

WISDOM BOOKLET

Language Arts

Teacher's Helps &
Answer Keys

1B–4B

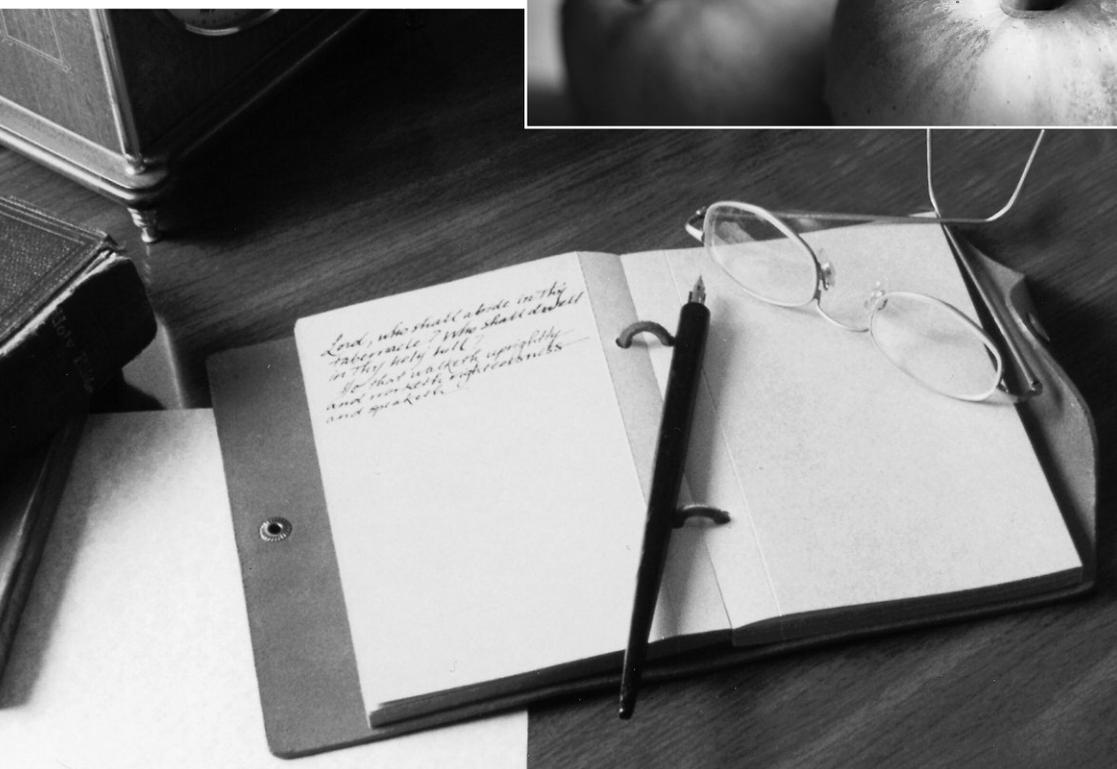


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The *Wisdom Booklet Language Arts* program is designed for families enrolled in the Advanced Training Institute International, which provides a variety of resources for training parents, young people, and children to be mighty in Spirit. For more information,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



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1B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *to see with understanding*

distinguish observe
 recognize perceive
 comprehend notice
 apprehend detect
 discern ascertain

Antonyms for *to see with understanding*

overlook ignore
 misinterpret misjudge
 misunderstand

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

In the fourth century B.C., Alexander the Great led his Greek troops on a campaign of conquest that reached as far east as India. He left behind a sprawling empire that brought the Greek language and culture to much of the known world. With increased travel and trade, the Greek language eventually became the major means of communication.

EXTENSION

God later raised up the Roman Empire to replace Greece as the dominant power throughout the New Testament period. Greek still continue to be the language spoken throughout the Roman Empire, even though Latin was the official language of the government.

FURTHER EXTENSION

Because Greek was so versatile, it could express either simple ideas or complex abstractions. Equally, it appealed to the intellectual and to the common man. Paul and the other early believers traveled the Roman roads, proclaiming the Gospel alike, using the precision of the Greek tongue.

—*Wisdom Booklet 1*

2. Spelling: Unusual r-controlled Words That Say *er* (Examples: word, world)

BASIC LEVEL

1. worst 3. world 5. major
 2. pallor 4. mirror 6. minor

EXTENSION

7. error 11. endeavor 13. recognize
 8. stubborn 12. correct 14. discern
 9. favorite 15. observe
 10. emperor

FURTHER EXTENSION

Optional Words

TI: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The families listed below are unusual spellings for the *er* sound. (1) *ar* (popular) (2) *ear* (earth) (3) *or* (word)

Day Two

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

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
 3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
 2 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____
 3 Sentences

5. Grammar: Adverbs

Day Three

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

7. Editor Duty: Correct Given Paragraph(s) (Adverbs)

Day Four

8. Grammar: *-Ly* Openers

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

1B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *to see with understanding*

distinguish
recognize
comprehend
apprehend
discern

observe
perceive
notice
detect
ascertain

Antonyms for *to see with understanding*

overlook
misinterpret
misunderstand

ignore

misjudge

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

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2. Spelling: Unusual r-controlled Words That Say *er* (Examples: word, world)

BASIC LEVEL

1. worst
2. pallor

3. world
4. mirror

5. major
6. minor

EXTENSION

7. error
8. stubborn
9. favorite
10. emperor

FURTHER EXTENSION

11. endeavor
12. correct

Optional Words

13. recognize
14. discern
15. observe

TI: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The families listed below are unusual spellings for the *er* sound. (1) *ar* (popular) (2) *ear* (earth) (3) *or* (word)

3. Editor Duty: Correct Given Paragraph(s)

(Adverbs)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
3 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

5. Grammar: Adverbs

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

Day Three

7. Editor Duty: Correct Given Paragraph(s) (Adverbs)

8. Grammar: *-ly* Openers

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

1B 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 the adverbs.

The year was 1776. It was Christmas night along the Potomac. British General William Howe had recently captured Fort Washington. He now set up his winter quarters. Washington's men were greatly discouraged because of their recent defeats. The weather was frigid. The Delaware River was icy and their numbers were few.

Washington had a plan. He would cross the Delaware at a point nine miles above the enemy, then take them by surprise at dawn. He wondered uncertainly if it would work. He could sense that the spirits of his men were low. Something was needed to spur them on.

It was at this point that General Washington read a pamphlet to his men. It began, "These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country." Those words sank into the hearts of the weary soldiers. They could do it. They would do it. They would do it. By the Lord's grace, they did do it!

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

1. Highlight the verbs in one color (all three types).
2. Highlight the adverbs with a different color.
3. Draw an arrow from each adverb to the word it modifies.
4. At the end of each sentence, write what question that adverb answers.
 - a. How?
 - b. When?
 - c. To what extent?
 - d. Where?

1. British General William Howe had recently → captured Fort Washington.

When?

2. He now → set → up for winter quarters. **When/How?**

3. Washington's men were greatly → discouraged. **To what extent?**

4. The weather was extremely → frigid. **To what extent?**

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

5. The Delaware River **was** icy and their numbers **were** **dreadfully** → few.
To what extent?
6. Washington **soon** → **developed** a plan. **When?**
7. He **would** → **take** the enemy **stealthily** at dawn. **How?**
8. He **could** → **sense** that the spirits of his men **were** **definitely** low. **To what extent?**
9. General Washington **optimistically** → **read** a pamphlet to his men. **How?**
10. It **challengingly** → **began**, “These **are** the times that **try** men’s souls.” **How?**
11. Those words **quickly** → **sank** into the hearts of the weary soldiers. **How?**
12. Many historians → **consider** the battles of Trenton and Princeton the first to **actually** be real successes of Washington’s campaign. **How?**
13. Without these words of inspiration, Washington and his men **may have** **deplorably** → **failed**. **How?**
14. The pen **can be** **significantly** → **used** for good. **How?**
15. It **can** also, **unfortunately**, → **be used** for evil. **How?**

7d. In the sentences provided, add punctuation after the *-ly* openers according to the rules you learned this week.

Note: Some are one-word openers and some are *-ly* clauses or phrases.

1. Usually₂, when the basic needs of people are met, those individuals become the most enthusiastic and effective promoters of those who helped them.
2. Carefully sensing that effective ministry to individuals begins with the authorities God has placed over them₂, He often communicated truth specifically to those who were responsible to lead their families.
3. Unwittingly₂, the disciples sent the children away.
4. Obediently₂, Moses received God’s Law on Mt. Sinai₂, Moses gave it to the children of Israel.
5. Essentially₂, the Sermon on the Mount is a declaration of the original intent of God’s Law.
6. Unsurprisingly₂, Jesus fulfilled every commandment of God’s Law.
7. Fortunately₂, Christ knew the difference between His life calling, the time to be sent out, and the necessary preparation.
8. Willingly₂, He spent over eighteen years in preparation.
9. Constantly ministering to different people₂, Christ often spoke in many desert regions.
10. Remarkably₂, the effort the people expended resulted in a greater attentiveness to and benefit from the teaching they sought.

1B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *to see with understanding*

distinguish observe
recognize perceive
comprehend notice
apprehend ascertain
discern detect

Antonyms for *to see with understanding*

overlook ignore
misinterpret misjudge
misunderstand

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

After the flood, Noah and his family began to repopulate the earth. All their descendants spoke the same language. Rather than spreading throughout the world, they stayed in one area and laid the foundations for a highly developed city later known as Babylon. The people decided to use their abilities to build a huge tower that would reach all the way to heaven.

EXTENSION

God declared that nothing would restrain them from achieving their selfish goals. So He said, "Let us go down, and there confound their language, that they may not understand one another's speech." (Genesis 11:7)

FURTHER EXTENSION

God is the One Who created different languages. Although His original purpose in doing so was to restrain man's sinful ambition, God has also purposed to use the different languages to bring glory to Himself. On the Day of Pentecost, the onlookers were amazed to hear people praising God in all their native languages.

—Adapted from *Wisdom Booklet 1*

2. Spelling: Sounds of *gh* (Examples: eight, tough)

BASIC LEVEL

1. rough 4. highly 7. laughter
2. caught 5. weight 8. brought
3. eight 6. laugh

EXTENSION

9. haughty 13. taught 16. perceive
10. weight 14. frighten 17. detect
11. enough 15. knight 18. notice
12. slight 19. overlook

FURTHER EXTENSION

Optional Words

TT: The combinations *gh* and *ph* are sometimes silent (e.g., *ought*) and sometimes say the consonant *ff* sound (e.g., *cough*, *phone*).

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 *bought*, *through*, *bought*, and *though*.

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

3. Editor Duty: Correct Given Paragraph(s)

(Adverb Openers)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

5. Grammar: Prepositions

6. Composition/Creative Writing:

Write a Rough Draft from a Key Word Outline

Day Three

7. Grammar/Sentence Structure:

Prepositional Phrase Openers

8. Grammar/Sentence Structure:

Prepositional Phrase Openers

Day Four

9. Grammar: Simple Subject

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

1B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *to see with understanding*

distinguish observe
recognize perceive
comprehend notice
apprehend ascertain
discern detect

Antonyms for *to see with understanding*

overlook ignore
misinterpret misjudge
misunderstand

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

After the flood, Noah and his family began to repopulate the earth. All their descendants spoke the same language. Rather than spreading throughout the world, they stayed in one area and laid the foundations for a highly developed city later known as Babylon. The people decided to use their abilities to build a huge tower that would reach all the way to heaven.

EXTENSION

God declared that nothing would restrain them from achieving their selfish goals. So He said, "Let us go down, and there confound their language, that they may not understand one another's speech." (Genesis 11:7)

FURTHER EXTENSION

God is the One Who created different languages. Although His original purpose in doing so was to restrain man's sinful ambition, God has also purposed to use the different languages to bring glory to Himself. On the Day of Pentecost, the onlookers were amazed to hear people praising God in all their native languages.

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2. Spelling: Sounds of *gh* (Examples: eight, tough)

BASIC LEVEL

1. rough	4. highly	7. laughter
2. caught	5. weight	8. brought
3. eight	6. laugh	

EXTENSION

9. haughty	13. taught	16. perceive
10. weight	14. frighten	17. detect
11. enough	15. knight	18. notice
12. slight		19. overlook

FURTHER EXTENSION

Optional Words

TI: The combinations *gh* and *ph* are sometimes silent (e.g., *ought*) and sometimes say the consonant *ff* sound (e.g., *cough*, *phone*).

TI: 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 *bought*, *through*, *bought*, and *though*.

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

3. Editor Duty: Correct Given Paragraph(s)

(Adverb Openers)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
2 Sentences

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

Paragraph Three of Body

Topic of Paragraph 3 _____
3 Sentences

Day Two

5. Grammar: Prepositions

6. Composition/Creative Writing:

Write a Rough Draft from a Key Word Outline

7. Grammar/Sentence Structure:

Prepositional Phrases

Day Three

8. Grammar/Sentence Structure:

Prepositional Phrase Openers

9. Grammar: Simple Subject

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Informative Essay

Extra Practice (Optional)

1B 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. Highlight the adverb openers and place commas following them.
3. In another color, highlight the adverbs that are not at the beginning of the sentences.

The Hebrew language uses short, expressive sentences and vivid, picturesque words to describe people and events. It lends itself to bold metaphors and striking images. Heavily focusing on biographies and historical narratives, Hebrew was an ideal language with which to tell the story of God's dealings with His people in the Old Testament.

Hebrew is a very personal language. In the Old Testament, even nations are spoken of as persons. Effectively aiding man in understanding His character, God describes Himself in human terms. He attributes to Himself human characteristics and emotions, so that man may comprehend Him.

The Greek language uses a system of grammar that allows an author to precisely state his point. Carefully honing the language, the ancient Greeks used it to communicate important ideas. For this reason, it was admirably suited for the New Testament, which often emphasizes truths to explain the Old Testament. (precisely, admirably, often)

5e. In the sentences provided, find and highlight all of the prepositions. (Highlight all prepositions, not just ones at the beginning of the sentences.) There may be more than one in a sentence.

Note: The word *to* + verb is an example of when the word *to* is not being used as a preposition. When you see *to* + verb, do not highlight it since it is a special kind of verb called an *infinitive*—not a preposition.

1. Jesus traveled the dusty roads between Nazareth and Capernaum, teaching in the synagogues and proclaiming the kingdom of God.
2. Reports of His healing touch and powerful message spread throughout the regions of Palestine.
3. Carpetmakers, farmers, and artisans eagerly followed Him up the grassy slopes of Galilee.
4. Some had already responded to His message of repentance.
5. Others had heard stories of signs and miracles.
6. They were drawn to the mountains by curiosity.

7. Many traveled on hundred miles **on** foot to hear this teacher sent **from** God.
8. They listened **to** Him explain the nature **of** the future citizens **of** heaven.
9. “Blessed are the poor **in** spirit: for theirs is the kingdom **of** heaven.”
10. The Old Testament name **for** this body **of** water is the Sea **of** Chinnereth.
11. It resembles a harp when viewed **from** the surrounding mountains.
12. The Hebrew word **for** “harp” is *chinnereth*.
13. Christ chose the north shore **of** this lake **as** His headquarters **in** Galilee.
14. **On** a nearby hill, He presented His Sermon **on** the Mount.
15. **Along** the shore, He fed the five thousand.
16. He walked **on** its waters and calmed its stormy waves.
17. Many **of** Christ’s miracles **in** this area were related **to** healing.
18. The medicinal mineral springs **of** this freshwater sea made it a refuge **for** invalids.
19. **Without** question, one **of** the most significant regions **during** the ministry **of** Christ was **around** the Sea **of** Galilee.
20. Christ condemned Capernaum **of** its attitude **of** pride.
21. **As** a result **of** this curse, it is nearly impossible **for** archaeologists to find any evidence **of** this important urban center.
22. It was here that Matthew had become an important government official **as** a tax collector.
23. Christ made His headquarters here **after** leaving His home **in** Nazareth.
24. While He was **in** this city, the Lord began to call the men who would become his closest followers.
25. Many **of** His greatest miracles took place **in** the city **of** Capernaum.

□ 7d. In the sentences provided, place parenthesis around the prepositional phrase openers.

1. (In algebraic expressions), the unknown number is expressed (by a letter).
2. (In the process)(of learning math), we will build (into our minds) (at least) twenty-five vital character qualities.
3. (Through the feeding) (of five thousand hungry people), the disciples had to demonstrate (at least) six character qualities.
4. (By accepting) Christ’s instructions to provide food (for the multitude), they showed responsibility.
5. (Through resourcefulness), they did not overlook the meager lunch (of a small boy).
6. They saw (with accuracy) that the boy’s food would not feed everyone.
7. (Through the organization) (of people) (by groups) (of fifties and hundreds), the disciples displayed orderliness.
8. (By obedience) (to Christ's instructions), they gave enough food (to each group).

9. (In a demonstration) (of thriftiness), they gathered all the leftover food.
10. (After the meal), the disciples picked up the remaining pieces (of bread and fish.)
11. (Without Scripture) (as a guiding rule), man tends to misuse mathematics (for his own purposes.)
12. (At a low ebb) (in Vladimir's life), a friend gave him a copy (of Karl Marx's *Das Kapital*.)
13. It brought destruction (to Vladimir's soul).
14. (With great enthusiasm), he spent much time analyzing its contents.
15. (Through its influence), he was transformed (into a cruel tyrant).
16. (To the world), he is known (as Nikolai Lenin).
17. (During His earthly ministry), Christ taught His disciples to see the spiritual needs (of those) (around them).
18. (At the end) (of His ministry), Jesus commanded His disciples to continue the work which He had begun.
19. (Near the end) (of His life), He told them to pray that God would send out laborers (into His harvest).
20. (Throughout His life), Jesus taught us to see people as God sees them. (The word *as* is used here as a subordinator, separating two complete sentences.)

