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The Text begins on page 52.

Why We Study Language

14, 15, 16, 17, 18, 19, 22

When we talk, we put thoughts and ideas into spoken sentences. We speak to give instructions, ask directions, tell stories, talk to friends, or report happenings. After thoughts are spoken, the words are gone. There is no record of what was said.

Therefore, we sometimes need to put thoughts into written sentences. Written instructions may be more helpful than spoken ones. Letters can carry our thoughts to friends far away. Written stories can be shared with others. Written reports can be kept and read again.

In speaking, we should choose words and use sentences that express what we want to say. If any listeners do not understand what we say, they may ask us to explain. In writing, it is even more important to use exactly the right words to express our thoughts and ideas, for we may not be present to explain what we meant.

When we talk, we should be courteous to our listeners. We speak clearly so that we can be heard and understood. We use words correctly and pronounce them properly. We make our sentences interesting.


There are many times every day when writing thoughts or ideas is useful. Think of some things that you often put into writing. List them on the lines below. (Score: 3 for each)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



When we write, we should be courteous, too. We should spell words correctly. We should capitalize and punctuate our sentences to make them easy to read. We should make our sentences interesting.

Writing Names of Persons and Pets

 1 a, d

Begin the names of persons and pets with capital letters.

"I got my birthday present," called Eddie Wong from his front porch.

Sarah Hill leaned her bicycle against the edge of the porch and ran to look. Inside a wire cage rested two little furry brown animals. "Oh, gerbils! Have you named them?" Sarah asked.

"No, but I've been thinking of names for them," Eddie replied.

Soon other children in the neighborhood came and gathered around the cage. They tried to think of good names for the tiny gerbils.

I. In the following sentences draw a line under each name of a person or a pet to show that it should begin with a capital letter. (Score: 22)

Example: "I would name them champ and scamp," sarah hill said.

1. mark allen said that sniff and snuff would be good names.
2. His friend, richard lee green, wanted to call them flip and flop.
3. "I'd call them jelly and bean," said mary jo young.
4. Everyone laughed when wendy bowen suggested sneezy and grumpy as names.
5. Finally eddie wong decided to call his pets jerry and harry.

II. In front of each of the following sentences there is a name in parentheses (). As you read each sentence, write the name in the blank as it should be written. (Score: 1 for each capital letter correctly used)

Example: (eddie wong) Monday Eddie Wong took his gerbils to school.

6. (harry) Eddie explained that the smaller gerbil was _____.
7. (pam owens) _____ said that she had never seen a gerbil.
8. (ana gomez) Last summer _____ saw gerbils in a pet shop.
9. (brad ellis) _____ wanted to know what hamsters eat.
10. (don thomas) _____ said his gerbil came from Asia.
11. (jenny upton) Then _____ noticed one gerbil building a nest.
12. (peter chang) "Which one is it?" asked _____.
13. (jerry) "It's the bigger one. That's _____," replied Eddie.

Other Things to Do: Write the names of four people you know.

Writing Initials of Names

 1 b, 8 b

An *initial* is the first letter of a name. Often people wish to make their names as short as they can. Then they may write initials for their first and middle names. Sometimes they use initials to mark things that belong to them.

Write each initial with a capital letter. Put a period after each initial.

Examples: Thomas *J.* Caruso *T. J.* Caruso
 T. James Caruso *T. J. C.*



- I. Read the following paragraph. Then use names from the paragraph to answer the questions below. Write initials for the first and middle names if possible. (Score: 1 for each capital letter and 1 for each period correctly used)

From the Mixed-up Files of Mrs. Basil E. Frankweiler

From the Mixed-up Files of Mrs. Basil E. Frankweiler is a popular book many students have enjoyed reading. It was written by Elaine Lobl Konigsburg. The story is about Claudia Kincaid and her brother, Jamie, who run away to the Metropolitan Museum of Art in New York City. They have many funny experiences while they are hiding in the museum. This book won a Newbery Award in 1968.

- Who wrote *From the Mixed-up Files of Mrs. Basil E. Frankweiler*? _____
- Which character had mixed-up files? _____
- Who ran away with Jamie to the Metropolitan Museum? _____

- II. Rewrite the following names. Use initials for the names in italics. (Score: 1 for each capital letter and 1 for each period correctly used)

- Martin* Luther King _____
- Susan *Brownell* Anthony _____
- Robert Louis* Stevenson _____
- Elizabeth *Barrett* Browning _____
- Edgar Allan* Poe _____

Writing Titles of Courtesy

 1 c, 8 c

Begin a title of courtesy with a capital letter.

Place a period after the title if it is abbreviated.

Examples: Mr. Frank Diaz Mrs. Elena Diaz Ms. Carmen Diaz Miss Marta Diaz

Karl Jensen invited the students in the fourth grade to a scavenger hunt. When everyone had arrived at Karl's house, his mother divided them into two teams.

She gave each team a list of the things they were to find. They were to go to

houses on the block and ask for the items on the list. The first team to collect everything on the list would win.

The sentences below tell what the winning team collected. Write each title of courtesy and name as it should be written.


I. A title of courtesy and a name are shown in parentheses to the left of each sentence. Complete each sentence by writing the title and the name correctly in the blank. (Score: 1 for each capital letter and 1 for each period correctly used)

1. (mrs ewing) _____ gave them a peanut shell.
2. (ms holt) One purple feather was collected from _____.
3. (mr chase) At the home of _____ they got an avocado pit.
4. (dr weiss) _____ found a postage stamp for them.
5. (senator sims) _____ let them have a plastic spoon.
6. (miss haley) The item _____ gave them was a whistle.

II. Rewrite the names below as they should be written. Use the correct title of courtesy with each name; do not use abbreviations for the titles. (Score: 1 for each capital letter and 1 for each period correctly used)

7. william h taft (a president) _____
8. james chapman (a minister) _____
9. margaret choi (a professor) _____
10. angela o wilson (a veterinarian) _____
11. david m garcia (a governor) _____
12. wanda n sumner (a judge) _____

Learning About Three Kinds of Sentences

 14 b, c, d

When you speak or write, you need to use different kinds of sentences in order to say what you mean. Often you wish to tell

things. Many times you need to ask questions. At other times you wish to show quick, strong feeling.

A sentence that tells something is a *statement*.

A sentence that asks something is a *question*.

A sentence that shows quick, strong feeling, such as joy, surprise, pain, or fear, is an *exclamation*.

In the space before each statement, write *S*. Write *Q* in front of each question. Write *E* before each exclamation. (Score: 12)

Examples:

_____ *Q* _____ Have you heard of Paul Bunyan?

_____ *E* _____ What an unusual man he was!

_____ *S* _____ He was a folk hero.

_____ 1. Have you read the story, "Paul Bunyan's Pets"?

_____ 2. The folktale is about a lumberjack.

_____ 3. What a giant lumberjack he was!

_____ 4. Paul Bunyan had a blue ox.

_____ 5. What was the name of the ox?

_____ 6. The huge blue ox was called Babe.

_____ 7. Babe was bigger than a mountain!

_____ 8. Once Babe needed a drink from a water hole.

_____ 9. How did Paul Bunyan help Babe?

_____ 10. He dug a hole and made one of the Great Lakes!

_____ 11. Babe could haul a whole forest of logs at once.

_____ 12. Do you know any other tales about Paul Bunyan's pets?