

PARTS OF SPEECH

There are **eight** parts of speech.

Every word in the English language acts as one of these parts of speech when in a sentence.

- 1. Nouns**
- 2. Pronouns**
- 3. Adjectives**
- 4. Verbs**
- 5. Adverbs**
- 6. Conjunctions**
- 7. Prepositions**
- 8. Interjections**

Some other important terminology in this packet is located in the conjunction section:

- Subjects**
- Predicates**
- Clauses – independent and dependent**
- Fragments**
- Run-ons**

1. NOUNS (n.)

Nouns name persons, places, things, or ideas.

- **Person** - John, Tony, Alice, boy, teacher
- **Place** - Florida, New York, mountain, classroom
- **Thing** - book, chair, hair
- **Idea** - service, leadership, courage, Monday

➤ Many nouns can be identified by their **suffixes** or endings.

➤

-ness, -ation, -tion, -ment, -tude, -hood, -ence, -ance, -ity, -dom

Examples of nouns with common suffixes:

happiness, capitalization, recreation, government, aptitude, fatherhood, existence, defiance, celebrity; freedom; wisdom; gratitude; kingdom, carefulness

- Many times the articles/adjectives **a**, **an**, or **the** appear before a noun.
- The article/adjective **an** can only go in front of a noun that begins with a vowel, such as **an octopus**.
- Many times nouns are modified, or changed, by adjectives, so be careful to identify the noun and not the adjective.
***the hairy **octopus**. Octopus is a noun, but hairy is an adjective.

Circle the nouns. Do not include any adjectives that modify the nouns.

1. Doris is an ugly woman who has five bratty children.
2. What is all this craziness?
3. My patience is running out.
4. Martha, please be careful with the silver platter and the crystal glasses.
5. The improvement in your essay is amazing.
6. On Tuesdays, Mary likes to go to the museum to see the exhibits.

Common versus Proper

Common nouns name *any* person, place, thing, or idea. They are nonspecific. A common noun always begins with a lowercase letter unless it is the first word in a sentence.

Ex: school, boy, car, dog, country

Proper nouns name SPECIFIC persons, places, things, or ideas. Proper nouns always begin with capital letters.

Ex: Seaford Middle School, Theo, Mercedes, Fido, Spain

Directions: There are twenty-five nouns in the following paragraph. Circle the common nouns. Underline the proper nouns. USE PENCIL.

Rebecca Motte was a great patriot. During the Revolutionary War, British soldiers seized her mansion in South Carolina and set up defenses. General Harry Lee told Motte that the Americans would have to burn her home to smoke out the enemy. Motte supported the plan and was glad to help her country. She even supplied fire arrows and a bow for the attack. The enemy raised the white flag, and the house was saved. That night, Motte invited both sides to dinner.

Concrete versus Abstract

Concrete nouns name something you can see, hear, smell, taste, or touch.

Examples: water, person, car

Abstract nouns name ideas, feelings, and characteristics. These are things that cannot be physically touched.

Examples: Monday, trip, happiness, bravery, freedom, name, date, time, thought

Directions: Circle the concrete nouns. Underline the abstract nouns.

1. Martha is a beautiful name for a baby, but only time will tell if Martha will grow up to be a beautiful girl.
2. My aunt Sally believes that peace in the world is the most important thing.
3. I can hear the wind blowing outside my window.
4. Last summer I went to Disney World, and the heat was unbearable.
5. In the movie, Martians were invading the planet.
6. The soccer team won first place in the championships.
7. Justin decided to attend college at Hofstra University.
8. Last year, I had earned points on my average for completing extra credit.
9. The music in the auditorium was so loud that my ears rang the next day.
10. Can you see the ice forming on the windows because of the cold?

2. PRONOUNS (pro.)

Pronouns take the place of nouns.

Instead of repeating the same noun over and over again, we use pronouns to replace the noun.

John loves cake. John loves the icing the best. John especially loves ice cream cake.

What is the proper noun used above? _____

What pronoun can replace the proper noun? _____

In the example above, the pronoun *he* replaces the proper noun *John*. Therefore, *he* refers back to *John*.

The noun the pronoun refers to is called the antecedent.

John is the antecedent in the above example.

Another example: **Jim** baked the cookies, but **he** did not clean the pans.

