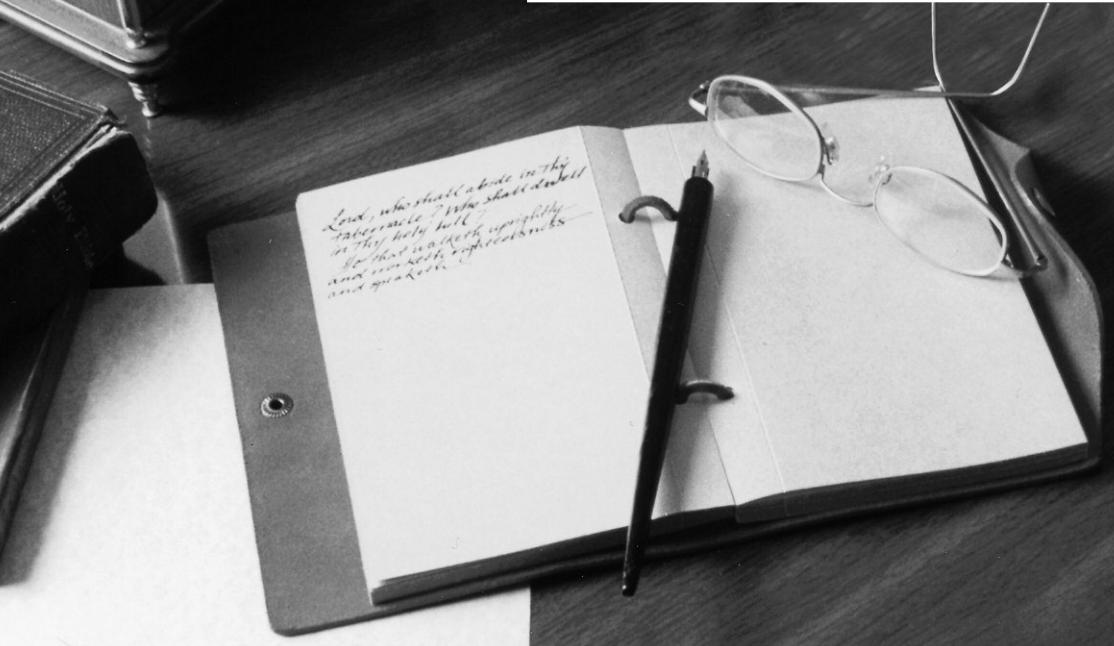


WISDOM BOOKLET

Language Arts

Teacher's Helps &
Answer Keys

13C–16C



WBLA Level C 13–16

Table of Contents

Teacher's Helps and Answer Keys for 13C.....	Page 3
Teacher's Helps and Answer Keys for 14C.....	Page 15
Teacher's Helps and Answer Keys for 15C.....	Page 35
Teacher's Helps and Answer Keys for 16C.....	Page 57

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:



Advanced Training Institute International
Box One • Oak Brook, IL 60522-3001
630-323-2842 • www.ati.iblp.org

Copyright ©2006 Advanced Training Institute International

All rights reserved. No portion of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording, or otherwise—without prior written permission of the publisher.

Many thanks to Ray and Donna Reish for their contribution to the development of this curriculum.

Cover photos courtesy of Rowan Gillson.

Printed in the United States of America

Second Printing: 060282

13C 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

vigor courage
integrity incorruptibility
consistency discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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 of 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 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!

EXTENSION

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

FURTHER EXTENSION

When fresh meat is “cured” by working salt into it, the meat can remain unspoiled for more than six months. Meat without salt can begin to spoil in less than a week in a refrigerator. The preservative power of salt makes it an essential ingredient in many of our food products.
—*Wisdom Booklet 13*

2. Spelling: Adding Suffixes

(Examples: controlling, producing)

BASIC LEVEL

- | | | |
|---------------|----------------|------------------|
| 1. attend | 5. except | 9. illustrate |
| 2. attendance | 6. exceptional | 10. illustration |
| 3. sequence | 7. million | 11. counsel |
| 4. sequential | 8. millionaire | 12. counselor |

EXTENSION

13. commune
14. community
15. communicate
16. rebel
17. rebellion
18. rebellious

FURTHER EXTENSION

19. jeopardy
20. jeopardizing
21. maintain
22. maintainance

Optional

23. arrest
24. guard
25. integrity

TT: Making words plural that end in *y* is very tricky. Teach your student that if the word already has a *vowel + y*, just add *s*. If the word has only a *y* at the end, he should change the *y* to *i* and add *es*. Another way to look at this rule as well as the one with words ending in *o*, is to tell him that in both cases, words that have two vowels already at the end (e.g., *oy* with *y* considered to be a vowel) do not need to be changed (e.g., *enjoy*—*enjoys*).

Words with only one vowel at the end (e.g., *y*) need the *y* changed to an *i* and an *es* added (e.g., *try*—*tries*). Thus, most plurals following these rules will have two vowels before the *s*.

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____

3 Sentences

Day Three

5. Grammar: Hyphens

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

Day Four

7. Grammar/Sentence Structure: Subordinate Clauses

8. Composition: Edit and Revise

9. Sentence Structure: Subordinate Clauses in Various Places Within a Sentence

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

13C Week 2 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words that mean to retard evil		Character qualities needed to retard evil	
protect	preserve	vigor	courage
maintain	arrest	integrity	incorruptibility
sustain	guard	consistency	discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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 of 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 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!

EXTENSION

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

FURTHER EXTENSION

When fresh meat is “cured” by working salt into it, the meat can remain unspoiled for more than six months. Meat without salt can begin to spoil in less than a week in a refrigerator. The preservative power of salt makes it an essential ingredient in many of our food products.

—Wisdom Booklet 13

2. Spelling: Adding Suffixes

(Examples: controlling, producing)

BASIC LEVEL

- | | | |
|---------------|----------------|------------------|
| 1. attend | 5. except | 9. illustrate |
| 2. attendance | 6. exceptional | 10. illustration |
| 3. sequence | 7. million | 11. counsel |
| 4. sequential | 8. millionaire | 12. counselor |

EXTENSION

- | | |
|-----------------|------------------|
| 13. commune | 19. jeopardy |
| 14. community | 20. jeopardizing |
| 15. communicate | 21. maintain |
| 16. rebel | 22. maintenance |
| 17. rebellion | |
| 18. rebellious | |

FURTHER EXTENSION

- | | |
|----------|---------------|
| Optional | 23. arrest |
| | 24. guard |
| | 25. integrity |

TT: Making words plural that end in *y* is very tricky. Teach your student that if the word already has a *vowel + y*, just add *s*. If the word has only a *y* at the end, he should change the *y* to *i* and add *es*. Another way to look at this rule as well as the one with words ending in *o*, is to tell him that in both cases, words that have two vowels already at the end (e.g., *oy* with *y* considered to be a vowel) do not need to be changed (e.g., *enjoy—enjoys*).

Words with only one vowel at the end (e.g., *y*) need the *y* changed to an *i* and an *es* added (e.g., *try—tries*). Thus, most plurals following these rules will have two vowels before the *s*.

3. Editor Duty: Correct Given Paragraph(s)

(Appositives)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____

3 Sentences

5. Grammar: Hyphens

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

Day Three

7. Grammar/Sentence Structure:

Subordinate Clauses

8. Composition: Edit and Revise

9. Sentence Structure: Subordinate Clauses in Various Places Within a Sentence

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

13C 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, insert an appositive surrounded by commas.
3. **FURTHER EXTENSION:** In the last paragraph, highlight the appositive, and place commas around it if you have not already done so.

James Taylor, Hudson's father, took the matter of his children's training very seriously. He spent a great deal of time with them 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. (**Student's appositive answer may vary.**)

A special devotional time for each child was a required part of the Taylor's home schedule. James Taylor encouraged reading aloud, and books of history, travel, and creation were frequently discussed. When Hudson was eleven years of age, he was especially captivated by the book Parley's China and the Chinese.

Hudson's enthusiasm for spiritual things and his growing burden for China were enlarged by the frequent visitors invited into the Taylor home. It was not until he was fourteen that God opened his heart to the claims of the Savior. While alone one day in his father's study, he came across a Gospel tract. He did not know it at the time, but at that precise moment his mother, a prayer warrior, was prompted by the Holy Spirit to pray for her son's salvation. He gave his heart to God and later at age seventeen surrendered his life for God's service.

❑ 5d. Copy the words provided, and place hyphens where needed.

- | | | |
|--------------------|-------------------|-----------------------|
| 1. son-in-law | 8. half-past | 15. sixty-seven |
| 2. merry-go-round | 9. one-half | 16. well-to-do |
| 3. mother-in-law | 10. one-fourth | 17. near-miss |
| 4. daughter-in-law | 11. twenty-one | 18. out-of-the-way |
| 5. right-of-way | 12. ninety-five | 19. God-fearing |
| 6. life-long | 13. seventy-eight | 20. great-grandmother |
| 7. father-in-law | 14. thirty-three | |

❑ 7e. In the sentences provided, highlight all of the subordinators.

1. One evening after a happy Lord's Day of ministry, God began a series of incidents that taught this medical student to trust Him and not to rely on himself.
2. The young medical student answered a knock at the door and found a man who requested that he go with him to pray for his desperately ill wife.

3. To the student's discomfort, the Lord made it clear to him **that** he was to give his one coin and trust God to meet his needs.
4. **As** he continued to wrestle with his thoughts, the medical student was led to a place **that** was all too familiar to him—a pitiful housing development with no conveniences.
5. He walked into a room **where** he saw four or five children with sunken cheeks.
6. How could he tell these people about a Father in heaven **when** he would not give up his half crown? (**How is used as an adverb in this sentence.**)
7. The medical student explained to the family **that** the true God of heaven could be trusted—regardless of **whether** or not you could trust man.
8. Inside an envelope was a folded blank paper and a half sovereign—a four hundred percent increase on his half crown **that** he had not wanted to give God the day before!
9. This medical student became known **as** the *Father of Faith Missions*. (**As the . . . is not a true subordinate clause since it does not contain a subject and a verb; but as is a subordinator.**)
10. 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, and **that** the light was not extinguished.
11. Hudson Taylor was educated at home, **where** his mother gave him a background in English and **where** his father introduced him to the writings of great men.
12. His mother's attention to the details of correct pronunciation proved invaluable to Hudson **when** he later tackled the complex Chinese dialects, **which** few men are able to tackle.
13. 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.
14. A devotional time for each child was a required part of the Taylor's home schedule **as** there was no slackness in the spiritual training of the children.
15. **Because** of his goal of learning to trust God alone for finances, Hudson purposed not to remind Dr. Hardey **when** his wages were due.
16. At 10:00 that evening, **as** he prepared to go home from the office, Hudson heard the footsteps of the doctor. (**That is used as an adjective in this sentence, not as a subordinator.**)
17. The next lesson on Hudson Taylor's way to China was in London, **where** a trial of his faith awaited him.
18. **While** preparing for the next day's lectures and laboratory work, Hudson pricked his finger with a needle.
19. He and the other students had been dissecting the contaminated body of a person **who** had recently died of a fever.
20. That prick of the finger proved to be very costly to Hudson, **as** he became seriously ill. (**That is used as an adjective in this sentence, not as a subordinator.**)
21. Hudson later learned **that** several students had died from being contaminated.
22. Hudson Taylor's first trip to China was marked with points of opposition, **which** God used to further refine His servant.

13C Week 3 Teacher's Helps For a Five-Day Week

Day One

Vocabulary Box

Words that mean to retard evil	Character qualities needed to retard evil
protect	preserve
maintain	arrest
sustain	guard
vigor	courage
integrity	incorruptibility
consistency	discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

I must once more tell the story I have had to tell more than once already: Four weeks ago, on the 29th of December, I put on Chinese dress, which I am now wearing. Mr. Taylor had made this change a few months before, and I found that he was in consequence so much less incommoded in preaching, by the crowd, that I concluded that it was my duty to follow his example.

EXTENSION

We have a large, very large, field of labor in this region, though it might be difficult in the meantime for one to establish himself in any particular place. The people listen with attention, but we need the power from on high to convince and convert. Is there any spirit of prayer on our behalf among God's people in Kilsyth? Or is there any effort to seek this spirit? How great the need is, and how great the arguments and motives for prayer in this case!

FURTHER EXTENSION

The harvest here is indeed great, and the laborers are few and imperfectly fitted, without much grace, for such a work. And yet, grace can make a few feeble instruments the means of accomplishing great things—things greater even than we can conceive.

—Hudson Taylor's *Spiritual Secret*

2. Spelling: R-Controlled Words That Say Long a (Examples: hair, care, bear)

BASIC LEVEL

- | | | |
|----------------|-------------|---------------|
| 1. narrative | 4. arrogant | 7. heraldry |
| 2. forbear | 5. forswear | 8. unprepared |
| 3. comparative | 6. garrison | 9. scary |

EXTENSION

- | | | |
|------------------|-------------------|----------------------|
| 10. heiress | 18. authoritarian | 22. consistency |
| 11. incomparable | 19. clairvoyant | 23. vigorous |
| 12. charitable | 20. disparage | 24. incorruptibility |
| 13. apparent | 21. questionnaire | 25. inconsistent |
| 14. prairie | | |
| 15. contemporary | | |
| 16. necessary | | |
| 17. ordinarily | | |

TT: R-controlled means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *ar* family is known primarily for saying the *ar* sound as in *far*. The *ea* family, however, has different sounds—one of which is *ar* as in *heart*.

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Hyphens; Subordinate Clauses)

4. Study Skills/Prewriting: Take Notes for an Original Personal Essay/Journal Entry

Topic of Essay _____

I. Topic of Paragraph 1 _____
6–8 Sentences

II. Topic of Paragraph 2 _____
6–8 Sentences

III. Topic of Paragraph 3 _____
6–8 Sentences

IV. Topic of Paragraph 4 _____
6–8 Sentences

V. Topic of Paragraph 5 _____
6–8 Sentences

VI. Topic of Paragraph 6 _____
6–8 Sentences

VII. EXTENSIONS: Topic of Paragraph 7 _____
6–8 Sentences

VIII. FURTHER EXTENSION: Topic of Paragraph 8 _____
6–8 Sentences

Day Three

5. Grammar: Colons

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

Day Four

7. Grammar: Dates, Numbers, and Places Within Text

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

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

13C Week 3 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words that mean to retard evil		Character qualities needed to retard evil	
protect	preserve	vigor	courage
maintain	arrest	integrity	incorruptibility
sustain	guard	consistency	discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

I must once more tell the story I have had to tell more than once already: Four weeks ago, on the 29th of December, I put on Chinese dress, which I am now wearing. Mr. Taylor had made this change a few months before, and I found that he was in consequence so much less incommoded in preaching, by the crowd, that I concluded that it was my duty to follow his example.

EXTENSION

We have a large, very large, field of labor in this region, though it might be difficult in the meantime for one to establish himself in any particular place. The people listen with attention, but we need the power from on high to convince and convert. Is there any spirit of prayer on our behalf among God's people in Kilsyth? Or is there any effort to seek this spirit? How great the need is, and how great the arguments and motives for prayer in this case!

FURTHER EXTENSION

The harvest here is indeed great, and the laborers are few and imperfectly fitted, without much grace, for such a work. And yet, grace can make a few feeble instruments the means of accomplishing great things—things greater even than we can conceive.

—Hudson Taylor's *Spiritual Secret*

2. Spelling: R-Controlled Words That Say Long a (Examples: hair, care, bear)

BASIC LEVEL

- | | | |
|----------------|-------------|---------------|
| 1. narrative | 4. arrogant | 7. heraldry |
| 2. forbear | 5. forswear | 8. unprepared |
| 3. comparative | 6. garrison | 9. scary |

EXTENSION

- | | | |
|------------------|-------------------|----------------------|
| 10. heiress | 18. authoritarian | 22. consistency |
| 11. incomparable | 19. clairvoyant | 23. vigorous |
| 12. charitable | 20. disparage | 24. incorruptibility |
| 13. apparent | 21. questionnaire | 25. inconsistent |
| 14. prairie | | |
| 15. contemporary | | |
| 16. necessary | | |
| 17. ordinarily | | |

TT: R-controlled means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *ar* family is known primarily for saying the *ar* sound as in *far*. The *ear* family, however, has different sounds—one of which is *ar* as in *heart*.

