



6<sup>th</sup> Grade English  
2<sup>nd</sup> Semester 3<sup>rd</sup> Quarter Final  
Study Sheet

مدارس البكالوريا  
BACCALAUREATE SCHOOLS

## Literature

### 1. from Alice's Adventures in Wonderland (pg. 363)

**Genre:** Novel Excerpt

**Author:** Lewis Carroll

*Imagination can take you anywhere-even down a rabbit hole.*

#### BACKGROUND

In 1862, a shy English mathematician entertained his colleague's three young daughters by taking them on a boat trip. As they rowed down the River Thames, he decided to tell them a story, making it up as he went along. Afterwards, one of them, a 10-year-old girl named Alice Liddell, loved his story so much that she begged him to write it down. This "golden afternoon," as Lewis Carroll called it, was the inspiration for his novel *Alice's Adventures in Wonderland*.

#### Comprehension Questions (Found on page 367)

1. Why does Alice decide to follow the Rabbit?
2. What does Alice see in the well?
3. What is at the bottom of the well?
4. What is the purpose of the tiny golden key?
5. Why does Alice wish she was able to "shut up like a telescope"?

### 1. Text Questions: See Worksheet in Packet for Practice

### 2. Concept Vocabulary and Word Study (Worksheet in Packet, Text Book pg. 368):

2a. Vocabulary Peeped    Wondered    Curiosity

#### 2b. Word Study: Word Relationship

Recognizing and understanding the relationship between words can help readers understand the words themselves.

### 3. Analyze Craft and Structure (Worksheet in Packet, Text Book pg. 369):

**Characterization:** Authors use **characterization** to describe a character's personality, traits, appearance, and values.

**1. Direct characterization:** an author describes a character or directly states what a character is like, the author is using.

**2. Indirect characterization:** readers have to infer what a character is like from the character's thoughts, words, or actions, or from another character's thoughts or words about him or her.

## 2. Jabberwocky (from Through the Looking-Glass) (pg. 372)

**Genre:** Poetry

**Author:** Lewis Carroll

*Learn what a father says to his son about a beast called a Jabberwock.*

### **BACKGROUND**

In the first chapter of *Through the Looking-Glass*, the sequel to *Alice's Adventures in Wonderland*, Alice encounters a creature called a Jabberwock. Many of the invented words in Carroll's imaginative poem are made up of two different words. For example, *brillig* is a combination of *brilliant* and *broiling*.

### **1. Comprehension Check Questions in textbook. (Questions found on page 375)**

1. What does the speaker say to beware of? Who is the speaker addressing?
2. What three things does the speaker warn about in lines 5–8?
3. What happens to the Jabberwock at the end of the poem?

### **2. Concept Vocabulary and Word Study (Worksheets in Packet and Text Book pg. 376):**

**2a. Vocabulary: 1. Beware 2. Foe 3. Slain**

**2b. Word Study:** The three concept vocabulary words have Anglo-Saxon word origins. This means that the words or parts of the words are ancient and have been in the language since the Old English Period, which ended in a.d. 1066.

### **3. Analyze Craft and Structure: Sound Devices (pg. 377)**

Most **sound devices** are groupings of words that share certain sounds. They are sometimes called “musical devices,” because they highlight the musical qualities of language. Rhyme is a sound device with which you are probably familiar. There are other types of sound devices that may be less obvious than rhyme but are no less important.

- **Onomatopoeia** is the use of a word that sounds like what it means.

*Hiss* and *buzz* are onomatopoeic words.

- **Alliteration** is the repetition of the same consonant sound at the beginnings of stressed syllables in words that are close together.

*Here, the repeated f sound is alliterative: “the white foam flew”*

- **Consonance** is the repetition of final consonant sounds in stressed

Syllables with different vowel sounds. Here, the repeated *n* sound creates consonance: “*dawn goes down*”

### **3. The Importance of Imagination (Text book pg. 380)**

**Genre:** Reflective Essay

**Author:** Esha Chhabra

*If everyone incorporated the power of imagination into their lives, the possibilities would be endless!*

#### **BACKGROUND**

A curriculum vitae, or CV, is a short account of a person's background, skills, education, and work experience. In the United States, a CV is similar to a resume. Resumes are usually no longer than one page. Many employers require these documents for job applications and look at them carefully to decide who they should hire.

#### **1. Comprehension Check Questions in Text book. (Questions found on page 383)**

1. According to the author, what happens to our imagination when we grow up?
2. What was the author's dream at age 12?
3. What did the author's history teacher say about history?

