

ANSWER KEY & UNIT CHECKS

HIGH SCHOOL 1 UNIT BOOKLETS

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

Unit Checks are found at the end of this document.



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UNIT 1

VOCABULARY

- ☐ Read the following words, definitions, and example sentences. Then in the blank column, write whether the word is used as a verb, adjective, adverb, or noun in the example sentences. Refer to "Terms to Know" on page 1 of your Grammar and Writing Guide. [Need help?](#) Watch the video Unit 1—Vocabulary Exercise on goodandbeautiful.com/hs1.

Word	Definition & Example Sentence(s)	Part of Speech
ardent	with passionate feeling <i>Cassandra's ardent love of reading is admirable.</i>	adjective
perceptible	capable of being perceived (recognized, understood) <i>Light specks of snow fell, so small as to be scarcely perceptible.</i>	adjective
demur	to oppose, object, or delay <i>"That's too extravagant," demurred Mr. Lopez.</i>	verb
inert	<i>Fred demurred his answer for as long as possible.</i> unable to move or act; lethargic	adverb
tremulously	<i>She had never seen Marilla sit inertly like that.</i> with trembling, quivering, or shaking	adverb
tersely	<i>"Who—who is there?" he called out tremulously.</i> abruptly concise	adverb
sundry	<i>"Well, Susan, this time you've done it," he declared tersely.</i> various, miscellaneous	adjective
veritable	<i>He made sundry visits to the Alps whenever his busy schedule allowed.</i> truly called, real, genuine <i>It was a veritable feast.</i>	adjective
plaintively	with sorrow, mournfully <i>"I do wish you wouldn't all say such sarcastic things to each other," said poor Cecily plaintively.</i>	adverb
remonstrated	said with protest, reproof <i>"Why did you do that, Sue?" remonstrated her mother.</i>	verb
consternation	feeling alarm or dismay <i>He stared at the bill with consternation, having no idea how he would pay it.</i>	noun
incredulous	disbelieving <i>A murmur of incredulous amazement was heard.</i>	adjective
mollify	to soothe or soften <i>Your apology will mollify Miguel's hurt feelings.</i>	verb
dilapidated	in a state of neglect or disrepair <i>The dilapidated house next door is going to be torn down.</i>	adjective

- ☐ On goodandbeautiful.com/hs1, listen to the audio recording titled Unit 1—Vocabulary.

UNIT 1

SPELLING DICTATION

Spelling dictation sentences can be listened to at goodandbeautiful.com/hs1.



If needed, watch How to Complete Spelling Dictation on goodandbeautiful.com/hs1.

1st Day

#1:

#2:

#3:

#4:

#5:

#6:

Spelling Sentences and Answers

1. A lot of the valley's cottages have adequate accommodations. [TIP: Don't forget *possessive apostrophes*.]

2. I'm absolutely positive you'll achieve your aspirations.

3. Did Dan's father acquire the necessary accessories?

4. Whose algebra book is on the aluminum table? [TIP: WHOSE: the possessive case of WHO (Whose house is this?) WHO'S: contraction of the words WHO and IS (Who's coming?).]

5. The ballerina danced beautifully across the auditorium's broad stage.

6. I'm beginning to believe that you're the one who's been leaving me bouquets of flowers. [TIP: WHOSE: the possessive case of WHO (Whose house is this?) WHO'S: contraction of the words WHO and IS or WHO and HAS (Who's coming?).] [TIP: YOU'RE is the contraction of the words YOU + ARE.]

#1:

#2:

#3:

#4:

#5:

#6:

3rd Day

#1:

#2:

#3:

#4:

#5:

#6:

READING ASSIGNMENTS

- ☐ Spend _____ hours or more on your course reading challenge. (Time is determined by your teacher.)
 - ☐ Read Chapters 1–8 of *Just David* by Eleanor H. Porter.
 - ☐ Answer the “Digging Deeper” questions.
1. The **protagonist** is the central person in a story and is often referred to as the story’s main character. Eleanor H. Porter creates the personality of David, the protagonist in this book, by describing his actions, words, and thoughts. Which description best fits David’s personality? *Tip: When answering a question, make sure to look at the entire answer. If part of it is untrue, the whole answer is untrue.*
- A) shy, afraid, anxious B) innocent, sensitive, grateful C) energetic, light-hearted, hard-working



2. **Suspense** is the feeling that the reader experiences while waiting for the outcome of certain events. Suspense basically leaves the reader wondering and wanting more information. Following are some ways that an author creates suspense.

WITHHOLDING INFORMATION

The author reveals only a portion of information the reader needs. Sometimes the information is completely withheld until the resolution of the story, and sometimes we learn the information piece by piece along the way.

CREATING AN ON-GOING, UNSOLVED PROBLEM

The author creates a problem that is not immediately resolved.

CREATING TENSION BETWEEN CHARACTERS

The author creates tension between or within characters. The reader then wonders and has to wait to find out if, when, and how that tension is resolved. Or, the character’s situation or standing is in question because of mysterious behaviors, rumors, or incongruity.

SETTING THE CLOCK TICKING

The author sets the clock ticking, and something critical must happen in a certain time frame.

Circle two ways Eleanor H. Porter creates suspense in the first eight chapters of *Just David*. Then describe how she creates those types of suspense:

Withholding Information | Unsolved Problem | Tension Between Characters | Setting the Clock

Answers will vary. *The author uses all of these ways to create suspense.*

The student should choose two and explain how the author creates those types of suspense.

Question mark should be drawn here.

☐ Write the definition for each word, referencing the previous page for the definition.

Word	Definition
ardent	with passionate feeling
perceptible	capable of being perceived (recognized, understood)
demur	to oppose, object, or delay
inert	unable to move or act; lethargic
tremulously	with trembling, quivering, or shaking
tersely	abruptly concise
sundry	various, miscellaneous
veritable	truly called, real, genuine
plaintively	with sorrow, mournfully
remonstrated	said with protest, reproof
consternation	feeling alarm or dismay
incredulous	disbelieving
mollify	to soothe or soften
dilapidated	in a state of neglect or disrepair

☐ Write the correct vocabulary words on each blank line.

- April smelled smoke. With sudden consternation, she fled from the building.
- At first I was incredulous, but I eventually believed his story.
- I believe that a sincere apology will mollify Mother’s disappointment.
- For safety concerns, the dilapidated barn was closed off.
- Any perceptible movement was a miracle for the injured, inert man.
- Having to kill so many spiders was a veritable nightmare.
- I will demur my decision until I have all the facts.
- “I am not guilty!” cried the man tremulously. His ardent declaration was so intense that his body shook as he spoke.
- The sad kitten meowed so plaintively that I picked her up.
- The group made sundry speculations, but none of them were correct.
- “That is not true!” remonstrated Joe. “You have no faith in me,” he said tersely.

- ☐ Read and complete:

Eleanor H. Porter's mastery of writing is shown by analyzing a couple of sentences from *Just David*. For example, let's look at this sentence:

It was June now, and the ashes lay cold on the hearth; but from the tiny lean-to in the rear came the smell and the sputter of bacon sizzling over a blaze.

First, she uses fantastic sensory language—writing that appeals to the senses. We have the *feel* of cold, the *sound* of sputtering and sizzling, and the *smell* of bacon. We also have the use of alliteration (when words are next to each other or close together have the same beginning sound) with the words SMELL, SPUTTER, SIZZLE and BACON and BLAZE.

How would you write about the beautiful sound of a violin? Porter uses a beautiful simile: "*Clear, distinct, yet connected like a string of rounded pearls fell the troublesome notes from David's bow.*"

On a separate sheet of paper, brainstorm phrases that include sensory language and similes that describe the painting on the unit cover. Work until you come up with a well-formed, descriptive sentence, and write it here:

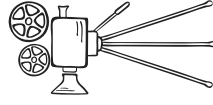
Answers will vary.

Note: Videos that pertain just to High School 1 are found at goodandbeautiful.com/hs1. Videos about general principles used in all the courses are found at goodandbeautiful.com/videos.

GRAMMAR, USAGE, & PUNCTUATION

- ☐ Complete the worksheet on the next page titled "Parts of Speech." *Need help?* Watch the video titled *Parts of Speech* on goodandbeautiful.com/videos.

Note: The creators of *The Good and the Beautiful* curriculum believe sentence diagramming is a wonderful skill with many benefits. However, we believe that spending time with complex sentence diagramming is not nearly as helpful as spending time with basic sentence diagramming. Thus, the course teaches only basic sentence diagramming. Also, while time is spent on sentence diagramming in most units, it is not a major focus of the course.



- ☐ Complete the page in this booklet titled "Beginning Sentence Diagramming," which covers Steps 1–6 and 11. If you are not familiar with sentence diagramming or need a review, watch sentence diagramming Steps 1–4, Step 5, Step 6, and Step 11 on goodandbeautiful.com/videos. If you are new to sentence diagramming, it might take you multiple days to complete these videos.

EFFECTIVE WRITING PRACTICE

- ☐ Read *Varying Sentence Structure* and *First Words* on page 92 of your *Grammar and Writing Guide*.
- ☐ Rewrite the sentence in the box three different ways so it does not start with the article THE.



The sun went down.

1. *Answers will vary. Here are some options: Slowly, the sun sank in the sky. As I sat on the hill, the sun went down.*
 2. *down. Spreading its beautiful light across the sky, the sun went down.*
 - 3.
- ☐ Rewrite the paragraph in the box, improving it through varying sentence lengths, sentence structures, and altering the first words of sentences.

Caesar felt the sun on his face. He awoke. He remembered it was his first day of work as a forest ranger. He realized he had overslept. He jumped out of bed.

Answers will vary. Here is an example: Warm morning sunlight bathed Caesar's face, urging him awake.

As he opened his eyes, he suddenly remembered that it was his first day of work as a forest ranger. "I can't believe I overslept!" he cried as he jumped out of bed.

- ☐ Rewrite the paragraph in the box, improving it through varying sentence lengths, sentence structures, and altering first words of sentences.

Massachusetts is in New England. Massachusetts is known for its significant Colonial history. The Pilgrims first settled in Massachusetts. The Boston Tea Party took place in Massachusetts. Paul Revere's famous ride was in Massachusetts.

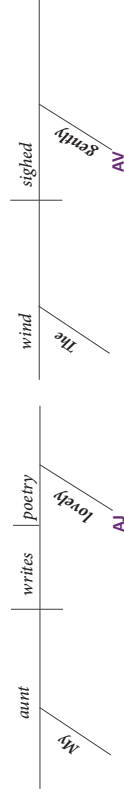
Answers will vary. Here is an example: Massachusetts, a state in New England, is known for its significant

Colonial history. Not only did the pilgrims first settle in the state, but other major historical events took place there, such as the Boston Tea Party and Paul Revere's famous ride.

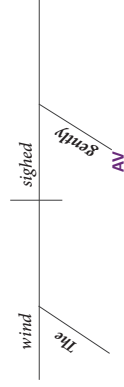
Beginning Sentence Diagramming

Diagram each sentence. The lines are given to you for the first six sentences.
(Tip: Those who are familiar with sentence diagramming might find they need a review of just Step 11 (predicate adjectives) and can watch a video about Step 11 at goodandbeautiful.com/videos.)

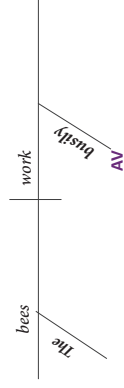
My aunt writes lovely poetry.



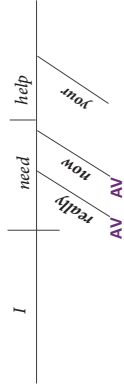
The wind gently sighed.



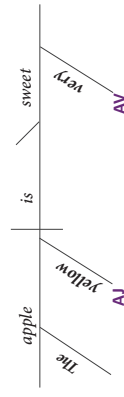
The bees busily work.



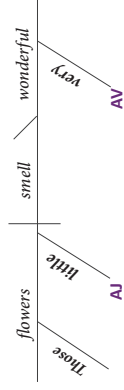
I really need your help now.



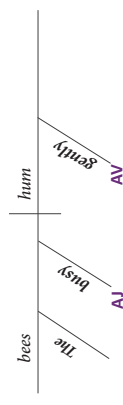
The yellow apple is very sweet.



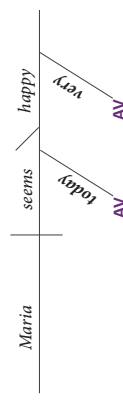
Those little flowers smell very wonderful.



The busy bees hum gently.



Maria seems very happy today.



Parts of Speech

For each sentence, write the parts of speech on the blank lines.

Sentence #1: *Inside your little cottage, the man quietly sits in total contemplation.*

Concrete Noun(s) cottage, man Abstract Noun(s) contemplation
Adjective(s) little, total Adverb(s) quietly Verb(s) sits
Article(s) the Preposition(s) inside, in Possessive Adjectives your

Sentence #2: *A man just played his violin with great mastery.*

Concrete Noun(s) man, violin Abstract Noun(s) mastery
Adjective(s) great Adverb(s) just Verb(s) played
Article(s) A Preposition(s) with Possessive Adjectives his

Sentence #3: *I always enjoy hard work in the garden.*

Concrete Noun(s) garden Abstract Noun(s) work
Adjective(s) hard Adverb(s) always Pronoun(s) I
Verb(s) enjoy Article(s) the Preposition(s) in

Sentence #4: *Mercy really is an important principle.*

Concrete Noun(s) (none) Abstract Noun(s) mercy, principle
Adjective(s) important Adverb(s) really Pronoun(s) (none)
Verb(s) is Article(s) an Preposition(s) (none)

EDITING PRACTICE

- Using the marks on page 4 of your *Grammar and Writing Guide*, edit the following sentences.

1. Isn't it time to replace the cat's severely dilapidated and rusted engine with a new one? (3 mistakes)
2. I couldn't believe that Miguel's dad spotted a owl in a apple tree. (4 mistakes)
3. I heard a argument between Jim's brother and a brother. (3 mistakes)
4. I tried to mollify the neighbor's dog that was barking at a ant. (2 mistakes)
5. Shouldn't the commander accept Veronica's apology with more than a terse nod? (3 mistakes)
6. I wouldn't want to find an alligator nor a watersnake in this river. (2 mistakes)
7. I just can't believe a anteater was in Veronica's backyard! (3 mistakes)
8. I accepted Wendy's apology and noticed a perceptible change in my attitude. (2 mistakes)



- Missing or misplaced apostrophes (see page 13 of the *Grammar and Writing Guide*)
- The article AN (instead of A) in front of words that start with a vowel

GEOGRAPHY

- The two authors you are studying in this unit, Eleanor H. Porter and Ralph Waldo Emerson, were both born in New England. Read New England and Forest Biomes, and follow the instructions in these sections.

New England

Author Eleanor H. Porter was born in New Hampshire and later lived in Massachusetts, the state in which Ralph Waldo Emerson lived. Both of these states are in a geographical region known as New England, which is comprised of six states of the northeastern United States: Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, and Connecticut.

These areas were the first to be settled by European colonists. All have coastlines on the Atlantic Ocean except landlocked Vermont. Captain John Smith named the region New England while exploring the northeastern coast in 1614. About 30 years later, the early American colonies of Massachusetts Bay, Plymouth, New Haven, and Connecticut joined together in a loose compact called "The United Colonies of New England." New England is not an official group of states; it is just the name people use to identify that region of the United States.

The Barberry Bush

The bush that has most briars and bitter fruit,
Wait till the frost has turned its green leaves red,
Its sweetened berries will thy palate suit,
And thou may'st find e'en there a homely bread.
Upon the hills of Salem scattered wide,
Their yellow blossoms gain the eye in Spring;
And straggling e'en upon the turnpike's side,
Their ripened branches to your hand they bring,
I've plucked them oft in boyhood's early hour,
That then I gave such name, and thought it true;
But now I know that other fruit as sour
Grows on what now thou callest Me and You;
Yet, wilt thou wait the autumn that I see,
Will sweeter taste than these red berries be.

The Snow-Storm

(excerpt)
Announced by all the trumpets of the sky,
Arrives the snow, and, driving o'er the fields,
Seems nowhere to alight: the whited air
Hides hills and woods, the river, and the heaven,
And veils the farm-house at the garden's end.
The sled and traveller stopped, the courier's feet
Delayed, all friends shut out, the housemates sit
Around the radiant fireplace, enclosed
In a tumultuous privacy of storm.

ANNOTATING & SUMMARIZING

- Annotate and summarize the following passage by Ralph Waldo Emerson:



The inhabitants of cities suppose that the country landscape is pleasant only half the year. I please myself with the graces of the winter scenery, and believe that we are as much touched by it as by the genial influences of summer. To the attentive eye, each moment of the year has its own beauty, and in the same field, it beholds, every hour, a picture which was never seen before, and which shall never be seen again.

Answers will vary. Here is an example: *Ralph Waldo Emerson tries to convince the reader that nature is*

beautiful at all times of the year, not just in summer, and that those who have attentive eyes will see a constantly changing beauty in nature.

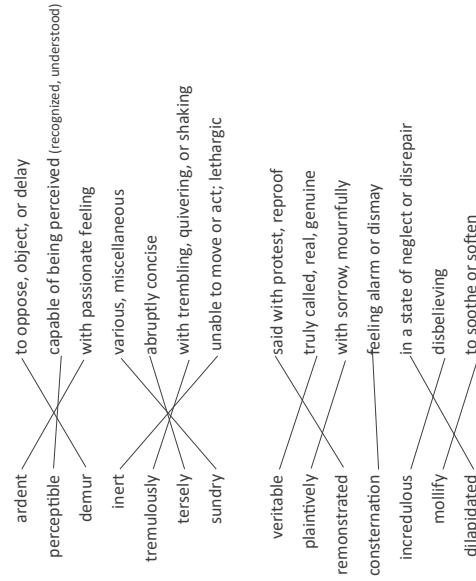
REVIEW

Vocabulary

Refer to the beginning of the booklet if needed.

- ☐ Complete the following activities.

Review 1: Draw a line from each word to its definition.



Review 2: For each vocabulary word, circle the appropriate SYNONYM(S).

ardent fervent hard stubborn tardy
perceptible observable very faint detectable fast
demur object protest delay shy
inert lethargic healthy motionless heavy
tremulously concisely courageously tremblingly
tersely stressfully abruptly briefly sinisterly
sundry various assorted crazily broadly

SPELLING PRACTICE

- ☐
- Read and complete:

When you join two words together into a compound word, you usually do not change the spelling of either word. Write each of the following words twice.

bookkeeper	bookkeeper	bookkeeper
roommate	roommate	roommate

Note: There are exceptions to this rule, such as WHEREVER, ONESELF, ALTHOUGH, and ALTOGETHER.

- ☐ Homophones: Fill in each blank with the correct word: WHOSE or WHO'S.

Whose coat is it?	Who's [who is] ready?
--------------------------	------------------------------

1. *Who's* _____ willing to help me paint the fence?
2. *Whose* _____ book is lying beside the tree?
3. Do you know *whose* _____ cottage that is on top of the hill?
4. I want to be a friend *who's* _____ always positive and thoughtful.

- ☐
- Read and complete:

Words with IE and EI are often spelled incorrectly. There are rules for words with these patterns, but they are complex and have many exceptions, so this course does not teach the rules. Rather, you will learn some mnemonic devices to help you remember if words are spelled with IE or EI. Here's the first one.

but I received a counterfeit receipt.

Say the sentence 10 more times, emphasizing the words in all caps and thinking of the spelling with E in your mind each time you say the word. Check a box each time you say the sentence.

- □ □ □ □ □ □ □ □ □

EI: I bought CAFFEINE and PROTEIN on a WEIRD LEISURE trip to a FOREIGN country, but I RECEIVED a COUNTERFEIT RECEIPT.

Write the sentence again: *I bought caffeine and*

protein on a weird leisure trip to a foreign country.

but I received a counterfeit receipt.

Read the sentence aloud 10 times, emphasizing the words in all caps and thinking of the spelling with EI in your mind each time you say the word. Check a box each time you say the sentence.

Have someone quiz you on spelling the following words aloud:

caffeine protein weird leisure
foreign received counterfeit r

Write the sentence: I bought caffeine and protein on a weird leisure trip to a foreign country,

Review 4: Circle the part of speech that is underlined in each sentence. If needed, refer to **Terms to Know** on pages 1–2 in your *Grammar and Writing Guide*.

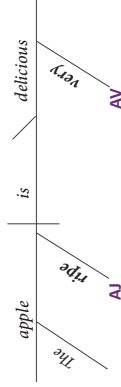
- We gladly repaired the dilapidated house.
ADVERB | ADJECTIVE | CONCRETE NOUN | ABSTRACT NOUN | VERB
- We gladly repaired the dilapidated house.
ADVERB | ADJECTIVE | CONCRETE NOUN | ABSTRACT NOUN | VERB
- She made an ardent argument for help.
ADVERB | ADJECTIVE | CONCRETE NOUN | ABSTRACT NOUN | VERB
- She made an ardent argument for help.
ADVERB | ADJECTIVE | CONCRETE NOUN | ABSTRACT NOUN | VERB
- Tremulously, the frightened girl whispered to me.
ADVERB | ADJECTIVE | CONCRETE NOUN | ABSTRACT NOUN | VERB
- She took sundry items out of her purse.
ADVERB | ADJECTIVE | CONCRETE NOUN | ABSTRACT NOUN | VERB
- I see a perceptible difference.
ADVERB | ADJECTIVE | CONCRETE NOUN | ABSTRACT NOUN | VERB
- I see a perceptible difference.
ADVERB | ADJECTIVE | CONCRETE NOUN | ABSTRACT NOUN | VERB
- I was completely incredulous.
ADVERB | ADJECTIVE | CONCRETE NOUN | ABSTRACT NOUN | VERB
- I was completely incredulous.
ADVERB | ADJECTIVE | CONCRETE NOUN | ABSTRACT NOUN | VERB

Review 5: Diagram the following sentences. Refer to pages 5 (Steps 1–4) and 7 (Step 11) in your *Grammar and Writing Guide* if needed.

A fluffy rabbit hungrily nibbled the huge carrot.



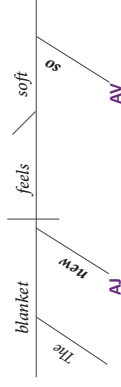
The ripe apple is very delicious.



Ralph Waldo Emerson skillfully wrote complex essays.



The new blanket feels so soft.



veritable
plaintively
remonstrated
consternation
incredulous
mollify
dilapidated

large in number | real | actual | false
sadly | disapprovingly | peacefully | mournfully
demonstrated | agreed | argued | protested
dismay | worry | alarm | anxiety
wonderful | creditable | doubtful | skeptical
pacify | horrify | appease | soothe | anger
confusing | rundown | shabby | humiliated

Review 3: Write a sentence that uses each vocabulary word.

ardent

perceptible

demur

inert

tremulously

tersely

sundry

veritable

plaintively

consternation

incredulous

mollified

dilapidated

Answers will vary.

WRITING



Watch the video titled
Avoiding Plagiarism on
goodandbeautiful.
com/videos.

- ☐ Read *Avoiding Plagiarism* on page 67 of your *Grammar and Writing Guide*. Then complete the exercises.

EXERCISE 1: Put an X by information considered common knowledge that would not need to be cited.

1	X	General instructions that you can find in many places, put into your words, on how to play Hide-and-Seek
2		Someone's instructions to make a unique craft that she designed
3	X	George Washington's birth in 1732 at Pope's Creek, Virginia
4	X	George Washington being a military and political leader of the Continental Army
5		A quote from a book
6	X	China being the most populous country in the world
7		The fact that nearly 4 in 10 consumers plan on spending less on gifts than they did last year, according to a survey commissioned by Bankrate
8	X	The fact that snowy owls are an Arctic bird adapted to live in cold weather
9		A graph of earthquake statistics from the US Geological Survey
10		The exact or nearly exact wording of an excerpt from an article or book
11		The results of a study about multivitamins
12	X	Emily Dickinson having written nearly 1800 poems

EXERCISE 2: Rewrite the quote in a way that would be plagiarism and in a way that would not.

"Asher Durand had been a pioneer in engraving; he was now a pioneer in another very important branch of study—that of painting carefully finished studies directly from nature out-of-doors." (Durand, John, *The life and times of A.B. Durand*, 1894)

Plagiarism: _____
Answers will vary.

Not Plagiarism: _____
Answers will vary.

SPELLING DICTATION



If needed, watch How to
Complete Spelling Dictation on
goodandbeautiful.com/hs1.

Spelling dictation sentences can be listened to
at goodandbeautiful.com/hs1.

1st Day

#1: _____

#2: _____

#3: _____

#4: _____

#5: _____

#6: _____

#1: _____

#2: _____

#3: _____

#4: _____

#5: _____

#6: _____

#1: _____

#2: _____

#3: _____

#4: _____

#5: _____

#6: _____

Spelling Sentences and Answers

-THEY'RE: a contraction of the words THEY ARE (They're ready to go.)
-THEIR: belonging to them (Their kitten is cute.)
-THERE: in or to the place (There is hope. | The cat is over there.)

[TIP: All Together=everyone/everything in one place. Altogether=thoroughly, entirely, on the whole]

- The Arctic explorer accidentally dropped the aluminum instrument over there by the iceberg.
- It's vital that their symptoms are measured with accuracy.
[TIP: IT'S is a contraction of the words IT IS or IT HAS. ITS is used as a possessive. (The cat licked its paws.) An apostrophe is usually used to show possession, but not with possessive pronouns such as ITS.]
- Please add a lot of appetizers to Sam's tray too. (You can have a comma before TOO if you'd like.)
- It's an altogether great idea to build an amphitheater.
- They're ready to receive the ancient bracelet that the archaeologist found.
- They're working all together to find an appropriate solution to their college's problem.

6. I can't trust that rogue at all.
7. His derisive comment was meant to mock me.
8. What a surly man! I've never met a person as unfriendly as he is.
9. Your actions are nonchalant, yet I know you really care about the situation.

READING ASSIGNMENTS

- ☐ Spend ____ hours or more on your course reading challenge. (Time is determined by your teacher.)
- ☐ Read chapters 9-15 of *Just David* by Eleanor H. Porter.

ANNOTATING & SUMMARIZING

- ☐ Study each quote by Ralph Waldo Emerson. If needed, annotate the quote to better understand it. Underline the choice that best summarizes the quote. A summary states the main idea. Make sure to not be fooled by an answer that is an idea in PART of the quote, but is not the main idea of the whole quote.

Quote #1: "I do not wish to treat friendships daintily, but with roughest courage. When they are real, they are not glass threads or frostwork, but the solidest thing we know."

- Emerson liked to fight and roughhouse with his friends.
- True friendships are fragile, so we should treat them carefully.
- Beautiful friendships are like delicate glass work and frost work.
- Real friendships endure and are not easily broken.

Quote #2: "Since our office is with moments, let us husband them. Five minutes of today are worth as much to me as five minutes in the next millennium. Let us be poised, and wise, and our own, today."

- We should be married to our work.
- Life is about living each moment in the here and now.
- Each moment is valuable; therefore, we should spend them wisely.
- We should make sure that we live as we would want to, not as someone else would want us to.

Quote #3: "The invariable mark of wisdom is to see the miraculous in the common. What is a day? What is a year? What is summer? What is a woman? What is a child? What is sleep? To our blindness, these things seem unaffecting."

- People who are blind can't see the things around them, so those things don't affect them.
- Wisdom is being able to define a common thing, such as a child or a day.
- The mark of wisdom is seeing miracles and how they affect people.
- Only the wise realize how miraculous the everyday, common things are.

VOCABULARY

- ☐ Read the following words, definitions, and example sentences. Then in the blank column, write whether the word is used as a verb, adjective, adverb, or noun in the example sentences. Read help? Watch the video Unit 2—Vocabulary Exercise on goodandbeautiful.com/hs1.

Word	Definition & Example Sentence	Part of Speech
nonchalant	feeling or appearing casually calm and relaxed; not displaying anxiety, interest, or enthusiasm "I don't care a bit about that," she answered nonchalantly.	adverb
aversion	a strong feeling of dislike or opposition Polly was angry when the dog walked in with muddy paws; she had a serious aversion to animals in the house.	noun
derisive	sarcastically mean or mocking "So you've returned from your wanderings, have you?" he said with a derisive sneer.	adjective
sonorous	deep and full sound The man's sonorous voice filled the chapel with rich, full sounds.	adjective
incorrigible	not able to be corrected or changed Father is an incorrigible optimist; his words are always positive.	adjective
audacious	extremely bold, daring, confident The audacious explorer entered the unknown land.	adjective
austere	stern, severe, strict The austere man reacted to my enthusiasm with a stony stare.	adjective
enigmatic	perplexing, mysterious Sean spoke in an enigmatic tone. He seemed to be planning a surprise.	adjective
jocular	joking, humorous, playful His jocular remarks made us laugh.	adjective
rogue	a dishonest person, scoundrel That rogue should be put in jail!	noun
surly	rude, unfriendly disposition Jane's surly demeanor darkened everyone's mood.	adjective

- ☐ On goodandbeautiful.com/hs1, listen to the audio recording titled Vocabulary—Unit 2.
- ☐ Fill in each blank with the correct vocabulary word from the list above.

- That incorrigible boy will never stop playing practical jokes.
- The audacious tightrope walker stepped out onto the rope.
- The librarian's austere rules are strictly followed.
- His enigmatic actions make me think he is hiding something.
- Uncle Jorge is such a jocular man; he's always laughing and teasing everyone.

- ☐ Read Dependent and Independent Clauses on page 26 of your *Grammar and Writing Guide*. Then complete the exercises.

- ☐ In the paragraph below, circle the dependent clauses and underline the independent clauses.

When perspective is used in art, it makes objects look three-dimensional on a two-dimensional surface. It also makes a drawing or painting look more real. Linear perspective is a system of imaginary parallel lines in a painting or drawing that converge in a single vanishing point on the horizon line. Although linear perspective was likely used by artists in the ancient Roman and Greek periods, the practice was lost until the 15th century. Thus, many ancient paintings do not realistically depict objects three dimensionally.

- ☐ For each sentence below, circle the dependent clauses and underline the independent clauses.

The river in the picture below gets smaller as it is depicted being further away. This is called perspective.
A horizon line makes it easier to maintain perspective because it establishes reference points.
The use of perspective makes the plants in the front large while the houses in back are small.
The horizon line is always at eye level.
When lines converge at the vanishing point, they are called convergence lines.

- ☐ On a separate paper, draw the image on this page. Notice the use of perspective as you draw. Not only does the stream narrow, but items are drawn smaller the farther away they appear. For example, the plants in the front are taller than the houses in the background. Attach your drawing to the packet before turning it in.



EFFECTIVE WRITING PRACTICE

- ☐ Rewrite the sentence in the box three different ways so it does not start with the article "the."

The audacious climber scaled the cliff.

1. Answers will vary. Here are some options: With great skill the audacious climber scaled the cliff.

2. Audaciously, the climber scaled the cliff.

3. To my amazement, the audacious climber scaled the cliff.

- ☐ Rewrite the sentences in the box, improving them through varying sentence lengths, sentence structures, and first words of sentences.

I did not respond to the man's derisive remark. I ignored his austere attitude. I did not react to his surly comments. I struggled to remain calm. I tried to act nonchalant.

Answers will vary. Here is an example answer:

I did not respond to the man's derisive remark. Instead, I ignored his austere attitude and surly comments.

However, it was a real struggle to remain calm and nonchalant.

GRAMMAR, USAGE, & PUNCTUATION

- ☐ Read *A Sentence Needs Three Things* on page 10 of your *Grammar and Writing Guide*. Then fill in the blanks.

A sentence needs three things: a subject, a verb, and a complete thought.

"When I wake up" is not a sentence because it is missing a complete thought.

"Sat in the big, old swing" is not a sentence because it is missing a complete thought and a subject.

"Since you have been away" is not a sentence because it is missing a complete thought.

"Mr. Rose and his big red tractor" is not a sentence because it is missing a complete thought and a verb.

"Could not put the book down!" is not a sentence because it is missing a subject.

"Because it started to rain" is not a sentence because it is missing a complete thought.

"The red bird sitting in the tree" is not a sentence because it is missing a complete thought and a verb.

SPELLING PRACTICE

- ☐ Read and complete:

Say the sentence below (in bold) 10 times, emphasizing the words in all caps and thinking of the spelling with EI in your mind each time you say the word. Check a box each time you say the sentence.

EI: I bought **CAFFEINE** and **PROTEIN** on a **WEIRD LEISURE** trip to a **FOREIGN** country, but I **RECEIVED** a **COUNTERFEIT RECEIPT**.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Write the sentence:

1. I bought *caffeine* and *protein* on a *weird leisure* trip to a *foreign* country, but I received a counterfeit receipt.

Say the sentence 10 more times, emphasizing the words in all caps and thinking of the spelling with EI in your mind each time you say the word. Check a box each time you say the sentence.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Write the sentence again:

2. I bought *caffeine* and *protein* on a *weird leisure* trip to a *foreign* country, but I received a counterfeit receipt.

Have someone quiz you on spelling the following words aloud:

caffeine protein weird leisure received counterfeit receipt

- ☐ Homophones: Fill in each blank with the correct word:

I placed an ad in the paper.	Add the numbers.	An isle is an island/or peninsula.	Don't block the aisle .
The queen will reign .	Hold the horse's reins .	Base means the bottom part.	Bass means deep or low.

1. **base** or **bass**? I sat at the base of the tree. | He sang the bass part. | Play the bass guitar.
2. **ad** or **add**? Please add me to the list. | I saw the magazine ad. | She wrote the ad.
3. **isle** or **aisle**? He walked up the aisle. | The theater has a narrow aisle. | I live on a small isle.
4. **reign** or **rein**? I held onto the reins. | The king's reign lasted one year. | The rein is tight.

Write a sentence that uses the words AD and REIN:

Answers will vary.

- ☐ Study the section All Together/Altogether on page 46 of your Grammar and Writing Guide. Then circle the correct word in each sentence.

- Put your clothes (altogether | all together) in one pile, and I'll wash them for you.
- The cowboy was an (altogether | all together) surly man.
- The sonorous bells in the church steeple rang (all together | altogether).
- The audacious explorers stood (all together | altogether) to make their plans.
- The man's remarks were (all together | altogether) derisive, offending everyone in the room.
- The dishonest rogue could not fool the people, so he took a different approach (all together | altogether).
- Let's sing (all together | altogether) and see if we can get the austere man to smile.
- I put the dogs (all together | altogether) in the backyard since Max has an aversion to big animals.
- My incorrigible habit of biting my nails is (all together | altogether) driving Jesse crazy!
- My jocular uncle gathered us (all together | altogether) to tell us humorous stories about his trip.
- The enigmatic mystery has (all together | altogether) baffled me.
- I wish I had an aversion to chocolate! I am (all together | altogether) too fond of it.
- The rebellious little rogue hid the stolen articles (all together | altogether) in the shed.

EDITING PRACTICE

- ☐ Edit the following sentences (by Elizabeth Cooksworth) using the marks on page 4 of your Grammar and Writing Guide.

- Yes, I've realized that rest is all together more profound after work. (3 mistakes)
- It's important that we have a spirit of peace when we're all together. (3 mistakes)
- There's work is all together a waste of time! (2 mistakes)
- We'll look for birds as we take a walk all together. (2 mistakes)
- There's mother's smile is all together charming! (3 mistakes)
- Their uncle loaned me a together amazing book. (1 mistake)
- It's time to plant flowers in my grandmother's garden. (2 mistakes)
- I didn't realize that a bird is building it's nest in our apple tree. (3 mistakes)



- ALL TOGETHER VS. ALTOGETHER
- missing apostrophes
- misuse of THERE and THEIR
- misuse of ITS and IT'S (IT'S is a contraction of the words IT IS.)
- using the article AN (instead of A) in front of words that start with a vowel

veritable _____
plaintively _____
remonstrated _____
consternation _____
incredulous _____
mollify _____
dilapidated _____

large in number (real) | (actual) | false
(sadly) | disapprovingly | calmly | (mournfully)
demonstrated | agreed | (argued) | (protested)
(dismay) | (worry) | (alarm) | (anxiety)
wonderful | credible | (doubtful) | (skeptical)
(pacify) | horrify | (appease) | (soothe) | anger
confusing | (run-down) | (shabby) | humiliated

Review 3: For each vocabulary word, write at least one ANTONYM:

ardent _____
nonchalant _____
demur _____
inert _____
derisive _____
tersely _____
audacious _____
austere _____
plaintively _____
enigmatic _____
consternation _____
incredulous _____
surly _____
dilapidated _____

Answers will vary.

Review 4: Grammar, Punctuation, and Usage

- ☐ Write a sentence that uses the word **ALTOGETHER** correctly and a sentence that uses the word **ALL TOGETHER** correctly. Use one of the vocabulary words above in each sentence. Circle the vocabulary word.

Answers will vary.

REVIEW

Vocabulary

- ☐ Complete the following activities.

Review 1: Draw a line from each word to its definition.

nonchalant	_____	sarcastically mean or mocking
aversion	_____	a strong feeling of dislike or opposition
derisive	_____	feeling or appearing casually calm and relaxed; not displaying anxiety, interest, or enthusiasm
sonorous	_____	various, miscellaneous
incorrigible	_____	extremely bold, daring, confident
audacious	_____	not able to be corrected or changed
sundry	_____	deep and full sound

austere	_____	rude, unfriendly disposition
enigmatic	_____	stern, severe, strict
surly	_____	perplexing, mysterious
consternation	_____	feeling alarm or dismay
rogue	_____	a dishonest person, scoundrel
mollify	_____	joking, humorous, playful
jocular	_____	to soothe or soften

Review 2: For each vocabulary word, circle the appropriate SYNONYM(S).

nonchalant	casual	(off hand)	uncharitable	(indifferent)
derisive	(mocking)	distracting	(diverting)	(confusing)
sonorous	(loud)	(deep)	(resonant)	(notorious)
audacious	untrue	(false)	(brave)	(daring)
austere	concise	(with great courage)	(serious)	(harsh)
enigmatic	problematic	(mysterious)	difficult	(puzzling)
surly	(gruff)	(abrupt)	(rude)	(brusque)

UNIT 3

Good & Beautiful High School 1 - Language Arts

SPELLING DICTATION

Spelling dictation sentences can be listened to at goodandbeautiful.com/hs1.



If needed, watch How to Complete Spelling Dictation on goodandbeautiful.com/hs1.

1st Day

- #1: _____
- #2: _____
- #3: _____
- #4: _____
- #5: _____
- #6: _____
- Spelling Sentences and Answers**
- THEY'RE: a contraction of the words THEY ARE (They're ready to go.)
 -THEIR: belonging to them (Their kitten is cute.)
 -THERE: in or to the place (There is hope. | The cat is over there.)
- [TIP: WHOSE: the possessive case of WHO (Whose house is this?) WHO'S: contraction of the words WHO and IS (Who's coming?)]
1. Who's having cinnamon and coconut cereal for breakfast?
2. Whose bizarre bandana did you find on the boulevard?
3. Because it's altogether too late for entries, I didn't enter Paul's appetizer into the competition.
- #3: [RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]
4. If you play the bass, there's an annual town orchestra you may join.
- #4: [RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]
5. When I was an adolescent, I loved algebra.
- #5: [RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]
6. Since they're at the cemetery, we canceled Susan's wedding anniversary celebration.
- #6: [RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]
- #1: _____
- #2: _____
- #3: _____
- #4: _____
- #5: _____
- #6: _____

UNIT 2

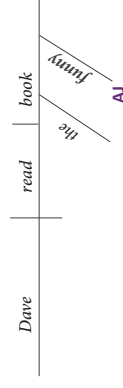
Good & Beautiful High School 1 - Language Arts

Review 5: Underline the correct choice and indicate if it is an adjective or adverb by circling ADVERB or ADJECTIVE. If needed, refer to pages 11–13 (rule #1, #2, #7) in your *Grammar and Writing Guide*.

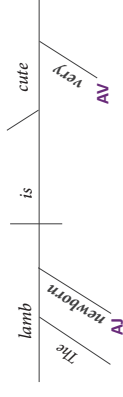
- My math class is (real | really) challenging.
ADVERB | ADJECTIVE
- I feel (bad | badly) about the miscommunication.
ADVERB | ADJECTIVE
- The fragrant flowers smell (sweet | sweetly).
ADVERB | ADJECTIVE
- The stars look (beautiful | beautifully) here.
ADVERB | ADJECTIVE
- The stars shine more (beautiful | beautifully) here.
ADVERB | ADJECTIVE
- She forgave me more (quick | quickly) than I expected.
ADVERB | ADJECTIVE
- I feel (bad | badly) that you cannot come with us.
ADVERB | ADJECTIVE
- My family is (real | really) happy about my dad's new job.
ADVERB | ADJECTIVE
- You acted very (sensible | sensibly).
ADVERB | ADJECTIVE

Review 6: Diagram the following sentences. Refer to pages 5 (Steps 1–4) and 7 (Step 11) in your *Grammar and Writing Guide* if needed.

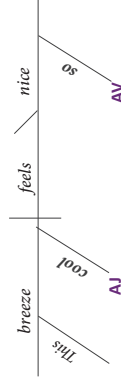
Dave read the funny book.



The newborn lamb is very cute.



This cool breeze feels so nice.



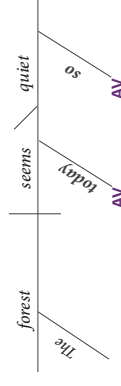
I carefully washed the old quilt.



She really needs some help now.



The forest seems so quiet today.



placid	pleasant, peaceful, serene, and calm <i>The quiet, placid lake had hardly a ripple.</i>	<i>adjective</i>
decorum	behaving, speaking, or dressing properly, respectfully, and with dignity <i>The children were so well-behaved; it was obvious that they had been taught to conduct themselves with proper decorum when in public.</i>	<i>noun</i>
impeccable	perfect, flawless, without fault, or exquisite <i>The chef's cooking was impeccable, with not a single dish on the menu that was not absolutely delicious.</i>	<i>adjective</i>
loquacious	excessively talkative, or extremely chatty <i>Although her younger sister was a loquacious little thing who never stopped talking, Anna was soft-spoken and more reserved.</i>	<i>adjective</i>
abhor	regard with disgust and hatred <i>Sam abhors spiders, so he has the pest control company come often.</i>	<i>verb</i>
amiable	friendly, pleasant <i>His amiable personality is like a pleasant, friendly wind.</i>	<i>adjective</i>
deft	skillful and quick in one's movements <i>With deft, practiced hands, he quickly reassembled the machine.</i>	<i>adjective</i>
invariably	always, without fail or variation <i>Invariably, Mother had a hot breakfast ready every morning.</i>	<i>adverb</i>

☐ On goodandbeautiful/hs1, listen to the audio recording titled Vocabulary—Unit 3.

☐ Fill in each blank with the correct vocabulary word from the chart in this section.

- Mr. Nelson invariably walks his dog every morning after breakfast.
- The quilter's deft fingers flew quickly as she stitched an intricate pattern on the beautiful fabric.
- I always look forward to visiting with David; he is so amiable and leaves me feeling happy about everything.
- I absolutely abhor spinach.
- The impeccable attention to detail and superb craftsmanship of the antique rocking chair were truly remarkable.
- I was expecting a quiet bus ride into town, but I found myself sitting next to a loquacious older man who longed for conversation and was delighted to have my listening ear.
- The employer was looking to hire someone with decorum and good manners to represent his company.
- The father looked in on his sleeping children, smiling at their sweet, placid expressions.

Discussion Questions: Fame is a Bee

Fame is a Bee

Fame is a bee.
It has a song—
It has a sting—
Ah, too, it has a wing.

- By cleverly using a “bee” as a metaphor for “fame,” what does Dickinson say about fame?
- Write down what you think each of the following lines means and then discuss each line: It has a song | It has a sting | Ah, too, it has a wing
- Why do you think Dickinson used the words “Ah, too,” in the last line instead of just saying, “it also has a wing?” What is the effect?



POETRY WRITING

- ☐ Write a poem that accomplishes the following:
 - Defines a word (like Dickinson’s “definition poems”)
 - Includes at least one of the following: symbolism, alliteration, personification, or simile

VOCABULARY

- ☐ Read the following words, definitions, and example sentences. Then in the blank column, write whether the word is used as a verb, adjective, adverb, or noun in the example sentences. Refer to the “Terms to Know” on pages 1–2 of your *Grammar and Writing Guide*, if needed. [Need help?](#) Watch the video Unit 3—Vocabulary Exercise on [goodandbeautiful.com/hs1](#).

Word	Definition & Example Sentence	Part of Speech
pert	bold in speech or manner; self-assured; saucy <i>The <u>pert</u> young lady was not afraid to say what was on her mind.</i>	<i>adjective</i>
relinquish	to give up, surrender, or desist (stop) <i>After being relentlessly pelted by snowballs, I <u>relinquished</u> the fort to my brothers.</i>	<i>verb</i>
impetuous	acting suddenly, impulsively, or spontaneously <i>He was now regretting his <u>impetuous</u> decision to enter the hot dog eating contest.</i>	<i>adjective</i>

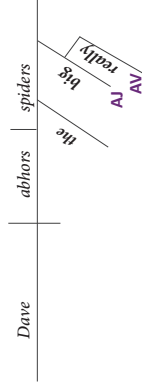
GRAMMAR, USAGE, & PUNCTUATION

Note: Before completing this section, you must know sentence diagramming steps 1-5 and 11. If you need a refresher, watch the videos at goodandbeautiful.com/videos.

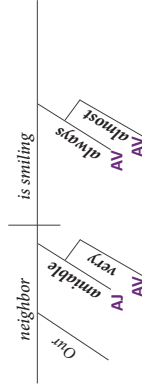
- Watch the video titled Adjectives vs. Adverbs + Sentence Diagramming Step 12 on goodandbeautiful.com/hs1.

- Diagram the sentences below. The lines are given to you for the first four sentences only.

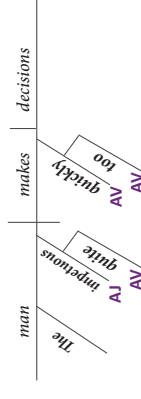
Dave abhors the really big spiders.



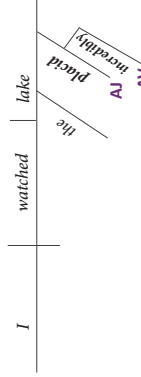
Our very amiable neighbor is almost always smiling.



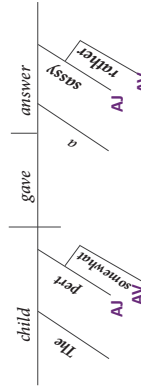
The quite impetuous man makes decisions too quickly.



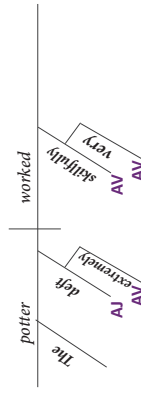
I watched the incredibly placid lake.



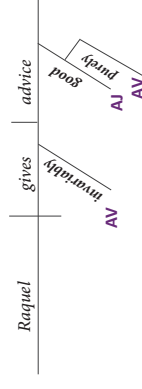
The somewhat pert child gave a rather sassy answer.



