

WISDOM BOOKLET

Language Arts

**Teacher's Helps &
Answer Keys**

13B–16B



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The *Wisdom Booklet Language Arts* program is designed for families enrolled in the Advanced Training Institute International, which provides a variety of resources for training parents, young people, and children to be mighty in Spirit. For more information, contact:



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13B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that mean *to retard evil*

protect preserve
maintain arrest
sustain guard

Character qualities needed *to retard evil*

integrity incorruptibility
consistency courage
vigor discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Initiative is foundational to all other qualities. It is the first quality that God used to demonstrate His love to us and the first quality that we must use in responding to His love. Initiative is seeing and doing what needs to be done before being asked to do it. Initiative is using the energy of God—God's grace—to achieve God's will, as directed by God's Spirit.

EXTENSION

God took initiative before the world was founded to provide redemption for us. (See I Peter 1:18–20.) He also demonstrated initiative by creating the heaven and the earth. (See Genesis 1:1.) God is a God of initiative.

FURTHER EXTENSION

Initiative is required to carry out every other character quality: gratefulness, forgiveness, punctuality, diligence, and joyfulness. It is also essential to fulfilling Scripture's commands, such as "pray without ceasing," "lay up treasures in heaven," "do good unto all," "maintain good works," and "go ye into all the world."

—*The Power for True Success*

2. Spelling: / Before e, Except After c, Unless It Says ay (Examples: receive, relief, neighbor)

BASIC LEVEL

1. vein 4. receiving
2. deceiver 5. weightless
3. grief-stricken 6. neigh

EXTENSION

7. believer
8. sleigh
9. conceived
10. freight

FURTHER EXTENSION

11. neighbor
12. grieve
13. grievous
14. inconceivable
15. believable

Optional

16. protect
17. maintain
18. sustain
19. preserve

TI: The *ie* and *ei* combinations confuse students in their spellings more often than any other spelling combinations. Teach your student to look at this rule in three parts:

1. "I before e" means that in most instances in which the *ie* or *ei* combination is used to say the long *e* sound, *ie* is the spelling order (e.g., *believe*).
2. "Except after c" means that whenever *c* precedes the *ie* or *ei* combination, *ei* is the spelling order (e.g., *receive*).
3. "Unless it says ay as in *neighbor* and *weigh*" means that when the *ie* or *ei* combination is used to say the long *a* sound, *ei* is the spelling order (e.g., *vein*, *weigh*).

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Prepositional Phrases)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

4 Sentences

(You may use up to eight words for sentence two.)

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

2 Sentences

(You may use up to eight words for sentence one.)

(You may use up to ten words for sentence two.)

Day Three

5. Grammar: Strong, Active Verbs With Helpers

6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Four

7. Punctuation: Colon Usage

8. Composition: Edit and Revise

9. Structural Analysis: Possessive Nouns

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

13B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that mean to retard evil

protect preserve
maintain arrest
sustain guard

Character qualities needed to retard evil

integrity incorruptibility
consistency courage
vigor discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Initiative is foundational to all other qualities. It is the first quality that God used to demonstrate His love to us and the first quality that we must use in responding to His love. Initiative is seeing and doing what needs to be done before being asked to do it. Initiative is using the energy of God—God's grace—to achieve God's will, as directed by God's Spirit.

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—*The Power for True Success*

2. Spelling: / Before e, Except After c, Unless It Says ay (Examples: receive, relief, neighbor)

BASIC LEVEL

1. vein 4. receiving
2. deceiver 5. weightless
3. grief-stricken 6. neigh

EXTENSION

7. believer
8. sleigh
9. conceived
10. freight

FURTHER EXTENSION

11. neighbor
12. grieve
13. grievous
14. inconceivable
15. believable

Optional

16. protect
17. maintain
18. sustain
19. preserve

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3. "Unless it says *ay* as in *neighbor* and *weigh*" means that when the *ie* or *ei* combination is used to say the long *a* sound, *ei* is the spelling order (e.g., *vein*, *weigh*).

3. Editor Duty: Correct Given Paragraph(s)

(Prepositional Phrases)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

4 Sentences

(You may use up to eight words for sentence two.)

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

2 Sentences

(You may use up to eight words for sentence one.)

(You may use up to ten words for sentence two.)

5. Grammar: Strong, Active Verbs With Helpers

6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Three

7. Punctuation: Colon Usage

8. Composition: Edit and Revise

9. Structural Analysis: Possessive Nouns

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

13B Week 1 Answer Keys

❑ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the first two paragraphs, highlight the prepositional phrases (they may appear anywhere in the sentences).

Salt maintains balance **in the body**. The believer is to maintain the balance **of God's truth** **in the Body of Christ**, since truth out **of balance** leads **to heresy**. Salt creates thirst, and a believer is to create interest **in the things of God**. (*Out is used as an adjective here modifying truth; the prepositional phrase is of balance.*)

One **of the most important functions** **of salt** is to preserve food **from the spread** **of disease-producing bacteria**. The believer is to function **with a similar purpose** **in the world**.

When we see evil increasing, we should be prompted to do something about it. Our actions against evil, however, must be guided by the principle of authority. In most cases, we are to make direct appeals to those who are doing evil, but when that fails, we are to notify and encourage those in authority over them to exercise **their** **G**od-given responsibilities.

❑ 5d. In the sentences provided, complete the following steps:

1. Mark through the underlined verb in each sentence, and write a more interesting action verb above each underlined word.
2. Optional: In your notebook, copy the sentences provided, choosing another more interesting verb to replace the underlined verb in each sentence.

Example: We can see that Christ carried out every action as an expression of meekness.
We can **discern** that Christ carried out every action as an expression of meekness.

Answers will vary.

❑ 5e. Using a thesaurus, write three stronger, more descriptive verbs in place of the boring ones listed.

Example: live **exist, breathe, inhabit**

Answers will vary.

13B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that mean to retard evil

protect preserve
maintain arrest
sustain guard

Character qualities needed to retard evil

integrity incorruptibility
consistency courage
vigor discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Hudson Taylor's parents gave him strong encouragement. "They advised me . . . to use all the means in my power to develop the resources of body, mind, heart, and soul and to wait prayerfully upon God."

He began a rigorous program of self-denial. He took away his feather bed and accustomed himself to sleeping on a hard surface. He restricted his diet to oatmeal, rice, bread, and some fruit. He spent time exercising his body, anticipating the long travels on foot he would take.

EXTENSION

He read everything he could find about China. During this period, a local minister gave him a copy of Medhurst's *China*. This book introduced him to the concept of medical missions.

FURTHER EXTENSION

As for ministry, he poured himself into distributing tracts, teaching Sunday School, and visiting the poor and sick as God gave opportunity. God blessed his soul-winning efforts with many conversions to Christ. Hudson Taylor took initiative to do God's work.

—*Wisdom Booklet 13*

2. Spelling: Two Vowels Together That Make Long e, Long a, and Short e (Examples: team, great, bread)

BASIC LEVEL

- | | | |
|----------------|----------------|---------------|
| 1. peacemakers | 5. teachable | 8. leave |
| 2. feather | 6. spreading | 9. meaning |
| 3. oatmeal | 7. healthfully | 10. preaching |
| 4. pleasure | | |

EXTENSION

11. treatment
12. deafening
13. breadth

FURTHER EXTENSION

14. wealthier
15. beatitude
(another sound of ea)

Optional

16. arrest
17. guard
18. integrity
19. consistent

TT: When your student was learning to read, he may have learned this rule in one of the following two rhymes:

When two vowels go walking, the first one does the talking.

When two vowels go out to play a game, the first one always says its own name.

Generally speaking, when two vowels are together in the middle of a syllable, especially in a one-syllable word (e.g., *bead*), the first vowel makes its long sound and the second vowel is silent.

TT: Usually, the short *e* sound is made in the consonant-vowel-consonant pattern (c-v-c) in words such as *bed* and *met*. *Ea* is an unusual spelling for the short *e* sound.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Action Verbs, Possessive Nouns)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
2 Sentences
(You may use up to eight words for sentence two.)

Paragraph Two of Body

Topic of Paragraph 2 _____
4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
3 Sentences
(You may use up to eight words for sentence one.)

Day Three

5. Punctuation: Punctuating Quotations

6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Four

7. Grammar: Nouns

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

13B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

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protect preserve
maintain arrest
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EXTENSION

He read everything he could find about China. During this period, a local minister gave him a copy of Medhurst's *China*. This book introduced him to the concept of medical missions.

FURTHER EXTENSION

As for ministry, he poured himself into distributing tracts, teaching Sunday School, and visiting the poor and sick as God gave opportunity. God blessed his soul-winning efforts with many conversions to Christ. Hudson Taylor took initiative to do God's work.
—*Wisdom Booklet 13*

2. Spelling: Two Vowels Together That Make Long e, Long a, and Short e (Examples: team, great, bread)

BASIC LEVEL

- | | | |
|----------------|----------------|---------------|
| 1. peacemakers | 5. teachable | 8. leave |
| 2. feather | 6. spreading | 9. meaning |
| 3. oatmeal | 7. healthfully | 10. preaching |
| 4. pleasure | | |

EXTENSION

11. treatment
12. deafening
13. breadth

FURTHER EXTENSION

14. wealthier
15. beatitude
(another sound of ea)

Optional

16. arrest
17. guard
18. integrity
19. consistent

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TT: Usually, the short *e* sound is made in the consonant-vowel-consonant pattern (c-v-c) in words such as *bed* and *met*. *Ea* is an unusual spelling for the short *e* sound.

3. Editor Duty: Correct Given Paragraph(s)

(Action Verbs, Possessive Nouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

2 Sentences

(You may use up to eight words for sentence two.)

Paragraph Two of Body

Topic of Paragraph 2 _____

4 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____

3 Sentences

(You may use up to eight words for sentence one.)

5. Punctuation: Punctuating Quotations

Day Three

6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

7. Grammar: Nouns

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

13B Week 2 Answer Keys

□ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the first paragraph, highlight all of the action verbs—including infinitives that contain action verbs.
3. In the second and third paragraphs, highlight the possessive nouns, and correct them if you have not already done so.

Men **tend to discount** the early preparation and refinement of a life, but **God places** great value on this time of **making His** servants ready for the ministries to which **He calls** them. **The** home into which **Hudson Taylor** was **born** was **blessed** with a rich spiritual heritage. His great grandparents, **James and Betty Taylor**, **came** under the saving influence of the Methodist Revival. **They** even had **John Wesley** himself **stay** with them in **their** home in **Barnsley**.

James and **Betty Taylor** saw to it that the light of **God's** truth was passed faithfully to the second and third generations of the **Taylor** family. **Both** of **Hudson's** parents desired that **their** family would honor **God** and walk in **His** ways.

Hudson **Taylor** was educated at home, where his mother gave him a tremendous background **in English**, and his father introduced **him** to the writings of great men. His **mother's** careful attention **to** details of correct pronunciation proved invaluable to **Hudson** when he later tackled the complex **Chinese** dialects.

□ 5d. In the sentences provided, complete the following steps:

1. Highlight the following parts of each sentence:
 - a. Beginning quotation marks
 - b. Ending quotation marks
 - c. Commas
 - d. Periods and question marks
2. With a different color, highlight the speech tags—the part that shows who is speaking.
 1. “When I get out to China, I shall have no claim on anyone for anything; my only claim will be on God,” **said Hudson Taylor** .
 2. **Taylor continued** , “How important, therefore, to learn before leaving England to move men, through God, by prayer alone.”
 3. **But he replied in his thoughts** , “If only I had two coins, I would give one to the family and keep the other for my own needs.”

4. **He cried out within himself**, “How can I tell these people of a loving Father in heaven when I hold that half crown so covetously?”
5. **His conscience rebuked him**, “Dare you mock God? Dare you kneel down and call him Father with that half crown in your pocket?”
6. **Immediately**, **the Lord brought to mind the Scripture**, “Give to him that asketh thee.”
7. **He wrote**, “The joy all came back in full flood tide to my heart. The hindrance to blessing was gone—gone, I trust, forever.”
8. That young medical student became known as the “Father of Faith Missions.”
9. **Five-year-old Hudson announced**, “When I am a man, I will be a missionary and go to China.”
10. “Again I was left—my feelings undiscovered—to go to a little closet and praise the Lord with a joyful heart that after all I might go to China,” **Hudson wrote in his diary**.
11. **After looking at him**, **the supervisor said**, “You are a dead man.”
12. **He wrote**, “All things are against me.”
13. “They were times of emptying and humbling, but were experiences that made not ashamed, and that strengthened purpose to go forward as God might direct, with His proven promise,” **testified Hudson Taylor**.
14. “Foreign devil,” **shouted his adversaries**.
15. **He wrote**, “It seemed to me that if there were any lack of funds to carry on work, then to that degree, in that special development, or at that time, it could not be the work of God.”
16. **Hudson said**, “Depend on it. God’s work done in God’s way will never lack God’s supplies.”
17. “He is too wise a God to frustrate His purposes for lack of funds. And He can just as easily supply them ahead of time as afterwards, and He much prefers doing so,” **remarked Hudson**.
18. “Without those months of feeding and feasting on the Word of God, I should have been quite unprepared to form a mission like the China Inland Mission,” **said Hudson Taylor**.
19. **Charles H. Spurgeon once made the comment**, “China. China. China is now ringing in our ears in the special, peculiar, musical, forcible, unique way in which Mr. Taylor utters it.”
20. **Mr. Taylor stated it this way**, “The meek do not possess by force, but, as children, by inheritance.”
21. “I do not believe that our heavenly Father will ever forget His children. I am a very poor father, but it is not my habit to forget my children. God is a very, very good Father. It is not His habit to forget His children,” **continued Taylor**.

22. **Hudson remarked**, “The Lord has taken our sweet little Gracie to bloom in the purer atmosphere of His own presence.”
23. Hostilities from both the English press and the Chinese political situation left Hudson in a dark depression, **and he commented**, “I hated myself. I hated my sin; and yet I gained no strength against it.”
24. When his wife and unborn baby died, **Hudson remarked**, “My views are not changed, though chastened and deepened. From my inmost soul I delight in the knowledge that God does or deliberately permits ALL things, and causes all things to work together for good to those who love Him.”
25. **He wrote in a little booklet entitled *Princely Service***, “Nor is God’s work ever intended to be stationary, but always advancing.”

7e. In the sentences provided, highlight the nouns (both proper and common nouns).

Note: Do not highlight pronouns—words that take the place of a noun—such as *him, her, they, their*.

Note: Do not highlight nouns that are being used as another part of speech (e.g., Bible times—*Bible* is used as an adverb).

Note: Most sentences have more than one noun.

1. The medical **student** explained to the **family** that the true **God** of **heaven** could be trusted.
2. The **student** heard a **knock** at the **door** the next **morning** and was surprised to find that it was the **postman**.
3. On this **Monday**, he was handed a **letter** with **writing** on the **outside**.
4. Inside the **letter** was a folded blank **paper** and a **half sovereign**—a four hundred percent **increase** on his **half crown** given to **God** the **day** before!
5. That medical **student** became known as the “**Father** of **Faith Missions**.”
(Your student may have considered *Missions* the noun and *Faith* the adjective.)
6. The **home** into which **Hudson Taylor** was born was blessed with a spiritual **heritage**.
7. **James** and **Betty Taylor** ensured that the **light** of God’s **truth** was passed faithfully to the second and third **generations** of the Taylor **family**. (*God’s* may or may not be highlighted here. It is a possessive proper noun.)
8. They even had **John Wesley** himself stay with them in their **home** in **Barnsley**.
9. **Hudson Taylor** was educated at **home**, where his **mother** gave him a **background** in **English** and his **father** introduced him to the **writings** of great **men**.
10. His mother’s **attention** to the **details** of correct **pronunciation** proved invaluable to **Hudson** when he later tackled the complex Chinese **dialects**. (*Mother’s* may or may not be highlighted here. It is a possessive noun.)

11. **James Taylor** spent a great **deal** of **time** with his **children** and often took them into his prayer **closet** with him so that they would be able to witness firsthand the **reality** of God's **faithfulness**. (*God's is a possessive proper noun.*)
12. A devotional **time** for each **child** was a required **part** of the Taylor home **schedule**.
13. Hudson's **enthusiasm** for spiritual **things** and his **burden** for **China** were enlarged by the frequent **visitors** invited into the Taylor **home**.
14. At **fourteen**, **Hudson Taylor** gave his **heart** to **God**, and at age **seventeen**, he surrendered his **life** for God's **service**.
15. Having God's **direction** for his **ministry** firmly in **mind** and with **foresight** uncommon for his **age**, **Hudson** began to discipline himself mentally, spiritually, and physically for the **challenges** he perceived would face him in **China**.
16. On his nineteenth **birthday** in the **year** 1851, **Hudson** began his medical **studies**, working with **Dr. Robert Hardey** in **Hull**.
17. In keeping with his **goal** of learning to trust **God** alone for **finances**, **Hudson** purposed not to remind **Dr. Hardey** when his **wages** were due.
18. At 10:00 that **evening** as he prepared to go **home** from the **office**, **Hudson** heard the **steps** of the **doctor**.
19. At that late **hour**, a **patient** came to the **office** and insisted on paying his **bill** in **cash**; thus, the **doctor** remembered to pay his **employee** his **wages**.
20. **God** designed Hudson's **time** at **Hull** to further prepare his **life** for his **call** to **China**.

