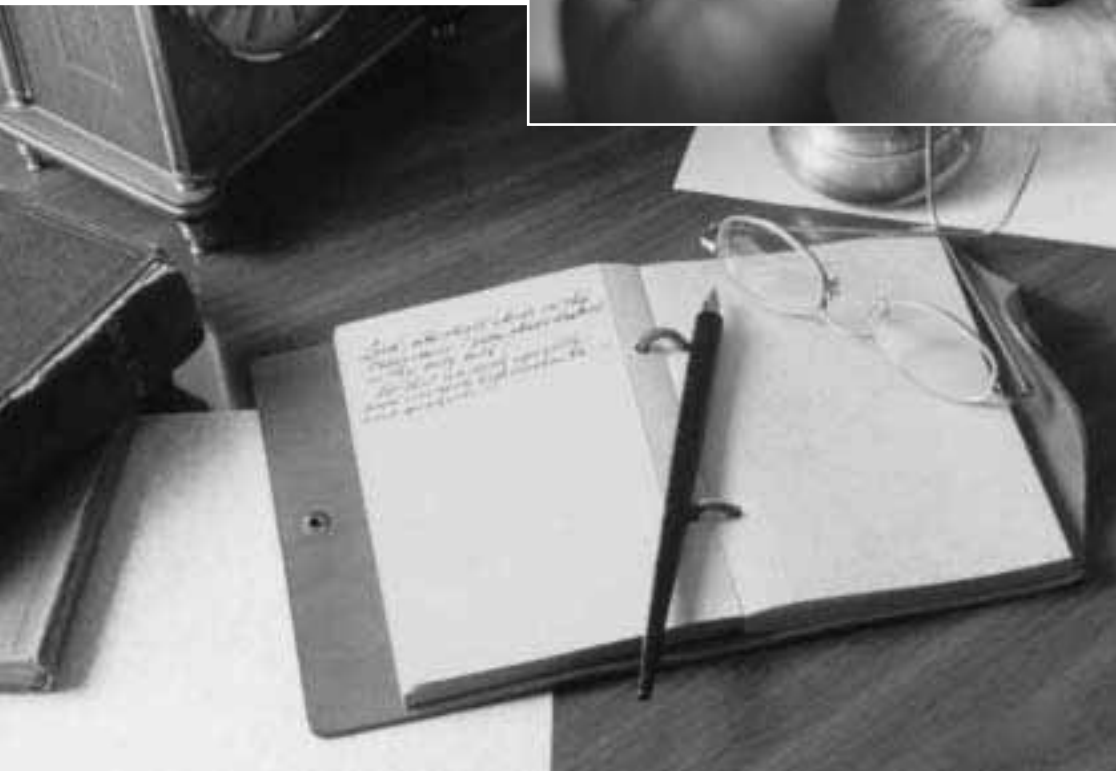


WISDOM BOOKLET

# *Language Arts*

**Teacher's Helps &  
Answer Keys**

**25B–28B**



## Table of Contents

Teacher’s Helps and Answer Keys for 25B .....	Page 3
Teacher’s Helps and Answer Keys for 26B .....	Page 25
Teacher’s Helps and Answer Keys for 27B .....	Page 43
Teacher’s Helps and Answer Keys for 28B .....	Page 63

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



Advanced Training Institute International  
Box One • Oak Brook, IL 60522-3001  
630-323-2842 • [www.atii.org](http://www.atii.org)

Copyright ©2004 Advanced Training Institute International

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

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

Cover photo courtesy of Joy Jensen.

Printed in the United States of America 040687

04 05 06 07 08 09 10 11 12 — 10 9 8 7 6 5 4 3 2 1

# 25B Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *the fear of the Lord*

terror	astonishment
fright	trembling
dismay	dread

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Most Christians have little or no understanding of the “fear of the Lord.” Whenever the phrase appears in Scripture (which is often), they interpret it simply as “a reverential trust in the Lord.” This bland definition fails to reveal the power and significance of this concept or to explain the many results and rewards that are described in Scripture for those who do fear the Lord.

The Bible relates the fear of the Lord to moral purity. Proverbs 16:6 says, “. . . By the fear of the Lord men depart from evil.” The fear of the Lord can be defined as the following: “The continual awareness that I am in the presence of a holy, just, and almighty God, and that every thought, word, action, and deed is open before Him and will be judged by Him.”

### EXTENSION

If we knew that all our secret thoughts, words, and actions would be displayed publicly so everyone could watch them and evaluate them, it would make a profound difference in the way we live. We have a natural concern about what others think of us and how they will judge the things we do; it is this concern for the approval of others that is labeled “fear of man.”

### FURTHER EXTENSION

If we are concerned about what man thinks, how much more should we be concerned about God’s evaluation of our thoughts, words, actions, attitudes, and motives. The fact is that everything we think, say, and do is presently and completely known by God. One day it will be displayed for all the world to see and judge.

—*Wisdom Booklet 25*

## 2. Spelling: Spellings for the *shun* Sound at the End of Words (Examples: ration, notion)

### BASIC LEVEL

1. relation
2. salvation
3. preparation
4. protection
5. motivation
6. position

### EXTENSION FURTHER EXTENSION Optional Words

7. opposition
8. illustration
9. negotiation
10. recognition
11. terror
12. fright
13. dismay

**TT:** The sound *shun* can be spelled various ways. Students will need to memorize the words that include this sound.

### Day Two

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

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

### Paragraph One of Body

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

3 Sentences

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

### Paragraph Two of Body

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

3 Sentences

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

### Paragraph Three of Body

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

2 Sentences

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

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

### EXTENSIONS: Paragraph Four of Body

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

2 Sentences

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

### Day Three

## 5. Grammar/Sentence Structure: Five Parts of a Sentence (CAVES)

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

### Day Four

## 7. Grammar/Sentence Structure: Semicolon Usage

## 8. Composition: Edit and Revise

### Day Five

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 25B Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *the fear of the Lord*

terror	astonishment
fright	trembling
dismay	dread

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Most Christians have little or no understanding of the “fear of the Lord.” Whenever the phrase appears in Scripture (which is often), they interpret it simply as “a reverential trust in the Lord.” This bland definition fails to reveal the power and significance of this concept or to explain the many results and rewards that are described in Scripture for those who do fear the Lord.

The Bible relates the fear of the Lord to moral purity. Proverbs 16:6 says, “. . . By the fear of the Lord men depart from evil.” The fear of the Lord can be defined as the following: “The continual awareness that I am in the presence of a holy, just, and almighty God, and that every thought, word, action, and deed is open before Him and will be judged by Him.”

### EXTENSION

If we knew that all our secret thoughts, words, and actions would be displayed publicly so everyone could watch them and evaluate them, it would make a profound difference in the way we live. We have a natural concern about what others think of us and how they will judge the things we do; it is this concern for the approval of others that is labeled “fear of man.”

### FURTHER EXTENSION

If we are concerned about what man thinks, how much more should we be concerned about God’s evaluation of our thoughts, words, actions, attitudes, and motives. The fact is that everything we think, say, and do is presently and completely known by God. One day it will be displayed for all the world to see and judge.

—*Wisdom Booklet 25*

## 2. Spelling: Spellings for the *shun* Sound at the End of Words (Examples: ration, notion)

### BASIC LEVEL

1. relation
2. salvation
3. preparation
4. protection
5. motivation
6. position

### EXTENSION

7. opposition
8. illustration

### FURTHER EXTENSION

9. negotiation
10. recognition

### Optional Words

11. terror
12. fright
13. dismay

**TT:** The sound *shun* can be spelled various ways. Students will need to memorize the words that include this sound.

### Day Two

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

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

### Paragraph One of Body

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

3 Sentences

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

### Paragraph Two of Body

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

3 Sentences

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

### Paragraph Three of Body

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

2 Sentences

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

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

### EXTENSIONS: Paragraph Four of Body

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

2 Sentences

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

## 5. Grammar/Sentence Structure: Five Parts of a Sentence (CAVES)

### Day Three

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

## 7. Grammar/Sentence Structure: Semicolon Usage

## 8. Composition: Edit and Revise

### Day Four

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 25B 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 any of the paragraphs, highlight the words *are* and *our*, and correct them as needed if you have not already done so.

A metaphor is a short **simile**. A simile compares two things using the word *like* or the word *as*. The two compared items may **have** more differences than similarities, but they **are** similar to each other in a few key aspects.

A metaphor is a comparison that does not use the word *like* or the word *as*. The statement, “That man is a fox,” is a metaphor. The statement, “That man is like a fox,” is a simile.

In a metaphor, the similitude (or similarity) is often **contained** in **one** word. Thus, calling a man a fox suggests he is as crafty as a fox. When we say we must bridle **our** tongues, we mean that we must control **our** tongues in the same way a bridle restrains a horse.

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

1. At the end of each group of words, write **S** if it is a sentence or **C** if it is a clause.

2. For the ones you labeled **S**, write above each part of the sentence which part of CAVES it is as shown in the example.

Note: Regardless of whether or not they are complete sentences, each group of words has a capitalized word at the beginning and an end mark at the end.

**CS V EA**  
Example: You are My witnesses. **S**

**C S V**  
1. The Greek word for *offend* originally meant a part of a trap to which a trapper attached his bait. **S**

2. When it is attached. **C**

3. When it symbolizes that which attracts the attention of the prey. **C**

4. When it symbolizes that which attracts the attention of the prey, lures it into an unsuspected snare. **C**

**C S V**  
5. Because a trapper designs bait to be attractive and captivating, an animal may not notice the trap. **S**

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

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

C S V  
6. A trapper designs bait to be so attractive and captivating that an animal does not  
E A  
notice the trap. S

C S  
7. When the eager prey reaches out and touches the bait, the part of the trap to which  
V E A  
a trapper attached the bait triggers the trap to clamp shut immediately. S

8. When the eager prey reaches out and touches the bait. C

C S  
9. While Christ becomes a stumbling block to those who reject God's Word, the cross  
V E A  
of Christ is also a stumbling block to the unrepentant mind. S

10. While Christ becomes a stumbling block to those who reject God's Word. C

11. When Jesus entered Jerusalem in triumph. C

C S V E A  
12. When Jesus entered Jerusalem in triumph, the common people received Him gladly. S

C S V E A  
13. The religious rulers were offended by Him. S

14. No more danger for believers to be "cast into hell." C

C S V E A  
15. When we become believers, there is no more danger of our being "cast into hell." S

**7d. On the lines provided, complete the following steps:**

1. Combine each of the two sentences by using a semicolon between them. Remember to use a lower case letter after the semicolon unless the word is a proper noun.
2. Mark the sentences with **CS ; CS** to show that each side of the semicolon contains a complete sentence as shown in the example given.

CS CS  
**Example:** I love to teach character to children. They enjoy the songs and the lessons.

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

CS ; CS  
1. There is no more danger of a believer being cast into hell; hence, there is no need to take radical steps to "enter into life."

CS  
2. The first lesson a new believer must learn is that he cannot live the Christian life by  
; CS  
his own willpower; only as Christ lives within him can he overcome the lust of the flesh, the lust of the eyes, and the pride of life.

3. Claiming the victory Christ won on the cross and through His resurrection brings  
; CS  
self-control to the believer; plucking out the eyes or cutting off the hand will never  
produce such control.

4. There are clear warnings for believers who cause a weaker brother to stumble or be  
; CS  
offended; this is elaborated on in I Corinthians and Romans.

5. In the early Church, some believers saw meat on the open market that had been  
; CS  
offered to heathen idols; their practice of buying the discounted meat and eating it  
offended Christians who had been converted from temple worship.

6. Most people do not have a fear of fire until they are in the path of a raging inferno;  
; CS  
then they are stricken with terror, panic, and dread.

7. Most people do not have a fear of God until they are in the path of His wrath;  
; CS  
then they are stricken with terror, panic, and dread.

8. The same word Jesus used to tell His disciples not to fear Satan was used to  
; CS  
command them to fear the Lord; however, the fear of man or of Satan brings a  
snare, but the fear of God brings a blessing.

9. Fear of the Lord goes far beyond the idea of reverential trust; it includes a  
; CS  
controlling awe of His power and righteous retribution and a wholesome dread  
of displeasing Him.

10. Terror describes the most extreme degree of fear; it is totally disabling, leaving a  
; CS CS  
person with neither physical strength nor mental ability.

11. The judgments of God are called “terrors” in Scripture; there is no doubt that  
; CS CS  
God’s judgments upon sin bring terror to those who experience them.

12. The Greek word for *fright* literally means “to shrink or shiver with fear”; it is a  
; CS CS  
sudden, violent fear caused by the appearance of danger.





# 25B Week 2 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *the fear of the Lord*

terror	astonishment
fright	trembling
dismay	dread

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The limbs of wild trees have no “sense” of direction as they grow. Each sprout seeks its own way and consumes whatever resources are available. If left unpruned, wild sprouts grow into large limbs, which ultimately destroy not only the productivity of a tree, but also its life.

### EXTENSION

Unless a gardener continually “dresses” a tree, it will literally “strangle” itself and produce only tiny, tasteless fruit. Fruit trees allowed to grow without pruning are more susceptible to disease, are more easily uprooted by storms, and often are unable to carry the fruit they do produce without breaking their weakened limbs. Skilled pruning requires a thorough understanding of the pruning process.

### FURTHER EXTENSION

A tree has many members. Some are buried deeply underground or hidden inside the tree. Only the bark, leaves, flowers, and fruit are easy to see. Yet each member, whether hidden or visible, plays a distinct role in the tree’s life. The members of a tree include its roots, trunk, branches, leaves, buds, flowers, fruit, suckers, and sprouts. In order to prune properly, a gardener must understand how each individual member contributes to the tree as a whole. —*Wisdom Booklet 25*

## 2. Spelling/Structural Analysis: *Le* Grabs the Consonant Before It (Examples: bub/ble, peo/ple)

### BASIC LEVEL

- |              |              |              |
|--------------|--------------|--------------|
| 1. peaceable | 4. example   | 7. probable  |
| 2. possible  | 5. principle | 8. disciples |
| 3. people    | 6. stable    |              |

### EXTENSION

9. apostle  
10. responsible

### FURTHER EXTENSION

11. charitable  
12. valuable  
13. dissembler

### Optional Words

14. astonishment  
15. trembling  
16. dread

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

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

(Semicolons, Subordinate Clause Openers, Homophones)

### Day Two

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
3 Sentences

### Paragraph Two of Body

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

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

### FURTHER EXTENSION: Paragraph Three of Body

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

## 5. Grammar: Prepositions

### Day Three

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

## 7. Grammar: Prepositional Phrases

### Day Four

## 8. Prewriting/Composition: Take Notes and Write an Original Comparison 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)

# 25B Week 2 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *the fear of the Lord*

terror	astonishment
fright	trembling
dismay	dread

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

The limbs of wild trees have no “sense” of direction as they grow. Each sprout seeks its own way and consumes whatever resources are available. If left unpruned, wild sprouts grow into large limbs, which ultimately destroy not only the productivity of a tree, but also its life.

#### EXTENSION

Unless a gardener continually “dresses” a tree, it will literally “strangle” itself and produce only tiny, tasteless fruit. Fruit trees allowed to grow without pruning are more susceptible to disease, are more easily uprooted by storms, and often are unable to carry the fruit they do produce without breaking their weakened limbs. Skilled pruning requires a thorough understanding of the pruning process.

#### FURTHER EXTENSION

A tree has many members. Some are buried deeply underground or hidden inside the tree. Only the bark, leaves, flowers, and fruit are easy to see. Yet each member, whether hidden or visible, plays a distinct role in the tree’s life. The members of a tree include its roots, trunk, branches, leaves, buds, flowers, fruit, suckers, and sprouts. In order to prune properly, a gardener must understand how each individual member contributes to the tree as a whole. —*Wisdom Booklet 25*

### 2. Spelling/Structural Analysis: *Le* Grabs the Consonant Before It (Examples: bub/ble, peo/ple)

#### BASIC LEVEL

- |              |              |              |
|--------------|--------------|--------------|
| 1. peaceable | 4. example   | 7. probable  |
| 2. possible  | 5. principle | 8. disciples |
| 3. people    | 6. stable    |              |

#### EXTENSION

9. apostle  
10. responsible

#### FURTHER EXTENSION

11. charitable  
12. valuable  
13. dissembler

#### Optional Words

14. astonishment  
15. trembling  
16. dread

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

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

(Semicolons, Subordinate Clause Openers, Homophones)

### Day Two

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

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
3 Sentences

#### Paragraph Two of Body

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

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

#### FURTHER EXTENSION: Paragraph Three of Body

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

### 5. Grammar: Prepositions

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

### Day Three

### 7. Grammar: Prepositional Phrases

### 8. Prewriting/Composition: Take Notes and Write an Original Comparison 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)

# 25B 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 one of the paragraphs, choose two shorter sentences that are about the same topic, and combine them into one sentence using a semicolon. Underline this sentence.
3. In the first paragraph, highlight the subordinate clause opener at the beginning of one of the sentences.
4. **EXTENSIONS:** In all the paragraphs, highlight the misused homophones, and write the correct one above each of them if you have not already done so.

**Teacher Tip:** Notice the semicolon used in the second paragraph. It is correct if your student decides to put a period in its place and begin the next sentence with *However*.

This is an example of instruction number 2. Answers may vary.

