “What is a clause, anyway?”

And I answer: “A clause is a group of words with a subject and predicate. It can be an entire sentence or part of a sentence.”

When we talk about subordinating conjunctions and clauses, we’re talking about clauses that are a part of sentences.

Here are some examples. The clause in the first sentence, “because he can’t stop,” contains a subject (he) and a predicate (can stop), and tells *why* Horatio talks.

The clause in the second sentence, “before it leaves,” suggests *when* we should get on the train. The subject of the clause is “it,” the predicate, “leaves.”

In the third sentence, the clause “wherever the train takes us,” obviously tells *where*. The subject of the clause is “train,” and the predicate is the verb “takes.”

Because each of these clauses acts as a modifier, each is not as important as – or as one might say, is subordinate to – the other clause in each of the sentences.

And so, logically, the conjunction used to introduce the

subordinate clause is called the subordinating conjunction.

Now, can you name the subordinating conjunctions in the last two sentences?

That's right – “before” and “wherever.”

Here is a list of some more commonly used subordinating conjunctions. We'll give you some time to commit them to memory. Try to remember as many as you can.

And now, just to keep you on your toes, see if you can tell whether the underlined conjunctions are subordinating, correlative or coordinating in these sentences Nemesis has prepared for you.

How did you do?

## STOP TWO

Well, by Jove, I do believe we've passed the time quite productively – and quickly, too – because here we are in lovely little Syntaxylvania, the tiniest of countries whose only claims to fame are, as we mentioned, interjections and conjunctions – and last but certainly not least, the preposition.

Now, to understand this part of speech – and Syntaxylvania's intimate relationship with it – one must go back a few years in history, when then – as now – Syntaxylvania's one and only industry was making steins, appropriately named Syntaxenstein steins because they were manufactured in the capital city of – you guessed it – Syntaxenstein.

Well, the Syntaxenstein stein business really got off the ground when they set up a web site and planned to pack the steins in boxes and export them.

But that presented a very big problem because there were no prepositions at that time, and therefore no way for the shipping foreman to tell the shipping clerks to put the steins **into** the boxes.

No prepositions, no words such as “into.” Well, something had to give.

Not only were the steins perilously piling up, but the sales service people were receiving some very nasty phone calls from irate customers who apparently had picked up an interjection or two from Aunt Sylvia. And I don't mean mild interjections, either!

But just in the nick of time, the shipping foreman invented the preposition and was able to tell the shipping clerks to put the steins **into** the boxes and ship them **out** on the next express train.

From that time on, the preposition absolutely mushroomed in popularity.

These are the "Top Ten Prepositions," those that are used approximately 75 percent of the time.

Now that we've seen some examples, let's talk about what a preposition is and what it does.

To truly understand this part of speech, one must first realize the preposition is always part of a phrase when used in a sentence. In fact, it **begins** the phrase.

A phrase is a group of words that acts (or functions as) either a noun or a modifier – that is, an adjective or adverb.

Phrases are, in effect, single-word parts of speech in disguise as many words.

Phrases that begin with prepositions are called, quite logically, prepositional phrases – and they act as adjectives or adverbs. As such, they modify nouns and pronouns, or verbs.

To show how all this works, look at these sentences in which the prepositional phrases are seen in yellow. In the first one, the prepositional phrase functions as an adverb, modifying the verb "went." The phrase tells where the train went. Through the tunnel.

In the second sentence, the prepositional phrase functions as an adjective, modifying the noun, girl. It tells which girl – the one with the long hair.

In the third sentence, the prepositional phrase modifies the pronoun “those.” And it tells which one, also.

Now, look at the placement of the prepositions in the sentences to get even a clearer idea of what prepositions are. You’ll notice that each one is placed between a verb (went), noun (girl) or pronoun (those) and another noun or pronoun (it, hair, shelf).

And so, we now know what a preposition is – a word generally placed between a noun, pronoun or verb and another noun or pronoun. Moreover, it – and the words following it through the noun or pronoun (called the prepositional phrase) – always act as an adjective or adverb.

That is a mouthful, isn’t it? Oh, my, yes. But some things simply take a lot of words to explain.

And then again, others don’t. For example, interjections, as we mentioned, are words that express sudden emotion.

Mild interjections normally are followed by a comma; strong interjections, by an exclamation point.

Conjunctions, too, can be explained fairly simply. Coordinating conjunctions connect words or groups of words that are of basically equal importance in the sentence.

