



C

L

I

M

B

I

N

G

GOOD

TO

ENGLISH

TABLE OF CONTENTS

Lesson	Page	Lesson	Page
UNIT I		UNIT VII	
1	1	55	88
2	3	56	92
3	6	57	94
4	8	58	96
5	9	59	97
6	10	60	99
7	13	61	101
8	15	62	103
9	219	63	231
UNIT II		UNIT VIII	
10	16	64	106
11	18	65	108
12	20	66	109
13	22	67	112
14	24	68	114
15	25	69	116
16	27	70	117
17	29	71	119
18	221	72	233
UNIT III		UNIT IX	
19	31	73	122
20	32	74	126
21	34	75	127
22	36	76	130
23	38	77	132
24	39	78	134
25	41	79	134
26	42	80	136
27	223	81	237
UNIT IV		UNIT X	
28	44	82	139
29	46	83	144
30	47	84	145
31	49	85	147
32	51	86	150
33	53	87	153
34	54	88	154
35	55	89	158
36	225	90	239
UNIT V		UNIT XI	
37	57	91	160
38	58	92	163
39	60	93	163
40	62	94	166
41	64	95	169
42	66	96	170
43	68	97	173
44	69	98	176
45	227	99	241
UNIT VI		UNIT XII	
46	71	100	179
47	73	101	180
48	76	102	182
49	78	103	184
50	80	104	186
51	82	105	189
52	84	106	190
53	85	107	192
54	229	108	245
		Handbook of English for CGE 5 and 6	195
		Thesaurus	209

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: The happiness of your life depends on the quality of your thoughts.

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

Example: Will the anchor hold?

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

Examples: What a beautiful sunset it was! That house is on fire!

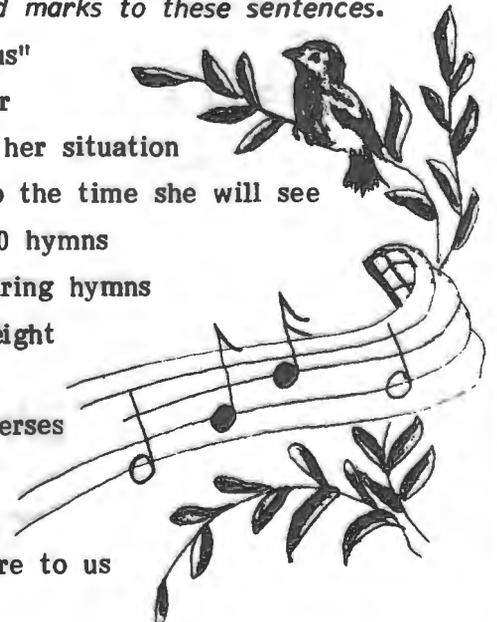
**An imperative sentence gives a command or makes a request.
It ends with a period, or
if it shows strong feeling, it ends with an exclamation point.**

Example: Please let me know if you need help.
Catch that ball!

Note: The subject of an imperative sentence is *you*, understood but not expressed.
The first sentence means, *You* please let me know if you need help.
The second sentence means, *You* catch that ball!

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 sentences.

- _____ 1. have you ever sung "Safe in the Arms of Jesus"
- _____ 2. fanny Crosby wrote this hymn in half an hour
- _____ 3. although she was blind, she made the best of her situation
- _____ 4. notice how many places in songs she refers to the time she will see
- _____ 5. how astounding it is that she wrote over 5,000 hymns
- _____ 6. check in your hymnbook for more of her inspiring hymns
- _____ 7. did you know that she wrote a poem at age eight
- _____ 8. what a happy soul was this noble blind girl
- _____ 9. fannie's grandmother taught her many Bible verses
- _____ 10. find the song "Tell Me the Story of Jesus"
- _____ 11. can you find the word "see" in this hymn
- _____ 12. what a great blessing these beautiful hymns are to us