The nation of Israel **saw** many supernatural works as **God** delivered them out of the bondage of Egypt, took them **through** the wilderness, and brought them into the Promised Land. God **knew**, however, that **His** people would soon forget everything **He** had **done** for them and would **forsake Him** and **His** ways. **Because He saw this**, He commanded the Israelites to establish memorials to **His** mighty acts, so they could teach them to **their** children.

No one knew better than **Paul** the freedom from guilt that comes with salvation; **however**, he continued to remind himself and others of his **past** failures. **He** mentioned the past shame of the **Roman** believers when motivating them to enter into the freedom that is **in** **Christ**.

The **Lord** is a **God** of cause and **effect**. **Therefore**, **He** can demand obedience **to** **His** Law. He knows the outcome if we violate it. **It** is also **for** this reason that **He** continually commands us **to** focus **our** fear **not** on the results of His working, but instead on **Him** and **His** Laws.

## 5e. In the sentences provided, highlight all of the prepositions.

Note: Do not highlight the verb *to* when it is used as an infinitive.

1. King Thutmose III led his armies northeast out **of** Egypt **in** the twenty-second year **of** his reign. (*Out is used as an adverb here.*)
2. He was trying to “repel those who had attacked the boundaries **of** Egypt” and to overthrow those who might rebel **against** him.
3. As he marched **along** the great military road **to** conquest **in** Palestine, hundreds **of** thousands **of** Hebrew slaves continued **in** laboring **on** his massive building program **in** Egypt.

4. **After** a tedious march **of** three days, the army emerged **in** early morning hours, and **for** some reason the enemy made no attempt to stop them.
5. The next morning King Thutmose mounted his “golden chariot” and led his army **toward** the enemy, who fled **in** terror.
6. Because the gates **of** Megiddo had already been barricaded **by** the inhabitants, the city’s leaders had to be drawn up **over** the walls **in** order to escape immediate death. (*Up is used as an adverb here.*)
7. The remaining army would have been an easy target **for** the advancing Egyptian warriors, but suddenly the troops put down their weapons and ran **into** the enemy camp, grabbing all the plunder they could find. (*Down is used as an adverb here.*)
8. King Thutmose rebuked his troops **for** abandoning their opportunity to pursue the foe and immediately capture the city.
9. Their failure to act required them to set up a seven-month siege **against** Megiddo to starve out its inhabitants. (*Up and out are used as adverbs here.*)
10. This military campaign was but one **of** seventeen that King Thutmose III made **over** a period **of** nineteen years.
11. Eventually, all the people **of** Syria were brought **under** his rule and were forced to pay him an annual tribute.
12. Because **of** the amazing courage, military prowess, and achievements **of** Thutmose III, historians have called him the “Napoleon **of** Egypt.”
13. The most convincing archaeological records identify Thutmose III as the Pharaoh **under** whom Moses grew up. (*Up is used as an adverb here.*)
14. Moses’ parents hid him **for** three months because **of** the decree **of** Pharaoh commanding Hebrew parents to throw their baby boys **into** the Nile River.
15. Although the purpose **in** this order was to diminish the size and strength **of** the Hebrew families, it was not uncommon to drown people purposely **in** the Nile River.
16. The very life **of** Egypt depended **upon** the Nile River overflowing its banks each spring and depositing the rich loam **of** interior Africa.
17. Rather than seeing this event as God’s provision **for** them, the Egyptians worshiped the Nile River itself.
18. Whatever the reasons Pharaoh gave the Hebrews **for** offering their boys **to** the Nile River god, Moses’ parents refused to do so.
19. Instead, they placed him **in** the protection **of** a basket, which was waterproofed **with** slime and pitch.
20. When Moses came **of** age, he purposed to go **before** Pharaoh and announce his identification **with** his Israelite heritage, although he knew this would bring great wrath **upon** him **from** both his mother and his grandfather, the king.





# 25B Week 3 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *the fear of the Lord*

terror	astonishment
fright	trembling
dismay	dread

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

As the little raccoon continued its hunt, it left the pond area and skirted the border stream of a farm. Suddenly, a glittering object caught its eye. Suspended from a low-hanging branch of a crab apple tree, the bright object fluttered in the wind, just out of reach. Without thought, the raccoon darted toward the branch. Intrigued, it danced around on its feet, pawing at the object in an effort to snatch it.

#### EXTENSION

An instant later, a sharp crack startled the animal, and burning pain shot through its leg. A farmer, thinking about the poultry-raider's well-known propensity to collect shiny objects, had suspended an unlikely lure from the branch and set traps beneath it, hidden in the tall grass. Frantically, the raccoon tried to free itself from the pain and the trap. But with each attempt, the metal jaws cut deeper into its leg. The pain intensified. In desperation to achieve freedom, the raccoon furiously bit the trap. But the unyielding metal left the raccoon with only one alternative—to sever the confined leg from the rest of its body. Turning its attention from the trap, the raccoon used its teeth to gnaw off its foot.

#### FURTHER EXTENSION

Freed from the grip of steel, the crippled animal hobbled away in an effort to get as far from the cruel trap as possible. The mishap would make a permanent impression on the young raccoon. However, it is doubtful that even this severe experience would deter it from the carefree and indiscriminate exploration that characterizes this inquisitive little animal.

—*Character Sketches*, Volume I

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

#### BASIC LEVEL

1. member	4. shelter
2. himself	5. under
3. flimsy	6. village

#### EXTENSION

7. object
8. center

#### FURTHER EXTENSION

9. message
10. culture
11. intrigue

#### Optional Words

12. fearlessness
13. audacity
14. embolden

**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)

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

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
6–8 Sentences (EXTENSIONS: 8–10)

#### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
6–8 Sentences (EXTENSIONS: 8–10)

#### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
6–8 Sentences (EXTENSIONS: 8–10)

#### Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_  
6–8 Sentences (EXTENSIONS: 8–10)

#### EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 \_\_\_\_\_  
8–10 Sentences

#### FURTHER EXTENSION: Paragraph Six of Body

Topic of Paragraph 6 \_\_\_\_\_  
8–10 Sentences

### Day Three

### 5. Structural Analysis: Possessive Nouns

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

### Day Four

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

### 8. Grammar: Main Subjects

### Day Five

### 9. Spelling: Spelling Test

### 10. Dictation: Dictation Quiz

### Extra Practice (Optional)



# 25B Week 3 Teacher's Helps

## For a Four Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *the fear of the Lord*

terror	astonishment
fright	trembling
dismay	dread

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

As the little raccoon continued its hunt, it left the pond area and skirted the border stream of a farm. Suddenly, a glittering object caught its eye. Suspended from a low-hanging branch of a crab apple tree, the bright object fluttered in the wind, just out of reach. Without thought, the raccoon darted toward the branch. Intrigued, it danced around on its feet, pawing at the object in an effort to snatch it.

### EXTENSION

An instant later, a sharp crack startled the animal, and burning pain shot through its leg. A farmer, thinking about the poultry-raider's well-known propensity to collect shiny objects, had suspended an unlikely lure from the branch and set traps beneath it, hidden in the tall grass. Frantically, the raccoon tried to free itself from the pain and the trap. But with each attempt, the metal jaws cut deeper into its leg. The pain intensified. In desperation to achieve freedom, the raccoon furiously bit the trap. But the unyielding metal left the raccoon with only one alternative—to sever the confined leg from the rest of its body. Turning its attention from the trap, the raccoon used its teeth to gnaw off its foot.

### FURTHER EXTENSION

Freed from the grip of steel, the crippled animal hobbled away in an effort to get as far from the cruel trap as possible. The mishap would make a permanent impression on the young raccoon. However, it is doubtful that even this severe experience would deter it from the carefree and indiscriminate exploration that characterizes this inquisitive little animal.

—*Character Sketches*, Volume I

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

### BASIC LEVEL

1. member	4. shelter
2. himself	5. under
3. flimsy	6. village

### EXTENSION

7. object
8. center

### FURTHER EXTENSION

9. message
10. culture
11. intrigue

### Optional Words

12. fearlessness
13. audacity
14. embolden

**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)

### Day Two

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
6–8 Sentences (EXTENSIONS: 8–10)

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
6–8 Sentences (EXTENSIONS: 8–10)

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
6–8 Sentences (EXTENSIONS: 8–10)

### Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_  
6–8 Sentences (EXTENSIONS: 8–10)

### EXTENSIONS: Paragraph Five of Body

Topic of Paragraph 5 \_\_\_\_\_  
8–10 Sentences

### FURTHER EXTENSION: Paragraph Six of Body

Topic of Paragraph 6 \_\_\_\_\_  
8–10 Sentences

## 5. Structural Analysis: Possessive Nouns

### Day Three

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

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

## 8. Grammar: Main Subjects

### Day Four

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## Extra Practice (Optional)



# 25B Week 3 Answer Keys

## 3. Complete the following steps:

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

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

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

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

2. In the first paragraph, highlight all of the prepositions.

Disease and insects attack trees **at** their weakest points. Black rot disease **in** apple trees, **for** example, attacks both living and dead tissues, but it is particularly attracted **to** dead wood. Storm-damaged limbs and winter-killed branches **provide an** entry point **for** the infection. Therefore, orchard keepers must remove any damaged limbs each spring **before** the disease spreads **to** healthy members.

Poorly-pruned stubs **are** another source of dead wood that promotes the growth of black rot. Stubs resulting from improper pruning may incubate a disease that can grow to epidemic proportions within a single season. The disease may **then** spread **to** healthy limbs, where it produces **s** cankers around the limb and strangles the flow of nutrients **to** and from the leaves.

Dutch elm disease also favors weak or dying limbs. The bark beetle that causes this disease cannot attack healthy vigorous limbs. Instead, the insect multiplies in weak branches until the population **is** sufficient to stage a major assault on healthy limbs. Pruning that eliminates weak elm branches is the first step in defending Dutch elm trees against the beetle.

## 5b. Show possession to the common and proper nouns in the list provided, and add an object owned by each noun, as shown in the example.

**Example:** missionaries—missionaries' shelter

- |                          |                       |                          |
|--------------------------|-----------------------|--------------------------|
| 1. <u>animals'</u>       | 11. <u>canine's</u>   | 21. <u>glass snakes'</u> |
| 2. <u>freedom's</u>      | 12. <u>coyotes'</u>   | 22. <u>enemies'</u>      |
| 3. <u>skinks'</u>        | 13. <u>treasures'</u> | 23. <u>object's</u>      |
| 4. <u>sacrifice's</u>    | 14. <u>fire's</u>     | 24. <u>crawfish's</u>    |
| 5. <u>predators'</u>     | 15. <u>nest's</u>     | 25. <u>forefoot's</u>    |
| 6. <u>beaver's</u>       | 16. <u>lure's</u>     | 26. <u>lesson's</u>      |
| 7. <u>raccoons'</u>      | 17. <u>traps'</u>     | 27. <u>alarm's</u>       |
| 8. <u>injury's</u>       | 18. <u>clamp's</u>    | 28. <u>hawks'</u>        |
| 9. <u>red squirrel's</u> | 19. <u>snare's</u>    | 29. <u>storehouses'</u>  |
| 10. <u>trapper's</u>     | 20. <u>shrike's</u>   | 30. <u>spray's</u>       |

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

1. Isolate all prepositional phrases by placing parentheses around them.
2. Highlight the main subject of each sentence.

Note: If a sentence is a compound sentence (two complete sentences on either side of a semicolon or a comma and a coordinating conjunction, find the main subject in each half (just as though it were two separate sentences).

1. Wild **animals** depend (on their freedom) to find food, to hide (from their enemies), and to flee (from danger).
2. (For many animals), the **bondage** (of a trap) is the worst thing that could ever happen (to them).
3. The **loss** (of their freedom) is even worse than the loss (of a foot or a tail).
4. **It** is not uncommon to find wild animals (with missing tails and feet).
5. The ugly **stubs** serve as reminders (of their sacrifice) (for freedom).
6. Other **animals** are not as willing to pay the price (of freedom).
7. The **raccoon** willingly endures the handicap (of a missing member) (in order to enjoy the benefits (of remaining free)).
8. (During a skink's nap), **it** is easily surprised.
9. (During its capture), the skink's **tail** will often come off (in the enemy's grip), and **it** is able to escape. (*Off is used as an adverb here.*) (*It is the main subject of the second half of the compound sentence.*)
10. (In order) to enjoy the benefits (of remaining free), **skinks** willingly endure the handicap (of a missing member).
11. (Within a few days) (of the glass snake) losing its tail, **it** will grow a new one.
12. (After reaching adult size), **glass snakes** shrink as first one tail and then another is broken off (by hungry enemies). (*Off is used as an adverb here.*)
13. (During its trapping), **beavers** twist and spin (in frantic circles).
14. (In a few weeks), the **wounds** (of an escaped beaver) will heal, and a foot-like callous **pad** forms (over the stub). (*Pad is the main subject of the second half of the compound sentence.*)
15. (With its front feet), a **raccoon** will search (for food) and will often spring a hidden trap.
16. (In the cover) (of night), a **raccoon** will usually do its hunting.
17. (On the other hand), more **raccoons** are caught (by traps) than any other animal.
18. (With a foot) held fast (in a trap), a **raccoon** will often chew off the trapped limb. (*Off is used as an adverb here.*)
19. (Without the sense) (of touch) it needs to find food, a **raccoon** must now hobble about (on a mere stub). (*About is used as an adverb here.*)
20. (For the rest) (of its life), the **raccoon** is reminded (of its encounter) (with the trap).

# 25B Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *the fear of the Lord*

terror	astonishment
fright	trembling
dismay	dead

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

When a person exposes his body to the cold for too long a period of time, the water inside the cells of his hands and feet freezes. As this freezing water expands, it rips apart cell walls, cutting off circulation and promoting the spread of gangrene. The word *gangrene* comes from Greek words meaning “an eating sore” and “to gnaw.” Gangrene is a disease that literally gnaws away at healthy tissue until it consumes an entire limb or even a whole body.

### EXTENSION

Before the discovery of antibiotics and antiseptic surgery, a penetrating wound or a frozen limb meant certain death. As the injured tissue died, it gave off a foul-smelling gas along with toxins that almost killed nearby healthy tissue. Slowly but surely, the disease moved up an arm or a leg until the entire body perished. Today only about fifty percent of the cases of gangrene follow a traumatic injury, forty percent of the gangrene cases follow surgery, and the remaining ten percent are a result of minor injuries, frostbite, or poor circulation.

### FURTHER EXTENSION

Actually, gangrene may result from any condition that blocks the flow of blood to a part of the body. Without constant nourishment from fresh blood, a limb or extremity grows cold and quickly succumbs to the pressures of opportunistic germs that cause gangrene. Opportunistic germs are bacteria that are normally present in the body without causing harm. However, when a person's immune system is not as strong as it should be due to poor nutrition, surgery, or some type of illness, these bacteria will begin to multiply and invade areas where they do not belong, causing problems such as gangrene.

—*Wisdom Booklet 25*

## 2. Spelling/Structural Analysis: Open Syllables Have Long Vowel Sounds (Examples: o/bey, be/tween)

### BASIC LEVEL

- |                |                 |               |
|----------------|-----------------|---------------|
| 1. re/spect/ed | 5. be/stowed    | 9. mo/ti/vate |
| 2. vi/tal      | 6. na/ture      | 10. re/wards  |
| 3. e/ter/nal   | 7. re/demp/tive |               |
| 4. mu/tu/al    | 8. tri/cy/cle   |               |

### EXTENSION

11. re/la/tion/ship  
12. be/liev/ers

### FURTHER EXTENSION

13. pri/mar/i/ly  
14. do/min/ion  
15. re/sem/ble

### Optional Words

16. frightful  
17. astonishing  
18. dismayed

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

### Day Two

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

(Possessive Nouns)

## 4. FURTHER EXTENSION:

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

### Day Three

## 5. Grammar: Subject Part/Predicate Part

## 6. Composition: Edit and Revise

### Day Four

## 7. Grammar: Adverbs

## 8. Grammar: Ly Openers

### Day Five

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition:

Final Copy Original Informative Essay

## Extra Practice (Optional)

# 25B Week 4 Teacher's Helps

## For a Four Day Week

### Day One

#### Vocabulary Box

##### Synonyms for *the fear of the Lord*

terror	astonishment
fright	trembling
dismay	dread

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

When a person exposes his body to the cold for too long a period of time, the water inside the cells of his hands and feet freezes. As this freezing water expands, it rips apart cell walls, cutting off circulation and promoting the spread of gangrene. The word *gangrene* comes from Greek words meaning “an eating sore” and “to gnaw.” Gangrene is a disease that literally gnaws away at healthy tissue until it consumes an entire limb or even a whole body.

### EXTENSION

Before the discovery of antibiotics and antiseptic surgery, a penetrating wound or a frozen limb meant certain death. As the injured tissue died, it gave off a foul-smelling gas along with toxins that almost killed nearby healthy tissue. Slowly but surely, the disease moved up an arm or a leg until the entire body perished. Today only about fifty percent of the cases of gangrene follow a traumatic injury, forty percent of the gangrene cases follow surgery, and the remaining ten percent are a result of minor injuries, frostbite, or poor circulation.

### FURTHER EXTENSION

Actually, gangrene may result from any condition that blocks the flow of blood to a part of the body. Without constant nourishment from fresh blood, a limb or extremity grows cold and quickly succumbs to the pressures of opportunistic germs that cause gangrene. Opportunistic germs are bacteria that are normally present in the body without causing harm. However, when a person's immune system is not as strong as it should be due to poor nutrition, surgery, or some type of illness, these bacteria will begin to multiply and invade areas where they do not belong, causing problems such as gangrene.

