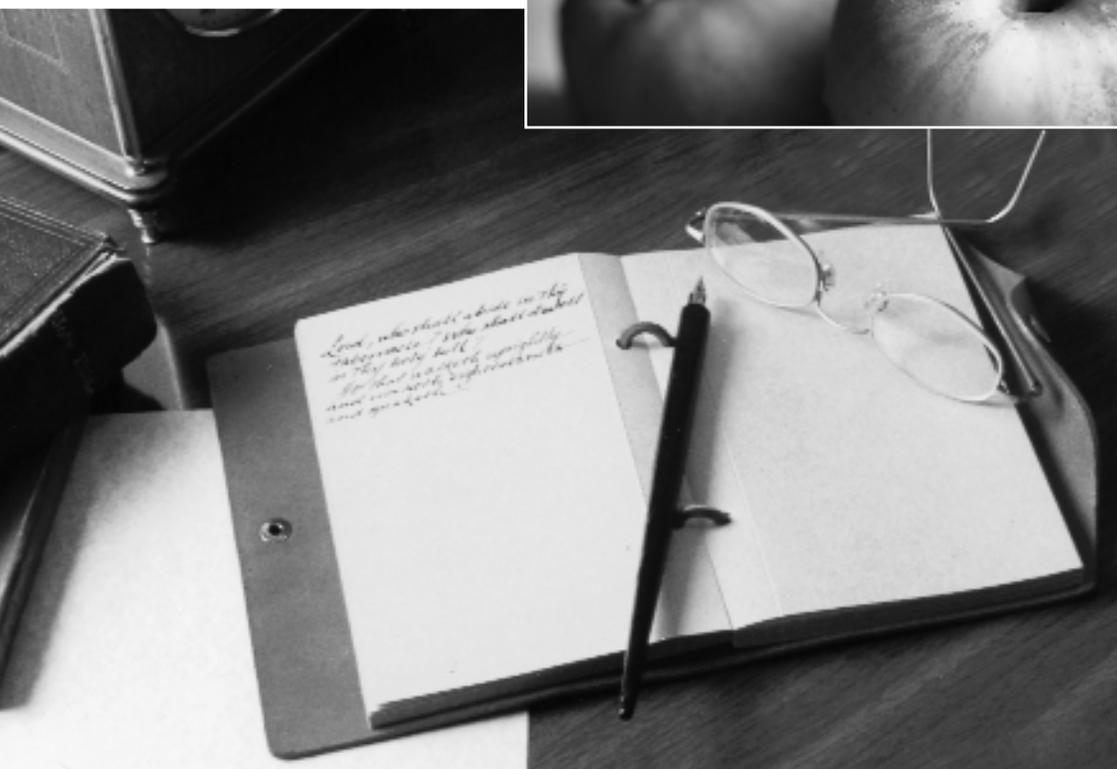


WISDOM BOOKLET

# *Language Arts*

**Teacher's Helps &  
Answer Keys**

**17B–20B**



# WBLA Level B 17–20

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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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# 17B Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *fulfilling good works*

zealous      abound  
prove        provoke  
maintain

##### Synonyms for *characteristics of good works*

timely        worthy  
attractive    beneficial

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Actually, creativity determines the success we will achieve during our lifetime. Success is fulfilling the purposes for which God made us. To the degree that we are creative, we will fulfill those purposes. God, the Creator, made us in His own image and gave us the capacity to creatively carry out the good works He purposed to do through us. Ephesians tells us: "For we are his workmanship, created in Christ Jesus unto good works, which God hath before ordained that we should walk in them" (Ephesians 2:10).

### EXTENSION

The foundation of every character quality is genuine love. One of the best ways to fully express love is through good works. The great importance of good works is thoroughly indicated by the many Biblical references to them.

### FURTHER EXTENSION

Romans 12:21 tell us, "Be not overcome of evil, but overcome evil with good." There are many aspects of carrying out good works with creativity. Creativity is cultivating wise thoughts, prudent words, and skillful actions in order to carry out God's will. Our ultimate source of creativity is God.

—*The Power for True Success*

## 2. Spelling: Unusual R-Controlled Words That Say er (Examples: word, world)

### BASIC LEVEL

- |              |            |
|--------------|------------|
| 1. attorney  | 4. worldly |
| 2. projector | 5. record  |
| 3. color     | 6. worried |

### EXTENSION

7. incubator  
8. workhorse

### FURTHER EXTENSION

9. counselor  
10. worrisome

### Optional

11. zealous  
12. maintain  
13. prove

**TT:** *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*.

### 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 \_\_\_\_\_  
5 Sentences  
(You may choose to just record the reference for the verse in your notes.)

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
3 Sentences

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
4 Sentences

### Day Three

## 5. Grammar: Adverbs

## 6. Composition/Creative Writing: Write an Essay From a Key Word Outline

### Day Four

## 7. Grammar: -Ly Openers

## 8. FURTHER EXTENSION:

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

## 9. Composition: Edit and Revise

### Day Five

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## 12. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 17B Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for

##### *fulfilling good works*

zealous      abound  
 prove        provoke  
 maintain

##### Synonyms for

##### *characteristics of good works*

timely        worthy  
 attractive    beneficial

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Actually, creativity determines the success we will achieve during our lifetime. Success is fulfilling the purposes for which God made us. To the degree that we are creative, we will fulfill those purposes. God, the Creator, made us in His own image and gave us the capacity to creatively carry out the good works He purposed to do through us. Ephesians tells us: "For we are his workmanship, created in Christ Jesus unto good works, which God hath before ordained that we should walk in them" (Ephesians 2:10).

### EXTENSION

The foundation of every character quality is genuine love. One of the best ways to fully express love is through good works. The great importance of good works is thoroughly indicated by the many Biblical references to them.

### FURTHER EXTENSION

Romans 12:21 tell us, "Be not overcome of evil, but overcome evil with good." There are many aspects of carrying out good works with creativity. Creativity is cultivating wise thoughts, prudent words, and skillful actions in order to carry out God's will. Our ultimate source of creativity is God.

—*The Power for True Success*

## 2. Spelling: Unusual R-Controlled Words That Say *er* (Examples: word, world)

### BASIC LEVEL

- |              |            |
|--------------|------------|
| 1. attorney  | 4. worldly |
| 2. projector | 5. record  |
| 3. color     | 6. worried |

### EXTENSION

7. incubator  
 8. workhorse

### FURTHER EXTENSION

9. counselor  
 10. worrisome

### Optional

11. zealous  
 12. maintain  
 13. prove

**TT:** *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*.

## 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 \_\_\_\_\_

5 Sentences

(You may choose to just record the reference for the verse in your notes.)

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

3 Sentences

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

4 Sentences

## 5. Grammar: Adverbs

## 6. Composition/Creative Writing: Write an Essay From a Key Word Outline

### Day Three

## 7. Grammar: -Ly Openers

## 8. FURTHER EXTENSION:

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

## 9. Composition: Edit and Revise

### Day Four

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## 12. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 17B Week 1 Answer Keys

## 3. Complete the following steps:

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

**BASIC LEVEL:** Correct only the first paragraph.

**EXTENSION:** Correct the first and second paragraphs.

**FURTHER EXTENSION:** Correct all three paragraphs.

2. In the first two paragraphs, highlight the adverbs.

A good work was **never** intended to **produce** salvation. However, once a person puts his trust in the finished work of the **Lord Jesus Christ**, good works must be the focal point of his life. Ephesians **clearly** explains that the purpose of good works **is not** to make us boastful. By performing good works, we can cause others to glorify **God**.  
(Note: *Once* is a subordinator here.)

Good works **are** to be done for others. **In** order to know what people need **most**, we should discern **their** needs and strengths. We should **also carefully** detect what might be keeping them from achieving their **God**-given purposes, if that is a concern.

The most **special** word in any language is a person's own name. **It** is after we hear a person's name that we may begin developing a friendship with him or her. Names are also important to **God**. He assigned names to people in the **Bible**, such as **John** and **Jesus**. In other places in **Scripture**, **He** changed people's names, such as when **He** changed *Abram* to *Abraham* and *Saul* to *Paul*. **We** can also relate people's names to **their God**-given characteristics by researching the meaning of their names and encouraging people to fulfill those meanings.

## 5c. In the sentences provided, highlight the adverbs and draw arrows from each adverb to the word it modifies.

1. Good works were **never** → intended to earn salvation.
2. After someone trusts Christ as his Savior, good works should **ultimately** → define the goal of his life.
3. One of the reasons for our redemption was to **fully** → prepare us to do good works.
4. We should **eventually** → desire to be “zealous of good works.”
5. Good works are to be **specifically** → performed for people.
6. We should **selflessly** → spend time with others to discern their needs.

7. We can **carefully** → discern people's needs by visiting in their homes and showing hospitality to them in our homes.
8. The **most** → important word for a person to **actually** → hear is his name!
9. God **specifically** → assigned names to some people in the Bible.
10. God also **deliberately** → changed the names of some people in the Bible.
11. We should **similarly** → relate the names of people with their God-given characteristics and spiritual potential.
12. God **actually** → designed relationships between people in order to fulfill His purposes for their lives.
13. Good works may **further** → strengthen relationships.
14. People will **never** → carry out the purposes for which God designed them unless they are healthy in spirit.
15. A believer can **continually** → grow by reading, memorizing, studying, meditating, and engrafting God's Word.
16. A believer can **also** → grow through prayer.
17. A believer is **further** → strengthened by fellowship with other believers.
18. A good work will **often** → help a fellow believer to grow in Christ.
19. A good work should **not** → be pursued with the wrong motive.
20. A creative believer will **seriously** → look for ways to help others grow in their faith.
21. You should **ultimately** → perform good works in Christ's name.

**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. Actually, the hardest place to live the Christian life is in your own home.
2. Accordingly, David purposed, "I will walk within my house with a perfect heart."
3. Eventually, every work that we do must be tested.
4. Fully seeing into the depths of our hearts, God will judge our motives.
5. Initially, we should determine whether or not they are good works.
6. Primarily, a good work is proven if it is consistent with the Word of God.
7. Fully validating your good work, an authority will confirm that your good work is both timely and needed.
8. Truthfully, if we do good works to others but neglect our own families, we violate Scripture.

9. Carefully validating the command for Peter to bring the Gospel to the Gentiles,  
God gave him a dream and signs and wonders.
10. Ultimately lasting the test of time,  
good works will produce fruit.
11. Ultimately,  
God will judge our works.
12. Carefully documenting good works done for us,  
we should record them in a journal.
13. Actually,  
we should also give testimony about good works done for us.
14. Truly,  
good works are difficult to maintain.
15. Thoroughly enabling us,  
God will provide grace to glorify Him through our  
good works.



# 17B Week 2 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *fulfilling good works*

zealous      abound  
prove        provoke  
maintain

##### Synonyms for *characteristics of good works*

timely        worthy  
attractive    beneficial

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

One night, all of the disciples gathered with Jesus for dinner. While they were eating, Jesus got up and put a towel on like an apron. He poured water into a large bowl. He then began to wash His disciples' feet.

### EXTENSION

When Jesus got to Peter's feet, Peter did not want Him to wash his feet. Peter felt that he should be washing Jesus' feet. Jesus told him that He had to wash Peter's feet in order for Peter to follow Him. When he heard this, Peter wanted Jesus to wash his hands and head also!

### FURTHER EXTENSION

After Jesus washed the disciples' feet, He explained to them what He had just done. He told them that He was showing them how to treat each other. Through this experience, He told them to go and do the same for others.

—Adapted from *Leading Little Ones to God*

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

### BASIC LEVEL

- |                |              |
|----------------|--------------|
| 1. drought     | 4. enough    |
| 2. heavyweight | 5. neighbor  |
| 3. eighteen    | 6. laughable |

### EXTENSION

7. manslaughter  
8. thoroughfare

### FURTHER EXTENSION

9. furlough  
10. overweight  
11. neighborhood

### Optional

12. abound  
13. provoke

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

**TT:** Often 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: *bough*, *through*, *bought*, and *though*.

### Day Two

## 3. Editor Duty: Correct Given Paragraph(s) (Adverbs; 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 \_\_\_\_\_  
4 Sentences

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
3 Sentences

## 5. Grammar: Prepositions

### Day Three

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

## 7. Grammar/Sentence Structure: Prepositional Phrases

### Day Four

## 8. Grammar/Sentence Structure: Prepositional Phrase Openers

## 9. Composition: Edit and Revise

## 10. Grammar: Main Subject

### Day Five

## 11. Spelling: Spelling Test

## 12. Dictation: Dictation Quiz

## 13. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 17B Week 2 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for

##### *fulfilling good works*

zealous

abound

prove

provoke

maintain

##### Synonyms for

##### *characteristics of good works*

timely

worthy

attractive

beneficial

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

One night, all of the disciples gathered with Jesus for dinner. While they were eating, Jesus got up and put a towel on like an apron. He poured water into a large bowl. He then began to wash His disciples' feet.

#### EXTENSION

When Jesus got to Peter's feet, Peter did not want Him to wash his feet. Peter felt that he should be washing Jesus' feet. Jesus told him that He had to wash Peter's feet in order for Peter to follow Him. When he heard this, Peter wanted Jesus to wash his hands and head also!

#### FURTHER EXTENSION

After Jesus washed the disciples' feet, He explained to them what He had just done. He told them that He was showing them how to treat each other. Through this experience, He told them to go and do the same for others.

—Adapted from *Leading Little Ones to God*

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

#### BASIC LEVEL

1. drought

4. enough

2. heavyweight

5. neighbor

3. eighteen

6. laughable

#### EXTENSION

7. manslaughter

9. furlough

8. thoroughfare

10. overweight

11. neighborhood

12. abound

13. provoke

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

**TT:** Often 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: *bough*, *through*, *bought*, and *though*.

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

(Adverbs; 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 \_\_\_\_\_

4 Sentences

##### 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 Phrases

#### 8. Grammar/Sentence Structure: Prepositional Phrase Openers

#### 9. Composition: Edit and Revise

#### 10. Grammar: Main Subject

### Day Four

#### 11. Spelling: Spelling Test

#### 12. Dictation: Dictation Quiz

#### 13. Composition: Final Copy Informative Essay

#### Extra Practice (Optional)

# 17B 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 adverbs.

3. In the second paragraph, highlight the adverb openers.

When the father **gave** his children rolls of quarters, they were excited and confident that they would **not haphazardly lose** any. At the end of the first month, each child had **unintentionally** “given up” half his roll. **E**ach time a child **carelessly** gave away a quarter, it was a painful experience and a confirmation that he had **actually** been living with blind spots in regard to his relationships with the others.

**Truly**, another surprise came to them when none of them could determine how to do a good work to win back any quarters. As the month went on, however, they began to discover how to do it. **Surprisingly**, when one child came in the house with muddy boots, a second child quietly took the boots, cleaned them, and neatly put them back.

When the good work was noticed, it was very appreciated. **T**he one who did it was strongly affirmed by the parents as a quarter was given back. **N**ext, another child helped a sister memorize a section of **S**cripture and regained a missing quarter. The good works continued! By the end of the month, nobody had regained all of his quarters, yet new fellowship and teamwork **were** established in this family.

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

Note: The word *to* + verb is an example of a case 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. We should not wonder **about** the effectiveness **of** our works just because we are not thanked.
2. It is good **for** people to show gratefulness, but we should not expect gratefulness.
3. People who receive help are often not aware **of** the need to express appreciation.
4. This is confirmed **in** the story **of** Jesus healing the ten lepers.
5. Why should we expect to be treated differently than Jesus was **by** those He helped?
6. The purpose **of** good works is to cause people to glorify God.
7. We should not want glory **for** ourselves.

**Teacher Tip:** Do not consider it incorrect if your student highlights the describer with the main subject (*good works*).