13B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that mean to retard evil

protect preserve
maintain arrest
sustain guard

Character qualities needed to retard evil

integrity incorruptibility
consistency courage
vigor discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Scottish adventurer John MacGregor was taken captive by Arabs while he explored the Jordan River in his canoe, *Rob Roy*. As he parleyed with an old sheik, he opened a tiny box of fine salt and offered it to his captor.

EXTENSION

The Arab had never before seen salt so white and refined, and thinking that it was sugar, he tasted it. Immediately, MacGregor put a portion into his own mouth and with a loud laugh exclaimed, "We have now eaten salt together in your own tent."

FURTHER EXTENSION

The old nomad found himself bound by the strongest tie he knew. The result was that the Scotsman and his canoe were ceremoniously carried back to the banks of the river. As he departed, the Arabs shouted, "Salaam!" (peace) to their new brother in the covenant of salt. —*Wisdom Booklet 13*

2. Spelling: Long a and Long e at the End of Words (Examples: obey, portray)

BASIC LEVEL

- | | | |
|-----------|-----------|-----------|
| 1. delay | 4. parley | 7. monkey |
| 2. relay | 5. convey | 8. honey |
| 3. replay | 6. pulley | |

EXTENSION

9. portray
10. displayed
11. conveying

FURTHER EXTENSION

12. conveyer

Optional

13. vigor
14. corruptible

TI: The spelling combination *ay* can say the long *a* sound in two instances: (1) At the end of one-syllable words (e.g., *hay, bay*) (2) Occasionally at the end of longer words (e.g., *hurray*).

Generally, *ey* says long *a* at the end of shorter words (e.g., *hey*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Nouns)

4. Study Skills/Prewriting: Outline Original Paragraphs for an Informative Essay

Paragraph One of Body

Topic of Paragraph 1 _____

5–7 Sentences (EXTENSIONS: 6–8) _____

Paragraph Two of Body

Topic of Paragraph 2 _____

5–7 Sentences (EXTENSIONS: 6–8) _____

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____

6–8 Sentences _____

Day Three

5. Grammar/Sentence Structure:

Sentences vs. Clauses

6. Composition/Creative Writing: Write an Original Informative Essay (Rough Draft of Body)

Day Four

7. Grammar: Subordinators

8. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

9. Sentence Structure: Subordinate Clause Openers

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

13B Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

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sustain guard

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- | | | |
|-----------|-----------|-----------|
| 1. delay | 4. parley | 7. monkey |
| 2. relay | 5. convey | 8. honey |
| 3. replay | 6. pulley | |

EXTENSION

9. portray
10. displayed
11. conveying

FURTHER EXTENSION

12. conveyer

Optional

13. vigor
14. corruptible

TI: The spelling combination *ay* can say the long *a* sound in two instances: (1) At the end of one-syllable words (e.g., *hay*, *bay*) (2) Occasionally at the end of longer words (e.g., *hurray*).

Generally, *ey* says long *a* at the end of shorter words (e.g., *hey*).

3. Editor Duty: Correct Given Paragraph(s)

(Nouns)

Day Two

4. Study Skills/Prewriting: Outline Original Paragraphs for an Informative Essay

Paragraph One of Body

Topic of Paragraph 1 _____
5–7 Sentences (EXTENSIONS: 6–8) _____

Paragraph Two of Body

Topic of Paragraph 2 _____
5–7 Sentences (EXTENSIONS: 6–8) _____

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
6–8 Sentences _____

5. Grammar/Sentence Structure:

Sentences vs. Clauses

6. Composition/Creative Writing: Write an Original Informative Essay (Rough Draft of Body)

Day Three

7. Grammar: Subordinators

8. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

9. Sentence Structure:

Subordinate Clause Openers

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

13B Week 3 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight all of the nouns—both proper and common nouns.

More than **two million tons** of **salt** are produced in the **United States** for food **products**. **Salt** is used as both a **seasoning** and a **preservative**. It enhances the **taste** in **food** and is used to pickle some **products**. Almost all canned **food** contains **salt**. Many **cereals**, **breads**, and **chips** **have sodium** added to keep them fresh.

Disease-producing bacteria can multiply very rapidly on meat and other food products. A single bacterium can reproduce itself in less **than** half an hour. If this doubling process is allowed to continue without interruption, **there** will be billions of bacteria in just **twenty-four** hours.

Salt **retards** the spread of bacteria by drawing the moisture out of them and causing them to die. **This** process of dehydration can be observed under high magnification. The power of salt is illustrated by the fact that it can preserve meat longer than a refrigerator can.

5c. In the sentences provided, complete the following steps:

1. Write **C** beside the groups of words that are subordinate clauses (cannot stand alone; incomplete).

2. Write **S** beside the groups of words that are sentences (can stand alone).

1. As he parleyed with an old sheik. **C**

2. He parleyed with an old sheik. **S**

3. He opened a tiny box of fine salt and offered it to his captor. **S**

4. Since the Arab had never before seen salt so white and refined. **C**

5. He thought it was sugar. **S**

6. When MacGregor tasted the salt. **C**

7. When MacGregor tasted the salt, he knew he was tricking the sheik into a salt covenant without the sheik knowing it. **S**

8. *Covenant* expresses the fullness of the meaning behind it. **S**

9. When the word *covenant* is used interchangeably with words such as *agreement*, *treaty*, *compact*, and *promise*. **C**

10. The Hebrew and Greek words translated *covenant* in the English Bible make obvious references to “establishing,” “binding together,” and “eating.” **S**
11. Since these words denote a permanent or unbreakable agreement in which one person gives himself and all his possessions completely to another in the sight of God. **C**
12. Because the covenant has been widely honored. **C**
13. Religions and governments alike have used this valuable substance as the symbolic bond of an enduring accord. **S**
14. Some covenants were confirmed when two persons cut themselves and mixed their blood together. **S**
15. When the eating of a common sacrifice also marked the life-sharing union of a covenant. **C**
16. Covenants sealed in blood, marked by a common meal, or confirmed by an exchange of gifts and weapons are frequently mentioned in the Bible. **S**
17. Since covenants of salt are recorded only three times. **C**
18. While each instance is uniquely accompanied by sacred significance. **C**
19. God commanded Moses to instruct the people of Israel to use salt as a symbol of the purity and vitality of their sacrifices. **S**
20. Through emphasizing the permanence of His priestly covenant with Aaron. **C**
21. The final reference to a salt covenant focuses on the rights of royalty. **S**
22. When Abijah, the king of Judah, challenged Jeroboam, the king of Israel, concerning his claim to the throne. **C**
23. In all three cases, God demanded the use of salt to assure man’s understanding of worship and authority. **S**
24. Since the word *covenant* appears in the Bible more than 250 times. **C**
25. During Old Testament times, the use of salt was controlled by the king. **S**
26. By receiving salt from the king’s palace, his subjects renewed their pledge of loyalty. **S**
27. While this custom was followed during the rebuilding of the Temple in Jerusalem under the Persian king Artaxerxes. **C**
28. Inasmuch as a covenant of salt is still considered unbreakable by many cultures. **C**
29. Because of salt, a common ingredient in most breads, the eating of bread with another person carries the same binding power in many parts of the world. **S**
30. During his travels across three continents, English explorer Stephen Schultz heard an interesting account about the binding power of salt. **S**

□ 7f. At the beginning of each sentence provided, highlight the subordinator.

1. **As** he parleyed with an old sheik, he opened a tiny box of fine salt and offered it to his captor.
2. **Since** the Arab had never before seen salt so white and refined, he thought it was sugar.

3. **When** MacGregor tasted the salt, he knew he was tricking the sheik into a salt covenant without the sheik knowing it.
4. **When** the word *covenant* is used interchangeably with words such as *agreement*, *treaty*, *compact*, and *promise*, it expresses the full meaning behind it.
5. **Since** these words denote a permanent or unbreakable agreement in which one person gives himself and all his possessions completely to another in the sight of God, the Hebrew and Greek words translated *covenant* in the English Bible make obvious references to “establishing,” “binding together,” and “eating.”
6. **Because** the salt covenant has been widely honored, religions and governments alike have used this valuable substance as the symbolic bond of an enduring accord.
7. **While** the eating of a common sacrifice also marked the life-sharing union of a covenant, some covenants were also confirmed when two persons cut themselves and mixed their blood together.
8. **While** each instance is uniquely accompanied by sacred significance, God commanded Moses to instruct the people of Israel to use salt as a symbol of the purity and vitality of their sacrifices.
9. **In order that** the permanence of His priestly covenant with Aaron might be emphasized, God confirmed it with salt.
10. **So that** He might assure man’s understanding of worship and authority, God demanded the use of salt.
11. **Although** the word *covenant* appears in the Bible more than 250 times, a special sense of permanence is attached to the three instances where a covenant of salt was required.
12. **When** someone received salt from the king’s palace, he renewed his pledge of loyalty.
13. **Because** salt is a common ingredient in most breads, the eating of bread with another person carries the same binding power in many parts of the world.
14. **When** he traveled across three continents, English explorer Stephen Schultz heard an interesting account about the binding power of salt.
15. **After** Hennicker had requested safe passage through the desert kingdom of the local sheik, the Arab ruler drew his sword, placed some salt on the blade, and put a portion of it in his own mouth.

9c. For the sentences provided, complete the following steps:

1. Place a comma after each subordinate clause opener.
2. Finish each sentence with a complete sentence (an independent clause).

Note: You may finish the sentences however your teacher desires; you do not have to complete them with the words from the Wisdom Booklet unless your teacher instructs you to do so.

Example: When two drivers approach an intersection at the same time, one must yield the right-of-way to the other to avoid serious consequences.

Answers will vary.

13B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that mean to retard evil

protect preserve
maintain arrest
sustain guard

Character qualities needed to retard evil

integrity incorruptibility
consistency courage
vigor discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

She was a Hebrew and Greek scholar and was skilled in the use of several modern languages. She was the author of many helpful books. She was also a brilliant singer and pianist, and a glittering secular career was open to her. But Frances Ridley Havergal considered all her talents to be only loans from the Lord, to be used in His service. She would not even sing, except it was sacred music, and only for the purpose of blessing or winning souls. She lived a life so earnest and devoted that all of the things she did had a deeper influence over the hearts of Christians than perhaps any other woman of her day. It is no wonder that from a life so dedicated there would flow forth so beautiful a hymn of consecration that it is considered the most outstanding hymn of its kind.

EXTENSIONS

It was in February 1874 that Miss Havergal was a guest in a home where there were ten persons. Some of them were not converted and those who were converted did not seem to be very happy in their faith. A great longing came over Miss Havergal that all ten of them might, before she left, come to know Him. She began to diligently pray to that end, and God answered her prayers. For when the last evening of her stay arrived, all ten had either come to Christ for salvation or had entered into the joy of their salvation. That night she was too happy to sleep and spent it in writing a hymn, ending with the triumphant declaration, "Ever, only, all for Thee!"

—*Al Smith's Treasury of Hymn Histories*

2. Spelling: Letter a Says Short o Sound (Examples: call, all, walk, author, aught)

BASIC LEVEL

- | | | |
|------------------------------|--------------|------------|
| 1. halting | 4. alternate | 7. augment |
| 2. alter (to change) | 5. hallmark | 8. taught |
| 3. altar
(kneeling bench) | 6. author | 9. fraught |

EXTENSION

10. alternator
11. falter
12. authorizing
13. authorize

FURTHER EXTENSION Optional

14. alternative 16. courage
15. authorization 17. discernment

TT: The groups below are examples of unusual letter-combinations that make the short o sound: *a* (what), *ald* (bald), *alk* (walk), *all* (fall), *au* (taught), *aught* (aught), and *aw* (law).

Day Two

3. Editor Duty: Correct Given Paragraph(s)
(Subordinators)

4. FURTHER EXTENSION:

Prewriting/Composition:

Take Notes and Write an Original Closing Paragraph for an Informative Essay

Day Three

5. Grammar: Helping Verbs and Verb Phrases

6. Composition: Edit and Revise

Day Four

7. Grammar: Adverbs

8. Grammar: Subject-Verb Agreement

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

13B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that mean to retard evil

protect preserve
maintain arrest
sustain guard

Character qualities needed to retard evil

integrity incorruptibility
consistency courage
vigor discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

She was a Hebrew and Greek scholar and was skilled in the use of several modern languages. She was the author of many helpful books. She was also a brilliant singer and pianist, and a glittering secular career was open to her. But Frances Ridley Havergal considered all her talents to be only loans from the Lord, to be used in His service. She would not even sing, except it was sacred music, and only for the purpose of blessing or winning souls. She lived a life so earnest and devoted that all of the things she did had a deeper influence over the hearts of Christians than perhaps any other woman of her day. It is no wonder that from a life so dedicated there would flow forth so beautiful a hymn of consecration that it is considered the most outstanding hymn of its kind.

EXTENSIONS

It was in February 1874 that Miss Havergal was a guest in a home where there were ten persons. Some of them were not converted and those who were converted did not seem to be very happy in their faith. A great longing came over Miss Havergal that all ten of them might, before she left, come to know Him. She began to diligently pray to that end, and God answered her prayers. For when the last evening of her stay arrived, all ten had either come to Christ for salvation or had entered into the joy of their salvation. That night she was too happy to sleep and spent it in writing a hymn, ending with the triumphant declaration, "Ever, only, all for Thee!"

—*Al Smith's Treasury of Hymn Histories*

2. Spelling: Letter a Says Short o Sound (Examples: call, all, walk, author, aught)

BASIC LEVEL

- | | | |
|------------------------------|--------------|------------|
| 1. halting | 4. alternate | 7. augment |
| 2. alter (to change) | 5. hallmark | 8. taught |
| 3. altar
(kneeling bench) | 6. author | 9. fraught |

EXTENSION

10. alternator
11. falter
12. authorizing
13. authorize

FURTHER EXTENSION Optional

14. alternative 16. courage
15. authorization 17. discernment

TT: The groups below are examples of unusual letter-combinations that make the short *o* sound: *a* (what), *ald* (bald), *alk* (walk), *all* (fall), *au* (taught), *aught* (aught), and *aw* (law).

Day Two

3. Editor Duty: Correct Given Paragraph(s)
(Subordinators)

4. FURTHER EXTENSION:

Prewriting/Composition:

Take Notes and Write an Original Closing Paragraph for an Informative Essay

5. Grammar: Helping Verbs and Verb Phrases

Day Three

6. Composition: Edit and Revise

7. Grammar: Adverbs

8. Grammar: Subject-Verb Agreement

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

13B Week 4 Answer Keys

□ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first two paragraphs, highlight all of the subordinators.

Even when one considers all of the forms of covenants throughout history, the salt covenant has been the most widely honored. Religions and governments alike have used this valuable substance as the symbolic bond of an enduring accord. **Some** covenants were confirmed **when** two persons cut themselves and mixed **their** blood together. **This** was called a “cutting covenant.” **The** eating of a common sacrifice also marked the life-sharing union of a covenant.

Covenants sealed in blood, marked by a common meal, or confirmed by **an** exchange of gifts and weapons **are** frequently mentioned in the **Bible**. **Since** a salt covenant is special, covenants of salt **are** recorded only **three** times. **Although** it is not widely mentioned, each instance is uniquely accompanied by sacred significance.

First, **God** commanded **Moses** to instruct the people of **Israel** to use salt as a symbol of the purity and vitality of **their** sacrifices. **Second**, to emphasize the permanence of his priestly covenant with **Aaron**, **God** confirmed it in salt. The final reference to a salt covenant focuses on the rights of royalty. Abijah, the king of **Judah**, challenged **Jeroboam**, the king of **Israel**, concerning his claim to the throne.

□ 5f. In the sentences provided, complete the following steps:

1. Underline the complete verb phrases with a highlighter; this includes infinitives and adverbs between two verbs.

2. Highlight all of the verb phrases as follows:

a. Highlight the helping verbs in one color.

b. Highlight the base verb of each verb phrase in another color.

Note: Highlight infinitives (*to* + verb) with or without helpers in front of them. We will consider infinitives alone or helpers plus infinitives to be verb phrases.

Example: We **should** **always** **keep** our hearts on God.

1. The usefulness of salt in the manufacturing of products illustrates the ministries that Christians **are to have** in the world.

2. Man **has developed** more than fourteen thousand ways **to use** salt every day.

3. Of the five leading raw materials that **are used** in industry, salt **has climbed** to the top of the list.

Teacher Tip:

It is acceptable for your student to highlight or not to highlight *to* with the verb.