—*Wisdom Booklet 25*

## 2. Spelling/Structural Analysis:

Open Syllables Have Long Vowel Sounds  
(Examples: o/bey, be/tween)

### BASIC LEVEL

- |                |                 |               |
|----------------|-----------------|---------------|
| 1. re/spect/ed | 5. be/stowed    | 9. mo/ti/vate |
| 2. vi/tal      | 6. na/ture      | 10. re/wards  |
| 3. e/ter/nal   | 7. re/demp/tive |               |
| 4. mu/tu/al    | 8. tri/cy/cle   |               |

### EXTENSION

11. re/la/tion/ship  
12. be/liev/ers

### FURTHER EXTENSION

13. pri/mar/i/ly  
14. do/min/ion  
15. re/sem/ble

### Optional Words

16. frightful  
17. astonishing  
18. dismayed

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

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

(Possessive Nouns)

### Day Two

## 4. FURTHER EXTENSION:

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

## 5. Grammar: Subject Part/Predicate Part

## 6. Composition: Edit and Revise

### Day Three

## 7. Grammar: Adverbs

## 8. Grammar: Ly Openers

### Day Four

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition:

Final Copy Original Informative Essay

## Extra Practice (Optional)

# 25B 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 possessive proper noun, and correct the incorrectly placed apostrophe if you have not already done so.
3. **EXTENSIONS:** In the last paragraph, highlight the misused homophones, and write the correct homophone above each one.

**Gangrene's** symptoms **include** sudden pain, a fall in blood pressure, a rise in temperature, and rapid heartbeat. **I**n a matter of hours, **an** infected wound often begins to swell from fluid and gas that collects under the skin. **T**he resulting pressure **cuts** off the flow of blood, turning the skin a pale white. As the disease spreads, the surrounding pale area **turns** deep red, **then** almost black.

Swelling **is** followed by the discharge of a thin, brown, foul-smelling fluid. **M**ixed with the fluid **are** thousands of gas bubbles, which produce crackling sounds as the tiny bubbles “pop” inside muscle tissue. **T**he gas also has a characteristic offensive odor much like rotten meat. **I**n fact, the same bacteria that causes meat to putrefy **is** often present in a gangrenous wound.

Bacterial cultures **are** helpful **in** diagnosing gangrene. **H**owever, because the same bacteria that causes gangrene **is** present everywhere, it is very easy **to** contaminate a culture and indicate that gangrene is present **when** it is **not**. The most reliable diagnosis of gangrene is **by** surgical incision. When a healthy muscle **is** exposed, it appears **red** and bleeds easily. Gangrenous muscles are **pale** and swollen. They do not move when stimulated and **do** not bleed when cut. In advanced stages, infected tissue **looks** dark brown or even black.

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

1. Draw a line between the subject part and the predicate part.
2. Highlight the main subject of each sentence.
3. **EXTENSIONS:** With another color, highlight the main verb of each sentence.
  1. The **story** | **is told** of a young father who broke his ankle in an automobile accident.
  2. **Doctors** | **set** the broken bones and **applied** a protective cast.
  3. The **cast** | **was** too tight and **cut** off circulation to the injured area.
  4. Within a couple of days, the **foot** | **began to smell**.
  5. The young **father** | **ignored** the warning signal, thinking it was only the result of not washing his foot.

6. After a while, the **smell** | **became** so strong that the whole house reeked.
7. Because the young father felt no pain, **he** | **dismissed** the smell as simply a necessary part of being in a cast.
8. Suddenly, on the third day, the young **father** | **felt** a terrible pain in his left leg, but **he** | **dismissed** his second warning sign as simply something that had to be endured. (**This sentence is a compound sentence.**)
9. Eventually, the young **father** | **wrapped** his aching and foul-smelling foot in a plastic bag to contain the stench and **returned** to his doctor.
10. As the doctor removed the cast, **he** | **found** that gangrene had completely consumed the young man's foot.
11. In less than an hour, **surgeons** | **removed** the infected leg just below the knee in order to prevent the disease from spreading to the rest of the young father's body.
12. Gangrene-causing **bacteria** | **do** not usually **destroy** cells directly.
13. **They** | merely **consume** the contents of cells that are already dead.
14. **They** | **produce** over twenty poisonous toxins, including seven that are deadly.
15. These **poisons** | **destroy** cell membranes, **prevent** blood flow through the capillaries, and **destroy** platelets (which prevent excess bleeding).
16. In many cases, the only **way** to encourage healing | **is to remove** a gangrenous member completely.
17. If surgeons leave even a small portion of infected tissue, **it** | **may reinfect** surrounding healthy tissue.
18. **Doctors** | usually **remove** a gangrenous toe at the base even if only the tip is infected.
19. By cutting away the healthy skin, **they** | **ensure** that the amputation can be closed without trapping infected tissue.
20. If gangrene spreads beyond a toe, **doctors** | **may amputate** the foot at one of three locations.

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

1. Highlight the verbs.
2. With another color, highlight the adverbs.
3. Draw an arrow from each adverb to the word it modifies.
4. Write above the adverb which question it answers:
  - a. How?
  - b. When?
  - c. Where?
  - d. To what extent?

Note: Some sentences contain more than one adverb.

1. When a foot **painfully** → **suffers** from gangrene, it **is** **usually** → **amputated** just below the knee, **not** → (amputated) at the ankle.
2. Doctors **actually** → **remove** most of the lower leg even if it **is** healthy.
3. The knee **makes** a much **more** → useful point **to attach** an artificial limb (prosthesis) than **does** the ankle.
4. If gangrene **is** **truly** → **widespread** so that the surgeon **can** **not** → **remove** all the infected tissue without **seriously** → **injuring** the patient, he **may** **not** → **stitch** ← **up** the open end.
5. The open area **allows** the wound **to be cleansed** ← **frequently**.
6. These measures **usually** → **prevent** the spread of gangrene.
7. While penicillin **is** **often** → **useful** in fighting the spread of gangrene, it **actually** → **does** nothing **to reclaim** tissue in which gangrene **has** **already** → **been destroyed**.
8. Amputation of the infected area **is** **usually** → **always** → **needed**.
9. Diseases of the soul **often** → **display** their counterpart in diseases of the body.
10. Gangrene **gnaws** ← **away** at healthy tissue, just as lust **gnaws** ← **away** at a Godly soul.
11. Gangrene **only** → **requires** a short incubation period before it **spreads**, just as lust **only** → **requires** a short imagination period before it **spreads**.
12. Gangrene **develops** when circulation **is cut** ← **off** in the same way that lust **develops** when spiritual nourishment **is** **actually** → **cut** ← **off**.

### Teacher Tip:

The exact question answered by each adverb is not the crucial part of this assignment. Your student may feel that the adverb answers a different question than the one indicated in the Answer Keys. That is fine.



### Extent?

13. Gangrene **thrives** on injuries, just as lust **fully** → **thrives** on evil thoughts.

### How?

14. Gangrene **shows** warning signs, just as lust **obviously** → **shows** warning signs.

### When?

15. Gangrene **produces** poisonous toxins, just as lust **eventually** → **produces** sensual actions.

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

1. Highlight the *ly* openers.
  2. Add punctuation after the *ly* openers, according to the rules learned this week.
1. **Actually** , a bobcat may hiss, snarl, or struggle when trapped, but it never sacrifices a limb to be free.
  2. **Unfortunately for it** , a trapped bobcat becomes the victim of both paralyzing fear and the jaws of the trap.
  3. **Frantically** , a bobcat may struggle when trapped, but it remains helpless to free itself.
  4. **Surprisingly** , a bobcat's greatest threat is not a trap but rather the freedom a trap denies.
  5. **Consequently** , many bobcats die from shock within forty-eight hours of being trapped.
  6. **Amazingly** , the terror of not being able to hide, to flee, or to defend themselves causes their blood pressure to drop to the point at which they literally die of fear.
  7. **Carefully attempting to pry open a trap with its free paw** , a bobcat rarely pulls against a trap or shakes it because of the terrible pain.
  8. **Eventually** , as a bobcat's endurance wanes, it will die from shock.
  9. **Impressively avoiding being caught in a trap** , a fox displays great cunningness.
  10. **Surprisingly** , this cleverness ends once a fox is trapped.
  11. **Curiously** , the stories of foxes ridding themselves of fleas, tripping set traps with sticks or rocks, and outfoxing packs of hounds are all true.
  12. **Shockingly** , once a trap springs shut on a fox's foot, the fox's wisdom seems to vanish.
  13. **Valiantly showing tremendous endurance** , foxes nevertheless have a tendency to eventually give up, which makes them easy targets for a trapper's final deadly shot.
  14. **Rarely** , can one find a pack rat out in the daytime.
  15. **Likely to catch fire in the heat of the day** , the house of the pack rat is too important for it to leave.



# 26B Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

Words which express *God's intentions for marriage*

leave	covenant
cleave	vows
one flesh	joined

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The word *loyalty* is not found in Scripture. The word *faithfulness* would at first appear to be a synonym. However, faithfulness and dependability relate to the work or service that a person performs, whereas loyalty involves a much deeper, long-term relationship. The Biblical concepts that best describe loyalty are blood covenants, bond servant relationships, and marriage vows.

### EXTENSION

Every important relationship in life must be built on loyalty. Marriages must be based on this quality, or they will not survive. Leaders look for this quality as a primary qualification for those who serve. Most of all, God requires loyalty of His disciples, and especially in the lives of those whom He uses mightily.

### FURTHER EXTENSION

Those who are loyal often make a covenant with those to whom they are loyal, such as in a marriage. The Hebrew word for *covenant* is *beriyth*. It means "a cutting" and involves a compact made by passing between pieces of flesh. God illustrates this word in the covenant that He made with Abraham. This and other covenants are rich with symbolism that describes the depth and meaning of loyalty. —*The Power for True Success*

## 2. Spelling: Homophones (Examples: to, too, two)

### BASIC LEVEL

1. to	5. there	8. hear
2. too	6. their	9. where
3. know	7. here	10. wear
4. no		

### EXTENSION

11. herd
12. heard
13. one
14. won
15. plain
16. plane

### FURTHER EXTENSION

17. then*
18. than*
19. are*
20. our*
21. hour*

### Optional Words

22. leave
23. joined

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

**TI:** Homophones are words that sound alike when spoken but are spelled differently. *Homo* means "same" and *phone* means "sound"; thus, homophones "sound the same." Students are more likely to remember this rule if they know that *homophones* sound the same "on the phone," but they can be distinguished from each other if they are "seen in print."

### Day Two

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

(Adverbs, Adverb Openers, Subject Part/Predicate Part)

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

### EXTENSIONS: Paragraph One of Body

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

4 Sentences

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

### Paragraph Two of Body

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

4 Sentences

### Paragraph Three of Body

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

5 Sentences

## 5. Grammar: Conjunctive Adverbs

### Day Three

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

## 7. Structural Analysis: Plural Nouns

### Day Four

## 8. FURTHER EXTENSION:

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

## 9. Composition: Edit and Revise

## 10. Grammar: Positive, Comparative, and Superlative Degrees of Words

### Day Five

## 11. Spelling: Spelling Test

## 12. Dictation: Dictation Quiz

## 13. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 26B Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

#### Words which express *God's intentions for marriage*

leave	covenant
cleave	vows
one flesh	joined

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

The word *loyalty* is not found in Scripture. The word *faithfulness* would at first appear to be a synonym. However, faithfulness and dependability relate to the work or service that a person performs, whereas loyalty involves a much deeper, long-term relationship. The Biblical concepts that best describe loyalty are blood covenants, bond servant relationships, and marriage vows.

#### EXTENSION

Every important relationship in life must be built on loyalty. Marriages must be based on this quality, or they will not survive. Leaders look for this quality as a primary qualification for those who serve. Most of all, God requires loyalty of His disciples, and especially in the lives of those whom He uses mightily.

#### FURTHER EXTENSION

Those who are loyal often make a covenant with those to whom they are loyal, such as in a marriage. The Hebrew word for *covenant* is *beriyth*. It means “a cutting” and involves a compact made by passing between pieces of flesh. God illustrates this word in the covenant that He made with Abraham. This and other covenants are rich with symbolism that describes the depth and meaning of loyalty. —*The Power for True Success*

### 2. Spelling: Homophones (Examples: to, too, two)

#### BASIC LEVEL

1. to	5. there	8. hear
2. too	6. their	9. where
3. know	7. here	10. wear
4. no		

#### EXTENSION FURTHER EXTENSION Optional Words

11. herd	17. then*	22. leave
12. heard	18. than*	23. joined
13. one	19. are*	
14. won	20. our*	
15. plain	21. hour*	
16. plane		

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

**TI:** Homophones are words that sound alike when spoken but are spelled differently. *Homo* means “same” and *phone* means “sound”; thus, homophones “sound the same.” Students are more likely to remember this rule if they know that *homophones* sound the same “on the phone,” but they can be distinguished from each other if they are “seen in print.”

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

(Adverbs, Adverb Openers, Subject Part/Predicate Part)

### Day Two

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

#### EXTENSIONS: Paragraph One of Body

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

4 Sentences

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

#### Paragraph Two of Body

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

4 Sentences

#### Paragraph Three of Body

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

5 Sentences

### 5. Grammar: Conjunctive Adverbs

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

### Day Three

### 7. Structural Analysis: Plural Nouns

### 8. FURTHER EXTENSION:

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

### 9. Composition: Edit and Revise

### 10. Grammar: Positive, Comparative, and Superlative Degrees of Words

### Day Four

### 11. Spelling: Spelling Test

### 12. Dictation: Dictation Quiz

### 13. Composition: Final Copy Informative Essay

### Extra Practice (Optional)

# 26B Week 1 Answer Keys

## 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.  
**BASIC LEVEL:** Correct only the first paragraph.  
**EXTENSION:** Correct the first and second paragraphs.  
**FURTHER EXTENSION:** Correct all three paragraphs.
2. In the last two paragraphs, highlight the adverb openers, and place the correct punctuation following them if you have not already done so.
3. In all three of the paragraphs, place an adverb that you find in the thesaurus in the blanks provided. (**Answers will vary.**)
4. In the second paragraph, draw a line between the subject part and the predicate part of each sentence.

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

When Jesus **[wisely]** answered the Pharisees’ questions on divorce, He based **H**is statements on **G**od’s original design for marriage. In the beginning, **G**od used several key words to describe the permanence of marriage. The **N**ew **T**estament repeats these words. Thus, both the Hebrew and the **G**reek **enable** us to understand the true intentions of **G**od for marriage. In one profound statement, **G**od **set** in motion the physical, mental, and emotional order for marriage. This is found in **G**enesis 2:24 when **G**od said, “Therefore shall a man leave his father and his mother . . .”

God | did not **[specifically]** instruct a young adult to leave his parents when he turned eighteen, when he became self employed, or when he decided it was time to go out and live on his own. **Actually**, He | established leaving for the purpose of marriage. When a family is strong before marriage, the stronger the marriage | can be that comes from it.

**Obviously**, leaving is not possible emotionally if there are unresolved conflicts **between** a son and his parents. For this reason, harmony must **[constantly]** surround the decisions of marriage, which include the person, time, and procedure. In none of these points **is** the son to reject his parents, but with **their** blessing he is to leave **their** authority for the purpose of cleaving to his wife. He is to leave to be one with his wife.

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

1. Highlight the conjunctive adverbs (CA’s).
2. With another color, highlight the punctuation surrounding the CA’s.
  1. **Thus**, the Greek word for *leave* means “to leave behind.”
  2. **Furthermore**, it denotes something being loosed from bands which held it down.
  3. **Therefore**, once parents give their approval for a marriage, it is not their option to control the decisions of their son.
  4. A wise son who is about to be married will listen to the counsel of his parents; **nonetheless**, his parents should not demand his obedience.
  5. **Alas**, he must give priority to the cautions of his wife-to-be.
  6. It is significant that God does not state that a woman should leave her parents and cleave to her husband; **in fact**, she needs to know that her husband has transferred his ties from his mother to her.

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

7. **Wherefore**, she must know that her counsel would take precedence over his mother's counsel.
8. **Moreover**, a situation in which two women have equal influence in a man's life produces conflict.
9. In Scripture, the marriage ceremony was carried out in a public setting in the presence of witnesses; **hence**, this gave public recognition to the fact that a new legal union now existed.
10. **Furthermore**, once a man receives direction and approval for marriage and leaves his father and mother, he is instructed by God to cleave to his wife.

