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L

3  
I

4  
M

5  
B

6  
I

7  
N

8  
G

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ENGLISH

# TABLE OF CONTENTS

Lesson	Page	Lesson	Page
<b>UNIT I</b>		<b>UNIT VII</b>	
1	1	55	85
2	3	56	89
3	6	57	91
4	7	58	93
5	9	59	94
6	10	60	95
7	12	61	97
8	14	62	99
9	207	63	219
<b>UNIT II</b>		<b>UNIT VIII</b>	
10	15	64	101
11	17	65	103
12	19	66	104
13	21	67	106
14	23	68	108
15	24	69	110
16	25	70	111
17	27	71	113
18	209	72	221
<b>UNIT III</b>		<b>UNIT IX</b>	
19	29	73	116
20	30	74	119
21	32	75	121
22	34	76	123
23	36	77	125
24	37	78	126
25	39	79	127
26	40	80	129
27	211	81	225
<b>UNIT IV</b>		<b>UNIT X</b>	
28	42	82	131
29	44	83	135
30	45	84	135
31	47	85	137
32	48	86	140
33	50	87	143
34	52	88	144
35	53	89	148
36	213	90	227
<b>UNIT V</b>		<b>UNIT XI</b>	
37	55	91	150
38	56	92	153
39	58	93	153
40	60	94	156
41	61	95	158
42	63	96	160
43	65	97	162
44	66	98	165
45	215	99	229
<b>UNIT VI</b>		<b>UNIT XII</b>	
46	68	100	168
47	70	101	169
48	73	102	171
49	75	103	173
50	77	104	175
51	79	105	177
52	80	106	179
53	82	107	181
54	217	108	231
			183
			197

**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!

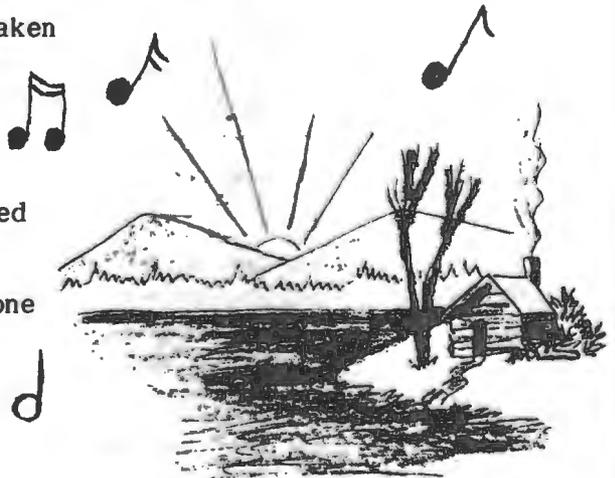
**An imperative sentence gives a command or makes a request.  
It ends with a period, or  
if it shows strong feeling, it ends with an exclamation point.**

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!

**A. 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
- \_\_\_\_\_ 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. 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.

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.**

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  
number how little a puppy really weighs



**Lesson 4: FRAGMENTS AND RUN-ONS**

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

- Examples: (fragment) Because the wind was too strong.  
(complete) The hot-air balloon descended because the wind was too strong.  
(fragment) The vulture upon the prey.  
(complete) The vulture swooped upon the prey.  
(fragment) Sewed myself a new apron.  
(complete) I sewed myself a new apron.

A. Write *S* for sentence and *F* for fragment on the line before each group of words. Put a period after each sentence. Add words to the fragments to make them sentences and write them correctly on the lines below.

- |   |  |
|---|--|
| 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       |

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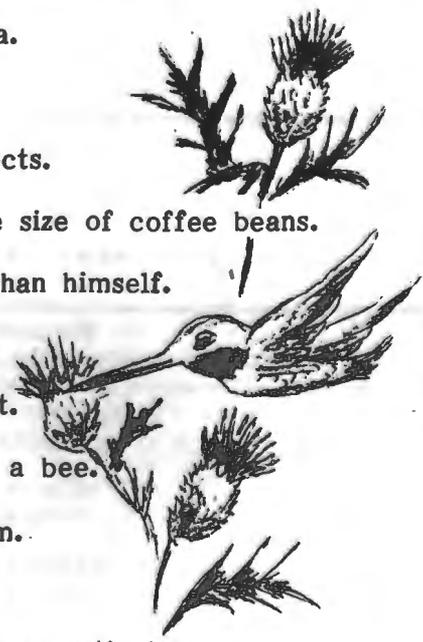
**A run-on is two or more sentences written incorrectly as one sentence.**

You can correct a run-on sentence by joining the two sentences with a comma and a conjunction (and, but, or, for, yet) or by changing it into two simple sentences.

