

Answering Questions in Full Sentences

Always use the question in your answer. For Example:

- Did Julie's brother take her to see a movie last night?
- Yes, Julie's brother took her to see a movie last night.



Never begin a sentence with "because".

- Because Julie was bored at home. X This is incorrect, it makes the sentence incomplete. Julie went to see a movie with her brother because she was bored at home. This is a complete/full sentence.

Exercise A - Answer the following questions in full answer sentences:

1. Why did he stop at the pedestrian crossing?
2. Why did his mom drag him out of bed?
3. When did the dolphin glance at the little girl?
4. How was the young man driving his car?
5. Where is the backpacker hostel located?
6. When did Jackie go to the shopping centre?
7. Why did the children laugh at the clown?
8. Where did the girl go for a brisk walk?
9. Why did the chair break when he sat on it?
10. Who did the policeman talk to last night?
11. How many bystanders saw the accident?
12. Why did the little boy scream in his dream?
13. Who sent the postcard to my mother?
14. When did the drunk woman crash her car?
15. How did the students get to the carnival?
16. Why did the two girls eat their food quickly?
17. Who bought that sports car for you?
18. How many people were in the sports car?
19. When will we go to see the penguins?
20. Where will the barbeque be held today?
21. What time will you go to the barbeque?
22. Why did the students listen to the teacher?
23. How many countries have you visited?
24. Have you ever eaten frog legs before?
25. Do you like to play board games at home?



Exercise B - Join these "because" sentences:

- | | |
|-----------------------------|------------------------------------|
| 1. We had sport in the hall | a. because the sea was too rough |
| 2. I had lunch early | b. because I didn't do my homework |
| 3. She was late to school | c. because had a headache |
| 4. I slept in late | d. because she missed the bus |
| 5. The teacher was upset | e. because it was raining |
| 6. He went to the doctor | f. because they had studied |
| 7. They could do the test | g. because he was sick |
| 8. I took some paracetol | h. because I stayed up late |
| 9. We didn't go swimming | i. because it was the weekend |
| 10. I am very tired today | j. because I was hungry |

1	2	3	4	5	6	7	8	9	10

Exercise C - Complete the "because" sentences yourself:

1. _____ because it was late to stay.
2. _____ because it was a very hot day.
3. I came to Australia because _____.
4. _____ because I got on the wrong train.
5. She was very annoyed because _____.
6. _____ because the car wouldn't start.
7. We went to the dress-up party _____.
8. _____ because my friend was homesick.
9. We couldn't go to the party because _____.
10. _____ because I felt extremely sick.
11. The dog kept barking last night _____.
12. _____ because he didn't study for the test.
13. The teacher got very angry because _____.
14. _____ because it was raining very heavily.
15. The boy crashed his car because _____.

Answer The Following Questions In Full Sentences

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, Grammar & Composition 1, 2020-04-07 Exercises to practice writing and grammar structures for going from CEFR levels A2 to A2 For more programs please consult www.bestacademyefl.com For teacher information and resources about this book please email us at info.bestacademyefl.com **Experiencias, Annotated Instructor's Edition** Diane Ceo-DiFrancesco, 2019-10-15 Experiencias offers carefully sequenced activities pre tested in the authors own classes that focus on personal interaction and real communication All face to face activities are easily adaptable for digital environments and writing assignments Recycling Throughout both volumes Experiencias incorporates activities that recycle previously learned material but with new topics which allows students to continue mastering vocabulary and structures encountered earlier in the program *Learn to read (Level 5 Book 5): Tippie and the surprise* José Palmer, Reinette Lombard, 2022-07-01 Learning to read is fun with Tippie the elephant Level 5 introduces readers to controlled r vowels as well as to final syllables with a consonant and le The level 5 books are progressive and encourage the learning of these two syllable types and the rules surrounding it The next 10 Tippie adventures are proudly South African and build on the skills acquired in all the previous levels The text is supported by colourful engaging illustrations to support comprehension and the learning of these tricky vowel syllables Additionally the stories have been written to encourage inference and problem solving through the stories and images to enhance the reader's skill and fun *Learn to read (Level 5 Book 3): Tippie and the snore-bot* José Palmer, Reinette Lombard, 2022-07-01 Learning to read is fun with Tippie the elephant Level 5 introduces readers to controlled r vowels as well as to final syllables with a consonant and le The level 5 books are progressive and encourage the learning of these two syllable types and the rules surrounding it The next 10 Tippie adventures are proudly South African and build on the skills acquired in all the previous levels The text is supported by colourful engaging illustrations to support comprehension and the learning of these tricky vowel syllables Additionally the stories have been written to encourage inference and problem solving through the stories and images to enhance the reader's skill and fun **Learn to read with Tippie the elephant (Level 5 Book 1-10)** José Palmer, Reinette Lombard, 2022-11-18 Learning to read is fun with Tippie the elephant Level 5 introduces readers to controlled r vowels as well as to final syllables with a consonant and le The level 5 books are progressive and encourage the learning of these two syllable types and the rules surrounding it The next 10 Tippie adventures are proudly South African and build on the skills acquired in all the previous levels The text is supported by colourful engaging illustrations to support comprehension and the learning of these tricky vowel syllables Additionally the stories have been written to encourage inference and problem solving through the stories and images to enhance the reader's skill and fun GCSE English Language for AQA Progress Student Book Clare Constant, Imelda Pilgrim, Bernard Ward, 2015-06-04 Specifically written for the AQA GCSE English language specification for first teaching from 2015 this student book is designed for students to progress to grade 5 with extension activities to facilitate achievement beyond this

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FLYING START : - Jilid 3A , Phonics Exposed Richard J. Meyer,2001-11-01 What are the implications of teaching phonics via a systematic direct intense program that mandates all children to experience the same scripted lesson at the same time This book addresses the question through an in depth play by play description of a phonics lesson as it occurred in a real classroom followed by chapters that look at it from different angles by zooming in on one facet to analyze it closely Reading What is reading What definition of reading is presented implicitly in the phonics lesson What do competing definitions from the reading research literature say about how important phonics rules are and how they are used by readers and teachers of reading Teacher knowledge What is the role and the place of teacher knowledge as it relates to the lesson What are the skills a teacher has and needs to use in a lesson that is completely scripted The children What are their roles and positions during the lesson What are they learning Curriculum Where does the phonics curriculum come from Curriculum in general Who does it serve and how What is its purpose Culture What is the role of culture in the lesson How do cultural differences and culturally relevant pedagogy relate to the scripted phonics lesson Politics and ideology Why and how is everything that happens in schools political How are scripted lessons and resistance to them forms of political action Teacher professionalism How can teachers act in order to maintain academic freedom expressed as professional decision making in classrooms The author of this book is not neutral He presents the difficulties a teacher encounters in implementing mandated systematic direct intense phonics instruction and children who are confused and frustrated by it But at the same time he constantly presents hope in the form of smart teachers curious children and possibilities for taking action that can lead to change His direct accessible writing style stimulates thought and discussion

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