**Teacher Tip:** You might want to explain to your student that a preposition is used as an adverb whenever it does *not* have an object of the preposition following it—and when it tells *where* something happened, such as *down, up, on*, etc.

8. We should do our good works **unto** Christ.
9. Sometimes good works seem to go unnoticed **by** those who receive them.
10. We should look **upon** our good works as planting **for** a rich harvest.
11. Sometimes those who receive our good works will turn **against** us.
12. God wants you to be a part **of** the transformation **of** those **for** whom you do good works.
13. Elders who rule well are to be counted worthy **of** double honor.
14. Paul said that when believers honored him **by** meeting his needs, they were also gaining **for** themselves eternal rewards **for** their good works.
15. God places a high priority **on** adding hospitality **to** generosity when it comes **to** fellow believers.
16. Christ emphasized that the believer should have the spirit **of** a servant.
17. He who serves others is greatest **of** all.
18. Every effort that a believer makes to present the Good News **of** salvation or to prepare a person to hear the Gospel is a good work **for** the Lord.
19. Good works include explaining **to** non-believers how to become believers.
20. Many came **to** Christ because **of** the good work Peter and John did **for** the lame man.

**7e.** In the sentences provided, place parentheses around the prepositional phrases. (See answers for 10c.)

**10c.** Highlight the main subject in each sentence from assignment 7e.

1. (In Ephesians), **God** tells us to provoke others (to love and good works).
2. When experiencing the rewards (of doing good works), **we** will develop more and more joy.
3. (In the Scriptures), **we** are told to come (alongside another person) and to stir up his interest and ability to perform good works. (*Up is used as an adverb here.*)
4. (By inspiring others) (to good works), **we** need to be a good example (of them).
5. (From the onset) (of helping another), **we** should visualize achievement (for them).
6. (In good works), **we** should always abound.
7. (On one night), **all** (of the disciples) gathered (with Jesus) (for dinner).
8. (During the meal), **Jesus** got up and put a towel on like an apron. (*Up and on are used as adverbs here.*)
9. (Into a large bowl), **He** poured water.
10. (With that water), **He** washed His disciples' feet.
11. (In retrospect), **Peter** wanted Jesus to wash his hands and head also.
12. (After the footwashing), **Jesus** explained (to them) (about doing good works).
13. (In this), **He** told them to do the same (for others).
14. (Through this example), **we** should do good works like Christ.
15. Regardless (of its importance) (in others' eyes), a good **work** done as (unto Christ) will be a great thing (to God).

# 17B Week 3 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for

*fulfilling good works*

zealous      abound  
 prove        provoke  
 maintain

##### Synonyms for

*characteristics of good works*

timely        worthy  
 attractive    beneficial

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The founding of the Red Cross took place during the era of America's Civil War. At this time, President Lincoln perceived the need to care for the wounded soldiers whether Northern or Southern. His awareness of the massive number of wounded men during the Civil War led President Lincoln to organize the Sanitary Commission. Volunteers worked on the battlefields to assist all the soldiers.

### EXTENSION

Among those volunteers there was a dedicated woman named Clara Barton. She was known to the grateful soldiers as the "Angel of the Battlefield." Miss Barton worked herself to the point of exhaustion. She needed time to recuperate. Therefore, she went to Europe. She arrived there during the Franco-Prussian War of 1870. She discovered the Red Cross Societies there, and she was quickly motivated to aid them in their relief efforts.

### FURTHER EXTENSION

Clara Barton saw how their ability to attract, train, and organize volunteers was much better than the endless labor of a few. Several years later, in 1881, the United States ratified the Geneva Convention; therefore, the American Association of the Red Cross came into being, and Clara Barton was its first president.

—*Wisdom Booklet 17*

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

### BASIC LEVEL

- |            |              |
|------------|--------------|
| 1. massive | 5. suffering |
| 2. battle  | 6. passage   |
| 3. commit  | 7. shallow   |
| 4. assist  |              |

### EXTENSION

8. folly  
 9. annual  
 10. classify

### FURTHER EXTENSION

11. appetite  
 12. continued  
 13. professor  
 14. attend

### Optional

15. timely  
 16. attractive

**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, 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*).

### Day Two

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

(Prepositions; Prepositional Phrases)

## 4. Study Skills/Prewriting: Outline an Original Story

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
 6–8 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
 6–8 Sentences

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
 6–8 Sentences

### Extensions: Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_  
 8 Sentences

### Further Extension: Paragraph Five of Body

Topic of Paragraph 5 \_\_\_\_\_  
 8 Sentences

### Day Three

## 5. Punctuation: Semicolon Usage

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

### Day Four

## 7. Grammar: Transition Words

## 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)

# 17B Week 3 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for

##### *fulfilling good works*

zealous      abound  
 prove        provoke  
 maintain

##### Synonyms for

##### *characteristics of good works*

timely        worthy  
 attractive    beneficial

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The founding of the Red Cross took place during the era of America's Civil War. At this time, President Lincoln perceived the need to care for the wounded soldiers whether Northern or Southern. His awareness of the massive number of wounded men during the Civil War led President Lincoln to organize the Sanitary Commission. Volunteers worked on the battlefields to assist all the soldiers.

### EXTENSION

Among those volunteers there was a dedicated woman named Clara Barton. She was known to the grateful soldiers as the "Angel of the Battlefield." Miss Barton worked herself to the point of exhaustion. She needed time to recuperate. Therefore, she went to Europe. She arrived there during the Franco-Prussian War of 1870. She discovered the Red Cross Societies there, and she was quickly motivated to aid them in their relief efforts.

### FURTHER EXTENSION

Clara Barton saw how their ability to attract, train, and organize volunteers was much better than the endless labor of a few. Several years later, in 1881, the United States ratified the Geneva Convention; therefore, the American Association of the Red Cross came into being, and Clara Barton was its first president.

—*Wisdom Booklet 17*

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

### BASIC LEVEL

- |            |              |
|------------|--------------|
| 1. massive | 5. suffering |
| 2. battle  | 6. passage   |
| 3. commit  | 7. shallow   |
| 4. assist  |              |

### EXTENSION

8. folly  
 9. annual  
 10. classify

### FURTHER EXTENSION

11. appetite  
 12. continued  
 13. professor  
 14. attend

### Optional

15. timely  
 16. attractive

**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, 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*).

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

(Prepositions; Prepositional Phrases)

### Day Two

## 4. Study Skills/Prewriting: Outline an Original Story

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
 6–8 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
 6–8 Sentences

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
 6–8 Sentences

### Extensions: Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_  
 8 Sentences

### Further Extension: Paragraph Five of Body

Topic of Paragraph 5 \_\_\_\_\_  
 8 Sentences

## 5. Punctuation: Semicolon Usage

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

### Day Three

## 7. Grammar: Transition Words

## 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)

# 17B Week 3 Answer Keys

## □ 2b. Complete the following steps:

1. On the lines provided, write the spelling words at the level directed by your teacher.
2. Syllabicate the words by drawing a line between each syllable.

Example: happy—hap/py

### BASIC LEVEL

1. mas/sive
2. bat/tle
3. com/mit
4. as/sist
5. suf/fer/ing
6. pas/sage
7. shal/low

### EXTENSION

8. fol/ly
9. an/nu/al
10. clas/si/fy

### FURTHER EXTENSION

11. ap/pe/tite
12. con/tin/ued
13. pro/fes/sor
14. at/tend

## □ 3. Complete the following steps:

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

**BASIC LEVEL:** Correct only the first paragraph.

**EXTENSION:** Correct the first and second paragraphs.

**FURTHER EXTENSION:** Correct all three paragraphs.

2. In the first two paragraphs, highlight the prepositions.
3. In the second paragraph, highlight the prepositional phrases.

The ability to carry out good works necessitates that there are those who are open to receive them. For this reason, Christ emphasizes that the believer should have a servant's spirit. He who is greatest of all is the one who is the servant of all. (*Out is used as an adverb here.*)

When believers fail in their primary responsibility of showing the life that is in Christ, unbelievers are not attracted to the Gospel. Jesus explained that the work of God was to believe on Him Whom He had sent. Every effort that a believer makes to present the Good News of salvation or to prepare a person to hear the Gospel would be a good work. Good works include explaining how to become a Christian, bringing an unsaved person to a meeting where he will hear the salvation message, or giving information that explains how to be born again.

Often God brings difficulties into a person's life in order to make him see his need for God. By giving to this need in the name of Christ and then following through with a loving witness, we follow the example of Christ in His earthly ministry. We are creatively carrying out good works for our Lord.

## □ 5d. In the sentences provided, combine the two sentences in each set to make a compound sentence by completing the following steps:

1. Write the letters CS above each complete sentence.
2. Change the period at the end of the first sentence in each set to a semicolon.
3. Change the first letter of the second sentence in each set to a lowercase letter, unless it is proper noun.

**Example:** Henri watched the battle. He was stirred to action.

CS

CS

Henri watched the battle; **h**e was stirred to action.

CS

CS

1. It was during the summer of 1859; **y**oung Henri Dunant set out on a business trip that would change his life.

CS

CS

2. He had just completed a business apprenticeship in a Swiss banking house; **n**ow he was on his way to a town in northern Italy.

CS

CS

3. Henri was unprepared for what he saw; **t**here were two huge armies totaling 300,000 men and 1,000 cannons fighting.

CS

4. Henri observed the battle with Italian and French troops on one side and Austrian troops on the other side; Napoleon III, the nephew of Napoleon Bonaparte, had come to fight the Austrian army.

CS

CS

5. Henri watched this battle for fifteen horrifying hours; **c**annons spewed forth their deadly destruction.

CS

CS

6. Swords also inflicted misery and death; **f**inally, the Austrian army retreated in defeat.

CS

CS

7. Henri rushed out to the battlefield; **h**e began to immediately help the wounded.

CS

CS

8. There were few doctors and supplies; **t**he defeated army's doctors were either dead or captured.

CS

CS

9. Henri helped the wounded for eight days; **h**e organized volunteers and gathered supplies.

CS

10. He persuaded generals to release captured doctors so that they could help; **t**he agony and anguish of those days would not be erased from Henri's mind.

CS

CS

11. Henri wrote a book three years later about his experiences; **t**his book was entitled *A Memory of Solferino*.

CS

CS

12. He was moved to get the word out about that battle; **h**e distributed the books at his own expense.

CS

CS

13. Europe was taken by storm with that book; **k**ings, queens, prime ministers, doctors, lawyers, and ministers pored over its pages.

CS

CS

14. They agreed with Dunant that volunteers should be organized; **t**hey also agreed that an international treaty among nations to assure more humane care was needed.

CS

CS

15. In 1863, it was decided to implement Dunant's ideas; **a** society called the Public Welfare Society was begun.

# 17B Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *fulfilling good works*

zealous      abound  
prove        provoke  
maintain

##### Synonyms for *characteristics of good works*

timely        worthy  
attractive    beneficial

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

George Washington Carver was motivated by the desire to further the welfare of his people. He studied peanuts and sweet potatoes until they gave up hundreds of their secrets. From the peanut came milk, butter, cheese, candy, coffee, soap, oil, shaving lotion, wood stains, dyes, linoleum, flour, breakfast cereal, shampoo, printers' ink, and axle grease. In all, Mr. Carver discovered a total of three hundred uses for the peanut.

### EXTENSION

George's real success, however, came from his total dependence on God to reveal the secrets of His creation. He would begin at 4:00 A.M. with prayer and Bible study. After committing himself to his Creator, he would go into "God's little workshop." Professor Carver would often begin class with a quote from a Psalm, such as Psalm 104:24. "O Lord, how manifold are thy works! In wisdom hast thou made them all: the earth is full of thy riches."

### FURTHER EXTENSION

Several students at the Institute asked Professor Carver to begin a Sunday evening Bible class. They found that his knowledge of God was more than an outward form; it was something that guided everything he did. He believed that the more man learned about the universe, the more he would know about God. The class doubled in three months and continued to grow for the thirty years he taught it.

—*Wisdom Booklet 17*

### Day Two

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

### BASIC LEVEL

1. produce
2. potato
3. depend
4. focus
5. believe
6. return

### EXTENSION

7. nutrients
8. create

### FURTHER EXTENSION

9. creativity
10. dependable

### Optional

11. worthy
12. beneficial

**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 up" a syllable.) When a syllable is an open syllable, it usually makes the vowel's long sound, as in *be*, *go*, and *Bible*.

### Day Three

**3. Editor Duty:** Correct Given Paragraph(s)  
(Semicolons; Sequencing Words)

**4. Composition:** Edit and Revise

### Day Four

**5. Grammar:** Subject Part and Predicate Part

**6. Grammar:** Strong, Active Verbs With Helpers

### Day Five

**7. Spelling:** Spelling Test

**8. Dictation:** Dictation Quiz

**9. Composition:** Final Copy Original Story

**Extra Practice (Optional)**

# 17B Week 4 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for

##### *fulfilling good works*

zealous      abound  
prove        provoke  
maintain

##### Synonyms for

##### *characteristics of good works*

timely        worthy  
attractive    beneficial

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

George Washington Carver was motivated by the desire to further the welfare of his people. He studied peanuts and sweet potatoes until they gave up hundreds of their secrets. From the peanut came milk, butter, cheese, candy, coffee, soap, oil, shaving lotion, wood stains, dyes, linoleum, flour, breakfast cereal, shampoo, printers' ink, and axle grease. In all, Mr. Carver discovered a total of three hundred uses for the peanut.

### EXTENSION

George's real success, however, came from his total dependence on God to reveal the secrets of His creation. He would begin at 4:00 A.M. with prayer and Bible study. After committing himself to his Creator, he would go into "God's little workshop." Professor Carver would often begin class with a quote from a Psalm, such as Psalm 104:24. "O Lord, how manifold are thy works! In wisdom hast thou made them all: the earth is full of thy riches."

### FURTHER EXTENSION

Several students at the Institute asked Professor Carver to begin a Sunday evening Bible class. They found that his knowledge of God was more than an outward form; it was something that guided everything he did. He believed that the more man learned about the universe, the more he would know about God. The class doubled in three months and continued to grow for the thirty years he taught it.

—*Wisdom Booklet 17*

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

### BASIC LEVEL

1. produce
2. potato
3. depend
4. focus
5. believe
6. return

### EXTENSION

7. nutrients
8. create

### FURTHER EXTENSION

9. creativity
10. dependable

### Optional

11. worthy
12. beneficial

**TT:** 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 up" a syllable.) When a syllable is an open syllable, it usually makes the vowel's long sound, as in *be*, *go*, and *Bi/ble*.

### Day Two

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

(Semicolons; Sequencing Words)

## 4. Composition: Edit and Revise

### Day Three

## 5. Grammar: Subject Part and Predicate Part

## 6. Grammar: Strong, Active Verbs With Helpers

### Day Four

## 7. Spelling: Spelling Test

## 8. Dictation: Dictation Quiz

## 9. Composition: Final Copy Original Story

## Extra Practice (Optional)

# 17B Week 4 Answer Keys

- ❑ **2b.** On the lines provided, copy the spelling words at the level directed by your teacher, and syllabicate them where you hear the break.

Example: focus—fo/cus

## BASIC LEVEL

1. pro/duce
2. po/ta/to
3. de/pend
4. fo/cus
5. be/lieve
6. re/turn

## EXTENSIONS

7. nu/tri/ents
8. cre/ate

## FURTHER EXTENSION

9. cre/a/tiv/i/ty
10. de/pend/a/ble

- ❑ **3.** Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.  
**BASIC LEVEL:** Correct only the first paragraph.  
**EXTENSION:** Correct the first and second paragraphs.  
**FURTHER EXTENSION:** Correct all three paragraphs.
2. In the second paragraph, insert a semicolon, and underline the complete sentences joined by the semicolon in two different colored highlighters.
3. In the second paragraph, find and highlight the word that shows sequence.

