



*Summer Reading
and Grammar*

for students entering

Seventh Grade

Summer Reading Program!

This summer, **all** middle and high school students at Harrisburg Christian School will be required to do some summer reading. Here are the requirements for students who have just completed 6th or 7th grade:

1. Pick a book from the book list below. **All books must be from this list – no exceptions!** You may not pick a book that you have already done for a report (I have a list of all the reports each student has already done!).
2. As you have done in past Literature classes, fill out a book report outline for this book. An outline is attached to this assignment.
3. Using your completed outline, write a book report for your book. Reports must be typed – 12 point Times New Roman, double spaced, aligned left, black ink. Use a proper heading at the top left hand corner.
4. Turn in **both your outline and your book report** on the second day of school, **August 2, 2008**. This assignment will count as the first grade of your new school year. Word to the wise: do not wait until the first day of school to do this assignment!

Harrisburg Christian School Middle School Book Report List

Author	Titles
Adams	<i>Watership Down</i>
Alcott	<i>Little Women</i>
Anderson	<i>Fever 1793</i>
Asimov	<i>Fantastic Voyage</i>
Auch	<i>Ashes of Roses</i>
Avi	<i>The True Confessions of Charlotte Doyle</i>
Barre	<i>Peter Pan</i>
Brink	<i>Caddie Woodlawn</i>
Burnett	<i>The Secret Garden</i>
Burnford	<i>The Incredible Journey</i>
Carlson	<i>The Allison Chronicles</i> (series)
Carman	<i>Land of Elyon</i> (series)
Cleaver	<i>Where the Lilies Bloom</i>
Clements	<i>Things Not Seen</i>
Collier	<i>My Brother Sam is Dead</i>
Creech	<i>Walk Two Moons</i>

Curtis	<i>Bud, Not Buddy</i>
Cushman	<i>Catherine, Called Birdy</i>
Cushman	<i>The Midwife's Apprentice</i>
Dahl	<i>Charlie and the Chocolate Factory</i>
Dahl	<i>James and the Giant Peach</i>
Defoe	<i>Robinson Crusoe</i>
DiCamillo	<i>The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread</i>
Dixon	<i>The Hardy Boys (series)</i>
Douglas	<i>Alligator Crossing</i>
Doyle	<i>Sherlock Holmes</i>
DuBois	<i>21 Balloons</i>
DuPrau	<i>City of Ember (People of Sparks, Prophet of Yonwood)</i>
Elliott	<i>Through Gates of Splendor</i>
Fitzhugh	<i>Harriet the Spy</i>
Fox	<i>One-Eyed Cat</i>
Fox	<i>The Slave Dancer</i>
Fritz	<i>The Cabin Faced West</i>
Funke	<i>Inkheart</i>
George	<i>Julie of the Wolves (Julie)</i>
George	<i>My Side of the Mountain</i>
Giff	<i>Lily's Crossing</i>
Gray	<i>Adam of the Road</i>
Haddix	<i>Among the Hidden</i>
Hamilton	<i>M.C. Higgins the Great</i>
Hesse	<i>Out of the Dust</i>
Hiaasen	<i>Hoot</i>
Hunt	<i>Up a Road Slowly</i>
Jacques	<i>Redwall (any book in the series)</i>
Johnston	<i>Joel, A Boy of Galilee</i>
Juster	<i>The Phantom Tollbooth</i>
Keith	<i>Rifles for Waite</i>
Kipling	<i>Jungle Book</i>
Konigsburg	<i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i>
Konigsburg	<i>The View from Saturday</i>
L'Engle	<i>Wrinkle in Time (series)</i>
Lenski	<i>Indian Captive</i>
Levine	<i>Ella Enchanted</i>
Lewis	<i>Chronicles of Narnia (series)</i>
Lewis	<i>The Screwtape Letters</i>
London	<i>The Call of the Wild</i>
Lowry	<i>Number the Stars</i>
Lowry	<i>The Giver</i>
Markell	<i>Gone the Golden Dream</i>
McGraw	<i>Moccasin Trail</i>
Montgomery	<i>Anne of Green Gables (series)</i>

