

SCHOOLAID LANGUAGE SERIES

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A SENTENCE is a group of words that expresses a complete thought.

It begins with a capital letter and has an end mark.

There are four kinds of sentences:

A declarative sentence tells something.

It ends with a period.

Example: Someone will follow your habits.

An interrogative sentence asks something. It ends with a question mark.

Example: Where shall I work today?

An exclamatory sentence shows strong feeling. It ends with an exclamation point.

Examples: How graceful that swan is! There goes a mouse!

An imperative sentence gives a command or makes a request.
It ends with a period, or
if it shows strong feeling, it ends with an exciamation point.

Examples: Please bring me some water. Watch him go!

Note: The subject of an imperative sentence is you, understood but not expressed.

The first sentence means, You please bring me some water.

The second sentence means, You watch him go!

	or declarative, Int. for interrogative, Exc. for exclamatory, or Imp. for each sentence. Place capital letters and end marks to these lines taken nns.
1.	cling to the Bible though all else be taken
2.	what is the sweetest gift
3.	have you sung a new song today
4.	how great Thou art
5.	does Jesus care when my heart is pained
6.	turn your faces toward the morning
7.	we are going down the valley one by one
8.	what a friend we have in Jesus
9.	where could I go but to the Lord
10.	follow the path of Jesus
11.	dare to be a Daniel
12.	there is a river we must cross over

B. Writ	the following sentences.
1. Two	interrogative sentences about the stars.
	declarative sentences about today's weather.
	exclamatory sentences about a rainbow.
4. Two	imperative sentences that your mother might say.
5. Wri	e two sentences of your own choice and put the correct end mark after each one.  n write what kind each sentence is, <b>Dec.</b> , <b>Int.</b> , <b>Exc.</b> , or <b>Imp.</b>
C. Read	this paragraph. Add capital letters and end marks where they are needed.
	how can you weigh your puppy he won't stand
	still on the scale pick him up carefully and
	step on the scale do you have a pencil to record
	the weight now put the puppy down and weigh
	yourself subtract your weight from the first

# Lesson 4: FRAGMENTS AND RUN-ONS

			is only part of a sentence. ed to add the missing parts to make a complete sentence.
_	Examples:		Because the wind was too strong.  The hot-air balloon descended because the wind was too strong.
			The vulture upon the prey. The vulture swooped upon the prey.
		(fragment) (complete)	Sewed myself a new apron. I sewed myself a new apron.

number how little a puppy really weighs

1 The breeze through the window	8 At home we help each other
2 Little moments make an hour	9 Obey your parents in the Lord
3. Kind words can never die	10 Love never fails
4 As soon as you are done	11 Whistling while he worked
5 The fiery sun had set	12 Be of good cheer
6. Helped my mother rake the leaves	13 The swan swam on the lake.
7 Friends are like diamonds	14 While the storm lasted
A Fin-on is two or more senten	
conjunction (and, but, or, for, yet) or by change	ining the two sentences with a comma and a ging it into two simple sentences.
	ways fascinated me they are so tiny. ways fascinated me, for they are so tiny.
(correct) Hummingbirds have always.  Correct these run-on sentences by adding of	ways fascinated me, for they are so tiny.  a comma and a conjunction (and, but, or, for, nore than one conjunction may fit, but one may
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(correct) Hummingbirds have always. Correct these run-on sentences by adding a yet) to join the two sentences. Sometimes me sound better. Be sure to use the one that fits  1. Bee hummingbirds are the world's small	ways fascinated me, for they are so tiny.  a comma and a conjunction (and, but, or, for, nore than one conjunction may fit, but one may so best.  lest birds they are certainly interesting.  are found only in Cuba.
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CGE 5 LESSON 4 FRAGMENTS AND RUN-ONS

8

### Lesson 5: WRITING INTERESTING SENTENCES

compositions.	Sometimes you may start your composition with a question, an exclamation, or a ead of the usual declarative sentence.
Examples:	One day last summer we went to Eagle Rocks. (Dec.)
	What a great time we had at Eagle Rocks last summer! (Exc.)
	Guess where we went exploring one day. (Imp.)
	Have you ever explored a cave under big rocks? (Int.)
A. Change ed	ach of these declarative sentences into a question, a command, or an exclamation.
1. Riding on	top of a wagonload of hay is fun.
	y Harvey and I took the pedal boat onto the pond.
3. I enjoyed	history class today.
	trange experience while doing chores one night.
5. Our pony	is afraid of cows.  day in July we decided to go swimming.
A variety gives variety.	of sentences makes a story more interesting. Changing the order of the words
Example:	The cat dived into the feed aisle.  Into the feed aisle dived the cat.
B. Change th	e order of these sentences to make them more interesting.
	iled hawk soared overhead.
	ed down into a grassy field.
3. The child	ren splashed in the cool water with shouts of delight.
	trooped into the house.
	ping pony came down the street.
	ame out the door.

