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Prepositions and Prepositional Phrases

A preposition is a word that relates a noun or a pronoun to some other word in a sentence.

The paint on the canvas will dry very slowly.

The word on in the sentence above is a preposition. It shows the relationship of the nouns paint and canvas.

### Commonly Used Prepositions

<table>
<thead>
<tr>
<th>about</th>
<th>at</th>
<th>down</th>
<th>of</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>before</td>
<td>during</td>
<td>off</td>
<td>toward</td>
</tr>
<tr>
<td>across</td>
<td>behind</td>
<td>for</td>
<td>on</td>
<td>under</td>
</tr>
<tr>
<td>after</td>
<td>below</td>
<td>from</td>
<td>out</td>
<td>until</td>
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<tr>
<td>against</td>
<td>beneath</td>
<td>in</td>
<td>outside</td>
<td>up</td>
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<tr>
<td>along</td>
<td>beside</td>
<td>inside</td>
<td>over</td>
<td>upon</td>
</tr>
<tr>
<td>among</td>
<td>between</td>
<td>into</td>
<td>since</td>
<td>with</td>
</tr>
<tr>
<td>around</td>
<td>beyond</td>
<td>like</td>
<td>through</td>
<td>within</td>
</tr>
<tr>
<td>as</td>
<td>by</td>
<td>near</td>
<td>throughout</td>
<td>without</td>
</tr>
</tbody>
</table>

A preposition can consist of more than one word.

You can use acrylic paint instead of oils.

### Compound Prepositions

<table>
<thead>
<tr>
<th>according to</th>
<th>aside from</th>
<th>in front of</th>
<th>instead of</th>
<th>on account of</th>
</tr>
</thead>
<tbody>
<tr>
<td>across from</td>
<td>because of</td>
<td>in place of</td>
<td>on top of</td>
<td></td>
</tr>
<tr>
<td>along with</td>
<td>far from</td>
<td>in spite of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun, which is called the object of the preposition.

Michelangelo was born in a small town.
Write each prepositional phrase. Draw a line under the preposition and circle the object of the preposition.

1. Some artists study Michelangelo’s work for inspiration.
2. His work had a great influence on many other artists.
3. Artists see perfection in his paintings.
4. They also see it in his sculpture.
5. Everyone admires the passion he conveyed in his statues.
6. Architects study building designs by Michelangelo.
7. Most think him the embodiment of genius.
8. He painted the ceiling of the Sistine Chapel.
9. He lay on his back on a scaffold.
10. The chapel work was completed in three years.
11. His fellow artists honored him after this project.
12. Michelangelo was a man with many artistic talents.
13. He carved sculpture from marble.
14. His *David* is one of his best-known statues.
15. According to art historians, the *Pietà* in Rome is Michelangelo’s only signed sculpture.
16. This sculpture was the most important work of his youth and won him much admiration.
17. Among his other statues are *Victory* and *Cupid Kneeling*.
18. Michelangelo sometimes painted on wet plaster.
19. In his artwork, he depicted the human body very realistically.
20. The artist designed a dome for a church.
22. Michelangelo was also the author of many poems.
23. He is often considered the greatest sculptor of the Italian Renaissance.
24. Today Michelangelo’s beautiful paintings and sculpture can be seen in many Italian museums.
25. The physical strength and emotional tension in Michelangelo’s sculpture still inspire viewers.
When a pronoun is the object of a preposition, remember to use an object pronoun and not a subject pronoun.

Nick handed the easel to Martha.
Nick handed the easel to her.

In the example above, the object pronoun her replaces Martha as the object of the preposition to.

Sometimes a preposition will have a compound object consisting of a noun and pronoun. Remember to use an object pronoun in a compound object.

I borrowed the palette from Nick and Martha.
I borrowed the palette from Nick and her.
Lloyd painted with Ayisha and me.

Object pronouns are used in the sentences above. In the second sentence, Nick and her is the compound object of the preposition from. In the third sentence, Ayisha and me is the compound object of the preposition with.

If you are unsure about whether to use a subject pronoun or an object pronoun, try saying the sentence aloud with only the pronoun following the preposition.