**7C.** Make the nouns provided plural according to the rules you learned this week.

### BASIC LEVEL

- |                      |                      |                      |
|----------------------|----------------------|----------------------|
| 1. <u>observers</u>  | 6. <u>witnesses</u>  | 11. <u>realities</u> |
| 2. <u>churches</u>   | 7. <u>sopranos</u>   | 12. <u>studies</u>   |
| 3. <u>teeth</u>      | 8. <u>eternities</u> | 13. <u>hyenas</u>    |
| 4. <u>Christians</u> | 9. <u>messages</u>   | 14. <u>motives</u>   |
| 5. <u>gazelles</u>   | 10. <u>halves</u>    | 15. <u>deer</u>      |

### EXTENSIONS

- |                        |                         |
|------------------------|-------------------------|
| 16. <u>authorities</u> | 19. <u>themselves</u>   |
| 17. <u>radios</u>      | 20. <u>persecutions</u> |
| 18. <u>pianos</u>      |                         |

**10e.** Write the words provided in the correct columns:

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

- |                   |                    |              |
|-------------------|--------------------|--------------|
| 1. humble         | 9. most prayerful  | 17. oldest   |
| 2. repentant      | 10. prayerful      | 18. younger  |
| 3. humblest       | 11. poorer         | 19. young    |
| 4. most repentant | 12. more prayerful | 20. older    |
| 5. humbler        | 13. most cramped   | 21. angry    |
| 6. poor           | 14. more cramped   | 22. angrier  |
| 7. poorest        | 15. old            | 23. angriest |
| 8. more repentant | 16. youngest       | 24. cramped  |

#### Positive (describers only)

1. humble
2. repentant
3. poor
4. prayerful
5. cramped
6. old
7. young
8. angry

#### Comparative (two objects)

9. humbler
10. more repentant
11. poorer
12. more prayerful
13. more cramped
14. older
15. younger
16. angrier

#### Superlative (three or more)

17. humblest
18. most repentant
19. poorest
20. most prayerful
21. most cramped
22. oldest
23. youngest
24. angriest

# 26B Week 2 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words which express *God's intentions for marriage*

leave	covenant
cleave	vows
one flesh	joined

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The female goose was guarding the five eggs alone, but she quickly signaled her mate when she faced the murderous attacker. Consequently, a vicious struggle began, and the male flew immediately to her aid. As a result of their united defense, the female suffered severe bleeding and a broken wing, but they succeeded in driving the raccoon away.

### EXTENSION

Undaunted by its initial failure, the persistent raccoon repeated its attack the next night. Again, the geese valiantly defended their nest. This time, the female's remaining useful wing was broken.

### FURTHER EXTENSION

On the third night, their vigil was threatened by the same determined attacker as the raccoon again tried to make his way past the parent geese. In her display of loyalty, the female lost her life, but because of her sacrifice, she was able to preserve her nest. That morning, in the care of the remaining male, five downy goslings hatched and within hours, they were enjoying the protection of the water. —*Character Sketches*, Volume I

## 2. Spelling: Suffixes That Do Not Change the Spellings of Root Words (Examples: closed, playing)

### BASIC LEVEL

- |             |               |               |
|-------------|---------------|---------------|
| 1. signal   | 6. defended   | 11. remain    |
| 2. signaled | 7. threaten   | 12. remaining |
| 3. suffer   | 8. threatened | 13. enjoy     |
| 4. suffered | 9. attack     | 14. enjoying  |
| 5. defend   | 10. attacker  |               |

### EXTENSION FURTHER EXTENSION Optional Words

- |                 |                |            |
|-----------------|----------------|------------|
| 15. immediate   | 17. determine  | 21. cleave |
| 16. immediately | 18. determined |            |

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

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

(Conjunctive Adverbs, Homophones)

### Day Two

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

### Paragraph One of Body

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

3 Sentences

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

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

### Paragraph Two of Body

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

3 Sentences

### EXTENSIONS: Paragraph Three of Body

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

3 Sentences

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

## 5. Grammar: Ly Openers

### Day Three

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

## 7. Grammar: Noun Markers (Articles)

### Day Four

## 8. 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

## Extra Practice (Optional)

# 26B Week 2 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words which express *God's intentions for marriage*

leave	covenant
cleave	vows
one flesh	joined

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The female goose was guarding the five eggs alone, but she quickly signaled her mate when she faced the murderous attacker. Consequently, a vicious struggle began, and the male flew immediately to her aid. As a result of their united defense, the female suffered severe bleeding and a broken wing, but they succeeded in driving the raccoon away.

### EXTENSION

Undaunted by its initial failure, the persistent raccoon repeated its attack the next night. Again, the geese valiantly defended their nest. This time, the female's remaining useful wing was broken.

### FURTHER EXTENSION

On the third night, their vigil was threatened by the same determined attacker as the raccoon again tried to make his way past the parent geese. In her display of loyalty, the female lost her life, but because of her sacrifice, she was able to preserve her nest. That morning, in the care of the remaining male, five downy goslings hatched and within hours, they were enjoying the protection of the water.  
—*Character Sketches*, Volume I

## 2. Spelling: Suffixes That Do Not Change the Spellings of Root Words (Examples: closed, playing)

### BASIC LEVEL

- |             |               |               |
|-------------|---------------|---------------|
| 1. signal   | 6. defended   | 11. remain    |
| 2. signaled | 7. threaten   | 12. remaining |
| 3. suffer   | 8. threatened | 13. enjoy     |
| 4. suffered | 9. attack     | 14. enjoying  |
| 5. defend   | 10. attacker  |               |

### EXTENSION      FURTHER EXTENSION      Optional Words

- |                 |                |            |
|-----------------|----------------|------------|
| 15. immediate   | 17. determine  | 21. cleave |
| 16. immediately | 18. determined |            |

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

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

(Conjunctive Adverbs, Homophones)

### Day Two

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

### Paragraph One of Body

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

3 Sentences

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

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

### Paragraph Two of Body

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

3 Sentences

### EXTENSIONS: Paragraph Three of Body

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

3 Sentences

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

## 5. Grammar: *Ly* Openers

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

### Day Three

## 7. Grammar: Noun Markers (Articles)

## 8. 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

## Extra Practice (Optional)

# 26B Week 2 Answer Keys

- ❑ **1c.** On the lines provided, write the names of the babies for the animals listed. You may use a dictionary, encyclopedia, or animal facts book to find the names of the offspring.

- |                          |                          |
|--------------------------|--------------------------|
| 1. swan— <u>cygnet</u>   | 6. lion— <u>cub</u>      |
| 2. elephant— <u>calf</u> | 7. wolf— <u>pup</u>      |
| 3. horse— <u>foal</u>    | 8. kangaroo— <u>joey</u> |
| 4. duck— <u>duckling</u> | 9. bird— <u>chick</u>    |
| 5. deer— <u>fawn</u>     | 10. whale— <u>calf</u>   |

- ❑ **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 paragraphs, highlight the conjunctive adverbs, and punctuate them correctly if you have not already done so.
3. In all of the paragraphs, highlight at least four homophone errors, and write the correct homophones above them if you have not already done so.

The Greek word that Jesus used in describing the joining together of a couple in marriage means “to yoke together, to be in union with one another, and to unite in wedlock.” On the basis of this definition, there are many clear analogies and applications that can be drawn. Paul warns that a believer should only marry another believer. If a believer marries an unbeliever, he will be unequally yoked with an unbeliever.

In a yoke, one member must take the lead. Furthermore, the other member must quickly respond. Two forceful leaders will wear each other out and accomplish little. A yoked team must pull in the same direction. The longer they work together, the more they will anticipate each other's movements.

The reward of such teamwork is that the two together can accomplish what neither one could do alone. The yoke also provides constant fellowship. Likewise, the yoke allows for mutual encouragement.

- ❑ **5d.** In the sentences provided, add punctuation after the *ly* openers according to the rules learned this week.

1. Ironically, the truth that Desiderius Erasmus failed to teach on marriage and divorce influenced the Church in our day through the Reformation movement.
2. Surprisingly, Erasmus was the spiritual heir of John Huss.
3. Fortunately, Erasmus became a crusader against the abuses of the Roman Catholic Church of his day.







# 26B Week 3 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

Words which express *God's intentions for marriage*

leave	covenant
cleave	vows
one flesh	joined

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Many wedding ceremonies include traditions that are actually representative of the elements of a covenant. A wedding involves vows that are made between two people in the presence of God and the attending witnesses. Therefore, the ground they stand on is in a sense “holy ground.”

### EXTENSION

When Moses was in the presence of the Lord at the burning bush in Horeb, he was told to respect God's presence. God commanded him in Exodus 3:5, “Put off thy shoes from off thy feet, for the place whereon thou standest is holy ground.” Likewise, rolling a white runner down the aisle at a wedding is symbolic of this “holy ground.”

### FURTHER EXTENSION

A couple must never forget that they made their vows to each other, to their parents, to all their friends, and to the Holy and all-knowing God. He will pursue them with blessings if they love Him and each other with all their hearts. However, He will pursue them with curses if they violate their covenant.

—*Commands of Christ*, Series 5

## 2. Spelling: Number Words

### BASIC LEVEL

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

### EXTENSION

12. thirty-eight  
13. seventy-nine

### FURTHER EXTENSION

14. six thousand, four hundred eighty-five

### Optional Words

15. covenant

**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)

(*Ly Openers, Noun Markers*)

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
6–8 Sentences (EXTENSIONS: 8–10)

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
6–8 Sentences (EXTENSIONS: 8–10)

### EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
8–10 Sentences

### Day Three

## 5. Punctuation: Punctuating Quotations

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

### Day Four

## 7. Punctuation: Punctuating Quotations

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

## 9. Grammar: Dates, Numbers, and Places Within Text

### Day Five

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## Extra Practice (Optional)

# 26B Week 3 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words which express *God's intentions for marriage*

leave	covenant
cleave	vows
one flesh	joined

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Many wedding ceremonies include traditions that are actually representative of the elements of a covenant. A wedding involves vows that are made between two people in the presence of God and the attending witnesses. Therefore, the ground they stand on is in a sense “holy ground.”

### EXTENSION

When Moses was in the presence of the Lord at the burning bush in Horeb, he was told to respect God's presence. God commanded him in Exodus 3:5, “Put off thy shoes from off thy feet, for the place whereon thou standest is holy ground.” Likewise, rolling a white runner down the aisle at a wedding is symbolic of this “holy ground.”

### FURTHER EXTENSION

A couple must never forget that they made their vows to each other, to their parents, to all their friends, and to the Holy and all-knowing God. He will pursue them with blessings if they love Him and each other with all their hearts. However, He will pursue them with curses if they violate their covenant.

—*Commands of Christ*, Series 5

## 2. Spelling: Number Words

### BASIC LEVEL

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

### EXTENSION

12. thirty-eight  
13. seventy-nine

### FURTHER EXTENSION

14. six thousand, four hundred eighty-five

### Optional Words

15. covenant

**TI:** 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)

(*Ly* Openers, Noun Markers)

### Day Two

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
6–8 Sentences (EXTENSIONS: 8–10)

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
6–8 Sentences (EXTENSIONS: 8–10)

### EXTENSIONS: Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
8–10 Sentences

## 5. Punctuation: Punctuating Quotations

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

### Day Three

## 7. Punctuation: Punctuating Quotations

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

## 9. Grammar: Dates, Numbers, and Places Within Text

### Day Four

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## Extra Practice (Optional)

# 26B Week 3 Answer Keys

## ❑ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.  
**BASIC LEVEL:** Correct only the first paragraph.  
**EXTENSION:** Correct the first and second paragraphs.  
**FURTHER EXTENSION:** Correct all three paragraphs.
2. In the first paragraph, highlight all of the noun markers.
3. In the first and third paragraphs, highlight the adverb openers, and place commas following them if you have not already done so.

Genetically inherited traits in the world of plants and animals confirm the fact of a common Creator. Genetics also reveal the secrets of how God causes two people to become “one flesh” in marriage. As soon as you were born, family and friends looked for characteristics in you that reminded them of one of your parents. Immediately, they might have made comments about how your eyes were just like your mother’s or your nose was just like your father’s.

As you grew older, the genetically inherited traits you got from your parents became even more obvious. Your height, build, hair color, skin color, and hundreds of other characteristics were all influenced by your parents, grandparents, and their parents before them. Adam, the first man, also had the likeness of his Father. That likeness was an expression of all three members of the Trinity as Scripture indicated when It said, “Let us make man in our image . . .”

Amazingly, the secrets of genetic traits were understood by Jacob when he cared for the flocks of Laban. He was able to breed sheep, goats, and cattle to obtain just the right characteristics based on which ones became his and which ones became Laban’s. Jacob chose the spotted and speckled animals for himself, and he separated these from the flock.

## ❑ 5b. In the sentences provided, place a comma at the end of each speech tag.

1. Martin Luther said, “Erasmus knows well how to expose error, but he knows not how to teach the truth.”
2. Erasmus said, “The sum of all Christian philosophy is reduced to this: to place all our hope in God, Who, through grace, without our merits, gives us everything by Jesus Christ.”
3. The teacher said, “On the one hand, Erasmus was plagued by the fear of being branded a heretic by the Church; on the other hand, he possessed a burning desire to expose the superstition and error of the Church.”
4. Catherine of Aragon made an impassioned appeal to her husband King Henry VIII when she said, “If there be any offense that can be alleged against me, I consent to depart with infamy; if not, then I pray you do me justice.”

5. Paul stated, “For I verily, as absent in body, but present in spirit, have judged already, as though I were present, concerning him that hath so done this deed.”
6. Dr. Carl Laney, in his book *The Divorce Myth*, said, “. . . it was common in Roman and Greek society for a wife to divorce her husband, whereas Jewish law made no provision for this.”
7. He went on to say, “. . . marriage is lifelong and binding until death!”
8. Jesus said, “For this cause shall a man leave father and mother, and shall cleave to his wife; and they twain shall be one flesh.”

**□ 7d. Based on the rules learned in this lesson, punctuate the sentences provided:**

1. Father said, “In the mid-1800s, Gregor Mendel began studying the unique characteristics of pea plants.”
2. “Mr. Mendel found that his pea plants had either one or the other of various traits,” read Brother.
3. “These seven pairs of characteristics suggested to Mr. Mendel that pairs of contrasting factors controlled factors of each inherited trait,” continued Mother.
4. “He believed that each parent plant contributed only one factor for each of the seven characteristics,” said the teacher.
5. “When the factors from two plants came together, they determined the traits of each offspring,” said Mendel.
6. “To prove this hypothesis, Mr. Mendel raised thousands of pea plants in his garden and allowed them to ‘self-pollinate’ until he found pea plants that always produced the same characteristics,” said Father.
7. Mother continued, “Once Mr. Mendel found purebred plants for each of the fourteen characteristics, he began to cross-pollinate them to see what would happen.”
8. “Today, scientists call Mr. Mendel’s factors *genes*,” remarked the teacher.
9. “Genes also come in pairs,” commented Sister.
10. “Each parent contributes one gene to make a complete pair,” continued Father.
11. I said, “Mr. Mendel also discovered dominant and recessive factors, or genes.”

**□ 9d. In the sentences provided, highlight the dates, places, and numbers:**

1. In his study of **1,064** plants, Gregor Mendel found that **277** were short and **787** were tall.
2. When factors for **two** opposing traits were joined together, **one** was always hidden, and the other was always expressed.
3. Geneticists refer to a plant that contains **two** identical factors as homozygous.
4. It was only when **two** recessive factors were paired together that the recessive trait was expressed.
5. In verses **thirty-one** and **thirty-two** of Matthew chapter **five**, Jesus told the multitudes that God does not intend for marriage to be divided.
6. On **July 1, 1984**, **Illinois** became the **forty-ninth** state to adopt a “no-fault” divorce law.





# 26B Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

Words which express *God's intentions for marriage*

leave	covenant
cleave	vows
one flesh	joined

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Organ transplant surgeries attempt to substitute body parts such as kidneys, hearts, livers, or bone marrow from one person to another. When these substitutions fail, it is often because the body's immune system recognizes the transplant as "different." Once it recognizes an "intruder," the immune system mounts an "all out" attack against the stranger.

### EXTENSION

Doctors call this immune response *rejection*. Rejection results from differences between the donor organ and the host recipient. With the exception of identical twins, no two people have the same chromosomes.

### FURTHER EXTENSION

Because the severity of rejection is proportional to the difference between the chromosome of the donor and the host, some transplants have temporary success. Kidney transplants, for example, are considered a success if they last for five years. No, this does not mean that the host has "accepted" a strange kidney as its own; it only means that the rejection process is taking more than five years.

—*Wisdom Booklet 26*

## 2. Spelling: *Ey* and *y* Say Long *e* at the End of Words (Examples: monkey, bunny)

### BASIC LEVEL

- |           |            |            |
|-----------|------------|------------|
| 1. every  | 4. gladly  | 7. history |
| 2. enemy  | 5. reality | 8. early   |
| 3. simply | 6. poetry  |            |

### EXTENSION

9. quality
10. hungry
11. ability

### FURTHER EXTENSION

12. strategy
13. authority
14. eternity
15. adversary
16. Christianity

### Optional Words

17. one flesh
18. vows

**TT:** At the end of two-syllable or multi-syllable words, *y* and *ey* can both be used to say the long *e* sound. It is often confusing for students to know when to end a word in *y* (e.g., *bunny*) and when to end it in *ey* (e.g., *monkey*). When a word has the same consonant doubled in the middle, only a *y* is normally used (e.g., *bunny*, *silly*, *happy*).

### Day Two

3. **Editor Duty:** Correct Given Paragraph(s)  
(Number Words)

4. **Composition:** Edit and Revise

### Day Three

5. **Grammar:** Helping Verbs and Verb Phrases

### Day Four

6. **Grammar:** Interjections

### Day Five

7. **Spelling:** Spelling Test

8. **Dictation:** Dictation Quiz

9. **Composition:** Final Copy Original Informative Essay

**Extra Practice** (Optional)

# 26B Week 4 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words which express *God's intentions for marriage*

leave	covenant
cleave	vows
one flesh	joined

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Organ transplant surgeries attempt to substitute body parts such as kidneys, hearts, livers, or bone marrow from one person to another. When these substitutions fail, it is often because the body's immune system recognizes the transplant as "different." Once it recognizes an "intruder," the immune system mounts an "all out" attack against the stranger.