Use the four kinds of sentences you have studied to add variety and interest to your

# **CLIMBING TO GOOD ENGLISH 5**

PRACTICE SHEETS



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A. Label the kinds of sentences. Write Dec. for declarative, Int. for interrogative, Exc. for

punctuation.	, and <b>Imp.</b> for imperative. Capitalize the sentences, and place the correct end
	1. do you know which animal is one of the favorites at a zoo
	2. people are amused by bears because they will do many funny things
	3. wouldn't it be interesting to watch a mother bear paddle a naughty cub with
	her front paw
	4. once a bear became angry because its huge feet broke through the swampy
	end of a lake
	5. in frustration the bear angrily tossed water and plants into the air
	6. how amusing it is to watch its wild antics
	7. never tease a bear because it appears tame
	8. a bear can crush a cupboard door with a slap of its paw
	9. it can rip open a sleeping bag and can easily crush a sealed tin can with its
	huge jaws
	1. can you imagine a bear carrying off an eight hundred pound beef cow
1	1. having a very short temper, a bear is easily irritated
1	2. what a dangerous, unpredictable animal a bear is

- B. Correct the run-on sentences by inserting a comma and a conjunction (and, but, or, for, yet) at the proper place to join the two sentences. Use the conjunction that fits best.
  - 1. A mother bear is a fierce fighter she wants to protect her small cubs.
  - 2. A newborn cub weighs only eight to ten ounces a full-grown bear may weigh over a thousand pounds.
  - 3. In the wilds a bear may live to be eighteen years old one even lived to be thirty.
  - 4. Bears have small eyes they can't see very well.
  - 5. Bears cannot hear well they have an excellent sense of smell.
  - 6. A bear may attack without warning it may run away.

#### CGE 5 PRACTICE SHEET 3 (cont.)

C. Read the paragraph below, adding capital letters and end punctuation where needed.

when Ben Franklin was a young man, he liked to experiment many people at that time were afraid of lightning and thought it a strange and evil force Ben wanted to prove that it is actually a bolt of electricity he made a kite and flew it during a thunderstorm a bolt of lightning struck the kite wire and traveled down to a key he had fastened at the end what a powerful spark fired out from the key although no one can prove that he actually did perform this experiment, we have a good reason to believe it was carried out he was a daring young man

Maite E fei contenes E fen frament en BO	for your on an the line before each aroun o
Write S for sentence, F for fragment, or RO words. On the lines below rewrite each fragment,	
1. It was dark the ship carried no light	8. The men got ready they let out a
2. Frightening to the fish	9. Circled the fish making them nervo
3. The hungry mackerel fed noisily	10. The mackerel swam to the center
4. Silence again	11. The net circled in closer
5. The waves splashed against the ship	12. Pulling the rope of the net
6. The men sighted another school	13. At last on the deck of the boat
7. What excitement	14. The huge catch of mackerel
	***************************************
	***************************************
	•••••

A. Read the following poem. Punctuate it according to sentence structure, placing capital letters and end marks where needed. (In this lesson, do not capitalize a word just because it begins a line of poetry.)

## November Days

- let's come together and be glad the harvest time is past the corn is gathered into shocks the work is done at last
- the leaves are whirling to the ground soon winter winds will blow the flowers hang their drooping heads, for soon there will be snow
- how shall we pass the hours away one thing do I desire

- just leave the wind and sleet outside, and sit sown by the fire
- 4. the flames will crackle on the hearth the popcorn will be ready here're chestnuts roasting by the heat oh my, they're almost ready
- forget the wind and sleet and rain forget the day is dreary we'll shut it out and, snug and warm, sit by the fire so cheery

B. Match the sentence fragments from column 1 v in building a good sentence.	with those from column 2. Be sure to complete a thought
f 1. Switzerland is	a. took them to the top of the mountain.
2. Many people like to go	b. I saw a little village.
3. The little chalets (Swiss houses)	c. keep it from blowing off in a storm.
4. Many geraniums	d. a beautiful sight.
5. The cows had	e. cling to the steep hillside.
6. There were many castles	f. a beautiful vacation spot.
7. From the mountain peak	g. skiing in the Swiss Alps.
8. The ski lift	h. along the river.
9. The setting sun was	i. bells around their necks.
10. Stones on the roof	j. bloomed from the window boxes.
C. Write the sentences from part B.	

