

LEVEL SEVEN

COURSE
Companion



Answer Key | Quick Reference | Spelling Dictation
Poetry Memorization | Ladders | Course Readings

LEVEL SEVEN

COURSE
Companion



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STATES AND CAPITALS LADDERS

Instructions

Note: States and Capitals Ladders are also included in the Level 5 course. They are included here as a review. If you remember most of the states and capitals, you will master the ladders quickly. You can then use the extra time to complete work in your course book.

Work on States and Capitals Ladders for 5–10 minutes. You will not work on States and Capitals Ladders every day. Do States and Capitals Ladders one day and poetry memorization the day after that.

1. Using an index card, cover up the capital column. Say the capital for each state. Move the index card to reveal the capital and see if you are correct.
2. Using an index card, cover up the state column. Say the state for each capital. Move the index card to reveal the state and see if you are correct.
3. Once a chart is mastered, check the mastered box.
4. Once all ladders have been mastered, review all the ladders.



STATES AND CAPITALS LADDERS

Ladder #1

CAPITAL	STATE
Montgomery	Alabama
Juneau	Alaska
Phoenix	Arizona
Little Rock	Arkansas
Sacramento	California
Denver	Colorado
Hartford	Connecticut
Dover	Delaware
Tallahassee	Florida
Atlanta	Georgia

Have your parent or teacher mark a box when you correctly say the capital for each state in the column while the capitals are covered. Each one must be correct on the first try.

Have your parent or teacher mark a box when you correctly say the state for each capital while the states are covered. Each one must be correct on the first try.

Mark this box when all the check boxes above are marked.

Ladder Mastered!

Ladder #2

CAPITAL	STATE
Honolulu	Hawaii
Boise	Idaho
Springfield	Illinois
Indianapolis	Indiana
Des Moines	Iowa
Topeka	Kansas
Frankfort	Kentucky
Baton Rouge	Louisiana
Augusta	Maine
Annapolis	Maryland

Have your parent or teacher mark a box when you correctly say the capital for each state in the column while the capitals are covered. Each one must be correct on the first try.

Have your parent or teacher mark a box when you correctly say the state for each capital while the states are covered. Each one must be correct on the first try.

Mark this box when all the check boxes above are marked.

Ladder Mastered!



STATES AND CAPITALS LADDERS

Ladder #3

CAPITAL	STATE
Boston	Massachusetts
Lansing	Michigan
Saint Paul	Minnesota
Jackson	Mississippi
Jefferson City	Missouri
Helena	Montana
Lincoln	Nebraska
Carson City	Nevada
Concord	New Hampshire
Trenton	New Jersey

Have your parent or teacher mark a box when you correctly say the capital for each state while the capitals are covered. Each one must be correct on the first try.

Have your parent or teacher mark a box when you correctly say the state for each capital while the states are covered. Each one must be correct on the first try.

Mark this box when all the check boxes above are marked.

Ladder Mastered!

Ladder #4

CAPITAL	STATE
Santa Fe	New Mexico
Albany	New York
Raleigh	North Carolina
Bismarck	North Dakota
Columbus	Ohio
Oklahoma City	Oklahoma
Salem	Oregon
Harrisburg	Pennsylvania
Providence	Rhode Island
Columbia	South Carolina

Have your parent or teacher mark a box when you correctly say the capital for each state while the capitals are covered. Each one must be correct on the first try.

Have your parent or teacher mark a box when you correctly say the state for each capital while the states are covered. Each one must be correct on the first try.

Mark this box when all the check boxes above are marked.

Ladder Mastered!



STATES AND CAPITALS LADDERS

Ladder #5

CAPITAL	STATE
Pierre	South Dakota
Nashville	Tennessee
Austin	Texas
Salt Lake City	Utah
Montpelier	Vermont
Richmond	Virginia
Olympia	Washington
Charleston	West Virginia
Madison	Wisconsin
Cheyenne	Wyoming

Have your parent or teacher mark a box when you correctly say the capital for each state while the capitals are covered. Each one must be correct on the first try.

Have your parent or teacher mark a box when you correctly say the state for each capital while the states are covered. Each one must be correct on the first try.

Mark this box when all the check boxes above are marked.

Ladder Mastered!

POETRY MEMORIZATION

Instructions

1. Read through the poems on the next few pages, and choose two poems to memorize. Write the titles of the poems here. Note: Some of the poems are also included in other courses.

2. The Daily Checklist guides you to practice poetry memorization. You will practice States and Capitals Ladders one day and work on poetry memorization the day after that.

Here are some tips and ideas for memorizing your poems:

- Learn one poem at a time. Once you have mastered a poem, move on to the next poem, but still recite each poem you have already learned each time you practice poetry memorization.
 - First, spend several days reading the poem out loud over and over again. Then read a line, look away from the paper, and recite the line. Do this for all the lines.
 - Type or write the poem by hand several times. Each time, try to write more of it from memory.
 - Cover a line with an index card and try to say it out loud. If you can't remember the line, move the index card so you see just the first word or two, and see if you can remember the line then.
 - To remember how each stanza begins, draw a picture that reminds you of the first line of each stanza.
 - Write just the first word of each line, and try to recite the poem.
3. Once you have memorized a poem, practice reciting it with feeling and expression. Then, recite the poem for at least three people—a friend, a grandparent, a neighbor, a parent, a sibling, an aunt or uncle, etc. Your poem is then considered mastered!
 4. When you have mastered all your poems, simply recite each of them out loud during poetry memorization time. You will keep doing this until you complete the entire course.

I Have Memorized These Poems

#1 _____

I recited the poem to

1. _____ 2. _____ 3. _____

#2 _____

I recited the poem to

1. _____ 2. _____ 3. _____

Why Spend Time on Poetry Memorization?

Poetry memorization is a wonderful exercise for the young, growing mind. I believe that memorization of poetry and beautiful, powerful literature is a critical part of forming intelligent minds that appreciate and recognize the good and the beautiful. Author Laura M. Berquist wrote, "Familiarity with truly good poetry will encourage children to love the good." (*The Harp and Laurel Wreath*, pg 9)

Memorization also gives confidence, increases focus and attention span, strengthens the capacity of the brain, and builds into children's minds an ability to understand and use complex language. Children learn by example, and their minds are most impressionable in the younger years. Ingraining their minds with examples of beautifully crafted language will help them build a solid foundation for life-long learning and love of the good.

Picture Books

by Edgar Guest

I hold the finest picture-books
Are woods and fields and running brooks;
And when the month of May has done
Her painting, and the morning sun
Is lighting just exactly right
Each gorgeous scene for mortal sight,
I steal a day from toil and go
To see the springtime's picture show.
It's everywhere I choose to tread—
Perhaps I'll find a violet bed
Half hidden by the larger scenes,
Or group of ferns, or living greens,
So graceful and so fine, I swear
That angels must have placed them there
To beautify the lonely spot
That mortal man would have forgot.

What hand can paint a picture book
So marvelous as a running brook?
It matters not what time of day
You visit it, the sunbeams play
Upon it just exactly right,
The mysteries of God to light.
No human brush could ever trace
A drooping willow with such grace!

Page after page, new beauties rise
To thrill with gladness and surprise
The soul of him who drops his care
And seeks the woods to wander there.
Birds, with the angel gift of song,
Make music for him all day long;
And nothing that is base or mean
Disturbs the grandeur of the scene.
There is no hint of hate or strife;
The woods display the joy of life,
And answer with a silence fine

The scoffer's jeer at power divine.
When doubt is high and faith is low,
Back to the woods and fields I go,
And say to violet and tree:
"No mortal hand has fashioned thee."

Silence

by Edgar Guest

I did not argue with the man,
It seemed a waste of words.
He gave to chance the wondrous plan
That gave sweet song to birds.

He gave to force the wisdom wise
That shaped the honeybee,
And made the useful butterflies
So beautiful to see.

And as we walked beneath splendid trees
Which cast a friendly shade,
He said: "Such miracles as these
By accident were made."

Too well I know what accident
And chance and force disclose
To think blind fury could invent
The beauty of a rose.

I let him talk and answered not.
I merely thought it odd
That he could view a garden plot
And not believe in God.

Little Feet

by Edgar Guest

There is no music quite so sweet
As patter of a baby's feet.
Who never hears along the hall
The sound of tiny feet that fall
Upon the floor so soft and low
As eagerly they come or go,
Has missed, no matter who he be,
Life's most inspiring symphony.

There is a music of the spheres
Too fine to ring in mortal ears
Yet not more delicate and sweet
Than pattering of baby feet;
Wherever I hear that pit-a-pat
Which falls upon the velvet mat
Out of my dreamy nap I start
And hear the echo in my heart.

'Tis difficult to put in words
The music of the summer birds
Yet far more difficult a thing—
A lyric for that pattering;
Here is a music telling me
Of golden joys that are to be;
Unheralded by horns and drums,
To me a regal caller comes.

Now on my couch I lie and hear
A little toddler coming near,
Coming right boldly to my place
To pull my hair and pat my face,
Undaunted by my age or size,
Nor caring that I am not wise—
A visitor devoid of sham
Who loves me just for what I am.

This soft low music tells to me
In just a minute I shall be
Made captive by a thousand charms,
Held fast by chubby little arms,

For there is one upon the way
Who thinks the world was made for play.
Oh, where's the sound that's half so sweet
As pattering of baby feet?

Down the Lanes of August

by Edgar Guest

Down the lanes of August—and the bees upon the wing,
All the world's in color now, and all the song birds sing;
Never reds will redder be, more golden be the gold,
Down the lanes of August, and the summer getting old.

Mother Nature's brushes now with paints are dripping wet,
Gorgeous is her canvas with the tints we can't forget;
Here's a yellow wheat field—purple asters there,
Riotous the colors that she's splashing everywhere.

Red the cheeks of apples and pink the peaches' bloom,
Redolent the breezes with the sweetness of perfume;
Everything is beauty crowned by skies of clearest blue,
Mother Earth is at her best once more for me and you.

Down the lanes of August with her blossoms at our feet,
Rich with gold and scarlet, dripping wet with honey sweet.
Rich or poor, no matter, here are splendors spread
Down the lanes of August, for all who wish to tread.

Trees

by Sergeant Joyce Kilmer

I think that I shall never see
A poem lovely as a tree.
A tree whose hungry mouth is pressed
Against the earth's sweet flowing breast;
A tree that looks at God all day,
And lifts her leafy arms to pray;
A tree that may in Summer wear
A nest of robins in her hair:
Upon whose bosom snow has lain;
Who intimately lives with rain.
Poems are made by fools like me,
But only God can make a tree.

No Time for God

by Norman L. Trott

No time for God?
What fools we are, to clutter up
Our lives with common things
And leave without heart's gate
The Lord of Life and Life itself
Our God.

No time for God?
As soon to say, no time
To eat or sleep or love or die.
Take time for God
Or you shall dwarf your soul,
And when the angel death
Comes knocking at your door,
A poor misshapen thing you'll be
To step into eternity.

The Difference

Unknown

I got up early one morning
And rushed right into the day;
I had so much to accomplish
That I didn't have time to pray.
Problems just tumbled about me,
And heavier came each task;
"Why doesn't God help me?" I wondered.
He answered, "You didn't ask."
I wanted to see joy and beauty,
But the day toiled on gray and bleak;
I wondered why God didn't show me.
He said, "But you didn't seek."
I tried to come into God's presence;
I used all my keys at the lock.
God gently and lovingly chided,
"My child, you didn't knock."
I woke up early this morning
And paused before entering the day;
I had so much to accomplish
That I had to take time to pray.

The Joys of Home

by Edgar Guest

Curling smoke from a chimney low,
And only a few more steps to go,
Faces pressed at a window pane
Watching for someone to come again,
And I am the someone they wait to see—
These are the joys life gives to me.

What has my neighbor excelling this:
A good wife's love and a baby's kiss?
What if his chimneys tower higher?
Peace is found at our humble fire.
What if his silver and gold are more?
Rest is ours when the day is o'er.

Strive for fortune and slave for fame,
You find that joy always stays the same:
Rich man and poor man dream and pray
For a home where laughter shall ever stay,
And the wheels go round and men spend their might
For the few glad hours they may claim at night.

Home, where the kettle shall gaily sing,
Is all that matters with serf or king;
Gold and silver and laurelled fame
Are only sweet when the hearth's aflame
With a cheerful fire, and the loved ones there
Are unafraid of the wolves of care.

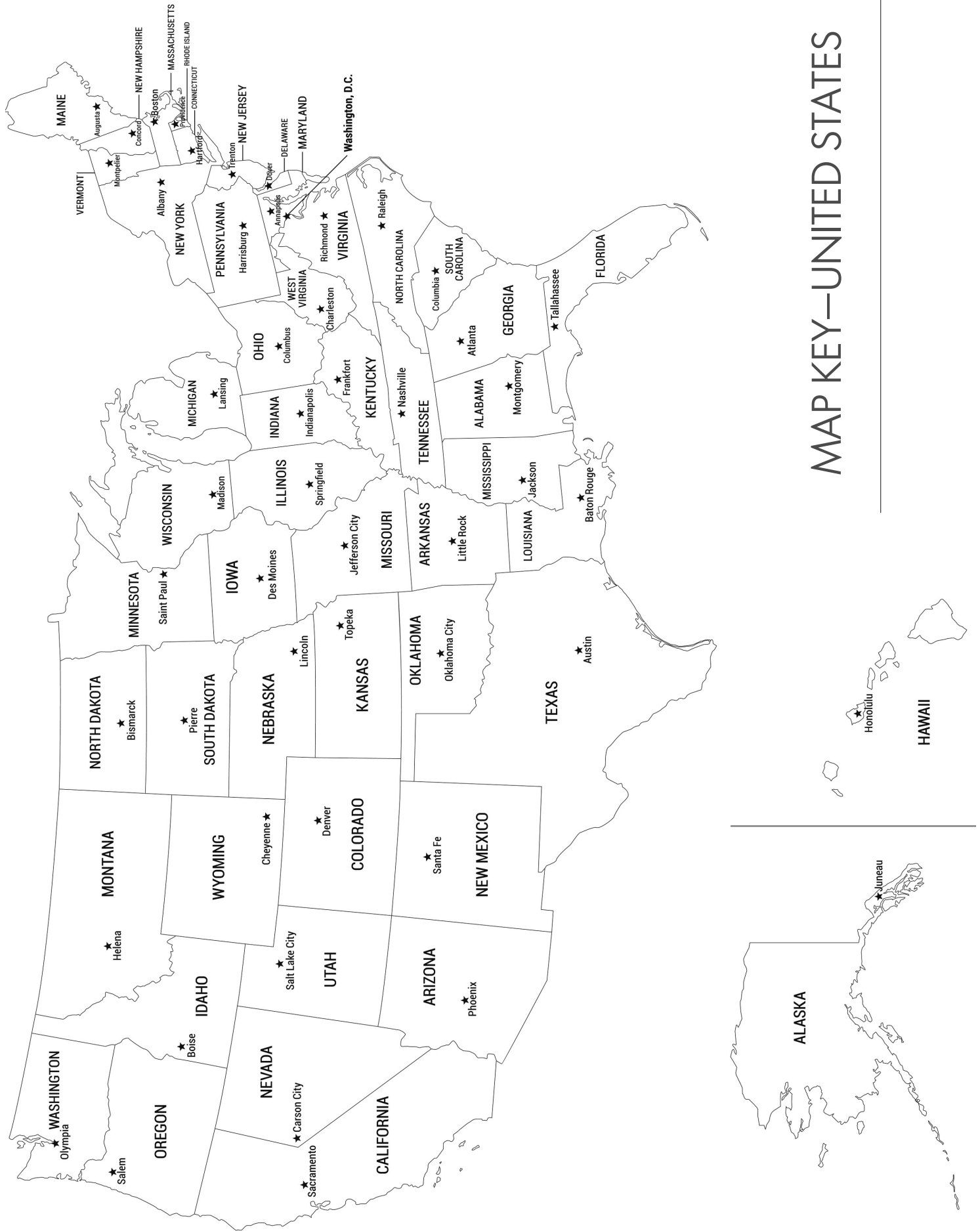
So let me come home at night to rest
With those who know I have done my best;
Let the wife rejoice and my children smile,
And I'll know by their love that I am worthwhile,
For this is conquest and world success—
A home where abideth happiness.



QUICK REFERENCE

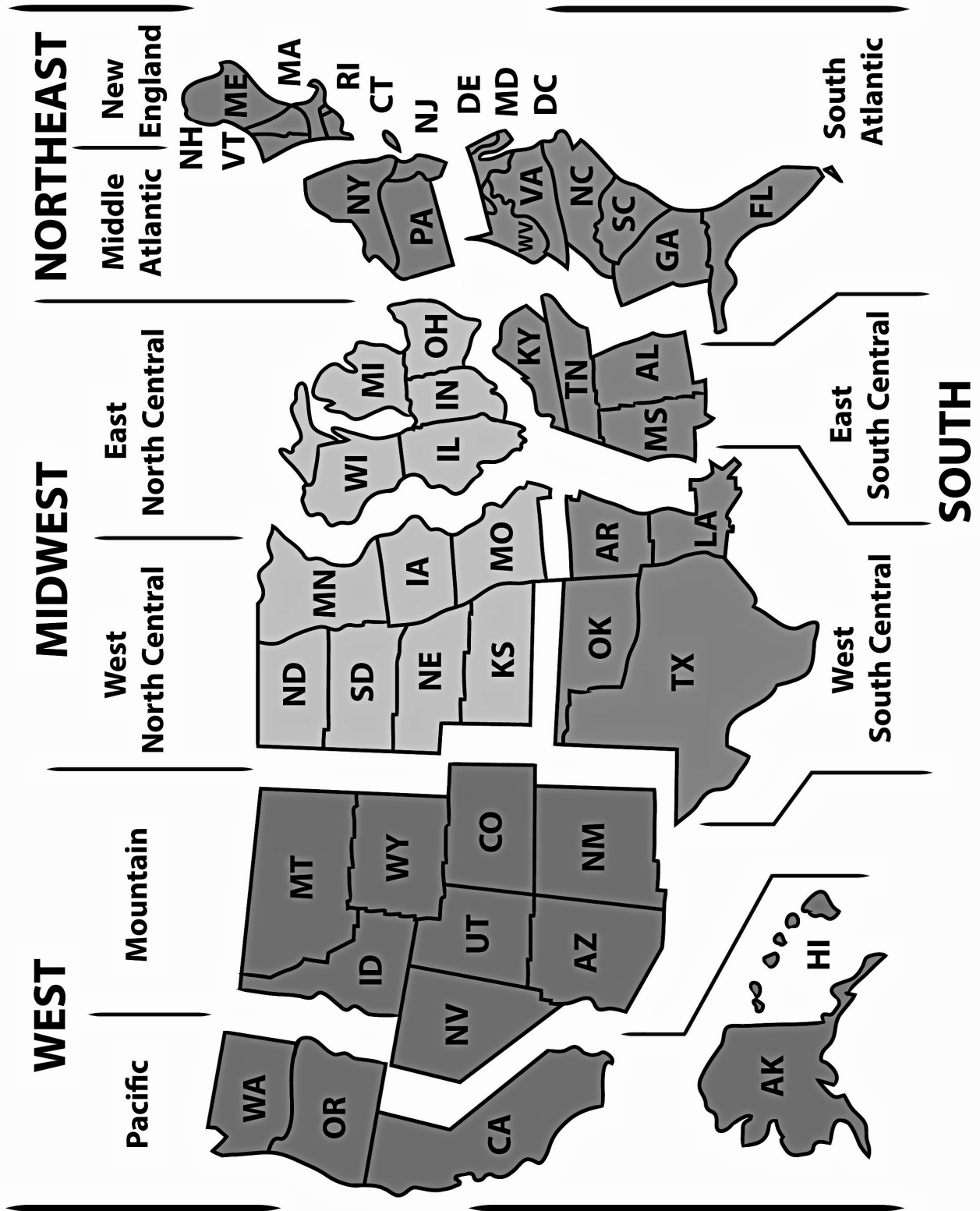
MAP KEY—CONTINENTS AND OCEANS





MAP KEY—UNITED STATES

MAJOR REGIONS OF THE UNITED STATES



MAP KEY—UNITED KINGDOM



Terms to Know

Adjective	a word that describes nouns	The pretty bird sang. The kind man helped me.
Adverb	a word that describes verbs, adjectives, or other adverbs (not nouns)	He ran quickly . (<i>describes the verb "ran"</i>) My sock is very wet. (<i>describes the adjective "wet"</i>) He ran so quickly. (<i>describes the adverb "quickly"</i>)
Articles	the, a, an	The horse ate an apple.
Coordinating Conjunction	a word that connects words, phrases, and clauses (<i>FANBOYS: for, and, nor, but, or, yet, so</i>)	Dan and I made cookies, but they burned.
Direct Object	the noun or pronoun that receives the action of the action verb in a sentence Not all sentences have direct objects.	We kicked the ball . I made dinner . The bird sang a song .
Interjection	a word or phrase that expresses strong emotion or surprise. (<i>help, hey, hi, wow, look, stop, great, yikes.</i>)	Help! My foot is stuck. Ouch , that really hurts!
Noun	a word for a person, place, or thing	The sunrise gives the girl joy .
Pronoun	a word that replaces a noun (<i>I, me, we, us, you, she, her, him, it, they, them</i>)	We gave the book to her , and she loved it .
Proper Noun	a specific name of a person, place, or thing	Ellen lived in Virginia during the Civil War .
Preposition	links words in a sentence, usually by showing position in time or space (<i>Examples: of, off, at, on, by, in, out, below, from, under, into, through, during, after, inside</i>)	After lunch we walked over the bridge. The bouquet of flowers is from Dad.
Subject	who or what is doing or being (<i>The subject can be a noun or a pronoun.</i>)	Miguel is nice. The beautiful bird sang a song.
Subordinating Conjunction	a connecting word that comes at the beginning of a dependent clause (<i>because, when, since, while, after, even though, + many more</i>)	After the game ended, we ate dinner. We ate dinner after the game ended. When you are ready, we will leave.
Verb	an action or being word such as EAT or AM (<i>A verb can be an action word or a "being" word—form of the verb "to be."</i>)	The boy jumped and laughed . You are happy, and so am I.

Literary Terms

Allegory	an extended metaphor that presents objects, events, or characters in a symbolic narrative	Christ's parables are examples of allegories.
Alliteration	when words that are next to each other or close together have the same beginning sound. Writers use alliteration to make lines sound more smooth and catchy.	The winter wind whispers outside the window.
Allusion	when an author refers to a subject matter such as a well-know place, event, or literary work by way of a passing reference	Walking through your yard is like visiting Eden. That Scrooge grumbles throughout the whole holiday season.
Anaphora	the repetition of words or phrases at the beginning of sentences or clauses	We shall not fail. We shall go on. We shall prevail!
Assonance	the repetition of vowel sounds in the middle or end of words within a phrase, sentence, or line of a poem.	He hung the <u>bri</u> ght <u>li</u> ght <u>ri</u> ght beside me.
Consonance	the repetition of consonant sounds in the middle or end of words within a phrase, sentence, or line of a poem.	The <u>te</u> nt <u>the</u> <u>se</u> nt has a lot of <u>li</u> nt and <u>an</u> ts.
Hyperbole	an exaggerated statement or claim not meant to be taken literally; an obvious, exaggerated statement	He walks slower than a snail. These shoes are killing me.
Metaphor	a literary device in which a word or phrase is used to make a comparison between two things without using "like" or "as"	The snow was a white blanket. The lawn was a green carpet.
Onomatopoeia	the use of a word that imitates the sound it represents	Bang! Boom! Tick tock.
Personification	a figure of speech in which non-human things are given human attributes	Rain pounded on the roof. The thunder grumbled across the sky.
Sensory Language	writing that appeals to the senses: touch, taste, sound, sight, smell	The clattering of hooves and the tinkling of bells filled the flower-scented air.
Simile	a literary device in which a word or phrase is used to make a comparison between two things using "like" or "as"	Gina is as gentle as a lamb. Seth sings like an angel.

Sentence Diagramming (Steps 1-7)

Note: Sentence diagramming for *The Good and the Beautiful* curriculum starts in the Level 2 course. This curriculum uses diagramming to help with the basics of grammar; highly complex diagramming is not a part of these courses. This course goes over all the steps learned in previous courses as a review and for those who have not yet learned sentence diagramming.

Steps 1-4: Subject, Verb, Articles, Adjectives, Adverbs

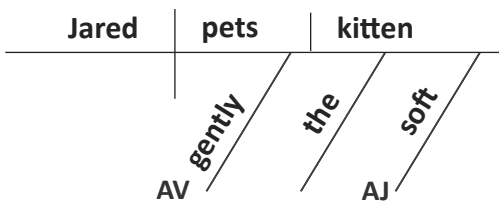
Start with a horizontal line crossed by a vertical line.

- Write the subject (who or what is doing or being in the sentence) to the left of the vertical line.
- Write the verb to the right of the vertical line.
- Write articles (THE, A, AN), adjectives (words that describe nouns), and adverbs (words that describe verbs, adjectives, or other adverbs) on slanted lines under the words they modify.
- Write the letters AJ below adjectives and AV below adverbs.

Step 5: Direct Objects

To diagram a direct object, draw a vertical line (that does not cross the horizontal line) after the verb, and then write the direct object after the vertical line. A direct object is the noun or pronoun that receives the action of the action verb in a sentence (e.g., We washed the CAR. We kick BALLS). Not all sentences have direct objects.

Example: Jared gently pets the soft kitten.

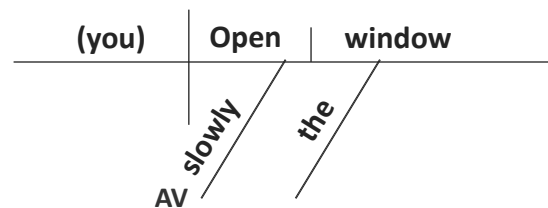


Note: Place possessive adjectives—my, your, his, her, its, our, their—under the noun they modify. Write the letters AJ (for adjective) under possessive adjectives.

Step 6: Commands

When we diagram sentences that are commands, we put the implied subject in parentheses.

Example: Open the window slowly.



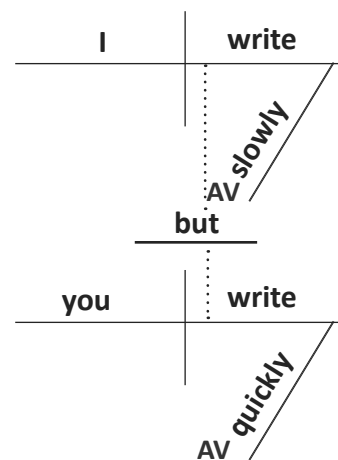
Step 7: Compound Sentences

A compound sentence is made of two independent clauses (clauses that could stand on their own as sentences) joined by a semicolon or a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so).

To diagram a compound sentence, diagram the first independent clause. Then diagram the second independent clause underneath the first. Then place the coordinating conjunction between the two sentences with a dashed line connecting the two verbs.

Example

I write slowly, but you write quickly.



Sentence Diagramming (Steps 8-11)

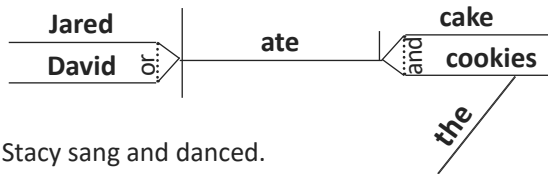
Step 8: Compound Subjects, Verbs and Direct Objects

A subject is who or what is doing or being in the sentence. When there is more than one subject in a sentence, it is a compound subject. When there is more than one verb in a sentence, it is a compound verb.

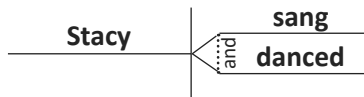
To diagram a compound subject or verb, split the baseline as shown below. The conjunction joining the subjects or verbs is placed on a vertical dotted line between the subject or verb lines.

Example

David or Jared ate the cake and cookies.



Stacy sang and danced.



Step 9: Verb Phrases

A verb phrase is the main verb plus any helping verbs (e.g., should, could, will, does, must, have). Write the verb phrase to the right of the vertical line.

Example: They must have dinner.

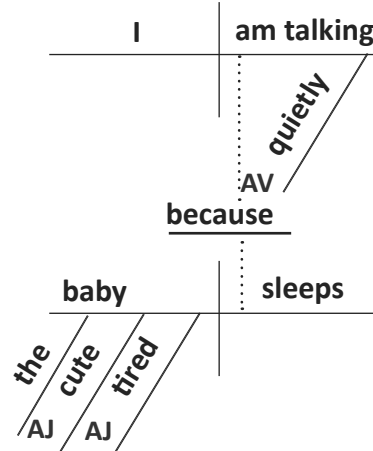


Step 10: Complex Sentences

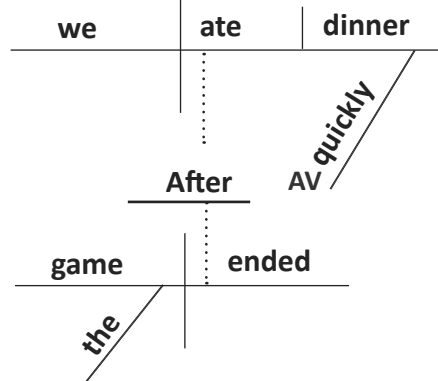
Subordinating conjunctions always come at the beginning of a dependent clause. Subordinating conjunctions join an independent clause and a dependent clause, forming a complex sentence.

To diagram a complex sentence, diagram the independent clause at the top. Then diagram the dependent clause underneath. Then place the subordinating conjunction between the two sentences with a dashed line connecting the two verbs.

Example: I am talking quietly because the cute, tired baby sleeps.



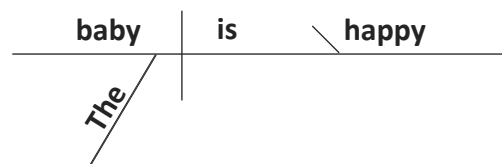
Example: After the game ended, we ate dinner quickly.



Step 11: Predicate Adjectives

A predicate adjective is an adjective following a linking verb. (Linking verbs do not express action; they express a state of being. Forms of "to be" (am, was, etc.) and verbs that could be replaced by a "to be" verb (feel, look, appear, taste, etc.) are linking verbs.) A slanted line is used to indicate that the adjective is going back to the subject it describes.

Example: The baby is happy.

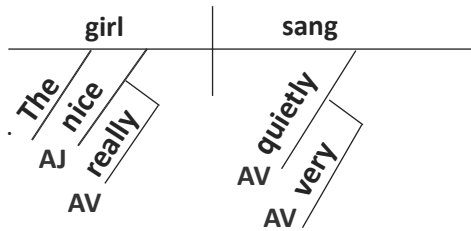


Sentence Diagramming (Steps 12-14)

Step 12: Adverbs that Modify Adjectives or Other Adverbs

An adverb modifies a verb, adjective, or another adverb. When an adverb modifies an adjective or another adverb, simply place the adverb on a slanted line under the word it is modifying (describing).

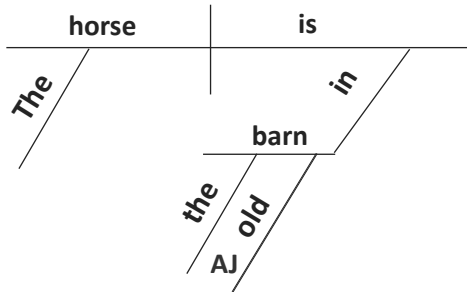
Example: The really nice girl sang very quietly.



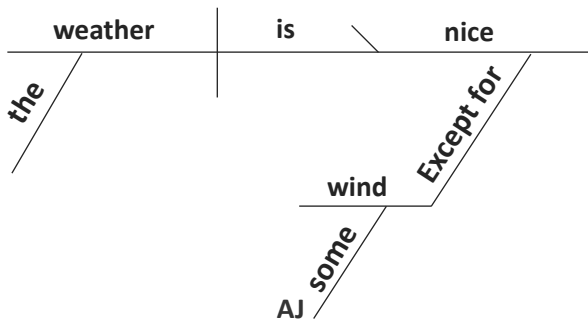
Step 13: Prepositional Phrases

A prepositional phrase always starts with a preposition. Prepositions can be more than one word (e.g., in front of, except for). First put the preposition under the noun or verb/verb phrase that it modifies. Put the direct object of the preposition on a horizontal line below it. Place words that modify the object of the preposition on a slanted line below the object of the preposition.

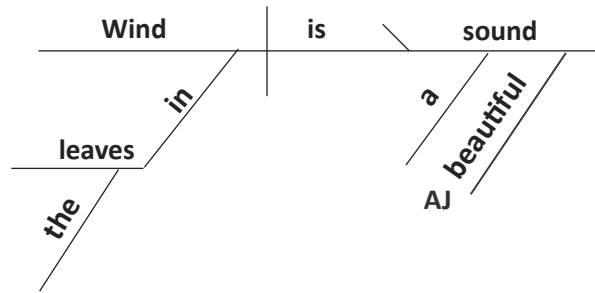
Example: The horse is in the old barn.



Example: Except for some wind, the weather is nice.



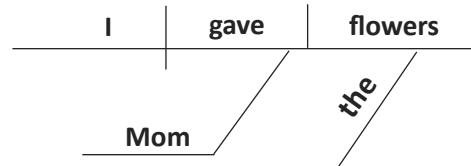
Example: Wind in the leaves is a beautiful sound.



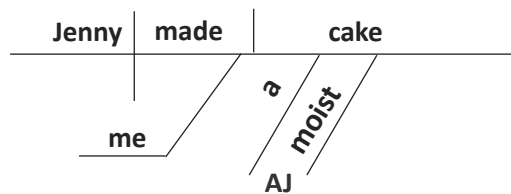
Step 14: Indirect objects

An indirect object receives the action of the sentence indirectly. For example, "I kicked James the ball." Place the indirect object on a horizontal line below it.

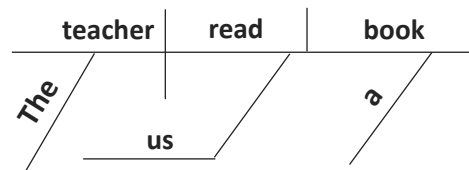
Example: I gave Mom the flowers.



Example: Jenny made me a moist cake.



Example: The teacher read us a book.



Sentence Diagramming (Step 15)

Step 15: Gerund Phrases

Gerunds end with ING and act as nouns. The ING part of the gerund goes on the bottom part of a step, and the rest goes on the top part of a step. The step is connected to the horizontal line with a forked line.

Example: Learning takes effort.

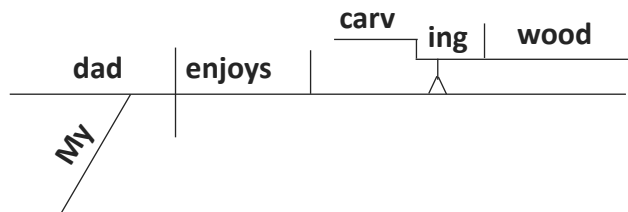
Note: In this example, the gerund functions as the subject.



The object of the gerund (if there is one) goes after the gerund.

Example: My dad enjoys carving wood.

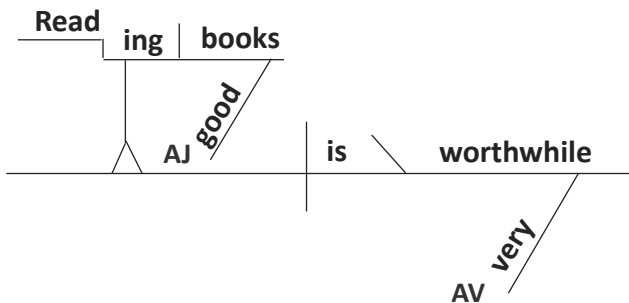
Note: In this example, the gerund functions as the direct object.



Place any words that modify the object of the gerund below it on a slanted line.

Example: Reading good books is very worthwhile.

Note: In this example, the gerund functions as the subject.



Apostrophes

1. Contractions

In a contraction, an apostrophe is always placed at the spot where at least one letter has been removed.

Examples: isn't, don't, you're, they're, wasn't

Note: In general, avoid using contractions in formal writing (such as essays, business letters, and presentations) as they tend to create a light and informal tone.

2. Indicating Possession—Singular

Place the apostrophe before the “s” to show singular possession.

Example: That is my grandfather's journal.

Note: Stylebooks and editors give conflicting guidance for showing possession of common nouns or proper nouns that end in “s.” Some prefer this method: The bus' flag belonged to Mr. Jones' class. Others prefer this method: The bus's flag belonged to Mr. Jones's class. You may use either *but should be consistent*.

3. Indicating Possession—Plural

To show possession for a plural noun, make the noun plural first, and then immediately use the apostrophe.

Examples: All of the soldiers' mail has been delivered to their captain.

Put the children's books on their desks.

The families' homes were destroyed.

4. Indicating Possession—Multiple Nouns

To show possession of more than one noun, the placement of the apostrophe depends on whether the possessors share possession.

A. If the possessors *share the item together*, use an apostrophe only with the last possessor.

Example: Alex and Sandy's dog is cute.

B. If the possessors *do not share the item together*, use an apostrophe for each of the possessors.

Example: Brother Parker's and Brother Shultz's houses were both destroyed in the fire.

Avoiding Shifts in Person, Voice, and Number

1. Avoid shifts in person.

English has three persons: first person (I, we); second person (you); and third person (he, she, it, they, one). Avoid shifts in person within sentences, paragraphs, and entire essays.

Examples: Incorrect: When cooking, one should wear an apron. Otherwise, you might get dirty.

Correct: When cooking, you should wear an apron. Otherwise, you might get dirty.

Incorrect: Anyone can learn to play the piano if you practice.

Correct: Anyone can learn to play the piano if he or she practices.

2. Avoid shifts in voice.

Do not shift from active voice to passive voice within a sentence or vice versa.

Examples: Incorrect: I brought cookies, and they were eaten quickly by the children.

Correct: I brought cookies, and the children quickly ate them.

3. Avoid shifts in number.

Do not shift from singular nouns or pronouns to plural nouns or pronouns.

Examples: Incorrect: Children with involved parents are more likely to become a good student.

Correct: Children with involved parents are more likely to become good students.

Capitalization Rules 1-4

Rule 1: Proper Nouns

Always capitalize proper nouns. A noun names a person, place, or thing. A proper noun gives the *specific name* of the person, place, or thing.

People and Pets	Names and initials of specific people and pets
Places and Businesses	Names of specific buildings, stores, restaurants, monuments, parks, bridges, streets
Geographical Areas	Names of continents, countries, states, cities, lakes, rivers, oceans, mountains
Languages and Nationalities	<i>Examples:</i> Spanish, British, Dutch, European, Asian, Jewish
Historical Events	<i>Examples:</i> the Renaissance, the Civil War, the Great Depression
Holidays	<i>Examples:</i> Christmas, President's Day
Religious Terms	<i>Examples:</i> Methodist, Christians, Islam, Buddha
Brand Names	<i>Examples:</i> Nike, Whirlpool, Sony
Organizations	Names of schools, libraries, hospitals, foundations, clubs, sports teams

Rule 2: Days of the Week, Months, and Seasons

Always capitalize days of the week and months. Do not capitalize seasons.

Rule 3: Courtesy Titles

Capitalize the title that comes before a person's name such as Dr., Mrs., Mr., Miss.

Rule 4: Job Titles/Formal Titles

- 1. Formal job titles** indicate authority or professional/academic position: prophet, bishop, president, mayor, senator, professor, doctor, judge, governor, pope. Formal titles are capitalized only when they come right before a name. Never capitalize a formal title that is not used with a name.

Examples:

Today, Senator Goodman will be in town.
Today, the senator will be in town.

He stood next to the president during the speech.
He stood next to President Reagan during the speech.

- 2. Informal job titles**, those that describe a job, are never capitalized, even when coming right before a name. Most job titles are informal: teacher, astronaut, lawyer, actor, plumber.

Examples:

The next speaker will be producer Richard Rich.
I am reading a book by author Jean Lee Latham.

Capitalization Rules 5-7

Rule 5: Family Relationships

Capitalize words that indicate family relationship when they are used as proper nouns. Family names are not proper nouns when they come after a possessive pronoun (e.g., my, her, his, our, your, their, Amy's) or an article (the, a, an).

Examples: My mom is pretty. I think Mom is pretty. I love our mom.
 I talked to Aunt Rose. I talked to my aunt Rose.
 I gave a gift to Father. I gave a gift to my father.

Hint: If you can replace the family relationship title (such as Mom) with the person's actual name, and it does not sound funny, you should capitalize the family relationship title just as you would capitalize the person's actual name. For example, if you replaced the word "mom" with Melissa in this sentence, "My mom is nice," it would sound funny to say, "My Melissa is nice," so you would not capitalize "mom."

Rule 6: Titles

For titles of books, songs, movies, newspapers, artwork, and magazines, you may choose between the following two options:

1. Always capitalize all the letters.

Example: THE SWORD IN THE STONE

2. Capitalize the first and last words and all other words except for articles (*the, a, and an*) and short, unimportant words such as *and, as, but, in, of, to, or, at, if, or for*.

Examples *The Sword in the Stone*

Rule 7: North, South, East, West

Capitalize north, south, east, and west only when they refer to *specific regions*. Do not capitalize these words when they merely indicate direction or general location.

Examples: I live on the West Coast. (specific region)
 I live west of the hospital. (indicates direction)
 Noah lives in the East. (specific region)
 The compass is pointing east. (indicates direction)
 We will visit Southern France. (specific region)
 We will visit the south of France. (South is used as an adjective, not a specific region name.)
 I am heading north on Main Street. (indicates direction)

Capitalization Rules 8–9

Rule 8: School Courses

Capitalize the names of school subjects only when referring to a *specific course name*.

Examples: I am excited to study U.S. history this year.
I will be taking World History 101 my freshman year in college.
Mrs. Harris is teaching our math class. Mrs. Harris is teaching Algebra 1.

Note: Names of language courses (such as Spanish and Chinese) are always capitalized because they are proper nouns.

Rule 9: Capitalization and Numbers

DO capitalize CHAPTER, UNIT, SECTION, and LESSON when followed by a number:

Examples: Turn to Chapter 1 in your textbook.
Turn to Unit 1 in your textbook.
Turn to Lesson 1 in your textbook.
Turn to Section 1 in your textbook.

DO NOT capitalize PAGE or VERSE. Do not capitalize CHAPTER, UNIT, SECTION, and LESSON when NOT followed by a number.

Examples: Turn to page 73.
We will sing verse four.
We will read the next chapter.
Please read the entire unit.
Read the lesson carefully.

Citing Sources: Part 1

Several widely accepted style guides, such as APA, Chicago Manual of Style, and MLA, give guidance on citing sources. This course teaches a simplified MLA format.

Note: This course does not have you list the city of publication, the publisher name, or the medium of publication which are usually included in MLA format.

Follow these guidelines when citing a source:

ITALICIZE THESE TITLES

Books	Magazines	Newspapers
Websites	Plays	Album Names

PUT THESE TITLES IN QUOTES

Articles	Short Stories	Poems
Speeches	Essays	Songs

WRITE MONTHS AS FOLLOWS

Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
------	------	------	------	-----	------	------	------	-------	------	------	------

FORMAT DATES AS FOLLOWS

day month year Examples: 5 July 2002 and 24 Oct. 1993

INCLUDE THIS INFORMATION

Books	Author Last Name, Author First Name, Title of Book, Year of Publication	Examples: Allen, James, <i>As a Man Thinketh</i> , 1910 Smith, Adam, <i>Wealth of Nations</i> , 1776
Articles	Author Last Name, Author First Name, Title of Article, Title of Magazine, Newspaper, or Encyclopedia, Month and Year of Publication	Examples: Harris, Gabe R., "He Is Risen," <i>Instructor Magazine</i> , May 1998 Douglas, Chadwick, "Ghost Cats," <i>National Geographic</i> , Jan. 2014.
Websites	Author Last Name, Author First Name (if listed), Title of Article (if applicable), Title of Website, Date of Publication (if listed)	Examples: "Emily Dickinson: The Writing Years," www.emilydickinsonmuseum.org *No author or publication date listed Mallonee, Laura C, "The Imaginative Man," www.poetry-foundation.org *No publication date listed Klein, Christopher, "A Perfect Solar Storm," www.history.com , 14 Mar. 2012

Citing Sources: Part 2

Works Cited Page

At the end of your research report, include a page which lists the references you refer to in your report. Following is an example works cited page.

Works Cited

Allen, James, *As a Man Thinketh*, 1910.

Douglas, Chadwick, "Ghost Cats," *National Geographic*, Jan 2014.

"Emily Dickinson: The Writing Years," www.emilydickinsonmuseum.org.

Klein, Christopher, "A Perfect Solar Storm," www.history.com, 14 Mar. 2012.

Mallonee, Laura C, "The Imaginative Man," www.poetryfoundation.org.

Oaks, Ben J., "He Is Risen," *The Children's Magazine*, May 1998.

Center heading.

Alphabetize list by author's last names or by title when a work has no author.

Use double spacing.

In-Text Citation

In MLA style, references are placed in the paper to identify sources which are listed fully on the works cited page. References are kept as brief and clear as possible. Only the information needed to identify a source is given—usually the author's last name and a page reference is sufficient.

- The reference should go before the punctuation mark in the sentence where the citation occurs.

As one author explained, "The countries which Columbus discovered had no resemblance to those which he had gone in quest of" (Smith 112).

During the solar storm of 1859, "there were reports of sparks showering from telegraph machines, shocking operators and setting papers ablaze" (Klein).

*No page number is listed in this example because it is an online news article that does not have page numbers.

- If you include an author's name in your text, you do not need to repeat the name in your parenthetical reference.

James Allen said, "A man is literally what he thinks" (3).

- In the case of no author name, include the first item that appears in the Works Cited reference corresponding to the citation.

In 1855, Dickinson moved back to her childhood home. The household has been described as "a lively nexus for Amherst society" ("Emily Dickinson: The Writing Years" 145).

Conjunctions

Conjunctions are connecting words that join words, phrases, and clauses together.

Coordinating Conjunctions

for, and, nor, but, or, yet, so Tip: Use the acronym FANBOYS to remember the conjunctions.

Joining Two Independent Clauses Together

Use coordinating conjunctions with a comma to join together two independent clauses (clauses that can stand on their own as separate sentences). Independent clauses are underlined in the examples below.

Examples: Mary wanted a cookie, but I wanted an ice cream cone.
The water was cold, yet I still wanted to swim.

Subordinating Conjunctions

Subordinating conjunctions join an independent clause and a dependent clause together. Subordinating conjunctions are often composed of more than one word.

Common Subordinating Conjunctions			
after	by the time	just in case	the first time
although	even	no matter	though
as	even if	now	unless
as long as	even though	now that	until
as much as	if	once	when
as soon as	if only	only if	whenever
as though	in case	since	wherever
because	in the event	so that	whether or not
before	that	supposing that	while

Joining an Independent Clause and a Dependent Clause Together

A subordinate clause, also called a dependent clause, begins with a subordinating conjunction and contains both a subject and a verb. A subordinate clause is not a complete sentence because it indicates more to come. However, if you removed the subordinating conjunction, it would be a complete sentence.

A subordinate clause cannot exist on its own; it needs to be joined to an independent clause. Subordinating conjunctions are used to connect such clauses. In the examples below, independent clauses are underlined, subordinate clauses are italicized, and subordinating conjunctions are in bold text.

Examples: Although I played the game, I did not win.
I will not go running unless you come with me.

How to Recognize a Subordinating Conjunction

Too many subordinating conjunctions exist to memorize them all, so learning to recognize them is helpful.

Subordinate means a lower rank or position. If you add a subordinating conjunction to a complete sentence, it is no longer an independent clause. Because it is implied that there is more to come, it becomes a dependent clause, which is lower in rank because it is not a complete sentence.

Independent Clauses Can Be Sentences on Their Own

I played the game.

She is beautiful.

Adding a Subordinating Conjunction Makes a Dependent Clause (Incomplete Sentence)

When I played the game

Although she is beautiful

TO RECOGNIZE A SUBORDINATING CONJUNCTION

Look at a dependent clause (a clause that has both a subject and a verb but cannot stand on its own as a sentence because it implies there is more to come), and see if there are any words you can delete that would make it into an independent clause. The word or words you could take off will be the subordinating conjunction.

Commas with Subordinating Conjunctions

1. If the subordinating conjunction comes at the beginning or middle of a sentence, a comma is needed between the clauses.
2. If the subordinating conjunction comes at the end of a sentence, usually don't use a comma.

Conjunction	<u>Beginning or Middle of Sentence</u> Use commas.	<u>End of Sentence</u> Usually do not use a comma. Only use a comma if it is a contrast clause (I have time, whereas you do not. I chose this one, though it is not my favorite.)
because	Because he has a car, he does not need a ride. Seth, because he has a car, does not need a ride.	He does not need a ride because he has a car.
after	After she ate the doughnut, Amy felt sick.	Amy felt sick after she ate the doughnut.
in case	In case you get sick, bring your medicine.	Bring your medicine in case you get sick.

Comma Rules 1-4

Rule 1: Use commas in a series.

1. Use commas to separate three or more words, phrases, or clauses in a series.

Examples: I bought a cupcake, a cookie, and a doughnut at the bakery.
I said my prayers, made my bed, brushed my teeth, and got dressed.

Note: Some types of publications, such as newspapers, often leave out the comma before the conjunction that is between the last two items in a series. The comma before the conjunction is considered optional. However, including the final comma is suggested as it is a more common practice and can help avoid confusion.

2. Do not use commas in a series when all items are joined by or, and, or nor.

Examples: I bought a cupcake and a cookie and a doughnut.
I would like a beagle or a collie or a dalmatian for a pet.

Rule 2: Use a comma and a coordinating conjunction to connect two independent clauses.

Use a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so) to connect two independent clauses. (An independent clause can stand on its own as a sentence.)

Examples: It is cold outside, so I close the window.
We left early in the morning, and we arrived at the beach by noon.

Rule 3: Use a comma after a dependent clause at the beginning of a sentence.

When a dependent clause is at the beginning or middle of a sentence, set it off with a comma (or commas). When a dependent clause is at the end of a sentence, usually do not set it off with a comma.

Examples: When you finish the book, we will go to the park.
We will go to the park when you finish the book.

If, however, the dependent clause at the end of a sentence interrupts the flow of the sentence, sounding like an afterthought, a comma should be used. Sometimes this can be a subjective decision, based on personal opinion.

Rule 4:

- Use a comma between the day of the week and the month.
- Use a comma between the day of the month and the year.

If the date is written in the order day-month-year (12 May 1910), do not use a comma. If only the month and the year are stated (May 1910), do not use a comma.

Examples: School starts on Friday, September 21st.
I was born on October 2, 1983.
The meeting took place on 14 February 1989.

Comma Rules 5–9

Rule 5: Use commas to separate geographical names.

Use commas to separate all geographical places, including cities, states, and countries.

Examples: We went to San Diego, California for our family vacation.
I live at 3456 Fox Drive, Hill City, Texas, United States.

Rule 6: Use a comma after a nonessential introductory word or phrase.

To determine if an introductory word or phrase is nonessential, remove the word or words from the sentence. If the sentence still means the same thing, the word or phrase was not essential and should be set off with commas. Common introductory words include *yes, no, okay, unfortunately, first, second, in addition, furthermore, well, for example, all right, however, nevertheless, consequently, and sure*.

Examples: Yes, I will go on the hike tomorrow morning.
Oh dear, I am allergic to dogs.

Rule 7: Use commas to set off names of people who are directly addressed.

When a name is directly addressed in a sentence, use commas to set off the name.

Examples: Daniel, are you coming with us?
Did you know, Daniel, that the history test is tomorrow?

Rule 8: Use commas to set off infinitive phrases when they are at the beginning of sentences or used as interrupters in sentences.

An infinitive phrase begins with “to” and a verb, such as “to bake the perfect cake,” “to win the game,” and “to be honest.” Set off introductory infinitive phrases with a comma. Set off nonessential (interrupting) infinitive phrases within a sentence with commas.

Examples: To get a seat, we should arrive 30 minutes early.
To avoid being late, I am going to wake up early tomorrow.
I am not ready, to be honest, for the science test.

Rule 9: Use a comma to separate coordinate adjectives (adjectives of equal importance).

To check if a comma is needed between two adjectives, place the word “and” between them. If the adjectives sound smooth and correct with the word “and” between them, then they need to be separated by a comma.

Note: Always use a comma when an “-ly” adverb is used with adjectives.

Examples: It is a cold, breezy day. (It sounds correct to say, “It is a cold and breezy day.”)
He is a clever little dog. (It sounds incorrect to say, “He is a clever and little dog.”)
We bought the big brick house. (It sounds incorrect to say, “We bought the big and brick house.”)

Comma Splices

A **comma splice** is the incorrect use of a comma to join together two independent clauses (complete sentences).

Examples: I will help you, that is a promise.

I arrived late to school, I missed the quiz.

Three Ways to Fix Comma Splices

#1: Use a period between the independent clauses, and create two sentences.

I will help you. That is a promise.

I arrived late to school. I missed the quiz.

#2: Use a semicolon between the independent clauses.

I will help you; that is a promise.

I arrived late to school; I missed the quiz.

#3: Use a comma and an appropriate conjunction between the two independent clauses.

I will help you, and that is a promise.

I arrived late to school, so I missed the quiz.

Coordinating Conjunctions

for, and, nor, but, or, yet, so

Use the acronym FANBOYS to remember the conjunctions.

Do you use a period or a semicolon?

It is a matter of how much pause you want between two clauses.

Period—Complete Stop

Semicolon—Moderate Pause

Think of a semicolon as a “weak period.” It is like a period but gives it less of a pause. Use a semicolon when you want to form a closer bond between two clauses.

Example: A banana tree is not a tree at all; it is the world’s largest herb.

However, it would not be technically incorrect to use a period in the example above in place of a semicolon.

Gerunds and Gerund Phrases

A gerund is a noun made from a verb by adding “-ing.”

Examples: Reading is fun.

I love singing.

Gerund phrases begin with the gerund. Gerund phrases always function as a noun.

Examples: Reading a book is fun.

I love singing a song.

Gerunds can be made negative by adding “not.”

Examples: Not doing your chores will bring consequences.

I look forward to not working such long hours.

Independent and Dependent Clauses

A clause is a group of related words. There are two types of clauses:

Independent Clause

Can function as a sentence by itself

An independent clause is a group of words that contains a subject (who or what the sentence is about), contains a predicate (verb or verb phrase), and expresses a complete thought.

Example:

She fell asleep. (“She” is the subject and “fell” is the verb. The clause expresses a complete thought.)

IMPERATIVE SENTENCES

An imperative sentence gives a direct command. This type of sentence may have an implied subject but is still considered an independent clause and can stand on its own as a sentence.

Examples:

Stop!

Turn to the left.

Please hand me that book.

Meet me at the library.



SUPER SIMPLE TIP: IMPERial means royal. IMPERative is like a king giving a command.

Dependent Clause

Cannot function as a sentence by itself

A dependent clause begins with a subordinating conjunction and contains both a subject and a verb. A dependent clause (also called a subordinate clause) is not a complete sentence because it indicates more to come. Hint: If you delete the subordinating conjunction (which can be more than one word) from a dependent clause, you are left with an independent clause because it no longer indicates more to come.

Examples:

While Amy was reading (The clause starts with a subordinating conjunction (while) and contains a subject and verb, but the thought is incomplete. What happened while she was reading?)

I love mornings because it is a peaceful time.

Infinitive Phrases

An **infinitive phrase** begins with “to” and a verb, such as “to bake the perfect cake” and “to win the game.” Infinitive phrases can function as nonessential phrases, subjects, direct objects, adjectives, and adverbs.

nonessential phrase	My toe, <u>to be honest</u> , really hurts.
used as a subject	<u>To lift the heavy box</u> may hurt my back.
used as a direct object	I hope <u>to knit socks</u> tomorrow.
used as an adjective	She is the contestant <u>to watch</u> .
used as an adverb	<u>To make the cake</u> add eggs to the flour.

Note: If the word TO is followed by a verb, it is an infinitive. If it is followed by anything else it is a preposition (e.g., I went to the store. Give the card to Mom).

Set off introductory, nonessential infinitive phrases with a comma. Set off nonessential (interrupting) infinitive phrases with commas.

Examples: To avoid being late, I arrived early. (**NONESSENTIAL infinitive phrase at the beginning of sentence**)

To find fault with others is easy. (**ESSENTIAL infinitive phrase at the beginning of sentence functions as the subject of the sentence**)

I am not ready, to be honest, for the science test. (**NONESSENTIAL phrase as an interrupter**)

I forgot to mail the letter. (**ESSENTIAL infinitive phrase functions as the direct object**)

Interjections

An **interjection** is a word or phrase that expresses strong emotion or surprise. Interjections have no grammatical connection to other words in the sentence and are set off by an exclamation point, a question mark, or a comma.

Interjections are often one word (ah, bam, boom, help, hey, hi, hmm, oh, oops, ouch, poof, stop, ugh, uh, well, wow, woo-hoo, hooray, look, never, no, yes, ugh, whoops, yikes, yippe, great, eek).

Examples: Hey, give that back to me! OR Hey! Give that back to me!

And then, bam, the ball hit me.

What? That is wonderful news!

Interjections can be a short phrase (oh dear, dear me, how wonderful, bah humbug, come on, good job).

Examples: How wonderful! That was such a nice thing to do.

Oh dear, I slept through my alarm clock.

Note: The word “interjection” comes from the Latin root for “throw” (“ject”) and “among” (“inter”). Hence, an interjection is a word or short phrase “thrown among” the words in a sentence.

Note: Use interjections carefully; overusing interjections can be distracting to the reader.

Participles and Participial Phrases

Why Learn About Participles

- Participial phrases have special comma rules you should know in order to punctuate sentences correctly. Participial phrases are very common, so it is important that you know how to punctuate them.
- You should learn to recognize “misplaced” (also called “dangling”) participial phrases. Dangling participles are a common grammar mistake and a subject on tests such as the ACT.

Before you can learn how to punctuate participial phrases and avoid their misuse, you must first learn to recognize participles and participial phrases.

Participles are verbs that act as adjectives. They usually end with ED or ING, but not always (e.g., “The hymn sung today is lovely.” (**Gerunds** are also verbs ending in “ing,” but they function as nouns.) A present participle uses the present tense (e.g., “Smiling widely, Ed laughed”). A past participle uses past tense (e.g., “baked today”)

Participles do not act as verbs in a sentence. Participles act as adjectives.

“**Pressed**” used as a verb: Sam pressed the button.

“**Pressed**” used in a participial phrase: Pressed against the wall, Sam was stuck. (“Pressed” describes Sam’s condition.)

“**Sweating**” used in part of a verb phrase: Sam is sweating.

“**Sweating**” used as a participle: Sweating, Sam passed the finish line. (“Sweating” describes Sam’s condition when he passed the finish line.)

A **participial phrase** includes a participle and all the other words that complete its meaning. Participial phrases always act as adjectives.

Examples: Surprised by their generosity, I started to cry.
Amy, scared of getting sick, put on her warmest coat.
Listening intently for sounds of a bear, we continued on the trail.
My dog, holding a stick in his mouth, swam across the lake.
The frog, hopping really fast, was too hard to catch.

Participial Phrases and Commas

Beginning of a Sentence

Always set off a participial phrase placed at the beginning of a sentence with a comma.

Examples: Cooing cutely, the baby held everyone's attention.

Filled with energy, Jared started on a long hike into the mountains.

Within a Sentence

1. A participial phrase within a sentence that *is not essential* to the meaning of the sentence is set off with commas.

Example: The first dishwasher, invented in 1889, was run by a steam engine.

2. A participial phrase within a sentence that *is essential* to the meaning of the sentence is not set off with commas.

Examples: The man wearing the green shirt is my father.

The pie baked by Kristen won the competition.

Tip: A nonessential phrase provides additional detail that **may be nice and helpful, but is not entirely necessary**. If an essential phrase is removed, the main point of the sentence changes or who or what you are talking about becomes unclear.

At the End of a Sentence

A participial phrase at the end of a sentence is set off with commas only if it is not essential to the sentence and does not describe the word right in front of it.

Examples: My sister cleaned my room, making my entire day. (Not essential)

I pet the soft kitten purring quietly. (Describing the word in front of it)

My father is the man wearing the green shirt. (Essential information)

Participial Phrase Versus Gerund Phrase

Gerund phrases and present participial phrases are easy to confuse because they both begin with verbs ending in "ing." Remember that a gerund phrase will always *act as a noun* while a present participle phrase will *describe a noun, acting as an adjective*.