### EXTENSION

Doctors call this immune response *rejection*. Rejection results from differences between the donor organ and the host recipient. With the exception of identical twins, no two people have the same chromosomes.

### FURTHER EXTENSION

Because the severity of rejection is proportional to the difference between the chromosome of the donor and the host, some transplants have temporary success. Kidney transplants, for example, are considered a success if they last for five years. No, this does not mean that the host has "accepted" a strange kidney as its own; it only means that the rejection process is taking more than five years. —*Wisdom Booklet 26*

## 2. Spelling: Ey and y Say Long e at the End of Words (Examples: monkey, bunny)

### BASIC LEVEL

- |           |            |            |
|-----------|------------|------------|
| 1. every  | 4. gladly  | 7. history |
| 2. enemy  | 5. reality | 8. early   |
| 3. simply | 6. poetry  |            |

### EXTENSION

9. quality
10. hungry
11. ability

### FURTHER EXTENSION

12. strategy
13. authority
14. eternity
15. adversary
16. Christianity

### Optional Words

17. one flesh
18. vows

**TT:** At the end of two-syllable or multi-syllable words, *y* and *ey* can both be used to say the long *e* sound. It is often confusing for students to know when to end a word in *y* (e.g., *bunny*) and when to end it in *ey* (e.g., *monkey*). When a word has the same consonant doubled in the middle, only a *y* is normally used (e.g., *bunny*, *silly*, *happy*).

### Day Two

**3. Editor Duty:** Correct Given Paragraph(s)  
(Number Words)

**4. Composition:** Edit and Revise

### Day Three

**5. Grammar:** Helping Verbs and Verb Phrases

**6. Grammar:** Interjections

### Day Four

**7. Spelling:** Spelling Test

**8. Dictation:** Dictation Quiz

**9. Composition:** Final Copy Original Informative Essay

**Extra Practice (Optional)**



# 26B Week 4 Answer Keys

**1c.** For the questions provided, use a highlighter to underline the answers in the passage; then write the answers on the lines provided. (You may use words, phrases, and numerals to write your answers since this is how you would write your notes when preparing a report.)

1. What body parts do organ transplant surgeries attempt to substitute from one person to another? Kidneys, hearts, livers, or bone marrow
2. What often recognizes the transplant as different? The body's immune system
3. What do doctors call this immune response? Rejection
4. What causes this rejection? Differences between the donor organ and the host recipient
5. Who are the only people that have the same chromosomes? Identical twins
6. How long must a kidney transplant last in order to be considered a success? Five years
7. If a kidney transplant lasts more than five years, does this mean the host has “accepted” the strange kidney? No, it only means that the rejection process is taking more than five years.

**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 number words.

Christian marriages are more than contracts. Marriages are covenants s made before witnesses and in the presence of God. The parties to the marriage know the authority and rules of God in designing marriage. God also gives s many benefits to those who honor marriage.

When the state dissolves s a marriage between two Christians, it interferes s with the Constitution. The Constitution protects the rights of the one who does not want a divorce because of his faith. The church should give proper counsel to those with marriage difficulties rather than allowing the state to grant them a quick divorce.

The Ten Commandments make up the basis of a successful law system. The United States' law system is based on the Ten Commandments. Two of the ten commands given have to do with marriage. One of these says that we should not commit adultery. Another one says s that we should not covet our neighbor's wife.

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

1. Highlight the action verbs in one color.
2. Highlight the BHL verbs in a second color.
3. Highlight the infinitives in a third color.

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

Note: Remember, sentences can have multiple verbs.

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

1. The blueprints with the instructions for **forming** human beings **are** **located** in tiny, coded packets **called** genes.
2. Each gene **is** **attached** to other genes **to form** long chains **called** chromosomes.
3. Human beings **have** 23 pairs of chromosomes that **carry** an estimated 100,000 genes.
4. God **designed** Adam so that every cell in his body **contained** genes that **determined** his physical characteristics.
5. Genes **are** actually a chemical alphabet that **spells** out instructions for **making** noses, ears, hair, eyes, blood, enzymes, bones, muscles, and fingernails.
6. The genetic chemical alphabet **consists** of four simple molecules.
7. The types and quantities of materials that our chromosomes **specify** **determine** whether our hair **is** brown, whether our teeth **are** straight, or whether we **will be** boys or girls.
8. Every flesh **contains** a characteristic number of chromosomes.
9. These **are** **located** in the nucleus of every body cell.
10. The process by which a cell **duplicates** its complete set of chromosomes and **passes** it on to a new generation **is** **called** *mitosis*.
11. A mutation **is** a sudden separation or disruption in a gene or chromosome.
12. Organ transplants **are** **attempts** **to substitute** body parts such as kidneys, hearts, skin, livers, or bone marrow from one person to another.
13. When these substitutions **fail**, it **is** **because** the body's immune system **recognizes** the transplants as "different."
14. Once it **recognizes** an "intruder," the immune system **mounts** an "all out" attack against the stranger.
15. Doctors **call** this *immune response rejection*.
16. Rejection **results** from differences between the donor organ and the host recipient.
17. With the exception of identical twins, no two people **are** alike.
18. Every person **carries** antigens that **mark** a person as a unique individual.
19. These antigens **are** **determined** by the chromosomes that **are** **found** in every cell of our bodies.
20. Identical twins **have** exactly the same chromosomes.

# 27B Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words describing types of promises

minced oaths	careless promises
presumptuous plans	calculated misinformation
defrauding suggestions	hasty vows

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

There is no agreeable way to do what God clearly forbids in His Law. The third commandment explicitly states that we should not take God's name in vain—period. This command is reiterated throughout the Scriptures. However, many people take God's name in vain without thinking they are. They use words that are called minced oaths. Minced oaths are words or expressions that are used thoughtlessly in conversations. Usually, people who use these words or expressions are unaware of what they really mean.

### EXTENSION

Some minced oaths refer to God. Sometimes these words are used in connection with other slang words. To say these words is to call down God's judgment on a person, thing, or situation.

### FURTHER EXTENSION

Other minced oaths are shortened forms of the name of Jesus. There are many forms of these words. The name of Jesus has been given a place of honor above every other name. One day every knee shall bow to His name, and every tongue shall confess that Jesus Christ is Lord. We should never use our Lord's name, or any form of it, in any way that is not glorifying to Him.

—*Wisdom Booklet 27*

## 2. Spelling: Confusing Endings (Examples: rampant, different, chance, difference)

### BASIC LEVEL

- |               |             |             |
|---------------|-------------|-------------|
| 1. government | 4. accent   | 7. repent   |
| 2. comment    | 5. document | 8. commence |
| 3. president  | 6. variance | 9. blatant  |

### EXTENSION

10. repentance  
11. commentary

### FURTHER EXTENSION Optional

12. presidential  
13. dependency  
14. minced  
15. oath  
16. presume

**TT:** Knowing when to use *ant* or *ent* and *ance* or *ence* is confusing. Students must memorize these words.

### Day Two

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

(Verb Phrases)

## 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. Structural Analysis: Prefix *re*

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

## 7. Grammar: Action Verbs

### Day Four

## 8. EXTENSIONS:

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

## 9. Grammar: Adverbs

## 10. Composition: Edit and Revise

### Day Five

## 11. Spelling: Spelling Test

## 12. Dictation: Dictation Quiz

## 13. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 27B Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words describing types of promises

minced oaths	careless promises
presumptuous plans	calculated misinformation
defrauding suggestions	hasty vows

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

There is no agreeable way to do what God clearly forbids in His Law. The third commandment explicitly states that we should not take God's name in vain—period. This command is reiterated throughout the Scriptures. However, many people take God's name in vain without thinking they are. They use words that are called minced oaths. Minced oaths are words or expressions that are used thoughtlessly in conversations. Usually, people who use these words or expressions are unaware of what they really mean.

#### EXTENSION

Some minced oaths refer to God. Sometimes these words are used in connection with other slang words. To say these words is to call down God's judgment on a person, thing, or situation.

#### FURTHER EXTENSION

Other minced oaths are shortened forms of the name of Jesus. There are many forms of these words. The name of Jesus has been given a place of honor above every other name. One day every knee shall bow to His name, and every tongue shall confess that Jesus Christ is Lord. We should never use our Lord's name, or any form of it, in any way that is not glorifying to Him.

—*Wisdom Booklet 27*

### 2. Spelling: Confusing Endings (Examples: rampant, different, chance, difference)

#### BASIC LEVEL

- |               |             |             |
|---------------|-------------|-------------|
| 1. government | 4. accent   | 7. repent   |
| 2. comment    | 5. document | 8. commence |
| 3. president  | 6. variance | 9. blatant  |

#### EXTENSION

10. repentance  
11. commentary

#### FURTHER EXTENSION

12. presidential  
13. dependency
- #### Optional
14. minced  
15. oath  
16. presume

**TT:** Knowing when to use *ant* or *ent* and *ance* or *ence* is confusing. Students must memorize these words.

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

(Verb Phrases)

### 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. Structural Analysis: Prefix *re*

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

### Day Three

#### 7. Grammar: Action Verbs

#### 8. EXTENSIONS:

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

#### 9. Grammar: Adverbs

#### 10. Composition: Edit and Revise

### Day Four

#### 11. Spelling: Spelling Test

#### 12. Dictation: Dictation Quiz

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

#### Extra Practice (Optional)

# 27B Week 1 Answer Keys

## 3. Complete the following steps:

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

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

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

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

2. In the first paragraph, highlight the verb phrases.

People **will judge our** character on the basis of how trustworthy we **are** in the promises we **make**. If others **cannot count** on our word in agreements, they **will have** little **respect** for anything else we **want to say** to them. We **need to keep** our word in all areas.

**We** usually make promises to ourselves in the areas in which we need **more** personal discipline. We often make long lists of resolutions to accomplish self-improvement. However, many times we fail to **achieve** the success we desire in fulfilling these because we do not plan simple steps to help us reach our goals. Rather than making big promises to ourselves of how we will improve, we should make small goals that we can keep. For example, we should establish a short exercise program of fifteen minutes each morning rather than saying we are going to do two hours of speed walking every day. Once we have established the small goals, we can move on to larger goals.

Another area in which we make careless promises is the area of **Christian** friends. Careless promises made to other believers often **include** indications that we are willing to meet needs in **their** lives. **However**, instead of actually spending the time to do so, we tell them that if they need something, they should contact us. We should be specific in our commitments and make **our** promises good.

## 9f. In the sentences provided, complete the following steps:

1. Highlight the adverbs.

2. Above each highlighted adverb, write a more descriptive adverb in its place.

Note: Adverbs are easier to find if you find the verbs first. You might want to go through and mark all of the verbs in the sentence before highlighting the adverbs.

Note: Some sentences may have more than one adverb; highlight and replace all of the adverbs you find.

1. We should **carefully** guard our words.

2. We should **fully** understand the concept of honesty.

3. God **expressly** warns that the tongue is an unruly evil, which no one can tame.

4. He **further** describes the tongue as a fire that defiles the whole body.

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

5. Even though no man can **fully** tame the tongue, God is able to do so.
6. The reward of **submissively** allowing God to control our tongues is the ability to bring every other member of our beings under His control.
7. God's control is **desperately** needed for all of our communication.
8. Many people **actually** consider euphemisms (mild words for something negative) to be the same as minced oaths.
9. Euphemisms do **not actually** involve swearing or using God's name in a negative way.
10. Euphemisms **surprisingly** include sayings such as "he has fallen in battle" or "she passed **away**."
11. To **thoughtlessly** say "by jove" is to swear by a foreign god's name.
12. We should **never** swear by heaven, by earth, or by anything else.
13. Presumptuous plans are those that are **rashly** made with confidence.
14. They **actually** involve venturing **out** without God's prior approval or direction.
15. One who makes presumptuous plans is **unduly** confident, arrogant, and **ultimately** irreverent since he communicates a willful spirit, implying that he is in charge of all circumstances.
16. The warning God **generously** gives us in the book of James about presumptuous plans **also** contains practical steps to avoid making them.
17. It says that we should **actually** make plans.
18. But first we should **carefully** gather counsel.
19. We **also** need to remember that though we devise our own way, the Lord **clearly** directs our steps.
20. Planning must be **fully** based on the initial vision or direction the Lord has given to us along with the recognition that there will **probably** be a death to that vision and then His supernatural fulfillment.

# 27B Week 2 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words describing types of promises

minced oaths	careless promises
presumptuous plans	calculated misinformation
defrauding suggestions	hasty vows

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The loon began the difficult journey southward. However, as he gained altitude, he spotted the small lake where he had feasted the day before. Confidently, he swooped down on the well-stocked pond, ignoring the rim of ice that had reduced the pond's dimensions. After a short while, he ran down the lake for his takeoff. To his dismay, he discovered that the lake was now smaller than the day before. Ice jutted from the shore in every direction.

### EXTENSION

He tried again and again to take off without success. The fish that he had just eaten lay heavily in his stomach. He decided to wait until evening; perhaps the stronger wind would give him the needed lift to clear the lake. Though the wind was blowing strongly, the large bird was unable to take off from the rapidly shrinking lake. He was helplessly trapped.

### FURTHER EXTENSION

Soon the lake froze over, forcing him to go ashore. Ironically, the loon's great ability to dive, swim, and catch fish had produced a lack of cautiousness. That lack of cautiousness exposed him to the frozen, snow-swept wilderness, where he would soon die.

—*Character Sketches*, Volume III

## 2. Spelling: Silent *gh* (Examples: through, neighbor, blight)

### BASIC LEVEL

- |             |               |            |
|-------------|---------------|------------|
| 1. neighbor | 5. thoughtful | 8. ought   |
| 2. through  | 6. taught     | 9. sought  |
| 3. thought  | 7. haughty    | 10. blight |
| 4. thorough |               |            |

### EXTENSION

- haughtily
- furlough
- drought

### FURTHER EXTENSION

- |                  |                |
|------------------|----------------|
| 14. thoroughfare | 16. plans      |
| 15. neighborhood | 17. defraud    |
|                  | 18. suggestion |

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

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

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

### Day Two

## 3. Editor Duty: Correct Given Paragraph(s) (Action Verbs, Adverbs)

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

### Paragraph One of Body

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

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
5 Sentences  
(You may divide sentence three into two sentences at the semicolon.)

### Paragraph Three of Body

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

### Day Three

## 5. Grammar: Subordinators

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

## 7. Sentence Structure: Subordinate Clause Openers

### Day Four

## 8. EXTENSIONS:

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

## 9. Sentence Structure: Introductory Material

## 10. Composition: Edit and Revise

### Day Five

## 11. Spelling: Spelling Test

## 12. Dictation: Dictation Quiz

## 13. Composition: Final Copy Informative Essay

## Extra Practice (Optional)



# 27B Week 2 Teacher's Helps For a Four-Day Week

## Day One

### Vocabulary Box

#### Words describing *types of promises*

minced oaths	careless promises
presumptuous plans	calculated misinformation
defrauding suggestions	hasty vows

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The loon began the difficult journey southward. However, as he gained altitude, he spotted the small lake where he had feasted the day before. Confidently, he swooped down on the well-stocked pond, ignoring the rim of ice that had reduced the pond's dimensions. After a short while, he ran down the lake for his takeoff. To his dismay, he discovered that the lake was now smaller than the day before. Ice jutted from the shore in every direction.

### EXTENSION

He tried again and again to take off without success. The fish that he had just eaten lay heavily in his stomach. He decided to wait until evening; perhaps the stronger wind would give him the needed lift to clear the lake. Though the wind was blowing strongly, the large bird was unable to take off from the rapidly shrinking lake. He was helplessly trapped.

### FURTHER EXTENSION

Soon the lake froze over, forcing him to go ashore. Ironically, the loon's great ability to dive, swim, and catch fish had produced a lack of cautiousness. That lack of cautiousness exposed him to the frozen, snow-swept wilderness, where he would soon die.

—*Character Sketches*, Volume III

## 2. Spelling: Silent *gh*

(Examples: through, neighbor, blight)

### BASIC LEVEL

- |             |               |            |
|-------------|---------------|------------|
| 1. neighbor | 5. thoughtful | 8. ought   |
| 2. through  | 6. taught     | 9. sought  |
| 3. thought  | 7. haughty    | 10. blight |
| 4. thorough |               |            |

### EXTENSION

- haughtily
- furlough
- drought

### FURTHER EXTENSION

- |                  |                |
|------------------|----------------|
| 14. thoroughfare | 16. plans      |
| 15. neighborhood | 17. defraud    |
|                  | 18. suggestion |

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

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

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

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

(Action Verbs, Adverbs)

## Day Two

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

### Paragraph One of Body

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

6 Sentences

### Paragraph Two of Body

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

5 Sentences

(You may divide sentence three into two sentences at the semicolon.)

### Paragraph Three of Body

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

3 Sentences

## 5. Grammar: Subordinators

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

## Day Three

## 7. Sentence Structure:

Subordinate Clause Openers

## 8. EXTENSIONS:

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

## 9. Sentence Structure: Introductory Material

## 10. Composition: Edit and Revise

## Day Four

## 11. Spelling: Spelling Test

## 12. Dictation: Dictation Quiz

## 13. Composition: Final Copy Informative Essay

## Extra Practice (Optional)



# 27B 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 second paragraph, highlight all of the action verbs.
3. In one of the paragraphs, insert two descriptive adverbs. (**Answers will vary.**)

God **has** been known to blind the eyes of pursuers throughout the ages. In Scripture, **L**ot and his family **were** saved when **G**od blinded the eyes of those who demanded that the angels be released. In another instance, **G**od blinded the eyes of the Syrian soldiers when they came to arrest **E**lisha.