CGE 5 PRACTICE SHEET 4 (cont.)
D. Write a declarative sentence for each interrogative sentence and an interrogative sentence for each declarative sentence.
1. Which season do you like the best, and why do you like it?
2. What do you have in your lunch today?
3. There were fewer than one hundred inhabitants in Cleveland in 1814.
4. What is the capital of Connecticut?
5. Contour farming is a method that conserves the soil.
6. Peter Cooper built the first American steam locomotive.
7. What is coral and where is it found?
8. What is the name of your school?
9. Birds of many kinds flew up to the cliffs from the sea.
10. The teacher said Elvin's work was satisfactory.

TEACHER'S G00D ENGLISH

SCHOOLAID LANGUAGE SERIES

#### **TEACHING SUGGESTIONS, Lesson 3**

Pupils will probably remember these rules from former years, but the terms (declarative, etc.) may be different. Not much explanation should be needed here. Draw attention to the note about imperative sentences. Give some examples orally, having pupils tell what kind of sentence each one

Be firm about neat work. Even though some pupils can write much better than others, many pupils will become lazy and sloppy if allowed to. All sentences should begin with capital letters and have proper end marks, not only when they are studying about it. Remember, quality is more important than quantity, yet you don't want to go to the other extreme of demanding perfection and getting almost nothing done. Strive to keep a middle line, away from either extreme.

Scoring: In scoring upper grade grammar, count the main points for each lesson to figure out the score. But also circle other mistakes that are not directly taught in the lesson, such as capitalization and punctuation which they have learned yet may become careless in. Something should be subtracted from the total score for these circled errors. A pupil doesn't benefit from learning grammar if he doesn't also use it in daily work. Do your pupils the great favor of demanding careful work in all written assignments.

Lesson 3: SENTENCES

A SENTENCE is a group of words that expresses a complete thought. It begins with a capital letter and has an end mark.

There are four kinds of sentences:

A declarative sentence tells something, It ends with a period.

Example: Someone will follow your habits.

An interrogative sentence asks something. It ends with a question mark.

Example: Where shall I work today?

An exclamatory sentence shows strong feeling. it ends with an exclamation point.

Examples: How graceful that swan is! There goes a mouse!

An imperative sentence gives a command or makes a request. It ends with a period, or

If it shows strong feeling, it ends with an exclamation point

Examples: Please bring me some water. Watch him go!

Note: The subject of an imperative sentence is you, understood but not expressed. The first sentence means, You please bring me some water. The second sentence means, You watch him go!

Write Dec. for declarative, Int. for interrogative, Exc. for exclamatory, or Imp. for imperative before each sentence. Place capital letters and end marks to these lines taken from familiar hymns.

1. Cling to the Bible though all else be taken. 2. What is the sweetest gift? Int. 3. Have you sung a new song today? 4. How great Thou art!

5. Does Jesus care when my heart is pained?

6. turn your faces toward the morning.

7. We are going down the valley one by one-

8. What a friend we have in Jesus Exc.

9. Where could I go but to the Lord?

10. follow the path of Jesus . 11. Dare to be a Daniel . (or)!

12. There is a river we must cross over.

B. Write the following sentences.
1. Two interrogative sentences about the stars.
2. Two declarative sentences about today's weather.
3. Two exclamatory sentences about a rainbow.
A Mary 1 - 2-10.
4. Two imperative sentences that your mother might say.
5. Write two sentences of your own choice and put the correct end mark after each one. Then write what kind each sentence is, Dec., Int., Exc., or Imp.
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,

C. Read this paragraph. Add capital letters and end marks where they are needed.

thow can you weigh your puppy? He won't stand still on the scale pick him up carefully and step on the scale do you have a pencil to record the weight? Now put the puppy down and weigh yourself subtract your weight from the first number. Now little a puppy really weighs

#### TEACHING SUGGESTIONS, Lesson 4

A. Ask pupils: "What is a fragment?" They should answer by quoting from the rule box. (Train pupils to watch for the shaded rule boxes.)

Have pupils take turns reading the examples under the rule boxes. Discuss what is missing in each one.