Jim = antecedent

he= pronoun

YOUR TURN:

Example 1: Shari ate two helpings, and she did not get sick.

Pronoun: _____ Antecedent: _____

Example 2: Bob threw the bat at Joe, but it didn't hit him.

Pronoun #1: _____ Antecedent #1: _____

Pronoun #2: _____ Antecedent #2: _____

TYPES OF PRONOUNS

Subjective pronouns: he, she, I, you, we, they, it

These are the ONLY personal pronouns that can be used as subjects in a sentence.
They can do things.

Examples: **He** goes to the park. **She** eats onions. **We** love carrots.

Objective pronouns: me, you, him, her, it us, them

These pronouns have things happen to them. They receive action.

Examples: He gave the gift to **her**. Mom borrowed the list from **us**.

Subject Pronouns (Do-ers)

I, you, he, she, we, it, they

Object Pronouns **(Receivers)**

me, you, him, her, us, it, them

Directions: Circle the pronoun that correctly completes each sentence.

Remember to use the notes above.

Subjective pronouns are the “do-ers” and objective pronouns are the “receivers.”

1. Bob gave the hat to (he, him).
2. Mom wouldn't let (we, us) go to the park.
3. Cheryl, Tim and (I, me) love carrots.
4. We gave (ourselves, themselves) a treat.
5. (She, her) got a new car.
6. (They, Us) told (they, them) to go to the party.
7. The class and (he, him) are competing for the title.
8. The teacher gave the class and (we, us) lots of homework.
9. Yesterday, (he and I **OR** him and me) went to the mall.
10. Please don't tell (she, her) about the broken glass.

Reflexive Pronouns refer back to the subject:

himself, herself, yourself, yourselves, themselves, itself, ourselves

*******The words ourselves, themselves, itself, himself, and herselves DO NOT EXIST.**

Possessive pronouns are used to show ownership:

his, her, our, ours, their, theirs, hers, your, yours, my, mine, its

Examples: The book is mine. That jacket is hers. Please get her jacket.

Interrogative Pronouns are used in questions:

who, whom, what, which, whose

Examples: Whose book is that? Who called? For whom is that gift?

Demonstrative Pronouns are meant to demonstrate or point to something:

those, these, this, that

Examples: This is my essay. Please give these to him. Can you hand me that?

Indefinite Pronouns (those in the chart below) do not refer to a definite person or thing:

**each, either, neither, everyone, everybody, everything, anyone, another, anybody,
anything, nothing, little, much, nobody, no one, one, someone, somebody, something,
few, many, both, several, others, all, any, none, some, most, more**

**Indefinite Pronouns are tricky to use as subjects in a sentence.
Use the chart to help with the exercise below.**

Singular			Plural	Singular or Plural
another	each	little	both	all
anybody	either	much	few	any
anyone	everybody	nothing	many	most
anything	everyone		several	none
neither	everything		others	some
nobody	something			more
no one	someone			
one	somebody			

Directions: Use the Indefinite Pronoun Chart above to select the correct matching pronoun.

- Underline each subject/antecedent in the sentence. Each antecedent is a pronoun from the Indefinite Pronoun chart.
- If the pronoun that is the antecedent is singular, you must select a singular possessive pronoun.
- If the pronoun that is the antecedent is plural, you must select a plural possessive pronoun.

Singular Possessive Pronouns: (her, his, it, hers, its)

Plural Possessive Pronouns: (their, theirs)

1. Each brought (his/her, their) book.
2. Many of the kids have (his/her, their) class in room 205.
3. Anybody who wants to may bring (his/her, their) notes.
4. Neither is bringing (his/her, their) own lunch.
5. Someone in the corner gave (his/her, their) cell phone to me.
6. Several of the singers in the choir gave (his/her, their) best efforts.
7. Is everyone coming to (his, her, their) party?

Name _____

Date _____

Pronouns and Antecedents

Period _____

Directions: Circle ANY pronouns that you find. Then, draw an arrow from the pronoun to its antecedent. Some pronouns may not have antecedents in the sentence. Some sentences have two antecedents and two matching pronouns.

Example: Jess gave her book to him even though it was brand new.