9a. Highlight all of the simple subjects from the prepositional phrase opener assignment (Assignment 7d).

1. (In algebraic expressions), the unknown **number** is expressed (by a letter).
2. (In the process)(of learning math), **we** will build (into our minds) (at least) twenty-five vital character qualities.
3. (Through the feeding) (of five thousand hungry people), the **disciples** had to demonstrate (at least) six character qualities.
4. (By accepting) Christ's **instructions** to provide food (for the multitude), they showed responsibility.
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10. (After the meal), the **disciples** picked up the remaining pieces of bread and fish.
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12. (At a low ebb) (in Vladimir's life), a **friend** gave him a copy of Karl Marx's *Das Kapital*.

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

Teacher Tip: The word “teacher” is not always a proper noun. It is a proper noun in this paragraph only because it is being used as a name for Jesus.

13. **It** brought destruction (to Vladimir’s soul).
14. (With great enthusiasm), **he** spent much time analyzing its contents.
15. (Through its influence), **he** was transformed (into a cruel tyrant).
16. (To the world), **he** is known (as Nikolai Lenin).
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19. (Near the end) (of His life), **He** told them to pray that God would send out laborers (into His harvest).
20. (Throughout His life), **Jesus** taught us to see people as God sees them. (The word *as* is used here as a subordinator, separating two complete sentences.)

1B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *to see with understanding*

distinguish observe
recognize perceive
comprehend notice
apprehend ascertain
discern detect

Antonyms for *to see with understanding*

overlook ignore
misinterpret misjudge
misunderstand

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The eye does not really see objects. It actually sees light reflected or originated by objects. In order for a person to see, light rays entering his eye must be spread apart. These rays must then be bent together four times to form an accurate image on the retina of the eye. When light is bent in this way, it forms an image; this process is called focusing. An image that is "in focus" has sharp, crisp edges. When it is "out of focus," the image is fuzzy.

EXTENSION

The eye bends light using a series of curved surfaces and liquids that have different optical densities. The first curved surface is called the cornea. It has no blood vessels so that it may be completely transparent. The cornea receives oxygen directly from the air and nutrients from a clear liquid called the aqueous humor.

FURTHER EXTENSION

As light passes through the backside of the cornea into the aqueous humor, it bends a second time. Light bends a third time as it leaves the aqueous humor and passes into the lens. Since the lens is curved, it also bends the light. A final bending occurs as light leaves the lens. If any of the four surfaces are not perfect, the image we see becomes blurred.

—*Wisdom Booklet 1*

2. Spelling/Structural Analysis: Double Consonant in the Middle of a Word = First Syllable Short (Examples: hap/py, sun/ny)

BASIC LEVEL

- | | | |
|-----------|------------|-----------|
| 1. after | 4. member | 7. happen |
| 2. follow | 5. middle | |
| 3. offend | 6. perfect | |

EXTENSION

8. Scripture
9. shallow
10. frenzy
11. fasten

FURTHER EXTENSION

12. hallow
13. stalwart
14. passage
15. whimsy

Optional Words

16. misunderstand
17. ignore

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions; Infinitives; Appositives)

4. Study Skills: Reference Materials

Day Three

5. Punctuation: Semicolon Usage

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

Paragraph One of Body

Topic of Paragraph 1 _____
7 Sentences (EXTENSIONS 8)

Paragraph Two of Body

Topic of Paragraph 2 _____
7 Sentences (EXTENSIONS 8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
8 Sentences

Day Four

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

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)

1B Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *to see with understanding*

distinguish observe
recognize perceive
comprehend notice
apprehend ascertain
discern detect

Antonyms for *to see with understanding*

overlook ignore
misinterpret misjudge
misunderstand

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The eye does not really see objects. It actually sees light reflected or originated by objects. In order for a person to see, light rays entering his eye must be spread apart. These rays must then be bent together four times to form an accurate image on the retina of the eye. When light is bent in this way, it forms an image; this process is called focusing. An image that is "in focus" has sharp, crisp edges. When it is "out of focus," the image is fuzzy.

EXTENSION

The eye bends light using a series of curved surfaces and liquids that have different optical densities. The first curved surface is called the cornea. It has no blood vessels so that it may be completely transparent. The cornea receives oxygen directly from the air and nutrients from a clear liquid called the aqueous humor.

FURTHER EXTENSION

As light passes through the backside of the cornea into the aqueous humor, it bends a second time. Light bends a third time as it leaves the aqueous humor and passes into the lens. Since the lens is curved, it also bends the light. A final bending occurs as light leaves the lens. If any of the four surfaces are not perfect, the image we see becomes blurred.

—*Wisdom Booklet 1*

2. Spelling/Structural Analysis: Double Consonant in the Middle of a Word = First Syllable Short (Examples: hap/py, sun/ny)

BASIC LEVEL

- | | | |
|-----------|------------|-----------|
| 1. after | 4. member | 7. happen |
| 2. follow | 5. middle | |
| 3. offend | 6. perfect | |

EXTENSION

8. Scripture
9. shallow
10. frenzy
11. fasten

FURTHER EXTENSION

12. hallow
13. stalwart
14. passage
15. whimsy

Optional Words

16. misunderstand
17. ignore

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

3. Editor Duty: Correct Given Paragraph(s)

(Prepositions; Infinitives; Appositives)

Day Two

4. Study Skills: Reference Materials

5. Punctuation: Semicolon Usage

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

Paragraph One of Body

Topic of Paragraph 1 _____
7 Sentences (EXTENSIONS 8)

Paragraph Two of Body

Topic of Paragraph 2 _____
7 Sentences (EXTENSIONS 8)

EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 _____
8 Sentences

Day Three

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

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)

1B Week 3 Answer Keys

□ 2b. Complete the following steps:

1. Write the spelling words on the lines provided at the level directed by your teacher.
2. Syllabicate them by drawing a line between the double consonant.

Example: hap/py

BASIC LEVEL

- | | |
|--------------------|---------------------|
| 1. after—aft/ter | 5. middle—mid/dle |
| 2. follow—foll/ow | 6. perfect—per/fect |
| 3. offend—of/fend | 7. happen—hap/pen |
| 4. members—mem/ber | |

EXTENSION

- | | |
|-------------------------|--------------------|
| 8. Scripture—Scrip/ture | 10. frenzy—fren/zy |
| 9. shallow—shall/ow | 11. fasten—fas/ten |

FURTHER EXTENSION

- | | |
|------------------------|----------------------|
| 12. hallow—hal/low | 14. passage—pas/sage |
| 13. stalwart—stal/wart | 15. whimsy—whim/sy |

OPTIONAL WORDS

16. misunderstood—mis/un/der/stood
17. ignore—ig/nore

□ 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 four prepositions.
3. In the first paragraph, highlight the *to* + verb that is not a preposition but is a special verb called an infinitive.
4. **EXTENSIONS:** In the second paragraph, highlight the appositive, and place commas around it if you have not already done so.

In the ordinary city **of** **C**ana, a wedding became an extraordinary event. **During** this memorable wedding feast, friends and relatives had gathered **from** all across **G**alilee **to celebrate** the joyous occasion. **During** this festive occasion, Mary realized that the families **of** the bride and groom were facing an embarrassing moment. **T**hey had run out **of** wine.

Mary, **the mother of Jesus**, quietly instructed the servants to follow her **Son's** directions. Christ then gave them instructions. **H**e told them to fill six stone pots to the brim with water.

When the ruler of the feast drank wine from the pots, he wondered why the bridegroom had held back his best wine. Christ's first miracle took place in the little village of **C**ana.

□ **5b. In your notebook, complete the following steps for the sentences provided.**

1. Combine two sentences into one using a semicolon between the two.
2. Mark the sentences with **CS; CS** to show that each side of the semicolon contains a complete sentence. (CS standards for *complete sentence*.)

Note: You may choose to complete this assignment in your WBLA booklet by marking through the capitalized letter and inserting a semi colon in each sentence.

CS ; **CS**

Example: I love to teach character to children; they enjoy the songs and lessons.

CS ; **CS**

1. When we really see people, we first notice outward differences; we also detect differences in various unchangeable features.

CS ;

2. Jesus told His disciples to pray that God would send out laborers into His harvest; the laborers need only be few in number if they are perceptive to people's needs.

CS ; **CS**

3. The more we see the real needs of people, the more we are able to recognize the wide scope of resources which God gives us; by seeing others' needs, we can distinguish that good and perfect will of God.

CS ; **CS**

4. We must be in a constant attitude of prayer; we must also learn how to ask appropriate questions.

CS ;

5. As our lives are in tune with the Spirit of God, He will give us discernment; we will not misinterpret the real needs of the people around us.

CS ;

6. One who discerns will examine himself before evaluating the actions of others; one who judges will condemn others for their visible problems without seeing the roots of those problems.

7. One who discerns will check all of the facts before reaching a conclusion;

one who judges will form opinions on first impressions or hearsay.

8. A discerning believer is one who detects a fault in another and is able to give

him clear direction; he is then able to restore an offending brother rather than reject him.

9. Jesus instructed His disciples to see the spiritual needs of the people around Him;

He compared the multitudes to fields of a ready harvest.

10. *Discern* means to see with understanding; *misjudge* means to see without understanding.

1B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms for *to see with understanding*

distinguish observe
recognize perceive
comprehend notice
apprehend ascertain
discern detect

Antonyms for *to see with understanding*

overlook ignore
misinterpret misjudge
misunderstand

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

At the age of twelve, Christ amazed the teachers of this city with His knowledge and understanding of the Scriptures. Years later, Satan took Christ to the pinnacle of the city's Temple and dared Him to cast Himself down. Christ also cleansed that same Temple during two different Passover feasts.

EXTENSION

Christ forewarned the disciples that His death would occur here. As He stood on a hillside overlooking the ancient city, He wept for the people who had stubbornly refused to accept Him. That same week, Christ would be betrayed, tried, and executed just outside this city's limits.

FURTHER EXTENSION

After His resurrection, Christ ascended bodily to heaven. Angels appeared and promised that He would one day return to this "City of Peace," Jerusalem.

The last two copy boxes should be considered one paragraph throughout this week's lesson.

2. Spelling: Open Syllables Have Long Vowel Sounds (Examples: Bi/ble, be/long)

BASIC LEVEL

1. tomorrow 4. believe 7. depend
2. return 5. depart 8. prolong
3. refuse 6. focus

EXTENSION

9. disciple
10. native
11. nomad
12. junior

FURTHER EXTENSION

13. diverge
14. climax

Optional Words

15. understand
16. misjudge

TI: An *open syllable* is a syllable that ends in a vowel, as opposed to a *closed syllable*, which ends in a consonant. (A consonant "closes" a syllable.) When a syllable is an open syllable, it usually makes the vowel's long sound, as in *be*, *go*, and *Bible*.

Day Two

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

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

Day Three

5. FURTHER EXTENSION:

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

6. Grammar: Strong, Active Verbs With Helpers

Day Four

7. Composition: Edit and Revise

Day Five

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Informative Essay

Extra Practice (Optional)

1B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms for *to see with understanding*

distinguish discern
recognize observe
comprehend perceive
apprehend detect
ascertain notice

Antonyms for *to see with understanding*

overlook ignore
misinterpret misjudge
misunderstand

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

At the age of twelve, Christ amazed the teachers of this city with His knowledge and understanding of the Scriptures. Years later, Satan took Christ to the pinnacle of the city's Temple and dared Him to cast Himself down. Christ also cleansed that same Temple during two different Passover feasts.

EXTENSION

Christ forewarned the disciples that His death would occur here. As He stood on a hillside overlooking the ancient city, He wept for the people who had stubbornly refused to accept Him. That same week, Christ would be betrayed, tried, and executed just outside this city's limits.

FURTHER EXTENSION

After His resurrection, Christ ascended bodily to heaven. Angels appeared and promised that He would one day return to this "City of Peace," Jerusalem.

The last two copy boxes should be considered one paragraph throughout this week's lesson.

2. Spelling: Open Syllables Have Long Vowel Sounds (Examples: Bi/ble, be/long)

BASIC LEVEL

- | | | |
|-------------|------------|------------|
| 1. tomorrow | 4. believe | 7. depend |
| 2. return | 5. depart | 8. prolong |
| 3. refuse | 6. focus | |

EXTENSION

9. disciple
10. native
11. nomad
12. junior

FURTHER EXTENSION

13. diverge
14. climax

Optional Words

15. understand
16. misjudge

TI An *open syllable* is a syllable that ends in a vowel, as opposed to a *closed syllable*, which ends in a consonant. (A consonant "closes" a syllable.) When a syllable is an open syllable, it usually makes the vowel's long sound, as in *be*, *go*, and *Bible*.

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

Day Two

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

5. FURTHER EXTENSION:

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

Day Three

6. Grammar: Strong, Active Verbs With Helpers

7. Composition: Edit and Revise

Day Four

8. Spelling: Spelling Test

9. Dictation: Dictation Quiz

10. Composition: Final Copy Informative Essay

Extra Practice (Optional)

1B Week 4 Answer Keys

- **2b.** Copy the spelling words at the level directed by your teacher, and syllabicate them where you hear the break.

Example: focus—fo/cus

BASIC

1. to/mor/row
2. re/turn
3. re/fuse
4. be/lieve
5. de/part
6. fo/cus
7. de/pend
8. pro/long

EXTENSION

9. dis/ci/ple
10. na/tive
11. no/mad
12. ju/nior

FURTHER EXTEN

13. di/verge
14. cli/max

- **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, if you have not already done so, place a semicolon between the word *aging* and the word *it*.
3. **EXTENSIONS:** In the second paragraph, place a semicolon before the word *however*, and a comma following it. Read the sentence aloud. Do you see how this is two sentences combined into one?

Is a law legitimate simply because it is properly enacted? No, it is not; there must be a higher standard that controls the purpose of the law. A law is not legitimate if it is contrary to “the Laws of Nature, and of Nature’s God.” This means that if man’s law conflicts with God’s Law, it **is not** justifiable. A law that violates a national constitution is also not valid.

Illegitimate laws are often created as stepping stones for powerful people to accomplish selfish goals. Law becomes self-serving based on what the majority desires. They are made to fit plans that are not suitable to begin with. **(Illegitimate, accomplish)**

Although man may use law as a tool for personal gain, each person will one day be judged by God’s moral standards. The judgment of God is according to truth; it is against those who commit all kinds of wickedness. God will deliver to every man according to his deeds. The contentious, rebellious, and unrighteous will find trouble and torment. Glory, honor, and peace await those that exert themselves to good. There is no respect of persons with God. **(personal, judgement)**

4d. 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 the sentence.
2. Highlight the simple subject of the sentence in one color.
3. Highlight the main verb phrase in another color (the main verb, main helping verbs and infinitives that make up the main verb of the sentence).

1. **Noah** and **his family** | **began** to repopulate the earth.
2. **All** their descendants | **spoke** the same language.
3. Their **descendants** | **laid** the foundations for a highly developed city.
4. This **city** | **was known** as Babylon.
5. Godless **humanism** | **became** the motivating force of this city.
6. The **people** | **decided** to build a huge tower.
7. This **tower** | **would “reach** to heaven.”
8. The **purpose** of the builders | **was to design** an observatory from which to explore the heavens for evil purposes.
9. **God** | **realized** that nothing would restrain them from achieving their selfish ambitions.
10. **God** | **created** the different languages.
11. **He** | **has built** into each language a witness of Himself.
12. The **Lord** | **chose** two primary languages in which to write His Word.
13. The **Hebrew language** | **is** very picturesque.
14. Its **sentences** | **are** short and intensely expressive.
15. The **Old Testament** | **is** primarily biographical.
16. **Hebrew** | **uses** vivid and bold metaphors.
17. **Hebrew** | **is** a personal language.
18. Even **nations** | **were given** personalities.
19. **God** | **reveals** Himself in descriptive human terms.
20. **God** | **attributes** to Himself human characteristics.

6d. In the sentences provided, write a new verb above underlined ones.

Answers will vary.

6e. Write three stronger, more descriptive verbs in place of the boring ones listed.

Answers will vary.

2B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Characteristics of a <i>disciple</i>		Characteristics of one who <i>is not a disciple</i>	
trained	self-controlled	slothful	unlearned
tutored	skilled	unqualified	unreliable
obedient	ardent	disorderly	unrestrained
loyal	diligent	inconsistent	uninformed
instructed	prepared		
fervent	faithful		

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The prophet Daniel purposed in his heart that he would not violate Scriptural commands. Jealous Persian princes conspired against him, but they could not devise any personal or political scandals. Frustrated by Daniel's blameless heart, they tricked the king into establishing a law that would condemn the Jewish prophet to death.

EXTENSION

Though the law had been passed commanding everyone to pray only to the king, Daniel continued to thank the Lord three times every day. Trapped by his own foolish decree, the king sadly sentenced Daniel to the lions' den. After a sleepless night, king Darius hurried to the den, hoping to find Daniel alive.

FURTHER EXTENSION

Because Daniel trusted God, he was delivered from the lions. His enemies were destroyed, and the wicked law was revoked. Darius issued a new proclamation that the people of his kingdom should fear the God of Daniel.