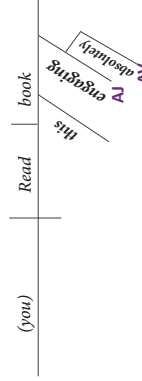
The extremely deft potter worked very skillfully.



Raquel invariably gives purely good advice.



Read this absolutely engaging book.



READING ASSIGNMENTS

- Spend ____ hours or more on your course reading challenge. (Time is determined by your teacher.)
- Finish reading *Just David* by Eleanor H. Porter (chapters 16-25).

ANNOTATING & SUMMARIZING

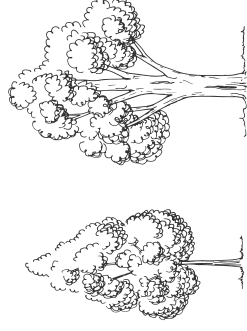
- Annotate and summarize the following passage by Ralph Waldo Emerson:

“We are taught by great actions that the universe is the property of every individual in it. Every rational creature has all nature for his dowry and estate. It is his, if he will. He may divest himself of it; he may creep into a corner, and abdicate his kingdom, as most men do, but he is entitled to the world by his constitution.”

Summary

Answers will vary. Here is an example: *The universe belongs to everyone. Each person is entitled to the blessings of the universe, but not everyone chooses those blessings; some give them up.*

Both the fictional character David in *Just David* and the author Ralph Waldo Emerson found great peace and joy in taking regular walks through wooded areas. In the blank box, practice drawing the trees on this page.



- Study the sections Accept/Except and Effect/Affect on pages 46 and 53 of your *Grammar and Writing Guide*. Then complete the exercises.

Exercise 3: Circle the correct word choice for each sentence.

- Come over anytime I accept (except) during lunchtime.
- Because she displayed such good decorum, she had a positive (effect) (affect) on everyone around her.
- Every one of my classes accept (except) tennis requires a lot of homework.
- Because Robert has a surly disposition, he (affects) (effect) our class negatively.
- Amy worked hard to be (accepted) (excepted) into medical school.
- I decided to lay down before the medicine went into (effect) (affect).
- He does not debate an issue accept (except) when he knows he can win.
- I am not sure if I can (accept) (except) the new rules.
- My essay on butterflies had an (effect) (affect) on my overall grade.
- Raven willingly (accepted) (excepted) the butterfly necklace.
- Watching the butterflies had a positive (effect) (affect) on my mood.
- I heard you have (accepted) (excepted) a job at the butterfly museum.
- Accept (Except) for apples, I love all fruits.



EDITING PRACTICE

- Using the marks on page 4 of your *Grammar and Writing Guide*, edit the following sentences.

- Because the car's engine was dilapidated and rusted, we replaced it. (2 mistakes)
✓ accept
- Since the client did not except the plans, the contractor quit. (2 mistakes)
✓ except
- Everyone accept Jane demurred answering the reporter's question. (2 mistakes)
✓ accepted
- After we tried to mollify the frightened woman, she tremulously explained what had happened. (1 mistake)
✓ accepted
- When I apologized, the commander excepted my apology. (4 mistakes)
✓ excepted
- As we walked through the office, the real estate agent explained the sundry features of the buildings floor plan. (2 mistakes)
✓ through
- Even though Diego remonstrated ardently against the new rule, Dads view did not change. (2 mistakes)
✓ view

Watch Two



- missing apostrophes
- commonly confused words
- the use of the article AN (instead of A) in front of words that start with a vowel
- missing commas after dependent clauses

- Study the section Adjective & Adverb Rules #1, #2, #3 on pages 11–13 of your *Grammar and Writing Guide*. Complete the exercise.

Exercise 1: For each of the following sentences, underline the correct choice and circle if it is an adjective or adverb.

- We adapted (quick | quickly) to our new neighborhood. (ADVERB) (ADJECTIVE)
- I feel (bad | badly) that I never responded to your email. (ADVERB) (ADJECTIVE)
- The book I am reading is (real | really) inspiring. (ADVERB) (ADJECTIVE)
- My father is (real | really) funny. (ADVERB) (ADJECTIVE)
- My shoes match my outfit (perfect | perfectly). (ADVERB) (ADJECTIVE)
- My mother talks (gentle | gently). (ADVERB) (ADJECTIVE)
- I was (dangerous | dangerously) close to the cliff. (ADVERB) (ADJECTIVE)
- The car smells (bad | badly) today. (ADVERB) (ADJECTIVE)
- The book was written (interesting | interestingly). (ADVERB) (ADJECTIVE)
- He did not win the race as (easily | easy) as he thought he would. (ADVERB) (ADJECTIVE)
- My older sister is (real | really) thoughtful. (ADVERB) (ADJECTIVE)

- Study Dependent and Independent Clauses and Comma Rule 3 on pages 26 and 19 of your *Grammar and Writing Guide*. Then complete the exercises.

Exercise 2: Underline the dependent clauses and insert commas where needed. Not all sentences contain a dependent clause.

- Because the New England region is located farther north, it has long winters.
- Since the soil and weather in New England are not ideal for growing crops, farming in New England is not easy.
- The name of the Appalachian Mountains comes from the Appalachian Indians.
- The Appalachian Mountains form a 1,500-mile-long mountain range extending south from Canada through the Eastern United States.
- If you were to hike the entire Appalachian Trail, you would have to traverse 2,160 miles.
- New England hickory, maple, and oak trees are beautiful, especially when they are changing colors.
- We are going camping this weekend if it does not rain.
- Deciduous forests cover most of the Appalachian Mountains.
- If you hike the Appalachian Trail, you'll hike the longest hiking-only footpath in the world.



Watch the video titled Unit 3 — Exercise 2 on goodandbeautiful.com/hs1.

REVIEW

Vocabulary

Refer to the beginning of the unit if needed.

- Complete the following activities.

Review 1: Draw a line from each word to its definition.

pert

relinquish

impetuous

placid

decorum

impeccable

bold in speech or manner; self-assured; saucy

to give up, surrender, or desist

behaving, speaking, or dressing properly, respectfully, and with dignity

acting suddenly, impulsively, or spontaneously

pleasant, peaceful, serene, and calm

perfect, flawless, without fault, or exquisite

abhor

amiable

deft

invariably

loquacious

regard with disgust and hatred

always, without fail or variation

to talk a great deal; talkative

friendly, pleasant

skillful and quick in one's movements

Review 2: For each word, write two appropriate SYNONYMS. (You may use an online thesaurus.)

pert	some options: lively, sassy, perky, flippant, impudent
amiable	some options: friendly, social, agreeable, likable, genial
impetuous	some options: rash, hasty, sudden, reckless, impulsive
placid	some options: mild, calm, peaceful, serene, still, quiet
deft	some options: skillful, adroit, clever, nimble, adept
impeccable	some options: flawless, perfect, spotless, immaculate
loquacious	some options: talkative, chatty, wordy, effusive

Review 3: Use each vocabulary word in a sentence:

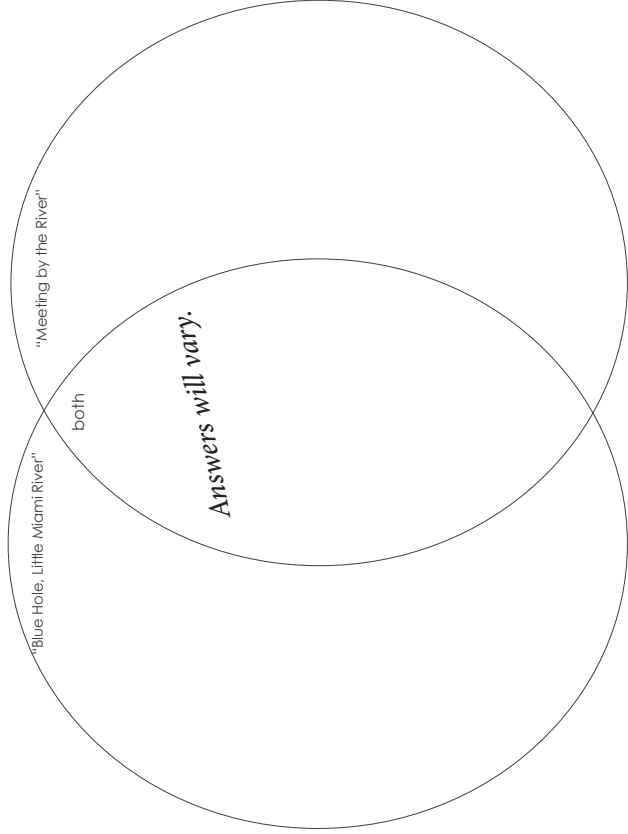
decorum

relinquish

Answers will vary.

- Complete the following activities:

1. Compare the use of color, light, and detail in the two paintings "Blue Hole, Little Miami River" and "Meeting by the River" by filling out the Venn diagram below.



2. Of all of Duncanson's paintings in this unit, which is your favorite and why? (Be specific.)

Answers will vary.

SPELLING PRACTICE

- ☐ Read and complete:

Say the sentence below (in bold) 10 times, emphasizing the words in all caps and thinking of the spelling with EI in your mind each time you say the word. Check a box each time you say the sentence.

EI: I bought CAFFEINE and PROTEIN on a WEIRD LEISURE trip to a FOREIGN country, but I RECEIVED a COUNTERFEIT RECEIPT.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Write the sentence:

I bought caffeine and protein on a weird leisure trip to a foreign country, but I received a counterfeit receipt.

Say the sentence 10 more times, emphasizing the words in all caps and thinking of the spelling with EI in your mind each time you say the word. Check a box each time you say the sentence.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Write the sentence again:

I bought caffeine and protein on a weird leisure trip to a foreign country, but I received a counterfeit receipt.

Have someone quiz you on spelling the following words aloud:

caffeine protein weird leisure foreign received counterfeit receipt

- ☐ Homophones: Fill in each blank with the correct word: WHOSE or WHO'S.

Whose coat is it? **Who's** ready? [who is/who has]

1. Who's that pert girl who acts so bold and forward?
2. I invariably know who's done their homework and who has not.
3. Do you know whose cabin that is across the lake?
4. We need a receptionist who's amiable and cheerful.

Write a sentence that uses the word WHOSE:

Answers will vary.

Write a sentence that uses the word WHO'S:

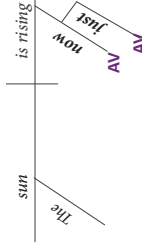
Answers will vary.

Review 4: For each of the following sentences, underline the correct choice and determine if it is an adjective or adverb. If needed, refer to pages 11–13 (rule #1, #2, #7) in your *Grammar and Writing Guide*.

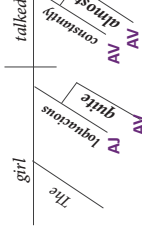
1. My French class is (real | really) fun. (ADVERB) ADJECTIVE
2. My feet felt (bad | badly) after the long hike. (ADVERB) (ADJECTIVE)
3. The roses in my back yard smell (sweet | sweetly). (ADVERB) ADJECTIVE
4. The mountains look (beautiful | beautifully) today. (ADVERB) (ADJECTIVE)
5. The lake glimmers (beautiful | beautifully) in the sun (ADVERB) ADJECTIVE
6. She ran the marathon more (quick | quickly) than I expected. (ADVERB) ADJECTIVE
7. I feel (bad | badly) that your game was canceled. (ADVERB) (ADJECTIVE)
8. My sister is (real | really) excited about our family trip. (ADVERB) ADJECTIVE
9. You are thinking very (sensible | sensibly). (ADVERB) ADJECTIVE

Review 5: Diagram the following sentences. Refer to your *Grammar and Writing Guide* if needed.

The sun is just now rising.



The quite loquacious girl talked almost constantly.



Review 6: Write the correct word on each blank: ACCEPT or EXCEPT.

1. Come over anytime except during lunchtime.
2. I love all fruits except bananas.
3. Please accept our invitation to attend the award ceremony.
4. Everybody except Amy and Allen was late for school.
5. Amy could not accept Allen's decision to move to Africa.
6. Except for Tuesday, I am free every day to help clean Grandmother's house.
7. Sometimes it is hard for me to accept my weaknesses.
8. We should accept the weaknesses of others.
9. I have decided to accept the scholarship.

READING ASSIGNMENTS

- ☐ Spend _____ hours or more on your course reading challenge. (Time is determined by your teacher.)
- ☐ Read Chapter 1 of *Into the Unknown* (about Norwegian explorer, Fridtjof [FRIDGE-off] Nansen).

REVIEW

- ☐ Rewrite each paragraph below in a way that would not be plagiarism (and improves the sentences if applicable). If needed, review Avoiding Plagiarism on page 67 of your *Grammar and Writing Guide*.

"The Tigris is a river in the Middle East. It is one of two rivers that define Mesopotamia. Mesopotamia literally means the land between the rivers. The other river is called Euphrates. The rivers had an important role in the development of civilization, as early farmers used water from the rivers to water their crops and produce more food." (www.kidzsearch.com/wiki/Tigris)

Answers will vary.

"The Big Muddy is mighty: it boasts the second-largest watershed in the world, covering more than 1.2 million square miles, plus tributaries from 33 states and two Canadian provinces." (<http://www.foxnews.com/travel>).

Answers will vary.

- ☐ Circle A, B, or C—which ever has the correctly cited source according to MLA format. Review page 69 of your *Grammar and Writing Guide*, if needed.

1. A. *The Rhine*, Ronan Foley, 2005.
 B. Foley, Ronan, *The Rhine*, 2005.
 C. Ronan Foley, *The Rhine*, 2005.
2. A. *Forever Free*, Dorothy Sterling, 1963.
 B. Sterling, Dorothy, *Forever Free*, 1963.
 C. Sterling, Dorothy, *Forever Free*, 1963.
3. A. Doug, Rugg, "The Nile," *Lighthouse Magazine*, April 2018.
 B. Doug Rugg, "The Nile," *Lighthouse Magazine*, Apr. 2018.
 C. Rugg, Doug, "The Nile," *Lighthouse Magazine*, Apr. 2018.
4. A. Penha, James, "Teaching Poetry," www.poetry.org.
 B. Penha James, "Teaching Poetry," www.poetry.org.
 C. Penha, James, "Teaching Poetry," www.poetry.org.

SPELLING DICTATION

Spelling dictation sentences can be listened to at goodandbeautiful.com/hs1.



If needed, watch How to Complete Spelling Dictation on goodandbeautiful.com/hs1.

1st Day

- #1: _____
- #2: _____
- #3: _____
- #4: _____
- #5: _____
- #6: _____
- ### Spelling Sentences and Answers
- [TIP: All Together=everyone/everything in one place. Altogether=thoroughly, entirely, on the whole]
1. I've visited the Arctic Circle, and I've toured Europe in a hot air balloon.
 [TIP: Arctic Circle is capitalized because it is a proper noun.]
 [RULE: "r" is always capitalized in contractions that combine the word "r" with another word.]
 [RULE: When combining two independent clauses (clauses that can stand on their own as sentences) with a coordinating conjunction (for, and, nor, but, or, yet, so), place a comma before the coordinating conjunction.]
 2. If you don't breathe deeply, you'll run out of breath when you sing.
 [RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]
 3. When I checked the business account for accuracy, the mistake was altogether apparent.
 [RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]
 4. They're over there looking at a caterpillar that's crawling on their cauliflower plant.
 -THEY'RE: a contraction of the words THEY ARE (They're ready to go.)
 -THEIR: belonging to them (Their kitten is cute.)
 -THERE: existence in or to the place (There is hope. | The cat is over there.)
 5. After Mr. Matthews lost his sight, he learned to write his address in braille.
 [RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]
 6. When we were all together in the cafeteria, a bizarre buzzing sound came from the burglar alarm.
 [RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]
- #1: _____
- #2: _____
- #3: _____
- #4: _____
- #5: _____
- #6: _____



EFFECTIVE WRITING PRACTICE

- In your Grammar and Writing Guide, read Avoiding Wordiness & Redundancy on page 68. Then rewrite the paragraph in the box so that it is more concise.

Emily Dickinson was better known as a gardener than as a poet. She was known better as a gardener at least during her lifetime. She was known, while living, to spend much time in the gardens, but her poetry was not known until after her death. Having a big impact on her poetry, plants and flowers significantly influenced her writing.

Answers will vary. Here is an example: *Today, Emily Dickinson is best known as a poet, but during her lifetime she was more noted for being a gardener and spending time with plants and flowers—things that had a great influence on her poetry.*



Practice line art drawing by copying the flowers above in the box below.

GEOGRAPHY

- You are reading about the explorer Fridtjof Nansen in the book *Into the Unknown*. He was from Norway, which is a part of Scandinavia. Research online and write a definition of Scandinavia below, including how there are conflicting views on which countries are a part of Scandinavia.

Answers will vary.



- **Emily Dickinson Flower Project:** As you learned in this unit, Emily Dickinson loved flowers. She cared for them, studied them, and pressed and dried over 400 different types of plants and flowers and made them into a book. Choose and complete one the following projects, designed to increase your own appreciation for flowers. Once the project is complete, write a report about it, explaining the project and including pictures if applicable. Include your report with your unit when you submit it.



- ☞ Read about how to press flowers. Gather and press at least 10 kinds of flowers. Compile them in a book and label them.
- ☞ Visit a botanical garden. Sketch 3–4 specimens and start a botany journal.
- ☞ Read about flower arranging and create a couple of flower arrangements. Take pictures or make sketches of your arrangements.
- ☞ Write a poem about flowers or create a drawing or painting of flowers.

ANNOTATING & SUMMARIZING

- Study each quote by Ralph Waldo Emerson. If needed, annotate the quote to better understand it. Underline the choice that best summarizes the quote. A summary describes the main idea. Make sure not to be fooled by an answer that is an idea in PART of the quote but is not the main idea of the whole quote.

Quote #1: “He is a strong man who can hold down his opinion. A man cannot utter two or three sentences, without disclosing to intelligent ears precisely where he stands in life and thought.”

1. Opinions are hard to hold quiet and reveal a person’s character.
2. Though it is tempting to speak one’s opinion, it is often not wise.
3. A strong person can use his words to really fool someone.

Quote #2: “What I must do is all that concerns me, not what the people think. This rule, equally arduous in actual and in intellectual life, may serve for the whole distinction between greatness and meanness. It is the harder because you will always find those who think they know what is your duty better than you know it. It is easy in the world to live after the world’s opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude.”

1. It is not important to listen to others.
2. It is important not to discern if a thought is your own or coming from others.
3. People do not know what you should do better than you know yourself.
4. Great people are capable of being themselves in public as well as when they are alone.

GRAMMAR, USAGE, & PUNCTUATION

- ☐ Read Conjunctions on pages 23–24 of your *Grammar and Writing Guide*. Complete the exercises.

Exercise 1: Write the seven coordinating conjunctions: for and nor but or yet so

Exercise 2: For each sentence, circle the coordinating conjunction. Then indicate if the conjunction is joining together two independent clauses or two verb phrases by underlining the correct choice. *Good & Beautiful?* Watch the video Unit 4—Exercise 2 on goodandbeautiful.com/hs1.

Example: I am weighed down with sorrow and beset with trials.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

1. The genial girl picked flowers and presented them to her mother.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

2. The genial girl picked flowers, and she presented them to her mother.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

3. Growing apples allows us to procure fresh fruit for our own family and learn money at the market.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

4. I cannot inure myself to bad manners nor be comfortable with them.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

5. I cannot inure myself to bad manners, nor can I be comfortable with them.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

6. He was in a magnanimous mood, so he paid for everyone's dinners.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

7. She used to knit a new sweater each week, but she has less dexterity in her old age.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

8. He did not speak a word, but the way he felt was implicit by the look on his face.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

- ☐ Research online and fill in the blanks.

Arable land means land capable of being ploughed and used to grow crops.

_____ What percentage of land in Norway is arable? About 2.2%

The **Aurora Borealis** is a common natural phenomenon in Northern Norway. **Aurora Borealis** is

a natural light display in the sky, mainly seen in the high latitude regions.

Thirty-two percent of Norway is covered with **alpine tundra**, which is _____

a type of natural region or biome that does not contain trees because it is at a high altitude.

- ☐ Read Norway and The Arctic and follow the instructions.

Norway

With long, pleasant summer days and short, cold winter days, stunningly beautiful Norway occupies the western part of the Scandinavian peninsula.

Norway has the greatest length of any country in Europe, but it is only around the total land area of New Mexico. Norway contains vast forests, many mountains, over 1,700 glaciers, and over 1,100 fjords (a long, narrow inlet with steep sides or cliffs, created by a glacier). It has the highest concentration of fjords in the world.

In the northern part of the country, the sun does not set from the middle of May to the end of June, giving the people 24 hours of sunlight each day. From the end of November to the end of January, the sun never rises above the horizon.

FACTS ABOUT NORWAY

- The official language is Norwegian—a Germanic language that is very similar to Swedish and Danish.

- The vast majority of Norwegians are Christians, with over 71% of the population belonging to the Evangelical Lutheran Church of Norway.

- Every year in Oslo, the capital city of Norway, or in Stockholm, Sweden, the Nobel Peace Prize is awarded in the categories of peace, literature, physics, chemistry, physiology or medicine, and literature.

- Some 50,000 islands are a part of Norway.

- Norway had several famous explorers in the early 1900s, including Norwegian Roald Amundsen, who was the first person to reach the South Pole in the Antarctic and the first to conquer the Northwest Passage solely by ship.

- ☐ Using tracing paper, trace the map on the next page, labeling just the countries and Oslo, the capital of Norway. (You do not need to trace the rivers and lakes.) Include your map with the unit when you turn it in.

- ☐ Carefully study the photographs of Norway in this section.

Exercise 3: For each sentence, circle the subordinating conjunction, underline the dependent clause, and insert commas where needed.



On jennyphillips.com/hs1
watch Unit 4—Exercise 3

- Sweden's Arctic north region is called the "land of the midnight sun" because the sun never sets during the summer months.
- Although Sweden is sparsely populated, it is one of the largest countries in Europe.
- After the members of the Swedish parliament vote for a prime minister, he or she appoints members of the cabinet.
- Sweden elected kings until 1544 when the parliament changed the rules.
- Sweden has long, dark winters because it is close to the Arctic Circle.
- While it was once a great military power, Sweden has remained neutral in all wars since 1814.
- Sweden has retained its own currency—the krona—even though Sweden is part of the European Union.

Exercise 4: For each sentence, determine if the sentence is composed of a dependent clause and an independent clause, two independent clauses, or one independent clause, and underline the correct choice. Then insert a comma if needed.



On jennyphillips.com/hs1
watch Unit 4—Exercise 4

- Sweden is a member of the European Union, but it does not use the euro as currency.

A. dependent clause + independent clause
B. two independent clauses
C. one independent clause

- Sweden is part of Scandinavia and is considered a Nordic country.

A. dependent clause + independent clause
B. two independent clauses
C. one independent clause

- Though it is known to everyone simply as Sweden, the country's real name is the Kingdom of Sweden.

A. dependent clause + independent clause
B. two independent clauses
C. one independent clause

- Sweden has over 100,000 lakes and 24,000 islands.

A. dependent clause + independent clause
B. two independent clauses
C. one independent clause

- Southern Sweden is mostly agricultural and northern Sweden is mostly forest land.

A. dependent clause + independent clause
B. two independent clauses
C. one independent clause

- Tacitus wrote about the ancient Swedes in 98 A.D., and he described them as a powerful tribe with many ships.

A. dependent clause + independent clause
B. two independent clauses
C. one independent clause

- The austere look he gave silenced us, and froze us in place.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

- The laconic boy is quiet, so I don't expect him to be loquacious like Lizzy is.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

- We will secretly reconnoiter the area, and report our findings to the general.

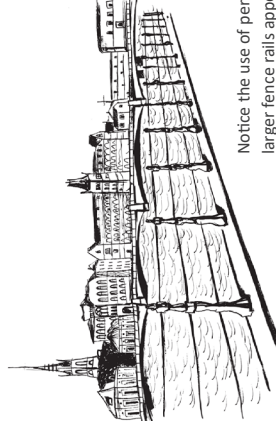
What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

SWEDEN

Upcoming exercises include facts about Sweden. Sweden is part of Scandinavia and is also a Nordic country. (Denmark, Finland, Norway, Iceland, Sweden, and their territories, including Greenland and the Faroe Islands are generally considered Nordic countries.) **Boreal Forests**—forests consisting of mainly cone-bearing, evergreen trees—cover over 50% of Sweden.

This largely glaciated country contains over 100,000 lakes and over 24,000 islands. Sweden is connected to Denmark by a man-made bridge.

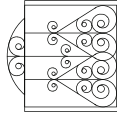
The main official language of Sweden is Swedish, but it has five more official languages—Sami, Finnish, Yiddish, Meänkieli, and Romani. The capital and largest city in Sweden is Stockholm, which is built on 14 islands and has more than 50 bridges connecting the city.



Notice the use of perspective in the drawing of Stockholm. The larger fence rails appear nearby. As they are drawn smaller, they seem more distant. If desired, copy the drawing of Stockholm on another sheet of paper.

3. Music had begun in the tent and people were going in.
4. The sun was very bright, and the river seemed bluer than she had ever seen it.
5. Alice's father sent him in to Olga for something to eat and then came over to her mother.
6. Raymond was a very good worker, and he had a natural courtesy.
7. All three of them sat down on stones and were rather quiet after that.
8. Raymond began to scan the ground and then he shook his head.

Exercise 8: For each sentence below, underline the correct word choice and insert commas where needed. If needed, refer to the *Commonly Confused Words* section in your *Grammar and Writing Guide*.



1. The gate is (all together | altogether) ruined, so let's build a new one.
2. I will gratefully (accept | except) help building the gate and will even pay you.
3. The changes in the company will (affect | effect) every department, won't it?
4. The cold weather does not (affect | effect) my mood, but it does make my joints ache.
5. Because the project is (all together | altogether) too time-consuming, I can't finish it today.
6. Everyone helped (accept | except) Blake, so I talked with him about the importance of hard work.
7. You know when the new policy will take (effect | affect) don't you?
8. The amount of service I give (affects | effects) my mood, so I try to serve often!

- ☐ Read *Avoiding Faulty Comparisons* on page 14 of your *Grammar and Writing Guide*. Then complete the following exercises.

Exercise 9: For each pair of sentences below, underline the sentence that avoids a faulty comparison.

1. A. This cabin is more comfortable. B. This cabin is more comfortable than the last one in which we stayed.
2. A. John spent more time with Jan than he did with Ed. B. John spent more time with Jan than Ed.
3. A. The rent here is less than those cottages. B. The rent here is less than the rent for those cottages.
4. A. The new car is nicer. B. The new car is nicer than the old one.
5. A. Julie is more flexible than any dancer in her class. B. Julie is the most flexible dancer in her class.
6. A. Brady was more fond of the dog than his brother. B. Brady was more fond of the dog than his brother was.
7. A. I like to go fishing more than you. B. I like to go fishing more than you do.
8. A. Amy is more nicer than Kendra. B. Amy is nicer than Kendra.

Exercise 5: Read *Farther/Further* on page 54 of your *Grammar and Writing Guide*. Then underline the correct word choice for each sentence below.

1. Claire walked (farther | further) up the mountain.
2. What is the (farthest | furthest) planet from the sun?
3. Nothing could be (farther | further) from the truth.
4. Which is (farther | further), Idaho or Montana?
5. Who is (farther | further) along in the math course?
6. The class (farthered | furthered) my knowledge.
7. We continued driving (farther | further) south.
8. We need to explore this problem (farther | further).
9. We have no plans for (farther | further) meetings.
10. Do you have any (farther | further) ideas?
11. I prefer a seat (farthest | furthest) from the front.
12. That is the (farthest | furthest) thing from my mind.
13. I will not go any (farther | further) into debt.
14. (Farther | Further) south is Lake Tahoe.

- ☐ Read *Comma Rule 2* (use a comma and a coordinating conjunction to connect two independent clauses) on page 18 of your *Grammar and Writing Guide*. Then complete the following exercise.

Exercise 6: Combine each pair of sentences into one sentence using a comma and coordinating conjunction.

1. I was lost. I prayed for help.

I was lost, so I prayed for help.

2. I picked flowers. Mom put them in a vase.

I picked flowers, and Mom put them in a vase.

Exercise 7: Insert commas where needed in the sentences below from *Alice-All-By-Herself* by author Elizabeth Coatsworth. Remember that a comma is not used to connect two verb phrases. ~~Read help?~~ Watch the video *Unit 4—Exercise 7* on goodandbeautiful.com/hs1.

1. Alice had not come to the decision hastily nor was she one to change her mind hastily either.
2. He had seen the boy walking along the road with his bundle neatly wrapped in newspaper and picked him up.

EDITING PRACTICE

- Edit the following paragraphs (by Elizabeth Coatsworth), using the marks on page 4 of your *Grammar and Writing Guide*.

1. The little house was freshly painted, and ^{there} ~~they~~ were bright petunias growing in green tubs on either side of the door. ^{There} ~~their~~ was a little lawn tucked up close to its green door, and the window's were shining. But there was no one ^{there} ~~there~~ at all. (7 mistakes)

2. Alice faced the town, and the setting sun. As she half drifted and half rowed the buildings grew smaller, and the sun sank from sight among a great swirl of clouds like wings. Alice felt the white light of the moon streaming past her, and gradually the cloud wings turned ashy and stars appeared between the feathers. (5 mistakes)

3. The wind had shifted, and the clouds moved in cheerful flocks on the horizon. The sun shone and dazzled the wet leaves of the trees. (2 mistakes)

4. When Alice saw the lilacs, she knew that a house must have stood near. When they had climbed the wall, they came on a little cellar. Alice and her father lifted the boards, and they took turns looking down into its dark depths. (4 mistakes)

5. They all filled ^{their} ~~these~~ pockets, and walked on down the little dirt road. Now the sun was higher, and the earth no longer felt like stone underfoot. They had passed the clearing, and were walking through pines. (4 mistakes)

6. The sun was shining warm and bright. The hoarfrost was off the ground everywhere, and the trees had lost their sparkle. The usual traffic hummed up and down the roads. Olga had cleared away ^{their} ~~these~~ early breakfast dishes, and was baking bread as they came in. The telephone bell rang sharply, and Alice's mother went to answer it with her coat still on. (6 mistakes)

Exercise 10: Rewrite each sentence to fix faulty comparisons.

1. Erin is more funnier than her sisters.

Erin is funnier than her sisters.

2. The remodeled kitchen is better.

The remodeled kitchen is better than the old one.

3. The temperature tomorrow will be hotter than today is.

The temperature tomorrow will be hotter than today's temperature.

4. I like home-cooked food better than restaurants.

I like home cooked food better than food at restaurants.

5. Cold Bunny vanilla ice cream is much better than Billy John's.

Cold Bunny vanilla ice cream is much better than Billy John's vanilla ice cream.

6. Liz is faster than anyone on the team.

Liz is the fastest runner on the team. OR Liz is faster than any other member of the team.

7. Ostriches are bigger than any bird.

Ostriches are the biggest birds. OR Ostriches are bigger than any other bird.

8. Maria's bunny, like Rosa, has black fur. (Note: Rosa's bunny also has black fur.)

Maria's bunny, like Rosa's, has black fur.

9. Naomi was more polite to Dan than her sister. (This could mean two things. Change it so that the sister is less polite than her sister Naomi.)

Naomi was more polite to Dan than her sister was.

- ☐ Fill out the chart below. The question is given to you for this exercise.

Ask a Question

Why is it important to get enough sleep, laugh often, or be optimistic? (Choose one question and research online before declaring your answer.)



Declare Your Answer

Answers will vary.

Sometimes your reasons are already in your answer. This is because the answer sometimes lists the supporting points and sometimes it does not.



Give Your Reasons (supporting points)

Answers will vary.



Write Your Thesis Statement

Answers will vary.

WRITING

- ☐ Read the section titled Thesis Statements on pages 73–74 of your Grammar and Writing Guide. Then complete the following exercises in preparation for writing a persuasive essay. One way to form a thesis statement for a persuasive essay is to ask a question, declare your answer to the question, and give the main reasons for your declaration. Then use that information to create a thesis statement. Here is an example:

Is it important to connect with nature?

Ask a Question



Sometimes you need to research before giving your answer and the reasons.

Declare Your Answer

Yes. There are many benefits to connecting with nature.

Sometimes your reasons are already in your answer. This is because the answer sometimes lists the supporting points and sometimes it does not.



Give Your Reasons (supporting points)

- Nature helps improve mood and mental health.
- Nature helps improve physical health.
- Nature improves academics and behavior.



Write Your Thesis Statement

Taking the time and effort to connect with nature is worthwhile. OR

Connecting with nature improves mood, mental health, physical health, academics, and behavior.

- ☐ Fill out the chart below. You will write your own question for this exercise. You should write a question that has an answer that can be supported by citing Bible verses, quotes from experts/leaders, facts, studies, etc.

Ask a Question



Sometimes it is necessary to research before giving your answer and the reasons.

Declare Your Answer
Answers will vary.



Sometimes your reasons are already in your answer. This is because the answer sometimes lists the supporting points and sometimes it doesn't.

Give Your Reasons (supporting points)
Answers will vary.



Write Your Thesis Statement
Answers will vary.

- ☐ Fill out the chart below. The question is given to you for this exercise.

Ask a Question

How can you make social media a blessing instead of a problem in your life?



Sometimes it is necessary to research before giving your answer and the reasons.

Declare Your Answer
Answers will vary.



Sometimes your reasons are already in your answer. This is because the answer sometimes lists the supporting points and sometimes it does not.

Give Your Reasons (supporting points)
Answers will vary.



Write Your Thesis Statement
Answers will vary.

REVIEW

Vocabulary

Refer to the beginning of the unit if needed.

- Complete the following activities.

Review 1: Draw a line from each word to its definition.



Review 2: For each word, write two appropriate SYNONYMS. (You may use an online thesaurus.)

genial	some options: friendly, warm, welcoming, hospitable
duly	some options: suitably, fittingly, accordingly, appropriately
magnanimous	some options: generous, high-minded, noble, benevolent
succinct	some options: concise, brief, to the point
dexterity	some options: skill, agility, nimbleness, deftness

- Read the section titled *Introductory Paragraphs* on pages 74–75 of your *Grammar and Writing Guide*.
 - Complete the assignment as outlined below:
- Choose one of the thesis statements on the previous three pages to use for a persuasive essay. Write your thesis statement here:

Answers will vary.

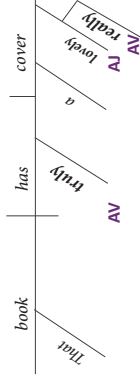
Research interesting facts and/or quotes supporting the thesis statement that you could use in an opening paragraph and write them in the box:

Answers will vary.

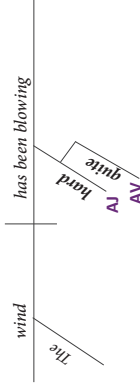
Type two possible introductory paragraphs for the thesis, using two of the eight ways to start an introductory paragraph listed on page 74 of your *Grammar and Writing Guide*. Print the two introductory paragraphs and include them with your unit when you submit it. **Save your introductory paragraphs because you will use one of them in the next unit.**

Review 5: Diagram the following sentences. Refer to your *Grammar and Writing Guide* if needed.

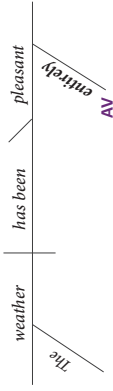
That book truly has a really lovely cover.



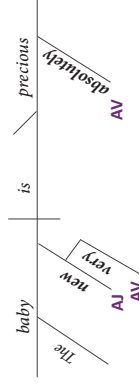
The wind has been blowing quite hard.



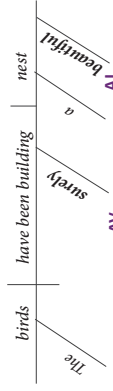
The weather has been entirely pleasant.



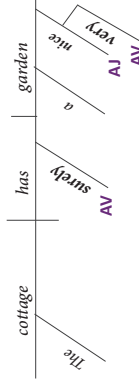
The very new baby is absolutely precious!



The birds surely have been building a beautiful nest.



The cottage surely has a very nice garden.



Review 6: Write the correct word on each blank: ACCEPT or EXCEPT.

- I love all vegetables except zucchini.
- Will you please accept my apology?
- I will gratefully accept the scholarship you offered me.

Review 7: Write the correct word on each blank: ALL TOGETHER or ALTOGETHER.

- It is altogether too late to go to Spain all together next month.

Review 8: Write the correct word on each blank: EFFECT or AFFECT.

- The weather seems to have an effect on my mood.
- I refuse to let this dreary weather affect my mood.
- The medicine took effect almost immediately.

Review 3: Write the correct vocabulary words in the blanks. If needed, refer to page 3 of this unit.

- I was relieved to hear that my concerns would be duly noted and that I could expect a response within the week.
- We hoped to procure enough food donations to make a real difference for the hungry in our community.
- Repeated exposure to gory and cruel behaviors in movies can inure you to violence.
- She won laurels for her well-written novel.
- His laconic reprimand conveyed his disappointment more than any lengthy lecture could have.
- His magnanimous donation made it possible to renovate the old county library.
- To my chagrin, I discovered that I locked my keys in the car when it was running.
- Her service had been such a blessing that I hoped I would have opportunities to make recompense for her kindness.
- To improve my dexterity, I set a goal to practice handwriting everyday.
- His genial personality attracted people to him like bees to honey.
- Although we might not always agree, our respect and love for one another is implicit.
- Because we are out of time, I will give a succinct summary of the rest of my speech.
- The spies had been sent in ahead of the troops to reconnoiter the location and determine the best way to advance.
- Much to my chagrin, I did not realize I had forgotten to add the sugar to the batch of cookies until we tasted them fresh out of the oven.

Review 4: For each of the following sentences, underline the correct choice and determine if it is an adjective or adverb. If needed, refer to pages 11–13 (rule #1, #2, #7) in your *Grammar and Writing Guide*.

- Learning French is (real | really) challenging. (ADVERB | ADJECTIVE)
- I feel (bad | badly) that I have to cancel the party. (ADVERB | ADJECTIVE)
- The cake's frosting smells (sweet | sweetly). (ADVERB | ADJECTIVE)
- You acted very (kind | kindly). (ADVERB | ADJECTIVE)
- Mark feels (bad | badly) that he was late. (ADVERB | ADJECTIVE)
- You always act so (sweet | sweetly) around children. (ADVERB | ADJECTIVE)
- You acted very (brave | bravely) yesterday. (ADVERB | ADJECTIVE)
- Your tutoring has been (real | really) helpful. (ADVERB | ADJECTIVE)

SPELLING PRACTICE

☐ Read and complete:

Say the sentence below (in bold) 10 times, emphasizing the words in all caps and thinking of the spelling with E! In your mind each time you say the word. Check a box each time you say the sentence.

E! I BOUGHT CAFFEINE and PROTEIN on a WEIRD LEISURE trip to a FOREIGN country, but I RECEIVED a COUNTERFEIT RECEIPT.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Have someone quiz you on the following words:
caffeine protein weird foreign
received counterfeit receipt leisure

Write the sentence: I bought caffeine and protein on a weird leisure trip to a foreign country, but I received a counterfeit receipt.

☐ Read and complete:

A prefix is a short group of letters added to the beginning of a word, changing its meaning (e.g., PRE, EX, UN). A suffix is added to the end of a word (e.g., LY, ABLE, LESS). Usually you can join a word and a prefix or suffix without changing the spelling of the word or the suffix.

Example: *dis + satisfied = dissatisfied*

Write the prefix or suffix + the word combined:

mis + spell:	<u>misspell</u>	re + election:	<u>reelection</u>
clean + ness:	<u>cleanness</u>	actual + ly:	<u>actually</u>
mis + step:	<u>misstep</u>	continual + ly:	<u>continually</u>
colorful + ly:	<u>colorfully</u>	central + ly:	<u>centrally</u>
open + ness:	<u>openness</u>	faith + ful + ly:	<u>faithfully</u>

When the word ends with a consonant + Y, change the Y to I before adding NESS or suffixes starting with a vowel.

Example: *happy + ness = happiness*

Write the prefix or suffix + the word combined:

chilly + est:	<u>chillest</u>	deadly + ness:	<u>deadliness</u>
smelly + er:	<u>smellier</u>	jolly + ness:	<u>jolliness</u>
ready + ness:	<u>readiness</u>	lively + er:	<u>livelier</u>

Review 9: Rewrite each sentence to fix faulty comparisons. If needed, refer to page 14 in your *Grammar and Writing Guide*.

1. Flavio's restaurant has more customers than Sam does.

Flavio's restaurant has more customers than Sam's restaurant has.

2. I prefer the colors of Ed's paintings to Jan.

I prefer the colors of Ed's paintings to those of Jan's paintings.

3. April is a better dancer than anyone in her class.

April is the best dancer in her class. OR April dances better than any other dancer in her class.

Review 10: For each sentence by Elizabeth Coatsworth, circle the subordinating conjunction and underline the dependent clause. If needed, refer to page 19 in your *Grammar and Writing Guide*.

1. They usually all sat on the front seat together because it was so much cozier that way.
2. Although Alice was very fond of animals, she had none of her own.
3. Before she knew it, Alice was on the wharf.
4. Sweden's Arctic north region is called the "land of the midnight sun" because the sun never sets during the summer months.
5. The cat gazed indifferently out to sea while they talked.
6. They followed him across the hall and the dining room and waited while he softly lifted the latch.
7. She was too old to be carried on her father's shoulders and too small to see very well unless she got to the edge of the crowd.

Review 11: For each sentence, circle the coordinating conjunction, underline the independent clauses, and insert commas where needed. If needed, refer to page 21 in your *Grammar and Writing Guide*.

1. Alice was getting tired and the rest of the afternoon became more and more blurred.
2. Alice ran across the clearing and picked a few more apples.
3. A dinner bell rang from the logging shed and everyone knelt to unstrap their snowshoes.
4. It will be very hot in the desert so please bring a lot of water.
5. The project sounds very difficult so we will do it with a cheerful heart.

UNIT 5

SPELLING DICTATION

Spelling dictation sentences can be listened to at goodandbeautiful.com/hst.



If needed, watch How to Complete Spelling Dictation on goodandbeautiful.com/hst.

1st Day

- #1: _____
- #2: _____
- #3: _____
- #4: _____
- #5: _____
- #6: _____
- #1: _____
- #2: _____
- #3: _____
- #4: _____
- #5: _____
- #6: _____
- #1: _____
- #2: _____
- #3: _____
- #4: _____
- #5: _____
- #6: _____

Spelling Sentences and Answers

1. You've sliced the cantaloupe, I've chopped the celery, we've grilled the asparagus, and Pam has steamed the broccoli.

[RULE: Place commas between a series of three or more words or phrases in a row.] [RULE: "I" is always capitalized in contractions that combine the word "I" with another word.]

2. Because the cologne is so strong, it's important to apply it sparingly.

[RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.] [RULE: IT'S is a contraction of the words IT IS or IT HAS. ITS is used as a possessive. (The cat licked its paws.) An apostrophe is usually used to show possession, but not with possessive pronouns such as ITS.]

3. Because you shared your beliefs so faithfully, a man who's been an atheist all his life is starting to believe in the gospel of Christ.

[RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.] [RULE: WHO'S is a contraction of WHO IS or WHO HAS.]

4. If you focus your life on accumulating wealth, you will miss the opportunity to learn benevolence.

[RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]

5. He bought me a bouquet of balloons, a calligraphy set, and an artificial diamond.

[RULE: Place commas between a series of three or more words or phrases in a row.]

6. The cinnamon protein bar that I ate for breakfast was absolutely atrocious.

UNIT 4

- Homophones: Fill in each blank with the correct word: THEIR, THEY'RE, or THERE.

Their house is lovely. They're [they are] coming soon. There are birds in the tree. The book is over there.

1. They're going to be late.
2. Is their brother going to college?
3. The campground is over there.
4. They're going to need their shoes when they walk over there.
5. There is a wonderful spirit of kindness in their home.

Write a sentence that uses the word THEIR.

Answers will vary.

Write a sentence that uses the word THEY'RE.

Answers will vary.

Write a sentence that uses the word THERE.

Answers will vary.

- Homophones: Fill in each blank with the correct word: WHOSE or WHO'S.

Whose coat is it? Who's [who is] ready?

1. Who's that little boy fishing at the pond?
2. I don't know whose shoes these are.
3. Do you know whose coat this is on the couch?
4. We need a teacher who's amiable and cheerful.

Write a sentence that uses the word WHOSE.

Answers will vary.

Write a sentence that uses the word WHO'S.

Answers will vary.

- ☐ Fill in each blank with the correct vocabulary word from the previous page: wary, rankled, stolid, dogged, quaint, furtive. These sentences are adapted from various classical books.

1. I could not tell how Peter felt, so stolid was his expression.
2. She stole a furtive glance over her shoulder to see if she was being followed.
3. The argument continued to rankle Eddie's mind long after everybody else had forgotten it.
4. The quaint little room was homely, yet friendly.
5. He looked at the basket with wary eyes, wondering if a mouse had gotten inside it.
6. You showed a dogged, unswerving loyalty.
7. After the accusations against Mr. Peterson, the townspeople were wary of him.
8. Faith's innocently uttered phrase rankled my heart for days. She had no idea how much her comment hurt.
9. She had lowered her book to her lap and was regarding the scene with stolid unconcern.
10. He was known for his dogged perseverance; he never gave up.
11. On the hillside below, lies the quaint old village of Lea with its curious little stone houses.
12. Diana preserved a discreet silence, but she and Anne exchanged furtive smiles of guilty amusement across the table.

- ☐ Use each word in a sentence as an adjective and as an adverb:

STOLID as an adjective: _____

STOLIDLY as an adverb: _____

WARY as an adjective: _____

WARILY as an adverb: _____

FURTIVE as an adjective: _____

FURTIVELY as an adverb: _____

Answers will vary.



MEMORIZATION

Complete anytime during the unit. (Note: No Greek and Latin roots practice is required for this unit.)

- ☐ Poetry Memorization (Practice for at least 10 minutes on two different days.)
- ☐ **Geography: Nordic Countries (Practice until mastered.)**

Note: in this section, items in bold will be on your unit check.

VOCABULARY

- ☐ For each vocabulary word below, write the definition and the synonym(s), using the information in the charts. To determine the correct information, study the vocabulary word in the example sentence.

Originals

feeling or showing caution about possible dangers or problems	stubbornly persistent, determined
charmingly unusual; attractively old-fashioned	angrily annoyed
showing little emotion or animation	attempting to avoid notice or attention

Synonyms

picturesque, charming	upset
cautious, suspicious	determined, persistent
sneaky, stealthy	impassive, unresponsive

1. **wary:** feeling or showing caution about possible dangers or problems

The little girl was wary of crossing the street without an adult.

Synonym(s): cautious, suspicious

2. **rankled:** angrily annoyed

The rankled coach tried to control his temper.

Synonym(s): upset

3. **stolid:** showing little emotion or animation

Father's stolid expression hid his secret glee.

Synonym(s): impassive, unresponsive

4. **dogged:** stubbornly persistent, determined

That dogged little goat pushed and prodded the fence until he found a new escape.

Synonym(s): determined, persistent

5. **quaint:** charmingly unusual; attractively old-fashioned

We stayed at a quaint country cottage in England.