3. Editor Duty: Correct Given Paragraph(s)

(Hyphens; Subordinate Clauses)

Day Two

4. Study Skills/Prewriting: Take Notes for an Original Personal Essay/Journal Entry

Topic of Essay _____

I. Topic of Paragraph 1 _____
6–8 Sentences

II. Topic of Paragraph 2 _____
6–8 Sentences

III. Topic of Paragraph 3 _____
6–8 Sentences

IV. Topic of Paragraph 4 _____
6–8 Sentences

V. Topic of Paragraph 5 _____
6–8 Sentences

VI. Topic of Paragraph 6 _____
6–8 Sentences

VII. EXTENSIONS: Topic of Paragraph 7 _____
6–8 Sentences

VIII. FURTHER EXTENSION: Topic of Paragraph 8 _____
6–8 Sentences

5. Grammar: Colons

Day Three

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

7. Grammar: Dates, Numbers, and Places Within Text

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

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

13C 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, underline the hyphenated word.

3. In any of the paragraphs that you corrected, highlight the subordinate clauses.

Almost **twenty** percent of the salt **mined** in the **United States** is used to soften water. **W**ater is said to be “hard” **when it contains** large amounts of minerals, such as calcium, magnesium, and iron compounds. These **well-known** minerals leave unsightly deposits on sinks and toilets and may plug pipes; they also prevent soaps and detergents from “sudsing.”

Water softeners work by replacing the “hard” minerals with sodium. One substance, called zeolite, is used in many softeners to absorb minerals on its surface. **When its surface is saturated**, the zeolite must be “regenerated” by being flushed with a strong concentration of salt water.

Because the sodium in salt is more chemically active than the other minerals, it literally substitutes itself for the contaminants. **T**his process makes the water “softer” **because sodium does not leave rings, nor does it affect soaps and detergents**.

□ 7d. In the sentences provided, complete the following steps:

1. Highlight all of the dates, numbers, and places.
2. Correct any numbers as needed.
3. Add punctuation as needed.

1. God placed a vision in the heart of Mr. Taylor for the deep spiritual needs of **China**.
2. When Hudson was **eleven** years of age, he was especially captivated by the book *Parley's China and the Chinese*.
3. He gave his heart to God and later at age **seventeen** surrendered his life for God's service.
4. On his **nineteenth** birthday in the year **1851**, Hudson began his medical studies working with Dr. Robert Hardey in **Hull**.
5. The points of opposition by which God further refined Hudson Taylor began to stir in **1850**.
6. In **June of 1853**, the Chinese Evangelization Society contacted Hudson Taylor to request that he leave for **China** immediately to take advantage of the open door.

7. After receiving his parents' final blessing, Hudson consented to go; he landed in **Shanghai** on **March 1, 1854**.
8. In **1856**, relations between **China** and **England** erupted in the **Second** Opium War, which further confounded Hudson's missionary efforts and even put his life in danger.
9. In **1855**, in spite of the disdain and jeers of his fellow missionaries, he put on the traditional dress of a Chinese man, even dyeing his hair and constructing a makeshift pigtail.
10. God led Hudson Taylor to **Ningpo**, where he met Maria Dyer, who later became his wife.
11. While in **Ningpo**, Hudson was moved by conscience to break entirely from the mission; he was increasingly concerned over its lax use of finances and unconcern over debt.
12. On **July 1, 1860**, he experienced the death of his vision for **China** as he returned to **England** a gravely ill man.
13. While he was home in **England**, Hudson completed medical school in **1862**.
14. The end product of his efforts was not only a revision, but a renewal of his burning desire for **China** and the formation of a new mission agency, the **China** Inland Mission.
15. One **Sunday** morning in **1865** on the seacoast in **Brighton**, God met the deep concern of his heart.
16. With the sailing of the first party of CIM missionaries on **May 26, 1866**, the extension of the influence of Hudson Taylor to his native **England** began.
17. On **August 23, 1867**, his little daughter died.
18. In the final month of Maria's carrying their **fifth** son, she was stricken with cholera and died.
19. In **1871**, after his return to **England**, he married Jennie Faulding, one of the **twenty-two** who first sailed with **China** Inland Mission.
20. By the **1890s**, God had answered Hudson Taylor's prayers with a total of **1,153** missionaries.

13C 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*

vigor courage
integrity incorruptibility
consistency discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Both sides of the tongue have taste buds that detect sourness. A sour taste is produced by acids; it is pungent, tart, or tangy like lemon or vinegar. However, there is another category of sourness that occurs when food or drink is spoiled, fermented, or rancid.

EXTENSION

Words become stale and sour when they are simply repeated from a previous occasion. A teacher had a motto on his desk that stated, "The greatest offense to a student is to repeat the same thing in the same way." God is a God of variety and freshness. When He gave the manna to the nation of Israel in the wilderness, it became stale and corrupted if it was kept beyond the designated time.

FURTHER EXTENSION

Fresh words do not necessarily need to say new things, but they do need to say the old things in new ways. Even old truths that are repeated can be fresh when they sincerely express our experiences and are given with new emphasis and meaning. Whenever we express the working of God in our own lives, our words are thoroughly fresh.

—Wisdom Booklet 13

2. Spelling: Sounds of *gh* Without *ff* Sound (Examples: through, thorough)

BASIC LEVEL

- | | | |
|---------------|----------------|----------------|
| 1. although | 6. doughnut | 11. caught |
| 2. haughty | 7. play-dough | 12. fright |
| 3. through | 8. ought | 13. neighborly |
| 4. straight | 9. plight | 14. delightful |
| 5. heightened | 10. thoughtful | |

EXTENSION

- | | | |
|------------------|--------------------------|-----------------|
| 15. drought | 21. right ascension | 23. courage |
| 16. thoroughfare | 22. light-emitting diode | 24. discernment |
| 17. furlough | | |
| 18. righteous | | |
| 19. fraught | | |
| 20. wrought | | |

FURTHER EXTENSION

Optional

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Dates; Numbers; and Places)

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

Day Three

5. Grammar: Descriptive Adjectives

Day Four

6. Grammar: Noun Markers (Articles)

7. Composition: Edit and Revise

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Personal Essay/Journal Entry

Extra Practice (Optional)

13C 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

vigor courage
integrity incorruptibility
consistency discernment

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Both sides of the tongue have taste buds that detect sourness. A sour taste is produced by acids; it is pungent, tart, or tangy like lemon or vinegar. However, there is another category of sourness that occurs when food or drink is spoiled, fermented, or rancid.

EXTENSION

Words become stale and sour when they are simply repeated from a previous occasion. A teacher had a motto on his desk that stated, "The greatest offense to a student is to repeat the same thing in the same way." God is a God of variety and freshness. When He gave the manna to the nation of Israel in the wilderness, it became stale and corrupted if it was kept beyond the designated time.

FURTHER EXTENSION

Fresh words do not necessarily need to say new things, but they do need to say the old things in new ways. Even old truths that are repeated can be fresh when they sincerely express our experiences and are given with new emphasis and meaning. Whenever we express the working of God in our own lives, our words are thoroughly fresh.

—Wisdom Booklet 13

2. Spelling: Sounds of *gh* Without *ff* Sound

(Examples: through, thorough)

BASIC LEVEL

- | | | |
|---------------|----------------|----------------|
| 1. although | 6. doughnut | 11. caught |
| 2. haughty | 7. play-dough | 12. fright |
| 3. through | 8. ought | 13. neighborly |
| 4. straight | 9. plight | 14. delightful |
| 5. heightened | 10. thoughtful | |

EXTENSION

- | | | |
|------------------|--------------------------|-----------------|
| 15. drought | 21. right ascension | 23. courage |
| 16. thoroughfare | 22. light-emitting diode | 24. discernment |
| 17. furlough | | |
| 18. righteous0 | | |
| 19. fraught | | |
| 20. wrought | | |

TT: Oftentimes the *gh* combination does not make the *ff* sound and instead makes no sound at all.

TT: The *eigh* family is another instance in which *gh* does not say *ff*, but is silent instead. Sometimes *eigh* says the long *i* sound (e.g., *height*) and other times *eigh* says the long *a* sound (e.g., *weight*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Dates; Numbers; and Places)

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

Day Three

5. Grammar: Descriptive Adjectives

6. Grammar: Noun Markers (Articles)

7. Composition: Edit and Revise

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Personal Essay/Journal Entry

Extra Practice (Optional)

13C 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 all of the paragraphs, highlight any dates, numbers, and places, and correct them if you have not already done so.

On the **thirteenth** day of **June**, the deacon **Joseph Diab**, a custom-house clerk, was at table with us. Referring to the salt on the table, he said that the **Arabs** make use of it as a token of friendship. While they are fond of it, they do not like to place it on the table. (**Capitalizing deacon is optional.**)

On one occasion when he was with a caravan traveling to **Babel**, they came into a neighborhood where **Arabs** were encamped. In the caravan was a rich merchant. Seeing that one of the **Arabs** was making ready to come to the caravan, he buried his money in the ground, built a fire over it, and **then sat** down to eat with the others near the fire.

When the **Arabs** arrived, they were welcomed pleasantly and invited to eat. They **accepted** the invitation and **sat** down at the table. But when **their** leader saw the salt on the table, he said to the merchant, “My loss is your gain; for as I have **eaten** at **your** table on which is salt, I cannot, must not, harm you.” When the caravan started on **its** way, the **Arab** leader not only refrained from taking what he had intended to demand, but he escorted them without reward as far as the **Euphrates**.

❑ 5f. In the sentences provided, insert descriptive adjectives that you have never before used in writing. Use a thesaurus, if needed.

Answers will vary.

14C Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words which describe *the process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The vision of a ministry is the result of faith and the by-product of personal discipline. Faith is not a “blind leap in the dark,” rather, it is a clear spiritual discernment about what God wants a person to do. This faith is made strong by living in the Word of God and walking in the fear of the Lord. It was this kind of faith that directed Abraham, Moses and Noah to pursue God’s plan.

Faith is what motivated every other individual who accomplished great things for God. Abraham’s faith required him to choose between the Lord and his most cherished affection —the one through whom God’s promise was to be fulfilled. Because of his decision to offer his son, God was able to bless both

EXTENSION

Faith prompted Moses to identify himself with the despised people of God and give all his energies to free God’s people from bondage. He forsook the elite rulers of Egypt to become a “nobody.” He knew that he could not be accepted by both crowds.

FURTHER EXTENSION

Noah chose to reject the sin and corruption of his evil day. Instead, he chose to bear the taunts and jeers of his generation as he constructed the ark before it had ever rained on the earth. Faith required each of these men to make the same basic decision.

—Wisdom Booklet 14

2. Spelling: Long and Short Double o

(Examples: look, food)

BASIC LEVEL

- | | | |
|--------------|---------------|-------------|
| 1. overlook | 5. understood | 9. mistook |
| 2. troops | 6. kangaroo | 10. forsook |
| 3. forenoon | 7. taboo | |
| 4. boomerang | 8. uproot | |

EXTENSION

- | | | |
|-----------------------------|-------------------|-----------------|
| 11. anteroom | 18. hors d'oeuvre | 22. apostasy |
| 12. livelihood | 19. precipitous | 23. lukewarm |
| 13. cooperation | 20. renaissance | 24. backslidden |
| 14. zoology | 21. surreptitious | |
| 15. aloof | | |
| 16. floodwaters (exception) | | |
| 17. bloodline (exception) | | |

FURTHER EXTENSION

Optional

TT: The differences in the two sounds of *oo* are very slight. Some students hear them very clearly, while others do not hear them at all. It is good to classify double *o* words, but the ability to hear the difference is not vital to spelling double *o* words.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Adverb Openers; Noun Markers)

4. Study Skills/Prewriting:

Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

4 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____

3 Sentences

5. Grammar/Punctuation:

Conjunctive Adverbs

Day Three

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

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

Day Four

8. Grammar/Sentence Structure: Parallelism

9. Study Skills/Prewriting/Composition: Take Notes and Write an Original Closing Paragraph for an Informative Essay

10. Grammar/Punctuation: Dashes

11. Composition: Edit and Revise

Day Five

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

14. Composition: Final Copy Informative Essay

Extra Practice (Optional)

14C Week 1 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words which describe *the process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The vision of a ministry is the result of faith and the by-product of personal discipline. Faith is not a “blind leap in the dark,” rather, it is a clear spiritual discernment about what God wants a person to do. This faith is made strong by living in the Word of God and walking in the fear of the Lord. It was this kind of faith that directed Abraham, Moses and Noah to pursue God’s plan.

Faith is what motivated every other individual who accomplished great things for God. Abraham’s faith required him to choose between the Lord and his most cherished affection —the one through whom God’s promise was to be fulfilled. Because of his decision to offer his son, God was able to bless both Abraham and Isaac.

EXTENSION

Faith prompted Moses to identify himself with the despised people of God and give all his energies to free God’s people from bondage. He forsook the elite rulers of Egypt to become a “nobody.” He knew that he could not be accepted by both crowds.

FURTHER EXTENSION

Noah chose to reject the sin and corruption of his evil day. Instead, he chose to bear the taunts and jeers of his generation as he constructed the ark before it had ever rained on the earth. Faith required each of these men to make the same basic decision.

—Wisdom Booklet 14

2. Spelling: Long and Short Double o

(Examples: food, look)

BASIC LEVEL

- | | | |
|--------------|---------------|-------------|
| 1. overlook | 5. understood | 9. mistook |
| 2. troops | 6. kangaroo | 10. forsook |
| 3. forenoon | 7. taboo | |
| 4. boomerang | 8. uproot | |

EXTENSION

- | | | |
|-----------------------------|-------------------|-----------------|
| 11. anteroom | 18. hors d'oeuvre | 22. apostasy |
| 12. livelihood | 19. precipitous | 23. lukewarm |
| 13. cooperation | 20. renaissance | 24. backslidden |
| 14. zoology | 21. surreptitious | |
| 15. aloof | | |
| 16. floodwaters (exception) | | |
| 17. bloodline (exception) | | |

TT: The differences in the two sounds of *oo* are very slight. Some students hear them very clearly, while others do not hear them at all. It is good to classify double *o* words, but the ability to hear the difference is not vital to spelling double *o* words.

3. Editor Duty: Correct Given Paragraph(s)

(Adverb Openers; Noun Markers)

4. Study Skills/Prewriting:

Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

4 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____

3 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____

3 Sentences

Day Two

5. Grammar/Punctuation:

Conjunctive Adverbs

6. Composition/Creative Writing:

Write a Rough Draft From a Key Word Outline

7. Study Skills/Prewriting/Composition:

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

Day Three

8. Grammar/Sentence Structure:

Parallelism

9. Study Skills/Prewriting/Composition:

Take Notes and Write an Original Closing Paragraph

10. Grammar/Punctuation:

Dashes

11. Composition:

Edit and Revise

Day Four

12. Spelling:

Spelling Test

13. Dictation:

Dictation Quiz

14. Composition:

Final Copy Informative Essay

Extra Practice (Optional)

14C 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 all of the paragraphs, highlight the adverb openers, and add proper punctuation.
3. In the first paragraph, highlight the noun markers.

Teacher Tip: Your student may have chosen to place a colon following *disadvantage*. If so, the word *it* should not begin with a capital letter.

Spiritual defeat in **the** Christian life **does** not happen all at once. **Usually**, it is **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, which **constitute** **a** love of **the** world.

As our love for the **Lord** decreases, so does the savor of our salt and our spiritual power. The consequence is a growing inability to **engage** in victorious spiritual warfare and **an** increasing number of defeats as the enemies of **God's** ways dominate public opinion, schools, courts, and government.

Laodicea, with **its** ideal climate and strategic location, attracted the wealthy as a center for ease and retirement. It had only one disadvantage. **It** 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 **Laodicea**, it was lukewarm. To show **their** disappointment and disgust, the townspeople took a mouthful of the water and spit it on the ground.