—Adapted from *Wisdom Booklet 2*

2. Spelling: *Schwa* Sound at the Beginning or in the Middle or Words (Examples: against, counselors)

BASIC LEVEL

- | | | |
|-----------|-------------|-------------|
| 1. appeal | 3. indicate | 5. against |
| 2. aware | 4. military | 6. position |

EXTENSION

7. motivate
8. accept

FURTHER EXTENSION

9. consequence
10. confidence

Optional Words

11. tutored
12. obey
13. loyal
14. skilled

TT: The *schwa sound* is the name of the sound made when you hear a fast, short *u*. There are as many combinations of vowels that make the *schwa* sound as there are combinations of vowels! In other words, the *schwa* sound can be made by nearly any vowel or vowel combination. Thus, these words must be memorized.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Subject Part; Predicate Part)

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

5. Grammar: Noun Markers (Articles)

Day Three

6. Composition/Creative Writing:

Write a Rough Draft From a Key Word Outline

7. Sentence Analysis: Plural Nouns

Day Four

8. Grammar: Be, a Helper, Link Verbs and Verb Phrases

9. Composition: Edit and Revise

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

2B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Characteristics of a <i>disciple</i>		Characteristics of one who is <i>not a disciple</i>	
trained	self-controlled	slothful	unlearned
tutored	skilled	unqualified	unreliable
obedient	ardent	disorderly	unrestrained
loyal	diligent	inconsistent	uninformed
instructed	prepared		
fervent	faithful		

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The prophet Daniel purposed in his heart that he would not violate Scriptural commands. Jealous Persian princes conspired against him, but they could not devise any personal or political scandals. Frustrated by Daniel's blameless heart, they tricked the king into establishing a law that would condemn the Jewish prophet to death.

EXTENSION

Though the law had been passed commanding everyone to pray only to the king, Daniel continued to thank the Lord three times every day. Trapped by his own foolish decree, the king sadly sentenced Daniel to the lions' den. After a sleepless night, king Darius hurried to the den, hoping to find Daniel alive.

FURTHER EXTENSION

Because Daniel trusted God, he was delivered from the lions. His enemies were destroyed, and the wicked law was revoked. Darius issued a new proclamation that the people of his kingdom should fear the God of Daniel.

—Adapted from *Wisdom Booklet 2*

2. Spelling: *Schwa* Sound at the Beginning or in the Middle or Words (Examples: against, counselors)

BASIC LEVEL

- | | | |
|-----------|-------------|-------------|
| 1. appeal | 3. indicate | 5. against |
| 2. aware | 4. military | 6. position |

EXTENSION

7. motivate
8. accept

FURTHER EXTENSION

9. consequence
10. confidence

Optional Words

11. tutored
12. obey
13. loyal
14. skilled

TT: The *schwa* sound is the name of the sound made when you hear a fast, short *u*. There are as many combinations of vowels that make the *schwa* sound as there are combinations of vowels! In other words, the *schwa* sound can be made by nearly any vowel or vowel combination. Thus, these words must be memorized.

3. Editor Duty: Correct Given Paragraph(s)

(Subject Part; Predicate Part)

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

5. Grammar: Noun Markers (Articles)

6. Composition/Creative Writing:

Write a Rough Draft From a Key Word Outline

Day Three

7. Sentence Analysis: Plural Nouns

8. Grammar: Be, a Helper, Link Verbs and Verb Phrases

9. Composition: Edit and Revise

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

12. Composition: Final Copy Informative Essay

Extra Practice (Optional)

2B 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, place a slash mark between the subject part and the predicate part of each sentence. (Note: Be careful! Both the second and third sentences have entire phrases as their subject parts.)

Enthusiasm | can be generated by the emotions or by the spirit. Stirring up enthusiasm in our emotions | is like trying to start a poorly-tuned car on a weak battery. Each attempt to start the car | becomes more difficult.

Being motivated by enthusiasm that is a by-product of obedience to the Holy Spirit is like cranking a well-tuned car with a strong battery. Both people and vehicles function best when they operate in harmony with their designer's intent. When we enter into Christ's victory and obey the promptings of the Holy Spirit by the grace that He gives, those around us should be able to sense a consistent and contagious enthusiasm.

Whatever we do, we are to put our whole hearts and souls into it, doing it for the Lord. Discipline and enthusiasm go hand in hand. They make the difference between success and failure in many areas of life.

7d. Write the plural forms of the nouns provided; applying the rules you learned.

- | | |
|---|--|
| 1. heart— <u>h</u> earts | 13. banjo— <u>b</u> anj <u>o</u> s |
| 2. concept— <u>c</u> on <u>ce</u> pt <u>s</u> | 14. roof— <u>r</u> oo <u>f</u> s (exception) |
| 3. deer— <u>d</u> eer | 15. piano— <u>p</u> iano <u>s</u> |
| 4. church— <u>c</u> hurch <u>s</u> | 16. monkey— <u>m</u> onkey <u>s</u> |
| 5. woman— <u>w</u> om <u>e</u> n | 17. calf— <u>c</u> alf <u>s</u> |
| 6. reason— <u>r</u> ea <u>so</u> n <u>s</u> | 18. turkey— <u>t</u> urkey <u>s</u> |
| 7. branch— <u>b</u> ranch <u>s</u> | 19. fly— <u>f</u> ly <u>s</u> |
| 8. man— <u>m</u> en | 20. fry— <u>f</u> ry <u>s</u> |
| 9. rash— <u>r</u> ash <u>s</u> | 21. goose— <u>g</u> oose |
| 10. trial— <u>t</u> rial <u>s</u> | 22. radio— <u>r</u> adio <u>s</u> |
| 11. ox— <u>o</u> x <u>e</u> n | 23. bunny— <u>b</u> unny <u>s</u> |
| 12. tornado— <u>t</u> ornado <u>s</u> | 24. soprano— <u>s</u> oprano <u>s</u> |

❑ **8e.** In the sentences provided, highlight the Be, a Helper, Link verbs (those that come before another verb and those that are alone).

1. A strange silence **had** paralyzed the tiny village of Modin.
2. Houses, streets, and alleyways **were** deserted.
3. The normally busy vineyards and olive groves **were** abandoned and still.
4. A visitor **would have been** convinced that it **was** the Sabbath day.
5. All of the villagers **had** gathered in the marketplace.
6. They **were** dressed as they **had been** ordered.
7. Apelles **was** surveying the crowd of Jews.
8. The old priest Mattathias **had** known about the battle that **was** about to take place.
9. Apelles **would** order him to take part in the sacrifice and eat the pork that **would** symbolically bind the village to the pagan worship.
10. The old priest **would** not submit to the wicked ruler.
11. Mattathias said that they **would** never abandon the Law.
12. The marketplace **was** engulfed with tension.
13. Another Jew **was** handed the sacrificial knife.
14. As this man **was** approaching the statue of Zeus, Mattathias lunged forward to grab the knife.
15. He **would** raise a banner of rebellion by killing Apelles.
16. The pagan altar **was** torn down.
17. For the rest of their lives, the Jews **would be** hunted down as outlaws.
18. This event **became** the starting point of the Maccabean revolt.
19. During the revolt, all five of Mattathias' sons **were** killed.
20. The final result of the Revolt of the Maccabees **had** proven to be the most tragic.
21. Since the Maccabees **were** honored and admired, the Jewish idea of the Messiah **became** warped.
22. When Christ presented the kingdom of God, His teachings **were** rejected by many because they **did** not fit the Maccabean idea.
23. Daniel and others **had** stood as powerful witnesses to the Maccabeans on how to properly respond when commanded by evil rulers to violate God's laws.

2B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Characteristics of a <i>disciple</i>		Characteristics of one who is <i>not a disciple</i>	
trained	self-controlled	sllothful	unlearned
tutored	skilled	unqualified	unreliable
obedient	ardent	disorderly	unrestrained
loyal	diligent	inconsistent	uninformed
instructed	prepared		
fervent	faithful		

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The old priest quietly prepared himself for the battle of wills that was about to take place. He had known that Apelles would order him to take part in the sacrifice that would have bound the village to the pagan worship of their oppressors.

The royal emissary realized this would be no simple ceremony. Whatever Apelles had seen in the eyes of the old priest, it was not submission. "You are a leader here," Apelles had called, "a man of mark and influence in the village. Be the first to come forward and carry out the order of the king!"

EXTENSION

The Jewish priest stood firm. "Though all nations within the king's dominion obey him and forsake their faith," he replied, "yet I and my sons and brothers will follow the covenant of our fathers. No, we will not obey the command of the king, nor will we deviate one step from our worship."

FURTHER EXTENSION

Suddenly, a Jew had stepped forward out of the crowd. He calmly walked past the troops that surrounded the pagan altar. The figure approached Apelles and announced that he was willing to carry out the sacrifice.

—Adapted from *Wisdom Booklet 2*

2. Spelling/Structural Analysis: Adding Suffixes to Root Words

BASIC LEVEL

- | | | |
|--------------|----------------|----------------|
| 1. cut (ink) | 4. watch (ink) | 7. bless (ink) |
| 2. fill (ed) | 5. follow (ed) | 8. pray (ed) |
| 3. fly (ink) | 6. lead (er) | |

EXTENSION

9. crash (ed)
10. toast (ed)

FURTHER EXTENSION

11. thrill (ink)
12. oppress (ed)
13. strip (ed)

Optional Words

14. ardent
15. instruct
16. prepared
17. fervent

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

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

3. Editor Duty: Correct Given Paragraph(s)

(Noun Markers; Plural Nouns; Verb Phrases/Tenses)

Day Two

4. Study Skills/Prewriting: Writing Notes for an Original Dialogue

Paragraph One of Dialogue

Topic of Paragraph 1 _____

Paragraph Two of Dialogue

Topic of Paragraph 2 _____

Paragraph Three of Dialogue

Topic of Paragraph 3 _____

Extensions: Paragraph Four of Dialogue

Topic of Paragraph 4 _____

Extensions: Paragraph Five of Dialogue

Topic of Paragraph 5 _____

5. Grammar: Past Participles

6. Composition/Creative Writing: Write Dialogue From Notes

Day Three

7. Punctuation: Speech Tags

8. Punctuation: Punctuating Quotations

Day Four

9. Grammar: Interjection Sentence Openers

10. Composition: Edit and Revise

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Original Dialogue Essay

Extra Practice (Optional)

2B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Characteristics of a <i>disciple</i>		Characteristics of one who is <i>not a disciple</i>	
trained	self-controlled	slothful	unlearned
tutored	skilled	unqualified	unreliable
obedient	ardent	disorderly	unrestrained
loyal	diligent	inconsistent	uninformed
instructed	prepared		
fervent	faithful		

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

The old priest quietly prepared himself for the battle of wills that was about to take place. He had known that Apelles would order him to take part in the sacrifice that would have bound the village to the pagan worship of their oppressors.

The royal emissary realized this would be no simple ceremony. Whatever Apelles had seen in the eyes of the old priest, it was not submission. "You are a leader here," Apelles had called, "a man of mark and influence in the village. Be the first to come forward and carry out the order of the king!"

EXTENSION

The Jewish priest stood firm. "Though all nations within the king's dominion obey him and forsake their faith," he replied, "yet I and my sons and brothers will follow the covenant of our fathers. No, we will not obey the command of the king, nor will we deviate one step from our worship."

FURTHER EXTENSION

Suddenly, a Jew had stepped forward out of the crowd. He calmly walked past the troops that surrounded the pagan altar. The figure approached Apelles and announced that he was willing to carry out the sacrifice.

—Adapted from *Wisdom Booklet 2*

2. Spelling/Structural Analysis: Adding Suffixes to Root Words

BASIC LEVEL

- | | | |
|--------------|----------------|----------------|
| 1. cut (ink) | 4. watch (ink) | 7. bless (ink) |
| 2. fill (ed) | 5. follow (ed) | 8. pray (ed) |
| 3. fly (ink) | 6. lead (er) | |

EXTENSION

9. crash (ed)
10. toast (ed)

FURTHER EXTENSION

11. thrill (ink)
12. oppress (ed)
13. strip (ed)

Optional Words

14. ardent
15. instruct
16. prepared
17. fervent

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

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)

(Noun Markers; Plural Nouns; Verb Phrases/Tenses)

Day Two

4. Study Skills/Prewriting: Writing Notes for an Original Dialogue

Paragraph One of Dialogue

Topic of Paragraph 1 _____

Paragraph Two of Dialogue

Topic of Paragraph 2 _____

Paragraph Three of Dialogue

Topic of Paragraph 3 _____

Extensions: Paragraph Four of Dialogue

Topic of Paragraph 4 _____

Extensions: Paragraph Five of Dialogue

Topic of Paragraph 5 _____

5. Grammar: Past Participles

6. Composition/Creative Writing: Write Dialogue From Notes

Day Three

7. Punctuation: Speech Tags

8. Punctuation: Punctuating Quotations

9. Grammar: Interjection Sentence Openers

10. Composition: Edit and Revise

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Original Dialogue Essay

Extra Practice (Optional)

2B Week 2 Answer Keys

- ❑ **2c.** On the lines provided, copy the spelling words at the level directed by your teacher. Add the suffixes in parentheses according to the spelling rules learned.

BASIC LEVEL

1. cut (ink)—cutting
2. fill (ed)—filled
3. fly (ink)—flying
4. watch (ink)—watching
5. follow (ed)—followed
6. lead (er)—leader
7. bless (ink)—blessing
8. pray (ed)—prayed

EXTENSION

9. crash (ed)—crashed
10. toast (ed)—toasted

FURTHER EXTENSION

11. thrill (ink)—thrilling
12. oppress (ed)—oppressed
13. strip (ed)—stripped

- ❑ **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 plural nouns.
3. In the last paragraph, highlight all of the noun markers.

Geology is a record of **G**od's past **j**udgments upon the land for the **s**ins of **i**ts inhabitants. **S**oil that abounds with **t**horns and **t**histles **i**s **G**od's reminder to us of **A**dam's **s**ins. **S**trata of sediment and erosion **f**ormations in the terrain are lasting **m**onuments of the worldwide flood that judged the **s**ins of **c**ivilizations in **N**oah's day.

Expanding deserts are evidences of **G**od's judgment for sin. **H**e withholds the rain, directs invading armies to cut down trees, and brings locust plagues to devour the land. Volcanoes, earthquakes, and violent storms are further demonstrations of **G**od's power in judgments.

Humanistic geologists require billions of years to add plausibility to **t**heir theories of **t**he origin and present condition of **t**he earth's surface. **T**he false presuppositions of evolutionary theories have produced **t**he idea that **t**he world has limited resources, and thus, that **t**he world's population must be decreased. **T**he fact is that we have not even begun to tap many resources of food and power.

- 5f. In the sentences provided, highlight all of the verb phrases. Write *Past P* above each of the verb phrases that contain a past participle.

Note: Many of these sentences would sound better without the past participle tense. That tense is used here for teaching purposes.

Past P

1. His disciples **had come** unto Him.

Past P

2. Jesus **had gone** up into the mountain **to establish** quietness and order for His message.

Past P

3. Christ **has warned** us not **to cast** our pearls before swine.

Past P

4. Jesus **had captured** the concentration of His hearers with the truth of His message.

Past P

5. Jesus **has demonstrated** the power of the Word.

Past P

6. A disciple **has followed** Jesus from place to place.

Past P

7. True teaching **has taken** place in the life of the learner when his life **is changed**.

Past P

8. The truths He **had communicated** in the Beatitudes were not new to the hearers.

Past P

9. We **should learn** the Greek language, in which the New Testament **was written**.

Past P

Past P

10. Christ **had given** them vastly deeper meanings than the listeners **had heard** before.

Past P

Past P

11. He **had taught** while He **was sitting** down.

Past P

12. The Jews **had longed** **to be** free as a nation.

Past P

13. Two hundred years earlier, an aged priest and his five sons **had revolted** against their Syrian rulers.

Past P

14. For over a hundred years, warfare **had continued**.

Past P

15. The Jews **had accepted** help from the Romans.

Past P

16. God **has made** all things and **holds** all things together.

17. The key to open-air speaking is the timbre or resonance of the voice.

Past P

18. The sons of Noah **had rejected** God's disciplines administered through their father.

Past P

19. The destructive influence of Babel and Babylon **has persisted** throughout history.

Past P

20. Constantine **had begun** **to reform** Roman law around Biblical principles.

Past P

21. It **has been acclaimed** by secular society as “one of the greatest Roman contributions to civilization.”

Past P

22. It **has been** the basis of law codes in many countries.

Past P

23. Paul **has used** running a race as an analogy **to illustrate** winning in the Christian life.

Past P

24. We **have used** more muscles **to speak** than **to walk**!

7b. In the sentences provided, place commas before or after the speech tag, as taught in this lesson.

1. Mattathias appealed to his fellow countrymen₂, “Now therefore, my sons, be zealous for the law.”
2. “You are a leader here, a man of mark and influence in the village and firmly supported by your sons and brothers₂,” said Apelles.
3. Apelles continued₂, “Be the first to come forward and carry out the order of the king.”
4. “All the other people have done so, as have the leading men in Judea and the people left in Jerusalem₂,” ordered Apelles.
5. Apelles pleaded₂, “Do this, and you and your sons will be counted among the friends of the king.”
6. “You will receive high honor, rich rewards of silver and gold, and many further benefits₂,” Mattathias was told.
7. “Though all nations within the king’s dominion obey him and forsake their faith, though they have chosen to submit to his commands, yet I and my sons and my brothers will follow the covenant of our fathers₂,” replied Mattathias.
8. Mattathias continued₂, “Heaven forbid we should ever abandon the Law and its statutes.”
9. “We will not obey the command of the king, nor will we deviate one step from our worship₂,” Mattathias resolved.
10. “The Maccabees revolted instead of praying to God as Daniel did₂,” instructed the teacher.
11. The king spoke to Daniel₂, “O Daniel, servant of the living God, is thy God, whom thou servest continually, able to deliver thee from the lions?”
12. Daniel replied₂, “My God hath sent his angel, and hath shut the lions’ mouths; they have not hurt me; forasmuch as before him innocency was found in me; and also before thee, O king, have I done no hurt.”
13. Paul said₂, “Let every soul be subject unto the higher powers. For there is no power but of God: the powers that be are ordained of God.”