1. The mechanic tried to patch the tire, but he could not repair it.
2. The girls had the house all to themselves.
3. The quarterback received the ball, and he ran with it.
4. When Mrs. Alexander asked Charlie for the note, he gave it to her.
5. Lisa cut her finger on the glass when it shattered.
6. The book lost its cover.
7. Yesterday, Lucy told us a story about her first day of school.
8. Mr. Johnson took the class for a field trip to his favorite store, but he forgot how to get to it.
9. Don't leave home without the umbrella; it is going to rain.
10. The rabbit ran around the room and chased the dog, but he couldn't catch him.

Identifying pronouns

Directions: Circle all the pronouns. They can be ANY of the pronouns listed on the pages before. Refer to all of the pages on pronouns to guide you. There may be more than one pronoun in each sentence.

1. I don't know which test to give those who were absent.
2. Mike thinks he knows everything, and that is what makes me angry.
3. Liz asked her friend Mary which movie she would like to see.
4. Neither the Jets nor the Giants played well last week.
5. Did Ally find any in those?
6. Everyone can do his homework because it is so easy.
7. I built this by myself.
8. Courtney borrowed the pen, but she returned it to me.
9. Both of us saw it.
10. Many are called to do it, but few are chosen.

3. ADJECTIVES (a.)

- An adjective describes a noun or pronoun.
- Adjectives modify, or change, nouns or pronouns to make them more specific or exact.

Examples: *happy* boy, *fat* man, *slimy* bug

He is *sad*.

That meal was *amazing*.

- An adjective tells *what kind, how many, how much, or which one(s)*.

What Kind/Which Ones

beautiful, empty, first, last, those, these, happy, short, flat, long

*****Some of these words are pronouns, but pronouns can act like adjectives.**

These books are mine. (The pronoun, *these*, is describing the noun, *books*.)

These are mine. (In this sentence, *these* is a pronoun because it is not describing anything.)

How Many/How Much

several, twelve, many, nine

- *A, an, and the* are special adjectives called articles.
- Many adjectives can be identified by their suffixes, or endings:
-ful, -ish, -able, -y, -less, -ous, -some, -ic, -iant, -ient

Some examples of adjectives:

comfortable, selfish, laughable, joyous, happy, careless, wholesome, patient, stoic

Proper Adjectives

- Proper adjectives are formed from proper nouns.
- The proper noun *Spain* is the name of a country.
- The proper adjective *Spanish* describes something that comes from Spain.
- Just like proper nouns, **proper adjectives always begin with a capital letter.**
- **Ex: Spanish flag, Mexican food**

Directions: Circle all of the adjectives in the following sentences.
Remember, sometimes pronouns can act like adjectives.

1. The small, misbehaved boy was pushing his mother.
2. Many bugs like to come out at night.
3. Thirteen girls are coming to my sweet sixteen party.
4. The slimy, smelly, no-good alien stole my new CD player.
5. In the Spanish language adjectives are placed after nouns.
6. He is happy.
7. She is beautiful.
8. The room looks like a crystal palace.
9. The brown pants are thrown over the folding chair.
10. Creaky doors don't scare monsters.
11. He and I love to eat Chinese food.
12. Most children enjoy fast-paced, adventurous rides at the amusement park.

4. VERBS (v.)

- A verb is a word that tells of an action or a state of being.
- The verb tells what is happening in the sentence.
- Verbs also have tense. Tense is the time expressed by a verb. The form of the verb tells when something occurred.

Example of tense with the verb, *to fly*: fly, flew, will fly, flying, have flown, had flown.

- Verbs can act as action verbs or linking verbs, depending on the sentence.

ACTION VERBS are verbs that tell what a noun or a pronoun is doing. They tell physical or mental actions.

Examples: run, jump, singing, played, enjoyed, thought, worshiped

I **run** in the park.

He **worshiped** Miss Steinberg's awesomeness.

Jeff **ordered** a pizza. I **wished** on a star. The baby **slept** in her car seat.

LINKING VERBS are verbs that tell us about the state of being of a noun or pronoun. There is no action.

Many linking verbs are forms of the verb, to be:

be, being, am, is, are, was, were

Other common linking verbs:

like, seems, remains, become, grow, stay, turn, sound, smell, feel, appear, look

Notice in these examples how each verb is a link between the words on either side of it.

He **is** annoying. (He = annoying) We **are** the winners. (We = winners.)