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

1. Highlight all of the conjunctive adverbs.
 2. Place the proper punctuation around the conjunctive adverbs.
1. A believer loses his effectiveness when he allows sin into his life; **similarly**, salt loses its savor when mixed with impurities.
 2. A believer that allows himself to be contaminated by the lust of the flesh, the lust of the eyes, and the pride of life, **consequently**, loses his effectiveness for the Lord.
 3. God is slow to wrath and plenteous in mercy; **in fact**, He promises to restore effectiveness when a believer repents.
 4. Someone else is not always raised up to replace a believer who loses his saltiness; **therefore**, Satan tries to destroy the Godly seed.
 5. Believers who are mixed with the impurities of the world have their inward power drained away; **furthermore**, they lose their witness for Christ.
 6. Salt was associated with wisdom in Jesus' day; **thus**, to lack saltiness was to have foolishness.
 7. The Bible says, **nevertheless**, to cast out salt that lacks saltiness.

8. Salt is a potential pollutant; **therefore**, it was spread on dirt roads in Jesus' day—where it would do the least damage.
9. It is important, **similarly**, to keep our saltiness.
10. At the end of the first century, **for instance**, the Holy Spirit gave a warning to churches that He would discipline them if they lost their first love.
11. **Alas**, people wanted to avoid the salt tax of the Roman government; **therefore**, a merchant bought a huge quantity of salt from Cyprus and hid it.
12. **However**, the damp earthen floors drew up moisture and dissolved the salt.

❑ 8d. In the sentences provided, insert commas between each of the items in the series, with the last comma just before the *and* or the *or* (if applicable).

1. Spiritual defeat is the result of subtle, invasive, permeating influences that first rob us of our love for the Lord and His commandments.
2. As our love for the Lord decreases, so does our witness, influence, and power.
3. The consequence is an increasing number of defeats as the enemies of God's ways dominate public opinion, schools, courts, and government.
4. The steps to apostasy are characterized by becoming lukewarm, backslidden, worldly, carnal, and worthless.
5. *Lukewarm* means “moderately warm, tepid, or slack.”
6. Laodicea, with its ideal climate and strategic location, attracted the wealthy as a center for ease, comfort, and retirement.
7. The residents attempted to solve the problem by constructing a long, narrow, stone pipe to hot springs nearby.
8. However, when the water reached Laodicea, it was lukewarm, tepid, and average.
9. Laodicea produced garments of glossy, shiny, black wool.
10. God has special rebukes for lukewarmness, mediocrity, and indifference in believers.
11. *Mediocre*, *indifferent*, and *half-hearted* are synonyms of lukewarm.
12. *Zeal*, *fervor*, and *vigor* are antonyms of lukewarm.
13. The lukewarm Christian has left his first love as did those in the average, ordinary, and mediocre church of Ephesus.
14. The way to overcome lukewarmness and return to our first love is to begin identifying our needs and asking the wonderful, omnipotent, faithful Lord to meet them.
15. *Backslidden* comes from a word meaning “to turn back, to turn away, or to retreat.”
16. A lukewarm, backslidden, compromising Christian gives a testimony of misery to those in the world who are seeking to escape misery themselves.
17. The high, exalted, lofty places of Israel provided the means by which the nation became backslidden after a return to the Lord.
18. The high places were altars that were erected on the hills and used to worship pagan gods of sensuality, lust, and worldliness.
19. Any believer who desires to be average, to remain “in the middle of the road,” or to stay complacent will become lukewarm.

20. As evil becomes more corrupt, those who are “in the middle of the road” move away from God, from His ways, and from truth.
21. *Worldly* means “earthly, temporal, secular, or materialistic.”
22. Purpose to recognize, notice, and avoid the traps of worldliness by setting your affection on things above.
23. The divisions among the Corinthian believers demonstrated carnality, sensuality, and profanity.
24. The three levels of responses to the lusts of the flesh are lustful thoughts, sensual actions, and perversion.
25. Lust is like a deadly, consuming, never-ending plague from which we should flee.

14C Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words which describe *the process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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

EXTENSION

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

FURTHER EXTENSION

When Jesus came to the Temple, He denounced its financially corrupt methods by overturning the tables of the money changers. He declared, “My house shall be called the house of prayer; but ye have made it a den of thieves.” 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.

—*Wisdom Booklet 14*

2. Spelling: Adding Suffixes

BASIC LEVEL

- | | | |
|----------------|-----------------|--------------|
| 1. ministry | 5. motivated | 9. magnified |
| 2. discipline | 6. accomplished | 10. identify |
| 3. spiritual | 7. required | |
| 4. discernment | 8. decision | |

EXTENSION

- | | | |
|----------------|-------------------|-----------------|
| 11. affection | 17. humanistic | 21. carnality |
| 12. bondage | 18. sympathetic | 22. worldliness |
| 13. acceptance | 19. energize | |
| 14. corruption | 20. philosophical | |
| 15. generation | | |
| 16. oppression | | |

FURTHER EXTENSION

Optional

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*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Conjunctive Adverbs; Series of Three or More Items)

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 one.)

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences

Day Three

5. Grammar: Subject Part and Predicate Part of a Sentence

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

Day Four

7. Grammar: Coordinating Conjunctions to Join Two Complete, Related Sentences

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

14C Week 2 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words which describe *the process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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

EXTENSION

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

FURTHER EXTENSION

When Jesus came to the Temple, He denounced its financially corrupt methods by overturning the tables of the money changers. He declared, “My house shall be called the house of prayer; but ye have made it a den of thieves.” 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.

—*Wisdom Booklet 14*

2. Spelling: Adding Suffixes

BASIC LEVEL

- | | | |
|----------------|-----------------|--------------|
| 1. ministry | 5. motivated | 9. magnified |
| 2. discipline | 6. accomplished | 10. identify |
| 3. spiritual | 7. required | |
| 4. discernment | 8. decision | |

EXTENSION

- | | | |
|----------------|-------------------|-----------------|
| 11. affection | 17. humanistic | 21. carnality |
| 12. bondage | 18. sympathetic | 22. worldliness |
| 13. acceptance | 19. energize | |
| 14. corruption | 20. philosophical | |
| 15. generation | | |
| 16. oppression | | |

FURTHER EXTENSION

Optional

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)

(Conjunctive Adverbs; Series of Three or More Items)

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 one.)

Paragraph Two of Body

Topic of Paragraph 2 _____

3 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences

5. Grammar: Subject Part and Predicate Part of a Sentence

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

Day Three

7. Grammar: Coordinating Conjunctions to Join Two Complete, Related Sentences

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

14C 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 conjunctive adverb and add a comma after it, if you have not already done so.
3. In the first paragraph, highlight the series of three or more items, and add commas between them, if you have not already done so.

The Hebrew word for *vision* does not **refer** to human plans or self-initiated goals as the English word may suggest.

Moreover, the word **pictures** a clear direction or instruction from the **Lord** through **Scripture**. Without such a word from the **Lord**, plans and programs can consume huge amounts of **time, money, and energy**, while accomplishing very little to advance the cause of **Christ**.

Because **God** has **given** each **Christian** a spiritual gift, it is the opportunity and responsibility of each believer to receive a “vision” of how he can best serve the **Lord** with that gift. **Within** the Body of **Christ**, one vision is as vital as another, even though the ministry of that vision may not be as visible as that of another.

The vision of a ministry **is** the result of faith and the by-product of personal discipline. Faith is not a “blind leap in the dark.” Moreover, it is a clear spiritual discernment about what **God** **wants** a person to do. **This** faith is made strong by living in the **Word** of **God** and walking in the fear of the **Lord**.

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

BASIC LEVEL: Draw a line between the subject part and the predicate part of each sentence.

EXTENSIONS:

1. Draw a line between the subject part and the predicate part of each sentence.
2. Highlight the main subject of each sentence in one color.
3. Highlight the main verb of each sentence in another color. (The main verb of the sentence may include the verb, its helpers, and its infinitives.)

Teacher Tip: You may consider it correct if your student highlighted the simple subject (*thing*) or the subject with the descriptors (*The most revealing thing*).

Example: A person's **view** of God | **will** accurately **predict** his spiritual future.

Note: It is acceptable to highlight the adverbs within the verb phrases.

1. **Justice** | **shows** the true nature of God.
2. **Justice** | **reveals** the rebellious nature of man.
3. God's **justice** | **demands** full payment for every violation.
4. God's **mercy** | **withholds** from us the just punishment we deserve.
5. **Mercy** | **is given** to those who affirm God's righteous standards.

6. **Equity** | always **follows** justice.
7. **Fairness** | **is based** on man's value system and timetable.
8. **Fairness** | **occurs** when people make human comparisons.
9. **Fairness** | **is examining** each situation from the viewpoint of man rather than the viewpoint of God.
10. **What comes into our minds when we think about God** | **is** the most important thing about us. (**A clause is the subject.**)
11. The **history** of mankind | **shows** that no people has ever risen above its religion.
12. **We** | **tend**, by a law of the soul, **to move** toward our mental image of God.
13. **This** | **is** true not only of the believer but of the company of believers that composes the Church.
14. The most revealing **thing** about the Church | **is** her idea of God.
15. The greatest **word** in any language | **is** its word for God.
16. A clear **conception** of God | **is** basic to Christian living.
17. Our **idea** of God | **may lie** buried under the rubbish of conventional religious notions.
18. The final **burden** of man | **is** his obligation to God.
19. **It** | **includes** a duty to love God with every power of mind and soul, to obey Him perfectly, and to worship Him acceptably.
20. God's **ability** to be fair | **will be shown** in the rewards and punishments that He will be giving after this life is over.
21. **Those** who do not acknowledge that God is good and sovereign | **will conclude** that life is unfair.
22. **It** | **will** not **seem** fair to them that some are rich and others are poor, that some are talented and others are not, or that one person dies in an accident while another person continues to live.
23. When laws are based on justice, God's **values** and **standards** | **are upheld**.
24. When they are based on fairness, humanistic **values** | **are prompted**.
25. Fair **laws** | **are** pointless attempts to make everyone equal and avoid God's larger purposes for allowing different things to happen to different people.

14C Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words which describe *the process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Excessive amounts of salt overpower the taste of other foods and make the tongue less sensitive to sweet, sour, and bitter tastes. An interesting way to learn about the saltiness of the Dead Sea is to make some saltwater that is the same concentration as that found in the Dead Sea.

All that is needed is a fresh egg, a one-quart measuring cup, some water, and some salt. Because the water of the Dead Sea has about the same density as a fresh egg, the egg will float when the water contains the same concentration of salt as the water of the Dead Sea.

EXTENSION

First, fill the measuring cup with about three and one-half cups of water. Secondly, place the egg in the water; it will sink. Next, add salt slowly, one teaspoonful at a time. Be sure to stir the saltwater so that all the salt dissolves. Keep adding salt until the egg bobs to the top.

FURTHER EXTENSION

Now, when the egg floats, the saltwater is the same concentration as the saltwater of the Dead Sea. Finally, taste the water, but do not swallow it. The water you have mixed should taste extremely salty, as salty as the water in the Dead Sea.

—Wisdom Booklet 14

2. Spelling: Silent e With Short / Sound

(Examples: favorite, notice, forgive)

BASIC LEVEL

- | | | |
|-----------------|---------------|---------------|
| 1. cognitive | 4. primitive | 7. hypocrite |
| 2. constructive | 5. cumulative | 8. apprentice |
| 3. inactive | 6. excessive | |

EXTENSION

- | | | |
|-------------------|----------------|---------------|
| 9. precipice | 17. sensitive | 23. worthless |
| 10. avarice | 18. furtive | 24. apostate |
| 11. argumentative | 19. apprentice | |
| 12. imagine | 20. respite | |
| 13. prejudice | 21. possessive | |
| 14. incisive | 22. pejorative | |
| 15. novice | | |
| 16. medicine | | |

TT: Just when students understand that the silent *e* at the end makes the first vowel long, another rule is learned. 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 the *schwa* sound (e.g., *fortunate*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Coordinating Conjunctions; Subject Part and Predicate Part)

4. Study Skills/Prewriting: Outline a Four- to Six- Paragraph Body of an Original Instructional Essay

Paragraph One of Body

Topic of Paragraph 1 _____

6–8 Sentences (FURTHER EXTENSION: 8–10)

Paragraph Two of Body

Topic of Paragraph 2 _____

6–8 Sentences (FURTHER EXTENSION: 8–10)

Paragraph Three of Body

Topic of Paragraph 3 _____

6–8 Sentences (FURTHER EXTENSION: 8–10)

Paragraph Four of Body

Topic of Paragraph 4 _____

6–8 Sentences (FURTHER EXTENSION: 8–10)

EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 _____

6–8 Sentences (FURTHER EXTENSION: 8–10)

FURTHER EXTENSION: Paragraph Six of Body

Topic of Paragraph 6 _____

8–10 Sentences

Day Three

5. Composition/Creative Writing:

Write a Rough Draft of an Original Four- to Six- Paragraph Instructional Essay

6. Grammar/Sentence Structure:

Ly Words as Sentence Openers

Day Four

7. Study Skills/Prewriting/Composition:

Take Notes and Write an Original Opening Paragraph

8. Grammar/Sentence Structure:

Sequencing and Enumerating

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

14C Week 3 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words which describe *the process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Excessive amounts of salt overpower the taste of other foods and make the tongue less sensitive to sweet, sour, and bitter tastes. An interesting way to learn about the saltiness of the Dead Sea is to actually make some saltwater that is the same concentration as that found in the Dead Sea.

All that is needed is a fresh egg, a one-quart measuring cup, some water, and some salt. Because the water of the Dead Sea has about the same density as a fresh egg, the egg will float when the water contains the same concentration of salt as the water of the Dead Sea.

EXTENSION

First, fill the measuring cup with about three and one-half cups of water. Secondly, place the egg in the water; it will sink. Next, add salt slowly, one teaspoonful at a time. Be sure to stir the saltwater so that all the salt dissolves. Keep adding salt until the egg bobs to the top.

FURTHER EXTENSION

Now, when the egg floats, the saltwater is the same concentration as the saltwater of the Dead Sea. Finally, taste the water, but do not swallow it. The water you have mixed should taste extremely salty, as salty as the water in the Dead Sea.

—Wisdom Booklet 14

2. Spelling: Silent *e* with Short /i/Sound (Examples: favorite, notice, forgive)

BASIC LEVEL

- | | | |
|-----------------|---------------|---------------|
| 1. cognitive | 4. primitive | 7. hypocrite |
| 2. constructive | 5. cumulative | 8. apprentice |
| 3. inactive | 6. excessive | |

EXTENSION

- | | |
|-------------------|----------------|
| 9. precipice | 17. sensitive |
| 10. avarice | 18. furtive |
| 11. argumentative | 19. apprentice |
| 12. imagine | 20. respite |
| 13. prejudice | 21. possessive |
| 14. incisive | 22. pejorative |
| 15. novice | |
| 16. medicine | |

FURTHER EXTENSION

- | | |
|---------------|--|
| Optional | |
| 23. worthless | |
| 24. apostate | |

TT: Just when students understand that the silent *e* at the end makes the first vowel long, another rule is learned. 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 the *schwa* sound (e.g., *fortunate*).

3. Editor Duty: Correct Given Paragraph(s) (Coordinating Conjunctions, Subject Part and Predicate Part)

4. Study Skills/Prewriting: Outline a Four- to Six- Paragraph Body of an Original Instructional Essay

Paragraph One of Body

Topic of Paragraph 1 _____

6–8 Sentences (**FURTHER EXTENSION:** 8–10)

Paragraph Two of Body

Topic of Paragraph 2 _____

6–8 Sentences (**FURTHER EXTENSION:** 8–10)

Paragraph Three of Body

Topic of Paragraph 3 _____

6–8 Sentences (**FURTHER EXTENSION:** 8–10)

Paragraph Four of Body

Topic of Paragraph 4 _____

6–8 Sentences (**FURTHER EXTENSION:** 8–10)

EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 _____

6–8 Sentences (**FURTHER EXTENSION:** 8–10)

FURTHER EXTENSION: Paragraph Six of Body

Topic of Paragraph 6 _____

8–10 Sentences

Day Two

5. Composition/Creative Writing:

Write a Rough Draft of an Original Four- to Six- Paragraph Instructional Essay

6. Grammar/Sentence Structure:

Ly Words as Sentence Openers

Day Three

7. Study Skills/Prewriting/Composition:

Take Notes and Write an Original Opening Paragraph

8. Grammar/Sentence Structure:

Sequencing and Enumerating

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

14C 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 last paragraph, highlight the coordinating conjunction, and punctuate the sentence correctly, if you have not already done so.