I borrowed the palette from her.
Lloyd painted with me.

The subject pronoun who is never the object of a preposition; only the object pronoun whom can be an object.

The artist of whom I spoke has a show at the Whitney Museum.
To whom did you lend the paint brushes?
Using Pronouns After Prepositions

Write the correct pronoun in parentheses. Be sure each pronoun you choose makes sense in the sentence.

1. Nina said that a paper on Rembrandt has been assigned to Bernard and (she, her).
2. Rembrandt is an artist about (who, whom) many historians have written.
3. According to H. W. Janson and (them, they), Rembrandt’s early work is highly realistic.
4. Bernard showed some slides to Nina and (I, me).
5. Then I set a series of pictures in front of everyone, including Bernard and (she, her).
6. They all felt familiar with Rembrandt. I asked if they could tell the difference between the artist Caravaggio and (he, him).
7. Aside from Bernard, Laticia, and (I, me), no one recognized Rembrandt’s work.
8. In the seventeenth century, Rembrandt was very popular. Many residents of Amsterdam wanted portraits painted by (him, he).
9. Rembrandt painted many life-size portraits of (they, them).
10. Rembrandt’s self-portraits were described by Nina and (I, me).
11. Besides Janson, many experts have analyzed Rembrandt’s work. The writings by Janson and (them, they) have called Rembrandt’s lighting dramatic.
12. Many students learned about art from (he, him).
13. Through (he, him) we are able to see the man’s inner strength.
14. No one knows for (who, whom) Rembrandt painted many of his pictures.
15. Because of (they, them), Rembrandt could finally afford to paint whatever pictures he wanted.
16. Rembrandt showed the innermost feelings within (they, them).
17. Rembrandt painted the people and places he saw around (he, him).
18. Rembrandt was unique. Few painters in history can compare with (he, him).
19. Frans Hals portrayed his subjects in a different way from (he, him).
20. There were other famous seventeenth-century Dutch painters besides Frans Hals and (he, him).
Prepositional Phrases as Adjectives and Adverbs

- A prepositional phrase can function as an **adjective**, modifying or describing a noun or a pronoun.

  The fabrics ***from Asia*** were quite beautiful.

  These ancient hangings are tapestries ***from other lands***.

  In the first sentence above, the prepositional phrase ***from the Orient*** describes the subject of the sentence, *fabrics*. In the second sentence, the prepositional phrase ***from other lands*** describes the noun in the predicate, *tapestries*.

- A prepositional phrase can also function as an **adverb**, modifying or describing a verb, an adjective, or another adverb.

  Weavers work during the day.

  **When?**

  They work in shops.

  **Where?**

  They work with care.

  **How?**

  The women are weaving **on looms**.

  **Describes a verb**

  That fabric looks great **on you**.

  **Describes an adjective**

  She weaves fabric well **for her age**.

  **Describes an adverb**

  An adverb phrase tells *when*, *where*, or *how* an action takes place. The prepositional phrases in the chart below all modify the verb *work*. 

---

13.3 Prepositional Phrases as Adjectives and Adverbs
Exercise 3  Identifying Adjective and Adverb Phrases

Write each prepositional phrase and identify the phrase as an adjective phrase or an adverb phrase. Then write the word each phrase modifies.

1. Weavers around the world practice an ancient craft.
2. Early weavers worked with long grass strands.
3. Paintings from ancient Egypt show that weaving had developed by 5000 B.C.
4. Tapestries with complex patterns hang in museums.
5. These tapestries often illustrate stories about great people.
6. Many tapestries depict stories from the Bible.
7. Other tapestries show scenes of famous battles fought between great armies.
8. The famous Bayeux Tapestry illustrates William the Conqueror’s invasion of England.
9. The tapestry hangs in a French museum.
10. You can walk the length of the tapestry—230 feet—and examine it closely, but you cannot touch it.
11. The background of the tapestry is white canvas.
12. You can easily see soldiers on horseback, the boats used crossing the English Channel, and battle scenes.
13. Museums and palaces throughout Europe often contain collections of tapestry.
14. Medieval weavers worked for kings and queens.
15. Hopi men traditionally wove clothing for the women.
16. Pueblo, Navajo, and Hopi women wore woven sashes during ceremonial dances.
17. Many people today have taken an interest in the craft.
18. They often may be found around the country diligently at work on big or small looms.
19. Contemporary weavers use a variety of materials—like wool, cotton, linen, angora, mohair, and synthetics—in their work.
20. Young weavers usually begin with simple patterns.
21. Patterns from many nations teach the necessary skills.
22. Weavers may become famous for their designs.
23. A tapestry made at home may become valuable after a while.
24. Articles made by weavers and quilters are often sold at craft shows.
25. Weavers can produce shawls, dresses, vests, and other articles of clothing on their looms.
Conjunctions