4. More than two million tons of salt **are produced** in the United States for food products.
5. Salt **is used** as both a seasoning and a preservative.
6. Salt **has been used to enhance** the taste in food and **to pickle** products.
7. Sodium **has been added** to many cereals, breads, and chips **to keep** them fresh.
8. Disease-producing bacteria **can multiply** very rapidly in meat and other food products.
9. A single bacterium **can reproduce** itself in less than half an hour.
10. If this doubling process **is allowed to continue** without interruption, there **will be** billions of bacteria in just twenty-four hours.
11. Salt **can retard** the spread of bacteria by drawing the moisture out of them.
12. This process of dehydration **can be observed** under high magnification.
13. The power of salt **is illustrated** by the fact that it **can preserve** meat longer than a refrigerator can.
14. When fresh meat **is cured** by working salt into it, the meat **can remain** unspoiled for more than six months.
15. Meat without salt **can begin to spoil** in less than a week in a refrigerator.
16. The preservative power in salt **helps make** it an essential ingredient in many of our food products.
17. Labels **will often contain** a list of the sodium and salt in their contents.
18. Salt **will not only preserve** the food we eat, but it **is** also essential to our lives.
19. It **will maintain** the functions of the heart, kidneys, and other vital organs.
20. Without salt, our bodies **would experience** convulsions, paralysis, and finally death.

8f. In the sentences provided, highlight each sentence's main subject and its coordinating verb(s). Use one color for subjects and another color for verbs.

Remember: A sentence's main subject is what the sentence is about. Do not highlight other subjects in the sentence, such as subjects in clauses or phrases.

Note: Some subjects have two or more verbs. Look closely!

1. Twenty **percent** of the salt mined in the United States **is used** to soften water.
2. These **minerals** **leave** unsightly deposits on sinks and toilets.
3. **They** also **prevent** soaps and detergents from sudsing.
4. This **process** **makes** the water softer because sodium does not leave rings.
5. **Sodium** **does** not **affect** soaps and detergents.
6. **San Francisco** **is** a major supplier of salt taken directly from evaporated seawater.
7. **Seawater** **is** held in large, open ponds.
8. Various **minerals** **crystallize** and **settle** to the bottom at different points.
9. The **minerals** **can** easily **be separated** by moving the water from pond to pond.
10. **Salt** in underground deposits **is mined** much like coal.

Teacher Tip: Do not consider it wrong if your student highlighted a describer with the subject (e.g., salt crystals).

14B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that describe the *process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Notice the basic decisions that faith required each of these men to make. Noah chose to reject the sin and corruption of his evil day and instead receive the taunts and jeers of his generation as he constructed an ark before anyone on earth had ever seen rain.

EXTENSION

Abraham's faith required him to choose between the Lord and his most cherished affection. He offered to God his only son, whom he loved. Because Abraham made this decision, God was able to bless both Abraham and his son Isaac.

FURTHER EXTENSION

Moses was prompted by faith to identify himself with the despised people of God rather than with the elite rulers of Egypt. He was willing to become a "nobody" and give all his energies to free God's people from bondage. He knew that he could not be accepted by both crowds. —*Wisdom Booklet 14*

2. Spelling: Unusual One-Vowel-Is-Long Combinations (Examples: child, bind)

BASIC LEVEL

- | | | |
|-----------------|---------------|------------|
| 1. cold-hearted | 4. mastermind | 7. bolder |
| 2. mildness | 5. hostess | 8. coldest |
| 3. unkind | 6. childless | |

EXTENSION

- | | | |
|-------------------|---------------|---------------|
| 9. childhood | 12. decision | 16. lukewarm |
| 10. mindlessness | 13. cherished | 17. backslide |
| 11. mild-mannered | 14. affection | |
| | 15. offered | |

FURTHER EXTENSION

- ### OPTIONAL
- 16. lukewarm
 - 17. backslide

TI: Generally speaking, when a word has only one vowel and that vowel is not followed by an *r*, the vowel makes its short sound as in consonant-vowel-consonant (c-v-c) words (e.g., *bat*). In some families, the vowel nearly always makes its long sound instead of its predicted short sound. This, however, is not generally considered to be "breaking the rules" since it is found so frequently. It is actually considered a rule, or family, of its own.

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Helping Verbs)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

2 Sentences

(You may use up to ten words for sentence two.)

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

5. Grammar/Sentence Structure: Five Things a Paragraph Contains (OCCTI)

Day Three

6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

7. Sentence Structure/Grammar: Writing With Nouns and Pronouns Interchangeably

8. EXTENSIONS: Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

Day Four

9. Grammar/Sentence Structure: Subordinate Clauses

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

14B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that describe the *process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Notice the basic decisions that faith required each of these men to make. Noah chose to reject the sin and corruption of his evil day and instead receive the taunts and jeers of his generation as he constructed an ark before anyone on earth had ever seen rain.

EXTENSION

Abraham's faith required him to choose between the Lord and his most cherished affection. He offered to God his only son, whom he loved. Because Abraham made this decision, God was able to bless both Abraham and his son Isaac.

FURTHER EXTENSION

Moses was prompted by faith to identify himself with the despised people of God rather than with the elite rulers of Egypt. He was willing to become a "nobody" and give all his energies to free God's people from bondage. He knew that he could not be accepted by both crowds. —*Wisdom Booklet 14*

2. Spelling: Unusual One-Vowel-Is-Long Combinations (Examples: child, bind)

BASIC LEVEL

- | | | |
|-----------------|---------------|------------|
| 1. cold-hearted | 4. mastermind | 7. bolder |
| 2. mildness | 5. hostess | 8. coldest |
| 3. unkind | 6. childless | |

EXTENSION

- | | | |
|-------------------|---------------|---------------|
| 9. childhood | 12. decision | 16. lukewarm |
| 10. mindlessness | 13. cherished | 17. backslide |
| 11. mild-mannered | 14. affection | |
| | 15. offered | |

FURTHER EXTENSION

OPTIONAL

TI: Generally speaking, when a word has only one vowel and that vowel is not followed by an *r*, the vowel makes its short sound as in consonant-vowel-consonant (c-v-c) words (e.g., *bat*). In some families, the vowel nearly always makes its long sound instead of its predicted short sound. This, however, is not generally considered to be "breaking the rules" since it is found so frequently. It is actually considered a rule, or family, of its own.

3. Editor Duty: Correct Given Paragraph(s)

(Helping Verbs)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
2 Sentences
(You may use up to ten words for sentence two.)

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

5. Grammar/Sentence Structure:

Five Things a Paragraph Contains (OCCTI)

6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Three

7. Sentence Structure/Grammar: Writing With Nouns and Pronouns Interchangeably

8. EXTENSIONS:

Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

9. Grammar/Sentence Structure: Subordinate Clauses

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

14B Week 1 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first two paragraphs, highlight all of the Be, a Helper, Link verbs.

Laodicea, with **its** ideal climate and strategic location, attracted the wealthy as a center for ease and retirement. It **had** only one disadvantage. **I**t lacked a permanent supply of good water.

The residents attempted to solve the problem by constructing a long, stone pipe to hot springs nearby. However, when the water reached **L**aodicea, it **was** warm. To show **their** disappointment and disgust, the townspeople took a mouthful of the water and spit it out on the ground. That **is** why the **B**ible makes reference to them in **R**evelation, saying that **G**od wants believers to **be** either hot or cold, not lukewarm.

Laodicea was a medical center noted for **its** ophthalmology (treatment of the eyes). It also produced garments of glossy, black wool. These features are referred to in other warnings to the church of **L**aodicea.

5b. Find OCCTI in the paragraph provided.

Opening sentence: Highlight the opening sentence.

Closing sentence: Highlight the closing sentence in another color.

Contains all the same topic: On the line provided, write the topic of the paragraph.

Three or more sentences: Count the number of sentences, and write that number on the line provided.

Indented: At the beginning of the paragraph, write an **I**.

I

Spiritual defeat in the Christian life does not happen all at once. It is usually the result of subtle, permeating influences that first rob us of our love for the Lord and His commandments. Then we are drawn away by our own lusts into new attitudes that constitute a love for the world. **As our love for the Lord decreases, so does the savor of our salt and our spiritual power.**

Topic of Paragraph: **Spiritual defeat**

Number of Sentences: **4**

Teacher Tip: Do not consider any sentences wrong in the Editor Duty in which your student combined sentences with a semicolon rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

7c. In the sentences provided, replace the underlined nouns with appropriate pronouns.

1. The determined monk began his historic trip with a commitment to do God's will.
2. This monk had been warned, by friends, of the danger that this fateful trip might bring to him.
3. His faith was in the finished work of Jesus Christ, and in Him alone.
4. These views placed the monk on a collision course with the religious and civil powers of his day.
5. The large hall at Worms was soon filled with the major church and state officials, and the accused heretic was brought before them.
6. Pamphlets and papers were held up to him, and the monk was asked to admit whether these were his writings.
7. He acknowledged that they were his writings, whereupon they demanded that he recant what was written in them.
8. That dedicated monk was Martin Luther, and he made this statement, "Here I stand. I cannot do otherwise. God help me! Amen."
9. The Reformation reestablished the authority of Scripture in society, and as a result it had a far reaching impact.
10. Disregarding the pride of scholars among his hearers, Martin Luther aimed at making the Bible understood by the common people.
11. Martin Luther's way of life and total dependence on personal prayer deeply impressed those close to him and were major factors in his spiritual success.
12. Martin Luther restored congregational singing to the Church, and he wrote many hymns for the people.
13. Martin Luther believed that it was critical that all German citizens be able to read so they could study the Scriptures for themselves.
14. He said, "I am much afraid that schools will prove to be the great gates of hell unless they diligently labor in explaining the Holy Scriptures, engraving them in the hearts of youth."
15. The Reformation emphasized practical holiness in daily living; thus, it reinstated the principles of marriage and the home to their Biblical priority.
16. Just prior to the Reformation, the Renaissance, with its emphasis on humanism, had swept through Europe.
17. As the believers of the Reformation lost their first love, churches became spiritually cold and carnal.
18. They denied that Jesus Christ was God, stating that He was only a man filled with the powers of God.
19. As Germany entered the next two centuries, the overwhelming tide of humanism began its groundswell.
20. By the end of those two centuries, the course of world history was set into humanistic concrete, and people were influenced with the philosophy of humanism in the world and even in their churches.

9d. In each sentence provided, complete the following steps:

1. Highlight the entire subordinate clause (not just the subordinator at the beginning).
 2. With another color, highlight the comma following the subordinate clause.
1. **When a believer loses his effectiveness** , it is just like salt losing its savor.
 2. **Because a believer allows himself to be contaminated by the lust of the flesh, the lust of the eyes, and the pride of life** , he loses his effectiveness for the Lord.
 3. **Since God is slow to wrath and plenteous in mercy** , He promises to restore effectiveness when a believer repents.
 4. **Just as the lack of salt in the body results in physical consequences** , the lack of salty Christians produces spiritual consequences.
 5. **When salt is mixed with impurities** , it becomes stale and has an “off” taste.
 6. **If believers are mixed with the impurities of the world or have their inward power drained away** , they lose their witness.
 7. **Since salt was associated with wisdom in Jesus’ day** , to lack saltiness was to be foolish.
 8. **Since the phrase *good for nothing* in Matthew 5:13 means “without usefulness** ,” the Bible says that salt with no savor has no use except to be cast out.
 9. **Since salt is a potential pollutant** , it was spread on dirt roads in Jesus’ day—where it would do the least damage.
 10. **Because people wanted to avoid the salt tax of the Roman government** , a merchant bought a huge quantity of salt from Cyprus and hid it.
 11. **Since the damp earthen floors drew up moisture and dissolved salt** , the worthless mounds that remained had to be thrown out into the roads to be trodden under foot.
 12. **Because humanistic philosophy was mixed with the teaching of Biblical principles** , intellectual criticism of the Bible and the rise of unbelieving ministers resulted.
 13. **Although Lot was a “just” and “righteous” man when he came into Sodom** , he failed to influence the city or his family.
 14. **Because salt was a symbol of the spiritual influence Lot’s family should have had in the city** , Lot’s wife turned into a pillar of salt when she looked back.
 15. **Because Hitler carried humanistic thinking to its ultimate conclusion** , he set up a program of annihilating “inferior races.”
 16. **Since balance is vital to both the health and life of the body** , salt helps keep the blood within its pH range.
 17. **When the kidneys remove impurities from the blood and maintain a proper salt balance** , the body is full of health and vitality.

14B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that describe the *process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

God judged Sodom and Gomorrah for their wickedness and lack of Godly people. When Lot came into Sodom, he was a “just” and “righteous” man. However, he failed to influence the city and most of his family.

EXTENSIONS

Rather than influencing the city for Godliness, he allowed the city to influence his family for ungodliness. When Lot and his family fled, his wife looked back and became a pillar of salt—a symbol of the spiritual influence that the family should have had in the city.
—*Wisdom Booklet 14*

2. Spelling: Soft and Hard c Sounds (Examples: candy, center)

BASIC LEVEL

- | | | |
|-----------------|------------|-----------|
| 1. peacefulness | 4. contact | 7. except |
| 2. central | 5. context | 8. rescue |
| 3. respectful | 6. accept | 9. ascend |

EXTENSION

10. accomplish
11. success
12. recognize

FURTHER EXTENSION

13. completeness
14. cultural
15. compassion

OPTIONAL

16. worldly
17. worldliness
18. carnal

TT: The letter *c* often makes two sounds: (1) Soft *c* in the case of *cent*. (2) Hard *c* in the case of *candy*. The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *h* as in *ch*), *a*, *o*, or *u*, it makes its hard sound (*k*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Conjunctive Adverbs, Subordinate Clauses)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences
(You may use up to seven words for sentence two.)

Day Three

5. **Grammar:** Capitalization Rules—Proper Nouns
6. **Composition/Creative Writing:** Write a Rough Draft From a Key Word Outline
7. **Sentence Structure:** Dashes

Day Four

8. **Study Skills/Prewriting/Composition:** Take Notes and Write an Original Closing Paragraph
9. **Grammar:** Proper Nouns
10. **Composition:** Edit and Revise

Day Five

11. **Spelling:** Spelling Test
12. **Dictation:** Dictation Quiz
13. **Composition:** Final Copy Informative Essay
Extra Practice (Optional)

14B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that describe the *process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

God judged Sodom and Gomorrah for their wickedness and lack of Godly people. When Lot came into Sodom, he was a “just” and “righteous” man. However, he failed to influence the city and most of his family.

EXTENSIONS

Rather than influencing the city for Godliness, he allowed the city to influence his family for ungodliness. When Lot and his family fled, his wife looked back and became a pillar of salt—a symbol of the spiritual influence that the family should have had in the city. —*Wisdom Booklet 14*

2. Spelling: Soft and Hard *c* Sounds (Examples: candy, center)

BASIC LEVEL

- | | | |
|-----------------|------------|-----------|
| 1. peacefulness | 4. contact | 7. except |
| 2. central | 5. context | 8. rescue |
| 3. respectful | 6. accept | 9. ascend |

EXTENSION

- 10. accomplish
- 11. success
- 12. recognize

FURTHER EXTENSION

- 13. completeness
- 14. cultural
- 15. compassion

OPTIONAL

- 16. worldly
- 17. worldliness
- 18. carnal

TI: The letter *c* often makes two sounds: (1) Soft *c* in the case of *cent*. (2) Hard *c* in the case of *candy*. The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *h* as in *ch*), *a*, *o*, or *u*, it makes its hard sound (*k*).

3. Editor Duty: Correct Given Paragraph(s)

(Conjunctive Adverbs, Subordinate Clauses)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

2 Sentences

(You may use up to seven words for sentence two.)

5. Grammar: Capitalization Rules—Proper Nouns

6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Three

7. Sentence Structure: Dashes

8. Study Skills/Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

9. Grammar: Proper Nouns

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

14B Week 2 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the two conjunctive adverbs.

3. In the last paragraph, highlight the subordinate clause opener.

In an effort to get the visible results of larger crowds, bigger offerings, and more converts, there is a tendency to compromise either the message or Godly standards that are required by the message. Some try to defend the use of worldly methods on the basis of apparent results. However, this philosophy that the “end justifies the means” is the very basis of religious humanism. Therefore, its end cannot be blessed.

God gave David precise instructions not only for the structure of the Temple, but also the worship that was to take place within it. It was not long, however, before the people focused on methods of worship and lost sight of the meaning behind them. Gradually, new methods were introduced, which perverted the very purpose of the Temple.

When Jesus came into the Temple, He denounced its greedy financial methods by overturning the tables of the money changers. Methods continued to deteriorate until the Temple itself was destroyed in A.D. 70. Today an Islamic mosque stands near the site of Solomon’s Temple.

5f. In the sentences provided, highlight the words that should be capitalized, which are not already capitalized.

- Since the primary source of salt is the sea, God compares the wicked to the sea.
- Because humanistic philosophy was mixed with the teaching of Biblical principles, intellectual criticism of the Bible and the rise of unbelieving ministers resulted.
- Although Lot was a “just” and “righteous” man when he came into Sodom, he failed to influence the city and most of his family.
- Because salt was a symbol of the spiritual influence Lot’s family should have had in the city, Lot’s wife turned into a pillar of salt when she looked back.
- Because Hitler carried humanistic thinking to its ultimate conclusion, he set up a program of annihilating “inferior races.”
- A “hot” believer loves the Lord with all his heart, soul, mind, and strength.
- A lukewarm Christian is both half-hearted and double-minded.
- A lukewarm Christian has one eye on “hot” believers and one eye on “cold” believers.

Teacher Tip: Do not consider any sentences wrong in the Editor Duty in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may “hear” a comma where the author did not and vice versa.