God has also **blinded** the eyes of those **pursuing** His people since **B**ible times. One instance of this **happened** in **W**orld **W**ar II. The ten Boom family **hid** in **their** home many **J**ewish refugees who **were fleeing** **N**azi brutality and extermination.

One time soldiers came to the door of the ten Boom family. **T**he two brothers who were old enough to serve in the **N**azi military quickly hid under the table beneath a trap door. The soldiers **asked** the family where they were, and the soldiers were told that they were under the table. When the soldiers looked beneath the table, they did not even see the trap door!

## 5f. In the sentences provided, highlight all of the subordinators (not just those at the beginning of the sentences).

1. **Though** communication is the exchange of information and ideas, there is much more to it than a simple exchange.
2. **When** one communicates, he sometimes needs to be concise by being brief and to the point.
3. **When** someone speaks concisely, he does not use extra details or elaborate explanations.
4. **Because** communication sometimes needs to be technical, we should also learn to be precise.
5. **When** we are trying to be precise, we will use vocabulary **that** accurately names or describes what is being communicated.
6. **When** giving directions, you need to be both concise and precise.
7. **When** you tell someone **how** to get somewhere, you need to be concise so as not to confuse him with extra information.
8. **Because** directions can be hard to follow **if** they are too vague, you also need to be precise.

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

9. **When** we communicate with others in person, we use both words and gestures to convey information.
10. **When** we communicate over the phone, we use only our words and tone of voice.
11. **When** we communicate with others in print, we may use both printed words and pictures.
12. **When** Jesus talked to His listeners in Matthew 5:37, He told them not to add oaths to their words.
13. **If** your communication is consistently truthful, useful, and accurate; it is believable.
14. **Because** communication **that** is not consistently truthful, useful, and accurate is not believable, using it will cause you to gain a negative reputation.
15. There are many times in our lives **when** we have problems **that** require math for resolution.
16. **What** we must do is “translate” these words into a math sentence with math symbols, so we can solve it.
17. **Sometimes** more information is given **than** what we need to solve the problem; the information is not concise.
18. **When** this happens, we must sort through all the information and eliminate what is not necessary.
19. **When** information is conflicting or not reliable, it is not precise.
20. **When** you do not have enough information, you cannot solve a problem.

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

1. Underline the subordinator at the beginning of each sentence.
  2. Highlight the subordinate clause openers.
  3. With another color, highlight the comma following each of the clauses.
1. **When you begin to do a math problem** , ask yourself if there is enough information to solve it.
  2. **If you do not look at the information carefully** , you will not know what the question is.
  3. **When a question is not concise** , you must look at it carefully to get rid of the information (mentally) that you do not need to solve the problem.
  4. **When you have determined what the question is** , you must decide what information you need to answer it.
  5. **When a question has the right information but is still confusing** , you may need to reword the question for yourself.
  6. **When a problem is not precise** , it does not contain all the information you need to solve it.
  7. **When a problem is not concise** , it may contain all the information, but it may also contain extra information.
  8. **Since word problems are in words not symbols** , you will need to translate the words in the problem into an actual math problem with symbols.

9. **If a math problem uses words that you are unfamiliar with** , it will not matter whether it is precise or concise.
10. **When it comes to solving word problems** , you need to be well-read and experienced in the skills needed to solve the problem.
11. **Once you have determined what the question is** , solving the problem will be easier.
12. **When you are doing measurement problems** , you need to know the definitions of measurement words, such as *perimeter*, *area*, *circumference*.
13. **When you do these difficult problems** , you will need to know addition, subtraction, multiplication, and division.
14. **Since math is taught sequentially** , you will eventually know all of those basic functions if you study hard.
15. **When we answer others' questions** , our “yes” should be “yes” and our “no” should be “no.”

□ **9d.** In the sentences provided, highlight the nonessential information at the beginning of each sentence. Be sure to highlight any opener set off with a comma that you have learned in this lesson or a previous lesson.

1. **Actually** , every transaction and relationship in a nation is dependent upon truthfulness.
2. **Moreover** , all business agreements are based upon a common regard for truth.
3. **As a matter of fact** , every marriage relationship is only as stable as each partner’s commitment to his or her marital vows.
4. **When there is no commitment to truthfulness** , civil, religious, and legal anarchy will abound.
5. **Actually** , every man will do that which is right in his own eyes.
6. **Looking out for only himself**, every man will do that which is right in his own eyes.
7. **Henceforth** , citizens will have no loyalty to their country, will have no regard for the law, and will take no responsibility for their business transactions.
8. **Furthermore**, the foundation of all legal procedure is commitment to truth.
9. **Yes** , truthfulness requires accountability to a moral and holy God.
10. **If it were not for the fact that God has written His laws in the heart of every person** , truth to one person could be deception to another person.
11. **In his farewell address** , George Washington warned that to undercut the faith in God behind the oath of office would undercut the entire security of our society.
12. **Well** , there are two related legal definitions of not telling the truth while under oath.
13. **First** , there is false swearing.
14. **Secondly** , there is non-sworn falsification in official matters.
15. **Actually** , false swearing is what would be perjury except that it does not occur in a judicial proceeding but in some other proceeding in which an oath is required by law.
16. **However** , most states combine perjury and false swearing under the name “perjury.”



# 27B Week 3 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words describing types of promises

minced oaths	careless promises
presumptuous plans	calculated misinformation
defrauding suggestions	hasty vows

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

King David thought that bringing the Ark of God to his capital city of Jerusalem would be a good idea. First, he organized a huge procession and began the venture. However, he failed to exercise the cautiousness of checking Scripture. The Ark was sacred, and God had given special instructions on how it should be moved. The Philistines who captured the Ark put it on an ox-drawn cart to return it to Israel. David followed their example; however, his idea ended in death.

### EXTENSION

When the cart was driven on uneven ground, it tipped and the carriers struggled. Suddenly, the Ark began to slide off. A priest reached out to steady it, and he instantly died because according to God's instructions nobody was to touch the Ark.

### FURTHER EXTENSION

Later, David exercised cautiousness by following God's regulations for carrying the Ark. Two poles were put through the rings on opposite sides of the Ark, and it was carried on the shoulders of four priests. Finally, the Ark was safely delivered to Jerusalem, and all the people rejoiced. —*The Power for True Success*

## 2. Spelling: Le Grabs the Consonant Before It (Examples: Bi/ble, ta/ble)

### BASIC LEVEL

- |              |              |                |
|--------------|--------------|----------------|
| 1. ca/pa/ble | 5. lit/tle   | 8. peo/ple     |
| 2. bat/tle   | 6. hum/ble   | 9. strug/gle   |
| 3. crum/ble  | 7. ex/am/ple | 10. pos/si/ble |
| 4. tem/ple   |              |                |

### EXTENSION

11. por/ta/ble
12. cred/i/ble
13. mul/ti/ple
14. mir/a/ble
15. dis/ci/ple

### FURTHER EXTENSION

16. be/lit/tle
17. sen/si/ble
18. sub/tle

### Optional

19. careless
20. calculated
21. promise

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

### Day Two

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

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

### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
4–6 Sentences (FURTHER EXTENSION: 6–8)

### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
4–6 Sentences (FURTHER EXTENSION: 6–8)

### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
4–6 Sentences (FURTHER EXTENSION: 6–8)

### EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_  
4–6 Sentences (FURTHER EXTENSION: 6–8)

### Day Three

## 5. Grammar: Hyphenated Words

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

### Day Four

## 7. Grammar: Understood Subject

## 8. Grammar/Sentence Structure: Sequencing and Enumerating

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

### Day Five

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## Extra Practice (Optional)

# 27B Week 3 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words describing types of promises

minced oaths	careless promises
presumptuous plans	calculated misinformation
defrauding suggestions	hasty vows

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

King David thought that bringing the Ark of God to his capital city of Jerusalem would be a good idea. First, he organized a huge procession and began the venture. However, he failed to exercise the cautiousness of checking Scripture. The Ark was sacred, and God had given special instructions on how it should be moved. The Philistines who captured the Ark put it on an ox-drawn cart to return it to Israel. David followed their example; however, his idea ended in death.

#### EXTENSION

When the cart was driven on uneven ground, it tipped and the carriers struggled. Suddenly, the Ark began to slide off. A priest reached out to steady it, and he instantly died because according to God's instructions nobody was to touch the Ark.

#### FURTHER EXTENSION

Later, David exercised cautiousness by following God's regulations for carrying the Ark. Two poles were put through the rings on opposite sides of the Ark, and it was carried on the shoulders of four priests. Finally, the Ark was safely delivered to Jerusalem, and all the people rejoiced. —*The Power for True Success*

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

#### BASIC LEVEL

- |              |              |                |
|--------------|--------------|----------------|
| 1. ca/pa/ble | 5. lit/tle   | 8. peo/ple     |
| 2. bat/tle   | 6. hum/ble   | 9. strug/gle   |
| 3. crum/ble  | 7. ex/am/ple | 10. pos/si/ble |
| 4. tem/ple   |              |                |

#### EXTENSION

- |                |                |                |
|----------------|----------------|----------------|
| 11. por/ta/ble | 16. be/lit/tle | 19. careless   |
| 12. cred/i/ble | 17. sen/si/ble | 20. calculated |
| 13. mul/ti/ple | 18. sub/tle    | 21. promise    |
| 14. mir/a/ble  |                |                |
| 15. dis/ci/ple |                |                |

#### FURTHER EXTENSION

#### Optional

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

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

### Day Two

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

##### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
4–6 Sentences (FURTHER EXTENSION: 6–8)

##### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
4–6 Sentences (FURTHER EXTENSION: 6–8)

##### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
4–6 Sentences (FURTHER EXTENSION: 6–8)

##### EXTENSIONS: Paragraph Four of Body

Topic of Paragraph 4 \_\_\_\_\_  
4–6 Sentences (FURTHER EXTENSION: 6–8)

#### 5. Grammar: Hyphenated Words

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

### Day Three

#### 7. Grammar: Understood Subject

#### 8. Grammar/Sentence Structure: Sequencing and Enumerating

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

### Day Four

#### 10. Spelling: Spelling Test

#### 11. Dictation: Dictation Quiz

#### Extra Practice (Optional)

# 27B Week 3 Answer Keys

## 2b. Complete the following steps:

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

### BASIC LEVEL

- |              |                |
|--------------|----------------|
| 1. ca/pa/ble | 6. hum/ble     |
| 2. bat/tle   | 7. ex/am/ple   |
| 3. crum/ble  | 8. peo/ple     |
| 4. tem/ple   | 9. strug/gle   |
| 5. lit/tle   | 10. pos/si/ble |

### EXTENSION

11. por/ta/ble
12. cred/i/ble
13. mul/ti/ple
14. mir/a/cle
15. dis/ci/ple

### FURTHER EXTENSION

16. be/lit/tle
17. sen/si/ble
18. sub/tle

## 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 subordinators.

**Just as** perjury in our legal system **carries penalties** with it, bearing false witness in **Biblical** law had serious **penalties** attached to it. The penalties for **bearing** false witness under **Biblical** law could range from fines to death, depending upon the nature of the false testimony. **Obviously**, perjury is a serious offense in **Scripture**.

Jezebel was guilty of subornation of perjury, **which** is influencing someone else to perjure himself. **First**, her perjury caused **Naboth's** death. **Secondly**, her perjury caused her to be **thrown** from the window to her death. Her blood spattered against the wall, and the dogs **ate** her flesh in fulfillment of **Scripture**.

God describes the destructiveness of perjury in the book of **Proverbs**. Proverbs 25:18 says, "A man **that** beareth false witness against his neighbour is a maul, and a sword, and a sharp arrow." God requires **two** witnesses to convict a perjurer.





# 27B Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words describing types of promises

minced oaths	careless promises
presumptuous plans	calculated misinformation
defrauding suggestions	hasty vows

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

One science magazine's cover story recently spotlighted "The Twenty Greatest Unanswered Questions of Science." Questions were raised like, *How does a single cell become a human? What happened to the dinosaurs? Where did life begin?*

### EXTENSION

Of course, with the limitation of being a secular source, the answers to these intriguing questions remained veiled in mystery and inaccuracy. The secular man embraces a worldview that is completely naturalistic. It leaves many major mysteries that create a lot of confusion. But there is more insight that we are not hearing from ordinary sources of information; they are found in God's created world.

### FURTHER EXTENSION

A man named Job lived four thousand years ago and said that we can learn from the beasts, the birds, the earth, and the fish (Job 12:7-8). Think about that! A man living that many years ago, without any current "scientific education," had tremendous insight as to how we can learn about creation—even without any scientific method!  
—*Unlocking the Mysteries of Creation*

## 2. Spelling: Spellings for the *shun* Sound at the End of Words (Examples: salvation, question)

### BASIC LEVEL

- |            |              |              |
|------------|--------------|--------------|
| 1. emotion | 5. infection | 8. relation  |
| 2. motion  | 6. fraction  | 9. condition |
| 3. ration  | 7. function  | 10. section  |
| 4. action  |              |              |

### EXTENSION

- |                |                   |                    |
|----------------|-------------------|--------------------|
| 11. protection | 14. motivation    | 17. misinformation |
| 12. deception  | 15. communication | 18. hasty          |
| 13. distortion | 16. supplication  | 19. vows           |

### FURTHER EXTENSION Optional

**TI:** The sound *shun* can be spelled various ways. Students will need to memorize the words that include this sound.

### Day Two

**3. Editor Duty:** Correct Given Paragraph(s)  
(Hyphenated Words, Spelling Errors)

### 4. FURTHER EXTENSION:

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

### Day Three

**5. Grammar:** Be, a Helper, Link Verbs

**6. Grammar:** Helping Verbs and Verb Phrases

### Day Four

**7. Composition:** Edit and Revise

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

### Day Five

**9. Spelling:** Spelling Test

**10. Dictation:** Dictation Quiz

**11. Composition:**

Final Copy Original Instructional Essay

**Extra Practice (Optional)**

# 27B Week 4 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words describing types of promises

minced oaths	careless promises
presumptuous plans	calculated misinformation
defrauding suggestions	hasty vows

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

One science magazine's cover story recently spotlighted "The Twenty Greatest Unanswered Questions of Science." Questions were raised like, *How does a single cell become a human? What happened to the dinosaurs? Where did life begin?*

### EXTENSION

Of course, with the limitation of being a secular source, the answers to these intriguing questions remained veiled in mystery and inaccuracy. The secular man embraces a worldview that is completely naturalistic. It leaves many major mysteries that create a lot of confusion. But there is more insight that we are not hearing from ordinary sources of information; they are found in God's created world.

### FURTHER EXTENSION

A man named Job lived four thousand years ago and said that we can learn from the beasts, the birds, the earth, and the fish (Job 12:7–8). Think about that! A man living that many years ago, without any current "scientific education," had tremendous insight as to how we can learn about creation—even without any scientific method!  
—*Unlocking the Mysteries of Creation*

## 2. Spelling: Spellings for the *shun* Sound at the End of Words (Examples: salvation, question)

### BASIC LEVEL

- |            |              |              |
|------------|--------------|--------------|
| 1. emotion | 5. infection | 8. relation  |
| 2. motion  | 6. fraction  | 9. condition |
| 3. ration  | 7. function  | 10. section  |
| 4. action  |              |              |

### EXTENSION

- |                |                   |                    |
|----------------|-------------------|--------------------|
| 11. protection | 14. motivation    | 17. misinformation |
| 12. deception  | 15. communication | 18. hasty          |
| 13. distortion | 16. supplication  | 19. vows           |

### FURTHER EXTENSION

### Optional

**TT:** The sound *shun* can be spelled various ways. Students will need to memorize the words that include this sound.

### Day Two

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

(Hyphenated Words, Spelling Errors)

## 4. FURTHER EXTENSION:

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

## 5. Grammar: Be, a Helper, Link Verbs

### Day Three

## 6. Grammar: Helping Verbs and Verb Phrases

## 7. Composition: Edit and Revise

## 8. Grammar: Negative Words/Double Negatives

### Day Four

## 9. Spelling: Spelling Test

## 10. Dictation: Dictation Quiz

## 11. Composition:

Final Copy Original Instructional Essay

## Extra Practice (Optional)

# 27B 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 third paragraph, highlight the hyphenated two-word adjective.
3. **EXTENSIONS:** In the first paragraph, highlight the misspelled words, and write their correct spellings above them if you have not already done so.

As believers, **our bodies** are temples of the **Holy Spirit**. God will hold us personally responsible for what we do to them or allow to be done to them. **We** cannot **relinques** the responsibility for medical decisions to the doctor or to anyone else. God commands **us** to pray for wisdom, seek **counsil**, and make decisions based on the peace **God** gives us.  
**(bodies, relinquish, counsel)**

By assuming primary responsibility for medical decisions, you will **have** a new motivation to become properly informed. You will also have a new attitude toward the doctor. He is now **an** advisor, not the one in control.