14. The teacher asked₃ “Did you know that Mattathias lost all five of his sons as a result of their rebellion?”
15. The teacher continued₃ “The Maccabean revolt caused the Jews to expect a warlike leader instead of Jesus.”

□ 8b. Based on the rules in this lesson, correctly punctuate the quotations provided.

1. “You drag yourself around the field like a veteran who has been playing ball for twenty years₃” he told me.
2. “Why do you act that way if you’re not lazy₂?” he asked.
3. “Bert, I’m so nervous that I want to hide my fear from the crowd and other players₃” I replied.
4. “That will never work₃” the manager said.
5. “Whatever you do after you leave here, wake yourself up, and put some enthusiasm into your work₃” he continued. (*or* “. . . into your work₁!”)
6. “Frank, what are you doing down here in a league like this₂?” the new manager asked me.
7. I replied₃ “If I knew how to get a better job, I’d go anywhere.”
8. Finally the newspapers said₃ “This new player, Frank Bettger, has a barrel of enthusiasm.”
9. “He inspired our boys to win the game₃” the paper continued.
10. Later when I went into sales, the speech teacher, Mr. Carnegie, asked me₃ “Are you interested in what you are saying?”
11. I replied₃ “Yes, of course I am.”
12. “Well, then, why don’t you talk with a little more enthusiasm₂?” Mr. Carnegie retorted.
13. Mr. Carnegie continued₃ “How do you expect your audience to be interested if you don’t put some life and animation into what you say?”
14. “And that is how Frank Bettger became enthusiastic₃” Father ended.
15. Father asked us₃ “Can you be enthusiastic about your work too?”

2B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Characteristics of a <i>disciple</i>		Characteristics of one who is <i>not a disciple</i>	
trained	self-controlled	slothful	unlearned
tutored	skilled	unqualified	unreliable
obedient	ardent	disorderly	unrestrained
loyal	diligent	inconsistent	uninformed
instructed	prepared		
fervent	faithful		

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Susannah Wesley had been trained by her father to be a skilled writer, and she taught her children how to write for the glory of God. It is likely that she strongly encouraged her son, John, to keep a journal.

The journal of David Brainerd also made a significant impact on the life of John Wesley. Likewise, it has challenged the lives of others who later became great Christian leaders.

EXTENSION

The journal of John Wesley became a guiding inspiration to thousands of Christian laymen and preachers who carried the Gospel to the people of England and to the frontiers of America. His journal of eight volumes continues to be published today—two hundred years after he wrote it.

FURTHER EXTENSION

In order to write the volumes of his journal, John Wesley used minutes that would otherwise have been unproductive. Thus, he even learned to improve the time he had to spend in routine tasks by using it to write. This included writing while riding on his horse.

—Adapted from *Wisdom Booklet 2*

2. Spelling: Number Words

BASIC LEVEL

- | | | |
|---------------|------------|-----------------|
| 1. twenty-one | 5. sixty | 9. hundred |
| 2. thirty | 6. seventy | 10. thousand |
| 3. forty | 7. eighty | 11. fifty-seven |
| 4. fifty | 8. ninety | |

EXTENSION

12. thirty-eight
13. seventy-nine

FURTHER EXTENSION

14. six thousand, four hundred eighty-five

Optional Words

15. faithful
16. slothful
17. unqualified
18. disorderly

TT: Occasionally, a word has few phonetic components (fewer phonetic components than sight word components) and should simply be memorized. A good example of this in early writing stages is the word *you*.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Past Participles; Interjections)

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

Topic of Entry 1

Paragraph One Topic _____
(Introduce topic: write verse, song, words, etc.)

Paragraph Two Topic _____
(Why it spoke to you; Why God led you to it; Why you need it, etc.)

Paragraph Three Topic _____
(Application)

Topic of Entry 2

Paragraph One Topic _____
(Introduce topic: write verse, song, words, etc.)

Paragraph Two Topic _____
(Why it spoke to you; why God led you to it; why you need it, etc.)

Paragraph Three Topic _____
(Application)

EXTENSIONS: Topic of Entry 3

Paragraph One Topic _____
(Introduce topic: write verse, song, words, etc.)

Paragraph Two Topic _____
(Why it spoke to you; Why God led you to it; Why you need it, etc.)

Paragraph Three Topic _____
(Application)

Day Three

5. Structural Analysis:

Homophones (Examples: to, too, two)

6. Grammar: Conjunctive Adverbs

Day Four

7. Composition: Write Rough Draft from Original Journal Entries

8. Grammar: Review Past Participles

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

2B Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Characteristics of a <i>disciple</i>		Characteristics of one who is <i>not a disciple</i>	
trained	self-controlled	slothful	unlearned
tutored	skilled	unqualified	unreliable
obedient	ardent	disorderly	unrestrained
loyal	diligent	inconsistent	uninformed
instructed	prepared		
fervent	faithful		

1. Copying, Vocabulary, and Comprehension

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Susannah Wesley had been trained by her father to be a skilled writer, and she taught her children how to write for the glory of God. It is likely that she strongly encouraged her son, John, to keep a journal.

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EXTENSION

The journal of John Wesley became a guiding inspiration to thousands of Christian laymen and preachers who carried the Gospel to the people of England and to the frontiers of America. His journal of eight volumes continues to be published today—two hundred years after he wrote it.

FURTHER EXTENSION

In order to write the volumes of his journal, John Wesley used minutes that would otherwise have been unproductive. Thus, he even learned to improve the time he had to spend in routine tasks by using it to write. This included writing while riding on his horse.

—Adapted from *Wisdom Booklet 2*

2. Spelling: Number Words

BASIC LEVEL

- | | | |
|---------------|------------|-----------------|
| 1. twenty-one | 5. sixty | 9. hundred |
| 2. thirty | 6. seventy | 10. thousand |
| 3. forty | 7. eighty | 11. fifty-seven |
| 4. fifty | 8. ninety | |

EXTENSION

12. thirty-eight
13. seventy-nine

FURTHER EXTENSION

14. six thousand, four hundred eighty-five

Optional Words

15. faithful
16. slothful
17. unqualified
18. disorderly

TT: Occasionally, a word has few phonetic components (fewer phonetic components than sight word components) and should simply be memorized. A good example of this in early writing stages is the word *you*.

3. Editor Duty: Correct Given Paragraph(s)

(Past Participles; Interjections)

Day Two

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

Topic of Entry 1 _____

Paragraph One Topic _____

(Introduce topic: write verse, song, words, etc.)

Paragraph Two Topic _____

(Why it spoke to you; Why God led you to it; Why you need it, etc.)

Paragraph Three Topic _____

(Application)

Topic of Entry 2 _____

Paragraph One Topic _____

(Introduce topic: write verse, song, words, etc.)

Paragraph Two Topic _____

(Why it spoke to you; why God led you to it; why you need it, etc.)

Paragraph Three Topic _____

(Application)

EXTENSIONS: Topic of Entry 3 _____

Paragraph One Topic _____

(Introduce topic: write verse, song, words, etc.)

Paragraph Two Topic _____

(Why it spoke to you; Why God led you to it; Why you need it, etc.)

Paragraph Three Topic _____

(Application)

5. Structural Analysis:

Homophones (Examples: to, too, two)

Day Three

6. Grammar: Conjunctive Adverbs

7. Composition: Write Rough Draft from Original Journal Entries

8. Grammar: Review Past Participles

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

Extra Practice (Optional)

2B 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 past participles.

3. In the last paragraph, highlight the interjection, and place punctuation following it, if you have not already done so.

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

Some scholars sorted through **their** papers as they **hurried** down the dark hallway that led to the throne room. **A** group of royal officials, hoping to impress the king, calmly **entered** the hallway as well. The king waited for these servants with excitement. He had been looking forward to this meeting.

As the meeting took place, the powerful king spoke new laws to the clerks and copyists. **The** clerk and copyists wrote everything down. **This** was an important meeting.

The king spoke and read **L**atin but he **had** never **learned** to **write**. Still, he **had memorized** large parts of **one** important book—the **B**ible. **H**is laws **were** based on justice and order. **They** showed that he understood **B**iblical law. **Yes**, the king's name was **C**harlemagne. **H**istorians **have praised** him for turning a wild kingdom into **an** orderly country through laws.

5b. On the lines provided, write the definition (or a synonym) beside each word, at the level directed by your teacher.

Note: If there are any that you do not know, look them up in the dictionary or thesaurus

BASIC LEVEL

1. bred—past tense of *breed*
2. bread—food
3. horse—farm animal
4. hoarse—having a sore throat
5. some—having an indefinite amount
6. sum—answer to addition problem
7. made—past tense of *make*
8. maid—a young girl
9. foul—unpleasant; distasteful
10. fowl—a bird

EXTENSION

11. core—center
12. corps—group or body of people
13. bored—made a hole; disinterested
14. board—wooden plank

FURTHER EXTENSION

- | | |
|-----------------------------|------------------------------|
| 15. flower—plant | 18. coarse—rough or rude |
| 16. flour—used for baking | 19. sense—wisdom; impression |
| 17. course—pathway or route | 20. scents—smells |

□ 5C. In the sentences provided, highlight the correct homophones.

Note: Some sentences have more than one homophone—some have several.

Example: **We** should follow Jesus **for** His grace.

1. Many people followed Jesus simply **for** /fore/four healing.
2. What does this tell us about methods and gimmicks used two/**to** /too get people into hearing the Gospel?
3. Christ warned us knot/**not** to cast hour/**our** pearls before swine.
4. Sum/**Some** people **might** /mite “turn again and rend ewe/**you** .”
5. We should “let the truth **do** /dew the shouting.”
6. Jesus showed us the most effective **way** /weigh **to** /too/two change corrupt leadership.
7. Jesus changed the **hearts** /harts of the people, appealed to those **in** /inn authority, and allowed God to change the heart of the ruler **or** /oar remove **him** /hymn from office.
8. It is not God’s will to reach the lost **by** /buy using worldly music or methods to gain acceptance fore/**for** /four the Gospel.
9. A disciple **would** /wood often sit at Jesus’ **feet** /feat and learn both His teachings and His weigh/**way** of life.
10. The teaching of Jesus was **not** /knot from **mind** /mined to mind but from life too/two/**to** life.
11. The power of a message given **through** /threw the spirit of the messenger is expressed **in** /inn voice inflection, pauses, emphasis, and aye/**eye** contact.
12. The disciples of Jesus Christ were called “followers of the weigh/**way** .”
13. The clarity of His words and the power of His message caused His piers/**peers** too/**to** /two **be** /bee astonished at His authority.
14. Jesus taut/**taught more** /moor than information: He instilled life-changing concepts and character-building **principles** /principals.
15. The truth communicated inn/**in** the Beatitudes was **not** /knot **new** /knew to the hearers.
16. Christ gave them vastly deeper meanings than the listeners had ever **heard** /herd before.
17. **By** /Bye learning the Greek language, **we** /wee will be able to learn **more** /moor precisely the meanings of the words that Jesus **taught** /taut.
18. The Jews longed two/**to** /too be free as a nation.
19. Many disciples viewed Jesus as a political liberator who **would** /wood bring divine vengeance upon these soldiers occupying **their** /there/they’re country.
20. Instead, Jesus tot/**taught** His disciples two/**to** /too love their enemies.

21. **Two**/Too/To hundred years earlier, an aged priest and his five **sons**/suns revolted against their Syrian rulers.
22. Fore/**For**/Four over **one**/won hundred years, warfare continued.
23. The Greek word for *disciple* is the same word from witch/**which we**/wee get “mathematics.”
24. Both being a disciple and studying mathematics require personal discipline and strict obedience two/**to**/too absolute laws and principals/**principles** that develop Godly character.
25. The key to open-**air**/heir speaking is the timbre or resonance of the voice as well as the proper use of terrain fore/**for**/four amplification.
26. If the laws and regulations in a family, church, or nation are two/**to**/too **be**/bee effective, each individual under the law must except/accept **its**/it’s discipline.
27. The **sons**/suns of Noah rejected God’s disciplines threw/**through** there/**their**/they’re father and established a kingdom of rebellion.
28. When God gave His Law to Israel, He explained that this was there/**their**/they’re wisdom and that **by**/bye keeping it, they **would**/wood be wiser, healthier, and wealthier than every other nation.
29. After making Constantinople the **capital**/capitol of the Roman Empire, Constantine began two/**to**/too reform Roman law around Biblical principles.
30. Discipline is influenced by the type and quantity of the food we eat and in the quality of hour/**our** rest and sleep.
31. Paul used running a race as an analogy two/**to**/too illustrate winning in the Christian life.
32. **We**/wee use **more**/moor muscles two/**to**/too speak than two/**to**/too walk.
33. Many parts of the body must work together two/**to**/too form sounds; these include the lips, the cheeks, the tongue, the soft palate, the vocal **chords**/cords, and the lungs.

6e. In the sentences provided, highlight the conjunctive adverbs (CA’s).

1. To be enthusiastic is to be wholehearted, ardent, fervent, eager, zealous, spirited, and exuberant; **thus**, a disciple of the Lord should be the most genuinely enthusiastic person there is.
2. Enthusiasm can be generated by our emotions or by our spirit; **however**, stirring up enthusiasm in our emotions is like trying to start a poorly tuned car on a weak battery.
3. The inward dynamic of a Christian disciple, **therefore**, must come from the Holy Spirit, not from human emotions.
4. **Likewise**, the world will view this dynamic as genuine enthusiasm.
5. Being motivated by enthusiasm, **furthermore**, is a by-product of obedience.
6. **Therefore**, both people and vehicles function best when they operate in harmony with their designers’ original intent.
7. **Consequently**, when we enter into Christ’s victory and obey the promptings of the Holy Spirit by the grace that He gives, those around us should be able to sense a consistent and contagious enthusiasm.

8. **Moreover**, people are attracted to someone who is enthusiastic.
9. **Similarly**, enthusiasm makes the difference between success and failure in many areas of life.
10. Every believer can, **hence**, apply its message.
11. Enthusiasm, **for instance**, is the highest paid quality on earth.
12. **In fact**, it is one of the rarest qualities on earth.
13. If you are enthusiastic, **furthermore**, your listener is very likely to become enthusiastic.
14. **Also**, without enthusiasm your talk is about as dead as last year's turkey.
15. **Therefore**, be enthusiastic!

9a. In the sentences provided, complete the following steps:

1. Highlight all of the verb phrases (verb groups made of two or more verbs). (Highlight all verb phrases—not just ones that are the main verbs of the sentences.)
2. Write *Past P* above the verbs that contain the past participle tense.

Note: You may highlight adverbs in the middle of a verb phrase. Not all sentences contain a verb phrase—a few have single verbs. Do not highlight these. Infinitive phrases (*to* + verb) are considered verb phrases.

Past P

1. A strange silence **had paralyzed** the tiny village of Modin.
2. Houses, streets, and alleyways were deserted. (*Deserted is a predicate adjective.*)
3. The normally busy vineyards and olive groves were abandoned and still. (*Abandoned and still are predicate adjectives.*)

Past P

4. A visitor **would have been convinced** that it was the Sabbath day.

Past P

5. All of the villagers **had gathered** in the marketplace.

Past P

Past P

6. They **were dressed** as they **had been ordered**.

7. Appelles **was surveying** the crowd of Jews.

Past P

8. The old priest Mattathias **had known** about the battle that **was about to happen**.

9. Appelles **would order** him **to take** part in the sacrifice and **to eat** the pork that **would symbolically bind** the village to the pagan worship.

10. The old priest **was not submitting** to the wicked ruler.

11. Mattathias said that they **would never abandon** the Law.

12. The marketplace **was engulfed** with tension.

Past P

13. Another Jew **was handed** the sacrificial knife.

Past P

14. This man **did approach** the statue of Zeus.

15. Mattathias **was lunging** forward **to grab** the knife.

Past P

16. He **had raised** a banner of rebellion by killing Apelles.

Past P

17. The pagan altar **was torn** down.

Past P

18. For the rest of their lives, the Jews **would be hunted** down as outlaws.

Past P

19. This event **had become** the starting point for the Maccabean revolt.

20. However, all five of Mattathias' sons were killed. (*Killed is a predicate adjective.*)

Past P

21. The final result of the Revolt of the Maccabees **had proven** to be the most tragic.

Past P

22. An unwise friendship with Rome **had helped** them in their battles but led them into bondage.

23. Since the Maccabees were honored and admired, the Jewish idea of the Messiah became warped. (*Warped is a predicate adjective.*)

Past P

24. When Christ presented the kingdom of God, His teachings **were rejected** by

Past P

many because they **did not fit** the Maccabean mold.

Past P

25. Daniel and others **had stood** as powerful witnesses to the Maccabees on how **to properly respond** when commanded by evil rulers **to violate** God's laws.