Synonym(s): picturesque, charming

6. **furtive:** attempting to avoid notice or attention

A furtive glance, Ruth hoped went unnoticed, revealed there was a follower in the shadows.

Synonym(s): sneaky, stealthy

What are the 2-3 main supporting points of your thesis?

Sometimes it is necessary to research before giving your supporting points.

Answers will vary.



Each of the supporting points above will be a section in the body of your essay. Use the boxes below (or a separate document) to list facts, quotes, thoughts, and/or examples relating to your supporting point. Collect the required information for your sources because you will need to cite them.

Supporting Point 1:

Answers will vary.

Supporting Point 2:

Answers will vary.

Supporting Point 3:

Answers will vary.

Write a section for each supporting point. Then write your conclusion.

READING ASSIGNMENTS

- ☐ Spend _____ hours or more on your course reading challenge. (Time is determined by your teacher.)
- ☐ Finish reading *Into the Unknown* (Chapters 2 and 3).

WRITING

- ☐ Rewrite the paragraph in the box so that it contains the same facts but is more concise. If needed, review *Avoiding Wordiness & Redundancy* on page 68 of your *Grammar and Writing Guide*.

The river Rhine is sometimes known as the “heroic Rhine” for its fairy tale scenery. It is lined with fairy tale-like castles, terraced vineyards, and it is also lined with dramatic cliffs. It flows from the mountains of Switzerland, where it starts, through Western Germany to the North Sea where it ends. The Rhine is centrally located. The Rhine’s central location has caused it to be fought over. And it has also been used as the border of countries since Roman times. Today, it is a popular tourist destination. Its stunning scenery makes it a popular place for people to visit.

Answers will vary. Here is an example: Sometimes known as the

“heroic Rhine” for its fairy tale castles, terraced vineyards, and

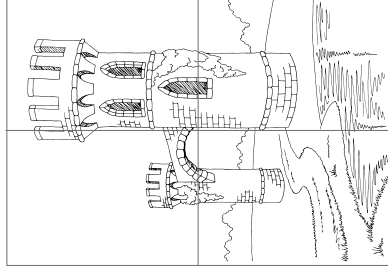
dramatic cliffs, this river flows from the mountains of Switzerland,

through Western Germany, to the North Sea. The Rhine’s central

location has caused it to be fought over and used as a border since

Roman times. Today, its stunning scenery makes it a

popular tourist destination. (Adapted from Foxnews.com, October 2012)



Practice line art drawing by copying the illustration above in the box below.



GRAMMAR, USAGE, & PUNCTUATION

- Read Absolute Phrases on page 11 of your Grammar and Writing Guide. Then complete the exercise. [Watch the video Unit 5—Exercise 1](#) on [goodandbeautiful.com/hs1](#).

Exercise 1: Set off the absolute phrases with commas.

Otto, his heart racing, walked into the room.	Anna, her voice filling with emotion, could not go on.
That being the case, I will have to leave now.	The birds, their singing so lovely, are already awake.
The puppy, muddy paws and all, dashed into the house.	Its wings spread wide, the eagle soared in the sky.
I continued, legs aching up the mountain path.	The test finished, Hank was finally able to relax.
Trina, book in hand, walked into the meadow.	Mr. Lambert, full of concern, asked if he could help.

- Read Comma Rule 1 (using commas in a series) on page 18 of your Grammar and Writing Guide if you are unsure of this rule. Then complete the exercise.

Exercise 2: Insert commas where needed.

- Nothing rankles me more than people who are rude, bad-mannered, and vulgar.
- Synonyms for the word stolid include impassive and dull.
- Synonyms for the word wary include cautious, distrustful, and suspicious.
- People with dogged personalities are stubborn, persistent, and determined.
- The wary girl did not trust me, did not trust Jane, and did not let us help her.
- Although he was furtive in his actions, I still noticed his quick, sly, and sneaky glances.
- Synonyms for the word quaint include charming, old-fashioned, and picturesque.

- Read Parallel Construction on page 31 of your Grammar and Writing Guide and complete the exercise.

Exercise 3: For each set, underline the sentence that uses parallel construction.

- The meeting was spent reviewing policies, analyzing problems with employees, and budgets.
 - The meeting was spent reviewing policies, analyzing problems with employees, and discussing budgets.
- He waved to us cheerfully and joyful.
 - He waved to us cheerfully and joyfully.
- I want my bedroom to be a bright and cheerful sanctuary.
 - I want my bedroom to be bright, cheerful, and a sanctuary.

POETRY WRITING

- Write an Emily Dickinson style nature poem. Use the boxes below to get you started. Include your poem with this unit when you turn it in.

Brainstorm Possible Topics for a Nature Poem—Be Specific
Examples: "The morning after a blizzard" or "The first bird of spring"

Answers will vary.



Circle one of the topics above. Brainstorm descriptive words and phrases about the topic.

Answers will vary.



Write the poem. Remember that the poem should be "Emily Dickinson Style." Her poems contained rhymes, but did not always have a perfectly consistent rhyme scheme. Also, her poems mainly followed a consistent meter, but not always.

EDITING PRACTICE

□ Edit the following sentences, using the marks on page 4 of your Grammar and Writing Guide.

- Greenland is the world's largest island and about 80% of the island is always covered by ice caps and glaciers. Its an ^{all}together icy island! (5 mistakes)
- Greenland is the same size as Spain, France, Great Britain, Germany, Italy, Austria, Switzerland and Belgium combined. However, ^{there} ~~they~~ are just 16 towns on the entire island, and none of them are connected by roads. Wide fjords, high mountains and ice sheets create ^a ~~an~~ barrier between the towns. (8 mistakes)
- Seal, whale, and reindeer are commonly eaten in Greenland. (2 mistakes)
- Greenland is geographically part of North America but ^{it's} ~~the~~ politically part of Europe. (5 mistakes)

From May 25th to July 25th, the sun is up continuously, and it never gets dark.

July is the only month when Greenland's temperature rises above freezing. (3 mistakes)

Greenland's official languages are Greenlandic and Danish but English is widely understood. Greenlandic is

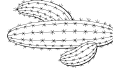
closely related to the language spoken by the Inuit people in Canada and Alaska. (3 mistakes)

Greenland's ice sheet holds approximately 7% of all the fresh water reserves on the earth. (4 mistakes)

Although winter's in Greenland are long and dark, they allow the opportunity of seeing the Northern Lights phenomenon in all ^{its} ~~the~~ glory. Because ^{there's} ~~there~~ little light pollution, the color's are ^{wonderfully} ~~wonderful~~ vivid. (7 mistakes)

An ice sheet, and many minor ice caps and glaciers cover Greenland ^{except} ~~except~~ for about 158,430 square miles of coastland and coastal islands. (4 mistakes)

- One day I want to be a published author, a master gardener, and raise a large family.
One day I want to be a published author, a master gardener, and a mother of a large family.
- After breakfast we are going to sweep out the garage, wash the cars, and weed the garden.
After breakfast we are going to spend time sweeping the garage, washing the cars, and weed the garden.
- My piano teacher is really good at teaching me to use correct fingering and explained why it is important.
My piano teacher is really good at teaching me to use correct fingering and explaining why it is important.
- I found frogs in the barn, beside the pond, the dog house, and the side of the garage.
I found frogs in the barn, beside the pond, next to the dog house, and by the side of the garage.
- In English Tammy learned to analyze poetry and to appreciate well-written literature.
In English Tammy learned about analyzing poetry and to appreciate well-written literature.
- We found the book well-written, humorous, and we thought it was wholesome.
We found the book well-written, humorous, and wholesome.
- Mrs. Jordan rewarded her students for their honesty during the test and concentrating well.
Mrs. Jordan rewarded her students for their honesty and concentration during the test.
- I strive to be honest with my fellowmen, true to my standards, and cheerfully serve others.
I strive to be honest with my fellowmen, true to my standards, and cheerful as I serve others.
- I like to go rock climbing, reading books, and taking naps.
I like rock climbing, reading books, and taking naps.



Exercise 4: By each word below, write either "desert" or "dessert" to signify which is more related to the word.

1. Lizard	desert	10. Snakes	desert
2. Abandon	desert	11. Camels	desert
3. Apple Pie	dessert	12. Ice Cream	dessert
4. Cactus	desert	13. Cheesecake	dessert
5. Joshua Tree	desert	14. Falcons	desert
6. Spice Cake	dessert	15. Cookie	dessert
7. Sand	desert	16. Sunshine	desert
8. Forsake	desert	17. Milkshake	dessert
9. Vacate	desert	18. Doughnut	dessert

Review 4: Insert commas where needed. For help, review Comma Rule 1 on page 18 of your *Grammar and Writing Guide*.

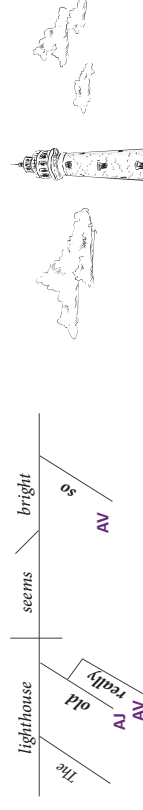
1. To prepare well for a job interview, research the company, practice interviewing, and carefully review the job description.
2. When interviewing for a job, you should turn off your phone, dress professionally, be on time, and bring extra copies of your resume.
3. While interviewing, it is helpful to maintain eye contact, smile, be honest and natural, and have some questions about the company or job prepared.
4. After you have an interview, you should follow up with a thank you note, an email, a hand-written note, or a phone call.

Review 5: For each of the following sentences, underline the correct choice and determine if it is an adjective or adverb. If needed, refer to pages 11–13 (rule #1, #2, #7) in your *Grammar and Writing Guide*.

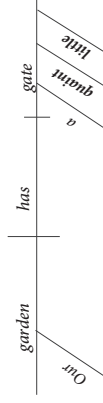
1. Learning to garden is (real | really) rewarding. (ADVERB | ADJECTIVE)
2. I feel (bad | badly) that Jane misunderstood my letter. (ADVERB | ADJECTIVE)
3. The music sounded very (nice | nicely). (ADVERB | ADJECTIVE)
4. The nurse treated me very (kind | kindly). (ADVERB | ADJECTIVE)

Review 6: Diagram the following sentences.

The really old lighthouse seems so bright.



Our garden has a quaint little gate.



REVIEW

Vocabulary

Refer to the beginning of the unit if needed.

- ☐ Complete the following activities.

Review 1: Draw a line from each word to its definition.

wary	attempting to avoid notice or attention
rankled	feeling or showing caution about possible dangers or problems
stolid	angrily annoyed
dogged	showing little emotion or animation
quaint	stubbornly persistent, determined
furtive	charmingly unusual; attractively old-fashioned

Review 2: For each word, write two appropriate SYNONYMS. (You may use an online thesaurus.)

wary	some options: cautious, suspicious, distrustful
rankled	some options: irritated, annoyed, irked
stolid	some options: impassive, indifferent, dull, emotionless
dogged	some options: determined, resolute, persistent
quaint	some options: charming, old-fashioned, picturesque
furtive	some options: secretive, stealthy, sneaky

Review 3: Write the correct vocabulary words on the blanks. If needed, refer to page 3 of this unit.

1. The rankled man demanded an immediate apology; he was fit to be tied!
2. I am always wary around Mr. Tanner; I don't trust him.
3. The windows of the quaint cottage glowed brightly, evidence of cheerful flames dancing in the fireplace.
4. His stolid, uninterested attitude lessened the excitement of the group.
5. He has such a dogged personality that I know he won't quit until the project is finished.
6. When Kate wasn't looking, I made a furtive attempt to hide her gift.

Review 12: Rewrite each sentence to fix faulty comparisons.

1. Abe's car has more problems than Ed does.

Abe's car has more problems than Ed's car has.

2. The museums in Paris are more interesting than Berlin.

The museums in Paris are more interesting than the museums in Berlin.

3. Pete is kinder than anyone I know.

Pete is the kindest man I know. OR Pete is kinder than any other person I know.

Review 13: For each sentence, circle the subordinating conjunction, underline the dependent clause, and insert commas where needed.

Read help? Watch the video Unit 5—Review 13 on goodandbeautiful.com/hs1.

1. They picked the apples because they were ripe.
2. Since we have so many apples, I will make pie.
3. Whenever Dad packs my lunch, he puts in an apple.
4. If you pick extra apples, I'll make apple strudel.
5. The birds twittered happily while we picked apples.
6. Since we have so many apples we give many away.

Review 14: For each sentence about good manners for interviewing, circle the coordinating conjunction(s), underline the independent clauses, and insert commas where needed.

Read help? Watch the video Unit 5—Review 14 on goodandbeautiful.com/hs1.

1. You should shake hands firmly when you meet for the first time and introduce yourself.
2. You should shake hands again when you get up to leave and thank the interviewer for having taken the time to meet with you.
3. Be pleasant and answer questions thoroughly but let the interviewer guide the conversation.
4. Confidence counts when you are interviewing so make sure that you maintain eye contact.
5. You should arrive early to the interview and make sure you know where it is so you are not late!
6. Manners really matter in an interview so do not chew gum, do not interrupt and do not slouch.
7. Turn off your phone during an interview or keep it on silent and out of sight.

Review 7: Write the correct word on each blank: ACCEPT or EXCEPT.

1. I love all sports except hockey.
2. Please accept my application for the position.
3. I cannot accept the expensive gift.

Review 8: Write the correct word(s) on each blank: ALL TOGETHER or ALTOGETHER.

It is altogether too early to go all together to Grandmother's house.

Review 9: Write the correct word on each blank: EFFECT or AFFECT.

1. I do not let Susan's negative attitude affect my positive opinion.
2. The new rules will take effect immediately.
3. Your actions affect those around you.

Review 10: Write the correct word on each blank: DESSERT or DESERT.

1. I will never desert you.
2. Let's stop and get dessert as soon as we get out of the desert.

Review 11: For each set, underline the sentence that uses parallel construction.

1. a. The afternoon was spent swimming, hiking, fishing, and lunch.
b. The afternoon was spent swimming, hiking, fishing, and eating lunch.
2. a. He helped us willingly and cheerfully.
b. He helped us willingly and cheerful.
3. a. I want my home to be peaceful, cheerful, and a place of encouragement.
b. I want my home to be peaceful, cheerful, and encouraging.
4. a. I will try hard to be a good friend, a dedicated student, and a helpful neighbor.
b. I will try hard to be a good friend, a dedicated student, and help my neighbor.
5. a. This summer I will spend time visiting the coast, hiking in the mountains, and swim in the lakes.
b. This summer I will spend time visiting the coast, hiking in the mountains, and swimming in the lakes.
6. a. My Spanish teacher spent time explaining correct verb tense and teaches us why it is important.
b. My Spanish teacher spent time explaining correct verb tense and taught us why it is important.

- ☐ **Homophones:** Fill in each blank with the correct word: THEIR, THEY'RE, or THERE.

Their house is lovely. **They're** [they are] coming soon. **There** are birds in the tree. The book is over **there**.

They're going to visit *their* aunt who lives on the hill over *there*.

Write a sentence that uses the words THEIR and THERE.

Answers will vary.

Write a sentence that uses the word THEY'RE.

Answers will vary.

- ☐ **Homophones:** Fill in each blank with the correct word: WHOSE or WHO'S.

Whose coat is it? **Who's** [who is, who has] ready?

Do you know *who's* been to Spain? Do you know *whose* mother lives in Spain?

- ☐ **Homophones:** Fill in each blank with the correct word: FORTH or FOURTH.

Our plans will go **forth**. I am **fourth** in line.

- I will go *forth* with faith.
- He was the *fourth* person to walk back and *forth* across that field.
- That was the *fourth* person that told me to include my address and so *forth*.

- ☐ **Homophones:** Fill in each blank with the correct word: WITCH or WHICH.

We should never act like a **witch**. Do you know **which** pet you want?

- Deuteronomy 18:10 says: "There shall not be found among you . . . any that useth divination, or an observer of times, or an enchanter, or a *witch*."
- I cannot choose *which* jacket to wear or *which* necklace to put on.
- Margaret was accused of being a *witch* during the Salem *Witch* Trials.
- Which* room needs to be cleaned the most?

SPELLING PRACTICE

- ☐ **Read and complete:**

Say the sentence below (in bold) 10 times, emphasizing the words in all caps and thinking of the spelling with E! In your mind each time you say the word. Check a box each time you say the sentence.

E! I bought **CAFFEINE** and **PROTEIN** on a **WEIRD LEISURE** trip to a **FOREIGN** country, but I **RECEIVED** a **COUNTERFEIT RECEIPT**.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Have someone quiz you on the following words:
caffeine protein weird foreign
received counterfeit receipt leisure

Write the sentence: *I bought caffeine and protein on a weird leisure trip to a foreign country, but I received a counterfeit receipt.*

- ☐ **Read and complete:**

We usually make a noun plural by adding S. But we add ES to words that end with SH, CH, Z, X, or S. We drop the Y and add IES to words that end with a consonant + Y. (Example: library - libraries)

Write the plural form of each of the following words:

paradox:	<i>paradoxes</i>	brooch:	<i>brooches</i>
cockroach:	<i>cockroaches</i>	waltz:	<i>waltzes</i>
tax:	<i>taxes</i>	quiz (needs 2 Zs):	<i>quizzes</i>
process:	<i>processes</i>	wristwatch:	<i>wristwatches</i>
success:	<i>successes</i>	mattress:	<i>mattresses</i>

When the word ends with a consonant + Y, change the Y to I before adding NESS or a suffix starting with a vowel.

Write the prefix or suffix + the word combined:

scary + er:	<i>scarier</i>	windy + est:	<i>windiest</i>
lovely + est:	<i>loveliest</i>	pretty + est:	<i>prettiest</i>
holy + er:	<i>holier</i>	tiny + ist:	<i>tiniest</i>

Write the following sentence, which contains some of the most commonly misspelled words:

I believe I lost my license at the government library last Wednesday.

I believe I lost my license at the government library last Wednesday.

consternation	feeling alarm or dismay <i>He stared at the bill with <u>consternation</u>, having no idea how he would pay it.</i>
incredulous	disbelieving <i>A murmur of <u>incredulous</u> amazement was heard.</i>
mollify	to soothe or soften <i>Your apology will <u>mollify</u> Miguel's hurt feelings.</i>
dilapidated	in a state of neglect or disrepair <i>The <u>dilapidated</u> house next door is going to be torn down.</i>

NEW VOCABULARY WORDS

- ☐ For each vocabulary word below, read the sample sentences to help you determine the definition of the word. Then write the definition on the blank line.

-
• —a strong feeling of dislike, opposition, or anger
• —strongly encourage or urge
• —excessive greed for wealth
•
• —unpleasantly damp or humid
• —cleverly skillful, resourceful, or ingenious
• —cheerful willingness, eagerness
•

exhort: strongly encourage or urge

The candidate exhorted her audience to get out and vote.

The preacher exhorted the congregation to follow the example of Jesus Christ.

dank: unpleasantly damp or humid

The children were terrified of the dank basement.

"This cavern is dark and dank," observed Miguel.

avarice: excessive greed for wealth

It was avarice that led her to a life of crime.

Charity is the antidote to avarice.

adroit: cleverly skillful, resourceful, or ingenious

An adroit presenter can always capture the audience's attention.

The children were entranced as the adroit potter transformed the clay.

alacrity: cheerful willingness, eagerness

Shantel accepted her mother's suggestion with alacrity.

Because he loved her, he completed the tasks with alacrity.

antipathy: a strong feeling of dislike, opposition, or anger

The antipathy of the rival teams was almost palpable.

Suzanne's antipathy was the result of a misunderstanding years ago.

- ☐ On goodandbeautiful.com/hs1, listen to the audio recording titled **Vocabulary—Unit 6**.

SPELLING DICTATION

Spelling dictation sentences can be listened to at goodandbeautiful.com/hs1.

1st Day

#1: _____

#2: _____

#3: _____

#4: _____

#5: _____

#6: _____

Spelling Sentences and Answers

[RULE: When combining two independent clauses (clauses that can stand on their own as sentences) with a coordinating conjunction (for, and, nor, but, or, yet, so), place a comma before the coordinating conjunction.] [TIP: Don't forget apostrophes in contractions.]

#1: 1. You're accumulating altogether too much debt, and I believe you'll have to declare bankruptcy.

#2: 2. The amateur ballerina is performing at the amphitheater by the cemetery on Old Town Boulevard. [TIP: Old Town Boulevard is a proper noun because it is the specific name of a place. Make sure ALL of the words of a proper noun are capitalized.]

#3: 3. There's too much cinnamon and coconut in this bizarre appetizer.

#4: 4. Who's ready to help me make artificial cauliflower, a burgundy scarf, and a bracelet? [TIP: WHOSE: the possessive case of WHO (Whose house is this?) WHO'S: contraction of the words WHO and IS (Who's coming?).] [RULE: Place commas between a series of three or more words or phrases in a row.]

#5: 5. My ancestor was an astronaut, and we both went to college in Arkansas.

#6: 6. The ancient Egyptians used aluminum to make chemicals, and they also had great advancements in medicine.

#1: _____

#2: _____

#3: _____

#4: _____

#5: _____

#6: _____



EFFECTIVE WRITING PRACTICE

Making Writing More Concise

- It is wonderful and important to add relevant, well-written, lovely description to writing. On the other hand, deleting unnecessary, repetitive words makes writing more effective. Read the examples below. Then for each sentence, cross out the unnecessary words.

Freddie and Matilda bought the book for a price of \$2.50.

I was disappointed to find out that the book will not be released until May.



- Ann left the book sitting out on the top of the table.
- Because of the fact that they were already late, Hector didn't want to interrupt the meeting.
- It is my opinion that healthy eating and physical exercise are important keys to wellness.
- Aleandra practices the saxophone daily in order to try to be a better musician.
- At one point in time, our army was surrounded on all sides by the enemy soldiers.
- Ako found two different books at the library to read.
- The scientific experiment will prove whether or not the earth is round or flat.
- The nurse based her assessment on past experiences that she has had.
- In order to help the child understand how to learn to hold the pencil correctly, I demonstrated.
- Gus asked Ed to repeat the instructions again.
- The manager expected each and every employee to cooperate together.
- I suddenly and abruptly awoke at 6:00 a.m. in the morning and looked out of the window.

Paragraph Rewrite: Cultural South Accent

- Rewrite the paragraph below in a way that is not plagiarism (and improve the sentences, if applicable) but retains the facts, which are common knowledge. If needed, review *Avoiding Plagiarism* on page 67 of your *Grammar and Writing Guide*. Type your paragraph and include it with your packet when you turn it in.

"One of the most important identifiers of the cultural South in the United States is the dialect with which its people speak. Southerners from the Eastern Shore (Maryland) to North Florida, and as far west as Texas speak with a very distinct accent that is different from the rest of the United States. The accent is typically described as having a "drawl" or "twang." Generally speaking, accents tend to be much heavier in rural areas. While Americans tend to speak about a single "Southern" dialect, there are actually a variety of dialects. The pronoun "y'all" (a contraction of "you all") is a well-known identifier of the Southern dialect." (<https://wikitravel.org/en/South>).

READING ASSIGNMENTS

- Spend _____ hours or more on your course reading challenge. (Time is determined by your teacher.)
- Read Chapters 1–6 of *Up From Slavery* by Booker T. Washington. (Note: If at all possible, have a parent, friend, sibling, or other relative read this book as well. In Unit 8, you will create discussion questions about the book and be asked to use those questions to have a discussion with someone who has recently read the book.)

- Answer the "Digging Deeper" questions.

- In Chapter 2, Booker T. Washington writes the following: "Mere connection with what is regarded as an inferior race will not finally hold an individual back if he possesses intrinsic, individual merit. Every persecuted individual and race should get much consolation out of the great human law, which is universal and eternal, that no matter under what skin found, is, in the long run, recognized and rewarded." It was extremely hard for newly freed slaves to receive an education and improve their lives. How did Booker T. Washington do so, despite his difficult circumstances? (Make sure to give an insightful, thorough answer with specific examples.)

Answers will vary.

- What did Chapters 1–6 of *Up From Slavery* teach you about the "dignity of labor"?

Answers will vary.

GRAMMAR, USAGE, & PUNCTUATION

- ☐ Read Comma Splices on page 21 of your *Grammar and Writing Guide*. Then complete the exercise.
[Need help?](https://www.goodandbeautiful.com/hs1) Watch the video [Unit 6—Exercise 1](https://www.goodandbeautiful.com/hs1) on [goodandbeautiful.com/hs1](https://www.goodandbeautiful.com/hs1).

Exercise 1: Cross out all the sentences that are comma splices.

1. A mentor will exhort you; I will encourage you. A mentor will exhort you; I will encourage you. A mentor will exhort you, and I will encourage you.	2. The walls were dank; the ceilings dripped with water. The walls were dank, and the ceilings dripped with water.
3. There's no avarice in doing good; there is avarice in being greedy. There's no avarice in doing good; there is avarice in being greedy.	4. The submarine was smelly and dank; there was no part that was not. In the dank submarine, nothing smelled good.
5. We were exhorted to do good; we followed the exhortation. When we were exhorted to do good, we followed the exhortation.	6. Her constant alacrity was a joy; her constant assistance was a blessing. Her constant alacrity was a joy, and her constant assistance was a blessing.
7. The queen wanted to abdicate the throne, but the people wanted her to stay. Although the queen wanted to abdicate the throne, the people wanted her to stay. The queen wanted to abdicate the throne; the people wanted her to stay.	8. When the anger in the room abated, it was a refreshing change. I felt the anger in the room abate; it was a refreshing change. I felt the anger in the room abate, and it was a refreshing change.

Exercise 2: Rewrite each sentence in bold two times, following the instructions on how to fix the comma splice.

The gymnast was adroit in body, the physicist was adroit in mind.

Fix with a comma and coordinating conjunction: The gymnast was adroit in body, and the physicist was adroit in mind.

Fix with a semicolon: The gymnast was adroit in body; the physicist was adroit in mind.

The storm finally abated, we survived.

Fix with a period: The storm finally abated. We survived.

ANNOTATING & SUMMARIZING

- ☐ Annotate and summarize the following passages by Booker T. Washington from his book *Sowing and Reaping*. Remember that a summary covers the major ideas of the text, not every detail.

“Young as well as old people should avoid the habit of speaking ill of others. The person who is always talking about somebody else must necessarily possess a low and cowardly nature. You may talk disparagingly of a person all your life, but if the person be good and honest you cannot permanently injure him. On the contrary, the gossip and vilifier usually gets the worst of it in the end. So, above all things, avoid the habit of talking about others.”

Answers will vary.

“A student should not be satisfied with himself until he has grown to the point where, when simply sweeping a room, he can go into the corners and crevices and remove the hidden trash which, although it should be left, would not be seen. It is not very hard to find people who will thoroughly clean a room which is going to be occupied, or wash a dish which is to be handled by strangers; but it is hard to find a person who will do a thing right when the eyes of the world are not likely to look upon what has been done. The cleaning of rooms and the washing of dishes have much to do with forming characters.”

Answers will vary.

Exercise 5: Cross out all the sentences that are comma splices.

1. He was the most amicable man ever, his wife was just like him— They came with great antipathy, they left as the fondest of friends: I feel ambivalent about the project, but I guess I will do it anyway.	2. We should go inside now, it's getting so cold: Because the wind is so loud, I can't hear you. Do not pick flowers here, it is private property: Since it will be dark soon, we should hurry.
--	--

Exercise 6: Rewrite each sentence in bold two times, following the instructions on how to fix the comma splice.
Serve her with kindness, it will help feelings of antipathy disappear.

Fix with a comma and coordinating conjunction: Serve her with kindness, and it will help feelings of antipathy disappear.

Fix with a semicolon: Serve her with kindness: it will help feelings of antipathy disappear.

Do not leave now, wait until the water abates.

Fix with a period: Do not leave now. Wait until the water abates.

Fix with a semicolon: Do not leave now: wait until the water abates.

Exercise 7: To reinforce Comma Rules 10 and 11, write three sentences that follow the instructions below. If needed, refer to page 20 in your *Grammar and Writing Guide*.

Write a sentence that uses a comma to separate a statement and a question. The sentence should end with the phrase "doesn't it?"

Answers will vary.

Write a sentence that uses a comma to separate contrasting parts of a sentence. The sentence should end with the phrase "but not always."

Answers will vary.

Write a sentence that uses a comma to separate a statement and a question. The sentence should end with the phrase "shouldn't we?"

Answers will vary.



- Read Comma Rule 10 and Comma Rule 11 on page 20 of your *Grammar and Writing Guide*. Then complete the exercise. *Need help?* Watch the video [Unit 6—Exercise 3](#) on [goodandbeautiful.com/hs1](#).



Exercise 3: Enter commas where needed. Does the comma separate contrasting parts of a sentence, or a statement from a question, or is a comma not needed at all? Circle the right choice.

1. **That's my watering can, not yours.**
no comma needed | separates contrasting parts of a sentence | separates a statement from a question
2. **I weeded most of the garden, but not all of it.**
no comma needed | separates contrasting parts of a sentence | separates a statement from a question
3. **You can help me stake these tomato plants today, can't you?**
no comma needed | separates contrasting parts of a sentence | separates a statement from a question
4. **The pumpkins actually grew very slowly, not quickly like I thought they would.**
no comma needed | separates contrasting parts of a sentence | separates a statement from a question
5. **Seth planted the carrot seeds and painted the garden gate with white paint like I asked.**
no comma needed | separates contrasting parts of a sentence | separates a statement from a question
6. **Working in the garden is so pleasurable, yet a lot of work.**
no comma needed | separates contrasting parts of a sentence | separates a statement from a question
7. **Those bugs will kill the squash plants, won't they?**
no comma needed | separates contrasting parts of a sentence | separates a statement from a question
8. **I really love working in the cool morning air, don't you?**
no comma needed | separates contrasting parts of a sentence | separates a statement from a question

Exercise 4: Read e.g./i.e. on page 53 of your *Grammar and Writing Guide*. For each sentence below, enter i.e. or e.g. on each blank line and insert commas where needed to set off contrasting parts of a sentence or statements from a question.

1. Our two directors, i.e., James and Tony, are brilliant, aren't they? | I love many types of animals, e.g., dogs, horses, rabbits, and monkeys, don't you?
2. A large number of employees, e.g., Ed and Sam, are hurting our sales, not helping. | I will help me make the three desserts, i.e., cake, cookies, and brownies, won't you?
3. I want to visit my favorite vacation spot i.e., Hawaii, don't you? | It happened yesterday, i.e., Tuesday, didn't it?
4. This backup drive, i.e., drive J, is mine, not yours. | I find small dogs, e.g., beagles and poodles, cute, yet hard to care for.

- ☐ Words that end with a CONSONANT + Y must have the Y changed to an I before adding a suffix:
Example: *happy* + *ness* = *happiness* (*not happyness*)

Write the word + suffix combined:

plenty + ful:	<u>plentiful</u>	busy + ness:	<u>business</u>
duty + ful:	<u>dutiful</u>	luxury + ous:	<u>luxurious</u>
fancy + ful:	<u>fanciful</u>	envy + ous:	<u>envious</u>
vary + ance:	<u>variance</u>	mercy + less:	<u>merciless</u>
pity + ful:	<u>pitiful</u>	bury + al:	<u>burial</u>
defy + ance:	<u>defiance</u>	rely + able:	<u>reliable</u>

- ☐ The words TO (I'm going to school), TOO (I'm too old, I helped, too), and TWO (I have two hands,) are often misused, even by teenagers and adults. Practice using these words correctly by filling in the blanks.

I am too tired to go to the lake today. I hope to go in two days. Will you come, too ? I would like to bring two picnic baskets. I hope that's not too much food.

- ☐ Read and complete:

El: I bought **CAFFEINE** and **PROTEIN** on a **WEIRD LEISURE** trip to a **FOREIGN** country, but I **RECEIVED** a **COUNTERFEIT RECEIPT**.

Read the sentence above aloud 10 times, emphasizing the words in all caps and thinking of the spelling with El in your mind each time you say the word. Check a box each time you say the sentence.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Write the sentence: I bought caffeine and protein on a weird leisure trip to a foreign country, but I received a counterfeit receipt.

Say the sentence 10 more times, emphasizing the words in all caps and thinking of the spelling with El in your mind each time you say the word. Check a box each time you say the sentence.

EDITING PRACTICE

- ☐ Edit the following sentences, using the marks on page 4 of your Grammar and Writing Guide.

1. ~~all together~~ ^{together} Love traditional Southern foods like fried chicken, biscuits ^{okra}, and collards ^{okra} don't you ^{okra} (5 mistakes)

2. The Antebellum South is general ^{okra} understood to be the southern states from the years 1830 to 1860. This is the time right before the Civil War ^{okra} isn't it? (2 mistakes)

3. Definitions of the Sounrs ^{okra} geographical borders are often flu ^{okra} and depend on the criteria used. (2 mistakes)

4. The Deep South is a subregion of the American Sou ^{okra} he Deep South always includes Georgia ^{okra} Louisiana, and mississippi. Sometimes, states like Tennessee ^{okra} Florida ^{okra} Texas, and South carolina are considered parts of the Deep South. (6 mistakes)

5. Gospel ^{okra} funk, jazz ^{okra} country, rhythm and blues, soul, rock and roll ^{okra} and bluegras ^{okra}. ^{okra} Delete the extra space. ^{okra} It started or were developed in the South ^{okra} (4 mistakes)

6. Traditional African-American Southern food is often called soul food ^{okra} not to be confused with the more spicy Cajun food that is also popular in the region. (2 mistakes)

SPELLING PRACTICE

- ☐ Homophones: Fill in each blank with the correct word: WHOSE or WHO'S.

Whose coat is it? Who's [who is] ready?

- Who's coming with me? I want to go see who's in the barn.
- Whose mittens have holes? I want to know who's ready to go.

REVIEW

Review 1

Parts of Speech Review

For each sentence, write the parts of speech on the blank lines.

Sentence #1: *Over by the red barn, I recently sat in deep peace beside the gentle stream.*

Concrete Noun(s)	<i>barn, stream</i>	Abstract Noun(s)	<i>peace</i>

Adjective(s)	red, gentle, deep	Adverb(s)	recently	Pronoun(s)	I
--------------	--------------------------	-----------	-----------------	------------	----------

Verb(s)	Article(s)	Preposition(s)
<i>sat</i>	<i>the (twice)</i>	<i>over, by, in, beside</i>

Sentence #2: *He always recites the poem with great expression.*

Concrete Noun(s)	<i>poem</i>	Abstract Noun(s)	<i>expression</i>
1. <i>poem</i> 2. <i>poem</i> 3. <i>poem</i> 4. <i>poem</i> 5. <i>poem</i> 6. <i>poem</i> 7. <i>poem</i> 8. <i>poem</i> 9. <i>poem</i> 10. <i>poem</i> 11. <i>poem</i> 12. <i>poem</i> 13. <i>poem</i> 14. <i>poem</i> 15. <i>poem</i> 16. <i>poem</i> 17. <i>poem</i> 18. <i>poem</i> 19. <i>poem</i> 20. <i>poem</i> 21. <i>poem</i> 22. <i>poem</i> 23. <i>poem</i> 24. <i>poem</i> 25. <i>poem</i> 26. <i>poem</i> 27. <i>poem</i> 28. <i>poem</i> 29. <i>poem</i> 30. <i>poem</i> 31. <i>poem</i> 32. <i>poem</i> 33. <i>poem</i> 34. <i>poem</i> 35. <i>poem</i> 36. <i>poem</i> 37. <i>poem</i> 38. <i>poem</i> 39. <i>poem</i> 40. <i>poem</i> 41. <i>poem</i> 42. <i>poem</i> 43. <i>poem</i> 44. <i>poem</i> 45. <i>poem</i> 46. <i>poem</i> 47. <i>poem</i> 48. <i>poem</i> 49. <i>poem</i> 50. <i>poem</i> 51. <i>poem</i> 52. <i>poem</i> 53. <i>poem</i> 54. <i>poem</i> 55. <i>poem</i> 56. <i>poem</i> 57. <i>poem</i> 58. <i>poem</i> 59. <i>poem</i> 60. <i>poem</i> 61. <i>poem</i> 62. <i>poem</i> 63. <i>poem</i> 64. <i>poem</i> 65. <i>poem</i> 66. <i>poem</i> 67. <i>poem</i> 68. <i>poem</i> 69. <i>poem</i> 70. <i>poem</i> 71. <i>poem</i> 72. <i>poem</i> 73. <i>poem</i> 74. <i>poem</i> 75. <i>poem</i> 76. <i>poem</i> 77. <i>poem</i> 78. <i>poem</i> 79. <i>poem</i> 80. <i>poem</i> 81. <i>poem</i> 82. <i>poem</i> 83. <i>poem</i> 84. <i>poem</i> 85. <i>poem</i> 86. <i>poem</i> 87. <i>poem</i> 88. <i>poem</i> 89. <i>poem</i> 90. <i>poem</i> 91. <i>poem</i> 92. <i>poem</i> 93. <i>poem</i> 94. <i>poem</i> 95. <i>poem</i> 96. <i>poem</i> 97. <i>poem</i> 98. <i>poem</i> 99. <i>poem</i> 100. <i>poem</i>			

Adjective(s)	<i>great</i>	Adverb(s)	<i>always</i>	Pronoun(s)	<i>he</i>
--------------	--------------	-----------	---------------	------------	-----------

Verb(s)	Article(s)	Preposition(s)
<i>recites</i>	<i>the</i>	<i>with</i>

Review 2: Diagram the following sentences.
Need help? Watch the video Unit 6—Review 2
 on goodandbeautiful.com/hs1.



Tony deeply enjoyed the challenging book.

	Tory		(you)	
	enjoyed	book	Take	rest
u	deeply	the	a	long
v	challenging	really		

The Good & the Beautiful

22 © Jenny Phillips

Unit 6

REVIEW

As you complete the following review exercises, enjoy more artwork by Nikolai Astrup, the Norwegian artist you studied in the last unit.

- ☐ For the following sentences, underline the absolute phrase and insert commas where needed. Remember, unlike a normal modifier that just modifies a word in a sentence, an absolute phrase modifies a whole sentence. Review page 11 in your *Grammar and Writing Guide* if you need help.



"Rhubarb" 1911-1912

1. We'll pick rhubarb tomorrow weather permitting.
 2. The sun having risen we go into the garden.
 3. The bird its voice floating through the air sat and watched the mother and son work.
 4. The mother her heart pounding loves working.
 5. The boy fingers working carefully helps pull weeds.
 6. Rhubarb picked they left the garden.
 7. Pie baking in the oven they couldn't wait to eat.
 8. The boy hands digging in the dirt enjoys the morning.
- ☐ For each pair of sentences below, underline the sentence that avoids a faulty comparison.

"March Mairaid Night" 1020



1. A. The hills behind my house are more beautiful.
B. The hills behind my house are more beautiful
in the evening than at midday.
2. A. I like the countryside more than Jill does.
B. I like the countryside more than Jill.
3. A. The air here is cooler than Paris.
B. The air here is cooler than the air in Paris.
4. A. Nikolai Astrup is my favorite.
B. Nikolai Astrup is my favorite artist.
5. A. Norway is longer than any country in Europe.
B. Norway is the longest country in Europe.

Unit 6

UNIT 7

Good & Beautiful High School 1 - Language Arts

SPELLING DICTATION

Spelling dictation sentences can be listened to at goodandbeautiful.com/hs1.



If needed, watch How to Complete Spelling Dictation on goodandbeautiful.com/hs1.

1st Day

Spelling Sentences and Answers

-THEY'RE: a contraction of the words THEY ARE (They're ready to go.)
-THEIR: belonging to them (Their kitten is cute.)
-THERE: existence in or to the place (There is hope. | The cat is over there.)

- Because their captain was vigilant, an absolutely huge catastrophe was avoided.
[RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]
- If you don't breathe deeply, you won't have enough breath to blow up the balloon.
[RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]
- When I lived on the beautiful isle, I grew celery, asparagus, cauliflower, and cantaloupe.
[RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]
[RULE: Place commas between a series of three or more words or phrases in a row.]
- Their father did not give me an adequate address, so I could not find the accommodations.
[RULE: When combining two independent clauses (clauses that can stand on their own as sentences) with a coordinating conjunction (for, and, nor, but, or, yet, so), place a comma before the coordinating conjunction.]
- The burglar stole Susan's bracelet, but it was made with artificial jewels.
[RULE: When combining two independent clauses (clauses that can stand on their own as sentences) with a coordinating conjunction (for, and, nor, but, or, yet, so), place a comma before the coordinating conjunction.]
- There are so many beautifully written and appropriate books to read, so we should choose our reading material carefully, don't you think?
[RULE: When combining two independent clauses (clauses that can stand on their own as sentences) with a coordinating conjunction (for, and, nor, but, or, yet, so), place a comma before the coordinating conjunction.]
[RULE: In a sentence separate a statement and a question with a comma.]

UNIT 6

Good & Beautiful High School 1 - Language Arts

"Success always leaves footprints."
 —Booker T. Washington



Practice line art drawing by copying the picture of the foot.

Vocabulary

Refer to the beginning of the unit if needed.

- ☐ Complete the following activities.

Review 3: On goodandbeautiful.com/hs1, listen to the audio recording titled Vocabulary—Unit 6 again.

Review 4: For the sentences below, fill in each blank with the correct vocabulary word:

EXHORT, DANK, AVARICE, ADROIT, ALACRITY, ANTIPATHY.

- I exhort you to obey the king's command with alacrity if you want to avoid the dank, dark dungeon.
- That man is, perhaps, an adroit speaker, but his heart is full of avarice. His heart is set on riches, and he has a secret antipathy toward sharing anything he owns.

Review 5: Write a sentence that uses each vocabulary word.

- exhort _____
- dank _____
- avarice _____
- adroit _____
- alacrity _____
- antipathy _____
- Answers will vary.*

GRAMMAR, USAGE, & PUNCTUATION

- Study Compound Items on page 21 of your *Grammar and Writing Guide*. Then complete the exercise.
- Exercise 1:** Underline whether each sentence contains: a compound subject, a compound verb, a compound direct object, or a compound prepositional phrase. As you do so, enjoy the painting by Nikolai Astrup, the Norwegian artist you studied in this course. feedhelp.org Watch the video [Unit 7—Exercise 1](http://www.goodandbeautiful.com/hs1) on www.goodandbeautiful.com/hs1.
- | | |
|--|--|
| 1. Anna and her aunts walk through the village.
Compound Item: Subject Verb Phrase Direct Object Prepositional Phrase | 7. The leaves and the grass make a peaceful rustling sound in the wind.
Compound Item: Subject Verb Phrase Direct Object Prepositional Phrase |
| 2. We will soon sit down and eat together.
Compound Item: Subject Verb Phrase Direct Object Prepositional Phrase | 8. On the hillside and under the trees, the sheep graze peacefully.
Compound Item: Subject Verb Phrase Direct Object Prepositional Phrase |
| 3. The shadows fall on the hillside and on the field.
Compound Item: Subject Verb Phrase Direct Object Prepositional Phrase | 9. The otters splashed and played.
Compound Item: Subject Verb Phrase Direct Object Prepositional Phrase |
| 4. The artist used oil paints and a brush.
Compound Item: Subject Verb Phrase Direct Object Prepositional Phrase | 10. We will walk through the valley and up the hill.
Compound Item: Subject Verb Phrase Direct Object Prepositional Phrase |
| 5. The waterfall rumbles and crashes in the distance.
Compound Item: Subject Verb Phrase Direct Object Prepositional Phrase | 11. They walk slowly and enjoy the cool breeze.
Compound Item: Subject Verb Phrase Direct Object Prepositional Phrase |
| 6. In the afternoon we'll eat soup and bread.
Compound Item: Subject Verb Phrase Direct Object Prepositional Phrase | |

"Formstead in Julester," 1902



EFFECTIVE WRITING

- For each sentence below, cross out the unnecessary words.
- | | |
|--|---|
| 1. The manager expected each and every employee to cooperate together. | 5. It has been proven and verified that getting sufficient sleep is an important factor for good health. |
| 2. The next step of our current project that we are working on is to find something that is perfectly and flawlessly round in shape. | 6. My sister, who is employed as an employee at the university, will quit her job at some point in time. |
| 3. Guillermo asked Tonya to repeat the instructions again. | 7. It is crucial that Melanie really should definitely train us on learning the rules before we begin the work we need to start tomorrow. |
| 4. The professor invited her students to imagine a mental image of clouds floating up in the sky. | 8. At the present time the store is currently closed. |



The clock ticked.

- Rewrite the sentence in the box two different ways so it does not start with the article THE.
1. *Answers will vary. Here are some options: Steadily, the clock ticked. | With a perfect steadiness, the clock ticked. | Echoing loudly in the small room, the clock ticked.*

- Read the section titled Using Transitions on page 90 of your *Grammar and Writing Guide*. Use the information you learn to complete the assignment below.
- **Booker T. Washington Rewrite:** Imagine that you wrote the following paragraphs. Rewrite them, varying the first words of the sentences and the sentence length and structure. Divide it into logically ordered paragraphs. Use at least six transitional words or phrases. Type and print your assignment, circle or highlight the transitional phrases, and include the assignment with your unit when you submit it. (The text is adapted from *A Boys' Life of Booker T. Washington* by Walter Jackson.)

Booker T. Washington was an energetic man. He shunned idleness. There was not a lazy bone in him. He did his work thoroughly and carefully. He loved his work. Few other men ever did so much work in a lifetime. He used every moment wisely.

He was an honest man. He was honest in his personal life. He was honest in his business. He was honest, frank, and open in his speeches and his writings. He looked facts squarely in the face. He always did what he said he would do. His words were never meant to flatter or deceive. His words were always sincere and truthful. He had a good sense of right and wrong. He

knew the right thing to do and to say, and he did it and said it.

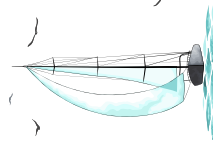
He had will power. He made up his mind about things, and, when he had made a decision, he could not be discouraged nor turned aside. He would see his plans through, and he would stand by his convictions to the last.

Booker T. Washington was born a slave. He was born in poverty and ignorance. He became a great leader. He became a great orator. He became a great teacher. He taught and inspired thousands of people. His life still teaches and inspires thousands of people today.

Read Comma Rule

3 on page 19 of your Grammar and Writing Guide, focusing on the section "Interrupting Dependent Clauses."

Then complete the exercises. Watch the video Unit 7—Exercise 4 on goodandbeautiful.com/hs1.



Exercise 4: For each sentence, underline the dependent clause, and insert commas where needed.

- Manuel although I had already told him no tried to cajole me into taking him sailing.
- Dad and I because the water had not yet abated used a boat to travel.

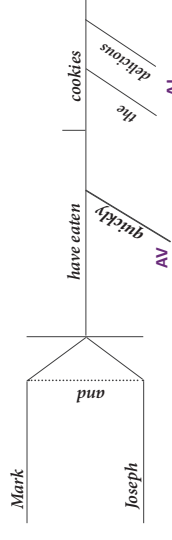
Exercise 5: For each sentence underline the reasons that a comma or commas are used.