- A **coordinating conjunction** is a single word used to connect parts of a sentence, such as words or phrases. And, but, or, so, yet, for, and nor are used as coordinating conjunctions.

<table>
<thead>
<tr>
<th>Using Coordinating Conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compound Subject</strong></td>
</tr>
<tr>
<td>Ann and Flo studied art.</td>
</tr>
<tr>
<td><strong>Compound Predicate</strong></td>
</tr>
<tr>
<td>Georgia O’Keeffe studied art and taught it.</td>
</tr>
<tr>
<td><strong>Compound Object of a Preposition</strong></td>
</tr>
<tr>
<td>Art appeals to you and me.</td>
</tr>
<tr>
<td><strong>Compound Sentence</strong></td>
</tr>
<tr>
<td>I could go to art school, or I could study on my own.</td>
</tr>
</tbody>
</table>

To make a relationship between words or groups of words especially strong, use a correlative conjunction.

- **Correlative conjunctions** are pairs of words used to connect words or phrases in a sentence. Correlative conjunctions include both . . . and, either . . . or, neither . . . nor, and not only . . . but also.

  Both New York and Paris are major art centers.

  When a compound subject is joined by and, it is a plural subject. The verb must agree with the plural subject.

  When a compound subject is joined by or or nor, the verb must agree with the nearest part of the subject.

  Jaime and Sue are artists.

  Neither the twins nor Carla is a good painter.
Exercise 4  Identifying Conjunctions

Write each conjunction. Then write whether it joins a compound subject, a compound predicate, a compound object of a preposition, or a compound sentence.

1. Mari mixed the paint, for she wanted various colors.
2. Nora rented a studio and painted there on weekends.
3. Both painters and sculptors need good lighting.
4. The painter took many lessons, but students now learn from her.
5. Yvonne will attend the high school of art and design.
6. Either Maria or Cathy will accept the award for the class.
7. Jonathan enjoyed the art class but found it hard to paint with oils.
8. The school offers courses in architecture, computer graphics, and painting.
9. Not only is she a painter, but she is also a sculptor.
10. No admission is charged at the museum on Monday and Tuesday.

Exercise 5  Making Compound Subjects and Verbs Agree

Write each sentence, using the correct verb form. Underline each conjunction.

1. Painters or sculptors (enter, enters) the exhibition.
2. Both this sketch and that sculpture (is, are) beautiful.
3. Neither the students nor their teacher (attends, attend) the show.
4. The judge and the artist (have, has) different opinions.
5. Either a famous painter or some critics (is, are) judging the show.
6. Neither this canvas nor the frame (look, looks) sturdy.
7. Watercolors or oils (provides, provide) rich tones.
8. Patty, George, and Peter (enjoys, enjoy) walking to the gallery on weekends.
9. The books and their favorite picture (was, were) on sale.
10. Neither the students nor the teacher (minds, mind) working in the art studio.
11. Either the artist or her students (plans, plan) to carry the heavy artwork.
12. Tracy or Scott (is, are) expected to take first prize in the competition.
13. Claudia and her friend (tours, tour) the modern art museum.
14. Neither the sculptures nor the painting (appeals, appeal) to the tour group.
15. Boston, New York, and Washington (is, are) exhibiting the artist’s works.
16. Neither Matisse nor Picasso (has, have) paintings in the city’s museums.
17. Both the students and their teacher (laughs, laugh) at a colorful mobile.
18. Light and atmosphere (figures, figure) prominently in Impressionist art.
19. Degas’s paintings and sculpture often (depicts, depict) dancers.
20. Both the glass collection and the jewelry (sparkles, sparkle) brilliantly.
Interjections

Sometimes people express very strong feelings in a short exclamation that may not be a complete sentence. These exclamations are called interjections.