9. **On** the day that the **Dead Sea** region “died,” an event took place which we as believers should remember.
10. **From** this significant event, we find many important lessons on the causes and consequences of the lack of salt or of salt being out of balance.
11. **In** the area of the **Dead Sea**, we find traces that it was originally well-watered and once bore fruit like a garden.
12. **During** the destruction of **Sodom** and **Gomorrah**, the area became desolate and barren.
13. **Through** the “death” of the **Dead Sea** region, one can see the judgment on the people who once lived there.
14. **Down** onto **Sodom** and **Gomorrah**, fire and brimstone rained.
15. **In** the raining of fire and brimstone, one can see a violent volcanic eruption.
16. **At** the place where **Sodom** and **Gomorrah** were destroyed, a volcanic fault occurred and covered the cities with water.
17. **This** body of water is called the **Dead Sea**.
18. **The Dead Sea** was once called the “**Salt Sea**.”
19. **In** this “**Salt Sea**,” the water contained almost nine times the concentration of salt that is found in the oceans.
20. **The Dead Sea** is the saltiest sea.
21. **On** hot summer days, the **Dead Sea** may contain as much as thirty percent salt and only seventy percent water.
22. **In** normal sea waters there is only three percent salt.
23. **In** addition to salt, the **Dead Sea** contains other minerals such as magnesium chloride, potassium chloride, calcium chloride, bromides, and gypsum.
24. **Over** the years, these minerals have become concentrated in such tremendous amounts that they prevent anything from growing in the **Dead Sea**.
25. **In** this sea are found minerals worth billions of dollars, yet the minerals destroy all living organisms with which they come in contact.
26. **Near** the shores of the **Dead Sea**, even birds cannot find any food.
27. **In** the **Dead Sea**, even tiny plankton plants cannot survive to feed other forms of life.
28. **From** the peak of **Mount Hermon** to the bottom of the **Dead Sea**, the land drops almost 12,000 feet.
29. **In** the valley where **Sodom** and **Gomorrah** were once located, the lowest valley in the world remains.
30. **The Jordan River** and several other small streams feed the **Dead Sea**.

9c. In the sentences provided, highlight the proper nouns, and underline any letters that should be capitalized but are not.

1. **On** the day that the **Dead Sea** “died,” an event took place which we as **Christians** are to remember.
2. **Lot** lifted up his eyes and saw all of the plain of **Jordan**.

3. When **Sodom** and **Gomorrah** were destroyed, the area became desolate and barren.
4. **The** body of water that covers **Sodom** and **Gomorrah** is now called the **Dead Sea**.
5. **The** **Dead Sea** was once called the “**Salt Sea**.”
6. **Scripture** records in **Genesis** that fire and brimstone rained down on **Sodom** and **Gomorrah**.
7. **Even** the **Mediterranean Sea** is higher than the **Dead Sea**.
8. **The** **Dead Sea** is fed by the **Jordan River** and several other small streams that have their beginnings high up in the peaks of **Mount Hermon**.
9. Rain dissolves minerals and washes them into the **Dead Sea**.
10. **This** cycle has continued since the day that **Sodom** and **Gomorrah** were destroyed.
11. **The** **Dead Sea** is completely surrounded by mountains.
12. **The** mountains of **Jerusalem** and **Masada** and the **Judean** hills line the western shore.
13. **Mount Nebo** and **Mount Shihan** line the eastern shore.
14. **In** the **Bible**, **Jesus** said, “Remember **Lot’s** wife.”
15. **The** **Sea of Galilee** is like the **Dead Sea** in many ways.
16. **Both** seas are connected by the **Jordan River**, and both are in the **Jordan Valley**.
17. **When** a believer loses his effectiveness, it is just like salt losing its savor.
18. **Because** a believer allows himself to be contaminated by the lust of the flesh, the lust of the eyes, and the pride of life, he loses his effectiveness for the **Lord**.
19. **Since** **God** is slow to wrath and plenteous in mercy, **He** promises to restore effectiveness when a believer repents..
20. **Since** salvation is a blood covenant relationship, **Christians** who violate this covenant are then disciplined as sons.
21. **If** someone else was always raised up to replace a **Christian** who loses his saltiness, **Satan** would not try to destroy the **Godly** seed.
22. **Since** salt was associated with wisdom in **Jesus’** day, to lack saltiness was to be foolish.
23. **Since** the phrase *good for nothing* in **Matthew 5:13** means “without usefulness,” the **Bible** says that salt with no savor has no use except to be cast out.
24. **Since** salt is a potential pollutant, it was spread on dirt roads in **Jesus’** day—where it would do the least damage.
25. **At** the end of the first century, the **Holy Spirit** gave a warning to churches that **He** would discipline them if they lost their first love.

14B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that describe the *process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The determined monk began his historical trip with a commitment to do God's will though he be carried there sick and even at the risk of his life. He had been warned by friends of the danger that this fateful trip might bring to him. Still, he pressed on.

EXTENSION

His faith was in the finished work of Jesus Christ without mixture of religious works. The authority of the Bible alone determined his faith and practice. These views had placed him on a collision course with the religious and civil powers of his day. He was accused of holding and teaching heretical views.

FURTHER EXTENSION

He was summoned by Emperor Charles V and the Holy Roman electors to give an account of his views. He wrote to a friend, "You may expect every thing from me except fear or recantation. I shall not flee. May the Lord Jesus strengthen me."

—*Wisdom Booklet 14*

2. Spelling: Sounds of *ch* (Examples: chum, Christ, chivalry)

BASIC LEVEL

1. Christian	3. chute	5. chasm
2. chief	4. chapel	6. Christlike

EXTENSION

7. character	9. Christianity	13. carnality
8. charades	10. characteristics	14. worthless
	11. chandelier	15. worthlessness
	12. Christmas	

TI: The letters *c* and *h* together form what is called a consonant digraph. A consonant digraph is different from a consonant blend in that each sound of the consonant does not continue to make its original sound. The two consonants together now form a new sound. *Ch* is often more confusing than the others because it makes at least three different sounds. The true *ch* digraph makes the *ch* sound as in *choo-choo*.

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Dashes)

4. Study Skills/Prewriting: Outline Original Paragraphs for an Analogy

Paragraph One of Body

Topic of Paragraph 1 _____
4–6 Sentences (**EXTENSIONS:** 6–8)

Paragraph Two of Body

Topic of Paragraph 2 _____
4–6 Sentences (**EXTENSIONS:** 6–8)

Paragraph Three of Body

Topic of Paragraph 3 _____
4–6 Sentences (**EXTENSIONS:** 6–8)

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
6–8 Sentences

Day Three

5. Structural Analysis: Plural Nouns

6. Composition/Creative Writing: Write an Original Analogy (Rough Draft of Body)

Day Four

7. Grammar: Adjectives

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

Extra Practice (Optional)

14B Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that describe the *process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The determined monk began his historical trip with a commitment to do God's will though he be carried there sick and even at the risk of his life. He had been warned by friends of the danger that this fateful trip might bring to him. Still, he pressed on.

EXTENSION

His faith was in the finished work of Jesus Christ without mixture of religious works. The authority of the Bible alone determined his faith and practice. These views had placed him on a collision course with the religious and civil powers of his day. He was accused of holding and teaching heretical views.

FURTHER EXTENSION

He was summoned by Emperor Charles V and the Holy Roman electors to give an account of his views. He wrote to a friend, "You may expect every thing from me except fear or recantation. I shall not flee. May the Lord Jesus strengthen me."

—*Wisdom Booklet 14*

2. Spelling: Sounds of *ch* (Examples: chum, Christ, chivalry)

BASIC LEVEL

1. Christian	3. chute	5. chasm
2. chief	4. chapel	6. Christlike

EXTENSION

7. character	9. Christianity	13. carnality
8. charades	10. characteristics	14. worthless

FURTHER EXTENSION

11. chandelier	15. worthlessness
12. Christmas	

TT: The letters *c* and *h* together form what is called a consonant digraph. A consonant digraph is different from a consonant blend in that each sound of the consonant does not continue to make its original sound. The two consonants together now form a new sound. *Ch* is often more confusing than the others because it makes at least three different sounds. The true *ch* digraph makes the *ch* sound as in *choo-choo*.

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Dashes)

4. Study Skills/Prewriting: Outline Original Paragraphs for an Analogy

Paragraph One of Body

Topic of Paragraph 1 _____
4–6 Sentences (**EXTENSIONS:** 6–8)

Paragraph Two of Body

Topic of Paragraph 2 _____
4–6 Sentences (**EXTENSIONS:** 6–8)

Paragraph Three of Body

Topic of Paragraph 3 _____
4–6 Sentences (**EXTENSIONS:** 6–8)

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
6–8 Sentences

Day Three

5. Structural Analysis: Plural Nouns

6. Composition/Creative Writing: Write an Original Analogy (Rough Draft of Body)

7. Grammar: Adjectives

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

Extra Practice (Optional)

14B Week 3 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the second paragraph, highlight the dashes.

The process of osmosis can also be very destructive. A fish living in salt water, for example, loses water continually out of **its** bloodstream. The concentration of salt in the blood is only about **one** percent, while the concentration of salt in normal sea water is almost **three** percent. Because osmosis causes water to flow from the lower concentration to the higher concentration, the osmotic pressure draws water out of the fish and into the ocean.

To compensate for this **loss** of water, the fish must drink large amounts of water. The only water ocean-dwelling fish can drink, however, is salt water. Drinking large amounts of salt water—which causes salt to build up in the bloodstream—could be very harmful to the fish. This salt must **then** be removed from the fish's body to maintain a proper balance of salt.

Fish that live in fresh water have a different problem. **Their** blood contains more salt **than** the water in which they live. Osmotic pressure forces water into the bloodstream of freshwater fish. This means that freshwater fish never **have** to drink water.

5c. Make the following nouns plural according to the rules you learned this week.

1. heart—**hearts**

6. reason—**reasons**

11. man—**men**

2. concept—**concepts**

7. branch—**branches**

12. clutch—**clutches**

3. deer—**deer**

8. rash—**rashes**

13. alto—**altos**

4. church—**churches**

9. trial—**trials**

14. mouse—**mice**

5. woman—**women**

10. video—**videos**

15. child—**children**

7f. In the sentences provided, insert descriptive adjectives that you have never used in writing before. Find the adjectives in a thesaurus, if needed.

Answers will vary.

14B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that describe the *process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

We are actually working for the Lord and not just for an earthly employer. Because of this, we are to do a job consistent with God's character and standards, which will no doubt be higher than those of an employer. Therefore, if we pass the Lord's inspection, we should exceed an employer's expectations.

EXTENSION

God's chief concern for our thoroughness is actually in the inward cleansing of our hearts. "Having therefore these promises, dearly beloved, let us cleanse ourselves from all filthiness of the flesh and spirit, perfecting holiness in the fear of God" (II Corinthians 7:1).

FURTHER EXTENSION

When David prayed, "Wash me thoroughly from mine iniquity, and cleanse me from my sin" (Psalm 51:2), he used a Hebrew word which occurs seventy-four other times in Scripture as *multiply*. He was asking God to cleanse him over and over so that there would be no trace of sin or iniquity left. Thoroughness in cleansing is not accomplished by a "quick once-over" but by a deep cleaning and complete washing to make sure every bit of dirt or uncleanness is removed.

—*The Power for True Success*

Day Two

2. Spelling: Unusual Spellings for the Short *u* Sound (Examples: above, couples)

BASIC LEVEL

- | | | |
|-------------|-----------|--------------|
| 1. lovely | 6. from | 11. blood |
| 2. cover | 7. touch | 12. flood |
| 3. consume | 8. couple | 13. frontlet |
| 4. continue | 9. tough | 14. hover |
| 5. front | 10. rough | |

EXTENSION

- | | |
|------------|--------------|
| 15. enough | 20. complete |
| 16. other | 21. compare |

FURTHER EXTENSION

- | |
|--------------|
| 18. continue |
| 19. occur |

OPTIONAL WORDS

- | |
|---------------|
| 22. worthless |
| 23. apostate |

TI: Sometimes these combinations sound like a short *u* (e.g., *mountain*), and sometimes they sound more like a *schwa* sound (e.g., *mountainous*). Either way, they are known as spellings for *uh*.

3. Editor Duty: Correct Given Paragraph(s)

(Proper Nouns)

Day Three

4. **Prewriting/Composition:** Take Notes and Write an Original Closing Paragraph

5. **Grammar:** Negative Words/Double Negatives

Day Four

6. **Composition:** Edit and Revise

7. **Grammar:** Conjunctive Adverbs

Day Five

8. **Spelling:** Spelling Test

9. **Dictation:** Dictation Quiz

10. **Composition:** Final Copy Original Analogy

Extra Practice (Optional)

14B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that describe the *process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

We are actually working for the Lord and not just for an earthly employer. Because of this, we are to do a job consistent with God's character and standards, which will no doubt be higher than those of an employer. Therefore, if we pass the Lord's inspection, we should exceed an employer's expectations.

EXTENSION

God's chief concern for our thoroughness is actually in the inward cleansing of our hearts. "Having therefore these promises, dearly beloved, let us cleanse ourselves from all filthiness of the flesh and spirit, perfecting holiness in the fear of God" (II Corinthians 7:1).

FURTHER EXTENSION

When David prayed, "Wash me thoroughly from mine iniquity, and cleanse me from my sin" (Psalm 51:2), he used a Hebrew word which occurs seventy-four other times in Scripture as *multiply*. He was asking God to cleanse him over and over so that there would be no trace of sin or iniquity left. Thoroughness in cleansing is not accomplished by a "quick once-over" but by a deep cleaning and complete washing to make sure every bit of dirt or uncleanness is removed.

—*The Power for True Success*

2. Spelling: Unusual Spellings for the Short *u* Sound (Examples: above, couples)

BASIC LEVEL

- | | | |
|-------------|-----------|--------------|
| 1. lovely | 6. from | 11. blood |
| 2. cover | 7. touch | 12. flood |
| 3. consume | 8. couple | 13. frontlet |
| 4. continue | 9. tough | 14. hover |
| 5. front | 10. rough | |

EXTENSION

15. enough
16. other
17. brother

FURTHER EXTENSION

18. continue
19. occur
20. complete
21. compare

OPTIONAL WORDS

22. worthless
23. apostate

TT: Sometimes these combinations sound like a short *u* (e.g., *mountain*), and sometimes they sound more like a *schwa* sound (e.g., *mountainous*). Either way, they are known as spellings for *uh*.

Day Two

3. Editor Duty: Correct Given Paragraph(s)
(Proper Nouns)

4. Prewriting/Composition: Take Notes and Write an Original Closing Paragraph

Day Three

5. Grammar: Negative Words/Double Negatives

6. Composition: Edit and Revise

7. Grammar: Conjunctive Adverbs

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Analogy

Extra Practice (Optional)

15B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Actions of those who are light

illuminate mirror
pattern activate
guide

Characteristics of those who are light

truthful precise
dependable persuasive
perceptive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Nathan illuminated truth for David. During David's reign as king of Israel, his discernment and judgment became clouded by the things that had happened in his personal life. It was essential for the entire nation that these hindrances be removed.

EXTENSION

Nathan did not simply say, "You have sinned, and you are wrong." Rather, he carefully presented an appeal that would be most likely to bring the desired response from David.

FURTHER EXTENSION

First, he truthfully told David of a situation of injustice. The account was so precise and persuasive that David became incensed and pronounced severe judgment on the offender, whomever he was. Nathan then said, "Thou art the man" (II Samuel 12:7).

—*Wisdom Booklet 15*

2. Spelling: Adding Suffixes to Words (Examples: clouded, sinned)

BASIC LEVEL

- | | | |
|---------------|--------------|----------------|
| 1. mirrored | 5. truthful | 8. warmth |
| 2. patterning | 6. precisely | 9. patterned |
| 3. guided | 7. depending | 10. truthfully |
| 4. warmth | | |

EXTENSION

11. commemorated
12. equality

FURTHER EXTENSION

13. advantageous
14. congeniality

Optional Words

15. illuminate
16. persuasive

TI: A syllable is a sound that is made by one vowel sound. A syllable may or may not contain a consonant (e.g., *I, a*). When syllabifying words, each syllable must contain a vowel sound. This sound may be made up of a *y*, one vowel, or a vowel combination (e.g., *by, joy, read, beau*). Syllables that end in a consonant are "closed" syllables. When a two-syllable word has a short vowel sound at the beginning, that syllable is called a "closed" syllable because it ends with a consonant. In the case of double-consonant-in-the-middle words, one consonant goes with the first syllable and the second consonant goes with the second syllable (e.g., *hap/py*).

TI: In some cases, suffixes may be easily added to words—just attach the suffix to the end of the word and make no changes to the root word (e.g., *work—working; hope—hoped; bar—bars*).

3. Editor Duty: Correct Given Paragraph(s)

(Homophones)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences
(You may use up to seven words for sentence two.)

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences
(You may use up to six words for sentence two.)

Day Three

5. Grammar: Helping Verbs and Verb Phrases

6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Four

7. Structural Analysis: Then vs. Than

8. Grammar/Sentence Structure: Quotation Rules

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

15B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Actions of *those who are light*

illuminate mirror
 pattern activate
 guide

Characteristics of *those who are light*

truthful precise
 dependable persuasive
 perceptive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Nathan illuminated truth for David. During David's reign as king of Israel, his discernment and judgment became clouded by the things that had happened in his personal life. It was essential for the entire nation that these hindrances be removed.