#### **2. Concept Vocabulary and Word Study (Worksheets in Packet and Text Book pg. 384):**

**2a. Vocabulary: 1. Template 2. Parameters 3. Model**

**2b. Word Study: Greek Prefix: *para-*** The Greek prefix *para-*, which means "beside" or "alongside," contributes to the meanings of many English words. For example, *parallel* lines are lines that run alongside each other.

#### **3. Analyze Craft and Structure: Reflective Essay (pg. 385)**

##### **Author's Influences**

A **reflective essay**, such as "The Importance of Imagination," presents the author's thoughts, beliefs, and reflections on an idea or experience—in this case, the topic of imagination. The author's thoughts and beliefs about a topic are affected by the **author's influences**, or the factors that affect his or her writing. These influences may include historical factors, such as important or newsworthy events that happened during the author's lifetime. Authors are also influenced by cultural factors.

## English Grammar Study Guide

### 1. Conjunctions

Conjunctions are words that connect words, phrases, or clauses.

#### **Coordinating Conjunctions (FANBOYS):**

- **For** (explains reason) → I stayed home, **for** I was sick.
- **And** (adds information) → She likes apples **and** oranges.
- **Nor** (negative option) → He does not like tea, **nor** does he like coffee.
- **But** (shows contrast) → I wanted to go, **but** I was busy.
- **Or** (gives a choice) → Do you want juice **or** milk?
- **Yet** (contrast, similar to "but") → She was tired, **yet** she kept studying.
- **So** (shows result) → It rained, **so** we stayed inside.

#### **Subordinating Conjunctions** (used in dependent clauses):

Examples: **because, although, since, unless, before, after, if, while**

- **Although** it was raining, we played outside.
- She will call you **if** she arrives early.

### 2. Interjections

Interjections are words that express strong emotions. They are often followed by an exclamation mark (!) or a comma (,).

Examples:

- **Wow!** That was amazing!
- **Oh,** I forgot my book.
- **Ouch!** That hurt.

### 3. Direct and Indirect Objects

A direct object answers "**what?**" or "**whom?**" after the verb.

An indirect object answers "**to whom?**" or "**for whom?**"

Examples:

- She gave **me** a gift. ("me" is the indirect object, "gift" is the direct object)
- We saw **the movie**. ("movie" is the direct object)

#### 4. Transitive and Intransitive Verbs

**Transitive verbs** need an object to complete their meaning.

Example: She **bought** a book. ("bought" needs "a book" to make sense)

**Intransitive verbs** do not need an object.

Example: He **sleeps** early. ("sleeps" does not need an object)

#### 5. Writing: Special Power

For this writing assignment, think about a special power you would like to have and write a short paragraph about it.

**Include:**

- A clear topic sentence (e.g., "If I could have any power, I would choose invisibility.")
- Three supporting sentences explaining **why** you want this power.
- A concluding sentence summarizing your thoughts.

Example:

"If I could have any power, I would choose invisibility. I could hide whenever I wanted and play tricks on my friends. It would help me avoid danger and protect others. I would also travel without being seen. Having invisibility would be so exciting!"

### Practice

#### **I. Conjunctions (Coordinating & Subordinating)**

**A. Fill in the blanks with the correct conjunction:**

1. I wanted to go to the park, \_\_\_\_\_ it started to rain. (coordinating)
2. We stayed inside \_\_\_\_\_ the weather was bad. (subordinating)
3. She likes to read \_\_\_\_\_ write stories in her free time. (coordinating)
4. I will wait here \_\_\_\_\_ you finish your work. (subordinating)
5. He didn't study, \_\_\_\_\_ he failed the test. (coordinating)

#### **II. Interjections**

**A. Choose the correct interjection to complete each sentence:**

1. \_\_\_\_\_! That was an amazing performance! (Wow / Because)
2. \_\_\_\_\_, I forgot to bring my notebook. (Oops / And)
3. \_\_\_\_\_! That really hurt my foot! (Ouch / So)
4. \_\_\_\_\_, I didn't expect to see you here! (Hey / But)

#### **III. Direct and Indirect Objects**

**A. Identify the direct and indirect objects in each sentence:**

1. My mom made me a sandwich.
2. She sent her friend a letter.
3. The teacher gave the students homework.
4. He showed us his new phone.

**B. Rewrite the sentences by switching the indirect object placement:**

Example: **She gave me a book.** → **She gave a book to me.**

1. I wrote my friend a message.
2. He bought his sister a gift.
3. They told us a funny story.