

# ANSWER KEY

LEVEL 6

A decorative graphic featuring a light beige rectangular box with a dark green border and ornate, curved corners. Inside the box, the words "ANSWER KEY" are written in a large, bold, dark green serif font. Below the box, a teal ribbon banner with a slight 3D effect contains the text "LEVEL 6" in a white, serif font.

# ANSWER KEY

## LEVEL 6

**Note:** This answer key only includes pages for which the child has to write information on the course book page. Thus, there is not a page in this answer key that corresponds to every page in the course book.

**Tip:** It is very important to the success of the course that you check the child's work daily (even for advanced learners), giving feedback or help as needed.

**Tip:** If the child is not understanding a certain concept, and you are not sure how to help him or her, visit [goodandbeautiful.com/videos](http://goodandbeautiful.com/videos) to see if there is a video on the topic that the child and you can watch. Jenny Phillips is continually adding videos to this page in which she explains language arts concepts contained in the courses.



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by a blank wall, but panic plays no part in the training of a nurse."

So she went to work trying to ease the child's agony and to relax the tight and twisted muscles. She filled a frying pan with salt, heated it over a fire, and then poured the salt into a bag and placed it on the leg that seemed to give the greatest pain. But the weight of the salt merely tended to increase the pain.

Elizabeth Kenny discarded the bag and prepared a linseed poultice. This, too, failed to bring any relief. As the parents stood by with terror written on their faces, the moaning of the child grew more pitiable.

Finally the nurse seized a blanket made of Australian wool. Tearing it into strips, she dipped them into boiling water and then wrung them dry and wrapped them gently around the twisted, tortured muscles. The whimpering stopped almost at once, and in a few minutes, the child fell into a quiet and painless sleep.

After a time she opened her eyes and whispered, "I want them rags that makes my legs feel good."

And thus began a career that was to bring to Elizabeth Kenny forty years of struggle and adventure and disappointment and ridicule and final success.

For it was the destiny of Elizabeth Kenny to be a pioneer against pain. Like many other pioneers, she was compelled to overcome obstacles that would have crushed a weaker soul. Like Louis Pasteur and Thomas Edison and Wilbur and Orville Wright, she faced the stubbornness of nature and the mockery of the world—and struggled on to win.

### Homophones

- **HEEL:** a part of your foot (I hurt my heel.)
- **HEAL:** to get well (I hope your finger will heal soon.)

☐ Write a short sentence that uses each word correctly.

heel \_\_\_\_\_ *Answers will vary.*

heal \_\_\_\_\_

### Spelling Rule

☐ Read and complete.

**CH or TCH:** If the sound /CH/ follows a short vowel sound, usually use TCH; otherwise, use CH. (Note: A long vowel says its name; a short vowel does not.)

**For practice with words containing TCH, copy the following sentences. Write it in cursive if you can; if not, write it in print.**

I sketched a patch of daisies growing by a ditch.

*I sketched a patch of daisies growing by a ditch.*

*I sketched a patch of daisies growing by a ditch.*

The Dutch girl clutched a swatch of cloth.

*The Dutch girl clutched a swatch of cloth.*

*The Dutch girl clutched a swatch of cloth.*

### Abbreviations

☐ Read and complete.

An abbreviation is the shortened form of a word. Here are some example abbreviations:

Mister - Mr.	Street - St.	pound - lb.	hour - hr.
Road - Rd.	Junior - Jr.	foot, feet - ft.	Avenue - Ave.

Write the abbreviation for each word.

Street	St.	pound	lb.	Mister	Mr.
Road	Rd.	foot	ft.	hour	hr.
Junior	Jr.	Avenue	Ave.	feet	ft.

### Writing an Opening Paragraph

☐ Read and complete.