3. In the first paragraph, draw a line between the subject part and predicate part of each sentence.

The Dead Sea | was once called the “Salt Sea.” Because it contains almost nine times the concentration of salt that is found in the oceans, the Dead Sea | is the saltiest sea on the face of the earth. It | is even saltier than the Great Salt Lake in northwestern Utah. On hot summer days, the Dead Sea | may contain as much as thirty percent salt and only seventy percent water. Normal sea water | contains only three percent salt.

In addition to sodium chloride, the Dead Sea contains other minerals, such as magnesium chloride, potassium chloride, calcium chloride, bromides, and gypsum. Over the years, these minerals have become concentrated in such tremendous amounts that they prevent anything, including fish, insects, and plants, from growing in the Dead Sea.

The individual minerals are worth billions of dollars, yet they destroy all living organisms with which they come in contact. Brine shrimp, which normally thrive in salt water, cannot survive the high concentrations of salt. Even birds avoid the area because they know that there is no food to be found near the shores of the Dead Sea.

❑ 6d. Complete the following steps:

1. In the sentences provided, highlight the various sentence openers.

2. On the line provided, write which kind of opener is being used.

- a. PP (prepositional phrase opener)
- b. Sub (subordinate clause opener)
- c. *Ly* (*ly* word or *ly* clause opener)
- d. Other (any opener that is not a PP, Sub, or *ly* opener)

3. Place commas after the openers as needed.

Note: Remember, when a preposition is followed by a subject and a verb, it is a subordinate clause (also called a dependent clause)—not a prepositional phrase. For example, the italicized part is not a prepositional phrase opener, but a subordinate clause opener: *Before he turned fourteen*, the boy had read the entire Old Testament.

1. Initially, salt is required to help maintain the basic functions of the body. *Ly*

2. Without it, death would occur. PP

3. Similarly, Christians are to carry out God’s purposes in the world. *Ly*

4. If we fail to do so, the results can be death. **Sub**
5. In Corinth, the temple of Aphrodite, the goddess of love, dominated this pagan seaport. **PP**
6. When Christians should have been grieved by the spread of sensuality, they instead became corrupted by it. **Sub**
7. For “unsavory” Christians in Corinth, the consequences were not only the loss of influence among the believers, but also premature death among the believers themselves. **PP**
8. For this cause, many are weak and sickly among you, and many sleep. **PP**
9. Amazingly, blood vessels are designed to bring nourishment to every cell in the body. **Ly**
10. Similarly, Christians are responsible to bring the message of life to every person throughout the world. **Ly**
11. In the blood, salt is the most concentrated mineral. **PP**
12. Without salt, blood vessels would collapse and the body would quickly lose all its water and die. **PP**
13. When a kidney finds that the concentration of salt is too low or too high, it immediately begins to retain sodium or excrete it in the urine. **Sub**
14. When salt is excreted, the body loses large amounts of water with it, creating thirst. **Sub**
15. On average, the kidneys filter the entire blood volume over twenty times each day. **PP**
16. When salty food is eaten, the hypothalamus notes the change in body fluids and sends a sensation of thirst to the brain. **Sub**
17. Since the nervous system is the communication network of the body, it receives messages of need and danger. **Sub**
18. Additionally, it sends out directives to the muscles for immediate response. **Ly**
19. When a nerve cell is at rest, the concentration of sodium is fourteen times greater outside the cell than it is inside the cell. **Sub**
20. On the other hand, potassium is almost thirty times greater inside the cell than it is outside the cell. **PP**
21. When a nerve is stimulated, the first small section of the nerve's cell wall suddenly changes to allow sodium to flow into the cell. **Sub**
22. As the sodium rushes into the cell, it stimulates the next section of the nerve cell wall to allow sodium into the cell. **Sub**
23. When the impulse has passed, the cell walls return to normal and sodium is pumped back out. **Sub**
24. In the body, the condition in which blood is too acidic is called *acidosis*. **PP**
25. When the blood is too alkaline, it is called *alkalosis*. **Sub**

14C Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Words which describe *the process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Martin Luther believed that it was crucial that all German citizens be able to read so that they could study the Scriptures for themselves. In 1524, he wrote a book urging civil authorities to improve the schools. However, he emphasized the importance of keeping the Bible central to any education.

EXTENSION

"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. I advise no one to place his child where the Scriptures do not reign paramount. Every institution in which men are not increasingly occupied with the Word of God must become corrupt."

FURTHER EXTENSION

Clearly, Luther wrote both the Large and Small Catechisms for the purpose of educating the people in the truths of the Scriptures. Along with his German translation of the Bible, they have become some of the richest fruit of German literature.

—*Wisdom Booklet 14*

2. Spelling: *Le* Grabs the Consonant Before It (Examples: able, dribble)

BASIC LEVEL

- | | | |
|-------------|---------------|-------------|
| 1. oracle | 5. accessible | 8. jostle |
| 2. credible | 6. fallible | 9. liable |
| 3. debacle | 7. sensible | 10. affable |
| 4. pinnacle | | |

EXTENSION

- | | | |
|------------------|--------------------|-------------------|
| 11. charitable | 17. culpable | 22. worthlessness |
| 12. accessible | 18. comprehensible | 23. lukewarmness |
| 13. indelible | 19. incorrigible | |
| 14. venerable | 20. inconceivable | |
| 15. inevitable | 21. apprehensible | |
| 16. irresistible | 22. indispensable | |

TT: This is a very helpful spelling tip for students who know how to syllabicate words properly. When syllabinating words that end with an *le*, the final consonant before the *le* goes with that syllable. Thus, words with *le* are syllabicated in this way: *bub/ble, trou/ble, giggle*.

Day Two

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

4. Punctuation: Quotations

Day Three

5. Composition: Edit and Revise

Day Four

6. Punctuation: Punctuating Dates Within Sentences

7. Punctuation: Quotations

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Instructional Essay

Extra Practice (Optional)

14C Week 4 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words which describe *the process of diminishing savor*

lukewarm	worldly	worthless
backslidden	carnal	apostate

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Martin Luther believed that it was crucial that all German citizens be able to read so that they could study the Scriptures for themselves. In 1524, he wrote a book urging civil authorities to improve the schools. However, he emphasized the importance of keeping the Bible central to any education.

EXTENSION

"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. I advise no one to place his child where the Scriptures do not reign paramount. Every institution in which men are not increasingly occupied with the Word of God must become corrupt."

FURTHER EXTENSION

Clearly, Luther wrote both the Large and Small Catechisms for the purpose of educating the people in the truths of the Scriptures. Along with his German translation of the Bible, they have become some of the richest fruit of German literature.

—*Wisdom Booklet 14*

2. Spelling: *Le* Grabs the Consonant Before It (Examples: able, dribble)

BASIC LEVEL

- | | | |
|-------------|---------------|-------------|
| 1. oracle | 5. accessible | 8. jostle |
| 2. credible | 6. fallible | 9. liable |
| 3. debacle | 7. sensible | 10. affable |
| 4. pinnacle | | |

EXTENSION

- | | | |
|------------------|--------------------|-------------------|
| 11. charitable | 17. culpable | 23. worthlessness |
| 12. accessible | 18. comprehensible | 24. lukewarmness |
| 13. indelible | 19. incorrigible | |
| 14. venerable | 20. inconceivable | |
| 15. inevitable | 21. apprehensible | |
| 16. irresistible | 22. indispensable | |

TT: This is a very helpful spelling tip for students who know how to syllabicate words properly. When syllabinating words that end with an *le*, the final consonant before the *le* goes with that syllable. Thus, words with *le* are syllabicated in this way: *bub/ble, trou/ble, gig/gle*.

3. Editor Duty: Correct Given Paragraph(s)

(Proper Nouns)

Day Two

4. Punctuation: Quotations

5. Composition: Edit and Revise

Day Three

6. Punctuation: Punctuating Dates Within Sentences

7. Punctuation: Quotations

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Instructional Essay

Extra Practice (Optional)

14C Week 4 Answer Keys

2b. Complete the following steps:

1. On the lines provided, write the words that follow this pattern.
2. Syllabicate them as was done in the examples provided.

BASIC LEVEL

- | | | |
|---------------|------------------|---------------|
| 1. or/a/cle | 5. ac/ces/si/ble | 8. jos/tle |
| 2. cred/i/ble | 6. fal/li/ble | 9. li/a/ble |
| 3. de/ba/cle | 7. sen/si/ble | 10. af/fa/ble |
| 4. pin/na/cle | | |

EXTENSION

- | | | |
|-------------------|-------------------|---------------------|
| 11. char/it/a/ble | 13. in/del/i/ble | 15. in/ev/i/ta/ble |
| 12. ac/ces/si/ble | 14. vern/er/a/ble | 16. ir/re/sist/ible |

FURTHER EXTENSION

- | | | |
|------------------------|-----------------------|-----------------------|
| 17. cul/pa/ble | 19. in/cor/ri/gi/ble | 21. ap/pre/hens/a/ble |
| 18. com/pre/hen/si/ble | 20. in/con/ceiv/a/ble | 22. in/dis/pens/able |

Optional Words

- | | |
|---------------------|--------------------|
| 23. worth/less/ness | 24. luke/warm/ness |
|---------------------|--------------------|

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 all of the paragraphs, highlight the proper nouns.
3. In one of the paragraphs that you corrected, insert three descriptive adverbs.

Teacher Tip: Your student's answers may vary for step three of the Editor Duty.

As **Germany** entered the next **two** centuries, the overwhelming tide of humanism began **its** ground swell. By the end of those **two** centuries, the **course** of world history was **set** into humanistic concrete. **The** state **Lutheran** church was hardly recognizable from the spirit of the age. **Her** pastors received **their** training in the universities and brought humanism into the pulpits and to the people.

The eighteenth century ushered in the “**Age of Reason**.” Man was to be guided by nothing more than his own intellect. Anything not comprehensible, such as the supernatural, was to be scorned. Atheism and agnosticism flourished in the **universities**.

French rationalism began to affect **German** music, **literature**, and philosophy. The writings of **Voltaire** poured out **an** intense hatred of **Christianity**. He declared that in his day he would see the extinction of **Christianity**. His godless ideas as well as those of the influential **Immanuel Kant**, were propagated in **Germany**.

□ 4d. In the sentences provided, complete the following steps:

1. Highlight the quotation marks (double and single).
2. On the lines provided, write the quotation rule number from the following list that is being applied. (Note: Some sentences may use more than one rule.)
 1. Quotation marks are used to show special words.
 2. Quotation marks are used to show that someone is speaking.
 3. Commas always go inside the quotation marks.
 4. Periods always go inside the quotation marks.
 5. Question marks go inside the quotation marks only when the question mark is part of the quotation.
 6. Exclamation marks go inside the quotation marks only when the exclamation mark is part of the quotation.
 7. When a speech tag follows a statement, a comma follows the quotation inside the quotation mark, and a period goes at the end of the speech tag.
 8. When a speech tag comes at the beginning of sentence, a comma should follow it.
 9. When a quoted word or words is within a quotation, use single quotation marks.

Example: We sang “When We See Christ,” and we completed our Theme Song Worksheet.

Rule 1, 3

1. Faith is not a “blind leap in the dark.” **(1, 4)**
2. Hebrews records, “By faith Noah, being warned of God of things not seen as yet, moved with fear, prepared an ark to the saving of his house.” **(4, 8)**
3. “By faith Moses chose the spiritual vision that God gave him, rather than the temporal opportunities of Egypt,” read the book. **(3, 7)**
4. Martin Luther wrote to a friend, “You may expect every thing from me except fear or recantation.” **(4, 8)**
5. “I shall not flee. May the Lord Jesus strengthen me,” continued Martin Luther. **(3, 7)**
6. Thousands poured into the streets to catch a glimpse of the “notorious heretic.” **(1, 4)**
7. “Here I stand. I cannot do otherwise. God help me!” said the dedicated monk. **(7, 6)**
8. After studying Romans and Galatians, Martin Luther recorded, “Night and day I pondered until I saw the connection between the justice of God and the statement that ‘the just shall live by faith.’ Then I grasped that the justice of God is that righteousness by which through grace and sheer mercy God justifies us through faith.” **(4, 8, 9)**
9. Johann Tetzel sold indulgences by proclaiming, “As soon as the penny sounds in the box a soul from purgatory flies.” **(4, 8)**
10. Dad read, “The Reformation reestablished the authority of Scripture in society, and the invention of the printing press made the Scriptures available to the common man.” **(4, 8)**
11. Mom interjected, “Luther and the Reformers believed the Scriptural teaching regarding the depravity of the human heart.” **(4, 8)**
12. Martin Luther, who aimed at making the Bible understood by the common people, stated, “Cursed be the preachers who in church aim at high or hard things.” **(8, 4)**
13. Martin Luther retorted with three rules for preaching: “Start fresh; speak out; stop short.” **(4, 8)**

16. Concerning Martin Luther, a fellow worker wrote, “No day passes that he does not give three hours to prayer, and those fittest for study. Once I happened to hear him praying. How great a spirit, how great a faith, was in his very words!” **(6, 8)**
17. One composer in Luther’s day said, “In his hymns you find not an idle or useless word. The rhymes are easy and good, the words choice and proper, the meaning clear and intelligible, the melodies lovely and hearty.” **(4, 8)**
18. “Next to God’s Word there is no more precious treasure than holy matrimony. God’s highest gift on earth is a God-fearing . . . wife,” wrote Luther. **(3, 7)**
19. “The intellectual emphasis of Philip Melanchthon became the ‘seed of disintegration’ of the German Reformation,” read Father. **(1, 3, 7, 9)**

□ 7c. In the sentences provided, correct the punctuation, and add quotation marks as needed.

Note: Some sentences already contain quotation marks and only need other punctuation marks inserted or corrected.

1. On the day that the Dead Sea region “died,” an event took place which we as Believers are to remember.
2. “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,” said Father.
3. The teacher explained, “The area of the Dead Sea was originally well-watered and once bore fruit like a garden.”
4. “During the destruction of Sodom and Gomorrah, the area became desolate and barren,” said Mother.
5. “Down onto Sodom and Gomorrah, fire and brimstone rained,” the boy replied.
6. Father continued, “In the raining of fire and brimstone, one can see a violent volcanic eruption.”
7. The teacher stated, “At the place where Sodom and Gomorrah were destroyed, a volcanic fault occurred and covered the cities with water.”
8. “From all of this, we get the Dead Sea?” asked my little brother.
9. The teacher replied, “At one time, the Dead Sea was called the ‘Salt Sea.’”
10. In this “Salt Sea,” the water contained almost nine times the concentration of salt that is found in the oceans.
11. “On the face of this earth, the Dead Sea is the saltiest sea,” explained the scientist.
12. Mother began, “On hot summer days, the Dead Sea may contain as much as thirty percent salt and only seventy percent water.”
13. “In normal sea water, there is only three percent salt!” exclaimed the boy.
14. Father began, “In addition to salt, the Dead Sea contains other minerals such as magnesium chloride, potassium chloride, calcium chloride, bromides, and gypsum.”
15. “Over the years these minerals have become concentrated in such tremendous amounts that they prevent anything from growing in the Dead Sea,” replied Mother.

15C 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

The attitude which we must have toward sin and the sinner was beautifully patterned by Christ. He hated sin, but He loved the sinner. He spoke out against evil, but He provided a remedy for those caught in it.

When the woman taken in adultery was brought to Him by the Pharisees, Jesus knelt down and wrote in the dust. Whatever He wrote convicted the Pharisees, along with His words: "He that is without sin, cast the first stone." From the oldest to the youngest, the Pharisees filed out.

EXTENSION

Then Jesus, turning to the woman, said, "Where are those thine accusers?" The Law required at least two or three witnesses to convict a person. A quorum was not present; therefore, Jesus said, ". . . Neither do I condemn thee; go, and sin no more."