Morris	<i>The Seven Sleepers (series)</i>
North	<i>Rascal</i>
Norton	<i>Bed-knob and Broomstick</i>
O'Brien	<i>Mrs. Frisby and the Rats of Nimh</i>
O'Dell	<i>Island of the Blue Dolphins (Zia)</i>
Paolini	<i>Eragon (Eldest)</i>
Paterson	<i>Bridge to Terebithia</i>
Paulson	<i>Hatchet (sequels)</i>
Rawls	<i>Where the Red Fern Grows</i>
Reiss	<i>The Upstairs Room</i>
Sachar	<i>Hole (Small Steps)</i>
Sewell	<i>Black Beauty</i>
Snicket	<i>Series of Unfortunate Events (any book in the series)</i>
Speare	<i>Calico Captive</i>
Speare	<i>The Sign of the Beaver</i>
Speare	<i>The Witch of Blackbird Pond</i>
Spinelli	<i>Maniac Magee</i>
Spinelli	<i>Wringer</i>
Taylor	<i>Let the Circle Be Unbroken</i>
Taylor	<i>The Cay</i>
Taylor	<i>The Land</i>
Tolkien	<i>Lord of the Rings (series)</i>
Twain	<i>The Prince and the Pauper</i>
Verne	<i>Around the World in Eighty Days</i>
Verne	<i>Twenty Thousand Leagues Under the Sea</i>
Voigt	<i>Dacey's Song</i>
Wyss	<i>Swiss Family Robinson</i>

Name _____

Date _____

Book Report Outline and Fact Sheet

Paragraph 1 – Introduction - State the book's facts.

Title _____

Author _____

Publisher, Date of Publication _____

Setting _____

Point of View _____

Paragraph 2 – Characters - Tell who they are and how they relate to one another.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Paragraph 3 – Plot – Give a brief retelling of the major events of the story.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Paragraph 4 – Theme – State major theme(s), giving explanations from the story.

Theme 1 _____

Story Explanation _____

Theme 2 _____

Story Explanation _____

Paragraph 5 – Biblical Evaluation of Themes – Discuss whether the themes in paragraph 4 are biblical. Give references from the Bible to back up your opinion. Summarize book report with your recommendation of the book.

Theme 1 Evaluation _____

Biblical reference _____

Theme 2 Evaluation _____

Biblical Reference _____

Your Recommendation _____

The Noun

Nouns

11a. A *noun* is a word or word group that is used to name a person, place, thing, or idea.

PERSONS brothers, Cindy, doctor, Ms. O'Connor

PLACES park, San Diego Zoo, store, Mid-Cities Mall

THINGS mailbox, Baltic Sea, mouse, Main Street

IDEAS truth, humor, freedom, friendship

Did you notice that some of the nouns listed above are made up of more than one word? A *compound noun* is a single noun made up of two or more words. The compound noun may be written as one word, as a hyphenated word, or as two or more words.

ONE WORD baseball, notebook, windsurfing

HYPHENATED WORD self-respect, sister-in-law, runner-up

TWO WORDS South America, middle school, boiler room

TIP To decide whether a word is a noun, try placing it in the blanks in the following sentences. If the word makes sense in at least one of the sentences, then the word is probably a noun.

EXAMPLES I got a new _____. or I like _____.

I got a new backpack. I like loyalty.

EXERCISE A Underline each noun in the following sentences. Remember to underline all parts of a compound noun. Hint: The title of a book is a noun.

Examples 1. Alan frequently reads books about action and adventure. [*Alan* names a person.

Books names a thing. *Action* and *adventure* name ideas.]