When you start an essay, you want to grab your reader's attention. Some ways to do this are by

- stating an interesting fact
- asking a question
- telling a short, personal experience
- giving a short, appropriate quote
- giving an attention-grabbing statement
- relating a short, interesting story
- giving historical background
- using vivid description

Once you grab your reader's attention, give a little more information that leads to your **thesis statement**. A thesis statement describes the central point or idea of the essay. In an essay, everything you write will explain and support your thesis statement. A thesis statement helps you focus and avoid wandering from your main idea as you write. Your thesis statement is usually one or two sentences at or near the end of your opening paragraph.

**Fill in the blanks.** A thesis statement describes the central point or idea of the essay. A thesis statement helps you focus and avoid wandering from your main idea as you write.

Reading well-written paragraphs is one of the best ways to learn about writing them. Study the following opening paragraphs. Then underline the correct answers to the questions below each paragraph. Remember that the thesis statement shows you what the essay will be about.

#1

George Washington stated, "It is better to offer no excuse than a bad one." This is wise counsel. We make excuses because we think it is going to make our lives easier. However, excuses actually bring negative consequences—sometimes immediately, but always in the long run. Breaking the habit of excuse-making is hard to do but brings great blessings. Here are three steps that can help.

1. Which way does paragraph #1 grab the reader's attention?

asking a question | stating an interesting fact  
telling a short experience or story | **giving a short quote**

2. What is the thesis statement in paragraph #1?

A. We make excuses because we think it is going to make our lives easier.

**B. Breaking the habit of excuse-making is hard to do but brings great blessings. Here are three steps that can help.**

#2

Jane arrives 20 minutes late and says, "Sorry I was late. Traffic was bad." This is the third time Jane has been late that week, and it won't be the last. She always has some excuse, but the truth is, Jane doesn't prepare to leave her home in time. We all make excuses, but we shouldn't. Let's take a look at how excuse-making hurts our lives and how we can overcome this bad habit.

1. Which way does paragraph #2 grab the reader's attention?

asking a question | stating an interesting fact  
**telling a short experience or story** | giving a short quote

2. What is the thesis statement in paragraph #2?

A. We all make excuses, but we shouldn't.

**B. Let's take a look at how excuse-making hurts our lives and how we can overcome this bad habit.**

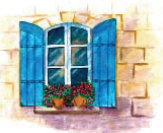
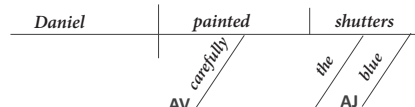
## Sentence Diagramming

- ☐ Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. If you are new to sentence diagramming or need a review, watch step-by-step videos on [www.jennyphillips.com/videos](http://www.jennyphillips.com/videos) to learn steps 1–5.

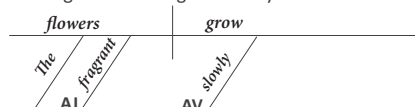
Example: The little girl slowly nibbled the huge carrot.



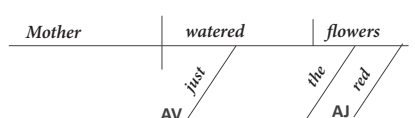
Daniel carefully painted the blue shutters.



The fragrant flowers grow slowly.



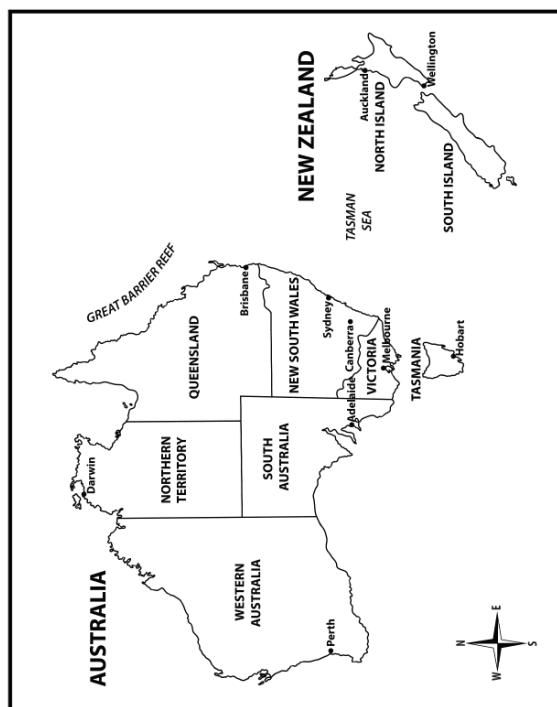
Mother just watered the red flowers.