- I love watching the seagulls sail across the sky, don't you?
A. contrasting parts of a sentence | B. separating a statement from a question | C. interrupting dependent clause
- Gracie and I, unless you tell us not to, are going to take a walk on the beach.
A. contrasting parts of a sentence | B. separating a statement from a question | C. interrupting dependent clause
- I stayed on the beach, though the sun was setting, and watched the seagulls.
A. contrasting parts of a sentence | B. separating a statement from a question | C. interrupting dependent clause
- I changed my strategy, not my goal, for using my time more wisely.
A. contrasting parts of a sentence | B. separating a statement from a question | C. interrupting dependent clause
- Ellen said she would come and help, but only on her terms.
A. contrasting parts of a sentence | B. separating a statement from a question | C. interrupting dependent clause
- You will help me carry these fish home, won't you?
A. contrasting parts of a sentence | B. separating a statement from a question | C. interrupting dependent clause
- Two life guards, rather than just one, made sure the swimmers were safe.
A. contrasting parts of a sentence | B. separating a statement from a question | C. interrupting dependent clause

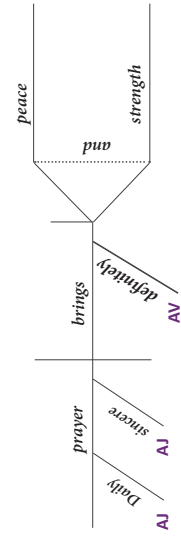
- Study Step 8 of sentence diagramming on page 6 of your Grammar and Writing Guide. Then diagram the sentences. Watch the video Unit 7—Exercise 2 on goodandbeautiful.com/hs1.

Exercise 2

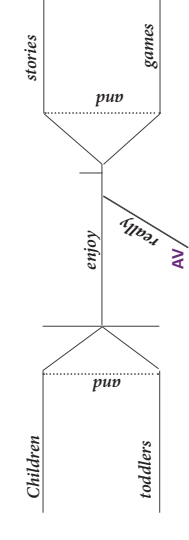
Mark and Joseph have quickly eaten the delicious cookies.



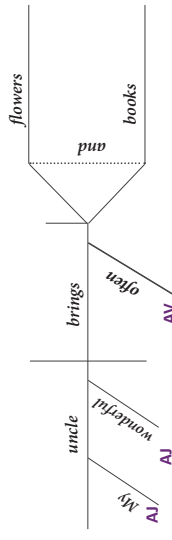
Daily, sincere prayer definitely brings peace and strength.



Children and toddlers really enjoy stories and games.



My wonderful uncle often brings flowers and books.



Exercise 3

- I do not know anyone who likes this book.
- I would give any one of these gifts to you.
- Is anyone home?
- I don't think I can pick any one of those prickly weeds.
- You can give this apple to any one of the boys.
- The king chose not to abdicate any one of his responsibilities; he wanted to fulfill all his duties.
- Does anyone know when these flood waters will abate?
- Any one of those amicable girls would make a good employee.
- I would choose any one of Dad's brothers to do the job.



EDITING PRACTICE

- Edit the following sets of sentences—adapted from the writings of Booker T. Washington—using the marks on page 4 of your *Grammar and Writing Guide*.

1. You will sometimes find two people who get up in the morning that is overcast.

~~There~~ ~~their~~ are shadows, and it is a damp, wet, rainy, uninviting morning. One of these people will speak of the morning as being gloomy, ~~they~~ ^{they}’ll speak of the mud puddles about the house, the rain, and all the disagreeable features. The second person, the one ~~whose~~ ^{who’s} schooled himself to see the brighter side of life,

the beautiful things in life, will speak of the beauties in the rain drops and the freshness of the newly bathed flowers, shrubs, and trees. Even though ~~these~~ ^{there} is a gloomy and generally disconsolate appearance of things, he will find something attractive in the scene outside, ~~he~~ ^{he} will discover something in the gloomy morning that will cheer him. (13 mistakes)

2. When you go into the classrooms to recite your lessons, do not dwell upon any weakness in the presentation of the lesson. All teacher’s make mistakes sometimes. It’s an excellent teacher and a person of fine character who, when he or she has made a mistake, says frankly and plainly, “I have made a mistake,” or “I don’t know.” (5 mistakes)

3. ~~There~~ ^{there} are some people who are so constantly looking on the dark side of life that they cannot see anything but that side. Everything that comes from ~~these~~ ^{their} mouths is unpleasant, ~~they~~ ^{they} make the whole atmosphere around them unpleasant for themselves and for everybody with whom they come in contact. Such people are surely undesirable, ~~I~~ have seen people coming up the road who caused me to feel like wanting to cross over on to the other side of the way so as not to meet them. I didn’t want to hear ~~these~~ ^{their} tales of misery and woe. I had heard those tales so many times that I didn’t want to get into the atmosphere of the people who told them. (9 mistakes)



ANNOTATING & SUMMARIZING

- Annotate and summarize the following passages by Booker T. Washington from his book *Sowing and Reaping*.

“No person can hope to succeed who does not make careful preparation before he undertakes any sort of work; and the more thorough his preparation, the more successful he will likely be. An ordinary life, in this active, pushing age, does not amount to a great deal unless it is carefully lived, and it cannot be carefully lived unless it is carefully planned. Many are going to succeed or fail in life just in proportion as they are wise in laying the foundation upon which character and reputation are to be built. It is very often said that the man who has succeeded is fortunate. It is not so. Fortunate persons, in nine out of ten cases, are those who have had sense enough to lay their plans and bend all of their energies to accomplish what they have laid out.”

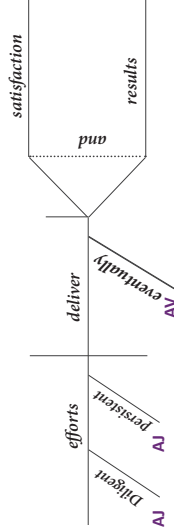
Answers will vary.

“We are constantly being confronted with opposites in almost everything with which we come into contact, both in the material and spiritual sense. Nature, in giving us day and night and alternation of seasons, furnishes a very clear illustration of my meaning. If we are not successes we are failures. Success or failure depends very largely upon the side of life we choose. Every person desires to choose either the higher or the lower side of life, and with the choice a determination is made to live for higher or for lower things. It is evident that if a person chooses the higher side of life, and lives up to his choice, he will succeed; but, on the other hand, if he chooses the lower side of life he will fail. ‘The way of the transgressor is hard.’ There is no escape.”

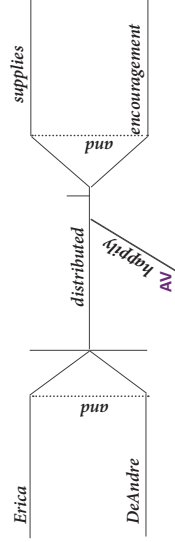
Answers will vary.

Review 3: Diagram the following sentences. [Watch Unit 7—Review 3 on goodandbeautiful.com/hs1.](#)

Diligent, persistent efforts eventually deliver satisfaction and results.



Erica and DeAndre happily distributed supplies and encouragement.



Review 4: Write the correct word on each blank: ACCEPT or EXCEPT.

The judges will accept all submissions except for late entries.

Review 5: Write the correct word on each blank: ALL TOGETHER or ALTOGETHER.

We would like to drive all together, but our group is so large that it is altogether impossible.

Review 6: Write the correct word on each blank: ANYONE or ANY ONE.

- With the second pick, Samuel could choose any one of the remaining athletes.
- "Will anyone volunteer to drive the donations to the soup kitchen?" Else inquired.
- Margaret believed any one of the job candidates could succeed in the position.

Review 7: For each sentence below, enter i.e. or e.g. on each blank line and insert commas where needed to set off contrasting parts of a sentence or statements from a question.

- Two of the patients, i.e., Liam and Ethan, are getting worse, not better.
- I enjoy several genres of literature (e.g., biography and historical fiction), don't you?
- It rained yesterday, i.e., Tuesday, didn't it?

REVIEW

Review 1: Write the correct vocabulary words in the blank. Choose from ABATE, ABDICATE, AMICABLE, AMBIVALENT, CAJOLE, COPIOUS, CULPABLE, BRAZEN. If needed, refer to the beginning of this unit.

- The company appealed to the government to abate the tax burden.
- You cannot abdicate your parental responsibilities to others.
- Mrs. Winston was disappointed by the students' brazen cheating.
- Ashante's relationship with her mother-in-law is surprisingly amicable.
- You should never let your friends cajole you into doing what you know is wrong.
- Because Julia is so amicable, she is the peacemaker in her family.
- Franco's attorney presented a copious amount of evidence in his defense.
- By watching and doing nothing to help, Bethany and Eric were also culpable.
- After months of hard work and skillful care, the farmer was blessed with a copious harvest.
- "I am not culpable for their mistakes," LaShonda reasoned.
- The brazen thieves robbed the credit union in the middle of the day.
- Even after the debate, Hector was ambivalent about the candidates for Congress.
- As a mother, Eva had learned that it was much more effective to cajole than to threaten.
- The children felt ambivalent about moving to a new town; they were excited, yet worried.
- After years of faithful service, the school board chair realized it was time for her to abdicate.
- Nothing could abate Neal's excitement for the upcoming theater production.

Review 2: For each of the following sentences, underline the correct choice and determine if it is an adjective or adverb. If needed, refer to pages 11–13 (rule #1, #2, #7) in your *Grammar and Writing Guide*.

- Hiking on this trail is (real | really) exciting. (ADVERB) ADJECTIVE
- I feel (bad | badly) that Jane can't come with us. ADVERB | (ADJECTIVE)
- The rope is wound so (tight | tightly). (ADVERB) ADJECTIVE
- You acted very (kind | kindly). (ADVERB) ADJECTIVE

UNIT 8

High School 1 - Language Arts



MEMORIZATION

Complete anytime during the unit.

- ☐ Year 1 Greek & Latin Roots (Practice for 5–10 minutes on two different days.)
- ☐ Poetry Memorization (Practice for at least 10 minutes on three different days.)
- ☐ Geography: The Middle East (Practice until mastered.)

VOCABULARY

- ☐ For each vocabulary word below, read the sample sentences to help you determine the definition of the word. Then write the definition on the blank line.

—wanting to avoid exertion; lazy

—excessively particular, critical, or demanding; hard to please

—obviously wrong or offensive

—seeming to be genuine, but actually false, deceitful

—very wealthy, luxurious, lavish

—lacking significance or meaning; empty, silly

Note: In this section, items in bold will be on your unit check.

flagrant: obviously wrong or offensive
The attack was a flagrant violation of the countries' peace treaty.

fastidious: excessively particular, critical, or demanding; hard to please
The inspector searched the package with a fastidious attention to detail.

spurious: seeming to be genuine, but actually false, deceitful
Trent believed he was the target of spurious accusations because of his beliefs.

opulent: very wealthy, luxurious, lavish
It was unclear how Marie could afford such an opulent lifestyle.

indolent: wanting to avoid exertion; lazy
Cassandra's indolent nephew watched television for three hours instead of mowing the lawn.

inane: Lacking significance or meaning; empty, silly
Amelia was tired of wasting her time watching such inane TV shows.

- ☐ On goodandbeautiful.com/hs1, listen to the audio recording titled Vocabulary—Unit 8.

SPELLING DICTATION

Spelling dictation sentences can be listened to at goodandbeautiful.com/hs1.

1st Day



If needed, watch How to Complete Spelling Dictation on goodandbeautiful.com/hs1.

#1: _____

#2: _____

#3: _____

#4: _____

#5: _____

#6: _____

Spelling Sentences and Answers

[RULE: When combining two independent clauses (clauses that can stand on their own as sentences) with a coordinating conjunction (for, and, nor, but, or, yet, so), place a comma before the coordinating conjunction.] [TIP: Don't forget possessive apostrophes.]

- You're accumulating altogether too much debt, and I believe you'll have to declare bankruptcy.
- The amateur ballerina is performing at the amphitheater by the cemetery on Old Town Boulevard. *[Tip: Old Town Boulevard is a proper noun because it is the specific name of a place. Make sure ALL of the words of a proper noun are capitalized.]*
- There's too much cinnamon and coconut in this bizarre appetizer.
- Who's ready to help me make an artificial cauliflower, a burgundy scarf, and a bracelet? *[Tip: WHOSE: the possessive case of WHO (Whose house is this?) WHO'S: contraction of the words WHO and IS (Who's coming?).] [RULE: Place commas between a series of three or more words or phrases in a row.]*
- My ancestor was an astronaut, and we both went to college in Arkansas.
- The ancient Egyptians used aluminum to make chemicals, and they also made great advancements in medicine.

#1: _____

#2: _____

#3: _____

#4: _____

#5: _____

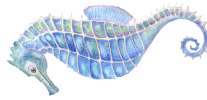
#6: _____

GRAMMAR, USAGE, & PUNCTUATION

- Read Quotation Punctuation on page 39 of your *Grammar and Writing Guide*. Then complete the exercises. [Need help?](#) Watch the video Unit 8—Exercise 1 on goodandbeautiful.com/hs1.

Exercise 1: Insert commas where needed. Place triple underlines under words that should be capitalized. Use the mark ~ to indicate that a punctuation mark should change places with the quotation mark.

Example: Grant asked ~~~~~ "have you heard Dad's new song?"



1. "If you want to continue working on this sea horse study," said the professor, "you cannot continue your indolent behavior. Everyone needs to work hard!"
2. "Did you know," asked Ron, "that Carson was ejected from the game because of the flagrant foul he committed?"
3. The police officer said, "your flagrant disregard for the speed limit is a problem".
4. Lacey complained, "my toddler is refusing to eat the squash. He has become such a fastidious eater!"
5. "This cavern is dark and dank," observed Miguel.
6. Paisley thinks the charges are "spurious and ridiculous".
7. I asked, "How does Marie afford such an opulent lifestyle?"

A quotation that is inside of another quotation is called a **nested quotation** and should be set off with single quotation marks.

Trent replied, "I heard Melanie say, 'I'm the one responsible.'"

The preacher declared, "Jesus said to 'love one another; as I have loved you' when He was teaching His disciples."

Maxim: a short statement expressing a general truth or rule of conduct

Exercise 2: Circle double quotes that should be single quotes.

1. Mr. Harris said, "My mother always used the maxim Cleanliness is next to godliness." When I was a boy."
2. "When Dad said Faith will move mountains, I could feel his trust in God," said Aunt Katherine.
3. "My mother," explained Elise, "said to me, Honesty is the best policy."
4. Wendy smiled. "You always tell me that laughter is the best medicine, and you are right!"
5. "Mom always uses maxims," I said. "For example, yesterday she said, Better late than never, when I told her I hadn't cleaned my room."

ANNOTATING & SUMMARIZING

- Annotate and summarize the following passages by Booker T. Washington from his book *Sowing and Reaping*.

"It is a useless effort for any man to attempt to do a thing unless he knows definitely what he desires to accomplish. By far the greater portion of human wrecks on the highway of life are responsible for their own failures, simply because they started out with no definite end in view; or because such view as they may have had was of the vague sort, which is often worse than no sort."

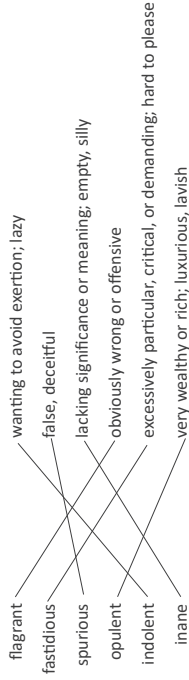
Answers will vary.

"One of the greatest temptations young people have, who live on the lower side of life, is to engage in profane, vulgar, and boisterous conversation. The nature of a person's conversation largely determines what he is. Young people especially should seek to converse with persons whose conversation, whose thought, is pure and refined. The influence of unhealthy conversation is so great that nothing can counteract the harm it does a person's character. If a young person finds himself associated with a person of either sex who has no regard for healthy thinking and pure expression, he should rid himself of the association. If he does not do so, he will eventually fall to the level of his companion. It is true that 'birds of a feather flock together.'"

Answers will vary.

REVIEW

Review 1: Draw a line from each word to its definition.



Review 2: Write the correct vocabulary word on each blank.

- Brandon was determined to change his indolent habits and study every day.
- After a few days, Wendi became frustrated with the fastidious job duties of the assembly line.
- As a professional athlete, Mario could easily afford his opulent lifestyle.
- The inspectors found convincing evidence of flagrant violations of safety standards.
- Instead of enlightening and uplifting, Charlotte found the novel to be inane.

Review 3: For each word, write two appropriate SYNONYMS. (You may use an online thesaurus.)

spurious	some options: <i>false, phoney, contrived, deceptive</i>
inane	some options: <i>foolish, silly, vapid, meaningless</i>
opulent	some options: <i>affluent, lavish, pretentious, extravagant</i>

Review 4: For each of the following sentences, underline the correct choice and determine if it is an adjective or adverb. If needed, refer to pages 11–13 (rule #1, #2, #7) in your *Grammar and Writing Guide*.

- “Well, that went (bad | badly),” Justin lamented. (ADVERB | ADJECTIVE)
- Enrique was forced to make a (quick | quickly) decision. (ADVERB | ADJECTIVE)
- I am grateful for neighbors who are so (kind | kindly). (ADVERB | ADJECTIVE)
- They were (real | really) excited to discover the truth. (ADVERB | ADJECTIVE)
- Anita was surprised that the sloth was so (slow | slowly). (ADVERB | ADJECTIVE)
- Liza’s phone rang quite (loud | loudly) during the play. (ADVERB | ADJECTIVE)

Exercise 3: in the passage below from *Just David* by Eleanor H. Porter, insert commas where needed. Place triple underlines under words that should be capitalized. Use the ~ mark to indicate that a punctuation mark should change places with the quotation mark.

“Are all these things you’ve been doing all day useful labor?”

Mrs. Holly lifted dripping hands from the dishpan and held them suspended for an amazed instant.

“Are they—Why, of course they are! What a silly question! What put that idea into your head, child?”

“You see, it’s so different from what Father used to call them.”

“Different?”

“Yes, he said they were a necessary nuisance—dishes, and getting meals, and clearing up—and he didn’t do half as many of them as you do, either.”

“Nuisance, indeed?” Mrs. Holly resumed her dishwashing with some asperity. “well, I should think that might have been just about like him.”

“Yes, it was. He was always that way,” nodded David pleasantly. Then, after a moment, he queried, “aren’t you going to walk at all today?”

“To walk? Where?”

“Why, through the woods and fields—anywhere.”

“Walking in the woods, NOW—JUST WALKING? Land’s sake, boy, I’ve got something else to do!”

“Oh, that’s too bad, isn’t it?” David’s face expressed sympathetic regret.

- ☐ Read *Biannual/Biennial* and *Bi/Semi* on page 49 of your *Grammar and Writing Guide*. Then complete the exercise.

Exercise 4: Circle T (for true) or F (for false).

- 1. T or F:** If a marathon is held biannually, it means twice a year.
- 2. T or F:** A fund raiser held semiannually means it is held every other year.
- 3. T or F:** If you want to have a meeting twice a week, it would be less ambiguous to say the meeting will be held semiweekly than biweekly.
- 4. T or F:** If a talent show is held biennially, it means every two years.
- 5. T or F:** An award banquet held semiannually happens just once a year.

Review 10: Complete the following for the passage below from *Just David* by Eleanor H. Porter: 1) insert commas where needed; 2) place triple underlines under words that should be capitalized; 3) use the ~ mark to indicate that a punctuation mark should change places with the quotation mark; and 4) indicate where double quotes should be replaced with single quotes.

Miss Holbrook rose to her feet.

"For Heaven's sake, boy, who, and what are you?" she demanded. "can YOU read Latin?"

"Why, of course! Can't you?" With a disdainful gesture, Miss Holbrook swept this aside.

"Boy, who are you?" she demanded again impatiently.

"I'm David. I told you."

"But David who? where do you live?"

The boy's face clouded.

"I'm David—just David. I live at Farmer Holly's now; but I did live on the mountain with—Father, you know."

A great light of understanding broke over Miss Holbrook's face. She dropped back into her seat.

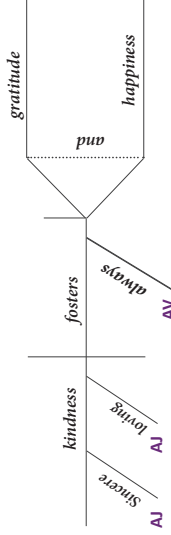
"Oh, I remember," she murmured. "You're the little—"

Review 11: Circle T (for true) or F (for false).

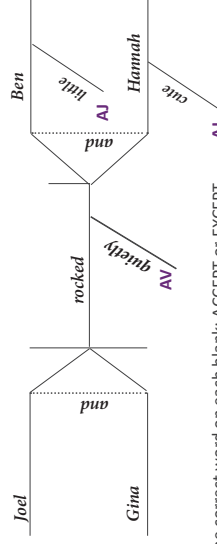
1. **T or F:** If a bake sale is held biennially, it is held every other year.
2. **T or F:** A family reunion held semiannually means it is held every other year.
3. **T or F:** If you want to have an appointment twice a week, it would be less ambiguous to say the appointment will be held semiweekly than biweekly.
4. **T or F:** If a training session is held bimonthly, it could mean twice a month or every other month.
5. **T or F:** A concert held semiannually happens just once a year.

Review 5: Diagram the following sentences. <http://goodandbeautiful.com/hs1>.

Sincere, loving kindness always fosters gratitude and happiness.



Joel and Gina quietly rocked little Ben and cute Hannah.



Review 6: Write the correct word on each blank: ACCEPT or EXCEPT.

The judges will accept any medium except charcoal sketches and bronze sculptures.

Review 7: Write the correct word on each blank: ALL TOGETHER or ALTOGETHER.

The missing documents will likely be altogether lost unless we search for them all together.

Review 8: Write the correct word on each blank: ANYONE or ANY ONE.

1. I don't understand how anyone could hold such prejudicial views.
2. Joseph has a reward for anyone who will help him find his sister's lost cat.
3. Any one of these colors would compliment her skin tones.

Review 9: For each sentence below, enter i.e. or e.g. on each blank line and insert commas where needed to set off contrasting parts of a sentence or statements from a question.

1. Customers will get the standard discount, i.e. 10 percent, for paying with cash, not credit.
2. Walter loves games of strategy (e.g. chess and checkers) don't you?
3. The match is scheduled on my birthday, i.e. Saturday, isn't it?

UNIT 9

High School 1 - Language Arts

MEMORIZATION

Complete anytime during the unit.

- ☐ Year 1 Greek & Latin Roots (Practice for 5–10 minutes on one day.)
- ☐ Poetry Memorization (Practice for at least 10 minutes on two different days.)
- ☐ Geography: Major Rivers of the World Map (not key facts) (Practice until mastered.)
- ☐ Continents & Oceans (Practice until mastered.)

Note: in this section, items in bold will be on your unit check.

VOCABULARY

- ☐ On goodandbeautiful.com/hs1, listen to the audio recording titled Vocabulary—Unit 2.
- ☐ Read the following words, definitions, and example sentences. Then in the blank column, write whether the word is used as a verb, adjective, adverb, or noun in the example sentences. Refer to “Terms to Know” on pages 1–2 of your *Grammar and Writing Guide*. [Good help?](http://goodandbeautiful.com/hs1) Watch the video Unit 9—Vocabulary Exercise on goodandbeautiful.com/hs1.

Word	Definition & Example Sentence(s)	Part of Speech
dire	extremely serious or urgent <i>The refugees are in <u>dire</u> need of assistance.</i>	adjective
disparage	to regard or represent as having little worth <i>The politician went to the press to <u>disparage</u> his opponent.</i>	verb
eclectic	composed of elements from a broad range of sources <i>Misha has an <u>eclectic</u> taste in music, enjoying almost any song that is skillfully written.</i>	adjective
fallacious	logically unsound, deceptive or misleading <i>Professor Augustine corrected the use of that <u>fallacious</u> philosophy in my thesis.</i>	adjective
fortuitous	occurring seemingly by chance, luck, or fortune <i>Looking back, it appeared that a series of <u>fortuitous</u> events contributed to the venture’s success, but we knew to give thanks to Providence.</i>	adjective
intrepid	fearless, adventurous <i>In spite of the others’ fear, Shawn confronted the bully <u>intrepidly</u>.</i>	adverb

SPELLING DICTATION

Spelling dictation sentences can be listened to at goodandbeautiful.com/hs1.

1st Day

#1:

#2:

#3:

#4:

#5:

#6:

Spelling Sentences and Answers

[RULE: When combining two independent clauses (clauses that can stand on their own as sentences) with a coordinating conjunction (for, and, nor, but, or, yet, so), place a comma before the coordinating conjunction.] [TIP: Don’t forget possessive apostrophes.]

1. The amateur photographer took many photos of the college, and I believe we now have an adequate number of photos for our brochure.

2. Hank’s father said he would tutor my adolescent in algebra, but I can’t find his email address.

3. We acknowledge the team’s achievements annually, but I believe it’s appropriate to hold an additional banquet.

4. Who’s starting a new business on Apple Boulevard? [TIP: WHOSE: the possessive case of WHO (Whose house is this?) WHO’S: contraction of the words WHO and IS (Who’s coming?)] [RULE: Place commas between a series of three or more words or phrases in a row.]

5. It’s too late in the year to visit the Arctic, but we can go there in two months.

6. I breathed very shallow breaths when the burglar was in the next room.

#1:

#2:

#3:

#4:

#5:

#6:



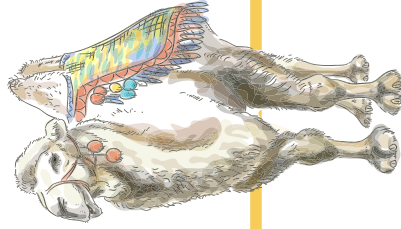
READING ASSIGNMENTS

- ☐ Spend _____ hours or more on your course reading challenge. (Time is determined by your teacher.)
- ☐ Read chapters 1-6 of *Patterns on the Wall* by Elizabeth Yates.

EFFECTIVE WRITING

- ☐ We can be so sloppy or in such a hurry when writing that we can easily misuse or misspell words that we likely know how to use and spell. Practice paying attention to details. In the passages below, cross out misspelled words and write the correct word above it.

The Middle Eastern region sits in western Asia, ~~where~~ ^{which} ~~it's~~ ^{its} ~~Sea, which~~ also borders ~~it's~~ ^{the} European and African neighbors. Through the middle of this region, ~~they're~~ ^{there} is the Red Sea, which is ~~a~~ ^{an} inlet of the Indian Ocean and was the passageway for Moses ~~too~~ ^{to} lead the Israelites out of Egypt and away ~~from their~~ ^{from} ~~away from~~ ^{there} ~~there~~ ^{their} army.
(Did you catch them all? There are 15 mistakes.)



It's ~~quite~~ ^{quite} ~~it's~~ sometimes ~~quit~~ ^{hard} to define ~~with~~ ^{which} countries are part of the Middle East as ~~their~~ ^{there} are no clearly drawn boundaries. Pakistan borders Iran to the east, but it is sometimes ~~to~~ ^{its} considered ~~too~~ ^{to} be part of South Asia because of ~~it's~~ ^{its} history with India. The ~~countrys~~ ^{countries} of Turkmenistan, Uzbekistan, Tajikistan, Kyrgyzstan, and Kazakhstan



- ☐ Fill in each blank with the correct vocabulary word from the previous page: dire, disparage, eclectic, fallacious, fortuitous, intrepid.

- Bertram's reasoning for disobeying his parents was fallacious.
- Confident in her values, Rachel ignored their disparaging remarks.
- The Health Ministry issued a dire warning concerning the growing opioid crisis.
- The menu at Landon's restaurant is eclectic, with dishes from many different cuisines.
- Jack found it easier to disparage Brandi than to refute her well-reasoned stance on the matter.
- It was fortuitous that Chet ran into Marilyn at the grocery store this morning.
- The intrepid mountaineers reached the summit on the eighteenth day of the ascent.
- Dr. Emmeritt, the famed economist, presented her dire predictions for the housing market.
- Additional research has proved the long-held theory to be fallacious.
- The intrepid strategy of the team captain led her team to victory.
- She believed that running out of gas was fortuitous, as she missed the terrible accident only two miles ahead.
- My aunt's library has an eclectic mix of books because she is so well read.

- ☐ Use each word in a sentence as an adjective and as an adverb:

INTREPID as an adjective: _____

INTREPIDLY as an adverb: _____

DISPARAGING as an adjective: Answers will vary.

DISPARAGINGLY as an adverb: _____

FORTUITOUS as an adjective: _____

FORTUITOUSLY as an adverb: _____

Step #3:

Choose a family member with whom to improve your relationship. Your current relationship with that person can already be good, or it can be a relationship that needs help. A sibling, parent, or grandparent would work best. Write the person's name here: _____. For the rest of this unit, and during Unit 10, work on the five items that you circled on the previous page. On five different days during this unit, fill out one of the following journal entries (or write them on a separate sheet of paper, or type them on a computer), explaining your efforts and thoughts about your efforts. You will fill out more journal entries in Unit 10 and write your process essay, using your experiences to help you write your paper.

Day #1: _____

Answers will vary.

Day #2: _____

Answers will vary.

- ☐ Read the following section titled Preparation for Writing a Process Essay: Part 1 and then complete the instructions.

Preparation for Writing a Process Essay: Part 1

A process essay gives instructive steps on how to accomplish a specific task, such as building a dock, planting a garden, or improving study habits. Sometimes these essays are referred to as “How-To” essays. As part of Unit 10, you will be writing a process essay as your final major writing assignment for this course. The topic of the essay will be “How to Improve Your Relationship with a Family Member.”

Let’s explore a scenario that illustrates the importance of this topic. Imagine that you had started and built a successful business and earned so much money that you have a mansion on a beautiful hillside. The mansion has a vast library, beautifully manicured flower gardens, swimming pools, horse stables, and much more. You can buy any car you want. You have your own personal jet. Finally, you have an extremely large following on social media. Now, imagine how much you would enjoy these things if . . . you had no relationships with family or friends. Likely, you would receive some joy from things like good books and nature, but with no one to talk with, no one who cares about your daily trials and small triumphs, no one to laugh with, no one to share your ideas and thoughts, the mansion, the jet, the cars—none of it would matter much. What insight does this give into what truly brings happiness in life? Our relationships with friends and family are one of the most precious things we have—one of our highest sources of joy, enjoyment, support, and comfort. Yet, it is so easy to not keep these relationships as strong and healthy as they could be. Good relationships with family take intentional effort.

Step #1:

Use the blank box to brainstorm at least 10 things a person can do to improve his or her relationship with a family member.

Answers will vary.

Step #2:

Evaluate what you wrote and circle what you feel are the five most important ways to improve a relationship with a family member.

ANNOTATING & SUMMARIZING

- Study each quote by Samuel Smiles from the book *Character* published in 1859. If needed, annotate the quote to better understand it. Underline the choice that best summarizes the quote. A summary states the main idea. Make sure to not be fooled by an answer that is an idea in PART of the quote, but is not the main idea of the whole quote.

Quote #1: "The mean mind occupies itself with sneering, carping, and fault-finding; and is ready to scoff at everything but impudent effrontery or successful vice. The greatest consolation of such persons are the defects of men of character. 'If the wise erred not,' says George Herbert, 'it would go hard with fools.' Yet, though wise men may learn of fools by avoiding their errors, fools rarely profit by the example, which wise men set them. A German writer has said that it is a miserable temper that cares only to discover the blemishes in the character of great men or great periods. Let us rather judge them with the charity of Bolingbroke, who, when reminded of one of the alleged weaknesses of Marlborough, observed, 'He was so great a man that I forgot he had that defect.'"

1. Great men and women sometimes have character flaws.
2. George Herbert didn't care for fools.
3. It is better to focus on the positive aspects of people's character than to dwell on faults.
4. German writers have miserable tempers.

Quote #2: "True happiness is never found in torpor of the faculties, but in their action and useful employment. It is indolence that exhausts, not action, in which there is life, health, and pleasure. The spirits may be exhausted and wearied by employment, but they are utterly wasted by idleness. Hence a wise physician was accustomed to regard occupation as one of his most valuable remedial measures. 'Nothing is so injurious,' said Dr. Marshall Hall, 'as unoccupied time.' An archbishop of Mayence used to say that 'the human heart is like a millstone: if you put wheat under it, it grinds the wheat into flour; if you put no wheat, it grinds on, but then 'tis itself it wears away.'"

1. Working can make you weary and exhausted.
2. Honest work, not idleness, brings us true happiness.
3. Grinding wheat into flour is the most important occupation.
4. Some doctors believe work will cure illness and disease.

Day #3:

Answers will vary.

Day #4:

Answers will vary.

Day #5:

Answers will vary.

Exercise 2: Rewrite the vertical lists correctly.

1	My music teacher covered the following topics	My music teacher covered the following topics:
	- practicing - how to use a metronome - timing - to use the correct fingering	- practicing - using a metronome - timing - correct fingering
2	My chores this week are:	My chores this week are
	- Clean the bathroom - Scrubbing the kitchen floor. - To take out the garbage	- Clean the bathroom - Scrub the kitchen floor - Take out the garbage
3	When growing a garden:	When growing a garden
	- Choose a sunny location. - Make sure to prepare good soil - You should plant seeds at the right time.	- Choose a sunny location. - Make sure to prepare good soil. - Plant seeds at the right time.
4	His eclectic collection included:	His eclectic collection included
	- old records - some antique bookends - a collection of books from the 1800s	- old records - antique bookends - books from the 1800s

Exercise 3: For each set, circle the vertical list or lists that do not contain errors.

A. The beautiful Van cat is a native of Turkey. It has

- a blue eye and a green eye
- pure white fur

B. The beautiful Van cat is a native of Turkey. It has the following features:

- a blue eye and a green eye
- pure white fur

C. The beautiful Van cat is a native of Turkey. It has:

- a blue eye and a green eye
- pure white fur

A. Bird life in Turkey includes

- eagles
- storks
- vulture

B. Bird life in Turkey includes

- eagles
- storks
- vultures

C. Bird life in Turkey includes:

- eagles
- storks
- vultures

A. Turkey has two major ethnic groups:

- Turkish (80%)
- Kurdish (20%)

B. Turkey has two major ethnic groups:

- Turkish (80%)
- Kurdish (20%)

C. Turkey has two major ethnic groups:

- 80% are Turkish
- Kurdish (20 %)

Quote #3: "It has been truly said, that to desire to possess, without being burdened with the trouble of acquiring, is as much a sign of weakness, as to recognize that everything worth having is only to be got by paying its price, is the prime secret of practical strength. Even leisure cannot be enjoyed unless it is won by effort. If it has not been earned by work, the price has not been paid for it."

- Samuel Smiles thought it was important to balance life with leisure time.
- In this life, the strong should take whatever they can get.
- Buying things on sale is a sign of weakness.
- All things in life worth having must be earned through the proper effort.

GRAMMAR, USAGE, & PUNCTUATION

Read Vertical Lists on page 45 of your Grammar and Writing Guide. Then complete the exercises.

Exercise 1: For each set, circle the vertical list or lists that do not contain errors. <http://goodandbeautiful.com/hs1>.

A. I have been in a sullen mood this week because:

- My best friend moved.
- I broke my big toe.
- Rainy days all week.

B. I have been in a sullen mood this week because:

- My best friend moved.
- I broke my big toe.
- It rained all week.

C. I have been in a sullen mood this week because:

- My best friend moved.
- I broke my big toe.
- It rained all week.

A. Courtroom decorum includes

- Respecting the dignity of the court.
- Appropriate attire.
- Rising when the judge enters.

B. Courtroom decorum includes

- Respecting the dignity of the court
- appropriate attire
- Rising when the judge enters

C. Courtroom decorum includes

- Respecting the dignity of the court
- Wearing appropriate attire
- Rising when the judge enters

A. The following places remain enigmatic to us even today:

- The Great Pyramids of Giza
- Easter Island
- Stonehenge

B. The following places remain enigmatic to us even today

- The Great Pyramids of Giza
- Easter Island
- Stonehenge

C. The following places remain enigmatic to us even today:

- The Great Pyramids of Giza
- Easter Island
- The mysteries of Stonehenge

A. We should never disparage someone's:

- race
- religion
- physical appearance

B. We should never disparage someone's

- race
- their religion
- their physical appearance

C. We should never disparage someone's:

- race
- religion
- physical appearance

- Trace the map and label all the countries, gulfs, and seas. Then research **Iran** online and write important and interesting facts around your map. Take time to explore and learn about the country.

Include all three maps you traced with your unit when you submit it.



SPELLING PRACTICE

- Homophones: Fill in each blank with the correct word: WHOSE or WHO'S.

Whose coat is it? Who's [who is] ready?

1. Who's coming with me? I want to go see who's sitting over by the river.
2. Whose pants have holes? I want to know who's going to need new ones.

- Homophones: Fill in each blank with the correct word: PRINCIPLE or PRINCIPAL.

The **principal** spoke to the class. I learned an important **principle**.

1. The principal sat at his desk and thought about an important principle of good administration.
2. The principal taught me a moral principle that I will never forget.

- Homophones: Fill in each blank with the correct word.

I placed an ad in the paper.	Add the numbers.	An isle is an island or peninsula.	Don't block the aisle .
The queen will reign .	Hold the horse's reins .	Base means the bottom part.	Bass means deep or low.

1. **base or bass?** I sat at the base of the hill. | I sang the bass part. | Show me the bass guitar.
2. **ad or add?** Please add my name. | I saw the TV ad. | She wrote the ad.
3. **isle or aisle?** We walked up the aisle. | The theater has a narrow aisle. | I live on a small isle.
4. **reign or rein?** I held onto the rein. | The queen's reign lasted one year. | The rein is loose.



UNIT 9

- Read Good/Well on page 55 of your *Grammar and Writing Guide*. Then complete the exercises.
<https://www.goodandbeautiful.com/hs1>.

Exercise 4: Circle the correct word for each sentence.

1. She plays the flute (good | well).
2. I feel (good | well) now that I met the deadline.
3. You sang very (good | well) at the concert last night.
4. Ethan recommended a (good | well) book.
5. I cannot speak French very (good | well).
6. Things have gone (good | well) for me lately.
7. Her poetry is really (good | well).
8. David does really (good | well) in math.
9. My brother knows history (good | well).
10. Bethany did not feel (good | well) so she went home.
11. I did not get a (good | well) score on the English test.
12. The basketball team played very (good | well) this year.
13. I hope everything goes (good | well) tomorrow.

Exercise 5: Fill in the blank with the correct word, WELL or GOOD.

1. You know how to garden well.
2. It is good that you are here because we need someone who can cook well.
3. I feel good when I go to church.
4. You do not know me as well as you think you do.
5. Your toddler can speak very well for his age. Most two-year-old children cannot speak that well.
6. Sales have been going really well this month; I hope things keep going this well.
7. How good are you at volleyball? I wonder if I can play as well as you.
8. Heidi does well enough in science to pass, but she does really well in history.
9. Andrew knows the mountains really well. It would be good if he came with us.
10. I am not feeling well today. It would be good to stay away from me.
11. The meeting with the local authorities did not go very well.
12. The gymnast who does really well on the beam did really well at the meet.
13. If everything goes well, we will be done with the project tomorrow.
14. Praying first thing in the morning is a good idea. It always makes me feel good.
15. I like your dress. You look really good today.

EDITING PRACTICE

Note: Units 9 and 10 do not have "Watch For" helpful hints. Consider all the principles you have learned in this course as you edit.

- Edit the following sets of sentences—adapted from *Patterns on the Wall*—using the marks on page 4 of your *Grammar and Writing Guide*. There are 29 mistakes.

"Did the work go well today?" Eliza would ask, glancing up from the woolens on her lap.

"Yes, it went well," Jared would answer, looking dreamily at her, and seeing the walls he was doing instead of the person he was addressing.

~~Yes~~^{Yes} ~~was~~^{is} wearing a smile these days the way you wear your jerkin. ~~He~~^{It's} never off you." Eliza went on.

"I like the work," Jared replied. "I like to think of the lass Corban will bring there, come June. But you shall see the walls, too, Eliza," he promised.

She smiled. Nothing could be more beautiful than the walls Jared had done for her, but she looked forward to seeing those he was doing for her neighbor.

"Someday soon, Jared," she said, "You'll be readying ~~the~~^a house for a lass of your own." Jared's eyes lost ~~there~~^{their} dreamy gaze. "Someday I shall and the day may not be so far ~~at~~^{off} either."

"You have a lass in mind?"

Jared nodded, and his eyes were bright with happiness and soft with memory.

"Who is she, Jared?"

"Her father's farm is on the far side of yonder mountain. We ~~where~~^{was} brother and sister together all our early years, and ever since I can remember, I've loved her. I haven't seen her since I went off with Mr. Toppan."

"Why don't you see her, Jared, since she lives not a days' journey off?"

Jared hesitated. Then, with a curious gesture, he held out his two hands before him—supple hands they were and strong, with fine long fingers, knowing hands. "She's one that wants something fine from life. I've got naught to give her but what my hands can do. When they have worked well for me, I'll take the fruits to her."

□ Read and complete:

Say the sentence below (in bold) 10 times, emphasizing the words in all caps and thinking of the spelling with El in your mind each time you say the word. Check a box each time you say the sentence.

El: I bought **CAFFEINE** and **PROTEIN** on a **WEIRD LEISURE** trip to a **FOREIGN** country, but I **RECEIVED** a **COUNTERFEIT RECEIPT**.

□ □ □ □ □ □ □ □ □ □

Have someone quiz you on the following words:
caffeine protein weird foreign
received counterfeit receipt leisure

Write the sentence: *I bought caffeine and protein on a weird leisure trip to a foreign country, but I received a counterfeit receipt.*

□ Read and complete:

A prefix is a short group of letters added to the beginning of a word, changing its meaning (e.g., PRE, EX, UN). A suffix is added to the end of a word (e.g., LY, ABLE, LESS). Usually you can join a word and a prefix or suffix without changing the spelling of the word, prefix, or suffix.

Example: *dis + satisfied = dissatisfied*

Write the prefix or suffix + the word combined.

mis + spell:	<i>misspell</i>	re + election:	<i>reelection</i>
clean + ness:	<i>cleaness</i>	actual + ly:	<i>actually</i>
mis + step:	<i>miststep</i>	continual + ly:	<i>continually</i>
colorful + ly:	<i>colorfully</i>	central + ly:	<i>centrally</i>
open + ness:	<i>openness</i>	faith + ful + ly:	<i>faithfully</i>

When the word ends with a consonant + Y, change the Y to I before adding NESS or suffixes starting with a vowel.

Example: *happy + ness = happiness*

Write the word + suffix combined.

chilly + est:	<i>chillest</i>	deadly + ness:	<i>deadliness</i>
smelly + er:	<i>smellier</i>	jolly + ness:	<i>jolliness</i>
ready + ness:	<i>readiness</i>	lively + er:	<i>livelier</i>

Review 4: Parts of Speech Review

For each sentence, write the parts of speech on the blank lines.

Sentence #1: *Under the bright moonlight, she gratefully pondered the wisdom of the Bible.*

Concrete Noun(s) moonlight, Bible Abstract Noun(s) wisdom
 Adjective(s) bright Adverb(s) gratefully Pronoun(s) she
 Verb(s) pondered Article(s) the (three times) Preposition(s) under, of

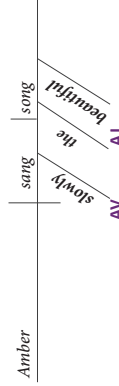
Sentence #2: *He fervently wrote an impassioned essay about freedom in the United States.*

Concrete Noun(s) essay, United States Abstract Noun(s) freedom
 Adjective(s) impassioned Adverb(s) fervently Pronoun(s) he
 Verb(s) wrote Article(s) an, the Preposition(s) about, in

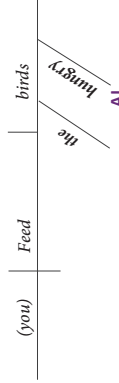
Review 5: Diagram the following sentences.
 Need help? Watch the video Unit 9—Review 5 on goodandbeautiful.com/hs1.



Amber sang the beautiful song slowly.



Feed the hungry birds.



REVIEW

Review 1: Cross out all the sentences that are comma splices.

- | | |
|--|---|
| 1. I've always wanted to visit the Middle East, I hope to go someday.
If we study diligently, we will learn more.
Raj finished first in the hurdles, I finished in fourth place. | 2. Kerba loves guava juice, Andi prefers coconut water.
Willy's mother taught him to read, and she inspired him to love learning.
I noticed her distress, I asked if I could do anything to help. |
|--|---|

Review 2: Rewrite each sentence in bold two times, following the instructions.

Mrs. Alvarez inspired the indolent students to study, they mastered the difficult concept.

Fix with a comma and coordinating conjunction: Mrs. Alvarez inspired the indolent students to study, and they mastered the difficult concept.

Fix with a semicolon: Mrs. Alvarez inspired the indolent students to study; they mastered the difficult concept.

The majority of Muslims in Iraq are Shia, Sunni Muslims comprise the majority in Saudi Arabia.

Fix with a period: The majority of Muslims in Iraq are Shia. Sunni Muslims comprise the majority in Saudi Arabia.

Review 3: To reinforce Comma Rules 10 and 11, write three sentences that follow the instructions below. If needed, refer to page 20 in your Grammar and Writing Guide.

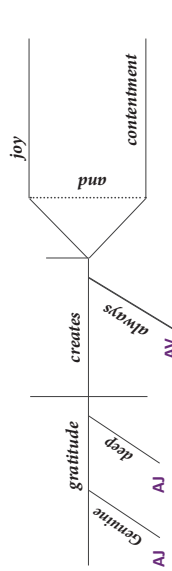
Write a sentence that uses a comma to separate a statement and question. The sentence should end with the phrase "doesn't it?".
 Answers will vary.

Write a sentence that uses a comma to separate contrasting parts of a sentence. The sentence should end with the phrase "but not always."
 Answers will vary.

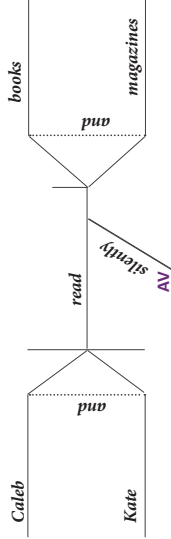
Write a sentence that uses a comma to separate a statement and question. The sentence should end with the phrase "shouldn't we?"
 Answers will vary.

Review 8: Diagram the following sentences.

Genuine, deep gratitude always creates joy and contentment.



Caleb and Kate silently read books and magazines.



Review 9: Write the correct word on each blank: ACCEPT or EXCEPT.

The judges will accept any medium except charcoal sketches and bronze sculptures.

Review 10: Write the correct word on each blank: ALL TOGETHER or ALTOGETHER.

The missing documents will likely be altogether lost unless we search for them all together.

Review 11: Write the correct word on each blank: ANYONE or ANY ONE.

1. I don't understand how anyone could hold such prejudicial views.
2. Joseph has a reward for anyone who will help him find his sister's lost cat.
3. Any one of these colors would complement her skin tones.

Review 12: For each sentence below, enter i.e. or e.g. on each blank line and insert commas where needed to set off contrasting parts of a sentence or statements from a question.

1. Customers will get the standard discount, i.e., 10 percent, for paying with cash not credit.
2. Walter loves games of strategy (e.g. chess and checkers) don't you?

Review 6: Circle the correct vertical list for each set.