Example: (run-on) Hummingbirds have always fascinated me they are so tiny.  
 (correct) Hummingbirds have always fascinated me, for they are so tiny.

B. Correct these run-on sentences by adding a comma and a conjunction (and, but, or, for, yet) to join the two sentences. Sometimes more than one conjunction may fit, but one may sound better. Be sure to use the one that fits best.

1. Bee hummingbirds are the world's smallest birds they are certainly interesting.
2. You will not see any in our country they are found only in Cuba.
3. They are two inches long they weigh less than a penny.
4. The hummingbird gets nectar from flowers it also eats tiny insects.
5. The nest is the size of a doll's teacup it will hold two eggs the size of coffee beans.
6. The hummingbird is so tiny he fights off enemies much bigger than himself.
7. Hummingbirds are called flying jewels they are brightly colored.
8. They can fly backwards and forwards they can hover in one spot.
9. The wings beat eighty times per second many people think it is a bee.
10. Bee hummingbirds live in the swamps few people have seen them.
11. They are an endangered species the swamps are being drained.
12. Laws must be made to protect it the bee hummingbird will become extinct.



## Lesson 5: WRITING INTERESTING SENTENCES

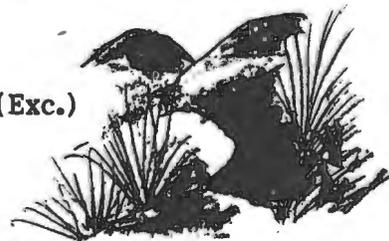
Use the four kinds of sentences you have studied to add variety and interest to your compositions. Sometimes you may start your composition with a question, an exclamation, or a command instead of the usual declarative sentence.

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.

1. Riding on top of a wagonload of hay is fun.

-----  
2. On Sunday Harvey and I took the pedal boat onto the pond.

-----  
3. I enjoyed history class today.

-----  
4. I had a strange experience while doing chores one night.

-----  
5. Our pony is afraid of cows.

-----  
6. One hot day in July we decided to go swimming.

-----  
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.



B. Change the order of these sentences to make them more interesting.

1. A red-tailed hawk soared overhead.

-----  
2. It swooped down into a grassy field.

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3. The children splashed in the cool water with shouts of delight.

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4. The boys trooped into the house.

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5. The galloping pony came down the street.

-----  
6. Nathan came out the door.

# CLIMBING TO GOOD ENGLISH 5

## PRACTICE SHEETS



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1-15-14

A. Label the kinds of sentences. Write *Dec.* for declarative, *Int.* for interrogative, *Exc.* for exclamatory, and *Imp.* for imperative. Capitalize the sentences, and place the correct end punctuation.

- \_\_\_\_\_ 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
- \_\_\_\_\_ 10. can you imagine a bear carrying off an eight hundred pound beef cow
- \_\_\_\_\_ 11. having a very short temper, a bear is easily irritated
- \_\_\_\_\_ 12. 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.





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*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?

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2. What do you have in your lunch today?

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3. There were fewer than one hundred inhabitants in Cleveland in 1814.

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4. What is the capital of Connecticut?

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5. Contour farming is a method that conserves the soil.

