

NAME \_\_\_\_\_

**Lesson 10.5.7**

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**Conjunctions and Interjections****EXERCISE 1 Identifying Conjunctions and Interjections**

Underline the conjunctions and interjections in the sentences below. On the line, identify the type of conjunction: *COO* (coordinating), *COR* (correlative), *SUB* (subordinating), or *INT* (interjection). **Hint:** One sentence contains two coordinating conjunctions, and two sentences contain both a conjunction and an interjection.

**EXAMPLE** COR Field trips are both educational and exhilarating.

Remember that **correlative conjunctions** are always used in pairs.

**Example:**

*Both* the planetarium *and* the aquarium are open.

- \_\_\_\_\_ 1. Getting away from the classroom and seeing new things can change a person's life!
- \_\_\_\_\_ 2. For example, a field trip to the seashore not only gives students a chance for physical activity but also provides an opportunity to make scientific observations.
- \_\_\_\_\_ 3. A field trip is memorable since visiting a location allows students to experience an environment fully.
- \_\_\_\_\_ 4. Hearing a lecture or watching a performance can be a rich experience.
- \_\_\_\_\_ 5. Neither films nor recordings can take the place of sitting in an audience.
- \_\_\_\_\_ 6. For art, either a museum or an art gallery can be a great destination.
- \_\_\_\_\_ 7. At a museum, students can see works by famous artists, but at a gallery, they can also learn about the cost and range of contemporary artwork.
- \_\_\_\_\_ 8. Alas, most schools emphasize museums over galleries because museums have staff trained to lead large groups.
- \_\_\_\_\_ 9. Well, with adequate preparation, students can behave well as a group and ask the gallery owner good questions.
- \_\_\_\_\_ 10. Just as students can observe landforms at the beach, so too can students observe composition at an art gallery.

**EXERCISE 2 Using Interjections**

On the line before the comma or exclamation point, add an interjection to each sentence below. Choose an interjection that helps maintain the overall tone of the sentence.

**EXAMPLE** Hey, even a walk around the school can turn into a great field trip.

1. \_\_\_\_\_, all it takes is imagination to turn simple trips into educational events.
2. However, with just a few minutes of thought, you may be saying, "\_\_\_\_\_! I've got it!"
3. Consider what students could learn just by observing a local food store, a service station, or even, \_\_\_\_\_, the school parking lot.
4. \_\_\_\_\_, by simply analyzing the types of cars in the lot, students can practice inferring and drawing conclusions.
5. \_\_\_\_\_! A fantastic field trip is just a few steps from the classroom door!