The sum of two and four **is** six. (six = sum)

That barbecue **smells** good. (good barbecue)

Linking verbs can be used as action verbs as well:

The cookies **tasted** sweet. (linking verb – cookies = sweet)

I **tasted** the cookies. (action verb)

I **grew** bored. (linking verb – I = bored)

The old man **grew** corn. (action verb)

He **looked** angry. (linking verb – he = angry)

I **looked** at the calendar. (action)

I **felt** sleepy. (linking verb – I = sleepy)

I **felt** the dog's fur. (action verb)

The movie star **appeared** conceited. (linking verb – conceited movie star)

The movie star **appeared** in a play. (action verb)

The light **remained** red. (linking verb – light = red)

They **remained** at the table. (action verb)

Directions: Circle all of the verbs in the following sentences.

Some sentences may have more than one verb.

1. The dog ran after the mailman. _____
2. Our favorite costume was the old witch. _____
3. My sister became a doctor. _____
4. He called the police because I told him about the burglar. _____
5. Mary seems tired. _____
6. The most useful book is the dictionary. _____
7. We flew kites last Saturday. _____
8. John is one of my closest friends. _____
9. Yesterday was a long day. _____
10. Jack dropped the phone in terror. _____
11. The baby cried loudly. _____
12. Timmy looked at the clock. _____
13. I hate cookies, but she loves them. _____
14. I grew a mustache. _____
15. My anger became stronger as I watched him eat the last slice of pie. _____

VERB PHRASE

- When a linking verb is needed to assist, or help, an action verb, it is called a ***Helping or Auxiliary Verb***.
- There may be more than one helping verb, and the helpers always come before the main verb.
Helping/auxiliary verb(s) + Main (action) verb
- A helping/auxiliary verb helps the main verb express an action or make a statement. They are used together.

EXAMPLES:

John *is going* to the park. *is* = helping, *going* = action

Can you go to the park? *can* = helping, *go* = action

(To figure out verb phrase in questions, rewrite them as statements. **You *can go to the park.***)

Common Helping/Auxiliary Verbs

is, are, am, be, being, been, was, were, do, does, did

has, have, had, shall, should, will, would, can, could, may, might, must

Examples:

The students ***were selling*** ticket two weeks in advance. *were* = helping, *selling* = action

Speed boats ***can be used*** in rescue operations. *can be* = helping, *used* = action

Directions: Circle the verb or verb phrase for each sentence. The parts of the verb phrase may be separated. Remember to consult the notes above to find all helping verbs.

1. The old man was going to the police.
2. Milly will be golfing next week.
3. My mom does like candy.
4. Polly is the name of my parrot.
5. Harold can come to the party.
6. James plays basketball after school.
7. Marcia should have gone to the park.
8. Your hobbies interest me.
- *9. Do you have any more money?
- *10. Has the girl next door been introduced?

MEMORIZE THESE WORDS. THEY ARE ALWAYS VERBS.

**has
had
have
was
were
may
might
must
shall
should
can
could
will
would
is
am
are
be
being
been
do
does
did**

5. ADVERBS (adv.)

► Modify, or describe, verbs, adjectives, or other adverbs

► They answer one or more of the following questions:

When/Time, How, Where/Place, To what extent/Degree

► Many end in -ly

HOW: fast, slowly, well, poorly, oddly, crazily

Walk fast. (How do you walk?)

How did you spend your vacation?

Please walk carefully.

WHEN/TIME: always, usually, never, forever, now, then, later, soon, tomorrow

Now I will go to the park. (When will I go?)

He went to the park now.

He will now go to the park.

WHERE/PLACE: away, here, inside, there, up, down,

We are inside. (Where are we?)

The car is outside.

Here is Lou.

TO WHAT EXTENT/DEGREE: too, very, so, more, least, quite, not, almost

We are almost there. (To what extent am I there?)

That is quite all right.

It is very cold outside.

It is so boring in here.

I am too tired.

Adverbs can modify adjectives.

Her gown is *too* beautiful. (The adverb *too* describes the adjective, *beautiful*.)

Adverbs can modify adverbs.

The fire blazed *too dangerously*.

Too tells “to what extent” the fire blazed and *dangerously* tells “how” the fire blazed.

Adverbs may come before or after the word that they modify.