B. Write the following sentences.

1. Two declarative sentences about a river.

2. Two interrogative sentences you might ask your father.

3. Two exclamatory sentences about the beauties of nature.

4. Two imperative sentences telling ways to show thoughtfulness to others.

5. Write four 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.**

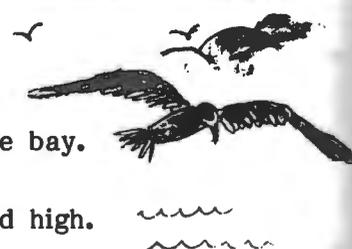
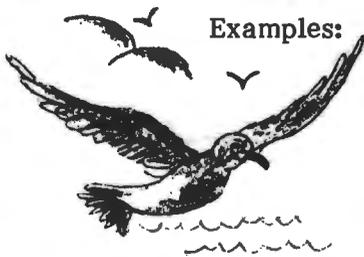
C. Read this paragraph. Add capital letters and end marks where they are needed.

did you ever watch the sun go down on a clear October evening it slowly sinks behind the western horizon as a ball of red notice all those brilliant shades of pink and red keep watching, for it won't last long each second the fiery ball sinks lower and the scene keeps changing now the whole western sky has caught fire what majesty is displayed lo, a deep peace steals over the land as nature seems to pause after the day's activity



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) A splendid large-mouth bass.
(complete) A splendid large-mouth bass was on my line.
(fragment) The sea gulls over the waters of the bay.
(complete) The sea gulls skimmed over the waters of the bay.
(fragment) While the waves tossed high.
(complete) The ship came to port while the waves tossed high.

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. _____ Honesty is the best policy | 9. _____ Follow the North Star |
| 2. _____ Because we were shivering | 10. _____ In the south pasture |
| 3. _____ The best that I can | 11. _____ On the shelf lay a book |
| 4. _____ Give a smile | 12. _____ Doing a very fine job |
| 5. _____ Please come with me | 13. _____ Hiking over the mountains |
| 6. _____ When the moon rose | 14. _____ Life is a mirror |
| 7. _____ Learn your lesson well | 15. _____ Let me be a little kinder |
| 8. _____ The path to the right | 16. _____ Beavers working at the dam |

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

A run-on sentence can be corrected by changing it into two simple sentences. Sometimes the two sentences really belong together, so they should be joined by adding a comma and a conjunction.

- Examples: (run-on) This is a black walnut tree its wood is valuable.
(correct) This is a black walnut tree. Its wood is valuable.
(run-on) The white oak is America's most valuable tree it has fine-grained wood.
(correct) The white oak is America's most valuable tree, for it has fine-grained wood.

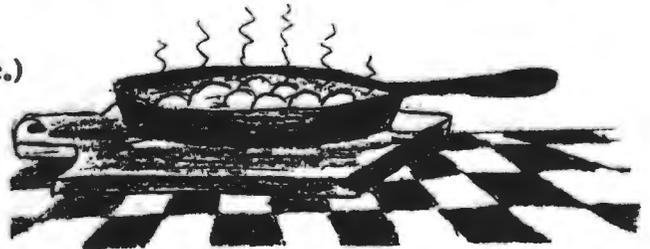
B. Correct these run-on sentences by adding a comma and a conjunction (and, but, or, for, yet) to join the two sentences. Sometimes more than one conjunction may fit, but one may sound better. Be sure to use the one that fits best.

1. Harriet Tubman was born a slave she escaped from slavery by running north to freedom.
2. She could have stayed in the North she risked her life guiding other slaves to freedom.
3. She was called the "Moses" of her people she led over three hundred Negroes from slavery to freedom.
4. Her father and mother were past eighty Harriet led them north to Philadelphia.
5. Rewards for her capture were posted in many towns she was never caught.
6. Once, she sensed pursuers were close behind she and the fugitives boarded a southbound train to escape.
7. Her father had taught her much about the woods this later helped her in her rescue missions.
8. The slaves understood what Harriet planned to do she sang certain songs as signals to them.
9. She sang "I'm Bound for the Promised Land" her brother knew they were leaving.
10. She faced fearsome dangers her trust in God brought her through.
11. All slaves eventually gained their freedom Lincoln signed the Emancipation Proclamation.
12. Harriet not only fulfilled her own dream she also unselfishly labored for others.