George Washington Carver lived with peanuts and sweet potatoes until he squeezed out of them hundreds of secrets. From the peanut, he found dozens of food and nonfood items. In all, he found a total of three hundred uses for the humble peanut.

The peanut is actually not a nut but rather a type of pea. Its flower shoots above the ground and then dies. Next, the pod grows underground; beneath the dark soil, the seed matures, and the whole plant is removed when harvested.

Peanuts are a nutritious, concentrated food that can be stored without treatment for months. Twenty-six percent of the peanut consists of a high-energy protein. This peanut is a very versatile plant. Carver found that every part of the plant can be used for food or other products.

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

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

**EXTENSIONS:**

1. Draw a line between the subject part and the predicate part of each sentence.
2. Highlight the main subject of the sentence in one color.
3. With another color, highlight the main verb (the main verb, helping verbs, and infinitives that make up the main verb of the sentence).

**Teacher Tip:** If your student had trouble finding the main subject of each sentence, encourage him to isolate the prepositional phrases with parentheses, and emphasize that the subject is usually not found in a prepositional phrase.

1. **Clara Barton** | **was** a dedicated volunteer.
2. **She** | **was known** to the soldiers as the “angel of the battlefield.”
3. **She** | **worked** herself to the point of exhaustion.
4. **She** | **discovered** the Red Cross Societies when she took a break in Europe.
5. **She** | **observed** their ability to organize and train volunteers.
6. **She** | **knew** this was a superior way of helping others.
7. **Clara Barton** | **became** the first president of the American Association of the Red Cross.
8. **George Williams** | **formed** the YMCA.
9. The **goals** of the YMCA | quickly **spread** throughout England.
10. The primary **emphasis** of the YMCA | **was** on proclaiming the truth of Scripture.
11. **It** | also **promoted** the message of salvation.
12. The early **YMCA** | **carried** out good works.
13. **Henri Dunant** | **became involved** in the YMCA movement.
14. **He** | **was** especially **interested** in its evangelistic work.
15. At that time, the **YMCA** | **sought to unite** young men who regarded Jesus Christ as their God and Savior.
16. **They** | **taught** about living according to Scripture.
17. Only **those** who publicly announced their faith in Jesus | **were permitted to be** voting officers.
18. The **work** of the YMCA | **influenced** many to become missionaries.
19. **Henri Dunant** | **was given** the first Nobel Peace Prize.
20. His good **works** for the Lord | **will** not **be** fully **realized** until heaven.

□ **6d.** In the sentences provided, write a new verb above each italicized one. Use your thesaurus for this, and try to find verbs you have never used in your writing before.

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

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

Note: You may have to add other words in order to make your new verb fit into the sentence.

Answers will vary.

# 18B Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Characteristics of one who desires God's approval

genuineness    unfeigning  
transparency    humility  
sincerity       forthrightness

##### Characteristics of one who desires man's approval

hypocrisy    perversion  
legalism      transgression  
shortcoming

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Three military men stood on the deck of an aircraft carrier. Suddenly, their commanding officer spotted an oncoming missile. He shouted to the men, "Drop!" Two of the men immediately dropped to the deck. The third man looked around to see what was the matter. As he turned to investigate, the missile struck him and he was instantly killed. This story illustrates two different approaches to obedience as indicated in the Greek and Hebrew languages of Scripture.

### EXTENSION

The Greek approach is to understand the reason behind the command first and then obey. The man who turned around wanted to know why he should drop to the ground. At the point of understanding, he would then decide to obey or not to obey.

### FURTHER EXTENSION

The second approach is the Hebrew model. This approach is to obey first and then understand why. This is the protocol God followed in Abraham's training when God asked him to offer up his son. This approach assumes that there is a close relationship between the one giving the command and the one who is to carry it out. Jesus emphasized this in John 10:27: "My sheep hear my voice, and I know them, and they follow me."

—*The Power for True Success*

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

### BASIC LEVEL

1. alliteration            4. investigate
2. accomplishment    5. hypocrite
3. illustrate            6. justified

### EXTENSION

7. immediately
8. consequences

### FURTHER EXTENSION

9. indicative
10. intuitive

### Optional

11. genuine
12. sincere
13. humility
14. unfeigning

**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 and Predicate Part)

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

7 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

3 Sentences

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

5 Sentences

### Day Three

## 5. Grammar: Noun Markers (Articles)

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

### Day Four

## 7. Structural Analysis: Plural Nouns

## 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)

# 18B Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Characteristics of *one who desires God's approval*

genuineness    unfeigning  
transparency    humility  
sincerity       forthrightness

##### Characteristics of *one who desires man's approval*

hypocrisy    perversion  
legalism     transgression  
shortcoming

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Three military men stood on the deck of an aircraft carrier. Suddenly, their commanding officer spotted an oncoming missile. He shouted to the men, "Drop!" Two of the men immediately dropped to the deck. The third man looked around to see what was the matter. As he turned to investigate, the missile struck him and he was instantly killed. This story illustrates two different approaches to obedience as indicated in the Greek and Hebrew languages of Scripture.

### EXTENSION

The Greek approach is to understand the reason behind the command first and then obey. The man who turned around wanted to know why he should drop to the ground. At the point of understanding, he would then decide to obey or not to obey.

### FURTHER EXTENSION

The second approach is the Hebrew model. This approach is to obey first and then understand why. This is the protocol God followed in Abraham's training when God asked him to offer up his son. This approach assumes that there is a close relationship between the one giving the command and the one who is to carry it out. Jesus emphasized this in John 10:27: "My sheep hear my voice, and I know them, and they follow me."

—*The Power for True Success*

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

### BASIC LEVEL

1. alliteration
2. accomplishment
3. illustrate
4. investigate
5. hypocrite
6. justified

### EXTENSION

7. immediately
8. consequences

### FURTHER EXTENSION

9. indicative
10. intuitive

### Optional

11. genuine
12. sincere
13. humility
14. unfeigning

**TI:** 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 and Predicate Part)

### Day Two

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
7 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
3 Sentences

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
5 Sentences

## 5. Grammar: Noun Markers (Articles)

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

### Day Three

## 7. Structural 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)

# 18B 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, draw a line between the subject part and the predicate part of each sentence. (Note: The first sentence is an unusual compound sentence that contains two subject parts and two predicate parts.)

Jesus | knew that to keep the true spirit of the Law, He | must violate the traditions and extra-Biblical interpretations that had been added to the Law. An example of this | is that the Law says to do good at all times. Although work was not allowed on the Sabbath, Jesus | thought we should still do good on that day.

The Law and the prophets are glimpses of Christ and His perfection. Christ would never break the Laws God intended. If He broke God's Law, He would violate His nature and character.

God's Law had to be fulfilled perfectly in order for anyone to receive the chance to go to heaven. Christ fulfilled this requirement with His life, death, and resurrection. Thus, everyone who enters into Christ through His work on the cross also enters into His perfect fulfillment of the Law. We are all only worthy of heaven because of Christ's righteousness—not because of anything we have done.

## □ 7d. Write the plural forms of the nouns provided, applying the rules you have learned this week.

- |                                |                                      |
|--------------------------------|--------------------------------------|
| 1. man— <u>men</u>             | 13. reason— <u>reasons</u>           |
| 2. approach— <u>approaches</u> | 14. command— <u>commands</u>         |
| 3. language— <u>languages</u>  | 15. method— <u>methods</u>           |
| 4. military— <u>militaries</u> | 16. rich— <u>riches</u>              |
| 5. officer— <u>officers</u>    | 17. alto— <u>altos</u>               |
| 6. tornado— <u>tornadoes</u>   | 18. sheep— <u>sheep</u>              |
| 7. goose— <u>geese</u>         | 19. stitch— <u>stitches</u>          |
| 8. moose— <u>moose</u>         | 20. commandment— <u>commandments</u> |
| 9. bunny— <u>bunnies</u>       | 21. foundation— <u>foundations</u>   |
| 10. piano— <u>pianos</u>       | 22. calf— <u>calves</u>              |
| 11. monkey— <u>monkeys</u>     | 23. turkey— <u>turkeys</u>           |
| 12. missile— <u>missiles</u>   | 24. radio— <u>radios</u>             |

**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.

□ 8f. In the sentences provided, underline with your highlighter the Be, a Helper, Link verbs (those that come before another verb and those that are alone).

1. “It **is** finished,” Christ cried out as He **was** dying on the cross.
2. His perfect life and death **had** fulfilled all the requirements of God’s holy Law.
3. A requirement that **has been** fulfilled leaves no doubt that it **is** completed.
4. Christ **has** done for us what we **could** never **have** done for ourselves.
5. No human **could** ever hope to measure up to the requirements of God’s Law, because the Lord demands perfection in keeping a Law that **is** perfect.
6. The Lord looked down from heaven upon the children of men, to see if any of them **did** understand or **did** seek God. (*Looked here is used as an action verb—something the Lord did, not the way something appeared.*)
7. “They **are** all gone aside; they **are** all together become filthy,” He lamented.
8. The Bible **has** said, “There **is** none that **doeth** good, no, not one.”
9. We **should** know that it **is** true that we never **can be** good enough on our own.
10. We **are** hopelessly lost without what Jesus **has done** for us by paying with His life for all the sins we **have** committed or ever **will** commit against the holy and mighty God.
11. Christ’s fulfillment of the Law **is** confirmed many times in Scripture.
12. He, as our High Priest, **is** holy and blameless, and He **is** higher than the heavens.
13. Christ **does** not need to offer up sacrifices for us daily, because He **has** already resolved the atonement for our sins when He offered His life once and for all.
14. We **can** fulfill the Law perfectly when we enter into Christ’s death, burial, and resurrection.
15. Those who **have become** believers **have become** part of Christ spiritually, and thereby **are** also a part of all that He **has** accomplished.
16. They who **are** in Christ Jesus **are** seen by God as **having** already fulfilled the Law.
17. Therefore, for those of us who **have** placed our trust in Christ for redemption, there **is** no longer any need to fear the eternal curse that we **would have been** faced with because of violating God’s laws.
18. Paul said that the just **shall** live by faith, knowing that Christ **has** redeemed us.
19. Now that we **are** justified in Christ, we **must** live in harmony with His principles by the power that His Spirit **can** give us.
20. Only by obedience to the Law **will** we **be** able to fully enjoy the benefits God **has** intended that we **might** receive through His commandments.
21. Because God **has** written His Law on the consciences of every person, many laws that men make **may seem** to reflect the principles that **are** inherent in God’s commandments.
22. Jesus told us that by keeping two commandments, we **can** fulfill the main goals of all God’s laws.
23. You **should** love God with all your heart, soul, mind, and strength.
24. You **should** also love others in the same way that you **would** love yourself.
25. The Old Testament Law **does** relate to New Testament believers, because it **is** a vital depiction of the way that they **should** live to please Him.

# 18B Week 2 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Characteristics of *one who desires God's approval*

genuineness    unfeigning  
transparency    humility  
sincerity        forthrightness

##### Characteristics of *one who desires man's approval*

hypocrisy        perversion  
legalism          transgression  
shortcoming

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

There are two ways in which we must fulfill the Law of God. The first way is to keep the Law flawlessly in order to be qualified to go to heaven. Of course, we are unable to do this in our own ability. Yes, that is why Christ came into the world.

### EXTENSION

When we repent and become believers, we become part of Christ spiritually. We are then a part of all that He has accomplished through His life, death, and resurrection. When God sees us in Christ, He accepts us as if we have fulfilled the Law. We do not have to fear the eternal consequences that we deserve as a result of violating the law.

### FURTHER EXTENSION

The second way we must fulfill the Law relates to our daily walk while we are on this earth. As believers, God desires that we live in harmony with His principles. We live by His principles through the power of the Holy Spirit.

—*Wisdom Booklet 18*

## 2. Spelling/Structural Analysis:

### Adding Suffixes to Root Words

#### BASIC LEVEL

- |               |               |              |
|---------------|---------------|--------------|
| 1. fly (ing)  | 4. catch (es) | 7. kid (ing) |
| 2. skill (ed) | 5. pillow (s) | 8. fan (ed)  |
| 3. snow (ing) | 6. teach (er) |              |

#### EXTENSION

9. call (ed)  
10. nap (ing)

#### FURTHER EXTENSION

11. flash (ed)  
12. hull (ing)  
13. trap (ing)

#### Optional

14. transparent  
15. forthright  
16. Pharisaism  
17. legalism

**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, beau*). Syllables that end in a consonant are “closed” syllables. When a two-syllable word has a short vowel sound at the beginning, that syllable is called a “closed” syllable because it ends with a consonant. In the case of double-consonant-in-the-middle words, one consonant goes with the first syllable and the second consonant goes with the second syllable (e.g., *hap/py*).

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

### Day Two

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

(Noun Markers; Plural Nouns)

## 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 \_\_\_\_\_  
4 Sentences

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
3 Sentences

### Day Three

## 5. Grammar: Past Participles

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

### Day Four

## 7. Structural Analysis: Possessive Pronouns

## 8. Grammar: Interjections

## 9. Composition: Edit and Revise

### Day Five

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## 12. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 18B Week 2 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Characteristics of *one who desires God's approval*

genuineness    unfeigning  
transparency    humility  
sincerity       forthrightness

##### Characteristics of *one who desires man's approval*

hypocrisy    perversion  
legalism     transgression  
shortcoming

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

There are two ways in which we must fulfill the Law of God. The first way is to keep the Law flawlessly in order to be qualified to go to heaven. Of course, we are unable to do this in our own ability. Yes, that is why Christ came into the world.

### EXTENSION

When we repent and become believers, we become part of Christ spiritually. We are then a part of all that He has accomplished through His life, death, and resurrection. When God sees us in Christ, He accepts us as if we have fulfilled the Law. We do not have to fear the eternal consequences that we deserve as a result of violating the law.

### FURTHER EXTENSION

The second way we must fulfill the Law relates to our daily walk while we are on this earth. As believers, God desires that we live in harmony with His principles. We live by His principles through the power of the Holy Spirit.

—*Wisdom Booklet 18*

## 2. Spelling/Structural Analysis:

### Adding Suffixes to Root Words

#### BASIC LEVEL

- |               |               |              |
|---------------|---------------|--------------|
| 1. fly (ing)  | 4. catch (es) | 7. kid (ing) |
| 2. skill (ed) | 5. pillow (s) | 8. fan (ed)  |
| 3. snow (ing) | 6. teach (er) |              |

#### EXTENSION

9. call (ed)  
10. nap (ing)

#### FURTHER EXTENSION

11. flash (ed)  
12. hull (ing)  
13. trap (ing)

#### Optional

14. transparent  
15. forthright  
16. Pharisaism  
17. legalism

**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, beau*). Syllables that end in a consonant are “closed” syllables. When a two-syllable word has a short vowel sound at the beginning, that syllable is called a “closed” syllable because it ends with a consonant. In the case of double-consonant-in-the-middle words, one consonant goes with the first syllable and the second consonant goes with the second syllable (e.g., *hap/py*).

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

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

(Noun Markers; Plural Nouns)

### 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 \_\_\_\_\_  
4 Sentences

#### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
3 Sentences

## 5. Grammar: Past Participles

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

### Day Three

## 7. Structural Analysis: Possessive Pronouns

## 8. Grammar: Interjections

## 9. Composition: Edit and Revise

### Day Four

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## 12. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 18B 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. flying
2. skiled
3. snowing
4. catches
5. pillows
6. teacher
7. kidding
8. fanned

## EXTENSION

9. called
10. napping

## FURTHER EXTENSION

11. flashed
12. hulling
13. trapping

3. Complete the following steps:

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

**BASIC LEVEL:** Correct only the first paragraph.

**EXTENSION:** Correct the first and second paragraphs.

**FURTHER EXTENSION:** Correct all three paragraphs.

2. In the first two paragraphs, highlight all of the plural nouns (proper and common).
3. In the last paragraph, highlight all of the noun markers.