2. Alan and his friends recently discovered the author Will Hobbs. [The nouns in this sentence name people.]

- Will Hobbs has written many great books for young readers. [Which words name people and things?]
- What excitement the children in the stories experience! [Which words name people, things, and ideas?]
- In *Ghost Canoe*, Nathan MacAllister investigates a shipwreck.
- Nathan and his mother live with the Makah Indians near the Pacific Ocean.
- After a ship crashes on the rocks near the shore, strange events occur.
- Who is the wild, hairy man that is hiding in the caves?
- Captain Bim, a neighbor, buries treasures during the night.
- A skeleton in an old canoe is discovered in a strange place: high in a tree.

9. Nathan and Lighthouse George search for clues to these mysteries.
10. Nathan shows great bravery and self-reliance during his adventure.

Common Nouns and Proper Nouns

You may have noticed that some nouns are capitalized and others are not. A *common noun* names any one of a group of persons, places, things, or ideas. A common noun is generally not capitalized. A *proper noun* names a particular person, place, thing, or idea. A proper noun begins with a capital letter. Proper nouns are often made up of more than one word.

COMMON NOUNS bridge, girl, holiday, continent, city

PROPER NOUNS Golden Gate Bridge, Anne Frank, Hanukkah, Africa, Salt Lake City

TIP To identify a proper noun, try placing *a* or *an* in front of the noun. If *a* or *an* does not make sense in front of the noun, the noun is probably a proper noun. For example, *a San Francisco* doesn't make sense. Therefore, *San Francisco* is a proper noun.

EXERCISE B Underline each common noun once in the following sentences. Underline each proper noun twice. Be sure to underline all parts of a compound noun.

Examples 1. Gloria Byrd and Marcus Katz spent the day at Rosemont Mall. [*Gloria Byrd* and *Marcus Katz* name specific people and are capitalized. *Day* names any one of a group of days and is not capitalized. *Rosemont Mall* names a specific place and is capitalized.]

2. The two friends visited shops and looked at displays in the windows. [*Friends* names any of a group of people and is not capitalized. *Shops*, *displays*, and *windows* name any of a group of things and are not capitalized.]

11. Gloria and Christina Santos had first planned the trip to the mall. [Which nouns name specific people? Which nouns name any one of a group of places or things?]
12. At the last minute, Christina couldn't go. [Which noun names a specific person? Which noun names any one of a group of things?]
13. Gloria called Marcus, who lives nearby on Shepherd Lane.
14. Mrs. Byrd took both friends to the mall.
15. First, Gloria wanted to look at sneakers at Foot Market.
16. Next, she and Marcus browsed through the books, maps, and magazines at Skyline Bookstore.
17. Gloria found a fantastic book on the solar system.
18. Later, the two teenagers met Mrs. Byrd at the food court.
19. The book gave the girl self-confidence for her speech on the planets the next week.
20. The book was definitely cited in her report for Ms. Saunders.

The Adjective

11c. An *adjective* is a word that is used to modify a noun or a pronoun.

To *modify* a word means to describe the word or to make its meaning more definite. An adjective modifies a noun or a pronoun by telling *what kind*, *which one*, *how many*, or *how much*.

WHAT KIND? **sunny** day, **blue** eyes, **British** writer, **kind** person

WHICH ONE OR ONES? **those** students, **second** one, **that** hat, **any** volunteer

HOW MANY? OR HOW MUCH? **some** pencils, **two** bears, **no** e-mails, **much** happiness

NOTE The words *a*, *an*, and *the* are adjectives.

EXERCISE A Underline each adjective in the following sentences. Do not underline *a*, *an*, or *the*. Some sentences may have more than one adjective.

Examples 1. Most students in the sixth grade have had a pet. [The adjective *Most* tells how many students. The adjective *sixth* tells which grade.]

2. A Korean student has a shy crab that is called a hermit. [The adjective *Korean* tells what kind of student. The adjective *shy* tells what kind of crab.]