Examples:

Singing a happy tune is fun. (This is a gerund. "Singing a happy tune" is the subject of the verb.)

Singing a happy tune, I climbed the mountain. (This is a participial phrase. "I" is the subject. "Singing a happy tune" describes the subject's action.)

Prepositions and Prepositional Phrases

Prepositions link words in a sentence, usually by showing position in time or space such as ABOVE, BELOW, AFTER, and DURING. The most common prepositions are ON, OF, IN, AT, TO, BY, FOR, FROM, WITH.

Other Common Prepositions

about	above	according to	across	after	along
among	apart from	around	as	as well	at
because of	before	behind	below	beneath	beside
beyond	by	down	during	except	for
from	in	into	inside	instead of	like
minus	near	next to	of	off	on
onto	out	outside	over	past	plus
regarding	since	through	to	toward	under
underneath	until	unlike	up	upon	with
within	without				

The noun (or pronoun) that follows the preposition is called the object of the preposition.

Example: She walked over the bridge. (Over is the preposition; bridge is the object of the preposition.)

A prepositional phrase consists of the preposition, the object of the preposition (which can be a noun or pronoun), and any words that modify the object.

Examples: We walked over the old bridge.
I am running next to the river.
I am late because of the accident.

Set off introductory prepositional phrases that are four words or longer with a comma.

Use a comma to separate a prepositional phrase from the sentence when the phrase is at the beginning of the sentence AND is four words or more. (Some style books say 3+ words while others say 5+, but you get the idea—long introductory phrases should be set off from the sentence with a comma.)

Example: Beside the house she hid for hours. (Prepositional phrase is less than four words. No comma needed.)

Example: Underneath the big shade tree, I like to sit and read. (Prepositional phrase is five words; a comma is helpful.)

Quotation Punctuation

Quotation Punctuation Rules	
RULE	EXAMPLES
<p>#1: Commas and Colons</p> <ul style="list-style-type: none"> Separate quoted material from non-quoted material with a comma. If the quoted material is formally introduced or is longer than one sentence, you may introduce it with a colon rather than a comma, but you may also use a comma if you prefer. <p><i>Note:</i> The rule of when to use a comma and when to use a colon to introduce a quote varies between different style books and professionals.</p>	<p>Albert Einstein once said, "Science without religion is lame."</p> <p>Abraham Lincoln cautioned Americans to guard their freedoms vigilantly: "America will never be destroyed from the outside. If we falter and lose our freedoms, it will be because we destroyed ourselves."</p>
<p>#2: Capitalization</p> <ul style="list-style-type: none"> A quotation begins with a capital letter if a full sentence is being quoted. If quoted material is a sentence fragment or is introduced with the word "that," you do not need to capitalize it or include a comma before the quotation mark. If a quotation is interrupted mid-sentence, do not capitalize the second part of the quotation. 	<p>John asked, "Do you want to play baseball?"</p> <p>I know that He has "carried our sorrows."</p> <p>The Apostle Paul taught that "godly sorrow worketh repentance to salvation."</p> <p>"I did not win the race," David said, "but I tried."</p>
<p>#3: Ending Punctuation</p> <p>Ending punctuation goes inside the closing quotation marks with the following exceptions:</p> <ul style="list-style-type: none"> Place colons and semicolons outside closing quotation marks. Place question marks or exclamation points within quotation marks if the punctuation applies to the quotation but outside the quotation marks if the punctuation applies to the whole sentence. 	<p>Amy called, "Everyone come see my new dog."</p> <p>I said that practicing twice a week was "better than nothing"; my piano teacher did not agree.</p> <p>Do you agree with David's statement that "Everyone should speak at the meeting"?</p> <p>"I'm so excited!" exclaimed Heather.</p>
<p>#4: Quotes within Quotes</p> <p>Use single quotation marks for quotations within quotations.</p>	<p>Amy said, "I love the scripture 'He is the light and the life of the world.'"</p>

Run-On Sentences

In a run-on sentence, two independent clauses (complete sentences) are joined as one sentence without the appropriate conjunction and/or punctuation.

Example: It is getting late we should go to bed.

Four Ways to Fix Run-On Sentences

#1: Use a period between the independent clauses (sentences), and create two sentences.

It is getting late. We should go to bed.

#2: Use a semicolon between the independent clauses.

(The word following a semicolon is not capitalized.)

It is getting late; we should go to bed.

#3: Use a comma and an appropriate coordinating conjunction between the two clauses.

It is getting late, so we should go to bed.

#3: Sometimes (not always) you can use a subordinating conjunction to connect the two clauses, making one of the independent clauses into a dependent clause. Sometimes you have to change the order of the clauses.

Because it is getting late, we should go to bed.

Do you use a period or a semicolon?

When deciding to use a period or semicolon, it is a matter of how much pause you want between the two clauses.

Period—Complete Stop

Semicolon—Moderate Pause

Think of a semicolon as a “weak period.” Use a semicolon when you want to form a closer bond between two clauses.

Example: A banana tree is not a tree at all; it is the world’s largest herb.

However, it would also be correct to use a period in this example in place of a semicolon.

When Both Clauses are Short

You can omit the comma if both clauses are short: I pushed and he pulled. I jumped and the mouse ran away.

Semicolons

Semicolons (;)

1. **You may use a semicolon to connect two independent clauses (clauses that can stand on their own as sentences) that contain closely related ideas.**

Examples:

Correct (closely related ideas)

Kangaroos are herbivores; they eat a wide variety of plants.

Incorrect (not closely related ideas):

Kangaroos live in Australia; I saw a kangaroo at our local zoo.

2. **Do not use a semicolon when two independent clauses are connected by a coordinating conjunction (for, and, nor, but, or, yet, so) unless the clauses are lengthy or are already punctuated with commas.**

Examples:

Correct

Kangaroos are herbivores; they eat a wide variety of plants.

Incorrect

Kangaroos are herbivores; and they eat a wide variety of plants.

Correct (already punctuated with commas and lengthy)

Worn down by wear and tear from their plant-based diet, the molars of kangaroos fall out regularly; but their teeth are replaced with new ones.

3. **When connecting two independent clauses with a semicolon, do not capitalize the first letter of the second independent clause.**

Example:

Kangaroos are highly social; they often live in groups of 10 to 100 kangaroos.

4. **Use the semicolon to separate units of a series when one or more of the units contain commas.**

Example:

Our conference includes people from Provo, Utah; Boise, Idaho; and Wasilla, Alaska.

Do you use a period or a semicolon?

When deciding if you should use a period or semicolon, consider how much pause you want between clauses.

Period—Complete Stop

Semicolon—Moderate Pause

Think of a semicolon as a “weak period.” Use a semicolon when you want to form a closer bond between two clauses (as if they are one sentence with two parts).

Example: A banana tree is not a tree at all; it is the world’s largest herb.

However, it would also be correct to use a period in this example in place of a semicolon.

Sentence Structures

Simple

A simple sentence is made of one independent clause (a clause that can act as a sentence on its own).

Examples: Yesterday, Amy Watson won first place in the competition.

In front of the cheering crowd, she was presented with a blue ribbon.

Compound

A compound sentence is made of two or more independent clauses joined by a coordinating conjunction or semicolon.

Example: Amy Watson won first place in the competition, and she was presented with a blue ribbon.

Amy Watson won first place in the competition; she was presented with a blue ribbon.

Complex

A complex sentence is made of an independent clause and one or more dependent clauses (a clause that has a subject and a verb but cannot function on its own as a sentence because it indicates more to come).

Examples: I will tell you how she won first place in the competition.

When Amy won first place in the competition, she was presented with a blue ribbon.

Yesterday, Amy won first place in the competition, which we knew she would!

Tip: In a dependent clause, you could delete words such as “how,” “which” or “when,” and the clause would then be an independent clause.

Compound-Complex Sentences

A compound-complex sentence is made of at least two independent clauses and one or more dependent clauses.

Example: When Amy won first place in the competition, she won a blue ribbon, and the crowd cheered.

When Amy won first place in the competition ^{dependent clause}, she was presented with a blue ribbon ^{independent clause}, and the crowd cheered ^{independent clause}.

Tip: A clause is a group of words that contains both a subject and a verb. If a group of words does not contain both a subject and a verb, it is a phrase. In order to more clearly identify sentence structures, you can cross out phrases (such as prepositional phrases, participial phrases, and infinitive phrases) that do not help determine the sentence structure. (Examples: ~~On the old wooden bridge~~, we sat and talked ~~until dinner time~~. ~~Whistling a merry tune~~, Desmond worked all afternoon. ~~To my surprise~~, you remembered my favorite color.)

Capitol/Capital

Capitol

a building occupied by a legislature, or a group of buildings in which the functions of state government are carried out

Example: They will hold the meeting at the Georgia State Capitol.

Note: Use a capital “C” when referring to a specific capitol building.

Capital

Cities which serve as the seat of the government, or an upper case letter

Examples: Salt Lake City is the capital of Utah. | Use a capital letter to start a sentence.



SUPER SIMPLE TIP: Think “o” for capitol and the fact that most capitol buildings have a dome.

Can/May

Can

Physical or mental ability (to be able)

Examples: I can play the piano.
I can see you.

May

Possibility or permission

Examples: I may go to the library this morning. (*possibility*)
May I borrow that book? (*permission*)

Accept/Except

Accept

The word “accept” is a verb that means to take or receive what is offered.

- Examples:*
- I will accept the award.
 - I cannot accept money for helping you.
 - I accept your apology.

Except

The word “except” is not a verb; it is a preposition or subordinating conjunction. It means “but,” “leaving out,” or “excluding.”

- Examples:*
- I love all fruits except apples.
 - I would have been on time, except my car broke down.



SUPER SIMPLE TIP: The prefix “ex” means “out.” So if you are talking about leaving something out, use except.

Desert/Dessert

Desert

an arid region

Example: We saw a big cactus in the desert.

Dessert

a sweet, usually the last course of a meal

Example: We are having ice cream for dessert.



SUPER SIMPLE TIP: Everyone wants a double serving of dessert. Thus, think of dessert (the sweet) as having the double “ss” in it.

Loose/Lose

Loose: Adjective

The opposite of tight or contained

Example: My shoelace is loose.

Someone let the dog loose.

Lose: Verb

To suffer the loss of

Example: I will not lose the race.

I do not want to lose my keys.



SUPER SIMPLE TIP: Think of the single “o” in “lose” as a hole and how you could easily lose something in a hole. “Lose” means to suffer the loss of something.

There/Their/They're

There

Indicates a place or that something exists

Examples: Please put your coats over there. | I am not going in there.

There is only one correct answer.

Their

Possessive case of “they” meaning “belonging to”

Examples: Their yard seems to attract butterflies and birds. | Do not let their words worry you.

Independent clauses are sentences that can stand on their own.

They're

A contraction for “they are”

Example: They're going to arrive early.



SUPER SIMPLE TIP: “Their” has an “i” in it and has to do with possession. Think the following: “I” like to possess things, so “their” has to do with possession.

Its/It's

Its

Possessive case of “it” meaning “belonging to”

Examples: The team had achieved its goals.
 The cat is protective of its kittens.

It's

A contraction for “it is”

Examples: It's time to go to church.
 It's very early in the morning.

Than/Then

Than

Use the word “than” to indicate comparison.

Examples: I am older than you.
 The book was more interesting than I thought it would be.
 The clouds are darker than they were yesterday.

Then

Use the word “then” to indicate an element of time such as “next,” “afterward,” or “therefore.”

Examples: Will you be home after dinner? I'll call you then.
 Finish your dinner; then we can leave.
 Make the dough, and then put it in the oven.
 You won the competition? Then we should celebrate!



SUPER SIMPLE TIP: Both “than” and “comparison” have the letter “a” in them. When you think of “thAn,” think of “compArision.”

Who/Whom and Which/That

WHO is a relative pronoun that may be used as the subject or predicate nominative of a sentence. WHO is also used when persons acting or being are unknown. Who is never used to refer to things.

WHO made the cake? (It is unknown who made the cake.)

The President is who? (Who is the president?)

David is the one who lives here. (Who lives here? DAVID does.)

WHOM is a relative pronoun that may be used as the direct object or indirect object of a sentence.

I have friends whom I can call for help. (Whom can I call? THEM)

Ed and Joe are the ones to whom the report goes. (To whom does the report go? To THEM)



SUPER SIMPLE TIP: If you can replace the word with **HE, SHE, or THEY** use **WHO**. If you can replace it with **HIM, HER, or THEM**, use **WHOM**.

If it is unknown if you are referring to a single person or more than one person, use **WHO** (e.g., WHO made the cake?)

THAT and WHICH refer to things, never to people.

- **THAT** introduces an essential clause (a clause that can't be removed without deleting essential information).

Examples: **That** is the book I recommended.

This is the type of book **that** inspires me.

- **WHICH** introduces a nonessential clause (a clause that adds information but not essential information).

NOTE: Use a comma before introducing a nonessential clause that starts with **WHICH**.

Examples: My new kitten, which I really love, has soft white fur.

I washed the dishes for Mom, which made her happy.

I picked a bouquet of roses, which are my favorite type of flowers.



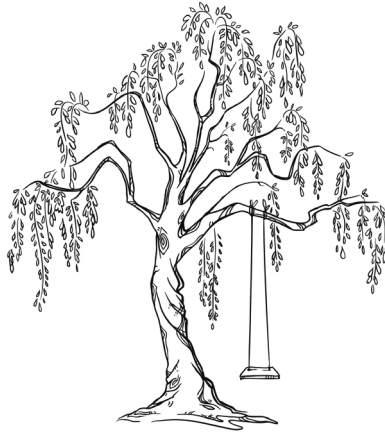
COURSE READINGS

Connecting with Nature

Essay Ideas and Research Notes

Note: For this assignment, you may modify or use, word-for-word, any information in this section that does not have quotes around it.

Information with quotes around it should be paraphrased and quoted, and then the source needs to be cited.



- As of 2008 more people lived in cities than in the countryside.
- Two hundred years ago, most people lived surrounded by fields, farms, and forests.
- “Recent research shows that children are spending half as much time outside as they did 20 years ago.” (*Connecting Today's Kids with Nature*, National Wildlife Federation, 2008)
- “Today, 8–18-year-olds devote an average of 7 hours and 38 minutes (7:38) to using entertainment media across a typical day (more than 53 hours a week).” (Kaiser Foundation, Jan 2010)

OPENING PARAGRAPH

- Samuel Johnson wisely stated, “Deviation from nature is deviation from happiness.”
- Helen Keller wrote, “To me a lush carpet of pine needles or spongy grass is more welcome than the most luxurious Persian rug.”
- Most of us have felt the innate pull to spend time in the beauty and peace of nature.
- Henry David Thoreau said, “An early morning walk is a blessing for the whole day.”
- Nature journaling, gardening, puddle jumping, looking at clouds, bird watching, skipping rocks—these things are more than just fun activities . . .
- A growing body of research is exploring the connect between nature and human well-being; the findings are fascinating.
- Is there a connection between nature and mental health?

SUPPORTING POINT #1: “NATURE HELPS IMPROVE MOOD AND MENTAL HEALTH”

- Many studies have shown that spending time outdoors can lessen the symptoms of Attention Deficit Disorder/ADHD. (*Connecting Today's Kids with Nature*, National Wildlife Federation, 2008)
- Simply viewing beautiful pictures of nature can have beneficial effects.
- Patients have been shown to recover more quickly simply by being exposed to images of nature.
- “Just viewing nature reduces physiological stress response, increases levels of interest and attention, and decreases feelings of fear and anger and aggression.” (*Connecting Today's Kids with Nature*, National Wildlife Federation, 2008)
- “City dwellers have a 20 percent higher risk of anxiety disorders and a 40 percent higher risk of

mood disorders as compared to people in rural areas. People born and raised in cities are twice as likely to develop schizophrenia.” (Stafford News, June 30, 2015)

- “Research conducted at the University of Kansas concludes that people show a 50 percent boost in creativity after living for a few days in nature.” (KU News Release, April 23, 2012)
- “Viewing nature can reduce physiological stress response, increase levels of interest and attention, and decrease feelings of fear, anger, and aggression.” (*Connecting Today's Kids with Nature*, National Wildlife Federation, 2008)
- Being outside is not enough; green space is needed. Studies show that walking down a busy city street or playing outside on cement is not nearly as beneficial to your well-being as being in places that have trees, grass, and plants.
- “Short-term exposure to natural areas through brief walks and even looking at images of nature has been found to have a positive effect on mood, reducing feelings of anger and anxiety.” (*Connecting Today's Kids with Nature*, National Wildlife Federation, 2008)
- “Time in nature was found to have a positive effect on mood and memory as well as dampening the effect on anxiety.” (Stafford News, June 30, 2015)
- “Nature deprivation, a lack of time in the natural world, largely due to hours spent in front of TV or computer screens, has been associated, unsurprisingly, with depression. (University of Minnesota, “How Does Nature Impact our Well-Being.”)

SUPPORTING POINT #2: “NATURE HELPS IMPROVE PHYSICAL HEALTH”

- Studies have shown that 30 minutes a day outside can result in a better night's sleep.
- “Scientists have shown that kids who play outdoors are generally more fit than those who spend the majority of their time inside. Kids who play outside in natural areas also showed a statistically significant improvement in motor fitness with

better coordination, balance, and agility.” (The Natural Learning Initiative, *Why Naturalize Outdoor Learning Environments*, January 2012)

- “Living in an area with little green space is tied to higher risk of disease, including depression and anxiety, attention deficit/hyperactivity disorder (ADHD), cancer, diabetes, and so much more.” (Traci Pedersen, PsychCentral)
- New research has found that being in nature actually boosts the immune system.
- Several studies show that patients in hospitals who can see a natural landscape get better faster.

SUPPORTING POINT #3: “NATURE IMPROVES ACADEMICS AND BEHAVIOR”

- “Kids in environmental education classes have higher scores in reading, writing, math, science, and social studies.” (*Connecting Today's Kids with Nature*, National Wildlife Federation, 2008)
- “Studies of children in schoolyards found that children engage in more creative forms of play in the green areas. They also played more cooperatively.” (The Natural Learning Initiative, *Why Naturalize Outdoor Learning Environments*, January 2012)
- “Studies in the US show that schools that use outdoor classrooms and other forms of nature-based experiential education support significant student gains in social studies, science, language arts, and math. Students in outdoor science programs improved their science testing scores by 27%.” (The Natural Learning Initiative, *Why Naturalize Outdoor Learning Environments*, January 2012)

The Quakers, Mennonites, and Amish of Pennsylvania

An Informative Essay by Jennifer D. Lerud

(Opening Paragraphs)

The German monk Martin Luther caused quite a commotion when he wrote *The Ninety-Five Theses* in 1517, which was a list of what he felt the Roman Catholic Church was doing wrong. It helped start a rift between the Roman Catholic Church and the people who became known as Protestants—those who protested against the Catholic Church.

The following period, known as the Reformation, saw the creation of new religious groups. One of these was the Quakers. Because those in power were intolerant of dissenting religious opinions, the Quakers went on a mass emigration to America, led by William Penn, whose father was owed a lot of money by King Charles II of England. The present-day lands of Pennsylvania and Delaware were given to William Penn to pay the king's debt. Because of this, William Penn became the largest private owner of land in America. It belonged to him, not to any crown, and he wanted to use it to help his people and others to live in peace and freedom.

(Paragraph A)

William Penn and his Quaker friends knew the horrors of religious persecution and wanted it to stop. He'd personally been imprisoned many times in the Tower of London because of his non-conformist religious beliefs. Many others had too. Even the few Quakers who had come to America to escape religious persecution earlier found themselves being persecuted by the Puritans in the New World, too. Since Penn and his fellow Quakers were pacifists (people who don't believe in war or fighting), having this huge area of land in America was a great blessing. It meant an opportunity for the freedom they sought.



On March 4, 1681, King Charles II signed the charter for Pennsylvania (named “Penn”—in honor of William’s father, and “Sylvania” which is Latin for “forests” or “woods”). William Penn then wrote: “It is a clear and just thing, and my God who has given it me through many difficulties, will, I believe, bless and make it the seed of a nation.”¹ And so it was.

(Paragraph B)

William Penn came to America hoping to make the land he owned a wonderful place to live. He set up a government and wrote a charter of liberties that

guaranteed a free and fair trial by jury, freedom of religion, freedom from unjust imprisonment, and free elections. He planned cities, promoted the real estate he owned as being a wonderful land of freedom for all, and became the first governor of Pennsylvania.

Some people living on the land that Penn now owned didn't want to be part of his "Holy Experiment." Being a man who wanted peace and fairness for all, Penn agreed to let them possess the land that is now called Delaware so they could live as they pleased.

Because William Penn wanted a peaceful, ethical society where the people gave power to the government, not vice versa, he chose to limit his own power as governor. England had two hundred crimes that called for the death penalty, but Penn made only two crimes punishable by death: murder and treason. He also didn't want violent uprisings against the government to occur, so he added a revolutionary concept to his framework of government: the use of amendments. He hoped this would make it easier for people to solve problems due to changing times and new ideas.

William Penn's government was a great success. After going back to England for 18 years, he returned to find Pennsylvania a thriving place to live. Even religious freedom was succeeding. The Quakers were a strong and good influence. They had grammar schools that Penn had insisted be open to all, regardless of religion, so even the working people were relatively well educated, and Philadelphia was a place that excelled in high literacy and became a center of science and medicine as well as peace.

Another religious group that sprang up during the Reformation was the Anabaptists. They didn't believe babies should be baptized, but that people should wait until they could understand and confess their beliefs before getting baptized. They also believed in nonresistance and basic Bible doctrines. For this, they were put to death by both the Catholics and the Protestants. The Amish

(named after Jacob Amman) and the Mennonites (named after Menno Simons) were the two main offshoots of this Anabaptist movement. They, along with a third Anabaptist group called the Brethren and many other persecuted religious minorities, were attracted to William Penn's advertisements of a land of religious freedom in Pennsylvania.

The Amish and Mennonites happily settled in Lancaster County, Pennsylvania, in the early 1700s. Over the years, they have kept strictly to their beliefs of nonresistance, humility, the divine authority of the Bible, and the philosophy of brotherhood, family and community. Since then, they've sought to keep themselves apart from the outside world, and to varying extents reject modernization and technological advances. It is not unusual to find them driving horses and buggies instead of cars; to see them wearing simple, homemade clothing typical of the 1700s; and to find them rejecting photography, electricity, and the use of telephones and televisions, etc. However, seeing the safety and advantages for their communities, some groups now allow the use of cars, electricity and telephones. On the other hand, the Old Order Mennonites and Amish groups remain strict about such things and live without them.

The blessings of William Penn's wonderful works so many years ago are still felt today by Quakers, Amish, and Mennonites in Pennsylvania who still enjoy freedom to practice their religion in the way they desire.

1. Hans Fantel, *William Penn: Apostle of Dissent*, William Morrow & Co., New York, 1974, p.149, ISBN 0-688-00310-9

Benjamin West

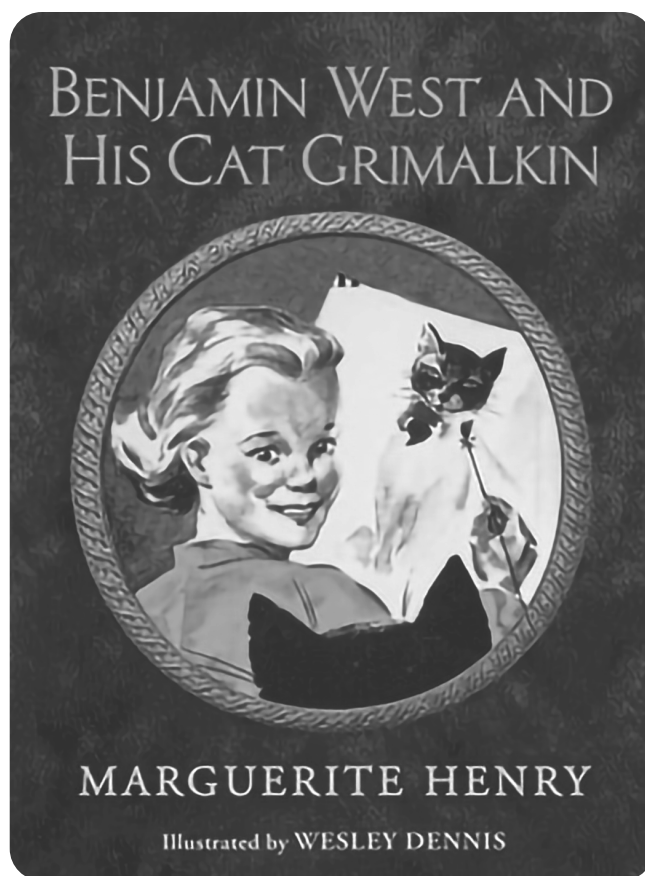
by Nathaniel Hawthorne

In the year 1738, there came into the world, in the town of Springfield, Pennsylvania, a Quaker infant, from whom his parents and neighbors looked for wonderful things. A famous preacher of the Society of Friends had prophesied about little Ben, and foretold that he would be one of the most remarkable characters that had appeared on earth since the days of William Penn. On this account, the eyes of many people were fixed upon the boy. Some of his ancestors had won great renown in the old wars of England and France; but it was probably expected that Ben would become a preacher, and would convert multitudes to the peaceful doctrines of the Quakers. Friend West and his wife were thought to be very fortunate in having such a son.

Little Ben lived to the ripe age of six years without doing any thing that was worthy to be told in history. But one summer afternoon, in his seventh year, his mother put a fan into his hand and bade him keep the flies away from the face of a little babe who lay fast asleep in the cradle. She then left the room.

The boy waved the fan to-and-fro, and drove away the buzzing flies whenever they had the impertinence to come near the baby's face. When they had all flown out of the window or into distant parts of the room, he bent over the cradle and delighted himself with gazing at the sleeping infant. It was, indeed, a very pretty sight. The little personage in the cradle slumbered peacefully, with its waxen hands under its chin, looking as full of blissful quiet as if angels were singing lullabies in its ear. Indeed, it must have been dreaming about Heaven; for while Ben stooped over the cradle, the little baby smiled.

"How beautiful she looks!" said Ben to himself. "What a pity it is that such a pretty smile should not last forever!"



Marguerite Henry wrote a wonderful fictionalized biography of Benjamin West. This book is part of the Reading Challenge for Level 7. If you have not already read this book, consider starting it now.

Now Ben, at this period of his life, had never heard of that wonderful art, by which a look, that appears and vanishes in a moment, may be made to last for hundreds of years. But, though nobody had told him of such an art, he may be said to have invented it for himself. On a table, near at hand, there were pens and paper and ink of two colors, black and red. The

boy seized a pen and sheet of paper, and kneeling down beside the cradle, began to draw a likeness of the infant. While he was busied in this manner, he heard his mother's step approaching and hastily tried to conceal the paper.

"Benjamin, my son, what hast thou been doing?" inquired his mother, observing marks of confusion in his face.

At first Ben was unwilling to tell, for he felt as if there might be something wrong in stealing the baby's face and putting it upon a sheet of paper. However, as his mother insisted, he finally put the sketch into her hand and then hung his head, expecting to be well scolded. But when the good lady saw what was on the paper in lines of red and black ink, she uttered a scream of surprise and joy.

"Bless me!" cried she. "It is a picture of little Sally!"

And then she threw her arms round our friend Benjamin and kissed him so tenderly that he never afterwards was afraid to show his performances to his mother.

As Ben grew older, he was observed to take vast delight in looking at the hues and forms of nature. For instance, he was greatly pleased with the blue violets of spring, the wild roses of summer, and the scarlet cardinal-flowers of early autumn. In the decline of the year, when the woods were variegated with all the colors of the rainbow, Ben seemed to desire nothing better than to gaze at them from morn until night. The purple and golden clouds of sunset were a joy to him. And he was continually endeavoring to draw the figures of trees, men, mountains, houses, cattle, geese, ducks, and turkeys with a piece of chalk, on barn-doors, or on the floor.

In these old times, the Mohawk Indians were still numerous in Pennsylvania. Every year a party of them used to pay a visit to Springfield, because the wigwams of their ancestors had formerly stood there. These wild men grew fond of little Ben and made him very happy by giving him some of the red and yellow paint with which they were accustomed to adorn their faces. His mother, too, presented him with a

piece of indigo. Thus he now had three colors—red, blue, and yellow—and could manufacture green by mixing the yellow with the blue. Our friend Ben was overjoyed, and doubtless showed his gratitude to the Indians by taking their likenesses in the strange dresses which they wore, with feathers, tomahawks, and bows and arrows.

But all this time, the young artist had no paintbrushes, nor were there any to be bought, unless he had sent to Philadelphia on purpose. However, he was a very ingenious boy and resolved to manufacture paintbrushes for himself. With this design, he laid hold upon—what do you think? why, upon a respectable old black cat, who was sleeping quietly by the fireside.

"Puss," said little Ben to the cat, "pray give me some of the fur from the tip of thy tail!"

Though he addressed the black cat so civilly, Ben was determined to have the fur, whether she were willing or not. Puss, who had no great zeal for the fine arts, would have resisted if she could; but the boy was armed with his mother's scissors and very dexterously clipped off fur enough to make a paintbrush. This was of so much use to him that he applied to Madam Puss again and again, until her warm coat of fur had become so thin and ragged, that she could hardly keep comfortable through the winter. Poor thing! She was forced to creep close into the chimney corner, and eyed Ben with a very rueful physiognomy. But Ben considered it more necessary that he should have paintbrushes than that Puss should be warm.

About this period, Friend West received a visit from Mr. Pennington, a merchant of Philadelphia, who was likewise a member of the Society of Friends. The visitor, on entering the parlor, was surprised to see it ornamented with drawings of Indian chiefs, and of birds with beautiful plumage, and of the wild flowers of the forest. Nothing of the kind was ever seen before in the habitation of a Quaker farmer.

"Why, Friend West," exclaimed the Philadelphia merchant, "what has possessed thee to cover thy walls with all these pictures? Where on earth didst thou get them?"

Then Friend West explained that all these pictures were painted by little Ben, with no better materials than red and yellow ochre and a piece of indigo, and with brushes made of the black cat's fur.

"Verily," said Mr. Pennington, "the boy hath a wonderful faculty. Some of our friends might look upon these matters as vanity; but little Benjamin appears to have been born a painter, and Providence is wiser than we are."

The good merchant patted Benjamin on the head and evidently considered him a wonderful boy. When his parents saw how much their son's performances were admired, they no doubt remembered the prophecy of the old Quaker preacher respecting Ben's future eminence. Yet they could not understand how he was ever to become a very great and useful man merely by making pictures.

One evening, shortly after Mr. Pennington's return to Philadelphia, a package arrived at Springfield, directed to our little friend Ben.

"What can it possibly be?" thought Ben, when it was put into his hands. "Who can have sent me such a great square package as this!"

On taking off the thick brown paper which enveloped it, behold! there was a paint box with a great many cakes of paint and brushes of various sizes. It was the gift of good Mr. Pennington. There were likewise several squares of canvas, such as artists use for painting pictures upon, and in addition to all these treasures, some beautiful engravings of landscapes. These were the first pictures that Ben had ever seen, except those of his own drawing.

What a joyful evening was this for the little artist! At bedtime, he put the paint box under his pillow and got hardly a wink of sleep, for all night long, his fancy was painting pictures in the darkness. In the morning, he hurried to the garret and was seen no more until the dinner hour; nor did he give himself time to eat more than a mouthful or two of food before he hurried back to the garret again. The next day, and the next, he was just as busy as ever; until at last his mother thought it time to ascertain what he was

about. She accordingly followed him to the garret.

On opening the door, the first object that presented itself to her eyes was our friend Benjamin, giving the last touches to a beautiful picture. He had copied portions of two of the engravings, and made one picture out of both with such admirable skill that it was far more beautiful than the originals. The grass, the trees, the water, the sky, and the houses were all painted in their proper colors. There, too, was the sunshine and the shadow, looking as natural as life.

"My dear child, thou hast done wonders!" cried his mother.

The good lady was in an ecstasy of delight. And well might she be proud of her boy; for there were touches in this picture, which old artists who had spent a lifetime in the business need not have been ashamed of. Many a year afterwards, this wonderful production was exhibited at the Royal Academy in London.

When Benjamin was quite a large lad, he was sent to school at Philadelphia. Not long after his arrival, he had a slight attack of fever, which confined him to his bed. The light, which would otherwise have disturbed him, was excluded from his chamber by means of closed wooden shutters. At first it appeared so totally dark that Ben could not distinguish any object in the room. By degrees, however, his eyes became accustomed to the scanty light.

He was lying on his back, looking up towards the ceiling, when suddenly he beheld the dim apparition of a white cow moving slowly over his head! Ben started and rubbed his eyes in the greatest amazement.

"What can this mean?" thought he.

The white cow disappeared; and next came several pigs, who trotted along the ceiling, and vanished into the darkness of the chamber. So lifelike did these gruntings look, that Ben almost seemed to hear them squeak.

"Well, this is very strange!" said Ben to himself.

When the people of the house came to see him,

Benjamin told them of the marvelous circumstance which had occurred. But they would not believe him.

“Benjamin, thou art surely out of thy senses!” cried they. “How is it possible that a white cow and a litter of pigs should be visible on the ceiling of a dark chamber?”

Ben, however, had great confidence in his own eyesight, and was determined to search the mystery to the bottom. For this purpose, when he was again left alone, he got out of bed and examined the window shutters. He soon perceived a small chink in one of them through which a ray of light found its passage and rested upon the ceiling. Now the science of optics will inform us that the pictures of the white cow and the pigs, and of other objects out of doors, came into the dark chamber through this narrow chink and were painted over Benjamin’s head. It is greatly to his credit that he discovered the scientific principle of this phenomenon, and by means of it, constructed a Camera Obscura, or Magic Lantern, out of a hollow box. This was of great advantage to him in drawing landscapes.

Well, time went on, and Benjamin continued to draw and paint pictures, until he had now reached the age when it was proper that he should choose a business for life. His father and mother were in considerable perplexity about him. According to the ideas of the Quakers, it is not right for people to spend their lives in occupations that are of no real and sensible advantage to the world. Now, what advantage could the world expect from Benjamin’s pictures? This was a difficult question, and in order to set their minds at rest, his parents determined to consult the preachers and wise men of their society. Accordingly, they all assembled in the meetinghouse and discussed the matter from beginning to end.

Finally, they came to a very wise decision. It seemed so evident that Providence had created Benjamin to be a painter and had given him abilities, which would be thrown away in any other business, that the Quakers resolved not to oppose his inclination. They even acknowledged that the sight of a beautiful picture might convey instruction to the mind and

might benefit the heart as much as a good book or a wise discourse. They therefore committed the youth to the direction of God, being well assured that he best knew what was his proper sphere of usefulness. The old men laid their hands upon Benjamin’s head and gave him their blessing, and the women kissed him affectionately. All consented that he should go forth into the world and learn to be a painter by studying the best pictures of ancient and modern times.

So our friend Benjamin left the dwelling of his parents, and his native woods and streams, and the good Quakers of Springfield, and the Indians who had given him his first colors—he left all the places and persons whom he had hitherto known—and returned to them no more. He went first to Philadelphia and afterwards to Europe. Here he was noticed by many great people, but retained all the sobriety and simplicity which he had learned among the Quakers. It is related of him that, when he was presented at the court of the Prince of Parma, he kept his hat upon his head, even while kissing the Prince’s hand.

When he was twenty-five years old, he went to London and established himself there as an artist. In due course of time, he acquired great fame by his pictures and was made chief painter to King George the Third, and President of the Royal Academy of Arts. When the Quakers of Pennsylvania heard of his success, they felt that the prophecy of the old preacher, as to little Ben’s future eminence, was now accomplished. It is true, they shook their heads at his pictures of battle and bloodshed, such as the Death of Wolfe, thinking that these terrible scenes should not be held up to the admiration of the world.

But they approved of the great paintings in which he represented the miracles and sufferings of the Redeemer of Mankind. King George employed him to adorn a large and beautiful chapel at Windsor Castle with pictures of these sacred subjects. He likewise painted a magnificent picture of Christ Healing the Sick, which he gave to the Hospital at Philadelphia. It was exhibited to the public and produced so much profit that the Hospital was enlarged, so as to accommodate thirty more patients. If Benjamin West

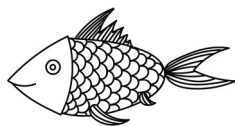
had done no other good deed than this, it would have been enough to entitle him to an honorable remembrance forever. At this very day, there are thirty poor people in the Hospital who owe all their comforts to that same picture.

We shall mention only a single incident more. The picture of Christ Healing the Sick was exhibited at the Royal Academy in London, where it covered a vast space and displayed a multitude of figures as large as life. On the wall, close beside this admirable picture, hung a small and faded landscape. It was the same that little Ben had painted in his father's garret after receiving the paint box and engravings from good Mr. Pennington.

He lived many years in peace and honor, and died in 1820, at the age of eighty-two. The story of his life is almost as wonderful as a fairy tale, for there are few stranger transformations than that of a little unknown Quaker boy in the wilds of America, into the most distinguished English painter of his day. Let us each make the best use of our natural abilities, as Benjamin West did; and with the blessing of Providence, we shall arrive at some good end. As for fame, it is but little matter whether we acquire it or not.

Abe's Fish

by Alice E. Ellen



Little Abe awoke bright and early that morning. The sun was just coming through a big chink in the logs over his head. The sun liked to look into the cabin. For although it was a poor little room, with a bed built into one corner, a rude table, and a chair or two, it was full of two things: love and work. And, Sunshine, love and work do get on so well together.

Almost in a twinkling of that bright sun ray, little Abe was out of bed. In just a few more, he was dressed. He didn't have as many clothes to bother with, perhaps, as you do. Father was already outside. Mother and Sarah were getting breakfast.

Barefooted, Abe ran down to the stream and washed his face and hands in the cold, clear water. He took a long drink from the spring. Then he and father went into the cabin together.

Breakfast was on the table—milk and cornbread.

Abe was so hungry, he had two bowls full. So did Sarah. Father was hungry, too. Mother didn't eat much. She never did, and ate less and less since the baby had come, and she stayed just long enough for everyone to love him, and then went away again.

Father seemed much pleased about something this morning. At last he said: "Nancy," — Nancy was Abe's mother — "Nancy, there's going to be a school opened here by a man named Riney. What do you say to Abe's going?"

Mother smiled at Abe. "He shall go every day," she said.

"Can you spare me, Father?" said Abe eagerly.

"I never had half a chance to learn anything," said Father. "But you are going to, my son. You shall know how to read and write, and cipher clear through the Arithmetic."

Abe's eyes fairly twinkled. He wanted to read books and write and cipher as much as Father wanted him to.

Already he had to ask all sorts of questions: why this was this way, and that was that way. There were so many things a little boy just had to know. Father could answer some of them, and Mother, too. Mother knew more about most things than Father did; Abe had found that out. And he "had a good head on his shoulders." Someone had told Father that, and Abe had heard it.

After breakfast Abe took his axe, and helped — or thought he helped — Father clear off a small piece of land not far from the cabin.

"Did you ever go to school, Father?" he asked. Abe's father shook his head. Then, between the sharp cuts of his axe in the tree trunk, he told Abe all over again the story of how when he was a boy, his father, Abraham Lincoln, had been shot and killed by an Indian. There had been five children left to get along as best they could. There hadn't been time for anything but work in their lives.

By and by a man came and talked with Father. Sarah came out of doors, and she and Abe sat down on one of the fallen tree trunks.

“Just think, Sarah,” cried Abe, “I’m going to school! There’ll be books and other boys and games.”

Sarah nodded. “Mother’s glad,” she said, “and so am I, Abe. You can tell me about everything. And there’s going to be a preacher Sunday, too. He’s going to preach over there on the hill. Mother says we must all go.”

It was a great treat to Sarah and Abe to hear a sermon. There weren’t many where they lived in those days. Sarah went back into the house to help get dinner. After that she and mother were going to make tallow dips. Sarah liked that better than she did sewing and spinning and weaving.

That afternoon Abe went fishing. He didn’t care much for fishing or hunting, but once when he was still a small boy looking through a chink in the logs of the cabin, he saw a flock of wild turkeys just outside. Half afraid of the big things, he had taken down Father’s rifle and fired through the chink. When he opened his eyes to look, he saw that he had killed a big bird.

But it was good to go fishing or do anything else out of doors on such a day as this, so Abe trudged along with his rod and string and hook and bait. The little stream dimpled and sang on its way to the Ohio River. Abe wished he could go all the way with it and see for himself the great blue river.

Shiny Mountain laughed at the sun. And Blue Ball looked for all the world as if it had pulled down a piece of the sky to wear. Abe had to climb to the top — it didn’t take long, for Blue Ball was only a knoll — to get a glimpse of that same Ohio River, far away. Then he went on to his fishing.

But when he came home late that afternoon, Mother cried, “Why Abe, where are your fish? Didn’t you catch any?”

“Oh yes, Mother!” said Abe, “but I met a soldier. He looked hungry, so I gave him the fish. “There had been a war not so long ago that Mother remembered. She had told Abe about the hardships of a soldier’s life. “You said we must always be good to soldiers, Mother,” little Abe said.

After supper, Mother and Sarah and Abe sat down in the opening of the cabin. The little folks were much excited. For at supper Father had talked, as he often did, of how he was going to sell the little log cabin there in the Kentucky woods and go away to Indiana to live. It would mean a long, hard journey through the wilderness, but people in those days were used to such things.

“Mother took a long journey through the woods once, when she was little,” said Sarah.

Of course, Mother had to tell them all over again about her home in Virginia, and how she had come with the rest of her family to live in Kentucky.

“Virginia was where George Washington was born, wasn’t it, Mother?” asked little Abe eagerly, at the end of Mother’s story.

“Yes, my son,” said Mother. She looked proud and pleased to think Abe had remembered what she had told him about Washington. “He was the greatest man, the best soldier, and the finest gentleman this country has ever known. And he was born at Mount Vernon in Virginia.”

“Tell us about him,” cried little Abe.

Mother laid her hand on Abe’s dark head. “You can’t be as great as he was, Abraham, but I hope you will be as good!”

Then Mother told the wonderful story of George Washington and what he did for the thirteen little colonies on the Atlantic coast, making them, in 1776, the United States of America.

Abe Lincoln listened to every word. When he went to bed, he dreamed of the great things Washington had done. But he did not dream for one little minute, either waking or sleeping, of the great things he himself — Abraham Lincoln, the poor little backwoods boy of Kentucky — was going to do for his country.

Research for Fictionalized Biographical Story of Abraham Lincoln

PART 1

From *The Story of Young Abraham Lincoln* by Wayne Whipple

The little Lincoln boy learned to help his father and mother as soon as he could, picking berries, dropping seeds and carrying water for the men to drink. The farm at Knob Creek seems to have been a little more fertile than the other two places on which his father had chosen to live.

Once while living in the White House, President Lincoln was asked if he could remember his “old Kentucky home.” He replied with considerable feeling:

“I remember that old home very well. Our farm was composed of three fields. It lay in the valley, surrounded by high hills and deep gorges. Sometimes, when there came a big rain in the hills, the water would come down through the gorges and spread all over the farm. The last thing I remember of doing there was one Saturday afternoon; the other boys planted the corn in what we called the big field—it contained seven acres—and I dropped the pumpkin seed. I dropped two seeds in every other row and every other hill. The next Sunday morning there came a big rain in the hills—it did not rain a drop in the valley, but the water, coming through the gorges, washed the ground, corn, pumpkin seeds and all, clear off the field!”

Although this was the last thing Lincoln could remember doing on that farm, it is not at all likely that it was the last thing he did there, for Thomas Lincoln was not the man to plant corn in a field he was about to leave. (The Lincolns moved away in the fall.)

Another baby boy was born at Knob Creek farm; a puny, pathetic little stranger. When this baby was about three years old, the father had to use his skill as a cabinet maker in making a tiny coffin, and the Lincoln family wept over a lonely little grave in the wilderness.

About this time Abe began to learn lessons in practical patriotism. Once when Mr. Lincoln was asked what he could remember of the War of 1812, he replied: “Nothing but this: I had been fishing one day and caught a little fish which I was taking home. I met a soldier on the road, and, having been told at home that we must be good to the soldiers, I gave him my fish.

Abe had given the soldier the fish because his mother had taught him that the life of a soldier is hard and that you should always treat soldiers well and be grateful to them.

Although Nancy Lincoln insisted on sending the children to school, when there was any, she had a large share in Abe's early education, just as she had taught his father to write his own name. She told them Bible stories and such others as she had picked up in her barren, backwoods life. She and her husband were too religious to believe in telling

their children fairy tales. Nancy's voice was low, with soft, southern tones and accents.

Abe was only six, but he was a thoughtful boy. He tried to think of some way to show his gratitude to his mother for giving them so much pleasure. While out gathering sticks and cutting wood for the big fireplace, a happy thought came to him—he would cut off some spicewood branches that smelled really good, hack them up on a log, and secrete them behind the cabin. Then, when the mother was ready to read again, and Sarah and the father were sitting and lying before the fire, he brought in the hidden branches and threw them on, a few twigs at a time, to the surprise of the others. It worked like a charm; the spicewood boughs not only added to the brightness of the scene but filled the whole house with the “sweet smelling savor” of a little boy's love and gratitude. While the father and sister were delighted with the crackle, sparkle and pleasant aroma of the bits of spicewood, as Abe tossed them upon the fire, no one could appreciate the thoughtful act of the boy so much as his mother.

PART 2

“He was the shyest, most reticent, most uncouth and awkward-appearing, homeliest and worst-dressed of any in the crowd. So superlatively wretched a butt could not hope to look on long unmolested. He was attacked one day as he stood near a tree by a larger boy with others at his back. But the crowd was greatly astonished when little Lincoln soundly thrashed the first, the second, and third boy in succession; and then, placing his back against the tree, he defied the whole crowd, and told them they were a lot of cowards.”

Evidently Father Tom, who enjoyed quite a reputation as a wrestler, had give the small boy a few lessons in “the manly art of self-defense.”

Meanwhile the little brother and sister were learning still better things at their mother's knee, alternately hearing and reading stories from the Bible, *The Pilgrim's Progress*, *Æsop's Fables*, *Robinson Crusoe*, and other books, common now, but rare enough in the backwoods in those days.

The country (where Abraham Lincoln lived) was very rough, especially in the low lands, so thick with brush that a man could scarcely get through on foot. These places were called Roughts. The country abounded in game, such as bears, deer, turkeys, and the smaller game.

Abraham Lincoln's mother was gentle and refined, and would have adorned any station in life. She was beautiful in youth, with dark hair, regular features, and soft sparkling hazel eyes. She was unusually intelligent, and read all the books she could obtain. Says Mr. Arnold: “She was a woman of deep religious feeling, of the most exemplary character, and most tenderly and affectionately devoted to her family. Her home indicated a love of beauty exceptional in the wild settlement in which she lived, and judging from her early death it is probable that she was of a physique less hardy than that of those among whom she lived. Hers was a strong, self-reliant spirit, which commanded the love and respect of the rugged people among whom she dwelt.”

The tender and reverent spirit of Abraham Lincoln, and the pensive melancholy of his disposition, he no doubt inherited from his mother. Amid the toil and struggle of her busy life she found time not only to teach him to read and write but to impress upon him ineffaceably that love of truth and justice, that perfect integrity and reverence for God, for which he was noted all his life. Lincoln always looked upon his mother with unspeakable affection, and never ceased to cherish the memory of her life and teaching.

Abraham Lincoln's uncle said of Abraham: "The boy had only about one quarter of schooling, hardly that. I then set in to help him. I didn't know much, but I did the best I could. Sometimes he would write with a piece of charcoal or the point of a burnt stick on the fence or floor. We got a little paper at the country town, and I made some ink out of blackberry roots. I made Abe's first pen out of a turkey buzzard feather. We had no geese them days. After he learned to write his name he was scrawling it everywhere. Sometimes he would write it in the white sand down by the creek bank and leave it there till the waves would blot it out . . . Abe was never sassy or quarrelsome."

PART 3

His home was a cabin of hewed logs, and was eighteen feet square. It was high enough to have a loft, where Abe slept, and to which he ascended each night by means of pegs driven in the wall. The rude furniture was in keeping with the surroundings. Three-legged stools answered for chairs. The bedstead, made of poles fastened in the cracks of the logs on one side, and supported by a crotched stick driven in the ground floor on the other, was covered with skins, leaves, and old clothes. A table of the same finish as the stools, a few pewter dishes, a Dutch oven, and a skillet completed the household outfit. In this uninviting frontier structure the future President was destined to pass the greater part of his boyhood. Withal his spirits were light, and it cannot be denied that he must have enjoyed unrestrained pleasure in his surroundings. It is related that one day the only thing that graced the dinner-table was a dish of roasted potatoes. The elder Lincoln, true to the custom of the day, returned thanks for the blessing. The boy, realizing the scant proportions of the meal, looked up into his father's face and irreverently observed,

"Dad, I call these"—meaning the potatoes—"mighty poor blessings."

The Lincolns were very, very poor. They lived in a small log cabin on the banks of a winding creek.

His mother had three books, a Bible, a catechism, and a spelling book. He had never had any boy playmate and was greatly excited when an aunt and uncle of his mother's, Mr. and Mrs. Sparrow, with a nephew, named Dennis Hanks, arrived at the creek and lived in a half-faced camp near by. Dennis and Abraham became fast friends.

The Lincolns grew corn and wheat. They also had a garden in which they likely grew cabbage and turnips. Apples, peaches, and apricots were also grown locally, so they might have had those fruits at times.

There were a lot of gooseberry bushes in the area. Swarms of wild ducks were likely in the ponds. V-shaped flocks of geese were likely in the skies. He lived in the wilderness. There were not any close neighbors. They lived amidst forests of thick trees on the banks of a very clear stream or creek. The bushes were very thick as well.

Abraham Lincoln's father was average height and stout and was known to be a little lazy. His hair was black and his eyes were grey. He was a carpenter and a farmer.

Travelling was on horseback or on foot.

Breakfast was bread and milk. Dinner (now called lunch) consisted of pudding, followed by bread, meat, roots, pickles, vinegar, salt and cheese. Supper (now called dinner) was the same as breakfast.

As a young boy, Abraham Lincoln was tall and skinny and not very handsome. However, he was known for having a bright smile and being kind.

Young Abraham helped to plant seeds, weed, haul water, and gather nuts and berries. His clothes were worn out, and his pants were usually too short. He had dark hair and grey eyes. Sometimes they looked greenish when the light hit them. He had an older sister named Sarah.

Abe liked to fish in the stream by his house. Abraham's mother's work in the home was cleaning, mending, and cooking.

Johanna Spyri

by Mary Beyer

Crystal clear waters lapped against the shores of Lake Zurich and reflected the distant majesty of the snow-capped Swiss Alps. Surrounding foothills were abuzz with life as patches of wildflowers, scattered among the verdant greenery, beckoned the birds, bees, and butterflies to come and drink of their sweet nectar. A young family of five, nestled in the small village of Hirzel, Switzerland, welcomed a new child into the world on that sunny June day in 1827. The father, a country doctor, and the mother, a writer of religious poetry and hymns, chose to raise their family in the midst of one of the most stunning landscapes in the world, but they never could have imagined that over fifty million people would some day read about the breathtaking Swiss scenery in a novel written by their new baby girl.

The fourth child of six children born to Johann and Meta Heusser, Johanna was named after her father. Sheltered not only by towering mountain peaks, but also by the love and care of her family, Johanna blossomed in the beauty of her surroundings, developing a deep affection for her homeland and an appreciation for the healing power of nature. Frolicking among the hills with her siblings as playmates, Johanna's love for her family and faith in the goodness of God grew as strong and mighty as the mountains around her.

In contrast, just beyond the confines of her small, safe community, currents of change were casting foreboding shadows on the unsteady and uncertain future of Johanna's beloved country. Surely, her parents felt some apprehension about sending her away at the age of sixteen to a boarding school in west Switzerland, but they also must have taken comfort in knowing that they had taught their daughter virtuous principles that would guide her life in spite of the opposition she would



Johanna Spyri's book *Heidi* has been made into over 20 films or television shows. This book is part of the Reading Challenge for Level 7. If you have not already read this book, consider starting it now!

undoubtedly experience.

Johanna was safe throughout her schooling but returned home soon after graduating. Civil war had erupted in Switzerland, and Johanna's parents understandably wanted their daughter near. She spent her days helping her mother around the home, teaching her two younger siblings, and reading as often as she could.

And then, when Johanna was 25 years old, along came a young man by the name of Johann Bernhard Spyri. A lawyer and a journalist, Spyri swept Johanna off to Zurich and away from her kin and countryside home. The newlyweds joyously welcomed a son into their home four years later and named him Bernhard, after his father. Johanna struggled with depression throughout her pregnancy and for years afterward. Courageously, she fought this internal battle alone, as her husband was seldom home with his work obligations. Shortly after young Bernhard entered his teen years, Johanna's husband was elected town clerk, a prestigious position and one he had aspired for, but which required even more of his time.

About this same time, an inspired friend encouraged Johanna to write. "A Note on Vrony's Grave," Johanna's first publication, told the heartbreaking tale of a woman who fell victim to her alcoholic husband's violent abuse. Perhaps the darkness Vrony experienced, her desperate prayers for strength to endure, and her sincere desire to trust God as she accepted her fate were parallels of Johanna's own trials, her reliance on faith, and finally her submission to His will.

In spite of its somber tone, Johanna's story was well received. But more importantly, Johanna felt motivated to keep writing; and in her writing, she found solace and finally transcended the depression from which, for so many years, she had been unable to escape.

As Johanna's spirits lifted, she shifted her focus to writing for children, but her charming tales resonated with both young and old alike. No one, however, could have expected the far-reaching impact her stories would have when she introduced the world to *Heidi*. Originally written in German, this classic has now been translated into over 50 languages and sold over 50 million copies.

In spite of her success, Johanna's turn with trials was not yet over. Tragically, just four years after publishing *Heidi*, both her son and husband passed away within months of each other. Left alone, Johanna refused to succumb to her sadness; instead she



"Portrait of Johanna Spyri" by Anna Susanna Fries (1827-1901), date unknown

found strength in her faith and pressed on. Johanna remained dedicated to her writing, but she also found time to travel, raise a niece, and become involved in charity work. Johanna's memory is still honored today not only in her beloved homeland, but also in the hearts of her readers around the world.

The Importance of Good Friendships

Essay Ideas and Research Notes

- “The better part of one’s life consists of his friendships.” (Abraham Lincoln, *Letter to Joseph Gillespie*, 13 July 1849)
- “Keep away from those who try to belittle your ambitions. Small people always do that, but the really great make you believe that you too can become great.” (Mark Twain as quoted by Gay Zenola MacLaren, *Morally We Roll Along*, pg 66)
- “A real friend is one who will tell you of your faults and follies in prosperity, and assist you with his hand and heart in adversity.” (Horace Smith, *The Value of Friendship*, edited by Frederic Lawrence Knowles, pg 18)
- “Perhaps more than any other single factor, the quality of our human ties determines the quality of our lives. So a high priority should be the building of relationships with our family and friends.” (No specific author, *Moment’s Pause*, pg 142)
- “The making of friends who are real friends, is the best token we have of a man’s success in life.” Edward Everett Hale, *The National Cyclopaedia of American Biography*, pg 739)
- “If we neglect friendships, we run the risk of becoming ingrown and shriveled or lonely and embittered.” (Joan B. MacDonald, *Holiness of Everyday Life*, pg 79)
- “There is nothing so important as the choice of friendship; for it both reflects character and affects it. A man is known by the company he keeps. (Hugh Black, *The Culture of Friendship*)
- “It is a friendly heart that has plenty of friends.” (William Makepeace Thackeray, *Miscellanies: Sketches and Travels in London—On Love, Marriage, Men, and Women*, pt. iii)
- “Relationships are more important to us than most of us realize. When adults are asked to identify times when they are happy, most indicate that what make them most happy—or most sad—are personal relationships with others. Those relationships are usually more important than personal health, more important than employment, more important than money and material things. (No specific author, *Moment’s Pause*, pg 142)
- “True happiness consists not in the multitude of friends, but in the worth and choice.” (Ben Jonson, *Cynthia’s Revels*, Act III Scene 2)
- “You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you.” (Dale Carnegie, *How to Win Friends and Influence People*)
- “In this troubled world, we could all use someone with whom we can talk freely; we could all use more acceptance and openness; we could all use more understanding; we could all use more tolerance. We often find it is our friends who lift us out of our troubles, helping us reach heights we could never attain on our own.” (Joan B. MacDonald, *Holiness of Everyday Life*, pg 79)
- “A friend may well be reckoned the masterpiece of nature.” (Ralph Waldo Emerson, “Friendship”)
- “We take care of our health, we lay up money, we make our roof tight and our clothing sufficient, but who provides wisely that he shall not be wanting in the best property of all—friends.” (Ralph Waldo Emerson, “Friendship”)
- “The only way to have a friend is to be one.” (Ralph Waldo Emerson, “Friendship”)

- “A friend is a person with whom I may be sincere. Before him, I may think aloud.” (Ralph Waldo Emerson, “Friendship”)
- “Ah, how good it feels! the hand of an old friend.” (Henry Wadsworth Longfellow, *The poetical works of Henry Wadsworth Longfellow*, pg 638)
- “The first rule of friendship should be to assign a top priority to our relationships with others. If we are to love our neighbors and develop meaningful human relationships, we have to take an interest in them. If we are to be a friend, we have to care about people, about what they think and feel, and about their trials and successes. Friendship is a kind of circle.” (No specific author, *Moment's Pause*, pg 146)
- “Friendship is not always convenient. It always requires the giving of oneself.” (No specific author, *Moment's Pause*, pg 146)
- “We should behave to our friends as we would wish our friends to behave to us.” (Aristotle, *Bartlett's Familiar Quotations*, 15th ed., pg 87)
- When we run short on friendship, it might be because we are not willing to devote our energies to it. We simply assume it will happen. But it doesn't. We must take an interest in other people, and that requires time, effort, and concern. (No specific author, *Moment's Pause*, pg 143)
- “I can never think of promoting my convenience at the expense of a friend's interest and inclination.” (George Washington, *Maxims of Washington*, pg 310)
- “Some men have a genius for friendship. That is because they are open and responsive, and unselfish. They truly make the most of life; for apart from their special joys, even intellect is sharpened by the development of the affections. No material success in life is comparable to success in friendship.” (Hugh Black, *Friendship*, pg 42)
- “If a man does not make new acquaintances as he advances through life, he will soon find himself left alone. A man, Sir, should keep his friendship in constant repair.” (Samuel Johnson, *Life of Samuel Johnson*)
- “I think no finer compliment can be paid to parents than to have children say that their parents are among their best friends.” (Marlin K. Jensen, “Friendship,” *Ensign*, May 1999)
- “If I had known nobody but my father, I'd be grateful to have lived.” (Lowell L. Bennion, *Best of Lowell L. Bennion*, pg 25)
- “There seems to be a misunderstanding on the part of some men today as to what it means to be a friend. Acts of a friend should result in self-improvement, better attitudes, self-reliance, comfort, consolation, self-respect, and better welfare. Certainly the word friend is misused if it is identified with a person who contributes to our delinquency, misery, and heartaches.” (Marvin J. Ashton, “What is a Friend,” *Ensign*, Nov 1972, pg 32)

The Life of Edgar Albert Guest: The People's Poet

by Mary Beyer and Jenny Phillips

A century ago, millions of Americans sat down at the breakfast table, opened their newspapers, and eagerly anticipated the uplifting and inspiring words they would read in Eddie Guest's column.

His humility was endearing, his humor was entertaining, his sentimentality was thought-provoking, and his message of service and brotherly love was appealing to those who sought for a better world. During his time, it was said that "Eddie Guest is probably closer to the hearts of the great mass of American people than any other living poet." (*American Magazine*, Volume 93, 1922)

In the history of the city of Detroit, it was stated that "no state is prouder of her poet son than Michigan is of Edgar Albert Guest." But it was not just Michigan who loved him, Americans embraced him because their lives—their hopes and dreams, their struggles and sorrows, their victories and rejoicings—were reflected in his work.

Although many would look at his success and accomplishments as those of a self-made man, Guest would tell you there is no such thing. "No one achieves anything by his own efforts alone; all along the way are countless others who contribute to his progress, who help him to reach his goal." At a time when the self-made man was an American symbol of ambition, hard work, and greatness, Guest knew that truly great men were made so because they lived worthy of the generosity and friendship of others.

His life began in Birmingham, England on August 20th, 1881. His parents, Edwin and Julia Wayne Guest, uprooted the family and began a new life in Detroit, Michigan when Eddie was only ten years old.