We often complain about the cooking.

We complain often about the cooking.

Adverb _____ Question Answered _____ Word modified _____

When adverbs modify verb phrases, they often come in the middle of the phrase.

Linda did not know the answer to the riddle.

Adverb _____ Question Answered _____ Words modified _____

Falling stars are often seen in September.

Adverb _____ Question Answered _____ Words modified _____

For emphasis, sometimes a writer begins a sentence with an adverb, separating it from the word it modifies.

Suddenly, the door opened.

Adverb _____ Question Answered _____ Word modified _____

Finally, after hours of climbing, we came to the end of the trail.

Adverb _____ Question Answered _____ Word modified _____

When does school start?

Adverb _____ Question Answered _____ Words modified _____

Directions:

- A. Circle the adverbs in each sentence. Sentences may have more than one adverb.
- B. Draw an arrow from the adverb to the word that it modifies (describes).
- C. On the line, write what question (How, When, Where, To What Degree) the adverb answers.

1. In 2013, Ms. Steinberg joyously welcomed chickens to her home. _____
2. The chickens, Minnie, Mia, and Lucy, ate through the grass very greedily. _____
3. The visiting duck had been waddling peacefully for weeks before. _____
4. The duck was completely confused as to what these birds were doing. _____
5. The duck loudly quacked for Ms. Steinberg to remove the chickens. _____
6. Unfortunately, Ms. Steinberg grew to love the furry friends. _____
7. Then, the duck flew off to a less crowded yard. _____
8. Ms. Steinberg was saddened that the duck left, and she walked inside solemnly. _____
9. The chickens did not even notice the duck was gone. _____
10. Later, Ms. Steinberg was amazed to greet a new arrival, a skunk. _____

Directions:

- A. Circle the adverb in each sentence.
 - B. Draw an arrow from the adverb to the word that it modifies.
- ***One sentence contains two adverbs.

1. Squirrels can usually be seen in Ms. Steinberg's yard.
2. Most squirrels do not seem to be afraid of people.
3. Often, they enjoy human company.
4. They can chatter noisily among themselves.
5. They search endlessly for things to eat.
6. People who feed squirrels frequently, like Ms. Steinberg, find that squirrels recognize them.
7. Fluffy squirrels are the most attractive squirrels.
8. Ms. Steinberg also has many birds that come to visit.
9. Some birds are completely yellow while some are red, blue or orange.
10. They can glide beautifully from a tree to the ground, and some like to come close to eat peanuts from the deck.

6. PREPOSITIONS (prep.)

- ❖ **Words that point**
- ❖ **Words that show the relation of a noun or pronoun to some other word in a sentence.**
- ❖ **They never stand alone.**

Common Prepositions: aboard, about, above, across, after, against, along, among, around, as, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, in front of, inside, instead, into, like, near, next to, of, off, on, out, out of, outside, over, past, since, through, throughout, to, toward, under, underneath, unlike, until, up, up to, upon, with, within, without

PREPOSITIONAL PHRASE

- **Prepositions never stand alone. They are always used with a noun or pronoun that is called the object of the preposition. The noun or pronoun usually comes after the preposition.**
- **The preposition and its object are known as a prepositional phrase.**
- **A phrase is a group of words.**

Examples:

1. He jumped over the mountain.

The phrase is **over the mountain.**

The preposition is **over**, and its object is **mountain.**

The preposition over shows the relationship between He and mountain.

2. The girl in the heavy coat was very warm.

The phrase is **in the heavy coat.**

The preposition is _____ and its object is _____.

3. The plane flew through the thick clouds in the rainstorm.

The phrases are **through the thick clouds** and **in the rainstorm.**

The first preposition is _____ and its object is _____.

The second preposition is _____ and its object is _____.

Directions: For each sentence, list three prepositions that could complete the sentence. Make sure that they make sense. (Notice how different prepositions change the relationship between the words.)

1. She saw the cartoons _____ dinner. _____, _____, _____
2. Two friends walked _____ the river. _____, _____, _____
3. My fishing tackle is _____ the box. _____, _____, _____
4. The scout crawled _____ the fence. _____, _____, _____
5. I could hardly see the woman _____ the window. _____, _____, _____

Directions: Below are several groups of words that contain prepositional phrases. Circle the prepositional phrase.