1	a. There are a few reasons I know he is the culprit • He came in late last night. • He looked guilty this morning. • His story does not match up. b. I know he is the culprit because • he came in late last night. • he looked guilty this morning. • His story does not match up.	3	a. The garden grew so well this year; we have a plethora of • Zucchini • tomatoes • Onions b. The garden grew so well this year; we have a plethora of • zucchini • tomatoes • onions
2	a. I am going to work on being more magnanimous by • Sharing my money with my younger brother. • Visit the widows in my neighborhood. • Help my mother wash the dishes every night. b. I am going to work on being more magnanimous by accomplishing the following goals: • Share my money with my younger brother • Visit the widows in my neighborhood • Help my mother wash the dishes every night	4	a. These are the reasons the employee was indignant: • She was fired. • She was not allowed to tell her side of the story. • She was falsely accused of the action. b. These are the reasons the employee was indignant: • She was fired. • Not being allowed to tell her side of the story. • Falsely accused of the action.

After evaluating the following words in context of the sentences above, determine and underline the correct meaning for each of the words.

1. Plethora A) an unexpected surprise B) an excess; abundance C) large in size
2. Culprit A) sly, cunning person B) showing responsibility C) a guilty person
3. Magnanimous A) humble B) showing a noble, generous spirit C) pleasant; mild
4. Indignant A) feeling or showing anger because of an injustice B) unprepared C) a haughty attitude

Review 7: For each sentence, circle the coordinating conjunction, underline the independent clauses, and insert commas where needed.

1. We had a plethora of vegetables, but Andy's garden completely died.
2. We went to Grandfather's farm and picked cherries yesterday.
3. Mother made a blueberry pie, and we ate it as we sat around the table and told stories.

- ☐ Read the following section titled Preparation for Writing a Process Essay: Part 2 and complete the instructions.

Preparation for Writing a Process Essay: Part 2

As you learned in Unit 9, a process essay gives instructive steps on how to accomplish a certain task. In the last unit, you started preparing to write a process essay on this topic: "How to Improve Your Relationship with a Family Member." You chose a family member with whom to improve your relationship, wrote down certain ways to accomplish this, worked on it, and recorded your experiences in short journal entries.

To continue the process for this essay, complete the following steps.

Step #1:

Family Life Professor Stephen F. Duncan wrote:

There is now widespread agreement among professionals about the characteristics of strong, healthy families. The research has identified the following nine characteristics: caring and appreciation, time together, encouragement, commitment, adaptive ability, spirituality, communication, family time, clear responsibilities ("Practices for Building Marriage and Family Strengths," *Strengthening our Families*, 2000).

Evaluate the items you chose to work on in the last unit. Were some items more effective than others? Evaluate the nine characteristics of strong, healthy families above. Decide on 4–5 items to work on for the next several days to continue improving your relationship with the family member you have chosen. Write the items in the box below.

Answers will vary.

Step #2:

For the next several days, work on the items you wrote in the box above. On three different days during this unit, fill out one of the journal entries on the following page (or write on a separate sheet of paper, or type on a computer), explaining your efforts and any thoughts you have about your efforts.

SPELLING DICTATION

Spelling dictation sentences can be listened to at goodandbeautiful.com/hs1.

1st Day



If needed, watch How to Complete Spelling Dictation on goodandbeautiful.com/hs1.

#1: _____

#2: _____

#3: _____

#4: _____

#5: _____

#6: _____

Spelling Sentences and Answers

Note: These are review sentences from previous units.

-THEY'RE: a contraction of the words **THEY ARE** (*They're ready to go.*)

-THEIR: belonging to them (*Their kitten is cute.*)

-THERE: existence in or to the place (*There is hope. | The cat is over there.*)

1. Because their captain was vigilant, an absolutely huge catastrophe was avoided.

[RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]

2. If you don't breathe deeply, you won't have enough breath to blow up the balloon.

[RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]

3. When I lived on the beautiful isle, I grew celery, asparagus, cauliflower, and cantaloupe.

[RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]

[RULE: Place commas between a series of three or more words or phrases in a row.]

4. Their father did not give me an adequate address, so I could not find the accommodations.

[RULE: When combining two independent clauses (clauses that can stand on their own as sentences) with a coordinating conjunction (for, and, nor, but, or, yet, so), place a comma before the coordinating conjunction.]

5. The burglar stole Susan's bracelet, but it was made with artificial jewels.

[RULE: When combining two independent clauses (clauses that can stand on their own as sentences) with a coordinating conjunction (for, and, nor, but, or, yet, so), place a comma before the coordinating conjunction.]

6. There are so many beautifully written and appropriate books to read, so we should choose our reading material carefully, don't you think?

[RULE: When combining two independent clauses (clauses that can stand on their own as sentences) with a coordinating conjunction (for, and, nor, but, or, yet, so), place a comma before the coordinating conjunction.] [RULE: In a sentence separate a statement and a question with a comma.]

#1: _____

#2: _____

#3: _____

#4: _____

#5: _____

#6: _____

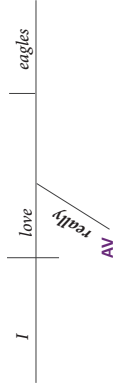
REVIEW

Note: Some exercises in this section are repeated from previous units as a review.

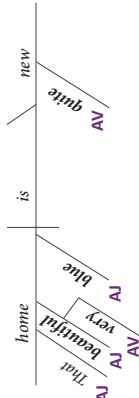


- ☐ **Review 1:** Diagram the sentences below. The lines are given to you for the first four sentences only.

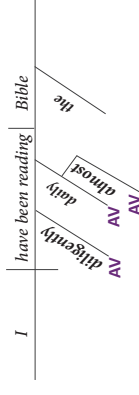
I really love eagles.



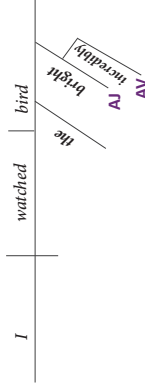
That very beautiful blue home is quite new.



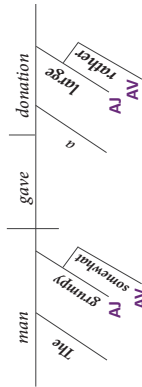
I have been diligently reading the Bible almost daily.



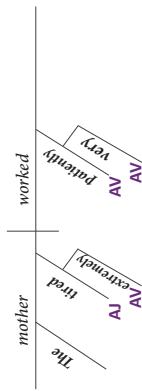
I watched the incredibly bright bird.



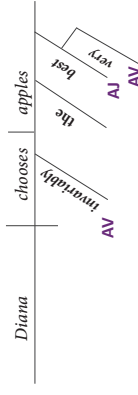
The somewhat grumpy man gave a rather large donation.



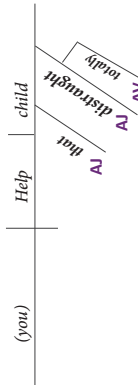
The extremely tired mother worked patiently.



Diana invariably chooses the very best apples.



Help that totally distraught child.



Day #1:

Answers will vary.

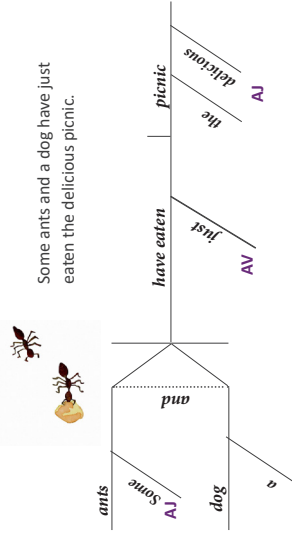
Day #2:

Answers will vary.

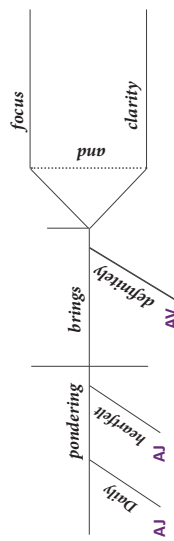
Day #3:

Answers will vary.

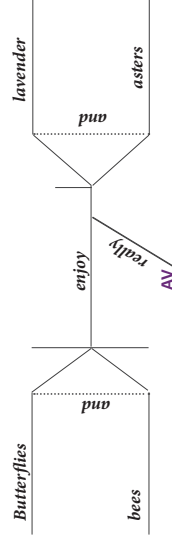
Review 4: Diagram the sentences. Study Step 8 of sentence diagramming on page 6 of your *Grammar and Writing Guide*, if needed.



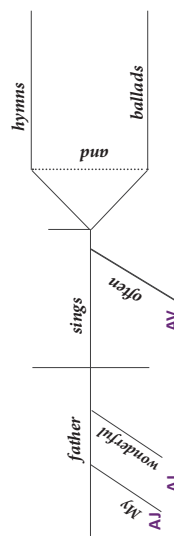
Daily, heartfelt pondering definitely brings focus and clarity.



Butterflies and bees really enjoy lavender and asters.



My wonderful father often sings hymns and ballads.



Review 2: Rewrite the vertical lists correctly.

1	The book covers the following topics: - knitting - how to sew - Crocheting - quilting	The book covers the following topics: - knitting - sewing - crocheting - quilting
2	My daily goals this week are: - praying daily - being cheerful - Exercise	My daily goals this week are - praying - being cheerful - exercising
3	When growing a flower: - Choose good soil. - Do not water it too much. - Make sure not to water it too little.	When growing a flower - Choose good soil. - Do not water it too much. - Do not water it too little.
4	His eclectic collection included: - old postage stamps - a group of antique lamps - Ceramic flower pots	His eclectic collection included - old postage stamps - antique lamps - ceramic flower pots

Review 3: For each set, circle the vertical list or lists that do not contain errors.

A. My new puppy is adorable. It has like this:

- white fur
- black spots

B. My new puppy is adorable. It looks like this:

- white fur
- black spots

C. My new puppy is adorable. It has

- White fur
- black spots

A. The Shouting Valley is the meeting point of four countries:

- Syria
- Lebanon
- Jordan
- Israel

B. The Shouting Valley is the meeting point of four countries:

- Syria
- Lebanon
- Jordan
- Israel

C. The Shouting Valley is the meeting point of four countries:

- Syria
- Lebanon
- Jordan
- Israel

A. The main sources of revenue in Qatar are:

- Oil
- gas

B. The main sources of revenue in Qatar are:

- oil
- gas

C. The main sources of revenue in Qatar are:

- Oil
- gas

- The **principal** spoke to the class. I learned an important **principle**.
1. The principal sat at his desk and thought about an important principle of good administration.
 2. The principal taught me a moral principle that I will never forget.

Review 7: Write the correct word on each blank: ACCEPT or EXCEPT.

1. I love all sports except hockey.
2. Please accept my application for the position.
3. I cannot accept the expensive gift.

Review 8: Write the correct word(s) on each blank: ALL TOGETHER or ALTOGETHER.

It is altogether too early to go all together to Grandmother's house.

Review 9: Write the correct word on each blank: DESERT or DESERT.

1. I will never desert you.
2. Let's stop and get dessert as soon as we get out of the desert.

Review 10: For each set, underline the sentence that uses correct parallel construction.

- a. The afternoon was spent swimming, hiking, fishing, and lunch.
 - b. The afternoon was spent swimming, hiking, fishing, and eating lunch.
- a. He helped us willingly and cheerfully.
 - b. He helped us willingly and cheerful.
- a. I want my home to be peaceful, cheerful, and a place of encouragement.
 - b. I want my home to be peaceful, cheerful, and encouraging.
- a. I will try hard to be a good friend, a dedicated student, and a helpful neighbor.
 - b. I will try hard to be a good friend, a dedicated student, and help my neighbor.
- a. This summer I will spend time visiting the coast, hiking in the mountains, and swim in the lakes.
 - b. This summer I will spend time visiting the coast, hiking in the mountains, and swimming in the lakes.
- a. My Spanish teacher spent time explaining correct verb tense and teaches us why it is important.
 - b. My Spanish teacher spent time explaining correct verb tense and teaching us why it is important.

Review 6: Fill in the blanks with the correct homophone and follow the instructions.

Their house is lovely.	They're [they are] coming soon.	There are birds in the tree. The book is over there .
------------------------	--	---

1. They're going to be late.
2. Is their brother going to college?
3. The campground is over there.

Write a sentence that uses the word **THEIR**.

Answers will vary.

Write a sentence that uses the word **THEY'RE**.

Answers will vary.

Write a sentence that uses the word **THERE**.

Answers will vary.

Whose coat is it?	Who's [who is] ready?
--------------------------	------------------------------

1. Who's that little boy fishing at the pond?
2. I don't know whose shoes these are.

Write a sentence that uses the word **WHOSE**.

Answers will vary.

Write a sentence that uses the word **WHO'S**.

Answers will vary.

Our plans will go forth .	I am fourth in line.
----------------------------------	-----------------------------

1. I will go forth with faith.
2. He was the fourth person to walk back and forth across that field.

Review 13: Write the seven coordinating conjunctions: for and nor but or yet so

For each sentence, circle the coordinating conjunction. Then indicate if the conjunction is joining together two independent clauses or two verb phrases by underlining the correct choice.

1. The genial girl picked flowers and presented them to her mother.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

2. The genial girl picked flowers, and she presented them to her mother.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

3. I cannot inure myself to bad manners, nor be comfortable with them.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

4. I cannot inure myself to bad manners, nor can I be comfortable with them.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

5. He was in a unanimous mood, so he paid for everyone's dinners.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

6. She used to knit a new sweater each week, but she has less dexterity in her old age.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

Review 14: Underline the correct word choice for each sentence below.

1. Claire walked (farther | further) up the mountain.

2. What is the (farthest | furthest) planet from the sun?

3. Nothing could be (farther | further) from the truth.

4. Which is (farther | further), Idaho or Montana?

5. Who is (farther | further) along in the math course?

Review 15: Combine each pair of sentences into one sentence using a comma and coordinating conjunction.

1. I was lost. I prayed for help.

I was lost, so I prayed for help. OR I was lost, and I prayed for help.

2. I picked flowers. Mom put them in a vase.

I picked flowers, and Mom put them in a vase.

Review 11: For each of the following sentences, underline the correct choice and circle if it is an adjective or adverb. If needed, refer to pages 11–13 (rule #1, #2, #7) in your *Grammar and Writing Guide*.

1. Will you (kind | kindly) speak to the boy?

(ADVERB) (ADJECTIVE)

2. We adapted (quick | quickly) to our new neighborhood.

(ADVERB) (ADJECTIVE)

3. I feel (bad | badly) that I never responded to your email.

(ADVERB) (ADJECTIVE)

4. The book I am reading is (real | really) inspiring.

(ADVERB) (ADJECTIVE)

5. My father is (real | really) funny.

(ADVERB) (ADJECTIVE)

6. My shoes match my outfit (perfect | perfectly).

(ADVERB) (ADJECTIVE)

7. My mother talks (gentle | gently).

(ADVERB) (ADJECTIVE)

8. I was (dangerous | dangerously) close to the cliff.

(ADVERB) (ADJECTIVE)

9. The car smells (bad | badly) today.

(ADVERB) (ADJECTIVE)

10. The book was written (interesting | interestingly).

(ADVERB) (ADJECTIVE)

11. He did not win the race as (easily | easy) as he thought he would.

(ADVERB) (ADJECTIVE)

12. My older sister is (real | really) thoughtful.

(ADVERB) (ADJECTIVE)

Review 12: Underline the dependent clauses and insert commas where needed. Not all sentences contain a dependent clause.

1. When you go on your trip to New England, take pictures of the beautiful fall foliage.

2. Because the New England region is located farther north, it has long winters.

3. Since the soil and weather in New England are not ideal for growing crops, farming in New England is not easy.

4. The name of the Appalachian Mountains comes from the Appalachian Indians.

5. The Appalachian Mountains form a 1,500-mile-long mountain range extending south from Canada through the Eastern United States.

6. If you were to hike the entire Appalachian Trail, you would have to traverse 2,160 miles.

7. New England hickory, maple, and oak trees are beautiful, especially when they are changing colors.

8. We are going camping this weekend if it does not rain.

9. Deciduous forests cover most of the Appalachian Mountains.

10. If you hike the Appalachian Trail, you'll hike the longest hiking-only footpath in the world.



Review 19: Circle T (for true) or F (for false).

1. **T or F:** If a marathon is held biannually, it means twice a year.
2. **T or F:** A fund raiser held semiannually means it is held every other year.
3. **T or F:** If you want to have a meeting twice a week, it would be less ambiguous to say the meeting will be held semiweekly than biweekly.
4. **T or F:** If a talent show is held biennially, it means every two years.
5. **T or F:** An award banquet held semiannually happens just once a year.

Review 20: Cross out all the sentences that are comma splices.

1. I've always wanted to visit the Middle East; I hope to go someday. If we study diligently, we will learn more. Ref finished first in the hurdles; I finished in fourth place.	2. Kember loves guava juice; Andi prefers coconut water. Willy's mother taught him to read, and she inspired him to love learning. I noticed her distress; I asked if I could do anything to help.
--	--

Review 21: Rewrite each sentence in bold two times, following the instructions.

Mrs. Alvarez inspired the indolent students to study, they mastered the difficult concept.

Fix with a comma and coordinating conjunction: Mrs. Alvarez inspired the indolent students to study, and they mastered the difficult concept.

Fix with a semicolon: Mrs. Alvarez inspired the indolent students to study; they mastered the difficult concept.

Review 22: Circle the correct word for each sentence.

1. She plays the flute (good well).
2. I feel (good) well) now that I met the deadline.
3. You sang very (good well) at the concert last night.
4. Ethan knows the mayor (good well).
5. I cannot speak French very (good well).
6. Things have gone (good well) for me lately.
7. Her poetry is really (good) well).
8. David does really (good well) in math.
9. My brother knows history (good well).
10. Bethany did not feel (good well) so she went home.
11. I did not do very (good well) on the English test.
12. The basketball team played very (good well) this year.
13. I hope everything goes (good well) tomorrow.



Review 16: Set off the absolute phrases with commas.

Otto, his heart racing, walked into the room.	Anna her voice filling with emotion, could not go on.
That being the case, I will have to leave now.	The birds, their singing so lovely, are already awake.
The puppy muddy paws and all dashed into the house.	Its wings spread wide, the eagle soared in the sky.
I continued, legs aching up the mountain path.	The test finished, Hank was finally able to relax.
Trina, book in hand, walked into the meadow.	Mr. Lambert, full of concern, asked if he could help.

Review 17: For each set, underline the sentence that uses correct parallel construction.

1. a. The meeting was spent reviewing policies, analyzing problems with employees, and budgets.
b. The meeting was spent reviewing policies, analyzing problems with employees, and discussing budgets.
2. a. He waved to us cheerfully and joyful.
b. He waved to us cheerfully and joyfully.
3. a. I want my bedroom to be a bright and cheerful sanctuary.
b. I want my bedroom to be bright, cheerful, and a sanctuary.
4. a. One day I want to be a published author, a master gardener, and raise a large family.
b. One day I want to be a published author, a master gardener, and a mother of a large family.
5. a. After breakfast we are going to sweep out the garage, wash the cars, and weed the garden.
b. After breakfast we are going to spend time sweeping the garage, washing the cars, and weed the garden.
6. a. I like to go rock climbing, reading books, and taking naps.
b. I like rock climbing, reading books, and taking naps.

Review 18: In the passage below from *Just David* by Eleanor H. Porter, insert commas where needed. Place triple underlines under words that should be capitalized. Use the ~ mark to indicate that a punctuation mark should change places with the quotation mark.

Mr. Jack laughed. "well," he said, "I believe some people make claims to quite a number, and perhaps almost everyone owns to a Dr. Jekyll and a Mr. Hyde."

"Who are they?"

"Never mind, David. I don't think you know the gentlemen, anyhow. They're only something like the little girl with a curl. One is very, very good, indeed, and the other is horrid."

"Oh, yes, I know them," returned David, with a sigh. "I've had them a lot, lately."

UNIT 10

Review 24: For each sentence, underline the dependent clause and insert commas where needed. If needed, review *Comma Rule 3* on page 19 of your *Grammar and Writing Guide*, focusing on the section “**Interrupting Dependent Clauses.**”



- In a minute, after I eat lunch, we'll take a swim.
- The sails, although they are new, tore today.
- The kids, if they are interested, can ride on the boat.
- Manuel, although I had already told him no, tried to cajole me into taking him sailing.
- Dad and I, because the water had not yet abated, used a boat to travel.
- In an hour, once I finish painting the gate, I'll help you.

Review 25: For each sentence underline the reason that a comma or commas are used.

- I love going to the pond and feeding the ducks, don't you?

A. contrasting parts of a sentence | B. separating a statement from a question | C. interrupting dependent clause

- Gracie and I, unless you tell us not to, are going to help the wounded duck.

A. contrasting parts of a sentence | B. separating a statement from a question | C. interrupting dependent clause

- I stayed by the pond, though the sun was setting, and watched the ducks floating along.

A. contrasting parts of a sentence | B. separating a statement from a question | C. interrupting dependent clause

- I changed my strategy, not my goal, for using my time more wisely.

A. contrasting parts of a sentence | B. separating a statement from a question | C. interrupting dependent clause

- Ellen said she would come and help, but only on her terms.

A. contrasting parts of a sentence | B. separating a statement from a question | C. interrupting dependent clause

- You will help me carry these fish home, won't you?

A. contrasting parts of a sentence | B. separating a statement from a question | C. interrupting dependent clause

- Two life guards, rather than just one, made sure the swimmers were safe.

A. contrasting parts of a sentence | B. separating a statement from a question | C. interrupting dependent clause

UNIT 10

Review 23: Underline whether each sentence contains: a compound subject, a compound verb phrase, a compound direct object, or a compound prepositional phrase. As you do so, enjoy the painting by Nikolai Astrup, the Norwegian artist you studied in this course. If needed, review *Compound Items* on page 21 of your *Grammar and Writing Guide*.

- Tom and his sisters walk through the hills.

Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase

Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase

- They will soon reach Grandmother's house and rest.

Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase

- The leaves and the grass make a peaceful rustling sound in the wind.

Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase

- The shadows fall on the hillside and on the field.

Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase

- On the hillside and under the trees, the sheep graze peacefully.

Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase

- The artist used oil paints and a brush.

Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase

- A waterfall rumbles and crashes in the distance.

Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase

- The sun starts to set and dim.

Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase



High School 1 UNIT CHECKS

This document contains the High School 1 Unit Checks and the Unit Checks Answer Key (at the end of the document).

Some pages of the Unit Checks have color, but the document may be printed in black and white.

Unit 1 Check

Memorization

(1 point for each state + 1 point for each capital) _____ points / 12 points

For each New England state, write the name of the state and its capital city.



Unit Readings

(5 points each) _____ points / 20 points

1. What did Johann Wolfgang von Goethe say a man should do every day?

a) hear a little music, read a little poetry, see a fine picture b) give gratitude to God c) connect with nature

2. What did author Eleanor H. Porter study and excel in before becoming a professional writer?

a) painting b) history c) flute d) singing e) drawing f) sailing g) guitar h) sewing i) chemistry j) quilting

3. Circle all the statements that are true about author Ralph Waldo Emerson.

a) He grew up rich but turned his back on wealth to be a minister. b) He was poor growing up and worked hard.
c) He was most known for his fictional novels, which are now classics. d) His writing is complex and full of meaning.

4. Circle all the statements that are true about the Appalachian Mountains.

- a) They extend through the middle of New England. b) They extend through Canada.
c) They are extremely high with a lot of jagged peaks, comparable to the Swiss Alps. d) They have no trails.

Sentence Diagramming

(5 points each) _____points / 10 points

Diagram the sentences.

The ripe apple is very delicious.

Ralph Waldo Emerson skillfully wrote complex essays.

Grammar, Punctuation, Usage

(1 point for each word) _____points / 10 points

Using words from the sentence in italics, fill out the chart below.

Under the lovely bridge, a girl sat quietly in total contentment and peace.

Concrete Noun(s) _____ Abstract Noun(s) _____

Adjective(s) _____ Adverb _____ Verb _____

Preposition(s) _____

Vocabulary

(2 points each) _____points / 28 points

Circle the correct definition for each vocabulary word.

- ardent** a) with passionate feeling b) hard and unbending c) with great compassion
- perceptible** a) able to be torn b) with great courage c) capable of being perceived
- demur** a) to be kind b) to oppose, object, or delay c) to restrain
- inert** a) unable to move or act; lethargic b) freely given c) incapable of feeling; hardened
- tremulously** a) with high pitch b) with trembling, quivering, or shaking c) with swiftness
- tersely** a) with tension and stress b) solidly c) abruptly concise
- sundry** a) various, miscellaneous b) occurring on Sunday c) sunny
- veritable** a) sure to happen b) pleasant c) truly called, real, genuine
- plaintively** a) with a lawyer b) with sorrow, mournfully c) with plainness
- remonstrated** a) said with protest, reproof b) dug into c) assured
- consternation** a) made of stars b) feeling alarm or dismay c) not understanding
- incredulous** a) disbelieving b) incredible c) funny
- mollify** a) to express happiness b) to upset c) to soothe or soften
- dilapidated** a) made clumsily b) in a state of neglect or disrepair c) outdated; old fashioned

Reading Assignment

(10 points each) _____points / 20 points

Answer the essay questions about chapters 1–8 of *Just David*. Make sure to answer in complete sentences with neat handwriting and proper grammar and punctuation (3 points) and to give meaningful insights (7 points).

1. A parent has the wonderful opportunity to teach children to love and appreciate certain things. What things does David’s father teach David to love and appreciate? What things do you feel would be most important to teach a child to love?

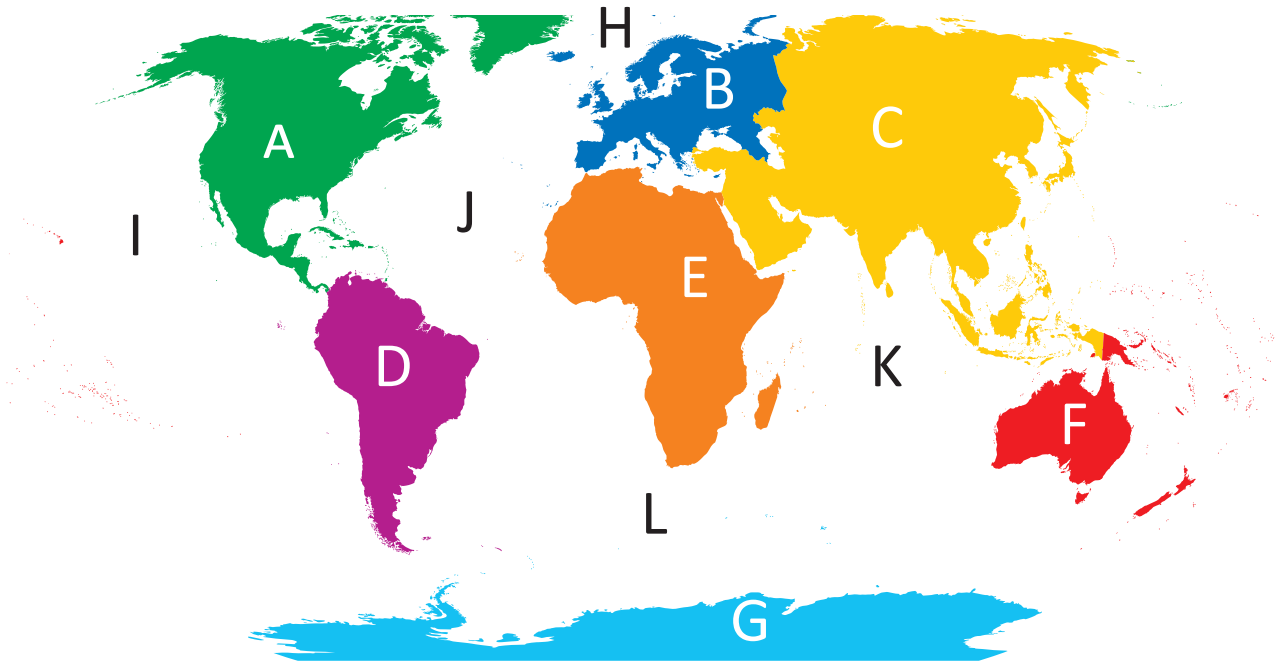
2. Explain why David felt that taking walks was so important and why Mr. and Mrs. Holly did not.

Unit 2 Check

Memorization

(2 points each) _____ points / 24 points

Label each of the 7 continents and 5 oceans.



A. _____
 B. _____
 C. _____
 D. _____

E. _____
 F. _____
 G. _____
 H. _____

I. _____
 J. _____
 K. _____
 L. _____

Memorization

(2 points each) _____ points / 12 points

Fill in the capital of each New England state.

_____, Maine
 _____, Vermont
 _____, New Hampshire

_____, Massachusetts
 _____, Connecticut
 _____, Rhode Island

Unit Readings	(2 points each) _____ points / 4 points
---------------	---

1. Asher Brown Durand was best known for his _____.
- a) beautiful rock sculptures b) realistic landscape paintings c) thought-provoking poetry
2. Before he turned to painting, Durand gained a reputation as _____.
- a) an exceptional home builder b) the best poet of his time c) one of the country’s finest engravers

Vocabulary	(2 points each) _____ points / 22 points
------------	--

Circle the group of synonyms that best describes each vocabulary word.

- | | |
|--------------|---|
| surly | a) rude, unfriendly b) compassionate, loving c) truthful, honest |
| audacious | a) noisy, deafening b) cowardly, weak, quiet c) bold, daring, confident |
| sonorous | a) wild, unruly, savage b) resonant, booming, deep c) calm, quiet, mild |
| austere | a) lethargic, tired, sleepy b) luxurious, comfortable c) stern, severe, strict |
| rogue | a) stable, strong b) dishonest person, scoundrel c) genuine, authentic |
| aversion | a) dislike, opposition, disgust b) fondness, affection c) chaos, disorder, disarray |
| nonchalant | a) boring, dull, dreary b) calm, relaxed, collected c) excitable, passionate |
| derisive | a) helpful, advantageous b) difficult, perplexing c) mocking, sarcastic |
| incorrigible | a) unchangeable, hopeless b) nice, manageable, obedient c) defiant, rude |
| enigmatic | a) clear, explicit, obvious b) calm, loving c) perplexing, mysterious |
| jocular | a) joking, humorous, playful b) active, lively, busy c) stern, serious, rigid |

Grammar, Punctuation, Usage

(2 points each) _____ points / 6 points

Fill in the blanks.

A sentence needs three things: _____, _____, and _____.

Commonly Confused Words

(2 points each) _____ points / 12 points

Circle the correct answer.

1. Sam was (altogether | all together) relieved about the results of his tests.
2. When we put them (altogether | all together), there were more than enough gifts.
3. As we congregated (altogether | all together), we enjoyed each other's company.
4. When the performers played, the music was (altogether | all together) stunning.
5. (Altogether | All together), I felt like the fund raiser was an incredible success.
6. The neighborhood gathered (altogether | all together) to help provide for the family in need.

Grammar, Punctuation, Usage

(2 points each) _____ points / 10 points

Circle dependent clauses and underline independent clauses.

1. Joseph dutifully continued painting the fence while Phil ran off to climb the trees.
2. Although we were running late, it was hard not to take in the beautiful aroma of fall.
3. After we finished our dinner, we enjoyed a lovely performance.
4. The extra money was an unexpected gift, so I chose to save it for a rainy day.
5. As you practice your musical skills each day, your performances will improve.

Reading Assignment

_____points / 10 points

Answer the essay question about chapters 9–15 of *Just David*. Make sure to answer in complete sentences with neat handwriting and proper grammar and punctuation (3 points) and to give meaningful insights (7 points).

1. In *Just David*, David's personality takes many people by surprise. How is he different from many other people? Explain why those differences are a good or bad thing, in your opinion.

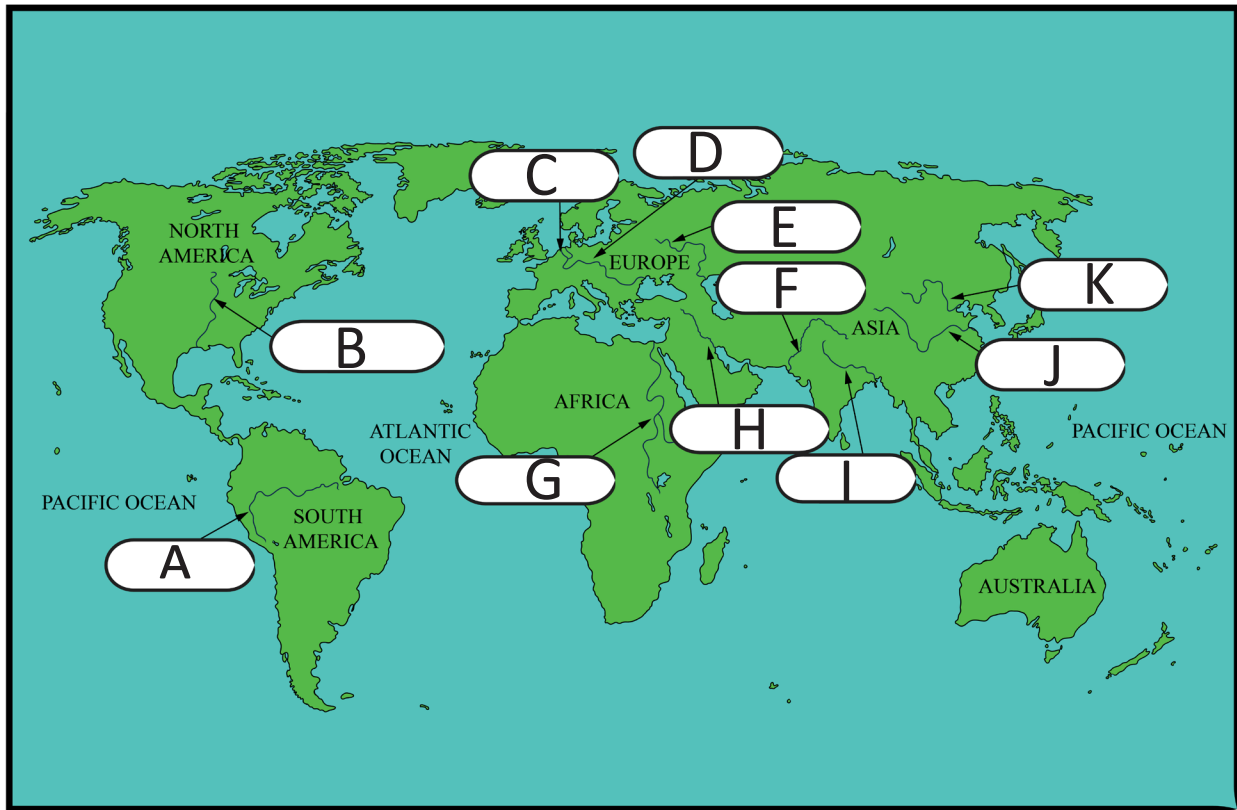
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Unit 3 Check

Memorization

(2 points for each river) _____ points / 22 points

Label each of the 11 major rivers.



A. _____

E. _____

I. _____

B. _____

F. _____

J. _____

C. _____

G. _____

K. _____

D. _____

H. _____

Vocabulary

(2 points each) _____ points / 22 points

Circle the correct definition for each word.

1. placid
 - a) not feeling or showing emotion
 - b) unusually good
 - c) pleasant, peaceful, serene, and calm
2. decorum
 - a) dignified and proper behavior
 - b) having the highest standards; faultless
 - c) in the current fashion; stylish
3. impeccable
 - a) showing that you have confidence
 - b) having the highest standards; faultless
 - c) having a strong effect on someone or something
4. impetuous
 - a) causing annoyance; irritatingly bothersome
 - b) patience; with restraint
 - c) acting suddenly, impulsively, or spontaneously
5. invariably
 - a) done without control or choice
 - b) always, without fail or variation
 - c) not based on reason
6. loquacious
 - a) excessive or strained
 - b) having the highest standards; faultless
 - c) excessively talkative, or extremely chatty
7. pert
 - a) bold in speech or manner; self assured
 - b) sufficient or adequate
 - c) highest in rank or authority
8. relinquish
 - a) to move aimlessly
 - b) to give up, surrender, or desist (stop)
 - c) to restrain or control; hold
9. abhor
 - a) regard with disgust and hatred
 - b) to lift or raise
 - c) to keep hidden or out of sight
10. amiable
 - a) precise or accurate
 - b) feeling or showing annoyance
 - c) friendly, pleasant
11. deft
 - a) creative; imaginative
 - b) lacking; slow
 - c) skillful and quick in one's movements

Sentence Diagramming

(5 points each) _____ points / 10 points

Diagram the sentences.

The beautifully vibrant leaves danced joyfully.

Our amazingly strong neighbors worked very quickly.

Grammar, Punctuation, Usage

(2 points each) _____ points / 10 points

For each of the following sentences, underline the correct choice and determine if it is an adjective or adverb.

- | | |
|--|--------------------|
| 1. We adapted (quick quickly) to the altitude. | ADVERB ADJECTIVE |
| 2. I feel (bad badly) that I missed your birthday. | ADVERB ADJECTIVE |
| 3. My baby brother is (real really) fun. | ADVERB ADJECTIVE |
| 4. Please talk (quietly quiet) in this room. | ADVERB ADJECTIVE |
| 5. The car smells (bad badly) today. | ADVERB ADJECTIVE |

Grammar, Punctuation, Usage

(2 points each) _____ points / 10 points

Underline the dependent clause and insert commas where needed.

1. When you finish your painting we will go out for ice cream.
2. The band continued to march while the children clapped and yelled.
3. Yesterday while the boys were running the heat was unbearable.
4. He seemed like a wonderful candidate since he showed great work ethic.
5. Although she was on time the doors were already locked.

Unit Readings

(3 points each) _____ points / 6 points

1. **Robert Scott Duncanson became a skilled artist after _____.**
 - a) watching his father paint beautiful portraits for many years
 - b) copying prints and drawings
 - c) many years of formal lessons
2. **After traveling throughout Europe, Duncanson worked _____.**
 - a) in a photography studio
 - b) as a butler to Nicolas Longworth
 - c) for the local newspaper

Reading Assignment

(10 points each) _____ points / 20 points

Answer the essay questions about chapters 16–25 of *Just David*. Make sure to answer in complete sentences with neat handwriting and proper grammar and punctuation (3 points) and to give meaningful insights (7 points).

1. In *Just David*, having David in their home has a profound impact on Mr. and Mrs. Holly. What changes occurs in Mr. and Mrs. Holly throughout the book? Explain how David played a part in the changes.

2. David’s presence in the small town also affected many of the other people in the town. Give an example of someone else whose life was changed because of David. Explain how David affected this person for better or for worse.



Name: _____ /100 points = Letter Grade: _____

Unit 4 Check

Memorization

(1 point each) _____ points / 12 points

Circle the correct answer.

1. _____ is the longest river in western Europe.
 - a) The Danube
 - b) The Volga
 - c) The Rhine
2. The Volga is considered the national river of _____ and is vitally important to shipping and transportation industries.
 - a) Russia
 - b) Germany
 - c) England
3. Winding through 6 countries, _____ is South America's longest river.
 - a) The Mississippi
 - b) The Yellow River
 - c) The Amazon
4. _____ is the longest river to flow through only one country—China.
 - a) The Ganges
 - b) The Yangtze
 - c) The Danube
5. _____ River flows south from the mountains of Turkey, through Iraq, and into the Persian Gulf.
 - a) The Tigris
 - b) The Amazon
 - c) The Mississippi
6. The Nile is the longest river in _____, winding northward for over 4,000 miles.
 - a) Africa
 - b) Asia
 - c) Russia
7. _____ is known as the “mother river of China.”
 - a) The Amazon
 - b) The Yellow River
 - c) The Volga
8. _____ River creates a natural boundary for Germany, Switzerland, France, Liechtenstein, and Austria.
 - a) The Nile
 - b) The Yangtze
 - c) The Rhine
9. _____ is Europe's second longest river.
 - a) The Tigris
 - b) The Danube
 - c) The Volga
10. The Mississippi is the _____ river in North America.
 - a) longest
 - b) deepest
 - c) second longest
11. Beginning in Tibet, the _____ River flows through China, India, and Pakistan.
 - a) Ganges
 - b) Tigris
 - c) Indus
12. _____ River begins in an ice cave in the Himalayas called Gaumukh (the Cow's Mouth), found five miles from the border of Tibet.
 - a) The Ganges
 - b) The Yangtze
 - c) The Rhine

Memorization

(2 points each) _____ points / 28 points

Circle the correct definition for each word.

1. don
 - a) to climb or excel
 - b) to remove
 - c) to dress, to put on
2. duly
 - a) properly, fittingly, or punctually
 - b) flat, without dimension
 - c) fiercely, with determination
3. chagrin
 - a) to do with excitement
 - b) humiliation, disappointment, or distress caused by failure.
 - c) fear of failure
4. succinct
 - a) diverse
 - b) expressed in few words; concise
 - c) simple or plain in appearance
5. dexterity
 - a) with great skill or ability
 - b) done without regard to surroundings
 - c) flexibility
6. magnanimous
 - a) full of energy
 - b) generous and noble, with good intentions
 - c) oversized
7. implicit
 - a) secretive or classified information
 - b) something that is implied or understood without needing to be spoken
 - c) regarded as being of great importance
8. laurels
 - a) flower species commonly found in Switzerland
 - b) work done with extreme concentration
 - c) honors, awards, or achievements
9. genial
 - a) friendly, cheerful, and pleasant in manner
 - b) with years of experience
 - c) honest, blunt, and forward
10. laconic
 - a) in the spotlight
 - b) concise, using few words
 - c) colorful, vibrant
11. recompense
 - a) to pay back or compensate
 - b) to break down or diminish
 - c) to bring forward or donate
12. inure
 - a) to break or weaken
 - b) to belong to a small group or family
 - c) to acclimate or become accustomed to something difficult or undesirable
13. reconnoiter
 - a) to inspect, observe, or survey
 - b) to melt or mold into a different shape
 - c) to connect again after a long period of separation
14. procure
 - a) to build in an aesthetic manner
 - b) to obtain or bring about by diligent effort and care
 - c) to retrieve with great force

Commonly Confused Words

(1 point each) _____ points / 6 points

Circle the correct answer.

- 1. We measured the distance to see which airplane flew (farther | further).
- 2. After a long day, we were happy to be (all together | altogether) again.
- 3. (Accept | Except) for the dog, we prefer not to bring pets along while we drive.
- 4. While I waited for the numbing (effect | affect) to wear off, I rested on the couch.
- 5. Taking the new position would certainly (farther | further) his career.
- 6. Will you (accept | except) my offer?

Grammar, Punctuation, Usage

(2 points each + 1 point for each comma) _____ points / 18 points

Circle the coordinating conjunction. Then indicate if the conjunction is joining together two independent clauses, compound verb phrases, compound subjects, or compound direct objects by writing the correct choice on the line. Add commas where needed.

- 1. We spent the day on the pier watching the boats and eating lunch. _____
- 2. Harold and I drove to the new house to unpack our things. _____
- 3. Please take your time or you may make a mistake. _____
- 4. Neither I nor my brother are able to curl our tongues. _____
- 5. I would love to go with you and take pictures today. _____
- 6. I wanted to see the whales but the dolphins put on a great show too. _____
- 7. For Alan’s birthday we had chocolate cake roll and mint ice cream. _____
- 8. After working all day and getting the garden planted, we took a break. _____

Grammar, Punctuation, Usage

(2 points each) _____ points / 10 points

Circle the subordinating conjunction and underline dependent clauses.

- 1. As I walked through the forest, I marveled at the beauty of the trees.
- 2. When the winter snow had cleared, I saw a hint of beautiful spring flowers.
- 3. The bread smelled amazing as I pulled it from the oven.
- 4. He couldn’t help but grin when he heard the great news.
- 5. As soon as we were ready to go, a visitor showed up at out house.

Unit Readings

(1 point each) _____ points / 6 points

Circle the correct answer.

1. Johan Christian Dahl thought landscape paintings should show
 - a) just the land, water, and sky.
 - b) the character and nature of past inhabitants.
 - c) only the most exciting places and events.
2. While studying art, J. C. Dahl decided that he wanted to paint _____.
 - a) landscapes that were true to nature
 - b) portraits of the people he loved most
 - c) a more abstract view of the world around him
3. Why did J. C. Dahl often return to Norway to paint?
 - a) He disliked most other countries.
 - b) It was his homeland.
 - c) He was required to by his mentors.
 - d) He loved the Norwegian food.
4. The Arctic region includes (Circle all that apply.)
 - a) Russia and Iceland.
 - b) France and Germany.
 - c) United States and Canada.
 - d) Finland and Sweden.
5. Norway has the highest _____ of any country in Europe.
 - a) mountain peaks
 - b) population density
 - c) concentration of fjords
6. The Arctic Region is often defined by _____.
 - a) a large grouping of ice sheets
 - b) the tree line, where trees can no longer grow
 - c) an area of mountains that circle the North Pole

Reading Assignment

(10 points each) _____ points / 20 points

Answer the essay questions about chapter 1 of *Into the Unknown*. Make sure to answer in complete sentences with neat handwriting and proper grammar and punctuation (3 points) and to give meaningful insights (7 points).

1. In *Into the Unknown*, how do you think being raised on principles of self-help prepared Fridtjof Nansen for his great expedition?

[illegible]

[illegible]

Unit 5 Check

Memorization

(2 points each) _____ points / 10 points

Label each of the 5 Nordic Countries.

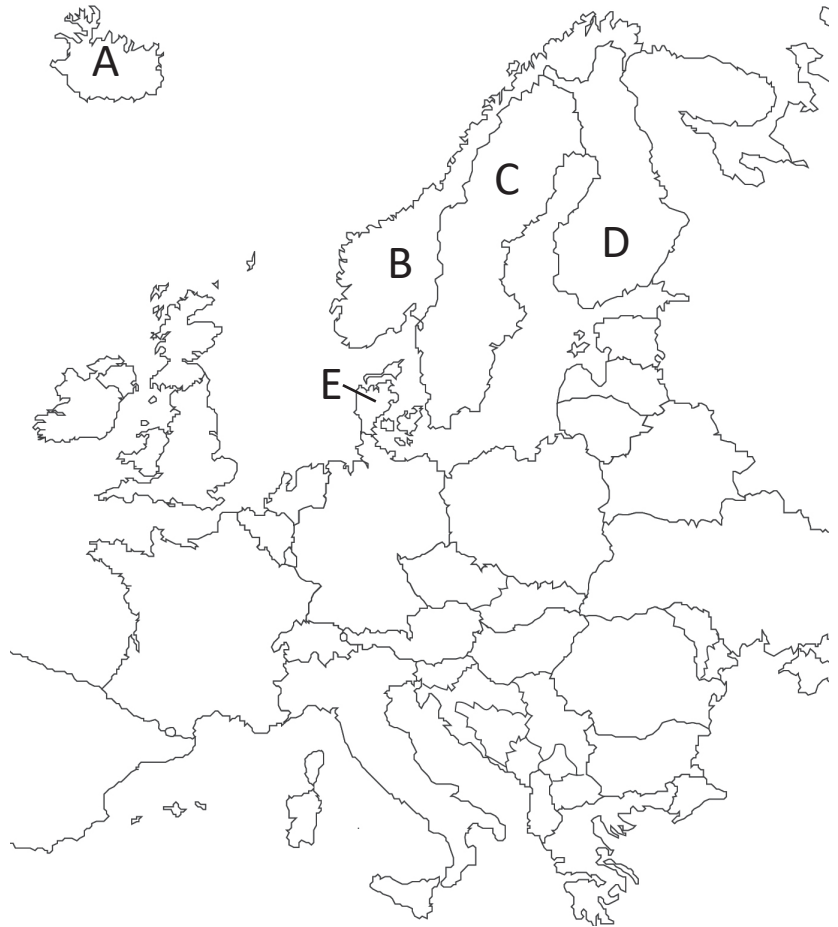
A. _____

B. _____

C. _____

D. _____

E. _____



Vocabulary

(2 points each) _____ points / 12 points

Circle the group of synonyms that best describes each word.

furtive

a) rude, unfriendly b) open, honest c) sneaky, stealthy

wary

a) cautious, suspicious b) stoic, detached c) energetic, wild

rankled

a) continuous, complete b) upset, angry, annoyed c) steady, reliable

quaint

a) common, ordinary b) charming, picturesque c) bleak, gloomy

dogged

a) determined, persistent b) weak, unreliable c) soft, fluffy

stolid

a) aware, involved b) lazy, tired c) unresponsive, impassive

Unit Readings

(2 points each) _____points / 12 points

Circle the correct answer.