A year later, his father lost his job, so young Eddie began working after school at Doty Brothers' drugstore to help support the family. He secured



the job by assuring the owner he could shine the soda-water glasses "to such a polished state of brilliance that the customers would have to wear yellow goggles, thus making one department of the business feed another department." (R. Marshall) His enthusiasm for hard work caught the attention of Dave Robbins, another drugstore owner, who snatched Eddie away and offered him a higher wage to work for him down the street.

A customer of Robbins' drugstore was also a bookkeeper of the *Detroit Free Press*; to him Eddie confessed his desire to be a reporter. And so, when a position opened up, the man offered Eddie a job. Thirteen-year-old Eddie jumped at the chance to

earn \$1.50 a week. His duties as an office boy kept him busy every day after school, all day on Saturdays, and full time during the summer. The *Free Press* was where he got his start, but it was also where he chose to stay for nearly sixty-five years!

When Eddie was sixteen, the editorial chair of the paper returned from a stay in Holland and quickly grew fond of Eddie. As soon as a vacancy occurred on “the local staff,” Eddie was promoted to cub reporter. He first covered the labor beat, then the waterfront beat, and finally the police beat. Sadly, Eddie’s formal education came to a halt when his father died in 1898. Eddie dropped out of school and began reporting full time. Eddie’s dedication and persistence earned him a reputation as a “scrappy” reporter, but he was always quick to credit “the other fellow” for contributing to his success.

Although he did it with flair, reporting was not Eddie’s dream. His ambition was creative writing, and while working temporarily as assistant exchange editor, an opportunity to venture into this realm presented itself. Just as newspapers today will borrow content from other papers, the *Free Press* exchanged timeless poems and short stories with other various newspapers to use as fillers in their own papers.

While sorting through various verses, Eddie decided he might as well try writing and submitting one of his own.

Decades later Eddie recalled, “I shudder when I look at it now to see how crude and trivial a bit it was. . . Fortunately for me the Sunday editor was a gentle, kindly, helpful friend. I think now he saw, not the thing I had done, but the things I might some day do. It was that one kindly act of his that has made possible much that has come to me since. Had he rejected it; had he pointed out the weakness of it, or even so much as smiled at the poverty of its thought I might never again have ventured into the field of creative writing. Instead, he gave me encouragement and hope. I have never ceased being grateful to him.”

Eddie’s first poem was published December 11th, 1898. He continued writing verse when time permitted, which he published under the column heading “Chaff.” He also contributed short articles under the heading “Homely and Home Made.”

As his work gained popularity, Eddie was given a weekly column of his own titled “Blue Monday Chat.” Readers could not get enough of Eddie, and he was soon ordered off the crime beat and given a daily column which he dubbed “Breakfast Table Chat.” Now it was Eddie’s verses being clipped by exchange editors at other papers!

Eventually the column’s success led to its syndication in over 300 newspapers throughout the United States. And his efforts extended beyond just his column. The multi-talented Guest also collaborated with several artists at the *Free Press* to write nearly all the features for the Sunday editions.

Eddie’s new position came at just the right time. In 1906 he married Nellie Crossman. His hours as a police reporter had been from three o’clock in the afternoon until three o’clock in the morning—not ideal hours for a married man—so he felt fortunate that his new column relieved him of night duty.

A devoted husband and father, Eddie often shared touching, personal insights of his family life with his readers. In “Making a House a Home,” Eddie recounted the pride and happiness he and Nellie experienced as newlyweds “building” their first home. They did not actually build a house; they rented and furnished an apartment, but they made their home, “a hall of contentment and the abiding place of joy and beauty.”

When Eddie learned that Nellie was expecting, he was overjoyed, but also overwhelmed by the thought of how they might afford the expenses that would come with a baby. Eddie determined to write a play; he sold “The Matchmaker” for \$250. Once again, he felt that a way out of his troubles had been provided.

A “new realm of happiness” accompanied the birth of their first child, Florence Dorothy. But tragically, after “thirteen months of perfect happiness” a sudden illness took her from them. Certainly, anguish and heartache followed, but the trial that could have torn them apart only strengthened and sanctified their marriage. Eddie explained, “To be partners in a sacred memory is a divine bond. To be partners in a little mound, in one of God’s silent gardens, is the closest relationship which man and woman can know on this earth. Our lives had been happy before; now they had been made beautiful.”

The couple longed for another child and were overjoyed when they adopted three-year-old Marjorie. In Eddie's words, "She bubbled over with mirth and laughter and soothed the ache in our hearts. She filled the little niches and corners of our lives with her sweetness, and became not only ours in name, but ours also in love and its actualities."

They delighted in spoiling Marjorie and wanted her to have a yard to play in. Nellie began looking and soon found a house with "everything her heart wished for."

The couple "bought happiness" when they purchased the Leicester court home. It was in this home that Eddie experienced "a thrill of happiness" never to be equalled following the doctor's announcement, "It's a Boy!" Little Edgar, nicknamed "Bud," joined the family. Eddie delighted in the finger marks, the spilled ink, and the clutter of toys. He felt that evidences of children were the "real adornments" of a home.

This feeling of elation was shattered when Marjorie took ill. She recovered following a fourteen week battle with typhoid fever, but months later contracted scarlet fever. Although the fever did not take her, it left her pale and weak. Her tonsils were removed, but still her condition did not improve.

It was finally a dentist who suggested the root of her continued struggles was likely tuberculosis. A specialist confirmed the dentist's suspicions and recommended a new arrangement. The father who would do anything in hopes of saving his daughter, entreated a wealthy and generous friend to loan him thousands of dollars to purchase a home with a wide-open sleeping porch to aide in Marjorie's recovery. Eddie humbly said the man "seemed more grieved at my burden than concerned with my request." The home was purchased and Marjorie improved for a time, but was eventually called back to her heavenly home. Rather than leaving the family with a feeling of emptiness and gloom, the memory of Marjorie's cheerfulness and faith filled their hearts. And to Eddie, the home where Marjorie had taken

them "had grown more lovely with the beauty which [was] ours, because of her."

Not long after Marjorie's passing, another precious girl was born to Eddie and Nellie. They named her Janet, and it was not long before Eddie penned a poem about this "roguish little lass."

Eddie's love for his wife and children was evidenced in his work. But not only did he write poems about them and dedicate books to them, he truly sought every day to fill their lives with happiness and joy.

Readers fell in love with Eddie's optimism and sincerity and wanted to purchase collections of his poetry. Eddie's younger brother Harry, a typesetter by profession, was up to the task. He believed in Eddie and insisted they try publishing a collection themselves. Together the brothers bought a case of type and set up a print shop in Harry's attic.

Harry worked tirelessly night after night, setting out the type for eight pages at a time, hoping he wouldn't run out of e's. When those eight pages were complete, he carried the forms downtown to a printing press, where 800 copies were run off. This he did over and over again until all 136 pages were finished and the first

800 volumes of *Home Rhymes* were bound and ready to be sold.

Eddie explained: "This was the arduous and self-sacrificing process by which that first little book was brought to birth. The book paper man gave us credit for our paper supply; the binder permitted us to sell the book first and to pay him afterward; and when at last the work was done, the venture was successful because my brother went out and sold it . . . The following year he repeated his labor of devotion." This time, 1,500 copies of *Just Glad Things* were published and sold. Two years later he did the same with 3,500 copies of *Breakfast Table Chat*. Eddie credited his brother's faith, courage, loyalty, and hard work, for without Harry, he doubted any books of his would have ever "seen the light of day."



The brothers had outgrown their press when Frank Reilly from Chicago entered the scene and expressed interest in publishing Eddie's next book, *A Heap o' Livin'*.

Frank's company, Reilly and Lee, had enough faith in Eddie to market the book themselves. Their investment paid off; the book saw several editions, eventually selling over a million copies. A khaki-bound version for soldiers even made its way to the trenches of war. Eddie expressed his gratitude to the Reilly and Lee company for their labor in promoting his work: "Without friendly hands and loyal hearts, from the greatest to the humblest, it could not have been done." Eddie would go on to compose over twenty volumes of verse.

What inspired him? He said, "I know of no one so original that, if he be honest, he will not admit that he is indebted in part, even for his ideas, to the work of others. To be a good writer a man must be a good reader; and for his reading he must look to others."

As his popularity increased, Eddie was invited to host his own radio show; this he did for 11 years, one of early radio's longest runs. He also had his own NBC television series, "A Guest in Your Home." Short and wiry, but with lively smiling eyes and black hair, Eddie typically appeared wearing a bow tie and glasses. He made many personal appearances across the country, and audiences flocked to hear his poetic words of wisdom, his sincerity evidenced as he openly wept while reading a few of his own tender verses. He was beloved by many, including Henry Ford, who gifted him with four automobiles over the course of several years.

Eddie's work ethic was impeccable. For 30 years, there was not a day that *Free Press* did not include one of Guest's 11,000 poems on its pages. He said, "I've never been late with my copy and I've never missed an edition."

Howard Willard Cook, author of *Our Poets of Today*, said: "There is nothing pretentious [arrogant] about the writing of Edgar Guest, but he handles so ably themes of everyday that he has been rightly called, 'the poet of the people.' There are smiles and tears in his poems set down in the terms that are easily

understood. They are genuine and portray the poet's faith in human nature."

During his lifetime, Eddie received many awards. These included being named Poet Laureate of Michigan in 1952 (an honor that has never been repeated) and receiving an honorary degree from the University of Michigan in 1955. The Journal of the Michigan State Senate articulated: "Thousands of people in the State of Michigan throughout the years have looked to the poems of Edgar A. Guest for moral support in times of stress and have enjoyed his subtle humor and homespun philosophy . . . the poems of Edgar A. Guest have depicted the daily lives of the people of the state of Michigan and have reflected the American principles on which the United States of America is founded."

Eddie belonged to the Episcopalian church, but considered "all faiths and most churchmen good." He was also a devoted Freemason, wholeheartedly embracing their mission of friendship and ministry. He enjoyed golfing and was involved with the Boys' Club of Detroit (which later bore his name). He died August 5, 1959 and was buried in Woodlawn Cemetery, Detroit.

Eddie did not measure his life's success by the poems he penned, by fame, or by financial success, as he explains in his poem "Success."

I hold no dream of fortune vast,
Nor seek undying fame.
I do not ask when life is past
That many know my name.

I may not own the skill to rise
To glory's topmost height,
Nor win a place among the wise,
But I can keep the right.

And I can live my life on earth
Contented to the end,
If but a few shall know my worth
And proudly call me friend.

A Friend's Greeting

by Edgar Guest

I'd like to be the sort of friend that you have been to me;
I'd like to be the help that you've been always glad to be;
I'd like to mean as much to you each minute of the day
As you have meant, old friend of mine, to me along the way.

I'd like to do the big things and the splendid things for you,
To brush the gray from out your skies and leave them only blue;
I'd like to say the kindly things that I so oft have heard,
And feel that I could rouse your soul the way that mine you've stirred.

I'd like to give you back the joy that you have given me,
Yet that were wishing you a need I hope will never be;
I'd like to make you feel as rich as I, who travel on
Undaunted in the darkest hours with you to lean upon.

I'm wishing at this Christmas time that I could but repay
A portion of the gladness that you've strewn along my way;
And could I have one wish this year, this only would it be:
I'd like to be the sort of friend that you have been to me.

The Kindly Neighbor

by Edgar Guest

I have a kindly neighbor, one who stands
Beside my gate and chats with me awhile,
Gives me the glory of his radiant smile
And comes at times to help with willing hands.
No station high or rank this man commands,
He, too, must trudge, as I, the long day's mile;
And yet, devoid of pomp or gaudy style,
He has a worth exceeding stocks or lands.

To him I go when sorrow's at my door,
On him I lean when burdens come my way,
Together oft we talk our trials o'er

And there is warmth in each good-night we say.
A kindly neighbor! Wars and strife shall end
When man has made the man next door his friend.

Bulb Planting Time

by Edgar Guest

Last night he said the dead were dead
And scoffed my faith to scorn;
I found him at a tulip bed
When I passed by at morn.

"O ho!" said I, "the frost is near
And mist is on the hills,
And yet I find you planting here
Tulips and daffodils."

"'Tis time to plant them now," he said,
"If they shall bloom in Spring";
"But every bulb," said I, "seems dead,
And such an ugly thing."

"The pulse of life I cannot feel,
The skin is dried and brown.
Now look!" a bulb beneath my heel
I crushed and trampled down.

In anger then he said to me:
"You've killed a lovely thing;
A scarlet blossom that would be
Some morning in the Spring."

"Last night a greater sin was thine,"
To him I slowly said;
"You trampled on the dead of mine
And told me they are dead."

When Mother Sleeps

by Edgar Guest

When mother sleeps, a slamming door
Disturbs her not at all;
A man might walk across the floor
Or wander through the hall
A pistol shot outside would not
Drive slumber from her eyes—
But she is always on the spot
The moment baby cries.

The thunder crash she would not hear,
Nor shouting in the street;
A barking dog, however near,
Of sleep can never cheat
Dear mother, but I've noticed this
To my profound surprise:
That always wide-awake she is
The moment baby cries.

However weary she may be,
Though wrapped in slumber deep,
Somehow it always seems to me
Her vigil she will keep.
Sound sleeper that she is, I take
It in her heart there lies
A love that causes her to wake
The moment baby cries.

The Fellowship of Books

by Edgar Guest



I care not who the man may be,
Nor how his tasks may fret him,
Nor where he fares, nor how his cares
And troubles may beset him,
If books have won the love of him,
Whatever fortune hands him,
He'll always own, when he's alone,
A friend who understands him.

Though other friends may come and go,
And some may stoop to treason,
His books remain, through loss or gain,
And season after season
The faithful friends for every mood,
His joy and sorrow sharing,
For old time's sake, they'll lighter make
The burdens he is bearing.

Oh, he has counsel at his side,
And wisdom for his duty,
And laughter gay for hours of play,
And tenderness and beauty,
And fellowship divinely rare,
True friends who never doubt him,
Unchanging love, and God above,
Who keeps good books about him.

See It Through

by Edgar Guest

When you're up against a trouble,
Meet it squarely, face to face;
Lift your chin and set your shoulders,
Plant your feet and take a brace.
When it's vain to try to dodge it,
Do the best that you can do;
You may fail, but you may conquer,
See it through!

Black may be the clouds about you
And your future may seem grim,
But don't let your nerve desert you;
Keep yourself in fighting trim.
If the worst is bound to happen,
Spite of all that you can do,
Running from it will not save you,
See it through!

Even hope may seem but futile,
When with troubles you're beset,
But remember you are facing
Just what other men have met.
You may fail, but fall still fighting;
Don't give up, whatever you do;
Eyes front, head high to the finish.
See it through!

Sacrifice

by Edgar Guest

When he has more than he can eat
To feed a stranger's not a feat.
When he has more than he can spend
It isn't hard to give or lend.
Who gives but what he'll never miss
Will never know what giving is.
He'll win few praises from his Lord
Who does but what he can afford.
The widow's mite to heaven went
Because real sacrifice it meant.

A Boy and His Dad

by Edgar Guest

A boy and his dad on a fishing-trip—
There is a glorious fellowship!
Father and son and the open sky
And the white clouds lazily drifting by,
And the laughing stream as it runs along
With the clicking reel like a martial song,
And the father teaching the youngster gay
How to land a fish in the sportsman's way.

I fancy I hear them talking there
In an open boat, and the speech is fair.
And the boy is learning the ways of men
From the finest man in his youthful ken.
Kings, to the youngster, cannot compare
With the gentle father who's with him there.
And the greatest mind of the human race
Not for one minute could take his place.

Which is happier, man or boy?
The soul of the father is steeped in joy,
For he's finding out, to his heart's delight,
That his son is fit for the future fight.
He is learning the glorious depths of him,
And the thoughts he thinks and his every whim;
And he shall discover, when night comes on,
How close he has grown to his little son.

A boy and his dad on a fishing-trip—
Builders of life's companionship!
Oh, I envy them, as I see them there
Under the sky in the open air,
For out of the old, old long-ago
Come the summer days that I used to know,
When I learned life's truths from my father's lips
As I shared the joy of his fishing-trips.

Daddies

by Edgar Guest

I would rather be the daddy
Of a romping, roguish crew,
Of a bright-eyed chubby laddie
And a little girl or two,
Than the monarch of a nation
In his high and lofty seat
Taking empty adoration
From the subjects at his feet.

I would rather own their kisses
As at night to me they run,
Than to be the king who misses
All the simpler forms of fun.
When his dreary day is ending
He is dismally alone,
But when my sun is descending
There are joys for me to own.

He may ride to horns and drumming;
I must walk a quiet street,
But when once they see me coming
Then on joyous, flying feet
They come racing to me madly
And I catch them with a swing
And I say it proudly, gladly,
That I'm happier than a king.

You may talk of lofty places,
You may boast of pomp and power,
Men may turn their eager faces
To the glory of an hour,
But give me the humble station
With its joys that long survive,
For the daddies of the nation
Are the happiest men alive.

The Path To Home

by Edgar Guest

There's the mother at the doorway, and the children at the gate,
And the little parlor windows with the curtains white and straight.
There are shaggy asters blooming in the bed that lines the fence,
And the simplest of the blossoms seems of mighty consequence.
Oh, there isn't any mansion underneath God's starry dome
That can rest a weary pilgrim like the little place called home.

Men have sought for gold and silver; men have dreamed at night of fame;
In the heat of youth they've struggled for achievement's honored name;
But the selfish crowns are tinsel, and their shining jewels paste,
And the wine of pomp and glory soon grows bitter to the taste.
For there's never any laughter, howsoever far you roam,
Like the laughter of the loved ones in the happiness of home.

There is nothing so important as the mother's lullabies,
Filled with peace and sweet contentment, when the moon begins to rise—
Nothing real except the beauty and the calm upon her face
And the shouting of the children as they scamper 'round the place.
For the greatest of man's duties is to keep his loved ones glad
And to have his children glory in the father they have had.

So wherever a man may wander, and whatever be his care,
You'll find his soul still stretching to the home he left somewhere.
You'll find his dreams all tangled up with hollyhocks in bloom,
And the feet of little children that go racing through a room,
With the happy mother smiling as she watches them at play—
These are all in life that matter, when you've stripped the sham away.

When Day Is Done

by Edgar Guest

When day is done and the night slips down,
And I've turned my back on the busy town,
And come once more to the welcome gate
Where the roses nod and the children wait,
I tell myself as I see them smile
That life is good and its tasks worth while.

When day is done and I've come once more
To my quiet street and the friendly door,
Where the Mother reigns and the children play
And the kettle sings in the old-time way,
I throw my coat on a near-by chair
And say farewell to my pack of care.

When day is done, all the hurt and strife
And the selfishness and the greed of life,
Are left behind in the busy town;
I've ceased to worry about renown
Or gold or fame, and I'm just a dad,
Content to be with his girl and lad.

Whatever the day has brought of care,
Here love and laughter are mine to share,
Here I can claim what the rich desire—
Rest and peace by a ruddy fire,
The welcome words which the loved ones speak
And the soft caress of a baby's cheek.

When day is done and I reach my gate,
I come to a realm where there is no hate,
For here, whatever my worth may be,
Are those who cling to their faith in me;
And with love on guard at my humble door,
I have all that the world has struggled for.

Little Feet

by Edgar Guest

There is no music quite so sweet
As patter of a baby's feet.
Who never hears along the hall
The sound of tiny feet that fall
Upon the floor so soft and low
As eagerly they come or go,
Has missed, no matter who he be,
Life's most inspiring symphony.

There is a music of the spheres
Too fine to ring in mortal ears
Yet not more delicate and sweet
Than pattering of baby feet;
Wherever I hear that pit-a-pat
Which falls upon the velvet mat
Out of my dreamy nap I start
And hear the echo in my heart.

'Tis difficult to put in words
The music of the summer birds
Yet far more difficult a thing—
A lyric for that pattering;
Here is a music telling me
Of golden joys that are to be;
Unheralded by horns and drums,
To me a regal caller comes.

Now on my couch I lie and hear
A little toddler coming near,
Coming right boldly to my place
To pull my hair and pat my face,
Undaunted by my age or size,
Nor caring that I am not wise—
A visitor devoid of sham
Who loves me just for what I am.

This soft low music tells to me

In just a minute I shall be
Made captive by a thousand charms,
Held fast by chubby little arms,
For there is one upon the way
Who thinks the world was made for play.
Oh, where's the sound that's half so sweet
As pattering of baby feet?

Ten-Fingered Mice

by Edgar Guest

When a cake is nicely frosted and it's put away for tea,
And it looks as trim and proper as a chocolate cake should be,
Would it puzzle you at evening as you brought it from the ledge
To find the chocolate missing from its smooth and shiny edge?
As you viewed the cake in sorrow would you look around and say,
"Who's been nibbling in the pantry when he should have been at play?"
And if little eyes look guilty as they hungered for a slice,
Would you take Dad's explanation that it must have been the mice?
Oh, I'm sorry for the household that can keep a frosted cake
Smooth and perfect through the daytime, for the hearts of them must
ache—

For it must be very lonely to be living in a house
Where the pantry's never ravaged by a glad ten-fingered mouse.
Though I've traveled far past forty, I confess that I, myself,
Even now will nip a morsel from the good things on the shelf;
And I never blame the youngsters who discover chocolate cake
For the tiny little samples which exultantly they take.

No Children!

by Edgar Guest

No children in the house to play—
It must be hard to live that way!
I wonder what the people do
When night comes on and the work is through,
With no glad little folks to shout,
No eager feet to race about,
No youthful tongues to chatter on
About the joy that's been and gone?
The house might be a castle fine,
But what a lonely place to dine!

No children in the house at all,
No finger marks upon the wall,
No corner where the toys are piled—
Sure indication of a child.
No little lips to breathe the prayer
That God shall keep you in His care,
No glad caress and welcome sweet
When night returns you to your street;
No little lips a kiss to give—
Oh, what a lonely way to live!

No children in the house! I fear
We could not stand it half a year.
What would we talk about at night,
Plan for and work with all our might,
Hold common dreams about and find
True union of heart and mind,
If we two had no greater care
Than what we both should eat and wear?
We never knew love's brightest flame
Until the day the baby came.

And now we could not get along
Without their laughter and their song.
Joy is not bottled on a shelf,
It cannot feed upon itself,

And even love, if it shall wear,
Must find its happiness in care;
Dull we'd become of mind and speech
Had we no little ones to teach.
No children in the house to play!
Oh, we could never live that way!

Picture Books

*An excerpt
by Edgar Guest*

I hold the finest picture-books
Are woods and fields and running brooks;
And when the month of May has done
Her painting, and the morning sun
Is lighting just exactly right
Each gorgeous scene for mortal sight,
I steal a day from toil and go
To see the springtime's picture show.

What hand can paint a picture book
So marvelous as a running brook?
It matters not what time of day
You visit it, the sunbeams play
Upon it just exactly right,
The mysteries of God to light.
No human brush could ever trace
A drooping willow with such grace!

Page after page, new beauties rise
To thrill with gladness and surprise
The soul of him who drops his care
And seeks the woods to wander there.

The Apple Tree

*An excerpt
by Edgar Guest*

When an apple tree is ready
for the world to come and eat,
There isn't any structure
in the land that's "got it beat."
There's nothing man has built
with the beauty or the charm
That can touch the simple grandeur
of the monarch of the farm.
There's never any picture
from a human being's brush
That has ever caught the redness
of a single apple's blush.

Architects of splendid vision
long have labored on the earth,
And have raised their dreams in marble
and we've marveled at their worth;
Long the spires of costly churches
have looked upward at the sky;
Rich in promise and in the beauty,
they have cheered the passer-by.
But I'm sure there's nothing finer
for the eye of man to meet
Than an apple tree that's ready
for the world to come and eat.

There's the promise of the apples,
red and gleaming in the sun,
Like the medals worn by mortals
as rewards for labors done;
And the big arms stretched wide open,
with a welcome warm and true
In a way that sets you thinking
it's intended just for you.
There is nothing with a beauty
so entrancing, so complete,
As an apple tree that's ready
for the world to come and eat.

Lemon Pie

by Edgar Guest

The world is full of gladness,
There are joys of many kinds,
There's a cure for every sadness,
That each troubled mortal finds.
And my little cares grow lighter
And I cease to fret and sigh,
And my eyes with joy grow brighter
When she makes a lemon pie.

When the bronze is on the filling
That's one mass of shining gold,
And its molten joy is spilling
On the plate, my heart grows bold
And the kids and I in chorus
Raise one glad exultant cry
And we cheer the treat before us
Which is mother's lemon pie.

Then the little troubles vanish,
And the sorrows disappear,
Then we find the grit to banish
All the cares that hovered near,
And we smack our lips in pleasure
Over a joy no coin can buy,
And we down the golden treasure
Which is known as lemon pie.

Where Children Play

by Edgar Guest

On every street there's a certain place
Where the children gather to romp and race;
There's a certain house where they meet in throngs
To play their games and to sing their songs,
And they trample the lawn with their busy feet
And they scatter their playthings about the street,
But though some folks order them off, I say,
Let the house be mine where the children play.

Armies gather about the door
And fill the air with their battle roar;
Cowboys swinging their lariat loops
Dash round the house with the wildest whoops,
And old folks have to look out when they
Are holding an Indian tribe at bay,
For danger may find them on flying feet,
Who pass by the house where the children meet.

There are lawns too lovely to bear the weight
Of a troop of boys when they roller skate;
There are porches fine that must never know
The stamping of footsteps that come and go,
But on every street there's a favorite place
Where the children gather to romp and race,
And I'm glad in my heart that it's mine to say
Ours is the house where the children play.

A Baby's Feet

by Edgar Guest

Pinker than the roses that enrich a summer's day,
Splashing in the bath tub or just kicking them in play,
Nothing in the skies above or earth below as sweet,
As fascinating to me as a baby's little feet.

Every toe a rosebud, on a chubby, dimpled tree,
Little legs as rounded and as plump as they can be,
Peeping through the nighties, or kicking in the air,
Angel wings aren't prettier than baby's feet, I swear.

Not a sign of travel, not a sign of care,
Not a sign of burdens they have had to bear,
Just the pinkest pinkness and the plumpest plumpness
known,
Kicking in their gladness when the covers back are
thrown.

Little feet that never yet have stepped aside to sin,
Never trampled others down in selfishness to win,
Never felt the bruises or the weariness of strife,
Aren't they good to look at as they're starting out in
life?

Little feet, I wonder, as I watch you kick in play,
Peeping through your nightie at the ending of the day,
Wonder where you'll wander in the years that lie ahead,
And I pray the Lord to guard you o'er the paths that you
must tread.

Example Literary Analysis Essay

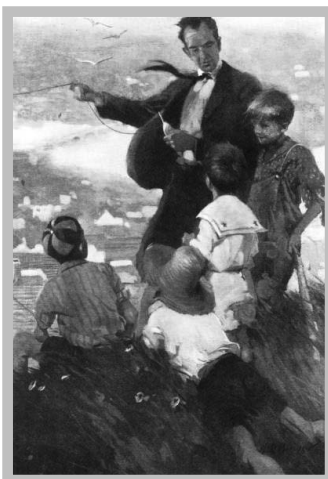
Daddies

I would rather be the daddy
Of a romping, roguish crew,
Of a bright-eyed chubby laddie
And a little girl or two,
Than the monarch of a nation
In his high and lofty seat
Taking empty adoration
From the subjects at his feet.

I would rather own their kisses
As at night to me they run,
Than to be the king who misses
All the simpler forms of fun.
When his dreary day is ending
He is dismally alone,
But when my sun is descending
There are joys for me to own.

He may ride to horns and drumming;
I must walk a quiet street,
But when once they see me coming
Then on joyous, flying feet
They come racing to me madly
And I catch them with a swing
And I say it proudly, gladly,
That I'm happier than a king.

You may talk of lofty places,
You may boast of pomp and power,
Men may turn their eager faces
To the glory of an hour,
But give me the humble station
With its joys that long survive,
For the daddies of the nation
Are the happiest men alive.



Analysis of Edgar Guest's Poem "Daddies"

Edgar Guest has a way of evoking thought through his words, as is evident in his poem "Daddies." The message of this poem, that fatherhood brings more joy than any other position, is effective for several reasons.

The consistent rhyme scheme and meter, marks of Edgar's poetry, give the poem a melodic feel that is easy to read. Alliteration also adds to the musical feel of the poem with phrases such as "romping, roguish," "forms of fun," "dreary days," and "pomp and power."

Not only does Guest's poem please our ears, but it gives an entire sermon about his message in just four stanzas. He accomplishes this by writing aphoristically. Phrases such as "empty adoration," "glory of an hour," and "misses simpler forms of fun," have so much meaning compressed into them that the listener is led to ponder the depth and profundity of the message.

Adding to the impact of his message is Edgar's use of juxtaposition (two opposites being placed close together for contrasting effect), which helps us feel the disparity between fatherhood and prestigious positions. For example, Guest contrasts words such as "horns and drumming" with "quiet," and "lofty" with "humble."

Although many literary devices are used to make the poem effective, it would not mean much without its focused theme. The pay-off line of this poem wraps up and summarizes its profound message with a punch: "For the daddies of the nation are the happiest men alive."

"Daddies" is just one of the many poems by Edgar Guest about fatherhood that brilliantly use literary devices to make the poems so effective and endearing.

SILENCE

by Edgar Guest

I did not argue with the man,
It seemed a waste of words.
He gave to chance the wondrous plan
That gave sweet song to birds.

He gave to force the wisdom wise
That shaped the honeybee,
And made the useful butterflies
So beautiful to see.

And as we walked beneath splendid trees
Which cast a friendly shade,
He said: "Such miracles as these
By accident were made."

Too well I know what accident
And chance and force disclose
To think blind fury could invent
The beauty of a rose.

I let him talk and answered not.
I merely thought it odd
That he could view a garden plot
And not believe in God.

SILENCE (ANNOTATED)

by Edgar Guest

I did not argue with the man,
It seemed a waste of words. alliteration
He gave to chance the wondrous plan

That gave sweet song to birds. alliteration
He thought that it was just an accident, not God that created things as beautiful and amazing as butterflies and bees.
He gave to force the wisdom wise alliteration
That shaped the honeybee,
And made the useful butterflies
So beautiful to see.

And as we walked beneath splendid trees

Which cast a friendly shade, beneath, trees,
He said: "Such miracles as these these =assonance
By accident were made."
Too well I know what accident do, and it is not creating something as amazing as a rose!
And chance and force disclose
To think blind fury could invent
The beauty of a rose. (the repetition of vowel sounds in the middle or end of words)

I let him talk and answered not. talk, not, odd =assonance (the repetition of vowel sounds in the middle or end of words)
I merely thought it odd
That he could view a garden plot plot, not, God=assonance

And not believe in God. (the repetition of vowel sounds in the middle or end of words)

Guest shows and does not TELL his message. He uses dialogue and a story to get his point across rather than just saying: "God created things—it wasn't an accident." I feel this approach is very effective! It pulled me into the poem and made me think. You don't feel defensive because he is not preaching.



EDITING

EDITING SYMBOLS

Capitalize	≡
Add a Comma	^
Add an Apostrophe	∩
Add a Question Mark	^?
Add a Period	^.
Add an Exclamation Mark	^!
Make a Word Lowercase	lc
Delete a Letter or Word	/
Start a New Paragraph	¶
Change the Order Of	~
Cross out an incorrect word, and write the correct word above the crossed out word.	

EDITING EXPLANATIONS

1. The word “I” is always capitalized.
-

2. Use AN before word starting with a vowel. Use A before a word starting with a consonant.
-

3. Three or more words or phrases in a series are separated with commas.

Example: I love birds, trees, clouds, butterflies, and flowers.

Do not use commas in a series when all items are joined by or, and, or nor in a short sentence. “I love birds and clouds and trees.”

Example: You can have apples or oranges or cherries.

4. Use a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so) to connect two independent clauses. An independent clause is a clause that can stand on its own as a sentence. An independent clause needs a subject, a verb, and a complete thought.

Examples: It was hot, so I opened the window. | I wanted to go, but it was too late.

5. No comma is needed here because the conjunction (for, and, nor, but, or, yet, so) is not connecting two independent clauses; it’s connecting a compound verb or verb phrase. Remember that to use a comma and a coordinating conjunction, you need an independent clause on each side of the comma.
-

6. No comma is needed here because the conjunction (for, and, nor, but, or, yet, so) is not connecting two independent clauses; it’s connecting a compound direct object. Remember that to use a comma and a coordinating conjunction, you need an independent clause on each side of the comma.
-

7. When a dependent clause is at the beginning of a sentence, set it off with a comma. When a dependent clause is at the end of a sentence, usually do not set it off with a comma (unless it is an afterthought that interrupts the flow). (A dependent clause has a subject and a verb but is not a full sentence because it indicates more to come and does not express a complete thought.)

Examples: When you finish the book, we will go to the park.

We will go to the park when you finish the book.

Do not confuse a dependent clause with a prepositional phrase. A dependent clause turns into an independent clause if you take off the subordinating conjunction at the beginning of the clause.

8. Use a comma between the day of the week and the month. Use a comma between the day of the month and the year. No comma is used between the month and the year when they are the only two elements in the date.

Examples: School ends on Friday, May 21st. | I was born on October 2, 1983.

9. Use commas to separate all geographical places, including cities, states, and countries.

Examples: We went to San Diego, California, for our family vacation.
I live at 3456 Fox Drive, Hill City, Texas, United States.

10. Use a comma after a nonessential introductory word or phrase.

To determine if an introductory word or phrase is nonessential, remove the word or words from the sentence. If the sentence still means the same thing, the word or phrase was not essential and should be set off with commas. Common introductory words include yes, no, okay, oh, well, for example, all right, however, consequently, and sure.

Examples: Yes, I would go on the hike tomorrow morning.
Oh dear, I am allergic to dogs.
No, I have never traveled to Australia.

11. When a name is directly addressed in a sentence, use commas to set off the name.

Examples: Daniel, are you coming with us?
Did you know, Daniel, that the history test is tomorrow?

12. Semicolons connect two closely related independent clauses. Do not capitalize the first word of the second independent clause. "I don't like the cookies; they taste strange." No coordinating conjunction is used with a semicolon, unless it's a long sentence with multiple commas.

13. Place an apostrophe before the "s" to show singular possession.

Example: That is my grandfather's journal.

14. To show possession for a plural noun, make the noun plural first, and then immediately use the apostrophe.

Examples: All of the soldiers' mail has been delivered to their captain.
Put the children's books on their desks.
The families' homes were destroyed.

15. If the possessors share the item together, use an apostrophe only with the last possessor.

Examples: Alex and Sandy's dog is cute.

If the possessors do not share the item together, use an apostrophe for each of the possessors.

Examples: I washed the cat's and the dog's paws.

16. Always capitalize proper nouns. A proper noun gives the actual name of a person, place, or thing. Remember that each word in a name is capitalized.

People and Pets	Names and initials of specific people and pets
Places and Businesses	Names of specific buildings, stores, restaurants, monuments, parks, bridges, streets
Geographical Areas	Names of continents, countries, states, cities, lakes, rivers, oceans, mountains
Languages and Nationalities	Examples: Spanish, British, Dutch, European, Asian, Jewish
Historical Events	Examples: the Renaissance, the Civil War, the Great Depression
Holidays	Examples: Christmas, President’s Day
Religious Terms	Examples: Methodist, Christians, Islam, Buddha
Brand Names	Examples: Nike, Whirlpool, Sony
Organizations	Names of schools, libraries, hospitals, foundations, clubs, sports teams

17. Always capitalize each word in a proper noun. For example, it is “Black Snake River,” not “Black Snake river.”

18. Always capitalize days of the week and months. Do not capitalize seasons.

19. Capitalize the title that comes before a person’s name such as Dr., Mrs., Mr., Miss.

20. Always capitalize the first and last words of titles of books, songs, movies, artwork, newspapers, and magazines. For words in between, always capitalize proper nouns, but do not capitalize articles (the, a, and an) and short, unimportant words such as and, as, but, in, of, to, or, at, if, or for.

21. Formal titles are capitalized only when then they come right before a name. Formal job titles indicate authority or professional/academic position: prophet, bishop, president, mayor, senator, professor, doctor, judge, governor, pope. Never capitalize a formal title that is not used with a name.

Examples: Today, Senator Goodman will be in town.
Today, the senator will be in town.

He stood next to the president during the speech.
He stood next to President Reagan during the speech.

22. Informal job titles, those that describe a job, are never capitalized, even when coming right before a name. Most job titles are informal: teacher, astronaut, lawyer, actor, plumber.

23. Capitalize words that indicate family relationship only when they are not used with a possessive pronoun (e.g., my, her, his, our, your, their, Amy’s) or an article (the, a, an).

Examples: My mom is pretty. I think Mom is pretty. I love our mom.
I talked to Aunt Rose. I talked to my aunt Rose.

24. Capitalize north, south, east, and west only when they refer to specific regions. Do not capitalize these words when they merely indicate direction or general location.

Examples: I live on the West Coast. (specific region)
I live west of the hospital. (indicates direction)

25. Items on a vertical list should all be either complete sentences or fragments.

26. Items on a vertical list should all start with a capital letter or not start with a capital letter. It does not matter as long as it is consistent.

27. This is a comma splice. A comma splice is the incorrect use of a comma to join together two independent clauses (complete sentences).

Examples: I will help you, that is a promise. | I arrived late to school, I missed the quiz.

Three Ways to Fix Comma Splices

#1: Use a period between the independent clauses, and create two sentences.

I will help you. That is a promise. | I arrived late to school. I missed the quiz.

#2: Use a semicolon between the independent clauses.

I will help you; that is a promise. | I arrived late to school; I missed the quiz.

#3: Use a comma and an appropriate conjunction between the two independent clauses.

I will help you, and that is a promise. | I arrived late to school, so I missed the quiz.

28. Set off introductory prepositional phrases that are four words or longer with a comma. (Some style books say 3+ words while others say 5+, but you get the idea—long introductory phrases should be set off from the sentence with a comma.)

Prepositions link words in a sentence, usually by showing position in time or space such as ABOVE, BELOW, AFTER, and DURING. Common prepositions are ON, OF, IN, AT, TO, BY, FOR, FROM, WITH.

29. Separate quoted material from non-quoted material with a comma.

Example: Albert Einstein once said, “Science without religion is lame.”

30. A quotation begins with a capital letter if a full sentence is being quoted.

Example: John asked, “Do you want to play baseball?”

31. If a quotation is interrupted mid-sentence, do not capitalize the second part of the quotation.

Example: “I did not win the race,” David said, “but I tried.”

32. This word is not a proper noun and does not need to start with a capital letter.

33. No apostrophe is needed here because it is not showing possession.

34. This is a run-on sentence where two independent clauses (complete sentences) are joined as one sentence without the appropriate conjunction and/or punctuation.

Three Ways to Fix Run-On Sentences

#1: Use a period between the independent clauses (sentences), and create two sentences.

I will help you with your homework tonight. That is a promise.

#2: Use a semicolon between the independent clauses.

(The word following a semicolon is not capitalized.)

I will help you with your homework tonight; that is a promise.

#3: Use a comma and an appropriate coordinating conjunction between the two clauses.

I will help you with your homework tonight, and that is a promise.

35. No comma is needed here because the conjunction (for, and, nor, but, or, yet, so) is not connecting two independent clauses; it's connecting a compound subject. Remember that to use a comma and a coordinating conjunction, you need an independent clause on each side of the comma.

36. Place periods inside quotation marks. Place question marks or exclamation points within quotation marks if the punctuation applies to the quotation.

37. Interjections are set off from the other words by an exclamation point, a question mark, or a comma.

38. Start a new paragraph each time the speaker changes.

39. The sentence contains the incorrect use of a commonly confused word.

40. Nonessential words (such as "indeed" and "however"), phrases, or clauses in a sentence that interrupt the sentence are set off with commas. How do you know if a word, phrase, or clause is essential or nonessential? If an **essential** element is removed, it changes the meaning of the sentence or makes it unclear. If a **nonessential** element is removed, the meaning of the sentence does not change and is not unclear.

41. Unnecessary or redundant words or phrases should be deleted (such as THAT) or replaced with more concise language.

42. Always set off a participial phrase placed at the beginning of a sentence with a comma. A participial phrase within a sentence **that is not essential to the meaning of the sentence is set off with commas**. A participial phrase within a sentence **that is essential to the meaning of the sentence is not set off with commas**. A participial phrase at the end of a sentence is set off with commas only if it is not essential to the sentence and does not describe the word right in front of it.
43. When “too” means “also,” use a comma before and after “too” in the middle of a sentence and a comma before “too” at the end of a sentence.
44. An infinitive phrase begins with “to” and a verb, such as “to bake the perfect cake,” “to win the game,” and “to be honest.” Set off introductory infinitive phrases with a comma. Set off nonessential (interrupting) infinitive phrases within a sentence with commas.
45. Ending punctuation goes inside the closing quotation marks with the following exceptions: Place colons and semicolons outside closing quotation marks.
46. Place question marks or exclamation points within quotation marks if the punctuation applies to the quotation but outside the quotation marks if the punctuation applies to the whole sentence.
47. Use a comma to separate coordinate adjectives (adjectives of equal importance). Do not use a comma with noncoordinate adjectives. To check if a comma is needed between two adjectives, place the word “and” between them. If the adjectives sound smooth and correct with the word “and” between them, then they need to be separated by a comma.



CHALLENGING WORDS PRACTICE



Challenging Words Practice #1

Several times during this course, you will read the words on this page to your parent or teacher. If you struggle with the word for longer than a few seconds, your parent or teacher may help you sound out the word (rather than just telling you the word). Note: to hear how a word is pronounced, look up the word on dictionary.com, click on the speaker icon, and listen to the word.

The first time you read through the list, circle all the words you cannot pronounce easily. Then, read only the circled words when you are directed to read the circled words on this page.

subpoena	monstrous	abominable
monotonous	despicable	exhilarating
reiteration	penitentiary	acceleration
expenditures	demeanor	physician
fallacious	indignation	symposium
grimly (<i>grim - ly</i> not <i>grime - ly</i>)	improbable	photosynthesis
aghast	piteously	choreographer
amicable	sonorous	physiologist
provocation	adjourning	disproportionate
futile (<i>few - tool</i>)	buoyancy	unsymmetrical
resolutely	indefinite	authenticity
officious	impenetrable	inexplicable
indictment	fraternize	erroneously
severely	imperious	disingenuous
adjourned	perceptible	conscientiousness
tediously	luxuriantly	spontaneity
apprehension		antagonizing
conscience	BONUS WORDS (Not from <i>The Blind Brother</i>)	homeopathic
deliberation		architectural
	auditorium	



Challenging Words Practice #2

Several times during this course, you will read the words on this page to your parent or teacher. If you struggle with the word for longer than a few seconds, your parent or teacher may help you sound out the word (rather than just telling you the word). Note: to hear how a word is pronounced, look up the word on dictionary.com, click on the speaker icon, and listen to the word.

The first time you read through the list, circle all the words you cannot pronounce easily. Then, read only the circled words when you are directed to read the circled words on this page.

precipices

uncouthness

negligent

imperceptible

indulgences

anonymous

psalm

tremulous

vengeance

conscientious

pathos

simultaneously

perseverance

picturesqueness

catastrophe

traverse

imperceptible

exhibition

venerable

undaunted

substantial

patriarch's

resignedly

legitimate

peculiarities

capriciously

distraught

commencement

counterfeit

menacing

rheumatism

infuriate

obnoxious

insurmountable

insinuate

gestures

deficiencies

illiterate

reputable

consciousness

accelerate

chaperone

discernment

vigorously

detrimental



SENTENCE DICTATION

Sentence Dictation - Instructions

To the Parent

After years of study and testing, the creators of *The Good and the Beautiful* curriculum have determined that the best way to improve spelling skills for upper elementary grades is through

1. Reading large amounts of high-quality literature
2. Learning and applying basic spelling rules*
3. Practicing spelling patterns and targeted words (rule breakers and commonly misspelled words) with repetition

*Some spelling rules are so complex and/or have so many exceptions that they tend to not be helpful, and they are not included in this course.

Sentence dictation exercises are a vital part of the course and have been very carefully designed to target

1. Spelling patterns
2. Words which are rule breakers and commonly misspelled words (listed on the next page)
3. Grammar and punctuation rules
4. Homophones
5. Commonly Confused Word Pairs

The creators of *The Good and the Beautiful* curriculum also found that causing students to utilize and process grammar skills through sentence dictation more effectively helps students understand and retain grammar skills than worksheets and exercises alone.

Note: For practice and repetition some of the spelling pages are duplicated at a later point. Most likely, children will not remember all of the sentences and will not feel it is redundant.

How To Complete Sentence Dictation Exercises

Dictate three sentences to child each day. Say the sentence out loud as many times as the child needs. Child writes the sentence on a personal whiteboard. Do not make any corrections until child completes the entire sentence. Have child correct all the mistakes in a sentence before dictating another sentence:

- A. Have child circle incorrectly spelled words, and then write or spell out loud the word correctly five times.
- B. Explain any missed grammar concepts to child.

If child gets the sentence completely correct, pass off the sentence and do not repeat the sentence again the next day.

If child makes any mistakes in the sentences, do not pass off the sentence, and dictate the sentence the next day. Continue this process each day until the sentence is written correctly.

Note: This symbol  means child should be instructed to underline a part of the sentence according to the instructions.

Note: Most spelling rules are no longer practiced in the Level 7 course.

Sentence Dictation—Lists

In addition to spelling rules, sentence dictation exercises practice the following:

Rule Breakers and Commonly Misspelled Words

a lot (never alot)	column	finally	knowledge	piece	sequel
achieve	courage	foreign	Mississippi	possible	similar
arctic	courageous	generally	mysterious	privilege	statue
Arkansas	different	giraffe	necessary	realize	succeed
audience	embarrass	headache	nickel	relief	temperature
balloon	enough	height	niece	religious	tomorrow
caught	environment	horrible	ninety	rhythm	unique
cereal	experience	Israel	occasion	righteous	usually
cinnamon	fabulous	jealous	opinion	salmon	vegetable
college	familiar	jewelry	opposite	schedule	village
	favorite	judgment	Oregon	scheme	weight

Commonly Confused Words

your/you're	are/our	Its/It's	lose/loose
there's/theirs	affect/effect	Who/Whom/Which/That	accept/except

Spelling Patterns

EX

UE

WR

Two sounds of AIN

Silent H

Y says /i/

U Can Say /CH/

Prefixes:

tele—

inter—

fore—

Suffixes:

—able

—ible

Changing Y to I: Words that end with CONSONANT + Y must have the Y changed to an I before adding any suffix: (Examples: happy-happiness, beauty-beautiful, plenty-plentiful)

Sentence Dictation—Lists

Homophones

berry/bury	hole/whole	principal/principle
cheep/cheap	mail/male	profit/prophet
clause/claws	marry/merry/Mary	sail/sale/sell/cell
council/counsel	pail/pale	seam/seem
do/due/dew	patience/patients	soar/sore
groan/grown	piece/peace	through/threw
higher/hire	plain/plane	weather/whether

Rule Breakers and Commonly Misspelled Words - Review From Level 5

ancient	captain	excellent	license	quite	square
answer	probably	exercise	listened	receipt	stomach
August	certain	February	machine	receive	surface
autumn	comfortable	furious	material	religion	surprise
because	continue	government	measure	restaurant	sweat
belief	cousin	island	mirror	scene	thousand
believe	curious	January	neighbor	science	treasure
breath	distance	journal	physical	scientist	welcome
breathe	elephant	knife	produce	scissors	wheel
business	engine	language	quiet	shouldn't	wouldn't
calendar	Europe	library	quit	special	wrinkle

Sentence Dictation Exercises: Set #1

Spelling Patterns	EX, UE
Commonly Confused Words	YOUR/YOU'RE THERE'S/THEIRS
Grammar, Usage, Punctuation	<p>Use a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so) to connect two independent clauses. An independent clause is a clause that can stand on its own as a sentence. An independent clause needs a subject, a verb, and a complete thought.</p> <p>Hint: A comma does not always come after a conjunction such as AND. Sometimes a comma connects a compound subject, etc. Have child ask themselves if an independent clause (can stand on its own as a sentence) comes before and after the word AND. If so, use a comma.</p>

1. I will attend the banquet and the boutique tomorrow.
2. I know you're probably fatigued.
3. There's no reason to exaggerate, and there's no excuse for lying.
4. I'm grateful for your frequent support, for it helps me excel.
5. The fondue fountain is theirs, but we can borrow it.
6. There's a knife in the kitchen, and you're welcome to use it.
7. We have excess berries, so we'll have a good revenue.
8. There's room in your schedule, yet you're not coming.
9. The mysterious statues and the antique jewelry are theirs.
10. Your knowledge is exceptional, and your courage is exemplary.
11. There's a piece of pie on the table and some milk on the counter.
12. There's another village close to theirs.
13. The campus has a unique religious environment.
14. I'm serving our favorite vegetable and theirs.
15. It's a sincere privilege to meet your family.


Sentence Dictation Exercises: Set #2

Spelling Patterns	IBLE ABLE
Grammar, Usage, Punctuation	<ol style="list-style-type: none"> 1. When a name is directly addressed in a sentence, use commas to set off the name. 2. We usually drop the E at the end of words when adding an ending that start with a vowel (e.g., ABLE and IBLE) *=do not drop the E if it comes after C.
Homophones	BERRY/BURY CHEEP/CHEAP

1. Amy, don't try to bury your furious feelings.
2. The temperature is very changeable.
3. The cheap container is disposable.
4. The berry left a terrible stain on the restaurant floor.
5. James, can you hear the chick's cheep?
6. The cheap, inflatable ball cost a nickel.
7. Luke, you're so sincere and likable.
8. A noticeable piece of the berry pie is missing.
9. The book's plot was incredible and believable.
10. The most desirable college is debatable.
11. The likable child had a *noticeable dimple.
12. The college's rules are not easily *enforceable.

Sentence Dictation Exercises: Set #3

Commonly Confused Words	IT'S/ITS
Grammar, Usage, Punctuation	<ol style="list-style-type: none"> 1. When “too” means “also,” use a comma before and after “too” in the middle of a sentence and a comma before “too” at the end of a sentence. 2. Set off introductory prepositional phrases that are four words or longer with a comma.
Homophones	SAIL/SALE/SELL/CELL

 After child has completed a sentence, have child underline the prepositional phrase(s) in the sentence.

1. Inside the ancient village, we found ninety columns.
2. It's not too late to sell the vegetables in that crate, too.
3. In the fierce storm, the sailboat lost its sail.
4. In August it's possible that my favorite store will close.
5. At the unique shop, a gold elephant was for sale, too.
6. With such a crazy schedule, it's no wonder you have a headache.
7. The red balloon tied to the column finally lost all its air.
8. In my college science class, we'll study parts of the cell, too.
9. Jane, too, was embarrassed by Ted's behavior.
10. My neighbor wants to sell a lot of his furniture.
11. During the sale I bought this jewelry for ninety dollars.
12. She, too, sewed a sail for the boat.
13. It's time for the giraffe to eat dinner, too.
14. In Arkansas, too, we had a fabulous experience.
15. You, too, believe it's possible to achieve great things during hard times.
16. We bought a sail for our boat during the big sale.

Sentence Dictation Exercises: Set #4

Spelling Patterns	INTER SILENT H
Grammar, Usage, Punctuation	<ol style="list-style-type: none"> 1. Three or more words or phrases in a series are separated with commas. 2. Place an apostrophe before the “s” to show singular possession.
Homophones	PAIL/PALE SEAM/SEEM

1. My niece's vehicle seems to need new wheels, new paint, and new taillights.
2. The pale girl was horribly exhausted and had a headache.
3. The international dance team visited Arkansas, Mississippi, and Oregon.
4. Meeting the foreign diplomat's wife was a privilege
5. Sew the seams straight.
6. During intermission I tripped over a pail.
7. Please do not interrupt, interfere, or complain.
8. I seem to have left my pail in Tom's herb garden.
9. I honestly love chemistry, biology, and astronomy.

Sentence Dictation Exercises: Set #5

Commonly Confused Words	AFFECT/EFFECT
Grammar, Usage, Punctuation	When a dependent clause is at the beginning of a sentence, set it off with a comma. When a dependent clause is at the end of a sentence, usually do not set it off with a comma (*unless it is an afterthought that interrupts the flow). Do not confuse a dependent clause with a prepositional phrase. A dependent clause has a subject and a verb.
Homophones	mail/male

After child has completed a sentence, have child underline the dependent clause in the sentence.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. <u>When the mail finally arrived</u>, I had a lot of packages. 2. <u>If it gets too hot</u>, the temperature affects the machine. 3. <u>When you left</u>, I saw a mysterious male figure hide behind that statue. 4. Her mood is affected <u>when she receives cards in the mail</u>. 5. <u>While we hoped the medicine would relieve his headache</u>, it had the opposite effect. 6. The change in diet did not affect the male elephant's weight, <u>*although we thought it would</u>. 7. In my opinion you will be unhappy <u>until you stop feeling jealous</u>. | <ol style="list-style-type: none"> 8. I chose the male puppy <u>since it was my favorite one</u>. 9. Studies show <u>that males are less affected by depression</u>. 10. Her courageous spirit affected all of us, <u>*though I feel it had the greatest effect on me</u>. 11. <u>While we fished for salmon</u>, we saw a male bear. 12. <u>Because the audience laughed</u>, he was quite embarrassed. 13. I'll receive no relief from this horrible headache <u>unless our neighbors quit drilling holes</u>. |
|--|--|

Sentence Dictation Exercises: Set #6

Spelling Patterns	TU Can Say /CH/
Grammar, Usage, Punctuation	Use a comma after a nonessential introductory word or phrase. To determine if an introductory word or phrase is nonessential, remove the word or words from the sentence.
Homophones	CLAUSE/CLAWS SOAR/SORE

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Yes, the vulture's claws are actually very sharp. 2. Fortunately, the literature of past centuries is well preserved. 3. Sorry, I can't go on the adventure because my fractured toe is too sore. 4. The audience listened to lectures about agriculture and architecture. 5. We tried to capture the last century of history with | <p style="margin-left: 20px;">unique pictures.</p> <ol style="list-style-type: none"> 6. No, I didn't see a creature with wings soaring above the pasture. 7. Actually, we've made changes to the last clause of the contract. 8. Yes, an independent clause can stand on its own as a sentence. 9. For example, the other sculptor made a similar statue. |
|---|--|

Sentence Dictation Exercises: Set #7

Commonly Confused Words	LOSE/LOOSE
Grammar, Usage, Punctuation	<ol style="list-style-type: none"> 1. Semicolons connect two closely related independent clauses. Do not capitalize the first word of the second independent clause. "I don't like the cookies; they taste strange." 2. Always capitalize each word in a proper noun (e.g, Snake River)
Homophones	PATIENCE/PATIENTS

Tell child that the sentences in this section with two independent clauses could be joined by a semicolon or made as separate sentences, but for the purposes of this exercises, use a semicolon.

1. Have patience; your righteous efforts will make a difference.
2. Don't lose hope; I'll succeed in cutting you loose.
3. The nurse showed her patients pictures from her trip to the Swiss Alps.
4. The doctor's patients are becoming impatient.
5. I love the rhythm of the rain; it sounds like tiny drums on the roof.
6. I'm honored; I realize it's a privilege to meet you.
7. Don't lose your religious beliefs; they will give you courage.
8. The nurse helps her patients have a comfortable and pleasant experience while in the hospital.
9. We caught salmon in the Arkansas River.
10. Be careful; a piece of the bridge is loose.
11. The captain will probably lose his patience.
12. This street seems familiar; I think it's Oak Street.
13. Stay calm; don't lose patience.
14. Trials are necessary; they teach us patience.
15. Don't pull too hard; the handle is loose.
16. You won't want to swim in the Arctic Ocean; it's freezing.

Sentence Dictation Exercises: Set #8

Spelling Patterns	Y SAYS /I/
Grammar, Usage, Punctuation	Use a comma to separate coordinate adjectives (adjectives of equal importance). Do not use a comma with noncoordinate adjectives. To check if a comma is needed between two adjectives, place the word "and" between them. If the adjectives sound smooth and correct with the word "and" between them, then they need to be separated by a comma.
Homophones	MARRY/MERRY/MARY

1. Dan is going to ask sweet, kind Jill to marry him.
2. Mary found a huge red crystal in Mississippi.
3. He was not brave enough to ask Kim to marry him.
4. The priest will marry the excited, merry couple.
5. He has the typical, serious symptoms of cancer.
6. The blithe, cute girl sang an uplifting, merry hymn.
7. Ryan actually put sweet cinnamon syrup on his cereal.
8. Mary plays the cymbals in the symphony.
9. The energetic, insistent child would not stop pleading for the big red balloon.
10. The oxygen tank in the gym disappeared mysteriously.
11. We wrote an analysis about the myth's symbolism.

Sentence Dictation Exercises: Set #9

Commonly Confused Words	ACCEPT/EXCEPT
Grammar, Usage, Punctuation	An infinitive phrase begins with “to” and a verb, such as “to bake the perfect cake,” “to win the game,” and “to be honest.” Set off introductory infinitive phrases with a comma. Set off nonessential (interrupting) infinitive phrases within a sentence with commas.
Homophones	PLAIN/PLANE HOLE/WHOLE

After child has completed a sentence, have child underline the infinitive phrase if there is one.

1. To show faith, I accept God's teachings with my whole heart.
2. To be honest, I love all vegetables except carrots.
3. I was quite surprised to see a hole in the plane's wing.
4. I want to be the kind of person who accepts the faults of others.
5. I realize, to be more merciful, I need to avoid judging others.
6. The judge's ruling, to be honest, seemed unusually harsh.
7. Your scheme, to be frank, has a whole set of problems.
8. To live righteously, we must follow God with our whole soul.
9. I am too tired to drive the whole way to Oregon tonight.
10. To get a good seat next time, it is plain that we must arrive twenty hours early.
11. It is necessary to give your whole heart to your spouse.
12. It takes plain hard work to gain great knowledge, .
13. To the child's disappointment, the nickel fell in a hole.
(The beginning phrase is a preposition because TO is not followed by a verb.)

Sentence Dictation Exercises: Set #10

Spelling Patterns	Two SOUNDS OF AIN
Grammar, Usage, Punctuation	<ol style="list-style-type: none"> 1. To show possession for a plural noun, make the noun plural first, and then immediately use the apostrophe. 2. Always capitalize days of the week and months. Do not capitalize seasons.
Homophones	WEATHER/WHETHER

1. The four bushes' flowers are beautiful.
2. All of the soldiers' wives waited at the base of the mountain.
3. The weather this May has certainly been lovely.
4. I'm not sure whether the temperature was colder last autumn or not.
5. The fountain froze because the weather is unusually cold.
6. All three of the books' sequels had a horrible villain.
7. All four countries' governments were represented.
8. The fabulous curtains were such a bargain.
9. The two captains' soldiers maintained a strict schedule all spring.
10. I wondered again whether or not the weather forecaster was ever accurate.

Sentence Dictation Exercises: Set #11

Commonly Confused Words	WHO/WHOM SUPER SIMPLE TIP: If you can replace the word with “he” or “she,” use “who”. If you can replace it with “him,” “her,” or “they,” use “whom.”
Grammar, Usage, Punctuation	Nonessential words (such as “indeed” and “however”), phrases, or clauses in a sentence that interrupt the sentence are set off with commas.
Homophones	COUNCIL/COUNSEL PIECE/PEACE

When dictating the sentence say BLANK instead of WHO or WHOM, and have child write WHO or WHOM.

1. My mom, **whom** I was telling you about, gave me a wise piece of counsel.
2. The man **who** lives next door, however, has strong religious beliefs.
3. We're preparing to house members of the foreign council **who** will arrive tomorrow.
4. The girl from Arkansas, **who** seems fussy, demanded some peace and quiet.
5. I realize, however, that Christ is the one **who** gives perfect counsel.
6. In my opinion the student council, indeed, should help the plans succeed.
7. On occasion I give my cat a piece of salmon.
8. The head of the council gave counsel on how to achieve peace.
9. My violin teacher, **whom** I love, had me play a piece of music while tapping my foot with the rhythm.
10. The fabulous women **who** created the ninety pieces of jewelry are from Mississippi.
11. To my children, **whom** I treasure, I read Grandfather's journal.
12. Israel was open to counsel that would lead to peace.