- | | |
|-------------------------------|---------------------------------|
| 1. a pad of paper | 6. a cottage on the lake |
| 2. searched at night | 7. one of you |
| 3. a friend of mine | 8. two among many |
| 4. delighted by the good news | 9. the display of books |
| 5. a bird outside my window | 10. flying far above the clouds |

Directions: Find the prepositional phrases in each sentence. Underline the prepositional phrases. Circle the preposition in each phrase. Sentences may have more than one phrase.

1. Ms. Steinberg's house located in eastern Suffolk County.
2. She is grateful to have many creatures that come to her yard.
3. She has seen fox and deer from her deck.
4. Often, chipmunks scurry across the lawn.
5. For fun, Ms. Steinberg likes to feed all the creatures.
6. The creatures have to watch above their heads for signs of the hawks.
7. Ms. Steinberg also enjoys feeding the fish in her pond.
8. In the winter, the fish can survive without help.
9. When it gets warmer, they come to the surface ready for food.
10. There is never a dull moment at Ms. Steinberg's house.

Adverbs Vs. Prepositions

**Some words may be used as prepositions OR as adverbs.
A preposition always has an object. An adverb never does.**

Examples:

The woman got off her horse. *Off* is a preposition because its object is horse.
The woman rode off. *Off* is an adverb. There is no object. Off tells *where*.

The bear walked around and then went inside.

Around and *inside* are used as adverbs. They modify the verbs *walked* and *went*.

The bear walked around the yard and then went inside the cabin.

Around and *inside* are used as prepositions. Their objects are *yard* and *cabin*.

Directions: The italicized and bolded words are adverbs or prepositions. Identify the word as an adverb or preposition, and write adv. or prep. on the line.

1. ***In*** the story, the boy fell ***off*** and was washed ashore. _____
2. The island was greatly feared ***by*** all sailors who passed ***by***. _____
3. ***Among*** sailors the lighthouse was feared to be haunted. _____
4. He looked ***for*** several hours and then he gave ***up***. _____
5. A man ***with*** a revolver ***in*** his hand answered the door. _____
6. I went ***inside*** and was amazed ***by*** the mess I saw. _____
7. The boy wished he could get ***out***, but he was stuck ***inside*** the box. _____
8. The flour is ***above*** the cabinet. _____
9. Did you look ***under*** the table? _____
10. The ship went ***under***, but we managed to get ***into*** a lifeboat. _____

7. CONJUNCTIONS (conj.)

- ❖ Can join words
- ❖ Can join phrases
- ❖ Can join two sentences

Conjunctions can join words:

Jim **and** Peggy are friends.
That gift was pretty **but** useless.
Mail is delivered rain **or** shine.
We neither ate **nor** drank at the party.

Conjunctions can join phrases:

We listened to the code **and** reported it accurately.
We were all alone **but** not bored.
You can't find it **so** stop looking.

Conjunctions can join sentences.

Melba is waiting for the mail, **and** Mother is expecting a call.
I love pizza, **yet** I don't really care for spaghetti.
I danced **while** he sang.
Because I work hard, I do well.
I will go **if** you go.

There are two types of conjunctions: coordinating and subordinating

Coordinating conjunctions join independent clauses.

Subordinating conjunctions join dependent clauses.

SUBJECTS, PREDICATES, CLAUSES

- A **subject** can ONLY be a noun or pronoun. A subject is who or what the sentence is about.
- ****To find the subject, ask who or what is doing something or whom or what is being talked about.**
- A **predicate** MUST include a verb. It may also include other words that relate to the verb.
- A **clause** consists of a **subject** and a **predicate**.
- An **INDEPENDENT CLAUSE** is a subject and predicate that expresses a complete thought. In other words, it is a complete sentence.
- A **DEPENDENT or SUBORDINATING CLAUSE** depends on another sentence to help it express a complete thought. It is a clause, so it contains a subject and predicate, but it begins with a subordinating conjunction, and it DOES NOT express a complete thought without help. It is a fragment.

INDEPENDENT CLAUSES are independent because they do not need “help” to express a complete thought.

COORDINATING CONJUNCTIONS can be used to join two independent clauses.

The coordinating conjunctions are easy to remember using the acronym **FANBOYS**.