2B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Characteristics of a <i>disciple</i>		Characteristics of one who is <i>not a disciple</i>	
trained	self-controlled	slothful	unlearned
tutored	skilled	unqualified	unreliable
obedient	ardent	disorderly	unrestrained
loyal	diligent	inconsistent	uninformed
instructed	prepared		
fervent	faithful		

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

After George III became king in 1770, tensions grew to the greatest extent as the English Parliament ignored charters and laws already in place and sought to bring the colonies under direct control. These injuries from the king caused fighting to break out in April 1775, and in December, Parliament cut off trade with the colonies and removed them from the “King’s protection.” Suddenly, England was waging war against her former colonies.

EXTENSION

In order to inform the king and all the colonists of the causes for their separation, a Declaration of Independence was drafted and unanimously adopted by the Continental Congress on July 4, 1776.

FURTHER EXTENSION

This document declared that the tyranny of King George was intolerable. The united colonies were, and rightly should have been, independent states. When the Constitution was framed in Philadelphia eleven years later, the Biblical heritage of the Puritans and Pilgrims permeated the minds and hearts of the writers.

—Adapted from *Wisdom Booklet 2*

The last two copy boxes should be considered one paragraph throughout this week’s lesson.

2. Spelling: *Sh, th, ch,* and *wh* Digraphs (Examples: short, what, the, thin, choke)

BASIC LEVEL

- | | | |
|------------|-------------|------------|
| 1. whistle | 3. watchman | 5. charter |
| 2. harsh | 4. should | 6. finish |

EXTENSION

7. charity
8. worship
9. publish
10. shadow

FURTHER EXTENSION

11. establish
12. whippoorwill

Optional Words

13. unreliable
14. unrestrained
15. uninformed

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

TI: The letters *w* and *h* together and the letters *s* and *h* together form what are called *consonant digraphs*. A consonant digraph is different from a consonant blend in that each sound of the consonant does not continue to make its original sound. The two consonants together form a new sound. Sometimes *wh* makes a whistling *w* sound, and other times it makes the sound of the letter *h*, like in *who*. *Sh* nearly always makes the *sh* sound as in *shell*.

TI: The letters *t* and *h* together form what is called a *consonant digraph*. A consonant digraph is different from a consonant blend in that each sound of the consonant does not continue to make its original sound. The two consonants together form a new sound. The consonant digraph *th* makes two different sounds: the hard sound as in *the* and the soft sound as in *thin*. The difference in sounds is very slight and some students are not able to distinguish between the two sounds. Do not be concerned if your student is unable to do so.

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Homophones; Conjunctive Adverbs)

4. Composition: Edit and Revise

Day Three

5. Grammar: Dates and Numbers Within Text

Day Four

6. Grammar: Positive, Comparative, and Superlative Degrees of Words

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Personal Essay

Extra Practice (Optional)

2B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Characteristics of a <i>disciple</i>		Characteristics of one who is <i>not a disciple</i>	
trained	self-controlled	slothful	unlearned
tutored	skilled	unqualified	unreliable
obedient	ardent	disorderly	unrestrained
loyal	diligent	inconsistent	uninformed
instructed	prepared		
fervent	faithful		

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

After George III became king in 1770, tensions grew to the greatest extent as the English Parliament ignored charters and laws already in place and sought to bring the colonies under direct control. These injuries from the king caused fighting to break out in April 1775, and in December, Parliament cut off trade with the colonies and removed them from the “King’s protection.” Suddenly, England was waging war against her former colonies.

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FURTHER EXTENSION

This document declared that the tyranny of King George was intolerable. The united colonies were, and rightly should have been, independent states. When the Constitution was framed in Philadelphia eleven years later, the Biblical heritage of the Puritans and Pilgrims permeated the minds and hearts of the writers.

—Adapted from *Wisdom Booklet 2*

The last two copy boxes should be considered one paragraph throughout this week’s lesson.

2. Spelling: *Sh, th, ch,* and *wh* Digraphs (Examples: short, what, the, thin, choke)

BASIC LEVEL

- | | | |
|------------|-------------|------------|
| 1. whistle | 3. watchman | 5. charter |
| 2. harsh | 4. should | 6. finish |

EXTENSION

7. charity
8. worship
9. publish
10. shadow

FURTHER EXTENSION

11. establish
12. whippoorwill

Optional Words

13. unreliable
14. unrestrained
15. uninformed

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

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Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Homophones; Conjunctive Adverbs)

4. Composition: Edit and Revise

Day Three

5. Grammar: Dates and Numbers Within Text

6. Grammar: Positive, Comparative, and Superlative Degrees of Words

Day Four

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Personal Essay

Extra Practice (Optional)

2B Week 4 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight all of the misused homophones, and write the correct homophones above them, if you have not already done so.

3. In the second paragraph, highlight the conjunctive adverb, and place the correct punctuation following it, if you have not already done so.

Teacher Tip: The comma after “Beyond a valley” is optional according to whether or not your student “hears” a comma.

The boy realized that this **wood** **bee** his dining hall when he grew older and became the king of **E**ngland. **H**e turned and ran out of the noisy hall. **B**eyond **a** valley, he found a little church and went inside, **w**ear he knelt and **prey**ed. (**would, be, where, prayed**)

He told **G**od that he did not want the drunkenness and rudeness that went with palace life. **T**hus, he turned his life over to the **L**ord and got up from his knees with a new sense of spiritual purpose. **H**e became one of the greatest rulers in **E**ngland’s history—**A**lfred the **G**reat.

Alfred the Great organized the legal system of his realm so that he could wisely rule the kingdom. **H**is laws were based on the **B**ible.

5d. According to the rules learned in this lesson, recopy the sentences provided, adding the proper punctuation.

1. The Magna Carta was signed by King John in 1215.
2. In 1770, George III became king.
3. In April 1775, fighting began to break out.
4. In December, Parliament cut off trade with the colonies and removed them from the “King’s protection.”
5. The Declaration of Independence was drafted on July 4, 1776, and was unanimously adopted by the Continental Congress.
6. In July 1776, the Declaration of Independence was adopted.
7. In 1787, men met to discuss the Constitution of the United States.
8. In 167 B.C., the Seleucid troops entered the Temple.
9. From 168 B.C. until 63 B.C., the Jews rebelled against the oppression of the Syrians.
10. We went to Knoxville, Tennessee on June 5, 2002.

3B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms of *utterly dependent*

destitute desolate
sinful devoid
impoverished abject
unworthy wretched
base inadequate

Antonyms of *utterly dependent*

proud boastful
conceited pompous
egotistical smug
haughty vain
self-sufficient arrogant

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One day, he greeted the workers in one of his fields. They cheerfully replied, "The Lord bless you." It was then that this Godly man noticed a young woman gleaning barley. He was immediately attracted by the humility and gratefulness that he saw in her.

When he asked his foreman about the young woman, the foreman confirmed his impressions. After briefly talking with her, the wealthy landowner marveled at how Ruth further demonstrated the qualities that had first drawn him to her. He realized that both of them had experienced adversity and had learned how to praise God through it.

EXTENSION

Ruth responded with deep gratefulness to every kindness that was shown to her. When this generous landowner gave her the freedom to glean in his fields and provided her with food and water, she humbly knelt and sincerely thanked him.

She had been through deep sorrows. Her husband and several of her relatives had died. She was without financial resources, but had learned to trust God for her daily needs.

FURTHER EXTENSION

Because they both thanked the Lord for the discipline of adversity, God brought Boaz and Ruth together in marriage, and a son was born. This son later became King David's grandfather.

—*Character Sketches*, Volume III

2. Spelling: Soft and Hard *g* Sounds (Examples: game, gem)

BASIC LEVEL

- | | |
|-------------|-----------|
| 1. glean | 5. gentle |
| 2. generous | 6. glance |
| 3. gossip | 7. gypsy |
| 4. guest | 8. plague |

EXTENSION

- | | |
|----------------|---------------|
| 9. grandfather | 11. gymnasium |
| 10. marriage | 12. graduate |

FURTHER EXTENSION

- | | |
|---------------|----------------|
| 13. guarantee | 14. government |
| 15. genuine | 16. gingerly |

Optional

- | | |
|---------------|--------------|
| 17. destitute | 19. unworthy |
| 18. sinful | 20. base |

TT: The letter *g* often makes two sounds:

1. Soft *g* in the case of *gem*.
2. Hard *g* in the case of *game*.

The sound that *g* makes in individual words is usually determined by the letter directly following the *g*. When the letter *g* is followed by an *e*, *i*, or *y*, it makes its soft sound (*g*). When the letter *g* is followed by any consonant (other than *h* as in *gh*), *a*, *o*, or *u*, it makes its hard sound (*g*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Dates; Numbers; Positive/Comparative/Superlative Degree)

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

Paragraph Four of Body

Topic of Paragraph 4 _____
3 Sentences

EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 _____
2 Sentences

Day Three

5. Grammar: Subordinators

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

Day Four

7. Grammar/Sentence Structure: Subordinate Clauses

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

3B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms of <i>utterly dependent</i>		Antonyms of <i>utterly dependent</i>	
destitute	desolate	proud	boastful
sinful	devoid	conceited	pompous
impoverished	abject	egotistical	smug
unworthy	wretched	haughty	vain
base	inadequate	self-sufficient	arrogant

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

One day, he greeted the workers in one of his fields. They cheerfully replied, "The Lord bless you." It was then that this Godly man noticed a young woman gleaning barley. He was immediately attracted by the humility and gratefulness that he saw in her.

When he asked his foreman about the young woman, the foreman confirmed his impressions. After briefly talking with her, the wealthy landowner marveled at how Ruth further demonstrated the qualities that had first drawn him to her. He realized that both of them had experienced adversity and had learned how to praise God through it.

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She had been through deep sorrows. Her husband and several of her relatives had died. She was without financial resources, but had learned to trust God for her daily needs.

FURTHER EXTENSION

Because they both thanked the Lord for the discipline of adversity, God brought Boaz and Ruth together in marriage, and a son was born. This son later became King David's grandfather.

— *Character Sketches*, Volume III

2. Spelling: Soft and Hard *g* Sounds (Examples: game, gem)

BASIC LEVEL

- | | |
|-------------|-----------|
| 1. glean | 5. gentle |
| 2. generous | 6. glance |
| 3. gossip | 7. gypsy |
| 4. guest | 8. plague |

EXTENSION

- | | |
|----------------|---------------|
| 9. grandfather | 11. gymnasium |
| 10. marriage | 12. graduate |

FURTHER EXTENSION

- | | |
|---------------|----------------|
| 13. guarantee | 14. government |
| 15. genuine | 16. gingerly |

Optional

- | | |
|---------------|--------------|
| 17. destitute | 19. unworthy |
| 18. sinful | 20. base |

TT: The letter *g* often makes two sounds:

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The sound that *g* makes in individual words is usually determined by the letter directly following the *g*. When the letter *g* is followed by an *e*, *i*, or *y*, it makes its soft sound (*g*). When the letter *g* is followed by any consonant (other than *h* as in *gh*), *a*, *o*, or *u*, it makes its hard sound (*g*).

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Dates; Numbers; Positive/Comparative/Superlative Degree)

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

Paragraph Four of Body

Topic of Paragraph 4 _____
3 Sentences

EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 _____
2 Sentences

5. Grammar: Subordinators

Day Three

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

7. Grammar/Sentence Structure: Subordinate Clauses

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

3B 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 all of the dates and numbers.

3. In all the paragraphs, highlight the positive, comparative, and superlative degrees of words.

If any ruler **had** valid reasons to boast about the greatness of his power and the splendor of his achievements, it would have been **King Nebuchadnezzar II**. The reign of **Nebuchadnezzar** reigned from **605–582 B.C.** During those **twenty-three** years, he ruled the entire world. **He** built ancient **Babylon** into the **most beautiful** and the **most fortified** city in the world.

Babylon was located on the banks of the the **Euphrates River**. **It** was a world trade center as well as the capital of the **Babylonian** empire. **Babylon** means “gate of god.” **It** was founded with the Tower of Babel in an attempt to unite the world around the worship of the heavens. **The great Tower of Babel**, a ziggurat, was located in the temple area.

As Nebuchnezzar surveyed the magnificent city he had built, he must have smiled with great satisfaction. **Sixty** miles of massive stone walls, wide enough for chariot traffic, encircled the city limits. **Spectacular** temples overshadowed the broad thoroughfares which linked each of the **city’s** gates. **An** intricate system of canals supplied the **two-hundred**-square-mile city with an abundant source of water from the **Tigris** and **Euphrates** rivers. **The most** impressive structures were the kings’ palaces and the huge temple built in honor of the city’s god, **Bel Marduk**.

5f. In the sentences provided, highlight all the subordinators.

Example: **Because** they both thanked the Lord . . .

1. **When** God first used the word *blessing* in Scripture, **how** did He include us?
2. Joy comes **when** we know **that** our tribulations are being used by God to produce Godly character in our lives.
3. **When** we are poor in spirit, we recognize our total dependence upon God for our life and daily survival.
4. **When** a beggar openly acknowledges his bankrupt condition, his need can be met.

5. Comparing ourselves to those who are better than we are will produce an attitude of inferiority, **while** comparing ourselves to those who are inferior will produce an attitude of superiority.
6. **If** a person recognizes his true spiritual condition before God, he will develop an attitude of humility.
7. **When** the Greek word for *poor* is used in Matthew 5:3, it means, “I am not going to make it without help.”
8. We become poor in spirit **as** we acknowledge **that** we are powerless to do anything about our spiritual condition.
9. **When** studying a word, it is important to follow two necessary steps.
10. **When** we have a correct conception of God, we will be able to rightly see our place in relation to Him.
11. **When** a heart is idolatrous, it assumes **that** God is something He is not.
12. **Whenever** plague, famine, or pestilence occurs, men are prone to take refuge in religions.
13. **When** the plagues are removed, their hearts are hardened.
14. **If** unbelief in the Creator were a petty offense against a person, it might be pardonable.
15. **Since** He is the God Who reigns alone, it becomes a terrible crime.
16. **If** you want to know **how** to become holy and do good, forget about your own actions and call upon divine grace.
17. **When** we completely despair of ourselves, we in no way depend on our own free will to do even the smallest work.
18. **If** you desire to attain to true holiness, you must utterly despair of yourself and rely on God alone.

7e. In the sentences provided, highlight the subordinate clauses in one color and the commas in another color.

Example: **Because they both thanked the Lord** , they were drawn to each other.

1. **When Boaz learned about Ruth** , he was impressed.
2. He was drawn to her character **although he had not known her long** .
3. **Because both Ruth and Boaz had experienced adversity** , they learned to thank God continually.
4. Ruth , **although she had been through many sorrows** , was grateful.
5. **Because she was without financial resources** , Ruth learned to rely on God.
6. Ruth was very grateful for all things **because she loved God** .
7. Boaz , **because he was drawn to Ruth’s character** , permitted her to glean in his fields.
8. Ruth was grateful **when Boaz allowed her to glean** .

9. Ruth, **who was a grateful woman**, loved God.
10. Ruth and Boaz's son, **who later became King David's grandfather**, was in the lineage of Jesus Christ.
11. **When we do not feel grateful**, we should give thanks anyway.
12. We should affirm others **because it is a form of showing gratefulness**.
13. **When we tell others what we appreciate about them**, we encourage them.
14. We are expressing humility **when we are grateful**.
15. **When we study gratefulness**, we should memorize Scriptures about gratefulness.
16. We should learn to write thank-you notes **if we want to express gratefulness**.
17. **Because depression can be lifted through gratefulness**, we should continually give thanks.
18. **Since pride and ungratefulness are related**, we should forsake our pride if we want to become grateful.
19. **Because singing is a form of showing gratefulness**, we should sing hymns to express our gratefulness.
20. We should study Bible characters who showed gratefulness **because it will help us learn gratefulness**.

3B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms of <i>utterly dependent</i>		Antonyms of <i>utterly dependent</i>	
destitute	desolate	proud	self-sufficient
sinful	devoid	smug	conceited
impoverished	abject	boastful	vain
unworthy	wretched	egotistical	pompous
base	inadequate	arrogant	haughty

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

If you want to know how to become holy and do good, I have said in answer that the first thing is to know that a man cannot become holy or do good of himself. He must despair of himself, forget about his own actions, deplore his own worthlessness in the eyes of God, and call upon divine grace, in which he should firmly trust.

EXTENSION

Furthermore, he errs who teaches someone something other than this and says, "Well, you have a free will. Do the best you can. God will do His part." They think we should not drive people to despair, but despair should be properly understood.

FURTHER EXTENSION

No one should despair of God's grace; rather, we should firmly rely on God's help. We should despair of ourselves and in no way depend on our own free will to do even the smallest work.

—Adapted from a sermon by Martin Luther

The last two copy boxes should be considered one paragraph throughout this week's lesson.

2. Spelling: R-controlled Words That Say *er* (Examples: her, stir, earth)

BASIC LEVEL

- | | | |
|------------|-------------|-------------|
| 1. liberal | 4. syringe | 7. popular |
| 2. discern | 5. suburban | 8. circular |
| 3. myrtle | 6. honorary | |

EXTENSION

9. particular
10. emergency
11. favorite
12. expertise
13. apparatus

FURTHER EXTENSION

14. separate
15. restaurant

Optional

16. desolate
17. devoid
18. abject
19. wretched

TT: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The families listed below are unusual spellings for the *er* sound: (1) *ar* (popular), (2) *ear* (earth), (3) *or* (word), (4) *yr* (myrrh).