FURTHER EXTENSION

Thus, the very law that gave harsh judgments for sin provided deliverance for the woman taken in adultery. God balances His Law with mercy toward those who repent.

—*Wisdom Booklet 15*

2. Spelling: Double Consonant in the Middle of a Word = First Syllable Short (Example: hap/py, flim/sy)

BASIC LEVEL

- | | | |
|------------------|----------------|------------------|
| 1. insular | 5. compassion | 9. international |
| 2. assertive | 6. brilliance | 10. conceptual |
| 3. effectiveness | 7. continual | |
| 4. galactic | 8. coincidence | |

EXTENSION

- | | | |
|------------------|------------------|----------------|
| 11. pendulum | 19. comradeship | 22. illuminate |
| 12. interference | 20. chauvinistic | 23. pattern |
| 13. analgesics | 21. belligerent | 24. guide |
| 14. disastrous | | |
| 15. testimony | | |
| 16. aggravate | | |
| 17. surround | | |
| 18. fascinate | | |

TT: A syllable is made by a vowel sound. It may or may not contain a consonant (e.g., *I, a*). When syllabinating words, ensure each syllable contains a vowel sound. This sound may be made with 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 words with double consonants in the middle, one consonant goes with the first syllable and the second consonant goes with the second syllable (e.g., *hap/py*).

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

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____
2 Sentences

Day Three

5. Grammar/Sentence Structure: Subordinate Clauses Openers

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

Day Four

7. Grammar: Helping Verbs and Verb Phrases

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

15C 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

The attitude which we must have toward sin and the sinner was beautifully patterned by Christ. He hated sin, but He loved the sinner. He spoke out against evil, but He provided a remedy for those caught in it.

When the woman taken in adultery was brought to Him by the Pharisees, Jesus knelt down and wrote in the dust. Whatever He wrote convicted the Pharisees, along with His words: "He that is without sin, cast the first stone." From the oldest to the youngest, the Pharisees filed out.

EXTENSION

Then Jesus, turning to the woman, said, "Where are those thine accusers?" The Law required at least two or three witnesses to convict a person. A quorum was not present; therefore, Jesus said, "... Neither do I condemn thee; go, and sin no more."

FURTHER EXTENSION

Thus, the very law that gave harsh judgments for sin provided deliverance for the woman taken in adultery. God balances His Law with mercy toward those who repent.

—Wisdom Booklet 15

2. Spelling: Double Consonant in the Middle of a Word = First Syllable Short (Example: hap/py, flim/sy)

BASIC LEVEL

- | | | |
|------------------|----------------|------------------|
| 1. insular | 5. compassion | 9. international |
| 2. assertive | 6. brilliance | 10. conceptual |
| 3. effectiveness | 7. continual | |
| 4. galactic | 8. coincidence | |

EXTENSION

- | | | |
|------------------|------------------|----------------|
| 11. pendulum | 19. comradeship | 22. illuminate |
| 12. interference | 20. chauvinistic | 23. pattern |
| 13. analgesics | 21. belligerent | 24. guide |
| 14. disastrous | | |
| 15. testimony | | |
| 16. aggravate | | |
| 17. surround | | |
| 18. fascinate | | |

TT: A syllable is made by a vowel sound. It may or may not contain a consonant (e.g., *I, a*). When syllabinating words, ensure each syllable contains a vowel sound. This sound may be made with 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 words with double consonants in the middle, one consonant goes with the first syllable and the second consonant goes with the second syllable (e.g., *hap/py*).

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

Paragraph Two of Body

Topic of Paragraph 2 _____
3 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

Paragraph Four of Body

Topic of Paragraph 4 _____
2 Sentences

5. Grammar/Sentence Structure: Subordinate Clauses Openers

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

Day Three

7. Grammar: Helping Verbs and Verb Phrases

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

15C 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 paragraph, highlight and correct the homophone errors.

3. In the first paragraph, highlight the misspelled words with another color, and correct the spelling errors.

Just as ships on a dark and troubled sea set their courses by the bright signals of a lighthouse, so the people of the world receive warning and direction from radiant Christians. The lighthouse has a continual responsibility, regardless of whether or not its message is heeded by the sailors. (receive, radiant, continual, responsibility, sailors)

Lights on a hill are seen from farther distances than the same light on a lower level. They communicate a message of life, provision, and protection. They are observable from many directions; they are not obscured by surface obstructions.

The Greek definition of light is the brilliance, brightness, or radiance of something, especially of the sun, a fire, or a lamp. God is light. He is the brilliance of all that is properly related to Him: His Son, His Word, and believers. Light is so vital that it is the first thing God created after the heaven and the earth.

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

1. Highlight the subordinate clause openers.
2. With another color, underline the subordinator at the beginning of each sentence.
3. Insert commas where needed.

Note: Some sentences have a subordinator at the beginning but not an entire subordinate clause.

1. When a light is brighter, the illumination will be greater.
2. Since the light of the lamp is fragile, it can blown out by a sudden gust of wind or extinguished by those around it.
3. When the father gives a Biblically-based command, it is the responsibility of the mother to support him in this.
4. As God's Law is an expression of His love, the law of the mother confirms her love for her husband and her children.
5. Whenever the Lord's Law or commandments have been violated, the reproofs of instruction are the consequences that come from the Lord.
6. If a mother prescribes laws which contradict God's Law, she will face the reproofs of God's instruction.

7. **If the telephone rings and the mother instructs the child to answer it and say that she is not home**, this deception would violate Scripture.
8. **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.
9. **If the mother begins giving the commands**, the children will tend to become resentful and react to her as a “domineering” mother.
10. **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.
11. **When a command violates God's Word**, it should never be carried out by a wife or children.
12. **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.
13. **After initial attitudes are evaluated**, the basic intention of the command should be determined.
14. **If the objective of the command is right but the way of achieving it is wrong**, then a creative alternative should be suggested.
15. **As the father welcomes and respects his wife's counsel**, he affirms both her and God's work through her.
16. **Since the marriage is strengthened through this**, true spiritual light is given to the children.
17. **When God designed His structure of authority**, He actually gave the potential of greater power to those who are under authority than to those who are in authority.
18. **Because those under authority have the power of influence**, they can be tremendously helpful in guiding those in authority.
19. **Since many husbands have acknowledged that their motivation for spiritual pursuits can be quickly destroyed by negative attitudes or lack of enthusiasm from their wives**, the wife's role is very important.
20. **When a husband gives a command to his family, and the wife fails to work out the proper procedures to carry it out**, many consequences may occur.
21. **When the wife does not fulfill her function in the family**, she will feel inadequate and inferior.
22. **Though the father and mother have different responsibilities in family training**, there is a constant need for them to communicate with each other in order to gain proper perspective.
23. **When the laws are misunderstood**, further instruction should be given.
24. **When laws are purposely disobeyed**, Scriptural correction should be administered.
25. **Whether instruction is needed or correction is required**, the father must confirm the position of the mother as lawgiver and be ready to support her in whatever way is necessary as she enforces his commands.

7c. In the sentences provided, highlight the action verbs in one color and any Be, a Helper, Link verbs (alone or before a base verb) in another color.

Note: Do not highlight adverbs in the middle of the verb phrase since you are highlighting only the various types of verbs—not complete verb phrases.

Note: Remember, a sentence may have multiple verbs in it throughout the various phrases and clauses of a sentence. Highlight all of them.

Note: Highlight each infinitive according to the verb that it contains. (Highlight *to be* as a BHL verb and *to run* as an action verb.)

Example: Our lives **are** **to be** what others **should** **pattern**.

1. Light **is** the brilliance, brightness, or radiance of something.
2. Light **can be** the radiance of the sun, a fire, or a lamp.
3. One of the functions of light **is to produce** growth.
4. Light **is** also there **to dispel** darkness.
5. Light **will provide** warmth and **reveal** colors.
6. Light **can** also **retard** disease.
7. Believers **are to be** the light of the world.
8. Without them, there **would be** no light in this present world.
9. Believers **are to be** visible in the world.
10. God often **puts** people like Joseph and Daniel in positions of influence.
11. They **turned** the course of history and **brought** glory to God.
12. We **must illuminate** the Gospel so that others **can understand** it clearly.
13. The truthful words of Scripture **need to be uplifted** by Believers.
14. We **are to reflect** God's truth as a mirror **reflects** light.
15. Our lives as Believers **must mirror** the glory of the Lord Who **lives** within us.
16. The law of God **is** a mirror **to show** us the perfection of Christ's holiness.
17. The image of a mirror **must be** precise.
18. Precise words **reveal** the truth with clarity.
19. The precision with which we **imitate** Christ **determines** the effect of our lives.
20. God **made** us in His image so that we **can reflect** the glory of the Lord.
21. **To activate** means "**to set** in motion."
22. The Believers **is to activate** leaders.
23. When Believers **fail to take** action against evil, they **allow** it **to spread**.
24. The most persuasive Believer **is** one of whom the Holy Spirit **has** full control.
25. Light **gives** direction, and those who **are looking** for Christ **will be** drawn to His light.
26. The phrase "light of a Believers" **refers** to the effectiveness of his witness.
27. This **can be diminished** by carnal living and even **turned** to darkness.

28. The corporate light of a church **can** also **go** out.
29. Lights on a hill **are seen** from farther distances than the same light on a lower level.
30. Just as ships on a dark and troubled sea **set** their courses by the bright signals of a lighthouse, so the people of the world **receive** warning and direction from radiant Believers.
31. The lighthouse **has** a continual responsibility, regardless of whether or not its message **is heeded** by the sailors.
32. It **communicates** a message of life, provision, and protection.
33. It **can be seen** from many directions and **is** not **obscured** by surface obstructions.
34. Before Christ came, Satan's program **was to stop** Christ from **being born**.
35. He **worked** through rulers and nations **to attempt to destroy** the Godly seed.
36. Unless we **can understand** this perspective, the study of history **will become** a meaningless conglomeration of names, places, and dates.
37. The final event of history **will be** the brilliant return of Christ.
38. Radiant Believers **appear to be** larger in number and brighter in witness when they **shine** for the Lord in a spiritually dark world.
39. Since the character of Scripture **is** consistent with the character of God, we **can expect to find** the following relationships between light and the laws that God **wrote**.
40. Light **illuminates** whatever **is** around it; it **reveals** hidden things and **shows** the way to those who otherwise **would be** in darkness.

15C 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

EXTENSIONS

Like a city set on a hill, the Waldensians were true to the teaching and practices of the New Testament. They were a beacon of truth during an age dominated by superstition and spiritual darkness. The persecution of Waldensians in 1655 took almost two thousand lives. A callous Europe was incensed, and in England, Oliver Cromwell voiced great concern. John Milton, astounded by the oppression, penned one of his famous sonnets: "On the Late Massacre in Piedmont."

ALL

Avenge, O Lord, thy slaughter'd saints, whose bones
Lie scatter'd on the Alpine mountains cold,
Ev'n them who kept thy truth so pure of old,
When all our fathers worshipp'd stocks and stones;
Forget not: in thy book record their groans,
Who were thy sheep and in their ancient fold
Slain by the bloody Piedmontese, that roll'd
Mother with infant down the rocks. Their moans
The vales redoubld' to the hills, and they
To Heav'n. Their martyr'd blood and ashes sow
O'er all th' Italian fields, where still doth sway
The triple tyrant; that from these may grow
A hundred-fold, who having learnt thy way
Early may fly the Babylonian woe.

—Wisdom Booklet 15

2. Spelling: / = y Sound in the Middle of Words (Example: senior)

BASIC LEVEL

- | | | |
|------------|--------------|--------------|
| 1. senior | 4. trillion | 7. Spaniard |
| 2. Italian | 5. Australia | 8. battalion |
| 3. billion | 6. billiards | |

EXTENSION

9. billionaire
10. millionaire
11. seniority
12. convenient
13. familiar
14. genius
15. lenient
16. miniature
17. opinion
18. pavilion
19. peculiar

FURTHER EXTENSION

20. salient
21. pneumonia
22. mirror
23. activate
24. warm

Optional

TT: This spelling tip is also found in longer words such as *seniority*.

3. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clause Openers; Verb Phrases)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences

(You may use up to eight words for sentence five in order to include the title of the poem in your notes.)

5. Grammar: Direct Objects

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

Day Three

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

8. Grammar: Indirect Objects

Day Four

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

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

15C 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

EXTENSIONS

Like a city set on a hill, the Waldensians were true to the teaching and practices of the New Testament. They were a beacon of truth during an age dominated by superstition and spiritual darkness. The persecution of Waldensians in 1655 took almost two thousand lives. A callous Europe was incensed, and in England, Oliver Cromwell voiced great concern. John Milton, astounded by the oppression, penned one of his famous sonnets: "On the Late Massacre in Piedmont."

ALL

Avenge, O Lord, thy slaughter'd saints, whose bones
Lie scatter'd on the Alpine mountains cold,
Ev'n them who kept thy truth so pure of old,
When all our fathers worshipp'd stocks and stones;
Forget not: in thy book record their groans,
Who were thy sheep and in their ancient fold
Slain by the bloody Piedmontese, that roll'd
Mother with infant down the rocks. Their moans
The vales redoubl'd to the hills, and they
To Heav'n. Their martyr'd blood and ashes sow
O'er all th' Italian fields, where still doth sway
The triple tyrant; that from these may grow
A hundred-fold, who having learnt thy way
Early may fly the Babylonian woe.

—*Wisdom Booklet 15*

2. Spelling: / = y Sound in the Middle of Words (Example: senior)

BASIC LEVEL

- | | | |
|------------|--------------|--------------|
| 1. senior | 4. trillion | 7. Spaniard |
| 2. Italian | 5. Australia | 8. battalion |
| 3. billion | 6. billiards | |

EXTENSION

- | | | |
|-----------------|---------------|--------------|
| 9. billionaire | 20. salient | 22. mirror |
| 10. millionaire | 21. pneumonia | 23. activate |
| 11. seniority | | 24. warm |
| 12. convenient | | |
| 13. familiar | | |
| 14. genius | | |
| 15. lenient | | |
| 16. miniature | | |
| 17. opinion | | |
| 18. pavilion | | |
| 19. peculiar | | |

TT: This spelling tip is also found in longer words such as *seniority*.

3. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clause Openers; Verb Phrases)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences

(You may use up to eight words for sentence five in order to include the title of the poem in your notes.)

5. Grammar: Direct Objects

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

Day Three

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

8. Grammar: Indirect Objects

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

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

15C 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. Find and highlight the one subordinate clause opener in the paragraphs.
3. In the second paragraph, highlight the five verb phrases. (You may highlight the adverbs in the middle of these verbs phrases.)

Through gloomy gateways, weary travelers entered the narrow streets of the city of Lyon. Richly 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 French city had been the center of the European 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 were producing the city's main source of wealth.

Normally, 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 in to show their wares. One of the men asked if they would like to buy anything. When the family said they did not, the man told them about something better that he could offer them!

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

1. Isolate all the prepositional phrases with parentheses.
2. Highlight all verbs. (Highlight every kind of verb: action, linking, helping, infinitive.)
Remember: *to* + verb is an infinitive—not a prepositional phrase. For example: *to run, to jump, to write, etc.*
3. With another color, highlight the direct objects.

Note: Some sentences may have more than one direct object and some may not have any.

Teacher Tip: It is acceptable to consider one word the DO (streets) or the article and describer with the one word to be the DO (the narrow streets).

1. Weary travelers entered the narrow streets (of the city [of Lyon]).
2. Rich ornamented carvings decorated the dignified row houses.
3. Their overhanging roofs almost touched as the projecting peak cast deep shadows (on the cobblestones below).
4. Lyon had long developed fame (for its trade and commerce).