## Geography: Australia

- ☐ Follow the instructions.

You will be studying the geography of Australia and its surrounding countries in this course. Place tracing paper over the map below and trace and label all of the parts of the map.



phrases: infinitive phrases, prepositional phrases, gerund phrases, and more. We will learn about all of these types of phrases later in the course.

- ☐ **Exercise 1:** Underline the correct choice for each question.

- When considering phrases, dependent clauses, and independent clauses, which must have a subject AND a verb?
  - a phrase, an independent clause, and a dependent clause
  - a phrase, an independent clause, and a dependent clause
  - a phrase
- The following group of words is a phrase because it is missing what?
 

to listen carefully

  - a subject
  - a verb
- The following group of words is a phrase because it is missing what?
 

the red wagon

  - a subject
  - a verb

- ☐ **Exercise 2:** For each sentence, indicate if the underlined group of words is an independent clause or a dependent clause by circling the correct choice. (Hint: dependent clauses indicate more to come.)

- Although we watched carefully, we did not see a rabbit in the forest.  
 dependent clause | independent clause
- Although we watched carefully, we did not see a rabbit in the forest.  
 dependent clause | independent clause
- The sunlight danced on the field, and the clouds sailed in the sky.  
 dependent clause | independent clause
- The sunlight danced on the field, and the clouds sailed in the sky.  
 dependent clause | independent clause

## Geography: Australia

- ☐ **Read and complete.** Australia is the only country in the world with a whole continent to itself. The continent is really a huge island. Take a look at the map on this page. The large island below Australia is Tasmania. Tasmania is one of Australia's six states. The two long islands in the lower right-hand corner of the map are the two main islands of New Zealand, which is a country made up of over 600 islands. Australia is located in the southern hemisphere, so the seasons are opposite to those in the northern hemisphere.

Using the compass rose in the upper right-hand corner of the map to help you, circle the correct answer for each question:

- Tasmania is NORTH | SOUTH | WEST of the main island of Australia.
- The main island of Australia is NORTH | SOUTH | WEST of Tasmania.
- New Zealand is NORTH EAST | SOUTH EAST | NORTH of Australia.
- Australia is NORTH WEST | SOUTH WEST | WEST of New Zealand.





## Grammar Practice Through Art

- ☐ Set a timer for 30 seconds and study the painting on this page.
- ☐ Read and follow the instructions.
- Place your finger on the side of the girl's face that is in the light. The word **ON** is a preposition.
  - Place your finger under the book and notice the shadows. The word **UNDER** is a preposition.
  - With your finger, trace along the shadows on the girl's skirt. The word **ALONG** is a preposition.
  - With your finger, point to the different shades of white on the girl's shirt. The word **TO** is a preposition.

**Prepositions** link words in a sentence, usually by showing position in time or space (Examples: of, off, at, on, by, in, out, below, from, under, into, through, during, after, inside, with, into, onto, up).

- ☐ **Exercise:** Circle all of the words that could be prepositions.

above beyond gate love under to of at a between off you

### There's/Theirs

- THERE'S:** a contraction of the words THERE IS. (There's a bug!)
- THEIRS:** "belonging to them" (The kitten is theirs.)

- ☐ Write a short sentence that uses each word correctly.

there's \_\_\_\_\_  
 theirs \_\_\_\_\_

*Answers will vary.*

*The Good & the Beautiful*

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Level 6



## Writing Practice Through Art

- ☐ Set a timer for 30 seconds and study the painting on this page, which depicts a landscape in Australia.