EXTENSION

Nathan did not simply say, "You have sinned, and you are wrong." Rather, he carefully presented an appeal that would be most likely to bring the desired response from David.

FURTHER EXTENSION

First, he truthfully told David of a situation of injustice. The account was so precise and persuasive that David became incensed and pronounced severe judgment on the offender, whomever he was. Nathan then said, "Thou art the man" (II Samuel 12:7).

—*Wisdom Booklet 15*

2. Spelling: Adding Suffixes to Words (Examples: clouded, sinned)

BASIC LEVEL

- | | | |
|---------------|--------------|----------------|
| 1. mirrored | 5. truthful | 8. warmth |
| 2. patterning | 6. precisely | 9. patterned |
| 3. guided | 7. depending | 10. truthfully |
| 4. warmth | | |

EXTENSION

- | | | |
|------------------|------------------|----------------|
| 11. commemorated | 13. advantageous | 15. illuminate |
| 12. equality | 14. congeniality | 16. persuasive |

FURTHER EXTENSION

Optional Words

TT: A syllable is a sound that is made by one vowel sound. A syllable may or may not contain a consonant (e.g., *I, a*). When syllabifying words, each syllable must contain a vowel sound. This sound may be made up of a *y*, one vowel, or a vowel combination (e.g., *by, joy, read, beau*). Syllables that end in a consonant are "closed" syllables. When a two-syllable word has a short vowel sound at the beginning, that syllable is called a "closed" syllable because it ends with a consonant. In the case of double-consonant-in-the-middle words, one consonant goes with the first syllable and the second consonant goes with the second syllable (e.g., *hap/py*).

TT: In some cases, suffixes may be easily added to words—just attach the suffix to the end of the word and make no changes to the root word (e.g., *work—working; hope—hoped; bar—bars*).

3. Editor Duty: Correct Given Paragraph(s)

(Homophones)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
 3 Sentences
 (You may use up to seven words for sentence two.)

Paragraph Two of Body

Topic of Paragraph 2 _____
 2 Sentences

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
 3 Sentences
 (You may use up to six words for sentence two.)

5. Grammar: Helping Verbs and Verb Phrases

6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Three

7. Structural Analysis: Then vs. Than

8. Grammar/Sentence Structure: Quotation Rules

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

15B Week 1 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. Throughout all the paragraphs, find and correct five homophone errors. Highlight the corrections.

Through gloomy gateways, weary travelers entered the narrow streets of the city of **Lyon**. **R**ichly ornamented carvings decorated the dignified row houses. **Their** overhanging **roofs** almost touched as the projecting peak cast deep shadows on the cobblestones below.

Lyon had long been famous for **its** trade and commerce. For more **than five hundred** years, this **F**rench city had been the center of the **E**uropean silk industry. The clicking sound of looms could be heard in almost every house. Trees had been planted outside the old, gray walls where silkworm cocoons produced the city's main source of wealth.

One particular evening a wealthy merchant family was preparing supper when they heard a knock on the door. A cheerful greeting met them as they opened it to find **two** poorly dressed but sincere young men who desired to sell assorted **pieces** of jewelry. **N**ormally, the head of the household would have quickly turned the young **men** away due to the lateness of the hour, yet this time he invited them to show their **wares**.

5e. In the sentences provided, complete the following steps:

1. Highlight all of the action verbs in one color.
2. Highlight the Be, a Helper, Link verbs (alone or before the base verbs) in another color.

Note: Remember, a sentence can have multiple verbs—in the various phrases, subordinate clauses (dependent clauses), and independent clauses within the sentence.

Note: Highlight infinitives as either BHL (e.g., *to be*) or action verbs (e.g., *to run*), depending on whether the verb in the infinitive is a BHL verb or an action verb.

Example: We **should** **keep** our hearts on God.

1. God **is** light.
2. He **is** the brilliance of all.
3. One of the functions of light **is** **to produce** growth.
4. Light **is** also able **to dispel** darkness.
5. Light **will** **provide** warmth and **reveal** colors.
6. Light **can** also **retard** disease.

Teacher Tip: Do not consider any sentences wrong in the Editor Duty in which your student combined sentences with a semicolon rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

Teacher Tip: Your student may or may not highlight the *to* with the infinitives. Both ways are acceptable.

7. Light **is** so vital that it **is** the first thing God **created** after He **made** the heavens and the earth.
8. Christians **are to be** the light of the world.
9. Without them, there **would be** no light in this present world.
10. Christians **are to be** visible in the world.
11. God often **places** people like Joseph and Daniel in positions of influence.
12. They **turned** the course of history and **brought** glory to God.
13. We **must illuminate** the Gospel so that others **can understand** it clearly.
14. I **need to be** a walking illumination of truth.
15. The illuminative words that I **speak can turn** hearts to the truth.
16. The truthful words of Scripture **need to be lifted** by Christians.
17. Truthfulness **is** necessary in **illuminating** God's Word.
18. We **are to reflect** God's truth as a mirror **reflects** light.
19. Our lives as Christians **must mirror** the glory of the Lord who **lives** within us.
20. The law of God **is** a mirror **to show** us the perfection of Christ's holiness.
21. The image of a mirror **must be** precise.
22. Precise words **reveal** the truth with clarity.
23. God **made** us in His image so that we **can reflect** the glory of the Lord.
24. Christians **are to provide** a pattern of good works.
25. A true example of Godliness **is** always a dependable source of encouragement.
26. Christians **need to** faithfully **withstand** temptation.
27. The Christian **is to activate** leaders.
28. **To activate means** "to set in motion."
29. When Christians **fail to take** action against evil, they **allow** it **to spread**.
30. The most persuasive Christian **is** one of whom the Holy Spirit **has** full control.

8e. Punctuate the sentences provided, according to the quotation rules learned in this week's lesson.

1. One of the men politely asked, "Sir, would you be pleased to buy any rings or trinkets?"
2. The wife asked, "Have you anything more?"
3. The man replied, "Oh yes!" (or "Oh yes.")
4. "I have commodities far more valuable than these," he said.
5. "I will give you one if you will keep my presence a secret," he continued.
6. The man said, "This inestimable jewel is the Word of God, by which He communicates His mind to men."
7. "I have a pearl of great price," he said.

15B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Actions of *those who are light*

illuminate mirror
pattern activate
guide

Characteristics of *those who are light*

truthful precise
dependable persuasive
perceptive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One of the men politely asked, "Sir, would you be pleased to buy any rings, or seals, or trinkets? Madame, will you look at some handkerchiefs or pieces of needlework for veils? They are of good price."

Not finding anything that caught her eye, the wife asked, "Have you anything more?" Immediately, the other young man eagerly responded in an unusual and puzzling way.

EXTENSION

"Oh yes, I have commodities far more valuable than these, and I will make you a present of them if you will keep my presence a secret." With their curiosity aroused, the family hesitantly agreed.

To their surprise the young man quickly lifted out of a concealed compartment a small book. With carefully measured words he explained, "This inestimable jewel is the Word of God, by which He communicates His mind to men."

FURTHER EXTENSION

For the first time in their lives, the family actually understood the Word of God when they read in their own language from the Gospel of John about God's redeeming love in Jesus Christ.

—*Wisdom Booklet 15*

2. Spelling: Long *a*/Silent *e*—*v-c-e* Pattern (Examples: irate, immediate)

BASIC LEVEL

- | | |
|-------------|---------------|
| 1. activate | 5. innate |
| 2. rotate | 6. illuminate |
| 3. migrate | 7. equate |
| 4. hesitate | 8. locate |

EXTENSION

9. impersonate
10. hibernate

FURTHER EXTENSION

11. confiscate
12. compassionate

Optional Words

13. truthful
14. dependable

TI: The *v-c-e* pattern means that the syllable contains a long vowel followed by a consonant and a silent *e*. The *e* at the end of the word or syllable is often called *silent e*. It makes the vowel say its long sound. The silent *e* defers to the first vowel and lets it speak while the *e* remains silent.

3. Editor Duty: Correct Given Paragraph(s)

(Helping Verbs, Homophones)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
2 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____
2 Sentences

EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 _____
1 Sentence

(You may use up to eight words for sentence one.)

5. Grammar/Punctuation: Capitalization Rules

Day Three

6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

7. Grammar: Coordinating Conjunctions

Day Four

8. Sentence Structure/Punctuation: Comma Usage With Coordinating Conjunctions

9. Composition: Edit and Revise

10. Punctuation: Capitalize References to People

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

15B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Actions of those who are light

illuminate mirror
pattern activate
guide

Characteristics of those who are light

truthful precise
dependable persuasive
perceptive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One of the men politely asked, "Sir, would you be pleased to buy any rings, or seals, or trinkets? Madame, will you look at some handkerchiefs or pieces of needlework for veils? They are of good price."

Not finding anything that caught her eye, the wife asked, "Have you anything more?" Immediately, the other young man eagerly responded in an unusual and puzzling way.

EXTENSION

"Oh yes, I have commodities far more valuable than these, and I will make you a present of them if you will keep my presence a secret." With their curiosity aroused, the family hesitantly agreed.

To their surprise the young man quickly lifted out of a concealed compartment a small book. With carefully measured words he explained, "This inestimable jewel is the Word of God, by which He communicates His mind to men."

FURTHER EXTENSION

For the first time in their lives, the family actually understood the Word of God when they read in their own language from the Gospel of John about God's redeeming love in Jesus Christ.

—*Wisdom Booklet 15*

2. Spelling: Long a/Silent e—v-c-e Pattern (Examples: irate, immediate)

BASIC LEVEL

- activate
- rotate
- migrate
- hesitate
- innate
- illuminate
- equate
- locate

EXTENSION

- impersonate
- hibernate

FURTHER EXTENSION

- confiscate
- compassionate

Optional Words

- truthful
- dependable

TI: The v-c-e pattern means that the syllable contains a long vowel followed by a consonant and a silent e. The e at the end of the word or syllable is often called *silent e*. It makes the vowel say its long sound. The silent e defers to the first vowel and lets it speak while the e remains silent.

3. Editor Duty: Correct Given Paragraph(s)

(Helping Verbs, Homophones)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
2 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____
2 Sentences

EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 _____
1 Sentence

(You may use up to eight words for sentence one.)

5. Grammar/Punctuation: Capitalization Rules

6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Three

7. Grammar: Coordinating Conjunctions

8. Sentence Structure/Punctuation: Comma Usage With Coordinating Conjunctions

9. Composition: Edit and Revise

10. Punctuation: Capitalize References to People

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

15B Week 2 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first two paragraphs, highlight all of the BHL verbs.

3. **EXTENSIONS:** In the third paragraph, highlight all of the misused homophones, and correct them if you have not already done so.

Peter **W**aldo lived in the bustling, medieval city of **L**yon. His success and reputation as a merchant **were** well-known. In the midst of his prosperity, the following tragedy **led** to the salvation of his soul.

After a festive banquet, **P**eter **W**aldo and his friends **were** engaged in pleasant conversation. Suddenly, a fellow merchant **had** a seizure and died. From that moment, the merchant of **L**yon **became** a diligent seeker of spiritual truth.

The **B**ible could have answered every **one** of his questions. But as rich as he was, **P**eter **W**aldo did not have access **to** the greatest of all treasures—the **W**ord of **G**od. The few copies that existed in **F**rance **lay** tucked away on the **shelves** of monastic libraries **in** a language the common people could **not** understand.

5d. In the sentences provided, correct the capitalization errors, and rewrite the sentences on the lines following each one.

1. The city of **L**yon had long been famous for its trade and commerce.
2. **T**his **F**rench city had been the center of the **E**uropean silk industry.
3. **T**hey read in their own language from the **G**ospel of **J**ohn about **G**od's redeeming love in **J**esus **C**hrist.
4. The **W**aldensian missionaries revealed a "pearl of great price" to **F**rench families.
5. **T**hey were the disciples of **P**eter **W**aldo.
6. **T**hey lived during a time when the medieval **R**oman **C**atholic **C**hurch was a powerful force. (Your student may not know that *Roman Catholic Church* should be capitalized.)
7. **D**uring the **D**ark **A**ges, popes went forth as conquering princes extending their control by the sword. (Your student may not know that *Dark Ages* should be capitalized.)
8. **T**he greatest conquests were realized during the leadership of **I**nnocent III.
9. **T**he darkness of religious frenzy swept the people into the **C**rusades to rid **P**alestine of **M**oslem influence and "liberate" the city.
10. **D**uring the **F**irst **C**rusade, **J**erusalem was captured.

Teacher Tip: Do not consider any sentences wrong in the Editor Duty in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

11. **T**he **T**hird **C**rusade won an agreement with the **T**urks to allow **C**hristians to visit **J**erusalem.
12. **A**t the end of this time, the **T**urkish forces were as entrenched in the **H**oly **L**and as ever before.
13. **P**eter **W**aldo lived in the bustling, medieval city of **L**yon.
14. He became aware of a guilty conscience that could not be satisfied by the vain ceremonies and false doctrines of the **R**oman **C**atholic **C**hurch.
15. **W**aldo gave all of his wealth away and determined that the **G**ospel that had given him new life must be made available in the language of his people that were seeking it.
16. **T**he light of **G**od's **W**ord broke through to the people of **F**rance by the determined hand of **P**eter **W**aldo.
17. **L**ong before any complete versions of the **B**ible existed in **G**erman, **E**nglish, or **S**panish, **P**eter **W**aldo had his **N**ew **T**estament ready for circulation.
18. **T**he **W**aldensians were forced to flee to the safety of the impenetrable **F**rench and **I**talian **A**lps where their missionary activities continued.

7c. In the sentences provided, complete the following steps:

1. Highlight the CC's.
2. Insert commas, as needed, with the CC's.

Note: The word *for* is also a preposition. For now, just highlight it below as a FANBOYS (CC).

1. Ships on a dark **and** troubled sea set their courses by the bright signals of a lighthouse.
2. The people of the world receive warning **and** direction from radiant Christians in the same way.
3. The lighthouse has a continual responsibility, regardless of whether **or** not its message is heeded by the sailors.
4. Lights on a hill are seen from farther distances than the same light on a lower level, **and** they communicate a message of life, provision, **and** protection.
5. They are observable from many directions, **for** they are not obscured by surface obstructions.
6. God is light, **and** He is the brilliance of all that is properly related to Him.
7. Ye were sometimes in darkness, **but** now are ye light in the Lord.
8. Ye are light in the Lord, **so** walk as children of light.
9. Christians are not just *a* light in the world, **but** they are *the* light in the world.
10. Without them, there would be no light in this present world, **and** without Christ they could not shine.
11. Christians are to be visible in the world, **but** not to be of the world.
12. Before Christ came to earth, Satan's program was to stop Christ from being born, **so** he worked through rulers **and** nations to attempt to destroy the Godly seed.
13. Now Satan's goal is to destroy the light of the Gospel, **so** he attempts this by discouraging **and** persecuting Christians.
14. Without this perspective, the study of history becomes a meaningless string of names, places, **and** dates.

15. The final event of history will be the brilliant return of Christ **and** the long-awaited wedding feast.
16. The Crusades lasted from 1096 to the 1300s, **and** they were organized to reconquer lands seized by the Moslems.
17. Feudal lords were gathering armies to recapture Jerusalem, **but** the Waldensians were the true light-bearers.
18. The Waldensians were carrying the torch of the Gospel throughout Europe, **for** the people during this time did not have God's Word.
19. Peter Waldo believed that every man should have a Bible in his own tongue **and** that it should be the final authority in all of life.
20. The Waldensians were named after Peter Waldo **and** carried on his work of furthering the Gospel.

8d. In the sentences provided, complete the following steps:

1. Highlight all of the CC's.
2. Insert commas where needed, according to the rules about compound sentences you learned in this lesson.

Example: For the first time in their lives, the family actually understood the Word of God **and** had a copy of their own.

1. The word *laser* is an acronym, **and** it stands for the phrase *Light Amplification by Stimulated Emission of Radiation*.
2. A laser is a light beam that is amplified thousands of times, **and** it can become incredibly powerful as it radiates in narrow beams.
3. Some lasers are visible, **but** other lasers are not.
4. A laser is a form of light, **yet** it is very different than ordinary light.
5. Ordinary light is made up of many different colors, **and** it spreads out in all directions.
6. Laser light often has only one color, **and** it travels in a more specific direction.
7. Laser light has another distinctive quality, **for** each bit of light is synchronized with every other bit of light.
8. The entire beam moves in unison **and** can be likened to soldiers marching in step.
9. Each stride is the same, **and** each foot falls in rhythm with every other foot.
10. Because the waves travel in unison, each wave of light amplifies every other wave, **and** this effect gives the laser its tremendous power.
11. The light of a flashlight spreads out in many directions, **and** that is why it loses intensity so quickly.
12. The beam of a laser is narrow **and** remains bright for a much longer distance, **so** it is obviously light in a more concentrated form.
13. Today we have lasers that are very powerful **and** can serve many useful purposes.
14. They come in all shapes **and** sizes.
15. Lasers can punch a tiny hole through a single red blood cell, **or** they can be used to create pulses of energy powerful enough to set off nuclear reactions.
16. Some lasers can be used to "weld" a detached retina, **and** other lasers can cut through steel plates.