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: Raymond smelled something good. (Dec.)
M-m-m, what do I smell? (Int.)
Just smell that delicious aroma. (Imp.)
How appetizing that smell is! (Exc.)



A. Change each of these declarative sentences into a question, a command, or an exclamation that would make an interesting first sentence for a composition.

1. On our way to school we saw an unusual thing.

2. It is not wise to plant the same crop in the same field year after year.

3. The train might come before we are ready.

4. Juan was the only boy who lived in the north end of Palomino Valley.

5. The actions of the woodchuck are hard to understand.

6. I could not find my fishing rod.

7. A smile is no good to anyone until it is given away.

8. The only way to win an argument is to avoid it.

A variety of sentences makes a story more interesting. Changing the order of the words gives variety.

Examples: The horse trotted down the road.
Down the road trotted the horse.

A willing helper is what I need.
What I need is a willing helper.

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

1. The rain splashed into the muddy puddle.

2. A large tulip tree stood in the distant field.

3. A mockingbird perched proudly on the fence.

4. My birthday gift was a miniature rosebush.

5. The pileated woodpecker is a strange-looking bird.

6. The secret to happiness is helping someone else.

7. The greatest gift to parents is obedience.

8. Work ceases to be toil when we enjoy it.

Lesson 6: COMBINING SENTENCES; REVISING

Good writing has many different kinds of sentences -- some short, some medium, and some long. Too many short, choppy sentences, however, will spoil your composition. Sometimes two sentences can be combined to make one stronger, more interesting sentence.

Example: (poor) Mom and Dad went to New York. They went at 3:00 in the morning.
(better) At 3:00 in the morning Mom and Dad left for New York.

CLIMBING TO GOOD ENGLISH 6

PRACTICE SHEETS



PRINTED IN USA
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. did you know that the bat is a mammal like a dog or cat
- _____ 2. what an interesting creature it is
- _____ 3. did you ever hear of a bat making a nest in someone's hair
- _____ 4. do bats really give people lice
- _____ 5. don't believe what some people say about these helpful creatures
- _____ 6. most bats do not hurt human beings, although a few species of tropical bats may be harmful
- _____ 7. many people think bats are scary just because they fly at night and have strange habits
- _____ 8. try moving about safely and swiftly with your eyes covered
- _____ 9. a bat can do this because it sends out high, twittering sounds that we can't even hear
- _____ 10. the sound waves strike back from obstacles in the bat's path telling it where to fly
- _____ 11. no wonder they fly so well at night
- _____ 12. how bats love a delicious lunch of bugs
- _____ 13. they catch insects with their mouths, wings, and even their tails
- _____ 14. with their little sharp teeth they eat many harmful insects
- _____ 15. do you see that bats are actually very beneficial to mankind

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 bat may look like a bird it is more like a mouse with wings.
2. A bird's wings are made up of feathers which allow air to pass through on the upswing a bat's wings are made up of a thin skin which is airtight.
3. A bird can change direction swiftly few birds can fly as expertly as bats.
4. Bats cannot move easily on the ground their wings get in the way.

CGE 6 PRACTICE SHEET 3 (cont.)

5. Bats may fly south to hibernate they may sleep in hollow trees and caves.
6. Commonly bats have a wingspread of fourteen inches a large species from southeastern Asia may have a wingspread of five feet.
7. The bite of an infected bat is dangerous it can transmit rabies.
8. Bats hang upside down from the ceiling to sleep their wings are wrapped around themselves like a cloak.

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

when Columbus was a boy, he lived close to the wharf of an important seaport he loved to play about the ships on the wharf and was charmed by the rich cargo one thing that fascinated the boy was how the ships entered and left port as they appeared far out on the ocean, they seemed to rise out of the water with their tall masts showing first likewise, as they sailed out across the ocean, they seemed to sink down into the water this set the boy to thinking why did they seem to vanish in that manner what do we know today that most people in Columbus's time didn't although Columbus was right in believing the world is round, he was wrong in thinking India lay only 3,500 miles west of Spain

D. Follow the directions as they are given. Punctuate properly.

1. Write an interrogative sentence about your favorite subject in school. _____

2. Write a declarative sentence which includes a place on a map. _____

3. Write an exclamatory sentence that tells of a friend's experience. _____

4. Write an imperative sentence telling what your teacher said. _____

5. Write an interrogative sentence including the title of a song you like. _____

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.)