If a medical condition constitutes a **life-threatening** emergency, action must obviously be taken at once. In every other case, we have a responsibility to check out and confirm the diagnosis and treatment before following it. You should ask your doctor for any literature you can read related to your condition and check out library books on the subject. It is also good to get a second opinion from a doctor with a different philosophy of medicine—one who will not just automatically say what the first doctor said. That way you are getting **two** different opinions.

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

**BASIC LEVEL:** Highlight all of the verbs.

**EXTENSIONS:** Highlight all of the verbs, and write above each verb which type of verb it is.

1. ACT for action verbs
2. INF for infinitives
3. BHL for Be, a Helper, Link verbs

1. Isaac Newton's famous experiment of **ACT** **passing** light through a prism **ACT** **revealed** the basic colors of the spectrum in natural light.

2. Mr. Newton then **ACT** **constructed** a reflecting telescope for his further study of the light spectrum.

3. A simple spectroscope **consists** of a light-tight box with a narrow entrance slit; a prism or grating; and a detector such as photographic plates, photo detectors, or the human eye.
4. Today scientists **use** advanced spectroscopes for many purposes.
5. Spectroscopes **identify** the elements of metal alloys, **reveal** the presence of even the slightest impurity, and **measure** the composition of distant stars.
6. The study of spectroscopy **can be traced** back to the early 1900s when a major revolution **was brewing** in the realm of atomic physics.
7. The revolution **was led** by a young Dane **named** Niels Bohr.
8. His theories of the atom **introduced** a new idea that **had** never **been considered** before.
9. His **was** the only theory **to explain** puzzling information that scientists **had collected** in the middle and late 1800s.
10. Bohr's predecessors **had discovered** that elements **glowed** with characteristic colors of light when they **were heated**.
11. Men such as Gustav Kirchhoff, Robert Bunsen, and William Crookes **studied** these colors through an instrument they **called** a spectroscope.
12. Much to their surprise, they **found** that a spectroscope **broke** an element's colored light into distinctive colored lines. (*Colored is used as an adjective here.*)
13. Apparently, every element **had** its own unique set of these lines, **called** spectral lines, but no one **knew** why.
14. Light on a substance **produces** spectral lines that clearly and accurately **reveal** its identity.
15. Niels Bohr **won** the 1922 Nobel Prize in physics for his revolutionary work in **explaining** why each element **has** its own characteristic spectral lines.

- ❑ **6C.** In the sentences provided, highlight the action verbs in one color and any helpers that go with them in another color. (You may highlight all BHL verbs with your second color.)

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

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

1. We **should** cautiously **guard** our words.
2. We **should** fully **understand** the concept of honesty.
3. God expressly **warns** that the tongue **is** an unruly evil which no one **can** **tame**.
4. He further **describes** the tongue as a fire that **defiles** the whole body.
5. Even though no man **can** fully **tame** the tongue, God **is** able **to do** so.
6. The reward of submissively **allowing** God **to control** our tongues **is** the ability **to bring** every other member of our beings under His control.
7. God's control **is** desperately **needed** in all our communication.
8. Many people actually **consider** euphemisms (mild words for something negative) **to be** the same as minced oaths.
9. Euphemisms **do** not actually **involve** **swearing** or **using** God's name in a negative way.
10. Euphemisms surprisingly **include** sayings such as "he **has** **fallen** in battle" or "she **passed** away."
11. **To say** thoughtlessly "by jove" **is** **to swear** by a foreign god's name.
12. We **should** never **swear** by heaven, by earth, or by anything else.
13. Presumptuous plans **are** those that **are** rashly **made** with confidence.
14. They actually **involve** **venturing** out without God's prior approval or direction.
15. One who **makes** presumptuous plans **is** unduly confident, arrogant, and ultimately irreverent since he **communicates** a willful spirit **implying** that he **is** in charge of all circumstances.
16. The warning God generously **gives** us in the book of James about presumptuous plans also **contains** practical steps **to avoid** **making** them.
17. It **says** that we **should** actually **make** plans.
18. We **should** carefully **gather** counsel.
19. We also **need to remember** that though we **devise** our own way, the Lord clearly **directs** our steps.
20. Planning **must be** fully **based** on the initial vision or direction the Lord **has** **given** to us along with the recognition that there **will** probably **be** a death to that vision before His supernatural fulfillment.



# 28B Week 1 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words describing *types of wrong attitudes*

fresh	brash	impolite
indiscreet	rude	disrespectful
vulgar	impertinent	
impudent	insolent	

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

The first aspect of honor is a spirit of reverence. A primary Hebrew word for *reverence* is *shachab*. It means “to depress oneself, to prostrate oneself in order to pay homage to one in authority, to bow down, to crouch, to fall down and do obeisance.” The second aspect of honor is the concept of respect.

### EXTENSION

During the Vietnam War, a group of soldiers was captured and held in a concentration camp. Routinely, they would be taken from their crude barracks and told to sign certain false documents or be tortured.

### FURTHER EXTENSION

When a guard would come to the barrack's door and call out a prisoner's name, his fellow prisoners would whisper one phrase to him as he walked by. That phrase gave him the courage to maintain his integrity through excruciating torture. Each survivor continued to be challenged by this phrase. One of those prisoners later became United States congressman, Sam Johnson. The phrase that challenged them all was, “Return with honor!”

—*The Power for True Success*

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

### BASIC LEVEL

- |            |              |
|------------|--------------|
| 1. prepare | 4. carried   |
| 2. fairly  | 5. charity   |
| 3. baring  | 6. carefully |

### EXTENSION

- |              |
|--------------|
| 7. preparing |
| 8. barely    |

### FURTHER EXTENSION

- |                |
|----------------|
| 9. warily      |
| 10. various    |
| 11. comparing  |
| 12. charitable |

### Optional

- |                |
|----------------|
| 13. fresh      |
| 14. indiscreet |
| 15. impudent   |

**TT:** *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. There are several spellings for the r-controlled long *a* sound such as: *air* (fair), *ar* (caring), *are* (care), *ear* (bear).

### Day Two

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

(Verb Phrases, BHL Verbs)

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

### Paragraph One of Body

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

4 Sentences

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

### Paragraph Two of Body

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

2 Sentences

### Paragraph Three of Body

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

5 Sentences

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

### Day Three

## 5. Grammar/Sentence Structure: Writing With Nouns and Pronouns

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

### Day Four

## 7. Sentence Structure: *Ing* Openers

## 8. Composition: Edit and Revise

## 9. Sentence Structure: Words That Show Order or Sequence

### Day Five

## 10. Spelling: Spelling Test

## 11. Dictation: Dictation Quiz

## 12. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 28B Week 1 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words describing *types of wrong attitudes*

fresh	brash	impolite
indiscreet	rude	disrespectful
vulgar	impertinent	
impudent	insolent	

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

The first aspect of honor is a spirit of reverence. A primary Hebrew word for *reverence* is *shachah*. It means “to depress oneself, to prostrate oneself in order to pay homage to one in authority, to bow down, to crouch, to fall down and do obeisance.” The second aspect of honor is the concept of respect.

#### EXTENSION

During the Vietnam War, a group of soldiers was captured and held in a concentration camp. Routinely, they would be taken from their crude barracks and told to sign certain false documents or be tortured.

#### FURTHER EXTENSION

When a guard would come to the barrack's door and call out a prisoner's name, his fellow prisoners would whisper one phrase to him as he walked by. That phrase gave him the courage to maintain his integrity through excruciating torture. Each survivor continued to be challenged by this phrase. One of those prisoners later became United States congressman, Sam Johnson. The phrase that challenged them all was, “Return with honor!”

—*The Power for True Success*

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

#### BASIC LEVEL

- |            |              |
|------------|--------------|
| 1. prepare | 4. carried   |
| 2. fairly  | 5. charity   |
| 3. baring  | 6. carefully |

#### EXTENSION

7. preparing  
8. barely

#### FURTHER EXTENSION

9. warily  
10. various  
11. comparing  
12. charitable

#### Optional

13. fresh  
14. indiscreet  
15. impudent

**TI:** *R-controlled* means that the letter *r* controls the sound of the letter or letters that are before the *r*. There are several spellings for the *r*-controlled long *a* sound such as: *air* (fair), *ar* (caring), *are* (care), *ear* (bear).

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

(Verb Phrases, BHL Verbs)

### Day Two

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

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
4 Sentences  
(You may use up to eight words for sentence three.)

#### Paragraph Two of Body

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

#### Paragraph Three of Body

Topic of Paragraph 3 \_\_\_\_\_  
5 Sentences  
(You may use up to eight words for sentence one.)

### 5. Grammar/Sentence Structure: Writing With Nouns and Pronouns

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

### Day Three

### 7. Sentence Structure: *Ing* Openers

### 8. Composition: Edit and Revise

### 9. Sentence Structure: Words That Show Order or Sequence

### Day Four

### 10. Spelling: Spelling Test

### 11. Dictation: Dictation Quiz

### 12. Composition: Final Copy Informative Essay

### Extra Practice (Optional)



# 28B Week 1 Answer Keys

## 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.  
**BASIC LEVEL:** Correct only the first paragraph.  
**EXTENSION:** Correct the first and second paragraphs.  
**FURTHER EXTENSION:** Correct all three paragraphs.
2. In the first paragraph, highlight all of the verb phrases. (A verb phrase consists of two or more verbs.)
3. In the second paragraph, highlight all of the BHL verbs.

The original hearers of Jesus' words **were** Jews who were under the dominion of the **Roman** **Empire**. They **were looking** for a military deliverer who **would throw** off the unwanted yoke of **Roman** rule. To the disciples who listened to the Sermon on the Mount, a slap on the face very well **could have indicated** a military officer responding to lack of respect or impertinence from a **Jew**. A settlement of only a coat in a lawsuit was a painful reminder of the poverty that they **were experiencing** under **God's** discipline.

**Being** compelled to walk a mile **was** a legal requirement that the **Roman** soldiers **could** demand of any Hebrew man twelve years of age or older. Roman soldiers **would** force **Jewish** citizens to carry weapons and supplies for them. This regulation **may have been** the grounds for forcing **Simon** of **Cyrene** to carry the cross of **Jesus** to the crucifixion site.

Giving to those who ask could have been a reference to the tax collectors of the day who had many ways of extracting money for the **Roman** government. The historical background of **Matthew** 5:38–42 reinforces the interpretation that it is **God** **Who** brings punishment to **an** offender. For this reason, the punishment should not be resisted; nor should those who bring the punishment be looked upon as evil.

## 5c. In the sentences provided, write an appropriate pronoun above the italicized noun.

1. The military occupation of the Roman armies was a constant reminder to the nation of Israel of God's discipline upon **them**.
2. When **he** had an opportunity to smite Saul, David instead revealed the Godly attitude that **he** had toward authorities.
3. When King Zedekiah tried to flee, **he** and his family were captured and severely punished.
4. The king resisted the Lord's warning, and **he** put Jeremiah in prison.
5. When the king of Israel tried to flee, **he** and his sons were captured.
6. The king's sons were killed, and then **his** eyes were put out.

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



# 28B Week 2 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words describing *types of wrong attitudes*

fresh	brash	impolite
indiscreet	rude	disrespectful
vulgar	impertinent	
impudent	insolent	

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

When you deposit money in a savings account at a bank, the bank pays you interest. The amount of interest you receive from the bank on your investment varies depending on several factors. You should carefully consider the amount of money that you invest, the rate at which the bank pays interest on your investment, the length of time you invest your money, and how often the bank pays interest on your investment (how often the interest is compounded).

### EXTENSION

Usually you can start a savings account at a bank with a small amount of money. However, the more money you invest, the more you will receive in interest. Interest is figured as a percentage of the money you have invested, and the higher the rate of return, the larger the return will be on your investment.

### FURTHER EXTENSION

The length of time that money is invested in a savings account also affects the amount of interest that is earned on the investment. Generally, the longer the money is invested, the more interest it will earn. Simple interest is found when interest is figured only on the original investment. Compound interest is figured on both the original investment and any interest that has been accrued. The more times the interest is compounded, the larger the return.  
—*Wisdom Booklet 28*

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

### BASIC LEVEL

1. plowshare	5. coward	9. groundbreaking
2. bowed	6. downward	10. counter
3. frowning	7. however	11. outcast
4. crown	8. ground	

### EXTENSION

12. powerful
13. crowded
14. cowardly

### FURTHER EXTENSION

15. countenance
16. counterfeit

### Optional

17. vulgar
18. brash
19. rude

**TI:** 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) (Sequencing Words, Pronouns)

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

### Paragraph One of Body

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

3 Sentences

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

### Paragraph Two of Body

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

3 Sentences

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

### Paragraph Three of Body

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

5 Sentences

### Day Three

## 5. Grammar: Coordinating Conjunctions

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

## 7. Structural Analysis: Change *y* to *i* When Adding *es* to Words

### Day Four

## 8. FURTHER EXTENSION:

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

## 9. Grammar: Past Participles

## 10. Composition: Edit and Revise

### Day Five

## 11. Spelling: Spelling Test

## 12. Dictation: Dictation Quiz

## 13. Composition: Final Copy Informative Essay

## Extra Practice (Optional)

# 28B Week 2 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words describing *types of wrong attitudes*

fresh	brash	impolite
indiscreet	rude	disrespectful
vulgar	impertinent	
impudent	insolent	

### 1. Copying, Vocabulary, and Comprehension

#### BASIC LEVEL

When you deposit money at a savings account in a bank, the bank pays you interest. The amount of interest you receive from the bank on your investment varies depending on several factors. You should carefully consider the amount of money that you invest, the rate at which the bank pays interest on your investment, the length of time you invest your money, and how often the bank pays interest on your investment (how often the interest is compounded).

#### EXTENSION

Usually you can start a savings account at a bank with a small amount of money. However, the more money you invest, the more you will receive in interest. Interest is figured as a percentage of the money you have invested, and the higher the rate of return, the larger the return will be on your investment.

#### FURTHER EXTENSION

The length of time that money is invested in a savings account also affects the amount of interest that is earned on the investment. Generally, the longer the money is invested, the more interest it will earn. Simple interest is found when interest is figured only on the original investment. Compound interest is figured on both the original investment and any interest that has been accrued. The more times the interest is compounded, the larger the return.

—*Wisdom Booklet 28*

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

#### BASIC LEVEL

1. plowshare	5. coward	9. groundbreaking
2. bowed	6. downward	10. counter
3. frowning	7. however	11. outcast
4. crown	8. ground	

#### EXTENSION

12. powerful
13. crowded
14. cowardly

#### FURTHER EXTENSION

15. countenance
16. counterfeit

#### Optional

17. vulgar
18. brash
19. rude

**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)

(Sequencing Words, Pronouns)

### Day Two

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

#### Paragraph One of Body

Topic of Paragraph 1 \_\_\_\_\_  
3 Sentences  
(You may use up to ten words for sentence three.)

#### Paragraph Two of Body

Topic of Paragraph 2 \_\_\_\_\_  
3 Sentences  
(You may use up to eight words for sentence three.)

#### Paragraph Three of Body

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

### 5. Grammar: Coordinating Conjunctions

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

### Day Three

### 7. Structural Analysis: Change *y* to *i* When Adding *es* to Words

### 8. FURTHER EXTENSION:

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

### 9. Grammar: Past Participles

### 10. Composition: Edit and Revise

### Day Four

### 11. Spelling: Spelling Test

### 12. Dictation: Dictation Quiz

### 13. Composition: Final Copy Informative Essay

### Extra Practice (Optional)

# 28B Week 2 Answer Keys

## □ 3. Complete the following steps:

1. In the paragraphs provided, make corrections at the level directed by your teacher.  
**BASIC LEVEL:** Correct only the first paragraph.  
**EXTENSION:** Correct the first and second paragraphs.  
**FURTHER EXTENSION:** Correct all three paragraphs.
2. Highlight all of the sequencing words, and place commas after them where needed if you have not already done so.
3. In the first paragraph, highlight all of the pronouns.

When the day came for **M**arinus to receive the prized rank of centurion, **he** went before the **R**oman magistrate for the official ceremony. **S**uddenly another soldier strode up to the magistrate, and in a cutting voice **he** objected to **M**arinus' appointment. **H**is announcement was that **M**arinus was a **C**hristian and would not sacrifice to the emperors. **T**hen **he** argued that **M**arinus should not be allowed to share the honors that belonged to the **R**omans according to the ancient laws.

The magistrate was deeply troubled by the accusation. **H**e turned to **M**arinus and asked him if he was indeed a **C**hristian. **M**ariius affirmed that he was a believer and would not bow to the emperor. The leaders gave him three hours to reconsider his stand.

**F**inally, at the end of the three hours, **M**arinus answered with clarity and conviction, "I have **chosen** to hold fast to the **G**od whom **I** serve and to **H**is **S**on, the **L**ord **J**esus **C**hrist." **N**ext, executioners **were** signaled, and **M**arinus was **taken** from the court to the place where he would seal his life with the witness of his lips. **I**n the higher court of heaven, he was **given an** honor of far greater worth and authority—**an** eternal crown of life.

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

1. Combine each set of sentences into one sentence by putting a comma and a coordinating conjunction between them.
2. Highlight the coordinating conjunction (CC) that you placed in each sentence.
3. Underline the complete sentence on each side of the CC.

Note: Be sure that the second part is not capitalized since it is now part of a new sentence, rather than a sentence on its own.

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

1. The dilemma that Marinus faced that day explains why many early church leaders warned Christians not to volunteer for Roman military service, **for** they could be overcome with the pagan practices of the Romans.