1. Many people have a cat or a dog as a pet. [Which word describes a noun or pronoun?]
2. Cody, however, has a white rabbit as a pet. [Which word describes a noun or pronoun?]
3. The small rabbit lives in a large pen in the bedroom.
4. A tiny doghouse serves as a cozy burrow for the rabbit.
5. Cody gives Thumper clean water every day.
6. Thumper eats fresh vegetables and special food for rabbits.
7. On quiet afternoons, Cody lets Thumper out of the pen.
8. Cody likes to pet the silky, soft fur that Thumper has.
9. During the short playtimes, Cody keeps Thumper away from dangerous places.
10. Thumper seems to enjoy the extra attention.

Adjectives usually come before the words they describe or modify. Sometimes, however, an adjective comes after the word it describes.

EXAMPLES These grapes are **sour**. [The adjective *sour* describes the noun *grapes*.]

The rug, **bright** and **colorful**, added cheer to the room. [The adjectives *bright* and *colorful* describe the noun *rug*.]

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EXERCISE B Underline each adjective in the following sentences. Then, draw an arrow from the adjective to the word or words it describes. Do not underline *a, an, or the*.

Examples 1. The river, icy and swift, lay before the two hikers. [The adjectives *icy* and *swift* describe *river*. The adjective *two* tells how many hikers.]

2. The wooden bridge was old and shaky. [The adjectives *wooden*, *old*, and *shaky* describe *bridge*.]

11. An empty cabin sat in a small meadow. [Which words describe a noun or pronoun?]
12. Nearby, the rapid river rushed between muddy banks. [Which words describe a noun or pronoun?]
13. The hikers, hungry and weary, stopped in the meadow.
14. They looked at the ancient bridge and deep water.
15. They wondered how they had gotten to the remote, lonely place.
16. The correct path through the woods wasn't clear.
17. One hiker, smart and practical, built a warm fire.
18. The other person unfolded a large map of the area.
19. One of them pulled a small compass and extra food from a backpack.
20. They ate food and drank fresh water, and they plotted a clear course home.

EXERCISE C Underline all of the adjectives in the following paragraph. Do not underline *a, an, or the*. One sentence has more than one adjective.

Example [1] In the gymnasium, the excited crowd cheered. [The word *excited* tells what kind of crowd.]

[In the paragraph's first sentence, which word tells what kind of sneakers?]

[21] As Juanita dribbled the basketball, her new sneakers squeaked. [22] She pretended to step one way, then changed directions at the last second. [23] An unlucky opponent tried to stop Juanita, but could not. [24] Juanita shot the ball and made an easy basket. [25] The smooth ball barely touched the net as it flew through the air.

Action Verbs and Linking Verbs

Action Verbs

Verbs can be identified as action verbs or linking verbs.

An *action verb* expresses either physical or mental activity.

EXAMPLES Dad **made** oat bran muffins for breakfast. [The verb *made* shows physical action.]

Teresa **daydreams** of adventure. [The verb *daydreams* shows mental action.]

REMINDER When you identify action verbs, remember to include any helping verbs. Helping verbs are added to the main verb to make the main verb more specific.

EXAMPLES **Did** you **understand** the short story's ending? [The main verb is *understand*, and the helping verb is *Did*. The verb phrase *Did understand* shows mental action.]

Mom **is mowing** the lawn. [The main verb is *mowing*, and the helping verb is *is*. The verb phrase *is mowing* shows physical action.]

EXERCISE A Underline the action verbs in each of the following sentences. Remember to include any helping verbs.

Examples 1. Are the players jogging around the track? [The verb phrase *Are jogging* expresses the action the players perform.]

2. During December, Marty constantly thinks about skiing. [The verb *thinks* expresses the action Marty performs.]

1. Thorns grow on the stem of a rose. [Which word expresses the action the thorns perform?]
2. Did the newspaper staff meet their deadline? [Which words express the action the staff performs?]
3. We named our new puppy Peanuts.
4. The flowers are blooming now.
5. Did you volunteer at the food bank?
6. The history students have not presented their reports yet.
7. On winter evenings, the farmer feeds hay to his cows.
8. Ms. Kaufmann's secretary has a message for her.
9. We have formed a plan for the autumn carnival.
10. On the bus, we usually talk about friends and activities.