- ☐ Read:

When you first look at this painting, what catches your eye? It's likely the tree in the middle of the picture. The artists likely wanted to emphasize this tree as the focal point of the painting. Not only is it in the middle of the picture, but it also has the most sunlight on it and surrounding it, drawing our eyes to it. How easy it would be to walk by this tree and not notice its beauty. When it is studied, its true beauty becomes apparent—magnificent, twisting branches, golden sunlight reflecting off the light-colored bark, and bunches of green and golden leaves.

Why did the artist include people in the painting? Perhaps they help give perspective of how large the tree is. Perhaps they make us think about the peace the people must feel in the lovely scene as they are pausing on their walk.

Writing can paint marvelous pictures in the mind, too. Writing that captures and shows beauty is not always easy to write, but painting isn't easy either. The painting on this page probably took about 60–80 hours to create! It can take a long time to form sentences that are delightful and well-written. Sometimes it can take quite a while to come up with just the right word or phrase. The poet Emily Dickinson said, "I know nothing in the world that has as much power as a word. Sometimes I write one, and I look at it, until it begins to shine."

- ☐ Complete:

**Personification** is a figure of speech in which non-human things are given human attributes.

*The wind howled all night.*

*The sun greeted me with a smile.*

*The Good & the Beautiful*

Florence Fuller (1867–1946)



Completed ☐

Using the painting on this page as inspiration, write two sentences that use personification. Remember that it may take a lot of time to form your sentences, and that's OK! (Help: If you are stuck, try using one of these verbs: whisper, breathe, sigh, tiptoe, waltz, play, run, fold, walk, sing, kiss.)

#1 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#2 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*Answers will vary.*

## Ellipsis: Part 1

### ☐ Read and complete:

An ellipsis [ee - lip - sis] is a row of three dots that look like this: • • •

An ellipsis is a punctuation mark in writing in which words are left out of a sentence. There are several reasons for using the ellipsis mark.

In quoted passages, an ellipsis is used to shorten the material without changing its meaning. For example, the quote, "I walked in the orchard, which was covered with dew and filled with singing birds, before breakfast," could be changed to "I walked in the orchard . . . before breakfast."



*Let's practice!* Shorten the sentence below by using an ellipsis.

The yellow bird, which sat on a bough of the apple tree, sang beautifully.

*The yellow bird . . . sang beautifully.*

Another reason ellipses are used in a quoted passage is to focus on the part of the quote that is relevant [connected to your topic].

Consider this quote from Albert Einstein:

"Without the emphasis on reasoning from principles, information has no base meaning and therefore has no absolute value. I want to know how God created this world. I am not interested in this or that phenomenon, in the spectrum of this or that element. I want to know His thoughts; the rest are details."

As shown in this revised quote, the ellipsis is used to focus the reader's attention on Albert Einstein's reasons to believe in God:

"Without the emphasis on reasoning from principles, information has no base meaning . . . no absolute value. I want to know how God created this world . . . I want to know His thoughts . . ."

*Let's practice!* Shorten the quoted passage below by using an ellipsis, so that the passage focuses on just the outside of the home.

"Twenty-seven beautiful acres of nature surround this beautiful home in Scotland. The inside of the home is newly remodeled and features a rustic look. But you may not spend much time inside. The yard is huge and is beautifully designed."

*"Twenty-seven beautiful acres of nature surround this beautiful*

*home in Scotland. . . . The yard is huge and is beautifully designed."*



*Note: If a full sentence is right before the information you are omitting, first put the period and then put the three dots of the ellipsis. It will look like you have four periods.*

## LESSON 22

### Spelling

☐ Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.

☐ Have your parent or teacher dictate the following sentences:

1. The emperor's overly grand entrance was ridiculous.
2. I carefully packed Jason's fragile souvenir.

*Note: There is no Read to Parent or Teacher section in this lesson since extra time is needed for the assignment.*

## Writing a Magazine Travel Article: Part 1

### ☐ Read:

The Isle of Skye features some of the most beautiful scenery in Scotland. Choose two of the following places listed in this lesson (the Fairy Pools, Neist Point Lighthouse, Mealt Falls, and Old Man of Storr, all of which are on the Isle of Skye) to write a magazine article that will make people want to travel to those places. Write your two choices here:

***Answers will vary.***

☐ With the permission and supervision of your parent or teacher, use the Internet to research your two places online. Take at least one page of notes about each place. Make sure your notes don't use the exact wording of the information you read. In the next lesson, you will use your notes to begin writing your article.