My Wintertime Friend

1. I have a friendly little bird
with quite an appetite
each time I scatter dainty crumbs
it twitters with delight,
and flits and dances all about
upon the sparkling white

2. I like to watch it now and then,
for like a robber bold,
it swoops right in to get its share
oh, but it likes to scold
it doesn't seem to mind at all
when winter days are cold

3. my, what an eager bird you are
to gather so much treat
don't scatter it so far and wide
with little, active feet
please let others have a share
for they, too, like to eat

4. dear funny, little, active bird,
you're really quite a show
where did you learn your etiquette,
or doesn't your mother know
if no one ever taught you right
I'll have to let you go

B. Match the sentence fragments from column 1 with those from column 2. Be sure to complete a thought in building a good sentence. The first one is done to show you how.

- e, 1. Hearing bells, I looked out the window
- _____ 2. The little two-year-old twins
- _____ 3. Somebody turned
- _____ 4. Everybody wants to
- _____ 5. The blacksmith
- _____ 6. The excited hen
- _____ 7. I accompanied
- _____ 8. Making turnings on a lathe
- _____ 9. The windy day
- _____ 10. The maple syrup

- a. boiled cheerfully over the huge bonfire.
- b. be loved and understood.
- c. the huge steering wheel.
- d. was great for flying a kite.
- e. and saw a horse drawn sleigh.
- f. my mother to the store.
- g. cackled loudly.
- h. is a strong, busy man.
- i. takes lots of practice and skill.
- j. were fascinated by the goldfish in a bowl.

C. Write the sentences from part B.

Write a declarative sentence for each interrogative sentence and an interrogative sentence or each declarative sentence.

1. Is your father a farmer, or is your family involved in another type of occupation?

2. What is the most valuable animal on a farm?

3. What crop must be harvested in very fair weather?

4. What is your favorite season, and why do you like it?

5. What are three diseases a veterinarian tries to prevent?

6. Fertile farms are one of a farmer's chief joys.

7. Which is the busiest season on the farm?

8. Fruit farms provide tasty fruit for many people.

9. The apprentice will help the carpenter build a house.

10. What kind of weather vane would you like to make?

TEACHER'S



1
2
3
4
5
6
7
8
C
L
I
M
B
I
N
G
TO
GOOD
ENGLISH

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.

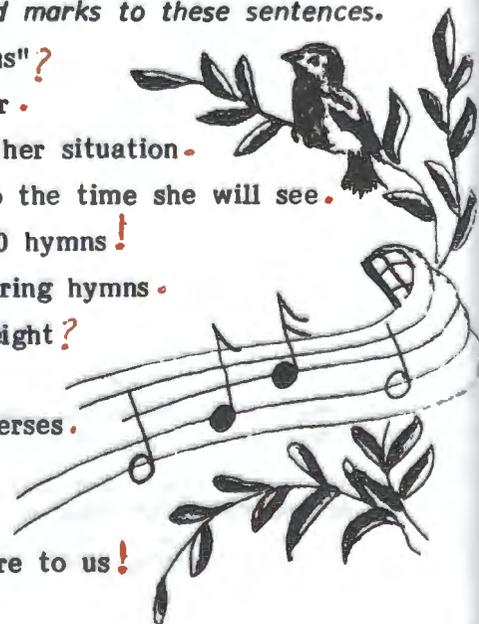
Be firm about neat work. Even though some pupils can write much better than others, many pupils will become lazy and sloppy if allowed to. All sentences should begin with capital letters and have proper end marks, not only when they are studying about it. Remember, quality is more important than quantity, 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.