Linking Verbs

A *linking verb* connects, or links, the subject to a word or word group that identifies or describes the subject.

Some Linking Verbs Formed from the Verb *Be*

am	was	have been	shall be	can be
is	were	had been	may be	should be
are	has been	will be	might be	would have been

Other Linking Verbs

appear	grow	seem	stay
become	look	smell	taste
feel	remain	sound	turn

EXAMPLES My favorite musical **is** *My Fair Lady*. [The linking verb *is* connects the subject, *musical*, to the word group, *My Fair Lady*, that identifies it.]
Dinner **had tasted** delicious. [The linking verb *had tasted* connects the subject, *dinner*, to the word, *delicious*, that describes it.]

EXERCISE B Underline the linking verbs in the following sentences. Remember to include any helping verbs. Hint: Helping verbs are verbs that are added to the main verb to make the main verb more specific.

Examples 1. Was Carla the winner? [The linking verb *Was* connects the subject, *Carla*, to the word, *winner*, that identifies her.]

2. He had seemed happy with his grade. [The main verb is *seemed*, and the helping verb is *had*. The linking verb *had seemed* links the subject, *He*, to the word, *happy*, that describes him.]

- Lee will be Aunt Juanita's assistant this summer. [Which words link *Lee* to *assistant*?]
- Aunt Juanita is a landscape architect. [Which words link *Aunt Juanita* to *architect*?]
- Photographs of her designs are special features in many landscaping magazines.
- Her business has become a great success.
- She was extremely busy last year.
- Her designs look unique.
- Has anyone ever been unhappy with her work?
- Her backyard is a work of art.
- Does the flowing water sound peaceful to you?
- The flowers and herbs smell wonderful.

The Adverb

What Is an Adverb?

12b. An *adverb* is a word that modifies a verb, an adjective, or another adverb.

REMINDER ▶ A *verb* is a word or word group that expresses action or state of being. An *adjective* is a word that modifies or describes a noun or pronoun.

To *modify* a word means to describe it or make its meaning more specific. Adverbs make the meaning of a verb, adjective, or another adverb more definite. Adverbs answer the following questions: Where? How often? How long? When? To what extent? How much? How?

EXAMPLES Cindy strolled along the shore, and she **frequently** stopped to collect shells.

[The adverb *frequently* modifies the verb *stopped* and tells *how often*.]

Was the auditorium **completely** full **yesterday**? [The adverb *completely* modifies the adjective *full* and tells *how much*. The adverb *yesterday* modifies the verb *was* and tells *when*.]

EXERCISE A Underline the adverbs in the following sentences.

Examples 1. Some people make friends quickly. [The adverb *quickly* modifies the verb *make* and tells *how long*.]

2. However, I am quite shy. [The adverb *quite* modifies the adjective *shy* and tells *to what extent*.]

1. My family recently moved to a new town. [Which word tells when my family moved?]
2. I have been carefully exploring my new neighborhood. [Which word tells how I have been exploring?]
3. The Moore twins have been very friendly.
4. How often have they invited me to play sports with them?
5. They are quite fond of softball.
6. Sometimes, I go to the local library.
7. What a wonderful selection of books they have there!
8. The librarian is really helpful.
9. I could probably join the club for teen readers.
10. I have already read many of the books on the list.

Position of Adverbs

Adverbs may come before, after, or between the words they modify.

EXAMPLES Quietly, the cat was stalking a bird. [*Quietly* comes before *was stalking*, the verb phrase it modifies.]

The cat was stalking a bird quietly. [*Quietly* comes after *was stalking*, the verb phrase it modifies.]

The cat was quietly stalking a bird. [*Quietly* comes between *was* and *stalking*, the verb phrase it modifies.]

TIP Many adverbs end in *-ly*. When you come across a word that ends in *-ly*, check to see if this word describes another word. If the *-ly* word describes a verb, an adjective, or another adverb, then the *-ly* word is an adverb.