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Subordinate Clause Openers; Homophones)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

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

Paragraph Two of Body

Topic of Paragraph 2 _____
6 Sentences

Day Three

5. Punctuation: Commas After Introductory Information

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

Day Four

7. Grammar/Sentence Structure: Simple Subject and Subject-Verb Agreement

8. Composition: Edit and Revise

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

3B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms of *utterly dependent*

destitute
sinful
impoverished
unworthy
base

Antonyms of *utterly dependent*

proud
smug
boastful
egotistical
arrogant

self-sufficient
conceited
vain
pompous
haughty

1. Copying, Vocabulary, and Comprehension

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No one should despair of God's grace; rather, we should firmly rely on God's help. We should despair of ourselves and in no way depend on our own free will to do even the smallest work.

—Adapted from a sermon by Martin Luther

The last two copy boxes should be considered one paragraph throughout this week's lesson.

2. Spelling: R-controlled Words That Say *er* (Examples: her, stir, earth)

BASIC LEVEL

- | | | |
|---------------------|----------------------|----------------------|
| 1. lib <u>er</u> al | 4. sy <u>ri</u> nge | 7. pop <u>u</u> lar |
| 2. disc <u>er</u> n | 5. sub <u>u</u> rban | 8. circ <u>u</u> lar |
| 3. my <u>rr</u> tle | 6. hon <u>o</u> rary | |

EXTENSION

9. particular
10. emergergency
11. favorite
12. expertise
13. apparatus

FURTHER EXTENSION

14. separate
15. restaurant

Optional

16. desolate
17. devoid
18. abject
19. wretched

TT: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The families listed below are unusual spellings for the *er* sound: (1) *ar* (popular), (2) *ear* (earth), (3) *or* (word), (4) *yr* (myrrh).

3. Editor Duty: Correct Given Paragraph(s)

(Subordinate Clause Openers; Homophones)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____

2 Sentences

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

Paragraph Two of Body

Topic of Paragraph 2 _____

6 Sentences

5. Punctuation: Commas After Introductory Information

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

Day Three

7. Grammar/Sentence Structure:

Simple Subject and Subject-Verb Agreement

8. Composition: Edit and Revise

Day Four

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

11. Composition: Final Copy Informative Essay

Extra Practice (Optional)

3B 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 subordinate clause opener, and place a comma following it.

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

Nebuchadnezzar did not repent of his sins and his pride. Within a year, Nebuchadnezzar began to boast of his power and accomplishments. **While the words were still in his mouth**, a voice from heaven proclaimed the price of his arrogance.

In that very hour, the once powerful monarch was driven into the fields like an animal. For **seven** years he wandered aimlessly in the fields and pastures that surrounded the city he once ruled. During this time, he **ate** grass like **an** ox, and his body was wet with dew. His hairs grew like **eagles'** feathers, and his nails were like birds' claws.

Realizing that he was spiritually bankrupt, the king looked **too** heaven in a spirit of humility. Nebuchadnezzar had **become** poor **inn** spirit. **At** that moment, **G**od returned the king's sanity and the once-egotistical monarch responded with a **greatful** heart. (**to, in, grateful**)

5b. According to the rules learned, place commas where needed in the sentences provided.

Example: From the beginning of time, man has tried to be independent.

1. Without a vision, the people perish.
2. In the parable of the Pharisee and the publican, Jesus showed the difference between being proud and being poor in spirit.
3. Most of all, we need salvation and daily cleansing by the blood of Christ.
4. Eventually over time, Adam and Eve tried to be independent. (*Or, Eventually, over time, Adam . . .*)
5. Alas, every dimension of man's need was designed by God to be met on a daily basis.
6. Without doubt, the mightiest thought the mind can entertain is the thought of God.
7. Fortunately, God will not despise the broken and contrite heart.
8. Ultimately, it is only as we comprehend the true condition of our hearts that we will understand our need for the Lord.

Teacher Tip: Do not be concerned if your student highlights the describer before the simple subject or the coordinating conjunction joining compound subjects (e.g., Adam and Eve). Both ways are acceptable.

9. Conveniently located, Babylon was situated on the banks of the Euphrates River.
10. Literally, *Babylon* means “gate of god.”
11. Lush and lovely, the “Hanging Gardens of Babylon” became one of the seven wonders of the ancient world.
12. In addition to all the achievements of which Nebuchadnezzar could boast, he was also named by God as the greatest ruler of the secular world.
13. However, Nebuchadnezzar did not repent of his sins and his pride.
14. That same hour, the once powerful king was driven into the fields like an animal.
15. Realizing that he was spiritually bankrupt, the king looked to heaven in a spirit of humility.
16. By and by, we will arrive in the city.
17. Without further ado, we will begin.
18. By sharing their bounty with others, the Pilgrims showed gratefulness.
19. After much sorrow and struggle, the Pilgrims celebrated their first Thanksgiving.
20. Before coming by ship to America, the Pilgrims did not know there was such a thing as maple sugar.

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

1. Isolate the sentence openers at the beginning by placing parentheses around them.
2. Highlight the simple subjects.
3. Following each sentence, write *compound* if the sentence has a compound subject.

1. **Blessing** comes from a word meaning “covered with blood.”
2. (Without a vision,) the **people** perish.
3. (In the parable of the Pharisee and the publican,) **Jesus** showed the difference between being proud and being poor in spirit.
4. **Joyfulness** does not depend on circumstances.
5. (Most of all,) **we** need salvation and daily cleansing by the blood of Christ.
6. (Eventually over time,) **Adam** and **Eve** tried to be independent. (**Compound**)
7. **Joy** comes from knowing that our tribulations are being used of God to produce Godly character.
8. (Alas,) every **dimension** of man’s need was designed by God to be met on a daily basis.
9. (Without doubt,) the mightiest **thought** the mind can entertain is the thought of God.
10. (Fortunately,) **God** will not despise the broken and contrite heart.
11. (Ultimately,) **it** is only as we comprehend the true condition of our hearts that we will understand our need for the Lord.
12. (Conveniently located,) **Babylon** was situated on the banks of the Euphrates River.

Teacher Tip: Do not let your student be concerned with the exact word of the simple subject. Some grammarians consider only the one word to be the true simple subject, while others consider the one word and any describers before it to be the simple subject. Either method is acceptable.

1. The word *blessing* comes from a word meaning covered with blood.
2. The word *blessing* comes from a word meaning covered with blood.

13. (Literally,) **Babylon** means “gate of god.”
14. (Lush and lovely,) the “**Hanging Gardens of Babylon**” became one of the seven wonders of the ancient world.
15. (In addition to all the achievements of which Nebuchadnezzar could boast,) **he** was also named by God as the greatest ruler of the secular world.
16. (However,) **Nebuchadnezzar** did not repent of his sins and his pride.
17. **Joy** and **sadness** can be experienced at the same time. **(Compound)**
18. A **beggar** is totally dependent on outside sources for his food.
19. (That same hour,) the once powerful **king** was driven into the fields like an animal.
20. (Realizing that he was spiritually bankrupt,) the **king** looked to heaven in a spirit of humility.
21. (By and by,) **we** will arrive in the city.
22. A **person** who is poor in spirit is someone who realizes his total dependence upon God.
23. Both a **beggar** and a **person** who is poor in spirit must acknowledge their condition. **(Compound)**
24. (Without further ado,) **we** will begin.
25. Superior **attitudes** are the opposite of being poor in spirit.
26. (By sharing their bounty with others,) the **Pilgrims** showed gratefulness.
27. (In 1621, after much sorrow and struggle,) the **Pilgrims** celebrated their first Thanksgiving.
28. **Humiliation** occurs when a proud person is embarrassed.
29. **Humility** occurs when any person recognizes his true spiritual condition.
30. **Humiliation** and **humility** are different. **(Compound)**
31. **God** has all of the resources we need.
32. (Before coming by ship to America,) the **Pilgrims** did not know there was such a thing as maple sugar.
33. A present **kingdom** is one in which Christ rules in the hearts of His people.
34. A future **kingdom** is one in which Christ will rule the world.
35. A present **kingdom** and a future **kingdom** mean two different things. **(Compound)**

3B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms of <i>utterly dependent</i>		Antonyms of <i>utterly dependent</i>	
destitute	desolate	proud	self-sufficient
sinful	devoid	smug	conceited
impoverished	abject	boastful	vain
unworthy	wretched	egotistical	pompous
base	inadequate	arrogant	haughty

1. Copying, Vocabulary, and Comprehension

ALL LEVELS

The Pharisee stood and prayed thus with himself, God, I thank thee, that I am not as other men are . . . even as this publican. I fast twice in the week, I give tithes of all that I possess.

And the publican, standing afar off, would not lift up so much as his eyes unto heaven, but smote upon his breast, saying, God be merciful to me a sinner.

I tell you, this man went down to his house justified rather than the other: for every one that exalteth himself shall be abased; and he that humbleth himself shall be exalted.

—*Luke 18:11–14*

2. Spelling: Soft and Hard *c* Sounds and When to Use *k* Instead of *c* (Examples: cent, can, keg, kiss)

BASIC LEVEL

- | | | |
|--------------|--------------|--------------|
| 1. political | 5. porcelain | 8. deceitful |
| 2. criticism | 6. collapse | 9. moccasin |
| 3. encore | 7. composure | 10. ferocity |
| 4. accessory | | |

EXTENSION

11. capitalism
12. consensus

FURTHER EXTENSION

13. irrevocable
14. perspective

Optional

15. prideful
16. haughty
17. proudly
18. boastful

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

TI: This rule goes hand-in-hand with the soft *c* and hard *c* rule. When a *k* sound is heard, and the vowel following the *k* is an *e*, *i*, or *y*, the letter *k* is used (e.g., *key*). When a *k* sound is heard, and the letter following the *k* sound is an *a*, *o*, *u*, or a consonant, the letter *c* is used (e.g., *cat*, *clang*).

3. Editor Duty: Correct Given Paragraph(s)

(Introductory Material; Simple Subject; Compound Subject)

Day Two

4. Study Skills/Prewriting:

Outline Original Paragraphs for a Compare/Contrast Essay

5. Structural Analysis:

Using the Prefix *a-*

Day Three

6. Punctuation: Ellipsis Marks

7. Composition: Write Two Compare/Contrast Paragraphs (Rough Draft of Body)

Day Four

8. Grammar: Objective and Subjective Case

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

Day Five

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

3B Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms of *utterly dependent*

desolate
sinful
impoverished
unworthy
base

Antonyms of *utterly dependent*

proud
smug
boastful
egotistical
arrogant

self-sufficient
conceited
vain
pompous
haughty

1. Copying, Vocabulary, and Comprehension

ALL LEVELS

The Pharisee stood and prayed thus with himself, God, I thank thee, that I am not as other men are . . . even as this publican. I fast twice in the week, I give tithes of all that I possess.

And the publican, standing afar off, would not lift up so much as his eyes unto heaven, but smote upon his breast, saying, God be merciful to me a sinner.

I tell you, this man went down to his house justified rather than the other: for every one that exalteth himself shall be abased; and he that humbleth himself shall be exalted.

—*Luke 18:11–14*

2. Spelling: Soft and Hard *c* Sounds and When to Use *k* Instead of *c* (Examples: cent, can, keg, kiss)

BASIC LEVEL

- | | | |
|--------------|--------------|--------------|
| 1. political | 5. porcelain | 8. deceitful |
| 2. criticism | 6. collapse | 9. moccasin |
| 3. encore | 7. composure | 10. ferocity |
| 4. accessory | | |

EXTENSION

11. capitalism
12. consensus

FURTHER EXTENSION

13. irrevocable
14. perspective

Optional

15. prideful
16. haughty
17. proudly
18. boastful

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

TI: This rule goes hand-in-hand with the soft *c* and hard *c* rule. When a *k* sound is heard, and the vowel following the *k* is an *e*, *i*, or *y*, the letter *k* is used (e.g., *key*). When a *k* sound is heard, and the letter following the *k* sound is an *a*, *o*, *u*, or a consonant, the letter *c* is used (e.g., *cat*, *clang*).

3. Editor Duty: Correct Given Paragraph(s)

(Introductory Material; Simple Subject; Compound Subject)

Day Two

4. Study Skills/Prewriting:

Outline Original Paragraphs for a Compare/Contrast Essay

5. Structural Analysis:

Using the Prefix *a-*

6. Punctuation: Ellipsis Marks

Day Three

7. Composition: Write Two Compare/Contrast Paragraphs (Rough Draft of Body)

8. Grammar: Objective and Subjective Case

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

Day Four

10. Spelling: Spelling Test

11. Dictation: Dictation Quiz

Extra Practice (Optional)

3B 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 all of the introductory material.
3. In the first paragraph, highlight the simple subject of each sentence.
4. In the first paragraph, underline the two compound simple subjects that you should have already highlighted.

After the Lord freed the children of Israel from Egypt and delivered them from the hand of Pharaoh, Moses and the children of Israel sang a song of thanksgiving to the Lord. This Psalm of praise and thanksgiving to the Lord is the first song recorded in Scripture. It is also interesting to note that the last account of music in Scripture makes reference to the song of Moses. God's purpose and design for music is to glorify His name and to bring praise and thanksgiving to Himself. (**Compound simple subjects—*Moses and children, purpose and design***)

David was a musician on stringed instruments. His skill brought him to the palace of the king. Most of the Psalms were written as a result of his meditation on the Lord. The Psalms became a primary tool for both worship and instruction.

Solomon appointed chief musicians for the Temple. As they sang, the glory of the Lord so filled the Temple that they were unable to enter it. Jehosaphat appointed singers to the Lord in a day of battle, and Judah saw the Lord fight for them.

8d. Fill in the blanks in the sentences provided with either the subjective or the objective cases of pronouns as taught in this lesson. You may use: *himself, he, him, they, we, us, themselves, etc.*

Example: Man's idea of God is of utmost importance to Him.

1. To be sure, King Nebuchadnezzar II had many reasons to boast about himself.
2. On top of this, he reigned for twenty-three years.
3. Ultimately, God used him to bring judgment to the apostate nation of Israel.
4. Furthermore, thousands of captives were brought from Palestine to Babylon, and they were brought in chains.
5. Thus, they were used as slave laborers for Nebuchadnezzar's building projects.
6. Proud of his accomplishments, Nebuchadnezzar looked out over the magnificent city which he had built and smiled with great satisfaction.

7. In addition to all of the wealth and power and achievements about which Nebuchadnezzar could boast, **he** had the distinction of being named by God as the greatest ruler that the secular world would ever have.
8. To make this fact known to **him** and all of his leaders, God gave the king a dream for Daniel to interpret.
9. Twelve months prior to his prideful proclamation, God had given **him** a stern warning in the form of a disturbing dream.
10. To Nebuchadnezzar's dismay, **he** was struck with a madness in which a man imagines himself transformed into an animal.
11. The same hour, the once powerful monarch was driven into the fields and **he** began acting like an animal.
12. Realizing **he** was spiritually bankrupt, the king looked to heaven in a spirit of humility.
13. At that moment, God returned **his** sanity and the once egotistical king responded with a grateful heart.
14. Finally, **he** gave praise and honor to the King of Heaven.

3B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms of *utterly dependent*

destitute
sinful
impoverished
unworthy
base

desolate
devoid
abject
wretched
inadequate

Antonyms of *utterly dependent*

proud
smug
boastful
egotistical
arrogant

self-sufficient
conceited
vain
pompous
haughty

1. Copying, Vocabulary, and Comprehension

ALL LEVELS

Come, ye thankful people, come,
Raise the song of harvest home:
All is safely gathered in,
Ere the winter storms begin.
God our Maker doth provide,
For our wants to be supplied:
Come to God's own temple, come,
Raise the song of harvest home.

—*Come Ye Thankful People, Come*

2. Spelling: *Le* Grabs the Consonant Before It (Examples: Bi/ble, fid/dle)

BASIC LEVEL

- | | | |
|---------------|-------------|---------------|
| 1. tangible | 4. capsule | 7. chronicle |
| 2. flammable | 5. gullible | 8. wrangler |
| 3. gentleness | 6. article | 9. settlement |

EXTENSION

10. corpuscle
11. preferable
12. obstacle
13. divisible
14. compatible

FURTHER EXTENSION

15. motorcycle
16. spectacle

Optional

17. pompous
18. smug
19. vain
20. vainly

TT: This is a very helpful spelling tip for students who know how to syllabicate words properly. When syllabicate 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*.

Day Two

3. **Editor Duty:** Correct Given Paragraph(s)
(Objective and Subjective Case; Homophones)
4. **Structural Analysis:** Possessive Nouns

Day Three

5. **Grammar:** Understood Subject
6. **Study Skills:** Rhyme Scheme of Poetry

Day Four

7. **Creative Writing:** Poetry
8. **Composition:** Edit and Revise

Day Five

9. **Spelling:** Spelling Test
10. **Dictation:** Dictation Quiz
11. **Composition:** Final Copy Original
Compare/Contrast Essay

Extra Practice (Optional)

3B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms of <i>utterly dependent</i>		Antonyms of <i>utterly dependent</i>	
destitute	desolate	proud	self-sufficient
sinful	devoid	smug	conceited
impoverished	abject	boastful	vain
unworthy	wretched	egotistical	pompous
base	inadequate	arrogant	haughty

1. Copying, Vocabulary, and Comprehension

ALL LEVELS

Come, ye thankful people, come,
 Raise the song of harvest home:
 All is safely gathered in,
 Ere the winter storms begin.
 God our Maker doth provide,
 For our wants to be supplied:
 Come to God's own temple, come,
 Raise the song of harvest home.