An **interjection** is a word or group of words that expresses strong feeling. It has no grammatical connection to any other words in the sentence.

Any part of speech can be used as an interjection. These are some of the more common interjections.

<table>
<thead>
<tr>
<th>Commonly Used Interjections</th>
</tr>
</thead>
<tbody>
<tr>
<td>aha</td>
</tr>
<tr>
<td>alas</td>
</tr>
<tr>
<td>awesome</td>
</tr>
<tr>
<td>come on</td>
</tr>
<tr>
<td>gee</td>
</tr>
</tbody>
</table>

An interjection that expresses a very strong feeling may stand alone, either before or after a sentence. Such interjections are followed by an exclamation mark.

**Oh, no!** The art museum is closed today.

When an interjection expresses a milder feeling, it appears as part of the sentence. It is separated from the rest of the sentence with a comma.

**Oh, well,** I’ll just have to go tomorrow.

Interjections should be used sparingly. Overusing them will spoil their effectiveness.
Exercise 6  Identifying Interjections

Write the interjections.
1. Oh, I am going to be late for my painting class.
2. My! I have never seen anyone who could sketch that fast.
3. It certainly is hard work to stretch this canvas tight. Phew!
4. We may be able to get an interview with a famous artist. Hooray!
5. Golly, I hope she will autograph one of her prints for me.
6. Wow! The colors in that painting hurt my eyes.
7. Hey! Where are you going?
8. Yes! That one’s definitely my favorite.
9. Come on, I want to show you a painting by Salvador Dali.
10. Have you ever seen such images? Look!
11. That clock looks as though it melted. Awesome!
12. No way! I prefer this painting by Chagall.
13. Oops, those people seem to be floating.
14. Well, don’t you think these young artists make Picasso look serious?
15. Gee, I don’t know.
16. Really! He seems old-fashioned by comparison.
17. I would like to see a few more paintings, but it is time to leave, alas.
18. Sorry, I didn’t notice you already had a brush.
19. Gosh! I never knew you could draw such a good likeness.
20. Oh, no! The paint spilled all over the floor.

Exercise 7  Using Interjections

Write each sentence, adding an interjection in the blank space. Be sure that
the interjection you choose expresses the correct feeling for the sentence.

1. Up close you can hardly tell this is a bridge. ______!
2. _____! Did you know that the Impressionists were criticized at first?
3. _____! These paintings by Monet are all of the same cathedral.
4. _____, drawing in the style of the Impressionists is hard.
5. I knew I would finally get the color right. ______!
6. _____, this is certainly the prettiest one so far.
7. _____! The violin in this painting by Picasso is in pieces.
8. This canvas is solid black. ______!
9. _____, Picasso’s Guernica is an enormous painting.
10. My feet are too tired to walk any farther, ______.
Each word in a sentence performs a particular job. Each word can be put into a particular category called a **part of speech**. The part of speech of a word depends on the job that the word performs in the sentence. The same word may be classified as one part of speech in one sentence and as a different part of speech in another.

You have learned about all eight parts of speech. They include *nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions,* and *interjections*. The following sentence contains at least one example of each part of speech:

**Wow, she is artistic and paints well with watercolors.**

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of Speech</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wow</td>
<td>Interjection</td>
<td>Expresses strong feeling</td>
</tr>
<tr>
<td>she</td>
<td>Pronoun</td>
<td>Takes the place of a noun</td>
</tr>
<tr>
<td>is</td>
<td>Verb (linking)</td>
<td>Links <em>she</em> with <em>artistic</em></td>
</tr>
<tr>
<td>artistic</td>
<td>Adjective</td>
<td>Describes the subject <em>she</em></td>
</tr>
<tr>
<td>and</td>
<td>Conjunction</td>
<td>Joins two parts of compound predicate</td>
</tr>
<tr>
<td>paints</td>
<td>Verb (action)</td>
<td>Names an action</td>
</tr>
<tr>
<td>well</td>
<td>Adverb</td>
<td>Describes the verb <em>paints</em></td>
</tr>
<tr>
<td>with</td>
<td>Preposition</td>
<td>Relates the words <em>paints</em> and <em>watercolors</em></td>
</tr>
<tr>
<td>watercolors</td>
<td>Noun</td>
<td>Object of the preposition <em>with</em></td>
</tr>
</tbody>
</table>
Exercise 8: Identifying Parts of Speech