5. Trees **had been planted** (outside the old, gray walls) where silkworm cocoons **produced** the city's **main source** (of wealth).
6. One evening, a wealthy merchant family **was preparing** **supper** when they **heard** **a knock** (on the door).
7. A cheerful greeting **was enjoyed** as they **opened it to find** two poorly dressed but sincere **young men** who **desired to sell** **assorted pieces** (of jewelry).
8. Normally the head (of the household) **would have** quickly **turned** the **young men** away due (to the lateness [of the hour]). (*Away is an adverb here.*)
9. Yet this time, he **invited** **them** in **to show** their **wares**. (*In is an adverb here.*)
10. "Madame, **will** you **look** (at handkerchiefs or pieces [of needlework {for veils}])? They **are** (of good price)."
11. "Yes, I **can present** **commodities** far more valuable than these, and I **will give** **them** if you **will keep** **a secret**."
12. (To their surprise), the young man quickly **lifted** **a small book** (from a concealed compartment).
13. (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]).
14. These **were** the disciples (of Peter Waldo), **called** the **Waldensians**. (*Disciples follows a BHL verb, not an action verb, so it cannot be a DO.*)
15. Since they **desired** **to be** "poor (in spirit)" and **to take** **no thoughts** (for the comforts and pleasures [of life]), they **were called** "the Poor Men (of Lyon)."
16. (During the Dark Ages), popes **went** forth as conquering princes **extending** **their control** (by the sword).
17. Wave (after wave) (of inquisition) **kept** **the people** (under control).
18. The darkness (of religious frenzy) **swept** **the people** (into the Crusades) **to rid** **Palestine** (of Moslem influence) and "liberate" **the holy city**.
19. (At the end [of this time]), the Turkish forces **were entrenched** in **the Holy Land**.
20. The Church (of Notre Dame de Fourvieres) **located** (in Lyon, France), **gives** **testimony** (to the strength [of Roman Catholicism {in this city}]) where Peter Waldo once **was** a merchant. (**Do not forget, DO's only follow action verbs.**)

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

1. Isolate all of the prepositional phrases with parentheses.
2. Highlight all verbs.
3. With another color, highlight and label each:
 - a. Direct object (DO).
 - b. Indirect object (IO).
 - c. Predicate nominative (PN).

Note: There may be multiple verbs within each sentence.

Note: Remember, DO's follow action verbs; PN's follow Be, a Helper, Link verbs. You can not have an IO without a DO!

Teacher Tip: It is acceptable to consider only one word to be the object (e.g., *salvation*) or to consider a whole phrase to be the object—the noun with descriptors, pronouns, articles, etc. (e.g., *salvation*, or *Peter Waldo's salvation*).

DO

1. Two important decisions **accompanied** **Peter Waldo's salvation**.

DO

2. First, he **gave** **his material possessions** **to minister** (among the poor) (of France).

PN

3. Vows (of poverty) **were** **commonplace** (during medieval times).

DO

4. Monks and hermits **turned** **their backs** (on the wealth) (of the world) (in an

DO

- attempt) **to gain** **spiritual merit**.

DO

5. Peter Waldo's vow **did** not **lead** **him** (to a life) (of contemplation) (behind the cloistered walls) (of a monastery).

DO

6. As he **distributed** **the last** (of his worldly goods), a crowd (of scoffers) **mocked**

DO

- his "foolish" decision**.

DO

7. Peter Waldo **held** **meetings** (with the poor) (in their cottages) and **visited**

DO

- the sick and dying**.

8. He **gathered** (into the quiet fields) (of the French countryside)

DO

DO

- those who would listen**, **to teach** **them** and **to pray** (with them).

9. (With the help) (of several scholars) and (at his own expense), he **translated**

DO

- the New Testament** (into the vernacular).

DO

10. God **surrounded** **Peter Waldo** (with many disciples) who **were** eager **to share**

DO

the light they **had received**.

11. They **were required** **to commit** (to memory) and **be** able **to recite** accurately

DO

whole Gospels and Epistles.

DO

12. They **found** **access** not only (to the broken-down cottages) (of the poor), but also (to the stately castles) (of the French nobility).

DO

13. (From under their packs or cloaks), they **would reveal** **a New Testament or a Bible.**

DO

14. They **spoke** (of Christ) as the “Light (of the World)” and **urged** **the family** **to make**

DO

DO

a place (in their home) (for the Holy Book) and **a place** (in their hearts) (for its Divine Author).

IO

DO

15. The Waldensians **taught** **the people** **the absolute authority and inspiration** (of the Bible).

DO

DO

16. (In 1208), a full-scale crusade against the Waldensians **was launched** (by Pope Innocent III).

17. Although they **were expelled** (from Lyon) and **hunted** down (by the ecclesiastical and political armies) (of France), the Waldensians **continued** **to teach** and **preach**.

DO

18. Waldensian representatives **sought** **the pope's permission** **to preach** and

DO

his approval (of their evangelistic ministries).

IO **DO**

19. They also **presented** **the pope** **a copy** (of their Bible).

20. The Waldensians **were** officially **forbidden** **to preach** and **were excommunicated** (by the pope).

15C 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

Light spreads out in all directions without slowing down or changing its course. Faithfully, it continues until it is reflected, refracted, or absorbed by an object that blocks its path. The farther light reaches out, the greater the 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.

EXTENSION

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

FURTHER EXTENSION

The area illuminated by a light source is proportional to the square of the distance the light travels. As the distance from the source increases, the area that is illuminated also increases.

—Wisdom Booklet 15

Day Two

2. Spelling: Silent *e* With Short *i* Sound or *Schwa* Sound (Examples: relative, fortunate, novice)

BASIC LEVEL

- | | | |
|------------------|----------------|--------------|
| 1. perceptive | 5. perspective | 9. accurate |
| 2. attractive | 6. fortunate | 10. advocate |
| 3. effective | 7. delicate | |
| 4. compassionate | 8. adjective | |

EXTENSION

- | | | |
|-------------------|-------------------|----------------|
| 11. operative | 17. commemorative | 22. truthful |
| 12. nutritive | 18. quantitative | 23. dependable |
| 13. authoritative | 19. vestige | 24. perceptive |
| 14. illuminative | 20. volatile | |
| 15. instigative | 21. inveterate | |
| 16. reclusive | | |

FURTHER EXTENSION

Optional

TT: Just when students understand that the silent *e* at the end makes the first vowel long, another rule is learned. 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*).

3. Editor Duty: Correct Given Paragraph(s)

(*Direct Objects; Indirect Objects; Predicate Nominatives*)

Day Three

4. Study Skills/Prewriting: Outline an Original Letter of Appeal

5. Grammar: Strong Verbs

Day Four

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

7. Grammar: Adjectives and Predicate Adjectives

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

Extra Practice (Optional)

15C 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

Light spreads out in all directions without slowing down or changing its course. Faithfully, it continues until it is reflected, refracted, or absorbed by an object that blocks its path. The farther light reaches out, the greater the 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.

EXTENSION

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

FURTHER EXTENSION

The area illuminated by a light source is proportional to the square of the distance the light travels. As the distance from the source increases, the area that is illuminated also increases.

—Wisdom Booklet 15

2. Spelling: Silent /e/ With Short /i/Sound or Schwa Sound (Examples: relative, fortunate, novice)

BASIC LEVEL

- | | | |
|------------------|----------------|--------------|
| 1. perceptive | 5. perspective | 9. accurate |
| 2. attractive | 6. fortunate | 10. advocate |
| 3. effective | 7. delicate | |
| 4. compassionate | 8. adjective | |

EXTENSION

- | | | |
|-------------------|-------------------|----------------|
| 11. operative | 17. commemorative | 22. truthful |
| 12. nutritive | 18. quantitative | 23. dependable |
| 13. authoritative | 19. vestige | 24. perceptive |
| 14. illuminative | 20. volatile | |
| 15. instigative | 21. inveterate | |
| 16. reclusive | | |

FURTHER EXTENSION

- | | | |
|-------------------|-------------------|----------------|
| 11. operative | 17. commemorative | 22. truthful |
| 12. nutritive | 18. quantitative | 23. dependable |
| 13. authoritative | 19. vestige | 24. perceptive |
| 14. illuminative | 20. volatile | |
| 15. instigative | 21. inveterate | |
| 16. reclusive | | |

Optional

- | |
|----------------|
| 22. truthful |
| 23. dependable |
| 24. perceptive |

3. Editor Duty: Correct Given Paragraph(s)

(**Direct Objects; Indirect Objects; Predicate Nominatives**)

Day Two

4. Study Skills/Prewriting: Outline an Original Letter of Appeal

5. Grammar: Strong Verbs

Day Three

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

7. Grammar: Adjectives and Predicate Adjectives

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

Extra Practice (Optional)

15C 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. Throughout the paragraphs, highlight and label the DO's, IO's, and PN's.

In 1850, a French physicist named **Jean Bernard Leon Foucault** used **a rotating mirror** to measure **the speed**
DO

DO of light. Foucault used **sunlight** that entered through a narrow slit. **T**he light was reflected off the rotating mirror onto
a stationary concave mirror, back to the rotating mirror, and **then** back to a screen. Foucault noticed **this** : as
the mirror **began** to spin, the image on the screen moved. (Note: Commas may be placed around **named Jean**
Bernard Leon Foucault.)

PN

The second image was **a result** of the slight movement of the rotating mirror during the time that was required
for the light to travel back and forth from the concave mirror. Foucault's results **were** extremely close to the value that

DO

Albert Michelson, an **American scientist**, arrived at in 1926, using **the same technique**. **T**oday the best estimate of the

PN

speed of light is **186,282 miles per second**.

DO

As light **enters** a **substance**, it is sometimes slowed down. If light is slowed to a complete stop, it is said to be
absorbed by the substance. Light that is absorbed can no longer overcome the **darkness** around it. Believers must

IO DO

give the **world light** that is not diminished or hindered.

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

1. Highlight all of the verbs, including the helpers (not just the main verb of each sentence).
2. Above each verb, write which type it is. (If it is an infinitive, just write INF—regardless of whether it is an action verb being used as an infinitive or a Be, a Helper, Link verb being used as an infinitive.)
 - a. ACT = action verb
 - b. BHL = Be, a Helper, Link verb
 - c. INF = infinitive

Note: There may be multiple verbs in each sentence.

BHL ACT INF

ACT

Example: Light **is said** **to spread** out in all directions without **slowing** down or
ACT
changing its course.

BHL

1. Light **is** unlike any other known substance.

ACT

2. Just as sound waves **travel** from the source of the sound to the ears of the listener, so

ACT

light waves **travel** from the light source to the eyes of an observer.

ACT **INF**

3. The consistency of the speed of light **allows** it **to be used** as a measuring instrument in the universe.

BHL**BHL** **BHL**

4. Distances outside of our solar system **are** so great they **cannot be** conveniently calculated in terms of miles or kilometers.

BHL **ACT**

ACT

5. Instead, these distances **are calculated** in light years, the distance light **travels** in a year.

BHL **ACT**

6. A light year **is** usually **rounded** off to about six trillion miles.

BHL**ACT**

7. There **is** strong evidence that nothing ever **travels** faster than the speed of light in a vacuum.

BHL **INF**

8. The speed of light **appears to be** the ultimate speed possible.

BHL

9. All forms of radio waves, x-rays, and gamma rays **are** merely differing wave lengths of light.

ACT**ACT**

10. All **travel** at close to this speed, but none **travel** faster.

BHL **ACT**

11. Magnetic fields and electrical currents **can** also **approach** the speed of light, but

BHL **ACT**

they **cannot exceed** it.

ACT

12. When light **enters** a transparent substance such as water, glass, or a diamond, it

ACT

slows down.

ACT

13. In water, light **travels** at only 139,000 miles per second.

ACT

14. Light **travels** even more slowly in glass.

BHL**ACT**

15. The speed of light **was** first **estimated** by a Danish astronomer, Ole Rømer, in 1676.

ACT**ACT**

16. Rømer **observed** that the eclipses of Jupiter's moons **changed** predictably,

BHL

depending on whether the earth **was** on the side of its orbit closest to Jupiter or farthest away.

ACT**ACT**

17. In 1850, a French physicist **named** Jean Bernard Leon Foucault **used** a rotating

INF

mirror **to measure** the speed of light.

ACT**ACT**

18. Foucault **used** sunlight that **entered** through a narrow slit.

ACT**BHL****ACT****BHL ACT**

19. As light **enters** a substance, it **is** sometimes **slowed** down. If light **is** **slowed** to a complete stop, it **is** **said** **to be absorbed**.

BHL ACT**BHL****ACT**

20. Light that **is absorbed** **can** no longer **overcome** the darkness around it.

□ 7c. In the sentences provided, highlight the descriptive adjectives and predicate adjectives (those describing *what kind*).

Note: Some sentences have more than one adjective or predicate adjective.

Note: Do not highlight possessive nouns (e.g., *Donna's* dress) or possessive pronouns (e.g., *her* dress) as adjectives for this lesson.

1. Chlorophyll makes plants **green**.

2. The **photosynthesis** process converts light into **chemical** energy.

3. **Coal** and **oil-fired** generators are **helpful** in using the energy that was once stored in plants.

4. The **lovely** color of the sky is the result of light that is reflected off particles in the atmosphere.

5. As the sun sets, most of the **scattered blue** light falls beneath the horizon where it is **unseen**.

6. With the **blue** light filtered out, the sunset bursts forth into **brilliant** yellows, oranges, and reds.

7. The exhibition of light in the aurora borealis (northern lights) is **glorious**.

8. The atmosphere acts as a prism which bends the light and separates it into individual colors that are **magnificent**.

9. A prism separates **white** light into a rainbow of colors called a spectrum and, most of this spectrum is **visible**.

10. **Each** color of the **visible** spectrum is a **necessary** component if the light is **white**.
11. If a color is **absent**, a **dark** shadow is revealed when the light passes through a prism.
12. Light acts as a wave and as a particle, yet it is completely **consistent**.
13. As the wavelength of light shortens, the color becomes **different**.
14. A combination of **two** materials can actually cause an **electric** current to flow.
15. When an **electric** current is passed through a **thin** wire, photons of light are given off.
16. Regardless of whether light is acting as a wave or a photon, it is subject to laws and it is **predictable**.

15C 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

A command which violates God's Word is never to be carried out by a wife or children. God is in authority over the father; each one in the family is subject to the authority of Scripture. When 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.

EXTENSION

Every wrong attitude must be confessed and corrected before dealing with the father's unscriptural command. After evaluating attitudes, the basic intention of the command should be determined. If the objective of the command is right, but the way of achieving the objective is wrong, then a creative alternative should be suggested.

FURTHER EXTENSION

In the case of the husband asking his wife to cosign the new car loan, the basic intention might have been more reliable transportation. The wife could then have suggested, "Let's use our need for a new car to strengthen our prayer life. We can pray that God will keep this car running, direct us to a good mechanic, provide a better car, or give us grace to respond to irritations when the car does not work. Meanwhile, we can reevaluate our budget and begin setting money aside for a new car."

—Wisdom Booklet 15

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

BASIC LEVEL

- | | | |
|---------------|--------------|----------------|
| 1. unbeliever | 5. feign | 9. conceit |
| 2. receiving | 6. deceiving | 10. vein |
| 3. weightless | 7. piece | 11. neighborly |
| 4. perceiving | 8. priest | 12. seize |

EXTENSION

13. seizing
14. deceitfulness
15. grievous
16. delicacies
17. believable
18. reprieve

FURTHER EXTENSION

19. surveillance
20. sentient
21. heinous
22. leisure

Optional

23. precise
24. persuasive

TT: 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)

(*Adjectives; Predicate Adjectives*)

4. Composition: Edit and Revise

Day Three

5. Punctuation/Sentence Structure: Parallelism

Day Four

6. Punctuation: Semicolon Used to Combine Two Complete, Related Sentences

7. Grammar: Negative Words

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Letter of Appeal

Extra Practice (Optional)

15C Week 4 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Actions of those who are light		Characteristics of those who are light	
illuminate	mirror	truthful	precise
pattern	activate	dependable	persuasive
guide		perceptive	

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

A command which violates God's Word is never to be carried out by a wife or children. God is in authority over the father; each one in the family is subject to the authority of Scripture. When 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.

EXTENSION

Every wrong attitude must be confessed and corrected before dealing with the father's unscriptural command. After evaluating attitudes, the basic intention of the command should be determined. If the objective of the command is right, but the way of achieving the objective is wrong, then a creative alternative should be suggested.

FURTHER EXTENSION

In the case of the husband asking his wife to cosign the new car loan, the basic intention might have been more reliable transportation. The wife could then have suggested, "Let's use our need for a new car to strengthen our prayer life. We can pray that God will keep this car running, direct us to a good mechanic, provide a better car, or give us grace to respond to irritations when the car does not work. Meanwhile, we can reevaluate our budget and begin setting money aside for a new car."