### The Fairy Pools



### Neist Point Lighthouse





help of funds contributed by the government, she was able to publish her book about the Kenny treatment. The book received praise from many sources, including even a number of leading doctors. But best of all, there was an opportunity to spread her treatment beyond the shores of Australia.

This was the result of a visit from a woman physician who had read her book and whose little niece in England was suffering from infantile paralysis. Following her visit, the physician telephoned to her sister and advised her to bring the sick child to Australia for the Kenny treatment.

In due time, the family arrived at the Kenny Clinic in Brisbane. The little girl was a pathetic sight. Her limbs were helpless, and her head hung limply like a flower on a withered stalk.

Elizabeth Kenny ordered the child to be examined by a specialist and then admitted her to her clinic. After a few months, there was marked improvement, and Elizabeth Kenny was ready to send her home. But the parents were anxious to have the treatments continued. They urged Elizabeth Kenny to return with them to England. "This will not only insure the best care for our child, but it will give you a chance to introduce your method in England."

Elizabeth was happy to accept the offer. Her work in Australia, she felt, could now be safely left in the hands of her trained nurses. She herself was needed for wider horizons, in other lands. The time was ripe for spreading the Kenny treatment throughout the world.

### Edit the Passage

- ☐ Edit the passage in green. (There are five mistakes.)

Reminder: Capitalize words that indicate family relationship only when they are not used with a possessive adjective (e.g., my, her, his, our, your, their) or an article (the, a, an).

Before the sun rose my mother and I left for our camping trip in the Rocky mountains. In two days father and uncle Joe will join us. Already, mother and I are having a marvelous time!

The Good & the Beautiful

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Level 6

### Quotation Punctuation

- ☐ Read and complete:

Separate quoted material with a comma.

#### Examples:

Correct: "You are kind," Ed said.

Incorrect: "You are kind" Ed said.

- ☐ Exercise: Insert commas where needed.

Note: The information in the sentences are true facts about Australia.

- "Most of Australia is a flat or slightly rolling plateau" said the tour guide.
- "There is only one real range of mountains in Australia" Mom explained. "It is called the Great Dividing Range."
- "The Great Dividing Range robs the country of most of the rain" said Uncle Ron. "When the clouds hit the wall of mountains, they drop their moisture. That's why the eastern and southern coasts have plenty of rain, but the majority of the country does not."
- "Most of the center of the Australian continent is a desert" my teacher said.
- "Three-fourths of Australia is too dry for growing crops" I told the class.
- "Australia has twice as many cattle as people, and 14 times as many sheep" explained the professor.
- "Some areas of Australia have a tropical climate" explained Kim. "Other areas are savannas, which are lands covered with tall grasses. Some streams are filled with crocodiles" Kim continued.



### Latin and Greek Roots: Part 1

- ☐ Read:

Words have meaning according to their origins. English is made up of words from many sources; however, the major sources are Latin, Greek, and Anglo-Saxon. Here are some common Latin roots and their meanings:

**visum** – see  
**nomen** – name  
**annus** – year  
**mobile** – to move

**verbum** – word  
**unus** – one  
**magnus** – large or great



Here are some common Greek roots and their meanings:

**photos** – light  
**graph** – to write or draw  
**autos** – self  
**ology** – knowledge or study

**phono** – sound  
**tele** – far or distant  
**bios** – life

- ☐ Draw a line to match each word to the Latin root from which it is derived.

visum	nominal	- in name only
verbum	magnificent	- great
nomen	unicycle	- a one-wheeled vehicle
unus	verb	- an action or state of being
annus	visual	- able to be seen
magnus	annual	- yearly

- ☐ Write the Greek root words from which each word is made. Write the basic meaning of the words.