Write each underlined word and its part of speech. If the word is a verb, identify it as an action verb or a linking verb.

1. I often sculpt with colored clays.
2. Sometimes the clay dries too quickly.
3. Wow! That statue is enormous.
4. Does Aretha sculpt with clay or stone?
5. He sculpts realistic heads.

Exercise 9: Using Parts of Speech

The parentheses in each of the following sentences describe a word that you must add to complete the sentence. Be sure your finished sentences make sense.

1. Hector, Marisol, and (proper noun) visited an art museum (preposition) New York City.
2. To get (preposition) the museum, they took a (common noun).
3. At Fifth Avenue, (pronoun) transferred to a (common noun).
4. (Pronoun) saw a great many (common noun).
5. Hector liked the Impressionist paintings (adverb).
6. (Pronoun) thought Claude Monet’s paintings were (adjective).
7. Marisol (action verb) two Americans: Mary Cassatt (conjunction) Winslow Homer.
8. (Adverb) they (action verb) the Post-Impressionists.
9. Hector loved (correlative conjunction) van Gogh (correlative conjunction) Rousseau.
10. “(Interjection)” said Marisol. “I think we’ve (action verb) too much art.”
11. Walking (adverb), they headed (preposition) the cafeteria.
12. Hector wanted (correlative conjunction) a bowl of chili (correlative conjunction) a hamburger.
13. (Proper noun) selected a dish of chocolate ice cream for (common noun).
14. Marisol paid the bill (preposition) money she earned baby-sitting.
15. Hector and Marisol (action verb) the museum guide while they were eating.
16. “(Interjection)! I want to (action verb) the Egyptian mummies,” Hector said.
17. “We’re too (adjective),” (action verb) Marisol.
18. Instead, they strolled (adverb) through Central Park.
19. Bicyclists, walkers, and (common noun) crowded the streets and sidewalks (preposition) the park.
20. “(Interjection)!” Hector said. “It’s so (adjective) outside.”
Prepositions, Conjunctions, and Interjections

This Chinese American folktale tells the story of a painted horse that comes to life. The passage has been annotated to show some of the parts of speech covered in this unit.

Literature Model

from *The Magical Horse*
by Laurence Yep

As the boy sat with his body aching from the hard work and eating his cold rice, he gazed up at the painting. His father had caught the horse as if it were suspended upon one hoof. And as he watched, the horse’s sides seemed to heave in the moonlight—as if it were breathing in the incense. On a whim, Sunny set out feed for his painted horse just as he did for the other animals.

He slept among the beasts for warmth, so he was not surprised when he felt an animal’s warm breath blow on him. When a nose nudged him, he sat up irritated, intending to shove the creature away, but his hand paused in the air.

By the light of the moon, he saw a silvery horse standing over him. He looked over at the wall where the painting had been and saw that the canvas was empty. The next thing he knew, he was on the back of the horse, his hands clinging to the flying mane, the horse’s hooves booming rhythmically along a road that gleamed like a silver ribbon winding up into the sky.
Review: Exercise 1  Identifying Prepositional Phrases and Objects of Prepositions

Write each prepositional phrase. Underline the preposition and circle the object. Note that there may be more than one prepositional phrase in each sentence.

SAMPLE  The horse on the canvas that his father painted seemed alive.