—Wisdom Booklet 15

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

BASIC LEVEL

- | | | |
|---------------|--------------|----------------|
| 1. unbeliever | 5. feign | 9. conceit |
| 2. receiving | 6. deceiving | 10. vein |
| 3. weightless | 7. piece | 11. neighborly |
| 4. perceiving | 8. priest | 12. seize |

EXTENSION

- | |
|-------------------|
| 13. seizing |
| 14. deceitfulness |
| 15. grievous |
| 16. delicacies |
| 17. believable |
| 18. reprieve |

FURTHER EXTENSION

- | |
|------------------|
| 19. surveillance |
| 20. sentient |
| 21. heinous |
| 22. leisure |

Optional

- | |
|----------------|
| 23. precise |
| 24. persuasive |

TT: 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*).

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives; Predicate Adjectives)

Day Two

4. Composition: Edit and Revise

5. Punctuation/Sentence Structure: Parallelism

Day Three

6. Punctuation: Semicolon Used to Combine Two Complete, Related Sentences

7. Grammar: Negative Words

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Letter of Appeal

Extra Practice (Optional)

15C 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. Highlight a total of four adjectives and predicate adjectives. Do not highlight possessive nouns (e.g., *Donna's dress*) or possessive pronouns (e.g., *her dress*).

Teacher Tip: Your student may highlight any of the shaded words in this Answer Key for the number of items he was to highlight.

Even **though** the father and mother **have different** responsibilities in **family** training, **there** is a **constant** need for them to communicate with **each** other in order to gain **proper** perspective and **wise** counsel.

The mother **tends** to be more **alert to** details and to **immediate** consequences. On the other hand, the father **is** more **alert** to attitudes and **long-range** objectives. The purpose of discussion, prayer, and counsel between parents **is** for each one to sharpen his or her own perspective and then help the partner see the situation through that perspective.

It is **wise** for a husband to ask his wife how she **feels** about a command before he **gives** it and also to **work** out with her the parameters within which she should design her laws. **He** should then come to the **mental** resolution that he will not intrude into his **wife's** area of responsibility.

□ 6d. Complete the following steps:

1. Combine the sentences provided by either inserting a semicolon or a comma and a CC (FANBOYS) between the two of them.
2. On the lines provided, write the new sentences.

Example: We must examine ourselves on a regular basis. The heart is deceitful above all things.
Option 1: We must examine ourselves on a regular basis; the heart is deceitful above all things.
Option 2: We must examine ourselves on a regular basis, **for** the heart is deceitful above all things.

Teacher Tip: It is correct to insert a semicolon (as shown in this Answer Key) or a comma and a coordinating conjunction in order to combine each set of sentences in this lesson.

1. Believers have a responsibility to be light to the world; parents have an obligation to give light to their children.
2. 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.
3. The lamp in Proverbs 6:23 was a small clay container filled with oil; a wick was added to the lamp which drew from the oil the resources to produce light when lit.
4. The lamp was the foundation and support of the light; the father must assume the greater responsibility in the marriage and in the family.

5. When the night is darker, the lamp is more essential; when the family situations are more difficult, the father's commands are more vital.
6. The light of a candle provides illumination so that everyone within its range can see clearly how to carry out his responsibilities; the brighter the light, the greater the illumination.
7. The light of a lamp is fragile; it can be blown out by a sudden gust of wind.
8. It can be extinguished by those around it; it can be snuffed out by being covered.
9. A command which violates God's Word is never to be carried out by a wife or children; God is over the father, and each one in the family is subject to the authority of Scripture.
10. God gave to those who are under authority the potential for power greater than those who are in authority; those under authority have the power of influence.

16C 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

Compassion is responding to an abstruse need with a longing to do whatever is necessary to meet it. Many people in the Bible exemplified compassion. Pharaoh's daughter had compassion on Moses as a baby. Jesus had compassion on a grieving widow. David showed compassion to Mephibosheth.

EXTENSION

Some people confuse sympathy, empathy, and compassion. Sympathy is feeling sorry for people who are hurting. Empathy is actually feeling the pain with hurting people. Compassion, however, is doing something about the vexation or problem.

FURTHER EXTENSION

Three men saw a wounded traveler by the side of the road. The first one felt sympathy as he passed by. The second displayed empathy as he came over and looked at the injured man. The third one bestowed compassion because he stopped and helped him.
—*The Power for True Success*

2. Spelling: *Gh* Is Silent or Says *ff*

(Examples: eight, tough)

BASIC LEVEL

- | | | |
|----------------|----------------|--------------|
| 1. overwrought | 6. thoroughly | 11. coughing |
| 2. besought | 7. furlough | 12. enough |
| 3. doughnut | 8. heavyweight | 13. slough |
| 4. fought | 9. eighteen | 14. ought |
| 5. plight | 10. laughter | |

EXTENSIONS

- | | |
|------------------|-----------------|
| 15. kaleidoscope | 21. inspiration |
| 16. sovereign | 22. motivation |
| 17. foreign | 23. comfort |
| 18. seismograph | 24. inspire |
| 19. seigneur | |
| 20. surveillance | |

TT: Oftentimes the *gh* combination does not make the *ff* sound and instead makes no sound at all. In these cases, the *ough* family makes four different sounds as in *bough*, *through*, *bought*, and *though*.

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Subject-Verb Agreement)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences _____

Paragraph Two of Body

Topic of Paragraph 2 _____

4 Sentences _____

Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences _____

Day Three

5. Grammar: Nouns (Common and Proper)

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

Day Four

7. Sentence Structure: Redundancy in Writing

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

16C 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

Compassion is responding to an abstruse need with a longing to do whatever is necessary to meet it. Many people in the Bible exemplified compassion. Pharaoh's daughter had compassion on Moses as a baby. Jesus had compassion on a grieving widow. David showed compassion to Mephibosheth.

EXTENSION

Some people confuse sympathy, empathy, and compassion. Sympathy is feeling sorry for people who are hurting. Empathy is actually feeling the pain with hurting people. Compassion, however, is doing something about the vexation or problem.

FURTHER EXTENSION

Three men saw a wounded traveler by the side of the road. The first one felt sympathy as he passed by. The second displayed empathy as he came over and looked at the injured man. The third one bestowed compassion because he stopped and helped him.

—*The Power for True Success*

2. Spelling: *gh* Is Silent or Says *ff*

(Examples: eight, tough)

BASIC LEVEL

- | | | |
|----------------|----------------|--------------|
| 1. overwrought | 6. thoroughly | 11. coughing |
| 2. besought | 7. furlough | 12. enough |
| 3. doughnut | 8. heavyweight | 13. slough |
| 4. fought | 9. eighteen | 14. ought |
| 5. plight | 10. laughter | |

EXTENSIONS

- | | |
|------------------|-----------------|
| 15. kaleidoscope | 21. inspiration |
| 16. sovereign | 22. motivation |
| 17. foreign | 23. comfort |
| 18. seismograph | 24. inspire |
| 19. seigneur | |
| 20. surveillance | |

Optional Words

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Subject-Verb Agreement)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

5 Sentences _____

Paragraph Two of Body

Topic of Paragraph 2 _____

4 Sentences _____

Paragraph Three of Body

Topic of Paragraph 3 _____

4 Sentences _____

5. Grammar: Nouns (Common and Proper)

Day Three

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

7. Sentence Structure: Redundancy in Writing

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

TT: Oftentimes the *gh* combination does not make the *ff* sound and instead makes no sound at all. In these cases, the *ough* family makes four different sounds as in *bough*, *through*, *bought*, and *though*.

16C 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 all of the paragraphs, highlight the verbs that show improper subject-verb agreement, and correct them if you have not already done so.

Nehemiah **was** a dynamic leader who motivated **d** **God's** people. **W**hen he learned of the plight of the remnant of **God's** chosen people in Jerusalem, **s** he **wept** and prayed, **s** asking **G**od to remove the reproach that **was** upon them. **G**od provided him favor with the king, **s** and the king **sent** him to Jerusalem to rebuild the walls.

Before Nehemiah could **accomplish** his goals, **s** he had to motivate the discouraged people. **H**e not only succeeded **ed** in motivating the people, **s** but he encouraged them enough that they actually **rebuilt** the walls in an amazing **fifty-two** days. **H**e **took** many steps to motivate the builders.

For example, **s** he surveyed the job and then **visualized** how it could be done. This preparation **gave** him the motivation that he communicated to **God's** people. He gathered the leaders together and showed **ed** them how the reproach they **were** facing could be removed by rebuilding the walls. Finally, **s** he convinced them that the task **was** possible because of **God's** blessing upon them.

❑ 5d. In the sentences provided, highlight the nouns (both proper and common ones).

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

Note: Do not highlight nouns used as other parts of speech, such as *God's* or *Christian's*.

Note: Most sentences have more than one noun, and often the various nouns in the sentence have various functions—sometimes as subjects, sometimes as objects, etc.

1. Instead of comparing **believers** to a **bonfire**, **Jesus** compared them to a **lamp**.
2. A little **oil** does not give very much **heat**.
3. Its primary **purpose** is to dispel the **darkness**.
4. God's **way** for us to show **love** is for us to speak the **truth** so those around us can avoid stumbling in **darkness**.
5. The **error** of the founders of **monasteries** was thinking that **seclusion** produces **holiness**.
6. He set the **example** of having a “support **group**” with His **disciples** and also having a clear **message** and **calling** from His heavenly **Father**.

7. **Fear** of **rejection** will cause a **Christian** not to pray before having a **meal** in **public**.
8. It will cause him not to witness when an **opportunity** presents itself.
9. The **purpose** of a **candle** is to give **light**, just as the **purpose** of a **believer** is to radiate God's **truth**.
10. It is just as illogical to hide our **witness** as it is to put a **bushel** over a **candle** in a dark **room**.
11. Hiding our **witness** will grieve the **Holy Spirit**, just as a **bushel** will quench the **flame** of a **candle**. (Student may or may not highlight *Holy* in this sentence.)
12. To function effectively, a **lamp** must be put in a **place** of high **visibility**, must be kept full of **oil**, and must have its **wick** trimmed regularly.
13. Our **light** is to shine to those who are already in our **lives** and to those who will come into our **lives**.
14. First, there must be some **sort** of **fuel**.
15. An oil **lamp** may use olive **oil**, **kerosene**, or other **substances**.
16. Second, the **fuel** must be heated to its kindling **temperature**.
17. Third, an ample **supply** of **oxygen** must be present.
18. In **Scripture**, **oil** represents the **work** of the **Holy Spirit**, giving us **grace** to live the Christian **life**.
19. The kindling **temperature** could represent the **persecutions** and **trials** which **Paul** testified would bring more **grace**.
20. Because we are all **members** of the **Body** of **Christ**, one member's **problems** affect the entire **body**.
21. Just prior to the **time** of **Christ**, a **group** of Jewish **men** retreated to the **wilderness** to form a religious **community**.
22. They became known as the **Essenes**.
23. In order to protect the **Scriptures** from the Roman **invasion** of **Palestine** in A.D. **70**, the **Essenes** put the sacred **scrolls** in clay **jars** and hid them in a **cave**.
24. After the **Bible** had been the world's **bestseller** for many **years**, the **"Dead Sea Scrolls"** were discovered. (Student may or may not highlight *Dead Sea* in this sentence.)
25. 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**.

16C 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

Jesus bids us shine, with a clear, pure light,
Like a little candle burning in the night;
In this world of darkness, we must shine,
You in your small corner, and I in mine.

EXTENSIONS

Jesus bids us shine, first of all for Him;
Well He sees and knows it if our light are dim;
He looks down from heaven, sees us shine,
You in your small corner, and I in mine.
—“Jesus Bids Us Shine”

2. Spelling: Silent *gh* With Long *i* and Other Unusual Long *i* Families (Examples: sigh, sight)

BASIC LEVEL

- | | | |
|----------------|---------------|---------------|
| 1. consignment | 5. rabbi | 9. birthright |
| 2. assignment | 6. alkali | 10. writing |
| 3. highlighter | 7. righteous | 11. contrite |
| 4. brightness | 8. forthright | 12. despite |

EXTENSION

13. designer
14. insightful
15. enlighten
16. nightingale
17. benign
18. connive
19. erudite
20. sublime

FURTHER EXTENSION

21. advertisement
22. dissatisfied
23. criticize

Optional Words

24. rejuvenate

TT: *Igh* is another instance in which *gh* does not say *ff*, but is silent instead.

Day Two

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

4. Study Skills/Prewriting: Rhyme Scheme

Day Three

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

Day Four

6. Composition/Creative Writing: Write Original Rhymed Verses

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

Extra Practice (Optional)

16C Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Words that mean <i>to brighten a life</i>		Character needed <i>to brighten a life</i>	
inspire	motivate	creative	resourceful
comfort	uplift	considerate	reliable
cheer	rejuvenate	effervescent	resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Jesus bids us shine, with a clear, pure light,
Like a little candle burning in the night;
In this world of darkness, we must shine,
You in your small corner, and I in mine.

EXTENSIONS

Jesus bids us shine, first of all for Him;
Well He sees and knows it if our light are dim;
He looks down from heaven, sees us shine,
You in your small corner, and I in mine.

—“Jesus Bids Us Shine”

2. Spelling: Silent *gh* With Long *i* and Other Unusual Long *i* Families (Examples: *sigh, sight*)

BASIC LEVEL

- | | | |
|----------------|---------------|---------------|
| 1. consignment | 5. rabbi | 9. birthright |
| 2. assignment | 6. alkali | 10. writing |
| 3. highlighter | 7. righteous | 11. contrite |
| 4. brightness | 8. forthright | 12. despite |

EXTENSION

- | | | |
|-----------------|-------------------|----------------|
| 13. designer | 21. advertisement | 24. rejuvenate |
| 14. insightful | 22. dissatisfied | |
| 15. enlighten | 23. criticize | |
| 16. nightingale | | |
| 17. benign | | |
| 18. connive | | |
| 19. erudite | | |
| 20. sublime | | |

TT: *Igh* is another instance in which *gh* does not say *ff*, but is silent instead.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Nouns)

4. Study Skills/Prewriting: Rhyme Scheme

Day Three

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

6. Composition/Creative Writing: Write Original Rhymed Verses

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

Extra Practice (Optional)

16C 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 common nouns. Do not highlight the pronouns.

3. In the second paragraph, highlight all of the proper nouns.

When offering **counsel**, there is always a strong **temptation** to draw a **person** to ourselves, rather than drawing him to the **Lord**. This **method** builds dangerous **dependence** and emotional **attachments** to the **counselor**—rather **than** to the **Lord**. In the **end**, this leads to **bondage** of **one** or both **parties**, since the **comfort** that is needed by the **counselee** can only be given by **God**.

The most effective counseling takes place with the ministry of a life to a life. **Paul** had the ability to give counsel to kings (like **King Agrippa**), citizens, free men, and slaves due to his own experiences. This process, of course, goes beyond sympathy and empathy. It involves the compassion of sharing with others how **God** ministered to us when we experienced a similar heartache or problem.

Based on this concept of counseling, it is valuable to take the needs that you have experienced and write about them. In addition, write out the spiritual insights or direction that **God** gave you at that time—or that He gives you now as you review these experiences. These insights will greatly aid you in helping others find freedom and deliverance in **their** times of need.

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

1. Positive: Just an adjective—not comparing anything
2. Comparative: Comparing two things—*er, more, lesser*
3. Superlative: Comparing three or more things—*est, most, least*

Positive	Comparative	Superlative
<u>dependable</u>	<u>more dependable</u>	<u>most dependable</u>
<u>faithful</u>	<u>more faithful</u>	<u>most faithful</u>
<u>helpful</u>	<u>more helpful</u>	<u>most helpful</u>
<u>happy</u>	<u>happier</u>	<u>happiest</u>
<u>clear</u>	<u>clearer</u>	<u>clearest</u>
<u>pure</u>	<u>purer</u>	<u>purest</u>
<u>bright</u>	<u>brighter</u>	<u>brightest</u>
<u>little</u>	<u> littler</u>	<u>littlest</u>

5f. In the sentences provided, fill in the blanks with either positive, comparative, or superlative degrees of words according to whether the sentence is showing a description, a comparison of two items, or a comparison of three or more items.