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

**Teacher Tip:** Do not consider your student's answers wrong if he uses a FANBOYS that is different from the Answer Key but still appropriate.

2. The danger of compromise in pagan Rome was not limited to the military, **for** those who held other positions of leadership were also required to look to the emperor as their god rather than the Lord Jesus Christ.
3. Another early church leader who was outspoken against military service was Tertullian, **and** he wrote about why Christians should not be involved with the Roman government.
4. Rome was entangled in pagan worship, **and** any allegiance to that system was questionable.
5. He preached that Christians should not hold any public office in the Roman government, **and** he, himself, withdrew from the paganism of Rome to a secluded monastery in Egypt.
6. His writings and teachings contained much truth, **but** his imbalance in teaching about pacifism affected his other doctrines too.
7. A militant Christian believes that God has given authority to the office of a government position, **but** he does not believe God has given authority to the one who holds the office.
8. Daniel and his three friends would testify against humanism, **for** following it would have destroyed their witness and hindered the power of God.
9. King Saul tried to justify his compromise in a difficult situation, **but** God punished him by taking away the kingdom.
10. Christians are called to follow the example of Christ in suffering, **and** dying for Christ's sake is an active assault against evil, just as Christ conquered Satan by His death on the cross.

**□ 7b. Make the following words plural by applying the rules learned in this lesson.**

- |   |                                     |
|---|-------------------------------------|
| 1. authority— <b>authorities</b>          | 14. dismay— <b>dismays</b>          |
| 2. reply— <b>replies</b>                  | 15. repay— <b>repays</b>            |
| 3. factory— <b>factories</b>              | 16. convey— <b>conveys</b>          |
| 4. replay— <b>replays</b>                 | 17. difficulty— <b>difficulties</b> |
| 5. industry— <b>industries</b>            | 18. family— <b>families</b>         |
| 6. pray— <b>prays</b>                     | 19. portray— <b>portrays</b>        |
| 7. deny— <b>denies</b>                    | 20. decay— <b>decays</b>            |
| 8. key— <b>keys</b>                       | 21. story— <b>stories</b>           |
| 9. ability— <b>abilities</b>              | 22. library— <b>libraries</b>       |
| 10. carry— <b>carries</b>                 | 23. multiply— <b>multiplies</b>     |
| 11. cruelty— <b>cruelties</b>             | 24. theory— <b>theories</b>         |
| 12. impossibility— <b>impossibilities</b> | 25. testimony— <b>testimonies</b>   |
| 13. necessity— <b>necessities</b>         | 26. country— <b>countries</b>       |

❑ 9d. In the sentences provided, complete the following steps:

1. Highlight all of the verb phrases. You may highlight any adverbs that are in the middle of a verb phrase. (Remember: We will consider a verb phrase to be any two or more verbs, including infinitives—*to* + verb.)
2. Correct any verbs that are formed incorrectly.

1. It is not the nature of lions **to be** obedient to the voice of man.
2. A wild animal's training **has been compared** to a Christian's training.
3. Lions and tigers **are given** to following their own wills.
4. A lion **may appear to submit** to a trainer for short periods of time, but it **is never fully tamed**.
5. Successful animal training **has always required** more than helping an animal develop its memory, intelligence, and sensitivity to commands.
6. Once an animal **has submitted** his will, he **can learn** quickly.
7. One wolf **seemed to be trained**, but a man sadly found that it really was not.
8. Wolves **can never be** fully tamed.
9. Wolves **have always resisted** human authority.
10. A lion **has been known to be** as gentle as a pussy cat and then turn on its trainer.
11. Reindeer and caribou are different in that man **has never been able to fully train** caribou.
12. Donkeys and zebras **have been considered to be** similar in many ways.
13. Zebras **have always been** wild.
14. Circus trainers **have struggled** for years **to train** these beautiful animals.
15. Almost every attempt **to break** them for riding or harnessing **has resulted** in failure.
16. A trained zebra is as rare as a man who **has tamed** his tongue.
17. A good demonstration of a lion's wild, untamable nature **has been known** to happen at feeding time.
18. Anyone who **has been around** lions very long knows that one **should never come** between a lion and its food.
19. Lions **have killed** humans who **were standing** between them and their food.
20. Lions **have been thought to be trained** when they really were not.





# 28B Week 3 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words describing types of wrong attitudes

fresh	brash	impolite
indiscreet	rude	disrespectful
vulgar	impertinent	
impudent	insolent	

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Today, the term “restitution” commonly refers to the amount the offender is required to pay to reimburse for losses resulting from a crime. In a criminal case the state brings the action against the offender for violating a criminal statute. When an individual is injured by another individual in a non-criminal act, the injured party can sue for damages or other relief. .

### EXTENSION

The amount of restitution recommended is usually determined by the amount of financial loss the victim demonstrated to the court. This typically includes the dollar value of stolen or damaged property. Sometimes, however, medical bills, lost income, and expenses incurred from cooperating with the police and the prosecutor throughout the trial are added to the property losses.

### FURTHER EXTENSION

Restitution plans include both the amount of restitution a defendant must pay, and a schedule of payments. The court must approve a restitution plan before it will become enforceable against a defendant. In most jurisdictions, the amount of restitution is at the sole discretion of the court.

—*Wisdom Booklet 28*

## 2. Spelling: Other Spellings for the Long Double o Sound (Examples: rouge, group)

### BASIC LEVEL

- |          |            |           |
|----------|------------|-----------|
| 1. group | 3. through | 5. troupe |
| 2. croup | 4. rouge   | 6. coup   |

### EXTENSION

7. grouper  
8. throughout

### FURTHER EXTENSION

9. trouper  
10. trousseau  
11. coupe

### Optional

13. impertinent  
14. insolent

**TT:** *Ou* makes both sounds of *oo*—the short sound (e.g., *could*, *would*, *should*) and the long sound (e.g., *rouge*).

### Day Two

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

(Coordinating Conjunctions)

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

Animal Training

Child/Christian Training

_____	_____
_____	_____
_____	_____
_____	_____

### Day Three

## 5. Grammar: Noun Markers (Articles)

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

### Day Four

## 7. Grammar: Adjectives

## 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)

# 28B Week 3 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words describing *types of wrong attitudes*

fresh	brash	impolite
indiscreet	rude	disrespectful
vulgar	impertinent	
impudent	insolent	

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

Today, the term “restitution” commonly refers to the amount the offender is required to pay to reimburse for losses resulting from a crime. In a criminal case the state brings the action against the offender for violating a criminal statute. When an individual is injured by another individual in a non-criminal act, the injured party can sue for damages or other relief. .

### EXTENSION

The amount of restitution recommended is usually determined by the amount of financial loss the victim demonstrated to the court. This typically includes the dollar value of stolen or damaged property. Sometimes, however, medical bills, lost income, and expenses incurred from cooperating with the police and the prosecutor throughout the trial are added to the property losses.

### FURTHER EXTENSION

Restitution plans include both the amount of restitution a defendant must pay, and a schedule of payments. The court must approve a restitution plan before it will become enforceable against a defendant. In most jurisdictions, the amount of restitution is at the sole discretion of the court.

—*Wisdom Booklet 28*

## 2. Spelling: Other Spellings for the Long Double o Sound (Examples: rouge, group)

### BASIC LEVEL

- |          |            |           |
|----------|------------|-----------|
| 1. group | 3. through | 5. troupe |
| 2. croup | 4. rouge   | 6. coup   |

### EXTENSION

- |               |               |                 |
|---------------|---------------|-----------------|
| 7. grouper    | 9. trouper    | 13. impertinent |
| 8. throughout | 10. trousseau | 14. insolent    |
|               | 11. coupe     |                 |

### FURTHER EXTENSION

### Optional

**TT:** *Ou* makes both sounds of *oo*—the short sound (e.g., *could*, *would*, *should*) and the long sound (e.g., *rouge*).

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

(Coordinating Conjunctions)

### Day Two

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

Animal Training

Child/Christian Training

_____	_____
_____	_____
_____	_____
_____	_____

## 5. Grammar: Noun Markers (Articles)

### Day Three

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

## 7. Grammar: Adjectives

## 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)

# 28B 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. Combine the last two sentences of the first paragraph by inserting a comma and a coordinating conjunction.

A good demonstration of a lion's wild, untamable nature can happen at feeding time. An anyone who has been around lions very long knows that one should never come between a lion and its food. Lions are very protective of their food, and lions will kill others who get too close.

The story is told of a “tame” lion that had been with a circus for many years. Actually, it had never attacked or threatened anyone. However, one day a cage boy made a fatal mistake. Thinking that the lion would not even hurt a flea, the boy carelessly walked between the lion and its food. This mistake triggered the lion's wild nature, which had never been completely tamed. In an instant, the lion was upon the boy. Its vice-like jaws clamped down on the boy's neck just once.

Later, the boy was found dead in the cage. He had no scratches except for the fang marks and a broken neck. The lion was lying curled up next to the body as if nothing had happened.

## □ 7d. In the sentences provided, fill in the blanks with descriptive adjectives.

Answers will vary.

## □ 7e. Use your thesaurus or your Wisdom Booklet to find synonyms for the underlined words in the sentences provided, and write the new “descriptive adjectives” on the lines provided.

Note: A synonym is a word with the same or similar meaning.

Answers will vary.



# 28B Week 4 Teacher's Helps

## For a Five-Day Week

### Day One

#### Vocabulary Box

##### Words describing types of wrong attitudes

fresh	brash	impolite
indiscreet	rude	disrespectful
vulgar	impertinent	
impudent	insolent	

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

After the defeat of Germany, several Nazi officers committed suicide rather than face the court in which they would be tried for war crimes. A notable exception was Albert Speer, a chief architect of the Third Reich. He had been appointed by Hitler as minister of armaments in war production. Without his organizational genius on the Nazi's side, the horror and atrocities of World War II would have come to an earlier end.

### EXTENSION

Albert Speer's attorneys repeatedly warned him that confession of his part in the war would result in his execution. Thus, the court was electrified when he stood up and said, "I am not only guilty of that with which I am charged, but I am guilty of everything that took place in the war because I could have known what was happening, and I chose not to know."

### FURTHER EXTENSION

His confession so surprised the court that rather than being executed, he was sentenced to only twenty years in prison. Following his release from prison he said, "After my admission I felt my spirits lighten. I was glad I did not try to dodge the issue. During my twenty years of imprisonment, I was, nevertheless, a free man."  
—*Wisdom Booklet 28*

## 2. Spelling: Words With s Saying z (Examples: as, wise)

### BASIC LEVEL

- |              |             |             |
|--------------|-------------|-------------|
| 1. examines  | 4. despairs | 7. meanings |
| 2. partakers | 5. returns  | 8. reverses |
| 3. praises   | 6. wiser    |             |

### EXTENSION

- |              |                |                   |
|--------------|----------------|-------------------|
| 9. glories   | 11. liaison    | 13. disrespectful |
| 10. feasible | 12. multiplies | 14. impolite      |

**TI:** The letter *s* often says *z*. There is no rhyme or reason to when it does so; thus, students must memorize these words and know when the *z* sound calls for an *s* and not a *z*. Generally speaking, when a short vowel word ends in *s* making the *z* sound, it is not doubled as it is when it says *s* (e.g., *has*, *as*).

### Day Two

- 3. Editor Duty:** Correct Given Paragraph(s)  
(Adjectives, Noun Markers)
- 4. Composition:** Edit and Revise

### Day Three

- 5. Grammar:** Prepositions

### Day Four

- 6. Sentence Structure:**  
Prepositional Phrase Openers

### Day Five

- 7. Spelling:** Spelling Test
- 8. Dictation:** Dictation Quiz
- 9. Composition:** Final Copy Original  
Comparing/Contrasting Essay

### Extra Practice (Optional)

# 28B Week 4 Teacher's Helps

## For a Four-Day Week

### Day One

#### Vocabulary Box

##### Words describing types of wrong attitudes

fresh	brash	impolite
indiscreet	rude	disrespectful
vulgar	impertinent	
impudent	insolent	

## 1. Copying, Vocabulary, and Comprehension

### BASIC LEVEL

After the defeat of Germany, several Nazi officers committed suicide rather than face the court in which they would be tried for war crimes. A notable exception was Albert Speer, a chief architect of the Third Reich. He had been appointed by Hitler as minister of armaments in war production. Without his organizational genius on the Nazi's side, the horror and atrocities of World War II would have come to an earlier end.

### EXTENSION

Albert Speer's attorneys repeatedly warned him that confession of his part in the war would result in his execution. Thus, the court was electrified when he stood up and said, "I am not only guilty of that with which I am charged, but I am guilty of everything that took place in the war because I could have known what was happening, and I chose not to know."

### FURTHER EXTENSION

His confession so surprised the court that rather than being executed, he was sentenced to only twenty years in prison. Following his release from prison he said, "After my admission I felt my spirits lighten. I was glad I did not try to dodge the issue. During my twenty years of imprisonment, I was, nevertheless, a free man."  
—*Wisdom Booklet 28*

## 2. Spelling: Words With s Saying z (Examples: as, wise)

### BASIC LEVEL

- |              |             |             |
|--------------|-------------|-------------|
| 1. examines  | 4. despairs | 7. meanings |
| 2. partakers | 5. returns  | 8. reverses |
| 3. praises   | 6. wiser    |             |

### EXTENSION

9. glories  
10. feasible

### FURTHER EXTENSION

11. liaison  
12. multiplies

### Optional

13. disrespectful  
14. impolite

**TI:** The letter *s* often says *z*. There is no rhyme or reason to when it does so; thus, students must memorize these words and know when the *z* sound calls for an *s* and not a *z*. Generally speaking, when a short vowel word ends in *s* making the *z* sound, it is not doubled as it is when it says *s* (e.g., *has*, *as*).

### Day Two

3. **Editor Duty:** Correct Given Paragraph(s)  
(Adjectives, Noun Markers)

4. **Composition:** Edit and Revise

### Day Three

5. **Grammar:** Prepositions

6. **Sentence Structure:**  
Prepositional Phrase Openers

### Day Four

7. **Spelling:** Spelling Test

8. **Dictation:** Dictation Quiz

9. **Composition:** Final Copy Original  
Comparing/Contrasting Essay

Extra Practice (Optional)

# 28B 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 any of the paragraphs, highlight the descriptive adjectives.

**BASIC LEVEL:** Highlight four adjectives.

**EXTENSION:** Highlight six adjectives.

**FURTHER EXTENSION:** Highlight eight adjectives.

3. In the first paragraph, highlight all of the noun markers (articles).

**Many** characteristics of **our current law** system **have** been passed down to us from **the feudal** courts in **Europe** during **the Middle Ages** (A.D. 700 to 1400). **A** vassal (one who received land in exchange for **political** and **military** service to **the** landlord) **was** tried by his peers (**jury** system) when accused of **a** crime. **The** landlord presided over **the** court as **a** judge. **The** court could order **a** person to appear by using **a** summons. **A** felon was one who refused **to** obey **the** court.

**No** law could be made without the consent of the government. **There** was **one** aspect of the law, however, that existed during this period, which **has** since been removed from the **legal** system. It involved the need for a criminal to make **proper** restitution to his victim. This requirement did not originate with the **feudal** courts. It was initiated by **God** in the Law **He** gave to **His** own people in **Exodus**.

**When** a person **who** damages another is required to make restitution, justice is carried out. That restitution, however, must be according to **God's** requirements of justice not man's idea of fairness. Only then will it be **an effective crime** deterrent as well as a means of restoring the offender and the victim. Our **present** lawmakers must understand and act upon the **many** facets of restitution.

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

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

### **Throughout**

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

1. **With** the decline of feudalism during the fifteenth century, the disappearance of the victim from the criminal justice process began.
2. **In** the feudal system a victim or his family sought redress from an offender directly through his lord's court.

3. **For** the victim, restitution should be made by the offender.
4. **In** a feudal court, the landlord presided as judge, and restitution was given directly to the victim.
5. **With** the disappearance of individual lords and the combining of land into kingdoms, courts began to see criminal acts as rebellion against the king.
6. **In** the sixteenth century, a new justice system emerged and the “King’s Peace” became more important than a victim’s damages.
7. **In** this time, criminal acts became acts against the king rather than acts against an individual victim.
8. **During** this time, prosecutors became agents of the state rather than representatives of the victim.
9. **Through** the fines and fees the king derived from the criminal process, many believed the king was just enriching himself.
10. **In** the United States, most restitution programs did not develop until the 1970s.
11. **In** fact, a survey of twenty-nine nations revealed that none of their court systems had restitution programs prior to 1958. (Note: *In fact* is also a conjunctive adverb.)
12. **During** the mid-seventies, it was almost as though the victim was “reinvented.”
13. **In** today’s society, restitution is limited to property crimes in which there is a monetary loss.
14. **In** criminal cases resulting in physical injury, the crime remains one against the state.
15. **In** a majority of cases, restitution is paid to the state or to the community rather than to the victim.
16. **In** the criminal justice system, the role of every participant except the victim has been carefully scrutinized.
17. **In** them, court officials focus first on the crime itself and thereafter on the offender.
18. **In** the criminal system, the victim’s needs are not the concern of any agency.
19. **From** the victim’s viewpoint, it sometimes is not even worth reporting a crime.
20. **During** a criminal trial, police may confiscate items of the victim’s own property and keep them for months as “exhibits” for the court.