ANSWER  on the canvas

1. Sunny set out food for him.
2. The boy slept among the animals.
3. When he awoke, the empty canvas stood against the wall.
4. The horse and the boy galloped down the road.
5. Painting is only one form of art.
6. Other forms include sculpture, photography, printmaking, and designs for industrial products.
7. Among the different kinds of art, sculpture is very popular.
8. Throughout the museum are many examples of fine sculpture.
9. Large pieces are located in the sculpture garden beside the museum.
10. Because of weather, sculpture that is placed outdoors can change in color and texture.
11. When you look at sculpture, moving around it helps you see it all.
12. Sculpture can be made from many materials—lumps of clay, slabs of marble, even small pieces of stone.
13. Carving a statue from marble takes great technical skill.
14. Some artists use clay for models.
15. Rodin cast his sculptures in bronze.
16. Degas added ribbons and bits of cloth to his dancers.
17. Some artists make their sculptures from wood.
18. Old, recycled materials can be incorporated into a sculpture.
19. Sculptures that move in the wind are called mobiles.
20. The giant Calder mobile in front of the building revolves.
21. Some mobiles hang from the ceiling.
22. One piece of sculpture—the Statue of Liberty—is 151 feet in height.
23. The sculptor of the statue, Bartholdi, was from France.
24. On account of its great size, the statue was shipped from France to the United States in several pieces.
25. Visitors can go inside the Statue of Liberty.
Review: Exercise 2  Using Pronouns After Prepositions

Write the correct pronoun in parentheses. Be sure each pronoun you choose makes sense in the sentence. Remember to use an object pronoun and not a subject pronoun after a preposition. The subject pronoun who is never the object of a preposition; only the object pronoun whom can be used after a preposition.

1. Alicia and Mark stared at the height of the buildings around (they, them).
2. “Look at the buildings in front of (we, us)!” Mark exclaimed.
3. Alicia added, “Because of (they, them), no sun reaches us here on the street.”
4. Skyscrapers is the word used for (they, them).
5. Before (they, them), most tall buildings were made of stone.
6. Mark pointed out to (she, her) a beautiful library made of granite.
7. “Stand between the library and (I, me),” Mark said.
8. The skyscraper above (she, her) dwarfed the library.
9. Tall buildings are supported by steel framing inside (they, them).
10. Two buildings near Mark and (she, her) were designed by the famous architect Louis Sullivan.
11. Because of (he, him) and other innovative architects, Chicago became famous for its architecture.
12. Skyscrapers in the Art Deco style, Alicia explained, often have towers on top of (they, them).
13. The columns near Mark and (she, her) help support the building.
14. The Gothic-style building across from (they, them) has arched entrances and small arched windows.
15. Mr. Smith went with (they, them) to the city.
16. He visited the Sears Tower without (they, them).
17. The tower, then the tallest building in the world, appealed to (he, him).
18. According to (he, him), the Sears Tower is a very safe building.
19. Mark and Alicia took the elevator to the skydeck, and six other students rode with (they, them).
20. From (they, them) the students learned that the tower has 110 stories.
22. The aluminum-clad exterior next to (she, her) felt smooth.
23. The columns between you and (I, me) resemble those of ancient Greece.
24. Paul examined the fierce-looking gargoyles above (he, him).
25. Behind Alicia and (he, him) stood the famous Wrigley Building.
**Review: Exercise 3  Identifying Adjective Phrases**

Write each adjective prepositional phrase. Then write the word the phrase modifies.

**SAMPLE**  The computer drawing of the sports car was extremely realistic.

**ANSWER**  of the sports car, drawing

1. I am learning a drawing program on the computer.
2. It’s the only computer with a newer monitor.
3. The program gives me a wide choice of colors.
4. The color of the new wallpaper is too bright.
5. I can easily copy this detailed and colorful design from Mexico.
6. The picture for my mother will surely please her.
7. This screen image of dancers can actually move.
8. The circle around the word was drawn by a computer.
9. Only a few of the students have computers they can use.
10. Michael, Christopher, and Jennifer greatly enjoyed taking the computer class for beginners.

**Review: Exercise 4  Identifying Adverb Phrases**

Write each adverb prepositional phrase. Then write the word the phrase modifies.