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

The Law not only establishes the fact of sin, but it also clearly defines what sin is. First, sin is an act of rebellion against God. David understood this when he wrote in the Psalms that he had sinned against God.

Jesus confirmed this when He explained that whatever offenses we commit against other Christians we actually commit against Him. Specifically, sin is any action on our part that oversteps the holy standards of God. This is stated in I John 3:4. "Whosoever committeth sin transgresseth also the law; for sin is the transgression of the law."  
(*Law is not capitalized in Scripture; do not consider it wrong either way.*)

A newspaper in a city told the story of a man who was fined and put in jail for allowing his dog to starve to death while he was out of town. The city had a law against doing that. The same paper, however, told of another account in which a man who was caring for his elderly mother withheld food and water from her on purpose. She starved to death. The report stated that no charge could be brought against this man because there was no law against his actions. In this instance, the laws were not clearly and logically defined.

□ **5f. In the sentences provided, choose the correct tense of each verb choice given.**

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

1. There has **arisen** a serious misunderstanding regarding the relevancy of Old Testament Law for the New Testament believer.
2. This issue has continually **caused** confusion in our day.
3. Many unbelievers have **thought** that by keeping the Law they can earn salvation.
4. Some believers have even **assumed** that they must keep the Law in order to earn salvation.
5. Many believers have entirely **disregarded** the Law.
6. They have **concluded** it has nothing to do with a New Testament believer.
7. The Pharisees had **developed** a large number of detailed and extra-Biblical rules.
8. These rules had **turned** into outward expressions masking inward corruption.
9. Even though the Pharisees were, **mistaken** that does not mean we should stop obeying what God has said.
10. The Pharisees violated more important rules than the ones they had **made**.
11. The Pharisees had **desired** praise from others rather than the approval of God.
12. Truly, we all have sinned and **fallen** short of God's glory.
13. We only can only achieve righteousness when we have **accepted** God's grace.
14. Paul rebuked those who had **tried** to make circumcision the basis of salvation, even though he did think circumcision was beneficial.
15. God's righteousness had **come** to Abraham before he was circumcised.
16. When a believer explains a standard he has **developed** in his life, it must be done with great humility and meekness.
17. We should be **exhorting** one another daily.
18. Meekness is yielding the right to be heard and to be **understood**.
19. Having humility means you have recognized that your own sin is forgiven only because God has **chosen** to be merciful.
20. Since God's Law reflects His holy character, it reveals our lack of holiness when we look into it as a person would **look** into a mirror.

**7d. In the sentences provided, highlight the possessive pronouns.**

1. Because God's Law reflects **His** holy character, it clearly reveals **our** lack of holiness.
2. When the people heard **His** Law, they wept.
3. **His** perfect life and death had fulfilled all the demands of God's holy Law.
4. We cannot keep **His** Law with **our** own ability.
5. The second aspect of keeping the Law relates to **our** daily walk.
6. God desires that we live in harmony with **His** principles.
7. We also enjoy temporal benefits when we keep **His** Law.
8. God sees **our** righteousness in Christ.
9. He pardons **our** sins.
10. Paul made it clear that **his** ability to live by God's Law was not within himself.
11. John called for repentance from sin and from the dead works of **our** own self-righteousness.
12. Those who rejected John also rejected **his** Lord.



# 18B Week 3 Teacher's Helps For a Five-Day Week

## Day One

### Vocabulary Box

#### Characteristics of *one who desires God's approval*

genuineness    unfeigning  
transparency    humility  
sincerity       forthrightness

#### Characteristics of *one who desires man's approval*

hypocrisy    perversion  
legalism     transgression  
shortcoming

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

God does not enact laws that have no meaning or function. Each law reflects vast wisdom, which our minds can only begin to comprehend. For example, God tells His people in Leviticus 25:3–5 that the land should rest every seventh year. While we do not understand why He says this, we can see in the physical world that nutrients need to be replenished in the soil.

### EXTENSION

The fertility of soil depends upon the availability of the soil, the acidity of the soil, the amount of water in the soil, and the structure of the soil. In order to grow, plants require minerals such as carbon, oxygen, hydrogen, nitrogen, phosphorus, potassium, and other micronutrients. Thus, these minerals combine to form the living tissues that make up a plant.

### FURTHER EXTENSION

The process of harvesting crops removes these minerals from the soil. After many harvests, the soil is depleted of important minerals. After harvesting, these minerals are shipped in the form of grains, fruits, and vegetables to places far away.

## 2. Spelling: Numbers

### BASIC LEVEL

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

### EXTENSION

12. thirty-eight  
13. seventy-nine

### FURTHER EXTENSION

14. six thousand, four hundred eighty-five

### Optional Words

15. transgress  
16. shortcoming  
17. perverse  
18. fulfill

**TT:** Occasionally, a word has 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)

(Verb Phrase)

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
10 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
10 Sentences

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
10 Sentences

### EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_  
10 Sentences

## Day Three

## 5. Structural Analysis: Homophones (Examples: to, too, two)

## 6. FURTHER EXTENSION:

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

## Day Four

## 7. Grammar: Conjunctive Adverbs

## 8. Composition/Creative Writing: Write Original Personal Essay (Rough Draft of Body)

## Day Five

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## Extra Practice (Optional)

# 18B Week 3 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Characteristics of *one who desires God's approval*

genuineness    unfeigning  
transparency    humility  
sincerity       forthrightness

##### Characteristics of *one who desires man's approval*

hypocrisy    perversion  
legalism      transgression  
shortcoming

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

God does not enact laws that have no meaning or function. Each law reflects vast wisdom, which our minds can only begin to comprehend. For example, God tells His people in Leviticus 25:3–5 that the land should rest every seventh year. While we do not understand why He says this, we can see in the physical world that nutrients need to be replenished in the soil.

### EXTENSION

The fertility of soil depends upon the availability of the soil, the acidity of the soil, the amount of water in the soil, and the structure of the soil. In order to grow, plants require minerals such as carbon, oxygen, hydrogen, nitrogen, phosphorus, potassium, and other micronutrients. Thus, these minerals combine to form the living tissues that make up a plant.

### FURTHER EXTENSION

The process of harvesting crops removes these minerals from the soil. After many harvests, the soil is depleted of important minerals. After harvesting, these minerals are shipped in the form of grains, fruits, and vegetables to places far away.

## 2. Spelling: Numbers

### BASIC LEVEL

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

### EXTENSION

12. thirty-eight  
13. seventy-nine

### FURTHER EXTENSION

14. six thousand, four hundred eighty-five

### Optional Words

15. transgress  
16. shortcoming  
17. perverse  
18. fulfill

**TT:** Occasionally, a word has 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)

(Verb Phrases)

### Day Two

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
10 Sentences

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
10 Sentences

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
10 Sentences

### EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_  
10 Sentences

## 5. Structural Analysis: Homophones (Examples: to, too, two)

### Day Three

## 6. FURTHER EXTENSION:

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

## 7. Grammar: Conjunctive Adverbs

## 8. Composition/Creative Writing: Write Original Personal Essay (Rough Draft of Body)

### Day Four

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## Extra Practice (Optional)

# 18B Week 3 Answer Keys

## ❑ 3. Complete the following steps:

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

**BASIC LEVEL:** Correct only the first paragraph.

**EXTENSION:** Correct the first and second paragraphs.

**FURTHER EXTENSION:** Correct all three paragraphs.

2. In the second and third paragraph, highlight the verb phrases.

There **are** many institutions and ceremonies in the **Old T**estament that typify **C**hrist. **O**ne of these is the Tabernacle. The Tabernacle was the dwelling place of **G**od. **T**his was the place where **G**od and man met. Christ is called *Emmanuel*, which means **s** “God with us.”

The design of the Tabernacle **was** important. A Jew **would enter** through the single gate, first passing the altar of sacrifice. **I**t was here that atonement **was made** for the sins of Israel by animal sacrifice.

Next, the **J**ew **would come** to the brass laver where the ceremonial washing took place. The laver symbolized the purification of the life that the **altar has provided**. **T**he laver is a type of the **H**oly **S**pirit.

## ❑ 5c. 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. to **preposition; to someone, something, or someplace**
2. two **number**
3. too **also**
4. there **over there; there is/are**
5. their **ownership; possessive pronoun**
6. here **place; over here; here is/are**
7. hear **to recognize sound; has “ear” in it**
8. where **question word**
9. wear **to put on something, usually a garment**

## EXTENSION

10. right **correct**
11. write **to pen or in scribe**
12. one **number**
13. won **victory**

## FURTHER EXTENSION

- \*14. then **next**
- \*15. than **word used to compare**
- \*16. are **BHL; plural verb of is**
- \*17. our **ownership**
- \*18. hour **time; sixty minutes**

\*Not true homophones—just confusing words you should know.

### 5d. In the sentences provided, highlight the correct homophone.

1. The **altar**/alter was of shittim wood covered with pure gold.
2. The vale/**veil** symbolized the separation between God and man.
3. Until Christ died on the cross, **there**/they're/their could be know/**no** direct access **to**/too/two God.
4. Man had too/**to**/two come to a priest.
5. Their/**There** was **no**/know knead/**need for**/fore/four light in the Holy of Holies.
6. The mercy seat was a place of atonement, because once a year the high priest brought the blood of sacrifice their/they're/**there** to atone for the sins of the nation.
7. Won/**One** without the other presents only a partial picture of Christ.
8. The function of an Old Testament profit/**prophet** was to witness four/fore/**for** God.
9. They also witnessed to they're/**their**/there enemies.
10. Christ provides spiritual deliverance **to**/too/two those who trust in Him.
11. God provided physical deliverance threw/**through** the Red/**Red** Sea.
12. David the king is a type of Christ on the thrown/**throne**.
13. Life was preserved **for**/fore/four those who looked at the serpent.
14. The rock **in**/inn the wilderness from **which**/witch the water came is a type of Christ.
15. The serpent on the **pole**/poll is a type of Christ on the cross.
16. When the Israelites **were**/we're thirsty, God told Moses **to**/too/two smite the rock **in**/inn the wilderness.
17. Moses did sew/**so**, and water flowed from the rock.
18. The name *Joshua* is the Hebrew name fore/**for**/four *Jesus*.
19. Joshua's job was two/too/**to** bring his people into the Promised Land.
20. Christ's **role**/roll is to bring His people into His Promised Land.

**7e. In the sentences provided, highlight the conjunctive adverbs.**

1. **Thus**, the fertile and fruitful plain of Gennesaret in Galilee is an example of what Palestine was like when God gave it to the nation of Israel.
2. The once lush and fruitful forests of Palestine, **however**, are now waterless stretches of barren soil and sun-scorched rock because God's Law was violated.
3. **Therefore**, God gave the nation of Israel spectacular promises and awesome warnings.
4. **For example**, God promised that if His people would follow His laws, they would be wiser, wealthier, and healthier than any other people.
5. **Henceforth**, God summarizes his dealings with the nation of Israel in I Corinthians.
6. **Consequently**, He explains the way He led them, blessed them, and also punished them.
7. **Wherefore**, rest is God's chief way of restoring the fertility of soil that is farmed.
8. **Consequently**, God instructed the Jews to allow the soil to rest every seventh year.
9. **Hence**, they were not to plow, sow, cultivate, or harvest a crop during the "sabbath" year.
10. **Nonetheless**, God does not enact laws that have no meaning or function.
11. **For example**, the fertility of soil depends on many things.
12. Plants, **likewise**, require many minerals to grow.
13. **In fact**, the process of harvesting crops removes these minerals from the soil.
14. **Consequently**, soil loses nutrients when rainwater dissolves the nutrients and washes them away.
15. **Furthermore**, this washing away carries with it such important nutrients as sulfur, potassium, and nitrogen.



# 18B Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Characteristics of *one who desires God's approval*

genuineness    unfeigning  
transparency    humility  
sincerity        forthrightness

##### Characteristics of *one who desires man's approval*

hypocrisy        perversion  
legalism         transgression  
shortcoming

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The sober caravan took nearly an hour to travel over the two and a half miles of cobblestone streets. The Parisian thoroughfare was cautiously guarded by forty thousand revolutionary soldiers. Businesses and shops had been officially closed along the narrow route leading to the Place de la Révolution.

### EXTENSION

A mist hung dreadfully over thousands of ragged peasants, who pushed and shoved their way into the noisy square to gain a better view of the execution. As the belligerent mob looked on, the king quietly stepped down from the wagon.

### FURTHER EXTENSION

Louis XVI ascended the scaffold stairs with dignity. He knelt to receive a final blessing and then quietly rose to his feet. The drummers fell silent as the accused uttered his last words of forgiveness and plea of innocence. —*Wisdom Booklet 18*

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

### BASIC LEVEL

- |             |                   |
|-------------|-------------------|
| 1. theater  | 4. finish         |
| 2. shovel   | 5. forthrightness |
| 3. shrapnel | 6. shortening     |

### EXTENSION

7. publish  
8. relationship  
9. whisper  
10. whatsoever

### FURTHER EXTENSION

11. establish  
12. accomplish

### Optional

13. justified  
14. righteousness  
15. gracious

**TT:** 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*.

**TT:** 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* actually 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, Numbers, and Places

### 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)**

# 18B Week 4 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Characteristics of *one who desires God's approval*

genuineness    unfeigning  
transparency    humility  
sincerity       forthrightness

##### Characteristics of *one who desires man's approval*

hypocrisy    perversion  
legalism      transgression  
shortcoming

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The sober caravan took nearly an hour to travel over the two and a half miles of cobblestone streets. The Parisian thoroughfare was cautiously guarded by forty thousand revolutionary soldiers. Businesses and shops had been officially closed along the narrow route leading to the Place de la Révolution.

### EXTENSION

A mist hung dreadfully over thousands of ragged peasants, who pushed and shoved their way into the noisy square to gain a better view of the execution. As the belligerent mob looked on, the king quietly stepped down from the wagon.

### FURTHER EXTENSION

Louis XVI ascended the scaffold stairs with dignity. He knelt to receive a final blessing and then quietly rose to his feet. The drummers fell silent as the accused uttered his last words of forgiveness and plea of innocence. —*Wisdom Booklet 18*

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

### BASIC LEVEL

1. theater
2. shovel
3. shrapnel
4. finish
5. forthrightness
6. shortening

### EXTENSION

7. publish
8. relationship
9. whisper
10. whatsoever

### FURTHER EXTENSION

11. establish
12. accomplish

### Optional

13. justified
14. righteousness
15. gracious

**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* actually 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, Numbers, and Places

## 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)

# 18B Week 4 Answer Keys

## □ 3. Complete the following steps:

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

**BASIC LEVEL:** Correct only the first paragraph.

**EXTENSION:** Correct the first and second paragraphs.

**FURTHER EXTENSION:** Correct all three paragraphs.

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

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

Three days later a decree was issued by the leaders of the French Revolution. They proclaimed that now the French people would no longer have a tyrant for a leader. However, the cheering crowds would soon face a much more vicious tyrant than Louis XVI.

Many thought the vast poverty was the cause of the French Revolution. Others felt it was the insensitivity of the royal leaders. Many thought it was the failing economy. These reasons hide the true, deeper reason for the eighteenth-century revolution in France.

The main cause of the anarchy and destruction that occurred in France from 1789 to 1799 was the tragic rejection of God as the final authority. There was a wide variety of anti-God, anti-authority philosophies emerging in eighteenth-century Europe. These humanistic ideas quickly eroded the moral fiber of European society.