Sentence Dictation Exercises: Set #12

Spelling Patterns	TELE- (to or at a distance; relating to television) WR
Grammar, Usage, Punctuation	Use a comma between the day of the week and the month. Use a comma between the day of the month and the year. No comma is used between the month and the year when they are the only two elements in the date.
Homophones	PRINCIPLE/PRINCIPAL

1. Her principal concern was that others were comfortable.
2. The principal of the local school will give a televised message on January 3, 2020.
3. We measured the height and weight of the wrestlers.
4. The familiar voice on the telephone was my daughter's principal.
5. She seized the telegram and read it with relief.
6. He invented the unique telescope on August 1, 1611.
7. The horrible wreck took place on Friday, January 9th.
8. The college professor explained the history of the telegraph.
9. The scientists explored the island on Saturday, February 5th.
10. The principal spoke about the school's principles.
11. My cousin and my niece were both born on September 28th, 1995.

Sentence Dictation Exercises: Set #13

Commonly Confused Words	WHICH/THAT
Grammar, Usage, Punctuation	<ol style="list-style-type: none"> 1. Nonessential words (such as “indeed” and “however”), phrases, or clauses in a sentence that interrupt the sentence are set off with commas. 2. When “too” means “also,” use a comma before and after “too” in the middle of a sentence and a comma before “too” at the end of a sentence.
Homophones	DO/DUE/DEW THROUGH/THREW

When dictating the sentence say BLANK instead of WHICH or THAT, and have child write WHICH or THAT.

1. Soccer, which is my favorite sport, is excellent exercise.
2. I was embarrassed, too.
3. The paper about Israel, which is due on Wednesday, is fun to write.
4. There is dew on the flowers, too.
5. I, too, threw my stale cinnamon cookie in the garbage.
6. We drove through Oregon, which is beautiful, on the way home.
7. The special statue that looks like a giraffe is missing.
8. Your library books are due, too.
9. Your license, which expired in February, needs to be renewed.
10. The judgment that he made about my character was incorrect.
11. The courageous man threw himself through the open window to escape the fire.
12. The sequel to this book, which is very long, was fascinating.
13. Jared's engine, too, has problems that can't be fixed.

Sentence Dictation Exercises: Set #14

Spelling Patterns	Changing Y to I: Words that end with CONSONANT + Y must have the Y changed to an I before adding ES (Example: happy-happiness)
Grammar, Usage, Punctuation	Always capitalize proper nouns.
Homophones	HIGHER/HIRE

Before dictating each sentence, say the underlined word and have child write its base word (e.g., easiness=easy)

1. A lot of people were surprised by the restaurant's loveliness.
2. The righteous man strives for higher holiness.
3. The man was not hired because of his physical laziness.
4. He spoke to the audience about achieving higher levels of happiness and healthiness.
5. The French man had a similar experience during the Civil War.
6. I was hired by Hidden Valley Hospital to help patients feel less loneliness and emptiness.
7. The columns at the Valley of the Temples were massive.
8. The evil scheme was filled with greediness and ugliness.
9. She changed Canyon Inn from a place of filthiness to a place of tidiness.
10. It's possible to visit Spain on our trip to Europe.
11. Gloominess can be replaced with opposite feelings.

Sentence Dictation Exercises: Set #15

Spelling Patterns	FORE
Commonly Confused Words	YOUR/YOU'RE THERE'S/THEIRS
Grammar, Usage, Punctuation	<p>Use a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so) to connect two independent clauses. An independent clause is a clause that can stand on its own as a sentence. An independent clause needs a subject, a verb, and a complete thought.</p> <p>Hint: A comma does not always come after a conjunction such as AND. Sometimes a comma connects a compound subject, etc. Have child ask themselves if an independent clause (can stand on its own as a sentence) comes before and after the word AND. If so, use a comma.</p>

1. I will strive to have courage and live righteously like my forefathers.
2. You're certain it's theirs, but there's a chance it's mine.
3. The forecast is foreboding, so we should make necessary preparations.
4. I use his scissors on occasion, but I usually use yours.
5. There's a curious boy watching us from a distance.
6. I can see my breath when I breathe.
7. There's a lot of room, so we can receive up to ninety packages.
8. My neighbor's house foreclosed, so he moved to a different village.
9. That calendar is theirs, but I didn't realize it until now.
10. I listened to the furious man and hoped he wouldn't make a scene.
11. There's a smudge on your forehead.
12. There's an opening in their schedule, so you're welcome to come.
13. You're ready to measure the material, and I'm ready to cut it with these scissors.
14. He forewarned me that there's a problem in the engine.


Sentence Dictation Exercises: Set #16

Spelling Patterns	IBLE ABLE
Grammar, Usage, Punctuation	<ol style="list-style-type: none"> 1. When a name is directly addressed in a sentence, use commas to set off the name. 2. We usually drop the E at the end of words when adding an ending that starts with a vowel (e.g., ABLE and IBLE) *=do not drop the E if it comes after C.
Homophones	PRINCIPLE/PRINCIPAL

1. Scott, are you available to talk to the principal?
2. You are capable of sticking to your principles, Grace.
3. It's not impossible, Greg, to continue mapping the Arctic Ocean.
4. It's desirable for Sam to play in the rhythm section.
5. Nickel is the principal material we use to make the machines.
6. The giraffe had an adorable baby.
7. Jason, five balloons is enough.
8. The likable girl had a*noticeable dimple.
9. Movable type was an excellent discovery.
10. The principal will talk about his favorite principles.
11. Kim, you shouldn't be jealous of Sue's new mirror.
12. The college's rules are not easily *enforceable.

Sentence Dictation Exercises: Set #17

Commonly Confused Words	AFFECT/EFFECT
Grammar, Usage, Punctuation	When a dependent clause is at the beginning of a sentence, set it off with a comma. When a dependent clause is at the end of a sentence, usually do not set it off with a comma (*unless it is an afterthought that interrupts the flow). Do not confuse a dependent clause with a prepositional phrase. A dependent clause has a subject and a verb.
Homophones	COUNCIL/COUNSEL PROFIT/PROPHET

 After child has completed a sentence, have child underline the dependent clause in the sentence if there is one.

1. While Moses was a prophet, he freed the Israelites.
2. If you feel jealous, your happiness is affected.
3. When the council met, they decided to build a statue.
4. Her mood is affected positively when she exercises.
5. While we hoped our wise counsel would change her mind, it had the opposite effect.
6. She does not realize what a privilege this is, *although she should.
7. She makes a good profit when she sells jewelry.
8. The words of the prophet had a great effect on the wicked city.
9. When I am in humid places, I sweat more.
10. I bought a square piece of cinnamon cake when we went to the bakery.
11. When I took the medicine, it had no effect on my stomach pain or my headache.
12. When the seasons change, my mood is affected.
13. Did your counsel finally have an effect on Jane?
14. The temperature affects the Mississippi River.
15. His opinion did not affect the council's decision.

Sentence Dictation Exercises: Set #18

Spelling Patterns	TU Can Say /CH/
Grammar, Usage, Punctuation	Use a comma after a nonessential introductory word or phrase. To determine if an introductory word or phrase is nonessential, remove the word or words from the sentence.
Homophones	GROAN/GROWN

1. Meanwhile, the village in Israel experienced peace.
2. Finally, I got in a regular habit of reading the scriptures.
3. Actually, the business has probably grown enough.
4. Generally, our cultures are quite different.
5. The audience groaned when we started another lecture.
6. Please, don't puncture the balloon.
7. This cinnamon cereal has a unique texture.
8. Generally, we have a happy home environment.
9. Usually, the furniture deliveries are on schedule.
10. Occasionally, we read foreign literature.
11. Meanwhile, our village has grown smaller.
12. He speaks my two favorite languages.

Blind Brother Presentation Quiz

1. Jenny Phillips said you should avoid books that

- A. include any negative or gloomy content
- B. focus on things that are negative or gloomy or make these things seem normal or acceptable
- C. never mention negative or gloomy things

2. Write the four criteria for judging the value of a book:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

3. One of the best ways to judge the value of a book is to evaluate how you feel after reading it? TRUE | FALSE

4. The moral value of a book is determined by asking the question _____
_____?

5. Public school textbooks used to have many times more moral messages than they do now? TRUE | FALSE

6. If a book does not have high educational value, it is not worth reading. TRUE | FALSE

7. Write three moral messages from *The Blind Brother* that Jenny Phillips discussed in the presentation:

- 1. _____
- 2. _____
- 3. _____

8. Write two things that give a book higher literary value:

- 1. _____
- 2. _____

9. Why does good description in a book matter? Underline all that apply:

- A. It makes the reading experience more powerful and meaningful.
- B. It makes our minds work more.
- C. It helps us learn how to pause and appreciate the details and beauty around us in our own lives.

Blind Brother Presentation Quiz ANSWERS

- Jenny Phillips said you should avoid books that
 - include any negative or gloomy content
 - focus on things that are negative or gloomy or make these things seem normal or acceptable**
 - never mention negative or gloomy things
- Write the four criteria for judging the value of a book:
 - moral value
 - literary value
 - educational value
 - entertainment value
- One of the best ways to judge the value of a book is to evaluate how you feel after reading it? TRUE | FALSE
- The moral value of a book is determined by asking the question how strongly does the book promote good morals?
- Public school textbooks used to have many times more moral messages than they do now? TRUE | FALSE
- If a book does not have high educational value, it is not worth reading. TRUE | FALSE
- Write three moral messages from *The Blind Brother* that Jenny Phillips discussed in the presentation: *any three of these:*
 - honesty, loyalty, faith in God
 - honoring and respecting parents
 - repentance, selflessness
- Write two things that give a book higher literary value: *any two of these:*
 - how believable are characters and plot
 - how developed are the characters
a good variation of sentence structures
a rich and challenging vocabulary
good description
good use of literary devices
- Why does good description in a book matter? Underline all that apply:
 - it makes the reading experience more powerful and meaningful
 - it makes our minds work more
 - it helps us learn how to pause and appreciate the details and beauty around us in our own lives

Mary Jones and Her Bible Presentation Quiz

1. What is a Bible society?

- A. a place set up where people can go to receive instruction on the Bible in their own language
- B. a group of people who get together on a regular basis to discuss and study the Bible
- C. an organization devoted to translating, publishing, and distributing the Bible at affordable costs and encouraging its use

2. Mary Jones only had one Bible during her lifetime, and no one is sure what happened to it.

TRUE | FALSE

3. As of September 2016, how many languages has the full Bible been translated into?

4. As of September 2016, how many languages has a least a portion of the Bible been translated into? _____

5. During World War I, the Bible society inspired by Mary Jones distributed millions of copies of the Bible to soldiers and prisoners of war on all sides of the war. TRUE | FALSE

6. Write the four criteria for judging the value of a book:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

7. *Mary Jones and Her Bible*, although it has high moral value, has low educational value.

TRUE | FALSE

8. True entertainment value should be judged on more than just a book being thrilling and exciting. TRUE | FALSE

Mary Jones and Her Bible Presentation Quiz ANSWERS

1. What is a Bible society?

- A. a place set up where people can go to receive instruction on the Bible in their own language
- B. a group of people who get together on a regular basis to discuss and study the Bible
- C. an organization devoted to translating, publishing, and distributing the Bible at affordable costs and encouraging its use

2. Mary Jones only had one Bible during her lifetime, and no one is sure what happened to it.

TRUE | **FALSE**

3. As of September 2016, how many languages has the full Bible been translated into?

554

4. As of September 2016, how many languages has a least a portion of the Bible been translated into? 2932

5. During World War I, the Bible society inspired by Mary Jones distributed millions of copies of the Bible to soldiers and prisoners of war on all sides of the war. **TRUE | FALSE**

6. Write the four criteria for judging the value of a book:

1. *moral value*
2. *literary value*
3. *educational value*
4. *entertainment value*

7. *Mary Jones and Her Bible*, although it has high moral value, has low educational value.

TRUE | **FALSE**

8. True entertainment value should be judged on more than just a book being thrilling and exciting. **TRUE | FALSE**



ANSWER KEY

LESSON 1

- Read and complete:

Welcome to this course! You will guide yourself through this course. In this lesson, you will learn how the course works.



Some Things You Need to Know

- This course includes a Daily Checklist for you to use each day you have school. Read the instructions on the first page of the Daily Checklist with your parent or teacher. Have your parent or teacher initial here when you have read the instructions together:

parent initials

- Open your *Course Companion* to page 5 titled "Poetry Memorization" and read the instructions. Then answer the questions:

How many poems should you work on at a time? one

Once you complete a poem and start on the next one, should you also recite the poem or poems you have already memorized each time you work on poetry memorization? yes

Choose two of the poems from this section to memorize during the course and circle them.

- Your *Course Companion* contains "States and Capitals Ladders" on page 1. Read the instructions.
- Each day your parent or teacher will dictate 4-5 sentences to you, meaning he or she will say a sentence out loud and you will write it on a white board or paper. These sentences are in your *Course Companion* and will help you practice spelling words, spelling patterns, spelling rules, commonly confused words, and grammar and punctuation rules. Open your *Course Companion*

to the sentence dictation instructions on page 103 and read the instructions with your parent or teacher. Have your parent or teacher initial here when you have read the instructions together:

parent initials

- To complete some of your writing assignments, you will need a blank notebook to use as your "Writer's Notebook." Your longer writing assignments will be done on a computer.

How To Complete This Course Book

- Each day you will complete one or more lessons in this course book. Simply follow the instructions and mark the check box when you have completed a section. Check the box in the top corner of the page when the entire page is completed. If desired, keep a sticky note on the current lesson so you can quickly find your place each day.
- Your parent or teacher will use the answer key in your *Course Companion* to check your work and make sure you understand what you are reading and learning.
- If you do not understand something, look up information in your *Course Companion* or ask your parent or teacher for help. Also, if you are part of the way through a worksheet and you are not sure if you are doing it correctly, ask your parent or teacher to check the answer key.
- The beginning of this book reviews basic principles taught in previous course levels. If you already know the principles, don't worry! The course will quickly dive deeper into new concepts.

*All right, you are
ready to get started!*

Parts of Speech

Open your *Course Companion* to page 16 titled "Terms to Know." Refer to the page when needed for this lesson and any future lessons.

- Exercise 1: For each sentence, indicate the part of speech for the underlined word by underlining the correct choice.

CAPACIOUS: capable of holding much, spacious or roomy

- I left my hat inside the capacious cave.
noun verb preposition adverb adjective pronoun article
- The new barn was very capacious; it held 20 horses.
noun verb preposition adverb adjective pronoun article
- The new barn was very capacious; it held 20 horses.
noun verb preposition adverb adjective pronoun article
- She put it in her capacious bag.
noun verb preposition adverb adjective pronoun article
- We walked leisurely through the peaceful, capacious gardens.
noun verb preposition adverb adjective pronoun article
- The capacious room held over three hundred people.
noun verb preposition adverb adjective pronoun article
- The mansion has a capacious entryway.
noun verb preposition adverb adjective pronoun article
- David said that he has visited Mr. Carson's capacious mansion.
noun verb preposition adverb adjective pronoun article
- Her capacious library was decorated so nicely.
noun verb preposition adverb adjective pronoun article
- Inside the capacious store, we found a plethora of great books.
noun verb preposition adverb adjective pronoun article
- Inside the capacious store, we found a plethora of great books.
noun verb preposition adverb adjective pronoun article

- Exercise 2: Underline all the prepositions in the following two sentences.

- We went to the mountains after school ended on April 20th.
- The two cubs in the field sat by their mother on the grass and listened to the birds.



- Exercise 3: Abstract nouns are things you cannot touch such as PEACE, HOPE, and STRENGTH. Underline all the words below that are abstract nouns.

weakness grief hopeful science determined
determination weak kindness kind prayer
patience patient minute hour sing

Helping Verbs

- Read:

A helping verb, also called an auxiliary verb, helps show the tense of the main verb. For example, in this sentence the helping verb, which is underlined, helps show that the action will happen in the future.

I will go to the store. (will=helping verb, go=main verb)

The most common helping verbs are forms of "to be," "to do," and "to have."

I am reading the book. (am=helping verb, reading=main verb)

Amy does like the book. (does=helping verb, like=main verb)

I have read the book. (have=helping verb, read=main verb)

Sometimes more than one auxiliary is used. For example, "We should have been careful." Generally, verb phrases using "have" use perfect tense and verb phrases using a form of "to be" are called progressive tenses.

LESSON 3

Subjects

- Read and complete the exercises:

The two necessary parts of a sentence are the subject and the predicate.

The **simple subject** is who or what is doing or being. **Modifiers**, words that provide additional information, are not part of the simple subject. The simple subjects are underlined in the sentences below.

That cute bunny eats a huge carrot.

Our thoughtful Aunt Betty is cooking a wonderful dinner.

The **complete subject** is the simple subject with all its modifiers. The complete subjects are underlined in the sentences below.

That cute bunny eats a huge carrot.

Our thoughtful Aunt Betty is cooking a wonderful dinner.

Often there is more than one noun in a sentence. Not all nouns are subjects. To determine the subject, identify the main verb or verb phrase in the sentence and ask who or what is doing or being that action.

Exercise 1: Underline the simple subject in each sentence.

1. The little girl made a nice apron.
2. An old man down the street wrote a lovely story.
3. I watched the beautiful sunset.
4. Luckily, my mom packed me a huge lunch.
5. The hummingbird zoomed around our yard.
6. A bright yellow butterfly landed on the pink rose.

- Exercise: Underline the helping verb or verbs and circle the main verb in each sentence.

1. I am waiting for the rain to stop.
2. He was watering Grandma's garden.
3. I had hoped for a miracle.
4. We had been sitting on the porch for an hour.
5. The student is trying his best.
6. We should help that lady.
7. The baby can crawl now.
8. They shall spend the night in a tent.
9. I might want some help.
10. I have always wanted a puppy.
11. We will be going to the lake tomorrow.
12. A sincere prayer does make a difference.

Verb Phrases

A verb phrase is the helping verb or verbs plus the main verb. The verb phrases are underlined in the following examples:

I have been hoping to ride a pony. | I am having a great day!

- Exercise: Underline the verb phrase in each sentence.

1. I am waiting for the rain to stop.
2. He was watering Grandma's garden.
3. I had hoped for a miracle.
4. We had been sitting on the porch for an hour.
5. The student is trying his best.
6. We should help that lady.
7. The baby can crawl now.

Exercise 2: Underline the complete subject in each sentence.

1. The little girl made a nice apron.
2. An old man down the street wrote a lovely story.
3. I watched the beautiful sunset.
4. Luckily, my mom packed me a huge lunch.
5. The hummingbird zoomed around our yard.
6. A bright yellow butterfly landed on the pink rose.
7. My family watched a fat worm.
8. Jake kicked the ball into the goal.

Predicates

- Read and complete the exercises:

The **simple predicate** is the verb or verb phrase that tells the action or being of the subject. The simple predicates are underlined in the sentences below.

We have been picking the lovely flowers. | The bear sleeps in a cave.

The **complete predicate** is the simple predicate with all its modifiers. The complete predicates are underlined in the sentences below.

We have been picking the lovely flowers. | The bear sleeps in a cave.

Exercise 1: Underline the simple predicate in each sentence.

1. The tiny bird built a nice home on the tree branch.
2. A new family moved into the neighborhood.
3. The brave knight fought the two-headed monster.
4. The entire group of children has been picking berries by the stream.
5. The king will be sending a message in the morning.

Exercise 2: Underline the complete predicate in each sentence.

1. The tiny bird built a nice home on the tree branch.
2. A new family moved into the neighborhood.
3. The brave knight fought the two-headed monster.
4. The entire group of children has been picking berries by the stream.
5. The king will be sending a message in the morning.

Direct Object & Indirect Objects

- Read and complete the exercise:

A **direct object** receives the action performed by the subject. The direct objects are underlined in the sentences below.

Amy kicked the ball. | David washed the window.

Not all sentences have direct objects.

An **indirect object** indirectly receives the action of the verb. If there is an indirect object, it will answer the question to or for whom or what and typically will come between the verb and the direct object. The indirect object is underlined in the sentences below.

Give Mom the flowers. Dad gave me a new baseball.

Exercise: Underline the direct objects and circle the indirect objects.

1. Dad made (Kevin) a delicious cake.
2. Aunt Jane read (Kate) a funny book.
3. The knight gave the (princess) a bouquet of flowers.
4. I gave my (dog) a bath last night.
5. Can you pour (me) a drink?
6. Helen wrote (Mrs. Davis) a nice letter.
7. I sewed (Becky) a pillowcase.

- ✓ **Reading Check:** Underline or write the correct answer:

- There are two tiers of local government: counties and cities/towns.
- All 50 states are subdivided into counties. TRUE | FALSE
- A county is a political and geographic subdivision of a state.
- List four things for which towns/cities generally take responsibility:
The child should list any four of the following:
parks and recreation services, police and fire departments,
housing services, emergency medical services, municipal courts,
transportation, public works, streets, sewers, snow removal.

Commas in a Series

- Insert commas where needed. Use commas in a series of three or more words or phrases unless all items are joined by OR, AND, or NOR.



- A solitary bird sat on a branch and sang.
- The brawny man carried a suitcase, a trunk, and a box.
- My capacious bag holds a binder, four books, and my lunch.
- The physical exertion did not make me sweaty nor thirsty nor tired.
- You can augment your faith by studying and praying and serving.
- The contemptuous man was neither kind nor merciful nor patient.

Types of Sentences

There are four types of sentences:

- Statement (declarative):** David is in the barn.
Question (interrogative): Do you like dogs?
Exclamation (exclamatory): This is amazing!
Command (imperative): Sit down.

- Exercise 1:** Underline the sentence type for each sentence.

- The tiny dog raced across the field.
STATEMENT | QUESTION | EXCLAMATION | COMMAND
- You did a great job!
STATEMENT | QUESTION | EXCLAMATION | COMMAND
- Milk the cows before you eat breakfast.
STATEMENT | QUESTION | EXCLAMATION | COMMAND
- Did you go to the hospital yesterday?
STATEMENT | QUESTION | EXCLAMATION | COMMAND

An imperative sentence gives a direct command. The subject in this type of sentence is often implied. For example, if you say "Sit down," the implied subject is "you": "(You) sit down." Or, you could say, "Jane, sit down."

- Exercise 2:** Put an X in the box before each sentence that is imperative (a command).

1	x	Please put your shoes by the front door, James.
2		Were you able to procure all the signatures you needed?
3	x	Tell me which puppy you like the most.
4	x	Tabitha, do not worry about the burned cake.
5	x	Do not worry about the burned cake.
6	x	Rob, please save some of that pie for Dad.
7		Jason always sits at the head of the table.
8	x	Listen to the wind blowing in the trees.

Independent and Dependent Clauses / Phrases

For further help, refer to page 35 titled "Independent and Dependent Clauses" in your *Course Companion*.

- Read and complete:

There are two kinds of clauses:

An independent clause can function by itself as a sentence because it contains a subject, a verb, and a complete idea.

A dependent clause has a subject and a verb but not a complete idea (because it indicates more to come). Thus, a dependent clause cannot function by itself as a sentence.



HINT: A dependent clause always starts with a subordinating conjunction, (such as BECAUSE, AFTER, or INSTEAD OF). When you add a subordinating conjunction to the beginning of an independent clause, it changes it to a dependent clause because it indicates more to come. Look at the following examples.

Because Jane smiled

When Dad arrived

As soon as Dad arrived

These are dependent clauses because they indicate more to come. But, if you took off the words in bold (which are subordinating conjunctions), you would be left with independent clauses (complete sentences). Put your finger over the words in bold and see how complete sentences are left!

If a group of related words is missing a subject or a verb it is not a clause at all—it is a phrase. There are many types of phrases: infinitive phrases, prepositional phrases, gerund phrases, and more. We will learn about all 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
 - an independent clause and a dependent clause**
 - an independent clause
- 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 shooting star.
 dependent clause | independent clause
- Although we watched carefully, we did not see a shooting star.
 dependent clause | independent clause
- The sunlight danced on the field, and the clouds floated by merrily.
 dependent clause | independent clause
- The sunlight danced on the field, and the clouds floated by merrily.
 dependent clause | independent clause

LESSON 5

Regions of the United States

As shown on the image on this page, the United States is often divided into the following major geographical regions:

- West
- Midwest
- Northeast
- South

The image on this page also shows subdivisions of the major regions. For example, the Pacific West and Mountain West are both subdivisions of the West.

The government divides the United States into regions for things such as the United States Census Bureau (which you will learn about later in the course), but there are no government structure or laws for the regions. Regions simply help to describe larger areas or help group together states that are similar in features such as climate, geography, history, or culture.

Since these are not officially defined regions, the states included in some regions vary according to the mapmaker.

In this course, as well as learning to identify regions of the United States, you will study the Northeast regions: Middle Atlantic and New England.

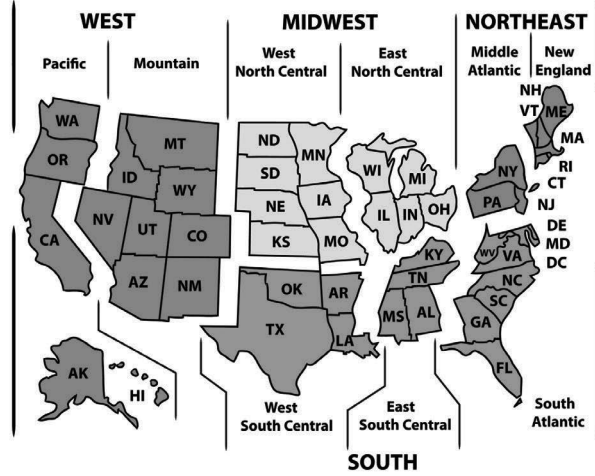
Exercise: List the correct answer(s) for each question.

1. In which major region of the United States do you live?

Answer will vary.

2. In which subdivision of the United States regions do you live?

Answer will vary.



3. List the states in the Pacific West: California

Washington Alaska

Oregon Hawaii

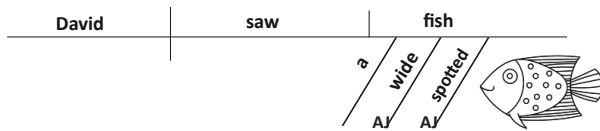
4. List four of the many states in the South:

Four of the following should be listed: Alabama, Kentucky, Texas, Oklahoma, Arkansas, Louisiana, North Carolina, Virginia, West Virginia, Mississippi, Tennessee, Delaware, Maryland, Florida, Georgia, South Carolina

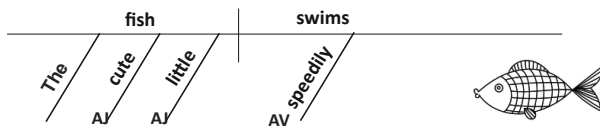
Sentence Diagramming

- Diagram the sentences below. Refer to Steps 1-5 on page 18 of your *Course Companion* if needed. **Then, in your sketchbook, draw the line art images.** (Hint: ITS, MY, HIS and HER are possessive pronouns, and function like an adjective.)

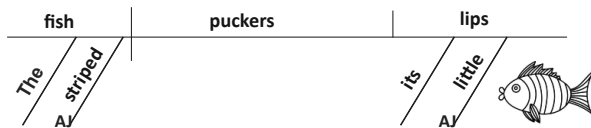
David saw a wide, spotted fish.



The cute little fish swims speedily.



The striped fish puckers its little lips.



I watched the huge, orange fish.

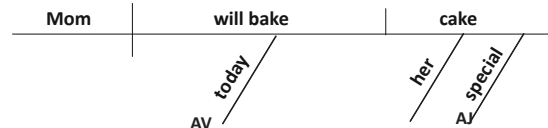


- Diagram the sentences below. Refer to Step 9 on page 19 of your *Course Companion* if needed. You must draw the lines for the last sentence. (Hint: TODAY is modifying the verb so it is an adverb.)

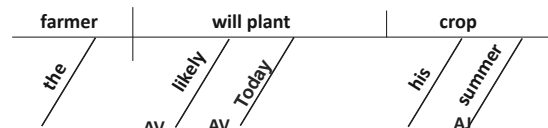
I have been feeding the lovely birds today.



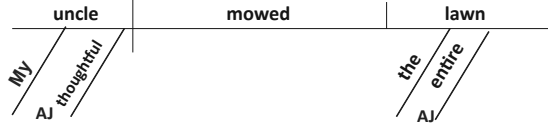
Mom will bake her special cake today.



Today the farmer will likely plant his summer crop.



My thoughtful uncle mowed the entire lawn.



LESSON 6

Proper Nouns & Prepositional Phrases

If needed, open your *Course Companion* to the following pages for help with these exercises: 24 (Capitalization Rules 1-4) and 39 (Prepositions and Prepositional Phrases).

- Remember that specific names of people, pets, places (*businesses, parks, libraries, schools*), geographical areas (*oceans, lakes, rivers, continents, states, cities, street names*), religions, holidays, nationalities, brand names, and organizations are capitalized. Seasons are not capitalized. Courtesy titles are capitalized: Dr., Mrs., Mr., Miss.

- Remember that prepositional phrases start with the preposition and include any words that modify the preposition.

- Exercise: For each sentence, put three underlines under words that should be capitalized but are not. Circle prepositional phrases.

Example: The colorado river curves around those cliffs.

BLITHE: happy and without worry

- Everyone loved bethany's blithe spirit.
- Through the fields beneath mount helen, we ran blithely.
- During the great depression, Grandma smith retained a blithe attitude.
- The young, blithe girl from arizona sings like a lark.
- A blithe, beautiful child came bouncing into the room.
- Uncle james always had a blithe attitude, even during the civil war.

- Mrs. pepper's spirit was unusually blithe as she decorated the christmas tree.
- The toddler waved blithely to everyone crossing Story bridge, over the Brisbane river in australia.
- I blithely put on my new nike shoes and ran to central park.

Author Homer Greene

- Read:

Years before the electric light bulb and cars were invented, a baby boy named Homer Greene was born in Pennsylvania to an employee of the Pennsylvania Coal Company.

When Homer was a young man, he graduated from college as a civil engineer and worked as a surveyor for a few years with the Pennsylvania Coal Company. His taste, however, was for books and law, and he eventually graduated from law school and became a successful lawyer.

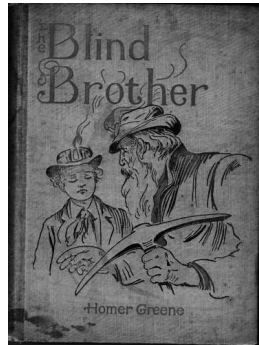
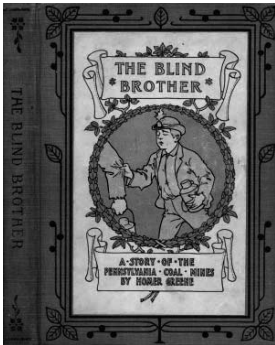
Homer was just sixteen years old when he had his first piece of writing, a short story, published in a magazine. Over the years, he had many stories, poems, and books published.

In this course you will read a book by Homer titled *The Blind Brother*. This story won first place in a story competition for which he was awarded \$1,500—a large sum of money at that time. The story was published in a magazine and was eventually made into a book.

The Blind Brother will take you back in time to the coal mines of Pennsylvania in the 1800s. Because Homer grew up near the coal mines and even worked at the coal mines for a time, he gained the knowledge he needed to create the setting for his book. It is also interesting to note that the book contains a court trial—another topic of which Homer had knowledge since he had worked for years as a lawyer.

The Blind Brother is an engaging book of adventure that also contains powerful and praiseworthy messages about repentance, redemption, family, honesty, selflessness, and love.

Many books today are kept in print for just a few years. *The Blind Brother* was first published in 1887, and it is still in print today, over 130 years later! Several different editions have been printed over the years. Below are images of two editions of the book. Which cover do you like best?



The Blind Brother: Chapter 1

- Read the following vocabulary words from Chapter 1 of *The Blind Brother*, and read the definitions and example sentences.

waylay: to stop someone who is going somewhere or to attack someone by surprise

The actress was waylaid by a group of fans as she entered the building. We were waylaid by a band of robbers who had been hiding in the trees.

hewn: something cut, chiseled, or shaped with a tool

He had roughly hewn features.

The statue was hewn from Italian marble.

exultant: triumphant and happy

The winning team let out an exultant cheer.

The exultant army had won the battle.

revel: to take or the act of taking great pleasure in; to celebrate.

We reveled in the thought of our upcoming cruise.

The revel lasted all afternoon; it was quite the celebration!

- Fill in each blank with a vocabulary word from above.

- The slabs of slate were hewn from the gray rocks of the island.
- Do not revel in sin.
- Admirers always waylay the famous actor when he tries to go somewhere in public.
- When I reached the peak, I let out an exultant shout.
- The bandits often waylay stagecoaches on this road.
- The exultant crowd cheered for the winner.
- The great forest was hewn down in one month.
- Winning the competition left me feeling exultant.
- The statue was hewn from solid marble.
- The festival was held on Sunday, so we did not join the revel.

- Open your *Course Companion* to page 99 titled "Challenging Words Practice #1." Read the words on this page to your parent or teacher and have him or her circle any words you cannot read or pronounce immediately.

- In the *Level 7 Favorite Classics Reader*, read Chapter 1 of *The Blind Brother*.

LESSON 7

The Blind Brother: Chapter 2

- Read the following vocabulary words, definitions, and example sentences from Chapter 2 of *The Blind Brother*.

quandary: a situation in which you are confused about what to do

Kevin is in a quandary; neither option seems good to him.

Whenever I'm in a quandary, I seek guidance through prayer.

inherent: belonging to the basic nature of someone or something

Mothers have an inherent desire to nurture.

Sorrow is an inherent part of repentance.

redress: the setting right of what is wrong

The man sought redress for his injuries.

She demanded redress; she wanted justice!

duly: properly, fitting or in due time

After fasting all day, the feast was duly appreciated.

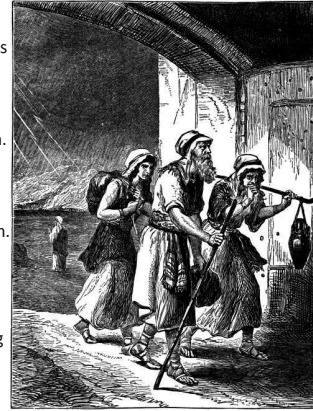
James was unduly anxious; there was nothing to fear.

- Fill in each blank with a vocabulary word from above. Some words are used more than once.

- The family sought redress for their losses.
- The situation left Dave in a quandary; he wasn't sure what to do next.
- The laws were duly followed.
- Mankind has an inherent desire to worship God.
- You will be duly instructed before you start the task.
- Grandfather has natural, inherent integrity.

- Read the following:

In Chapter 2 of *The Blind Brother*, a reference is made to the story of Lot in the Bible. Refresh your memory of this part of the Bible by reading the following story:



Many long years before the birth of Jesus Christ, two cities stood upon the plain which the waters of the Dead Sea now cover. These cities were named Sodom and Gomorrah. Their inhabitants were very wicked, so God destroyed their cities by raining brimstone and fire upon them.

Before God destroyed these cities, He sent two angels to Lot, Abraham's nephew, who dwelt in Sodom, commanding him to flee from it, taking his family with him. The angels hastened him, saying, "Arise, take thy wife, and thy two daughters, which are here; lest thou be consumed in the iniquity of the city." Then the angels took all four by the hand and led them out, and said to Lot, "Escape for thy life; look not behind thee, neither stay thou in all the plain; escape to the mountain, lest thou be consumed."

Lot pleaded that he might take refuge in a little city, named Zoar, not very far distant; and having obtained the angels' permission to do so, he took his wife and daughters, and hastened away. In our picture we see him and his daughters entering Zoar, and Sodom burning in the distance—but what is that strange figure standing on the plain? Alas! That is Lot's wife; the angel had commanded them that none were to look back, but she did so, and was turned into a pillar of salt.

- Turn to page 99 of your *Course Companion* titled "Challenging Words Practice #1." Read the circled words on this page to your parent or teacher.

- Read the following:

Before you read Chapter 2 of the *Blind Brother*, it will be helpful to understand that a coal breaker is a coal processing plant which breaks coal into various useful sizes. Coal breakers also remove impurities from the coal (typically slate). Here is a photograph of a coal breaker from around the same time as the setting of the book:



- In the *Level 7 Favorite Classics Reader*, read Chapter 2 of *The Blind Brother*.

- ✓ **Reading Check:** Underline the correct answers.

- Jack Rennie, the same man who talked to Bennie in the first chapter, set fire to the coal breaker.
TRUE | FALSE
- What insight into Tom's character is given in this chapter?
 - When frail Bennie gets tired, Tom says he needs a break himself.
 - Tom goes barefoot so that Bennie can have really good shoes.

- ▼ **Digging Deeper:** Read and complete:

Author Homer Greene is skilled at using clever literary devices in his writing to make it more powerful.

Open your *Course Companion* to page 17 titled "Literary Terms." Refer to this page to help you complete the following assignment.

Below are sentences from Chapter 2 of *The Blind Brother*. Underline the literary device or devices (there may be more than one) used in each sentence. (Note: Sometimes a metaphor is also a hyperbole.)

- Tom was absolutely afraid to whisper a word of what he knew.
personification | *metaphor* | *hyperbole* | *simile* | *alliteration*
- The flame curled around the coal-black timbers and sent up little red tongues.
personification | *metaphor* | *hyperbole* | *simile* | *alliteration*
- The man stepped forward, a very giant in size.
personification | *metaphor* | *hyperbole* | *simile* | *alliteration*
- His heart pounded like a hammer against his breast.
personification | *metaphor* | *hyperbole* | *simile* | *alliteration*
- His head was in a whirl.
personification | *metaphor* | *hyperbole* | *simile* | *alliteration*

- ✍ **Notebook**

In your notebook, write the definitions of personification, hyperbole, and alliteration (from page 17 of your *Course Companion*), and write an example sentence of your own creation that illustrates each definition.

LESSON 8

The Blind Brother: Chapter 3

- Read the following vocabulary words, definitions, and example sentences from Chapter 3 of *The Blind Brother*.

futile: *having no successful or effective results*

I tried my best to make it work, but my attempts were futile.

Despite the heroic efforts of the firemen, trying to save the house was futile.

amicable: *friendly*

She was an amicable girl, friendly in every way.

At first they thought the policeman would be angry, but he was amicable instead.

fallacious: *deceptive; misleading*

The words of the man in the courthouse were fallacious.

When he tricked us, we knew his nice words had been fallacious.

- Write a sentence that uses the vocabulary word:

1. futile: _____ *Answer will vary.*

2. amicable: _____ *Answer will vary.*

3. fallacious: _____ *Answer will vary.*

- Read each pair of sentences, and then, based on the context of the sentences, select the definition of the underlined word.

- Compared to what the rich man gave, the poor woman gave but a pittance.
The pittance she made from washing clothes was barely enough to keep food on the table.
in a pitiful manner | something shameful | **a very small amount**
- The mean old man looked down grimly at the naughty children.
"I guess I'll try again," said the discouraged woman, smiling grimly.
in a rough manner | harshly | **in a gloomy, stern, or discouraged manner**
- The new law will increase military expenditures.
Our expenditures put into the carnival made it a great success.
something spent, such as time or money | promises | requirements
- I didn't want to implicate him in setting the fire if he didn't do it.
The dog's innocent eyes lied; I knew whom to implicate.
to falsely charge | **to show to be involved, as in a crime** | to realize

- In the *Level 7 Favorite Classics Reader*, read Chapter 3 of *The Blind Brother*.

- ✓ Reading Check:** Underline the correct answer.

1. **To keep the interest of readers, authors create suspense. Underline the question or questions that Homer Greene uses to create suspense by the end of Chapter 3 of the *Blind Brother*.**

A. **Will Bennie tell Mommie how Tom got the \$100?**

B. **Will Bennie get his sight back eventually?**

C. **Will Tom be able to get himself out of his predicament and have the burden weighing on his conscience removed?**

- ▼ Digging Deeper:** Read and complete:

After Tom takes the bribe, he feels bad for doing so. The author could have simply said, "Tom felt bad inside for taking the bribe." Instead, the author follows Tom's story for several pages, using descriptive words to really connect the reader with the Tom's feelings. Below are some of the words the author uses. First, read the words aloud and try to notice the

LESSON 9

Commas with Nonessential Phrases

- Read the following

Nonessential words, phrases, or clauses in a sentence that interrupt the sentence are set off with commas. This means you place commas before and after the nonessential words, phrases, or clauses.

How do you know if a word, phrase, or clause is essential or nonessential? If an **essential** element is removed, it changes the meaning of the sentence or makes it unclear. If a **nonessential** element is removed, the meaning of the sentence does not change and is not unclear. Nonessential information might add interesting and helpful information, but it is not essential.

For example, read the following sentences with and without the underlined words, and see how the basic meanings of the sentences don't change when you take out the nonessential underlined word or phrase:

Lincoln, luckily, obeyed his parents' warning.

The birds, chirping excitedly, ate all the seeds in the feeder.

Now, read the following sentences with and without the underlined words and see how the basic meanings of the sentences change if you take out the essential phrases:

The person sitting in the third chair over is my father.

The man who broke the window came and fixed it.

- Exercise 1:** For each sentence, place commas before and after nonessential phrases.

TIP: Remember that nonessential phrases may add HELPFUL information, but not ESSENTIAL information.

- Debbie, who lives on a farm, taught me how to ride a horse.
- The man standing on the stage is my older brother.
- Little Gabby, like most of the toddlers in the room, was asleep.

emotions the words create. Then on each blank line, write if the word is used as a NOUN or an ADJECTIVE:

- haunted _____ *adjective*
- trouble _____ *noun*
- perplexing _____ *adjective*
- doubts _____ *noun*
- weight _____ *noun*
- dismal _____ *adjective*
- suffering _____ *noun*
- unhappy _____ *adjective*
- misery _____ *noun*

-  **Notebook**

In your notebook, write the heading "Joy." Then, write a list of nouns and adjectives that could connect a reader with the feeling of joy.

Direct and Indirect Objects

- Read and complete:

A **direct object** receives the action performed by the subject. (Amy kicked the **ball**.) The **indirect object** indirectly receives the action performed. (John gave **Mom** the book. The cat gave **Ellen** a glance.)

Exercise 1: Underline direct objects and circle the indirect objects.

- Dad sent his daughter a rose.
- I bought Jake lunch.
- Unfortunately, he gave the committee a fallacious report.
- Mrs. Jones made our family dinner.
- The amicable toddler gave everyone a hug.

LESSON 10

The Blind Brother: Chapter 4

- Read each pair of sentences and then, based on the context of the sentences, select the definition of the underlined word.
- The officious man ordered us to be quiet and listen to his complaint. The bystander had no reason to be so officious and tell everyone what to do.
courageous | **bossy** | impressive
 - The sick girl raised her hand from the bed, her face so terribly pallid. If he weren't so very pallid, I'd have thought him strong and healthy.
sweet | disgusted | **pale**
 - "Don't be daft; I need you to be serious for a moment," said Tom. If she weren't acting so daft, people would take her seriously.
silly | clumsy | awkward

- ▼ **Digging Deeper:** Read:

A court trial takes place in Chapter 4 of *The Blind Brother*. Before you read the chapter, read the following information, which will help you better understand the terminology used in the chapter.

If someone is charged with a serious crime, he is **indicted** (pronounced "IN - DIE - TED"), which means that an official has given him an indictment. An **indictment** is a formal, written accusation telling the person where, when, and how he allegedly committed a crime, and that he must appear in court. To **arraign** someone is when the indicted person first comes to court and is formally notified of the things he is accused of doing. This is when he says whether he is guilty or not guilty. Indictable crimes are normally given a trial by jury. A jury is usually made of twelve people from the community

called jurors. During the court case, jurors listen to evidence from both the accused, who is called the **defendant** (the one who was indicted), and the **prosecutors** (the ones trying to show that the defendant is guilty of the crime). The jury then takes these arguments, talks about them in private, and reaches a **verdict** (a decision) of whether the indicted person is guilty or not guilty.

- On page 99 of your *Course Companion* titled "Challenging Words Practice #1," read the circled words on the page **to your parent or teacher**.
- In the *Level 7 Favorite Classics Reader*, read Chapter 4 of *The Blind Brother*.

Quotation Punctuation

- Study quotation punctuation on page 40 of your *Course Companion*. Then write each incorrectly punctuated sentence below correctly.

1. Tina replied "that is a brilliant idea!"

Tina replied, "That is a brilliant idea!"

2. "If you leave now," Mindy said "you will not be late."

"If you leave now," Mindy said, "you will not be late."

3. "Look at this" Blake said "I found a tadpole".

"Look at this," Blake said. "I found a tadpole."

4. "When the sun rises" Blake said "We'll start the hike".

"When the sun rises," Blake said, "we'll start the hike."

-  **Notebook**

Set your timer for seven minutes and write a fictional scene that takes place in a court room. Use the words DEFENDANT and PROSECUTOR at least once. Make up the story as you go. **Use dialogue with correct punctuation.**

LESSON 11

Direct Objects & Indirect Objects

- Read and complete:

A **direct object** receives the action performed by the subject. (Amy kicked the **ball**.) The **indirect object** indirectly receives the object. (John gave **mom** the book. John cooks **Mother** dinner. The cat gave **Ellen** a glance.)

Exercise: Underline direct objects and circle the indirect objects. Draw the line art image in your sketchbook.

- The cute dog gave me the ball.
- We gave the lost dog a warm bath.
- The adorable dog gave me a lick.
- I made the tired dog a warm bed.
- We made the dog a new doghouse.
- My aunt gave me a new book about dogs.
- The librarian read us a story about dogs.
- I gave Mom the dog.
- The loyal dog brought me my slippers.



Effective Writing: Avoiding Wordiness and Redundancy

- Read and complete:

Sometimes writers believe that long and wordy sentences make higher quality writing. However, that is not usually the case. Avoiding unnecessary words makes writing less cluttered and easier to read. However, your sentences do not have to be short or simple. In fact, they can be beautifully complex, such as sentences often found in well-written,

classic books; but they should be clear and concise (not including unnecessary information) and avoid redundant (repetitive) words.

- Exercise:** Rewrite the wordy sentences more concisely. First cover up the example answers with an index card. After rewriting the sentence, compare the example answer to yours. There is not one right way to make a sentence more concise. The example answer just shows one possible way.

TIP: Remove duplicates of the same word within a sentence.

TIP: Look for ways to say the same thing more concisely, but be careful not to lose needed information or emphasis.

#1: The reason that we did not come to the party, even though we really wanted to come to the party, is that our car would not start when we tried to turn it on because the battery was dead.

Example Answer:

We wanted to come to the party, but our car battery died.

#2: If a sentence has any redundant words, you should remove those redundant words from the sentence to make the sentence clearer.

Example Answer:

To make sentences clearer, remove redundant words.

Proper Nouns & Prepositional Phrases

If needed, open your *Course Companion* to the following pages for help with these exercises: 24 (Capitalization Rules 1–4) and 39 (Prepositions and Prepositional Phrases).

- Exercise: For each sentence, put three underlines under letters that should be capitalized but are not. Circle prepositional phrases.

Example: The colorado river curve around those cliffs.

ENSHROUD: envelop completely; hide

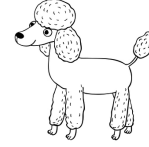
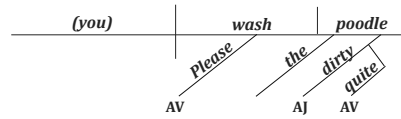
1. Heavy, grey clouds enshrouded central park in New York city.
2. I believe that christianity helps bring light to a world enshrouded by darkness.
3. The catholic priest within the Florence cathedral was enshrouded in a long robe.
4. The peak of mount Fuji in Japan is enshrouded with clouds.
5. Thick fog enshrouded the entire stadium at davis high school.
6. The town of porterville was still enshrouded with smoke from the volcano, so the trucks from the red cross could not enter the area.
7. In front of the Jefferson library, the salvation army is collecting money for christmas.

Diagramming Imperative Sentences

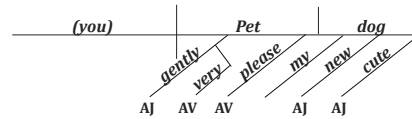
When you diagram an imperative sentence, the subject may or may not be implied. For example, the subject in this sentence is implied, and would be diagrammed as (YOU): "Sit down."

- Diagram the sentences below. *These exercises include Step 12* (page 20 in your *Course Companion*). Note: the word PLEASE (used as a polite request) is an adverb. *In your sketchbook, draw the line art images.*

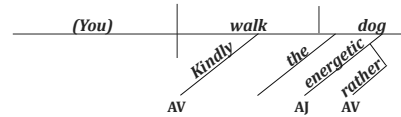
Please wash the quite dirty poodle.



Pet my new, cute dog very gently, please.



Kindly walk the rather energetic dog.



LESSON 12

The Blind Brother: Chapter 5

- In the *Level 7 Favorite Classics Reader*, read Chapter 5 of *The Blind Brother*.
- ✓ **Reading Check:** Underline the correct answers.

To "thicken the plot" is an idiom that means to make things more complicated or interesting. Underline the two ways that Homer Greene thickens the plot of the book in Chapter 5.

- A. Jack Rennie is startled and apparently very distraught that Tom Greene is the boy who is the witness, and we get hints that Jack knew Tom's father.
- B. Jack Rennie shouts a threat to Tom during the trial, and Tom believes Jack will have a friend carry out the threat. Even though Tom bravely tells the truth, the reader is left wondering if the threat will be carried out.
- C. Jack Rennie escapes, and that leaves the reader wondering if he will be found and what Jack will do while he is free.

Commas in a Series

- Exercise 1: Determine if the commas in each sentence are separating words or phrases. Underline the correct answer.

AUGMENT: to increase in size, number, or strength

1. The moaning of the wind, the clouds covering the moon, and her father's absence all augmented her fear.
Words | Phrases
2. Dave sells cookies, cakes, and cupcakes to augment his income.
Words | Phrases
3. I am striving to augment my faith, hope, and perseverance.
Words | Phrases

4. Eating well, sleeping longer, and exercising regularly augments my ability to work hard.

Words | Phrases

5. I hope to exercise more often, to be more cheerful, and to keep my room organized.

Words | Phrases

- Read and complete:

Use commas in a series of **three or more** words or phrases **unless all items are joined by OR, AND, or NOR**.

Examples: (Both sentences are correct.)

I bought a cow and a pig and a duck. | I bought a cow, pig, and duck.

Exercise 2: Insert commas where needed.

BRAWNY: muscular or powerful

1. The brawny man flexed the muscles in his arms, legs, and back.
2. Not only was the mountaineer a brawny fellow who looked like he could lift a mountain goat, but he was also skillful with a compass and a map and a rope.
3. My brawny guide carried my backpack while I carried the compass, the map, and the canteen.
4. We used a compass and map on the trip.
5. The brawny man lifted the large case of compasses with ease and threw it into the truck.
6. The brawny man augmented his muscles by lifting weights, digging ditches, and climbing ropes.

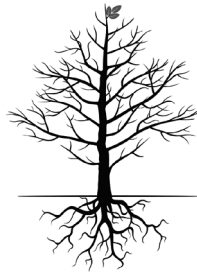


Latin and Greek Roots

Read:

In past centuries, many people who wanted to be well educated studied other languages. This was not usually in order to converse with people from other nations, but to better understand and communicate in English.

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. You will gain a better understanding and use of the English language as you learn some basic roots from source languages.



A root word is a word that is often used by itself, in compounds with other roots, or with affixes. Once you know the meaning of the root word, you can understand the meaning of many other words that contain it.

Anglo-Saxon words are the most basic words in English and express the ideas most related to everyday life such as house, man, think, eat. They most often do not use affixes.

Here are some common Latin roots and their meanings:

visum – see	verbum – word
nomen – name	unus – one
annus – year	magnus – large or great
mobile – to move	

Here are some common Greek roots and their meanings:

photos – light	phono – sound
graph – to write or draw	tele – far or distant
autos – self	bios – life
ology – knowledge or study	

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	- a word for 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:

photograph – photos and graph light drawing

telephone – tele and phono sound from far

autograph – autos and graph write self

biology – bios and ology the study of life

telegraph – tele and graph write from far

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

television – tele and visum see from far

automobile – autos and mobile to move itself

LESSON 14

Commas with Dependent Clauses

When a dependent clause is at the beginning of a sentence, set it off with a comma. When a dependent clause is at the end of a sentence, usually do not set it off with a comma. (A dependent clause has a subject and a verb but is not a full sentence because it indicates more to come and does not express a complete thought.)

Examples: When you finish the book, we will go to the park.
We will go to the park when you finish the book.

Underline the dependent clauses and insert commas where needed.

1. Although the sun is shining, I am cold.

2. I am cold although the sun is shining.

3. When I say my prayers, I am strengthened.

4. I am strengthened when I say my prayers.

5. In case you get cold, I brought your coat.

6. I brought your coat in case you get cold.

7. Whenever I feel discouraged, you cheer me up.

8. You cheer me up whenever I feel discouraged.

9. After the sun set, we roasted hot dogs.

10. We roasted hot dogs after the sun set.

11. Even if I make a mistake, you still love me.

12. You still love me even if I make a mistake.

13. Because the mountain is steep, it took a long time to climb.

14. It took a long time to climb because the mountain is so steep.

Sentence Structures

For each sentence below, underline the type of sentence structure. If needed, refer to page 43 of your *Course Companion*.

1. Little wooden houses dot the mountain side, and here and there a turbulent stream comes tumbling down the slope.

simple | compound | complex

2. Not one of the cottages stands on level ground; it seems as though they had somehow been thrown against the mountain and had stuck there.

simple | compound | complex

3. I have been sleeping like a bear ever since Rudi went away

simple | compound | complex

4. You had to leave all the nice little plants because we had to go after Mäggerli.

simple | compound | complex

5. Moni brought out bread and a small piece of dried meat and invited Jörgli to share his midday meal.

simple | compound | complex

6. It sparkled wonderfully in his hand, for the sun shone straight into it.

simple | compound | complex

7. He said goodnight to Moni and whistled for his two companions.

simple | compound | complex

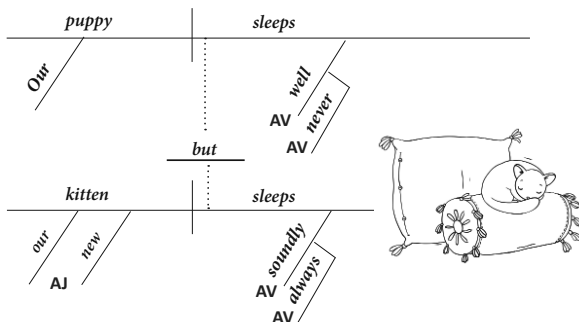
8. When Jörgli had gone some distance down the mountain, Moni also started along with his flock

simple | compound | complex

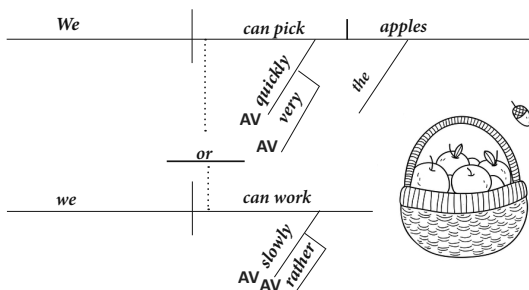
Sentence Diagramming

- Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. Refer to pages 19-20 in your *Course Companion* if needed. This lesson focuses on Steps 7, 9, and 12. In your sketchbook, draw the line art images.

Our puppy never sleeps well, but our new kitten always sleeps soundly.

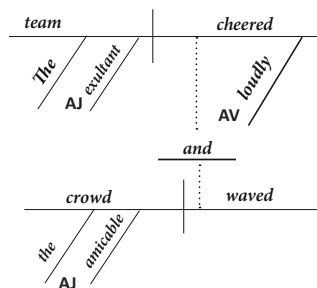


We can pick the apples very quickly, or we can work rather slowly.

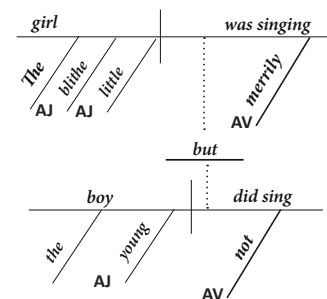


- Diagram the following sentences. Only the first line is given; you must draw the other lines.

The exultant team cheered loudly, and the amicable crowd waved.



The blithe little girl was singing merrily, but the young boy did not sing.



Hint: NOT is an adverb because it is modifying the verb SING.

The Blind Brother: Chapter 6

- In the *Level 7 Favorite Classics Reader*, read Chapter 6 of *The Blind Brother*.
- ✓ **Reading Check:** Underline the correct answer.

- Which sentence best describes the way Tom and Bennie feel about their mother?
 - They love her, but they feel she is always so worried and stressed that they don't enjoy being around her too much.
 - They adore her and want to help her as much as they can.
 - They are frustrated because she is so grumpy and gloomy all the time.
- Which sentence is true?
 - Bennie felt that there was going to be a fall before it happened.
 - Bennie was taken by total surprise when the fall happened; he did not notice any signs of a possible fall.

LESSON 15

Commas with Nonessential Phrases

- Read the following
Let's review. Nonessential words (such as "indeed" and "however"), phrases, or clauses in a sentence that interrupt the sentence are set off with commas. How do you know if a word, phrase, or clause is essential or nonessential? If an **essential** element is removed, it changes the meaning of the sentence or makes it unclear. If a **nonessential** element is removed, the meaning of the sentence does not change and is not unclear. Nonessential information might add interesting and helpful information, but it is not essential.
- Exercise: For each sentence (from *The Blind Brother*), place commas before and after nonessential phrases.
TIP: Remember that nonessential phrases may add HELPFUL information, but not ESSENTIAL information.

- It was indeed a labor of love.
- The newspapers, however, were soon corrected.
- Sometimes, indeed, there came upon him a sudden fear of the vengeance he might meet at Rennie's hands.
- He ate none of it himself, however, and the boys ate but sparingly.
- The fall extended across the old chambers to the west wall of the mine, therefore, it was more than likely they're shut in beyond hope of escape.
- Tom grasped Bennie's hand more tightly in his and hurried, almost ran, down the wide chamber.
- Her sons had grown both in stature and in grace until they had become, indeed, her crown of rejoicing.
- But he felt the shame of it nevertheless as he answered.
- The man stepped forward, a very giant in size, with a great beard floating on his breast.
- Nevertheless, he laid his portion back in the basket.
- Then, straightening up, there came into his face a look of heroic resolution.

The Blind Brother: Chapter 7

- In the *Level 7 Favorite Classics Reader*, read Chapter 7 of *The Blind Brother*.
- ✓ **Reading Check:** Underline the correct answer.

What kind things did Jack Rennie do for the boys in this chapter?

- He did not eat his share of food, he entertained them with stories, and he offered to die instead of the boys.
- He did not eat his share of food, he bandaged their wounds with strips of his shirt, and he read to them from his Bible.

LESSON 16

The Blind Brother: Chapter 8

- Open your *Course Companion* to page number 99 titled "Challenging Words Practice #1" and read the circled words **to your parent or teacher**.
- In the *Level 7 Favorite Classics Reader*, read Chapter 8 of *The Blind Brother*.
- ✓ Reading Check:** Underline the correct answer:

Which sentence is true?

- A. Tom's father saved Jack Rennie's life, but Jack was so disturbed about the death of Tom's father that he has never been the same.
- B. Jack Rennie stole \$1,000 from Tom's father before Tom's father died.
- C. **Jack Rennie accidentally killed Tom's father in a fight, and Jack saved \$1,000 and wants to give it to Tom.**

Independent and Dependent Clauses

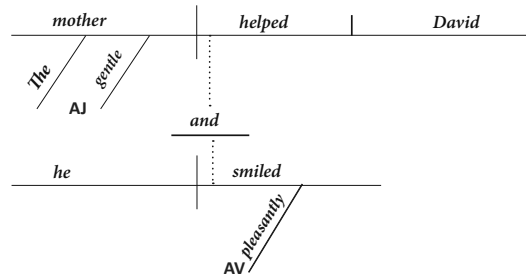
- Exercise 1:** Circle all the dependent clauses in the sentences below and underline the independent clauses. The sentences are from *The Blind Brother*. If needed, refer to page 35 in your *Course Companion* titled "Independent and Dependent Clauses."

1. When they thought it was morning, they all arose and walked around a little.
2. The man started down the heading, but, after he had gone a short distance, a thought seemed to strike him, and he came back to where Bennie was still sitting.
3. Unless he could produce some strong evidence in his favor, his conviction was almost assured.
4. Let's listen and see if we can hear it now.
5. She didn't have much time to cry because she had to work so hard.

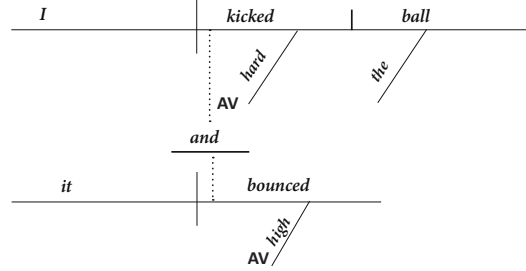
Sentence Diagramming

- Diagram the sentences below. *This exercise focuses on Step 7.*

The gentle mother helped David, and he smiled pleasantly.