_____’ _____’ _____’ _____’ _____’ _____’ _____’
F A N B O Y S

When you join two independent clauses together using one of the FANBOYS, there must be a comma before the conjunction.

*****If you do not put a comma, you create a run-on. A run-on is when two clauses are joined incorrectly.**

Example 1:

Kyle read. (independent clause)

Martha slept. (independent clause)

Combined: Kyle read, **and** Martha slept.

The two clauses are joined with the FANBOY **and**.

Notice that there is a comma before the conjunction.

Example 2:

Jim ran quickly. (independent clause)

Jane walked slowly. (independent clause)

Combined: Jim ran quickly, **but** Jane walked slowly.

The two clauses are joined with the FANBOY, **but**.

Notice, there is a comma before **but**.

SUBORDINATING CONJUNCTIONS introduce dependent, or subordinating, clauses that cannot stand alone. These clauses create fragments unless they are “fixed” by adding another clause to them to complete the thought.

SUBORDINATING CONJUNCTIONS include the following:

after, although, as, as if, as long as, as much as, as soon as, as though, because, before, even though, how, if, in order, that, since, so that, than, though, unless, until, when, whenever, where, wherever, while

Example of a subordinating or dependent clause: While Jim ran.

This is a dependent clause because it has a subject, *Jim*, and a verb, *ran*. **HOWEVER**, *it is dependent on another clause to complete the thought because it begins with the subordinating conjunction “While.”*

We don’t know what Jim did WHILE he ran.

You must add another clause to complete the thought.

Example of two clauses joined together: While Jim ran, he listened to music.

The second clause, he listened to music, tells us what Jim did while running.

Now, the thought is complete.

Notice that there is a comma in between the two clauses.

If you begin a sentence with a subordinating conjunction, you must have a comma after the first thought is completed.

The same two clauses are joined here in a different way:

Jim ran while he listened to music.

No comma is necessary because the subordinating conjunction is in between the two clauses.

EXERCISE A: Complete Exercise A on LOOSELEAF. Follow the directions for each number to create sentences. Highlight the conjunction in each sentence.

Example: Use **and** to join to verbs.

Gerry talked **and** laughed excitedly.

1. Use ***or*** to join two adjectives.
2. Use ***but*** to join two sentences.
3. Use ***and*** to join two adverbs.
4. Use ***after*** to create a subordinating clause.
5. Use ***for*** to create a prepositional phrase.
6. Use ***and*** to join two subjects.
7. Use ***nor*** to join two nouns.
8. Use ***or*** to join two proper nouns.
9. Use ***if*** to join two sentences.
10. Use ***and*** to join two prepositional phrases.
11. Use ***when*** to join two sentences.
12. Use ***so*** to join two sentences.
13. Use ***but*** to join two clauses.
14. Use ***while*** to join two sentences.

EXERCISE B: Circle the conjunctions in the following sentences. There may be more than one conjunction in a sentence.

1. While he walked, my mom and I took his picture.
2. Jim and Jane love to watch “American Idol” together.
3. Before we go the party, we need to buy snacks.
4. Lou forgot to write down the message because he was in the middle of dinner.
5. If you’re going to wear that shirt, please take the tag off.
6. Because we are friends, I will drive you to the party, but you owe me a ride next time.
7. We had to ask permission before we could go to the movies.
8. There are too many kids in this class and not enough desks.
9. It’s either in the drawer or on the table since I was in the kitchen when I lost it.
10. I forgot to lock the door after you left, yet luckily nothing was taken.

8. INTERJECTIONS (interj.)

- ❖ A word which expresses emotion and which is not related to other words in a sentence.
- ❖ They are separated by an exclamation point (!) or a comma (,).

Examples of interjections: aha, my, hey, hurray, ouch, rats, wow, yikes, yippee, well, oops, oh, eek, goodness, gosh, oh my

Eek! A bug crawled up my leg!

Ouch! You hurt me.

Wow! I am tired.

Well, I did my best.

Directions: Write an appropriate interjection to go with the sentence.
Use a **DIFFERENT** interjection each time.

1. _____! I stubbed my toe!
2. _____! I dropped the eggs!
3. _____! What a touchdown!
4. _____! It's hot!
5. "_____"! I shouted.
6. _____! It's about time!
7. _____! What a pretty dress!
8. _____! Did you see it?