

Conjunctions and Interjections

Teaching

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

Type of Conjunction	Function	Examples
coordinating	connects words or word groups that have equal importance in a sentence	and, but, or, for, so, yet, nor
correlative	pairs of conjunctions that connect words or groups of words	both . . . and, either . . . or, neither . . . nor, not only . . . but also, whether . . . or
subordinating	introduces a subordinate clause—a clause that cannot stand alone as complete	after, because, before, in order that, since, until, when, wherever, while

REVIEW

A **conjunctive adverb** is an adverb used as a coordinating conjunction to clarify the relationship between clauses of equal weight. Examples include *besides, finally, however, otherwise, still, then, and therefore*.

An **interjection** is a word or short phrase used to express emotion, such as *wow* and *my goodness*. It has no grammatical connection to other words in a sentence. Interjections are usually set off from the rest of the sentence by a comma or an exclamation point.

Identifying Conjunctions and Interjections

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

- Both meat and eggs are rich in protein.
- The movie turned out to be much less exciting than we had expected. Oh, well.
- William Canby insisted his grandmother Betsy Ross had made the first United States flag, but most historians do not support that claim.
- Since I cannot find a dress I like, I will have to sew one myself.
- Oh, no! Lucero sprained her ankle in practice; otherwise, she would have been a contender for first place in that race.
- Forests are important not only for the products they supply, but also for their environmental value.
- I went to bed early, yet I could not fall asleep.
- Because we brought along our own bottles of water, we had something to drink.
- I could not decide whether I wanted the strawberry ice cream or the watermelon sherbet.
- Tyler wanted to learn how to administer emergency medical treatment; therefore, he took a first-aid class.
- Sara waved her hand wildly; finally, she caught the attention of the speaker.
- Neither this coffee nor the herbal tea has any caffeine.
- The tickets had already been sold out when we arrived at the theater.
- The forecaster predicted rain, so remember your umbrella.
- Benjamin Franklin was not only an inventor and a printer, but also a diplomat and statesman. Incredible!

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

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

1. Stir the paint properly, or the color will not be uniform.
2. Onomatopoeia is used not only in poetry but also in our daily speech.
3. Both the toad and the frog are amphibians.
4. The weekend is supposed to be cold; however, we still want to go camping.
5. Remember to clean your brushes thoroughly so that they last a long time.
6. Oops, I didn't realize I was standing on your foot.
7. A peacock has a beautiful fan of feathers, but the feathers are not its true tail.
8. Yipes! I just don't believe this could be happening!
9. Because the competition is 200 miles away, we must leave early.
10. As long as the water looked clear, we thought it safe to drink.

B. Using Conjunctions, Conjunctive Adverbs, and Interjections

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

EXAMPLE Several test questions were difficult, but I think I did well.

1. _____ ice skating _____ skiing appeals to me because I hate cold weather.
2. Butter the dish thoroughly; _____, the soufflé will stick to it.
3. The ballgame was postponed _____ a huge thunderstorm drenched the field.
4. The Siberian tiger is an endangered species; _____, steps are being taken to ensure its survival.
5. Whether Sheila wins the prize _____ is named runner-up depends on how well she performs today.
6. _____ the day was bright and spring like, most workers longed to be outdoors.
7. _____ cherry pie _____ apple pie would make a great dessert.
8. _____ it rains that day, we will have the art fair outside.

Conjunctions and Interjections*Application***A. Proofreading**

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

_____ I stepped up to the plate, the score was 5 to 4. It was the bottom of the ninth inning, there was a man on third base, _____ two outs had already been made. I was under a lot of pressure, _____ I did not like it. _____ I would get a hit, _____ I would strike out. _____ we would win this game _____ lose it was up to me. I wished someone else could bat; _____, it was my turn. The pitcher looked me over for a few moments; _____, he threw the ball. _____! I hit a solid line drive to right field! I was _____ happy, _____ I was _____ very proud. _____!

B. Writing a Conversation Using Conjunctions and Interjections

Imagine the conversation that Orville and Wilbur Wright might have had on the historic day when they flew their engine-powered airplane for the first time. On the lines below, write the conversation as you imagine it. Use at least two coordinating conjunctions, one correlative conjunction, two subordinating conjunctions, one conjunctive adverb, and one interjection. Below the conversation, list the conjunctions, conjunctive adverb, and interjections you used under the appropriate headings.

Coordinating Conjunctions

Subordinating Conjunctions

Correlative Conjunctions

Conjunctive Adverbs

Interjections