**SAMPLE**  The students and their chaperones traveled by train.

**ANSWER**  by train, traveled

1. The entire class went to Boston last week.
2. The students walked along the Freedom Trail.
3. They stopped for a moment at the Old Granary Burial Ground.
4. The students crossed with great care.
5. They walked into the Old South Meeting House.
6. The display showed in detail the city’s growth and history.
7. Tall ships once sailed from those docks.
8. American patriots protested unfair taxes in that room.
9. They saw where tea splashed into the harbor.
10. Peter, Sylvia, and John rode on the famous swan boats.
Review: Exercise 5  Identifying Adjective and Adverb Phrases

Write each prepositional phrase, and write whether it is an adjective phrase or an adverb phrase. There may be more than one prepositional phrase in each sentence.

SAMPLE  People express through folklore their beliefs and customs.
ANSWER  through folklore, adverb

1. Fairy tales, legends, myths, even dances—all are considered part of folklore.
2. Some folklore is handed down through games.
3. There must be two versions of a story.
4. The story must have been told in more than one place and in more than one time period.
5. Ancient songs tell stories from the past too.
6. Jakob and Wilhelm Grimm collected folk stories from common people in Germany.
7. They published the stories in a book called *Grimm’s Fairy Tales*.
8. Myths help explain the origins of people and of the world.
9. Fictional stories about animals or human beings are called folk tales.
10. Many folk tales have been changed into very successful movies.

Review: Exercise 6  Using Conjunctions

Rewrite each sentence, inserting the most appropriate conjunction (word or word pair) in the blank or blanks provided.

SAMPLE  The father wanted to create a perfect horse, ______ ______ he painted without resting.
ANSWER  The father wanted to create a perfect horse, and so he painted without resting.

1. When the painting was finished, ______ Sunny ______ his father admired the magnificent horse.
2. ______ Sunny ______ his father knew that the horse would come to life.
3. The father was old ______ tired from hard work.
4. The painter died, ______ his spirit entered into the horse in the painting.
5. Sunny ______ ______ buried his father, ______ ______ earned the money for the funeral.
Review: Exercise 7  Making Compound Subjects and Verbs Agree

Write each sentence, using correct verb form. Write each coordinating or correlative conjunction.

SAMPLE  Neither Alexandra nor her mother (wants, want) to carry the camera.
ANSWER  Neither Alexandra nor her mother wants to carry the camera.

1. Both Alexandra and her parents (likes, like) to take pictures.
2. Neither San Francisco nor Los Angeles (is, are) on their itinerary.
3. Eating in a Chinese restaurant and riding on a cable car (is, are) on their list of things to do.
4. Either the fog or the clouds often (blocks, block) the view from Twin Peaks.
5. Both the sea otters and the crashing surf (makes, make) the trip worthwhile.
6. Neither the redwoods nor the shoreline (captures, capture) their interest.
7. Carmel and the Hearst Castle (is, are) on the way to Los Angeles.
8. Neither Carmel nor Monterey (lacks, lack) art galleries.
9. The city and its suburbs (sprawls, sprawl) for miles in every direction.
10. Both the beaches and homes along the coast (suffers, suffer) every time there’s a big storm.

Review: Exercise 8  Using Interjections

The following sentences are based on passages in “The Magical Horse” that do not appear in this textbook. Rewrite each sentence, inserting an appropriate interjection in the blank. More than one answer may be possible.

SAMPLE  “______!” cried Sunny when he rode the horse for the first time.
ANSWER  “Hooray!” cried Sunny when he rode the horse for the first time.

1. Sunny woke up the next morning and found that the feed for the painted horse was gone. “______!” exclaimed the boy. “It wasn’t a dream.”
2. Every night Sunny called out, “______! Let’s go for a ride.”
3. One evening the boy said, “______, I’d like to see the king’s palace.”
4. “______!” shouted the prince to his servant as the horse sped past the palace.
5. ______, the prince decided then and there to take the horse away.
**Proofreading**

The following passage is about artist Helen Oji, whose work appears below. Rewrite the passage, correcting the errors in spelling, grammar, and usage. Add any missing punctuation. There are ten errors.