## □ 5d. In the sentences provided, highlight the dates, numbers, and places. Correct any punctuation or capitalization errors.

1. What caused the French Revolution?

2. Many things have obscured the most significant reason for revolution in eighteenth-century France.

3. From 1789 to 1799, anarchy and destruction took place in France.

4. From 1694 to 1778, Voltaire lived.

5. In the year 1712, Jean-Jacques Rousseau was born.

6. In 1572, the doors of Christians who lived in Paris were marked to guide the assassins in the St. Bartholomew's Day Massacre.

7. Rousseau based his political ideas on the humanistic concepts of ancient Greece.

8. During the last half of the Revolution in France, in the years 1795 through 1799, the French Directory was composed of five men.

9. In **September 1792**, the revolutionaries legalized divorce and abolished the marriage ceremony as a religious privilege.
10. **Robespierre** became an influential voice in the **French Revolution** and for a time was the leader in the Reign of Terror.
11. On **September 21, 1792**, the monarchy was abolished in **France**.
12. In **1793**, Queen Marie Antoinette was tried and condemned to death.
13. In **1794**, Robespierre was beheaded by an angry **Parisian** mob.
14. From **1793** through **1794**, the de-Christianization movement reached its peak during what has become known as the Reign of Terror.

# 19B Week 1 Teacher's Helps For a Five-Day Week

## Day One

### Vocabulary Box

#### Words which give *God's perspective in applying His Law*

great	letter	reap
liberty	royal	mind
sow	license	spirit
conscience		

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Punctuality is based on two important factors. The first factor is a reverence for time; the second is a respect for other people. Time is one of our most precious assets. We are given a limited amount of it; we are accountable to God for how we use it.

### EXTENSION

We are to reverence time because God created it. He established days, nights, weeks, months, and years. He also established seasons of the year and seasons of life. God designed the day for work and the night for rest. He desires for us to make full use of every day and finish one week's work in six days.

### FURTHER EXTENSION

Punctuality requires that we have a respect for other people and the time God has entrusted to them. Punctuality is a way of demonstrating the worth of people and time by arriving for appointments before they begin. Failing to be punctual hinders God's purposes in our lives. It becomes an offense to those who are forced to wait for us. When people are forced to wait, they tend to count the faults of the one who kept them waiting. As the wait time increases, so does the list of faults the one who waits mentally calculates.

—*The Power for True Success*

## 2. Spelling: Hard and Soft g Sounds (Examples: gum, gem)

### BASIC LEVEL

- |             |             |
|-------------|-------------|
| 1. grateful | 6. suggest  |
| 2. gossip   | 7. gracious |
| 3. regard   | 8. language |
| 4. genes    | 9. aghast   |
| 5. message  | 10. vague   |

### EXTENSION

- triangle
- genius
- penguin
- engage

### FURTHER EXTENSION

- geography
- strategy

### Optional

- liberty
- sow
- conscience

**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 the soft sound (*j*). When the letter *g* is followed by any consonant (other than *h* as in *gh*), *a*, *o*, or *u*, it makes the hard sound (*g*).

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

(Dates and Numbers; Superlatives)

## Day Two

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

4 Sentences

(You may choose to divide sentence four into two sentences, or have a compound sentence that contains a semicolon.)

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

5 Sentences

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

6 Sentences

## 5. Punctuation: Semicolons

## Day Three

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

### 7. EXTENSIONS:

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

## Day Four

## 8. Grammar: Main Subject and Simple Subject

## 9. Composition: Edit and Revise

## Day Five

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## 12. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 19B Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

Words which give *God's perspective in applying His Law*

great	letter	reap
liberty	royal	mind
sow	license	spirit
conscience		

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Punctuality is based on two important factors. The first factor is a reverence for time; the second is a respect for other people. Time is one of our most precious assets. We are given a limited amount of it; we are accountable to God for how we use it.

### EXTENSION

We are to reverence time because God created it. He established days, nights, weeks, months, and years. He also established seasons of the year and seasons of life. God designed the day for work and the night for rest. He desires for us to make full use of every day and finish one week's work in six days.

### FURTHER EXTENSION

Punctuality requires that we have a respect for other people and the time God has entrusted to them. Punctuality is a way of demonstrating the worth of people and time by arriving for appointments before they begin. Failing to be punctual hinders God's purposes in our lives. It becomes an offense to those who are forced to wait for us. When people are forced to wait, they tend to count the faults of the one who kept them waiting. As the wait time increases, so does the list of faults the one who waits mentally calculates.

—*The Power for True Success*

## 2. Spelling: Hard and Soft g Sounds

(Examples: gum, gem)

### BASIC LEVEL

1. grateful
2. gossip
3. regard
4. genes
5. message
6. suggest
7. gracious
8. language
9. aghast
10. vague

### EXTENSION

11. triangle
12. genius
13. penguin
14. engage

### FURTHER EXTENSION

15. geography
16. strategy

### Optional

17. liberty
18. sow
19. conscience

**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 the soft sound (*j*). When the letter *g* is followed by any consonant (other than *h* as in *gh*), *a*, *o*, or *u*, it makes the hard sound (*g*).

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

(Dates and Numbers; Superlatives)

### Day Two

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

4 Sentences

(You may choose to divide sentence four into two sentences, or have a compound sentence that contains a semicolon.)

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

5 Sentences

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

6 Sentences

## 5. Punctuation: Semicolons

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

### Day Three

## 7. EXTENSIONS:

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

## 8. Grammar: Main Subject and Simple Subject

## 9. Composition: Edit and Revise

### Day Four

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## 12. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 19B Week 1 Answer Keys

## 3. Complete the following steps:

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

**BASIC LEVEL:** Correct only the first paragraph.

**EXTENSION:** Correct the first and second paragraphs.

**FURTHER EXTENSION:** Correct all three paragraphs.

2. In all the paragraphs, highlight all of the dates and numbers.

3. In the first paragraph, highlight the superlative word.

On **February 23, A.D. 303**, the **fullest** power and fury of the **R**oman government came crashing down on this church and many others. **T**he buildings **were** destroyed, **B**ibles were snatched, and believers were arrested and ultimately martyred.

The book these believers loved **was** marked for complete destruction. **D**ioletian, emperor of **R**ome from **A.D. 284–305**, declared, “**I**f these **B**ibles are not destroyed, they might become buried seed that would spring forth to **i**nfluence others.”

Eusebius, **a**n early Church historian, described the fierceness of this persecution with these words: “**I** saw with my own eyes the houses of prayer thrown down and razed to **t**heir foundations and the inspired and sacred **S**criptures consigned to fire in the open marketplace.”

## 5e. In the sentences provided, combine two sentences using a comma and a coordinating conjunction or a semicolon.

**Example:** We must examine ourselves on a regular basis. The heart is deceitful above all things.

1. We must examine ourselves on a regular basis; **t**he heart is deceitful above all things.
2. We must examine ourselves on a regular basis, **f**or the heart is deceitful above all things.
  1. God’s laws are expressions of His love; **t**hey provide protection for all who keep them.
  2. Others cast them aside as being out of date or irrelevant; **t**hey pay with their lives for their lack of understanding.
  3. These principles must be properly discerned and correctly applied; **u**nderstanding His perspective in applying His laws helps us to do this.
  4. When you love a person, you give that person first place in your life; **t**his means giving them consistent loyalty and devotion.
  5. Jesus said the second law is like the first one; **J**ames says the second law is the “royal law.”

**Teacher Tip:** These sentences have been combined using a semicolon. Do not consider it wrong if your student chooses to combine them using a comma and a coordinating conjunction.

6. The word *royal* denotes that which is kingly or magnificent; **it** was actually used to refer to things which belonged to a sovereign or part of a sovereign's right.
7. Freedom is not the power to do what we want; **it** is the power to do what we ought.
8. The words *sowing* and *reaping* reveal one of the most significant aspects of the Law; **it** is the principle of cause and effect.
9. The word *reap* denotes the process of gathering a harvest; **its** expanded meaning includes receiving something as a reward or as the fruit of one's labors.
10. One of the clearest confirmations of the timelessness of the Old Testament Law is seen in the way God has written its basic principles in the hearts of every person in the world; **there** is a universal "moral consciousness" of right and wrong that is consistent with Old Testament Law.

**8e.** In the sentences provided, highlight the main subject of each sentence. If you have difficulty finding one, get rid of the distracters (phrases, clauses, and describers) by placing parentheses around them.

1. By looking or acting like someone else who is accepted, **we** think we can gain approval.
2. In reality, **we** gain approval by becoming the unique individuals God intended us to be.
3. To some people, **independence** is gained when they leave the protection of God-ordained authorities.
4. By covering our mistakes and failures, **we** think that we will gain admiration.
5. **God** tells us that we gain admiration by acknowledging our failures and asking for forgiveness from those we have offended.
6. **We** do not "get even" with those who offend us by hurting and avoiding them.
7. **We** "repay" those who offend us by doing all the good we can for them.
8. Regardless of what the world says, **we** are not exalted when we point out the faults of others.
9. The **Scriptures** show us that we are exalted when we humble ourselves and exalt others.
10. Ultimately, **we** do not gain respect when we demand our personal rights.
11. Actually, **we** gain respect when we yield our personal rights.
12. **We** think that we gain prosperity by holding on to what we have.
13. Truly, the **way** to prosperity is to give all we have to Him and others.
14. **We** cannot gain joy by avoiding irritations and trials.
15. **We** become joyful when we welcome and respond correctly to trials.
16. **We** are wrong if we think the way to enjoy life is to satisfy all our desires.
17. **God** states that the way to enjoy life is give our desires to Him and enjoy Him.
18. By giving ourselves to Him in order to achieve His purposes, **we** will discover a meaningful life.
19. By dying to our desires, **we** can enjoy life to the fullest.
20. When God allows trials in our lives, His **purpose** is to refine our faith.

# 19B Week 2 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words which give God's perspective in applying His Law

great	letter	reap
liberty	royal	mind
sow	license	spirit
conscience		

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

The books of the Bible have been copied and recopied hundreds of times throughout thousands of years. Actually, none of the original Bible documents have survived—a fact that is pointed out by those who criticize the authenticity and authority of the Scriptures.

#### EXTENSIONS

Imagine the excitement when some shepherd boys discovered ancient manuscripts hidden in a cave near the Dead Sea in 1947. Years later, other documents were found in caves nearby. It seems that these scrolls were hidden in the caves for safekeeping when the Romans destroyed Jerusalem. The writings were dated from 200 B.C. to A.D. 70 and included parts of the Bible. When these writings, called the Dead Sea Scrolls, were compared with the modern Bible, no major differences were found.

—Adapted from *Wisdom Booklets 16 and 19*

### 2. Spelling: Silent *gh* (Examples: bough, through, bought, though)

#### BASIC LEVEL

- |            |                |
|------------|----------------|
| 1. though  | 5. sought      |
| 2. through | 6. wrought     |
| 3. bought  | 7. drought     |
| 4. dough   | 8. thoughtless |

#### EXTENSION

9. thorough  
10. thoughtful

#### FURTHER EXTENSION

11. thoroughbred  
12. afterthought

#### Optional

13. letter  
14. royal

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

### Day Two

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

(Subordinate Clauses; Main Subjects; Homophones)

### 4. Study Skills/Prewriting: Key Word Outline

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
2 Sentences

#### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
5 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: 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)

# 19B Week 2 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words which give *God's perspective in applying His Law*

great	letter	reap
liberty	royal	mind
sow	license	spirit
conscience		

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

The books of the Bible have been copied and recopied hundreds of times throughout thousands of years. Actually, none of the original Bible documents have survived—a fact that is pointed out by those who criticize the authenticity and authority of the Scriptures.

#### EXTENSIONS

Imagine the excitement when some shepherd boys discovered ancient manuscripts hidden in a cave near the Dead Sea in 1947. Years later, other documents were found in caves nearby. It seems that these scrolls were hidden in the caves for safekeeping when the Romans destroyed Jerusalem. The writings were dated from 200 B.C. to A.D. 70 and included parts of the Bible. When these writings, called the Dead Sea Scrolls, were compared with the modern Bible, no major differences were found.

—Adapted from *Wisdom Booklets 16 and 19*

### 2. Spelling: Silent *gh* (Examples: bough, through, bought, though)

#### BASIC LEVEL

- |            |                |
|------------|----------------|
| 1. though  | 5. sought      |
| 2. through | 6. wrought     |
| 3. bought  | 7. drought     |
| 4. dough   | 8. thoughtless |

#### EXTENSION

- |                |
|----------------|
| 9. thorough    |
| 10. thoughtful |

#### FURTHER EXTENSION

- |                  |
|------------------|
| 11. thoroughbred |
| 12. afterthought |

#### Optional

- |            |
|------------|
| 13. letter |
| 14. royal  |

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

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

(Subordinate Clauses; Main Subjects; Homophones)

### Day Two

#### 4. Study Skills/Prewriting: Key Word Outline

##### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
2 Sentences

##### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
5 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: 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)

# 19B 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. In the first sentence of the second paragraph, highlight the sentence's main subject.
4. **EXTENSIONS:** In the third paragraph, highlight the misused homophones, and write the correct ones above them, if you have not already done so.

This terrible destruction of the **B**ible was serious. Each copy of the **S**criptures **was** produced by the elaborate and expensive process of hand writing on parchment—the tanned skins of sheep or goats that were dried and polished with pumice). **When this process was used** , **there were** no printing presses.

**Diocletian** , who was elated over his seeming victory, had a **medal** struck to honor the event. On the medallion, he had these words inscribed: “The Christian religion is destroyed and the worship of the gods is restored.”

Ironically, a mere **ten** years later, **G**od demonstrated His total control of history **by raising up an** emperor **in R**ome who **not** only professed Christianity himself, but also ordered the production of **B**ibles at the expense of the **R**oman government to replace those that **were** destroyed. **God's W**ord always stands.

## 5b. According to the rules learned in this lesson, place commas where they are needed in the sentences provided.

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

1. Many years ago, false teachers caused confusion as to which early Church writings were actually Scripture.
2. Often, God spoke during periods of national turmoil and terrible conflicts between nations.
3. Frequently marching through Palestine, enemy armies burned, destroyed, and plundered.
4. In the early years, the Church was rocked by two crises.
5. Initially, the leaven of false doctrine began to spread.
6. Distorting the character of God, they penned new books that they claimed were inspired.
7. Secondly, pagan writers began to attack the Scriptures.

8. Ironically, the waves of persecution caused the believers to consider which books were God-breathed and worthy of defense and even martyrdom.
9. By the fourth century, the Church came to a common agreement concerning which books bore the mark of God's authorship.
10. After much prayer and careful study, the thirty-nine books of the Old Testament were confirmed as authentic and inspired by God.
11. After much evaluation and discussion by believers scattered throughout the Roman Empire, the twenty-seven books of the New Testament were received as God-breathed.
12. As God guarded its formation and reproduction, He protected the inerrancy of His Word.
13. Even though it is a translation that has gone through hundreds of years of copying and recopying, the believer is able to trust the Bible as God's Word.
14. As John Wycliffe became aware of the widespread hypocrisy of the Church, he spoke out against the corruption in terms that angered Church officials.
15. First, Wycliffe would translate the Latin Vulgate Bible into English.
16. Second, he would enlist a group of priests who shared his concern to carry the Gospel to every barnyard and village in England.
17. Not surprisingly, the clergy began to officially criticize and condemn Mr. Wycliffe's attempt to give God's Word to the English commoners.
18. In the spring of 1382, Courtenay assembled a synod at Blackfriars to discredit Mr. Wycliffe's writings.
19. Protected by the powerful nobleman John of Gaunt and a group of close friends at Oxford, John Wycliffe never faced the fiery stake that the church officials had so eagerly prepared for him.