EXERCISE B Draw an arrow from the underlined adverb in each of the following sentences to the word or words it modifies. Hint: An adverb modifies each word in a verb phrase, not just the main verb. If the adverb modifies a verb phrase, be sure to draw an arrow from the adverb to each part of the verb.

Examples 1. I did not forget what happened. [The adverb *not* modifies the verb *did forget* and tells to what extent.]

2. Frequently, my neighbors have a garage sale. [The adverb *frequently* modifies the verb *have* and tells how often.]

11. My family seldom travels out of state. [*Seldom* tells how often about which word?]

12. Did all the balloons float away? [*Away* tells where about which words?]

13. The gymnast can easily perform his routines.

14. Richard was slowly pronouncing the words in German.

15. My brother is rarely sick.

16. Will your sister attend college soon?

17. He has memorized nearly all his lines for the school play.

18. I hardly recognized my cousin at the family reunion.

19. That movie was really funny!

20. We had not read *The View from Saturday*.

The Preposition

Prepositions

12c. A **preposition** is a word that shows the relationship between a noun or a pronoun and another word in the sentence.

EXAMPLES The pilot climbed **into** the cockpit. [The preposition *into* shows the relationship between *climbed* and *cockpit*.]

Here is a letter **from** Julie. [The preposition *from* shows the relationship between *letter* and *Julie*.]

By using different prepositions, you can change the relationship between *walked* and *puddle* in the following sentences.

Alex walked **around** the puddle.

Alex walked **toward** the puddle.

Alex walked **through** the puddle.

Alex walked **past** the puddle.

Commonly Used Prepositions

above	before	down	of	under
across	behind	for	on	underneath
after	below	from	since	until
against	beside	in	through	up
around	between	into	throughout	with
at	by	like	to	without

EXERCISE A Underline the prepositions in each of the following sentences. Hint: Some sentences have more than one preposition.

Examples 1. Some people feel nervous around computers. [The preposition *around* shows the relationship between *nervous* and *computers*.]

2. They may need help with the commands or a lesson on the software. [The preposition *with* shows the relationship between *help* and *commands*. The preposition *on* shows the relationship between *lesson* and *software*.]

1. Rosa seated herself by her mother's computer. [Which word shows the relationship between *herself* and *computer*?]
2. Several items were stacked beside the monitor. [Which word shows the relationship between *stacked* and *monitor*?]
3. "Where is the program you want installed on your computer?" Rosa asked her mother.
4. Her mother handed her a CD inside a plastic case.
5. Rosa placed the CD into the CD-ROM drive on the computer.
6. After a few seconds, a dialog box appeared on the screen.

7. She followed the prompts on the monitor.
8. Behind her chair stood her mother.
9. Finally, Rosa relaxed against the chair's back.
10. "Mom, your new computer program is ready for you."

Compound Prepositions

Some prepositions are made up of more than one word. These are called *compound prepositions*.

EXAMPLES A rose bush grew **next to** the fence. [The preposition *next to* shows the relationship of *grew* to *fence*.]
 The story **according to** Janice is different. [The preposition *according to* shows the relationship of *story* to *Janice*.]

Some Compound Prepositions

according to	because of	in place of	next to	out of
aside from	in addition to	in spite of	on account of	

EXERCISE B Underline the preposition(s) in each of the following sentences. Remember to underline all words in a compound preposition.

- Examples** 1. The closet beneath the stairs is tiny. [The preposition *beneath* shows the relationship between *closet* and *stairs*.]
 2. I enjoyed the book in spite of its length. [The compound preposition *in spite of* shows the relationship between *enjoyed* and *length*.]
11. Aside from one problem, the event went smoothly. [Which words show the relationship between *smoothly* and *problem*?]
 12. I found the remote control underneath the sofa. [Which word shows the relationship between *found* and *sofa*?]
 13. How many books have fallen out of my backpack?
 14. Sometimes, I eat tofu in place of meat.
 15. How beautiful those flowers look next to the gray walls!
 16. Is the bridge closed due to the flood?
 17. The building next to my school is empty.
 18. There are cabins throughout the campground.
 19. In addition to a pillow and clothes, you'll need a sleeping bag.
 20. The guy with the big smile is my best friend.