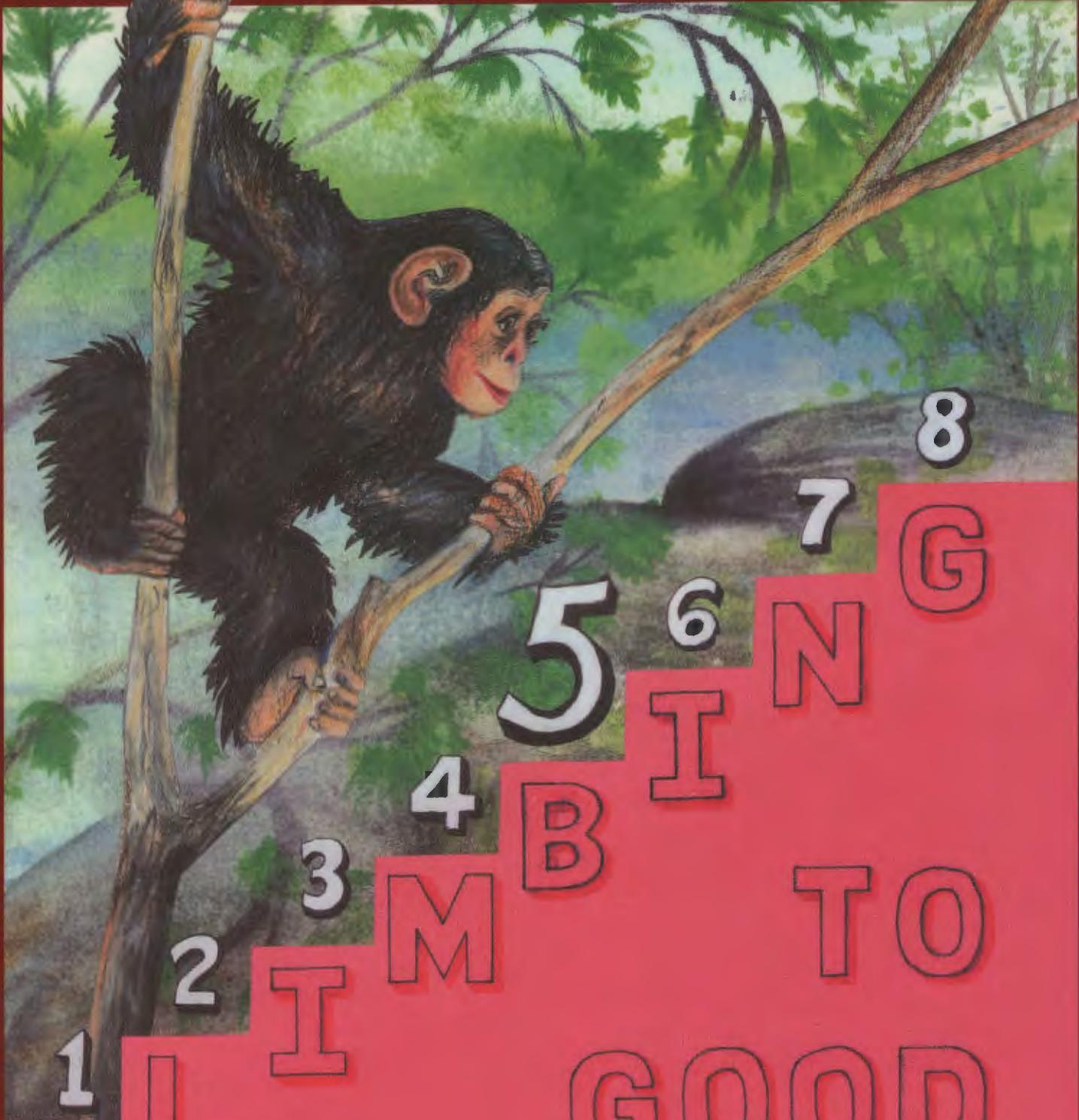
-----  
6. Peter Cooper built the first American steam locomotive.

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7. What is coral and where is it found?

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8. What is the name of your school?

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9. Birds of many kinds flew up to the cliffs from the sea.

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10. The teacher said Elvin's work was satisfactory.  
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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 is.

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.

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!*

A. 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.

- Imp. 1. ~~C~~ling to the Bible though all else be taken.
- Int. 2. ~~W~~hat is the sweetest gift?
- Int. 3. ~~H~~ave you sung a new song today?
- Exc. 4. ~~H~~ow great Thou art!
- Int. 5. ~~D~~oes Jesus care when my heart is pained?
- Imp. 6. ~~T~~urn your faces toward the morning.
- Dec. 7. ~~W~~e are going down the valley one by one.
- Exc. 8. ~~W~~hat a friend we have in Jesus!
- Int. 9. ~~W~~here could I go but to the Lord?
- Imp. 10. ~~F~~ollow the path of Jesus.
- Imp. 11. ~~D~~are to be a Daniel. (or)!
- Dec. 12. ~~T~~here is a river we must cross over.



### 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.

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.

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.

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 number. How 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.

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!