17. Lasers are useful for many other things including the clothes industry, the diamond industry, communications systems, **and** businesses.
18. The power of united believers was demonstrated in the early Church **and** is a potential for believers today as well.
19. The early believers did not lack unity, **nor** did they allow persecution to diminish their effectiveness.
20. A few believers in a community may not be noticed as individuals, **but** if they are united in heart and life, they will be a powerful witness for Christ.

10d. Follow these instructions to complete the assignment:

1. Highlight the words referring to someone's name, which may or may not need to be capitalized (e.g., *Mother, Father, Grandma, Grandfather*, etc.).
2. On the line following the sentence, write **C** if the sentence is capitalized correctly (according to the capitalization rules you learned this week). Write **I** if the capitalization is not correct.
3. **EXTENSIONS:** Correct each incorrect sentence.

Note: The corrections will be based only on the capitalization rules for referring to people as taught this week—not on any other capitalization rules.

1. That night, **Father** read Matthew 5:14 to us. **C**
2. Later, my **grandfather** joined us in our reading. **I**
3. During Wisdom Search, **Mother** said that we are not just *a* light, but we are *the* light in this world. **I**
4. John's **mother** also read Matthew 5:14 to them yesterday. **I**
5. During our reading, **Uncle Joe** knocked on the door. **I**
6. He and **Aunt Sue** dropped by for a visit. **I**
7. He told us that **Governor Smith's** speech was aired on the radio. **I**
8. The **governor** was urging people to clean up the parks. **I**
9. My **father** said we should help too. **I**
10. Our **mother** said that we could be light to others at the clean-up day. **C**
11. We heard that **Mother** would take us to help during the clean-up day. **C**
12. It was daytime, so my **father** would be at work. **I**
13. **Aunt Sue** and **Uncle Joe** are going with us. **I**
14. My **uncle** wants to be light, too. **I**
15. My **father** closed the study with prayer. **I**

15B Week 3 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Actions of *those who are light*

illuminate mirror
pattern activate
guide

Characteristics of *those who are light*

truthful precise
dependable persuasive
perceptive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

“Oh, lady fair, I have yet a gem,
Which a purer luster flings,
Than the diamond flash of the jewel'd crown,
On the lofty brow of kings.
A wonderful pearl of the greatest price,
Whose virtue shall not decay:
Whose light shall be as a guide to thee,
And a blessing on thy way.”
The lady glanced at the mirroring steel,
Where her form of grace was seen,
Where her eyes shone clear, and her dark locks waved
Their clasping pearls between:

EXTENSION

“Bring forth thy pearl of exceeding worth,
Thou traveler gray and old;
And name the price of thy precious gem,
And my pages shall count thy gold.”
The cloud went off from the pilgrim's brow,
As a small and meager book,
Unchased with gold or diamond gem,
From his folding robe he took;

FURTHER EXTENSION

“Here, lady fair, is the pearl of price,
May it prove as such to thee!
Nay, keep thy gold—I ask it not,
For the Word of God is free.”

—*Wisdom Booklet 15*

2. Spelling: Soft and Hard *c* Sounds (Examples: cat, cent)

BASIC LEVEL

- | | | |
|-------------|-------------|---------------|
| 1. activate | 5. exceed | 8. crusades |
| 2. precise | 6. clasping | 9. Christians |
| 3. cancel | 7. customer | 10. clarify |
| 4. perceive | | |

EXTENSION

11. perceptive
12. precisely

FURTHER EXTENSION

13. compassion
14. influence

Optional Words

15. perceptive
16. precision

TI: The letter *c* often makes two sounds: (1) Soft *c* in the case of *cent* (2) Hard *c* in the case of *candy*. The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *b* as in *cb*), *a*, *o*, or *u*, it makes its hard sound (*k*).

3. Editor Duty: Correct Given Paragraph(s)

(Coordinating Conjunctions, BHL Verbs)

Day Two

4. Study Skills/Poetry: Rhyme Scheme in Poetry

5. Structural Analysis: Positive, Comparative, and Superlative Degrees of Words

Day Three

6. Study Skills/Prewriting: Take Notes to Write an Original Poem

7. Grammar/Sentence Structure: Introductory Material

Day Four

8. Creative Writing: Poetry

9. Punctuation: Colon Usage

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

15B Week 3 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Actions of *those who are light*

illuminate mirror
pattern activate
guide

Characteristics of *those who are light*

truthful precise
dependable persuasive
perceptive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

“Oh, lady fair, I have yet a gem,
Which a purer luster flings,
Than the diamond flash of the jewel'd crown,
On the lofty brow of kings.
A wonderful pearl of the greatest price,
Whose virtue shall not decay:
Whose light shall be as a guide to thee,
And a blessing on thy way.”
The lady glanced at the mirroring steel,
Where her form of grace was seen,
Where her eyes shone clear, and her dark locks waved
Their clasping pearls between:

EXTENSION

“Bring forth thy pearl of exceeding worth,
Thou traveler gray and old;
And name the price of thy precious gem,
And my pages shall count thy gold.”
The cloud went off from the pilgrim's brow,
As a small and meager book,
Unchased with gold or diamond gem,
From his folding robe he took;

FURTHER EXTENSION

“Here, lady fair, is the pearl of price,
May it prove as such to thee!
Nay, keep thy gold—I ask it not,
For the Word of God is free.”

—*Wisdom Booklet 15*

2. Spelling: Soft and Hard c Sounds

(Examples: cat, cent)

BASIC LEVEL

- | | | |
|-------------|-------------|---------------|
| 1. activate | 5. exceed | 8. crusades |
| 2. precise | 6. clasping | 9. Christians |
| 3. cancel | 7. customer | 10. clarify |
| 4. perceive | | |

EXTENSION

- | | | |
|----------------|----------------|----------------|
| 11. perceptive | 13. compassion | 15. perceptive |
| 12. precisely | 14. influence | 16. precision |

FURTHER EXTENSION Optional Words

TI: The letter *c* often makes two sounds: (1) Soft *c* in the case of *cent* (2) Hard *c* in the case of *candy*. The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *h* as in *ch*), *a*, *o*, or *u*, it makes its hard sound (*k*).

3. Editor Duty: Correct Given Paragraph(s)

(Coordinating Conjunctions, BHL Verbs)

Day Two

4. Study Skills/Poetry: Rhyme Scheme in Poetry

5. Structural Analysis: Positive, Comparative, and Superlative Degrees of Words

6. Study Skills/Prewriting: Take Notes to Write an Original Poem

Day Three

7. Grammar/Sentence Structure: Introductory Material

8. Creative Writing: Poetry

9. Punctuation: Colon Usage

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

15B Week 3 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the first and second paragraph, highlight all of the coordinating conjunctions with one color.
3. In all of the paragraphs, highlight the BHL verbs with another color.

Darkness **is** dispelled by light, **and** light illuminates most when it **is** able **to** reach the farthest. **N**ormally, light spreads out in all directions without slowing down **or** changing **its** course. It continues faithfully until it **is** reflected, refracted, **or** absorbed by an object that blocks its path.

Light from distant stars **has** traveled many miles in order to reach the earth. **I**t **has** crossed the paths of countless other rays of starlight without **losing** its identity **or** changing **its** direction. **Y**et, light from the same star **has** traveled in countless other directions, **and** each ray travels independently of the others.

The farther light reaches out, the greater area it illuminates. For example, a lamp **placed** on the floor **might** illuminate a relatively small area, **but** when a lamp **is** placed on a lampstand, it **can** illuminate a whole room.

5e. Write the words provided in the correct columns:

1. **Positive:** Not comparing anything—just a describer
2. **Comparative:** Comparing two things—*er, more, lesser*
3. **Superlative:** Comparing three things or more—*est, most, least*

Positive (describers only)	Comparative (two objects)	Superlative (three or more)
1. <u>humble</u>	9. <u>humbler</u>	17. <u>humblest</u>
2. <u>repentant</u>	10. <u>more repentant</u>	18. <u>most repentant</u>
3. <u>poor</u>	11. <u>poorer</u>	19. <u>poorest</u>
4. <u>prayerful</u>	12. <u>more prayerful</u>	20. <u>most prayerful</u>
5. <u>cramped</u>	13. <u>more cramped</u>	21. <u>most cramped</u>
6. <u>old</u>	14. <u>older</u>	22. <u>oldest</u>
7. <u>young</u>	15. <u>younger</u>	23. <u>youngest</u>
8. <u>angry</u>	16. <u>angrier</u>	24. <u>angriest</u>

□ **5f.** In the sentences provided, highlight the comparative and superlative words.

1. Believers, as they grow **closer** to Christ, glow **more** brightly and have a **more** brilliant testimony for His glory.
2. In a spiritually dark world, radiant believers appear to be **larger** in number and **brighter** in witness.
3. Within the character of God is the **most** consistent character of Scripture.
4. Light reveals hidden things and makes the way **more** clear to those who otherwise would be in darkness.
5. When concentrated, light becomes **more** powerful and **more** useful.
6. During surgery, light can perform a **most** delicate eye operation.
7. After being in God's presence, Moses' face shone **brighter** than the others' faces.
8. As we delight in Christ, our hearts should cause our faces to shine **brighter** than the faces of those without Christ.
9. By understanding Satan's program to stop the light of Christ, we can **better** understand history.
10. History's final and **most** fantastic event will be the brilliant return of Christ.

□ **7d.** In the sentences provided, highlight all of the introductory material.

1. **In white light**, the perfect combination of the three basic light colors (red, blue, and green) is found.
2. **If one of these colors is deficient**, white light cannot be produced.
3. **When the world is spiritually dark**, radiant Christians appear to be larger in number and brighter in witness.
4. **Studying the travel of light**, we see that light's speed is consistent.
5. **Regardless of the person using the light**, light functions in the same way for all people.
6. **Just as physical light functions the same way for all people**, God's light functions the same way for all people.
7. **From one age to another**, the characteristics of light do not change.
8. **When the world was newly formed**, the characteristics of light began operating.
9. **Fortunately**, light reveals hidden things and shows the way to those who otherwise would be in darkness.
10. **When we obey the laws**, Christians can enlighten government.
11. **If Christians fail to be light**, the people will stumble in darkness.
12. **Making wise laws**, Christians enlighten government, too.
13. **Bringing together in unison the normally random nature of light waves**, a single beam of a single wavelength has incredible power and usefulness.
14. **In the acronym LASER**, we find the definition "Light Amplification by Stimulated Emission of Radiation."
15. **Illuminated on the Mount of Transfiguration**, Christ's face shone as the sun.
16. **After being in God's presence**, Moses' face shone.
17. **As we delight in Christ**, our hearts should cause our faces to shine.

15B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Actions of *those who are light*

illuminate mirror
pattern activate
guide

Characteristics of *those who are light*

truthful precise
dependable persuasive
perceptive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Christ promised that if even two Christians were to agree in prayer about a particular matter, their prayers would be answered. When two waves meet that are “in sync,” they amplify one another. Waves that are “out of sync” cancel each other out.

EXTENSION

A room that appears dark still contains light; however, it is diffused. If these light waves were gathered together and synchronized into a laser beam, the beam would penetrate the darkness. Similarly, a few believers in a community may not be noticed as individuals, but if they are united in heart and life, they will be a powerful witness for Christ.

FURTHER EXTENSION

No wonder Satan does all he can to cause disunity among believers and defeat the final desire of Christ that believers be one, even as He and the Father are one. Disunity is like diffused light. Just as diffused light does not penetrate darkness, disunity in the Body of Christ does not penetrate darkness.

—*Wisdom Booklet 15*

Day Two

2. Spelling: Silent *e* With Short *i* Sound or *Schwa* Sound (Examples: favorite, promise)

BASIC LEVEL

1. promise 4. novice
2. native 5. favorite
3. notice 6. creative

EXTENSION

7. missile
8. granite

FURTHER EXTENSION

9. hypocrite
10. precipice
11. volatile
12. simile

Optional Words

13. pattern
14. guide
15. mirror
16. activate

TI: Just when students understand that the silent *e* at the end makes the first vowel long, another change is made. When *v-c-e* comes at the end of a longer word, the sound of the vowel preceding the last syllable is usually a short sound (e.g., *favorite*) or *schwa* sound (e.g., *fortunate*).

Day Three

3. Editor Duty: Correct Given Paragraph(s)
(Introductory Material)

4. Composition/Creative Writing:
Original Poetry

Day Four

5. Grammar: Subordinators

6. Sentence Structure: Subordinate
Clause Openers

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition/Creative Writing:
Final Copy Original Poetry

Extra Practice (Optional)

15B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Actions of those who are light

illuminate mirror
pattern activate
guide

Characteristics of those who are light

truthful precise
dependable persuasive
perceptive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Christ promised that if even two Christians were to agree in prayer about a particular matter, their prayers would be answered. When two waves meet that are “in sync,” they amplify one another. Waves that are “out of sync” cancel each other out.

EXTENSION

A room that appears dark still contains light; however, it is diffused. If these light waves were gathered together and synchronized into a laser beam, the beam would penetrate the darkness. Similarly, a few believers in a community may not be noticed as individuals, but if they are united in heart and life, they will be a powerful witness for Christ.

FURTHER EXTENSION

No wonder Satan does all he can to cause disunity among believers and defeat the final desire of Christ that believers be one, even as He and the Father are one. Disunity is like diffused light. Just as diffused light does not penetrate darkness, disunity in the Body of Christ does not penetrate darkness.

—*Wisdom Booklet 15*

2. Spelling: Silent *e* With Short *i* Sound or *Schwa* Sound (Examples: favorite, promise)

BASIC LEVEL

- | | |
|------------|-------------|
| 1. promise | 4. novice |
| 2. native | 5. favorite |
| 3. notice | 6. creative |

EXTENSION

7. missile
8. granite

FURTHER EXTENSION

9. hypocrite
10. precipice
11. volatile
12. simile

Optional Words

13. pattern
14. guide
15. mirror
16. activate

TI: Just when students understand that the silent *e* at the end makes the first vowel long, another change is made. When *v-c-e* comes at the end of a longer word, the sound of the vowel preceding the last syllable is usually a short sound (e.g., *favorite*) or *schwa* sound (e.g., *fortunate*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)
(Introductory Material)

4. Composition/Creative Writing:
Original Poetry

Day Three

5. Grammar: Subordinators

6. Sentence Structure: Subordinate
Clause Openers

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition/Creative Writing:
Final Copy Original Poetry

Extra Practice (Optional)

15B Week 4 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the two sentence openers.

Your face reveals your inner attitudes, your needs, your joys, your struggles, and your victories. A cheerful countenance provides a ministry of encouragement for others. **Apart from your actual words**, your countenance can be the most effective means you have to express the love of the **Lord Jesus Christ** to others around you. **In fact**, your face can actually cancel the effect of your words, so powerful are **its** expressions.

A smile brightens the countenance, giving it a healthy glow. It causes the eyes to sparkle and the facial muscles to be relaxed. **A** smile reveals a cheerful spirit and draws others to you.

A sad countenance demonstrates a selfish spirit because it affects the emotions of others and causes them to wonder what trouble is at the root of the frown. **Observers** tend to look away from a frown because it makes them feel awkward. A smile attracts attention because it says, "I care," "I have noticed you," or "I am experiencing the joy of the **Lord** inside."

5f. Highlight the subordinators throughout the following sentences.

- While** Christians have a responsibility to be light to the world, parents have an obligation to give light to their children.
- Since** the light of the parents is the Biblical teaching and daily instruction they provide, this will direct sons and daughters in their early years and guide them during their later years.
- Because** Scripture is very precise in explaining **how** each parent is to function in the training process, specific responsibilities and limitations are given to each parent.
- When** these are understood and carefully followed, conflicting commands are avoided and proper instructions are reinforced.
- Since** the analogy of a lighted lamp gives a wealth of practical direction for the father and the mother **as** they give discipline to their sons and daughters, we should pay attention to it.
- Unless** the lamp in Proverbs 6:23 is filled with oil, the small clay container cannot produce light.
- Just as** the lamp required continuous filling with oil, the father must be filled with the Holy Spirit.

8. **When** fragrance was added to the oil, a sweet savor filled the house.
9. **Just as** the wick will not function without the lamp and the lamp will not function without the wick, the father and mother are to demonstrate oneness in their teaching and disciplining of their children.
10. **As** the lamp was placed on a higher plane, the outreach of its light was extended and more people were benefited by it.
11. **As** the father grows to spiritual maturity in his life, he is able to provide clearer commands for his wife to teach the children.
12. **As** the father must assume the greater responsibility in the marriage and in the family, the lamp was the foundation and support for the light.
13. **Since** a lamp was often made of clay and was subject to breakage, a wise father will avoid careless actions or foolish habits **which** will weaken or damage his body.
14. **Because** the darkest nights require the most light, it is especially vital that the father fulfill his responsibilities during situations **that** are difficult for the family.
15. **Since** the Scriptures tell us to love the Lord with all our heart, every command the father gives must be in harmony with this principle of Scripture.