Answers will vary

1. Galileo Galilei, after observing the (positive degree) heavens through a telescope, gave witness that the earth moved around the sun.
2. Believers should be the (superlative degree) witnesses of all.
3. A Believer should throw (comparative degree) light on the case than a non-Believer.
4. God establishes (positive degree) requirements for those who would give testimony.
5. Among state and federal courts and lawyers, *Black's Law Dictionary* is the (superlative degree) commonly accepted authority of all.
6. God mandated (positive degree) penalties for perjury.
7. The (positive degree) penalty for perjury is given in Deuteronomy 19:16–21.
8. Jesus demonstrated the (superlative degree) understanding of the Law ever.
9. The first witness was (comparative degree) than the second one.
10. The last witness was the (superlative degree) of all the witnesses.
11. God is the (superlative degree) friend.
12. He is also the (positive degree) witness of our deeds.
13. Believers should be the (superlative degree) of all people.
14. God requires us to be (comparative degree) than He does non-Believers.

16C 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

When light strikes a surface, it is either reflected, refracted, or absorbed. Reflected and refracted light can actually focus light rays and concentrate their brightness. Light that is absorbed results in darkness.

Selecting the light they soak up, some surfaces absorb only green light, while others absorb red, yellow, blue, or violet. The absorption of these colors gives objects their unique colors. When green light is absorbed, an object appears magenta. Magenta is a mixture of the red and blue light that is not absorbed.

EXTENSION

A piece of glass that absorbs blue and green light appears red. Red is the only color not absorbed. The skin of an apple is a good example of a surface that absorbs blue and green light. An apple looks black if it is illuminated with only blue-green light.

FURTHER EXTENSION

Black is not a color at all, but rather the absence of color. When all the colors have been absorbed and no light is reflected from a surface, the surface appears to be black. Thus, black is the color of darkness because all the light has been absorbed and there is no light left to be reflected.

—Wisdom Booklet 16

2. Spelling: U Affects the Sounds of g and q

(Examples: vague, unique)

BASIC LEVEL

- | | | |
|---------------|--------------|--------------|
| 1. epilogue | 6. eloquent | 11. critique |
| 2. intriguing | 7. pedagogue | 12. croquet |
| 3. opaque | 8. brusque | 13. oblique |
| 4. rogue | 9. vague | 14. bouquet |
| 5. antique | 10. unique | |

EXTENSION

- | | | |
|---------------|----------------|------------------|
| 15. physique | 19. guillotine | 22. creativity |
| 16. squander | 20. obsequious | 23. considerate |
| 17. demagogue | 21. arabesque | 24. effervescent |
| 18. synagogue | | |

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 guh instead of juh.

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Positive; Comparative; and Superlative Degrees)

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

Day Three

5. Grammar/Sentence Structure: Parenthetical Statements

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

Day Four

7. Grammar: Independent Clauses

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

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

16C Week 3 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words that mean <i>to brighten a life</i>		Character needed <i>to brighten a life</i>	
inspire	motivate	creative	resourceful
comfort	uplift	considerate	reliable
cheer	rejuvenate	effervescent	resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

When light strikes a surface, it is either reflected, refracted, or absorbed. Reflected and refracted light can actually focus light rays and concentrate their brightness. Light that is absorbed results in darkness.

Selecting the light they soak up, some surfaces absorb only green light, while others absorb red, yellow, blue, or violet. The absorption of these colors gives objects their unique colors. When green light is absorbed, an object appears magenta. Magenta is a mixture of the red and blue light that is not absorbed.

EXTENSION

A piece of glass that absorbs blue and green light appears red. Red is the only color not absorbed. The skin of an apple is a good example of a surface that absorbs blue and green light. An apple looks black if it is illuminated with only blue-green light.

FURTHER EXTENSION

Black is not a color at all, but rather the absence of color. When all the colors have been absorbed and no light is reflected from a surface, the surface appears to be black. Thus, black is the color of darkness because all the light has been absorbed and there is no light left to be reflected.

—Wisdom Booklet 16

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

BASIC LEVEL

- | | | |
|---------------|--------------|--------------|
| 1. epilogue | 6. eloquent | 11. critique |
| 2. intriguing | 7. pedagogue | 12. croquet |
| 3. opaque | 8. brusque | 13. oblique |
| 4. rogue | 9. vague | 14. bouquet |
| 5. antique | 10. unique | |

EXTENSION

- | | | |
|---------------|----------------|------------------|
| 15. physique | 19. guillotine | 22. creativity |
| 16. squander | 20. obsequious | 23. considerate |
| 17. demagogue | 21. arabesque | 24. effervescent |
| 18. synagogue | | |

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 *guh* instead of *juh*.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Positive; Comparative; and Superlative Degrees)

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

5. Grammar/Sentence Structure: Parenthetical Statements

Day Three

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

7. Grammar: Independent Clauses

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

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

16C 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 all of the paragraphs, highlight any words that show the positive, comparative, or superlative degrees.

A law system that is based upon Biblical principles will give light to a nation; however, the ability of that system to endure depends upon witnesses who will truthfully testify. A truthful witness is needed for the principles to withstand the rigors of time. Every action of a criminal is an attack on that law and the authority behind it.

The witness' role is to bring the most pertinent facts to the court that will convict the offender or confirm the innocent. Because witnesses are essential to the preservation of a legal system and the society that is built upon it, God established very clear requirements for those who would give testimony. Under the inspiration of the Holy Spirit, John identified these most crucial requirements.

A witness is one who has been present and has personally seen something. He should be a beholder, spectator, or eyewitness. By requiring the witness to have firsthand experience of a fact or an event about which he testifies, many distortions and mistakes of hearsay are reduced or completely eliminated.

□ 7e. In the sentences provided, complete the following steps:

1. Use parentheses to isolate phrases, dependent clauses, and sentence openers.
2. With your highlighter, mark through objects, adjectives, adverbs, etc., to help you get to the “bare bones” of each sentence.
3. Underline the independent clause remaining (the main subject and main verb, and the object, if needed). You should aim for having the “bare bones”—the independent clause—of each sentence remaining.

Note: Sometimes the “bare bones” of the sentence sounds better with the descriptors left in. You may choose to omit them, or leave them in.

1. (To function effectively), a lamp must be put (in a place) (of high visibility).
2. Our light is to shine (to those) (who are already in our lives), our neighbors and loved ones, and (to those) (who will come into our lives).
3. Just prior to the time of Christ, a group (of Jewish men), later known as the Essenes, retreated (to the wilderness) to form a religious community.
4. (In order to protect the Scriptures from the Roman invasion of Palestine in A.D. 70), the Essenes, the religious community, put the sacred scrolls (in clay jars) and hid them (in a cave).

Teacher Tip: Some sentences just sound better with phrases and clauses in them! For this assignment, do not be so concerned with how correct each sentence sounds, but focus on finding each sentence's independent clause. Use this exercise as a teaching tool, with less emphasis on how the sentence sounds.

5. Believers, those set apart (by God), are to be separate (from the world) but not isolated (from the world). (**Two verbs—separate and isolated.**)
6. (Due to their own misunderstanding of the nature and purposes of the Christian life), deeply religious people retreated (to monasteries) (throughout Europe).
7. (Without light), Europe went (into the Dark Ages), that period (of history) when people could not read Scriptures (for themselves).
8. (During the Dark Ages), gross corruption and apostasy resulted (in the world) (as well as in the monasteries).
9. (After we learn to demonstrate Christianity in our own family), God's next priority is (for us) to provide warmth and light (to fellow believers).
10. Roland, the hero (of Charlemagne's army), inspired the Frankish Empire (in A.D. 778).
11. Daniel is one (of the few prominent men) (in Scripture) (of whom God does not record failure). (**Of whom God does not record failure is a subordinate clause at the end of the sentence.**)
12. (From his youth), he built disciplines (into his life) (that produced Godly convictions and outstanding success).
13. (As his friends saw his courage to stand alone), they followed his example.
14. Job's friends spent hours (trying to get him to acknowledge sins he did not commit).
15. The term comfort (in Scripture) encompasses the wider meaning (of giving counsel) (during times) (of need).
16. Paul's message (in counseling) was to give the counsel (that God had given him in similar troubles).
17. The most effective counseling takes place (by ministering life to life).
18. It involves the compassion (of sharing) (with others) (how God ministered to us during similar trials).
19. Paul's credentials (for counseling) included abounding (in the sufferings) (of Christ).
20. These ancient, leather and papyrus scrolls shed new archaeological light (on the Old Testament and intertestamental periods).
21. The Biblical material included fragments (of all) (of the Old Testament books) (except Esther).
22. The mysterious riddle was solved (by the archaeologist's spade) (in 1951).
23. Further excavations (in the Qumran Valley) revealed an ancient Essene monastery (whose members had copied the manuscripts).
24. (First), (by copying the Scriptures exclusively in Latin), the monks inevitably kept the common people (of Europe) (in a state) (of spiritual darkness).
25. (Second), spiritual pride and unbridled sin created darkness (within the walls) (of the monasteries).

16C 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

God has established responsibility through the various structures of the family, the Church, and the government. We can be confident that He will provide protection through our authorities, give provision in many forms, and convey direction. It is possible that we can assist God-appointed authorities with the needs of those under their care. However, it is vitally important that we work through these authorities and do not undermine their spiritual responsibilities.

EXTENSION

If a wife asks for counsel, direct her to her husband. If a teenager comes to you, encourage him to go to his parents. If a church member seeks advice, send him to his pastor.

FURTHER EXTENSION

Satan often causes those who need counsel to close off communication with those through whom God has chosen to give it. They will usually say, "But if I ask them, they will not know the answer," or "They are the problem I want to talk about," or even "They are not believers." These concerns make it even more important to go to the authority involved. Often a spiritual need will cause an authority to seek the Lord to find the necessary answers.

—Wisdom Booklet 16

2. Spelling: *Ay* and *ey* Say Long *a* at the End of Words (Examples: *hay*, *hey*)

BASIC LEVEL

- | | | |
|---------------|-------------|--------------------|
| 1. conveyance | 5. Monterey | 9. monkey |
| 2. surveyor | 6. hearsay | 10. portrayal |
| 3. betrayal | 7. stowaway | 11. x-ray |
| 4. purveyor | 8. naysay | 12. Chesapeake Bay |

EXTENSION (words with *ay* and *ey* that do not say the long *a* sound)

- | | | |
|--------------|----------------|--------------|
| 13. geyser | 16. mayonnaise | 19. ayin |
| 14. abeyance | 17. aye | 20. ayrshire |
| 15. cayenne | 18. eye | |

Optional Words

- | | |
|---------------------|----------------|
| 12. resourcefulness | 14. resilient |
| 13. reliable | 15. resiliency |

TT: 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 only (e.g., *hey*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clauses)

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

Day Three

5. Punctuation: Comma and Semicolon Usage Within a Series of Three or More Words

6. Composition: Edit and Revise

Day Four

7. Grammar: Understood Subject (You)

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

16C Week 4 Teacher's Helps For a Four-Day Week

Day One

Vocabulary Box

Words that mean <i>to brighten a life</i>		Character needed <i>to brighten a life</i>	
inspire	motivate	creative	resourceful
comfort	uplift	considerate	reliable
cheer	rejuvenate	effervescent	resilient

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

God has established responsibility through the various structures of the family, the Church, and the government. We can be confident that He will provide protection through our authorities, give provision in many forms, and convey direction. It is possible that we can assist God-appointed authorities with the needs of those under their care. However, it is vitally important that we work through these authorities and do not undermine their spiritual responsibilities.

EXTENSION

If a wife asks for counsel, direct her to her husband. If a teenager comes to you, encourage him to go to his parents. If a church member seeks advice, send him to his pastor.

FURTHER EXTENSION

Satan often causes those who need counsel to close off communication with those through whom God has chosen to give it. They will usually say, "But if I ask them, they will not know the answer," or "They are the problem I want to talk about," or even "They are not believers." These concerns make it even more important to go to the authority involved. Often a spiritual need will cause an authority to seek the Lord to find the necessary answers.

—Wisdom Booklet 16

2. Spelling: *Ay* and *ey* Say Long *a* at the End of Words (Examples: *hay*, *hey*)

BASIC LEVEL

- | | | |
|---------------|-------------|--------------------|
| 1. conveyance | 5. Monterey | 9. monkey |
| 2. surveyor | 6. hearsay | 10. portrayal |
| 3. betrayal | 7. stowaway | 11. x-ray |
| 4. purveyor | 8. naysay | 12. Chesapeake Bay |

EXTENSION (words with *ay* and *ey* that do not say the long *a* sound)

- | | | |
|--------------|----------------|--------------|
| 13. geyser | 16. mayonnaise | 19. ayin |
| 14. abeyance | 17. aye | 20. ayrshire |
| 15. cayenne | 18. eye | |

Optional Words

- | | |
|---------------------|----------------|
| 12. resourcefulness | 14. resilient |
| 13. reliable | 15. resiliency |

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clauses)

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

Day Three

5. Punctuation: Comma and Semicolon Usage Within a Series of Three or More Words

6. Composition: Edit and Revise

7. Grammar: Understood Subject (You)

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Original Informative Essay

Extra Practice (Optional)

16C 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 the subordinate clauses.

Whether a problem becomes a classroom or a prison **is** usually determined by whether we view it from God's perspective or from our own. Human authorities can and sometimes **do** make wrong decisions. However, if we picture these authorities as independent agents over whom God has no control, we will reject them as individuals and miss the deeper lessons that God is trying to teach us through them.

When an authority gives a command that is contrary to the Biblical convictions that God has made clear to us, we should not obey that command. There must be a wise and respectful appeal. 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 are made right by the one under his authority. This will properly restore the relationship.

For example, Onesimus stole from his master and ran away. Paul met him and led him to salvation through Christ. Although Paul could have easily retained Onesimus to help him in his ministry, he sent this runaway slave back to his master. Of course, before he sent him back, he wrote a letter preparing the way. Later, Philemon released Onesimus to serve with Paul, which further demonstrated God's deeper purposes through human authorities.

❑ 5d. Rewrite the sentences provided, using semicolons to divide the items of the series and commas to set off the descriptors as needed.

Example:

Incorrect: Breaking up the fallow ground should result in sorrow, the truly Godly type, repentance, including turning away from sin, and comfort from God.

Correct: Breaking up the fallow ground should result in sorrow, the truly Godly type; repentance, including turning away from sin; and comfort from God.

1. We should display dependability, the ability to be counted upon; diligence, the ability to work hard; and responsibility, the commitment to do what is expected of us.
2. We can give light to the lives of others by learning disciplines, which inspire; by designing projects, which motivate; by prayerfully remembering God's faithfulness, which uplifts; and by learning to communicate cheer.

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!

3. When God put a hedge around Hosea's wife, she became confused, especially in the direction of her life; she lost her adulterous partners, when they lost interest in her; and she decided to return to her husband.
4. A wise counselor can help a person perceive whether physical illness is caused by disobedience, in directly violating Scriptural commands, principles, or instructions; by the person's struggle with one of the three root problems of bitterness, greed, and moral impurity; or by some other cause.
5. When another asks for our counsel, we should remember that God has established various structures of authority in the home, Church, and government; that God wants to counsel a person first through his parents, pastor, and other authority figures; and that He will provide, protect, and instruct through these authorities.
6. A person seeking counsel about a problem with another person may point out the other's outward actions such as stealing, lying, or adultery; may have some of the inner attitudes such as pride, resentment, or lust that cause these kinds of outward sins; and may need a command, reproof, or word of direction from Scripture.
7. Grace comes as a free gift, a work of the Holy Spirit, and a universally offered resource from God; it can be resisted or misused; and it should be responded to, eagerly accepted, and increased through humbling oneself before the Lord.
8. Great leaders in Scripture such as Elijah, Jonah, and Job; great leaders in history such as Adoniram Judson, D. L. Moody, and David Brainerd; and great leaders in your life such as your father, pastor, or a spiritual mentor of yours have sometimes needed extra encouragement.