1. Johan Christian Dahl was a/an _____ painter.

- a) impressionist
- b) abstract
- c) romantic
- d) neo-romantic

2. Romantic artists tried to show _____.

- a) what things really looked like
- b) feelings of grandeur and inspiring emotions
- c) radical moods and alternative views
- d) movement and changing light

3. Neo-romantic art differed from Romantic art because _____.

- a) it generally used more muted colors
- b) it used more distinct detail
- c) it was more strict about rules
- d) it was more abstract

4. Greenland is _____.

- a) full of rolling green hills
- b) mostly flat with some large mountains
- c) part desert and part forest

5. Circle all the answers that are true.

- a) Iceland has many volcanoes; some even help create energy.
- b) Much of Iceland is densely populated.
- c) Iceland's farms are stocked with sheep native to the island

6. Nikolai Astrup's art was not widely recognized outside of Norway until _____.

- a) his death in 1928
- b) 2016
- c) he was 88 years old

Grammar, Punctuation, Usage

(5 points each) _____points / 15 points

For each sentence circle "correct" if the sentence uses correct parallel construction and "incorrect" if it does not. If the sentence uses incorrect parallel construction, rewrite it in a way that fixes the problem.

1. My sister is funny, cheerful, and she is always acting thoughtfully.

CORRECT | INCORRECT

2. The book I am reading is applicable to my life and inspired me to be more grateful.

CORRECT | INCORRECT

3. I strive to be hard-working, true to my beliefs, and willingly help others.

CORRECT | INCORRECT

Grammar, Punctuation, Usage

(2 points each) _____ points / 16 points

Circle the correct definition of an absolute phrase.

- A. An absolute phrase is a nonessential phrase made of a noun followed by a participle.
- B. An absolute phrase is an essential phrase made of a verb plus a participle.
- C. An absolute phrase is any nonessential phrase.

Set off the absolute phrases with commas.

- 1. My brother hands aching continued to build the gazebo until nightfall.
- 2. The other day my knees trembling I shared my exciting news.
- 3. The bread baking I finished cleaning up the kitchen.
- 4. The strawberry patch the fruit overflowing has beautiful hues of red and green.
- 5. The courses being so strenuous I decided to take a break for the summer.
- 6. That house the flowers growing so well belongs to Steven's sister.
- 7. On the boat large waves crashing against the sides I began to feel sick.

Grammar, Punctuation, Usage

(2 points each) _____ points / 10 points

Insert commas where needed.

- 1. I really enjoy reading haiku limericks and free verse poems.
- 2. Wild strawberry forget-me-not and wild thyme plants all grow in Iceland.
- 3. We will need more flour sugar and butter to make the brownies.
- 4. Please gather your socks and shoes.
- 5. Next month we will be going to the planetarium the theater the rock show and the aquarium.

Commonly Confused Words

(1 point each) _____ points / 5 points

Circle the correct answer.

- 1. Death Valley is a (desert | dessert) in California.
- 2. For (desert | dessert) my grandmother brought the most delicious cheesecake.
- 3. Cake is my favorite (desert | dessert).
- 4. As we drove across the (desert | dessert), I watched the mountains fade in the distance.
- 5. The aroma of the most decadent (deserts | desserts) filled the room.

Reading Assignment

(10 points each) _____points / 20 points

Answer the essay questions about chapters 2–3 of *Into the Unknown*. Make sure to answer in complete sentences with neat handwriting and proper grammar and punctuation (3 points) and to give meaningful insights (7 points).

1. In chapter 3 of *Into the Unknown*, we read about the expedition of Commander Peary through the eyes of someone who was there rather than someone who heard about it later. Did your opinion of Commander Peary change at all after reading this chapter? If so, how?

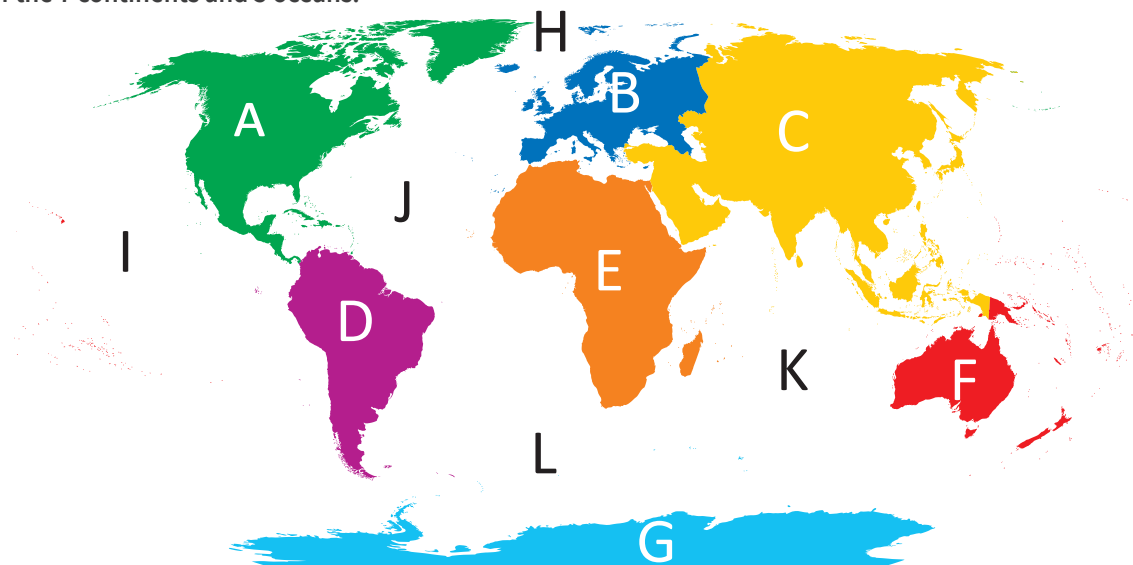
2. Dogs were described as an absolute necessity for any expedition to the North Pole. Do you agree that they were, in fact, necessary? Why, or why not?

Unit 6 Check

Memorization

(1 point for each continent, ocean, state, and capital) _____ points / 24 points

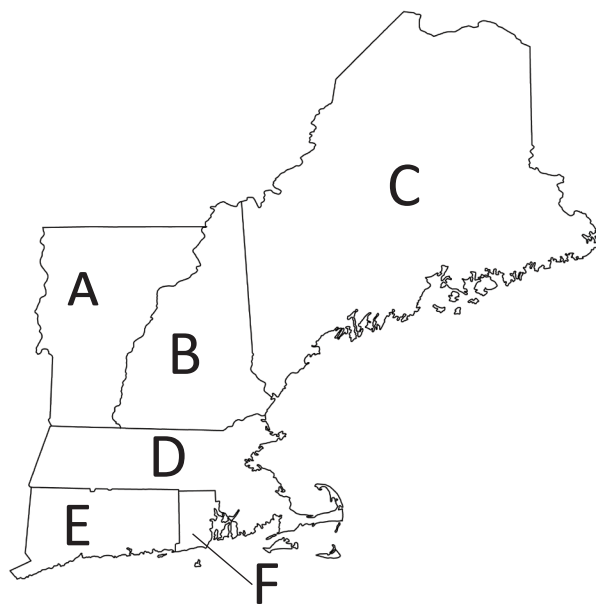
Label each of the 7 continents and 5 oceans.



- | | | |
|----------|----------|----------|
| A. _____ | E. _____ | I. _____ |
| B. _____ | F. _____ | J. _____ |
| C. _____ | G. _____ | K. _____ |
| D. _____ | H. _____ | L. _____ |

For each New England state, write the name of the state and its capital city.

- | |
|----------|
| A. _____ |
| B. _____ |
| C. _____ |
| D. _____ |
| E. _____ |
| F. _____ |



Memorization

(1 point for each state + 1 point for each capital) _____ points / 34 points

For each Southern state, write the name of the state and its capital city.



A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

I. _____

J. _____

K. _____

L. _____

M. _____

N. _____

O. _____

P. _____

Q. _____

Vocabulary

(2 points each) _____ points / 12 points

Circle the correct definition for each word.

- | | |
|---|---|
| <p>1. avarice</p> <p>a) desire to do good to others</p> <p>b) fatigue or weariness</p> <p>c) excessive greed for wealth</p> | <p>4. antipathy</p> <p>a) feeling of joy and love</p> <p>b) fear of failure</p> <p>c) a strong feeling of dislike, opposition, or anger</p> |
| <p>2. alacrity</p> <p>a) with disdain or dislike</p> <p>b) cheerful willingness, eagerness</p> <p>c) pride in ones work</p> | <p>5. dank</p> <p>a) covered by dust and rubble</p> <p>b) unpleasantly damp or humid</p> <p>c) sweet smelling and pleasant</p> |
| <p>3. exhort</p> <p>a) to make weak</p> <p>b) strongly encourage or urge</p> <p>c) to discourage or dissuade</p> | <p>6. adroit</p> <p>a) behind or lacking in strength</p> <p>b) cleverly skillful, resourceful, or ingenious</p> <p>c) tiresome or dull</p> |

Grammar, Punctuation, Usage

(2 points each) _____ points / 12 points

For each sentence below, enter i.e. or e.g. on each blank line and insert commas where needed.

- | | |
|--|---|
| <p>1. The neighbors, _____, Sherry and Larry, are so generous aren't they?</p> <p>2. Some smaller animals, _____, goats and chickens, will also fit in the barn right?</p> <p>3. I always love this time of year, _____, spring don't you?</p> | <p>4. I would love to travel to the warmest country on earth not the coldest, _____ Antarctica.</p> <p>5. I am passionate about many career options, _____, accounting and health care but not engineering.</p> <p>6. We have karate class tomorrow, _____, Tuesday don't we?</p> |
|--|---|

Grammar, Punctuation, Usage

(1 point each) _____ points / 4 points

Cross out all the sentences that are comma splices.

- Please send your resume, and I will review it after I receive it.

Please send your resume, I will review it after I receive it.

Please send your resume. I will review it after I receive it.
- The party begins at 5:00, we will eat pizza when everyone arrives.

The party begins at 5:00. We will eat pizza when everyone arrives.

The party begins at 5:00, so we will eat pizza when everyone arrives.

3. I plan to finish my college courses first, then I will spend some time doing humanitarian work.
I plan to finish my college courses first. Then I will spend some time doing humanitarian work.
I plan to finish my college courses first, but then I will spend some time doing humanitarian work.
4. Yesterday was great; we spent the day on the lake enjoying the fresh air.
Yesterday was great. We spent the day on the lake enjoying the fresh air.
Yesterday was great, we spent the day on the lake enjoying the fresh air.

Unit Readings

(2 points each) _____points / 4 points

Circle the correct answer(s).

Note: Always make sure to evaluate every part of a possible answer. Often, test creators will make part of an answer true, but part of it not true. Look for the answer in which all parts are true.

1. Booker T. Washington believed
- a) girls should receive the same exact education as men, and it should be based on strong academics and not vocational education.
 - b) education should improve the mind but also provide training in practical skills and occupations.
 - c) education was to be desired because it allowed African Americans to be free of manual labor.
2. Booker T. Washington believed
- a) education was an important way to improve the situation of African Americans.
 - b) it was a problem that African American students were leaving school knowing Greek and Latin but knowing less about life and its conditions as they would meet it at their homes.
 - c) he could do more work as an educator than as a politician.

Reading Assignment

_____ points / 10 points

Answer the essay question about *Up From Slavery*. Make sure to answer in complete sentences with neat handwriting and proper grammar and punctuation (3 points) and to give meaningful insights (7 points).

1. In *Up From Slavery*, Booker T. Washington said that people “lift themselves up in proportion as they help to lift others.” Washington definitely worked hard to further his own education, but he worked even harder at improving the lives of others. Explain why focusing solely on improving your own life and circumstances does not lift yourself higher than if you focus on lifting others as well. Also explain how you would like to lift others in your life now and/or in the future.

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Unit 7 Check

Memorization

(1 point for each state + 1 point for each capital) _____ points / 34 points

For each Southern state, write the name of the state and its capital city.



A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

I. _____

J. _____

K. _____

L. _____

M. _____

N. _____

O. _____

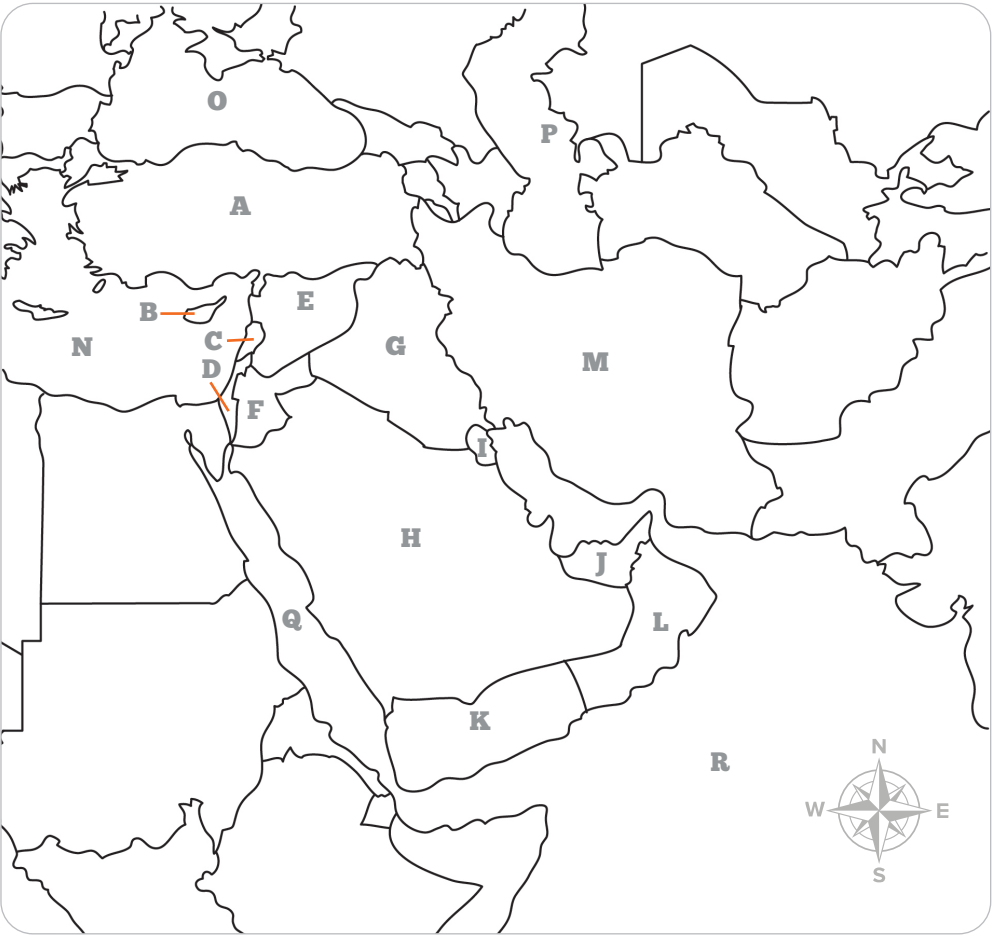
P. _____

Q. _____

Memorization

(1 point each) _____ points / 18 points

Write the name of each country and sea of the Middle East.



- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____
- H. _____
- I. _____
- J. _____
- K. _____
- L. _____
- M. _____
- N. _____
- O. _____
- P. _____
- Q. _____
- R. _____

Sentence Diagramming

(5 points each) _____ points / 10 points

Diagram the sentences.

Ryan and Steve definitely enjoy basketball and baseball.

The talented athlete dances and snowboards.

Vocabulary

(1 point each) _____points / 8 points

Circle the group of synonyms that best describes each word.

- amicable** a) rude, unfriendly b) open, honest c) friendly, peaceable
- copious** a) abundant, plentiful b) stoic, detached c) energetic, wild
- abdicate** a) continuous, complete b) renounce, relinquish c) steady, reliable
- culpable** a) common, ordinary b) guilty, liable c) bleak, gloomy
- abate** a) diminish, lessen b) escape, vanish c) light up, illuminate
- brazen** a) aware, involved b) lazy, tired c) bold, shameless
- ambivalent** a) contradictory, unsure b) lazy, tired c) unresponsive, impassive
- cajole** a) aware, involved b) persuade, coax c) unresponsive, impassive

Grammar, Punctuation, Usage

(1 point each) _____points / 10 points

Insert commas where needed.

1. Later when the car is repaired we can go to the store.
2. After we finish reading we will be ready to start the project.
3. The play while well attended was not as successful as we had hoped.

Circle whether each sentence contains a compound subject, a compound verb, a compound direct object, or a compound prepositional phrase.

- | | |
|---|---|
| <p>1. My mother and I found it quite refreshing to watch the sun rise this morning.
Compound Item: Subject Verb Phrase Direct Object Prepositional Phrase</p> | <p>3. The wind whistled raged and roared for two hours .
Compound Item: Subject Verb Phrase Direct Object Prepositional Phrase</p> |
| <p>2. We store the extra screwdrivers in a tool bag or on the tool bench.
Compound Item: Subject Verb Phrase Direct Object Prepositional Phrase</p> | <p>4. My grandfather always made a pumpkin cheesecake and a pecan pie for Thanksgiving.
Compound Item: Subject Verb Phrase Direct Object Prepositional Phrase</p> |

Choose the correct word.

1. When you have finished (anyone | any one) of the assignments, move on to the next one.
2. I do not want (anyone | any one) to feel left out of the game.
3. Is there (anyone | any one) that would prefer to share their presentation early?

Reading Assignment

(10 points each) _____ points / 20 points

Answer the essay question about *Up From Slavery*. Make sure to answer in complete sentences with neat handwriting and proper grammar and punctuation (3 points) and to give meaningful insights (7 points).

1. In *Up From Slavery*, Booker T. Washington says, “I felt it would be almost a waste of time to take the children of such people as I had been among for a month and each day give them a few hours of mere book education.” He mentions the phrase “mere book education” multiple times throughout the book as well. What kind of education did he think the children needed? In what ways did he teach the students at Tuskegee more than “mere book education”? Explain why you think this was or was not important for the students.

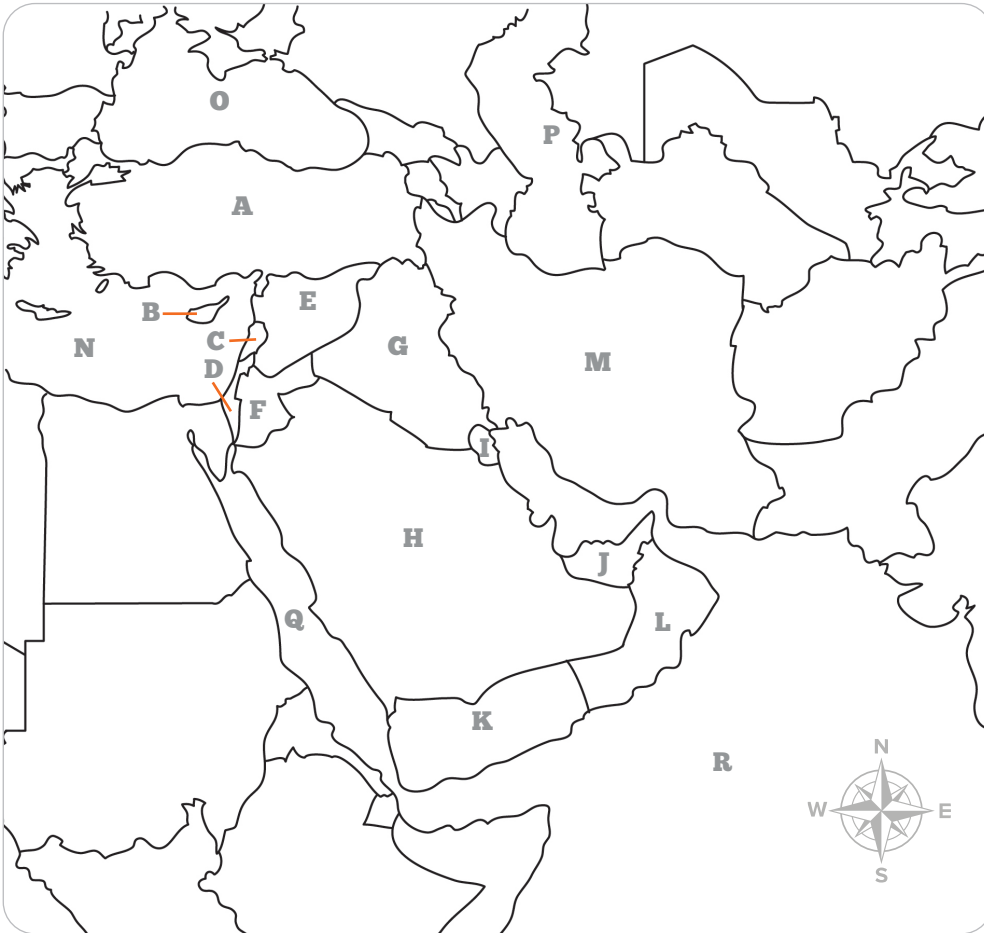
2. The lives of John Greenleaf Whittier (1807-1892) and Booker T. Washington (1856-1915) overlap and so did many of their beliefs and ideas. Discuss some ways that these two men were similar.

Unit 8 Check

Memorization

(1 point each) _____ points / 18 points

Write the name of each country and sea of the Middle East.



- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____
- H. _____
- I. _____
- J. _____
- K. _____
- L. _____
- M. _____
- N. _____
- O. _____
- P. _____
- Q. _____
- R. _____

Unit Readings

(6 points each) _____ points / 12 points

1. Which sentence about John Greenleaf Whittier is true?

- a) References to God and faith are woven into his poems.
- b) Although he was deeply religious, he wrote poems only about nature, keeping his religious thoughts private.
- c) Every one of his poems were solemn, heavy, and serious.

2. In his old age, John Whittier looked back and considered which of the following as “the act which he recalled with greater satisfaction than any other in his life”?

- a) giving the proceeds of his first book of poetry to support anti-slavery work
- b) signing his name to the “Anti-Slavery Declaration of 1833”
- c) turning down a publishing contract because the publisher supported slavery

Vocabulary

(3 points each) _____ points / 18 points

Circle the group of synonyms that best describes each vocabulary word.

- flagrant** a) blatant, brazen b) covert, secret c) flashy, showy
- fastidious** a) punctual, prompt b) swift, sudden c) demanding, fussy
- spurious** a) motivating, provoking b) false, counterfeit c) excessive, extravagant
- opulent** a) wealthy, lavish b) shiny, gleaming c) oppositional, resistant
- indolent** a) chaotic, disorganized b) lazy, idle, slothful c) defiant, rebellious
- inane** a) silly, absurd b) nonfunctional, broken c) unrealistic, idealistic

Grammar, Punctuation, Usage

(1 point each) _____ points / 15 points

Insert commas where needed. Place triple underlines under words that should be capitalized. Use the ~ mark to indicate that a punctuation mark should change places with the quotation mark.

Then after a moment, he queried “aren’t you going to walk at all today”?

“To walk? where?”

“Why, through the woods and fields—anywhere”.

“Walking in the woods, now—just walking? land’s sake, boy, I’ve got something else to do”!

“Oh, that’s too bad, isn’t it”? David’s face expressed sympathetic regret. “it’s such a nice day! Maybe it’ll rain by tomorrow.”

“Maybe it will” retorted Mrs. Holly, with slightly uplifted eyebrows and an expressive glance. “but whether it does or doesn’t won’t make any difference in my going to walk, I guess.”

“Oh, won’t it”? beamed David, his face changing. “I’m so glad! I don’t mind the rain, either”.

...

“But I haven’t seen this room before” ruminated David.

“Well, no” deigned Mrs. Holly, with just a touch of superiority.

Grammar, Punctuation, Usage

(1 points each) _____ points / 7 points

Circle double quotes that should be single quotes.

1. Mr. Rubio said, “My mother always used the maxim “actions speak louder than words” when I was a boy.”
2. “I like Joe,” said Rose. “When he said, “honesty is the best policy,” I knew I could trust him.”
3. “My uncle,” explained Elise, “said to me, “laughter is the best medicine.”
4. Raven laughed. “You always tell me that “money isn’t everything,” and you are right!”

Commonly Confused Words

(2 points each) _____ points / 10 points

Circle the correct answer.

1. **T or F:** If a marathon is held biannually, it means twice a year.
2. **T or F:** A fund raiser held semiannually means it is held every other year.
3. **T or F:** If you want to have a meeting twice a week, it would be less ambiguous to say the meeting will be held semiweekly than biweekly.
4. **T or F:** If a talent show is held biennially, it means every two years.
5. **T or F:** An award banquet held semiannually happens just once a year.

Reading Assignment

_____points / 20 points

Answer the essay question about chapters 15–17 of *Up From Slavery*. Make sure to answer in full sentences with neat handwriting and proper grammar and punctuation (5 points) and to give meaningful insights (15 points).

1. In *Up From Slavery*, Booker T. Washington says of his students, “It is an inspiring sight when one stands on the platform there and sees before him eleven or twelve hundred earnest young men and women; and one cannot but feel that it is a privilege to help to guide them to a higher and more useful life.” Do you feel that guiding African American students to a higher and more useful life was the main motivation behind Washington’s work? If not, what is his main motivation? If so, from where does this motivation come, in your opinion?

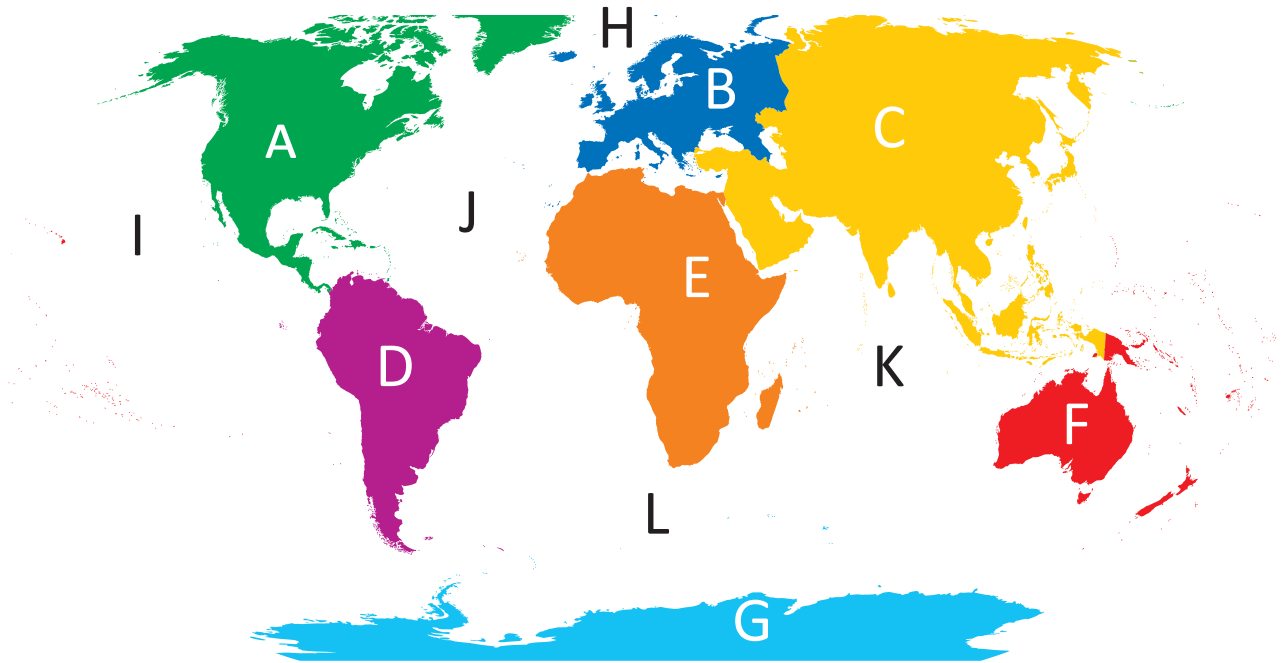
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Unit 9 Check

Memorization

(1 point each) _____ points / 12 points

Label each of the continents and oceans.



A. _____

E. _____

I. _____

B. _____

F. _____

J. _____

C. _____

G. _____

K. _____

D. _____

H. _____

L. _____

Unit Readings

(3 points each) _____ points / 12 points

Answer the questions.

1. Which fact is true about author Elizabeth Yates?

a) She wrote her first book while in Poland. b) She knew she wanted to be a writer at a young age. c) She grew up in New York City.

2. Although the majority of Arabs are Muslim, many Arabs are also Christians or belong to other religions.

a) true b) false

3. Robert Frost's poetry was hugely successful after his death, but during his life it was hardly recognized.

a) true b) false

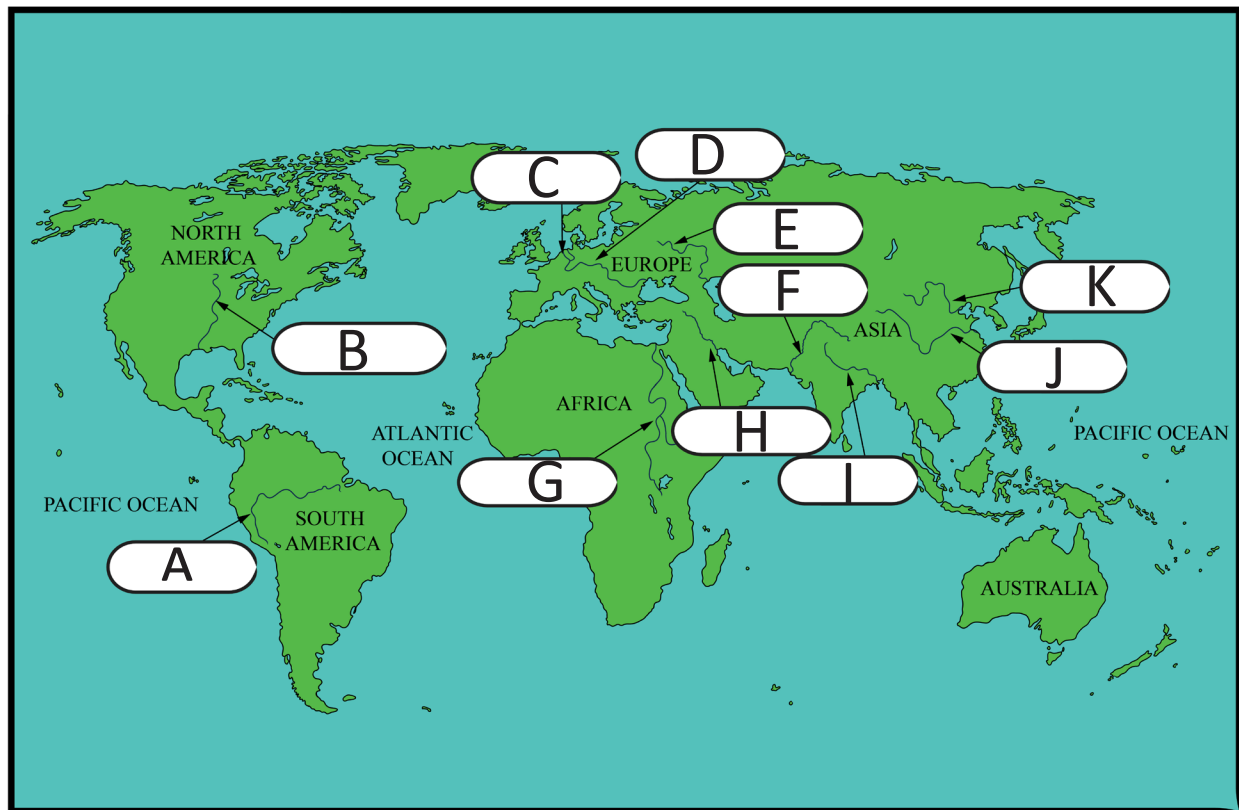
4. Robert Frost avoided free verse; he preferred writing poetry that followed conventional forms.

a) true b) false

Memorization

(1 point for each river) _____ points / 11 points

Label each of the 11 major rivers.



A. _____

E. _____

I. _____

B. _____

F. _____

J. _____

C. _____

G. _____

K. _____

D. _____

H. _____

Vocabulary

(3 points each) _____ points / 18 points

Circle the vocabulary word that best suits the sentence.

- 1. The lost campers ran out of food and were in (dire | inert) need of help.
- 2. The professor has a/an (fortuitous | eclectic) collection, from African instruments to old clocks.
- 3. The (eclectic | fallacious) philosophy has misled many people.
- 4. The (intrepid | austere) mountain climber did not fear wild animals or steep cliffs.
- 5. Do not (disparage | mollify) my idea; I really think it will work!
- 6. Mr. Tippetts thought our safe return was (fortuitous | succinct), but I feel it was an answer to prayer.

Grammar, Punctuation, Usage

(4 points each) _____ points / 12 points

For each set, circle the vertical list that does not contain errors.

- A.

This week I have been trying to:

 - be more positive
 - spend more time outside
 - serve others
- B.

This week I have been trying to

 - be more positive
 - spend more time outside
 - serve others
- C.

This week I have been

 - being more positive
 - spending more time outside
 - serve others
- A.

Respectful behavior includes

 - showing respect to the elderly
 - not interrupting people
 - speaking civilly
- B.

Respectful behavior includes:

 - showing respect to the elderly.
 - not interrupting people.
 - speaking civilly.
- C.

Respectful behavior includes

 - showing respect to the elderly.
 - not interrupting people.
 - civil conversation.
- A.

We should never judge by one of the following items:

 - race
 - a person's religion
 - physical appearance
- B.

We should never judge by one of the following items

 - race.
 - religion.
 - physical appearance.
- C.

We should never judge by one of the following items:

 - race
 - religion
 - physical appearance

Commonly Confused Words	(1 point each)_____ points / 5 points
-------------------------	---------------------------------------

Circle the correct answers.

1. I feel (good | well) when I tell the truth.

2. You sang very (good | well) at the Christmas program.

3. It is (good | well) that she is coming.
4. I cannot speak Italian very (good | well).

5. Things have gone (good | well) for me today.

Short Answer Questions	(10 points each)_____ points / 30 points
------------------------	--

Complete each short answer question. Make sure to answer in full sentences with neat handwriting and proper grammar and punctuation (3 points) and to give meaningful insights (7 points each.)

1. Based on information you have learned in the past few units about the Middle East, describe something that would be difficult about living in the Middle East or something that you would enjoy. (Remember to give meaningful insights.)
2. Elizabeth Yates was a gifted author who won many awards for her work. From your experience of reading chapters 1–6 of *Patterns on the Wall*, explain one or two ways Yates writes effectively. (Giving examples is usually helpful.)
3. What is one way you relate to the main character, Jared, in *Patterns on the Wall*; or what is one way you would like to be more like him? (Remember to give meaningful insights.)

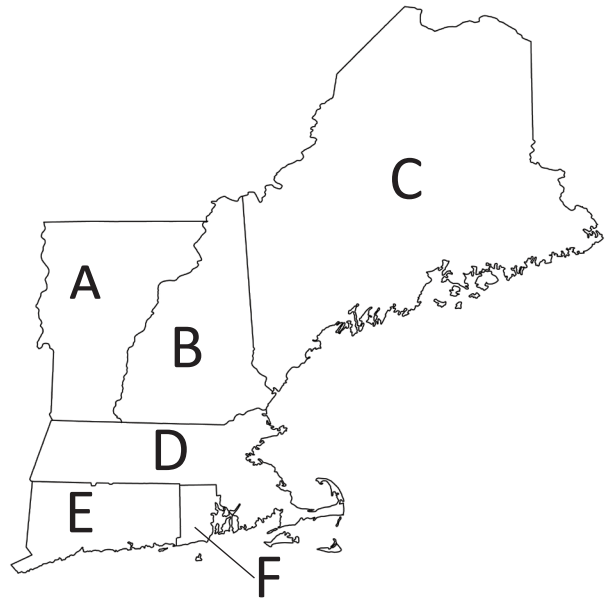
Unit 10 Check

Memorization

(1 point for each state + 1 point for each capital) _____ points / 12 points

For each New England state, write the name of the state and its capital city.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____



Memorization

(1 point each) _____ points / 15 points

Write the missing root or meaning for each line.

Root	Meaning
	against, opposite
auto	
	two
circ/circum	
	over, beyond, high
	under, below, less
	between, among

Root	Meaning
post	
	before, in advance
	bad, wrong, or ill
	small
mono	
	study of
	within, inside
ambi	

Memorization

(1 point for each state + 1 point for each capital) _____ points / 34 points

For each Southern state, write the name of the state and its capital city.



A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

I. _____

J. _____

K. _____

L. _____

M. _____

N. _____

O. _____

P. _____

Q. _____

Sentence Diagramming

(3 points each) _____points / 9 points

Diagram the sentences.

The sweet carrots are so crisp.

Ralph Waldo Emerson skillfully wrote complex essays.

Emerson and Thoreau really loved nature.

Grammar, Punctuation, Usage

(1 point each) _____points / 8 points

Using words from the sentence below, fill out the chart below. (Note: Not every word from the sentence is on the chart.)

In the valley, I felt peace as I walked slowly beside the cool stream.

Concrete Noun(s) _____ Abstract Noun(s) _____ Preposition(s) _____

Adjective(s) _____ Adverb _____ Subordinating Conjunction _____

Vocabulary

(1 point each) _____ points / 21 points

Circle the correct definition for each vocabulary word. (Note: Not every vocabulary word in the unit is included in this check.)

ardent	a) with passionate feeling b) hard and unbending c) with great compassion
perceptible	a) able to be torn b) with great courage c) capable of being perceived
demur	a) to be kind b) to oppose, object, or delay c) to restrain
inert	a) unable to move or act; lethargic b) freely given c) incapable of feeling; hardened
tremulously	a) with high pitch b) with trembling, quivering, or shaking c) with swiftness
tersely	a) with tension and stress b) solidly c) abruptly concise
sun-dry	a) various, miscellaneous b) occurring on Sunday c) sunny
veritable	a) sure to happen b) pleasant c) truly called, real, genuine
plaintively	a) with a lawyer b) with sorrow, mournfully c) with plainness
remonstrated	a) said with protest, reproof b) dug into c) assured
consternation	a) made of stars b) feeling alarm or dismay c) not understanding
incredulous	a) disbelieving b) incredible c) funny
mollify	a) to express happiness b) to upset c) to soothe or soften
dilapidated	a) made clumsily b) in a state of neglect or disrepair c) outdated; old fashioned
nonchalant	a) feeling or appearing casually calm or relaxed b) unprovoked c) friendly, pleasant
aversion	a) an alteration b) a distraction c) a strong feeling or dislike or opposition
derisive	a) distracting b) sarcastically mean or mocking c) tending to cause division or contention
sonorous	a) deep and full sound b) with a monotonous tone c) glorious, resplendent
incorrigible	a) not able to be corrected or changed b) encouraging c) enticing, alluring
audacious	a) disbelieving b) unbelievable, fanciful c) extremely bold, daring, confident
succinct	a) reliable, consistent b) expressed in few words; concise c) various, miscellaneous

Vocabulary

(1 point each) _____points / 17 points

Circle the correct definition for each word.

1. don
 - a) to climb or excel
 - b) to remove
 - c) to dress, to put on
2. duly
 - a) properly, fittingly, or punctually
 - b) flat, without dimension
 - c) fiercely, with determination
3. chagrin
 - a) to do with excitement
 - b) humiliation, disappointment, or distress caused by failure
 - c) fear or failure
4. succinct
 - a) diverse
 - b) expressed in few words; concise
 - c) simple or plain in appearance
5. dexterity
 - a) with great skill or ability
 - b) done without regard to surroundings
 - c) flexibility
6. magnanimous
 - a) full of energy
 - b) generous and noble, with good intentions
 - c) oversized
7. implicit
 - a) secretive or classified information
 - b) something that is implied or understood without needing to be spoken
 - c) regarded as being of great importance
8. stolid
 - a) unbending, immovable
 - b) showing little emotion or animation
 - c) properly, fittingly, or punctually
9. avarice
 - a) excessive greed for wealth
 - b) revenge
 - c) aggression, hostility
10. laurels
 - a) flower species commonly found in Switzerland
 - b) work done with extreme concentration
 - c) honors, awards, or achievements
11. genial
 - a) friendly, cheerful, and pleasant in manner
 - b) with years of experience
 - c) honest, blunt, and forward
12. laconic
 - a) in the spotlight
 - b) concise, using few words
 - c) colorful, vibrant
13. recompense
 - a) to pay back or compensate
 - b) to break down or diminish
 - c) to bring forward or donate
14. inure
 - a) to break or weaken
 - b) to belong to a small group or family
 - c) to acclimate or become accustomed to something difficult or undesirable.
15. reconnoiter
 - a) to inspect, observe, or survey
 - b) to melt or mold into a different shape
 - c) to connect again after a long period of separation
16. procure
 - a) to build in an aesthetic manner
 - b) to obtain or bring about by diligent effort and care
 - c) to retrieve with great force
17. copious
 - a) painstaking
 - b) very wealthy or rich, luxurious, lavish
 - c) abundant, plentiful

Commonly Confused Words

(2 points each) _____ points / 16 points

Circle the correct answer.

1. Sam was (altogether | all together) relieved about the results of his tests.

2. I am not sure if (anyone | any one) is listening.

3. It was not hard to (accept | except) your apology.

4. Your attitude will (affect | effect) your friendships.
5. The (biannual | biennial) marathon is held twice a year.

6. I cannot speak Portuguese very (good | well).

7. Things have gone (good | well) at work recently.

8. We walked (farther | further) into the forest.

Grammar, Punctuation, Usage

(2 points each) _____ points / 4 points

Rewrite the vertical lists correctly.

1	The book covers the following topics • tying knots • how to build a fire • building a shelter	
2	My goals for the course are to • study daily • good attitude. • practice good handwriting	

Grammar, Punctuation, Usage

(2 points each) _____ points / 10 points

For each of the following sentences, underline the correct choice and determine if it is an adjective or adverb.

1. We adapted (quick | quickly) to the new rules.

ADVERB | ADJECTIVE
2. I feel (bad | badly) that I forgot to call you.

ADVERB | ADJECTIVE
3. My new book is (real | really) interesting.

ADVERB | ADJECTIVE
4. Please talk (quietly | quiet).

ADVERB | ADJECTIVE
5. The dump smells (bad | badly).

ADVERB | ADJECTIVE

Grammar, Punctuation, Usage

(2 points each) _____points / 18 points

Underline the dependent clause and insert commas where needed.

- 1. When you finish your cleaning we will go on a walk and look for deer.
- 2. The wind continued to moan while we huddled inside our tent.

For each sentence, circle the coordinating conjunction. Then indicate if the conjunction is joining together two independent clauses or two verb phrases by underlining the correct choice.

- 3. The thoughtful mother made a card for her daughter and put it on her bed.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

- 4. The clouds were dark this evening, but it did not rain.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

Set off the absolute phrases with commas.

5. Phillip his mind wandering walked through the hills until the sun set.	6. Before dinner began we helped clean the room the windows needing special attention.
---	--

For each set, underline the sentence that uses correct parallel construction.

- 7. a. The meeting was spent reviewing policies, analyzing problems with employees, and budgets.
b. The meeting was spent reviewing policies, analyzing problems with employees, and discussing budgets.
- 8. a. He waved to us cheerfully and joyful.
b. He waved to us cheerfully and joyfully.
- 9. a. I want my bedroom to be a bright and cheerful sanctuary.
b. I want my bedroom to be bright, cheerful, and a sanctuary.

Grammar, Punctuation, Usage

(1 point each) _____points / 4 points

In the passage below from *Just David* by Eleanor H. Porter, insert commas where needed. Place triple underlines under words that should be capitalized. Use the ~ mark to indicate that a punctuation mark should change places with the quotation mark (4 points possible).

“But now” he finished wistfully “it’s all so different, and I’m down here alone. Daddy went, you know, to the far country, and he can’t come back from there.”

“Who told you that”?

“Daddy himself. He wrote it to me.”

“wrote it to you!” cried the man, sitting suddenly erect.

Grammar, Punctuation, Usage

(2 points each) _____points / 4 points

Cross out all the sentences that are comma splices.

1. I’ve always wanted to visit Italy, I hope to go someday. If you tell the truth, you will feel good. Raj built a birdhouse, I built a canoe.	2. Kendra wanted grape juice, Chico wanted water. Our teacher was kind, and she made history interesting. We offered our help, he accepted it.
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Grammar, Punctuation, Usage

(2 points each) _____points / 8 points

Underline the word that best describes the compound item.

1. Birds and butterflies abound in these beautiful, dense woods.

Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase

2. We walked around the placid lake and found a grassy place to have a picnic.

Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase

3. The morning sunlight shines through the trees and on the pond.

Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase

4. When I went to Grandmother’s house last week, I picked juicy strawberries and sweet cherries.

Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase

Short Answer Questions

(10 points each) _____points / 20 points

Answer the short answer questions in full sentences with neat handwriting and proper grammar and punctuation (3 points) and give meaningful insights (7 points).

1. Books have varying degrees of educational, literary, moral, and entertainment value, making them of greater or lesser overall worth. How worthy is the book *Patterns on the Wall* by Elizabeth Yates and why?