Lesson 4: FRAGMENTS AND RUN-ONS

B. Explain in the same way you did for Part A by asking: What is a run-on sentence? (Pupils are expected to answer by reading the shaded rule box.) Then go over the explanations and examples. It is good to go over several numbers in the assignment too, to make sure everyone understands. There are usually some pupils who understand more quickly than others, but it's important that they wait quietly until you allow them to pick up their pencils. This teaches respect for others as well as enforcement of obedience to the rules!

A fragment is only part of a sentence.
You will need to add the missing parts to make a complete sestence.

Examples: (fragment) Because the wind was too strong.

(complete) The hot-air balloon descended because the wind was too strong.

(fragment) (complete) The vulture upon the prey.

(fragment) (fragment) Sewed myself a new apron.

I sewed myself a new apron.

period after each sentence. Add words to the them correctly on the lines below.	the fine before each group of words. Put a see fragments to make them sentences and write
1 The breeze through the window	8 At home we help each other.
2 Little moments make an hour.	9. S Obey your parents in the Lord.
3 Kind words can never die.	10. 5 Love never fails.
4 As soon as you are done	11 Whistling while he worked
5 The fiery sun had set.	12. S Be of good cheer.
6. F Helped my mother rake the leaves	13 S The swan swam on the lake.
7 Friends are like diamonds.	14 While the storm lasted
L. answers will vary.	
4.	
. Line and the second s	
. Administration of the control of t	
14.	***********************
14.	
	ices written incorrectly as one sentence.
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A run-on is two or more sentent You can correct a run-on sentence by jo conjunction (and, but, or, for, yet) or by chan Example: (run-on) Hummingbirds have also	pining the two sentences with a comma and a
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You can correct a run-on sentence by jo conjunction (and, but, or, for, yet) or by chan Example: (run-on) Hummingbirds have all (correct) Hummingbirds have all (correct) Hummingbirds have all yet) to join the two sentences. Sometimes me sound better. Be sure to use the one that fit.  1. Bee hummingbirds are the world's small 2. You will not see any in our country they 3. They are two inches long, they weigh less 4. The hummingbird gets nectar from flowers 5. The nest is the size of a doll's teacup, it 6. The hummingbird is so tiny, he fights off examples to the size of a doll's teacup, it 6. The hummingbird is so tiny, he fights off examples to the size of a doll's teacup, it 6.	coining the two sentences with a comma and a signing it into two simple sentences.  ways fascinated me they are so tiny. ways fascinated me, for they are so tiny.  a comma and a conjunction (and, but, or, for, nore than one conjunction may fit, but one may so best.  lest birds they are certainly interesting.  are found only in Cuba.  than a penny.  It also eats tiny insects.  will hold two eggs the size of coffee beans.  enemies much bigger than himself.

10. Bee hummingbirds live in the swamps, few people have seen them.

12. Laws must be made to protect it the bee hummingbird will become extinct.

11. They are an endangered species the swamps are being drained.

#### Lesson 5: WRITING INTERESTING SENTENCES

Use the four kinds of sentences you have studied to add variety and interest to your compositions. Sometimes you may start your composition with a question, an exclamation, or a command instead of the usual declarative sentence.

Examples: One day last summer we went to Eagle Rocks. (Dec.)
What a great time we had at Eagle Rocks last summer! (Exc.)
Guess where we went exploring one day. (Imp.)
Have you ever explored a cave under big rocks? (Int.)

A. Change each of these declarative sentences into a question, a command, or an exclamation.

<ol> <li>Riding on top of a wagonload of hay is fun.         Answers will vary.     </li> </ol>	TEACHING SUGGESTIONS, Lesson 5
<ol> <li>On Sunday Harvey and I took the pedal boat onto the pond.</li> <li>I enjoyed history class today.</li> <li>I had a strange experience while doing chores one night.</li> </ol>	Every time a sentence is changed, the emphasis is changed too. Look at these sentences:  * Suddenly the horse charged through the fence.  * The horse charged suddenly through the fence.  * Through the fence charged the horse!
A variety of sentences makes a story more interesting. Changing the order of the words gives variety. Example: The cat dived into the feed aisle. Into the feed aisle dived the cat.  Change the order of these sentences to make them more inte  1. A red-tailed hawk soared overhead.  2. It swooped down into a grassy field.  3. The children splashed in the cool water with shouts of delight	horse's sudden movement.  In the second sentence we focus on his charging.  In the third sentence the emphasis is on the fence being charged.  resting.
4. The boys trooped into the house.  5. The galloping pony came down the street.	Thus we can see that a good writer not only uses exact, descriptive words, but he also arranges them skillfully.
6. Nathan came out the door.	class, help pupils to change number one into

Discuss Part B in the same way.