

1. When we bought our new house, my mother wanted to hire movers, but my father and I said we could do the moving more efficiently by ourselves.
2. We said that doing the job ourselves would be not only much faster and easier but also far less expensive than having movers do it for us.
3. Neither my mom nor my brother was enthusiastic, but at last Dad and I convinced them.
4. Luckily, Uncle Waldo and my cousin Fred volunteered to help, for they thought it was a great idea.
5. Both Uncle Waldo and Fred lift weights, and they love to show off their muscles.
6. The rental truck we had reserved wasn't large enough, so we had to make several trips.
7. At the new house, we could get the sofa through neither the back door nor the front door, and Uncle Waldo strained his back trying to loosen the sofa from the door frame.
8. On the second load, either Fred or my father lost his grip, and the refrigerator fell on Dad's foot.
9. By the end of the day, all of us were tired and sore, but we had moved everything ourselves.
10. Whether we saved money or not after paying both Uncle Waldo's and Dad's medical bills and having the doorway widened is something we still joke about in our family.

## The Interjection

**1h.** An *interjection* is a word that expresses emotion. An interjection has no grammatical relation to the rest of the sentence.

ah	hurrah	uh-oh	wow
aha	oh	well	yahoo
boy-oh-boy	oops	whew	yikes
hey	ouch	whoa	yippee

Since an interjection is not grammatically related to other words in the sentence, it is set off from the rest of the sentence by an exclamation point or by a comma or commas.

### SKILLS FOCUS

Identify and use interjections. (page 78): Identify and use correlative conjunctions.

## Think as a Reader/Writer

Interjections are common in casual conversation. In writing, however, they are usually used only in informal notes and letters, in advertisements, and in dialogue. When you use an interjection, make sure the punctuation after it reflects the intensity of emotion you intend. Use an exclamation point to indicate strong emotion and a comma to indicate mild emotion.

**EXAMPLES** **Hey!** Be careful of that wire!

There's a skunk somewhere, **ugh!**

**Well,** I guess that's that.

I like that outfit, but, **wow,** it's really expensive.

**Oops!** The stoop is slippery.

Our team won the playoff! **Yippee!**

### Exercise 26 Using Interjections

In the following dialogue, Jason is telling his friend Michelle about a concert he attended. Use appropriate interjections to fill in the numbered blanks. Be sure you punctuate each interjection that you use.

**EXAMPLES** [1] " \_\_\_\_ You mean you actually got to go?" Michelle gasped.

1. "Wow! You mean you actually got to go?" Michelle gasped.

[2] " \_\_\_\_ I wish I could have gone!"

2. "Boy-oh-boy! I wish I could have gone!"

[1] " \_\_\_\_ how was the concert?" asked Michelle. "Tell me all about what happened."

Jason shook his head. "The opening act was terrible. [2] \_\_\_\_ It seemed as if they played forever!"

"How was the rest of the show, though? [3] \_\_\_\_ Give me some details, Jason!"

"The drummer was fantastic. [4] \_\_\_\_ He acted like a wild man. He was all over the drums! But the best part was Stevie's twenty-minute guitar solo. [5] \_\_\_\_ he really let loose. The crowd went crazy!"

## Determining Parts of Speech

**1i. The way a word is used in a sentence determines what part of speech it is.**

The same word may be used as different parts of speech. To figure out what part of speech *well* is in each of the sentences on the next page, read the entire sentence. What you are doing is studying the word's **context**—the way the word is used in the sentence.

### SKILLS FOCUS

Identify parts of speech.  
Identify and use complete sentences.

**EXAMPLES** At the bottom of the old **well** were more than five thousand pennies. [noun]

Whenever the reunion was mentioned, tears of joy would **well** in her eyes. [verb]

**Well**, you may be right. [interjection]

Do you really speak four languages **well**? [adverb]

Fortunately, the baby is quite **well** now. [adjective]

### Exercise 27 Identifying Words as Different Parts of Speech

Read each of the sentences below. Then, identify the part of speech of the italicized word. Be ready to justify your answer by telling how the word is used in the sentence.

**EXAMPLE** 1. Aunt Shirley got a *raise*.

1. *noun*

1. Did Gander Pond *ice* over last year?
2. An *ice* storm struck.
3. *Many* of these items are on sale.
4. The light flashed *on* and we entered the garage.
5. We rode *on* the subway.
6. The radio is *on*.
7. They went to the *park*.
8. We can *park* the car here.
9. We waited, *oh*, about five minutes.
10. We are all here *but* Natalya.
11. I slipped, *but* I didn't fall, thank goodness.
12. *Off* the road they could see a light.
13. The shop was *off* the main street.
14. The deal was *off*.
15. "Can you climb *up* that tree?" asked Yolanda.
16. The sun was already *up* when they left for work.
17. Ernesto lives a few miles *up* the coast.
18. We had a long wait before the show started, but, *wow*, it was worth it!
19. *Most* cats dislike taking baths.
20. Did they go all the way *through* the town?

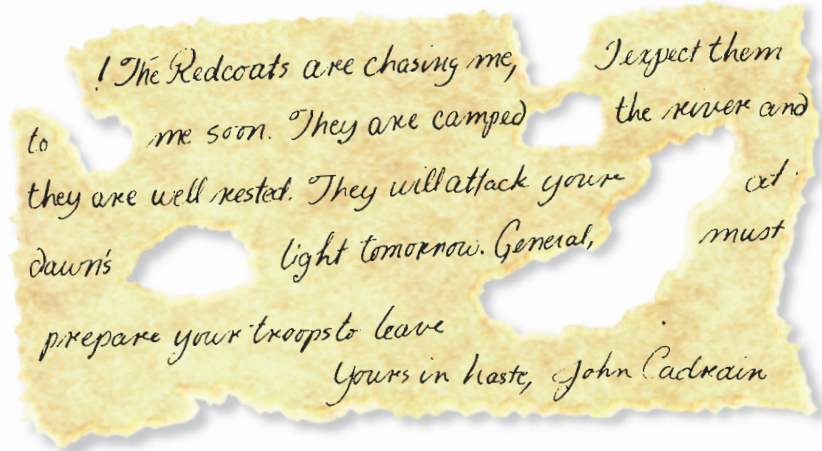
**HELP**

Each missing word in Exercise 28 is a different part of speech.

**Exercise 28** Determining Parts of Speech

A soldier in the American Revolution brings his general this spy message he found in a hollow tree. Unfortunately, termites have eaten holes in the paper. For each hole, supply one word that makes sense, and give its part of speech.

**EXAMPLE** Please \_\_\_\_\_ this message to General Baxter immediately.  
*deliver—verb.*

**Review C** Writing Sentences Using the Same Words as Different Parts of Speech

Write forty sentences, using each of the words in the list below as two different parts of speech. Underline the word and give its part of speech in parentheses after each sentence.

**EXAMPLE** 1. up  
1. We looked up. (*adverb*)  
We ran up the stairs. (*preposition*)

- |          |             |           |            |
|----------|-------------|-----------|------------|
| 1. light | 6. ride     | 11. help  | 16. that   |
| 2. run   | 7. in       | 12. drive | 17. right  |
| 3. over  | 8. love     | 13. plant | 18. signal |
| 4. line  | 9. below    | 14. well  | 19. home   |
| 5. cook  | 10. picture | 15. for   | 20. one    |

**HELP**

Some words may be used as more than two parts of speech. You need to give only two uses for each word in Review C.