

Lesson
3

Conjunctions

Teaching

A **conjunction** is a word used to join words or groups of words. Different kinds of conjunctions do different jobs.

A **coordinating conjunction** connects words or groups of words used in the same way. The words joined may be used as subjects, objects, predicates, or any other sentence part.

Some common coordinating conjunctions are *and*, *but*, *or*, *nor*, and *yet*. Use *and* to connect similar things or ideas. Use *but* or *yet* to contrast things or ideas. Use *or* or *nor* to introduce a choice.

Meriwether Lewis and John Clark led an expedition to the West.

The United States owned the Louisiana Territory but knew little else about it.

No one had followed the Missouri or the Columbia rivers to their source.

Correlative conjunctions are pairs of conjunctions that connect words used in the same way.

Common correlative conjunctions are *both . . . and*, *either . . . or*, *neither . . . nor*, *not only . . . but also*, and *whether . . . or*.

Both Lewis and Clark had served in the U.S. Army.

Identifying Conjunctions

Underline all the conjunctions in the following sentences. Remember there are two parts to a correlative conjunction.

1. President Jefferson was looking for a water route between the Atlantic and the Pacific oceans.
2. No one knew whether that was possible or not.
3. Both Lewis and Clark brought their special skills to the expedition.
4. Lewis knew about plants and animals, and Clark was a good mapmaker.
5. Most encounters with Native Americans were friendly, but some were filled with danger.
6. Both the beauty of the land and its abundant wildlife impressed the explorers.
7. The expedition could follow either the right branch of the river or the left one.
8. The explorers needed an interpreter, and they met Sacagawea, a Shoshone woman.
9. The party crossed the mountains and spent the winter in Oregon.
10. Neither Lewis nor Clark should ever be forgotten.
11. We couldn't all be on this expedition, but we can read about it in the explorers' journals.

Conjunctions

More Practice

A. Identifying Conjunctions

In the following sentences, underline the conjunctions.

1. I like hockey, but I prefer football.
2. Neither the coaches nor the timekeepers knew the score.
3. Junk food may taste good, but it is not good for you.
4. Both badminton and volleyball require a net on the court.
5. Jon hit a home run and won the game.
6. The keys are either on the table or in the drawer.
7. Should we play chess or watch the game?
8. Not only was it raining, but it was also hailing.
9. This restaurant serves neither breakfast nor lunch.
10. This pineapple juice is both cool and refreshing.

B. Using Conjunctions

Complete each of the following sentences with a coordinating conjunction or a correlative conjunction.

EXAMPLE Exploring is exciting, but it is also dangerous.

1. Lewis _____ Clark explored the West, _____ their story is fascinating.
2. _____ Lewis _____ Clark had ever been to Montana before.
3. They thought they knew what they might find, _____ they were still amazed.
4. They took _____ a keelboat _____ canoes up the Missouri River.
5. At one point, they couldn't decide _____ to follow one stream _____ another.
6. They must have made the right choice, _____ we would never have heard about them.
7. If _____ Lewis _____ Clark had been less curious, the United States might not extend to the Pacific coast.
8. On the way back from Oregon, Lewis went one way _____ Clark went through the Yellowstone area.
9. We read about their adventures, _____ reading is not as exciting as exploring.
10. I sometimes wonder _____ I would have gone on this expedition _____ stayed home.

Lesson
3

Conjunctions

Application

A. Proofreading

Proofread the following paragraph, adding appropriate conjunctions where they are needed.

Without the help of a Shoshone woman, the Lewis _____ Clark expedition might have failed. Sacagawea was very young, _____ she was still able to serve as guide and interpreter for the explorers. Sacagawea had been captured by an enemy tribe when she was only 14 years old _____ taken from her home. Later she met her husband, a fur trader named Toussaint. Soon after her first baby’s birth, _____ she _____ Toussaint were hired by Lewis and Clark to guide them through the mountains _____ act as interpreters to tribes along the way. The trip across the mountains was going to be hard and dangerous, especially without fresh supplies. Imagine Sacagawea’s surprise when the weary expedition met a tribe, _____ its chief was her own brother! _____ she _____ her brother had seen each other for years. Sacagawea’s brother traded with the expedition for food _____ supplies. The explorers were able to go on _____ earn their place in history.