The Conjunction and the Interjection

Coordinating Conjunctions

12d. A **conjunction** is a word that joins words or groups of words.

EXAMPLES Ask the librarian **or** your teacher for information about the essay contest.
Leah volunteers at the animal shelter, **and** she often adopts animals.

A **coordinating conjunction** joins words or word groups that are used in the same way. Coordinating conjunctions join words to words, phrases to phrases, and clauses to clauses.

Some common coordinating conjunctions are *and*, *but*, *for*, *nor*, *or*, *so*, and *yet*.

EXAMPLES shy **but** friendly [The conjunction *but* joins two words.]
doing homework **and** listening to music [The conjunction *and* joins two phrases.]
I arrived early, **so** I waited patiently. [The conjunction *so* joins two clauses.]

EXERCISE A Underline the coordinating conjunction in each of the following sentences.

Example 1. The children were restless, for they had been indoors several hours. [The conjunction *for* joins two clauses.]

1. Diego prepared a meal of chicken and rice. [Which word joins *chicken* and *rice*?]
2. Ellen was tired, yet she ran one more lap around the track.
3. The car gets good gas mileage and is reasonably priced.
4. The afternoon was beautiful, so I went for a walk.
5. The survivors of the shipwreck didn't panic, nor did they give up hope.

Correlative conjunctions

Correlative conjunctions are pairs of conjunctions. The pairs work together to join words or word groups that are used in the same way. They join words to words, phrases to phrases, and clauses to clauses.

Correlative Conjunctions

both... and
not only... but also

either... or
whether... or

neither... nor

EXAMPLES **Both** the *Pioneer* **and** the *Hunley* were submarines in the Civil War. [The correlative conjunctions *both . . . and* join two words.]

Suzette is saving money **not only** for a pet **but also** for pet supplies. [The correlative conjunctions *not only . . . but also* join two phrases.]

Either the house is haunted **or** there is a more scientific explanation. [The correlative conjunctions *Either . . . or* join two clauses.]

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EXERCISE B Underline the correlative conjunctions in each of the following sentences. Remember to underline both parts of correlative conjunctions.

Example 1. The band will perform whether it's beautiful outside or it's raining. [The correlative conjunctions *whether...or* join two clauses.]

6. Not only could the contestant dance, but he could also sing. [Which words join the clauses *the contestant could dance* and *he could sing*?]
7. Either the kayak or the canoe will be perfect for an outing on the lake.
8. Both George Bush and his son George W. Bush have been elected President.
9. I can't tell whether this is lemon or this is lime.
10. Neither Raul nor Sue has any brothers or sisters.

Interjections

12e. An *interjection* is a word that expresses emotion.

An interjection can be left out of a sentence without changing the meaning of the sentence. Commonly used interjections include *aha*, *ouch*, *wow*, *oh*, *yikes*, *hurray*, *oops*, *well*, and *yippee*.

Interjections that express strong emotions are followed by an exclamation point.

EXAMPLES **Wow!** What an exciting game that was!
I stepped in mud. **Yuck!**
Hey! What are you doing?

Interjections that express mild emotion are set off from the rest of a sentence by commas.

EXAMPLES **Well,** I will try my best.
I have, **oh,** about five dollars.
Our adventure is over, **alas.**

EXERCISE C Underline the interjection in each of the following sentences.

Example 1. Yikes! That hill seems a mile high. [The interjection *Yikes* expresses a strong emotion.]

11. Hurray! Our team placed first at the competition. [Which word expresses a strong emotion?]
12. This water is cold and, oh, feels great on my tired feet.
13. Aw, those kittens are so cute!
14. I almost missed the bus. Whew!
15. Goodness! You startled me.