I kicked the ball hard, and it bounced high.

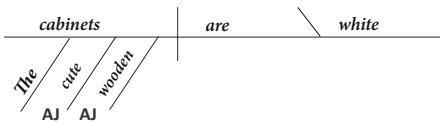


- On a separate sheet of paper, diagram the sentences below. *This exercise focuses on Step 11 (predicate adjectives).*

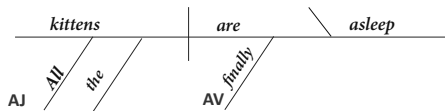
1. The cute, wooden cabinets are white.
2. Your homemade lasagna tastes extra delicious.
3. My little sister can be so sweet!
4. All the kittens are finally asleep.

Lesson 16—Assignment on a Separate Sheet of Paper

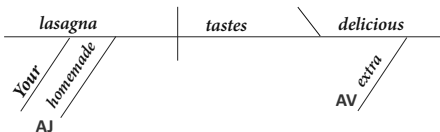
The cute wooden cabinets are white.



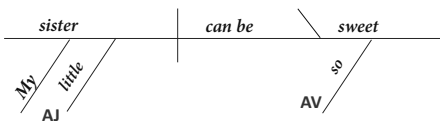
All the kittens are finally asleep.



Your homemade lasagna tastes extra delicious.



My little sister can be so sweet!



Conjunctions

Read and complete.

There are seven **coordinating conjunctions**: FOR, AND, NOR, BUT, OR, YET, SO. The acronym for remembering coordinating conjunctions is FANBOYS. A coordinating conjunction joins together two independent clauses. An independent clause can stand on its own as a sentence because it has a subject, a verb, and a complete thought.

Fill in the blank. Coordinating conjunctions can join together two independent clauses clauses.

Underline the independent clauses and circle the coordinating conjunctions in the following sentences:

- The berries are ripe, so I picked all of them.
- You can pick berries with me, or you can help Mom.
- I love cherries, and I love blackberries.



In the sentences above, does an independent clause come on both sides of each coordinating conjunction? Circle the correct answer: YES NO

Read and complete:

A **subordinating conjunction** joins an independent clause and a dependent clause together. There are only seven coordinating conjunctions, but there are many subordinating conjunctions. A subordinating conjunction always comes at the beginning of a dependent clause. Following are some of the most common subordinating conjunctions:

because even though when while after before

Underline the dependent clauses and circle the subordinating conjunctions in the following sentences.

- When the lemons are ripe, we will pick them.
- We will pick the lemons when they are ripe.
- While we wait for Dad, let's make lemon pie!



LESSON 17

The Blind Brother: Chapter 9

- In the *Level 7 Favorite Classics Reader*, read Chapter 9 of *The Blind Brother*.
- Diagram the following sentences on a separate sheet of paper. Have your parent or teacher check the answers in your *Course Companion*. *These sentences focus on Steps 8 and 9.*

- Hank and Frank have quickly eaten the delicious cake.
- The complete package will definitely include candy and flowers.
- Dogs and cats really enjoy love and attention.

LESSON 18

Note Taking

Read:

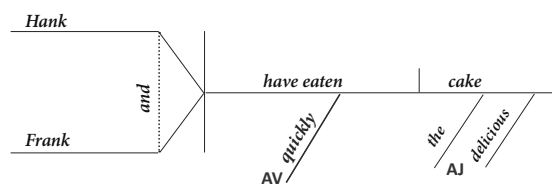
Taking effective notes while in a class is an important skill to develop. Not only does effective note taking make you more actively involved in learning and improve your attention during class, but it also helps you understand and remember information. One study shows that information written in notes has a 34% chance of being remembered, but information not recorded in notes has only a 5% chance of being remembered. (Howe, 1970, in Longman and Atkinson, 1999)

NOTE TAKING TIPS

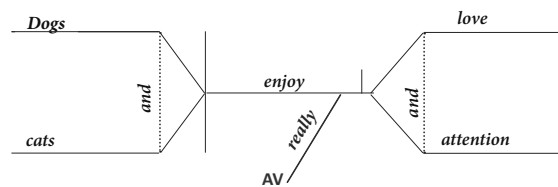
- Listen carefully; don't let your mind wander, or you might miss important information.
- Write down only important points, using short phrases or key words. You don't need to use full sentences, and you shouldn't try to write down exact wording unless it is a specific quote or phrase that is very important.

Lesson 17—Assignment on a Separate Sheet of Paper

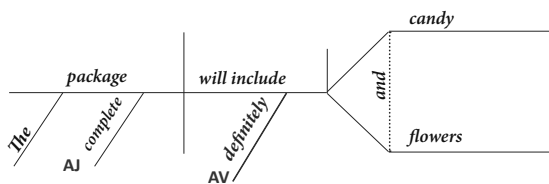
Hank and Frank have quickly eaten the delicious cake.




Dogs and cats really enjoy love and attention.



The complete package will definitely include candy and flowers.



- Look for cues from your instructor about what is important, such as what he or she writes on the board or the key points listed on a multimedia presentation. Also look for what the instructor emphasizes or what he or she repeats.
- Use pen (which is easier to read than pencil) and write neatly enough to understand your notes, but keep in mind that you may write quickly and not in your best handwriting.

 To practice listening and taking notes, watch the video presentation titled "The Blind Brother," in which Jenny Phillips discusses the book *The Blind Brother* as well as "Three Criteria for Judging the Value of a Book." A link to this video can be found at goodandbeautiful.com/level7.

Get a blank piece of lined paper, title it "The Blind Brother," and write the date. As you watch the video, take notes. You will use these notes to help you take a quiz.

Once you have watched the video, have your parent or teacher administer the Blind Brother Presentation Quiz on page 115 of your *Course Companion*. You may use your notes from the video while taking the quiz.

If you miss more than four questions on the quiz, watch the video again, try taking better notes, and take the quiz again.

Comma Rule 3

When a dependent clause is at the beginning of a sentence, set it off with a comma. When a dependent clause is at the end of a sentence, usually do not set it off with a comma.

Examples: When you finish the book, we will go to the park.
We will go to the park when you finish the book.

Exercise: Insert commas where needed.

1	Whenever I hear the birds singing I feel joy.
2	I feel joy whenever I hear the birds singing.

3	Until the sun sets, Frank is invariably working in his yard.
4	Frank is invariably working in his yard until the sun sets.
5	While the brawny man was here, he did the heavy lifting.
6	The brawny man did the heavy lifting while he was here.
7	Before I go to bed I say my prayers because I love God.
8	Because I love God I say my prayers before I go to bed.

LESSON 19

Writing a Thesis Statement

Read:

Essays present and develop a thesis statement, which is the central point or idea of the essay.

- In your essay, everything you write will explain and support your thesis.
- 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 introductory paragraph.

 **Writer's Notebook**

In your writer's notebook, title a section "Thesis Statement." After rereading through the information above, write the definition of a thesis statement.

Read the following opening paragraph (on the next page) and underline the thesis statement.

Opening Paragraph #1 (by Randall L. Jones)

One of the qualities that distinguishes humankind from other species, and that relates us closely with our Father in Heaven, is the ability to communicate using language. Speaking and listening and reading and writing are such natural parts of everyday life for most of us that we rarely stop to consider the fact that we are performing a miracle. . . . Language is one of the most important of our human possessions. Noah Webster, a man whose very name is intimately associated with the English language, said that "language, as well as the faculty of speech, was the immediate gift of God." (*The Miracle*, p. 241) Language is indeed a gift of God to help us as we experience this earthly life.

Underline the technique used to start the opening paragraph above.

1. An interesting fact or surprising statistic
2. A thought-provoking question
3. A short personal experience
4. A short but interesting and applicable quote
5. **An attention-grabbing statement**
6. A short, interesting story
7. Historical background
8. Vivid description

Imperative Sentences

Read:

In imperative sentences (commands), the subject is often implied. For example, if you say "Sit down," the implied subject is YOU: "(You) sit down." Or, you could say, "Jane, sit down."

Exercise 1: Put an X in the box before each sentence that is imperative (a command).

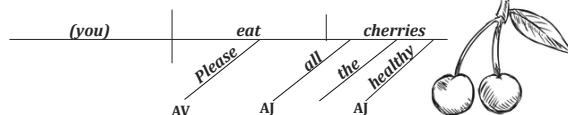
1	<input type="checkbox"/>	Please put your shoes by the front door, James.
2	<input type="checkbox"/>	Were you able to procure all the signatures you needed?
3	<input checked="" type="checkbox"/>	Tell me which puppy you like the most.
4	<input checked="" type="checkbox"/>	Amy, do not worry about the burned cake.
5	<input checked="" type="checkbox"/>	Do not worry about the burned cake.

Diagramming Imperative Sentences

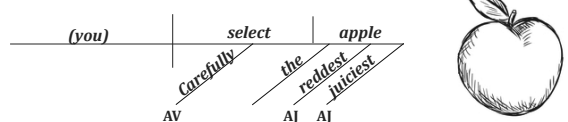
When you diagram imperative sentences, the subject may or may not be implied. For example, the subject in this sentence is implied and is YOU: "Sit down."

Diagram the sentences below. Remember to add the letters AJ under adjectives and the letters AV under adverbs. Then, in your sketchbook, draw the images, making sure to copy the hatching. **Note:** the word PLEASE (used as a polite request) is an adverb.

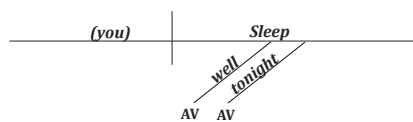
Please eat all the healthy cherries.



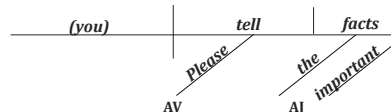
Carefully select the reddest, juiciest apple.



Sleep well tonight.



Please tell the important facts.



LESSON 20

The Body of an Essay

Read:

The body is the heart of your essay. Each paragraph in the body of your essay should be limited to one main idea that supports your thesis. However, one main idea may be explored in more than one paragraph if needed. Body paragraphs will usually follow the following format:

WRITING A BODY PARAGRAPH: FOUR STEPS

1. **State your topic sentence.**
2. **Give your evidence.** Evidence may be quotes, statistics, personal examples, or facts.
3. **Discuss or analyze your evidence.** Do not give evidence without analyzing or discussing it afterwards. Good analysis will answer questions. How does the evidence prove the point? Why does it matter? What are your opinions and insights about the evidence?
4. **Close your paragraph.**

Topic Sentence

Body paragraphs in formal essays usually include a topic sentence which defines the main idea of the paragraph. Just as a thesis statement keeps the main idea focused throughout the essay, a topic sentence helps a paragraph stay focused on the main idea of the paragraph.

Topic sentences are usually placed at the beginning of the paragraph, but sometimes a transitional sentence or two will come before a topic sentence.

A topic sentence will be more effective if it does not use exact wording from the thesis. Being more subtle and writing the topic sentence with different wording moves the essay forward one more step.

When a paragraph continues to develop the same point covered in the

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previous paragraph, a new topic sentence is not needed. Sometimes the evidence in the paragraph makes the point so effectively that the topic sentence can be implied rather than stated outright.

Fill in the blanks. Each paragraph in the body of your essay should be limited to one main idea that supports your topic sentence.

Circle (TRUE) or (FALSE): Topic sentences are usually placed at the beginning of a paragraph.

Circle TRUE or (FALSE) When a paragraph continues to develop the same point covered in the previous paragraph, a new topic sentence is needed.

Writer's Notebook

In your writer's notebook, write the four steps to writing a body paragraph.

Styles of Writing

Read and complete:

Writers may use many different styles to convey their messages. Read the following paragraphs, and then underline the style used in the paragraph.

#1: So, maybe you've realized that the way you'd write an email to a friend is different than how you'd write a scientific article—at least I hope it would be, or it may not be too fun to get emails from you! There are many different styles of writing. Style includes your word choice and the tone of your writing. What is tone? I'll tell you; it's the overall feeling and attitude you portray. The way in which you write needs to fit the audience for whom you are writing. Using big words and a formal tone to write a fun blog post would be like showing up in a tuxedo to a barbecue. Yikes! That would be awkward.

informal but serious | informal and humorous | formal/scholarly

#2: In writing, style is the way something is written, as opposed to the meaning of what is written. However, the two are very closely linked. As the package for the meaning of the text, style influences the reader's impression of the information itself. Style includes diction and tone. The main goal in considering style is to present your information in a manner appropriate for both the audience and the purpose of the writing. Consistency is vital. Switching styles can distract the reader and diminish the believability of the paper's argument. (Wheaton College, wheaton.edu)

informal but serious | informal and humorous | formal/scholarly

#3: When you write, pay attention to style. It's important that you don't switch between different styles in a piece of writing. You probably get the idea; it's like being serious at church or silly at a birthday party—there is a place for each. Decide what the style should be for your paper and stick with it! For example, if you are writing a serious and formal research paper about bears, don't crack a joke about bears in the middle of the paper. Also, in formal writing you don't usually use contractions; you would use "do not" instead of "don't" and so on. Informal writing tends to have shorter sentences and an easier vocabulary. A formal writing style is not necessarily better than informal writing—each serves a different purpose.

informal but serious | informal and humorous | formal/scholarly

Styles of Drawing

Read and complete:

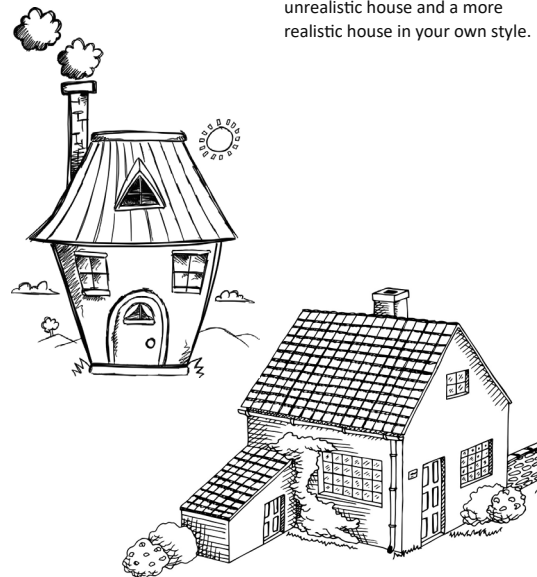
Just as we can break writing into the categories of formal or informal, we can break drawing into the categories of realistic or non-realistic.

In realistic drawing, you produce life-like drawings. In non-realistic drawing, such as cartoon drawing, the subject matter is not drawn plausibly or accurately. For example, in this non-realistic picture, the heads of the children are a lot larger than a head really is compared to the rest of the body.

Practice drawing different styles of houses by sketching the pictures of houses below. Notice how one house is less realistic than the other. For example, a door would not normally be that big compared to the rest of the house, the shape of the house is not plausible, and the windows are slanted unrealistically.



In your sketchbook, also experiment by drawing an unrealistic house and a more realistic house in your own style.



LESSON 21

Benefits of Connecting With Nature

Read and complete:

In upcoming lessons, you are going to complete a writing assignment on the benefits of connecting with nature. Many studies have been done on this topic, and the results are interesting and impressive.

You are also going to explore nature in art and practice drawing items in nature with different styles.

Rather than doing your own research for your writing project on nature, the research is provided for you. Starting on page 51 of your *Course Companion*, read the section titled "Connecting with Nature." Reading this entire section will give you an overview of the subject and prepare you for your upcoming writing assignments.

✓ Reading Check: Underline the correct answers.

1. **Just looking at beautiful pictures of nature has great benefits.**

TRUE | FALSE

2. **Spending time in nature can boost your immune system.**

TRUE | FALSE

3. **Studies show that students in school programs that incorporate nature perform better on tests only in the subject of science.**

TRUE | FALSE

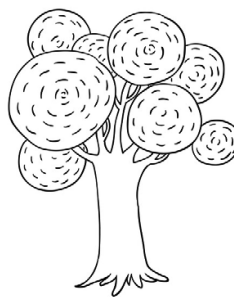
4. **Spending time in nature, as little as 30 minutes a day, can help you sleep better.**

TRUE | FALSE

Drawing Different Styles of Trees

Read and complete:

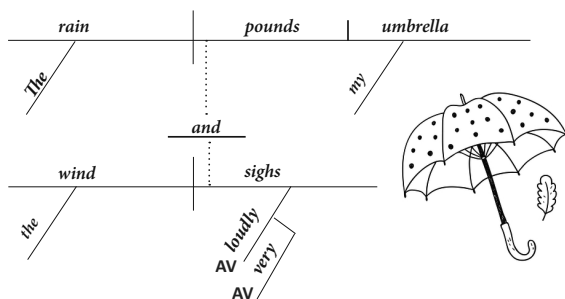
Practice different illustration styles of trees by drawing the pictures on this page. Note how realistic or unrealistic each picture is.



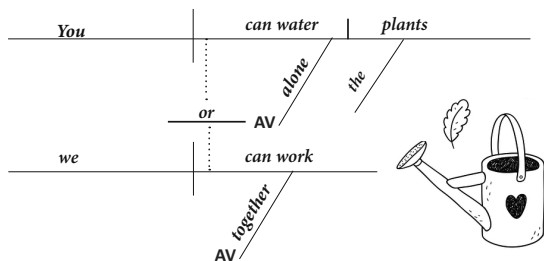
Sentence Diagramming

Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. This lesson focuses on Steps 7 and 12. Then, in your sketchbook, draw the line art images.

The rain pounds my umbrella, and the wind sighs very loudly.



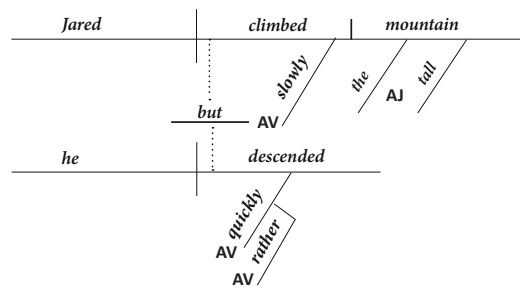
You can water the plants alone, or we can work together.



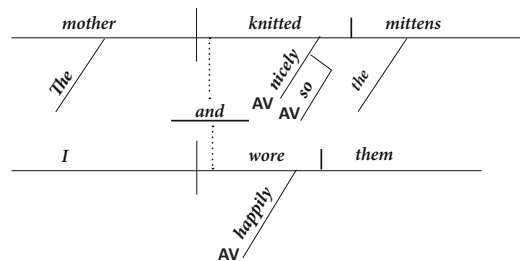
Hint: Alone in this case is an adverb because it is modifying the verb WATER.

Diagram the following sentences. Only the first line is given; you must draw the other lines.

Jared climbed the tall mountain slowly, but he descended rather quickly.



The mother knitted the mittens so nicely, and I happily wore them.



LESSON 22

Capitalization in Titles

- Open your Course Companion to page 25, and read Rule 6: Titles. Then, complete the exercise below.

Exercise 1: Write the titles with correct capitalization. Remember to capitalize the last word in a title, even if it is a short, unimportant word.

up from slavery: an autobiography

Up from Slavery: An Autobiography

anne of green gables

Anne of Green Gables

a little maid of philadelphia

A Little Maid of Philadelphia

five little peppers grown up

Five Little Peppers Grown Up

the story of rolf and the viking bow

The Story of Rolf and the Viking Bow

a day on skates

A Day on Skates

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Citing Sources

- Read and complete:

Citing a source means you show, within your text, that you took words or ideas from someone else.

WHY WE CITE SOURCES

- To show that you have done proper research
- To give credit to other researchers
- To avoid plagiarism

HOW TO CITE SOURCES

There are two ways to cite sources:

Works Cited Page: You include a list of all the texts you referenced in your paper; then in your paper, you refer to that reference, usually by noting just the last name of the author and the page number.

In-Text Citation: The full citation is in the body of the text in parentheses, right after the quoted or paraphrased information.

Here are some examples:

Example of In-text Citation

Booker T. Washington wisely stated, "This country demands that every race shall measure itself by the American standard." (Washington, Booker T., *Up From Slavery*, pg 175, 1901) He continues on to explain that by that standard every race must rise or fall.

Example of Works Cited Citation

Booker T. Washington wisely stated, "This country demands that every race shall measure itself by the American standard." (Washington, 175) He continues on to explain that by that standard every race must rise or fall.

Additionally, the following would be included on Works Cited Page at the end of the essay: Washington, Booker T., *Up From Slavery*, 1901

Note: Different style guides have different ways of formatting citations. For example, some style guides say to put a period after pg (e.g., pg. 4), and some say do not use a period (e.g., pg 4). The formatting for citations taught in this course is standard in several style books, but, in college and in other places, it may be required that you follow a specific style guide.

Nature Essay: Part 1

- Read:

In this lesson, you are going to write the opening paragraph for an essay on the importance of connecting with nature. You will use a formal style in your essay, so avoid being humorous or casual. Later in the course, you will practice informal writing.

THE OUTLINE FOR YOUR ARTICLE

An outline is a list that shows what each section of your essay will cover. Later, you will create outlines for other assignments, but for this assignment you will use this outline:

- Opening Paragraph
- How Connecting with Nature Affects Mood and Mental Health
- How Connecting with Nature Affects Physical Health
- How Connecting with Nature Nature Affects Academics
- Closing Paragraph

Each section can be one or more paragraphs, but each section must be limited to one main idea.

- Write your opening paragraph by completing the following instructions:

Write the opening paragraph for your essay. **You will type this essay** so that you may more easily complete revisions and edits.

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LESSON 23

Than/Then

- Open your *Course Companion* to page 47 and read about the commonly confused word pair THAN and THEN. Then underline the correct word choice for each sentence.

- If you do not want to look so pallid, (than | **then**) spend more time in the sun.
- The bossy man was even more officious (**than** | then) I expected; he was always telling everyone what to do.
- The man said I was daft, but (than | **then**) he apologized and said I was actually very smart.
- My brother loves rock climbing, but it scares me too much. He has always been more audacious (**than** | then) I am.
- The lake is so much more placid (**than** | then) it was yesterday during the storm.
- Emma has been more sullen (**than** | then) usual since her grandfather passed away.
- Nothing rankles me more (**than** | then) being cut off on the freeway.
- You abhor spiders? (Than | **Then**) you should definitely stay out of the old barn.
- You are better at consoling crying babies (**than** | then) I am.

Semicolons

- Open your *Course Companion* to page 42 titled "Semicolons." Study the page and then complete the exercises below.

Exercise 1: Write "C" in the box before each sentence that is written correctly. Write "I" if the sentence is written incorrectly.

Tip: Two independent clauses should be joined by a coordinating conjunction (FANBOYS) and a comma unless the sentence includes multiple commas, in which case a semicolon may be used. Also, the first letter after a semicolon is not capitalized (unless it is a proper noun or the word "I.")

LANGUISH: decay; fade away; get weaker

1	C	I lay languishing in this prison; you are free to roam the world.
2	I	I don't want Mom to languish in this heat; Let's sit in the shade.
3	I	I had nothing left to say; and the conversation languished.
4	C	I had nothing left to say; the conversation languished.
5	I	Because she is starving; the little girl is languishing away.
6	C	I don't want to languish in this dungeon; please save me!
7	I	I don't want to languish in this dungeon; Please save me!
8	C	Do not languish in misery; there is always hope.
9	I	His strength languished; He could go no further.
10	I	Our relationship has languished; but we can nurture it.
11	C	My excitement about the trip has languished; I think I would rather stay home.
12	I	Because you no longer pray; your faith is languishing.
13	I	Don't let your positivity languish; We need your positive spirit.

Exercise 2: Rewrite the following sentences by combining each pair of sentences into one sentence using a semicolon. Then rewrite the sentence again by replacing the semicolon with a comma and coordinating conjunction.

1. You could feel hope. You choose to languish in despair.

You could feel hope; instead you choose to languish in despair.

You could feel hope, but instead you choose to languish in despair.

2. I must languish in this prison. You can go free.

I must languish in this prison; you can go free.

I must languish in this prison, but you can go free.

3. You can't let her languish. You can't let her die.

You can't let her languish; you can't let her die.

You can't let her languish, and you can't let her die.

4. My strength languished. I could no longer continue.

My strength languished; I could no longer continue.

My strength languished, and I could no longer continue.

5. Life was hard. He did not let hope languish.

Life was hard; he did not let hope languish.

Life was hard, but he did not let hope languish.

LESSON 27

Caspar David Friedrich: Morning in the Mountains

- Complete the following instructions **with a parent or teacher**:

- Take the painting from this lesson ("Morning in the Mountains") out of your book so you can look at it while you read this page. Set a timer for 90 seconds and study the beauty and details of the painting.
- Study and discuss the following:
 - As you have learned, studies show that simply observing pictures of nature makes you feel better, helps in healing, and calms stress and anxiety. Did studying this painting for 90 seconds change your mood at all?
 - A rule of perspective is that the greater the distance of an object, the less detail seen. Is that rule followed in this painting?
 - Friedrich, as a Romantic Era painter, focused his paintings on showing the grandeur and awe of nature. Notice the people and the animals in the picture. Many of Friedrich's paintings have people in them who are observing the wonder and power of nature. Do you feel that having the people and animals in the picture contributes to a feeling of awe? How so or how not?
 - If you could be in the scene shown in this painting for two hours, what would you do?

Run-On Sentences

- Open your *Course Companion* to page 41 titled "Run-On Sentences." Study the page. Then, complete the exercises on this page.

Exercise 1: Correct the following run-on sentences by rewriting them using a semicolon.

BROACH: start to discuss or approach

1. The problem needs to be broached let's talk.

The problem needs to be broached; let's talk.

2. The topic is sensitive it's hard to broach.

The topic is sensitive; it's hard to broach.

3. I'm afraid to broach this issue people will be upset.

I'm afraid to broach this issue; people will be upset.

Exercise 2: Correct the following run-on sentences by rewriting them using a subordinating conjunction (such as BECAUSE or SINCE).

1. I am nervous I have to broach the subject.

I am nervous because (or since) I have to broach the subject.

2. It's hard to broach the problem it's so awkward.

It's hard to broach the problem since (or because) it's so awkward.

Exercise 3: Correct the following run-on sentences by rewriting them using a comma and a coordinating conjunction (FANBOYS).

1. I can't broach the subject you can't either.

I can't broach the subject, and you can't either.

2. You seemed open I broached the subject.

You seemed open, so I broached the subject.

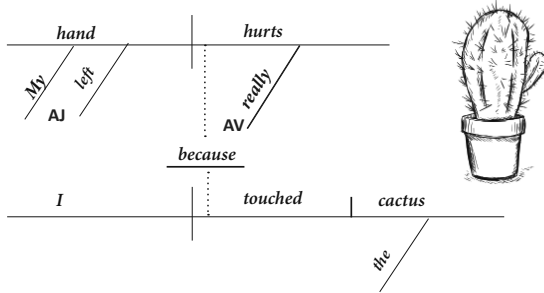
3. Mom makes it easy to broach hard topics I love her for it!

Mom makes it easy to broach hard topics, and I love her for it!

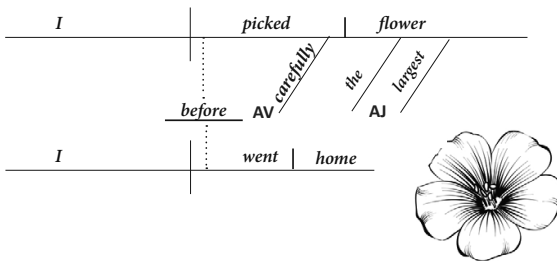
Sentence Diagramming

- Diagram the sentences below. Refer to page 19 in your *Course Companion* if needed. This lesson focuses on Step 10. Remember to diagram the independent clause on the first line. **Then, in your sketchbook, draw the line art images.**

My left hand really hurts because I touched the cactus.

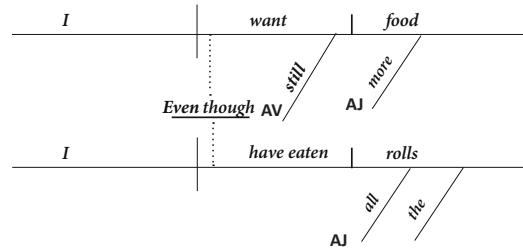


I carefully picked the largest flower before I went home.

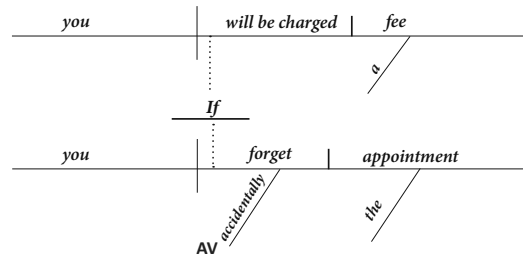


- Diagram the following sentences. Only the first line is given; you must draw the other lines.

Even though I have eaten all the rolls, I still want more food.



If you accidentally forget the appointment, you will be charged a fee.



Gerunds

Open your *Course Companion* to page 34 and read the section about gerund phrases. Then, complete the exercises.

- Exercise 1: Fill in the blanks:

A gerund is a noun made from a verb by adding ing.

- Exercise 2: All the underlined words in this exercise are gerunds. Determine if each gerund is functioning as a subject or direct object and underline the correct choice.

Tip: Think of where you would put the underlined word if you were sentence diagramming—as a subject or direct object.

1. My family enjoys working.
subject | direct object
2. Working makes you feel great!
subject | direct object
3. Quitting is not an option.
subject | direct object
4. I have not even considered quitting.
subject | direct object
5. Luckily, cheating is not a problem in my class.
subject | direct object
6. Smiling makes you feel good.
subject | direct object
7. Yes! Judging unfairly is wrong.
subject | direct object

- Exercise 3: For each sentence, determine if the underlined word is a verb or a gerund, which functions as a noun. Underline the correct answer. *Tip:* Ask if the underlined word is doing the main action—if so, it's a verb. *ING* words functioning as verbs are always in a verb phrase (e.g., *AM JUMPING, WAS JUMPING*).

1. I have been working on this project all day.
verb | gerund (noun)
2. Starting is the hardest part.
verb | gerund (noun)
3. I have been painting the barn today.
verb | gerund (noun)
4. David will be baking the birthday cake.
verb | gerund (noun)
5. Helen is good at baking cakes.
verb | gerund (noun)
6. Swimming is good exercise.
verb | gerund (noun)
7. Dave is trying very hard.
verb | gerund (noun)
8. The family over there is singing.
verb | gerund (noun)
9. I have been washing my dog.
verb | gerund (noun)

LESSON 34

Gerund Phrases

Open your *Course Companion* to page 34 and read the section about gerund phrases. Then complete the exercise.

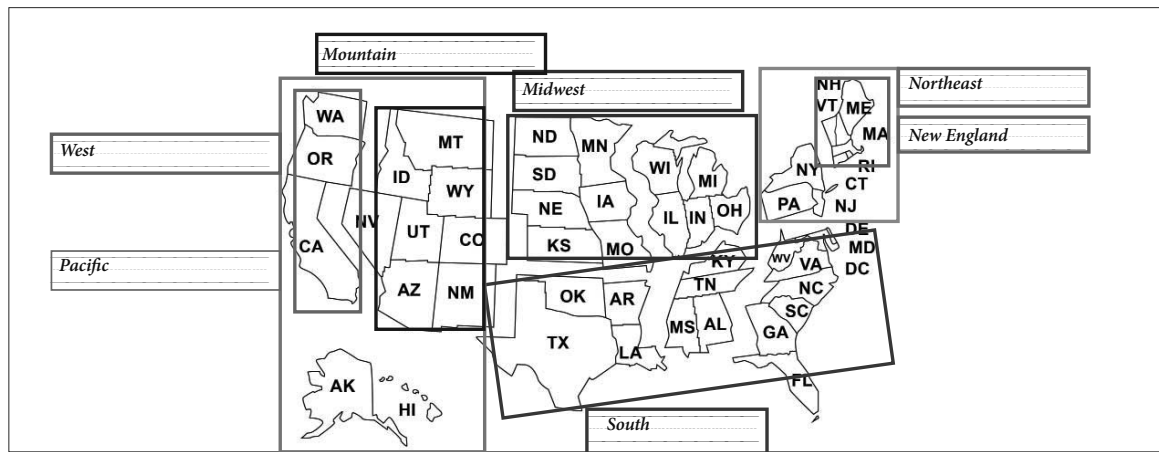
Exercise: Underline all the gerund phrases. Not all sentences contain a gerund phrase.

1. Baking rolls every Friday is a family tradition.
2. David is staying with us until Friday.
3. I like jogging by the river more than jogging in the forest.
4. Hiking is my favorite way to get exercise.
5. Going to Grandmother's house is always a great experience!

6. Dad takes us fishing every July.
7. My little brother spends a lot of time drawing pictures.
8. They will be arriving before lunch.
9. Listening to uplifting music always calms my mood.
10. We thoroughly enjoy Mom's cooking.
11. Lifting weights can strengthen your muscles.
12. Practicing the piano makes me a better musician.
13. Driving too fast is dangerous.

Regions of the United States

As a review, label the different regions and sub-regions of the United States. If needed, refer to page 14 of your *Course Companion*.



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Completed

Essay Study:

The Quakers, Mennonites, and Amish of Pennsylvania

Read the model essay titled "The Quakers, Mennonites, and Amish of Pennsylvania" on page 53 of your *Course Companion*, and then underline the correct answer for each question.

1. Which attention-catching technique is used to start the essay?
 - A. a short personal experience
 - B. a thought-provoking question
 - C. a short but interesting and applicable quote
 - D. historical background
2. What is the main idea of Paragraph A?
 - A. William Penn was given a large area of land in America.
 - B. Penn and his fellow Quakers were grateful to escape persecution by having this new land in America.
 - C. Trials can make us stronger.
3. What is the main idea of Paragraph B?
 - A. William Penn came to America and strove to make the land he owned a wonderful place to live in.
 - B. William Penn became a governor.
 - C. William Penn allowed religious freedom in his new land.
4. William Penn limited his own power as governor. TRUE | FALSE
5. While England had two hundred crimes that called for the death penalty, William Penn called for only two:
 - A. breaking the Sabbath and murder
 - B. treason and murder
 - C. murder and stealing
6. Which statement is true?
 - A. William Penn was a Quaker, but he also let the Amish and the Mennonites settle on his land
 - B. William Penn became Amish later in his life, and that is why the Amish came to Pennsylvania.

7. To varying extents, the Amish today reject modernization and technological advances. TRUE | FALSE

Farther/Further

"Farther" expresses physical distance (think of it as **FAR**ther). "Further" expresses figurative (not physical) distance. It can also mean "in addition," "more," and "to advance."

Underline the correct word choice for each sentence.

1. What is the (farthest | furthest) planet from the sun?
2. Nothing could be (farther | further) from the truth.
3. Which is (farther | further), Idaho or Montana?
4. Who is (farther | further) along in the math course?
5. The class (farthered | furthered) my knowledge.
6. We continued driving (farther | further) south.
7. We need to explore this problem (farther | further).
8. We have no plans for (farther | further) meetings.
9. Do you have any (farther | further) ideas?
10. I prefer a seat (farthest | furthest) from the front.
11. That is the (farthest | furthest) thing from my mind.
12. I will not go any (farther | further) into debt.
13. Claire walked (farther | further) into the forest.
14. (Farther | Further) south is Lake Tahoe.
15. I wanted (farther | further) evidence.
16. The hospital was (farther | further) than expected.
17. I do not expect (farther | further) delays.

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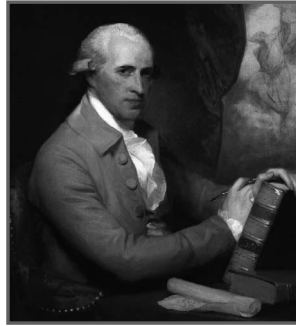
LESSON 35

Artist Benjamin West

Read and complete:

You have learned about Pennsylvania and the Quakers that settled there long ago. Before the Declaration of Independence was even signed, a little Quaker boy from Pennsylvania named Benjamin West, one of 10 children of an innkeeper, realized he had a love and talent for art. But Quakers did not believe in creating or even displaying art. The story of how he became known as "The Father of American Painting" and how he gained an international reputation for his art is fascinating.

"Benjamin West" by Gilbert Stuart (1755–1828), 1785



Before you study some of his paintings, read the biography about his life by famous author Nathaniel Hawthorne, starting on page 55 of the *Course Companion*.

✓ Reading Check: Underline the correct answers.

- When Ben was an infant, what great thing did people expect Ben would do when he grew up?
 - Ben would become a preacher and would convert multitudes to the peaceful doctrines of the Quakers.
 - Ben would be a great military commander and lead a battle which would bring peace.
 - Ben would build an orphanage and help many out of poverty.
 - Ben would become a great painter.

- Ben showed he had talent in art before he was eight years old. **TRUE** | FALSE
- What did Ben do to get paint brushes?
 - Ben did extra chores around the house to earn money and buy some at the market.
 - Ben helped the Indians harvest their food, and they repaid him in paint brushes.
 - Ben cut some hair off his pet cat and used it to make his own paint brushes.
- Next to Benjamin's picture of Christ healing the sick at the Royal Academy in London was his very first picture of his baby sister's smile. **TRUE** | **FALSE**

Comma Rules 4 and 6

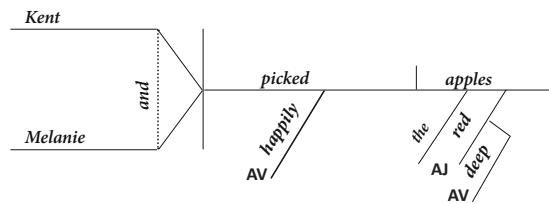
Open your *Course Companion* to pages 31 and 32 and study Rules 4 and 6. Then, for each sentence below, enter any missing commas.

1	Yes, we were both born on February 1, 1998.
2	No school does not start on Monday August 25th.
3	In addition, Dad wants to have a family reunion on July 7, 2019.
4	Oh dear, I cannot find the bill for October 9, 2019.
5	Consequently, we had to change the meeting to December 1st.
6	Yes, the concert on April 29th was sold out.
7	The first page said the Civil War started on April 12, 1861.
8	For example, this painting was created in May 1787.
9	Additionally, my father's birthday is on September 7th.
10	First let's break ground for the building on August 19, 2018.
11	However, the soccer game was rescheduled for Saturday, April 9th.
12	Furthermore, I plan to attend the opening gala on June 7, 2040.

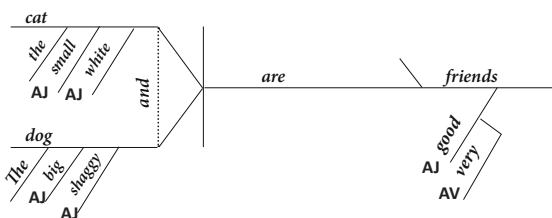
Sentence Diagramming

Open your *Course Companion* to pages 19 and 20 and study Steps 8, 11, and 12. Diagram the sentences below.

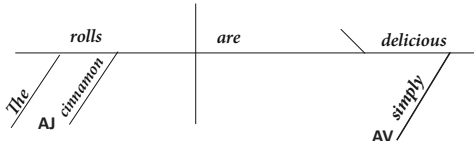
Kent and Melanie happily picked the deep red apples.



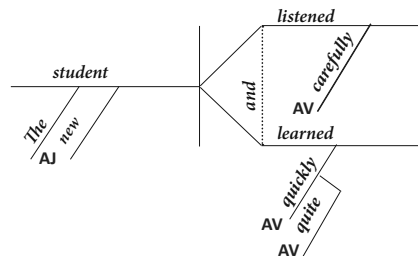
The small white cat and the big shaggy dog are very good friends.



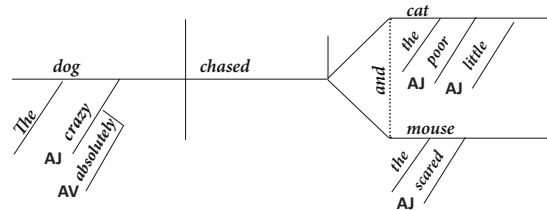
The cinnamon rolls are simply delicious.



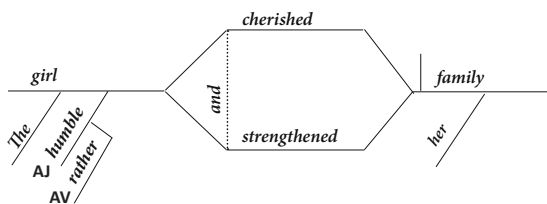
The new student listened carefully and learned quite quickly.



The absolutely crazy dog chased the poor little cat and the scared mouse.



The rather humble girl cherished and strengthened her family.



LESSON 36

The Art of Benjamin West: Treaty of Penn with Indians

Read and complete:

Many of Benjamin West's paintings were of historical subjects. You recently learned about William Penn, the Quaker from England who founded Pennsylvania. One of Penn's sons commissioned West to create the painting titled "Treaty of Penn with Indians," which depicts the historical scene of Penn creating a treaty with the Native Americans.

Set your timer for one minute and study the painting by West from this lesson. As you study the painting, notice the colors and textures West used. Also, study how he painted different people in certain postures to depict certain emotions.

Next, set your timer for one minute and study the painting in the lesson titled "Benjamin Franklin," another historical painting by Benjamin West. Consider the symbolism of light breaking through the clouds. Ponder why West included angels in the painting.

Lastly, set your timer for one minute and compare the paintings titled "Charles Wilson Peale" by Benjamin West, painted in the 1700s, and a portrait by Vincenzo Catena, painted in the 1500s, a common type of painting from that time period. How are the styles different? Which has more details on the clothing (wrinkles, textures, shading)? Which one has more details on the person? Does one look more stiff than the other? Write your observations here using full sentences.

Answers are subjective.

.....

.....

.....

.....

.....

.....

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.....

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Level 7

Vanishing Point

Read and complete:

As things get farther away from us, they seem smaller and closer together. The vanishing point is the point at which parallel lines receding from an observer

seem to meet and disappear.

For example, in the following illustration, the vanishing point has a blue X above it.



Draw the illustration in your sketchbook.

Then, draw a scene from your own imagination that contains a road or railroad tracks with a vanishing point.

Your/You're

Underline the correct word choice for each sentence. Remember that YOU'RE is a contraction of the words YOU ARE.

1. I hope that (your | you're) amicable cousin is coming; she's so nice.
2. I can't believe (your | you're) believing the fallacious report.
3. The fog completely enshrouds (your | you're) cottage.
4. I can tell (your | you're) an inherent lover of animals.
5. (Your | You're) efforts were duly appreciated.
6. (Your | You're) a blithe girl; I feel happy whenever (your | you're) around.
7. You should not have lied; now (your | you're) in a real quandary.
8. (Your | You're) face is so pallid; is everything OK?

LESSON 37

Vanishing Point Practice

Read and complete:

Remember that as things get farther away from us, they seem smaller and closer together. The vanishing point is the point at which parallel lines receding from an observer seem to meet and disappear. Using your imagination, sketch a landscape that includes a river (winding or straight) that has a vanishing point.

Gerund Review

As you complete the exercises below, refer to page 34 in your *Course Companion* if needed.

Exercise 1: Fill in the blanks:

A gerund is a noun made from a verb by adding ing.

Exercise 2: All the underlined words in this exercise are gerunds. Determine if each gerund is functioning as a subject or direct object and underline the correct choice.

1. My new dog really enjoys swimming.
subject | direct object
2. Writing can be difficult if you don't have an outline.
subject | direct object
3. Lying is not an acceptable behavior.
subject | direct object
4. Dan really enjoys weeding the garden.
subject | direct object

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Level 7

Completed

5. Thankfully, stealing is not a problem for me.

subject | direct object

6. Serving always makes me happy.

subject | direct object

7. No! Hiding is not a good way to solve the problem.

subject | direct object

Exercise 3: Underline all the gerund phrases. Not all sentences contain a gerund phrase. Watch out for VERB PHRASES with ING—they are not gerunds. Remember, gerunds are always nouns and often function as a subject or direct object.

LANGUID: tired and slow

1. With languid steps, Dan and Paul were hiking the last stretch.
2. Helping mom clean the house should be done energetically, not languidly.
3. Resting for two hours helped dispel our languid attitudes.
4. Languidly, I finished running the last leg of the marathon.
5. His languid legs had been dancing all night.
6. Tina felt too languid to enjoy swimming with the others.
7. Wagging his tail is all the languid dog did as he laid by the fire.
8. I felt very languid, so practicing the piano had to wait until after my nap.
9. With a languid, sleepy voice, Molly is singing the baby a lullaby.
10. Working in the yard is hard to do if you feel languid.
11. When I feel languid, I really enjoy sleeping in my cozy bed.

Parts of Speech

- Read the passage below from *A Tale of the Tow-Path* by Homer Greene. In the passage, find three words that match each part of speech and write them on the blank lines.

The horse was bridled, and a blanket was strapped over his back in lieu of a saddle. The animal was evidently suspicious and frightened, and it moved about nervously, snorting a little, and with ears pricked up and eyes wide open. Once he snorted so loudly that the bow-legged man, glancing uneasily toward the farmhouse, made haste to close the stable door.

adjective

Options: bridled, strapped, suspicious, frightened, pricked, wide, bow-legged

adverb

Options: evidently, nervously, loudly, uneasily, so

preposition

Options: over, in, of, with, up, open, toward

pronoun

Options: his, it, he

Effective Writing: Avoiding Wordiness and Redundancy

- Exercise 1: Rewrite the wordy sentences to be more concise.

TIP: Remove duplicates of the same word within a sentence.

TIP: Look for ways to say the same thing more concisely, but be careful not to lose needed information or emphasis.

#1: Because of the storm is the reason that we sadly had to cancel the competition. The dancers were disappointed that we had to cancel the competition due to the storm.

~~The dancers were disappointed that, because of the storm, we canceled~~

Note: The answers given are possible examples. There is more than one way to fix each sentence.

the competition.

#2: Due to the fact that I couldn't find the library books we needed to return, we had to search the whole entire house, but we still couldn't find the library books in order to return them.

We searched the whole house, but we could not find the library books

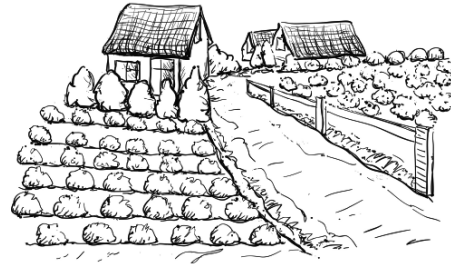
we needed to return.

LESSON 38

Vanishing Point Practice

- Read and complete:

As you have learned, the vanishing point is the point at which parallel lines receding from an observer seem to meet and disappear. Parallel lines do not always get to the vanishing point in an illustration. In your sketchbook, draw the landscape below in which the parallel lines of the road come closer together but do not get to the vanishing point, keeping in mind that they *would* if the road continued on far enough.



Infinitive Phrases Review

- Read and complete:

An infinitive phrase begins with "to" and a verb, such as "to find time."

Exercise: For the following sentences, underline infinitive phrases and circle prepositional phrases. TIP: The word TO can be the start of a prepositional phrase or an infinitive phrase. It is an infinitive if the word TO is followed by a verb.

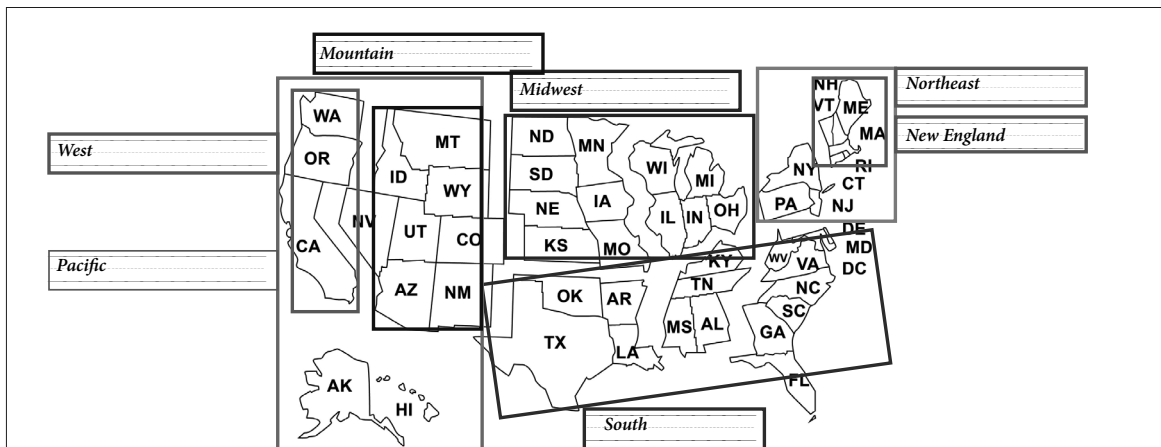
RESPITE: a short period of needed rest or relief (Pronounced RES - PIT)

- I'm glad Jake asked for a respite to be honest, but I still do not think he will be able to make it to the end of the hike.
- To get some rest, we took a short respite, but we are still languishing beneath the hot sun because there is no shade.

- If you want to broach the subject of asking for a respite from your work, you need to be sure that Gabe is in an amicable mood.
- The fallacious report, to make matters worse, was published in every local newspaper and many believed the misinformation.
- When the general commanded our weary soldiers to take a respite, our exultant enemies revealed in their superior endurance.
- Our officious boss gives us only 10 minutes for lunch; this pittance of a break is not enough respite to renew our energy.

Regions of the United States

- As a review, label the different regions and sub-regions of the United States. If needed, refer to page 14 of your *Course Companion*.

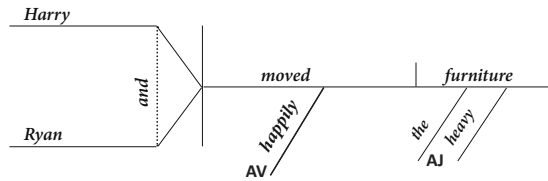


Sentence Diagramming

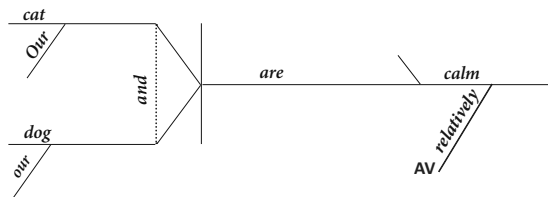
Completed

- Diagram the sentences below. If needed, refer to page 19 in your *Course Companion*.

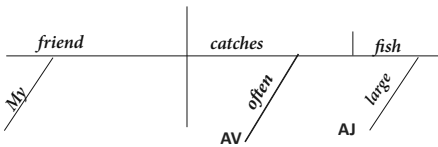
Harry and Ryan happily moved the heavy furniture.



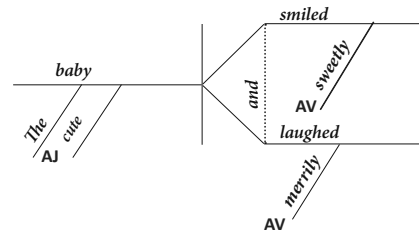
Our cat and our dog are relatively calm.



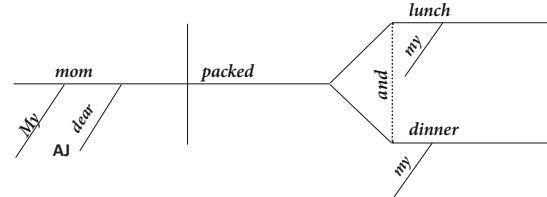
My friend often catches large fish.



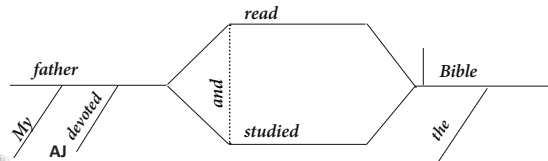
The cute baby smiled sweetly and laughed merrily.



My dear mom packed my lunch and my dinner.



My devoted father read and studied the Bible.



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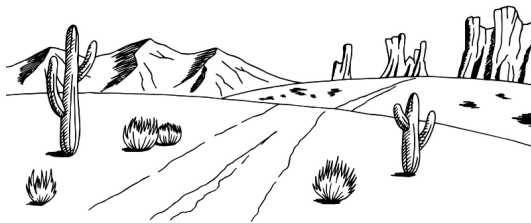
Level 7

LESSON 39

Vanishing Point Practice

- Read and complete:

Remember that as things get farther away from us, they seem smaller and closer together. The vanishing point is the point at which parallel lines receding from an observer seem to meet and disappear. In your sketch book, draw the landscape on this page, which contains a vanishing point.



Gerund Review

As you complete the exercises below, refer to page 34 in your *Course Companion* if needed.

- Exercise:** For each sentence, determine if the underlined word is a verb or a gerund. Underline the correct answer. *Tip:* Ask if the underlined word is doing the main action—if so, it's a verb.

ADROIT: skilled; skillful

- Working with dad is fun because he is an adroit woodworker.
verb | gerund (noun)
- I love working with dad because he is an adroit woodworker.
verb | gerund (noun)

Completed

- I love watching his adroit hands work with pottery.
verb | gerund (noun)

- Cooking with the adroit chef helps me improve my skills.
verb | gerund (noun)

- Adroitly, Karen is carving the piece of wood.
verb | gerund (noun)

- The adroit artist is painting a stunning landscape.
verb | gerund (noun)

- Painting a landscape is not difficult for the adroit artist.
verb | gerund (noun)

- The adroit writer is trying to finish his book by Friday.
verb | gerund (noun)

Effective Writing: Avoiding Wordiness and Redundancy

- Exercise:** Rewrite the wordy sentences to be more concise.

TIP: Remove duplicates of the same word within a sentence.

TIP: Look for ways to say the same thing more concisely, but be careful not to lose needed information or emphasis.

#1: In order to connect with God, we need to spend some meaningful time with Him if we want to connect with Him. Meaningful time with God could be things such as studying the scriptures and praying.

In order to connect with God, we need to spend some meaningful time ...

with Him, such as praying or studying the scriptures.

Note: The answers given are possible examples. There is more than one way to fix each sentence.

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#2: Because of the fact that Anna is sick and has the flu today, we are going to have to cancel our picnic. It is unfortunate that Anna has the flu today.

Unfortunately, Anna has the flu, so we are going to cancel our picnic.

LESSON 40

Keeping Balance

Read and complete this section *with your parent or teacher*:

What do you think when you hear the phrase "keeping balance"? Do you picture a gymnast on a balance beam or someone walking carefully across a tightrope? Those things definitely take balance. But the kind of balance we are going to talk about in this lesson is balance in our lives—specifically regarding how much and what we choose to read.

One of the overarching purposes of our lives here on the earth is to gain knowledge through experience. The time we have on this earth is a precious gift. It is important to work hard and use time wisely. But it is also important to take time for rest and wholesome enjoyment. The problem comes when things get out of balance. For example, look at this illustration:

- study
- work
- building family relationships
- service



- wholesome entertainment
- rest

We don't necessarily need equal amounts of work and rest, but we do need to make sure that we have the right balance, always giving the highest priority to what matters most in our lives and to what is going to help us learn and become a better person.

The adversary does not want us to use our time on the earth wisely. Thus, he tries to get us to waste our precious time with unimportant, silly things of no great worth. Make a list of four things that can waste your time if you are not careful:

1. Answers are subjective.

2. _____

3. _____

4. _____

In 1 Peter 5: 8 we read

... be vigilant; because your adversary the devil, as a roaring lion, walketh about, seeking whom he may devour.

To be vigilant means to be watchful and alert. We should always be on guard for ways that Satan tries to steal our time.

A wonderful way to use our time on this earth is to read books that teach and inspire. These books can also entertain, but books that do *more* than merely entertain are the most valuable.

Consider these benefits of reading worthwhile books:

- Higher grades
- Increased knowledge
- Reduced stress
- Increased vocabulary and spelling skills
- Improved analytical thinking skills
- Improved writing skills

- Improved memory
- Improved focus and concentration
- Increased likelihood of being successful in life
- Improved compassion and empathy for others
- More interesting personality
- Greater interest in learning
- Improved creativity
- Stronger moral character

Author Vaughn J. Featherstone wrote, "Books transport us vicariously to every conceivable corner of this abundant creation of God's that we call earth. They give us opportunities to probe the minds of the greatest thinkers in all of history . . ." (*Commitment*, pg 51)



Featherstone also said, "Commit now to read uplifting literature and great books every day while always reading the scriptures on a daily basis . . . I find this is generally true among truly educated people: They have learned more from the great books they have read than from their formal education." (*Commitment*, pg 52) Thomas Jefferson and Abraham Lincoln are great examples of this.

Discuss with your parent or teacher how you think people could learn more from the great books they have read than from their formal education.

Read this section *with your parent or teacher*:

In addition to choosing to read worthwhile books, it is important to make the reading of scriptures a priority and to have a balance between the genres of books that you read. In this course, you will read several different genres of literature: fiction, nonfiction, poetry, and biography.

The next book you read for this course, *Mary Jones and Her Bible*, is a fictionalized biography. A **nonfiction biography** is an account of a person's life that is true in every detail and contains actual statements from the subject when dialogue is used. In a **fictionalized biography**, the

author uses her imagination to invent dialogue and description based on the facts she has researched about the subject.

Both nonfiction and fictionalized biographies can be powerful teachers, as this quote explains:

"Smart people read biographies . . . Look at their libraries and you'll see one biography and memoir and autobiography after another. Of course, they read other things—it's called being well rounded—but biographies are usually the core. There's a reason—it's some of the most actionable and educational reading you can do . . . Of course, a powerful biography—or autobiography—always has a moral. Whether it's a rise and fall story, a story of redemption, a story of power corrupting, a story of love—every biography of a man or a woman teaches the reader. It teaches us to be like the subject or often, to be nothing like the subject." (Ryan Holiday, "25 Recommendations For Life Changing Biographies")

Affect/Effect

The word "affect" is used as a **verb**. (Think of A for ACTION). The word "effect" is used as a **noun**.

Underline the correct word choice for each sentence.

1. The test score had a big (effect | affect) on her grade.
2. What was the (effect | affect) of his presentation?
3. How did the flood (effect | affect) you?
4. Prayer has a powerful (effect | affect) on my life.
5. That movie has so many special (effects | affects).
6. Everything you do has an (effect | affect) on her.
7. When does that regulation go into (effect | affect)?
8. Did all that hail (effect | affect) your garden?
9. What positive (effect | affect) have you seen from your exercise program?

LESSON 41

Introduction to Mary Jones and Her Bible

- Read and complete: *Mary Jones and Her Bible* is based on the true and inspiring story of a poor Welsh girl who wanted more than anything to buy a Bible.

Before you start the book, let's explore the setting. The country of Wales is a part of the United Kingdom and the island of Great Britain. More castles are found per square mile in Wales than any other country in the entire world. Both English and Welsh are official languages of the country.

Read about Wales online and write five interesting facts that you find about the country.

1. _____

2. _____

3. _____

4. _____

5. _____

Answers will vary.

- Open your *Course Companion* to page 100 titled "Challenging Words Practice #2." Read the words on this page to your parent or teacher and have him or her circle any words you cannot read or pronounce immediately.
- On a separate sheet of blank, unlined paper, draw a map of the United Kingdom and label the countries it contains. You may use the map on page 15 of your *Course Companion* as a guide.

Capitol and Capital

- Cross out sentences which contain the incorrect use of the words capitol or capital.
- The state capitol building is downtown.
 - I live in the capital city of Norway.
 - The senators are meeting at the capitol building.
 - The rain stopped the protest taking place on the capital steps.
 - Please write your name with capital letters.
 - What is the capital of New Mexico?
 - We had a lunch meeting at the capitol building.
 - Proper nouns start with a capitol letter.
 - She works in the west wing of the capitol.
 - The capital city is not the biggest city in the state.

Effective Writing: Avoiding Wordiness and Redundancy

- Exercise:** Rewrite the wordy sentence to make it more concise without changing the main idea and helpful details.

The book that I gave you yesterday, which is really humorous and funny, is a book that I think you will really enjoy.

I think you will enjoy the humorous book I gave you yesterday.

Note: The answer given is a possible example. There is more than one way to fix the sentence.