### Teacher Tip:

Consider it correct if your student highlights the one-word main subject (e.g., *event*) or the describers that go with it (e.g., *The momentous event*).

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

1. Isolate the sentence openers at the beginning by placing parentheses around them.
  2. Highlight the main subject in each sentence.
1. (Instead), **John Wycliffe** suffered a massive stroke during a church service in 1384 and died three days later.
  2. (In 1415), the same **Council of Constance** that sentenced the valiant reformer John Huss to the stake ordered John Wycliffe's body exhumed and burned.
  3. (Eventually), his **ashes** were thrown into the River Swift to condemn him as a heretic.
  4. (Along with John Wycliffe's bones), the **church officials** tried to destroy his translation of the Bible.
  5. (With only a few tattered copies of single Gospels and Epistles), the **Lollards** struggled to preserve John Wycliffe's translation.
  6. (Like a flickering candle against the constant winds of criticism and condemnation), the **English Bible** survived.
  7. The momentous **events** of 1453 dramatically influenced the battle for an English Bible.

8. (During that same year), **Johann Gutenberg** began work on a movable-type printing press that made the laborious process of copying the Bible by hand obsolete.
9. (With the Gutenberg press), the **Word of God** could be printed and distributed in unlimited numbers.
10. (Inspired by these historic incidents), **scholars and preachers** began to question the validity of Catholic traditions and the accuracy of the Latin Vulgate.
11. (After leaving Cambridge), **William Tyndale** became the tutor-chaplain of the Walsh Estate in Little Sodbury.
12. (As God's calling became clear), **William Tyndale** began to comprehend the importance of the task.
13. (When Tyndale appealed to the Bishop in 1523), the **Bishop of London** would have nothing to do with his translation project.
14. (For the first time), the **Gospel** and the **Epistles** were printed in a form of English that all of England could understand.
15. (During the next four years), fifteen thousand **Bibles** flooded the shores of John Wycliffe's native land.



# 19B Week 3 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

Words which give *God's perspective in applying His Law*

great	letter	reap
liberty	royal	mind
sow	license	spirit
conscience		

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

On average, more than 8,000 earthquakes occur daily around the world. Of these, about 1,100 shake the earth violently enough to be noticed.

#### EXTENSION

Earthquakes are recorded by a network of more than five hundred seismograph stations located around the world. These seismograph stations are part of the International Geological Union, which collects and shares information about earthquakes.

#### FURTHER EXTENSION

The strength of quakes is measured according to what is called the Richter scale. Quakes that measure less than 2 on the scale generally go unnoticed. Quakes that range in strength from 2 to 6 can be felt but seldom do much damage. Lastly, earthquakes that are recorded at 6 or more on this scale are considered major quakes and may be very destructive.

—Adapted from *Wisdom Booklet 19*

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

#### BASIC LEVEL

- |             |              |
|-------------|--------------|
| 1. notice   | 5. according |
| 2. recorded | 6. location  |
| 3. kindle   | 7. kilter    |
| 4. collects | 8. censor    |

#### EXTENSION

9. geological  
10. calligraphy

#### FURTHER EXTENSION

11. kilometer  
12. catastrophe

#### Optional

13. license  
14. reap

**TT:** The letter *c* often makes two sounds: (1) soft *c* in the case of *cent*, and (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*).

**TT:** 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*).

### Day Two

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

(Introductory Material; Main Subjects; Compound Subjects)

### 4. Study Skills/Prewriting:

Outline Original Sentences for a Scientific/Informative Essay

#### BASIC LEVEL

16–32 Sentences

#### EXTENSION

20–40 Sentences

#### FURTHER EXTENSION

24–48 Sentences

### Day Three

### 5. Grammar/Sentence Structure:

Words That Show Sequence

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

### Day Four

### 7. Grammar: Subjective and Objective Case of Pronouns

### 8. EXTENSIONS:

**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)

# 19B Week 3 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

Words which give *God's perspective in applying His Law*

great	letter	reap
liberty	royal	mind
sow	license	spirit
conscience		

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

On average, more than 8,000 earthquakes occur daily around the world. Of these, about 1,100 shake the earth violently enough to be noticed.

#### EXTENSION

Earthquakes are recorded by a network of more than five hundred seismograph stations located around the world. These seismograph stations are part of the International Geological Union, which collects and shares information about earthquakes.

#### FURTHER EXTENSION

The strength of quakes is measured according to what is called the Richter scale. Quakes that measure less than 2 on the scale generally go unnoticed. Quakes that range in strength from 2 to 6 can be felt but seldom do much damage. Lastly, earthquakes that are recorded at 6 or more on this scale are considered major quakes and may be very destructive.

—Adapted from *Wisdom Booklet 19*

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

#### BASIC LEVEL

- |             |              |
|-------------|--------------|
| 1. notice   | 5. according |
| 2. recorded | 6. location  |
| 3. kindle   | 7. kilter    |
| 4. collects | 8. censor    |

#### EXTENSION

9. geological  
10. calligraphy

#### FURTHER EXTENSION

11. kilometer  
12. catastrophe

#### Optional

13. license  
14. reap

**TT:** The letter *c* often makes two sounds: (1) soft *c* in the case of *cent*, and (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*).

**TT:** 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; Main Subjects; Compound Subjects)

### Day Two

### 4. Study Skills/Prewriting:

Outline Original Sentences for a Scientific/Informative Essay

#### BASIC LEVEL

16–32 Sentences

#### EXTENSION

20–40 Sentences

#### FURTHER EXTENSION

24–48 Sentences

### 5. Grammar/Sentence Structure:

Words That Show Sequence

### Day Three

### 6. Composition/Creative Writing: Write an

Original Scientific/Informative Essay (Rough Draft of Body)

### 7. Grammar: Subjective and Objective Case

of Pronouns

### 8. EXTENSIONS:

**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)

# 19B 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 the introductory material.

3. In the second paragraph, highlight the main subject of each sentence. (Note: The last sentence of paragraph two is a compound sentence and has two main subjects.)

4. In the second paragraph, underline the compound sentence that is made by two sentences joined together with a coordinating conjunction. Place a comma just before the *and* in this sentence, if you have not already done so.

**Enraged by William Tyndale's success**, Henry VIII ordered a dangerous spy named Phillips to **lure** Mr. William Tyndale away from his home in Antwerp. **Foiled by an invitation to dinner**, **Mr.** Tyndale **was** captured and imprisoned in the castle of **Vilvorde**.

**Tyndale** was publicly accused of many crimes during his trial. **He** maintained that faith alone justifies and that to believe in the forgiveness of sins and to embrace the mercy offered by the **Gospel** was enough to attain salvation. **He** denied that **there is** a purgatory, and **he** affirmed that neither the Virgin Mary **nor** deceased saints pray for us.

**Mr.** Tyndale was **taken** out of prison on October 6, 1536. **The** last words he prayed **were**, "**L**ord, open the King of **E**ngland's eyes." He was **then** strangled by the court executioner and burned at the stake. **Five years later**, a **Bible** that was mostly comprised of William Tyndale's translation was given to **Henry VIII**. **After reading parts of it**, **Henry VIII** ordered that every church in his kingdom should receive a copy. Mr. **Tyndale's** prayer had been answered.

## ❑ 7d. 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.*, in whatever way is the correct case.

Note: Remember, you cannot use a pronoun unless you first use a noun. For this exercise, pretend that the noun has already been named in a previous sentence, and only use pronouns in the blanks, since these sentences are taken out of context to help you learn cases of pronouns

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

1. Jesus called **him/them** on the road to Emmaus.
2. **He** began with Moses and the prophets.
3. **He** explained how they referred to **Him**.
4. The Torah was written by **him**.

5. Joseph took **her** and Jesus to Egypt.
6. John the Baptist preached a message of repentance to prepare for **His** coming.
7. **He** came riding into Jerusalem.
8. Jesus raised **her/his** son from the dead.
9. Jesus restored **his** sight.
10. The soldiers parted **His** garments.
11. The crowd mocked Jesus as **He** hung on the cross.
12. **He** was buried in a rich man's tomb.
13. Joseph took **His** body from the cross.
14. Mary brought the good news to **them**.
15. Jesus went away from **them**, promising that **He** would return.

# 19B Week 4 Teacher's Helps For a Five-Day Week

## Day One

### Vocabulary Box

#### Words which give *God's perspective in applying His Law*

great	letter	reap
liberty	royal	mind
sow	license	spirit
conscience		

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

This senseless destruction of the Bible was serious. Each copy of the Scriptures was produced by the laborious and expensive process of hand copying on vellum or parchment, the tanned skins of sheep or goats, dried and polished with pumice. There were no printing presses.

### EXTENSIONS

Diocletian, overjoyed at his seeming victory, had a medal struck to honor the event. On the medallion, he had the following words inscribed: "The Christian religion is destroyed, and the worship of the gods is restored." Ironically, a mere ten years later, God demonstrated His absolute control of history by raising up a Roman emperor who not only professed Christianity himself but also decreed that Bibles should be produced at the government's expense to replace the destroyed copies.

—Adapted from *Wisdom Booklet 19*

## 2. Spelling: Spelling for *sh* in the Middle of Words (Examples: crescendo, spacious, ration)

### BASIC LEVEL

1. ocean	5. ration	9. official
2. crescendo	6. section	10. associate
3. special	7. option	11. diction
4. ancient	8. ratio	12. function

### EXTENSION

13. efficient
14. probation

### FURTHER EXTENSION

15. association
16. dietician

### Optional

17. mind
18. spirit

## Day Two

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

(Direct Objects; Spelling Errors)

## 4. Structural Analysis: Possessive Nouns

## Day Three

## 5. Composition: Edit and Revise

## Day Four

## 6. Grammar: Subject-Verb Agreement With the Subject Following the Verb

## Day Five

## 7. Spelling: Spelling Test

## 8. Dictation: Dictation Quiz

## 9. Composition: Final Copy Original Scientific/Informative Essay

## Extra Practice (Optional)

# 19B Week 4 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

Words which give *God's perspective in applying His Law*

great	letter	reap
liberty	royal	mind
sow	license	spirit
conscience		

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

This senseless destruction of the Bible was serious. Each copy of the Scriptures was produced by the laborious and expensive process of hand copying on vellum or parchment, the tanned skins of sheep or goats, dried and polished with pumice. There were no printing presses.

#### EXTENSIONS

Diocletian, overjoyed at his seeming victory, had a medal struck to honor the event. On the medallion, he had the following words inscribed: "The Christian religion is destroyed, and the worship of the gods is restored." Ironically, a mere ten years later, God demonstrated His absolute control of history by raising up a Roman emperor who not only professed Christianity himself but also decreed that Bibles should be produced at the government's expense to replace the destroyed copies.

—Adapted from *Wisdom Booklet 19*

### 2. Spelling: Spelling for *sh* in the Middle of Words (Examples: crescendo, spacious, ration)

#### BASIC LEVEL

1. ocean	5. ration	9. official
2. crescendo	6. section	10. associate
3. special	7. option	11. diction
4. ancient	8. ratio	12. function

#### EXTENSION

13. efficient
14. probation

#### FURTHER EXTENSION

15. association
16. dietician

#### Optional

17. mind
18. spirit

### Day Two

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

(Direct Objects; Spelling Errors)

### 4. Structural Analysis: Possessive Nouns

### Day Three

### 5. Composition: Edit and Revise

### 6. Grammar: Subject-Verb Agreement With the Subject Following the Verb

### Day Four

### 7. Spelling: Spelling Test

### 8. Dictation: Dictation Quiz

### 9. Composition: Final Copy Original Scientific/Informative Essay

### Extra Practice (Optional)

# 19B 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 direct objects.

3. In the first paragraph, highlight the spelling errors, and correct them if you have not already done so.

It is hard to know for sure what causes earthquakes. Something deep inside the earth seems to be moving. As it moves, it rubs against the rocks on the earth's surface. This creates such tremendous pressures that the rocks are continually shifting and braking. (surface, creates, continually, breaking)

An earthquake is much like the snapping of a twig. At first, the twig bends under pressure, but it soon reaches its elastic limit and cannot bend anymore. If more pressure is applied, the twig snaps with a cracking sound, and the broken ends of the twig fly apart.

In geological terms, bedrock that has been "snapped" is called a fault. Once a fault appears, it never heals. It remains a weak point in the earth's crust. As pressure builds again, it is the first point to slip or slide. This constant slipping and sliding helps to relieve the pressure, but in doing so, there are constant earthquakes in the area of a fault.

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

1. Copy the noun listed.

2. Make the word possessive (showing ownership of something).

3. Following the possessive noun, write an item that is owned by the possessive noun.

Example: dog—dog's dish

- |                           |                      |                      |
|---------------------------|----------------------|----------------------|
| 1. <u>government's</u>    | 8. <u>royalty's</u>  | 15. <u>license's</u> |
| 2. <u>earthquake's</u>    | 9. <u>children's</u> | 16. <u>mind's</u>    |
| 3. <u>Richter scale's</u> | 10. <u>babies'</u>   | 17. <u>spirit's</u>  |
| 4. <u>Jesus'</u>          | 11. <u>class'</u>    | 18. <u>letter's</u>  |
| 5. <u>desk's</u>          | 12. <u>skies'</u>    | 19. <u>letters'</u>  |
| 6. <u>liberty's</u>       | 13. <u>angel's</u>   | 20. <u>rating's</u>  |
| 7. <u>liberties'</u>      | 14. <u>angels'</u>   |                      |

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

1. Highlight the main subject of each sentence. (Do not highlight other subjects in subordinate or dependent clauses or phrases.)
2. Highlight the corresponding verb that goes with the main subject you highlighted.
3. Correct any subject-verb agreement errors you find.
  1. There **is** a **scale** for measuring the strength of earthquakes.
  2. There **are** various **levels** of earthquakes.
  3. There **are** many **signs** of a pending earthquake.
  4. The **Richter scale** **is** a numbering system for measuring the strength of earthquakes.
  5. A **quake** that measures 3 on the Richter scale **is** one thousand times greater than a quake that registers 1.
  6. **Earthquakes** **shake** the foundation upon which homes, businesses, and churches are built.
  7. **Foundations** that are built upon bedrock **are** the safest.
  8. **They** may **shake** and **rumble**, but **they** **are** the least likely to give way.  
(Note: This is a compound sentence with each half of the sentence containing its own main subject and verb. Highlight the subjects and verbs in each half of the sentence.)
  9. **Sand** and **clay**, on the other hand, **crumble** quickly.
  10. When the earth quakes, **waves** **spread** out from its center just like ripples in a pond.
  11. Most **earthquakes** **occur** within five to forty miles of the surface.
  12. **Ninety-nine percent** of all earthquakes **happen** along rift zones where there have been many other quakes.
  13. **It** **was** once **believed** that the rifts themselves caused earthquakes.
  14. **It** **is** now **believed** that something deep in the earth triggers earthquakes.
  15. The giant **rifts** in the earth's crust **are** the result rather than the cause of earthquakes.
  16. A **fault** **is** a place where the earth's crust has already broken.
  17. These **faults** **are** the first to quake when there is a disturbance deep in the earth.

# 20B Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words that mean

##### *Godly righteousness*

humble      unspoiled  
untarnished      selfless  
upright      wholesome  
virtuous      genuine

##### Words that mean

##### *Pharisaical righteousness*

overbearing      hypocritical  
grandiose      affected  
condescending      pompous  
vainglorious      egotistical

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The pull of a sinful habit can be extremely strong. A sinful habit is simply the evidence of the law of sin, which continues to affect our lives because we are descendants of Adam and Eve. This law of sin involves forces within us that we know are wrong.

### EXTENSION

The law of sin in the spiritual world can be compared to the law of gravity in the physical world. The law of gravity involves forces that have predictable results. The law of gravity is universal: the same results will take place anywhere in the world. Every creature is subject to its effects, whether it wants to be or not.