Lesson 4: FRAGMENTS AND RUN-ONS

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

- Examples: (fragment) Because the wind was too strong.  
(complete) The hot-air balloon descended because the wind was too strong.
- (fragment) The vulture upon the prey.  
(complete) The vulture swooped upon the prey.
- (fragment) Sewed myself a new apron.  
(complete) I sewed myself a new apron.

A. Write *S* for sentence and *F* for fragment on the line before each group of words. Put a period after each sentence. Add words to the fragments to make them sentences and write them correctly on the lines below.

- |  |  |
|--|--|
| 1. <u>F</u> The breeze through the window    | 8. <u>S</u> At home we help each other.    |
| 2. <u>S</u> Little moments make an hour.     | 9. <u>S</u> Obey your parents in the Lord. |
| 3. <u>S</u> Kind words can never die.        | 10. <u>S</u> Love never fails.             |
| 4. <u>F</u> As soon as you are done          | 11. <u>F</u> Whistling while he worked     |
| 5. <u>S</u> The fiery sun had set.           | 12. <u>S</u> Be of good cheer.             |
| 6. <u>F</u> Helped my mother rake the leaves | 13. <u>S</u> The swan swam on the lake.    |
| 7. <u>S</u> Friends are like diamonds.       | 14. <u>F</u> While the storm lasted        |

1. Answers will vary.
- 4.
- 6.
- 11.
- 14.

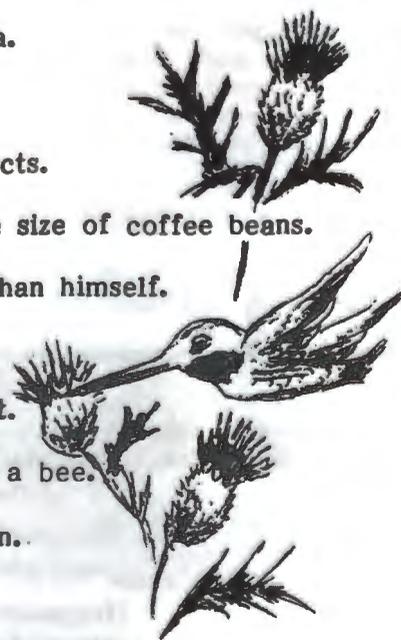
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 (correct) Hummingbirds have always fascinated me, for they are so tiny.

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- Bee hummingbirds are the world's smallest birds, <sup>and</sup> they are certainly interesting.
- You will not see any in our country, <sup>for</sup> they are found only in Cuba.
- They are two inches long, <sup>and</sup> they weigh less than a penny.
- The hummingbird gets nectar from flowers, <sup>and</sup> it also eats tiny insects.
- The nest is the size of a doll's teacup, <sup>and</sup> it will hold two eggs the size of coffee beans.
- The hummingbird is so tiny, <sup>yet</sup> he fights off enemies much bigger than himself.
- Hummingbirds are called flying jewels, <sup>for</sup> they are brightly colored.
- They can fly backwards and forwards, <sup>and</sup> they can hover in one spot.
- The wings beat eighty times per second, <sup>and</sup> many people think it is a bee.
- Bee hummingbirds live in the swamps, <sup>and</sup> few people have seen them.
- They are an endangered species, <sup>for</sup> the swamps are being drained.
- Laws must be made to protect it, <sup>or</sup> the bee hummingbird will become extinct.



## 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.

1. Riding on top of a wagonload of hay is fun.

Answers will vary.

2. On Sunday Harvey and I took the pedal boat onto the pond.

3. I enjoyed history class today.

4. I had a strange experience while doing chores one night.

5. Our pony is afraid of cows.

6. One hot day in July we decided to go swimming.

6. One hot day in July we decided to go swimming

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.

B. Change the order of these sentences to make them more interesting.

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.

4. The boys trooped into the house.

5. The galloping pony came down the street.

6. Nathan came out the door.

### TEACHING SUGGESTIONS, Lesson 5

A. This exercise on writing interesting sentences is to have pupils become aware of the many different ways in which something can be said. 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!

In the first sentence our attention is drawn to the 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.

Thus we can see that a good writer not only uses exact, descriptive words, but he also arranges them skillfully.

After reading the instructions and examples in class, help pupils to change number one into different ways it could be said without changing the meaning.

Discuss Part B in the same way.