LESSON 42

Mary Jones and Her Bible: Chapter 1

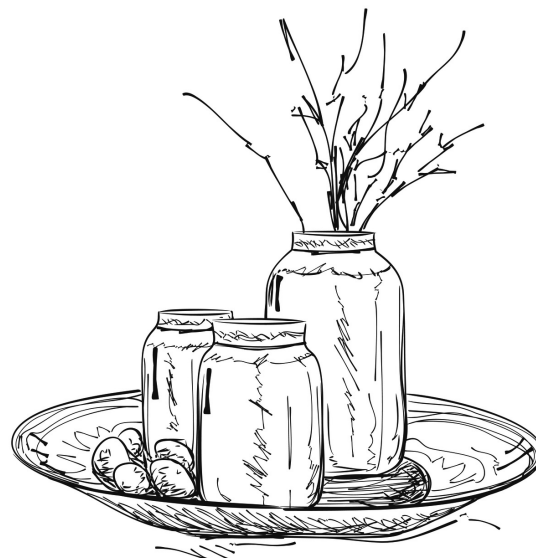
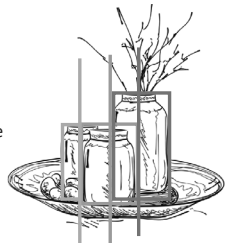
- Open to page 100 of your *Course Companion* titled "Challenging Words Practice #2." Read the circled words on that page to your parent or teacher.
- In the *Level 7 Favorite Classics Reader*, read Chapter 1 of *Mary Jones and Her Bible*.
- ✓ **Reading Check:** Underline the correct answers.
- Many children in Mary's village attend church with their parents.
TRUE | FALSE
 - What is young Mary's attitude about church in this chapter?
 - Mary loves church and hangs on every word.
 - Mary does not understand the preacher and is discouraged.
 - Mary is bored, but she is reverent.

Symmetrical Balance in Drawing

- Read and complete:

Symmetrical balance has elements that are given equal "weight" in relationship to an imaginary line in the middle of a drawing. Draw the image on this page by following these steps.

- Very lightly draw boxes where the jars go.
- Very lightly draw a line in the middle of each box.
- Draw the jars.



LESSON 43

Sentence Diagramming



- Go to goodandbeautiful.com/level7 and watch the video titled "Diagramming Prepositional Phrases." This video will guide you through practice with diagramming prepositional phrases that modify other prepositional phrases. Follow the instructions and complete the exercises within the video.

Mary Jones and Her Bible: Chapter 2

- In the *Level 7 Favorite Classics Reader*, read Chapter 2 of *Mary Jones and Her Bible*.
- ✓ **Reading Check:** Underline the correct answers.
1. **At the time of the setting of the book, Welsh Bibles were easy to get if you were really wealthy.**
TRUE | FALSE
2. **What did Mrs. Evans offer Mary?**
A. To earn money for a Bible by plucking chickens on her farm.
B. To teach Mary to read.
C. To let Mary come to her house and read her Bible.

LESSON 44*Participial Phrases*

- Read page 37 in your *Course Companion* titled "Participials and Participial Phrases." Then complete the exercises below.

Exercise 1: Fill in the blanks.

Participles are verbs that act as adjectives.

Gerund phrases function as nouns.

Participial phrases function as adjectives.

Exercise 2: Underline the participial phrase in each sentence.

- My dog, hiding in the barn, is a Husky.
- Slithering quietly in the grass, the snake followed the mouse.
- Screeching its brakes, the car slid off the road.

- The basket filled with fruit is for my neighbor.
- The girl packing up that box is my sister.
- Carrying our water bottles, we left for the hike.
- The teacher, pleased by the remark, smiled all day.
- The class rules, observed by everyone, helped set an atmosphere for learning.
- "Nearer My God to Thee," sung in church today, is my favorite hymn.
- Ethan, worn out from the marathon, slept all afternoon.
- The train, coming around the bend, was carrying cows.

Exercise 3: Determine if the underlined phrase is a verb phrase, gerund phrase, or participial phrase and underline the correct choice.

- The runner lost his shoe as he was leaving the forest.
verb phrase | gerund phrase | participial phrase
- I love working with clay because it is so malleable.
verb phrase | gerund phrase | participial phrase
- Whistling a tune, Dad cleaned out the garage.
verb phrase | gerund phrase | participial phrase
- The little boy, smacking his lips, looked at the huge ice cream cone.
verb phrase | gerund phrase | participial phrase
- Adroitly, Karen is sewing her own wedding dress.
verb phrase | gerund phrase | participial phrase
- Parting the Red Sea, Moses walked on dry ground.
verb phrase | gerund phrase | participial phrase

Mary Jones and Her Bible: Chapter 3

- In the *Level 7 Favorite Classics Reader*, read Chapter 3 of *Mary Jones and Her Bible*.
- ✓ **Reading Check:** Underline the correct answers.
1. **Mary is worried about leaving her mother with extra work while Mary is at school, so Mary offers to wake up early and do some chores before school.**
TRUE | FALSE
2. **Once Mary finally begins school, she becomes so excited and busy with learning to read and write that she forgets to help with chores and has a difficult time staying on task at home.**
TRUE | FALSE

LESSON 45*Mary Jones and Her Bible: Chapter 4*

- In the *Level 7 Favorite Classics Reader*, read Chapter 4 of *Mary Jones and Her Bible*.

Comma Splices

- Open your *Course Companion* to page 33 titled "Comma Splices." Study this page and then complete the exercise below.

Underline the sentences that contain comma splices. Remember that dependent clauses at the beginning of sentences are set off with commas. A comma splice is when a comma with no coordinating conjunction comes between two independent clauses. These sentences are adapted from classic books.

FORMIDABLE: causing fear or dread; of great strength; forceful

- His fear of the dog was not so very silly after all, I found it a truly formidable-looking animal.
- When danger threatens, they drive the herd together in a mass, and the bulls and strong oxen make a formidable circle.
- I could not venture to attack with insufficient force a monstrous and formidable serpent concealed in dense thickets amidst dangerous swamps, it was dreadful to live in a state of blockade.
- The wild boar proved to be much larger and more formidable in appearance than I had imagined, and Jack's escape seemed to me perfectly marvelous.
- The formidable mountains still stood, he who removes them would certainly be possessed of extraordinary power.

Types of Phrases and Clauses

Determine if the underlined part of each sentence is an independent clause, a dependent clause, a prepositional phrase, or an infinitive phrase.

- To make matters worse, he was obliged to leave the town in the most terrible weather.
independent clause | dependent clause | prepositional phrase | infinitive phrase
- A sudden whoop startled them as a long boy with a wild yellow head came leaping over a hedge like a kangaroo.
independent clause | dependent clause | prepositional phrase | infinitive phrase
- A sudden whoop startled them as a long boy with a wild yellow head came leaping over a hedge like a kangaroo.
independent clause | dependent clause | prepositional phrase | infinitive phrase
- In the little pools, frightened minnows were darting about.
independent clause | dependent clause | prepositional phrase | infinitive phrase
- In the little pools, frightened minnows were darting about.
independent clause | dependent clause | prepositional phrase | infinitive phrase
- To be sure, that's a very foolish question, indeed," assented Mr. Toad.
independent clause | dependent clause | prepositional phrase | infinitive phrase

LESSON 46

Mary Jones and Her Bible: Chapter 5

- Open to page 100 of your *Course Companion* titled "Challenging Words Practice #2." Read the circled words on this page to your parent or teacher.
- Read the following vocabulary words, definitions, and example sentences from Chapter 5 of *Mary Jones and Her Bible*.

uncouth: *having poor manners, ungraceful, rough*

The minister helped certain uncouth lads to improve their manners. The wild, uncouth children were sometimes seen playing by the dangerous river.

rapt: *deeply engrossed, as if spellbound*

They listened to the poetry reading with rapt attention. Every subject Mr. Williams taught had his pupils rapt with delight and interest.

unruly: *undisciplined, difficult to control; without rules*

The growing crowd was angry and unruly. The nursery room was full of unruly, screaming children.

genial: *pleasant and friendly in disposition or behavior*

Mr. Holden is always a very genial guest; we enjoy his pleasant company. We all relaxed when we realized how genial the new landlord was.

discernment: *the ability or process of using good judgment and insight*

Every judge should have excellent discernment between good and evil. The gift of discernment helps you to know what is right and wrong.

insurmountable: *unable to overcome or conquer*

During the war, the soldiers faced insurmountable difficulties. Insurmountable debts forced the store to close.

- Fill in each blank with a vocabulary word from this page.

1. An unruly or uncouth tongue can cause a lot of damage; you should control your words.
 2. Country folk might seem uncouth, but they're some of the best people on earth.
 3. The mountain ahead looks insurmountable.
 4. Even though the orphaned boys were uncouth and ill-mannered, we treated them kindly.
 5. With rapt excitement, Paul entered the large cave.
 6. Everyone is so friendly at church; it's such a genial environment.
 7. It takes good discernment to choose the most worthwhile books.
 8. The school bully was as unruly or uncouth as ever today!
 9. Ann cuddled close to Mother and listened to the story with rapt attention.
 10. The genial old lady had such a happy face that all the children loved her.
 11. It is vital to use proper discernment when choosing your friends.
 12. David faced a task so difficult it seemed insurmountable.
- In the *Level 7 Favorite Classics Reader*, read Chapter 5 of *Mary Jones and Her Bible*.

LESSON 47

Proverbs and Maxims

- Read:

Proverbs and maxims are very similar to each other. Both are short statements with highly condensed messages that provide guidance.

Maxims usually express a general truth, principle, or rule of conduct. Benjamin Franklin was well known for his sensible maxims, such as these: "Well done is better than well said." And, "He that sows thorns, should not go barefoot." (*Poor Richard's Almanac*)

Proverbs usually have bold imagery and a common fact or experience, such as these from the Bible:

Where there is no vision, the people perish. (Proverbs 29:18)

Train up a child in the way he should go: and when he is old he will not depart from it. (Proverbs 22:6)

Chapter 5 of *Mary Jones and her Bible* contains a insightful proverb: "If there is a will there is a way."

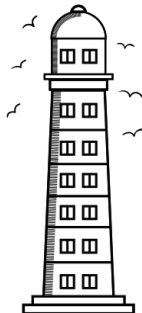
-  **Notebook**

In your notebook, write the definitions of proverbs and maxims (in green letters above). Then write the Biblical proverb below and draw the tower on this page next to it, or draw a tower from your imagination.

The name of the Lord is a strong tower: the righteous runneth into it (Proverbs 18:10)

-  **Notebook**

Write two proverbs or your own creation.



Comma Splices and Run-On Sentences

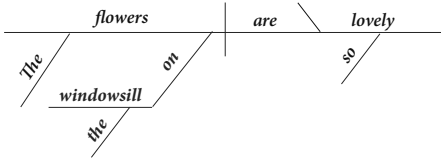
- Underline all the sentences that contain comma splices and run-on sentences in the following paragraph. Write a "C" above the underlined sentence if it is a comma splice. Write an "R" above the underlined sentence if it is a run-on sentence. Refer to pages 33 and 41 in the *Course Companion* if needed.

C The street was empty, everyone was at home asleep. I picked up my pace
R
and the wind whistled through the trees. I still had miles to go and hills
C
to climb until I would reach the cabin. The stars were bright, they were
R
brighter than I had ever seen. The moon was full, and I was grateful for
the light it provided. Eventually, I had to leave the road and start walking
C
on a dirt trail through the forest. The trees blocked the light of the moon,
R
I could not see the path clearly. I suddenly smacked into a tree limb, and
I fell down with a thud. I got up and brushed the dirt off me. But then
R
I heard a noise behind me and I began to run. The trail to the cabin
seemed longer than ever, and it seemed steeper than ever. Finally, I saw
R
the lights of the cabin ahead of me and I breathed a deep sigh. Within
minutes I had reached the cabin and had gone inside.

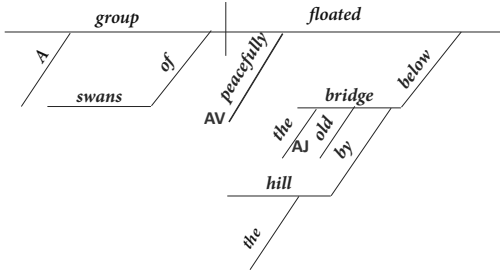
- On a separate sheet of paper, diagram the sentences below. Check your answers in the answer key.
1. The flowers on the windowsill are so lovely.
 2. Below the old bridge by the hill, a group of swans floated peacefully.
 3. The wind banged on the windows and whistled through the trees.
 4. A beautiful bird is building a clever nest in the old apple tree.

Lesson 47—Assignment on a Separate Sheet of Paper

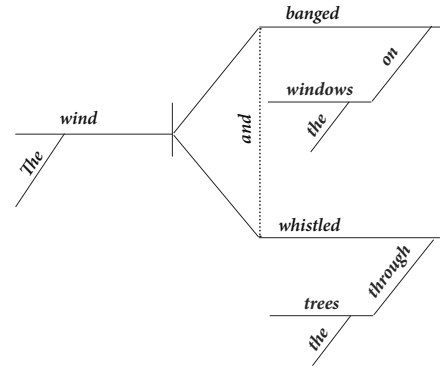
The flowers on the windowsill are so lovely.



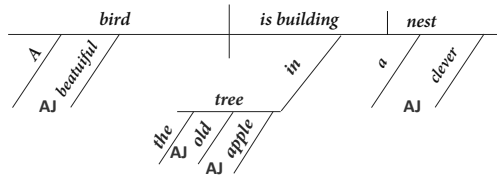
Below the old bridge by the hill, a group of swans floated peacefully.



The wind banged on the windows and whistled through the trees.



A beautiful bird is building a clever nest in the old apple tree.



LESSON 48

Mary Jones and Her Bible: Chapter 6

- Read the following vocabulary words, definitions, and example sentences from Chapter 6 of *Mary Jones and Her Bible*.

tremulous: characterized by trembling, quavering, or uncontrolled vocal vibration or body movements, possibly out of fear or excitement

The nervous girl stepped onto the stage and began to sing with a tremulous voice.

The cold air made her reach for the beach towel with a tremulous hand.

pathos - the quality of a form of expression (art, music, literature, etc.) that arouses feelings of sympathy, tenderness, sorrow, or pity.

Looking at the detailed painting of Italy brought forth a pathos that made Sophia yearn for her long, lost homeland.

The politician's stories were intended to instill pathos and thus win the hearts of the voters.

The following vocabulary words are for review from earlier in the course:

uncouth: having poor manners, ungraceful, rough

The minister helped certain uncouth lads to improve their manners.

rapt: deeply engrossed, as if spellbound

They listened to the poetry reading with rapt attention.

duly: properly, fitting, or in due time

After fasting all day, the feast was duly appreciated.

James was unduly anxious; there was nothing to fear.

- Fill in each blank with a vocabulary word from above.

- The pictures of starving children in Africa always heightened the pathos of the American people.

- Harry listened to the presentation with rapt attention.
- His uncouth language was a result of his poor upbringing.
- When the crown was found, they duly returned it to the king.
- The bountiful harvest was duly appreciated by the entire town.
- Because of the pathos that the song evoked, the audience was left in tears.
- Her excited, tremulous fingers could hardly open the gift box.
- No one spoke for a minute, because the boys were as quick to feel the pathos of the little story as tender-hearted Daisy, though they did not show it by crying.
- "May I really have a kitten?" Jan asked in tremulous tones.

- In the *Level 7 Favorite Classics Reader*, read Chapter 6 of *Mary Jones and Her Bible*.

Affect and Effect

- Underline the correct word choice for each sentence.

- My dad's wise words had a huge (effect | affect) on me.
- When does the new law go into (effect | affect)?
- What was the (effect | affect) of the medicine?
- My grandfather's advice had a positive (effect | affect) on my life.
- How did the hurricane (effect | affect) you?
- The play had amazing special (effects | affects).
- Your attitude (effects | affects) all those around you.
- Did all that rain (effect | affect) your crops?
- The book really (effected | affected) the way I appreciate nature.


LESSON 49

Note Taking Review

 Read:

NOTE TAKING TIPS

- Listen carefully; don't let your mind wander or you may miss important information.
- Write down only important points, using short phrases or key words; you don't need to use full sentences, and you shouldn't try to write down exact wording unless it is a specific quote or phrase that is very important.
- Look for cues from your instructor about what is important, such as what he or she writes on the board or the key points listed on a multimedia presentation. Also look for what the instructor emphasizes or what he or she repeats.
- Use pen (which is easier to read than pencil) and write neatly enough to understand your notes.

-  In order to practice listening and taking notes, watch the video presentation titled "Mary Jones and Her Bible," in which Jenny Phillips discusses the book *Mary Jones and Her Bible* as well as information about Bible Societies. A link to this video can be found at goodandbeautiful.com/level7.

Title a blank sheet of lined paper, and, as you watch the video, take notes. You will use these notes to take a quiz.

- Once you have watched the video, have your parent or teacher administer the Mary Jones and Her Bible Presentation Quiz on page 117 of your *Course Companion*. You may use your notes from the video while taking the quiz.

If you miss more than three questions on the quiz, watch the video again, take better notes, and then take the quiz again.

LESSON 50

Effective Writing: Avoiding Wordiness and Redundancy

 Exercise: Rewrite the wordy sentences to be more concise.

Note: Sometimes redundancy can be a good thing. For example, redundancy can help with emphasis. However, if information does not need to be emphasized, redundancy is not needed.

TIP: Remove duplicates of the same word within a sentence.

TIP: Look for ways to say the same thing more concisely, but be careful not to lose needed information or emphasis.

#1: The teachers will meet every day, and in this daily meeting they will discuss ways in which they can more effectively motivate their students to read more often.

The teachers will meet daily to discuss ways they can motivate their students to read more.

#2: As an added bonus, all the employees received a \$100 bonus due to the fact that all the employees had worked so hard at their job.

The employees received a \$100 bonus because they had worked so hard.

Note: The answers given are possible examples. There is more than one way to fix each sentence.

Linking Verbs

 Read and complete:

Linking verbs do not express action; they express a state of being. They are called "linking verbs" because they link the subject of the sentence to a word or phrase that renames or describes the subject.

Fill in the blank. Linking verbs do not express action; they express a a state of being.

All forms of the verb "be" are always linking verbs: am, is, are, was, were, has been, are being, might have been, etc.

Write four linking verbs that are a form of the verb "be":

Four of the following: am, is, are, was, were, has been, are being, etc.

Other verbs can be linking verbs or action verbs. If you can replace the verb with a form of "be," and the sentence makes sense, it is a linking verb. For example, "Amy SEEMS happy" could be written "Amy IS happy."

Exercise 1: In the following sentences, the linking verb is underlined. On the blank line after each sentence, write a form of the verb "be" that you could use to replace the underlined verb. Both the underlined verb and the verb you write are linking verbs.

1. They seem really nice. are
2. Roger felt sick. was
3. The waterfall looks beautiful. is
4. The bread smells delicious. is
5. The books remained on the floor. are
6. The salad tastes good. is
7. The store appeared closed. was
8. The sky grew dark. is

Exercise 2: Underline the linking verbs. Not every sentence has a linking verb.

1. The parrot talks rapidly.
2. My parents are so generous.
3. My new teacher seems really smart.
4. The flowers look beautiful in the vase.
5. This sweater feels so soft.
6. That music sounds beautiful.
7. The road is bumpy.

Exercise 3: Is the underlined word in each sentence an action verb or a linking verb? Underline the correct choice.

Some verbs can be linking verbs or action verbs. Verbs related to the five senses (smell, sound, taste, etc.) are often this way. If a verb is used to express a state of being and could be replaced with a form of the verb "be," it is a linking verb. Otherwise, it is an action verb.

1. The scent from the skunk smells terrible. ACTION | LINKING
2. The dog smells an animal near us. ACTION | LINKING
3. Your voice sounded beautiful. ACTION | LINKING
4. The teacher sounded the alarm. ACTION | LINKING

Exercise 4: In the following sentences, the linking verb is underlined. On the blank line after each sentence, write a form of the verb "be" that you could use to replace the underlined verb. Both the underlined verb and the verb you write are linking verbs.

1. The man grew angry. was
2. That food smells tasty. is
3. Unfortunately, the milk turned sour. was
4. The garden looks nice. is
5. How many pickles remain in the jar? are

LESSON 52

Fictionalized Biography Project: Part 1

Read:

Over the next several lessons, you are going to write a short, fictionalized biographical story about an event that happened to Abraham Lincoln as a boy. It is a true story of when he gave a fish to a soldier. Research about the event and time period is given to you. You will base your story on this true information, but you will write details and dialogue that are not necessarily exactly what Abraham Lincoln saw and said. The lessons will guide you through this project step by step.

Read: Your first step to prepare for your writing assignment is to read a story someone else wrote about this event. In your *Course Companion* read the story starting on page 60 titled "Abe's Fish."

Linking Verbs Review

Read and complete:

As you have learned, linking verbs do not express action; they express a state of being.

Fill in the blank. Linking verbs do not express action; they express a a state of being.

All forms of the verb "be" are always linking verbs: am, is, are, was, were, has been, are being, might have been, etc. Write four linking verbs that are a form of the verb "be":

Four of the following: am, is, are, was, were, has been, are being, etc.

Other verbs can be linking verbs or action verbs. If you can replace the verb with a form of "be" and the sentence makes sense, it is a linking verb. For example, "Amy SEEMS happy" could be written "Amy IS happy."

Exercise 1: In the following sentences, the linking verb is underlined. On the blank line after each sentence, write a form of the verb "be" that you could use to replace the underlined verb. Both the underlined verb and the verb you write are linking verbs.

- The cat seems hungry. is
- I feel happy. am
- The flowers look beautiful. are
- The pear tasted sweet. was

Exercise 2: Underline the linking verbs. *Hint: Ask which verb could be replaced with a form of "to be."*

- When the sun sets, the sky looks gorgeous.
- I meant to tell you that your dessert tastes amazing!
- Those flowers have no scent, but these flowers smell wonderful.
- When Jane sings, she sounds amazing.
- We didn't cross the stream because the old bridge appeared broken.
- When it rains, Greg becomes sullen.
- The new girl seems so cheerful; I would love to meet her.
- I feel better when I get a full eight hours of sleep.

Some verbs can be linking verbs or action verbs. Verbs related to the five senses (smell, sound, taste, etc.) are often this way. If a verb is used to express a state of being and could be replaced with a form of the verb "be," it is a linking verb. Otherwise, it is an action verb.

Exercise 3: Is the underlined word in each sentence an action verb or a linking verb? Underline the correct choice.

- | | |
|---|-------------------------|
| 1. The fish <u>tastes</u> fresh. | <u>ACTION</u> LINKING |
| 2. We <u>will taste</u> all the desserts. | <u>ACTION</u> LINKING |
| 3. It <u>appears</u> dark. | <u>ACTION</u> LINKING |
| 4. The flower <u>grows</u> slowly. | <u>ACTION</u> LINKING |

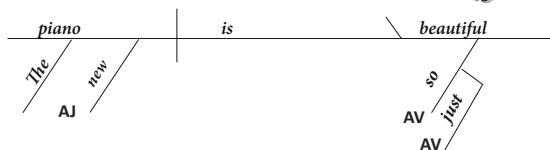
Sentence Diagramming

Study Step 11: **Predicate Adjectives** on page 19 of your *Course Companion*. Diagram the sentences below. Then draw the piano in your sketchbook.

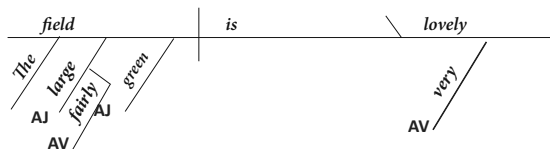
- Remember a predicate adjective comes after a linking verb and a slanted line.
- Remember to put AJ for adjectives and AV for adverbs. Adverbs modify verbs, adjectives, or other adverbs.



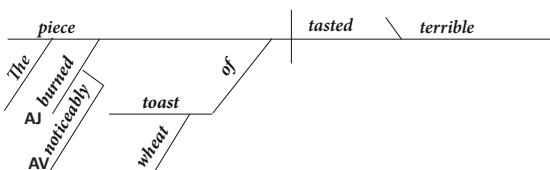
The new piano is just so beautiful!



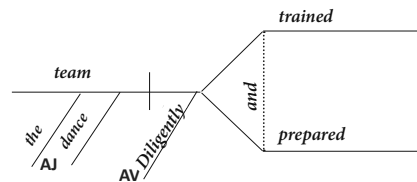
The fairly large green field is very lovely.



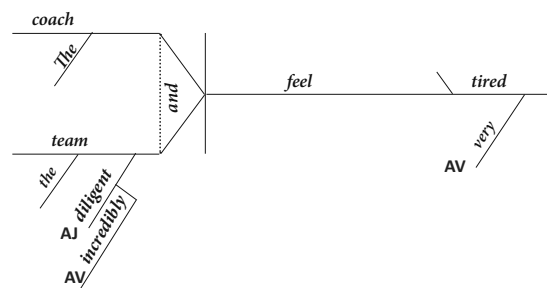
The noticeably burned piece of wheat toast tasted terrible.



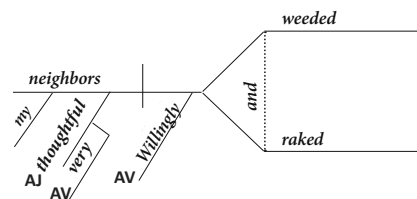
Diligently, the dance team trained and prepared.



The coach and the incredibly diligent team feel very tired.



Willingly, my very thoughtful neighbors weeded and raked.



LESSON 53

Fictionalized Biography Project: Part 2

- Complete the instructions.

In preparation for writing your fictionalized biographical story of Abraham Lincoln, prepare to take notes on historical facts of Abraham Lincoln as a boy. On a computer document or in your writer's notebook, write the following titles, each as a heading on a blank page:

Abe's Father	Abe's Mother
Abe's Chores	Abe's Interests/Activities
Abe's Physical Appearance	Abe's Personality
The Area Where Abe Lived	Abe's Cabin and Furniture
Food and Meals	Miscellaneous Details

1. I love the stars they are so bright tonight.

I love the stars. They are so bright tonight.

2. Do not come with me you might fall.

Do not come with me. You might fall.

- Exercise 3: Correct the following run-on sentences by rewriting using a comma and a conjunction.

1. The sunset is beautiful it won't last.

The sunset is beautiful, but it won't last.

2. Call me tomorrow I will talk to you then.

Call me tomorrow, and I will talk to you then.

LESSON 54

Run-On Sentences Review

- Exercise 1: Correct the following run-on sentences by rewriting and using a semicolon.

1. You need me I need you.

You need me; I need you.

2. My hair is wet I just washed it.

My hair is wet; I just washed it.

- Exercise 2: Correct the following run-on sentences by rewriting and using a period and capitalization.

Fictionalized Biography Project: Part 3

- Complete the instructions.

In preparation for writing your fictionalized biographical story, read Parts 1 and 2 of "Research for Fictionalized Biographical Story of Abraham Lincoln," starting on page 62 of your *Course Companion*. Take good notes by writing information in the categories you created in Lesson 53:

Abe's Father	Abe's Mother
Abe's Chores	Abe's Interests/Activities
Abe's Physical Appearance	Abe's Personality
The Area Where Abe Lived	Abe's Cabin and Furniture
Food and Meals	Miscellaneous Details

You are taking notes to collect details that you could use in your story. In order to write accurate details in your story, you will need to know facts about the setting and the time period.

LESSON 55

Fictionalized Biography Project: Part 4

- Complete the instructions.

In preparation for writing your fictionalized biographical story, read Part 3 of "Research for Fictionalized Biographical Story of Abraham Lincoln," starting on page 64 of your *Course Companion*. Take good notes, continuing to categorize information.

Greek Root—CHRON / Advanced Alphabetical Order

- Read and complete:

The Greek root CHRON means time. Read the following words (which contain the Greek root CHRON) and their definitions.

Chronicle: a record of events in order of time

Chronicler: a historian; as, a chronicler of events

Synchronize: to cause to happen at the same time

Chronological: arranged in order of time of occurrence

Chronic: continuing for a long time; as, a chronic invalid

Write the five words above with their definitions **in alphabetical order**.

WORD:

DEFINITION:

WORD:

DEFINITION:

WORD:

DEFINITION:

WORD:

DEFINITION:

WORD:

DEFINITION:

Fill in the blanks with one of the words containing the root CHRON.

- This biography is a full chronicle of the life of James Madison.
- I read the old magazines in chronological order.
- His chronic disease has no cure.
- We hired a professional chronicler to compile ten generations of our family history.
- In order to perfectly synchronize their movements, the swimmers rehearsed daily.

- Set your timer for 10 minutes. Using the technique of freewriting or brainstorming, explore ideas for settings, scenes, and events that you could include in your story about Abe and his fish.

LESSON 57

Fictionalized Biography Project: Part 6 /

Prewriting

- Set your timer for 10 minutes. Using the technique of discussion or clustering and mapping, explore more ideas for settings, scenes, and events that you could include in your story about Abe and his fish.

Quotation Punctuation

- Study quotation punctuation on page 40 of your *Course Companion*. Then complete the exercises:

Exercise 1: Cross out sentences below that do not use proper quotation punctuation and write them correctly on the blank line. If the sentence is correct, write the word “correct” on the blank line.

1. ~~Andy said: “Everyone come in for dinner.”~~

Andy said, “Everyone come in for dinner.”

2. ~~Dustin pleaded, “Please let me help you!”~~

Dustin pleaded, “Please let me help you!”

3. “I will go,” Logan stated, “as long as you come.”

correct

4. Jared exclaimed, “you should have seen it!”

Jared exclaimed, “You should have seen it!”

5. ~~“I love the flowers” Tina declared.~~

“I love the flowers,” Tina declared.

6. ~~Mr. Hall asked “Who will help me?”~~

Mr. Hall asked, “Who will help me?”

7. “When the storm ends,” Dad said, “we will go home.”

correct

Exercise 2: Circle the correctly punctuated sentence in each group.

1. a. C.S. Lewis asked, “Has this world been so unkind to you that you should leave with regret?”

b. C.S. Lewis asked, “Has this world been so unkind to you that you should leave with regret?”

c. C.S. Lewis asked “Has this world been so unkind to you that you should leave with regret?”

2. a. C.S. Lewis once wrote, “Humility is not thinking less of yourself, it’s thinking of yourself less.”

b. C.S. Lewis once wrote “Humility is not thinking less of yourself, it’s thinking of yourself less.”

c. C.S. Lewis once wrote, “humility is not thinking less of yourself, it’s thinking of yourself less.”

3. a. “We are,” stated C.S. Lewis “what we believe we are.”

b. “We are,” stated C.S. Lewis, “what we believe we are.”

c. “We are,” stated C.S. Lewis, “what we believe we are.”

4. a. C.S. Lewis suggested “Don’t use words too big for the subject.”

b. C.S. Lewis suggested, “don’t use words too big for the subject.”

c. C.S. Lewis suggested, “Don’t use words too big for the subject.”

5. a. Lewis also perceptively observed, “It doesn’t really matter whether you grip the arms of the dentist’s chair or let your hands lie in your lap. The drill drills on.”

b. Lewis also perceptively observed: “it doesn’t really matter whether you grip the arms of the dentist’s chair or let your hands lie in your lap. The drill drills on.”

c. Lewis also perceptively observed, “It doesn’t really matter whether you grip the arms of the dentist’s chair or let your hands lie in your lap. The drill drills on.”

6. a. C.S. Lewis said that the Lord wants men to ask “very simple questions.”

b. C.S. Lewis said that the Lord wants men to ask, “very simple questions.”

c. C.S. Lewis said that the Lord wants men to ask, ‘very simple questions.’

7. a. As C.S. Lewis has suggested, “until you have given up yourself to Him you will not have a real self.”

b. As C.S. Lewis has suggested, “Until you have given up yourself to Him you will not have a real self.”

c. As C.S. Lewis has suggested “until you have given up yourself to Him you will not have a real self.”

8. a. Was it C.S. Lewis that said, “Imagine yourself as a living house?”

b. Was it C.S. Lewis that said, “Imagine yourself as a living house?”

c. Was it C.S. Lewis that said “Imagine yourself as a living house?”

Theirs/There’s

- Read the sentences below and underline the correct word choice for each sentence. Remember that THERE’S is a combination of the words THERE and IS.

1. I believe that helicopter is (theirs | there’s).

2. I hope (there’s | theirs) a good reason for this delay.

3. Even when you are in a quandary, (there’s | theirs) no need to despair; there is always hope.

4. (There’s | Theirs) an inherent desire inside of me to be honest.

5. James and Dan are visiting. That old, languid dog sleeping by the fire is (there’s | theirs).

6. Our donation was much smaller than (theirs | there’s); we gave just a pittance.

7. (There’s | Theirs) no reason to languish here in the wilderness until we are found; there are plenty of fish, berries, and roots.

LESSON 58

Writing: Dialogue

- Read:

Dialogue is the conversation between characters. The exact words characters speak are put between quotation marks. Dialogue can greatly contribute to effective writing in the following ways:

- Dialogue can help develop the character. The things a character says help reveal personality.
- Mixing dialogue with prose gives variety to writing. Skillfully written description is wonderful, but it is also wonderful to take a break from description with dialogue.

RULES FOR WRITING DIALOGUE

- Every time a speaker changes, start a new paragraph by going to a new line and indenting the line.
- Use the rules you have learned about quotation punctuation.

- Set your timer for five minutes. Using the technique of listing, explore ideas for dialogue for your fictionalized biography about Abraham Lincoln.

Quotation Punctuation

- For the sentences below, insert missing commas and place three underlines under letters that should be capitalized. If needed, refer to page 40 in your *Course Companion*.
1. "I shall die of boredom," the princess sighed. "I need some adventure."
 2. Just then, she heard a knight's voice shout, "fair princess, an evil knight is coming to take you away!"
 3. "Oh dear!" the princess exclaimed. "Who will save me?"
 4. "Do not fear," said the courageous knight. "The evil knight shall not succeed in his design."
 5. He said, "Take my hand. We must hurry!"
 6. "We must run," said the good knight. "we must hide in the forest."
 7. The princess ran quickly. "Thank you dear knight," she said breathlessly. "How can I ever repay you?"
 8. The knight looked at the princess and said, "my only desire is that you are safe."
 9. "Well," the princess replied, "you are very brave. I can never repay you for saving me."
 10. "Although we are safe now," the knight declared, "we must be vigilant until we reach the castle."

Geography: Wales

- On a separate piece of blank paper, as you have done previously, draw a map of the United Kingdom and label the countries it contains. You may use the map on page 15 of your *Course Companion* as a guide. Using information online, find out the names of the three largest cities in Wales and label them on your map.

Welsh Sculptor: Goscombe John Part 1

- Read:

You are going to learn about a Welsh sculptor named Goscombe John. The information on this artist could start like this: "Goscombe John was born in 1860 in Cardiff, Wales." That would be an uninteresting way to start a biography. Below are three opening paragraphs about Goscombe that start in an engaging way. Read through each paragraph, underline which of the "Eight Ways to Start an Introductory Paragraph" is used, and then answer the reading check question for each paragraph.

Paragraph #1

If you were asked to create a sculpture for a World War I memorial, what kind of sculpture would you create? Welsh sculptor Goscombe John, born in 1860, showed his artistic genius and skill when he created a war memorial with life-size, sculpted figures of soldiers marching down the street on their way to war with their families alongside them and an angel flying above them. The raised flags, the drummer boys, the little girl saying goodbye to her father, a father giving a last hug to his baby—all these things create a powerful pathos (emotional response). This striking sculpture called "The Response 1914" is just one of many wonderful sculptures for which Goscombe is known.

- an interesting fact or surprising statistic | a thought-provoking question
 a short personal experience | a short but interesting and applicable quote
 an attention-grabbing statement | a short, interesting story
 historical background | vivid description

- ✓ **Reading Check:** Underline the correct answers.

1. **This opening paragraph introduces Goscombe by talking about his childhood.**

TRUE | FALSE

Note: View the photos of "The Response 1914" memorial on page 106. Study the emotions each figure portrays.

Paragraph #2

Goscombe John is an interesting name, and the boy who had that name was certainly an interesting child. He was the son of a Welsh wood carver, stone carver, and sculptor. As a youth, Goscombe helped his father with his work in restoring a magnificent castle in the city of Cardiff in which they lived. Goscombe was also trained by his father in sculpting. As father and son worked side by side, did they have any idea of the great sculptor Goscombe would one day become?

- a short personal experience | a short but interesting and applicable quote
an attention-grabbing statement | a short, interesting story
 historical background | vivid description

- ✓ **Reading Check:** Underline the correct answers.

1. **This paragraph discusses Goscombe's mother and father.**

TRUE | FALSE

Paragraph #3

As I stood before the Port Sunlight Memorial by Welsh sculptor Goscombe John (1860-1952), I felt as if I were standing on sacred ground. The names of 628 men who gave their lives in war were inscribed at the base, but my eyes were drawn to the eleven free-standing, life-sized figures placed around the octagonal podium—soldiers, women, and children. Each figure, with a different pose and emotion, evoked in me feelings that made those 628 names seem personal and real—men who were loved, men who were missed, men who were brave. Evoking these kind of feelings is a mark of great art. Perhaps his ability to evoke emotion through sculpture is one reason that Goscombe became such a renowned artist.

- an interesting fact or surprising statistic | a thought-provoking question
 a short personal experience | a short but interesting and applicable quote
 an attention-grabbing statement | a short, interesting story
 historical background | vivid description

- ✓ **Reading Check:** Underline the correct answers.

1. **This paragraph discusses the opinion that Goscombe's art evokes emotion.** TRUE | FALSE



Cardiff Castle



Part of the Port Sunlight Memorial

LESSON 61

Participial Phrases

- Complete the exercises below. Refer to page 37 in your *Course Companion* if needed. Remember participial phrases act as adjectives (not nouns).

Exercise 1: Write a "Y" if the sentence includes a participial phrase and "N" if the sentence does not contain a participial phrase.

1	Y	My finger, throbbing with pain, was definitely broken.
2	N	We saw the fox walking through the forest.
3	N	The snowstorm raged all night.
4	Y	Raging throughout the night, the snowstorm left the fields covered in snow.
5	Y	My car, covered with snow, was impossible to find in the parking lot.
6	Y	Using your blue pencil, draw a lake on the map.
7	Y	Considering your good behavior, we are going to reduce your punishment.
8	N	Because of your good behavior, we are going to reduce your punishment.
9	Y	The fog was thick in the valley, hindering our ability to drive fast.
10	Y	Hindered by the thick fog in the valley, we had to drive very slowly.
11	N	The thick fog in the valley made it difficult to drive fast.
12	Y	The boys carrying the big boxes on the frozen lake are going ice fishing.
13	N	The hummingbird was hovering near the flowers.
14	Y	Making a pleasant humming noise, the bees were hovering near the flowers.
15	N	Max kicked the ball all the way across the field.

Exercise 2: Write two sentences that contain present participles and two sentences that contain past participles. Circle the participial phrases.

Sentences with Present Participles

1. _____

2. _____

Answers will vary

Sentences with Past Participles

1. _____

2. _____

Answers will vary

Exercise 3: Underline the participial phrase in each sentence.

- Smiling widely, David told us how he enjoyed gardening with Mom.
- Baked yesterday, the cookies still tasted fresh.
- The cookies baked yesterday still tasted fresh.
- Keeping her head down, Heather trudged through the snowstorm.
- Hung by the fire, the stockings were ready to be filled.
- Trying to be honest, Terri told her parents what had happened.

Fictionalized Biography Project: Continue Writing

- Continue writing your fictionalized biographical story. Write for at least 25 minutes. Remember to include dialogue in your story.

LESSON 62

Fictionalized Biography Project: Finish Writing

- Finish writing your fictionalized biographical story. Take as much time as needed to finish this project before you move on to the next lesson. Keep this essay, as you will use it in upcoming lessons.

LESSON 63

Johanna Spyri

- Read and complete:

In this course, you are going to read three books by Johanna Spyri. First, let's learn about the author. Read "Johanna Spyri" in your *Course Companion*, starting on page 66.

- ✓ Reading Check:** Underline the correct answers.

- Which of the "Eight Ways to Start an Introductory Paragraph" is used in this biography?**

an interesting fact or surprising statistic | a thought-provoking question
 a short personal experience | a short but interesting and applicable quote
 an attention-grabbing statement | a short, interesting story
 historical background | vivid description
- Johanna Spyri faced depression and the deaths of her husband and only son.**
 TRUE | FALSE
- Heidi was Spyri's first publication.**
 TRUE | FALSE

Semicolons

- Write "Y" in the box before each sentence if the semicolon is used correctly. Write "N" if the semicolon is used incorrectly. Refer to page 42 in your *Course Companion* if needed. **Hint: pay attention to whether or not the word after the semicolon starts with a capital letter and whether or not a coordinating conjunction is used.**

1	N	He appeared nonchalant; yet I know that he cares about the issue deeply.
2	N	You seemed nonchalant about losing the game; but I was very frustrated and angry.
3	Y	He always seems so nonchalant; he did not even get angry when someone hit his car.
4	Y	Your brazen actions offended the man; you should have been more gentle.
5	N	Because Amy's statements at the meeting were so brazen; Janet asked May to be more understanding.
6	Y	I think David loves the new puppy; he won't leave the puppy's side.
7	Y	The intrepid explorer conquered the challenges of Death Valley, California; the volcano at Kilauea, Hawaii; and the dangerous precipices of Mount Hood, Oregon.
8	N	You faced the unruly crowd with intrepid spirit; but I would have been scared to death.
9	Y	Your approach to life is intrepidly imaginative; you do not seem afraid of anything.
10	Y	Trials can be helpful; they help build fortitude.
11	N	I am impressed by your fortitude; even in difficult times.
12	Y	I displayed weakness; you displayed fortitude.
13	Y	Trials can be for our good; they can augment our fortitude.
14	Y	That sermon was amazing; my testimony was augmented with deeper understanding.
15	N	I love to read biographies; because they augment my knowledge of history and people.

LESSON 64

Using Sensory Language

Read:

If you can imagine being in a scene without emotions, sounds, colors, textures, and smells, then you get an idea of what writing is like without sensory details. Smells, sights, sounds, taste, and feelings bring writing to life, helping readers experience sensations and emotions as they read.

Sensory detail can be added through adjectives, adverbs, strong verbs and nouns, and figurative language (similes, metaphors, personification).

Adjectives

If something is cold, you could use adjectives like chilly, freezing, icy, or frosty.

Adverbs

If a bell is ringing, you could use adverbs like shrilly, musically, or merrily.

Strong Verbs

If a character is tasting something, you could use verbs such as nibble, crunch, relish, or savor.

Strong Nouns

Instead of writing "a smell," you could use a stronger noun such as stink, stench, odor, scent, or fragrance.

Figurative Language

Instead of writing "her voice sounded pretty," you could use a simile such as "her voice was like a flute."

Johanna Spyri was very skilled at using sensory language. Let's study the first paragraph from her book *What Sami Sings with the Birds*:

For three days the **spring sun** had been shining out of a **clear** sky and **casting a gleaming, golden** coverlet over the blue waters of Lake Geneva. Storm and rain had ceased. The breeze murmured softly and pleasantly up in the ash trees, and all around in the green fields, the yellow buttercups and snow-white daisies glistened in the bright sunshine. Under the ash trees, the clear brook was running with the cool mountain water and feeding the gaily nodding primroses and pink anemones on the hillside as they grew and bloomed down close to the water.

Complete the following instructions, which deal with the paragraph above by Johanna Spyri.

1. Underline uses of alliteration in the first sentence.

2. Write all the colors used in this paragraph:

golden, blue, green, yellow, white, pink

3. Circle two uses of personification.

4. Write three strong verbs used:

Answers will vary.

5. Write four adjectives used:

Answers will vary.

6. Write two adverbs used:

Answers will vary.

LESSON 66

Capitalization: Family Relationships

Open the *Course Companion* to page 25 (Capitalization Rules 5-7) and study Rule 5. Then complete the following exercises:

Exercise 1: For each sentence, underline the correct word choice.

- Today, Grandmother | grandmother read to me.
- I love Grandmother's | grandmother's cookies.
- To be a successful Grandmother | grandmother, you need the Lord's help.
- Jamie's Grandmother | grandmother grows flowers.
- Is that your Grandmother | grandmother?
- I want to be like Grandmother | grandmother one day.
- This morning, Grandmother | grandmother and I did a science experiment.
- Wendy's Grandmother | grandmother is particularly generous.
- I want Grandmother | grandmother to know she is appreciated.

Exercise 2: Draw three lines under letters that should be capitalized.

PLACATE: to make someone less angry; to calm and appease

- Even though we paid for the damage, uncle Fred refused to be placated.
- My dad did his best to placate our angry neighbor.
- Apologizing sincerely really helped to placate mother.
- We went to extensive efforts to placate grandpa Joe.
- I've realized that my mother is easily placated because she has a kind heart.
- I'm amazed how dad can easily placate upset babies.
- Yesterday, aunt Helen tried to placate her angry employees.

Comma Rules 6 and 7

Study Comma Rules 6 and 7 on page 32 of the *Course Companion*. Then circle the correctly punctuated sentence in each pair of sentences.

A. Heather, please come set the table.

B. Heather please come set the table.

A. However, we are not finished yet.

B. However we are not finished yet.

A. For example I do not even speak Spanish.

B. For example, I do not even speak Spanish.

A. Yes, you may have a piece of cake.

B. Yes you may have a piece of cake.

A. I hope Hyatt that you will enjoy this book.

B. I hope, Hyatt, that you will enjoy this book.

A. Will you help me wash the dishes, Paisley?

B. Will you help me wash the dishes Paisley?

A. No, we did not see the bird's nest.

B. No we did not see the bird's nest.

A. I hope Richard will enjoy the class.

B. I hope, Richard, will enjoy the class.

A. Sure, I would love to help you plant the flowers.

B. Sure I would love to help you plant the flowers.

A. Give this to, David, please.

B. Give this to David please.

Toni the Woodcarver: Chapter 2

In the *Level 7 Favorite Classics Reader*, read Chapter 2 of *Toni the Woodcarver*.

LESSON 67

Capital/Capitol

- Read the sentences below and underline the correct word choice for each sentence. Refer to page 44 in the *Course Companion* if needed.
- Proper nouns start with a (capital | capitol) letter.
 - Have you been to the US (Capital | Capitol) building in Washington D.C.?
 - The (capital | capitol) of Maine is Augusta; it has a river that runs through the town.
 - The class booked a tour to the state (capital | capitol) building.
 - Jamar is memorizing the state (capitals | capitols).

Sentence Structures

- For each sentence below, underline the type of sentence structure. Refer to page 43 in the *Course Companion* if needed.
- When the sun rose, I opened the window.
simple | *compound* | *complex*
 - I love to read historical fiction about early America.
simple | *compound* | *complex*
 - I always say my prayers when I wake up in the morning.
simple | *compound* | *complex*
 - I love the way I feel inside when I help others.
simple | *compound* | *complex*
 - I love being around cheerful people, so I try to be cheerful, too!
simple | *compound* | *complex*

Lose/Loose

- Read the sentences below and underline the correct word choice for each sentence. Refer to page 46 in the *Course Companion* if needed.
- The tarnished doorknob was (lose | loose).
 - James was quite eager to (lose | loose) his first tooth.
 - Tie your shoes so you don't trip over your (lose | loose) shoelace.
 - You can wear a belt if your pants are too (lose | loose).
 - Janet's ponytail was too (lose | loose) and began to lazily droop.
 - Whoever gets the most points will (lose | loose) the game.
 - The (lose | loose) screw finally fell out.
 - I will be happy even if I (lose | loose) the competition.

The Importance of Family and Friends


- Read and complete:

In earlier lessons, you explored the importance of connecting with nature. While we greatly benefit from connecting with God's creations in nature, we deeply need meaningful connections with God's greatest creation: people. Upcoming chapters of *Toni and the Woodcarver* show a beautiful relationship between a boy and his mother, how serving someone else can impact your life, and also what can happen to someone who is cut off from meaningful relationships with people.

-  **Notebook**

Set your timer for 10 minutes. In your notebook (or typing on a computer), explore ideas about a story in which a person receives every physical thing he or she could ever desire in exchange for being permanently cut off from people. Brainstorm possible characters, settings, events, conclusions, and story titles. You may alternately choose your own fictional story idea with a message about the importance of meaningful human relationships.

LESSON 68

-  **Notebook:** Using the ideas you brainstormed in the last lesson, outline a fictional story in which a person receives every physical thing he or she could ever desire in exchange for being permanently cut off from people (or your own story idea).

Linking Verbs

Linking verbs do not express action; they express a state of being. They are called "linking verbs" because they link the subject of the sentence to a word or phrase that renames or describes the subject. (e.g., David is nice.)

Fill in the blank. Linking verbs do not express action; they express a

a state of being.

All forms of the verb "be" are always linking verbs: am, is, are, was, were, has been, are being, might have been, etc.

Write four linking verbs that are a form of the verb "be":

Four of the following: am, is, are, was, were, has been, are being, etc.

Other verbs can be linking verbs or action verbs. If you can replace the verb with a form of "be," and the sentence makes sense, it is a linking verb. For example, "Amy SEEMS happy" could be "Amy IS happy."

- Is the underlined word in each sentence an action verb or a linking verb? Underline the correct choice.
- The lemon tastes extremely sour. ACTION | LINKING
 - I want to taste some of these cheeses. ACTION | LINKING
 - The air feels very moist here. ACTION | LINKING
 - The doctor carefully feels my hurt arm. ACTION | LINKING
 - The baby grew tired. ACTION | LINKING
 - The flower grew an inch this month. ACTION | LINKING

LESSON 69

Toni the Woodcarver: Chapter 3

- In the *Level 7 Favorite Classics Reader*, read Chapter 3 of *Toni the Woodcarver*.

Fictional Story

- Using a computer (so you can easily make revisions), begin writing your fictional story. Write for at least 10 minutes. Make sure to include dialogue in your story. If you get stuck at any point while writing your story, discuss the story with another person to gain ideas that can help you move forward.

LESSON 70

Fictional Story

- Work on your fictional story for at least 30 minutes.

LESSON 71

Toni the Woodcarver: Chapter 4

- In the *Level 7 Favorite Classics Reader*, read Chapter 4 of *Toni the Woodcarver*.

-  **Reading Check:** Underline the correct answers.

- It is not until Toni's mother comes and sings to him that he finally heals.
TRUE | FALSE
- What helps heal the lady from Geneva?
 - A relationship with Toni's mother
 - Taking an interest in helping someone else

In your sketch book, draw the illustration below.



Capitalization Rule 4: Job Titles/Formal Titles

If the sentence contains an error in the underlined word or words, rewrite the underlined word or words correctly. If needed, refer to page 24 in your *Course Companion* (Capitalization Rule 4).

1	The <u>Mayor</u> is in town. _____ <i>mayor</i>
2	I see <u>Governor Rohner</u> . _____
3	The <u>bishop</u> is here. _____
4	Is <u>Bishop Stevens</u> here? _____
5	I heard <u>Mayor Holbrook</u> speak. _____
6	He is the <u>president</u> of the company. _____
7	I spoke with the <u>Doctor</u> . _____ <i>doctor</i>
8	I spoke with <u>Doctor Rogers</u> . _____
9	I spoke with <u>dr. Harris</u> . _____ <i>Dr. Harris</i>
10	Angela met with <u>Mayor Thomas</u> . _____
11	I asked <u>Professor Rigby</u> a question. _____
12	The <u>Pope</u> delivered his message. _____ <i>pope</i>
13	I love books by <u>author Evaleen Stein</u> . _____
14	Listen to the <u>mayor's</u> speech. _____
15	I voted for <u>president Perry</u> . _____ <i>President Perry</i>

LESSON 76

Direct and Indirect Objects

Read and complete:

A **direct object** receives the action performed by the subject. (Amy kicked the **ball**.) An **indirect object** is the recipient of the direct object (if there is a direct object). (John gave **Mom** the book.)

STRINGENT: strict, precise, and exacting

Exercise 1: Underline direct objects and circle the indirect objects.

- My officious boss developed stringent **rules** for our office.
- The monarch gave his **soldiers** stringent **orders**.
- The stringent nurse did not give **me** any **flexibility** with the rules.
- Because I have been honest, my father gave **me** less stringent **rules**.
- Please change the stringent **rules** for us; they are too restrictive.
- The mayor grimly read **us** the new, stringent **laws**.
- It is better to give the **prisoners** stringent **rules**.
- The stringent professor gave **us** no **leniency**.
- The judge gave **me** a very stringent **ruling**.
- The stringent measures greatly restricted **us**.
- With stringent precision, I stitched **Mother** the **quilt**.
- The wind brought **me** the **smell** of fresh cut hay.
- Smiling hugely, Miguel showed **me** his new, shiny **tractor**.
- With a twinkle in his eye, Grandpa handed **Kate** a little **box**.

LESSON 77

Effective Writing: Avoiding Wordiness and Redundancy

Exercise: Rewrite the wordy sentences to be more concise.

TIP: The words **JUST** and **REALLY** can often be eliminated.

WHEN TO LEAVE OUT THE WORD "THAT"

The word "that" may often be omitted from a sentence if doing so helps the sentence flow better or make more sense. Reading the sentence aloud often helps the writer decide if the word "that" is helpful or unnecessary.

I just really can't remember what time that I said to them that I would come.

I can't remember when I said I would come.

The book that I just finished reading was a book that I really enjoyed!

I really enjoyed the book I just finished reading.

I just think that you would really like the book that Molly gave me.

You would really like the book Molly gave me.

I just really hope that my friend, whose name is Kevin, doesn't think that perhaps I have been quite glum lately.

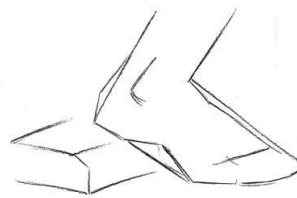
I hope my friend Kevin doesn't think I have been glum lately.

Drawing Feet

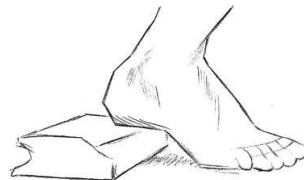
Read and complete:

In your sketch book, draw the illustration below by following the steps shown.

Step 1



Step 2



Step 3



LESSON 78

Introduction to Edgar Guest

- Read the biography of poet Edgar Guest that starts on page 70 of your *Course Companion*.
 - Reading Check:** Underline the correct answers.
1. Families were endeared to and entertained by Eddie Guest's column mainly because of his
 - A. humility, humor, and love
 - B. comedic suspense
 - C. quick pace and catchy words
 2. Edgar Guest was known as a self-made man. His success came because of his belief that no one but yourself can help you get anywhere. TRUE | FALSE
 3. What happened to Eddie and Nellie when they lost their first child to sickness?
 - A. Sorrow spilled into their marriage and tore them apart.
 - B. They decided not to have anymore children.
 - C. The trial strengthened their marriage.
 4. Eddie's poetry encouraged others to look beyond stress and to dream of and work for a better world by
 - A. depicting fame and riches earned by hard work.
 - B. supporting morals and appreciating family and home.
 - C. taking his readers away to magical and mystical worlds.

LESSON 79

The Power of Good Friendships

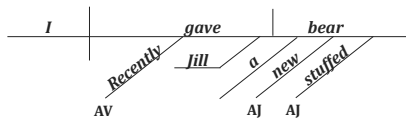
- Read:
- In upcoming lessons you are going to complete an essay on the importance of good friendships. As you work on this essay, you are going to study poems by Edgar Guest about friendship, practice drawing people, and examine art that depicts friendships.
- As you go about these lessons, keep in mind that in our world today it can be very hard to find good friends who hold your same values. Although good friendships are important, sometimes you may find yourselves without good friends during certain seasons of your life. If that is the case, remember that it is better to have no friends than to have friends that influence you negatively. Remember that you always have a friend in the Savior Jesus Christ. He is aware of you and your need for friends. If you press forward in faith and pray for opportunities for good, righteous friends, God will answer your prayers, according to His wisdom and timing.
- Starting on page 68 of your *Course Companion*, read the section titled "The Importance of Good Friendships." Reading this entire section will give you an overview of the subject and prepare you for your upcoming writing assignment.
 - Reading Check:** Underline the correct answers without rereading the material, relying instead on your memory of what you read.
1. The section included quotes about friendships within families. TRUE | FALSE
 2. The section included a story about someone who had a bad friend. TRUE | FALSE
 3. The section included several quotes about not lending money to friends. TRUE | FALSE

Sentence Diagramming

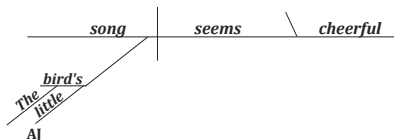
- Open the *Course Companion* to page 20 and study **Step 14: indirect objects**. Diagram the sentences below. Then draw the illustrations in your sketchbook.
 - Remember to put AJ for adjectives and AV for adverbs. Adverbs modify verbs, adjectives, or other adverbs.
 - Not all sentences have an indirect object.



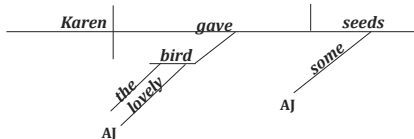
Recently, I gave Jill a new stuffed bear.



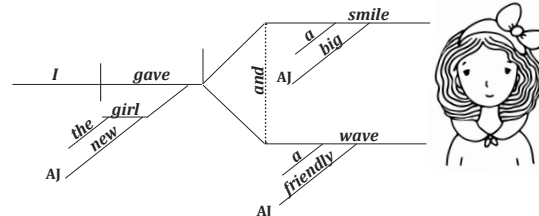
The little bird's song seems cheerful.



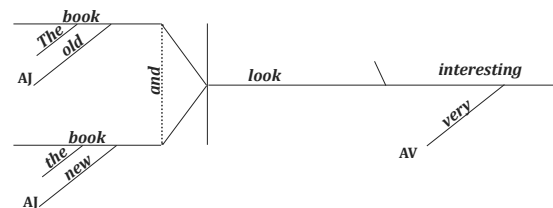
Karen gave the lovely bird some seeds.



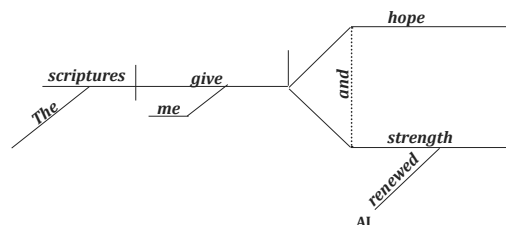
I gave the new girl a big smile and a friendly wave.



The old book and the new book look very interesting.



The scriptures give me hope and renewed strength.



LESSON 80

Friendship Essay

Read:

In this lesson you are going to organize and outline your essay on the importance of good friendships. The purpose of this essay is to teach and motivate. After reading your essay, your audience should be inspired to choose and value good friendships.

There is so much you could write about the topic of friendship. You will need to choose specific supporting points to emphasize; otherwise, your paper will be unfocused and difficult to write. Here are some possible supporting points:

- You don't need a lot of friends, but you do need good friends.
- Friendship requires effort.

Read through the quotes on pages 68-69 of your *Course Companion* (that you read in the last lesson) to generate ideas for more possible supporting points. Write at least four possible supporting points below:

Answers will vary.

Now, choose and circle three supporting points for your essay. You may

choose from the ones given in purple and the ones you wrote.

Now fill in the blanks of your outline. This is a very general outline, simply stating "opening" and "closing" for your opening and closing paragraphs. In the Level 8 course, you will create more detailed outlines. For this outline, simply list your supporting points.

I. Opening

II. Supporting Point #1: _____

III. Supporting Point #2: _____

IV. Supporting Point #3: _____

V. Closing

Edgar Guest: Friendship Poems

With a parent or teacher, read the poems "A Friend's Greeting" and "The Kindly Neighbor" on page 74 of your *Course Companion*.

It's/Its

Read the sentences below and underline the correct word choice for each sentence. Remember "it's" is a contraction of the words IT and IS.

1. **It's** | Its) Judy's first time leaving the country.
2. See that chameleon! (It's | **Its**) color changes.
3. I'm eager for Thursday to arrive; **it's** | its) my brother's first birthday!
4. Gently hold the bunny and feel how tremendously soft (it's | **its**) fur is.
5. Yes, **it's** | its) my first time babysitting.
6. Look at that beautiful tree; I love (it's | **its**) vibrant colors.

LESSON 81

Friendship Essay

Complete:

Write the opening for your essay about friendship. **You will type this essay** so that you can more easily complete revisions and edits. Your style may be formal or informal—it's up to you.

To start the opening paragraph, use one of the "Eight Ways to Start an Opening Paragraph" that you wrote in your writer's notebook. Then transition to your thesis statement, which should come at or near the end of the opening paragraph(s) and explain the main idea or purpose of your essay—the power and importance of friendship.

Use at least three quotes in this essay and cite them using in-text citation. Refer to page 28 in your *Course Companion* for guidelines on in-text citations. You may use any of the quotes on pages 68-69 of your *Course Companion* for this essay.

Drawing Hair

In your sketchbook, practice drawing hair, copying at least three of the illustrations below.