Note: The subject of an imperative sentence is *you*, understood but not expressed. The first sentence means, *You please let me know if you need help.* The second sentence means, *You catch that ball!*

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 sentences.

- Int. 1. Have you ever sung "Safe in the Arms of Jesus"?
- Dec. 2. Fanny Crosby wrote this hymn in half an hour.
- Dec. 3. Although she was blind, she made the best of her situation.
- Imp. 4. Notice how many places in songs she refers to the time she will see.
- Exc. 5. How astounding it is that she wrote over 5,000 hymns!
- Imp. 6. Check in your hymnbook for more of her inspiring hymns.
- Int. 7. Did you know that she wrote a poem at age eight?
- Exc. 8. What a happy soul was this noble blind girl!
- Dec. 9. Fannie's grandmother taught her many Bible verses.
- Imp. 10. Find the song "Tell Me the Story of Jesus".
- Int. 11. Can you find the word "see" in this hymn?
- Exc. 12. What a great blessing these beautiful hymns are to us!



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: The happiness of your life depends on the quality of your thoughts.

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

Example: Will the anchor hold?

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

Examples: What a beautiful sunset it was! That house is on fire!

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.

Example: Please let me know if you need help. Catch that ball!

B. Write the following sentences.

1. Two declarative sentences about a river.

2. Two interrogative sentences you might ask your father.

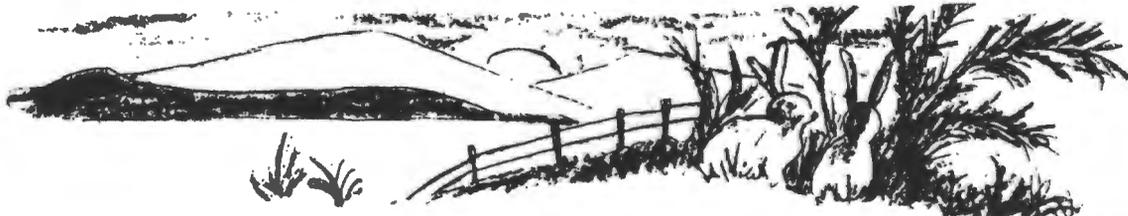
3. Two exclamatory sentences about the beauties of nature.

4. Two imperative sentences telling ways to show thoughtfulness to others.

5. Write four 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.**

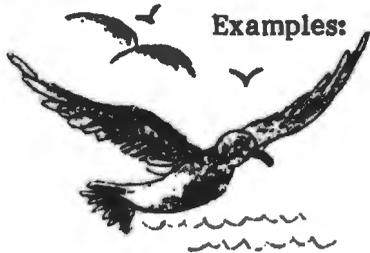
C. Read this paragraph. Add capital letters and end marks where they are needed.

^D did you ever watch the sun go down on a clear October evening? ^I it slowly sinks behind the western horizon as a ball of red ^N notice all those brilliant shades of pink and red. ^K keep watching, for it won't last long. ^E each second the fiery ball sinks lower and the scene keeps changing. ^N now the whole western sky has caught fire. ^W what majesty is displayed! ^L So, a deep peace steals over the land as nature seems to pause after the day's activity.

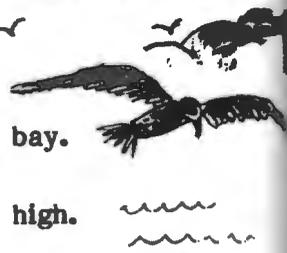


Lesson 4: FRAGMENTS AND RUN-ONS

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



- Examples:** (fragment) A splendid large-mouth bass.
 (complete) A splendid large-mouth bass was on my line.
 (fragment) The sea gulls over the waters of the bay.
 (complete) The sea gulls skimmed over the waters of the bay.
 (fragment) While the waves tossed high.
 (complete) The ship came to port while the waves tossed high.