Correlative conjunctions are those that come in pairs.

And subordinating conjunctions begin clauses, which, in their entirety, normally tell when, where or why.

Finally, prepositions introduce phrases that function as adjectives or adverbs.

Oh my, whom do we have here? No, no! Don’t tell me. You must be little Marcella, the great-great-great-great-granddaughter of Aunty Sylvia.

Ouch! Oh, yes, yes! No doubt about that. Ah, before we get into any trouble, better say goodbye, Nemesis.

**Nemesis:** Goodbye, Nemesis.

## Web Resources

<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/interjct.html>  
<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/conjunct.html>  
<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/preposit.html>

### **Other Programs in the *Grammar Basics Series***

**The Harold Syntax Guide to Words**

**The Harold Syntax Guide to Nouns**

**The Harold Syntax Guide to Pronouns**

**The Harold Syntax Guide to Verbs**

**The Harold Syntax Guide to Modifiers**

**The Harold Syntax Guide to Sentences, Part I**

**The Harold Syntax Guide to Sentences, Part II**

Name \_\_\_\_\_

## **Interjections, Conjunctions, Prepositions Pre-Test**

Directions: In the blank space, write a "T" if the statement is true and an "F" if the statement is false.

- \_\_\_ 1. Interjections are words that always take a subject.
- \_\_\_ 2. Mild interjections are generally followed by a comma or semi-colon.
- \_\_\_ 3. Strong interjections are followed by an exclamation point.
- \_\_\_ 4. An example of a mild interjection would be the word "well."
- \_\_\_ 5. Coordinating conjunctions join independent clauses with dependent clauses.
- \_\_\_ 6. Correlative conjunctions come in pairs.
- \_\_\_ 7. Subordinating conjunctions join words or groups of words that are of basically equal importance.
- \_\_\_ 8. A clause is a group of words with a subject and a predicate and can be either an entire sentence or part of a sentence.
- \_\_\_ 9. "Before" and "wherever" are examples of subordinating conjunctions.
- \_\_\_ 10. "And," "but," "nor" and "for," are examples of coordinating conjunctions.
- \_\_\_ 11. Clauses introduced by subordinating conjunctions normally function as adjectives.
- \_\_\_ 12. Prepositions occasionally begin phrases.
- \_\_\_ 13. Prepositional phrases act as adjectives or adverbs.
- \_\_\_ 14. Prepositional phrases can modify verbs.
- \_\_\_ 15. The last word in a prepositional phrase is either a noun, pronoun or verb.

Name \_\_\_\_\_

## Interjections

 **Prof. Syntax reminder: Interjections express sudden emotion. A comma follows a mild interjection and an exclamation point follows a strong interjection.**

Directions: Underline the interjections in the sentences below. Add the proper punctuation, including capitalization where needed.

1. Well I hope you feel better.
2. Yippee our team won the swim meet!
3. Wow you got an "A" on the test!
4. Help a huge spider is crawling toward me!
5. Ouch I stubbed my toe!
6. Oh I'm going home now.
7. Yuck that moldy apple looks disgusting!
8. Good grief the temperature reached 104 degrees today!
9. My what a surprise.
10. Hey get away from that wet paint!

**Conjunctions**

 **Prof. Syntax reminder: Coordinating conjunctions connect words or groups of words of basically equal importance. Correlative conjunctions are always used in pairs. Subordinating conjunctions begin clauses that, in their entirety, function as adverbs.**

Directions: Circle the conjunctions in the sentences below. Identify each conjunction as coordinating, correlative or subordinating by writing its type below the circled conjunction(s).

1. Tom and Jim wanted to go to the wrestling meet.
2. Neither the cook nor the baker came to work today.
3. He raced to the plane to board before the doors closed.
4. I'll go wherever you go.
5. Ian Tarter writes and sings his own music.
6. Not only does Jessa take classes training, but she also takes piano lessons.
7. Did the soldiers react calmly or angrily?
8. We'll rake the leaves when the winds die down.
9. Jack studied for the test, but he didn't pass.
10. Either we'll take the train or we'll take the bus.

Name \_\_\_\_\_

## Prepositions

 **Prof. Syntax reminder: A preposition is a word that shows the relationship of a noun or pronoun to some other word in the sentence. A preposition is almost always followed by a noun or pronoun. Prepositions begin prepositional phrases.**

Directions: Underline each prepositional phrase in the sentences below. Circle the preposition.