LESSON 82

Can/May

Read the sentences below and underline the correct word choice for each sentence. Refer to page 44 in your *Course Companion* if needed.

1. You (can | **may**) have another slice of cake.
2. I (**can** | may) finish reading the book tonight.
3. (Can | **May**) I ask you a few questions?
4. You (can | **may**) use my camera today.
5. I (**can** | may) recite the entire poem from memory.
6. The kittens (can | **may**) sleep in my room tonight.

Friendship Essay: Part 3

Read and complete:

You are now going to write about your first supporting point for your friendship essay. It may be one or more paragraphs; just make sure that you stay focused on the supporting point.

1. First, write your topic sentence. Remember that a topic sentence helps a paragraph stay focused on the main idea.
2. Next, give your evidence that supports the main idea of the paragraph. The evidence may be quotes, statistics, personal examples, or facts. You may use any of the quotes on pages 68-69 of your *Course Companion*. Refer to page 28 in your *Course Companion* for guidelines on in-text citations.
3. Finally, write a concluding sentence for the paragraph. The concluding sentence is usually a statement that summarizes or pulls together the main idea of the paragraph. The closing sentence should not introduce another subject or idea that is not covered in the paragraph.

LESSON 83

Friendship Essay

- Read and complete:

Write about your second supporting point for your friendship essay. It may be one or more paragraphs; just make sure that you stay focused on the supporting point. You may use any of the quotes on pages 68-69 of your *Course Companion*. Refer to page 28 in your *Course Companion* for guidelines on in-text citations.

Winslow Homer Paintings

- Read and complete:

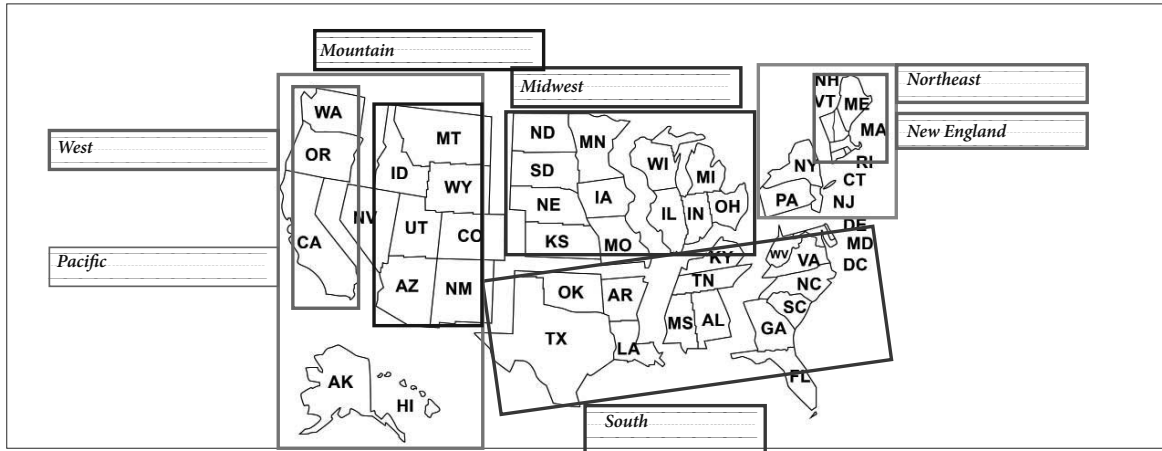
You recently read poems about friendship by Edgar Guest. Now you are going to study paintings about friendship by artist Winslow Homer. Homer was an

American artist who was born in Massachusetts. In which sub-region of the United States is Massachusetts? New England.

Homer did not have an opportunity for a lot of training in art, so he was mainly self-taught. His mother tried to save funds for him to study art in Europe, but instead, he went to the front lines of the American Civil War and sketched camp life and battle scenes. After the war, Homer chose to paint mainly childhood and family subjects, turning to the simple things of life. He lived in New York for many years. In which region is New York? Northeast. At age 46, Homer and his family moved to Maine and lived just seventy-five feet from the ocean. In which region is Maine? New England

Regions of the United States

- As a review, label the different regions and sub-regions of the United States. If needed, refer to page 14 of your *Course Companion*.



LESSON 84

Friendship Essay: Part 4

- Read and complete:

Write about your third supporting point for your friendship essay. It may be one or more paragraphs; just make sure that you stay focused on the supporting point. You may use any of the quotes on pages 68-69 of your *Course Companion*. Refer to page 28 in your *Course Companion* for guidelines on in-text citations.

Then, write the conclusion for your essay.

Give the essay to your parent or teacher and ask him or her to fill out the Essay Feedback Page (on the next page). You will use this feedback page in the next lesson. Don't worry! It won't be as painful as it sounds.

Drawing Feet

- Read and complete:

In your sketch book, draw the illustration below by following the steps shown.

Step 1



Step 2



LESSON 85

Comma Rules 6 and 7

- Study Comma Rules 6 and 7 on page 32 of your *Course Companion*. Then, cross out sentences below that are not punctuated correctly.

1	Yes, I cleaned my room this morning.
2	No I did not know you wanted me to come.
3	Becca would you like another piece of pie?
4	Nevertheless, you may still go with us.
5	David please sit down.
6	For example, I scream loudly whenever I see spiders.
7	When you are done Sam please put your test on my desk.
8	I hope, Alex, sleeps well tonight.
9	What did you say, Mom?
10	OK I will help you.
11	Tyler you look very happy today.

Friendship Essay: Part 5

- Follow the instructions:

Using the information on the Essay Feedback Page that your parent or teacher filled out, revise your essay. Once the essay is revised, read your essay to a group of at least three people. Make sure to speak slowly and confidently, to occasionally look up from your paper, to vary the volume and speed with which you speak to make your voice more interesting, and to stand with good posture.

WRITING A SUMMARY

1. Give a condensed description of the writing. A summary is not an outline; it may not cover all the details of the text but should express all the main points or parts of a plot.
2. As you prepare your summary, ask questions such as the following: "Who or what is being discussed?" "What is the author's main message?" "What are the main supporting points?" "What main evidence or examples are given?"
3. Present the summary in your own words. Use quotes sparingly and only if key ideas or phrases cannot be said as precisely in your own words.
4. Present the summary in a neutral fashion; do not include your own comments.
5. Include the title of the work and the author's name.
6. Write about the text in present tense. For example, instead of writing, "In his essay, Plato discussed justice," write "In his essay, Plato discusses justice."
7. The following verbs may be useful in writing a summary.

Argumentative	Neutral	Persuasive
argues	reports	suggests
claims	states	recommends
contends	discusses	proposes
maintains	observes	advises
insists	explains	encourages
criticizes	illustrates	pleads
disputes	describes	urges
asserts	informs	warns
Argumentative	Neutral	Persuasive

supports	conveys	teaches
expresses	communicates	advocates
upholds	recounts/relates	counsels
defends	imparts	shares

Exercise: Choose a word that fits each hypothetical sentence.

1. In his lengthy essay, Baker _____ that families should put more importance on eating together as a family.
2. Baker _____ his claim that eating together is crucial.
3. The research report _____ the importance of family dinners.
4. The author _____ the argument in his essay with a personal account of his own family.
5. Using recent statistics, the author _____ the drop in family unity within the past decade.
6. In the convincing conclusion, Baker _____ others to make family dinner time a priority.

LESSON 87

Using Context Clues

- Read and complete:

Good readers use **context clues** (clues in the text) to determine the meaning of an unknown word. Read the following sentences from Chapter 1 of *Rudi* by Johanna Spyri (which you will read soon), and, using context clues, determine the definition of each word.

The clean, well-fed cattle wander about with pleasant musical accompaniment; for each cow wears a bell, so that one may tell by the sound whether any of them are straying too far out toward the edge, where the **precipice** is hidden by bushes and where a single misstep would be fatal.

He had been wild haying, and, seeking to reach home by a short cut, had lost his footing and fallen over a **precipice**.

Precipice: *a very steep or overhanging place; a cliff*

The family was too poor to possess even a cow, though there was **scarcely** a farmer in the neighborhood who did not own one, however small his piece of land might be.

Poor Grass Joe had got his name from the fact that the spears of grass on his land were so **scarce** that they would not support so much as a cow.

With these small resources the wife had to struggle through the summer and provide for the four little ones, and sometimes, when work was **scarce**, for one or two of the older ones also.

This little fellow, known only by the name of "Stupid Rudi," was so lean and gaunt looking that one would have taken him to be **scarcely** eight years old. His timid, shrinking manner made it difficult to tell what

kind of a looking boy he really was, for he never took his eyes from the ground when anyone spoke to him.

The few pennies paid by the community for Rudi's support were very acceptable to Joe's wife, and the extra space in his bedroom, after the father's death, was eagerly seized for two of her own boys, who **scarcely** had sleeping room for some time.

Scarcely: *barely; hardly; almost not*

"I will explain it all to you, Mother, just as it happened," he said quietly, as he leaned back against the hay; "but first look at that poor, **gaunt**, little boy down there, who hasn't a decent garment to his name, whom no one thinks worthy of a kind word, and who is known only as 'Stupid Rudi!'"

This little fellow, known only by the name of "Stupid Rudi," was so lean and **gaunt** looking that one would have taken him to be scarcely eight years old.

Gaunt: *very thin and angular*

Rudi: Chapter 1



- In the *Level 7 Favorite Classics Reader*, read Chapter 1 of *Rudi*.

✓ Reading Check

Johanna Spyri masterfully describes the contrasting homes on either side of Clear Brook. Read the descriptive words and phrases below and indicate whether each describes the home of Frau Vincenze or that of "Poor Grass Joe" by putting an "F" or a "P" in front of each description.

- F three pots of blooming pinks on the gallery that wafted fragrance through the windows all summer long
- P holes in the windowpanes that had been pasted over with paper to keep out the winter's cold
- F a woman who looked so trim and neat in her simple dress that one fancied she had never in her life touched anything unclean
- F within the room a woman might be seen, still strong and active in spite of the snowy white hair under her neat black cap
- P the gallery was in such a ruinous state that it seemed as though the many little children crawling and stumbling about on it must surely break their arms or legs
- F a woman inside was often at work mending a man's shirt that was stout and coarse in material but was always washed with great care
- P very dirty children; their faces were covered with grime, and their hair had never been touched by a comb
- F bright little windows stood open to let in the fresh mountain air
- F everything looked so clean and tidy
- P windows kept tightly closed even through the finest summer days
- F steps that always looked as though they had just been scrubbed
- P the steps of the outside stairway were in many places broken away
- P no fresh air was ever let in except through the broken windowpanes

LESSON 88

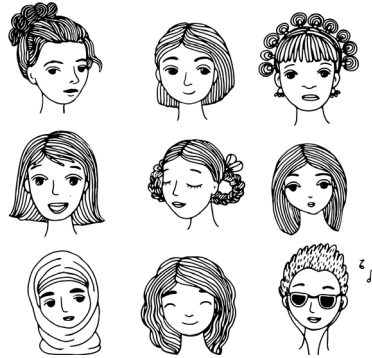
Sentence Diagramming

- Diagram the following sentences on a separate sheet of paper. If needed, refer to page 20 in the Course Companion (Step 14: indirect objects).

- When you gave me flowers, I pressed them.
- After I make you a delicious dinner, we will take a walk.
- Since Dad gave me a second chance, I have been really humble.
- Whenever Jane gives me a new book, I quickly read it.

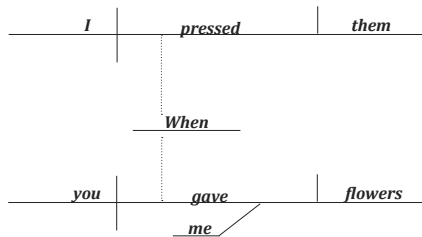
Drawing People

- In your sketchbook, draw at least two of the people below.

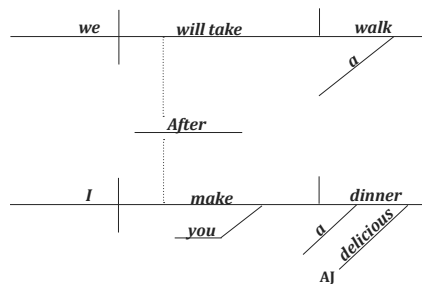


Lesson 88—Assignment on a Separate Sheet of Paper

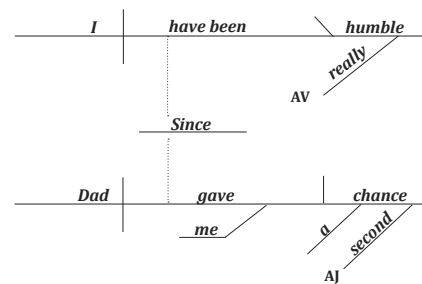
When you gave me flowers, I pressed them.



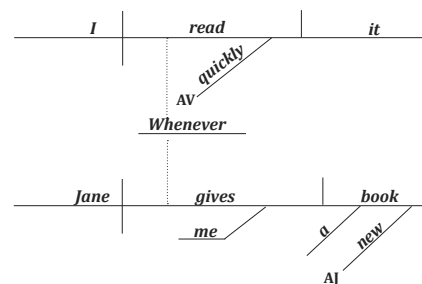
After I make you a delicious dinner, we will take a walk.



Since Dad gave me a second chance, I have been really humble.



Whenever Jane gives me a new book, I quickly read it.



Rudi: Chapter 2

In the *Level 7 Favorite Classics Reader*, read Chapter 2 of *Rudi*.

▼ **Digging Deeper:** Read and complete:

On page 154 and 156 of the chapter you just read (Chapter 2), find three similes (*compare things by using the words AS or LIKE (e.g. "She sings like an angel.")*) and write them here:

1. like a little stick

2. like a little spear of grass

3. shining like a lump of gold

Main characters in a story play different roles:

- The main character or hero of the story is called the **protagonist**.
- The **antagonist** is the person or forces which oppose the protagonist.

Indicate whether you would consider the following protagonists or antagonists by writing a P or an A in front of each of the characters listed.

P Rudi

A Jopp

A Poor Grass Joe's wife

P Franz Martin

Synonyms are words that have nearly the same meaning. Three words in the following passages from *Rudi* all have a similar meaning: they all refer to a group of people. Read the passages, and then list the three synonyms.

Jopp, the oldest one of them all, was leader of the assembly, and when all the company had come together, he announced that they would now go to the dairy hut in the upper pasture, for this was the day for a "cheese party."

Lisi's argument was convincing. The company took her advice, and three of the number were sentenced to stay behind, Uli himself being one of those upon whom the unhappy lot fell. Mumbling and

grumbling he turned his back upon the exultant throng and sat down upon the ground—the other two beside him—while the rest, with shouts and laughter, went scampering up the mountain, wild with expectation.

1. throng 2. company
3. assembly

An **antonym** is a word that has the exact opposite meaning of another word. "Melancholy" and "hopeless" are two words that Spyri uses in Chapter 2 of *Rudi* to describe how Rudi felt. Use an online thesaurus to write three synonyms for each word. Write one antonym for each word.

Melancholy

Synonyms: _____

Antonym: _____

Hopeless

Synonyms: _____

Antonym: _____

After spending time with Franz Martin, Rudi does not wish to go home. Instead, he lingers in his hiding spot among the fir trees. According to the text: "Franz Martin was the only person in all the world who had ever been kind or sympathetic toward him. This had so touched the boy that he could not go away; he felt he must stay near this good man." Through this storyline, Johanna Spyri is indirectly giving a message about the power of friendship.

Would you like to be so kind and sympathetic that people did not want to leave you? Using a thesaurus, find and write three synonyms to the word "kind," and then strive for the next several days to try to be more like those words.

Kind

Synonyms: _____ *Answers will vary.*

LESSON 90*Rudi: Chapter 3*

Read and complete:

It is important to know that words are divided into categories, depending on their function; these categories are known as the parts of speech. Nouns, adjectives, verbs, and adverbs are four parts of speech (there are others, as well). When learning new vocabulary words, it is helpful to be able to identify which category a word belongs to, or what its function is within a sentence. Review the definitions of these four types of speech:

Noun: a word used to identify a person, place, thing, or idea

Adjective: a word that describe a noun

Verb: a word that indicates an action or being

Adverb: a word that describes a verb

Now, examine the following vocabulary words, definitions, and examples. Then determine which part of speech each word is functioning as within the example sentence from Chapter 3 of *Rudi*.

verb **obliged:** legally or morally bound to do something

It was a long walk to church, but the children were obliged to go to Sunday school regularly, for the pastor was stern in insisting that the children must be properly brought up.

adverb **anxiously:** with great distress or unease; full of worry or fear

Rudi ran anxiously around the outside of the hut, up and down, and in all directions.

adjective **parched:** hot, dry, withered, or thirsty due to excessive heat or wind

Oh, how good the juice tasted in his parched mouth! Franz Martin licked and smacked his lips over the refreshing morsel.

noun **contentment:** a state of peace, happiness, and satisfaction

Rudi breathed a sigh of contentment as he looked over the peaceful scene. He forgot all about his recent tormentors and was conscious only of the one wish—that he might never have to leave this spot again.

noun **prospect:** the possibility that something will happen

The steeper the alp the longer grew his strides, and he spurred himself on with the prospect that now there was only an hour, now a half hour, and at last only a quarter hour of hot climbing before him; then he would be at home and could lie down to rest on the fresh hay.

verb **languishing:** losing strength; experiencing suffering

There lay his friend with closed eyes, groaning and languishing in great distress.

adjective **invigorating:** filling with strength, energy, or health

Then suddenly Clear Brook came running down over his brow, cool and invigorating, then over his whole face and into his mouth; and Franz Martin swallowed and swallowed, and awoke to consciousness.

adverb **resolutely:** firm with determination and resolve

Never had he found the ascent so difficult. The noonday sun beat upon his head, his pulse throbbed, and his feet were so heavy that he could scarcely lift them. But he kept on resolutely.

In the *Level 7 Favorite Classics Reader*, read Chapter 3 of *Rudi*.

✓ **Reading Check**

Which of the following are NOT key details from Chapter 3?

- A. Rudi was humiliated and embarrassed at church.
- B. Rudi liked to hide and watch Franz Martin.
- C. Franz Martin fell ill while returning home from delivering cheese to be shipped.
- D. **Rudi saved Franz Martin by feeding him milk and cheese.**

Edgar Guest Poem: Bulb Planting Time

- Read and complete *with a parent or teacher*:

Irony is when something occurs or is spoken that is contrary to or opposite of what is expected. The chapter of *Rudi* you just read opens with the entire community gathered together at church. A person might expect that church would be one place where Rudi would be welcomed and loved. Ironically, Rudi is mocked at church to the point that he "ran away like a hunted rabbit, trying to escape from his noisy tormentors."

Read the poem "Bulb Planting Time" on page 74 of your *Course Companion*, and then discuss the use of irony in the poem.

LESSON 91*Compound-Complex Sentences*

- Read and complete:

In past courses, simple, compound, and complex sentence structures were taught. There is one other possible type of sentence structure: compound-complex. A **compound-complex sentence** is made of at least two independent clauses and one or more dependent clauses.

Example: When Amy won first place in the competition, she won a blue ribbon, and the crowd cheered.

When Amy won first place in the competition dependent clause, she was presented with a blue ribbon independent clause, and the crowd cheered independent clause.



- Go to goodandbeautiful.com/level7 and watch the video titled "Compound-Complex Sentences." This video will guide you through and provide practice with identifying compound-complex sentences. Follow the instructions and **complete the exercises within the video**.

Exercise: For the following sentences, write the name of each phrase or clause in the boxes (some names of phrases and clauses are already given). Then, determine the sentence structure of the sentence and circle the right choice. Refer to page 43 in your *Course Companion* if needed.

Sentence #1

dependent clause Where the route crossed from the airway to the heading, the space between the pillars had been carefully boarded across, so that the air current should not independent clause be turned aside; and a door had been placed in the boarding, to be opened whenever the cars approached, and to be shut as soon as they had passed by. infinite phrase infinite phrase

Circle the sentence structure: Simple | Compound | Complex | Compound-Complex

Sentence #2

independent clause Then she shut the door and came and sat down, resolving in her childish heart that, if God heard and answered her prayer, and she learned to read His independent clause Word, she would do what she could all her life long to help others as she herself had been helped. infinite phrase

Circle the sentence structure: Simple | Compound | Complex | Compound-Complex

Sentence #3

dependent clause But as he had never enjoyed a day's schooling in his life and could hardly read a word correctly, the thought of teaching others seemed, infinite phrase This is part of the blue clause; it was just interrupted. to say the least, a rather wild idea. independent clause

Circle the sentence structure: Simple | Compound | Complex | Compound-Complex

Sentence #4

independent clause This little fellow, known only by the name of "Stupid Rudi," was so lean and gaunt looking that one would have taken him to be scarcely eight years old. participial phrase This is part of the red clause. dependent clause

Circle the sentence structure: Simple | Compound | Complex | Compound-Complex

Sentence #5

independent clause Rudi had never known a mother; she had died when he was hardly two years old, and shortly afterward his father had met with an accident when independent clause returning from the mountain one evening. independent clause

Circle the sentence structure: Simple | Compound | Complex | Compound-Complex

LESSON 92

Rudi: Chapter 4

- Read and complete:

Read the vocabulary words and definitions.

protested: expressed an objection to something that was said or done

recurred: occurred again

consumed: used up or destroyed

transformed: changed

beckoned: called for someone by gesturing with the hand, arm, or head

All of these words have the same function within a sentence. These words are (underline the correct choice)

- a) nouns b) adjectives c) verbs d) adverbs

Next, read the following sentences and place the correct vocabulary word in each blank.

- When he got down he beckoned to Rudi, who had been looking in through the door all this time, to come and sit at the table beside him.
- Again and again the mother had to wipe away her tears. She thought to herself, what if her Franz Martin had lain out there all alone and forsaken in his agony of thirst, and had been quite consumed by the fever, and no one had known anything about him!
- "Did you think there might be cheese rolls today, and you would be here first?" "No; truly I did not," protested Rudi.

- In Rudi's face appeared an expression of such radiant joy that the herdsman could not take his eyes from him. The boy seemed transformed.
- But the herdsman saw that Rudi was quite terrified. The visions of the night recurred to him, and with fatherly kindness, he patted the boy's shoulder and said encouragingly, "With me you need not be afraid, Rudi."

- In the *Level 7 Favorite Classics Reader*, read Chapter 4 of *Rudi*.

- Reading Check**

When Frau Vincenze visits the hut of Poor Grass Joe, which of the following DID NOT happen?

- The woman begged Frau Vincenze to take one of her boys instead.
- Frau Vincenze agreed to pay the woman for Rudi.**
- The children pleaded for Frau Vincenze to choose them.
- Frau Vincenze warned the boys to be kind to Rudi in the future.

- Digging Deeper:** Read and complete:

To visualize is to create a picture in your mind to help imagine or remember something. Good writers provide vivid description to help readers visualize. Re-read the first paragraph of Chapter 4 and list ways Johanna Spyri helps the reader visualize the setting of this story.

Answers will vary.

LESSON 93

Rudi: Chapter 4 (Continued)

- Read and complete:

Remember that **irony** is when something occurs or is spoken that is contrary to or opposite of what is expected. After Franz Martin realizes that Rudi saved his life, he contemplates two great ironies. Find and underline them in the paragraph below.

Franz Martin had been listening with earnest attention. Now everything that he had gone through in the night was plain to him—how he thought an angel had come to him with strawberries, and how he afterward enjoyed the water of Clear Brook as the real water of life. Franz Martin sat and gazed at Rudi in dumb amazement, as though he had never seen a boy before. Such a boy as this he had certainly never seen. How was it possible, he said to himself, that this boy, whom everyone, young and old, never called anything else but "Stupid Rudi," had been clever enough to save his life, which had certainly been in great danger? For what a fever had been consuming him the herdsman knew perfectly well. Had Rudi not quieted this fever with his cooling showers, who knows what might have developed by morning? And how could this boy, whom no one thought worthy of a friendly word, be capable of such self-sacrifice that he would sit up and care for him all night?

An **epilogue** is the concluding chapter or an additional section at the end of a story or play. Generally, it reveals the fates of the main characters or ties up loose ends to provide the reader with a sense of closure.

-  **Writer's Notebook**

Set your timer for five minutes and explore ideas for an epilogue to *Rudi*. Use brainstorming, freewriting, mapping and clustering, listing, or discussion. What do you suppose happened to Rudi in the future?

- Using one or more of your ideas, write an epilogue for the book *Rudi*.

LESSON 94

Sentence Structures

- Exercise:** For each sentence below from *Rudi*, cross out the infinitive phrases (which do not help determine a sentence structure), write the number of dependent and independent clauses that make up the sentence, and underline the type of sentence structure. If needed, refer to page 43 in your *Course Companion*.

1. **When he got over being afraid of people, it turned out, to the surprise of all, that he was a very apt, nimble little fellow.**

of independent clauses: 1 # of dependent clauses: 2
simple | compound | complex | compound-complex

2. **There is a company of boys, to be sure, to watch the cows, but the bells are also necessary, and their tinkling is so pleasant to hear that it would be a pity not to have them.**

of independent clauses: 3 # of dependent clauses: 1
simple | compound | complex | compound-complex

3. **The wife had much to do at home, to be sure, but she seemed to take it for granted that so many children could not possibly be kept in order, and when the children grew older, things would mend of their own accord.**

of independent clauses: 3 # of dependent clauses: 2
simple | compound | complex | compound-complex

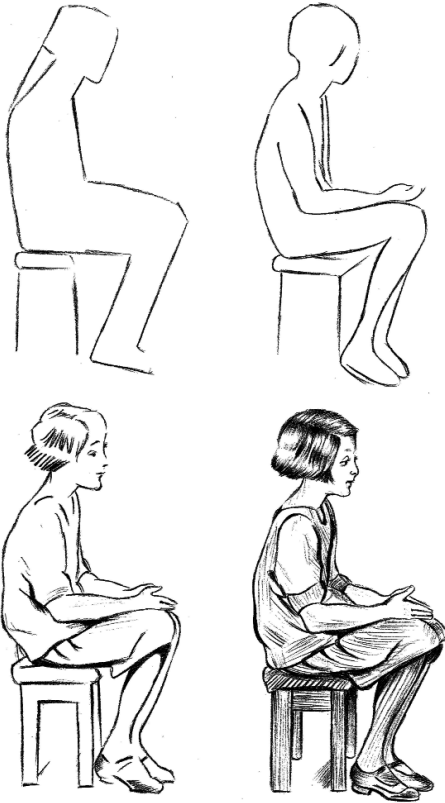
4. **To Rudi's amazement, Franz Martin took a bowl, dipped it into the pot, and handed Rudi the bowl.**

of independent clauses: 1 # of dependent clauses: 0
simple | compound | complex | compound-complex

Drawing People

- Read and complete:

In your sketch book, draw the illustration by following the steps shown.



Participial Phrases and Commas

- Exercise: For the following sentences, underline the participial phrases and insert commas wherever they are needed. If needed, refer to pages 37-38 in your *Course Companion*.

ALACRITY: cheerful willingness
+ review of *formidable*, *placate*, and *respite*.

- Whistling a happy tune**, Roger did his work with unusual alacrity.
- Feeling a spirit of alacrity**, I obeyed Mom's new rules willingly.
- Helen started to the hike with great alacrity, **enjoying the fresh, pine-scented air and cool breeze**.
- "We want to come, too!" cried the children with alacrity, **dancing around the room**.
- Inspired by his brother's cheerful example**, the young boy cleaned his room with unusual alacrity.
- With sudden alacrity Ben decided to build a tree fort, **asking us all to help**.
- Refusing to be placated**, Dan sulked in his room all afternoon.
- Trembling with fear**, we approached the formidable, unfriendly house.
- Helping with alacrity**, Dad made the formidable job seem possible.
- Sighing**, Amy said, "I never have any respite. Working all day is really difficult."
- Megan took a brief respite, **needing a chance to think things through**.
- Filled with sudden fear**, the man ran from the formidable shape.
- Basked in hugs and kisses from his mom**, the little boy was finally placated.

LESSON 95

Sentence Diagramming

- Diagram the following sentences on a separate sheet of paper. All of the sentences contain indirect objects (Step 14).

- Whenever it rains, Jake gives me his umbrella.
- That little girl picked these beautiful flowers for me.
- Sean kicked the ball to me, and I scored a goal.

Greek Root—AUTO/ Advanced Alphabetical Order

- Read and complete:

The Greek root AUTO means SELF. Think of how AUTO is used in these words: automatic, autobiography, autograph, auto-focus. Read the following words (which contain the Greek root AUTO) and their definitions.

autocrat: a ruler who has all power

autopilot: a system in which a vehicle controls itself

autonomous: having self-government

automated: operated by a machine itself (with little intervention)

autoimmune: the state when the immune response attacks itself

Write the five words above with their definitions **in alphabetical order**.

WORD:

DEFINITION:

WORD:

DEFINITION:

WORD:

DEFINITION:

WORD:

DEFINITION:

WORD:

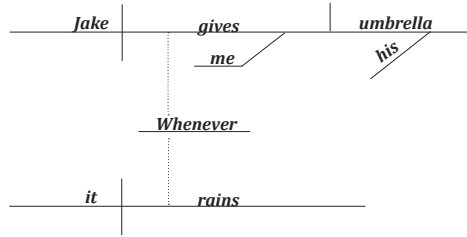
DEFINITION:

Fill in the blanks with one of the words containing the root AUTO.

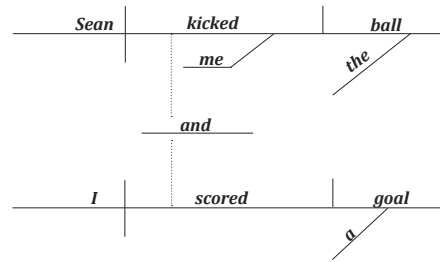
- He put the plane on autopilot.
- I'm glad our country is not ruled by an autocrat; checks and balances are important.
- When you have an autoimmune disease, your immune system attacks healthy cells in your body by mistake.
- The federation consisted of seven autonomous states.
- To save money on employees, the company automated the process of making its product.

Lesson 95—Assignment on a Separate Sheet of Paper

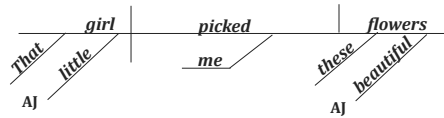
Whenever it rains, Jake gives me his umbrella.



Sean kicked me the ball, and I scored a goal.



That little girl picked me these beautiful flowers.



Completed

Prepositional Phrases and Commas

Underline the prepositional phrases and enter commas where needed. Some sentences have more than one prepositional phrase. Refer to page 39 of the *Course Companion* if needed.

1. During the pounding storm, we stayed safely inside the house.
2. Under the bridge a family of ducks are floating.
3. I see a big bear across the river.
4. Inside my desk I keep the letters Grandma sends me.
5. Up in that huge tree, I see a monkey sitting on the highest branch.
6. Behind the bookcase is a secret room.
7. I love to sit by the heater.
8. Inside Uncle Bill's new barn, five horses have a new home.
9. We walked through the long tunnel.
10. Inside the new hotel a grand party is taking place.

Compound Subjects, Verb Phrases, Direct Objects, and Prepositional Phrases

Read each sentence about the painting on this page by Winslow Homer. Then, underline the compound item each sentence contains.

Tip: "Compound" means more than one.
Tip: "C." stands for "compound."

1. Resting and relaxing on the hillside looks so enjoyable.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase
2. The young girl will rest for an hour and watch the fluffy clouds.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase
3. The shadows fall on the hillside and on the field.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase

4. The artist used a pencil and watercolors to create this picture.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase
5. In a few minutes, the girl will gather the sheep and start walking home.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase
6. The leaves and the grass make a peaceful rustling sound in the wind.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase
7. On the hillside and under the trees, the sheep graze peacefully.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase
8. In the afternoon the girl's father will bring sandwiches and pie.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase
9. The sun will rise high in the sky and then slowly sink.
C. Subject | C. Verb Phrase | C. Direct Object | C. Prepositional Phrase



"Warm Afternoon" by Winslow Homer (1836–1910), 1878

LESSON 96

Avoid Shifts in Verb Tense

Read and complete the exercises:

When writing, you should avoid any unnecessary shifts in verb tense. For example, if you are writing a story that takes place in past tense, you should not suddenly change to present tense for no good reason:

This sentence is in past tense.

This sentence is in present tense.

Incorrect:

I jumped over the log and sprinted through the forest. Finally, I sit down and catch my breath.

Correct:

I jumped over the log and sprinted through the forest. Finally, I sat down and caught my breath.

Sometimes it makes sense to change verb tense.

This sentence is in present tense.

This sentence is in future tense.

Correct:

I really love helping other people. Next year, I will work at an orphanage during the summer.

Exercise 1: Cross out each pair of sentences that does not maintain a consistent verb tense.

1. ~~Hiked up the really steep trail. Sweat drips down my forehead.~~
2. The rabbit hops across our lawn. Then, it disappears under a fence.
3. ~~David sang a lovely song. His voice sounds like a gurgling stream.~~

4. Neil waters the lawn thoroughly. Then he weeded the garden.
5. Eveleen Stein was a great writer. She uses a lot of description.

Exercise 2: To maintain a consistent verb tense for each pair of sentences, write the word that should replace the circled word.

1. I open the window. I heard birds singing.
hear
2. I sink my hands into the garden dirt. I loved the feel of fresh soil.
love
3. We eat our food by the lake. It tasted delicious.
ate
4. The wind howled. The rain begins to pour.
began
5. I trim the bushes in the front yard. My older brother helped me.
helps

"Too" and Commas

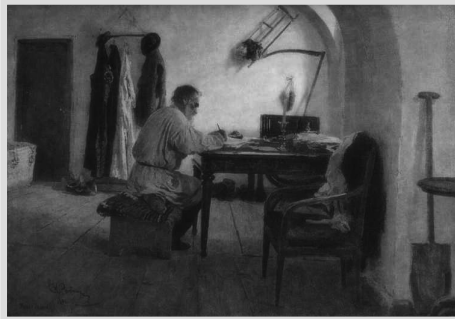
When "too" means "also," use a comma before and after "too" in the middle of a sentence and a comma before "too" at the end of a sentence.

Exercise: Insert missing commas.

1. Wendy, you see, had been forgetting too.
2. That cost a lot of money too.
3. He felt, too, that we should help the old lady.
4. The dog is now too old to do his tricks.
5. I know how to knit, too.
6. Johnny Chuck jumps over the mossy green log, too.

LESSON 97

Introduction to Author Leo Tolstoy



"Leo Tolstoy in His Study" by Ilya Repin (1844–1930), 1891

Read and complete:

Leo Tolstoy is considered by some to be one of the greatest authors of all time. In addition to his epic novels, including *War and Peace* and *Anna Karenina*, Leo Tolstoy had a talent for writing plays, essays, short stories, and fables.

In this course, we will study some beautiful stories by Tolstoy that show truthful messages. However, none of the Good & the Beautiful courses recommend or study his famous novels *War and Peace* and *Anna Karenina*, because they contain profanity and some inappropriate content. Although those two books have some powerful messages, powerful messages on the same topics can be found in other books that are completely clean in language and content.

Before you read some short stories by Leo Tolstoy, read some information about his life:

- Tolstoy was born in Russia in 1828 to Princess Marie Volkonsky and Count Nicolas Tolstoy. His mother died when he was 18 months old.
- As a child, Tolstoy showed a gift for languages. He also loved reading literature, including fairy tales, poems, and the Bible. He especially loved the Old Testament story of Joseph.
- After Tolstoy's father died when he was nine years old, Tolstoy was raised by his aunts. One of those aunts "had the greatest influence on [his] life" because she taught him "the moral joy of love."
- After studying law, Tolstoy became a soldier, during which time he wrote his first novel. For many years he lived a sinful and unhappy life, but when Tolstoy's beloved brother Nicolas died, Tolstoy turned toward God and good works. Henceforth, his writings, sometimes funny and sometimes sad, would contain moral ideas and themes.
- After marrying Sophia Behrs, the youngest daughter of a wealthy family that he had known for many years, Tolstoy continued to write and to practice good works. For example, during a time of severe famine, he and Sophia started over 246 soup kitchens. Tolstoy and his wife had ten children.

✓ Reading Check

Underline all the sentences that are true.

- A. Leo Tolstoy loved the Bible as a child.
- B. Leo Tolstoy was born in Finland but moved to Russia later.
- C. Tolstoy's brother and one of the aunts who raised Tolstoy both had a positive impact on him.
- D. Tolstoy lived a sinful life for a time.
- E. Tolstoy's writings rarely contained moral themes.

Editing & Editing Symbols

Read:

Editing is an important skill that you will use your entire life! Turn to the page titled "Editing Symbols" on page 89 of your *Course Companion*. You will use these symbols to complete your editing exercises. Here are some of the most common symbols:

Add a comma



Add a period



Make a word lowercase



Capitalize



Delete a letter or word



Cross out an incorrect word, and write the correct word above the crossed out word.

Example:
~~dessert~~
 I ate some ^{desert}.

Each set of sentences tells you the number of mistakes that need to be found. Try hard to find all the mistakes. If you cannot find all the mistakes, first check the "editing explanations" numbers. These numbers refer to a section in your *Course Companion* called "Editing Explanations," which starts on page 90. The editing explanations will tell you the kinds of mistakes the editing exercise contains. Once you have completed your editing, check the answer key and make sure you understand the mistakes you missed and why they should be corrected.

Remember, if you are not sure why something is a mistake, read more about it in the "Editing Explanations" section of your *Course Companion*. This will help you to become an excellent editor!

Edit and Draw

Edit the groups of sentences. Then, draw the pictures in your sketchbook. If you cannot find all the mistakes, refer to the editing explanations indicated, which start on page 90 of your *Course Companion*.

There are FOUR mistakes.
 See editing explanations #4, #10, #23, #29

Yes ~~uncle~~ Harry smiled amicably, and he lifted his hat to the girls. "Welcome to my home," he said.



There are FIVE mistakes.
 See editing explanations #13, #39, #41, #42, #43

The adroit hairstylist braided Kims hair, putting in a yellow flower in as the final touch. I wanted my hair styled that way too, ~~except~~ ^{accept} I wanted a white flower.



There are FIVE mistakes.
 See editing explanations #1, #2, #7, #40, #42

As ~~i~~ passed the window candlelight danced inside, sending ^a merry glow into the gloomy night. Instantly my heart was lifted.



LESSON 98

Short Story: "A Just Judge" by Leo Tolstoy

- In the *Level 7 Favorite Classics Reader*, read "A Just Judge," starting on page 177.
- Write a short summary of "A Just Judge" by following these instructions:
 - Start your summary by clearly identifying the type of work, the title, and the author.
 - Summarize the main points (not all of the details) of the plot in 1-3 paragraphs.
 - Write your summary in the present tense.

EXAMPLE SUMMARY BEGINNING

In the short story "Little Girls Wiser Than Men," author Leo Tolstoy tells the story of two young girls who teach a group of adults a lesson about forgiving easily. The story begins with two little girls playing in a stream of water. Malasha, the younger girl, purposely spatters Akulka's clothes with mud . . .

"Too" and Commas

When "too" means "also," use a comma before and after "too" in the middle of a sentence and a comma before "too" at the end of a sentence.

- Exercise 1: Insert missing commas.
- 1. Then, too old Granny Fox and Reddy Fox had moved away.
- 2. Sammy Jay heard it too.
- 3. Raccoon was too busy to come play too.
- 4. She is too tired to visit you too.
- 5. She's smart and pretty, and loving too, which is better than all the rest.
- 6. I love to read biographies too.

LESSON 99

Short Story: "Three Questions" by Leo Tolstoy

- In the *Level 7 Favorite Classics Reader*, read "Three Questions," starting on page 181.
- Reading Check:** Underline the correct answers.
 1. The king had a desire to never fail at anything he did.
TRUE | FALSE
 2. All of the learned men gave the king the same answer to his questions.
 TRUE | FALSE
 3. The hermit taught the king by telling him a mystical fable.
 TRUE | FALSE
- Digging Deeper:** Read and complete:

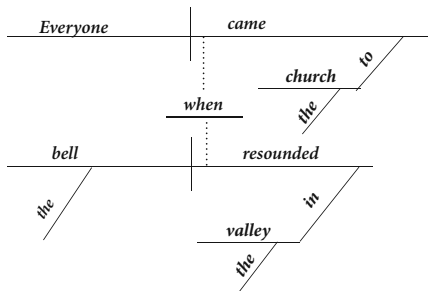
The king had sought answers to his questions from different people: from many who were rich and learned and one was humble and frail. When you have important questions, where do you go, or whom do you ask for answers? Why do you choose those sources? Answer in full sentences.

Answer is subjective.

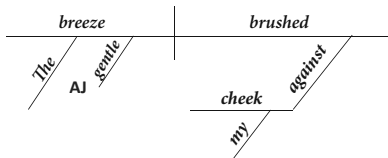
Sentence Diagramming

Diagram the sentences below.

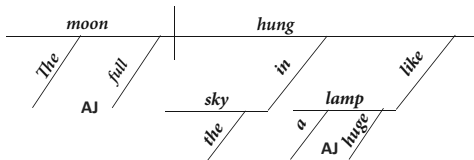
Everyone came to the church when the bell resounded in the valley.



The gentle breeze brushed against my cheek.



The full moon hung in the sky like a huge lamp.



Edit and Draw

Edit the groups of sentences. Then, draw the pictures in your sketchbook. If you cannot find all the mistakes, refer to the editing explanations indicated, which start on page 90 of your *Course Companion*.

There are FIVE mistakes.
See editing explanations #3, #7, #16, #18

When I spotted the bear by the Colorado river last spring my face grew pallid my hands trembled and my heart raced.



There are FOUR mistakes.
See editing explanations #6, #7, #40, #44

Owls have very large eyes and extraordinary night vision. However because they are far-sighted they can't see objects up close. To protect their eyes owls are equipped with three eyelids.



There are SIX mistakes.
See editing explanations #7, #16, #29, #38, #43, #45

As we were taking a brief respite during our hike up Mount Ellen something white came hopping from behind a bush. "Look at the bunny!" I cried. "I see it too!" said Bethany.



LESSON 100

The Geography of Russia

As you study the stories of Leo Tolstoy, a Russian author, you will also study Russian geography.

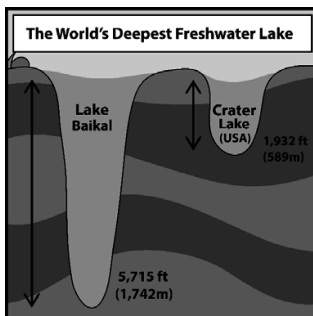
- Read the article on this page titled "The Geography of Russia."
- Reading Check**

Underline all the sentences that are true.

- A. Russia is the largest country in the world.
- B. Siberia is the largest region in Russia.
- C. Most people in Russia live in Siberia.
- D. Russia used to be a part of the Soviet Union.

Lake Baikal

Lake Baikal is a rift lake (a deep lake formed by a fault zone that is slowly pulling the earth's crust apart) in Siberia, Russia. It is the largest freshwater lake in the world and contains a fifth of the world's unfrozen, above-ground fresh water. It's both the clearest lake and the oldest lake in the world—about 25 million years old, it is thought. There are thousands of unique plants and animals that exist only there, and it is home to the Buryat tribes who rear sheep, cattle, goats, and camels.



St. Petersburg

Founded by seafarer Tsar Peter the Great in 1703, St. Petersburg is the second largest city in Russia. It is an important Russian port on the Baltic Sea. Over the years, it has also been called Petrograd and Leningrad, but it reverted back to St. Petersburg in 1991. It is the most Westernized city and the cultural capital of Russia. An art museum called The Hermitage is one of the largest art museums in the world. Foreign consulates and international banks, corporations and businesses call St. Petersburg home.

The Geography of Russia

Russia is the largest country in the world; it is nearly twice the size of the United States. Its political boundaries have changed over time. Before you were born, there was a huge country called the Soviet Union. In the 1980s, the people in some of the areas in the Soviet Union began to rebel. Eventually, the Soviet Union split into 15 countries, with Russia being the largest. The following countries broke from Russia:

- | | |
|------------|--------------|
| Armenia | Azerbaijan |
| Belarus | Estonia |
| Georgia | Kazakhstan |
| Kyrgyzstan | Latvia |
| Lithuania | Moldova |
| Tajikistan | Turkmenistan |
| Ukraine | Uzbekistan |

The Russian landscape includes mountains, plains, plateaus, vast deserts, frozen coastlines, and giant marshes. Much of Russia consists of treeless, rolling plains called "steppes." The largest region of Russia is Siberia, which is composed of tundra, forests, and mountain ranges. Much of the land in Siberia has such a harsh climate that only 28% of Russians live in this region, even though it occupies three-quarters of the country.

Russia expands across two continents: Europe and Asia. Some people categorize it as being part of Asia, and some part of Europe.

Than/Then

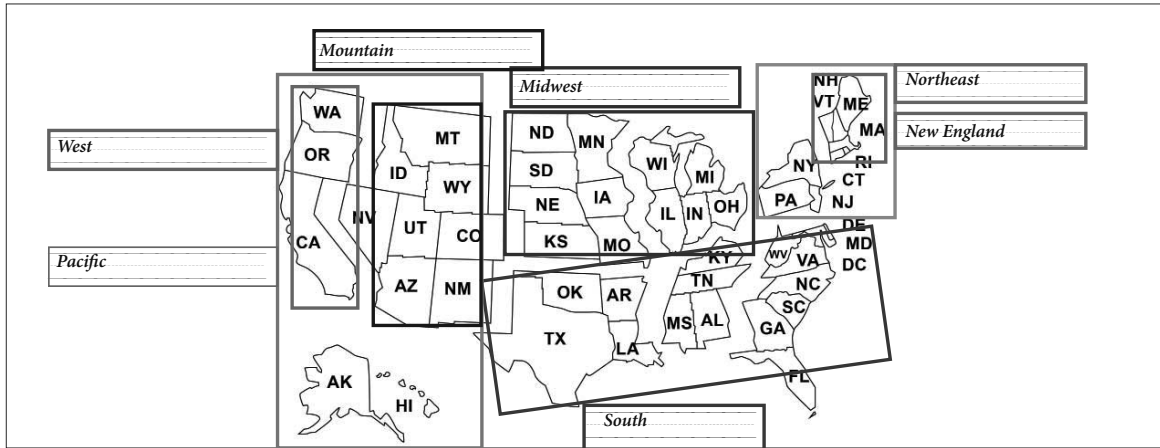
- Open your *Course Companion* to page 47 and read about the commonly confused word pair THAN and THEN. Then underline the correct word choice for each sentence.
1. Having charity is greater (**than** | then) being popular.
 2. If you like chocolate, (than | **then**) you will love this cake!
 3. Turn left and (than | **then**) turn right.
 4. Eric has been home longer (**than** | then) Robert.
 5. The weather is much nicer (**than** | then) it was yesterday.
 6. The rain began to pour, and (than | **then**) I heard a crash of thunder.
 7. Russia is larger (**than** | then) the United States.
 8. I am much happier (**than** | then) I was back (than | **then**).

Gerund Phrases

- Exercise 1:** Underline all the gerund phrases. Not all sentences contain a gerund phrase. Remember gerunds function as nouns.
1. I have always enjoyed **jogging in the morning**.
 2. **Fishing with Dad** is something I always love.
 3. I am staying with my grandmother for a week.
 4. **Praying before eating** is something we always do in my home.
 5. Ever since I was a little girl, I have loved **practicing the piano**.
 6. The wind has been moaning through the trees.

Regions of the United States

- As a review, label the different regions and sub-regions of the United States. If needed, refer to page 14 of your *Course Companion*.

**LESSON 101***Leo Tolstoy Style Story: Prewriting*

- Read:

Tolstoy's short stories were usually written in a simple, folktale style with an underlying moral and a clever or surprising ending.

Over the next several lessons, you will write a simple, folktale style short story, using one of the following quotes by Tolstoy as the underlying message of your story. Use one of the plot ideas listed, your own variation of the plot idea, or your own idea. The story can be as long or short as needed to fully develop your story.

"If you want to be happy, be."

Plot Idea: A young man goes on a journey to find the Land of Happiness. He follows a map given to him by a wise man. For years, the young man journeys through mountains and swamps and deserts. He suffers hunger, heat, and fatigue and faces dangers that leave him weary, worn out, and old. In the end, the map leads him back to his humble cottage, which he never realized was right in the middle of the Land of Happiness.

"It is amazing how complete is the delusion that beauty is goodness."

Plot Idea: A prince searches for the best choice of a wife by setting up a secret challenge. He invites a few eligible princesses to his house for a dinner banquet but tells them they must walk by themselves the mile from the castle gates to the castle. The prince places tests along the way, such as a little boy stuck in the mud that would make the princesses risk getting dirty, sweaty, and so on. Which princess will care more about helping others and choosing the right than arriving with perfect beauty? (You may want to keep the prince's challenge a secret until the end of the story when he reveals it.)

"Wrong does not cease to be wrong because the majority share in it."

Plot Idea: A king holds a contest for the farmers in his kingdom. He gives every farmer a pumpkin seed and asks them to grow a pumpkin from that seed. The farmer who grows the largest pumpkin wins a great

reward. The farmers do not know that they were actually given seeds of a mini pumpkin that does not grow larger than an apple. All the farmers fret that their pumpkins are so small, and all but one farmer secretly select pumpkins from their fields not grown from the seed given them. The one farmer who does bring the mini pumpkin wins the contest because the king knows all the other farmers cheated.

- Circle the plot idea on this page you are going to use to write your story or write your own plot idea on another sheet of paper.
- Prewrite for your story. Use brainstorming or listing to explore details for characters, setting, and plot. You will use these notes to start writing your story in the next lesson.

Can/May

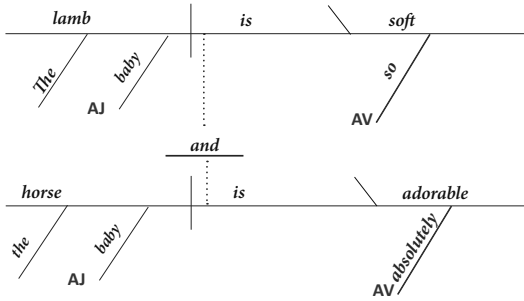
- Read the sentences below and underline the correct word choice for each sentence. Refer to page 44 in your *Course Companion* if needed.
1. You (can | **may**) sit in the front seat today.
 2. I (**can** | may) type thirty words in a minute.
 3. (Can | **May**) I go with you to the park?
 4. You (can | **may**) use the laundry machine now.
 5. I (**can** | may) play the violin and the piano.
 6. You (can | **may**) have the rest of the pie.

Sentence Diagramming

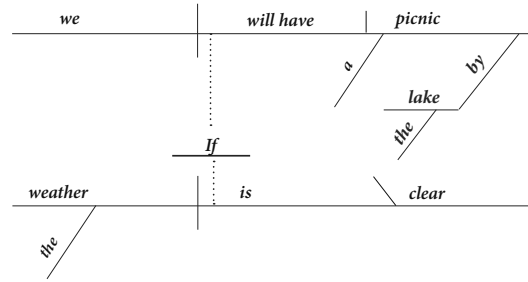
- Diagram the following sentences on a separate sheet of paper.
1. The baby lamb is so soft, and the baby horse is absolutely adorable.
 2. Put the napkins on the table.
 3. If the weather is clear, we will have a picnic by the lake.
 4. Behind the old barn, the cows are grazing peacefully.

Lesson 101—Assignment on a Separate Sheet of Paper

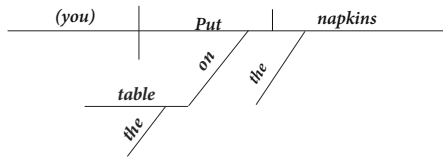
The baby lamb is so soft, and the baby horse is absolutely adorable.



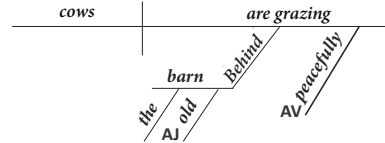
If the weather is clear, we will have a picnic by the lake.



Put the napkins on the table.



Behind the old barn, the cows are grazing peacefully.



LESSON 102

Avoiding Shifts in Person, Voice, and Number

Study page 23 in your *Course Companion*. Then, for each set of sentences below, underline the correct sentence. Watch for shifts in person, voice, or number. More than one correct answer is possible.

- Everyone has the chance to enter the competition if you want to.
 - Everyone has the chance to enter the competition if he or she wants to.**
 - Everyone has the chance to enter the competition if they want to.
- I enjoy exercising because you feel so good when you are finished.
 - I enjoy exercising because I feel so good when I am finished.**
- I like living in Utah because you get four distinct seasons every year.
 - I like living in Utah because there are four distinct seasons every year.**
 - I like living in Utah because I experience four distinct seasons every year.**
- A student can receive tutoring if he or she needs it.**
 - The students can receive tutoring if he or she needs it.
 - A student can receive tutoring if you need it.
- A person can improve their math skills a lot if you are willing to work hard.
 - A person can improve their math skills a lot if they are willing to work hard.
 - A person can improve his or her math skills through a willingness to work hard.**
- If you want to succeed in life, one must learn how to control their temper.
 - If you want to succeed in life, one must learn how to control his or her temper.
 - If you want to succeed in life, you must learn how to control your temper.**
- I was in the car for eight hours, and you get really bored driving that long.
 - When you are in the car for eight hours, you get really bored driving that long.**
- I like living in Florida because you have good weather all year.
 - I like living in Florida because it is nice weather all year.**
- All those who intend to have no trials in life should prepare themselves for a surprise.**
 - All those who intend to have no trials in life should prepare yourself for a surprise.
 - All those who intend to have no trials in life should prepare herself for a surprise.
- One of my classmates is a skilled gymnast; they are actually training for the Olympics.
 - One of my classmates is a skilled gymnast; she is actually training for the Olympics.**

Leo Tolstoy Style Story

Read:

Work on your Leo Tolstoy style story for at least 20 minutes. Include dialogue and sensory description.

LESSON 103

Leo Tolstoy Style Story

Read:

Finish your Leo Tolstoy style story.

LESSON 104

Leo Tolstoy Style Story: Revisions

-
- Complete:

In the Leo Tolstoy style story you just wrote, complete the following:

- Add at least two carefully chosen adjectives to your description.
- Add at least two carefully chosen adverbs to your description.
- Change at least two verbs to verbs that are stronger.
For example, instead of RAN, you could use FLEW, SKIPPED, SPRINTED.
- Change at least two sentences to SHOW instead of TELL.
- Add at least one simile.
- Add at least one use of personification.

Capitalization: Family Relationships

-
- Exercise: For each sentence, underline the correct word choice. Refer to page 25 in your
- Course Companion*
- if needed.

1. My **Grandfather** | **grandfather** is a writer.
2. Does your **Grandfather** | **grandfather** like to garden?
3. Yesterday, **Grandfather** | **grandfather** took me home.
4. I really love **Grandfather's** | **grandfather's** advice.
5. When I was ill, **Grandfather** | **grandfather** visited me.
6. Dan's **Grandfather** | **grandfather** is particularly kind.
7. I love how **Grandfather** | **grandfather** is always happy.
8. My **Grandfather** | **grandfather** always gives me good books.

LESSON 105

Avoiding Shifts in Person, Voice, and Number

-
- Exercise: Rewrite each sentence to fix the shift in person, voice, or number. Refer to page 23 in your
- Course Companion*
- if needed.

1. Whenever people came over to our house, my little sister becomes shy.
Whenever people come over to our house, my little sister becomes shy.
2. Jacob arrived late to class, and it was discovered that his class had already left for a field trip.
Jacob arrived late to class and discovered that his class had already left for a field trip.
3. If a student does not learn to write well, they will have a difficult time in college.
If a student does not learn to write well, he or she will have a difficult time in college.
4. Those who practice the routine every day are more likely to be a winning dancer.
Those who practice the routine every day are more likely to be winning dancers.
5. A police officer has a difficult job; they have to work in unsafe situations sometimes.
A police officer has a difficult job; he or she has to work in unsafe situations sometimes.

Note: The answers given are possible examples. There is more than one way to fix each sentence.

LESSON 107

Short Story: "How Much Land Does a Man Need?" by Leo Tolstoy (Part 2)

-
- In the
- Level 7 Favorite Classics Reader*
- , finish reading "How Much Land Does a Man Need?"
- with a parent or teacher**
- . Parent or teacher should read every other page. It is important that you read this story with your parent or teacher as it will affect a later lesson.

Writing Effective Discussion Questions

-
- Read:

There are simple questions with yes or no answers, and then there are discussion questions. Discussion questions make you think; they make you want to discover and explore deeper meanings, or to connect what you've read to something else you've read, or to just talk about something you've read in depth with someone else.

Good discussion questions have these things in common:

- They're simple and clearly stated to avoid confusion about what is being asked.
- They require careful and thoughtful reading of the text.
- They invite responses that may not necessarily have just one correct answer.
- They make meaningful connections between the text and a person's own life.

Here are some words and phrases you might use to start a good discussion question:

"Why..."

"What is the importance of..."

"What is the meaning of..."

"How would you explain..."

"What is the difference between..."

"What is the similarity between..."

"What are the causes and results of..."

"What connection is there between..."

"What is meant by..."

-
- Write three effective discussion questions for the story "How Much Land Does a Man Need?" Then, discuss the questions with the parent or teacher who read the story with you.

LESSON 108

Accept/Except

-
- Read the sentences below and underline the correct word choice for each sentence. Refer to page 45 in your
- Course Companion*
- if needed.

1. Please (**accept** | **except**) our invitation to attend the award ceremony.
2. All the students (accept | **except**) Amy and Allen were late for school.
3. All the trees have a nest in them (accept | **except**) this one.
4. My brother hopes to be (**accepted** | **excepted**) as a missionary.
5. (Accept | **Except**) for Tuesday, I am free every day to help babysit.
6. Sometimes it is hard for me to (**accept** | **except**) my weaknesses.
7. We should (**accept** | **except**) the weaknesses of others.
8. All of the mountain guides are working today (accept | **except**) Jim.
9. Even though it is late, I will still (**accept** | **except**) the assignment.
10. Ling and Cho realized they needed to (**accept** | **except**) each other's differences.

Avoiding Wordiness and Redundancy

- Cross out any unnecessary or redundant words in the following sentences.

 1. He liked the small goat ~~the very~~ best.
 2. Police inspectors are ~~in the process of~~ currently investigating the case.
 3. This medicine helps you ~~to~~ feel better ~~when you are sick~~.
 4. The book I want to read ~~the very~~ most is ~~the one that is~~ sitting on the coffee table.
 5. She wants a seat ~~that is~~ in the front so ~~that~~ she can see the board better.
 6. The ~~very~~ best chair in the house is ~~the one that is~~ over ~~there~~ by the desk.
 7. We want a house ~~that is~~ in Sacramento so ~~that~~ we can be closer to my work.

Editing: Russian Geography Passages

- Edit the following passages. If needed, refer to the editing symbols on page 89 of your *Course Companion*.

THE VOLGA RIVER

The Volga river runs through central Russia to the Caspian sea. Not only is it the longest river in Europe, but it is also considered the national river of Russia. They call it "Mother Volga." Eleven (over half) of the largest cities in Russia lie along the Volga river. One of those is the capital city of Moscow. Many reservoirs help the residents tap into the river's abundance. One unusual thing about the Volga River is that it is the largest river to flow into a closed basin.

URAL MOUNTAINS

The Ural Mountains run north to south through Russia from the arctic ocean to northwestern Kazakhstan. It is the natural boundary between Europe and Asia, and its name may mean "Stone Belt" or "Meeting of the Mountains." For centuries not much was known about these mountains. The Russians did most of the exploring and inhabiting of the area in the 1800s. The Urals contain rich resources of metal ore, precious stones, and coal. There is fur trapping and timber harvesting as well. These are an important part of the Russian economy.

Prepositional Phrases and Commas

- Underline all the prepositional phrases in the following sentences and insert commas where needed. Some sentences have more than one prepositional phrase. Refer to page 35 of your *Course Companion* if needed.

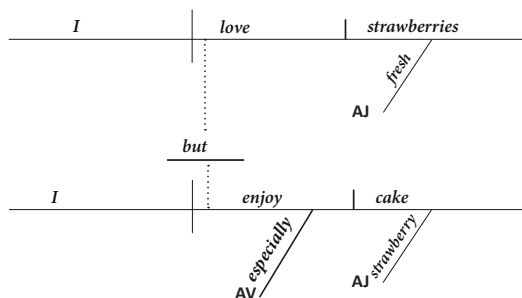
1. During the pounding storm, we stayed safely inside the house.
2. Under the bridge a family of ducks are floating.
3. I see a big bear across the river.
4. Inside my desk I keep the letters Grandma sends me.
5. Up in that huge tree I see a monkey sitting.
6. Behind the bookcase is a secret room.
7. I love to sit by the heater.
8. Inside Uncle Bill's new barn five horses have a new home.
9. We walked through the long tunnel.
10. Inside the new hotel a grand party is taking place.