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>S</u> Honesty is the best policy. | 9. <u>S</u> Follow the North Star. |
| 2. <u>F</u> Because we were shivering | 10. <u>F</u> In the south pasture |
| 3. <u>F</u> The best that I can | 11. <u>S</u> On the shelf lay a book. |
| 4. <u>S</u> Give a smile. | 12. <u>F</u> Doing a very fine job |
| 5. <u>S</u> Please come with me. | 13. <u>F</u> Hiking over the mountains |
| 6. <u>F</u> When the moon rose | 14. <u>S</u> Life is a mirror. |
| 7. <u>S</u> Learn your lesson well. | 15. <u>S</u> Let me be a little kinder. |
| 8. <u>F</u> The path to the right | 16. <u>F</u> Beavers working at the dam |

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!

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

A run-on sentence can be corrected by changing it into two simple sentences. Sometimes the two sentences really belong together, so they should be joined by adding a comma and a conjunction.

- Examples:** (run-on) This is a black walnut tree its wood is valuable.
 (correct) This is a black walnut tree. Its wood is valuable.
 (run-on) The white oak is America's most valuable tree it has fine-grained wood.
 (correct) The white oak is America's most valuable tree, for it has fine-grained wood.

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. Harriet Tubman was born a slave, ^{but} she escaped from slavery by running north to freedom.
2. She could have stayed in the North, ^{but/yet} she risked her life guiding other slaves to freedom.
3. She was called the "Moses" of her people, ^{for} she led over three hundred Negroes from slavery to freedom.
4. Her father and mother were past eighty, ^{yet} Harriet led them north to Philadelphia.
5. Rewards for her capture were posted in many towns, ^{but/yet} she was never caught.
6. Once, she sensed pursuers were close behind, ^{and} she and the fugitives boarded a southbound train to escape.
7. Her father had taught her much about the woods, ^{and} this later helped her in her rescue missions.
8. The slaves understood what Harriet planned to do, ^{for} she sang certain songs as signals to them.
9. She sang "I'm Bound for the Promised Land", ^{and} her brother knew they were leaving.
10. She faced fearsome dangers, ^{but/yet} her trust in God brought her through.
11. All slaves eventually gained their freedom, ^{for} Lincoln signed the Emancipation Proclamation.
12. Harriet not only fulfilled her own dream, ^{but} she also unselfishly labored for others.

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:

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: Raymond smelled something good. (Dec.)
 M-m-m, what do I smell? (Int.)
 Just smell that delicious aroma. (Imp.)
 How appetizing that smell is! (Exc.)

- * 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.

A. Change each of these declarative sentences into a question, a command, or an exclamation that would make an interesting first sentence for a composition.

1. On our way to school we saw an unusual thing.

Be sure answers make sense.

In the third sentence the emphasis is on the fence being charged.

2. It is not wise to plant the same crop in the same field year after year.

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

3. The train might come before we are ready.

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.

4. Juan was the only boy who lived in the north end of Palomino Valley.

5. The actions of the woodchuck are hard to understand.

6. I could not find my fishing rod.

7. A smile is no good to anyone until it is given away.

8. The only way to win an argument is to avoid it.

A variety of sentences makes a story more interesting. Changing the order of the words gives variety.

Examples: The horse trotted down the road.
Down the road trotted the horse.

A willing helper is what I need.
What I need is a willing helper.

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

1. The rain splashed into the muddy puddle.

Answers will vary.

2. A large tulip tree stood in the distant field.

3. A mockingbird perched proudly on the fence.

4. My birthday gift was a miniature rosebush.

5. The pileated woodpecker is a strange-looking bird.

6. The secret to happiness is helping someone else.

7. The greatest gift to parents is obedience.

8. Work ceases to be toil when we enjoy it.

A. This part needs little or no explaining. Pupils might do this awhile until you get to their class. Also tell them to read over part B, but not do any writing on it until you've gone over it in class.

Lesson 6: COMBINING SENTENCES; REVISING

Good writing has many different kinds of sentences -- some short, some medium, and some long. Too many short, choppy sentences, however, will spoil your composition. Sometimes two sentences can be combined to make one stronger, more interesting sentence.

Example: (poor) Mom and Dad went to New York. They went at 3:00 in the morning.
(better) At 3:00 in the morning Mom and Dad left for New York.