6f. In the sentences provided, complete the following steps:

1. Underline each subordinate clause opener.
 2. Highlight the subordinator at the beginning of each subordinate clause opener.
 3. With another color, highlight the comma following each subordinate clause opener.
1. Since the light of a lamp is fragile, it can be blown out by a sudden gust of wind or extinguished by those around it.
 2. As God's Law is an expression of His love, the law of the mother confirms her love for her husband and her children.
 3. Whenever the Lord's commandments have been violated, reproofs of instruction are the consequences that come from the Lord.
 4. If a child disobeys the commandment of the father or the law of the mother, he will be in line for both the corrective discipline of the parents and the reproofs of God.
 5. If the children fail to receive proper leadership within the home, they will often react to authority outside the home in an attempt to find leadership that will set limits for them.
 6. When a command violates God's Word, it should never be carried out by the wife or by the children.
 7. Whenever a command violates Scripture, the one receiving it should first evaluate his or her own life to see if the command was given as a reaction to rebellion, laziness, ungratefulness, or some other destructive attitude.
 8. Once initial attitudes are evaluated, the basic intention of the command should be determined.
 9. If the objective of the command is right but the way of achieving it is wrong, a creative alternative should be suggested.
 10. As the father welcomes and respects his wife's counsel, he affirms both her and God's work through her.

16B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that mean *to brighten a life*

inspire motivate
comfort uplift
cheer rejuvenate

Character needed *to brighten a life*

creative resourceful
considerate reliable
effervescent resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

This is the one quality that all believers should want their lives characterized by. It is the one quality Jesus, our Savior, will use to critique our work for Him: "Well done, thou good and faithful servant" (Matthew 25:21).

EXTENSIONS

It is also the one quality that is required for God to entrust resources to us and the quality that will win a crown for eternity: "It is required in stewards, that a man be found faithful" (1 Corinthians 4:2). "Be thou faithful unto death, and I will give thee a crown of life" (Revelation 2:10). —*The Power for True Success*

2. Spelling: *U* Affects the Sounds of *g* and *q* (Examples: vague, unique)

BASIC LEVEL

1. unique
2. vague
3. vogue
4. rogue
5. antique

EXTENSION

6. critique
7. opaque

FURTHER EXTENSION

8. boutique
9. uniquely

Optional

10. inspire
11. comfort
12. cheerful
13. motivate

TT: *Q* does not make a sound unless it is followed by the letter *u*. Many *g* words that would be spelled *ge*, need a *u* following the *g* in order to make the *g* say *g* instead of *j*.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Homophones)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

(Sentence two does not include the verse that follows the colon.)

(You may just put the reference for the verse in your notes, if desired.)

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

(Sentence one does not include the verse that follows the colon.)

(You may just put the reference for the verse in your notes, if desired.)

Day Three

5. Grammar: Appositives

6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Four

7. Grammar: Objective and Subjective Case of Pronouns

8. EXTENSIONS:

Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

16B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that mean *to brighten a life*

inspire motivate
comfort uplift
cheer rejuvenate

Character needed *to brighten a life*

creative resourceful
considerate reliable
effervescent resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

This is the one quality that all believers should want their lives characterized by. It is the one quality Jesus, our Savior, will use to critique our work for Him: "Well done, thou good and faithful servant" (Matthew 25:21).

EXTENSIONS

It is also the one quality that is required for God to entrust resources to us and the quality that will win a crown for eternity: "It is required in stewards, that a man be found faithful" (1 Corinthians 4:2). "Be thou faithful unto death, and I will give thee a crown of life" (Revelation 2:10). —*The Power for True Success*

2. Spelling: *U* Affects the Sounds of *g* and *q* (Examples: vague, unique)

BASIC LEVEL

1. unique
2. vague
3. vogue
4. rogue
5. antique

EXTENSION

6. critique
7. opaque

FURTHER EXTENSION

8. boutique
9. uniquely

Optional

10. inspire
11. comfort
12. cheerful
13. motivate

TT: *Q* does not make a sound unless it is followed by the letter *u*. Many *g* words that would be spelled *ge*, need a *u* following the *g* in order to make the *g* say *g* instead of *j*.

3. Editor Duty: Correct Given Paragraph(s)

(Homophones)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

3 Sentences

(Sentence two does not include the verse that follows the colon.)

(You may just put the reference for the verse in your notes, if desired.)

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

(Sentence one does not include the verse that follows the colon.)

(You may just put the reference for the verse in your notes, if desired.)

5. Grammar: Appositives

6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Three

7. Grammar: Objective and Subjective Case of Pronouns

8. EXTENSIONS:

Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

16B Week 1 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the last two paragraphs, highlight all of the homophone errors, and correct them if you have not already done so.

The light that shines the farthest must **shine** the brightest at home. However, radiating the light of Christ **is** actually most difficult **among** those who know us **best**. Perhaps **D**avid had this thought in mind when he resolved, “I will behave myself wisely in a perfect way. O when wilt thou come unto me? I will walk within my house with a perfect heart” (Psalm 101:2).

After we learn **to** demonstrate **C**hristianity in **our** own family, **G**od’s next priority is **for** us to provide warmth and light to fellow believers. **G**od emphasizes this priority by instructing us: “As we have therefore opportunity, let us do good unto all men, especially unto them who are of the household of faith” (Galatians 6:10).

“To brighten the life of another” **is more than** just **an** expression. It is the responsibility and privilege of every believer. This ministry **is** possible only because Christ, who is the Light of the world, **lives** in **our** hearts; thus, as Christians, we are lights.

5c. In the sentences provided, highlight the appositives.

1. The purpose of a Christian, **a believer in Christ**, is to radiate God’s truth.

2. The fear of man, **one reason that many believers hide the light of their Christian witness**, can be conquered by applying the truths of Scripture and remembering the love and acceptance of God.

3. During the time of Christ, the lamp often used was an oil lamp, **a clay dish with a small wick at one end**.

4. Believers, **those set apart by God**, are to separate themselves from the world but not to withdraw from the world.

5. Without light, Europe went into the Dark Ages, **that period of history when people could not read the Scriptures for themselves**.

6. During the Dark Ages, gross corruption and apostasy resulted in the world as well as in the monasteries, **those religious orders**.

7. Using a concordance, **one of many Biblical study references**, can illuminate God’s Word for the diligent believer.

8. A lexicon, **a Greek-to-English dictionary**, provides enlightening insights.
9. Because the role of a truthful witness is vital, it may be required by subpoena, **a formal document ordering a witness to give his testimony in court**.
10. Christians, **God's witnesses before the world**, are required by Him to give testimony about Him.
11. A candela, **the basic unit of light in scientific studies**, is the intensity of light from a piece of platinum wire heated to 1772 degrees Celsius.
12. Another way of expressing light, **the lumen**, measures the amount of light given off per unit area.
13. Just as the effectiveness of light increases with intensity and unity, the fervency of each Christian creates a powerful light when combined as one with that of other believers, **the unified Body of Christ**.

□ 7d. In the sentences provided, fill in the blanks with pronouns in either the subjective or the objective case according to what was taught in this lesson. You may use pronouns such as *he, him, they, we, us, it, himself, themselves, and ourselves*.

1. When a person refuses to provide important testimony in a trial, **he (or she)** is charged with contempt of court.
2. A person who disobeys a subpoena can also be liable for any damages that result from **his (or her)** failure to testify.
3. A witness must tell only what **he (or she)** has personally seen and heard.
4. A witness must be prepared to answer and document questions asked of **him (or her)**.
5. Because we are all members of the Body of Christ, one member's problems affect **us** all.
6. By sharing the counsel that God gives **us** when we experience trouble, we are able to give light to others as they pass through similar trials.
7. The purpose of a candle is to give light and have the light radiate from **it**.
8. The purpose of a Christian is to radiate light from **himself (or herself)** to others.
9. Instead of comparing believers to a bonfire, Jesus compared **them (or us)** to a lamp.
10. God's way for us to show love is for us to speak the truth so those around **us** can avoid stumbling in darkness.
11. Though Christ was not *of* sinners, **He** was *among* them.
12. Fear of rejection will cause **us (or me)** not to defend the truth when it is being mocked.
13. We need to give light to **them (or him or her)**.
14. Light should radiate from us to the world; it should go out from **us**.
15. We should all call on Jesus, and show others how to call on **Him**.

16B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that mean to brighten a life

inspire motivate
comfort uplift
cheer rejuvenate

Character needed to brighten a life

creative resourceful
considerate reliable
effervescent resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Take one end of a broom handle and hold it out in the air with your arm outstretched. How long can you keep it raised?

EXTENSION

Fervent, effectual prayer is equally tiring. For this reason, the assistance that Aaron and Hur gave Moses in keeping his hands up until the end of the battle symbolizes the potential that other Christians can have in helping us maintain victorious prayer.

FURTHER EXTENSION

The rod of Moses symbolized his authority and the supernatural working of God through it. Similarly, God has put the "rod" of His Word within our hands. It is our authority, and as it is properly applied, God will work supernaturally through it.

—*Wisdom Booklet 16*

2. Spelling: Ch Sound Spelled in Unusual Ways Near the End of Words (Examples: potential, feature)

BASIC LEVEL

1. feature
2. creature
3. Christian
4. fracture

EXTENSION

5. potential
6. puncture

FURTHER EXTENSION

7. celestial
8. effectual

Optional

9. uplift
10. rejuvenate
11. creative

TT: Students will need to memorize the words that include these sounds.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Appositives, Noun Markers, Pronouns)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
2 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences

(You may use up to eight words for sentence two.)

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

Day Three

5. Grammar: Direct Objects

6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Four

7. Grammar: Common Nouns

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

16B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that mean *to brighten a life*

inspire motivate
comfort uplift
cheer rejuvenate

Character needed *to brighten a life*

creative resourceful
considerate reliable
effervescent resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Take one end of a broom handle and hold it out in the air with your arm outstretched. How long can you keep it raised?

EXTENSION

Fervent, effectual prayer is equally tiring. For this reason, the assistance that Aaron and Hur gave Moses in keeping his hands up until the end of the battle symbolizes the potential that other Christians can have in helping us maintain victorious prayer.

FURTHER EXTENSION

The rod of Moses symbolized his authority and the supernatural working of God through it. Similarly, God has put the “rod” of His Word within our hands. It is our authority, and as it is properly applied, God will work supernaturally through it.

—*Wisdom Booklet 16*

2. Spelling: Ch Sound Spelled in Unusual Ways Near the End of Words (Examples: potential, feature)

BASIC LEVEL

- | | |
|-------------|--------------|
| 1. feature | 3. Christian |
| 2. creature | 4. fracture |

EXTENSION

5. potential
6. puncture

FURTHER EXTENSION

7. celestial
8. effectual

Optional

9. uplift
10. rejuvenate
11. creative

TT: Students will need to memorize the words that include these sounds.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Appositives, Noun Markers, Pronouns)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
2 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences

(You may use up to eight words for sentence two.)

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

5. Grammar: Direct Objects

Day Three

6. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

7. Grammar: Common Nouns

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

16B Week 2 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the first two paragraphs of the passage, highlight the appositives with one color.
3. In the first paragraph of the passage, highlight the noun markers (articles) with another color.
4. In the last paragraph, highlight the pronouns.

Daniel, **a believer in a strange land**, is one of **the** few famous **men** in Scripture who has no record of failure. From **the** time he was **a** young man, he **built** disciplines into his life that produced Godly character and spiritual success. He endured **the** most difficult challenges, yet he remained consistent and faithful. He inspired his friends, **the** whole empire, and **the** king himself.

Daniel's personal disciplines, **his habits of seeking the Lord**, were based upon his refusal to be corrupted by the wicked world around him and upon his practice of stopping three times each day for prayer. As his close friends saw his boldness to stand alone, they soon followed Daniel's excellent example.

Other people are more inspired by **our** walk than **they** are by **our** talk. **They** want to see disciplines in **our** lives that God rewards and that **they** can begin implementing in **their** own lives. God promises to openly reward spiritual disciplines such as early rising, Scripture reading, memorizing and mediating on God's Word, giving, fasting, praying, witnessing, and other Godly habits.

5d. In the sentences provided, complete the following steps:

1. Isolate all prepositional phrases by placing parentheses around them. (Remember: the direct object is never in a prepositional phrase.)
2. Highlight the action verbs.
3. Highlight the direct objects with another color.

Note: Do not isolate *to* + verb as a prepositional phrase. *To* + verb is a verb known as an infinitive—an action verb used as an infinitive may have a direct object.

1. **Radiating the light** (of Christ) is actually most difficult (among friends).
2. Once we learn **to demonstrate Christianity** (in our own family), God's next priority is (for us) **to provide warmth** and **light** (to fellow believers).
3. God **emphasizes this priority**.
4. "**To brighten the life** (of another)" is more than just an expression.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Teacher Tip: It is acceptable for your student to highlight only one word as the DO or to highlight the DO's describers with it as the DO in these sentences.

5. Roland, the hero (of Charlemagne's army), **inspired the Frankish Empire** (in A.D. 778).
6. He **showed courage** and **sacrifice**.
7. Daniel is one (of the few prominent men) (in Scripture) (of whom) God does not **record failure**.
8. (From his youth), he **built disciplines** (into his life) that **produced Godly convictions** and **outstanding success**.
9. He **endured the most difficult challenges** imaginable.
10. He **inspired his friends**, **the entire empire**, and even the **king** himself.
11. He **offered prayers** three times daily.
12. As his friends **saw his courage to stand** alone, they **followed his example**. (*Alone is an adverb here.*)
13. Job **experienced devastating events**.
14. His situation **demonstrates the reality** (of conflicts) **happening** (in different realms) (at the same time).
15. He **experienced the effects** (of a wrong response) (from his wife) (toward God).
16. George Washington **gave comfort** (to his downtrodden troops).
17. Job's friends **spent hours trying to get him to acknowledge sins** he did not **commit**.
18. God **reproved them** (in the end).
19. He **humbled them** (before the one) whom they had falsely **judged**.
20. God **designed the local church** to be far more than simply a once-a-week gathering.
21. Paul's message was **to give the counsel** God had **given him** (in similar troubles).
22. It **involves the compassion** (of sharing) (with others) how God **ministered** (to us) (during a similar trial).

7b. In the sentences provided, highlight the nouns (proper and common nouns).

Note: Do not highlight the pronouns—words that take the place of a noun—like *him, her, they, their, anybody*, etc.

Note: Most sentences have more than one noun.

1. Use **prayer** and the **remembrance** of God's **faithfulness** to uplift.
2. As we seek to encourage one **another** to strive for **Godliness**, we must ourselves rise to the **standards** which **God** has established.
3. Holy **living** is a **prerequisite** to a **ministry** of **prayer**.
4. The **nation** of **Israel** fought against the wicked and immoral **nation** of **Amalek**.
5. **Moses** stood on the **top** of a **hill** overlooking the **warfare** and lifted up his **rod**.
6. As long as he lifted up the **rod** in his **hand** over the **battle**, **Israel** gained the **advantage**.

7. If he let down his **hand** , the evil **Amalekites** prevailed.
8. Just as **Moses** lifted up his **rod** , so we need to lift up precise **Scripture** when interceding for another **person** .
9. **God** promises that if we ask **anything** according to His **will** , He hears us, and His **will** is revealed in His **Word** .
10. We need to learn to communicate **cheer** .
11. A merry **heart** does good like a **medicine** .
12. **George Washington** gave **cheer** to his weary **troops** .
13. The **winter** at **Valley Forge** was one of the darkest **chapters** of the **Revolutionary War** for the **Continental Army** .
14. The **soldiers** suffered in the bitter **cold** with lack of **food** , **clothing** , and military **supplies** .
15. The remarkable **ability** of **George Washington** to give **cheer** to his weary **men** held his **troops** together.
16. Those that wait on the **Lord** are renewed as **eagles** .
17. **David** was given the **job** that nobody wanted.
18. He had to tend **sheep** .
19. The **task** required him to spend many **hours** alone with the **sheep** in the **countryside** .
20. He not only learned how to play skillfully on the **harp** , but he played in such a **way** that **people** who heard him were rejuvenated.
21. Weary **travelers** who heard his **music** echoing through the **valleys** remembered what they had heard.
22. When **King Saul** was plagued with an evil **spirit** , his **servants** told him about the young **man** whose **music** could renew the **spirit** of the **king** .
23. The first **step** in speaking to ourselves with **hymns** and **songs** is to know the **words** and **messages** of various **songs** .
24. As we engraft **Scriptures** in our **souls** , we are given a **hope** that revives and strengthens.
25. We begin to see **people** and **circumstances** from God's **perspective** .

16B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that mean to brighten a life

inspire motivate
comfort uplift
cheer rejuvenate

Character needed to brighten a life

creative resourceful
considerate reliable
effervescent resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

What if suddenly all the light in the world went out? There would be no sunlight, no moonlight, no starlight. There would be no lightning, no Northern Lights, no fireflies, and no glow-worms. There would be no electric light, no candles, no oil lamps, no fires, no matches, no sparks from a striking flint, and no glow from radioactive materials. There would be nothing but complete darkness.

EXTENSION

And suppose there was no hope of ever seeing light again. How would you feel? You would never again be able to see the faces of your friends and family. You would never see another sunset. And you would never be able to glimpse another butterfly flitting over a meadow of flowers.