—*Come Ye Thankful People, Come*

2. Spelling: *Le* Grabs the Consonant Before It (Examples: Bi/ble, fid/dle)

BASIC LEVEL

- | | | |
|---------------|-------------|---------------|
| 1. tangible | 4. capsule | 7. chronicle |
| 2. flammable | 5. gullible | 8. wrangler |
| 3. gentleness | 6. article | 9. settlement |

EXTENSION

10. corpuscle
11. preferable
12. obstacle
13. divisible
14. compatible

FURTHER EXTENSION

15. motorcycle
16. spectacle

Optional

17. pompous
18. smug
19. vain
20. vainly

TT: This is a very helpful spelling tip for students who know how to syllabicate words properly. When syllabicate 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)

(Objective and Subjective Case; Homophones)

Day Two

4. **Structural Analysis:** Possessive Nouns
5. **Grammar:** Understood Subject

Day Three

6. **Study Skills:** Rhyme Scheme of Poetry
7. **Creative Writing:** Poetry
8. **Composition:** Edit and Revise

Day Four

9. **Spelling:** Spelling Test
10. **Dictation:** Dictation Quiz
11. **Composition:** Final Copy Original
Compare/Contrast Essay

Extra Practice (Optional)

3B Week 4 Answer Keys

3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.
BASIC LEVEL: Correct only the first paragraph.
EXTENSION: Correct the first and second paragraphs.
FURTHER EXTENSION: Correct all three paragraphs.
2. In the first paragraph, highlight the subjective and objective cases of pronoun errors, and correct them, if you have not already done so.
3. In the last paragraph, highlight all of the spelling errors, and write the correct spellings above them, if you have not already done so.
4. **EXTENSIONS:** In the second paragraph, highlight the misused homophones, and write the correct words above them, if you have not already done so.

Jonah became angry at God for relenting of His judgment on Nineveh because he was operating under the false concept of fairness. God's justice condemned the city to destruction. His mercy caused Him to withhold immediate destruction after they repented. From Jonah's perspective, it was only fair that a wicked city be mercilessly punished. The injustice of his response is especially shocking in light of the mercy that God showed him in the belly of the great fish after his disobedience to God.

God is perfectly just and righteous. His justice exposes hour need for mercy. Justice is based on the principals of God's Word, witch are totally consistent with His holy character. The principles of justice are universal and knot optional. Justice reveals the true nature of God and exposes the rebellious nature of man. (our, principles, which, not)

Fairness is lowerring God's standerds to a level that can be acheived by our human will and abillity. It is based on man's value system and timetable. It is the product of ever-changing human comparrisons. It was not "fair" for Lazarus to have to beg for food at the gate of a rich man and for the rich man to have so much more money than Lazarus. (lowering, standards, achieved, ability, system, comparisons)

❑ **4b.** On the lines provided, complete the following steps:

1. Copy the noun listed.
2. Write the possessive form of the noun.
3. Following the possessive noun, write an item that is owned by the possessive noun.

(Answers will vary)

Examples given below.

Example: dog—dog's dish

- | | |
|--------------------------------|--|
| 1. girl—girl's <u>smile</u> | 9. children—children's <u>laughter</u> |
| 2. dogs—dogs' <u>tails</u> | 10. Lord—Lord's <u>death</u> |
| 3. Jesus—Jesus' <u>face</u> | 11. bed—bed's <u>frame</u> |
| 4. boys—boys' <u>game</u> | 12. skies—skies' <u>expanse</u> |
| 5. bird—bird's <u>eggs</u> | 13. book—book's <u>title</u> |
| 6. dress—dress' <u>buttons</u> | 14. angels—angels' <u>song</u> |
| 7. table—table's <u>height</u> | 15. desk—desk's <u>drawer</u> |
| 8. babies—babies' <u>toys</u> | |

❑ **7a.** You are now ready to write two or three new stanzas for “Come, Ye Thankful People, Come.” Following these steps, use your notes to design ideas rhyming words to finish the stanzas started.

Rhymes will differ. Encourage creativity!

4B Week 1 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms meaning *to mourn*

sorrow
bewail
weep
lament
agonize
grieve
anguish
repent

Words that describe the *absence of spiritual mourning*

apathetic
careless
unconcerned
unresponsive
stiff-necked
indifferent
resistant
insensitive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

While the prodigal son worked at home with his father, he no doubt imagined how nice it would be to live a life without restraints. He may have thought at first that his father's rules were old-fashioned and should be improved. With these ideas clouding his judgment, he then demanded his inheritance. He left for a "far country" where he enjoyed the company of foolish companions.

EXTENSION

As long as his inheritance gave him a sense of security and independence, he indulged in the pleasures of sin. Then his money and his friends vanished. He was forced back to the same type of authority he had rejected, but he was forced to submit to authority under harsher circumstances.

FURTHER EXTENSION

Reduced to the company of pigs, the prodigal son remembered life back home. When he eventually realized how he had spoiled his relationship with his father, he chose the words he would use to ask his father to forgive him. At first, he was sorry for his own awful situation. Then, during the course of his repentance, he focused on his unworthiness before God and his father.

—Adapted from *Wisdom Booklet 4*

2. Spelling: Pinched Diphthongs

(Examples: foul, down)

BASIC LEVEL

- | | | |
|-----------|------------|-------------|
| 1. cloudy | 5. counter | 8. power |
| 2. bounce | 6. coward | 9. ground |
| 3. doubt | 7. flown | 10. outcast |
| 4. crown | | |

EXTENSION FURTHER EXTENSION Optional Words

- | | | |
|---------------|-----------------|------------|
| 11. plowshare | 13. counterfeit | 15. sorrow |
| 12. crowded | 14. tomorrow | 16. bewail |
| | | 17. weep |
| | | 18. repent |

3. Editor Duty: Correct Given Paragraph(s)

(Possessive Nouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Topic of Paragraph 1 _____

4 Sentences

Topic of Paragraph 2 _____

3 Sentences

Topic of Paragraph 3 _____

4 Sentences

5. Grammar: Adjectives

Day Three

6. Composition/Creative Writing:

Write an Essay From a Key Word Outline

7. Grammar/Sentence Structure:

Words That Show Order or Sequence

Day Four

8. Grammar/Sentence Structure:

Five Things in a Paragraph (OCCTI)

9. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening 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)

4B Week 1 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms meaning to <i>mourn</i>		Words that describe the <i>absence of spiritual mourning</i>	
sorrow	agonize	apathetic	stiff-necked
bewail	grieve	careless	indifferent
weep	anguish	unconcerned	resistant
lament	repent	unresponsive	insensitive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

While the prodigal son worked at home with his father, he no doubt imagined how nice it would be to live a life without restraints. He may have thought at first that his father's rules were old-fashioned and should be improved. With these ideas clouding his judgment, he then demanded his inheritance. He left for a "far country" where he enjoyed the company of foolish companions.

EXTENSION

As long as his inheritance gave him a sense of security and independence, he indulged in the pleasures of sin. Then his money and his friends vanished. He was forced back to the same type of authority he had rejected, but he was forced to submit to authority under harsher circumstances.

FURTHER EXTENSION

Reduced to the company of pigs, the prodigal son remembered life back home. When he eventually realized how he had spoiled his relationship with his father, he chose the words he would use to ask his father to forgive him. At first, he was sorry for his own awful situation. Then, during the course of his repentance, he focused on his unworthiness before God and his father.

—Adapted from *Wisdom Booklet 4*

2. Spelling: Pinched Diphthongs (Examples: foul, down)

BASIC LEVEL

- | | | |
|-----------|------------|-------------|
| 1. cloudy | 5. counter | 8. power |
| 2. bounce | 6. coward | 9. ground |
| 3. doubt | 7. flown | 10. outcast |
| 4. crown | | |

EXTENSION FURTHER EXTENSION Optional Words

- | | | |
|---------------|-----------------|------------|
| 11. plowshare | 13. counterfeit | 15. sorrow |
| 12. crowded | 14. tomorrow | 16. bewail |
| | | 17. weep |
| | | 18. repent |

3. Editor Duty: Correct Given Paragraph(s)

(Possessive Nouns)

Day Two

4. Study Skills/Prewriting: Key Word Outline

Topic of Paragraph 1 _____

4 Sentences

Topic of Paragraph 2 _____

3 Sentences

Topic of Paragraph 3 _____

4 Sentences

5. Grammar: Adjectives

6. Composition/Creative Writing:

Write an Essay From a Key Word Outline

7. Grammar/Sentence Structure:

Words That Show Order or Sequence

Day Three

8. Grammar/Sentence Structure:

Five Things in a Paragraph (OCCTI)

9. Study Skills/Prewriting/Composition: Take

Notes and Write an Original Opening 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)

4B 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. Highlight the possessive noun.

3. In the first paragraph, highlight the spelling errors, and write their correct spellings above them.

While the **prodagal** son worked at home with his father, he no doubt **imagined** how **delighteful** it would be to live a life without **restrants**—one in which he could **fulfil** all the lusts of his heart. (**prodigal, imagined, delightful, restraints, fulfill, principles, business**)

With these delusions clouding his mind, the son demanded his inheritance and soon left for a “far country.” As long as he indulged himself in the temporary pleasures of sin and enjoyed the encouragement of his foolish companions, he was in no frame of mind to mourn over the way he had wounded his father.

His ungodly living not only dissipated the **prodigal’s** spiritual and financial potential and damaged his **father’s** reputation, but more importantly, it violated **Scripture’s** clear commands. It is significant that **God** timed the “mighty famine” to occur when the resources of the prodigal son were exhausted. His inheritance had given him a sense of security, independence, and power; then his money and his friends vanished.

5d. Use descriptive adjectives to finish the sentences provided.

Answers will vary

8b. Find OCCTI in the paragraph provided.

Opening sentence: Highlight the opening sentence.

Closing sentence: Highlight the closing sentence in another color.

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

Three or more sentences: Count the number of sentences.

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

I **Repeated plowing at the same depth will create a hard surface at that level (plow pan).** This will hinder crop growth and promote weeds. The farmer must break up the plow pan by plowing at deeper levels. **It is best not to continue plowing at the same depth.**

Topic of Paragraph: **plowing**

Number of Sentences: **4**

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

4B Week 2 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms meaning *to mourn*

sorrow agonize
 bewail grieve
 weep anguish
 lament repent

Words that describe the

absence of spiritual mourning
 apathetic stiff-necked
 careless indifferent
 unconcerned resistant
 unresponsive insensitive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Though most New England girls considered themselves lucky if they learned to read and write; each of Pastor Edwards' ten daughters received the equivalent of a college preparatory education. Jonathan, his only son, studied his lessons in the same room with four of his sisters. He quickly found that his father did not waste intellectual energy. By the age of six, Jonathan had already begun to study Latin.

EXTENSIONS

It was no surprise that by the time Jonathan was prepared to enter college, he had mastered Latin, Greek, and Hebrew. In 1716, Jonathan enrolled in the Collegiate School of Connecticut, later renamed Yale College.

FURTHER EXTENSIONS

At the beginning of his senior year, the regents of the college appointed Jonathan to the position of butler. This young man was to become America's first great theologian and philosopher. He spent afternoons serving food and drinks in the student commons and checking on broken windows in the dorms. God used these humbling experiences to prepare Jonathan Edwards for the challenges of the Gospel ministry

—Adapted from *Wisdom Booklet 4*

2. Spelling: Sounds of *ea* (Examples: bead, bread, great)

BASIC LEVEL

1. spread 4. repeat 7. wealth
 2. break 5. reason 8. tease
 3. great 6. weather

EXTENSION

9. eagle
 10. realtor

FURTHER EXTENSION

11. pleasure
 12. realize

Optional Words

13. agonize
 14. lament
 15. grieve
 16. anguish

TT: When your student was learning to read, he may have learned this rule in one of the following two rhymes: *When two vowels go walking, the first does the talking*; or, *When two vowels go out to play a game, the first one always says its own name*. Generally speaking, when two vowels are together in the middle of a syllable, especially in a one-syllable word (e.g., *bead*), the first vowel makes its long sound and the second vowel is silent.

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

Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives; Sequencing)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
 4 Sentences

Paragraph Two of Body

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

Paragraph Three of Body

Topic of Paragraph 3 _____
 4 Sentences

5. Grammar/Punctuation:

Series of Three or More Items

Day Three

6. Composition/Creative Writing:

Write an Essay From a Key Word Outline

7. Grammar/Sentence Structure:

Five Parts of a Sentence

Day Four

8. Sentence Structure and Grammar: Writing With Nouns and Pronouns Interchangeably

9. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening 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)

4B Week 2 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms meaning to mourn

sorrow
bewail
weep
lament

agonize
grieve
anguish
repent

Words that describe the

absence of spiritual mourning

apathetic
careless
unconcerned
unresponsive

stiff-necked
indifferent
resistant
insensitive

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It was no surprise that by the time Jonathan was prepared to enter college, he had mastered Latin, Greek, and Hebrew. In 1716, Jonathan enrolled in the Collegiate School of Connecticut, later renamed Yale College.

FURTHER EXTENSIONS

At the beginning of his senior year, the regents of the college appointed Jonathan to the position of butler. This young man was to become America's first great theologian and philosopher. He spent afternoons serving food and drinks in the student commons and checking on broken windows in the dorms. God used these humbling experiences to prepare Jonathan Edwards for the challenges of the Gospel ministry

—Adapted from *Wisdom Booklet 4*

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BASIC LEVEL

- | | | |
|-----------|------------|-----------|
| 1. spread | 4. repeat | 7. wealth |
| 2. break | 5. reason | 8. tease |
| 3. great | 6. weather | |

EXTENSION

9. eagle
10. realtor

FURTHER EXTENSION

11. pleasure
12. realize

Optional Words

13. agonize
14. lament
15. grieve
16. anguish

TT: When your student was learning to read, he may have learned this rule in one of the following two rhymes: *When two vowels go walking, the first does the talking*; or, *When two vowels go out to play a game, the first one always says its own name*. Generally speaking, when two vowels are together in the middle of a syllable, especially in a one-syllable word (e.g., *bead*), the first vowel makes its long sound and the second vowel is silent.

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Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Adjectives; Sequencing)

4. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Topic of Paragraph 1 _____
4 Sentences

Paragraph Two of Body

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

Paragraph Three of Body

Topic of Paragraph 3 _____
4 Sentences

5. Grammar/Punctuation:

Series of Three or More Items

6. Composition/Creative Writing:

Write an Essay From a Key Word Outline

Day Three

7. Grammar/Sentence Structure:

Five Parts of a Sentence

8. Sentence Structure and Grammar: Writing

With Nouns and Pronouns Interchangeably

9. Study Skills/Prewriting/Composition: Take

Notes and Write an Original Opening 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)

4B 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 another color, highlight adjectives.

BASIC LEVEL: Highlight four adjectives.

EXTENSION: Highlight six adjectives.

FURTHER EXTENSION: Highlight eight adjectives.

3. In the paragraph provided, highlight the sequencing words.

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

From the **very** beginning, the witness must be aware that the cross-examiner **knows** the truth. **The** cross-examiner must be to the witness what **God** is to us.

After Cain murdered Abel, God brought him before **His holy** presence for trial. **First**, God asked **Cain** a **direct** question. **God** already **knew** the **truthful** answer. **“Where is Abel thy brother?”**

Then **Cain** answered with a **dreadful** lie. **Finally**, **God** **exposed** it and revealed the **undeniable** evidence that condemned Cain. “The voice of thy **brother’s** blood **crieth** from the ground. And now art thou cursed from the earth, which hath opened her mouth to **receive** thy **brother’s** blood from thy hand.”

5d. In the sentences provided, place commas according to the rules learned in this lesson.

1. “Sinners in the Hands of an Angry God” is still regarded as the most famous₂ compelling₂ and persuasive sermon in American history.
2. Jonathan Edwards fasted₂ prayed₂ and sought God for three days before presenting this powerful message of judgment to the people of Enfield, Connecticut, on July 8, 1741.
3. The spiritual decline in the colonies during the seventeenth century was the means of motivating men like Jonathan Edwards₂ George Whitefield₂ John Wesley₂ David Brainerd₂ and Charles Finney.
4. By the age of twelve, Jonathan Edwards was able to understand Biblical principles and concepts in addition to mastering Latin₂ Greek₂ and Hebrew .
5. The early colleges such as Harvard₂ Yale₂ and Princeton were founded to train, equip, and prepare young men to effectively proclaim the Gospel.
6. The happy marriage and family life of Jonathan Edwards were a powerful example to others of the potential of right priorities in personal devotion₂ marriage₂ family₂ and ministry.

Teacher Tip: Your student may choose to leave the noun in the first time it is used or the second time it is used.

10. Because his sermon became the powerful impetus in the Great Awakening. Clause

C

S

11. From his pulpit in Northampton, Jonathan Edwards' message of the judgement of

V

E A

God spread throughout the New England colonies. Sentence

12. Although his sermon became the powerful impetus in the Great Awakening throughout New England. Clause

C

S V

13. It was there that he read his famous sermon, "Sinners in the Hands of an Angry

E A

God." Sentence

14. Because his warnings of God's judgment caused sorrow over sin. Clause

C S

V

E A

15. Jonathan Edwards became a missionary to the American Indians. Sentence

8C. In the sentences provided, cross out a noun that is used for the second time in that sentence. Above it, write an appropriate pronoun.

Note: Some sentences may sound better with two pronouns substituted for two different nouns.

Example: Edwards wrote Edwards' famous sermon. Edwards wrote his famous sermon.