#### Example:

<b>photograph</b>	- <b>photos and graph</b>	<b>light drawing</b>
telephone	- <b>tele and phono</b>	<b>from far sound</b>
autograph	- <b>autos and graph</b>	<b>write self</b>
biology	- <b>bios and ology</b>	<b>the study of life</b>
telegraph	- <b>tele and graph</b>	<b>write from far</b>

- ☐ Some words are a mix of both Greek and Latin roots. Write the roots and the basic meaning for each.

television	- <b>tele and visum</b>	<b>see from far</b>
automobile	- <b>autos and mobile</b>	<b>to move itself</b>

### The Great Barrier Reef

The Great Barrier Reef in Australia is a 2,300 km-long ecosystem that contains thousands of reefs and hundreds of islands made of hard and soft coral.

- ☐ Research information about the Great Barrier Reef; fill out the chart:

Location: off of Australia's north-eastern coast  
Length: 2,300 km  
Interesting Facts:

Information will vary

- ☐ Study the photographs of the Great Barrier Reef in this lesson.

## Compound Subjects, Verbs, and Direct Objects

We have learned that a sentence needs a subject and a verb, but that does not mean that a sentence can only have ONE subject and verb.

When there is more than one subject in a sentence, it is a **compound subject**:

Paul and Ryan picked strawberries.

When there is more than one verb in a sentence, it is a **compound verb**:

Lily cleans and sings.

Also, a sentence can have more than one direct object. A direct object is the noun or pronoun that receives the action of a verb in a sentence. When there is more than one direct object in a sentence, it is a **compound direct object**:

Mom wrote a poem and a song.

- ☐ Read each sentence about the painting. Then circle whether the sentence contains: a compound subject, a compound verb, or a compound direct object.

1. The girl walks around and feeds the chickens.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

2. Her brother smiles and watches.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

3. The chickens eat seeds and grain.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

4. The boy and girl live on the farm.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

5. The morning air smells fresh and feels cool.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

6. The father and mother are also working on the farm.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

7. The breeze blows the girl's hair and skirt.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

8. The sister and brother are kind.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

9. The mother made the boy's shirt and pants.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

10. The grass and the trees rustle in the wind.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

11. After working, the girl will eat breakfast and go to school.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT



Julien Dupré (1851-1910)

The Good & the Beautiful

150 © Jenny Phillips

Level 6

## Compound Verb Phrases

When there is more than one verb in a sentence, it is a **compound verb**:

My family hiked and swam.

When there is more than one verb phrase in a sentence, it is a **compound verb phrase**:

My family hiked on the trails and swam in the lake.

When a clause has a compound verb phrase, do not put a comma between the verb phrases.

**Tip:** Verb phrases are often connected with the conjunction **AND**. Remember that you use a comma with **AND** when **AND** is connecting two independent clauses, but you don't use a comma when **AND** is connecting two verb phrases (verb phrases can't stand on their own as sentences because they are missing a subject).

- ☐ For each sentence below, insert commas where needed.

1. The kind family grew a huge pumpkin patch and gave us pumpkins.



2. Tomorrow, I will fix the broken gate and I will paint it light blue.

3. This morning I saw three butterflies and heard many birds singing.

4. The bees are collecting nectar and the birds are building nests.

5. After dinner I will straighten up the house and cuddle up with a book.

6. Today, I planted my spring garden and cleaned out the attic.

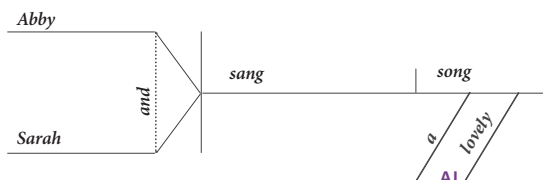
7. Mom is going to take me to the library today and we are also going to eat lunch at the park.