### FURTHER

If an eagle that is soaring in the air suddenly draws in its wings, the law of gravity will take over and that eagle will plunge to its destruction. It will not take very long for the eagle to fall to the ground. However, if the eagle were to stretch out its wings while falling, the air rushing over its wings would create the lift necessary to overcome the law of gravity. It does not annihilate the law of gravity; it overcomes it.

This is precisely what God promises will happen in our spiritual lives if we “stretch out our wings of meditation” and quote Scripture the moment we are tempted. We can begin with Romans 6 and 8, which are especially effective for overcoming temptation. We can become virtuous through the power of the Holy Spirit as we speak God’s truth in our hearts. —*The Eagle Story*

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

### BASIC LEVEL

- |             |                 |
|-------------|-----------------|
| 1. astound  | 6. devour       |
| 2. mountain | 7. coward       |
| 3. profound | 8. thousand     |
| 4. amount   | 9. clout        |
| 5. bounty   | 10. outstanding |

### EXTENSION

11. doubtful  
12. boundary  
13. counterpart  
14. encounter

### FURTHER EXTENSION

15. counterfeit  
16. accountant

### Optional Words

17. overbearing  
18. grandiose  
19. condescending  
20. vainglory

**TT:** A *diphthong* is a combination of vowels that does not make the short vowel sound nor the long vowel sound. The *pinched diphthong* sound is the sound one makes when he is pinched—“Ouch!”

### Day Two

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

(Possessive Nouns; Spelling Errors)

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

4 Sentences

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

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

4 Sentences

(You may use a colon or semicolon for sentence three, or divide the sentence into two sentences if desired.)

### EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

3 Sentences

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

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

### Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_

3 Sentences

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

### Day Three

## 5. Grammar: Adjectives

## 6. Composition/Creative Writing:

Write a Rough Draft From a Key Word Outline

### Day Four

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

## 8. FURTHER EXTENSION:

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

## 9. Composition: Edit and Revise

### Day Five

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## 12. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 20B Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words that mean

##### *Godly righteousness*

humble      unspoiled  
untarnished      selfless  
upright      wholesome  
virtuous      genuine

##### Words that mean

##### *Pharisaical righteousness*

overbearing      hypocritical  
grandiose      affected  
condescending      pompous  
vainglorious      egotistical

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The pull of a sinful habit can be extremely strong. A sinful habit is simply the evidence of the law of sin, which continues to affect our lives because we are descendants of Adam and Eve. This law of sin involves forces within us that we know are wrong.

### EXTENSION

The law of sin in the spiritual world can be compared to the law of gravity in the physical world. The law of gravity involves forces that have predictable results. The law of gravity is universal: the same results will take place anywhere in the world. Every creature is subject to its effects, whether it wants to be or not.

### FURTHER

If an eagle that is soaring in the air suddenly draws in its wings, the law of gravity will take over and that eagle will plunge to its destruction. It will not take very long for the eagle to fall to the ground. However, if the eagle were to stretch out its wings while falling, the air rushing over its wings would create the lift necessary to overcome the law of gravity. It does not annihilate the law of gravity; it overcomes it.

This is precisely what God promises will happen in our spiritual lives if we “stretch out our wings of meditation” and quote Scripture the moment we are tempted. We can begin with Romans 6 and 8, which are especially effective for overcoming temptation. We can become virtuous through the power of the Holy Spirit as we speak God’s truth in our hearts. —*The Eagle Story*

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

### BASIC LEVEL

- |             |                 |
|-------------|-----------------|
| 1. astound  | 6. devour       |
| 2. mountain | 7. coward       |
| 3. profound | 8. thousand     |
| 4. amount   | 9. clout        |
| 5. bounty   | 10. outstanding |

### EXTENSION

11. doubtful  
12. boundary  
13. counterpart  
14. encounter

### FURTHER EXTENSION

15. counterfeit  
16. accountant

### Optional Words

17. overbearing  
18. grandiose  
19. condescending  
20. vainglory

**TT:** A *diphthong* is a combination of vowels that does not make the short vowel sound nor the long vowel sound. The *pinched diphthong* sound is the sound one makes when he is pinched—“Ouch!”

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

(Possessive Nouns; Spelling Errors)

### Day Two

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

4 Sentences

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

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

4 Sentences

(You may use a colon or semicolon for sentence three, or divide the sentence into two sentences, if desired.)

### EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

3 Sentences

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

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

### Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_

3 Sentences

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

## 5. Grammar: Adjectives

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

### Day Three

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

## 8. FURTHER EXTENSION:

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

## 9. Composition: Edit and Revise

### Day Four

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## 12. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 20B 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 nouns.

3. In the first paragraph, highlight the spelling errors, and correct them if you have not already done so.

In the **Psalms**, David continually **afirmed** the **impotence** of **God's** Law and **His** **persanal** delight in it. Ephesians tells us that when we are filled with the **Holy** **Spirit**, we will **continually** affirm **God's** **Word** by speaking to ourselves with these **Psalms**. Psalm 119:1 tells us, "Blessed are the undefiled in the way, who walk in the Law of the **Lord**." (**Psalms, affirmed, importance, personal, continually**) (It is correct if you student chose to put a colon after *tells us*.)

The Law was not given so we could earn salvation. It was **given** so we could recognize our need for redemption through the finished work of our **Lord** **Jesus** **Christ**. It is all too easy to focus on the letter of the Law rather than the spirit of the Law. The **Scriptures** tell us that the letter kills, but the spirit gives life.

When we follow only the letter of the Law, we **become** proud of **our** self-effort and harsh with others who do not measure up. However, when we follow the spirit of the **Law**, we will fulfill the Law. We will develop a love for others who need direction from the **Law's** teaching.

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

Answers will vary.

**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.

□ **7b. Find OCCTI in the paragraph provided.**

**O**pening sentence: Highlight the opening sentence.

**C**losing sentence: Highlight the closing sentence in another color.

**C**ontain all the same topic: On the line provided, write the topic of the paragraph.

**T**hree or more sentences: Count the number of sentences, and write it on the line provided.

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

**I** **The Pharisees were the foremost religious group in Israel.**

Their primary goal was to preserve the Jewish religion, and they zealously adhered to the Mosaic Law. Because they were so concerned about keeping the precise letter of the Law, they forgot the Law's purpose—to bring them to God. **They were active in accusing and testing Christ.**

Topic of Paragraph: The Pharisees

Number of Sentences: 4

# 20B Week 2 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words that mean

##### Godly righteousness

humble      unspoiled  
untarnished      selfless  
upright      wholesome  
virtuous      genuine

##### Words that mean

##### Pharisaical righteousness

overbearing      hypocritical  
grandiose      affected  
condescending      pompous  
vainglorious      egotistical

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Worn with grief, sorrow, and indignation, the aged scribe tore his garments and plucked out his hair as he pondered and mourned over Israel's ungratefulness. Although God had miraculously delivered the Jews from exile and restored their nation, they continued shamelessly in sin. The few Israelites who remained true to God began to gather around Ezra for the evening sacrifice. With tears of anguish running down his lined face, their discouraged leader knelt before God and prayed.

### EXTENSION

Overcome with regret, Ezra cast himself down before God and wept bitterly. He realized that intermarriage with wicked and idolatrous women would soon pollute and destroy God's chosen people. The Lord used Ezra's broken spirit to convict the Israelites to forsake their sin and vow to keep themselves separate from the pagan inhabitants of Palestine.

### FURTHER EXTENSION

Ezra was a scribe and a descendant of the priestly line of Aaron. However, these ceremonial positions did not guarantee him a close relationship with God, just as they did not guarantee a close relationship with God for the scribes and Pharisees of the New Testament. Ezra valued the Law highly and earnestly sought to learn it. He also determined to put God's Word into practice in his own life.

—Adapted from *Wisdom Booklet 20*

## 2. Spelling: Plural Words (Examples: halves, roofs, crutches, people, deer)

### BASIC LEVEL

1. child	4. altos	7. tornadoes
2. children	5. variety	8. moose
3. alto	6. varieties	9. tornado

### EXTENSION

10. soprano  
11. sopranos

### FURTHER EXTENSION

12. dictionary  
13. dictionaries

### Optional Words

14. humble  
15. upright  
16. untarnished  
17. virtuous

**TT:** When a word ends in the *s* sound, but that *s* sound does not make a new syllable (e.g., *bands*), only an *s* is used. When a word ends in the *s* sound, but that *s* sound does make a new syllable (e.g., *foxes*), an *es* is used. This tip is especially helpful in making words plural. Generally speaking, words ending in *s*, *ch*, *sh*, *x*, or *z* need *es* instead of *s*.

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

**TT:** Sometimes plurals are made by changing the word entirely (e.g., *child—children*).

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

(Adjectives)

### Day Two

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

4 Sentences

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

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

3 Sentences

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

### EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

4 Sentences

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

## 5. Grammar/Punctuation:

Series of Three or More Items

### Day Three

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

## 7. Grammar/Sentence Structure:

Five Parts of a Sentence (CAVES)

### Day Four

## 8. Sentence Structure/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)

# 20B Week 2 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words that mean

##### Godly righteousness

humble      unspoiled  
untarnished      selfless  
upright      wholesome  
virtuous      genuine

##### Words that mean

##### Pharisaical righteousness

overbearing      hypocritical  
grandiose      affected  
condescending      pompous  
vainglorious      egotistical

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Worn with grief, sorrow, and indignation, the aged scribe tore his garments and plucked out his hair as he pondered and mourned over Israel's ungratefulness. Although God had miraculously delivered the Jews from exile and restored their nation, they continued shamelessly in sin. The few Israelites who remained true to God began to gather around Ezra for the evening sacrifice. With tears of anguish running down his lined face, their discouraged leader knelt before God and prayed.

### EXTENSION

Overcome with regret, Ezra cast himself down before God and wept bitterly. He realized that intermarriage with wicked and idolatrous women would soon pollute and destroy God's chosen people. The Lord used Ezra's broken spirit to convict the Israelites to forsake their sin and vow to keep themselves separate from the pagan inhabitants of Palestine.

### FURTHER EXTENSION

Ezra was a scribe and a descendant of the priestly line of Aaron. However, these ceremonial positions did not guarantee him a close relationship with God, just as they did not guarantee a close relationship with God for the scribes and Pharisees of the New Testament. Ezra valued the Law highly and earnestly sought to learn it. He also determined to put God's Word into practice in his own life.

—Adapted from *Wisdom Booklet 20*

## 2. Spelling: Plural Words (Examples: halves, roofs, crutches, people, deer)

### BASIC LEVEL

1. child	4. altos	7. tornadoes
2. children	5. variety	8. moose
3. alto	6. varieties	9. tornado

### EXTENSION

10. soprano  
11. sopranos

### FURTHER EXTENSION

12. dictionary  
13. dictionaries

### Optional Words

14. humble  
15. upright  
16. untarnished  
17. virtuous

**TT:** When a word ends in the *s* sound, but that *s* sound does not make a new syllable (e.g., *bands*), only an *s* is used. When a word ends in the *s* sound, but that *s* sound does make a new syllable (e.g., *foxes*), an *es* is used. This tip is especially helpful in making words plural. Generally speaking, words ending in *s*, *ch*, *sh*, *x*, or *z* need *es* instead of *s*.

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

**TT:** Sometimes plurals are made by changing the word entirely (e.g., *child—children*).

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

(Adjectives)

### Day Two

## 4. Study Skills/Prewriting: Key Word Outline

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

4 Sentences

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

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

3 Sentences

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

### EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

4 Sentences

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

## 5. Grammar/Punctuation:

Series of Three or More Items

## 6. Composition/Creative Writing:

Write a Rough Draft From a Key Word Outline

### Day Three

## 7. Grammar/Sentence Structure:

Five Parts of a Sentence (CAVES)

## 8. Sentence Structure/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)

# 20B 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 all of the paragraphs, highlight the adjectives.

**BASIC LEVEL:** Highlight four adjectives.

**EXTENSION:** Highlight six adjectives.

**FURTHER EXTENSION:** Highlight eight adjectives.

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

Shortly after the Israelites had returned from exile and rebuilt the Temple and city walls of Jerusalem, a young Macedonian king named Alexander the Great began making plans to attack the Persian Empire. He conquered Persia in 334 B.C., and then he crushed the resistance of every other known civilization in the world. After a short period of time, Alexander's empire extended throughout all the civilized world.

Everywhere Alexander went, he took the Greek culture with him. When he died of a fever in 323 B.C., not only had he conquered the entire world, but he had also strongly influenced every known culture with the Greek way of thinking and made Greek the universal language of diplomacy and trade.

Alexander's generals divided his empire into three major parts: Antigonus seized Greece and Macedonia; Ptolemy Lagus gained control of Egypt and Palestine; and Seleucus established a kingdom in Syria. In 198 B.C., the Seleucid king, Antiochus the Great, invaded Palestine and defeated the Ptolemies. Antiochus then began to spread the pagan Greek culture throughout Palestine.

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

1. The people of Israel needed to repent, forsake their sin, and vow to keep themselves separate.
2. Ezra was a Godly man, a scribe of the Word of God, and a descendant of the priestly line.
3. Ezra valued the Law, desired the Law, and upheld the Law.
4. The faithful scribe sought to prevent future judgment on Israel by enlightening the sinful, selfish, and ungrateful people with the Scriptures.
5. Antiochus the Great set up an image of the Greek god Zeus in the Temple, desecrated the altar by offering a pig as a sacrifice, and sent emissaries to the outlying cities of Judah to forbid the Jews to observe the Sabbath or circumcise their children.

**Teacher Tip:** Some consider *Persian* to be an adjective in *Persian Empire*. Technically, it is part of a proper noun. Explain this to your student.



C S V  
9. Minor observances of what the Pharisees decreed the Scriptures to say became  
E A  
increasingly more important than the written Law itself. Sentence

C S V  
10. These traditions sought “to build a hedge” around the written Law, which was sup-  
posed to prevent anyone from even the slightest possibility of ignorant or accidental  
E A  
disobedience. Sentence

11. While those in Moses’ Seat consisted of the scribes and Pharisees who sat in a posi-  
tion of authority, ruling by the Law of Moses. Clause

C S V E A  
12. The Pharisees were Christ’s chief opponents during His earthly ministry. Sentence

13. Since the Lord constantly distinguished between the true requirements of His Law  
and the Pharisees’ legalistic traditions. Clause

C S V E A  
14. He also openly rebuked their hypocrisy, pride, and misuse of the Law. Sentence

15. Although the Pharisees’ self-righteousness brought forth strong statements of con-  
demnation from the lips of Christ. Clause

**8C. Rewrite the sentences provided, replacing with a pronoun each noun that is used for the second time (in that sentence).**

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

**Example:** Edwards wrote Edwards’ famous sermon. Edwards wrote his famous sermon.

1. A large diamond lay buried in an Indian diamond mine when a miner discovered it.
2. The miner could hardly believe what he saw.
3. The miner saw the largest diamond he had ever seen.
4. The diamond was the size of a small plum, and it had great value.
5. The miner filled his mind with thoughts of personal wealth.
6. The miner wanted to get the stone out without anyone seeing him.
7. The miner’s thoughts of never having to work again caused him to ignore the risk and devise a plan.
8. The miner cut a deep gash into the calf of his leg.
9. The miner put the stone into the wound and wrapped a cloth around his bleeding leg.
10. As the miner limped through the gate, the guard glanced at his leg but let him pass.
11. When the miner reached the city, he showed the diamond to a ship captain.