Sentence Diagramming

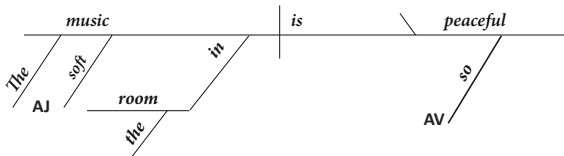
- Diagram the sentences below.



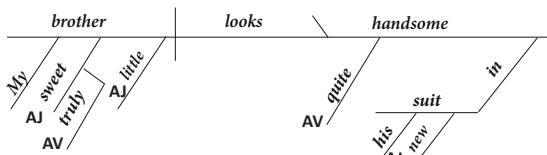
I love fresh strawberries, but I especially enjoy strawberry cake.



The soft music in the room is so peaceful.

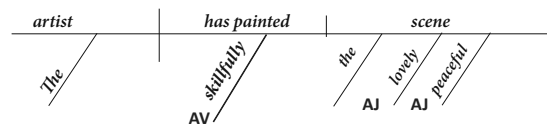


My truly sweet little brother looks quite handsome in his new suit!

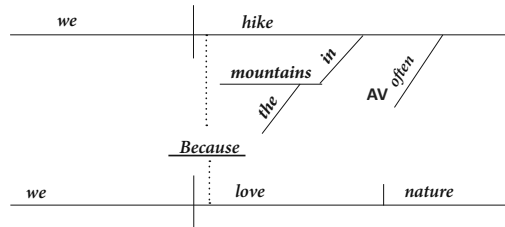


- Diagram the following sentences. Only some of the lines are given; you must draw the other lines.

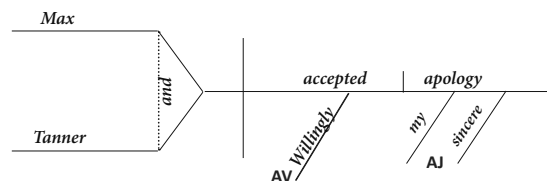
The artist has skillfully painted the lovely, peaceful scene.



Because we love nature, we hike in the mountains often.



Willingly, Max and Tanner accepted my sincere apology.



LESSON 109

Effective Writing: Avoiding Wordiness and Redundancy

- Exercise: Rewrite the wordy sentences to be more concise.

#1: We had a pleasant trip due to the fact that weather was really nice on our trip.

The nice weather made our trip pleasant.

#2: My friend, whose name is Molly, went with me.

My friend Molly went with me.

#3: She wanted to come with us to the library, but she was not able to come because she was sick.

She wanted to come with us to the library, but she was sick.

#4: In a situation in which the fire alarm rings, go outside.

When the fire alarm rings, go outside.

#5: The purpose of this exercise is to give you experience to learn how to reduce wordiness.

This exercise helps you learn to reduce wordiness.

Note: The answers given are possible examples. There is more than one way to fix each sentence.

Editing: Russian Geography Passages

- Edit the following passages. If needed, refer to the editing symbols on page 89 of your *Course Companion*.

MOSCOW

Moscow is the capital city and the largest city in both russia and europe. It has over 12 million inhabitants within the city limits, and almost 17 million in the surrounding urban areas. A very powerful city, it is a major influence for political, economic, and scientific reasons. It is the cultural center of Russia, and it is home to many artists, scientists, and sports figures. The Moscow Kremlin, a medieval city-fortress, is the seat of power where the Russian government works. Because of its many historic and modern buildings and sites, it is a thriving city and tourist attraction as well.

KREMLIN

The name Kremlin means “fortress inside a city,” though most people today think of it as referring to the government of Russia. The Moscow Kremlin is the heart of the russian empire, a fortified complex in the center of Moscow. It runs along the Moscow River and contains many famous buildings, such as Saint Basil’s cathedral, red square, and Alexander garden. It includes the Kremlin Wall, Kremlin Towers, five palaces, four cathedrals, and the offices for the Russian president and the Russian Federation.

Interjections

- Read about interjections on page 36 of your *Course Companion*. Then, complete the exercises:

Exercise 1: Write a fitting interjection, punctuated with an exclamation point, before each sentence or group of sentences.

- _____ I absolutely abhor snakes!
- _____ That is such a magnificent sunrise.
- _____ My leg really hurts.
- _____ I'm so sorry.
- _____ That song is beautiful.
- _____ My arm is stuck in the door.
- _____ Wait for me.

Exercise 2: Underline the correct sentence or sentences in each set.

- Wow! This lasagna is delicious.
Wow, this lasagna is delicious.
Wow. This lasagna is delicious.
- Hooray, Gabriel finished the race.
Hooray Gabriel finished the race.
Hooray! Gabriel finished the race.
- Oh! It's starting to rain.
Oh, it's starting to rain.
Oh, It's starting to rain.
- Whoops, The cookies have burned.
Whoops! The cookies have burned.
Whoops, the cookies have burned.

Gerund Phrases & Participial Phrases

- Underline all the gerund phrases. Circle all the participial phrases. Refer to pages 34 and 37 in your *Course Companion* if needed.

- Listening to peaceful music completely changes my mood.
- Praying for help, David began to look for his lost puppy.
- Bracken made his mom a card, hoping to cheer her up.
- I really love planting a flower garden each summer.
- Sitting for long periods of time is not good for your health.
- Keeping secrets from your parents is not a good idea.

Who/Whom

- Fill in the blanks of the following sentences with either WHO or WHOM. If needed, refer to page 48 in the answer key.

- Benjamin is the boy who was so kind to me at the park.
- I believe there is someone who would be willing to help us with our service project.
- Those girls are whom I would like to get to know.
- Zachary and Caleb are the brothers whom invited me to play basketball with them.
- What was the name of the woman who sewed the first American flag?
- Mr. and Mrs. Nelson were the lovely couple whom I met while volunteering at the hospital.
- Lily is always so cheerful; she is the one who I was telling you always has a smile.
- I would like to write a thank you card to Tyler and his dad; they are the ones whom I called for help when the basement flooded.

LESSON 110

Desert/Dessert

Underline the correct word choice for each sentence. Refer to page 45 in your *Course Companion* if needed.

1. Grandma makes the best (desert | dessert)!
2. Utah is classified as a (desert | dessert).
3. The (desert | dessert) is a tremendously dry place to reside.
4. My favorite type of (desert | dessert) is ice cream.
5. I found an arrowhead in the (desert | dessert).

Traditional Russian Architecture

Read and complete:

Colorfully painted onion domes first appeared during the 1500s when Ivan the Terrible reigned in Russia. These onion domes usually appear in groups of three, representing the Holy Trinity. In your sketch book, create a black and white line drawing (using hatching and cross-hatching to shade) of the top of a cathedral in Russia as shown in this photograph:



The Good & the Beautiful

164 © Jenny Phillips

Level 7

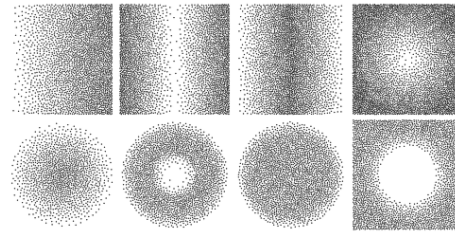
Stipple Drawing

Read and complete:

Stippling is a common art technique used to create shading and texture in line drawings. The dots are denser where darker shading is desired. For example, this illustration of a cathedral in Russia is created with stippling:



In your sketchbook, draw two of the squares or circles below, using the technique of stippling.



Completed

LESSON 111

Dialogue: Usage and Punctuation

Read and complete:

When using dialogue, start a new paragraph each time the speaker changes. Also, separate quoted material from non-quoted material with a comma.

CORRECT: "Mom loves me," I said.

INCORRECT: "Mom loves me" I said.

Exercise 1: Edit the passage below by using the editing symbol for "Start a New Paragraph" ¶ when needed.

"Wait a minute," said Paula. "Are you the goat boy of Fideris? Do the goats belong to the village below?" "Yes, to be sure!" was the reply.

"Do you go up there with them every day?" "Yes, surely."

"Is that so? And what is your name?" "Moni is my name—"

"Will you sing me the song once more that you have just sung? We heard only one verse." "It is too long," explained Moni. "It would be too late for the goats. They must go home."

"You will sing to me some other time, Moni, won't you?" called Paula after him. "Surely I will, and good night!" he called back.

The Good & the Beautiful

166 © Jenny Phillips

Level 7

Moni the Goat Boy: Chapter 1

Read and complete:

Moni the Goat Boy is the last book by Johanna Spyri that you will read in *The Good & the Beautiful* courses. Before reading the first chapter of this short book, complete the following vocabulary activity.

Exercise 1: Examine the following vocabulary words, definitions, and examples. Then, determine which part of speech each word is functioning as within the example sentence from Chapter 1 of *Moni the Goat Boy*. Is it a noun, verb, adjective, or adverb?

 noun **ascent:** a climb or walk to the summit of a mountain or hill

After a long ascent, you come first to the village of Fideris.

 verb **resounded:** echoed or rang with sound

Here he took out his little horn and blew so vigorously into it that it resounded far down into the valley.

 adverb **nimbly:** quick and light in movement

Then he sounded a frightful yodel and immediately with his flock stood right before the ladies, for with his bare feet, he leaped as nimbly and lightly as his little goats.

Exercise 2: Complete the instructions.

An **antonym** is a word opposite in meaning to another word.

Write a word that is an antonym for ASCENT.

 descent

Write the vocabulary word on this page which is an antonym to these words: *clumsily, gracelessly*.

 nimbly

LESSON 113

Comma Rule 7

Read and complete:

When a name is directly addressed in a sentence, use commas to set off the name.

Examples: Daniel, are you coming with us?
Did you know, Daniel, that a storm is coming?

Exercise 1: Insert commas where needed. Tip: Use a comma to set off a name if the person is being talked TO (not about).

BALMY: warm and soothing

1. I sat on the beach with Jane on a warm, balmy afternoon.
1. "Jane,⁵ it's such a warm, balmy evening; let's sit out on the porch."
2. "Phil,⁵ let's take a walk in the balmy sunshine."
3. "Let's take a walk in the the balmy sunshine,⁵ Phil."
4. "Let's take a walk,⁵ Phil, in the balmy sunshine."
5. "It's such a beautiful day,⁵ Mom; I'm just drinking in the pure balmy air of spring."
6. Kevin finally stepped out and felt the balmy breath of spring after being shut up in the house for so long.
7. "Fritz,⁵ the air here is almost as balmy and fragrant as that of Hawaii."
8. "This balmy wind is kissing a little color into your pallid cheeks,⁵ Bethany."
9. Dan enjoyed the balmy wind that blew up from the hayfields.
10. "Dan,⁵ are you enjoying the balmy wind blowing up from the hayfields?"

Moni the Goat Boy: Chapter 3

In the *Level 7 Favorite Classics Reader*, read Chapter 3 of *Moni the Goat Boy*.

Effective Writing: Avoiding Wordiness and Redundancy

Exercise 1: Rewrite the wordy sentences to be more concise.

#1: There are many things in which you can learn from books; things that are really important and interesting.

EXAMPLE: You can learn many important and interesting things from books.

#2: People should not disobey traffic rules that are designed to make driving on the roads safe; those rules protect everyone.

EXAMPLE: We should obey traffic rules; they are designed to protect us.

Exercise 2: Cross out unnecessary or redundant words in the following sentences.

1. The ~~very~~ best horse is the one ~~that~~ David is riding.
2. I received your letter ~~that your wrote~~ about the party ~~that is~~ on Friday.
3. The raindrops ~~that are~~ falling on the roof are making a sound ~~that is~~ like a drum.
4. The new pillows Dad bought are cute and ~~adorable and very large in size~~.
5. Any ~~particular~~ type of restaurant is ~~just fine with me~~.
6. The workers are ~~currently in the process of~~ closing the part of the zoo where the loose lions could ~~possibly~~ be in.

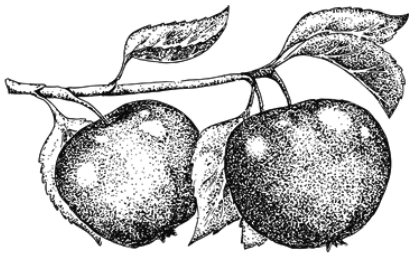
LESSON 114

Edit and Draw

Edit the groups of sentences. Then draw the picture in your sketchbook, using stippling. If you cannot find all the mistakes, refer to the editing explanations indicated (starting on page 90 of your *Course Companion*).

There are SEVEN mistakes.
See editing explanations #1, #34, #38, #39, #43, #45 (twice)
The apples hung on the tree like shining red jewels. "Oh" I declared Jim. "i wish I could have just one of those apples they look delicious. I want one more than anything in the world." "I want an apple too," Eliza said longingly.

There are NINE mistakes.
See editing explanations #11, #13, #18, #23, #29, #30, #38, #39, #45
"Come with us," Jane beckoned Daniel. "we are going to pick apples at grandfathers farm on saturday." "I would love to!" replied Jane. "Thank you for inviting me."



Moni the Goat Boy: Chapter 4

In the *Level 7 Favorite Classics Reader*, read Chapter 4 of *Moni the Goat Boy*. As you read, take notes on specific ways that Moni's dishonest actions affect his life.

Digging Deeper: Read and complete:

Write a well-formed paragraph that explains how dishonesty affected and changed Moni, and give your own thoughts on the subject.

Answers will vary.

LESSON 115

Moni the Goat Boy: Chapter 5

In the *Level 7 Favorite Classics Reader*, read Chapter 5 of *Moni the Goat Boy*.

✓ Reading Check: Underline the correct answers.

1. **What was a long-lasting consequence of Jörgli's dishonesty?**

A. He was chased out of town by the angry townspeople who did not want a thief living in their village.

B. People no longer trusted him and accused him of stealing whenever anything went missing.

2. **What messages are in the book? Underline all that apply:**

A. honesty

B. the joy nature can bring us

C. the joy animals can bring us

D. repentance

B. faith and trust in the Lord

▼ Digging Deeper: Read and complete:

Write a well-formed review of *Moni the Goat Boy* that gives two (or more) reasons you liked the book. Your review does not need to be long; it can be as short as one paragraph, but it should include the following:

1. The title and author
2. A catchy and creative first line
3. A brief, general idea of what the story is about without giving away the ending

4. At least two reasons you enjoyed the book (messages, description, characters, plot, learning about the setting and time period, etc.)

5. Specific examples from the book

First, decide the two reasons you enjoyed the book and write them here:

1. _____

2. _____

Answers will vary

Then, type your review.

Transitional words help text flow smoothly from idea to idea. Use at least four transitional words from the chart below.

TRANSITIONAL WORDS AND PHRASES	
ADDITIONAL INFORMATION	and, also, moreover, furthermore, in addition, likewise, similarly, equally as important, additionally, besides, indeed
EXPLAINING OR EMPHASIZING	in fact, in other words, actually, namely, even, indeed, more importantly
CONTRASTING INFORMATION	but, however, nevertheless, in spite of, on the other hand, nonetheless, notwithstanding, in contrast, still, yet, instead, although, even though, despite the fact
ORDER/SEQUENCE	first, second, next, finally, meanwhile, after, then
GIVING EXAMPLES	in fact, in other words, actually, namely, for example, for instance, specifically, in particular
CAUSE AND EFFECT	consequently, so, therefore, as a result, as a consequence
CONCLUSION OR SUMMARY	finally, in summary, on the whole, in conclusion

LESSON 116

Diagramming Gerund Phrases

Study **Step 15: Gerund Phrases** on page 21 of your *Course Companion*, and then diagram the sentences on this page.

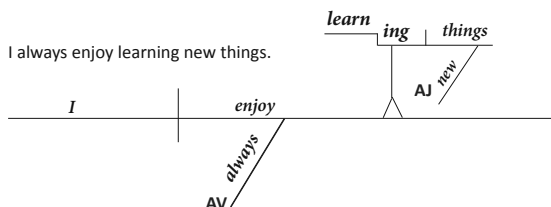
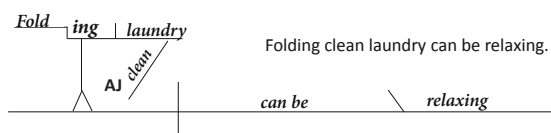
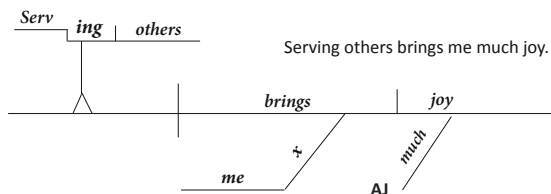
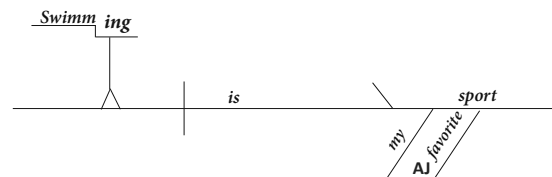
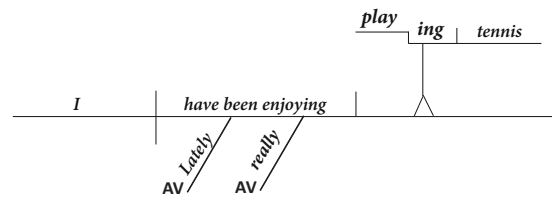


Diagram the following sentences. Only the first line is given; you must draw the other lines.

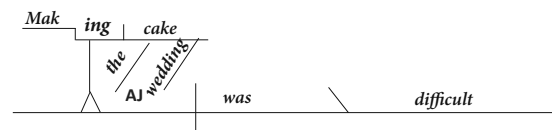
Swimming is my favorite sport.



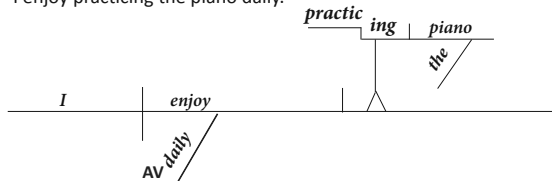
Lately, I have really been enjoying playing tennis.



Making the wedding cake was difficult.



I enjoy practicing the piano daily.



LESSON 117

Vocabulary

Read and complete:

In preparation for studying poems by Edgar Guest, you will study vocabulary words used within the poems.

Read the vocabulary words and definitions.

adoration: the act of paying honor; fervent devoted love

roguish: playfully mischievous

dismal: gloomy and depressing

lofty: overly grand and arrogant; high in the air

pomp: display with lots of splendor

sham: trick or fraud

contentment: a state of happiness and satisfaction

Exercise 1: Examine the following vocabulary words and example sentences. Then determine which part of speech each word is functioning as within the example sentence. Is it a noun, adjective, or adverb?

adjective **dismal**

Trees there were, but without leaves; fields there were, but no grass grew on them. There was one river, but it never flowed and no fish lived in it. No flowers blossomed, and no birds sang. All was dismal and desolate.

noun **adoration**

She was a very lovely and superior girl, and I looked up to her with wonder as well as adoration.

adjective **roguish**

A gang of roguish boys let their snowballs fly right at the carriage.

adjective **lofty**

Upstairs and downstairs he wandered, through lofty halls, splendid rooms.

noun **pomp**

Thereupon the wedding was celebrated with great pomp.

noun **sham**

That is not real gold they are selling; that business is just a sham.

noun **contentment**

Sylvia came back to her with all the joy and contentment that one feels at being once more beside a dear friend.

Exercise 2: Read the following sentences and place the vocabulary word that best fits in each blank.

1. He look at his hero with rapt adoration.
2. The pomp, splendor, festivities, and fine clothes dazzled him.
3. She had three great crowns on her head and stood in a great display of pomp and power.
4. The roguish little trick elephant, with his inquisitive trunk swinging from side to side, went slowly by with a load of squealing children on his back.
5. But the attic was dismal beyond words. There were no longer sunsets or sunrises to look at and scarcely ever any stars. The clouds hung low over the skylight and were either gray or mud-color or dropping heavy rain.

6. When Mrs. Ash rented three rooms in a round tower, with a balcony overhanging the water, and a side window, from which a flight of steps led down into a little walled garden, nestled in among the masonry, where lemon trees grew, and orange and brown wallflowers made the air sweet. Her contentment knew no bounds.
7. Out in the dark yard, the heavy iron gate groaned with a dismal sound as it was slowly opened.
8. Becky stared at her admiringly, and, as before, did not understand her in the least. She watched her with a sort of adoration.
9. Suppose it were little Molly asleep there, all alone in the dirty, dismal house, with no supper and nobody to put her to bed.
10. The lofty ceiling was all a golden vine.
11. Davy's eyes were as roguish and dancing as an elf's.
12. Accompanied by Jack, he proceeded toward the shore, receiving, as he went, the adoration of the people. The route was strewn with fruit, cocoa-nuts, and pigs.
13. The Mole waggled his toes from sheer happiness, spread his chest with a sigh of full contentment.
14. A certain schoolteacher was doing a wonderful work, shaping the destinies of future leaders, and inspiring youthful minds and hearts with high and lofty ambitions.
15. The arrogant girl sailed out of the room with her nose in the air in a lofty manner.
16. The investment turned out to be a sham, and we lost all of our money.

Exercise 3: Draw a line from the vocabulary words to an appropriate SYNONYM for the word.

adoration	dreary
roguish	admiration
dismal	mischievous
lofty	false
pomp	satisfaction
sham	splendor
contentment	proud

Edgar Guest's Poems About Children and Family

Read and complete:

Many of Edgar Guest's poems were about family and children. Read the poems about family, starting on page 77 of your *Course Companion*.

"A Boy and His Dad"

"Daddies"

"The Path to Home"

Digging Deeper: Read and complete:

1. Write the titles of the poems you read in the order of how much you enjoyed them, with #1 being your favorite. Remember to capitalize the first and last words in a title and all words other than short words such as THE, OF, and AND.

#1: _____

#2: _____

#3: _____

Answers will vary.

What do these three poems tell us about Guest's attitude about family?

Answer is subjective.

Why do you think Guest's poems about family were so popular in his day but are not as widely read today?

Answer is subjective.

LESSON 118

That/Which

Fill in the blanks of the following sentences with either THAT or WHICH. Refer to page 48 in your Course Companion if needed.

1. This is the song that always makes me cry; it is so moving.
2. My old sweater, which was a gift from grandmother, is my favorite thing to wear.
3. I chose the ripest fruit I could find, which turned out to be so juicy and flavorful!
4. We surprised dad by cleaning the garage, which was not an easy task!
5. This is the exercise that I enjoy most.
6. He made the delicious dinner that I was telling you about.

7. They helped me complete my chores, which was so kind of them!
8. How did you know strawberry shortcake is the dessert that I have been craving?

Drawing Practice

In your sketch book, draw the illustration below by following the steps shown.

Step 1



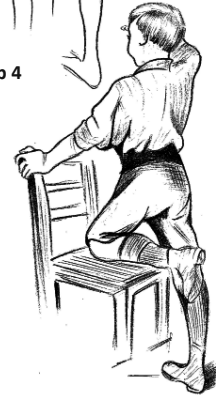
Step 2



Step 3



Step 4



Exercise 1: For each sentence in the chart, underline the subject, and then write DOING if the subject is doing the action or HAPPENING TO if the action is happening to the subject. In the last column, write PASSIVE if the sentence is in passive voice and ACTIVE if the sentence is in active voice.

	Sentence	Write "doing" or "happening to"	Is the sentence passive or active?
1	The <u>report</u> was written by me.	<i>happening to</i>	<i>passive</i>
2	<u>I</u> spilled the milk.	<i>doing</i>	<i>active</i>
3	<u>Brandon</u> was hit by the car.	<i>happening to</i>	<i>passive</i>
4	The <u>dog</u> has been loved by our family.	<i>happening to</i>	<i>passive</i>
5	The <u>trees</u> were uprooted by the storm.	<i>happening to</i>	<i>passive</i>
6	All of the <u>mistakes</u> were made by me.	<i>happening to</i>	<i>passive</i>
7	<u>I</u> hit a home run.	<i>doing</i>	<i>active</i>
8	The <u>trees</u> were planted in the spring.	<i>happening to</i>	<i>passive</i>

Exercise 2: The following sentences are in passive voice. Rewrite each sentence to be in active voice.

	Sentence	
1	The grass was mowed by Tanner.	<i>Tanner mowed the grass.</i>
2	The game had been won by my high school.	<i>My high school won the game.</i>
3	The mystery was solved by my teacher.	<i>My teacher solved the mystery.</i>
4	The letter was written by Mr. Stevens.	<i>Mr. Stevens wrote the letter.</i>
5	The cookies were eaten by my brothers before I came home.	<i>My brothers ate the cookies before I came home.</i>
6	The house was cleaned every day by my mother.	<i>My mother cleaned the house everyday.</i>
7	The snake was killed by the park ranger.	<i>The park ranger killed the snake.</i>
9	The award was presented to Amy by the mayor.	<i>The mayor presented the award to Amy.</i>

LESSON 122

Edgar Guest's Poems: "No Children!" and "Picture Books"

- Read the poem "No Children!" on page 81 of your *Course Companion*. Then complete the activities below.

1. In your own words, describe the message of this poem:

Answer is subjective.

2. Identify bookends and repetition in this poem.

No children in the house

3. Underline all words that have to do with sound. What is the effect of Guest using sensory language so heavily in this poem to describe sound?

4. **Anaphora**, a very old literary device used in the Biblical Psalms, is the repetition of a word or phrase at the beginning of verses. Is anaphora used in this poem? Circle the correct answer: (YES) | NO

5. In the following boxes, write a summary of the things that Guest says would be missed with no children. Do they get increasingly deep, important, and serious as the poem goes on?

Stanza 1
Stanza 2
<i>Answers will vary.</i>
Stanza 3
Stanza 4

6. A **stanza** is a group of lines within a poem. Stanzas in poetry are similar to paragraphs in prose. Usually poems have a consistent meter and number of lines in each stanza, but sometimes they do not. Stanzas are usually four or more lines and usually not longer than twelve lines.

How many stanzas are in the poem "No Children"? four

Do all the stanzas have the same number of lines? yes

- Read the poem "Picture Books" on page 81 of your *Course Companion*. Then complete the activities below.

1. In your own words, describe the message of this poem:

Answer is subjective.

2. Analyze the rhyme scheme of the poem (the ordered pattern of rhymes at the ends of the lines of a poem or verse). Does the poem have a consistent rhyme scheme? yes

3. A **couplet** is two lines of verse, usually joined by rhyme, that form a unit. Read the poem again, and write your favorite couplet here:

Answers will vary.

4. Guest often replaced endings of words with an apostrophe. For example *Are woods an' fields an' runnin' brooks;*

(For ease of reading, the endings of the words were included for this poem instead of the apostrophes Guest originally used.)

Dropping the endings of words was something that unschooled country folk did. Why do you think Guest, who was schooled, often deliberately chose to write in an uneducated style?

Passive Voice: When to Use It and When to Avoid It

- Read and complete:

Using active voice in place of passive voice often makes writing more clear and concise, but using passive voice is not a grammatical error. In fact, using passive voice is acceptable and even preferable at times.

REASON#1:

WHEN YOU WANT TO PUT EMPHASIS ON THE OBJECT OF THE ACTION

Example: "The Mona Lisa was painted by Leonardo Da Vinci."

(If you are writing an article on the Mona Lisa, writing the above sentence with passive voice gives more emphasis to the painting than its artist.)

REASON#2:

WHEN YOU ARE TALKING ABOUT A GENERAL TRUTH

Example: Winter wheat is planted in the autumn.

REASON#3:

WHEN "WHO" DID THE ACTION IS UNKNOWN OR IRRELEVANT

Example: The hieroglyphics were discovered in 1807.

(We do not know or we are not going to specify *who* discovered the paintings because it is unknown or not important.)

Example: New headquarters will be built outside the city.

(We do not know or we are not going to specify *who* is going to build the headquarters.)

Example: The first color TV sets were sold to the general public in 1953.

(We do not know or we are not going to specify *who* first sold the TVs.)

- Exercise:** The following sentences are written in passive voice. Decide if they should be rewritten in active voice or not. If not, write the reason listed above (reason #1, reason #2, or reason #3). If so, rewrite the sentence in active voice.

1. Three cats were rescued by the firefighters.

The firefighters rescued the three cats.

2. Black pearls are found in black lipped oysters.

Reason #2

3. Volleyball was played by Dan and Robert for three hours.

Dan and Robert played volleyball for three hours.

4. Washing machines were created many years ago.

Reason #3

5. This cave was discovered by Grant Parker in 1904.

Reason #1

6. Dinner was eaten by John and the governor.

John and the governor ate dinner.

7. The rules were designed for everyone's safety.

Reason #3.

8. Our cat was fed every day by my younger brother.

My younger brother fed the cat everyday.

9. The new planet was discovered in 1998.

Reason #3.

10. The party is being thrown by my best friend, Jill.

My best friend, Jill, is throwing the party.

LESSON 123

Sentence Diagramming

Diagram the following sentences on a separate sheet of paper. Have your parent or teacher check the answers in your *Course Companion*.

1. Helping Dad gives me a good feeling.
2. Caroline and I both love swimming.
3. Inside the deep forest, a beaver is building its home.

Subject-Verb Agreement

Read and complete:

Within a sentence, singular subjects must match singular verbs and plural subjects must match plural verbs. Subject-verb agreement is a simple idea; it sounds wrong to say something like, "My brother are younger than me." However, some cases are tricky, and you need to pay attention if the verb is far away from the subject in the sentence.

SUBJECT-VERB AGREEMENT RULE 1

When the subject of a sentence includes two or more singular subjects connected by "and," use a plural verb; when connected by "or" or "nor," use a singular verb.

Examples: **Incorrect:** My brother and his friend who lives next door wants to come with us.

Correct: My brother and his friend who lives next door want to come with us.

Incorrect: Neither the cat nor the dog are small enough to fit through that hole.

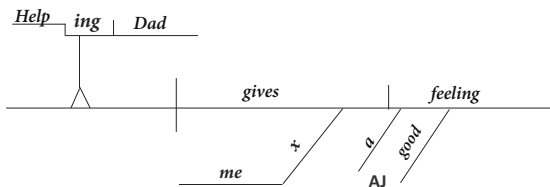
Correct: Neither the cat nor the dog is small enough to fit through that hole.

Exercise 1: For each set, underline the sentence that uses correct subject-verb agreement.

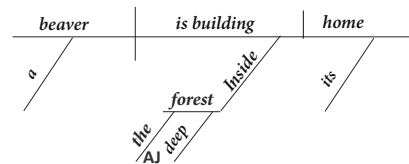
1. a. Neither my hamster nor my cat likes water.
b. Neither my hamster nor my cat like water.
2. a. Neither my phone nor my watch works.
b. Neither my phone nor my watch work.
3. a. Either your aunt or uncle know the password.
b. Either your aunt or uncle knows the password.
4. a. Al who is three and Andrew who is seven live next door.
b. Al who is three and Andrew who is seven lives next door.
5. a. Neither the teacher nor the student were mad.
b. Neither the teacher nor the student was mad.
6. a. The fence and the barn need to be painted.
b. The fence and the barn needs to be painted.
7. a. The wind or the rain is a reason to cancel the game.
b. The wind or the rain are a reason to cancel the game.
8. a. Jane and Kate, my two best friends, read for an hour every night.
b. Jane and Kate, my two best friends, reads for an hour every night.
9. a. Sunrises and sunsets always make me happy.
b. Sunrises and sunsets always makes me happy.
10. a. Spain and Italy, wonderful places to visit, have delicious food.
b. Spain and Italy, wonderful places to visit, has delicious food.

Lesson 123—Assignment on a Separate Sheet of Paper

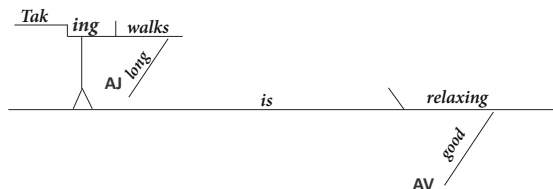
Helping Dad gives me a good feeling.



Inside the deep forest, a beaver is building its home.



Taking long walks is very relaxing.



- Exercise 2:** Underline the correct word choice for each sentence. If needed, cross out the extra words between the subject and the verb to make the choice clearer.

- The school and the hospital where Dr. Foster works (are | is) working together to raise money.
- The girl who loves bugs (are | is) working in the garden this morning.
- The mother and her son, who like the outdoors, (are | is) going camping this weekend.
- The bird and the butterfly that I see in my front yard right now (are | is) so beautiful!
- Donald and Elise, because of the rain, (are | is) not going on the hike.
- The doctors and the nurses who work the night shift, (are | is) going to hold a meeting about the new safety rules.

Who/Whom

- Exercise:** Follow the instructions.

In your own words, explain the rule for deciding whether WHO or WHOM should be used in a sentence:

Answers will vary.

Write a sentence that uses WHO and a sentence that uses WHOM.

Answers will vary.

Edgar Guest's Poems: "The Apple Tree" and "Lemon Pie"

- Read the poems "The Apple Tree" and "Lemon Pie" on page 82 of your *Course Companion*. Then complete the activities below.

Strong poems usually have a focused message rather than a broad message. Additionally, strong poems explore that focused message in a unique way, a beautiful way, or in a way that makes us think. For example, the poem "Picture Books," which you read in the last lesson, explores the grandeur of nature, but if you narrow the poem down to the exact message, it is saying something *focused* about the grandeur of nature: man cannot come close to duplicating or capturing the grandeur of nature, which is God's creation.

In the poem "Apple Tree," what is the focused message Guest gives about apple trees?

Answers will vary.

In the poem "Lemon Pie," what is the focused message Guest gives?

Answers will vary.

LESSON 124

-  **Writer's Notebook**

Set a timer for seven minutes. In your writer's notebook, make a list of people, places, or items in your home or in nature that mean something special to you. Then, list focused messages about each of those items. (For example, for the item "Grandma's House" you could write specifically about the wonderful smells.) Then, write a poem centered around one of the messages.

LESSON 125

Subject-Verb Agreement

- Read and complete:

SUBJECT-VERB AGREEMENT RULE 2

When a singular and a plural subject are connected by "or" or "nor," put the plural subject last and use a plural verb.

Examples: **Incorrect:** Neither my brother nor his friends likes swimming.

Correct: Neither my brother nor his friends like swimming.

- Exercise 1:** For each set, underline the sentence that uses correct subject-verb agreement.

- Neither my hamster nor my cats likes water.
 - Neither my hamster nor my cats like water.
- Neither my phone nor my watches works.
 - Neither my phone nor my watches work.
- a. Either your aunt or uncles know the password.
 - Either your aunt or uncles knows the password.
- Al who is three and the twins who are four lives next door.
 - Al who is three and the twins who are four live next door.
- a. Neither the teacher nor the students were mad.
 - Neither the teacher nor the students was mad.
- a. The fence and the barns need to be painted.
 - The fence and the barns needs to be painted.

- a. Uplifting music and good books always make me happy.
 - Uplifting music and good books always makes me happy.

- Exercise 2:** Underline the correct word choice for each sentence. If needed, cross out the extra words between the subject and the verb to make the choice clearer.

- The window in my bedroom (is | are) open.
- The father and his sons, who like the outdoors, (are | is) going camping this weekend.
- The bird and the butterflies that I see in my front yard right now (are | is) so beautiful!
- Because of the rain, Donald and my two brothers (are | is) not going on the hike.
- The head doctor and the nurses who work the night shift, (are | is) going to hold a meeting about the new safety rules.

Which/That

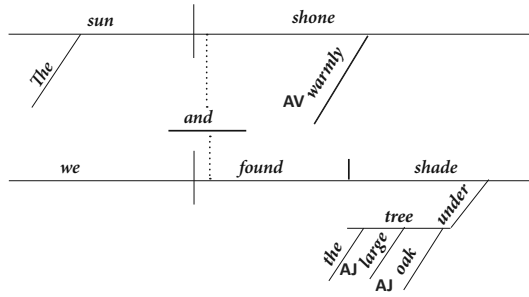
- Write the correct word, WHICH or THAT, on each blank line. Refer to page 48 in your *Course Companion* if needed.

- I wrote in my new journal, which has a nice blue cover.
- This cat, which I really love, has such soft fur.
- The desk that is in my room has a broken leg.
- Editing, which is an important skill to gain, is something I really enjoy.
- There are many options that would work well.
- The bear that we spotted yesterday is nowhere to be found.
- Little Men*, which was published in 1871, is my favorite book.

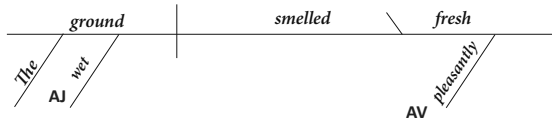
Sentence Diagramming

Diagram the sentences below.

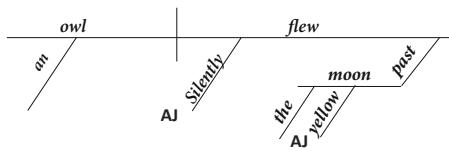
The sun shone warmly, and we found shade under the large oak tree.



The wet ground smelled pleasantly fresh.



Silently, an owl flew past the yellow moon.



Effective Writing: Using Strong Verbs

Read and complete:

The sentences below are from the book *Carry On, Mr. Bowditch*, but weak verbs have been substituted for strong verbs. Select strong verbs from the box to replace the weak verbs.

muttered	crushed	pounded	thickened
glared	hoisted	snatched	scuttled
gulped	stewing	tramped	scrambled
stirred	chuckled	clutched	roared

- He hurried downstairs. He _____ downstairs.
- He woke and spoke. He _____ and _____.
- Master Watson's eyes looked down at him. Master Watson's eyes _____ down at him.
- He held the shilling in his pocket. He _____ the shilling in his pocket.
- Nate swallowed. Nate _____.
- Stop worrying. Stop _____.
- Father walked up the stairs. Father _____ up the stairs.
- They had raised the flag. They had _____ the flag.
- The sailor spoke loudly. The sailor _____.
- The crowd got bigger. The crowd _____.
- He got out of bed. He _____ out of bed.
- Father laughed. Father _____.
- Master Watson took the slate. Master Watson _____ the slate.

Answers will vary.

LESSON 126

Edgar Guest's Poems:

"Where Children Play" and "A Baby's Feet"

Read the poems "Where Children Play" and "A Baby's Feet" on pages 83 of your *Course Companion*. Then complete the activities below.

What is the message of "Where Children Play"?

Answer is subjective.

What is the message of "A Baby's Feet"?

Answer is subjective.

- Analyze the rhyme scheme of the poems (the ordered pattern of rhymes at the ends of the lines of a poem or verse). Do both of the poems have a consistent rhyme scheme?

yes

- A **couplet** is two lines of verse, usually joined by rhyme, that form a unit. Write your favorite couplet from one of the two poems:

Answer is subjective.

It's/Its

Read the sentences below and underline the correct word choice for each sentence.

- (it's | Its) time to get ready for our camping trip.
- I'll take vanilla; (it's | its) my favorite flavor of ice cream.
- My mom fancies this store because (it's | its) prices are so low.
- That bedraggled dog looks like it hurt (it's | its) leg.
- (It's | Its) too wet and cold to go outside; you will get drenched.
- Look at the tree; (it's | its) leaves are such a captivating color!
- I love watching a sunset in all of (it's | its) exquisite colors.
- (It's | Its) time to give the book back to (it's | its) owner.

Avoid Shifts in Verb Tense

Exercise 1: Cross out each sentence that does not maintain a consistent verb tense.

- ~~I cuddled up in the soft blanket, and I look at a good book.~~
- ~~The duck dove into the water, but she does not catch the fish.~~
- I think the swans are beautiful; I love their graceful necks.
- ~~The bear looks at us from across the river, but he did not move.~~

Exercise 2: To maintain a consistent verb tense for each pair of sentences, write the word(s) that should replace the circled word.

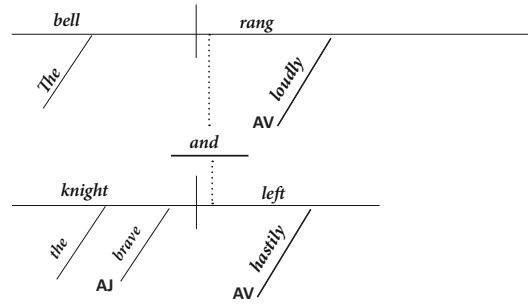
- I @ on a morning walk. I saw a group of deer in the bushes.
went
- I will help my mother clean. Then I (practice) the piano.
will practice

Sentence Diagramming

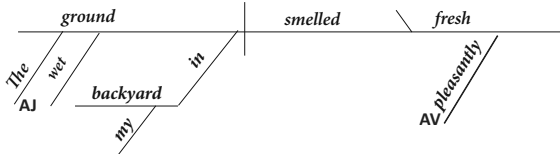
Diagram the sentences below.



The bell rang loudly, and the brave knight hastily left.



The wet ground in my backyard smelled pleasantly fresh.



The rather cold fall seems dreary.

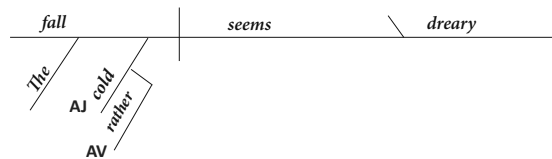
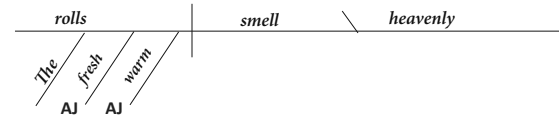
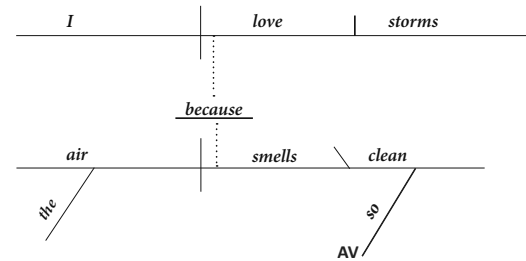


Diagram the following sentences. Only the first line is given; you must draw the other lines.

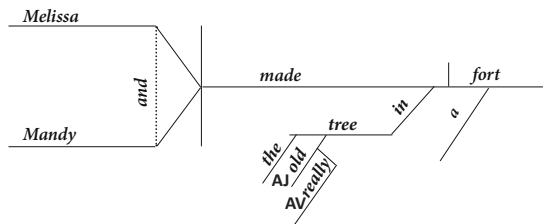
The fresh, warm rolls smell heavenly.



I love storms because the air smells so clean.



Melissa and Mandy made a fort in the really old tree.



Have your parent or teacher quiz you with the following questions. If needed, reread parts of the article above to find the answer.

1. Into how many major plates is the earth divided? [7-8]
2. What is Pangaea? [Once, all of the land above the water may have formed one super continent called Pangaea.]
3. What are the three ways plates can move? [normal faults, reverse faults, and strike-slip faults]

Noun or Verb?

Some words can be a noun or a verb depending on how they are used in the sentence. Is the underlined word used as a verb or noun? Underline the correct answers.

1. I match the socks. NOUN | **VERB**
2. I found a match. **NOUN** | VERB
3. I pushed fear out of my mind. **NOUN** | VERB
4. I will not fear the future. NOUN | **VERB**

Comma Rule 9

Study Comma Rule 9 on page 32 of your *Course Companion*. Then, underline the coordinate adjectives in each sentence and insert commas where needed.

1. It was a difficult final exam.
2. I took a bite of the sweet, juicy apple.
3. The bird's long blue feathers are beautiful.
4. It is a sunny warm day.
5. It was a wonderful first date.
6. I really love his dark red hair.
7. We stayed in a little stone inn.
8. I sketched the long dirt road.

9. We helped fix the leaky thatched roof.
10. The gentle old man taught me many great lessons.
11. The dangerous winter storm changed our plans.
12. Her bright, cheerful smile is always welcome.

LESSON 129

Lose/Loose

Read the sentences below and underline the correct word choice for each sentence. Refer to page 46 in your *Course Companion* if needed.

1. The tarnished doorknob was (lose | **loose**).
2. James was quite eager to (**lose** | loose) his first tooth.
3. Tie your shoes so you don't trip over your (lose | **loose**) shoelace.
4. You can wear a belt if your pants are too (lose | **loose**).
5. Janet's ponytail was too (lose | **loose**) and began to lazily droop.
6. Whoever gets the most points will (**lose** | loose) the game.

Comma Rule 9

Underline the coordinate adjectives in each sentence and insert commas where needed.

1. The blithe, beautiful girl sang a sweet song.
2. The quiet, respectful child listened to the teacher.
3. The smooth paved road was lined with towering trees.
4. The warm, dense fog enshrouded the mountain.
5. Daniel is a smart, kind boy.
6. My dad helped build the large brick house on the corner.
7. Sweet, tender Jane helped the new girl feel welcome.
8. The older Irish couple brought me dinner when I was sick.
9. Generous, kind people helped my family in our time of need.
10. The lush green meadow was full of white flowers.

Geography: Demographics

Read and complete:

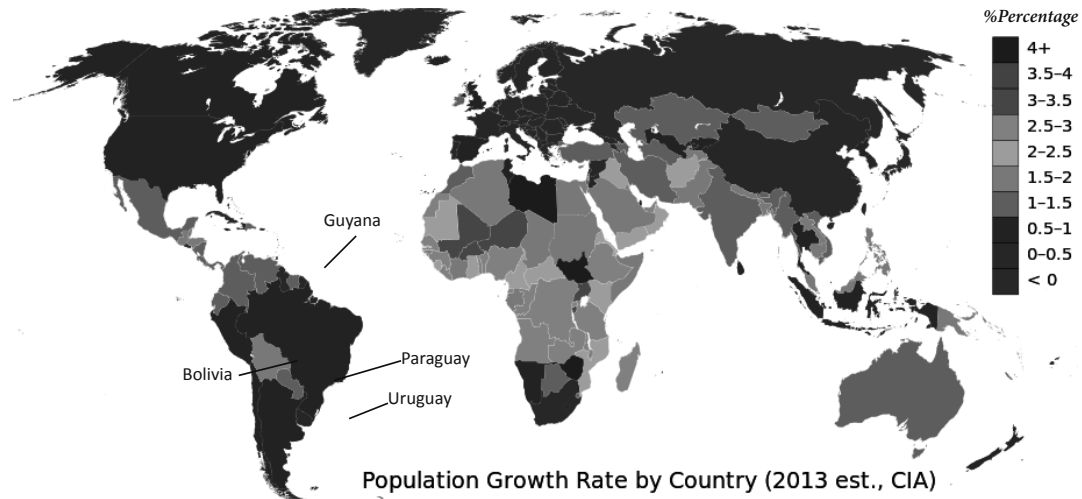
Demography is the study of human populations. **Population** is the total number of people who live in a particular place. Demographers collect information for certain areas or groups of people such as the following:

Birth Rate: The number of babies born per year

Average Family Size: The average number of children in a family

Life Expectancy: The average number of years people live

Use the chart below to answer the following questions. The chart shows by what percentage the population is increasing (or decreasing) in one year in each country. Note: "<" means "less than."



1. What is the average population increase in the United States?

0.5-1 %

2. Which continent has the highest population growth?

Africa

3. Which country in South America has the highest population growth?

Guyana

LESSON 132*Literary Analysis Essay*

By following the steps below, finish your literary essay about "Silence" by Edgar Guest.

- Write the second (and final) body section, which should be about the literary devices Edgar Guest uses to make his poem "Silence" more effective: personification, assonance (which help it flow smoothly and sound pleasant), and a consistent rhyme scheme (which makes the poem easy to read, gives the audience a feeling of satisfaction, and makes the poem sound musical). Make sure to start with a topic sentence and give specific examples from the poem.
- Write a concluding paragraph that summarizes your essay in a creative way. It can be very short.

LESSON 133*An Introduction to Dick Whittington*

The story of Dick Whittington is based on a true person: Richard Whittington was born in 1358, over 650 years ago, and was the mayor of London four times. However, the story of Dick and his cat is not necessarily true. It is believed to be an English folk-tale that first passed down through the generations orally. This story has been very popular over the years and has been written about by many different authors in many different languages. In this course, you will study a play about Dick Whittington and his cat that was written by Mary Rea Lewis.

Before you start reading the play in the next lesson, you will learn about the genre of drama.

Writer's Notebook

In your writer's notebook, title a page "Characteristics of Drama." Then, write the list below:

- is written so it can be put on as a play
- tells a story with settings, characters, and a plot
- lists a cast of characters at the beginning
- is divided into acts, which separate times and places
- is subdivided into scenes, which are continuous plots in one setting
- often includes descriptions of how the stage and costumes should look
- is written as dialogue between characters and may include monologues (a long speech by one actor) and a narrator
- includes stage directions, which give instructions to actors and directors

Quotation Punctuation

Study quotation punctuation on page 40 of your *Course Companion*. Then write each incorrectly punctuated sentence below correctly.

1. "The sun is already setting" Ellen sighed. "we should head home".

"The sun is already setting," Ellen sighed. "We should head home."

2. "When spring comes" I declared "I will plant a garden."

"When spring comes," I declared, "I will plant a garden."

3. "If you trust God" Kim said, "You will follow him".

"If you trust God," Kim said, "you will follow him."

Dialogue Writing

Complete the instructions:

Set your timer for 60 seconds and enjoy observing the painting on the next page titled "First Steps."

Writer's Notebook

Set your timer for five minutes and write imaginary dialogue between the people in the picture. Be creative and use correct quotation punctuation and capitalization.

LESSON 134

Dick Whittington: Act 1

- In the *Level 7 Favorite Classics Reader*, read Act 1 of *Dick Whittington*, which starts on page 229.
- Write a short summary of Act 1 by following these instructions:
 - Start your summary by clearly identifying the type of work, title, and author.
 - Summarize the main points (not all of the details) of the plot in 1-3 paragraphs.
 - Write your summary in the present tense.

Comma Rule 9

- Underline the coordinate adjectives in each sentence and insert commas where needed.
1. We drove slowly on the narrow, slippery road.
 2. We hiked carefully on the steep, dirt trail.
 3. It has been a long, hot summer.

4. We stayed inside during the cold, winter storm.
5. The protective, adult bear defended its cub.
6. It was uncomfortable to drive on the bumpy, cobblestone street.
7. Dad was kind to the cranky, unkind man.
8. I bought a new, leather journal.
9. It felt nice to put my dirty, tired feet into the cool stream.
10. The cute, baby birds were noisy.
11. When I opened the windows, fresh, cool air flowed in.

Parts of Speech

Open your *Course Companion* to page 16 titled "Terms to Know." Refer to the page when needed for this lesson and any future lessons.

- Exercise: For each sentence, indicate the part of speech for the underlined word by underlining the correct choice.
1. I left my hat inside the capacious cave.
 noun verb preposition adverb adjective pronoun article
 2. The new barn was very capacious; it held 20 horses.
 noun verb preposition adverb adjective pronoun article
 3. The new barn was very capacious; it held 20 horses.
 noun verb preposition adverb adjective pronoun article
 4. She put it in her capacious bag.
 noun verb preposition adverb adjective pronoun article
 5. We walked leisurely through the peaceful, capacious gardens.
 noun verb preposition adverb adjective pronoun article
 6. The capacious room held over three hundred people.
noun verb preposition adverb adjective pronoun article
 7. The mansion has a capacious entryway.
noun verb preposition adverb adjective pronoun article

LESSON 135

Dick Whittington: Act 2

- In the *Level 7 Favorite Classics Reader*, read Act 2 of *Dick Whittington*, which starts on page 234.
 - ✓ **Reading Check:** Underline the correct answers.
1. **Why was Dick so tired all the time?**
 - A. He never got enough to eat.
 - B. Cook made him work so hard.
 - C. Mice in his room kept him awake at night.
 2. **Which items do the servants give to the master to trade?**
 - A. a green feather, a linen cloth, a cat
 - B. a pearl necklace, a gold ring, a silver bowl
 - C. a leather-bound book, a silver pitcher, a hat

Effective Writing:

Avoiding Wordiness/Writing in Active Voice

- Exercise 1: Rewrite the passive, wordy sentences so that they are in active voice and are more concise.

#1: The horse was brushed by David who brushed the horse gently.

David brushed the horse gently.

#2: Puppies were born to my dog last night. You should come see them due to the fact that they are so cute and adorable.

You should come see the cute puppies my dog had last night.

#3: The fact that such a perfect, beautiful nest was made by the bird in just one day is quite astonishing.

It is astonishing that the bird could make such a perfect, beautiful nest

in just one day.

#4: After the window was broken by me, I said that I offered to pay for the window that I broke.

After I broke the window, I offered to pay for it.

Who/Whom

- Fill in the blanks of the following sentences with either WHO or WHOM.

1. Matthew and Lindsay are my friends whom I trust completely.

2. There is the sweet baby who I got to hold last week.

3. He is the boy with the witty sense of humor who always makes me laugh.

4. Our servicemen and women are the ones whom we owe a great deal of gratitude for the freedoms we enjoy.

5. Who is the young man you were telling me about who shovels everyone's sidewalks after the last snowstorm?

6. Grandma or Aunt Melissa is who I would call if I needed help.

7. Do you know who sent me these lovely flowers?

8. I am hoping to thank the people whom helped plan the event.

LESSON 136

Dick Whittington: Act 3

- In the *Level 7 Favorite Classics Reader*, read Act 3 of *Dick Whittington*, which starts on page 243.
- ✓ **Reading Check:** Underline the correct answers.
- Why did the queen want Dick's cat?**
 - There were no cats in her land, and she thought it would make an exotic pet.
 - She used to have a cat that looked similar when she was a child.
 - She had a problem with mice.
 - What is the first thing Dick wanted to do with his good fortune?**
 - share it with others
 - buy another cat
 - buy a set of books

Commas with Nonessential Phrases

- Read the following
- Nonessential words, phrases, or clauses in a sentence that interrupt the sentence are set off with commas. This means you place commas before and after the nonessential words, phrases, or clauses. How do you know if a word, phrase, or clause is essential or nonessential? If an **essential** element is removed, it changes the meaning of the sentence or makes it unclear. If a **nonessential** element is removed, the meaning of the sentence does not change and is not unclear. Nonessential information might add interesting and helpful information, but it is not essential.
- Exercise:** For the following sentences, underline gerund phrases and place commas before and after nonessential phrases.

TIP: Remember that nonessential phrases may add HELPFUL information, but not ESSENTIAL information.

- Reading books, one of my favorite activities, helps improve vocabulary.
- Reading books that teach about historical places helps you gain knowledge.
- Abby Jenkins, who is always so thoughtful, enjoys writing thank you notes.
- Learning to play the piano, I believe, strengthens focus and memory.
- Janet, indeed, loves servicing others.
- Hiking on the trail, which was lined with wildflowers, was wonderful.
- Janet, however, does not like swimming in the pond.

LESSON 137

Capitalization in Titles

- Open your Course Companion to page 25, and read Rule 6: Titles. Then, complete the exercise below.

Writer's Notebook

Set your timer for four minutes. Brainstorm a list of possible titles for a play, using correct capitalization.

Circle one of the titles. Create a list of characters for an imaginary play with that title. Write a description of how the stage would look for the opening scene. Write the first scene, including stage directions. You may write it or type it.

Note: This is just an exercise. You do not need to write the rest of the play, but you may if you would like.

LESSON 138

Edit and Draw

- Edit the groups of sentences. If you cannot find all the mistakes, refer to the editing explanations indicated, which start on page 90 of your *Course Companion*.

Then draw the picture in your sketchbook. This picture helps you review principles learned in this course: vanishing point, hatching and cross-hatching, perspective.

There are SEVEN mistakes.
See editing explanations #4, #7, #11, #16, #37, #47 (twice)

When I turned the corner, I discovered a quaint, quiet street named Old street. The lovely, well-maintained houses were white and yellow, and the windows were aglow with candlelight. Oh, how lovely it was, Sarah!

There are NINE mistakes.
See editing explanations #4, #8, #10, #11 (twice), #16, #29, #38, #39

"My journal said we visited Old Street on Friday, January 1st, but I do not remember going there. Do you remember going Anne?" Frank asked. "Yes, I remember that, Frank. We ate at a restaurant called Gabe's grill."

There are SEVEN mistakes.
See editing explanations #4, #13, #42 (twice), #29, #47 (twice),

Whispering a happy tune, I strolled down the silent, empty street.

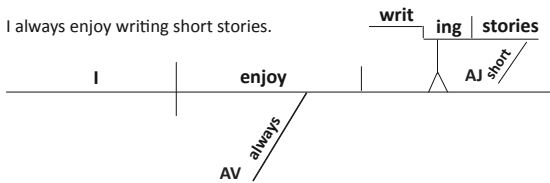
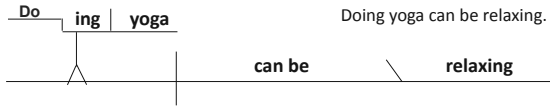
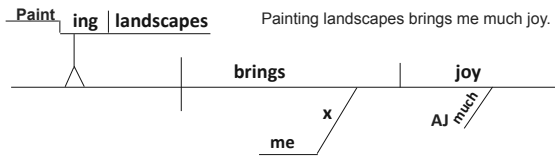
Echoing off the tall buildings, the merry, pleasing melody caught the ears of the streets residents, and windows began opening.

"Hello! Thank you for your tune," said an older man.



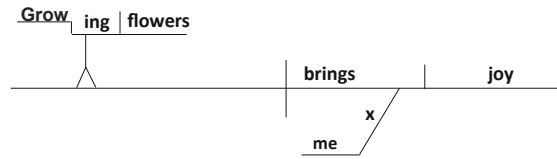
Diagramming Gerund Phrases

- Diagram the sentences on this page. If needed, study Step 15: Gerund Phrases on page 21 of your Course Companion.

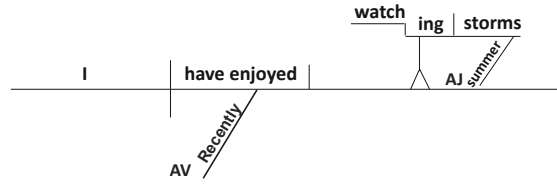


- Diagram the following sentences. Only the first line is given; you must draw the other lines.

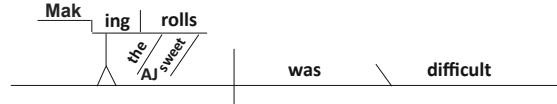
Growing flowers brings me joy.



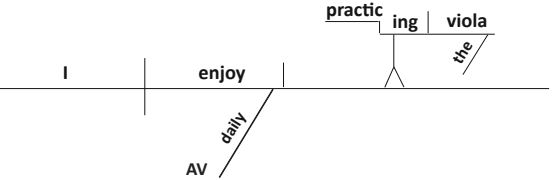
Recently, I have enjoyed watching summer storms.



Making the sweet rolls was difficult.



I enjoy practicing the viola daily.



LESSON 139

Prepositional Phrases

- Open the Course Companion to page 39 titled "Prepositions and Prepositional Phrases." Study the page.
- For each sentence, underline prepositional phrases.

- My dog is hiding in the barn.
- The snake slithered up the tree.
- The car behind us slid off the road.
- The cupboard above the fridge is broken.
- You can fit several items into that big box.
- He was headed toward the school.
- All the eggs broke except two of them.
- He was talking on his phone during the meeting.
- We played along with the orchestra.
- The cat ran around the field.
- I found the letter inside your book.
- There was a big lion at the zoo.
- I found these flowers beside the garden box.
- The beautiful lake is near the cabin.
- When did you go to the library?
- My friend lives around the corner.

Infinitive Phrases

- Read and complete:

An infinitive phrase begins with "to" and a verb, such as "to bake the perfect cake," "to win the game," and "to be honest."

- Exercise: For each sentence, underline infinitive phrases and circle prepositional phrases.

MALLEABLE: capable of being easily changed or shaped

TIP: The word TO can be the start of a prepositional phrase or an infinitive phrase. It is an infinitive if TO is followed directly by a verb.

- To keep the clay malleable, store it in a plastic bag.
- The young girl's heart, to be sure, was malleable enough to learn better manners while at the table.
- That taffy, to be perfectly honest, needs to be warmed, or it will never be malleable enough to shape.
- This precious metal is to make jewelry for our shop because it is quite precious and malleable.
- To be honest, Elise's personality is very malleable; when she goes to church, she starts to become more gentle.
- We have to heat the metal with fire to make it malleable enough to shape.
- My character, to be perfectly clear, is not malleable; I won't give in to a bribe.




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