8. I'm going to make pumpkin soup and bake my special wheat bread.

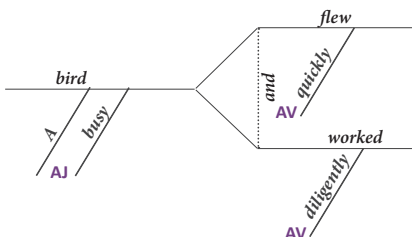
## Diagramming Compound Subjects and Verbs

- ☐ Diagram the sentences below. Add the letters **AJ** under adjectives and the letters **AV** under adverbs. If you are new to sentence diagramming or need a review, watch step-by-step videos on [www.jennyphillips.com/videos](http://www.jennyphillips.com/videos) to learn step 8.

Abby and Sarah sang a lovely song.



A busy bird flew quickly and worked diligently.





## LESSON 105

## Spelling

- ☐ Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- ☐ Have your parent or teacher dictate the following sentences. (These sentences are intentionally repeated from a previous lesson.)
- I bought flowers for the table, a square tablecloth, and flour to make pies. [RULE: Place commas between a series of three or more words or phrases in a row.]
  - I am not quite sure if Tim quit, but I think he did. [RULE: Use a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses (clauses that can stand on their own as sentences).]

## Suffix: IBLE

- ☐ Read and complete:

A suffix is a group of letters added to the end of a word that changes the word's meaning.

**Drop the E Rule:** If a base word ends in final silent E, drop the E before adding a vowel suffix. (Example: defense - defensible)

**Exercise:** Rewrite each word, adding the suffix IBLE. Remember to drop the E when needed.

- |            |                   |
|------------|-------------------|
| 1. force   | <u>forcible</u>   |
| 2. reverse | <u>reversible</u> |
| 3. sense   | <u>sensible</u>   |
| 4. digest  | <u>digestible</u> |
| 5. reduce  | <u>reducible</u>  |

## Editing

- ☐ Cover the answers in the green boxes with a sheet of paper or an index card. Edit a sentence. Try as hard as you can to find all of the mistakes. Then check the answers and fix anything you got wrong. Write the number of mistakes that you correctly found.

1. Unfortunately the teacher's have not prepared there lessons.

There are 3 mistakes. I correctly found \_\_\_\_\_ mistakes.

Unfortunately the teacher's have not prepared there lessons.

Set off introductory words with a comma.      No apostrophe is needed because it is a plural noun, not a possessive noun.

2. Whenever your ready we'll hike a little further up mount Fuji.

There are 4 mistakes. I correctly found \_\_\_\_\_ mistakes.

Whenever your ready we'll hike a little further up mount Fuji.

When a dependent clause is at the beginning of a sentence, set it off with a comma.      Capitalize each word in a proper noun. For example, it is "Black Snake River," not "Black Snake river."

## QUEEN HILDEGARDE: Chapter 12 Part 1

- ☐ Read Chapter 12 Part 1 of *Queen Hildegard* in the Level 6 Reader.

- What did Hilda feel was the best "balm for a sore heart?"  
A. Caramels B. Work C. Shopping D. Sleeping
- Nurse Lucy found no pleasure in butter making, but she tried to have a good attitude anyway. TRUE | FALSE

## Thailand



- ☐ Complete:

- Read the sentences below, which contain true information about Thailand.
  - Insert commas to set off prepositional phrases at the beginning of sentences (four words or longer) and dependent clauses at the beginning of sentences.
  - Do the sentences below start with a prepositional phrase or dependent clause? Underline the correct choice.
- Up through the year 1939 Thailand was called Siam and was ruled by a monarchy (king and queen).  
prepositional phrase | dependent clause
  - Even though Thailand still has a king and queen, they are kept within bounds by a constitution; this is called a constitutional monarchy.  
prepositional phrase | dependent clause
  - If you visit Thailand you'll see many Buddhist statues and temples with gold roofs; over 90% of people who live in Thailand are Buddhist.  
prepositional phrase | dependent clause
  - From November through March Thailand has a cool season.  
prepositional phrase | dependent clause
  - Between the months of May and September rain falls almost every day.  
prepositional phrase | dependent clause
  - Because Thailand has moist and humid tropical weather it is home to diverse wildlife, including tigers, elephants, leopards, crocodiles, and cobras.  
prepositional phrase | dependent clause

- ☐ Read the information on the next two pages.