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

12. The miner worked out an agreement with the ship captain to share the wealth of the diamond with him when it was sold in a distant land.
13. When the captain sailed the ship away, he had the miner thrown overboard.
14. The captain sold the diamond to an Indian merchant who gave him five thousand dollars for it.
15. The merchant went directly to the English Governor of Madras, who bought the diamond from him for one hundred thousand dollars.
16. Sir Thomas gave the stone to a diamond cutter who used his skill in fashioning it into a beautiful gem.
17. The finished gem was so magnificent that the Duke of Orleans bought it for six hundred thousand dollars.
18. The Duke was the French Regent, and the diamond was named after him.
19. This gem became known as the Regent Diamond, and it is one of the most famous diamonds in the world.
20. The 140-carat Regent Diamond is one of the ten most valuable gems in the world, and it is on display at the Louvre in Paris.

# 20B Week 3 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words that mean

##### Godly righteousness

humble      unspoiled  
untarnished      selfless  
upright      wholesome  
virtuous      genuine

##### Words that mean

##### Pharisaical righteousness

overbearing      hypocritical  
grandiose      affected  
condescending      pompous  
vainglorious      egotistical

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

There are nearly two thousand different kinds of termites in the world. All of them lead hidden lives in complete darkness. Some termites live in large clay mounds that resemble giant mushrooms. Others hollow out chambers inside fallen logs or dig underground tunnels as much as 130 feet deep. Whatever its shape or location, a termite nest is designed to block out light.

### EXTENSION

If a termite nest is broken open, the termites inside are totally confused when exposed to the light. They run and hide. Unlike ants, which immediately defend their nest and begin carrying eggs to safety, termites flee from light and are able to regroup and defend themselves only in the “security” of darkness.

### FURTHER EXTENSION

In order to avoid light, termites will even go so far as to build light-tight tunnels across roads or stone pavements if they want to get to the other side. They build tunnels along the foundations of buildings, so they can travel to and from their nests in complete darkness. Termites are attracted to light only during the few hours they swarm each spring. For this brief time, mature males and females leave their dark nest in search of a mate and a new home. As soon as they find a mate, they once again flee from the light, and they will live out the rest of their lives in complete darkness.

—Adapted from *Wisdom Booklet 20*

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

### BASIC LEVEL

- |              |            |              |
|--------------|------------|--------------|
| 1. parsley   | 5. service | 8. important |
| 2. birthday  | 6. affirm  | 9. dormant   |
| 3. marvelous | 7. virtue  | 10. surface  |
| 4. different |            |              |

### EXTENSION

11. pursue  
12. carnival  
13. portable  
14. formula

### FURTHER EXTENSION

15. surrender  
16. untarnished  
17. perpendicular  
18. virtuous

### Optional Words

19. wholesome  
20. generous

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

**TT:** The *or* family is known primarily for saying the *or* sound as in *store*.

**TT:** 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*.

### Day Two

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

(Series of Three or More Items; Spelling Errors; Pronouns)

## 4. Study Skills/Prewriting: Outline an Original Paragraphs for a Cause and Effect Essay

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
6 Sentences (EXTENSIONS: 8)

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
6 Sentences (EXTENSIONS: 8)

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
6 Sentences (EXTENSIONS: 8)

### EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_  
8 Sentences

### Day Three

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

## 6. Composition and Creative Writing: Write an Original Cause and Effect Essay (Rough Draft of Body)

### Day Four

## 7. Structural Analysis: Contractions

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

### Day Five

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## Extra Practice (Optional)

# 20B Week 3 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words that mean

##### Godly righteousness

humble      unspoil  
untarnished      selfless  
upright      wholesome  
virtuous      genuine

##### Words that mean

##### Pharisaical righteousness

overbearing      hypocritical  
grandiose      affected  
condescending      pompous  
vainglorious      egotistical

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

There are nearly two thousand different kinds of termites in the world. All of them lead hidden lives in complete darkness. Some termites live in large clay mounds that resemble giant mushrooms. Others hollow out chambers inside fallen logs or dig underground tunnels as much as 130 feet deep. Whatever its shape or location, a termite nest is designed to block out light.

### EXTENSION

If a termite nest is broken open, the termites inside are totally confused when exposed to the light. They run and hide. Unlike ants, which immediately defend their nest and begin carrying eggs to safety, termites flee from light and are able to regroup and defend themselves only in the “security” of darkness.

### FURTHER EXTENSION

In order to avoid light, termites will even go so far as to build tunnels across roads or stone pavements if they want to get to the other side. They build tunnels along the foundations of buildings, so they can travel to and from their nests in complete darkness. Termites are attracted to light only during the few hours they swarm each spring. For this brief time, mature males and females leave their dark nest in search of a mate and a new home. As soon as they find a mate, they once again flee from the light, and they will live out the rest of their lives in complete darkness.

—Adapted from *Wisdom Booklet 20*

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

### BASIC LEVEL

- |              |            |              |
|--------------|------------|--------------|
| 1. parsley   | 5. service | 8. important |
| 2. birthday  | 6. affirm  | 9. dormant   |
| 3. marvelous | 7. virtue  | 10. surface  |
| 4. different |            |              |

### EXTENSION

11. pursue  
12. carnival  
13. portable  
14. formula

### FURTHER EXTENSION

15. surrender  
16. untarnished  
17. perpendicular  
18. virtuous

### Optional Words

19. wholesome  
20. generous

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

**TT:** The *or* family is known primarily for saying the *or* sound as in *store*.

**TT:** 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 Items; Spelling Errors; Pronouns)

### Day Two

## 4. Study Skills/Prewriting: Outline an Original Paragraphs for a Cause and Effect Essay

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_

6 Sentences (EXTENSIONS: 8)

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_

6 Sentences (EXTENSIONS: 8)

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_

6 Sentences (EXTENSIONS: 8)

### EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_

8 Sentences

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

### Day Three

## 6. Composition and Creative Writing: Write an Original Cause and Effect Essay (Rough Draft of Body)

## 7. Structural Analysis: Contractions

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

### Day Four

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## Extra Practice (Optional)

# 20B Week 3 Answer Keys

## 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.  
**BASIC LEVEL:** Correct only the first paragraph.  
**EXTENSION:** Correct the first and second paragraphs.  
**FURTHER EXTENSION:** Correct all three paragraphs.
2. In the first and second paragraphs, highlight all of the pronouns.
3. In the first paragraph, highlight the spelling errors, and correct them if you have not already done so.
4. In the first paragraph, highlight the series of three describers, and place commas between them.

Termite kings and queens have eyes. A few other types of termites called *reproductives* may also **have** eyes. **Their** eyes are very **small, tiny, and unnoticeable**, and **percieve** only the **diffirence** between light and dark. **They** cannot see **detales**. (**perceive, difference, details**)

The vast majority of all termites belong to the worker and soldier classes, which lack eyes altogether. **They** feel **their** way around using delicate sensors that pick up vibrations. **These** sensors, located on **their** legs and antennae, **take** the place of **their** eyes.

Workers and soldiers rattle **their** heads against the walls of **their** nest, tapping out codes that reverberate throughout the whole nest like a wireless telegraph. If a nest is threatened, soldiers **are** directed to the attack by the “sounds” of the battle rather than the “sight” of **an** enemy.

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

1. Combine the two sentences by putting a comma and a coordinating conjunction between them.
2. Highlight the comma and the coordinating conjunction.
3. Underline each complete sentence joined by the coordinating conjunction.

Note: Be sure you do not capitalize the second part, since it is now part of an existing sentence rather than a sentence on its own.

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

1. Only termite kings and queens have eyes, **for** they use them for guidance when they establish new nests.
2. Their eyes are very small in comparison to the size of their bodies, **and** a queen’s vision is about as effective as a human trying to look through a keyhole.
3. A termite queen may grow to more than four inches long when she is swollen with eggs, **but** her eyes are no larger than pin heads.
4. She lives in complete darkness, **for** her limited sight is of no real value.

**Teacher Tip:** Your student may choose different CC’s than those shown in this Answer Key.

5. Termites do millions of dollars of damage to homes and property each year, **and** most of the destruction is accomplished before homeowners even realize that termites have invaded their home.
6. Termites consume only the inner parts of a structure, **so** the outside appears to be in perfect condition.
7. A chair leg may look solid from the outside, **yet** if it is infested with termites, the center may be only sawdust.
8. Only the inside of an item is destroyed, **for** they never alter the outward appearance of what they destroy.
9. Termites are among the longest-living and most prolific of all insects, **and** a king and queen mate for a lifetime.
10. A queen may lay a total of 4,000 to 30,000 eggs a day, **and** the world record for a single queen is just over 10,000,000 eggs in one year.

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

1. Highlight the contraction in each sentence.
2. On the lines provided, write the two words that were used to form each contraction.
  1. Fumigants that treat only the surface **won't** have any effect on termites. will not
  2. **It's** expensive to bag up an entire building to enclose it, but it is worth it. it is
  3. If every inch of a building **isn't** treated, some termites may escape. is not
  4. A termite queen secretes a hormone, so that other termites **won't** reproduce any new queens. will not
  5. If the queen is destroyed, **it's** likely that other queens will develop. it is
  6. Then, the infestation will be worse than if the treatment **hadn't** been tried at all. had not
  7. The worker termites **don't** have wings. do not
  8. Soldier termites **don't** have wings either, but they have enormous heads, hard bodies, and immense jaws. do not
  9. Their jaws are so large, that they **can't** feed themselves. can not
  10. Mature males and females **don't** always have wings. do not
  11. They **don't** work in the nest, but they exist to reproduce. do not
  12. If their king or queen dies, **they'll** develop into new kings and queens. they will
  13. Termites **aren't** often satisfied. are not
  14. They are always hungry, and **they'll** eat almost anything. they will
  15. Most termites feed exclusively on fallen trees, but if trees **aren't** available, **they'll** eat railroad ties, books, cloth, floor joists, chair legs, kitchen cabinets, or fence posts. are not, they will

# 20B Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words that mean

##### *Godly righteousness*

humble      unspoiled  
untarnished      selfless  
upright      wholesome  
virtuous      genuine

##### Words that mean

##### *Pharisaical righteousness*

overbearing      hypocritical  
grandiose      affected  
condescending      pompous  
vainglorious      egotistical

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Throughout the course of history, man has devised thousands of units of measure. He has created such unique measurements as ells, fingers, hands, feet, grains, drams, grams, lasts, crans, cattys, and cloves. No two of these standards of measure are alike. Each has its own basic unit and its own formula of converting from one standard to another. The result has been a confusing system of measurements that has promoted false weights and unjust balances.

### EXTENSION

God has a vital interest in weights and standards. They are basic to His principle of private ownership and His requirement for honest business dealings. They aid in expressing His character and His standards for righteousness.

### FURTHER EXTENSION

Measurements that assess the true value of a quantity must be precise and accurate. Preciseness implies that something is repeatable. Precise measurements yield the same answer time after time. Scientists say that two measurements are precise when they agree.

Accuracy differs from precision. A measurement is accurate only if it is both precise and correct. For example, for three different clocks to assess the true value of time, they must all agree (precision) and be correct (accuracy).

—Adapted from *Wisdom Booklet 20*

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

### BASIC LEVEL

- |              |                |
|--------------|----------------|
| 1. covering  | 5. convert     |
| 2. shovel    | 6. govern      |
| 3. discover  | 7. otherwise   |
| 4. confusing | 8. floodwaters |

### EXTENSION

9. joyous  
10. famous  
11. ridiculous  
12. convertible

### FURTHER EXTENSION

13. conditional  
14. double

### Optional Words

15. hypocrite  
16. hypocritical

**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)

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  
Cause-and-Effect Essay

**Extra Practice (Optional)**

# 20B Week 4 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words that mean

##### *Godly righteousness*

humble      unspoiled  
untarnished      selfless  
upright      wholesome  
virtuous      genuine

##### Words that mean

##### *Pharisaical righteousness*

overbearing      hypocritical  
grandiose      affected  
condescending      pompous  
vainglorious      egotistical

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Throughout the course of history, man has devised thousands of units of measure. He has created such unique measurements as ells, fingers, hands, feet, grains, drams, grams, lasts, crans, cattys, and cloves. No two of these standards of measure are alike. Each has its own basic unit and its own formula of converting from one standard to another. The result has been a confusing system of measurements that has promoted false weights and unjust balances.

### EXTENSION

God has a vital interest in weights and standards. They are basic to His principle of private ownership and His requirement for honest business dealings. They aid in expressing His character and His standards for righteousness.

### FURTHER EXTENSION

Measurements that assess the true value of a quantity must be precise and accurate. Preciseness implies that something is repeatable. Precise measurements yield the same answer time after time. Scientists say that two measurements are precise when they agree.

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

### BASIC LEVEL

- |              |                |
|--------------|----------------|
| 1. covering  | 5. convert     |
| 2. shovel    | 6. govern      |
| 3. discover  | 7. otherwise   |
| 4. confusing | 8. floodwaters |

### EXTENSION

9. joyous  
10. famous  
11. ridiculous  
12. convertible

### FURTHER EXTENSION

13. conditional  
14. double

### Optional Words

15. hypocrite  
16. hypocritical

**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)

#### 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 Cause-and-Effect Essay

### Extra Practice (Optional)

# 20B 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.

Termite nests come in all shapes **and** sizes. Some nests **resemble** mushrooms **and** umbrellas. Other nests **look** like church steeples. A few found in **Australia** **are** long **and** narrow **and** stand twenty-three feet tall. A curious thing about these nests **is** that the broad sides always face east **and** west **and** the narrow ends always **point** north **and** south.

Some termite nests may be twenty to thirty feet tall and sixteen to twenty feet across at the base. The nests may be so hard they can only be destroyed with dynamite. **P**ickaxes and hatchets are unable to make a dent in **their** armored sides.

Termite nests **are** made of finely ground wood and soil that are cemented together with termite saliva. When this mixture **is** exposed to air, it hardens and becomes **much** stronger **than** natural wood. Workers quickly repair any portion of the nest that might be damaged. The workers **are** so fast that they can seal up the remains of a dynamited nest in just forty-eight hours.

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

1. Highlight the prepositions.

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

Note: Some sentences contain more than one preposition.

### **Throughout**

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

1. The word *quantity* comes **from** the Latin word *quantus*, meaning “how much?”

2. Asking the question “how much?” is a form **of** measurement.

3. God mentions three kinds **of** measurements **in** Genesis 1:1, “**In** the beginning God created the heaven and the earth.”

4. The three basic units **of** measurement are time, length (dimensions), and substance (mass).

5. Time was not a measurable quantity **before** the beginning.
6. “The heavens” include the measurements **of** length, width, volume, and capacity.
7. The creation **of** the earth brought mass and substance **into** existence.
8. **In** measuring, scientists combine centimeters, grams, and seconds to form other measurements, such as force, density, and pressure. (*To form is an infinitive.*)
9. **For** any measurement, a number and unit must be included.
10. The number indicates the number **of** known units that are equal **to** the measured quantity.
11. **Without** a number, a measurement does not make any sense.
12. **In** former measuring systems, the king established his own units **of** measure.
13. The king’s subjects used the size **of** the king’s finger, palm, forearm, and reach as units **of** measure.
14. They marked these units **on** wooden sticks called “rulers” because the units could be determined only **by** the king himself.
15. The Roman Empire made one **of** the first attempts to standardize such units as the mile and the inch. (*To standardize is an infinitive.*)
16. They required their subjects to use the same standards **throughout** the empire. (*To use is an infinitive.*)
17. The Romans invented the mile and used it to measure distances **across** the world. (*To measure is an infinitive.*)
18. *Mile* comes **from** the Latin prefix *mille* meaning “thousand.”
19. A mile was the distance a soldier walked **in** a thousand (*mille*) paces.
20. The Romans defined a pace as the distance a soldier marched **from** the time his right foot left the ground until it came back down again; this was just **under** five and one half feet. (*Until is used as a subordinator here.*)