1. Pilar and her family went to the beach.
2. She received a letter from her father.
3. With her savings, she bought a new coat.
4. My friend in New York attends Columbia University.
5. Dan received an iPod for his birthday.
6. The hot dog was eaten by the ants.
7. The swimmers jumped into the pool.
8. The play on Broadway drew large crowds.
9. The black dog jumped off the back porch.
10. Maggie saw almost everybody at the rock concert.

Name \_\_\_\_\_

## **Interjections, Conjunctions & Prepositions Post-Test**

### Part I

Directions: In the blank space, write a "T" if the statement is true and an "F" if the statement is false.

- \_\_\_ 1. Interjections are followed by either a comma or exclamation point.
- \_\_\_ 2. When a subordinating conjunction appears in the sentence, the sentence contains a clause that functions as an adverb.
- \_\_\_ 3. A noun or pronoun always ends a prepositional phrase.
- \_\_\_ 4. Coordinating conjunctions join words or groups of words of unequal importance in a sentence.
- \_\_\_ 5. Correlative conjunctions come in pairs.

### Part II

Directions: Punctuate the sentences below. Be sure to capitalize where necessary.

- 1. Ouch that bee sting hurt!
- 2. Well that certainly won't help the situation.
- 3. Yikes the price of that car went up several thousand dollars!
- 4. Gee I don't know if I can be there on time.
- 5. Holy cow Gregg hit three home runs in one game!
- 6. Darn I'm lost again!
- 7. Goodness did baby lose her pacifier?
- 8. I can't figure out this software! nuts
- 9. My aren't we the fussy one?
- 10. Gracious you don't seem to be able to get the job done!

Name \_\_\_\_\_

## **Interjections, Conjunctions & Prepositions Post-Test, Page 2**

### Part III

Directions: Underline the conjunction in each sentence. On the line provided, tell whether the conjunction is coordinating, correlative or subordinating.

1. Bob discovered the fossils when he reached the mountaintop. \_\_\_\_\_
2. Lane and José took the trip to Africa. \_\_\_\_\_
3. Neither Jim nor Terry could carry the boxes. \_\_\_\_\_
4. I wrote the book and he edited it. \_\_\_\_\_
5. Marissa made lunch after she ran the marathon. \_\_\_\_\_
6. May-Ling took the express train, but she arrived late. \_\_\_\_\_
7. Mom and Dad are responsible for the game's success. \_\_\_\_\_
8. Either I will take Grandma Jones or you will take her. \_\_\_\_\_
9. Peanut butter and jelly is his favorite snack. \_\_\_\_\_
10. We'll get to the barn before the storm gets here. \_\_\_\_\_

### Part IV

Directions: Circle the preposition, underline the prepositional phrase and below the sentence, tell whether the phrase functions as an adjective or adverb.

1. The train sped through the tunnel.
2. The woman with the small dog walked to the park.
3. She waxed those on the bureau.
4. He ran with total abandon.
5. Paulo wrote his paper on his new laptop computer.

Name \_\_\_\_\_

## **Interjections, Conjunctions & Prepositions Discussion Questions**

### Part I: Interjections

1. What is the function of interjections? (express sudden emotion)
2. What punctuation mark follows mild interjections? (a comma)
3. What punctuation mark follows strong interjections? (exclamation point)
4. Give five examples of strong interjections and use them in a sentence. (Answers will vary.)
5. Give three examples of mild interjections and use them in a sentence. (Answers will vary.)

### Part II: Conjunctions

1. What are the three kinds of conjunctions? (coordinating, correlative, subordinating)
2. What is the function of coordinating conjunctions? (connect words, or groups of words, that are of basically equal importance in a sentence)
3. What is distinctive about correlative conjunctions? (They always come in pairs.)
4. What kind of clause do subordinating conjunction introduce? (subordinate)
5. Clauses introduced by subordinating conjunctions normally function as what part of speech? (adverb)

### Part III: Prepositions

1. What is a phrase? (a group of words that functions as either a noun or a modifier)
2. How do prepositional phrases function in sentences? (as either an adjective or adverb)
3. Prepositions are always placed between what parts of speech? (a verb, noun or pronoun and another noun or pronoun)
4. What is the preposition and the prepositional phrase in "The train went around the mountain."  
(around, around the mountain)
5. How does the prepositional phrase function in "The girl with the red purse left the restaurant."  
(as an adjective telling which girl)