- ☐ Place tracing paper over the map below and trace the outline of the map. Label all the countries. Label the South China Sea and the Gulf of Thailand. Label the capital city of Thailand (Bangkok). Color Thailand.



## Response Paper: Part 2

☐ Read and complete:

For this lesson, you are going to write about the first topic in your essay. Your first topic may be one or more paragraphs long.

Use a topic sentence at the beginning or near the beginning of your paragraph. The topic sentence defines the main idea of the paragraph. Make sure your paragraph sticks to the idea of your topic sentence. Also, use a transitional word or words such as "next," "second," "also," "additionally," "another," and "for example."

## LESSON 117

## Avoiding Double Negatives

☐ Read and complete:

Rewrite the sentence twice, showing two ways to avoid the double negative. Refer to page 253 if needed.

You'll not never find a better book.

*You'll never find a better book.*

*You'll not find a better book.*

I scarcely had no time to finish.

*I scarcely had time to finish.*

*I had no time to finish.*

The Good & the Beautiful

254 © Jenny Phillips

Level 6

## Irregular Plural Nouns

Make each word plural. (Hint: Add ES to words ending with O.)

half	<u>halves</u>	knife	<u>knives</u>
elf	<u>elves</u>	loaf	<u>loaves</u>
potato	<u>potatoes</u>	tomato	<u>tomatoes</u>
volcano	<u>volcanoes</u>	deer	<u>deer</u>

## Homophones

- **WHOSE:** the possessive case of WHO (Whose house is this?)
- **WHO'S:** contraction of the words WHO and IS (Who's coming?)

☐ Circle the correct word for each sentence.

1. I wonder **whose** | **who's** working at the library today.
2. Do you know **whose** | **who's** jacket this is?
3. So, **whose** | **who's** going to teach me how to swim?
4. I'm trying to find out **whose** | **who's** bucket this is.
5. **Whose** | **Who's** coming to the meeting?
6. I am not sure **whose** | **who's** notebook is on the counter.
7. Well, **whose** | **who's** strong enough to help me move the couch?

## Response Paper: Part 3

☐ Read and complete:

For this lesson, you are going to write about the second topic in your essay. Your second topic may be one or more paragraphs long. Use a topic sentence at the beginning or near the beginning of your paragraph. The topic sentence defines the main idea of the paragraph. Make sure your paragraph sticks to the idea of your topic sentence. Also, use a transitional word or words such as "next," "second," "also," "additionally," "another," and "for example."

## LESSON 118

## Response Paper: Part 4

☐ Read and complete:

Write a concluding paragraph that summarizes your response paper. The paragraph can be very short.

## TIPS FOR WRITING A SUCCESSFUL CONCLUSION

- Your closing paragraph helps the audience feel a sense of closure.
- Avoid starting your concluding paragraph with overused and boring phrases such as "In conclusion," "In closing," or "As shown in the essay."
- Do not give specific examples or additional evidence in your concluding paragraph. Those things belong in the body paragraphs.
- Keep your conclusion short. The concluding paragraph is typically shorter than the introductory paragraph.

## Review

- ☐ Set a timer for 60 seconds and study the details of the painting on this page.

- ☐ Write a sentence about the painting that meets each of the following criteria:

starts with a prepositional phrase that is four or more words long (and is set off with a comma)

Answers will vary.



Sidney Richard Percy (1821-1886)

starts with a dependent clause (and is set off with a comma)

Answers will vary.

is a compound sentence (two independent clauses joined with a comma and a coordinating conjunction)

Answers will vary.