**Helen Oji**

1. Helen Oji paints subjects from nature.
2. A row of volcanoes are shown in one painting by she.
3. Horses, a group of fish swimming in swiftly moving water and a brightly colored bird in flight is some of her subjects.
4. Both movement and intense energy characterizes Oji’s explosive style.
5. In the painting on this page, neither the cool white horse nor the fiery red swirls is the focus.
6. Instead, the viewer’s attention is pulled to the interaction between they.
7. The works bold, thick brushstrokes help raise the picture from the canvas.
8. Neither the magical horse in Laurence Yep’s folktale nor the horse in the painting seem quite real.

Helen Oji, *H.P.*, 1986
In this exercise, you can practice what you have learned about prepositions, conjunctions, and interjections. Write each sentence, filling in the blank or blanks as directed.

1. One ______ the primitive American artists was Edward Hicks. (preposition)
2. Revere was ______ a silversmith ______ a patriot. (correlative conjunction)
3. Revere’s portrait was painted ______ John Singleton Copley. (preposition)
4. ______ an early engraving, we can get an idea of how colonial Boston looked. (preposition)
5. ______, this painting is the only way we know what happened. (interjection)
6. Sometimes people who were not present at an event are shown in a painting, ______ some who were there are not shown. (coordinating conjunction)
7. That is a well-known painting ______ the Revolutionary War. (preposition)
8. ______ the early years of our Republic, George Washington was a favorite subject for painters. (preposition)
9. Native Americans were sometimes shown as heros ______ sometimes as victims of American growth. (coordinating conjunction)
10. ______ George Catlin ______ Alfred Miller visited Native American encampments and painted them. (correlative conjunction)
11. Catlin recorded Native American life ______ great detail. (preposition)
12. ______ Catlin, we have an idea of what Native American life was like in the early days. (compound preposition)
13. The works of Catlin and Bierstadt amazed and inspired Americans living ______ the East. (preposition)
14. Early Americans saw America’s beauty only ______ art. (preposition)
15. In the Last of the Buffalo by Bierstadt, a Native American is shown bravely plunging his spear into a charging buffalo. ______! (interjection)
16. George Caleb Bingham depicted scenes of the frontier, ______ his paintings are reflective and quiet. (coordinating conjunction)
17. Mathew Brady was a photographer ______ the Civil War. (preposition)
18. ______ industrialization came many abuses. (compound preposition)
19. In the late nineteenth century, some writers and artists depicted injustice and cruelty ______ their works. (preposition)
20. Those works helped improve conditions ______ factories. (preposition)
Prepositions in Writing

Mary Q. Steele uses prepositions in this passage from *Journey Outside* to give readers a detailed understanding of the movements and actions in a boy’s first encounter with a bird. Examine the passage, paying particular attention to the italicized prepositions and prepositional phrases.

He cried out abruptly. Something was coming *toward him in the air*, a little fish gliding *through the air*, helping itself along with *great fins* that stuck out *from its sides* and then folded tight *against them*. A wonder, a wonder! The fish stopped suddenly *in the top of one of the little trees*, put out little legs, . . . threw back its head, and opening its mouth made such sounds as Dilar had never heard before.

Techniques with Prepositions

Try to apply some of Mary Q. Steele’s writing techniques when you experiment with drafting and revising your own work.

1. Use prepositions to settle readers within a situation and to make your writing clearer and more detailed.

**WITHOUT PREPOSITIONS**
Something was coming.

**STEELE’S VERSION**
Something was coming *toward him in the air*.

2. Make your writing more specific and engaging by adding prepositional phrases that tell readers how, when, and where an action is taking place. Compare the following:

**GENERAL WORDS**
great fins that stuck out and then folded tight

**STEELE’S VERSION**
great fins that stuck out *from its sides* and then folded tight *against them*

Practice these techniques by revising the following passage, using a separate sheet of paper. As you work, expand or clarify the passage’s meaning by adding prepositional phrases in the places marked with carets (^).

It must be Tuesday. Sharon Urstand was pulling her little sister Gina. They rolled quickly ^ to Everett Street, stopping at the traffic light. Suddenly Gina climbed out ^ and began to jump up and down in distress. Gina’s yells reached all the way ^. “But I can’t go to school !” she shouted. Sharon, steered the wagon around and headed ^. Gina sat ^, wearing a look of relief ^, as they climbed steadily ^.