[illegible]

2. What are the most valuable things you gained through completing this course, and why are they valuable to you?

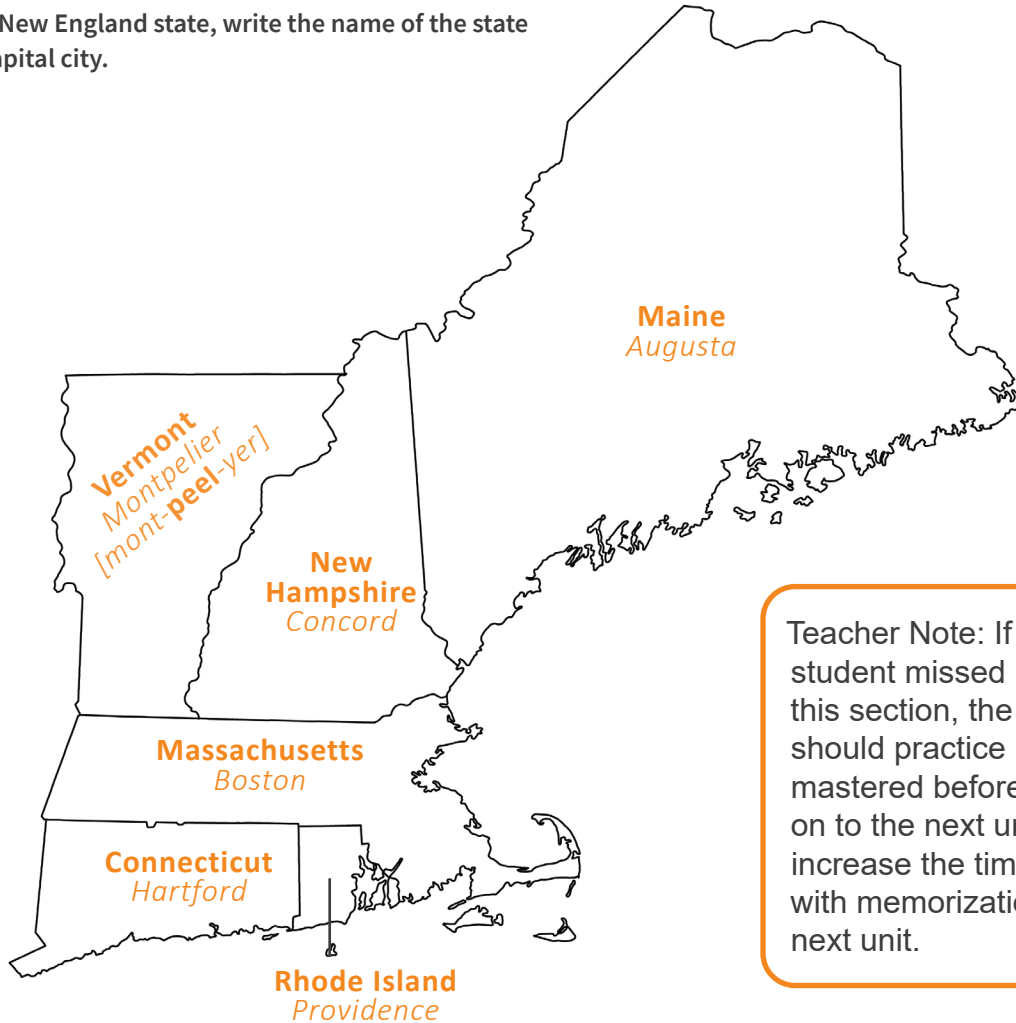
This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. The entire page is white, and there are no margins or additional markings.

Unit 1 Check

Memorization

(1 point for each state + 1 point for each capital) _____ points / 12 points

For each New England state, write the name of the state and its capital city.



Teacher Note: If the student missed items in this section, the student should practice it until it is mastered before moving on to the next unit. Also, increase the time spent with memorization in the next unit.

Unit Readings

(5 points each) _____ points / 20 points

1. What did Johann Wolfgang von Goethe say a man should do every day?

- a) hear a little music, read a little poetry, see a fine picture b) give gratitude to God c) connect with nature

2. What did author Eleanor H. Porter study and excel in before becoming a professional writer?

- a) painting b) history c) flute d) singing e) drawing f) sailing g) guitar h) sewing i) chemistry j) quilting

3. Circle all the statements that are true about author Ralph Waldo Emerson.

- a) He grew up rich but turned his back on wealth to be a minister. b) He was poor growing up and worked hard. c) He was most known for his fictional novels, which are now classics. d) His writing is complex and full of meaning.

4. Circle all the statements that are true about the Appalachian Mountains.

- a) They extend through the middle of New England. b) They extend through Canada.
 c) They are extremely high with a lot of jagged peaks, comparable to the Swiss Alps. d) They have no trails.

Teacher Note: If the student missed items in this section, encourage the student to read the course material more carefully or read the material with the student.

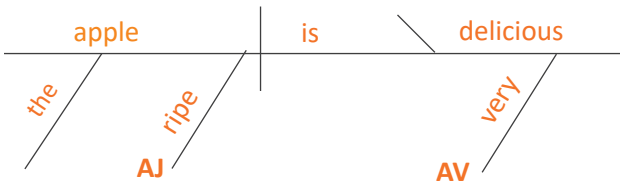
Sentence Diagramming

(5 points each) _____ points / 10 points

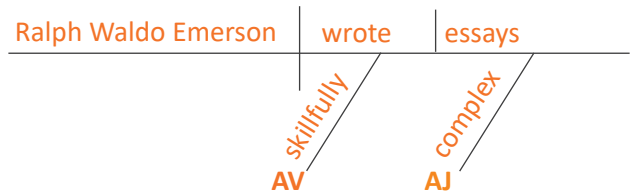
Diagram the sentences.

Teacher Note: Give 5 points for each sentence diagrammed correctly. Give 3 points for one mistake. Give 2 points for 2–3 mistakes. Give 0 points for more than 3 mistakes.

The ripe apple is very delicious.



Ralph Waldo Emerson skillfully wrote complex essays.



Teacher Note: If the student missed items in this section, have the student watch sentence diagramming videos (Steps 1–5 and Step 11) on goodandbeautiful.com/videos.

Grammar, Punctuation, Usage

(1 point for each word) _____ points / 10 points

Using words from the sentence in italics, fill out the chart below.

Under the lovely bridge, a girl sat quietly in total contentment and peace.

Concrete Noun(s) bridge, girl Abstract Noun(s) contentment, peace

Adjective(s) lovely, total Adverb quietly Verb sat

Preposition(s) under, in

Teacher Note: If the student missed items in this section, have the student complete the video [Parts of Speech](http://goodandbeautiful.com/videos) on goodandbeautiful.com/videos.

Vocabulary

(2 points each) _____ points / 28 points

Circle the correct definition for each vocabulary word.

- ardent** a) with passionate feeling b) hard and unbending c) with great compassion
- perceptible** a) able to be torn b) with great courage c) capable of being perceived
- demur** a) to be kind b) to oppose, object, or delay c) to restrain
- inert** a) unable to move or act; lethargic b) freely given c) incapable of feeling; hardened
- tremulously** a) with high pitch b) with trembling, quivering, or shaking c) with swiftness
- tersely** a) with tension and stress b) solidly c) abruptly concise
- sundry** a) various, miscellaneous b) occurring on Sunday c) sunny
- veritable** a) sure to happen b) pleasant c) truly called, real, genuine
- plaintively** a) with a lawyer b) with sorrow, mournfully c) with plainness
- remonstrated** a) said with protest, reproof b) dug into c) assured
- consternation** a) made of stars b) feeling alarm or dismay c) not understanding
- incredulous** a) disbelieving b) incredible c) funny
- mollify** a) to express happiness b) to upset c) to soothe or soften
- dilapidated** a) made clumsily b) in a state of neglect or disrepair c) outdated; old fashioned

Teacher Note: If the student missed items in this section, have the student listen to the audio recording titled Vocabulary—Unit 1 on goodandbeautiful.com/hs1.

Reading Assignment

(10 points each) _____points / 20 points

Answer the essay questions about chapters 1–8 of *Just David*. Make sure to answer in complete sentences with neat handwriting and proper grammar and punctuation (3 points) and to give meaningful insights (7 points).

1. A parent has the wonderful opportunity to teach children to love and appreciate certain things. What things does David’s father teach David to love and appreciate? What things do you feel would be most important to teach a child to love?

Answers will vary. For your reference, David’s father taught David to love nature, music, and learning.

2. Explain why David felt that taking walks was so important and why Mr. and Mrs. Holly did not.

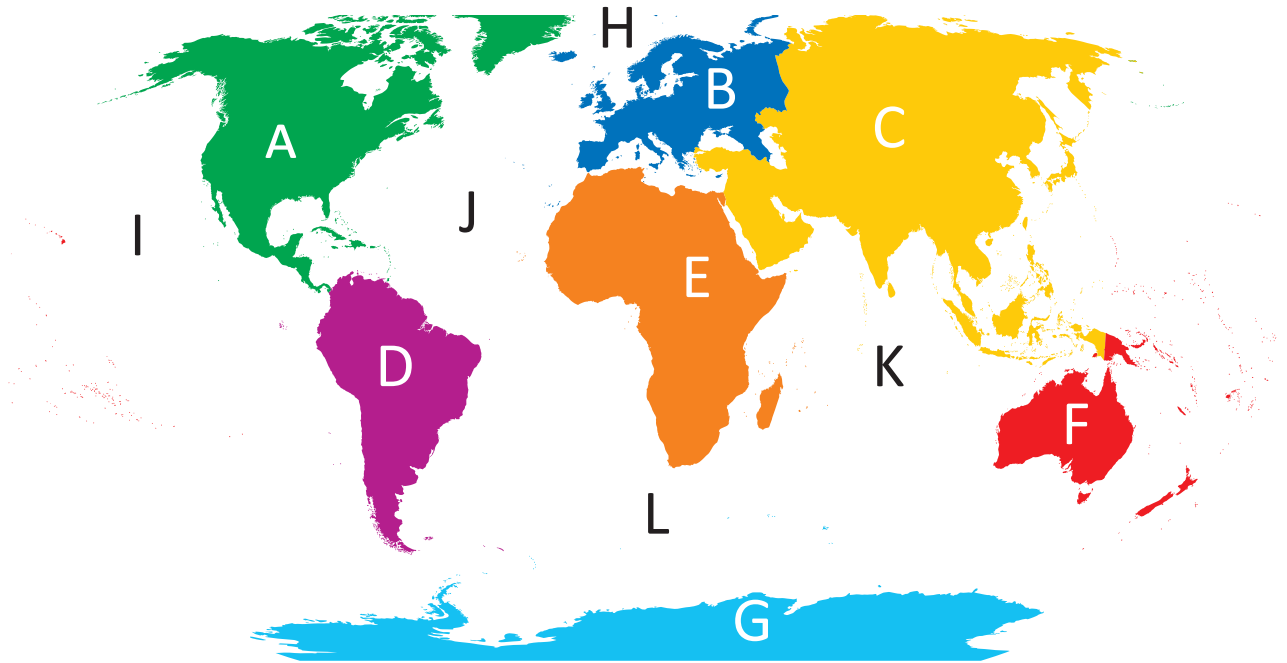
Answers will vary. For your reference, David loved to explore nature and learn from its beauty, while Mr. and Mrs. Holly felt it was better to be busy at home and in the fields.

Unit 2 Check

Memorization

(2 points each) _____ points / 24 points

Label each of the 7 continents and 5 oceans.



A. North America

B. Europe

C. Asia

D. South America

E. Africa

F. Australia

G. Antarctica

H. Arctic Ocean

I. Pacific Ocean

J. Atlantic Ocean

K. Indian Ocean

L. Southern Ocean or
Antarctic Ocean

Memorization

(2 points each) _____ points / 12 points

Fill in the capital of each New England state.

Augusta, Maine

Montpelier, Vermont

Concord, New Hampshire

Boston, Massachusetts

Hartford, Connecticut

Providence, Rhode Island

Teacher Note: If the student missed items in this section, the student should practice it until mastered before moving on to the next unit. Also, increase the time spent with memorization in the next unit.

Unit Readings

(2 points each) _____ points / 4 points

1. Asher Brown Durand was best known for his _____.

- a) beautiful rock sculptures **b) realistic landscape paintings** c) thought-provoking poetry

2. Before he turned to painting, Durand gained a reputation as _____.

- a) an exceptional home builder b) the best poet of his time **c) one of the country's finest engravers**

Teacher Note: If the student missed items in this section, encourage the student to read the course material more carefully or read the material with the student.

Vocabulary

(2 points each) _____ points / 22 points

Circle the group of synonyms that best describes each vocabulary word.

surly

- a) rude, unfriendly** b) compassionate, loving c) truthful, honest

audacious

- a) noisy, deafening b) cowardly, weak, quiet **c) bold, daring, confident**

sonorous

- a) wild, unruly, savage **b) resonant, booming, deep** c) calm, quiet, mild

austere

- a) lethargic, tired, sleepy b) luxurious, comfortable **c) stern, severe, strict**

rogue

- a) stable, strong **b) dishonest person, scoundrel** c) genuine, authentic

aversion

- a) dislike, opposition, disgust** b) fondness, affection c) chaos, disorder, disarray

nonchalant

- a) boring, dull, dreary **b) calm, relaxed, collected** c) excitable, passionate

derisive

- a) helpful, advantageous b) difficult, perplexing **c) mocking, sarcastic**

incorrigible

- a) unchangeable, hopeless** b) nice, manageable, obedient c) defiant, rude

enigmatic

- a) clear, explicit, obvious b) calm, loving **c) perplexing, mysterious**

jocular

- a) joking, humorous, playful** b) active, lively, busy c) stern, serious, rigid

Teacher Note: If the student missed items in this section, have the student listen to the audio recording titled Vocabulary—Unit 2 on goodandbeautiful.com/hs1.

Grammar, Punctuation, Usage

(2 points each) _____ points / 6 points

Fill in the blanks.

A sentence needs three things: a subject, a verb, and a complete thought.

Teacher Note: If the student missed items in this section, have the student re-read A Sentence Needs Three Things on page 10 of *The Grammar and Writing Guide*.

Commonly Confused Words

(2 points each) _____ points / 12 points

Circle the correct answer.

- Sam was (altogether | all together) relieved about the results of his tests.
- When we put them (altogether | all together), there were more than enough gifts.
- As we congregated (altogether | all together), we enjoyed each other's company.
- When the performers played, the music was (altogether | all together) stunning.
- (Altogether | All together), I felt like the fund raiser was an incredible success.
- The neighborhood gathered (altogether | all together) to help provide for the family in need.

Teacher Note: If the student missed items in this section, have the student re-read All Together/Altogether on page 46 of *The Grammar and Writing Guide*.

Grammar, Punctuation, Usage

(2 points each) _____ points / 10 points

Circle dependent clauses and underline independent clauses.

- Joseph dutifully continued painting the fence while Phil ran off to climb the trees.
- Although we were running late, it was hard not to take in the beautiful aroma of fall.
- After we finished our dinner, we enjoyed a lovely performance.
- The extra money was an unexpected gift, so I chose to save it for a rainy day.
- As you practice your musical skills each day, your performances will improve.

Teacher Note: If the student missed items in this section, have the student review Dependent and Independent Clauses on page 26 of *The Grammar and Writing Guide*.

Reading Assignment

_____points / 10 points

Answer the essay question about chapters 9–15 of *Just David*. Make sure to answer in complete sentences with neat handwriting and proper grammar and punctuation (3 points) and to give meaningful insights (7 points).

1. In *Just David*, David’s personality takes many people by surprise. How is he different from many other people? Explain why those differences are a good or bad thing, in your opinion.

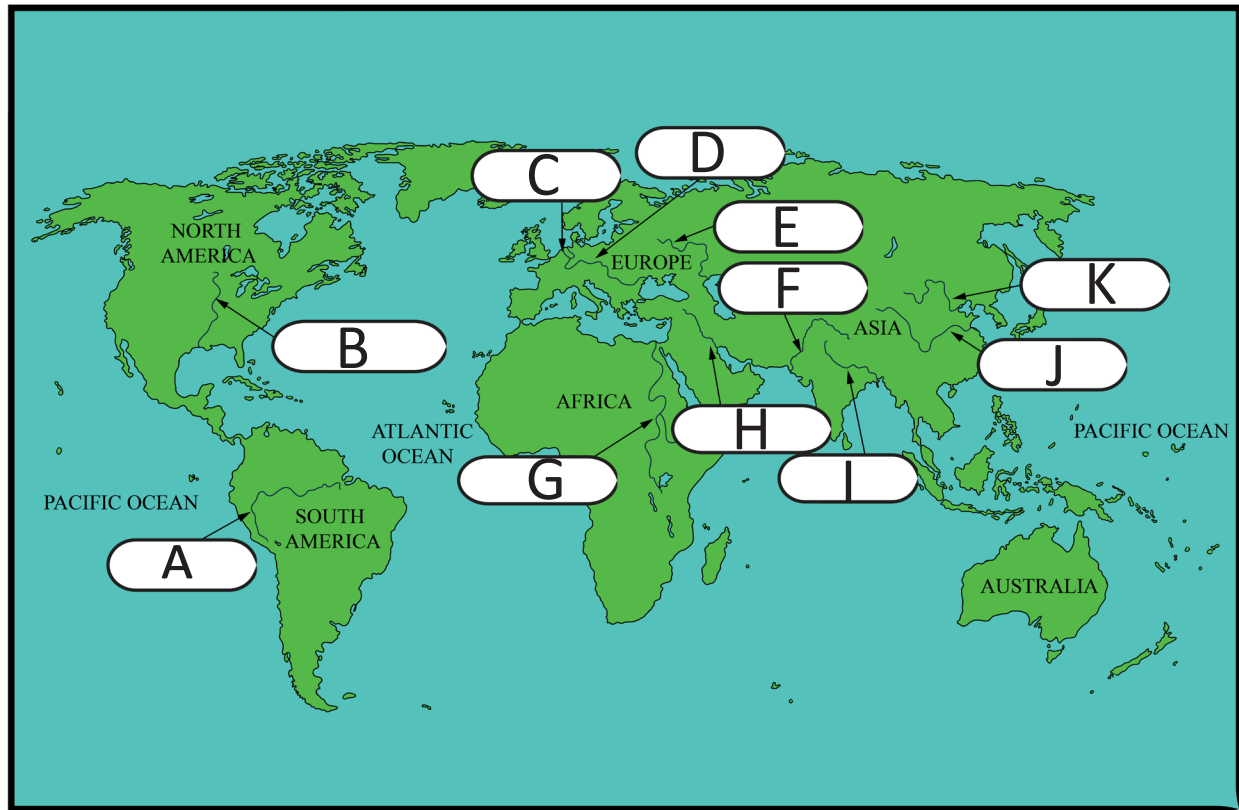
Answers will vary. For your reference, David has a gentle, kind, and naive personality. David is very connected with nature and God and not to worldly things. He is able to feel and connect with his violin music in a way that most are not.

Unit 3 Check

Memorization

(2 points for each river) _____ points / 22 points

Label each of the 11 major rivers.



A. Amazon

E. Volga

I. Ganges

B. Mississippi

F. Indus

J. Yangtze

C. Rhine

G. Nile

K. Yellow

D. Danube

H. Tigris

Teacher Note: If the student missed items in this section, the student should practice it until mastered before moving on to the next unit. Also, increase the time spent with memorization in the next unit.

Vocabulary

(2 points each) _____ points / 22 points

Circle the correct definition for each word.

1. placid
 - a) not feeling or showing emotion
 - b) unusually good
 - c) pleasant, peaceful, serene, and calm
 2. decorum
 - a) dignified and proper behavior
 - b) having the highest standards; faultless
 - c) in the current fashion; stylish
 3. impeccable
 - a) showing that you have confidence
 - b) having the highest standards; faultless
 - c) having a strong effect on someone or something
 4. impetuous
 - a) causing annoyance; irritatingly bothersome
 - b) patience; with restraint
 - c) acting suddenly, impulsively, or spontaneously
 5. invariably
 - a) done without control or choice
 - b) always, without fail or variation
 - c) not based on reason
 6. loquacious
 - a) excessive or strained
 - b) having the highest standards; faultless
 - c) excessively talkative, or extremely chatty
 7. pert
 - a) bold in speech or manner; self-assured
 - b) sufficient or adequate
 - c) highest in rank or authority
 8. relinquish
 - a) to move aimlessly
 - b) to give up, surrender, or desist (stop)
 - c) to restrain or control; hold
 9. abhor
 - a) regard with disgust and hatred
 - b) to lift or raise
 - c) to keep hidden or out of sight
 10. amiable
 - a) precise or accurate
 - b) feeling or showing annoyance
 - c) friendly, pleasant
 11. deft
 - a) creative; imaginative
 - b) lacking; slow
 - c) skillful and quick in one's movements
- Teacher Note:** If the student missed items in the audio recording, have the student listen to the audio recording **Vocabulary—Unit 3** on goodandbeautiful.com.

Teacher Note: If the student missed items in this section, have the student listen to the audio recording titled Vocabulary—Unit 3 on goodandbeautiful.com/hs1.

Sentence Diagramming

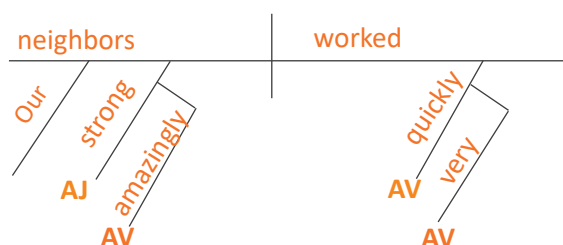
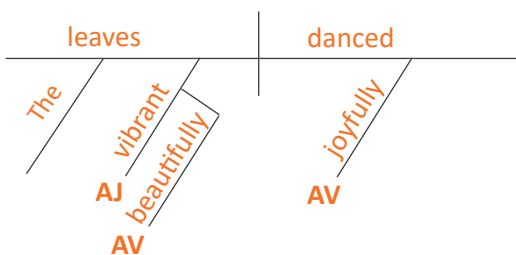
(5 points each) _____ points / 10 points

Diagram the sentences.

Teacher Note: Give 5 points for each sentence diagrammed correctly. Give 3 points for one mistake. Give 2 points for 2–3 mistakes. Give 0 points for more than 3 mistakes.

The beautifully vibrant leaves danced joyfully.

Our amazingly strong neighbors worked very quickly.



Teacher Note: If the student missed items in this section, have the student watch sentence diagramming videos (Steps 1–5 and Step 12) on [goodandbeautiful.com/videos](https://www.goodandbeautiful.com/videos).

Grammar, Punctuation, Usage

(2 points each) _____ points / 10 points

For each of the following sentences, underline the correct choice and determine if it is an adjective or adverb.

1. We adapted (quick | quickly) to the altitude. ADVERB | ADJECTIVE
2. I feel (bad | badly) that I missed your birthday. ADVERB | ADJECTIVE
3. My baby brother is (real | really) fun. ADVERB | ADJECTIVE
4. Please talk (quietly | quiet) in this room. ADVERB | ADJECTIVE
5. The car smells (bad | badly) today. ADVERB | ADJECTIVE

Teacher Note: If the student missed items in this section, have the student watch Unit 3—Exercise 1 on goodandbeautiful.com/hs1.

Grammar, Punctuation, Usage

(2 points each) _____ points / 10 points

Underline the dependent clause and insert commas where needed.

1. When you finish your painting we will go out for ice cream.
2. The band continued to march while the children clapped and yelled.
3. Yesterday while the boys were running the heat was unbearable.
4. He seemed like a wonderful candidate since he showed great work ethic.
5. Although she was on time the doors were already locked.

Teacher Note: If the student missed items in this section, have the student review Comma Rule 3 and Dependent and Independent Clauses on pages 19 and 26 of *The Grammar and Writing Guide*.

Unit Readings

(3 points each) _____ points / 6 points

1. **Robert Scott Duncanson became a skilled artist after _____.**
 - a) watching his father paint beautiful portraits for many years
 - b) copying prints and drawings
 - c) many years of formal lessons
2. **After traveling throughout Europe, Duncanson worked _____.**
 - a) in a photography studio
 - b) as a butler to Nicolas Longworth
 - c) for the local newspaper

Teacher Note: If the student missed items in this section, encourage the student to read the course material more carefully or read the material with the student.

Reading Assignment

(10 points each) _____ points / 20 points

Answer the essay questions about chapters 16–25 of *Just David*. Make sure to answer in complete sentences with neat handwriting and proper grammar and punctuation (3 points) and to give meaningful insights (7 points).

1. In *Just David*, having David in their home has a profound impact on Mr. and Mrs. Holly. What changes occurs in Mr. and Mrs. Holly throughout the book? Explain how David played a part in the changes.

Answers will vary. For your reference, David’s views on life helped soften the Hollys and teach them to see and appreciate beauty all around them.

2. David’s presence in the small town also affected many of the other people in the town. Give an example of someone else whose life was changed because of David. Explain how David affected this person for better or for worse.

Answers will vary. Some examples include Jack, Miss Holbrook, and Joe Glaspell.

Unit 4 Check

Memorization

(1 point each) _____ points / 12 points

Circle the correct answer.

1. _____ is the longest river in western Europe.
 - a) The Danube
 - b) The Volga
 - c) The Rhine
2. The Volga is considered the national river of _____ and is vitally important to shipping and transportation industries.
 - a) Russia
 - b) Germany
 - c) England
3. Winding through 6 countries, _____ is South America's longest river.
 - a) The Mississippi
 - b) The Yellow River
 - c) The Amazon
4. _____ is the longest river to flow through only one country—China.
 - a) The Ganges
 - b) The Yangtze
 - c) The Danube
5. _____ River flows south from the mountains of Turkey, through Iraq, and into the Persian Gulf.
 - a) The Tigris
 - b) The Amazon
 - c) The Mississippi
6. The Nile is the longest river in _____, winding northward for over 4,000 miles.
 - a) Africa
 - b) Asia
 - c) Russia
7. _____ is known as the “mother river of China.”
 - a) The Amazon
 - b) The Yellow River
 - c) The Volga
8. _____ River creates a natural boundary for Germany, Switzerland, France, Liechtenstein, and Austria.
 - a) The Nile
 - b) The Yangtze
 - c) The Rhine
9. _____ is Europe's second longest river.
 - a) The Tigris
 - b) The Danube
 - c) The Volga
10. The Mississippi is the _____ river in North America.
 - a) longest
 - b) deepest
 - c) second longest
11. Beginning in Tibet, the _____ River flows through China, India, and Pakistan.
 - a) Ganges
 - b) Tigris
 - c) Indus
12. _____ River begins in an ice cave in the Himalayas called Gaumukh (the Cow's Mouth), found five miles from the border of Tibet.
 - a) The Ganges
 - b) The Yangtze
 - c) The Rhine

Teacher Note: If the student missed items in this section, the student should practice it until mastered before moving on to the next unit. Also, increase the time spent with memorization in the next unit.

Memorization

(2 points each) _____ points / 28 points

Circle the correct definition for each word.

1. don
 - a) to climb or excel
 - b) to remove
 - c) to dress, to put on
2. duly
 - a) properly, fittingly, or punctually
 - b) flat, without dimension
 - c) fiercely, with determination
3. chagrin
 - a) to do with excitement
 - b) humiliation, disappointment, or distress caused by failure.
 - c) fear of failure
4. succinct
 - a) diverse
 - b) expressed in few words; concise
 - c) simple or plain in appearance
5. dexterity
 - a) with great skill or ability
 - b) done without regard to surroundings
 - c) flexibility
6. magnanimous
 - a) full of energy
 - b) generous and noble, with good intentions
 - c) oversized
7. implicit
 - a) secretive or classified information
 - b) something that is implied or understood without needing to be spoken
 - c) regarded as being of great importance
8. laurels
 - a) flower species commonly found in Switzerland
 - b) work done with extreme concentration
 - c) honors, awards, or achievements
9. genial
 - a) friendly, cheerful, and pleasant in manner
 - b) with years of experience
 - c) honest, blunt, and forward
10. laconic
 - a) in the spotlight
 - b) concise, using few words
 - c) colorful, vibrant
11. recompense
 - a) to pay back or compensate
 - b) to break down or diminish
 - c) to bring forward or donate
12. inure
 - a) to break or weaken
 - b) to belong to a small group or family
 - c) to acclimate or become accustomed to something difficult or undesirable
13. reconnoiter
 - a) to inspect, observe, or survey
 - b) to melt or mold into a different shape
 - c) to connect again after a long period of separation
14. procure
 - a) to build in an aesthetic manner
 - b) to obtain or bring about by diligent effort and care
 - c) to retrieve with great force

Teacher Note: If the student missed items in this section, have the student listen to the audio recording titled Vocabulary—Unit 4 on goodandbeautiful.com/hs1.

Commonly Confused Words

(1 point each) _____ points / 6 points

Circle the correct answer.

1. We measured the distance to see which airplane flew (farther | further).
2. After a long day, we were happy to be (all together | altogether) again.
3. (Accept | Except) for the dog, we prefer not to bring pets along while we drive.
4. While I waited for the numbing (effect | affect) to wear off, I rested on the couch.
5. Taking the new position would certainly (farther | further) his career.
6. Will you (accept | except) my offer?

Teacher Note: If the student missed items in this section, have the student re-read Farther/Further, Accept/Except, and All Together/Altogether beginning on page 46 of *The Grammar and Writing Guide*.

Grammar, Punctuation, Usage

(2 points each + 1 point for each comma) _____ points / 18 points

Circle the coordinating conjunction. Then indicate if the conjunction is joining together two independent clauses, compound verb phrases, compound subjects, or compound direct objects by writing the correct choice on the line. Add commas where needed.

1. We spent the day on the pier watching the boats and eating lunch.
2. Harold and I drove to the new house to unpack our things.
3. Please take your time or you may make a mistake.
4. Neither I nor my brother are able to curl our tongues.
5. I would love to go with you and take pictures today.
6. I wanted to see the whales but the dolphins put on a great show too.
7. For Alan's birthday we had chocolate cake roll and mint ice cream.
8. After working all day and getting the garden planted, we took a break.

compound verb phrases _____

compound subjects _____

independent clauses _____

compound subjects _____

compound verb phrases _____

independent clauses _____

compound direct objects _____

compound verb phrases _____

Teacher Note: If the student missed items in this section, have the student review Coordinating Conjunctions on page 23 of *The Grammar and Writing Guide* and watch the video Unit 4—Exercise 2 on goodandbeautiful.com/hs1.

Grammar, Punctuation, Usage

(2 points each) _____ points / 10 points

Circle the subordinating conjunction and underline dependent clauses.

1. As I walked through the forest, I marveled at the beauty of the trees.
2. When the winter snow had cleared, I saw a hint of beautiful spring flowers.
3. The bread smelled amazing as I pulled it from the oven.
4. He couldn't help but grin when he heard the great news.
5. As soon as we were ready to go, a visitor showed up at our house.

Teacher Note: If the student missed items in this section, have the student review Subordinating Conjunctions on page 24 of *The Grammar and Writing Guide* and watch the video Unit 4—Exercise 3 on goodandbeautiful.com/hs1.

Unit Readings

(1 point each) _____ points / 6 points

Circle the correct answer.

- Johan Christian Dahl thought landscape paintings should show
 - just the land, water, and sky.
 - the character and nature of past inhabitants.
 - only the most exciting places and events.
- While studying art, J. C. Dahl decided that he wanted to paint _____.
 - landscapes that were true to nature
 - portraits of the people he loved most
 - a more abstract view of the world around him
- Why did J. C. Dahl often return to Norway to paint?
 - He disliked most other countries.
 - It was his homeland.
 - He was required to by his mentors.
 - He loved the Norwegian food.
- The Arctic region includes (Circle all that apply.)
 - Russia and Iceland.
 - France and Germany.
 - United States and Canada.
 - Finland and Sweden.
- Norway has the highest _____ of any country in Europe.
 - mountain peaks
 - population density
 - concentration of fjords
- The Arctic Region is often defined by _____.
 - a large grouping of ice sheets
 - the tree line, where trees can no longer grow
 - an area of mountains that circle the North Pole

Teacher Note: If the student missed items in this section, encourage the student to read the course material more carefully or read the material with the student.

Reading Assignment

(10 points each) _____ points / 20 points

Answer the essay questions about chapter 1 of *Into the Unknown*. Make sure to answer in complete sentences with neat handwriting and proper grammar and punctuation (3 points) and to give meaningful insights (7 points).

- In *Into the Unknown*, how do you think being raised on principles of self-help prepared Fridtjof Nansen for his great expedition?

Answers will vary. For your reference, Nansen was raised to place little emphasis on trivial matters, to correct his mistakes when possible, to endure with integrity any suffering he brought upon himself, and to persevere until a thing was thoroughly learned and put into practice.

2. Fridtjof Nansen was, without question, a man from whom we can learn much through the study of his life. What of his life is most memorable to you? Why?

Answers will vary. For your reference, Nansen is described as quiet, thoughtful, a deep thinker, dedicated, patient, persevering, hardy, sympathizing, ambitious, diligent, and responsible. Many examples of how these qualities were shown during his life are included throughout the chapter.

Unit 5 Check

Memorization

(2 points each) _____ points / 10 points

Label each of the 5 Nordic Countries.

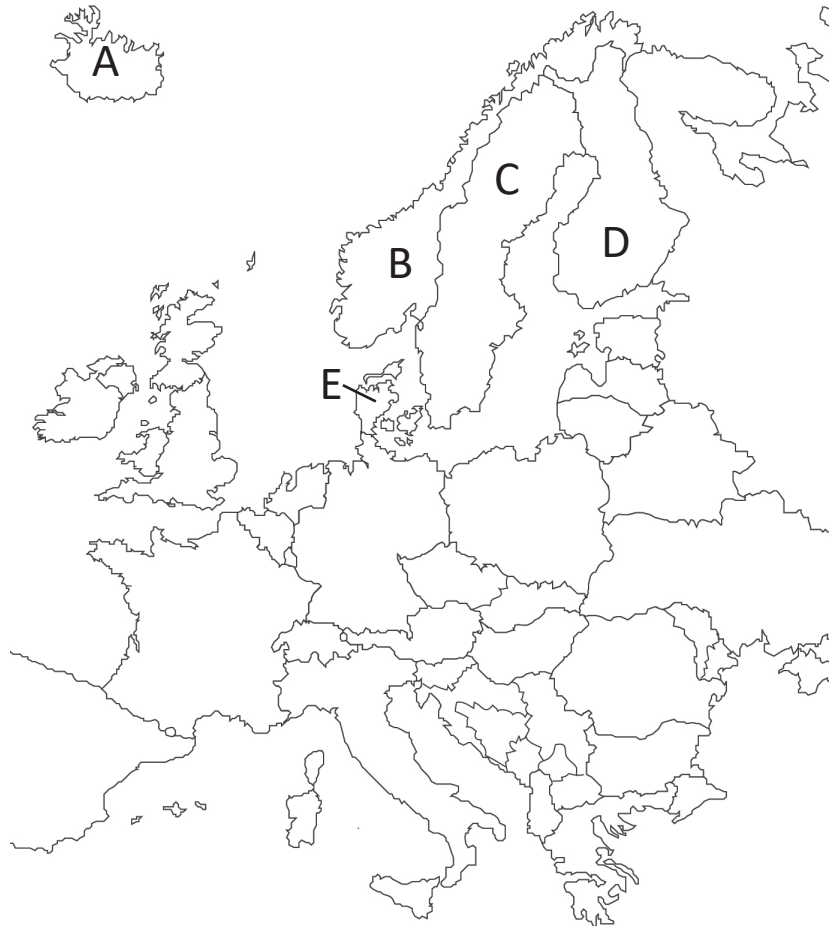
A. Iceland

B. Norway

C. Sweden

D. Finland

E. Denmark



Teacher Note: If the student missed items in this section, the student should practice it until mastered before moving on to the next unit. Also, increase the time spent with memorization in the next unit.

Vocabulary

(2 points each) _____ points / 12 points

Circle the group of synonyms that best describes each word.

furtive

a) rude, unfriendly b) open, honest c) sneaky, stealthy

wary

a) cautious, suspicious b) stoic, detached c) energetic, wild

rankled

a) continuous, complete b) upset, angry, annoyed c) steady, reliable

quaint

a) common, ordinary b) charming, picturesque c) bleak, gloomy

dogged

a) determined, persistent b) weak, unreliable c) soft, fluffy

stolid

a) aware, involved b) lazy, tired c) unresponsive, impassive

Teacher Note:
If the student missed items in this section, have the student review the vocabulary exercises from the unit.

Unit Readings

(2 points each) _____ points / 12 points

Circle the correct answer.

- Johan Christian Dahl was a/an _____ painter.
 - impressionist
 - abstract
 - romantic
 - neo-romantic
- Romantic artists tried to show _____.
 - what things really looked like
 - feelings of grandeur and inspiring emotions
 - radical moods and alternative views
 - movement and changing light
- Neo-romantic art differed from Romantic art because _____.
 - it generally used more muted colors
 - it used more distinct detail
 - it was more strict about rules
 - it was more abstract
- Greenland is _____.
 - full of rolling green hills
 - mostly flat with some large mountains
 - part desert and part forest
- Circle all the answers that are true.
 - Iceland has many volcanoes; some even help create energy.
 - Much of Iceland is densely populated.
 - Iceland's farms are stocked with sheep native to the island
- Nikolai Astrup's art was not widely recognized outside of Norway until _____.
 - his death in 1928
 - 2016
 - he was 88 years old

Teacher Note: If the student missed items in this section, encourage the student to read the course material more carefully or read the material with the student.

Grammar, Punctuation, Usage

(5 points each) _____ points / 15 points

For each sentence circle "correct" if the sentence uses correct parallel construction and "incorrect" if it does not. If the sentence uses incorrect parallel construction, rewrite it in a way that fixes the problem.

- My sister is funny, cheerful, and she is always acting thoughtfully.

CORRECT | INCORRECT

My sister is funny, cheerful, and thoughtful.

- The book I am reading is applicable to my life and inspired me to be more grateful.

CORRECT | INCORRECT

The book I am reading applies to my life and inspires me to be more grateful.

- I strive to be hard-working, true to my beliefs, and willingly help others.

CORRECT | INCORRECT

I strive to be hard-working, true to my beliefs, and willing to help others.

Teacher Note: If the student missed items in this section, have the student review Parallel Construction on page 31 of *The Grammar and Writing Guide*.

Grammar, Punctuation, Usage

(2 points each) _____ points / 16 points

Circle the correct definition of an absolute phrase.

- A. An absolute phrase is a nonessential phrase made of a noun followed by a participle.
- B. An absolute phrase is an essential phrase made of a verb plus a participle.
- C. An absolute phrase is any nonessential phrase.

Set off the absolute phrases with commas.

1. My brother hands aching continued to build the gazebo until nightfall.
2. The other day my knees trembling I shared my exciting news.
3. The bread baking I finished cleaning up the kitchen.
4. The strawberry patch the fruit overflowing has beautiful hues of red and green.
5. The courses being so strenuous I decided to take a break for the summer.
6. That house the flowers growing so well belongs to Steven's sister.
7. On the boat large waves crashing against the sides I began to feel sick.

Teacher Note: If the student missed items in this section, have the student review Absolute Phrases on page 11 of *The Grammar and Writing Guide* and watch the video Unit 5—Exercise 1 on goodandbeautiful.com/hs1.

Grammar, Punctuation, Usage

(2 points each) _____ points / 10 points

Insert commas where needed.

1. I really enjoy reading haiku limericks and free verse poems.
2. Wild strawberry forget-me-not and wild thyme plants all grow in Iceland.
3. We will need more flour sugar and butter to make the brownies.
4. Please gather your socks and shoes.
5. Next month we will be going to the planetarium the theater the rock show and the aquarium.

Teacher Note: If the student missed items in this section, have the student review Comma Rule 1 on page 18 of *The Grammar and Writing Guide*.

Commonly Confused Words

(1 point each) _____ points / 5 points

Circle the correct answer.

1. Death Valley is a (desert | dessert) in California.
2. For (desert | dessert) my grandmother brought the most delicious cheesecake.
3. Cake is my favorite (desert | dessert).
4. As we drove across the (desert | dessert), I watched the mountains fade in the distance.
5. The aroma of the most decadent (deserts | desserts) filled the room.

Teacher Note: If the student missed items in this section, have the student re-read Desert/Dessert on page 52 of *The Grammar and Writing Guide*.

Reading Assignment

(10 points each) _____ points / 20 points

Answer the essay questions about chapters 2–3 of *Into the Unknown*. Make sure to answer in complete sentences with neat handwriting and proper grammar and punctuation (3 points) and to give meaningful insights (7 points).

1. In chapter 3 of *Into the Unknown*, we read about the expedition of Commander Peary through the eyes of someone who was there rather than someone who heard about it later. Did your opinion of Commander Peary change at all after reading this chapter? If so, how?

Answers will vary. For your reference, in chapter 2 we learn about Commander Peary in a very factual manner—he was born here, he did this, then he did this, etc. In chapter 3 we see a more rounded picture of Commander Peary that includes not only what he did, but why he did it, what he may have been thinking, and how he interacted with others on his team.

2. Dogs were described as an absolute necessity for any expedition to the North Pole. Do you agree that they were, in fact, necessary? Why, or why not?

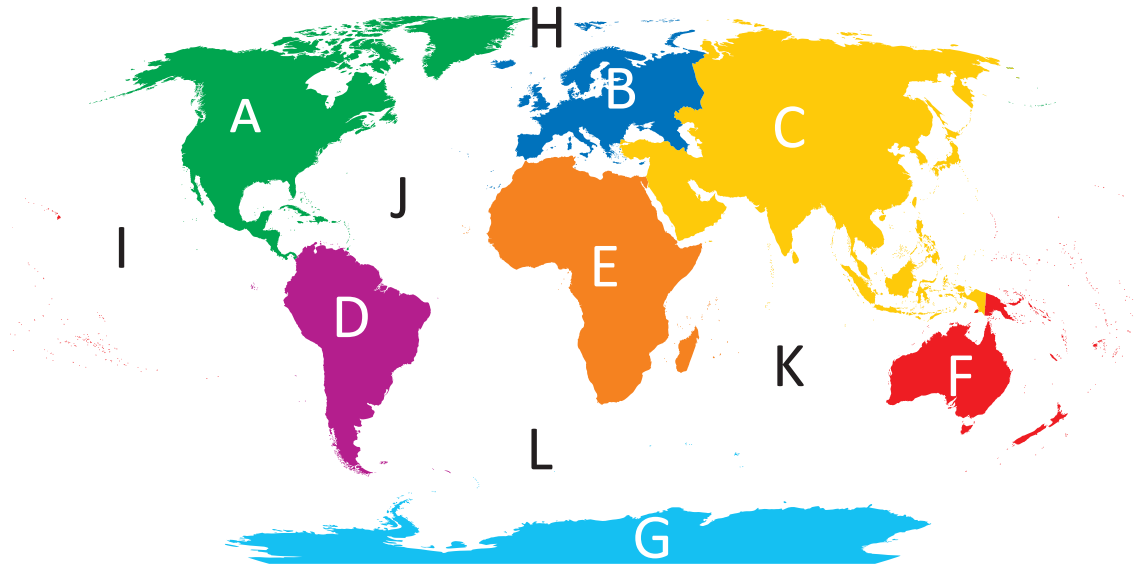
Answers will vary. Chapter 3 states, “Without the Eskimo dog, the story of the North Pole, would remain untold; for human ingenuity has not devised any other means to overcome the obstacles of cold, storm, and ice that nature has placed in the way.” The dogs are needed to pull the sleds and they are described as intelligent, hardy, inspiring, and able to endure the hardships of the expedition with uncomplaining conduct.

Unit 6 Check

Memorization

(1 point for each continent, ocean, state and capital) _____ points / 24 points

Label each of the 7 continents and 5 oceans.



A. North America

E. Africa

I. Pacific Ocean

B. Europe

F. Australia

J. Atlantic Ocean

C. Asia

G. Antarctica

K. Indian Ocean

D. South America

H. Arctic Ocean

L. Southern Ocean or Antarctic Ocean

For each New England state, write the name of the state and its capital city.

A. Montpelier, Vermont

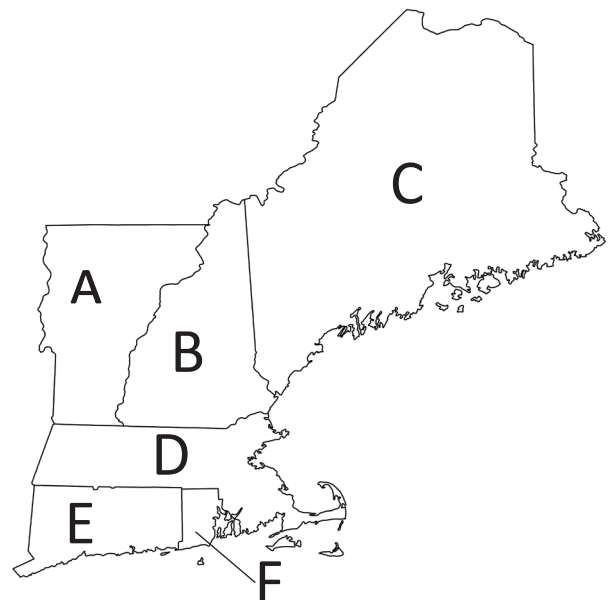
B. Concord, New Hampshire

C. Augusta, Maine

D. Boston, Massachusetts

E. Hartford, Connecticut

F. Providence, Rhode Island



Teacher Note: If the student missed items in this section, the student should practice it until it is mastered before moving on to the next unit. Also, increase the time spent with memorization in the next unit.

Memorization

(1 point for each state + 1 point for each capital) _____ points / 34 points

For each Southern state, write the name of the state and its capital city.

A. Austin, TexasB. Oklahoma City, OklahomaC. Little Rock, ArkansasD. Baton Rouge, LouisianaE. Jackson, MississippiF. Nashville, TennesseeG. Montgomery, AlabamaH. Frankfort, KentuckyI. Atlanta, GeorgiaJ. Tallahassee, FloridaK. Charleston, West VirginiaL. Annapolis, MarylandM. Dover, DelawareN. Richmond, VirginiaO. Raleigh, North CarolinaP. Columbia, South CarolinaQ. Washington DC

Teacher Note: If the student missed items in this section, the student should practice it until it is mastered before moving on to the next unit. Also, increase the time spent with memorization in the next unit.

Teacher Note: Washington D.C. is worth 2 points, even though there is no capital city.

Vocabulary

(2 points each) _____ points / 12 points

Circle the correct definition for each word.

1. avarice

- a) desire to do good to others
- b) fatigue or weariness
- c) excessive greed for wealth

2. alacrity

- a) with disdain or dislike
- b) cheerful willingness, eagerness
- c) pride in one's work

3. exhort

- a) to make weak
- b) strongly encourage or urge
- c) to discourage or dissuade

4. antipathy

- a) feeling of joy and love
- b) fear of failure
- c) a strong feeling of dislike, opposition, or anger

5. dank

- a) covered by dust and rubble
- b) unpleasantly damp or humid
- c) sweet smelling and pleasant

6. adroit

- a) behind or lacking in strength
- b) cleverly skillful, resourceful, or ingenious
- c) tiresome or dull

Teacher Note: If the student missed items in this section, have the student listen to the audio recording titled Vocabulary—Unit 6 on goodandbeautiful.com/hs1.

Grammar, Punctuation, Usage

(2 points each) _____ points / 12 points

For each sentence below, enter i.e. or e.g. on each blank line and insert commas where needed.

1. The neighbors, i.e., Sherry and Larry, are so generous aren't they?

2. Some smaller animals, e.g., goats and chickens, will also fit in the barn right?

3. I always love this time of year, i.e., spring don't you?

4. I would love to travel to the warmest country on earth not the coldest, i.e. Antarctica.

5. I am passionate about many career options, i.e., accounting and health care but not engineering.

6. We have karate class tomorrow, i.e., Tuesday don't we?

Teacher Note: If the student missed items in this section, have the student re-read e.g./i.e. on page 53 and Comma Rule 10 and Comma Rule 11 on page 20 of *The Grammar and Writing Guide*.