FURTHER EXTENSION

Imagine what the world would be like in total darkness. Now imagine how wonderful it would be if someone turned on the light. The world is absolutely dark in the hearts of many people. Jesus is the Light of the world (John 8:12), and He is the only source of light. When He comes into our life, He illuminates it with His goodness and mercy and love, and we cannot help but reflect that light so that everyone around us can see it, too.

—*In His Hands*

2. Spelling: Unusual Consonant Clusters Not at the Beginning of Words (Examples: match, hedge)

BASIC LEVEL

- | | | |
|-----------|-----------|-----------|
| 1. hedge | 4. edge | 7. hatch |
| 2. match | 5. sketch | 8. sledge |
| 3. grudge | 6. ditch | |

EXTENSION

9. edged
10. matchless

FURTHER EXTENSION

11. begrudge
12. sketchpad

Optional

13. resourceful
14. considerate

TI: A consonant cluster is formed when three consonants are combined to create a sound. The consonants may retain their original sounds, or two of them may be a consonant digraph (e.g., *sh*, *th*) blended with another consonant (e.g., *shr*, *thr*). In the clusters above, the individual sounds are not heard as clearly as they would be in consonant clusters at the beginning of words. The *e* at the end of the *dge* makes the *g* say its soft sound, as learned in the soft and hard *g* rule.

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Nouns, Direct Objects)

4. Study Skills/Prewriting: Outline for an Original Personal Letter

Opening Paragraph

Paragraph One of Body

Topic of Paragraph 1 _____
8 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
8 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
8 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____
8 Sentences

EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 _____
8 Sentences

FURTHER EXTENSION: Paragraph Six of Body

Topic of Paragraph 6 _____
8 Sentences

Closing Paragraph

Day Three

5. Grammar/Sentence Structure: Five Things in a Paragraph (OCCTI)

6. Composition/Creative Writing: Write an Original Personal Letter (Rough Draft of Body)

Day Four

7. Grammar: Infinitives; Action Verbs; and Be, a Helper, Link Verbs

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

Extra Practice (Optional)

16B Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that mean *to brighten a life*

inspire motivate
comfort uplift
cheer rejuvenate

Character needed *to brighten a life*

creative resourceful
considerate reliable
effervescent resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

What if suddenly all the light in the world went out? There would be no sunlight, no moonlight, no starlight. There would be no lightning, no Northern Lights, no fireflies, and no glow-worms. There would be no electric light, no candles, no oil lamps, no fires, no matches, no sparks from a striking flint, and no glow from radioactive materials. There would be nothing but complete darkness.

EXTENSION

And suppose there was no hope of ever seeing light again. How would you feel? You would never again be able to see the faces of your friends and family. You would never see another sunset. And you would never be able to glimpse another butterfly flitting over a meadow of flowers.

FURTHER EXTENSION

Imagine what the world would be like in total darkness. Now imagine how wonderful it would be if someone turned on the light. The world is absolutely dark in the hearts of many people. Jesus is the Light of the world (John 8:12), and He is the only source of light. When He comes into our life, He illuminates it with His goodness and mercy and love, and we cannot help but reflect that light so that everyone around us can see it, too.

—*In His Hands*

2. Spelling: Unusual Consonant Clusters

Not at the Beginning of Words
(Examples: match, hedge)

BASIC LEVEL

- | | | |
|-----------|-----------|-----------|
| 1. hedge | 4. edge | 7. hatch |
| 2. match | 5. sketch | 8. sledge |
| 3. grudge | 6. ditch | |

EXTENSION

9. edged
10. matchless

FURTHER EXTENSION

11. begrudge
12. sketchpad

Optional

13. resourceful
14. considerate

TT: A consonant cluster is formed when three consonants are combined to create a sound. The consonants may retain their original sounds, or two of them may be a consonant digraph (e.g., *sh, th*) blended with another consonant (e.g., *shr, thr*). In the clusters above, the individual sounds are not heard as clearly as they would be in consonant clusters at the beginning of words. The *e* at the end of the *dge* makes the *g* say its soft sound, as learned in the soft and hard *g* rule.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Nouns, Direct Objects)

4. Study Skills/Prewriting: Outline for an Original Personal Letter

Opening Paragraph _____

Paragraph One of Body

Topic of Paragraph 1 _____

8 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

8 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

8 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____

8 Sentences

EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 _____

8 Sentences

FURTHER EXTENSION: Paragraph Six of Body

Topic of Paragraph 6 _____

8 Sentences

Closing Paragraph _____

5. Grammar/Sentence Structure: Five Things in a Paragraph (OCCTI)

Day Three

6. Composition/Creative Writing: Write an Original Personal Letter (Rough Draft of Body)

7. Grammar: Infinitives; Action Verbs; and Be, a Helper, Link Verbs

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

Extra Practice (Optional)

16B Week 3 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight all of the common nouns.

3. In the second paragraph, highlight all of the proper nouns with a different color.

4. In the third paragraph, highlight all of the direct objects with another color.

Note: This will be much simpler to do if you isolate the prepositional phrases first.

As a young man, David was given the job that his older brothers did not appreciate—tending the sheep. This job required that he spend many hours alone with the sheep in the countryside. During this time, David learned to play music.

Rather than wishing he could have a more adventuresome job, David made the best use of his time. Not only did he learn how to play skillfully on the harp for the Lord, but he played in such a way that all who heard him were revived. Tired travelers who heard his music echoing through the valleys noted what they had heard. When King Saul was plagued with an evil spirit, those under him told him about this young man named David who played music that could renew the spirit.

We were all instructed in Scripture to learn the ministry of renewing each other with song. Ephesians instructs us: “Speaking to yourselves in psalms and hymns and spiritual songs, singing and making melody in your heart to the Lord.” The initial step in carrying out this instruction is to learn the words and messages of songs. We need to recognize songs that meet the needs of others so that we can rejuvenate their spirits.

❑ **5b. In the paragraph provided, find OCCTI.**

Opening sentence: Highlight the opening sentence.

Closing sentence: Highlight the closing sentence with another color.

Contain all the same topic: On the line provided, write the topic of the paragraph.

Three or more sentences: Count the number of sentences, and write that number on the line provided.

Indented: At the beginning of the paragraph, write an **I**.

I

What if suddenly all the light in the world went out? There would be no sunlight, no moonlight, no starlight. There would be no lightning, no Northern Lights, no fireflies, and no glowworms. There would be no electric light, no candles, no oil lamps, no fires, no matches, no sparks from a striking flint, and no glow from radioactive materials. **There would be nothing but complete darkness.**

Topic of Paragraph: Without Light

Number of Sentences: **5**

❑ **7e. Complete the following steps:**

1. In the sentences provided, highlight all of the verbs—including the helpers (not just the main verb of each sentence).
2. Write above each verb which type it is. (If it is an infinitive, write INF—ACT or INF—BHL, depending on which type of base verb it contains.)
 - a. ACT—action verb
 - b. BHL—Be, a Helper, Link verb
 - c. INF—infinitive

Note: Do not highlight the adverbs in the middle of the verb phrases.

Example: The noise from the people ^{ACT}breaking the pottery ^{ACT}frightened the small herd of sheep outside the cave in the Qumran Valley.

1. A young Bedouin shepherd ^{ACT}swept aside the dusty bits of clay.

2. His boyish curiosity ^{ACT}led to the greatest manuscript discovery of modern times—the Dead Sea Scrolls.

3. These ancient leather and papyrus scrolls ^{ACT}shed new archaeological light on the Old Testament and intertestamental periods.

4. The Biblical material ^{ACT}included fragments from nearly all of the Old Testament books.

5. Why did the knowledge of the Dead Sea Scrolls **lie** hidden in the desert for nearly two thousand years? **ACT**
6. The mysterious riddle **was solved** by the archaeologist's spade in 1951. **BHL ACT**
7. Further excavations in the Qumran Valley **revealed** an ancient Essene monastery whose members **had copied** the manuscripts. **ACT BHL ACT**
8. They **had hidden** them in nearby caves. **BHL ACT**
9. The Dead Sea Scrolls **are** the oldest existing manuscripts of the Bible in any language. **BHL**
10. The light of these documents **was hidden** in desert caves for nearly two thousand years. **BHL ACT**
11. The Essenes **disappeared** from history after the destruction of Jerusalem in A.D. 70. **ACT**
12. Monastic communities **created** two types of darkness during the Dark Ages. **ACT**
13. First, by **copying** the Scriptures exclusively in Latin, the monks inevitably **kept** the common people of Europe in a state of spiritual darkness. **ACT ACT**
14. Second, spiritual pride and unbridled sin **created** darkness within the walls of the monastery. **ACT**
15. Their obsession with self-abasement and seclusion **caused** the monks **to lose** sight of the finished work of Christ. **ACT INF—ACT**
16. The most significant cause of the rapid growth of monasteries **was** the medieval emphasis on works as a necessary part of salvation. **BHL**
17. Monks **hid** the light and truth of the Bible. **ACT**
18. They **twisted** the concept of good works and **glorified** themselves rather than God. **ACT ACT**

19. Monasteries **BHL** **became** havens of protection from the civil disorder and violence that **ACT** **characterized** the Western world after the fall of Rome in A.D. 476.
20. The first cenobite community **BHL ACT** **was organized** by Pachomius in A.D. 320.
21. In A.D. 530, Benedict of Nursia **ACT** **developed** a set of organizational guidelines for his monastery near Monte Casino.
22. His emphasis on hard manual labor and a simple diet **BHL** **became** a standard throughout the continent.
23. The monastic day **ACT** **began** at 2:00 A.M. and **ACT** **ended** at 6:30 P.M.
24. The Benedictine order **ACT** **dominated** European monasticism for the next four hundred years.
25. Wealth, sensuality, and rebellion **ACT** **brought** the monasteries to scorn among the general population.
26. Abbeys and monasteries **BHL** **were** soon **ACT** **occupied** by “drunkards, roysters, turbulent warriors, and passionate hunters.”
27. They **BHL** **had** no desire **INF—ACT** **to fulfill** their sacred calling.
28. St. Theresa **BHL** **did** not **ACT** **hesitate** **INF—ACT** **to describe** life in the convent as a “shortcut to hell.”
29. Between A.D. 900 and 1300, the rise of the various orders **ACT** **marked** the reform movements.
30. When such men as John Wycliffe in England and John Hus in Bohemia **ACT** **questioned** the practice of monasticism, they **BHL ACT** **were labeled** heretics and **ACT** **suffered** severe persecution.

16B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words that mean *to brighten a life*

inspire motivate
comfort uplift
cheer rejuvenate

Character needed *to brighten a life*

creative resourceful
considerate reliable
effervescent resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Whether a problem becomes a “classroom” or a “prison” is usually determined by whether we view it from God’s point of view or from our own. Yes, human authorities can and sometimes do make bad decisions. However, if you and I picture these authorities as independent agents over whom God has no control, we will not only reject them as individuals, but we will also miss the deeper lessons that God is trying to teach us through them.

EXTENSION

When any authority gives a command contrary to the Biblical convictions that God has made clear to us, that command cannot be obeyed. There must be a wise and respectful appeal.

FURTHER EXTENSION

This appeal, however, requires Godly character that is born out of humility and proper fear of the Lord. Very often, the authority will not hear this appeal until past offenses against him have been made right by the one under authority, thus restoring proper relationships.

—*Wisdom Booklet 16*

Day Two

2. Spelling: Spellings for the *zhun* Sound at the End of Words (Examples: vision, erosion)

BASIC LEVEL

- | | |
|------------|-----------|
| 1. vision | 3. lesion |
| 2. erosion | 4. fusion |

EXTENSION

5. division
6. confusion

FURTHER EXTENSION

7. corrosion
8. decision

Optional

9. reliable
10. resilient

TI: The sound *zhun* can be spelled with *sion* or *sian*. Students will need to memorize the words that include this sound.

Day Three

3. Editor Duty: Correct Given Paragraph(s) (Verbs)

4. Composition: Edit and Revise

Day Four

5. Grammar: Interjections as Sentence Openers

6. Grammar/Sentence Structure: Main Subjects and Subject-Verb Agreement

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition/Creative Writing: Final Copy Original Personal Letter

Extra Practice (Optional)

16B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that mean *to brighten a life*

inspire motivate
comfort uplift
cheer rejuvenate

Character needed *to brighten a life*

creative resourceful
considerate reliable
effervescent resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Whether a problem becomes a “classroom” or a “prison” is usually determined by whether we view it from God’s point of view or from our own. Yes, human authorities can and sometimes do make bad decisions. However, if you and I picture these authorities as independent agents over whom God has no control, we will not only reject them as individuals, but we will also miss the deeper lessons that God is trying to teach us through them.

EXTENSION

When any authority gives a command contrary to the Biblical convictions that God has made clear to us, that command cannot be obeyed. There must be a wise and respectful appeal.

FURTHER EXTENSION

This appeal, however, requires Godly character that is born out of humility and proper fear of the Lord. Very often, the authority will not hear this appeal until past offenses against him have been made right by the one under authority, thus restoring proper relationships.

—*Wisdom Booklet 16*

2. Spelling: Spellings for the *zhun*

Sound at the End of Words

(Examples: vision, erosion)

BASIC LEVEL

1. vision
2. erosion
3. lesion
4. fusion

EXTENSION

5. division
6. confusion

FURTHER EXTENSION

7. corrosion
8. decision

Optional

9. reliable
10. resilient

TT: The sound *zhun* can be spelled with *sion* or *sian*. Students will need to memorize the words that include this sound.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Verbs)

4. Composition: Edit and Revise

Day Three

5. Grammar: Interjections as Sentence Openers

6. Grammar/Sentence Structure: Main Subjects and Subject-Verb Agreement

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition/Creative Writing: Final Copy Original Personal Letter

Extra Practice (Optional)

16B Week 4 Answer Keys

□ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph of the passage, highlight the action verbs.

3. In the second paragraph of the passage, highlight the BHL verbs.

4. In the third paragraph of the passage, highlight the infinitive.

A young Bedouin shepherd **swept** aside the dusty bits of clay. His boyish curiosity **led** to the greatest manuscript discovery of modern times—the **Dead Sea** Scrolls. These ancient leather and papyrus scrolls **shed** new archaeological light on the **Old Testament** and intertestamental periods. **The** Biblical material **included** fragments of all of the **Old Testament** books except **Esther**.

Why **did** the knowledge of the Dead Sea Scrolls lie hidden in the desert for nearly **two thousand** years? **The** mysterious riddle **was** solved by the archaeologists' spade in 1951. **Further** excavations in the Qumran Valley revealed an ancient **Essene** monastery **whose** members **had** copied the manuscripts, and **had** hidden them in nearby caves.

The **Essenes** disappeared from history after the destruction of Jerusalem in A.D. 70. **Monastic** communities created two types of darkness during the Dark Ages. **First**, by copying the Scriptures exclusively in **Latin**, the monks purposely kept the common people of **Europe** in a state of spiritual darkness. **Second**, spiritual pride and unbridled sin created darkness within the walls of the monastery. **Their** obsession with self-abasement and seclusion caused the monks **to lose** sight of the finished work of Christ.

□ 6d. In the sentences provided, complete the following steps:

1. Isolate with parentheses the sentence openers at the beginning of any sentences containing them.

2. Highlight the main subjects of each sentence.

3. Following each sentence, write *compound* on the lines provided if the sentence has a compound subject.

1. (**For many years**), the **basic unit** of light was the candle.

2. The **standard candle** was made from the wax of the sperm whale.

3. **It** was burned at the rate of 120 grains per hour.

4. (**Today**), the **standard** is called a candela.

5. **Another way** of expressing candlepower is the lumen.

6. The **brightness** and **lightness** of a room is measured in footcandles. **Compound**
7. One **footcandle** is defined as one lumen of light falling on one square foot.
8. The **high beam** of an automobile headlight is equal to 30,000 candles.
9. Many **factors** contribute to the brightness or dimness of light once it leaves its source.
10. (If you try to read a book one foot away from the candle), **it** brightens the page with approximately one footcandle of light.
11. A **candle** requires three things in order to burn.
12. **Fuel, oxygen, and sufficient heat** are needed to kindle a flame. **Compound**
13. (When a candle burns), **it** produces heat, light, smoke, water vapor, and carbon dioxide.
14. A **candle** produces about one-tenth of a lumen for each watt of energy that it burns.
15. Any **flame** and **fire** are potentially dangerous and should be treated with respect. **Compound**
16. **Candles** will drip hot wax that can burn fingers and smudge countertops.
17. (When light strikes a surface), **it** is either reflected, refracted, or absorbed.
18. **Every surface** is selective in the light it absorbs.
19. **Some surfaces** absorb only green light.
20. **Others** absorb red, yellow, blue, or violet light.
21. The **absorption** of these colors gives objects their characteristic colors.
22. (When green light is absorbed), an **object** appears magenta.
23. **Black** is not a color at all.
24. (When all the colors have been absorbed and no light is reflected from a surface), the **surface** appears to be black.
25. **Black** is the color of darkness.
26. **All the light** has been absorbed.
27. (Even though light may be absorbed), **its** energy is not lost.