B. Writing with Conjunctions

Imagine that you had been on the Lewis and Clark expedition into the unknown West in 1804. What sights might you have seen? What would have impressed you the most—the wide prairies, the rushing rivers, the steep mountains, or the peaceful ocean? Write a journal entry for one day in your imagined trip. Use at least two coordinating conjunctions and two correlative conjunctions. Underline all the conjunctions.

Lesson 4

Interjections

Teaching

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

Hey, that ball was foul!

Fantastic! That ball is out of here!

Identifying Interjections

Read each sentence. If it contains an interjection, write the interjection on the line to the right. If it does not contain an interjection, write **None** on the line.

- 1. Wow! It is hot in the sun! _____
- 2. Have you been to many games this year? _____
- 3. Well, thanks for inviting me along. _____
- 4. That's Sammy Sosa himself, isn't it? Awesome! _____
- 5. Boy, I wish they would start the game. _____
- 6. Finally! Let's stand for the national anthem. _____
- 7. Now, let the game begin! _____
- 8. Amazing! That ball went 400 yards! _____
- 9. Yeah! He struck out all three batters! _____
- 10. Gosh! That ball is coming straight at me! _____
- 11. Congratulations! You caught the ball! _____
- 12. That will be a great souvenir for my collection. _____
- 13. Who feels hungry now? _____
- 14. Yum! Those tacos look tempting! _____
- 15. Whew! If that ball had been fair, we would have lost the game! _____
- 16. Hurray! We won! _____

Lesson
4

Interjections

More Practice

A. Identifying Interjections

Read each sentence. If it contains an interjection, write the interjection on the line to the right. If it does not contain an interjection, write **None** on the line.

1. Wow! Your serve is so fast today! _____
2. Well, I have been working with a tennis pro. _____
3. He gave me some useful pointers for improving my serve. _____
4. Great! Now I'll never beat you! _____
5. Ridiculous! Your serve is good too. _____
6. Hey, I just had a great idea. _____
7. We could play doubles and challenge two other players. _____
8. Right! The coach was looking for doubles players. _____
9. Frankly, I think doubles might be more fun than singles anyway. _____
10. Excellent! Let's start practicing. _____

B. Using Interjections

Write an interjection before each of these sentences.

EXAMPLE Yuck! I wouldn't eat that if I were you!

1. _____, that coat looks great.
2. _____! This cocoa is too hot to drink!
3. _____! We got a touchdown!
4. _____! Your garden is lovely.
5. _____, who put the empty milk carton back into the refrigerator?
6. _____! I forgot my homework!
7. _____! That cake was absolutely delicious!
8. _____, that's the way things go sometimes.
9. _____! My parachute hasn't opened yet!
10. _____! I'm so proud of you!

Lesson
4

Interjections

Application

A. Writing Sentences with Interjections

Write a sentence for each of these interjections. You can decide for yourself whether to use a comma or an exclamation point after the interjection. An exclamation point after an interjection shows stronger emotion than a comma does.

EXAMPLE yikes *Yikes! My brakes aren't working!*

- 1. yum _____
- 2. hooray _____
- 3. ouch _____
- 4. gee _____
- 5. hey _____
- 6. eek _____
- 7. wow _____
- 8. golly _____
- 9. whew _____
- 10. well _____

B. Writing a Conversation with Interjections

Suppose you were at a sporting event such as a football, baseball, basketball, or soccer game with a friend. You would probably use quite a few interjections as you reacted to what was happening in the game. Write a conversation between two fans who are watching a game. Use at least four interjections whenever one of the speakers expresses strong emotion.