Grammar, Punctuation, Usage

(1 point each) _____ points / 4 points

Cross out all the sentences that are comma splices.

1. Please send your resume, and I will review it after I receive it.

Please send your resume. I will review it after I receive it.

Please send your resume. I will review it after I receive it.

2. The party begins at 5:00, we will eat pizza when everyone arrives.

The party begins at 5:00. We will eat pizza when everyone arrives.

The party begins at 5:00, so we will eat pizza when everyone arrives.

Teacher Note: If the student missed items in this section, have the student re-read Comma Splices on page 21 of *The Grammar and Writing Guide*.

3. ~~I plan to finish my college courses first, then I will spend some time doing humanitarian work.~~
I plan to finish my college courses first. Then I will spend some time doing humanitarian work.
I plan to finish my college courses first, but then I will spend some time doing humanitarian work.
4. Yesterday was great; we spent the day on the lake enjoying the fresh air.
Yesterday was great. We spent the day on the lake enjoying the fresh air.
~~Yesterday was great, we spent the day on the lake enjoying the fresh air.~~

Unit Readings

(2 points each) _____ points / 4 points

Circle the correct answer(s).

Note: Always make sure to evaluate every part of a possible answer. Often, test creators will make part of an answer true, but part of it not true. Look for the answer in which all parts are true.

1. Booker T. Washington believed
a) girls should receive the same exact education as men, and it should be based on strong academics and not vocational education.
b) education should improve the mind but also provide training in practical skills and occupations.
c) education was to be desired because it allowed African Americans to be free of manual labor.
2. Booker T. Washington believed
a) education was an important way to improve the situation of African Americans.
b) it was a problem that African American students were leaving school knowing Greek and Latin but knowing less about life and its conditions as they would meet it at their homes.
c) he could do more work as an educator than as a politician.

Teacher Note: If the student missed items in this section, encourage the student to read the course material more carefully or read the material with the student.

Reading Assignment

_____ points / 10 points

Answer the essay question about *Up From Slavery*. Make sure to answer in complete sentences with neat handwriting and proper grammar and punctuation (3 points) and to give meaningful insights (7 points).

1. In *Up From Slavery*, Booker T. Washington said that people “lift themselves up in proportion as they help to lift others.” Washington definitely worked hard to further his own education, but he worked even harder at improving the lives of others. Explain why focusing solely on improving your own life and circumstances does not lift yourself higher than if you focus on lifting others as well. Also explain how you would like to lift others in your life now and/or in the future.

Answers will vary.

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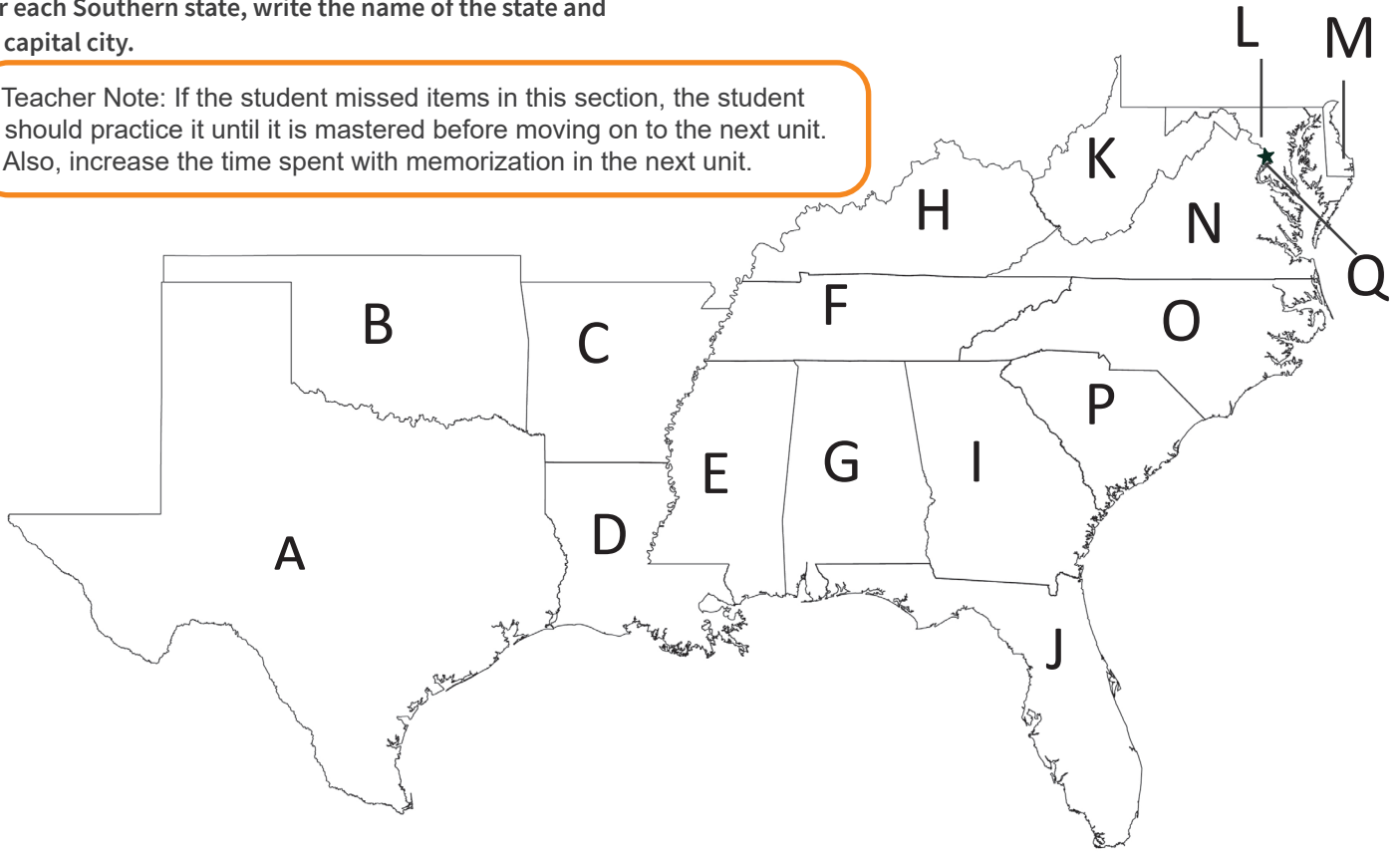
Unit 7 Check

Memorization

(1 point for each state + 1 point for each capital) _____ points / 34 points

For each Southern state, write the name of the state and its capital city.

Teacher Note: If the student missed items in this section, the student should practice it until it is mastered before moving on to the next unit. Also, increase the time spent with memorization in the next unit.


A. Austin, Texas

B. Oklahoma City, Oklahoma

C. Little Rock, Arkansas

D. Baton Rouge, Louisiana

E. Jackson, Mississippi

F. Nashville, Tennessee

G. Montgomery, Alabama

H. Frankfort, Kentucky

I. Atlanta, Georgia

J. Tallahassee, Florida

K. Charleston, West Virginia

L. Annapolis, Maryland

M. Dover, Delaware

N. Richmond, Virginia

O. Raleigh, North Carolina

P. Columbia, South Carolina

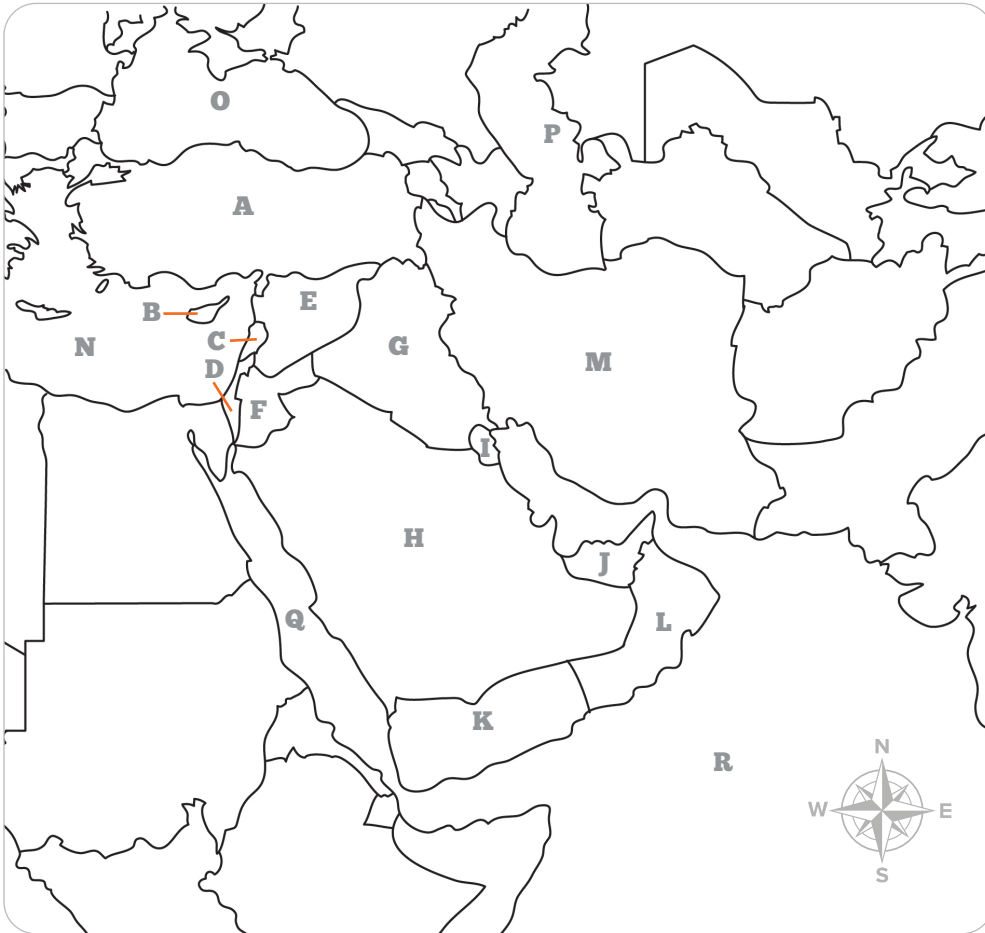
Q. Washington DC

Teacher Note: Washington D.C. is worth 2 points, even though there is no capital city.

Memorization

(1 point each) _____ points / 18 points

Write the name of each country and sea of the Middle East.



- A. Turkey
- B. Cyprus
- C. Lebanon
- D. Israel
- E. Syria
- F. Jordan
- G. Iraq
- H. Saudi Arabia
- I. Kuwait
- J. United Arab Emirates
- K. Yemen
- L. Oman
- M. Iran
- N. Mediterranean Sea
- O. Black Sea
- P. Caspian Sea
- Q. Red Sea
- R. Arabian Sea

Sentence Diagramming

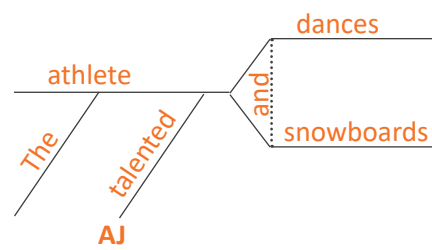
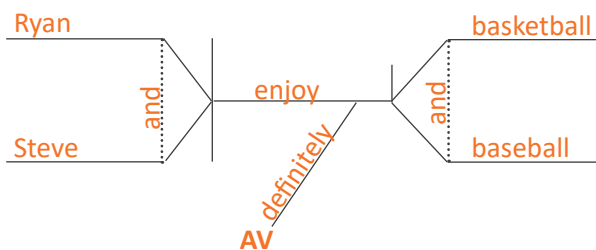
(5 points each) _____ points / 10 points

Diagram the sentences.

Teacher Note: Give 5 points for each sentence diagrammed correctly. Give 3 points for one mistake. Give 2 points for 2–3 mistakes. Give 0 points for more than 3 mistakes.

Ryan and Steve definitely enjoy basketball and baseball.

The talented athlete dances and snowboards.



Teacher Note: If the student missed items in this section, have the student watch the video [Unit 7—Exercise 2](https://www.youtube.com/watch?v=Unit7-Exercise2) on goodandbeautiful.com/hs1.

Vocabulary

(1 point each) _____ points / 8 points

Circle the group of synonyms that best describes each word.

- amicable** a) rude, unfriendly b) open, honest c) friendly, peaceable
- copious** a) abundant, plentiful b) stoic, detached c) energetic, wild
- abdicate** a) continuous, complete b) renounce, relinquish c) steady, reliable
- culpable** a) common, ordinary b) guilty, liable c) bleak, gloomy
- abate** a) diminish, lessen b) escape, vanish c) light up, illuminate
- brazen** a) aware, involved b) lazy, tired c) bold, shameless
- ambivalent** a) contradictory, unsure b) lazy, tired c) unresponsive, impassive
- cajole** a) aware, involved b) persuade, coax c) unresponsive, impassive

Teacher Note: If the student missed items in this section, have the student review the vocabulary exercises from the unit.

Grammar, Punctuation, Usage

(1 point each) _____ points / 10 points

Insert commas where needed.

- Later when the car is repaired we can go to the store.
- After we finish reading we will be ready to start the project.
- The play while well attended was not as successful as we had hoped.

Teacher Note: If the student missed items in this section, have the student watch the video [Unit 7—Exercise 4](https://www.goodandbeautiful.com/hs1) on [goodandbeautiful.com/hs1](https://www.goodandbeautiful.com/hs1).

Circle whether each sentence contains a compound subject, a compound verb, a compound direct object, or a compound prepositional phrase.

- My mother and I found it quite refreshing to watch the sun rise this morning.
Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase
- We store the extra screwdrivers in a tool bag or on the tool bench.
Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase
- The wind whistled raged and roared for two hours .
Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase
- My grandfather always made a pumpkin cheesecake and a pecan pie for Thanksgiving.
Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase

Teacher Note: If the student missed items in this section, have the student watch the video [Unit 7—Exercise 1](https://www.goodandbeautiful.com/hs1) on [goodandbeautiful.com/hs1](https://www.goodandbeautiful.com/hs1).

Choose the correct word.

- When you have finished (anyone | any one) of the assignments, move on to the next one.
- I do not want (anyone | any one) to feel left out of the game.
- Is there (anyone | any one) that would prefer to share their presentation early?

Teacher Note: If the student missed items in this section, have the student re-read [Anyone/ Any One](#) on page 47 of *The Grammar and Writing Guide*.

Reading Assignment

(10 points each) _____ points / 20 points

Answer the essay question about *Up From Slavery*. Make sure to answer in complete sentences with neat handwriting and proper grammar and punctuation (3 points) and to give meaningful insights (7 points).

1. In *Up From Slavery*, Booker T. Washington says, “I felt it would be almost a waste of time to take the children of such people as I had been among for a month and each day give them a few hours of mere book education.” He mentions the phrase “mere book education” multiple times throughout the book as well. What kind of education did he think the children needed? In what ways did he teach the students at Tuskegee more than “mere book education”? Explain why you think this was or was not important for the students.

Answers will vary. For your reference, Washington knew that it would be important for the children to learn basic hygiene, life skills, and a trade that would help them make a living when they finished school. Washington used the opportunity to teach students the skills needed to earn money, make or buy supplies, and build their own school. It was important for the students to learn these things so that they could improve their quality of life as well as their family's.

2. The lives of John Greenleaf Whittier (1807-1892) and Booker T. Washington (1856-1915) overlap and so did many of their beliefs and ideas. Discuss some ways that these two men were similar.

Answers may vary. For your reference both men wanted to improve the circumstances of African Americans. They both worked hard to receive an education. They both had courage to write and speak the things that they believed, even if they were not popular. They were both respected in their work and influenced the lives of many people.

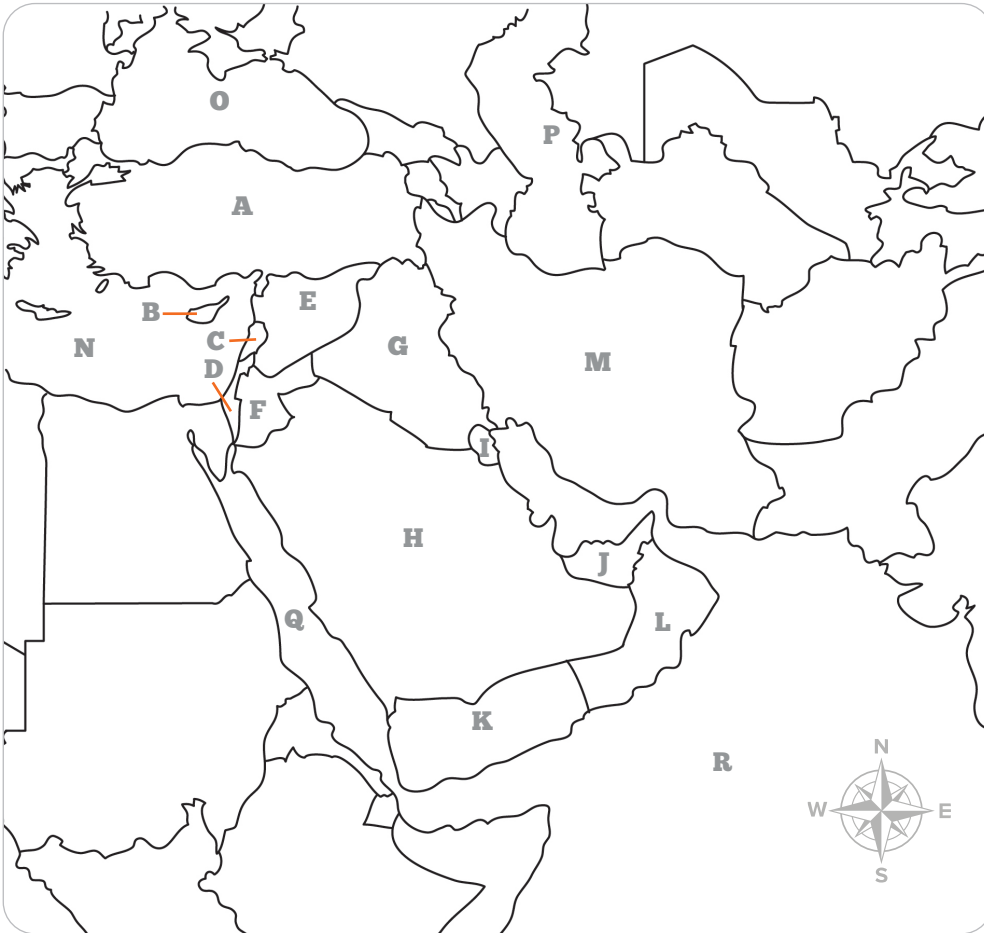
Teacher Note: If the student missed items in this section, encourage the student to read the course material more carefully or read the material with the student.

Unit 8 Check

Memorization

(1 point each) _____ points / 18 points

Write the name of each country and sea of the Middle East.



- A. Turkey
- B. Cyprus
- C. Lebanon
- D. Israel
- E. Syria
- F. Jordan
- G. Iraq
- H. Saudi Arabia
- I. Kuwait
- J. United Arab Emirates
- K. Yemen
- L. Oman
- M. Iran
- N. Mediterranean Sea
- O. Black Sea
- P. Caspian Sea
- Q. Red Sea
- R. Arabian Sea

Unit Readings

(6 points each) _____ points / 12 points

1. Which sentence about John Greenleaf Whittier is true?

- a) References to God and faith are woven into his poems.
- b) Although he was deeply religious, he wrote poems only about nature, keeping his religious thoughts private.
- c) Every one of his poems were solemn, heavy, and serious.

2. In his old age, John Whittier looked back and considered which of the following as “the act which he recalled with greater satisfaction than any other in his life”?

- a) giving the proceeds of his first book of poetry to support anti-slavery work
- b) signing his name to the “Anti-Slavery Declaration of 1833”
- c) turning down a publishing contract because the publisher supported slavery

Vocabulary

(3 points each) _____ points / 18 points

Circle the group of synonyms that best describes each vocabulary word.

flagrant

a) blatant, brazen b) covert, secret c) flashy, showy

fastidious

a) punctual, prompt b) swift, sudden c) demanding, fussy

spurious

a) motivating, provoking b) false, counterfeit c) excessive, extravagant

opulent

a) wealthy, lavish b) shiny, gleaming c) oppositional, resistant

indolent

a) chaotic, disorganized b) lazy, idle, slothful c) defiant, rebellious

inane

a) silly, absurd b) nonfunctional, broken c) unrealistic, idealistic

Teacher Note: If the student missed items in this section, have the student listen to the audio recording titled Vocabulary—Unit 8 on goodandbeautiful.com/hs1.

Grammar, Punctuation, Usage

(1 point each) _____ points / 15 points

Insert commas where needed. Place triple underlines under words that should be capitalized. Use the ~ mark to indicate that a punctuation mark should change places with the quotation mark.

Then after a moment, he queried “aren’t you going to walk at all today?”

“To walk? where?”

“Why, through the woods and fields—anywhere.”

“Walking in the woods, now—just walking? land’s sake, boy, I’ve got something else to do!”

“Oh, that’s too bad, isn’t it?” David’s face expressed sympathetic regret. “it’s such a nice day! Maybe it’ll rain by tomorrow.”

“Maybe it will” retorted Mrs. Holly, with slightly uplifted eyebrows and an expressive glance. “but whether it does or doesn’t won’t make any difference in my going to walk, I guess.”

“Oh, won’t it?” beamed David, his face changing. “I’m so glad! I don’t mind the rain, either.”

...

“But I haven’t seen this room before” ruminated David.

“Well, no” deigned Mrs. Holly, with just a touch of superiority.

Teacher Note: If the student missed more than a few items in this section, have the student watch the video Unit 8—Exercise 1 on goodandbeautiful.com/hs1.

Grammar, Punctuation, Usage

(1 points each) _____ points / 7 points

Circle double quotes that should be single quotes.

1. Mr. Rubio said, “My mother always used the maxim “actions speak louder than words” when I was a boy.”
2. “I like Joe,” said Rose. “When he said, “honesty is the best policy,” I knew I could trust him.”
3. “My uncle,” explained Elise, “said to me, “laughter is the best medicine.”
4. Raven laughed. “You always tell me that “money isn’t everything,” and you are right!”

Commonly Confused Words

(2 points each) _____ points / 10 points

Circle the correct answer.

1. **T or F:** If a marathon is held biannually, it means twice a year.
2. **T or F:** A fund raiser held semiannually means it is held every other year.
3. **T or F:** If you want to have a meeting twice a week, it would be less ambiguous to say the meeting will be held semiweekly than biweekly.
4. **T or F:** If a talent show is held biennially, it means every two years.
5. **T or F:** An award banquet held semiannually happens just once a year.

Teacher Note: If the student missed items in this section, have the student re-read Biannual/Biennial and Bi/Semi in the Commonly Confused Words section of *The Grammar and Writing Guide*.

Reading Assignment

_____ points / 20 points

Answer the essay question about chapters 15–17 of *Up From Slavery*. Make sure to answer in full sentences with neat handwriting and proper grammar and punctuation (5 points) and to give meaningful insights (15 points).

1. In *Up From Slavery*, Booker T. Washington says of his students, “It is an inspiring sight when one stands on the platform there and sees before him eleven or twelve hundred earnest young men and women; and one cannot but feel that it is a privilege to help to guide them to a higher and more useful life.” Do you feel that guiding African American students to a higher and more useful life was the main motivation behind Washington’s work? If not, what is his main motivation? If so, from where does this motivation come, in your opinion?

Answers will vary. For your reference, Booker T. Washington does seem to be genuine in his desire to help guide and improve his students. He does not display desire for money or fame, but to uplift his students.

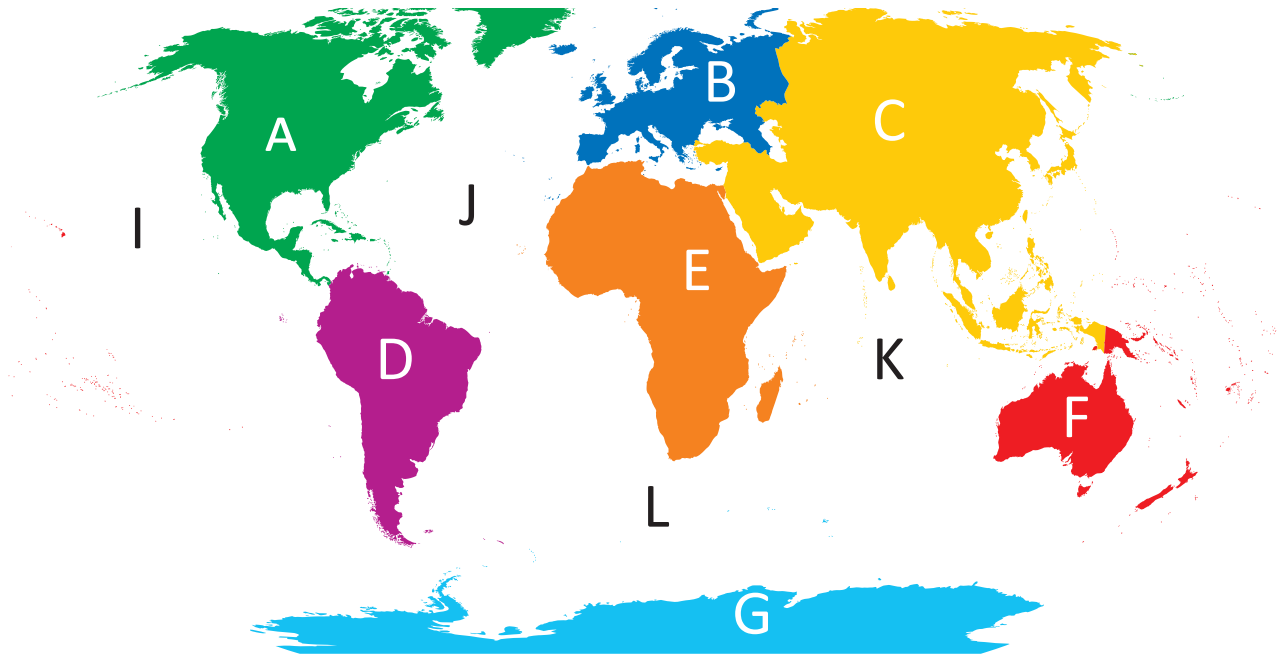
Washington had to work very hard in his own life to receive an education; he valued education himself, so it is easy to see that he would value it for others as well. He had a desire for education since he was young. He also had experience as a teacher in seeing the poor quality of schools for African Americans. He believed in African American rights and that one of the best ways for African Americans to have improved situations was to educate them and build their characters.

Unit 9 Check

Memorization

(1 point each) _____ points / 12 points

Label each of the continents and oceans.



- A. North America
B. Europe
C. Asia
D. South America

- E. Africa
F. Australia
G. Antarctica
H. Arctic Ocean

- I. Pacific Ocean
J. Atlantic Ocean
K. Indian Ocean
L. Southern Ocean or Antarctic Ocean

Unit Readings

(3 points each) _____ points / 12 points

Answer the questions.

1. Which fact is true about author Elizabeth Yates?

- a) She wrote her first book while in Poland. b) She knew she wanted to be a writer at a young age. c) She grew up in New York City.

2. Although the majority of Arabs are Muslim, many Arabs are also Christians or belong to other religions.

- a) true b) false

3. Robert Frost's poetry was hugely successful after his death, but during his life it was hardly recognized.

- a) true b) false

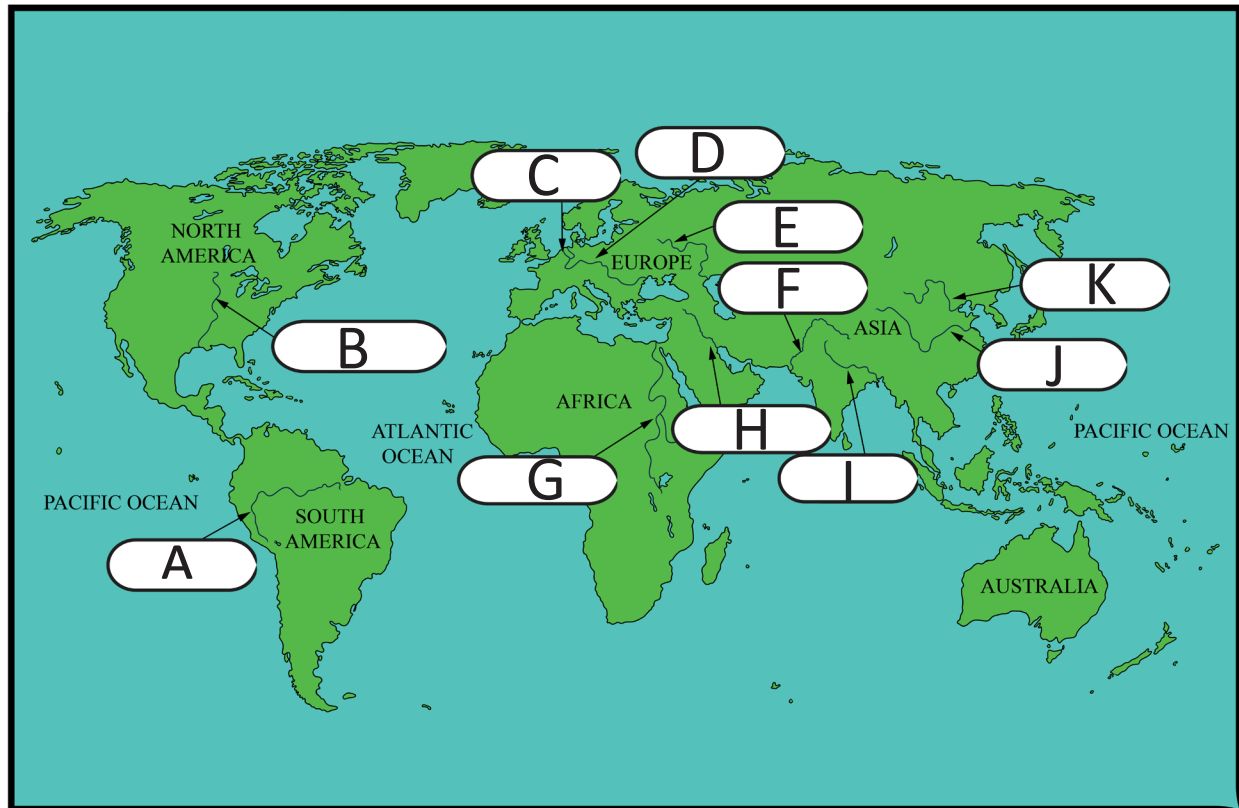
4. Robert Frost avoided free verse; he preferred writing poetry that followed conventional forms.

- a) true b) false

Memorization

(1 point for each river) _____ points / 11 points

Label each of the 11 major rivers.



A. Amazon

E. Volga

I. Ganges

B. Mississippi

F. Indus

J. Yangtze

C. Rhine

G. Nile

K. Yellow

D. Danube

H. Tigris

Teacher Note: If the student missed items in this section, the student should practice it until mastered before moving on to the next unit. Also, increase the time spent with memorization in the next unit.

Vocabulary

(3 points each) _____ points / 18 points

Circle the vocabulary word that best suits the sentence.

1. The lost campers ran out of food and were in (dire | inert) need of help.
2. The professor has a/an (fortuitous | eclectic) collection, from African instruments to old clocks.
3. The (eclectic | fallacious) philosophy has misled many people.
4. The (intrepid | austere) mountain climber did not fear wild animals or steep cliffs.
5. Do not (disparage | mollify) my idea; I really think it will work!
6. Mr. Tippetts thought our safe return was (fortuitous | succinct), but I feel it was an answer to prayer.

Teacher Note: If the student missed items in this section, have the student listen to the audio recording titled Vocabulary—Unit 9 on goodandbeautiful.com/hs1.

Grammar, Punctuation, Usage

(4 points each) _____ points / 12 points

For each set, circle the vertical list that does not contain errors.

A.

This week I have been trying to:

- be more positive
- spend more time outside
- serve others

B.

This week I have been trying to

- be more positive
- spend more time outside
- serve others

C.

This week I have been

- being more positive
- spending more time outside
- serve others

A.

Respectful behavior includes

- showing respect to the elderly
- not interrupting people
- speaking civilly

B.

Respectful behavior includes:

- showing respect to the elderly.
- not interrupting people.
- speaking civilly.

C.

Respectful behavior includes

- showing respect to the elderly.
- not interrupting people.
- civil conversation.

A.

We should never judge by one of the following items:

- race
- a person's religion
- physical appearance

B.

We should never judge by one of the following items

- race.
- religion.
- physical appearance.

C.

We should never judge by one of the following items:

- race
- religion
- physical appearance

Teacher Note: If the student missed items in this section, have the student watch the video Vertical Lists on goodandbeautiful.com/videos.

Commonly Confused Words

(1 point each)_____ points / 5 points

Circle the correct answers.

1. I feel (good | well) when I tell the truth.

2. You sang very (good | well) at the Christmas program.

3. It is (good | well) that she is coming.
4. I cannot speak Italian very (good | well).

5. Things have gone (good | well) for me today.

Teacher Note: If the student missed items in this section, have the student re-read Good/Well in the Commonly Confused Words section of *The Grammar and Writing Guide*.

Short Answer Questions

(10 points each)_____ points / 30 points

Complete each short answer question. Make sure to answer in full sentences with neat handwriting and proper grammar and punctuation (3 points) and to give meaningful insights (7 points each.)

1. Based on information you have learned in the past few units about the Middle East, describe something that would be difficult about living in the Middle East or something that you would enjoy. (Remember to give meaningful insights.)

Answers will vary.
2. Elizabeth Yates was a gifted author who won many awards for her work. From your experience of reading chapters 1–6 of *Patterns on the Wall*, explain one or two ways Yates writes effectively. (Giving examples is usually helpful.)

Answers will vary.
3. What is one way you relate to the main character, Jared, in *Patterns on the Wall*; or what is one way you would like to be more like him? (Remember to give meaningful insights.)

Answers will vary.

Unit 10 Check

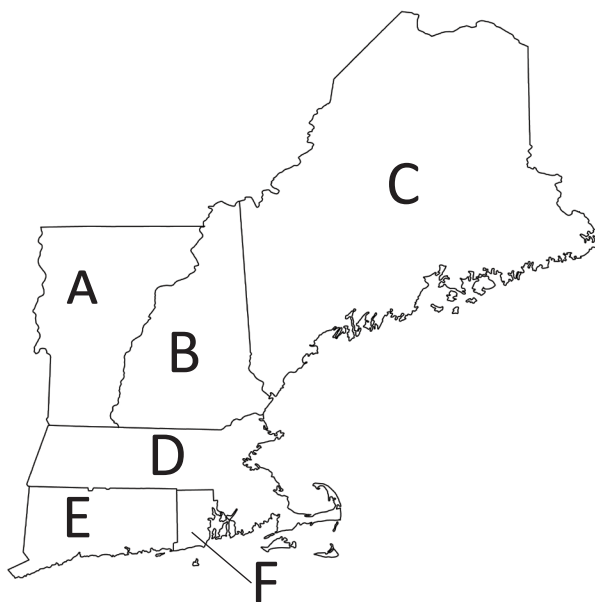
Note: This final unit check does not give recommendations on readings or videos to complete if questions are missed.

Memorization

(1 point for each state + 1 point for each capital) _____ points / 12 points

For each New England state, write the name of the state and its capital city.

- A. Montpelier, Vermont
- B. Concord, New Hampshire
- C. Augusta, Maine
- D. Boston, Massachusetts
- E. Hartford, Connecticut
- F. Providence, Rhode Island



Memorization

(1 point each) _____ points / 15 points

Write the missing root or meaning for each line.

Root	Meaning
anti	against, opposite
auto	self
bi	two
circ/circum	round or around
hyper	over, beyond, high
hypo	under, below, less
inter	between, among

Root	Meaning
post	after
pre	before, in advance
mal	bad, wrong, or ill
micro	small
mono	one
ology	study of
intra	within, inside
ambi	both

Memorization

(1 point for each state + 1 point for each capital) _____ points / 34 points

For each Southern state, write the name of the state and its capital city.

A. Austin, TexasB. Oklahoma City, OklahomaC. Little Rock, ArkansasD. Baton Rouge, LouisianaE. Jackson, MississippiF. Nashville, TennesseeG. Montgomery, AlabamaH. Frankfort, KentuckyI. Atlanta, GeorgiaJ. Tallahassee, FloridaK. Charleston, West VirginiaL. Annapolis, MarylandM. Dover, DelawareN. Richmond, VirginiaO. Raleigh, North CarolinaP. Columbia, South CarolinaQ. Washington, DC

Teacher Note: Washington, DC is worth 2 points, even though there is no capital city.

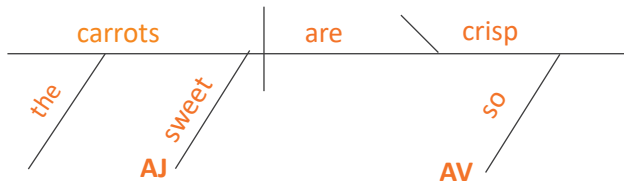
Sentence Diagramming

(3 points each) _____ points / 9 points

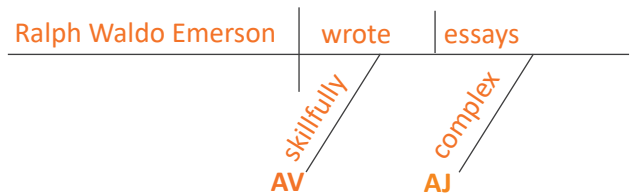
Diagram the sentences.

Teacher Note: Give 3 points for each sentence diagrammed correctly. Give 2 points for one mistake. Give 1 points for 2–3 mistakes. Give 0 points for more than 3 mistakes.

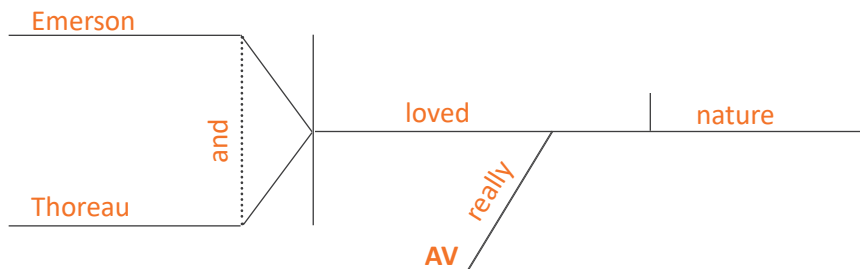
The sweet carrots are so crisp.



Ralph Waldo Emerson skillfully wrote complex essays.



Emerson and Thoreau really loved nature.



Grammar, Punctuation, Usage

(1 point each) _____ points / 8 points

Using words from the sentence below, fill out the chart below. (Note: Not every word from the sentence is on the chart.)

*In the valley, I felt peace as I walked slowly beside the cool stream.*Concrete Noun(s) valley, stream Abstract Noun(s) peace Preposition(s) in, besideAdjective(s) cool Adverb slowly Subordinating Conjunction as

Vocabulary

(1 point each) _____ points / 21 points

Circle the correct definition for each vocabulary word. (Note: Not every vocabulary word in the unit is included in this check.)

- ardent** a) with passionate feeling b) hard and unbending c) with great compassion
- perceptible** a) able to be torn b) with great courage c) capable of being perceived
- demur** a) to be kind b) to oppose, object, or delay c) to restrain
- inert** a) unable to move or act; lethargic b) freely given c) incapable of feeling; hardened
- tremulously** a) with high pitch b) with trembling, quivering, or shaking c) with swiftness
- tersely** a) with tension and stress b) solidly c) abruptly concise
- sundry** a) various, miscellaneous b) occurring on Sunday c) sunny
- veritable** a) sure to happen b) pleasant c) truly called, real, genuine
- plaintively** a) with a lawyer b) with sorrow, mournfully c) with plainness
- remonstrated** a) said with protest, reproof b) dug into c) assured
- consternation** a) made of stars b) feeling alarm or dismay c) not understanding
- incredulous** a) disbelieving b) incredible c) funny
- mollify** a) to express happiness b) to upset c) to soothe or soften
- dilapidated** a) made clumsily b) in a state of neglect or disrepair c) outdated; old fashioned
- nonchalant** a) feeling or appearing casually calm or relaxed b) unprovoked c) friendly, pleasant
- aversion** a) an alteration b) a distraction c) a strong feeling or dislike or opposition
- derisive** a) distracting b) sarcastically mean or mocking c) tending to cause division or contention
- sonorous** a) deep and full sound b) with a monotonous tone c) glorious, resplendent
- incorrigible** a) not able to be corrected or changed b) encouraging c) enticing, alluring
- audacious** a) disbelieving b) unbelievable, fanciful c) extremely bold, daring, confident
- succinct** a) reliable, consistent b) expressed in few words; concise c) various, miscellaneous

Vocabulary

(1 point each) _____ points / 17 points

Circle the correct definition for each word.

1. don
 - a) to climb or excel
 - b) to remove
 - c) to dress, to put on
2. duly
 - a) properly, fittingly, or punctually
 - b) flat, without dimension
 - c) fiercely, with determination
3. chagrin
 - a) to do with excitement
 - b) humiliation, disappointment, or distress caused by failure
 - c) fear or failure
4. succinct
 - a) diverse
 - b) expressed in few words; concise
 - c) simple or plain in appearance
5. dexterity
 - a) with great skill or ability
 - b) done without regard to surroundings
 - c) flexibility
6. magnanimous
 - a) full of energy
 - b) generous and noble, with good intentions
 - c) oversized
7. implicit
 - a) secretive or classified information
 - b) something that is implied or understood without needing to be spoken
 - c) regarded as being of great importance
8. stolid
 - a) unbending, immovable
 - b) showing little emotion or animation
 - c) properly, fittingly, or punctually
9. avarice
 - a) excessive greed for wealth
 - b) revenge
 - c) aggression, hostility
10. laurels
 - a) flower species commonly found in Switzerland
 - b) work done with extreme concentration
 - c) honors, awards, or achievements
11. genial
 - a) friendly, cheerful, and pleasant in manner
 - b) with years of experience
 - c) honest, blunt and forward
12. laconic
 - a) in the spotlight
 - b) concise, using few words
 - c) colorful, vibrant
13. recompense
 - a) to pay back or compensate
 - b) to break down or diminish
 - c) to bring forward or donate
14. inure
 - a) to break or weaken
 - b) to belong to a small group or family
 - c) to acclimate or become accustomed to something difficult or undesirable.
15. reconnoiter
 - a) to inspect, observe, or survey
 - b) to melt or mold into a different shape
 - c) to connect again after a long period of separation
16. procure
 - a) to build in an aesthetic manner
 - b) to obtain or bring about by diligent effort and care
 - c) to retrieve with great force
17. copious
 - a) painstaking
 - b) very wealthy or rich, luxurious, lavish
 - c) abundant, plentiful

Commonly Confused Words

(2 points each) _____ points / 16 points

Circle the correct answer.

- Sam was (altogether | all together) relieved about the results of his tests.
- I am not sure if (anyone | any one) is listening.
- It was not hard to (accept | except) your apology.
- Your attitude will (affect | effect) your friendships.
- The (biannual | biennial) marathon is held twice a year.
- I cannot speak Portuguese very (good | well).
- Things have gone (good | well) at work recently.
- We walked (farther | further) into the forest.

Grammar, Punctuation, Usage

(2 points each) _____ points / 4 points

Rewrite the vertical lists correctly.

1	The book covers the following topics • tying knots • how to build a fire • building a shelter	The book covers the following topics: • tying knots • building a fire • building a shelter
2	My goals for the course are to • study daily • good attitude. • practice good handwriting	My goals for the course are to • study daily • have a good attitude • practice good handwriting

Grammar, Punctuation, Usage

(2 points each) _____ points / 10 points

For each of the following sentences, underline the correct choice and determine if it is an adjective or adverb.

- We adapted (quick | quickly) to the new rules. ADVERB | ADJECTIVE
- I feel (bad | badly) that I forgot to call you. ADVERB | ADJECTIVE
- My new book is (real | really) interesting. ADVERB | ADJECTIVE
- Please talk (quietly | quiet). ADVERB | ADJECTIVE
- The dump smells (bad | badly). ADVERB | ADJECTIVE

Grammar, Punctuation, Usage

(2 points each) _____ points / 18 points

Underline the dependent clause and insert commas where needed.

1. When you finish your cleaning we will go on a walk and look for deer.
2. The wind continued to moan while we huddled inside our tent.

For each sentence, circle the coordinating conjunction. Then indicate if the conjunction is joining together two independent clauses or two verb phrases by underlining the correct choice.

3. The thoughtful mother made a card for her daughter and put it on her bed.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES

4. The clouds were dark this evening but it did not rain.

What does the conjunction join? INDEPENDENT CLAUSES OR VERB PHRASES**Set off the absolute phrases with commas.**

5. Phillip his mind wandering walked through the hills until the sun set.

6. Before dinner began we helped clean the room the windows needing special attention.

For each set, underline the sentence that uses correct parallel construction.

7. a. The meeting was spent reviewing policies, analyzing problems with employees, and budgets.
b. The meeting was spent reviewing policies, analyzing problems with employees, and discussing budgets.
8. a. He waved to us cheerfully and joyful.
b. He waved to us cheerfully and joyfully.
9. a. I want my bedroom to be a bright and cheerful sanctuary.
b. I want my bedroom to be bright, cheerful, and a sanctuary.

Grammar, Punctuation, Usage

(1 point each) _____points / 4 points

In the passage below from *Just David* by Eleanor H. Porter, insert commas where needed. Place triple underlines under words that should be capitalized. Use the ~ mark to indicate that a punctuation mark should change places with the quotation mark (4 points possible).

“But now,” he finished wistfully, “it’s all so different, and I’m down here alone. Daddy went, you know, to the far country, and he can’t come back from there.”

“Who told you that”?

“Daddy himself. He wrote it to me.”

wrote it to you!” cried the man, sitting suddenly erect.

Grammar, Punctuation, Usage

(2 points each) _____points / 4 points

Cross out all the sentences that are comma splices.

- | | |
|--|--|
| 1. I’ve always wanted to visit Italy, I hope to go someday.
If you tell the truth, you will feel good.
Raj built a birdhouse, I built a canoe. | 2. Kendra wanted grape juice, Chico wanted water.
Our teacher was kind, and she made history interesting.
We offered our help, he accepted it. |
|--|--|

Grammar, Punctuation, Usage

(4 points each) _____points / 8 points

Underline the word that best describes the compound item.

- Birds and butterflies abound in these beautiful, dense woods.**
Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase
- We walked around the placid lake and found a grassy place to have a picnic.**
Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase
- The morning sunlight shines through the trees and on the pond.**
Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase
- When I went to Grandmother’s house last week, I picked juicy strawberries and sweet cherries.**
Compound Item: Subject | Verb Phrase | Direct Object | Prepositional Phrase

Short Answer Questions

(10 points each) _____ points / 20 points

Answer the short answer questions in full sentences with neat handwriting and proper grammar and punctuation (3 points) and give meaningful insights (7 points).

1. Books have varying degrees of educational, literary, moral, and entertainment value, making them of greater or lesser overall worth. How worthy is the book *Patterns on the Wall* by Elizabeth Yates and why?

Answers will vary.

2. What are the most valuable things you gained through completing this course, and why are they valuable to you?

Answers will vary.