1. The colonies had been thrust into existence by courage; now they had lost that courage.
2. The baby boy born into the colonial world would be used to proclaim God's message of judgment to them or it
3. God prepared this young boy for a ministry that he did not know would shake the religious foundations of New England.
4. After graduation from Harvard College, Timothy Edwards, Jonathan's father, became the pastor of Windsor, where he ministered to his flock for sixty-three years.
5. Jonathan Edwards learned his lessons in the same room with four of his sisters.
6. Jonathan Edwards learned that his father did not waste intellectual energy.
7. It was no surprise that by the time Jonathan Edwards was ready to enter college, he had already learned Latin, Greek and Hebrew.
8. According to Yale's charter, it had been founded for the "instruction of youth in the arts and sciences in preparation for public employment both in Church and Civil State"; however, its original board of trustees was mainly interested in training preachers.
9. Jonathan Edwards, who was to become America's first great theologian and philosopher, spent his afternoons serving food and drinks in the student commons and checking on broken windows in the dormitories.
10. God used these humbling experiences to prepare Jonathan Edwards for the challenge of His ministry.
11. Jonathan Edwards entered Yale University at the age of thirteen, and he graduated at age seventeen.

12. Six months after Jonathan Edwards was ordained, **he** traveled to New Haven to marry Sarah Pierrepont, the daughter of one of Yale's founders.
13. Jonathan and Sarah's deep love for the Lord and **their** ability to share each other's faith and ideas was the foundation of **their** marriage.
14. Jonathan and Sarah raised eleven children, and visitors to **their** home marveled at the good behavior of **their** sons and daughters.
15. Throughout Jonathan Edwards' preaching career, **he** was hindered by physical ailments; Sarah's tender care during these periods prolonged **her** husband's life and ministry.

4B Week 3 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms meaning to mourn

sorrow agonize
 bewail grieve
 weep anguish
 lament repent

Words that describe the absence of spiritual mourning

apathetic stiff-necked
 careless indifferent
 unconcerned resistant
 unresponsive insensitive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

During the nineteenth century, many inventors developed machines to do the work that previously had been accomplished through human labor. One important invention was the McCormick reaper.

His machine was scorned by farmers of the East who didn't need such an efficient device for their limited fields, but Cyrus McCormick moved to Chicago in 1847 to open a factory. He was not daunted. He saw the potential of high-capacity mowing in the fertile plains of the Midwest. His reaper could harvest twelve acres a day, compared to the half-acre that a scythe could cut per day.

EXTENSIONS

After widespread advertising and with a factory to mass-produce for the demand that the westward expansion was generating, Mr. McCormick became a millionaire. As a Christian, he used his wealth to support Christian work, including the ministry of D. L. Moody.

—Adapted from *Wisdom Booklet 4*

2. Spelling: R-Controlled Words (Examples: far, her, fir, for, burn)

BASIC LEVEL

- | | | |
|------------|------------|--------------|
| 1. harvest | 3. compare | 5. labor |
| 2. factory | 4. century | 6. important |

EXTENSION

7. support
 8. scornful
 9. comfort
 10. inventor

FURTHER EXTENSION

11. generate
 12. advertise

Optional Words

13. apathetic
 14. indifferent
 15. careless

TI: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The family sounds of *er*, *ir*, and *ur* are considered to be normal *r*-controlled sounds. They are the three typical spellings for the *er* sound.

TI: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *or* family is known primarily for saying the *or* sound as in *store*.

TI: *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)

(Series of Three or More; Five Parts of a Sentence; Pronouns)

Day Two

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

Paragraph One of Body

Topic of Paragraph 1 _____
 8 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
 8 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
 8 Sentences

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
 8 Sentences

5. Punctuation: Comma Usage When Combining Two Complete Sentences With a Coordinating Conjunction (CC)

Day Three

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

7. Structural Analysis: Various Contractions

Day Four

8. Sentence Structure: Super Short Sentence of Five Words or Fewer—SSS5

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

10. Grammar: Past Participles

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

Extra Practice (Optional)

4B Week 3 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms meaning to <i>mourn</i>		Words that describe the <i>absence of spiritual mourning</i>	
sorrow	agonize	apathetic	stiff-necked
bewail	grieve	careless	indifferent
weep	anguish	unconcerned	resistant
lament	repent	unresponsive	insensitive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

During the nineteenth century, many inventors developed machines to do the work that previously had been accomplished through human labor. One important invention was the McCormick reaper.

His machine was scorned by farmers of the East who didn't need such an efficient device for their limited fields, but Cyrus McCormick moved to Chicago in 1847 to open a factory. He was not daunted. He saw the potential of high-capacity mowing in the fertile plains of the Midwest. His reaper could harvest twelve acres a day, compared to the half-acre that a scythe could cut per day.

EXTENSIONS

After widespread advertising and with a factory to mass-produce for the demand that the westward expansion was generating, Mr. McCormick became a millionaire. As a Christian, he used his wealth to support Christian work, including the ministry of D. L. Moody.

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2. Spelling: R-Controlled Words (Examples: far, her, fir, for, burn)

BASIC LEVEL

- | | | |
|------------|------------|--------------|
| 1. harvest | 3. compare | 5. labor |
| 2. factory | 4. century | 6. important |

EXTENSION

7. support
8. scornful
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FURTHER EXTENSION

11. generate
12. advertise

Optional Words

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TI: *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *or* family is known primarily for saying the *or* sound as in *store*.

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Day Two

3. Editor Duty: Correct Given Paragraph(s)

(Series of Three or More; Five Parts of a Sentence; Pronouns)

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

Paragraph One of Body

Topic of Paragraph 1 _____
8 Sentences

Paragraph Two of Body

Topic of Paragraph 2 _____
8 Sentences

Paragraph Three of Body

Topic of Paragraph 3 _____
8 Sentences

EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 _____
8 Sentences

5. Punctuation: Comma Usage When Combining Two Complete Sentences With a Coordinating Conjunction (CC)

Day Three

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

7. Structural Analysis: Various Contractions

8. Sentence Structure: Super Short Sentence of Five Words or Fewer—SSS5

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

10. Grammar: Past Participles

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

Extra Practice (Optional)

4B Week 3 Answer Keys

❑ 3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the series of three or more phrases.

Stress on roots created by **too much water (flooding)**, **not enough water (drought)**, or **too little room** severely affects the health of the plant that the roots support. Flooding literally drowns the roots of plants. **R**oots that are surrounded by standing water cannot get oxygen, and they die.

Drought affects the water balance within plants. Because plants are constantly losing water through respiration, they must continually take in a fresh supply through **their** roots. If there is no water for the roots to absorb, they shrivel up and die.

The mechanical pressure resulting from root crowding because of a plow pan also affects the growth of the plant. Roots soon **become** surrounded by other roots rather than by soil. **T**hey form a tight ball that gives the plant little access to food or water. When this condition occurs, the plant begins to starve to death.

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

1. Combine the two sentences into one by putting a FANBOYS (CC) between the two.

2. Highlight the FANBOYS (CC).

3. Underline complete sentences on each side of the FANBOYS.

Note: Be sure you do not capitalize the second part since it is now part of an existing sentence, rather than an independent sentence. **Answers will vary.**

Example: We should mourn over sin, **and** we should be truly repentant.

1. A plow breaks up the fallow ground, **and** God's truth breaks up the hardness in our hearts.

2. We cannot have comfort if we do not have sorrow, **for** true comfort comes only through true sorrow.

3. Jonathan Edwards was an author, **and** he wrote "Sinners in the Hands of an Angry God."

4. Revival broke out in 1734, **and** the Great Awakening followed it.

5. Tears during sorrow relieve stress, **but** tears that come from peeling an onion do not.

6. Break up the fallow ground, **for** it is time to seek the Lord.

Teacher Tip: Your student may choose different CC's than those provided in this AK.

7. Repentance is the result of dealing with sin rather than sin's consequences, and sin is rejecting the Lordship of Christ and making myself the "boss."
8. There is a sorrow that leads to repentance, and there is a worldly sorrow that leads to death.
9. Despair is often caused by not understanding the conviction of the Holy Spirit, but it is also caused by refusing to deal with offenses that the Holy Spirit is pointing out in our lives.
10. Nehemiah and Ezra turned weeping into rejoicing, so the people could understand and properly respond to conviction.
11. There is freedom that comes when our sins are forgiven, and they are no longer remembered by God and will never be brought against us by Him.
12. When we genuinely repent, God wipes our slates clean for eternity, but there will be continuing consequences and limitations here on earth.
13. God is the source of all comfort, so those who are mourning must be directed to Him rather than being made dependent upon people.
14. A plow breaks up the ground in a field, and God's truth is able to break up the hardness of our sinful hearts.
15. This sorrow is not only for the time of conversion, but it is also to be an attitude of the soul before God.

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

1. Highlight the contraction in each sentence.
 2. On the line at the end of each sentence, write the two words that were used to form each contraction.
1. **He's** shedding many tears over his sins. He is
 2. To break up the fallow ground, **I'll** have to break up my heart. I will
 3. **It's** time to seek the Lord. It is
 4. **We've** learned much from Charles Finney. We have
 5. **They'll** need to humble themselves and repent. They will
 6. **She'd** been grieving and sorrowing. She had
 7. **God's** giving us grace to repent. God is
 8. **We'll** be comforted by God when we mourn. We will/We shall
 9. Jonathan Edwards said, "**I've** great reason to believe that my parents' counsel and education have been my making." I have
 10. **It's** true that great men of faith helped start the Great Awakening in the seventeenth century. It is

□ **10e.** In the sentences provided, complete the following steps:

1. Highlight **all** of the verb phrases (any two or more verbs, including infinitives).
2. Write *Past P* above the past participle phrases.

Note: You may highlight adverbs in the middle of the verb phrase.

Note: Not all of the sentences contain verb phrases.

1. When we mourn, we **should turn** from our sin.
2. Because of Daniel's mourning and fasting, God rewarded him with spiritual understanding.
3. If we humble ourselves through mourning, we **will experience** joy.
4. If there is no end to mourning, it **will lead** to despair.

Past P

Past P

5. When we **have mourned** over our sins and God **has forgiven** us, we **should exhibit** joy.

6. As Daniel and his friends disciplined themselves, God gave them wisdom.

Past P

7. When Ezra and the nation of Israel **had prayed and confessed** their sin, they wept.
8. Because the heart is deceitful above all things, we **must examine** our hearts regularly.

Past P

9. God **had raised** up John the Baptist **to be** a voice in the wilderness calling people to repentance.
10. His first task **was to expose** spiritual complacency in order **to bring** about true mourning over sin.

Past P

11. The Pharisees and Sadducees **had come** to his baptism.

Past P

12. **After** the publicans, the soldiers, and others in the crowd **had asked** him what they **should do**, he gave them specific instructions.

Past P

13. God **has said** that we **should draw** nigh to Him, and He **will draw** nigh to us.

4B Week 4 Teacher's Helps

For a Five-Day Week

Day One

Vocabulary Box

Synonyms meaning *to mourn*

sorrow
bewail
weep
lament
agonize
grieve
anguish
repent

Words that describe the

absence of spiritual mourning
apathetic
careless
unconcerned
unresponsive
stiff-necked
indifferent
resistant
insensitive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Nineveh was the capital of the Assyrian Empire during the lifetime of Jonah. Its armies had invaded Israel from the north and from the south. They brought this conquered nation under harsh tribute. The Assyrian soldiers inflicted great cruelty on the people. The very mention of this city must have brought a sense of revulsion to Jonah.

God told Jonah, "Arise, go to Nineveh, that great city, and cry against it." Instead of going to the capital, Jonah went in the opposite direction to Joppa. There he boarded a ship bound for Tarshish.

EXTENSIONS

Jonah finally obeyed God and arrived at Nineveh. He faced a great city with heavily fortified walls and many suburbs where most of the inhabitants lived. When this large populace repented of their sins, God wanted to have mercy on the millions of people in the city.
—Adapted from *Jonah*

2. Spelling: Unusual Spellings for the Short *u* Sounds (Examples: love, blood, couple)

BASIC LEVEL

- | | | |
|------------|------------|----------|
| 1. money | 4. company | 7. hover |
| 2. dozen | 5. contain | 8. blood |
| 3. product | 6. lesson | |

EXTENSION

9. develop
10. condition
11. double
12. cousin

FURTHER EXTENSION

13. old-fashioned
14. committed

Optional Words

15. stiff-necked
16. resistant
17. unconcerned

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

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Coordinating Conjunctions; Contractions)

4. Grammar: Prepositions

Day Three

5. Sentence Structure: Prepositional Phrase Openers

Day Four

6. Composition: Edit and Revise

Day Five

7. Spelling: Spelling Test

8. Dictation: Dictation Quiz

9. Composition: Final Copy Original Story

Extra Practice (Optional)

4B Week 4 Teacher's Helps

For a Four-Day Week

Day One

Vocabulary Box

Synonyms meaning *to mourn*

sorrow agonize
bewail grieve
weep anguish
lament repent

Words that describe *the*

absence of spiritual mourning
apathetic stiff-necked
careless indifferent
unconcerned resistant
unresponsive insensitive

1. Copying, Vocabulary, and Comprehension

BASIC LEVEL

Nineveh was the capital of the Assyrian Empire during the lifetime of Jonah. Its armies had invaded Israel from the north and from the south. They brought this conquered nation under harsh tribute. The Assyrian soldiers inflicted great cruelty on the people. The very mention of this city must have brought a sense of revulsion to Jonah.

God told Jonah, "Arise, go to Nineveh, that great city, and cry against it." Instead of going to the capital, Jonah went in the opposite direction to Joppa. There he boarded a ship bound for Tarshish.

EXTENSIONS

Jonah finally obeyed God and arrived at Nineveh. He faced a great city with heavily fortified walls and many suburbs where most of the inhabitants lived. When this large populace repented of their sins, God wanted to have mercy on the millions of people in the city.
—Adapted from *Jonah*

2. Spelling: Unusual Spellings for the Short *u* Sounds (Examples: love, blood, couple)

BASIC LEVEL

- | | | |
|------------|------------|----------|
| 1. money | 4. company | 7. hover |
| 2. dozen | 5. contain | 8. blood |
| 3. product | 6. lesson | |

EXTENSION

9. develop
10. condition
11. double
12. cousin

FURTHER EXTENSION

13. old-fashioned
14. committed

Optional Words

15. stiff-necked
16. resistant
17. unconcerned

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

Day Two

3. Editor Duty: Correct Given Paragraph(s) (Coordinating Conjunctions; Contractions)

4. Grammar: Prepositions

Day Three

5. **Sentence Structure:**
Prepositional Phrase Openers
6. **Composition:** Edit and Revise

Day Four

7. **Spelling:** Spelling Test
8. **Dictation:** Dictation Quiz
9. **Composition:** Final Copy Original Story

Extra Practice (Optional)

4B Week 4 Answer Keys

3. Complete the following steps:

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

BASIC LEVEL: Correct only the first paragraph.

EXTENSION: Correct the first and second paragraphs.

FURTHER EXTENSION: Correct all three paragraphs.

2. In the first paragraph, highlight the coordinating conjunctions.

When **Ezra** **and** the nation of **Israel** prayed **and** confessed **their** sin, they wept, **and** **Ezra** cast himself down before the house of **God**. When **David** mourned over his sin **and** the impending death of his newborn son, he did not eat for **seven** days. **When** **Nehemiah** mourned over the deplorable condition of the remnant of **God's** people in **Jerusalem**, he also mourned.

Mourning is **an** emotional response to the fact that a person is “poor in spirit.” **It** acknowledges that he is a beggar before **God**, without any resources of his own. Like other emotional responses, mourning affects the entire body and leads to many physical expressions. Some people weep; others grow weak and tremble. Still others grow dizzy and faint. The heart often feels as if it has been broken, and the stomach may become “tied in knots.”

The one expression of mourning, however, that is common to everyone, is the loss of appetite. Surprisingly, this loss of appetite includes a slackening of desire for all the pleasures that the body once craved. Hunger for food disappears. Jewelry loses **its** attractiveness. Fancy cars lose **their** appeal. Ambition fades, and the lure of sensual thoughts dims.

4g. In the sentences provided, complete the following steps:

1. Highlight the prepositions.

2. **EXTENSIONS:** Cross out the highlighted prepositions at the beginning of the sentences, and write a different preposition in place of each one.

Note: Some sentences contain more than one preposition.

In

Example: **During** our lives, we should be hungry **for** God.

1. **In** mourning **over** the death **of** his newborn son, David did not eat **for** seven days.
2. **During** the prayer and confession **of** the nation **of** Israel, Ezra cast himself down **before** the house **of** God. (*Down is used as an adverb here.*)
3. **In** acknowledging that he is poor **in** spirit, a person may go **into** mourning.
4. **Without** any resources **of** his own, the mourner is a beggar **before** God.
5. **In** addition to affecting the emotions, mourning affects the entire body and can lead **to** many physical expressions. (*To affecting is an infinitive.*)

6. **During** mourning, the heart often feels as if it has been broken and the stomach may become tied **in** knots.
7. **Through** mourning, many people suffer the loss **of** appetite.
8. **In** addition **to** lacking a desire **for** food, a mourner will often lack a desire **for** all **of** the pleasures **of** the body.
9. **In** the body's center **of** emotions, the limbic system is found.
10. **In** this center, the processing **of** all feelings **of** pain, pleasure, anger, rage, fear, sorrow, affection, and mourning occurs.
11. **During** the process **of** mourning, the limbic system produces substances that carry messages **from** one lobe **to** another.
12. **Within** the hypothalamus is found the center **of** appetite control.
13. **Between** meals the metabolism is reversed, and the stored energy is reabsorbed and used to fuel the body's needs. (*To fuel is an infinitive.*)
14. The body is involved **in** the storing process **for** approximately twelve hours **in** the day.
15. **During** the other twelve hours, the metabolism reverses, and the stored energy is released.